

The Assessment of Human Rights Awareness of Students of Ramon Avanceña High School for S.Y.: 2019-2020

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Abstract: This study aimed to assess human rights awareness of junior high school students of Ramon Avanceña High School for SY. 2019-2020, this study made use of the descriptive-survey design. Complete enumeration was made for the identified respondents. Data were both quantitatively and qualitatively interpreted with the use of weighted mean using the Likert scaling of 5.

Then samples are selected proportionally from each stratum. In every section of grade 9 and 10, the researcher computed the target sample from the total population using the Slovin's Formula. The researcher chose the respondent using the fishbowl technique after determining the necessary target sample and distributed the questionnaire. For data gathering, the researchers conducted a survey-questionnaire to gather the information needed.

The instrument used in this study was a questionnaire checklist, used to obtain the baseline data of the study. The items were based from varied reading materials on civil and political rights like books, The Philippine Constitutions, decisions of the Supreme Court on celebrated Cases found in the SCRA (Supreme Court Reports Annotated) and Theses.

Generally, the students are highly aware of privileges that accompanied with their civil and political rights. On the other hand, the students are highly aware of responsibilities that accompanied with their civil and political rights. Although there are no weak points but there are areas that need to be enhanced particularly in the areas where their awareness was only moderate like non-payments of debts, compulsory labor or involuntary servitude, arbitrary detention and asylum. Nonetheless there is the need for a training program to sustain the strengths of the students and to enhance the skills on knowledge and attitude concerning Human Rights, Particularly on Civil and Political Rights.

Based on the findings and conclusions, it is recommended that priority is given to Human Rights, particularly Civil and Political Rights, and Economic, Social and Cultural Rights in the teaching of Araling Panlipunan 9 and 10. Moreover a seminar workshop focused more on theory application through differentiated activities is evolved as training program. Nonetheless the instrument in this study be used as a diagnostic test and an achievement test at the end the term.

Keywords: Araling Panlipunan, Civil Rights, Human Rights, Junior High School Students, Political Rights, Ramon Avanceña High School

1. Introduction

Human Rights are inherent in man. Without these rights, life

will be meaningless. These fundamental rights allow man to develop and use his human qualities, intelligence, talent and conscience, to satisfy his needs. The dignity of man is inviolable. And from the dignity of man is derived the right of every person to be protected to the exercise of his human rights.

This issue on the protection of human rights became an international concern after the abuses committed on the masses of the people during World War II. It was for this reason that the United Nations set as one of its objectives the reaffirmation of the fundamental human person, his worth and his dignity. On December 10, 1948, the basic norms and standards of human rights were proclaimed through the Universal Declaration of Human Rights. However, as a mere declaration, its provisions were not binding to all states, hence in 1966; the International Covenant on Civil and Political Rights, amplifying the human right principles in the Universal Declaration of Human Rights was adopted. The human right provisions of the United Nations Charter, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights are now known as the International Bill of Human Rights. These two covenants are now legally binding to the states that signed them. One of the state signatories is the Philippines.

However, before the Philippines signed the International Covenant on Civil and Political Rights, the Filipinos experienced series of violations of such rights. Our national hero, Jose Rizal was imprisoned for his political ideals and put to death without fair trial, in this case the right to due process of law had been denied to Dr. Rizal. During the authoritarian rule of the late President Ferdinand E. Marcos, people who resisted the martial law were arrested, detained and tortured without valid charges. Some people disappeared as civil and political rights were violated. Most of them were young students who took to the streets to express idealism, which because of human rights violations, were replaced by apathy, cynicism, and alienation.

However, with all these efforts from the Philippine government to protect the rights and dignity of the Filipinos, more situations show that rampant violation of these are exist even with the presence of the Philippine Commission on

Human Rights that investigates such violations.

Thus, the researcher believes that students can better protect and enjoy their rights by being fully aware of its nature, terminology, privileges and accompanying responsibilities to effectively exercise such rights.

2. Research Questions

This study aimed to assess human rights awareness of junior high school students of Ramon Avanceña High School for SY. 2019-2020, particularly, it aimed to answer the following questions;

1. To what extent is the level of awareness on their civil rights of the respondents in terms of;
 - 1.1. Privilege;
 - 1.2. Responsibility?
2. To what extent is the level of awareness on their civil rights of the respondents in terms of;
 - 2.1. Privilege;
 - 2.2. Responsibility?
3. Is there a significant difference between the level of awareness of their civil and political rights?
4. Is there a significant difference between the level of awareness of their civil and political rights in terms of;
 - 4.1. Privilege;
 - 4.2. Responsibility?
5. What Human Rights Awareness Training Program can be proposed from this study?

3. Research Hypothesis

HO₁: There is no significant difference between the level of awareness of their civil and political rights.

HO₂: There is no significant difference between the level of awareness of their civil and political rights in terms of privileges.

HO₃: There is no significant difference between the level of awareness of their civil and political rights in terms of Responsibilities.

4. Methodology

The instrument used in this study was a questionnaire checklist, used to obtain the baseline data of the study. The items were based from varied reading materials on civil and political rights like books, The Philippine Constitutions, decisions of the Supreme Court on celebrated Cases found in the SCRA (Supreme Court Reports Annotated) and Theses.

This test was used to measure the level of awareness of the Grade 9 & 10 students of Ramon Avanceña High School on their Civil and political Rights.

The instrument was composed of two parts. Part one contains items on Civil Rights. Part two were items on Political Rights. However, each part is composing of two sub-parts a) privileges, b) responsibilities.

