



Research Article

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Exploring the Consequences of Right-to-Know in Teaching from the Undergraduate Chinese Student's Perspectives

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Abstract

Student's Right-to-Know (SRK) in teaching includes student's rights to know about the learning objectives, processes, procedures, university facilities and services, and educational and ethical requirements of the higher education institutes. However, as far as the review of the associated studies, Chinese undergraduate students' perceptions of the consequences of SRK in teaching and its importance have yet to be well explored. Therefore, this qualitative (phenomenological study) aimed to investigate the Chinese undergraduate students' perceptions of the educational, social, and individual consequences recognition of the SRK by the universities in China. The informants (25 undergraduate students) were selected through purposive sampling, and the data were collected through interviews with the informants. The interviews were transcribed verbatim and analyzed using available, selective, and axial theme analyses. Findings revealed that the recognition of SRK in teaching is accompanied by four main themes: educational, social and political, administrative, and individual consequences, each consisting of several sub-themes. Findings have theoretical and practical implications on consumers of higher education, including university staff, teachers, and students.

Keywords: Right-to-know, teaching, learning, higher education, Chinese higher education, undergraduate Chinese students

1. Introduction

Students are an integral and equally important part of higher education regardless of which country they are located in; therefore, they must be viewed as at the center of higher education interest (Gandolfi, 2013). In line with the rights of students as human beings and an essential component of higher education, the rule of the Student Right-to-Know (SRK) Act of 1990 was passed. According to the SRK Act, colleges and universities must disclose certain information to the enrolled and prospective students, parents, and anyone involved in and affected by the educational and non-educational services they offer. SRK law addresses different types of information, among which right-to-know in teaching is the most critical to the students. Teaching activities include learning objectives, processes, and outcomes (Liang & Chen, 2007). Accordingly, the right-to-know in teaching consists of the right-to-know the learning objectives, the learning process, and the learning outcomes. As Gu (1990) mentioned, learning objectives are the standards or expected results people want to achieve when engaging in learning activities. Significantly, the right to know about the learning objectives has two main components: the right to know about professional development objectives and the right to know about course learning objectives (Kim, 2019).

The right to know about professional development objectives entails three elements. The first element is that students should have precise knowledge of the training objectives of their majors. That is, the students need to understand how their own cognitive, skill, and practical abilities will change through studying their majors and to what extent such changes are related to the needs of job personnel (Liang & Chen, 2007). The second element is that students should clearly understand the professional courses and professional training programs offered, i.e., whether the professional classes meet the requirements of individual quality in professional training and the needs of society for professional talents. The third element is that students should understand the logical relationship of the courses offered. This includes the horizontal chronological order and standing intellectual order to assess whether the classes can reflect the connections between theory and practice, general knowledge and specialization, and foundation and orientation (Dicks et al., 2021).

The course learning objectives define how students at a certain educational level can expect moral, intellectual, and physical development after learning the curriculum (Cliff et al., 2020). The course schedule, such as the ratio of theoretical to practical hours, course objectives, course teaching methods and content, and specific evaluation methods, should be explained clearly. Tomlinson (2014) has argued that if students know the lesson learning objectives at the beginning of a unit of instructional time, they will pay more attention to the information related to the goals during the lesson, thus increasing the effectiveness of intentional learning.

The second aspect of SRK in teaching refers to the learning process, which occupies a central position in teaching and learning activities (Dei, 2016). The right to know about the learning process mainly includes knowledge of the study guide materials, the right to know about the design of the learning process, and the right to know about the adjustment of teaching arrangements (Alibakhshi, 2015; Cliff et al., 2020, Pakdaman, et al., 2022). The study guide materials refer to the teaching reference books used by teachers and the textbooks and other reference materials used by students during learning activities (Sridevi, 2020). The right-to-know about the study guide materials means that students should be informed of why the university or teacher chooses the materials and whether the materials are relevant to the learning objectives. In addition, the design of the learning process includes creating teaching sessions and the teaching methods used by the teachers (Li, 2022). The student's right-to-know of the learning process means that, they should know to what extent the design meets the requirements of the teaching objectives, whether teaching methods and teaching media adopted by teachers reflect the nature of the learning contents and whether the teacher can teach according to the guide materials and target students (Wang, 2017). Clarifying these fundamental questions in the learning process can be very helpful in helping teachers improve the quality of the design of the learning process and improve student's problem awareness and problem-solving skills.

1. The third content of SRK in teaching refers to the learning outcomes (Coelli, 2009). That is, the students have the right to know about the academic assessment content and method they have participated in. Besides, the educational assessment of students should be linked to the future needs of the student's lives and the future field in which the students will work (Wang & Qian, 2011). Students have the right to know the methods used, the right to assess teaching and learning activities, and the right to know whether the evaluation methods used could identify the effectiveness of the teaching. They also have the right to identify whether learning reflects the course objectives, and whether the techniques proposed can be applied to different types of problems arising from the teaching process. The assessment content should derive from the teaching content (Z. Chen et al., 2021). Students have the right to know how well the assessment content responds to the content of the course, how well it responds to the teaching objectives, and whether the assessment can cover the entire system content of the course teaching.

