

Creating Bill of Students Rights and Responsibilities at Helwan University

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Abstract

University is open to all persons who are qualified according to its admission standards unless resource limitations results in the closure of academic programs in which applicants have expressed interest. Students' rights refers to a set of rights, responsibilities, and duties under which a student can seek and receive all educational service, encompass legal and ethical issues in the academic institutions and student relationship, including a student's right to privacy and to equal evaluation. So this study aimed to creating bill of students' rights and responsibilities at Helwan University. Operational design was carried out in the twenty faculties at Helwan University; Quota sampling used a sampling method for gathering representative data from two categories first category was university students consisted of 1200 students enrolled in four levels at academic year 2013 / 2014 representative 60 students from every faculty from twenty faculties studied setting at Helwan University. Second category was academic staff consisted of 40 academic staff 20 were professors and 20 were assistant professors 2 from every faculty study setting at Helwan University. Self-administered questionnaire used for the data collection consisted of two parts; the first part is socio-demographic characteristics served to collect information about age, gender, levels and educational qualification. The second part was 98 items divided into four components about academic, non-academic rights and responsibilities. The researchers developed a bill of students' rights and responsibilities based on students' opinions, and second part is an opinionnaire sheet used for the validity of the created students' bill of rights and responsibilities. The response was 3-point Likert scale from "strongly agree" to "disagree." The results are evident that; Mean Score in total agreements upon students' rights were " 1.57 ± 0.37 ". While, Mean Score in total agreement upon students' responsibilities were " 1.53 ± 0.41 ". There is a highly statistically significant positive correlation between students' scores of agreement upon rights and responsibilities ($p < 0.01$). In conclusion, there is a highly statistical significant positive correlation between students' score of agreement upon rights and responsibilities. There was negative statistically significant correlations were revealed between students' scores of academic responsibilities and non-academic responsibilities with levels. It is concluded that the proposed students' bill of rights was valid, and effective in almost all items related to academic and non-academic students' rights and responsibilities were highest score; this reflects the importance of increasing students' awareness of their rights as well as their responsibilities and involves the students' rights to be informed about all aspects of the learning process and their involvement in the quality of education. The study recommends disseminating this created bill of rights and responsibilities in all universities at the Ministry of Higher Education in Egypt.

Keywords: bill of rights, quota sampling, responsibilities, rights, and students bill of rights.

1. Introduction

Today in era of revolutions of Arab Spring, students are aware of many social issues that affect them, their faculty, university and society in general issues like faculty and university budgets, discrimination, pollution and war. University is a community of people studying, teaching and researching, supported by technicians and administrative staff. Students' rights are the backbone of our university. It is essential that students' rights and duties are actively applied by all concerned (McGill University, 2010). According to the many authors, student is defined as any person admitted to enroll at educational settings, whether (Murphy, 2003). A student is a person who is studying and attends at a university, college, or school, any person who studies, investigates, or examines thoughtfully. Student is a person is following a course of study and a person who makes a thorough study of a subject (Free dictionary, 2014, and Collins dictionary, 2015).

The word right is used for quiet personal aspects of living (Tschudin, 2003). According to Stanford University, (2009) Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory. Additionally, the rights structure is a form of governments, the content of laws, and

the shape of morality as it is currently perceived. While rights can be defined as an accordance with facts, reason or truth-fitting, proper, or appropriate-most favorable, desirable or convenient. Another asset of the right can be anything as long as it's most favorable, desirable or convenient according to the organizational policy. Rights drive from respect for the person within a social context. The rights dominate most modern understandings of what actions are proper and which institutions are just. Moreover, the responsibility is something that is your job to do something about, or to think about. It is something that affects our lives and other people's lives (Merriam-Webster, 2015).

Students' rights are the policy of the academic institution to support and inform students about their rights and responsibilities. These rights are extended to each student regardless of age, sex, race, creed, national origin, ethnic group, religion, economics and cultural background (Hebert, 2005). Students' rights refers to a set of rights, responsibilities, and duties under which a student can seek and receive all educational service, encompass legal and ethical issues in the academic institutions and student relationship, including a student's right to privacy, the right to equal evaluation and equal freedom to accept or refuse (Smith, 2006). A bill of rights is a written document that defines the rights of citizens and establishes limitations on the government. Bills of rights were included in most of the state constitutions in the early republic as they are today (The University of Virginia Center for Politics, 2010). Everyone has both rights and responsibilities. In the case of the inclusion of students with disabilities in postsecondary activities, faculty members have the right to require that students demonstrate knowledge and skills essential to the course content (University of Washington, 2015).