Table 1

Grade Level	Section	Total Population	Target Sample
Grade 9	KADAKILAAN	38	22
	KARUNUNGAN	31	18
	KATARUNGAN	34	19
	KAPAYAPAAN	36	21
Grade 10	PYTHAGORAS	38	22
	COPERNICUS	40	23
	ARCHIMEDES	41	23
	EUCLID	42	24
TOTAL	-----	300	172

The primary sources of data were the responses of the respondents in the questionnaires-checklist provided by the researchers. Other resources were books, write ups and celebrated cases decided upon by the Supreme Court.

The questionnaire-checklists were given to the respondents and gave them several minutes to answer the test. The data gathered from the respondents through the questionnaire-checklists were tabulated, analyze and interpreted from the results; the training program on civil and political rights was formulated.

5. Result

1. There were 172 students from Junior High School who participated in this study, there were 80 Grade 9 students and 92 Grade 10 students who participated in this study, to obtain this number the researchers utilized the Slovin's Formula.
2. The Grade 9 and 10 students were found to have a high level of awareness on their civil rights. The respondents were more aware of their privileges rather than their responsibilities since the obtained over-all weighted mean for privileges is higher than that of the responsibility.
3. The Grade 9 and 10 students were also found to have a high level of awareness on their political rights. Similar to the civil rights, the respondents were more aware of their privileges rather than their responsibilities since the obtained over-all weighted mean for privileges is higher than that of the responsibility.
4. Hence, it was found out that there is no significant difference between the level of awareness of their civil and political rights.
5. Meanwhile, it was found out that there is no significant difference between the level of awareness of their civil and political rights in terms of privileges.
6. Likewise, it was also found out that there is no significant difference between the level of awareness of their civil and political rights in terms of responsibilities.
7. Although the students were found to be highly aware in most of their civil and political rights and moderate in others as mentioned in findings 4, 5 and 6, there is still the need to sustain their strengths and to enhance more their awareness of civil and political rights.

6. Human rights awareness training program

To further realize the goals of the course, the researcher

evolved this training program to sustain the strengths and to enhance the weaknesses of the students. Furthermore, because of the Philippines being considered as the greatest supplier of labor throughout the world, Filipino Citizens must know their rights on this political aspect.

This training program was designed with the idea that the participants are students who may easily get bored in listening to long lectures. Strategies such as the presence of presentations like tableaux, skits, songs, and poster making were utilized, the training can be utilized for the benefit of this generation and future posterity.

Furthermore, the training can also be conducted in any level like the secondary and elementary. Modification can just be made to suit the need of each level.

General Objective: By the commencement of this training program, the participants could be made fully aware of their civil and political rights, its terminology, privileges and responsibilities that go with such rights.

Target Participants: The participants will be students particularly Grade 9 and Grade 10 students. Students from other grade levels such as Grade 7 and 8, as well as from the Senior High School may become participants in this training program.

Training Methodologies: The program will utilize the following;

- Lecture
- Group discussions
- Workshop
- Structured Learning Experience
- Debate
- Tableau

Evaluation Scheme- To determine the success of the program, a structural evaluation will be administered to identify the strength and weaknesses of the students on their awareness of their Civil and Political Rights. a Covenant must also be formulated which include students pledge and/or in protecting their rights and the rights of others.

Table 2

Training Area	Objectives	Strategies
I. Human Rights defined	❖ To improve students conceptualization on Human Rights.	<ul style="list-style-type: none"> • Lecture Workshop • Group activities
A. United Nations Definition	❖ To explain the definition of Human Rights according to United Nations.	<ul style="list-style-type: none"> • Discussion
B. Philippine Commission on Human Rights definition	❖ To relate the definition of Human Rights according to United Nations with the definition of PCHR.	<ul style="list-style-type: none"> • Discussion
C. Categories and classification of Human Rights	❖ To widen the students understanding of the categories and classifications of Human Rights.	<ul style="list-style-type: none"> • Lecture Workshop • Tableau

7. Conclusion

From the results enumerated above, the researcher was able to formulate the following conclusions:

1. Generally, the students are highly aware of privileges that accompanied with their civil and political rights.
2. On the other hand, the students are highly aware of responsibilities that accompanied with their civil and political rights.

3. Although there are no weak points but there are areas that need to be enhanced particularly in the areas where their awareness was only moderate like non-payments of debts, compulsory labor or involuntary servitude, arbitrary detention and asylum.
4. The significance of the level of awareness of the respondents to this study is that they were highly aware of their rights.
5. They were also aware of the privileges and responsibilities which accompanied with their civil and political rights which mean they can protect their own rights and the rights of others.
6. The significant difference that has been tested in this study verified that the respondents do not have different criteria in evaluating the level of their own civil and political rights and also the privileges and responsibilities accompanied with these rights.

8. Recommendation

Based upon the outcome drawn from the findings and conclusions of the study conducted on the assessment of human rights awareness of Junior High School students of Ramon Avanceña High School, the following are hereby recommended;

1. That priority is given to Human Rights, particularly Civil and Political Rights, and Economic, Social and Cultural Rights in the teaching of Araling Panlipunan 9 and 10.
2. That the study of Human Rights be integrated in the General Education Curriculum.
3. That a seminar workshop focused more on theory application through differentiated activities be evolved as training program.
4. That the instrument in this study be used as a diagnostic test and an achievement test at the end the term.
5. That the future researches be conducted on;
 - a. Awareness of students of academic freedom.
 - b. Awareness of students of Economic, Social and Cultural Rights.
 - c. An analysis of the relevance of the Education curriculum to present needs of the students.
 - d. The level of Implementation of the Human Rights Education in Secondary Schools.
 - e. The Impact of Human Rights Education on Senior High School Students.

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