Moreover, there needs to be uniformity regarding the criteria for assessing teaching effectiveness. Some focus on acquiring knowledge and skills, some on developing abilities such as innovation and practice, and others on developing comprehensive qualities (physical and mental development) (Chen et al., 2021; Wang, 2017). One common feature of all these different perspectives is that teaching should be beneficial to the individual's physical and mental development as well as the adaptation to the social environment.

In line with the SRK, academic institutions, higher education institutes and universities in particular need to support and inform all students about their responsibilities and rights. The rights can be extended to all regardless of sex, race, creed, age, nationality, ethnicity, religion, and cultural background (Hebert, 2005). Smith (2006) stated that, students' rights deal with a body of responsibilities, and duties under which all, regardless of their traits and characteristics, have an equal chance to receive all educational services as well as the right to privacy, equal evaluation and freedom to refuse or accept legal, ethical, and unethical decisions made by the university staff and administrators (Smith, 2006).

2. Review of the Related Literature

Hearing and valuing the students' voices by the academic institutes and universities have attracted researchers' attention to different related issues, such as youth leadership, active citizenship, student participation, and youth empowerment (Mitra, 2008), respect, rights, power, and presence (Cook-Sather, 2006), inclusion, authentication, as well as authority (Rudduck & Fielding, 2006). Learners' participation (Bahou, 2011), autonomy (Alibakhshi, 2015), feasibility and desirability of autonomy (Alibakhshi, et al., 2015), engaging undergraduate students in designing syllabuses (Pakdaman, et al. 2022q), co-creation of course design, teaching approaches, and curricula (Cook-Sather, & Felten, 2011). Fredricks (2007) stated that the cornerstone of education in a democratic world is the reciprocal relationship between the students and the teachers. Such bilateral relationships can be echoed via a curriculum reflecting students' interests and goals. To empower and support the bilateral relationship, teachers must respect the students' rights and "validate the experiences that students bring to schools" (Foley et al., 2015, p. 117). Most notably, schools and academic institutes need to, in turn, "celebrate this knowledge by building upon it" (Segedin, 2012, p. 105). The most common suggestion by the researchers who studied the students' voices is that teachers need to know about the students' needs, motivations, backgrounds, and experiences. Teachers must consult with students on developing a fair syllabus that suits their needs and abilities (Flint & O'Hara, 2013; Pomar & Pinya, 2015).

Flutter (2006) has maintained that hearing the students' voices while developing the syllabus enhances their participation, builds up a sense of ownership (Morgan & Streb, 2001), increases the distribution of power (Mitra, 2008a), constructs a liberal identity (Rumenapp, 2016), and develops the student's independence (Fielding, 2004). Moreover, having the student voice as co-creators of

teaching approaches, course designers, and curricula developers (Bovillet al, 2011) would create educational systems empowered to make learning more an ideally desired reality.

Concerning the SRK in teaching, Zhao (2006) has stated that consumers of higher education have many rights, such as the right to safety, the right to monitor higher education institutions, the right to appeal, and the right to be informed of the university's decisions. Similarly, Emerson (1985) has maintained that the right to know in teaching is a prerequisite for realizing other rights of students in higher education because the exercising the right is necessarily based on the premise of being informed of it.

Related studies also verify that if university students are given the right to be informed of the matters to be decided, justice and democracy could be formed. However, without the guarantee of right-to-know, it is difficult to prevent the abuse of power. If the power master is not supervised, democracy cannot be realized (Ruan & Qu, 2008). Only by giving the university students the right to know can they have the formation of justice and democracy, and can effectively limit the power of management and protect the rights of the students (Florini, 2007).

A detailed review of the related studies shows that the implementation of the SRK in teaching affects the personal development of university students. For instance, Liang and Chen (2007) ascertained that information is an essential social power resource in modern society, and the degree of social sharing of this powerful resource should be fully consistent with the realistic requirements of social development. This will ensure the right-to-know in teaching and will allow students to develop their abilities and learning levels more quickly. Tao (2017), in another relevant study, mentioned that when the right to know is effectively exercised, students will clearly understand their chosen subjects and teachers. As a result, students can choose the courses they are interested in or the teachers they like. When they choose these courses and teachers of interest, they will be more motivated to study, consequently leading to their rapid development (Tao, 2017). Suppose university students passively follow structures and do not acquire relevant and practical knowledge. In that case, they often lose many options to realize their values and promote their personality development. Students are naturally motivated to develop (Wang & Qian, 2011). The foundation for proactive development is to be informed of relevant information. Therefore, the exercise of the right to know in teaching contributes to the successful development of university students.