Responsibility of student is check that his enrolments is correct and arranges to have it updated. Students also have responsibilities and are expected to inform them of, and comply with, all relevant laws, university statutes, rules, by-laws, the university's guiding ethical principles, policies and procedures relating to their rights as a student, participate constructively in the learning experience, be aware of course and unit requirements and their individual academic progress, behave in an appropriate manner within the learning environment, showing respect for both staff and fellow students at all times, embrace and recognise diversity, use university facilities and services in an honest and responsible manner, recognize that cheating, plagiarism and fabrication or falsifications of data are not acceptable, and adhere to the proper use of copyright material (Curtin University, 2014). Students are responsible for completing class assignments on time and according to the instructions given by the teachers, for bringing to class all materials required for daily classroom use, for being in attendance at the beginning of the school day. Students arriving late are to report to the proper school authorities, as designated by their local school rules and during a class hour, students shall not leave a classroom without a pass from the teacher (Saint Paul Public Schools, 2014).

Additionally, it is the student's responsibility to keep informed relative to new information which is communicated to all students during the course of each academic year; each student is responsible for reviewing the student handbook. It is the student's responsibility to raise questions about any policy or procedure that may be unclear. Students are encouraged to raise questions concerning any aspect of their educational program (Wilkes University, 2015). Students need to be continuously improved this should be done in order to provide equal opportunities within higher education institutions society and to secure the quality of education. The form and substance of education, including curricula and teaching methods, must be student oriented. In this regard, as with all other aspects of higher education, students and authorities of higher education institutions society must communicate in order to create a better study environment (Donald, 2009).

2. Significance of the study

Students are an equally important and integral part of higher education and students must be seen as partners who are in the center of interest of the higher education. Student representatives must be elected in a democratic way by the students (Gewin, 2004). The student bill of rights was created to help student's feel more confident in educational system; the bill of right assures that the educational system is fair and works to meet student's needs, gives student's a way to address any problems they may have and encourages student to take an active role in educational process. In addition, the students' rights make a focus on the importance of a strong relationship between student and their educational places (Tony, 2008). Therefore, this study was designed with the aim to creating bill of students' rights and responsibilities at Helwan University. It is hoped that it would help students to determine the rights, rules, duties and responsibilities for more achieve their studies.

3. Research Methodology

3.1. Research design and setting

The operational research design was carried out this study in the twenty faculties at Helwan University, there are nine faculties inside the University Campus, these included; Computer and informatics, Social services,

Pharmacy, Nursing, Law, Education, Literature, Science, and Commerce, while there are eleven faculties outside the University Campus, these included; Sport education (girls), Industrial education, Sport education (boys), Music education, Tourism and Hotels, Art education, Home economics, Engineering (Helwan), Engineering (Matria), Applied arts, and Fine arts.

3.2. *The research sample*

Quota sampling used a sampling method for gathering representative data from two categories of studies setting at Helwan University.

The study sample consisted of two categories, namely university students and academic staff; first category was university students consisted of 1200 students enrolled in four levels at academic year 2013 / 2014 from faculties studied setting at Helwan University. Their age ranged from 21- to 23+ years, Mean \pm SD was 21.5 \pm 1.5. Most of them were male 875 (72.9%) and 1116 (93.0%) were single, their qualification were 1132 (94.3%) secondary education, while 68 (5.7%) had technical education. Their residences 706 (58.8%) from urban, father education 703 (58.6%) were high education, while 600 (50.0%) were high education for mother, father job 907 (75.6%) were employee, and mother job 686 (57.2%) were mother working. Second category was academic staff consisted of 40 academic staff from faculties study setting at Helwan University. The academic staff included 2 from every faculty studied setting at Helwan University. Of the juries 20 were professors and 20 were assistant professors all of them had a doctoral degree.

3.3. *Data collection tools*

Two different tools were used for data collection, self-administered questionnaires for university students, and an opinionnaire sheet for academic staff.

3.3.1. *Self-administered questionnaire*

This tool was developed by researchers guided by Stegeman (2009), The McGill University (2010), and American University in Cairo (2012). Then it was modifications and translation to Arabic. It was intended to determine the agreement of the university students upon academic students' rights and responsibilities. It consists of two parts, first part was demographic data sheet served to collect information about age, gender, marital status, educational qualification, levels, residence, father and mother education and their job status. The second part was 98 items divided into four components the first components were academic students' rights (25 items), the second components were non-academic students' rights (47 items), the third components were academic students' responsibilities (17 items), and the fourth components were non-academic students' responsibilities (9 items). The content validity of the tool was tested through experts' opinions of four professors and four associate professors from the faculties inside the university campus except faculty of nursing, one expert from every faculty and excluded them from the participated sample. The tool reliability data was assessed through measuring its internal consistency, which proved to be good with Cronbach alpha coefficient ranging from 0.93 to 0.98 the first components were academic students' rights was 0.96, the second components were non-academic students' rights 0.98, the third components were academic students' responsibilities 0.95, and the fourth components were non-academic students' responsibilities 0.93. The response was 3-point Likert scale from "strongly agree" to "disagree." These were scored from 3 to 1, respectively. Confidentiality was assured to all participants by stating that they will not write their names on the questionnaire. The questionnaires were distributed to the university students. Each sheet took 40 to 50 minutes to be filled for the self-administered questionnaire for the students. Data were collected during four month starting in December 2013 until March 2014.