Kim (2019) maintained that the right to know is the basis for ensuring university students make correct consumption decisions. The process from when entering into the college to the time they graduate requires many decisions that are decisive for their future career development. Activities carried out unknowingly are always challenging to achieve fair, just, and voluntary results. Especially higher education consumption is expensive for most households. Buying educational services without right-to-know on their knowledge would bring consumers not only economic losses but also expensive relief costs once the decision is wrong (Pi & Liu, 2003).

Some relevant studies indicate that the implementation of SRK improves the quality of teaching in higher education. For instance, it has been claimed that guaranteeing the right to know in teaching can make the teaching system more scientific and promote teaching quality (Sridevi, 2020). Similarly, Li (2018) maintained that when universities open their teaching systems to students, students will pay more attention to them, shorten the feedback time, and improve the efficiency of the system's implementation, thus promoting a more scientific teaching system. In higher education, the credit and course selection systems are the teaching methods many institutions adopt. If students can fully understand the information of each teacher, they will inevitably favor those teachers who are highly qualified and capable.

Additionally, higher education institutions face fierce competition for students to register and develop (Wang, 2017). Suppose the right to know in higher education is universally exercised. Students are bound to compare these elements of each institution when choosing an organization, so higher education institutions will constantly reform teaching content, optimize teaching methods, improve the teaching environment, and improve teaching scenarios (Jeffrey & Craft, 2004).

Likewise, Wang (2017) has argued that university students are both production participants and

consumers, which determines that improving service levels can depend on universities and the students. With the cooperation of students, teaching quality, management quality, and consumption environment quality is easier to improve. Researchers have also highlighted that universities must let the students know what to do, what they cannot do, what objective conditions they have, what policies they have, and so on. Only in this way is the degree of involvement and effectiveness improved, and some contradictions, especially antagonistic conflicts, and disputes resolved promptly (Malgieri & Custers, 2018).

Yang (2012), deeply found out the importance of right-to-know in universities, analyzed the latest edition of the world university rankings, including five universities in the China mainland. As the director of the Shandong higher education evaluation Institute, Yang participated in the National University ranking. The author believes that information openness is a necessary condition and prerequisite for world-class universities.

Shehatta et al. (2021) have maintained that the index system of this internet-based world university ranking is divided into visibility and activity indicators, each accounting for 50% of the weight. The visibility index evaluates the quality of the university through effective data measurement and includes all external links of the university domain name accessed from a third party. Activity indicators are divided into three secondary hands: total web pages, openness, and excellence accounting for 1/3 of the weight, respectively. The total number of web pages, that is, according to the largest search engine operator, Google can retrieve all domains of the total amount of all university web pages (including all subdomains and directory ranges). Openness refers to the number of rich documents retrieved by Google Scholar and the institutional knowledge base established by each university. Finally, excellence refers to the number of papers published by each university that can enter the top 10% of all disciplines in the Scimago database (Björk & Solomon, 2012).

With the internet's openness, more and more international academic exchanges can be carried out on the internet. Furthermore, the network information performance of colleges and universities and the number of web pages and links will also enable the public and ranking institutions to learn more about the university information from the open platform (Mott, 2010).

Dhamdhare (2015) revealed that student's access to information is necessary for world-class universities. From this perspective, universities in China have considerable network application space currently. The basic essential information and many high-quality educational resources of the universities can be amplified on the Internet. Education authorities at all levels urgently need to build a public service platform with an extensive information capacity to meet the students' basic needs for educational information. According to the report above, hard work on right-to-know is inevitable if a university wants to build and improve.

Florini (2007) studied the realization of right-to-know from the political angle. He asserted that as a political right, the completion of right-to-know breeds a solid mass foundation and social strength for the final rise of the country. The construction of the right-to-know law in teaching is in line with the basic requirements of today's democratic constitutionalism to determine that citizens enjoy the right to know in the form of standardized legal norms as soon as possible. It would also accelerate the construction of a government ruled by law, improve the function of law as a tool for the initial distribution of social interests, adjust the pattern of interests, and realize the mutual promotion of citizens' right-to-know and the modernization of law and politics.

Thompson (2021) investigated the administrators' and governors' perceptions of the student's rights to participate in learning processes and how they recognized their duties and responsibilities. They interviewed the governors of 14 schools across nine post-primary schools. The findings of the study revealed that most of the interviewed governors needed to know more about rights to participate in the learning and teaching procedures. They also reported that engaging the students in decision-making would have specific consequences for both the students and the staff.

3. Research Methodology

We used a phenomenological research approach to delve deeply into the undergraduate students' perceptions of the consequences of the universities' recognition of SRK in teaching. In phenomenological studies, as Priest (2002) has maintained, researchers attempt to collect the data required for understanding the phenomenon based on the authentic and unprompted experiences of the people involved in the study. Simply put, researchers employ this method to describe the phenomenon's different elements (Riazi, 2016). In other words, phenomenological studies are instrumental in unpacking latent traits of a phenomenon based on a detailed analysis of a group of informants' live experiences while keeping a researcher's preconceived beliefs about the phenomenon intact. In this study, the researchers employed the phenomenological design to deeply explore the Chinese undergraduate students' perceptions of the consequences of observing the student's right-to-know in teaching by the university.