3.3.2. *Opinionnaire sheet*

This tool was developed by the researchers guided by relevant literature Hajira and Shamsa (2012) and Syed (2012) to validate the created bill of students' rights and responsibilities at Helwan University. The tool consists of 46 items; (1 item) for face validity form, (1 item) for the clear bill of rights and responsibilities concept, (4 items) for non-academic student responsibilities, (4 items) for academic student responsibilities, (4 items) for a student activity, responsibilities, (1 item) for the amendment was determining responsibility, (5 items) for academic / educational package rights, (5 items)for contract rights, (5 items) for the equitability rights, (5 items)for an accountability and quality assurance rights, (5 items)for due process rights, (5 items)for Information accessibility rights was (1 item)for the content of the proposed students' bill of rights and responsibilities can be applied in other universities. Each item was to be checked as "agree" or "disagree" with comments and/or suggestions.

3.4. Study phases

The study was implemented through four phases; preparation, creating, validating and approval phase.

3.4.1. Preparation phase

Official permissions were obtained through letters directed from the dean of the Faculty of Nursing at Helwan University to dean of the faculties inside and outside the university campus for explaining the aim of study and agree to beginning the approve letters for academic departments for select sixty the students from four levels and two academic staff from his faculty to participate in study. Then, the head of the academic departments were advertised in students' theaters and academic offices for freedom to participation. The researchers met with every participant to explain the purpose of the study and to obtain oral or/and written consent to participate. Those who accepted were 1200 students and forty academic staff to validity the bill of students' rights and responsibilities from twenty faculties, as a quota sampling. While, the tools were pilot-tested content validity through experts' opinions of four professors and four associate professors from the faculties inside the university campus except faculty of nursing, one expert from every faculty and excluded them from the participated sample to identify any ambiguous questions. for go to the creating phase.

3.4.2. Creating phase

In this phase, the researchers developed the bill of students' rights and responsibilities (Annex); based on the analysis for the data obtained from the students were participated and briefed on the similar charter of students rights and responsibilities in different national and international universities was identified as the most needed (The McGill University, 2010, American University in Cairo 2012, and Western Illinois University. 2014). After the creating the bill of the students' rights and responsibilities the researcher reviewing its contents and develop the opinionnaire sheet according to the contents of the bill of students rights and responsibilities for go to the validity phase.

3.4.3. Validating phase

In this phase, the researchers met the jury members The opinionnaire sheet was distributed to the academic staff were asked to read the created bill of students' rights and responsibilities and express their agreement or disagreement upon its content whether reflecting the concept intended by the researchers or not. the validation for bill of students' rights and responsibilities was content validated by academic staff jury, and finalized according to their opinions. Prior to data collection, accordingly, minor changes were done in the form of re-wording or re-phrasing. Each sheet took 60 to 90 minutes to be filled. Data were collected during one month starting in October 2014 until November 2014.

3.4.4. Approval phase

In this phase, the researchers will writes the letter for the Helwan University President to approve the created bill students' rights and responsibilities from the University Council and disseminated for all students, academic staff and their assistants in all faculties of university after approved.

4. Ethical considerations

The study protocol was approved by the pertinent authorities in the Faculty of Nursing at Helwan University. The university students' participants gave their written informed consent to participate after receiving clear explanations of the study aim and method of study. They were informed about their right to refuse to participate or withdraw at any time without giving reason. Confidentiality was assured to all participants, and all the forms used were identified by codes, and any obtained information was only used for research purposes.

5. Statistical analysis

Data entry and statistical analysis were done using SPSS 14.0 statistical software package. Cronbach alpha coefficient was used to assess the reliability of the scales used in the tools. Quantitative categorical variables; Mean and Standard deviation were done and using paired t-test. Pearson correlation analysis was used for assessment of the inter-relationships among quantitative variables, and spearman rank correlation for ranked variables to identify the independent predictors of the knowledge and practice scores, multiple stepwise backward regression analysis was used and analysis of variance for the full regression models were done. Statistical significance was considered at p-value $p < 0.05$ and high statistical significance at p-value $p < 0.01$.

6. Results

Table 1 illustrates total agreement upon students' rights and responsibilities among students in the study sample. It indicates that, the highest percentage of strongly agree/ agree academic agreement upon students' rights were

65.0 %. While the non-academic agreements upon students' rights were 58.9%. Where, it is evident that the two domains (academic students' rights and non-academic students' rights) highest Mean Score in total agreements upon students' rights were " 1.57 ± 0.37 ". While, highest percentages of strongly agree/ agree academic agreement upon students' responsibilities were 57.5%. Also, the non-academic agreement upon students' responsibilities were 55.0%. Where it is evident that the two domains (academic students' responsibilities and non-academic students' responsibilities) the Mean Score in total agreement upon students' responsibilities were " 1.53 ± 0.41 ".