3.1 Informants

The informants were recruited from undergraduate students majoring in computer engineering, English as a Foreign Language, and Civil engineering studying at different universities in Shandong, Hebei, Guangdong, Hainan, and Heilongjiang Provinces, China. Purposive sampling was used to recruit the informants in this study. The informants recruited for this were all relevant because they had equal chances and abilities to add data which could, in return, lead to data saturation in the emerging theory and emergent categories (Creswell, 2007). The researchers, therefore, recruited senior undergraduate graduate students. The participants were selected through theoretical sampling. In line with ethical considerations, I (the first author) informed the participants of the time parameters and suggested they might be invited to interviews for further information in the study's next steps. I nominated the students by sending each of them a message through WhatsApp and e-mail, and the interview date was announced to each of the selected informants. Most informants (15) met at college, while the ten (10) informants were interviewed through online applications such as WhatsApp, Google Meet, and Telegram. Data saturation occurred when the researcher interviewed the 25th undergraduate students. In the last four interviews, no new information was obtained. Therefore, we stopped interviewing when the 25th undergraduate was interviewed. Thus, the final sample size was reported to be 25 (12 male and 13 female students). The informants' ages varied from 22 to 27 ($M = 25.35$). They were all native speakers of Chinese and were well aware of the purpose of the study.

3.2 Method

As the study investigated the consequences of observing the SRK in teaching, phenomenological research method was found to be the most appropriate. Phenomenology as a qualitative research method delves into lived experiences of the people engaged in or affected by the phenomenon through their descriptions of the phenomenon, most notably when there is little or no knowledge of the field (Cohen et al., 2018). In this study, students who were provided with information about the university's rule and regulations, types of courses, times of classes, disciplinary issues, educational and non-educational activities, extra-curriculum activities, mission and vision, teachers' expectations, and the assessment procedure were all invited to take part in the study. "Individual participation was accepted on a volunteer-only basis after an initial explanation of how the study would be carried out was explained to all individuals present" (Bogdan & Biklen, 2007, p. 50). The data were collected through semi-structured face-to-face and electronic interviews with the informants.

The interview protocol consisted of 10 open-ended questions which elicited the interviewees' perceptions of how SRK in teaching might affect the students' personal academic life, society at large, the educational system, and university staff and administrators. To undertake each interview, the

researchers invited the nominated undergraduate students through social media applications or e-mails. The researchers explained the purpose of the study to each recruited student. After receiving affirmative responses from the students, the researchers set an appointment to see them either at the campus or call them. All the interviews were digitally recorded. Each interview took an average of 40 minutes.

The researchers listened to the recordings at least three or more times to transcribe the participants' statements and descriptions word by word. The transcriptions used word processing software (Microsoft Word, 2013). Moreover, each day one interview was transcribed, suggesting that each interview was transcribed right after each session. Two coders checked the transcriptions, and inter-coder agreement coefficient exceeded 0.90.

3.3 Data analysis

A two-phase method was used for analyzing the data. The corresponding author in the first phase reflected on the transcribed data and used his intuitions to describe the generated texts. This reflection allowed the researcher to reach "a logical, systematic, and coherent resource for carrying out the analysis and synthesis needed to arrive at essential descriptions of experience" (Moustakas, 1994, p. 50). The researchers used personal experiences and the findings of the relevant related studies to deeply understand the phenomenon and write their initial descriptions ((Saldaña, 2013). In the second phase, read the first participants' generated transcripts many times. He attempted to identify whether the statements were related to the investigated topic. In doing so, the relevant comments were highlighted and compared with the textual description in the first phase. Once the interviews with all participants were analyzed, the illustrations were sent to each interviewee to check whether they agreed with the extracted descriptions. All interviewees verified that the final generated reports as compatible with the informants' experiences and interpretations of the topic under investigation, which indicated that the findings enjoyed an acceptable level of credibility. Finally, the researchers reviewed the entire transcript and looked for meaningful patterns in themes across the data. The designs were analyzed by repetitive data reading, coding, and theme creation. The following Figure shows the flow of the process.

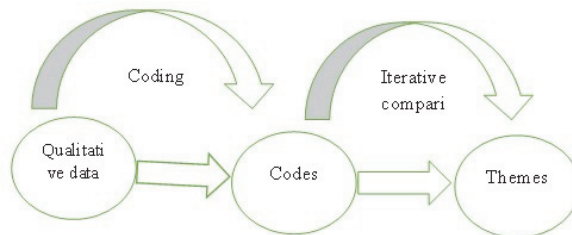


Figure 1: The process of qualitative data analysis

The themes were identified, revised, defined, and exemplified. Two coders analyzed the interviews, and agreed on the extracted codes and themes.