Table 2: describes correlation matrix of students' scores of agreement upon rights and responsibilities. As the matrix clarify that students' are interdependent on each other and there is a highly statistically significant positive correlation between students' scores of agreement upon rights and responsibilities ($p < 0.01$). As there is a highly statistically significant between non-academic agreements upon rights and the score of academic agreements upon rights ($r = 0.688$) and there is a highly statistically significant between academic responsibilities and the score of academic agreements upon rights and non-academic agreements upon rights ($r = 0.568$ and $r = 0.716$). Also, statistically significant correlations was found between academic and non-academic rights with non-academic responsibilities ($r = 0.504$, $r = 0.624$ and $r = 0.830$).

As for the correlation between students' scores of agreement upon rights and responsibilities and their personal characteristics, table 3 demonstrates the correlation between students' scores of agreement upon rights and responsibilities and their personal characteristics. There were found no statistically significant correlations between students' scores of academic and non-academic rights and responsibilities with age. There was negative statistically significant correlations were revealed between students' scores of academic responsibilities and non-academic responsibilities with levels ($r = -0.066$, $r = -0.093$). Respectively, negative statistically significant correlations were revealed between students' scores in all or total students' rights and responsibilities with family size ($r = -0.177$, $r = -0.192$, $r = -0.207$ and $r = -0.172$). In addition it is evident that this correlation is a positive correlation between students' scores of academic and non-academic rights and responsibilities, and non-academic rights and responsibilities with father and mother education ($p < 0.01$).

Table 4 displays the best fitting multiple linear regression model for students' scores of agreement upon rights and it is evident from the table that the variable marital status (single) and family size were significant predictors of students' scores of agreement upon rights. Students' scores = (beta = 62.68, 11.82 marital status, -1.30 family size and 1.99 father education ($p < 0.001$)). However, the model explains only 0.10% of the variation in the students' scores of agreement upon rights, as indicated by the value of r-square.

The Best fitting multiple linear regression model for students' scores of agreement upon responsibilities is illustrated in table 5. It indicates that the statistically significant independent predictor of marital status (single) and family size (beta = 67.90, 11.62 marital status, and -1.77 family size ($p < 0.001$)). However, the model explains only 0.10% of the variation in the students' scores of agreement upon responsibilities, as indicated by the value of r-square.

Table 6 presents the best fitting multiple linear regression model for students' scores of agreement upon responsibilities (including rights in the model. It shows that the statistically significant independent predictor of students' scores of agreement upon responsibilities (including rights in the model was (beta = 16.70 and family size -0.83 ($p < 0.001$)). However, the model explains only 0.45 % of the variation in the students' scores of agreement upon responsibilities; including rights in the model, as indicated by the value of r-square.

Validation of the created students' bill of rights and responsibilities was done through the agreements of academic staff in table 7 It indicates that all the juries' of academic staff agree about the proposed students' bill of rights and responsibilities; the highest percentage of amendment was determining responsibility, A student activity, responsibilities was in logical sequence, clear, scientific and comprehensive and Non-academic student responsibilities were in logical sequence, clear, scientific and comprehensive (95.0 %, 92.5 % and 90.0 %) Conversely, the lowest percentage of equitability rights was clear, applicable, scientific, and comprehensive and in logical sequence, academic student responsibilities were in logical sequence, clear, scientific and comprehensive and due process rights was clear, applicable, scientific, comprehensive and in logical sequence (77.5 % , 82.5 % and 82.5 %). While, the percent of others components agreement were ranged between 82.5 % and 90.0 %.

Table I Total agreement upon students' rights and responsibilities among students in the study sample (n=1200)

Items	Strongly agree / Agree		Score (max=2)		
	No.	%	Mean	SD	Median
Academic students' rights	780	65.0	1.58	0.41	1.70
Non-academic students' rights	707	58.9	1.58	0.38	1.60
Total students' rights	782	65.2	1.57	0.37	1.70
Academic students' responsibilities	690	57.5	1.54	0.41	1.60
Non-academic students' responsibilities	660	55.0	1.52	0.45	1.60
Total students' responsibilities	678	56.5	1.53	0.41	1.60

(SD) Standard deviation

Table II Correlation matrix of students' scores of agreement upon rights and responsibilities

Items	Scores of agreement			
	Spearman's rank correlation coefficient			
	Academic rights	Non-academic rights	Academic responsibilities	Non-academic responsibilities
Academic rights				
Non-academic rights	.688**			
Academic responsibilities	.568**	.716**		
Non-academic responsibilities	.504**	.624**	.830**	

(**) Statistically significant at $p < 0.01$

Table III Correlation between students' scores of agreement upon rights and responsibilities and their personal characteristics.