4. Findings

Interviews with 25 undergraduate students were qualitatively analyzed. The extracted available themes were classified into four main themes: Social and political, educational, administrative, and individual consequences, which are explained in the following sections.

4.1 Social and political consequences of SRK in teaching

The first main consequence of universities' compliance with SRK in education was labeled social consequences, which are sub-classified into five themes. The occurrence of each piece is presented in Table 1.

Table 1: Social and political of SRK in teaching

Themes	Frequency (percentage)
Preventing the abuse of power	20 (80%)
Realizing and Teaching Democracy	17 (68%)
Realizing Social Justice	16 (64%)
Supporting the rights of students of different races	14 (56%)
Developing students' sense of responsibility	12 (48%)

- a. Preventing the abuse of power
The first most frequent consequence was thematically labeled "preventing the abuse of power". 20 interviewees backed up this code. For instance, informant 1 stated that when the students know about the objectives and regulations, teachers cannot easily abuse their powers to underestimate the learning objectives and use the syllabus beyond the learners' needs. In the application of the SRK rule, students' awareness is raised, and the university managers and administrators cannot make a decision that violates the content of the SRK rule because the students object to and resist the activities and decisions which are against their willing and the confirmed regulation (interviewee 3).
- b. Realizing and Teaching Democracy
Detailed analysis of the interviews revealed that a university resembles a government and students look like citizens. Recognizing the students' rights looks like hearing the citizens' voices and giving them a chance to play roles in national decisions. Interviewee 16 stated, "If students know about their rights at universities, they learn to be active and always send feedback to the admonitors whether their rights are violated or not." Another interviewee (number 3) argued that "democracy should be practiced at schools where students will learn they are a member of a discourse community members at university and also learn to contribute to the quality of education at university by doing these, they will try to be active in democratic activities of the society in which they live".
- c. Realizing Social Justice
Social justice addresses inequality and oppression, including but not limited to racism, economic and classism discrimination, sexism, homophobia, political and religious persecution, and the abuse of civil liberties (Gordon et al., 2018). The interviewees believe that 'applying the SRK rule gives the students access to the university's plans, activities, and facilities for students of different races, ethnicities, cultural values, and religious preferences (Interviewee 4).
- d. Fostering the students' sense of responsibility
Fostering the students' sense of responsibility as reported by 12 (48%) of the informants: Informants mentioned that when students have access to the required information, they feel responsible for doing the assignments punctually and feel committed to the ethical rules of the universities. For instance, interviewee 9 stated, "When the students know what they are expected to do, they avoid violating the rules and ethics. Interviewee 10 also said, "Students are responsible for their enrolments and selecting the courses assigned for each semester. They are responsible for selecting the courses and submitting their projects to the teachers on time".

4.2 Educational consequences

Educational consequences of SRK in teaching include eight subcategories; each is explained and exemplified as presented in Table 2.

Table 2: Educational consequences of SRK in teaching

Themes	Frequency (percentage)
Students' freedom to choose their favorite courses	18 (72%)
Students' autonomy in choosing teachers they like	16 (64%)
More scientific teaching	15(60%)
Quality teaching	14 (56%)
Effective learning	13(52%)
Reflective teaching	12(48%)
Practicing exclusive education	12(48%)

- a. Students' freedom to choose favourite courses
Most interviewees (n=17, 72%) stated that when the students know their rights, they can choose exciting courses based on their preferences. This theme is supported by the quotation from interviewee 8, who stated, "When the content of the program is displayed on the university website, the students can select among the optional courses which suit their preferences. In addition, interview 9 statedthat"when the students are familiar with the types of courses and credits offered by the university, they will in turn have the freedom to select whatthey like the best and avoid choosing the courses which do not suit their personal, cultural, and religious values and preferences."
- b. Students' autonomy in choosing teachers they like
Another consequence of the implication of the SRK rule was thematically coded students' right to select the teachers they like the best. Interviewees (16, 64%) stated that when they know about the courses and the instructors of each class, they can search about them and select the most experienced ones. This theme was confirmed by interviewee 6, who stated that"the university at which I study releases the information about all lecturers and professors. I register earlier and select those I find more qualified". Interviewee 12 also mentioned, "How can a student select the most qualifiedteachers of a course, if no information about the teachers, such as their curriculum Vitae is available on the university website?"
- c. More scientific teaching
The next consequence, as suggested by 15 interviewees (60%), was thematically coded teachers' scientific teaching. Students believe that when teachers know that those students learn about the course objectives and learning objectives, they avoid subjectivity in selecting course content, and teaching methods, as assessment procedures and try to use teaching activities and learning theories which are scientific and approved by learning schools of thought. To support this finding, interviewee 22 stated, "When students know.
- d. Quality teaching
The next consequence of the SRK was thematically coded as quality teaching. Participants argued that when teachers know that students know about learning objectives, processes, and outcomes, they try to be responsive and reflective. Excerpts from interviewees 8 and 17 exemplify this theme.
"At the university where I study, teachers are responsive to student learning processes and learning styles. They try to foster learner autonomy among the students. They also try to 'consider the students'prior knowledge and experiences" (interviewee 8). Interview 17 also stated," They cannot make any meaningful decision on what to teach and why to teach what they teach in the classroom. An important aspect of curriculum planning/designing is

constructive alignment. They should therefore foresee an alignment between designing teaching through activities and expressing learning in and through actions.

e. Effective Learning

In traditional approaches to teaching, learning was assumed to be a passive process of knowledge acquisition that could be quantitatively predicted and measured. It was somehow teacher-oriented, and learners depended on teachers; therefore, they were rightly called students. However, informants argued that when universities 'consider the student's rights, the old view of learning changes and universities pave the way for a new concept called a learner-centered approach to education which leads to effective learning. Interviewee 14 stated that "When students know about the university missions and the outcomes of the curriculum, they are not only passive consumers of knowledge but feel responsible for their learning." Interviewee 3 also mentioned, "Students, in line with curriculum and university missions, can exercise learner autonomy, work collaboratively and independently and acquire problem-solving and creative thinking skills.

f. Reflective teaching

The implication of SRK in teaching affects teachers' reflective teaching, which, as suggested by 11 (44%) of the informants, involves examining teachers' and learners' underlying assumptions about teaching and learning before, during, and after the course is taught. When SRK in education is practiced, university instructors think critically about what they teach and how they behave and look for evidence of effective teaching. For example, interviewee 1 stated that, "University instructors ask the students to comment whether their teaching suits all students with different abilities and whether the syllabus was covered. Instructors also involve the students in developing items for the final test to select among the test tasks and types (interviewee 4).

g. Practicing inclusive education

The last educational consequence of SRK in teaching was thematically coded inclusive education, which means all students in the same colleges, universities, and classrooms. Interviewees stated that when students have access to the required information, the universities feel obliged to provide authentic learning opportunities for the students who have been traditionally deprived of entering into universities. This isn't only for students with disabilities, but speakers of minority languages, students with different races, ethnicities, cultural backgrounds, and different religions too. Interview 9 stated that, "On the university website, it was mentioned that the university supports students' with disabilities. Interviewee 19 said that, "I, as a student with a special disability, was provided with services and facilities as publicized on the website."

4.3 Administrative consequences of SRK in teaching

The third type of consequences was thematically coded as administrative consequences consisting of 6 subcategories, as presented in Table 3.

Table 3: Administrative consequences of SRK in teaching

Themes	Number (frequency)
More transparent management	20(80%)
More efforts to observe the standards of the education	17(68%)
Transparent evaluation system	15(64%)
Regular meetings with the students	14(60%)
Extra-curricular activities for the students	14(60%)
Supporting professional learning and Academic communities	13(56%)

- a. More transparent management
As suggested by 20(80 %) informants, the first and most frequently said administrative significance was thematically coded transparent management. This theme was supported by a quotation from interviewee nine: "When the students know everything about the universities, the managers have to explain the ins and outs of their decisions and managerial procedure. Otherwise, the students criticize them".
- b. More efforts to observe the standards of the education
The interviewees (n=17, 68%) mentioned that the university leaders feel obliged to stick to the programs, schedules, and standards announced to the students through websites or university bulletins if the SRL in teaching is observed. For instance, Interviewee 1 stated, "Managers cannot violate the rules and standards when the students know what the managers are expected to do. Therefore, they should do their best to observe the educational standards as announced to the students on the university websites.
- c. Transparent evaluation system
The following administrative consequence, as reported by 15 interviewees (60%), was a thematically coded transparent evaluation system that all students are informed about time and type of assessment." When students know about the university evaluation system, the administrators force the teachers to follow the university system of evaluation, and the teachers avoid being subjective (interviewee 8). Another informant stated that using SRK in teaching fosters teachers' use of evaluation systems and procedures publicized to the students at the onset of the semester (interviewee 11).
- d. Regular meetings with the students
As suggested by 14 undergraduate students (48%), university managers, through regular meetings with the students, receive feedback to see whether their expectations are met. In case the students have suggestions or comments, the administrators try to make changes in the types of services they provide in line with the students' observations (interviewee 13). This finding is confirmed by a quotation from interviewee 19: "if the universities managers make a decision which is not based on the information they provided on the university website, they need to clarify it through regular meetings with the students."
- e. Extra-curricular activities for the students
As suggested by ten interviewees (48%), SRK in teaching observation indeed forces the university administrators to provide extra-curricular activities such as remedial classes, medical services such as regular check-ups, hobbies movies, music, etc., for the students who live in the university campuses. For example, interviewee 25 stated that "in the website of the university, the list of services during the semester is announced, and the university principals attempt to do so. Otherwise the students might complain and resist." At the university X at which I study, the students are satisfied with the services they are provided with and that is why they applied to this university"
- f. Supporting professional learning and Academic communities
As 12 (48%) informants mentioned, in line with the SRK in teaching and the universities responsibilities, the university leaders encourage the students to join professional learning and academic communities. They also support them in having their meetings and pay the expenses for remedial classes, journals they publish, conferences, workshops, and any other literary events. A quotation from interviewee 23 exemplifies this theme as: "The university informed the students that they can join academic and learning communities, the educational and research vice-chancellors of the university support professional learning and academic communities by giving them rooms, facilities, money, etc."