Items	Scores of agreement			
	Spearman's rank correlation coefficient			
	Academic rights	Non-academic rights	Academic responsibilities	Non-academic responsibilities
Age	0.05	-0.03	0.00	-0.05
Levels	0.01	-0.05	-.066*	-.093**
Family size	-.177**	-.192**	-.207**	-.172**
Father education	.191**	.152**	.140**	.123**
Mother education	.187**	.149**	.143**	.128**

(*) Statistically significant at $p < 0.05$

(**) Statistically significant at $p < 0.01$

Table IV Best fitting multiple linear regression model for students' scores of agreement upon rights.

	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95% Confidence Interval for B	
	B	Std. Error				Lower	Upper
Rights							
Constant	62.68	4.23		14.83	<0.001	54.39	70.98
Residence (reference: rural)	2.47	1.05	0.07	2.34	0.019	0.40	4.54
Marital status (reference: single)	11.82	2.02	0.17	5.84	<0.001	7.85	15.79
Family size	-1.30	0.31	-0.13	-4.27	<0.001	-1.90	-0.71
Father education	1.99	0.59	0.10	3.38	0.001	0.83	3.15

r-square=0.10

Model ANOVA: F=25.987, p<0.001

Variables entered and excluded: age, sex, type of secondary education and school, mother education and job, faculty, levels.

Table V Best fitting multiple linear regressions model for students' scores of agreement upon responsibilities.

	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95% Confidence Interval for B	
	B	Std. Error				Lower	Upper
Responsibilities							
Constant	67.90	5.38		12.62	<0.001	57.34	78.46
Marital status (reference: single)	11.62	2.31	0.14	5.03	<0.001	7.08	16.15
Levels	-1.30	0.60	-0.06	-2.16	0.031	-2.48	-0.12
Secondary education (reference: general)	4.96	2.51	0.06	1.98	0.048	0.04	9.88
Family size	-1.77	0.35	-0.15	-5.13	<0.001	-2.45	-1.10
Father education	1.52	0.67	0.07	2.27	0.024	0.20	2.83

r-square=0.10

Model ANOVA: F=18.556, p<0.001

Variables entered and excluded: age, type of secondary school, mother education and job, father education, faculty, levels.

Table VI Best fitting multiple linear regression models for students' scores of agreement upon responsibilities (including rights in the model).

	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95% Confidence Interval for B	
	B	Std. Error				Lower	Upper
Responsibilities (model including rights)							
Constant	16.70	3.87		4.32	<0.001	9.11	24.29
Sex (reference: male)	-1.95	1.01	-0.04	-1.93	0.054	-3.93	0.03
Marital status (reference: single)	3.43	1.82	0.04	1.89	0.059	-0.14	6.99
Secondary education (general)	5.37	1.91	0.06	2.82	0.005	1.63	9.11
Family size	-0.83	0.26	-0.07	-3.19	<0.001	-1.33	-0.32
Rights score	0.73	0.03	0.64	29.02	<0.001	0.68	0.78

r-square=0.45

Model ANOVA: F=197.407, p<0.001

Table VII Agreement of academic staff upon proposed students' bill of rights and responsibilities form and components (N=40).

Components	Academic staff	
	No.	%
Students' bill of rights and responsibilities face validity (form).	34	85.0 %
Clear bill of rights and responsibilities concept.	34	85.0 %
Non- academic responsibilities were in logical sequence, clear, scientific and comprehensive.	36	90.0 %
Academic responsibilities were in logical sequence, clear, scientific and comprehensive.	33	82.5 %
A student activity responsibility was in logical sequence, clear, scientific and comprehensive.	37	92.5 %
Amendment was determining responsibility.	38	95.0 %
Academic / Educational Package rights was clear, applicable, scientific, comprehensive and in logical sequence.	35	87.5%
Contract rights was clear, applicable, scientific, comprehensive and in logical sequence.	34	85.0 %
Equitability rights was clear, applicable, scientific, comprehensive and in logical sequence.	31	77.5 %
Accountability and quality assurance rights was clear, applicable, scientific, comprehensive and in logical sequence.	34	85.0 %
Due process rights was clear, applicable, scientific, comprehensive and in logical sequence.	33	82.5 %
Information accessibility rights was clear, applicable, scientific, comprehensive and in logical sequence.	34	85.0 %
The content of the proposed students' bill of rights and responsibilities can be applied in other universities.	35	87.5%

7. Discussion

The issue of students' rights has become an important part of modern education due to student being much more aware of what they can expect from the institute when they enter the academic environment (George, 2005). The present study was designed to create bill of students' rights and responsibilities at Helwan University. It was helped students to determine the rights, rules, duties and responsibilities for reading, understanding, and upholding this bill rights and responsibilities. The results give support to similar previous studies that designed to create bill of students' rights and responsibilities which leads to acceptance of our research everyone has both

rights and responsibilities. On the other hand, qualified students with disabilities have the right to reasonable accommodations. This area of the faculty room clarifies the rights and responsibilities of faculty, campus services, and students with disabilities (University of Washington, 2015). Additionally, the goal of the student rights and responsibilities policy is to ensure transparency and consistency in expectations for conduct, as well as the address of and remedies for misconduct that are corrective, not punitive. This remedial approach seeks to impose penalties that are no greater than necessary to remedy the misconduct and to make clear that inappropriate conduct will not be tolerated. The primary objective is to ensure that appropriate student behavior is maintained in a diversified educational environment (Barrass, 2009).

A finding of interest in the current study is highly statistically significant between non-academic agreements upon rights and the score of academic agreements upon rights and there is a highly statistically significant between academic responsibilities and the score of academic agreements upon rights and non-academic agreements upon ' rights. This reflects the importance of increasing students' awareness of their rights as well as their responsibilities. This also involves the students' rights to be informed about all aspects of the learning process and their involvement in the quality of education. Nonetheless, the awareness about this right is of considerable importance since it would shape student's perception of the importance of rights and responsibilities. However, the study results indicated higher awareness of the specific rights among students. This is supported by Stanford University, (2009). the right to life, a right to choose; a right to vote, to work, to strike; a right to one phone call, to dissolve parliament, to operate a forklift, to asylum, to equal treatment before the law.

The present study revealed a high is statistical significant positive correlation between students' scores of agreement upon rights and responsibilities as reported by the students' are interdependent on each other. Also, a statistically significant correlation was found between academic and non-academic rights with non-academic responsibilities. This is supported by the Lipson, (2010) , who reported in his study the University of Miami in Chicago press who found that a positive correlation between students' rights and responsibilities. Another asset of The Student Leadership Advisory Council (2004) mentioned that student rights and responsibilities will promote learning, awareness, accountability, and service to others. The student conduct process at University is designed to provide a fair and engaging process for the resolution of alleged violations of the code of student conduct. It is our hope that students who participate in the student conduct process learn about their own decision-making, how their decisions impact both themselves as well as the broader University and that they use the conduct process as a stepping stone for their own engagement as community members. Respectively

Nonetheless, the present study found that no statistically significant correlations between students' scores of academic and non- academic rights and responsibilities with age. There was negative statistically significant correlations were revealed between students' scores of academic responsibilities and non- academic responsibilities with levels. Respectively, negative statistically significant correlations were revealed between students' scores in all or total students' rights and responsibilities with family size. In addition it is evident that this correlation is a positive correlation between students' scores of academic and non- academic rights and responsibilities, and non- academic rights and responsibilities with father and mother education. Additional; The Office of student rights and responsibilities wishes each faculty at University student a positive experience and encourage all University members to support and guide our students as they begin to learn more about themselves and their role in a community. The principal objective of the Academic Integrity Code is to promote an intellectual climate and support the academic integrity of the University of Vermont. Academic dishonesty or an offense against academic honesty includes acts that may subvert or compromise the integrity of the educational process. Such acts are serious offenses that insult the integrity of the entire academic community The University of Vermont (2014). In addition, the students' rights make a focus on the importance of a strong relationship between student and their educational places (Tony, 2008).

According to the present study found that all the juries' of academic staff agree about the proposed students' bill of rights and responsibilities in their perception of almost all items related to academic and non-academic rights and responsibilities. Furthermore, there were amendment was determining responsibility were higher percentage than proposed item. On the other hand, the perception of academic staff lowers percentage of equitability rights was clear, applicable, scientific, and comprehensive and in logical sequence. The student bill of rights was created to help student's feel more confident in educational system; the bill of right assures that the educational system is fair and works to meet student's needs, gives student's a way to address any problems they may have and encourages student to take an active role in educational process. The student bill of rights and responsibilities is the guideline on which the grievance committee can depend or to help in making a decision on the issue at hand. Students have the right to receive clear and accurate information, in a timely manner, concerning their degree course. Information provided to students by university offices and teaching facilities will

state the sender precisely (Bergmeister and Lorenz, 2012). In this regard, Princeton University (2015) mentioned that the students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. Students have the responsibility to be honest and to conduct themselves in an ethical manner while pursuing academic studies. Students have the right to be treated by faculty in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those recognized within the profession). Should a student be accused of a breach of academic integrity or have questions regarding faculty responsibilities, procedural safeguards including provisions of due process have been designed to protect student rights (The University of Pittsburgh, 2012).