4.4 Students' consequences

The interviewees stated that the SRK in teaching results in consequences for students, which were

thematically coded students' outcomes. Each subcategory is explained as follows:

a. Disciplined schedule

The first individual consequence was thematically coded as a disciplined schedule. Participants stated that if they have information about learning objectives, learning processes, and learning outcomes, they can have a disciplined schedule for their university activities and do their duties and tasks on time. This finding is confirmed by quotations from interviewees 10, 13, and 15, who stated that they scheduled their activities based on the university's educational and recreational plans and decisions announced and updated regularly on the university website. In addition, interviewee eight also stated, "I schedule my daily, weekly, monthly, and annual plans based on the university's educational and non-educational schedules."

b. Democratic engagement and participation

As suggested by ten interviewees, following the rule of SRK by higher education institutes and universities is a practical experience of democracy. Students are allowed to decide and select the most appropriate activities which help them act as citizens. This democratic engagement in an academic setting can be generalized to the students' civic lives. This finding is confirmed by the quotations from interviewee 6, who stated that "professional groups at universities look like society. Students learn to take part in group activities, select the co-ordinators for professional communities, comment on the decisions made by the university staff, and resist if there is something against the ethical rules and rights". Interviewee 4 also mentioned that "at universities we learn not to be passive but to have a voice, and to resist discrimination".

c. Commitment to rules and regulations

The following consequence, as reported by 11 interviewees, was thematically coded students' commitment to the rules and regulations of the university, including classroom participation, tuition fee, assignments, and evaluation. For instance, interviewee 2 argued that when students are aware of their duties and responsibilities, they try to do them as the university requires. Interviewee 15 also stated that "When universities and teachers make the student familiar with the syllabus and all rules, the universities plan to act accordingly because they know the only path to success and progress is to follow suit."

d. Students' efforts to meet all academic requirements

In higher education institutes, which provide students with information about the types of courses students need to take to graduate and the requirements for each class, the students try to manage their time and energy to meet the academic requirements. This finding is supported by a quotation from interviewee two, who stated that "When students know the content of the syllabus and know what assignment to do so that they can achieve the educational goals of the course, they do their best to do so otherwise they might fail the course."

e. Improving the students' autonomy

The interviewees stated that when students know what they are supposed to acquire and the requirements for graduation, they attempt to do some tasks independently. Interviewees 3 stated that "Students try to search relevant materials, improve their knowledge and skills through formal and informal activities such as watching movies or attending the related workshops". Interviewee 5 also mentioned that "if we know what we need to do, we do not wait for the teachers' suggestions and materials. Instead, we search the net and find what we need to improve our skills and knowledge".

5. Discussion

This study explored the consequences of the universities' observation of SRK in teaching. Interviews with informants were transcribed and thematically analyzed. Findings of the study revealed that

universities' recognition of SRK in education is associated with social justice, teaching and practicing democracy and supporting the students' rights. This finding echoes the findings of Singh (2011) and Ross (2014), who suggested that higher education can contribute to social justice in two ways: its contribution to social fairness and the efforts made toward equitable student access. Bruke (2012) has also maintained that "widening access to and participation in higher education is primarily a social justice project" (p. 177), which in turn affects different issues such as inequality, institutionalized subordination, exclusion, and violation of students' rights (Burke, 2012). Similarly, for Singh (2011), social justice in higher education is not just about widening participation. In higher education institutes, SRK in teaching and access to information implies creating learning and teaching environments that equitably support all students from diverse backgrounds (McPhail, 2021).

In line with the findings, social justice and equality in higher education are not limited to skill enhancement and development and economic gain. Social justice is also associated with some of the themes reported by the informants of this study, including reflective teaching and developing equitable, inclusive, and ethical practices in an, and transformative framework (Burke, 2012). Creating inclusive education is another consequence of SRK in teaching, which, as Singh (2011) has argued, is known as the impact of higher education on societal progress. Therefore, in line with the report published by UNESCO (2018), it could be claimed that structural inequality, financing, curriculum, geography, the composition of teaching personnel, and broader social and cultural aspects of higher education institutions hinder access and inclusion in higher education.

The results also agree with Benson et al. (2017), who claimed have distinct social and civic roles. This mission could take the form of a commitment to work with society to address the persistent nasty issues that limit life chances for so many citizens and deny them the fulfillment of a good life. This implies the promotion of innovative spaces to develop and test creative solutions. Findings also confirm Dicks et al. (2021), who has stated that only when students understand the professional training goals can they make a reasonable plan for their university studies from the beginning. Only when they have an appropriate plan can they have a more meaningful university life.

Findings also verify the results of the study undertaken by Gok et al. (2013), who suggested that a reasonable course teaching arrangement is the most fundamental guarantee of achieving the course learning objectives. Students should be informed about the teaching arrangement. They have the right to comment on the teaching arrangement's content, such as the allocation of teaching time, content selection, confirmation of teaching objectives, and the division of time between theoretical teaching and practical teaching. Teachers should strictly implement the course teaching arrangement because students usually prepare for the teacher's plan in advance. If the teacher changes suddenly, the students pre-plans will be changed. Students need to know for what reason (whether it is a structural change in the course or the instructor's own or other factors) the program is being adjusted, what the adjusted course content will be, and whether subsequent classes will be changed as result of the adjustment. This is a basic form of pedagogical democracy (Zhao, 2006). Students have the right to know the ratio between these practical teaching activities and theoretical courses, how often they are arranged, whether the practical activities are related to the teaching objectives, whether they help students to apply the theories they have learned, and whether the teacher changes the time, frequency, or content of the practical teaching activities or not (Liang & Chen, 2007).

Findings are also in line with Florini (2007), who has argued that the right-to-know in teaching fosters the development and enhances the democratic awareness of university students. If the right-to-know system is more developed, the more transparent the management is, and the more democratic the degree of participation is (Florini, 2007). On the contrary, guaranteeing the right to information is necessary for the students to make correct judgments if he has access to relevant information. The right to supervision will not be guaranteed, and there will be power abuse.

The findings also echoed the findings of Wang and Qian (2011), who asserted that if university students passively follow the arrangements after entering the university and do not acquire relevant and valuable knowledge for their development, they often lose many options to realize their values and promote their personality development. Therefore, exercising the right to know in teaching

contributes to the successful development of university students. Wang (2017) similarly states that, if all universities exercise the right to know students are bound to compare these elements of each institution when choosing an organization, higher education institutions would constantly reform teaching contents, optimize teaching methods, improve the teaching environment, and improve teaching scenarios (Jeffrey & Craft, 2004). Such a reform by the universities will lead to quality teaching, scientific teaching, reflective teaching, transparent management, and an evaluation system, which the informants of the present study emphasized.

Findings also revealed that applying the SRK in teaching by universities increases the students' responsibility and rigid schedules to acquire the course requirements on time. This part of the finding echoes the godliness of the students published on Curtin University's website, indicating that when the students know what they are expected to do, they attempt to check whether their enrolments are correct and arrange to have them updated. Furthermore, students are expected to receive information about the university statutes, rules, policies, and procedures relating to their rights as students and the university's behavioral and ethical principles. When they have information about procedures, they participate constructively in the teaching and learning experiences, know well about unit and course requirements and their educational progress, behave appropriately within the university campus, and show respect for fellow students, teachers, and staff at all times. They will also use the university services and facilities responsibly and honestly, embrace and respect diversity, understand that plagiarism, cheating, and falsifications or fabrication of data are neither allowed nor acceptable, and follow the rules of copyright (Curtin University, 2014). Furthermore, concerning the role of SRK in developing democracy and engaging students in democratic activities, in line with Hofman et al. (2018), it could be argued that higher education must provide students with the skills, knowledge, values, and experiences to live a fulfilling professional and productive personal civic life. The second extract theme was coded students' democratic engagement and participation.

6. Conclusions

The findings of the study revealed that SRK in teaching, if followed by the universities, would result in different educational, social, individual, and administrative consequences. Therefore, it can be concluded that universities, as transformative agents and bodies, need to provide students with information about ethical regulations, learning and teaching outcomes, processes, and procedures in order to improve the quality of education, transform and train citizens capable of making changes in society. Universities, in this era, need to compete and help attract local and international students. Therefore, if they let the students have access to the information they need by recognizing SRK in teaching, they increase their chances of being selected by the universities. Universities' ranking also depends on the quality of their websites transparency in facilities, management, evaluation, etc. Therefore, SRK in teaching would affect the university outcomes, society, and personal and academic life of the students and the other consumers of higher education.

Despite the significant findings of the study, the researchers faced several limitations and constraints while doing the study, collecting the data, and interpreting the results. First, the data were only collected through interviews, discouraging the researchers from generalizing the findings to other settings. Second, the data were only collected through interviews with undergraduate students, while graduate students and the university staff might have different perceptions. Therefore, such a limitation can be a reasonable justification for other researchers to replicate the study by interviewing other consumers of higher education. Finally, in this study, only positive consequences were listed and explained. At the same time, the use of SRK in teaching might be associated with negative results, which need to be explored by other researchers.

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