8. Conclusion

Based on the study finding, it can be concluded that the designed create bill of students' rights and responsibilities was valid, and effective. In almost all items related to academic and non-academic students' rights and responsibilities; there is a highly statistical significant positive correlation between students' score of agreement upon rights and responsibilities. Conversely, there were found no statistically significant correlations between students' scores of academic and non-academic rights and responsibilities with age. Respectively, there was negative statistically significant correlations were revealed between students' scores of academic responsibilities and non-academic responsibilities with levels. Additional; negative statistically significant correlations were revealed between students' scores in all or total students' rights and responsibilities with family size. The student bill of rights was created to help student's feel more confident in educational system; and all the juries' of academic staff agree about the proposed students' bill of rights and responsibilities in their perception of almost all items related to academic and non-academic rights and responsibilities.

9. Recommendations

The study recommended that

1. Disseminating this created bill of rights and responsibilities in all universities at the Ministry of Higher Education in Egypt.
2. The students' manuals of educational institutions policies should include the student's bill rights.
3. The students should be informed about their rights.
4. The student's bill rights should be posted in sites accessible to all students in all faculties.

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Annex

STUDENT BILL RIGHTS AND RESPONSIBILITIES AT HELWAN UNIVERSITY

A bill of rights and responsibilities is a written document that defines the rights of students, duties and responsibilities in their University. Students have the right to feel comfortable and safe in their environment. Students of good character can describe the principles and values by which they live and that manage their behavior.

Student Responsibilities: Students of the Helwan University are responsible for the following:

1. Non- Academic Student Responsibilities:

- 1.1. The university's commitment to higher education in Egypt to all University activities.
- 1.2. Students' personal security and physical safety on campus, attending classes or engaged in authorized university activities.
- 1.3. The quality of university provided services.
- 1.4. Student participation in formulation of university policies and decisions.
- 1.5. Students have the right to expect that the regulation of student conduct is carried out through the university bodies designated for dealing with such violations.
- 1.6. Student petitioning.
- 1.7. Student protests for or against any matter that concerns them directly, or that they deem important to them.

2. Academic Student Responsibilities:

- 2.1. Course objectives, content, grading system, attendance policies and other requirements of the courses in which students register.
- 2.2. Student pursuit of education in an environment that promotes academic integrity.
- 2.3. Student tests and assignments.
- 2.4. Student evaluation of faculty members and courses at the end of every semester.
- 2.5. Student registration in courses prior to every semester
- 2.6. Course instructors' revision and approval of all examinations, assignments, and grades given to students.
- 2.7. Faculty member availability for consultation.
- 2.8. Student absenteeism.

3. Student Activities, Responsibilities:

- 3.1. Student participation in, and association with, extra-curricular activities.
- 3.2. Invitation of public speaker by student organizations to campus

4. Amendment:

- 4.1. All amendments to this document must be student-initiated and advocated by the Student Union through the proper administrative channels.

Student Rights: Students of the Helwan University have the right to:

- 1. Academic / Educational Package Rights.**
- 2. Contract Rights.**
- 3. Equitability Rights.**
- 4. Accountability & Quality Assurance Rights.**
- 5. Due Process Rights.**
- 6. Information Accessibility Rights.**

Student Rights:

Students of the Helwan University have the right to:

1. Academic Rights

- 1.1. Right to a quality education.
- 1.2. Right to a student centered educational environment.
- 1.3. Right to opportunities to develop personally.
- 1.4. Right to opportunities to develop socially.
- 1.5. Right to opportunities to acquire skills required to find and retain employment.
- 1.6. Right to an educational contract.
- 1.7. Right to equity where some students are at an educational disadvantage.
- 1.8. Right to information transparency and accessibility.
- 1.9. Right to educational quality standards which are assessed and accountable.
- 1.10. Right to student involvement in faculty decision-making.
- 1.11. Right to at least one free copy of the student record including certificates.
- 1.12. Right to information on all student rights and responsibilities.
- 1.13. Right to grievance reporting, hearing and appeals processes.
- 1.14. Right to be provided educational materials while attending institutions of higher education.
- 1.15. Right to housing accommodations, unless a student studies in their place of residence.
- 1.16. Right to transportation while attending institutions of higher education.
- 1.17. Right to meals while attending faculties of higher education.
- 1.18. Right to medical coverage while attending faculties of higher education.
- 1.19. Right to postpone and resume studies.
- 1.20. Right to transfer from one university to another.
- 1.21. Right to the protection of student information.
- 1.22. Right to an eight hour faculty day.

2. Contract Rights.

- 2.1. Right to a continuous contract during a period of enrollment, without a change in degree requirements.
- 2.2. Right to retain property and copyright for results of research, artistic creation and innovation unless contracts exist.
- 2.3. Right to participate in programs and services in accordance with advertised program objectives.
- 2.4. Right to be evaluated in accordance with advertised curriculum evaluation criteria.
- 2.5. Right to be evaluated with criteria in line with advertised course objectives.

3. Equitability Rights.

- 3.1. Right to equitable recruitment, admissions, readmissions, testing, education, instruction and assessment.
- 3.2. Right to access social mobility programs and resources.
- 3.3. Right to subsidized tuition for students from historically marginalized and low socio-economic backgrounds.
- 3.4. Right to free educational and professional guidance, counseling, tutoring and monitoring for subsidized students.
- 3.5. Right to the availability of academic, professional psychological and social counseling with educational objectives.
- 3.6. Right to study in one's native language or a language of international communication if offered.
- 3.7. Right to exam accommodations for certified temporary and permanent medical conditions.
- 3.8. Right to have registration periods of at least one working week after the posting of scholarships or programs.
- 3.9. Right to flexible learning paths and a minimum number of optional courses.
- 3.10. Right to be provided free medical assistance.

- 3.11. Right to a discount on public transportation.
- 3.12. Right to a 75% discount for access to events organized by public university.
- 3.13. Right to subsidies for housing accommodations for low income or historically marginalized backgrounds.

4. Accountability & Quality Assurance Rights.

- 4.1. Right to a quality education (with quality standards in place).
- 4.2. Right to quality standards for teachers and course resources for use in quality assurance and evaluation.
- 4.3. Right to quality standards for support resources for use in quality assurance and evaluation.
- 4.4. Right to the availability of information related to stated educational objectives.
- 4.5. Right to participate in evaluation of teachers, courses, seminars, programs, practicums, internships, residencies.
- 4.6. Right to access teacher, course, seminar, program, practicum, internship, residency evaluations as public info.
- 4.7. Right to have evaluations used for assessment of quality and objective achievement.
- 4.8. Right to know how tuition, fees and other charges are determined or justified.
- 4.9. Right to be informed about the number, type and amount of each fee charged.
- 4.10. Right to institutional consultation with student organizations on issues in higher education.
- 4.11. Right to representative participation in university executive and deliberative bodies.
- 4.12. Right to representative participation in the university senate and faculty committee.
- 4.13. Right to representative participation in faculty counsels and university senates or governance structures.
- 4.14. Right to representative participation in management of social services, accommodations and scholarships.
- 4.15. Right to representatives participation in government departments involving students.
- 4.16. Right to representative participation in choosing and appointing an institutional president or head.
- 4.17. Right to student representative elections free of interference from instructors and administrators.
- 4.18. Right to serve as a student representative for up to four years regardless of academic performance or attendance.
- 4.19. Right to be informed and consulted by student representatives on matters in institutional governance.
- 4.20. Right for student organizations to develop an annual report on institutional compliance with this code.
- 4.21. Right to an annual response to the compliance report including proposed improvements and a timeline.

5. Due Process Rights.

- 5.1. Right to submit grievances and expect recourse for identity theft.
- 5.2. Right to submit grievances and expect recourse for abuse of power.
- 5.3. Right to submit grievances and expect recourse for arbitrary and capricious decision making.
- 5.4. Right to appeal grades before a committee. The instructor who issued the grade may not sit on this committee.
- 5.5. Right to request a review of complaints by specialized bodies.
- 5.6. Right to be present during appeal hearings.
- 5.7. Right to protection from retribution when making a complaint (whistle blower protections).
- 5.8. Right to have all written or online requests registered.
- 5.9. Right to have all written and online requests answered.

6. Information Accessibility Rights.

- 6.1. Right to freely access all educational materials available in university libraries or institutional websites.
- 6.2. Right to receive, upon admissions, a student guide containing information on:
 - 1.Student rights and responsibilities.
 - 2.Materials and services provided by the university.
 - 3.Evaluation methods.
 - 4.Justification and methods used to establish fees.
 - 5.University and faculty facilities.
 - 6.Details about student organizations.
 - 7.Ways of accessing scholarships and other financial facilities.
- 6.3. Right to receive a five page syllabus within the first two weeks of the semester containing:
 - 1.Course objectives.
 - 2.General competences or outcomes students will achieve.
 - 3.Curriculum.
 - 4.Course timeline of readings and assignments.

5. Evaluation and examination methods.
- 6.4. Right to adherence to the syllabus unless the teacher has the students agreement.
 - 6.5. Right to receive the syllabus in either an electronic format or a physical copy.
 - 6.6. Right to information on the scale used for evaluation of skills.
 - 6.7. Right to institutional policies which inform students of their rights.
 - 6.8. Right to access regulations, decisions, meeting minutes and any other legal documents at the institution.
 - 6.9. Right to receive a copy of their bachelor score and details about the score.
 - 6.10. Right to information on criteria and methods used to identify and evaluate professional practice.
 - 6.11. Right to information on criteria used to evaluate the quality of academic classes and programs.

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