



Effects of Human Rights Understanding on the Behavior of De La Salle Santiago Zobel's BRafENHS Senior High School Students

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Abstract

Human rights is the concept that everyone should be treated equally regardless of their demographic. Researchers have noted that social justice awareness has been proven to positively change an adolescent's ideals, however, limited studies have focused on the human rights aspect and how it may impact the adolescent's behavior. In this study, the researchers used a mixed-method approach to investigate if human rights awareness affects students' behavior, as well as determine what aspects of the subject need improvements for better comprehension. The study used a sample size of 35 students from the DLSZ BRafeNHS to help gather information regarding the current standing of human rights awareness in school settings. The findings of this study revealed that there was a correlation between human rights understanding and student behavior. The study suggests the improvement of the human rights education system to see a higher correlation, such as including it in the earlier grade levels and a more in-depth discussion.

Keywords: *human rights understanding; human rights education; human rights in the Philippines; behavior of senior high school students;*



Introduction

Human rights are fundamental principles that acknowledge the inherent dignity, equality, and inalienable rights of humankind. They are universal and pertinent to all, irrespective of their nationality, ethnicity, religion, gender, or any other distinguishing characteristic (United Nations, 1948). Established by the United Nations in the aftermath of the Second World War, human rights aim to be a form of protection for a person's freedom and well-being if they are violated by another party (Gutterman, 2023). These rights encompass a wide range of civil, political, economic, social, and cultural rights, serving as the foundation for cultivating a global community that maintains the principles of justice, fairness, and compassion.

The ongoing struggle to uphold these rights highlights the need for persistent advocacy, heightened awareness, and collective efforts to ensure that each individual is granted the full range of rights to which they are entitled. As of 2024, it is reported that there are more than 8 billion people in the world, with 100 million being in the Philippines, so it is essential to cultivate an equitable and just society that nurtures the advancement of human rights, it is imperative to maintain the order in which human rights are valued and protected (World



Population 1950-2024, 2024; (Home | Philippine Statistics Authority | Republic of the Philippines, 2024).

Human Rights Understanding

Human Rights are a fundamental principle, that according to the United Nations (1948), they are “universal rights inherent to all human beings, regardless of nationality, ethnicity, or religion.” In essence, human rights serve as a moral and legal framework designed to protect individuals from discrimination, oppression, and abuse (Donnelly, 2007). Human rights are essential as they identify positive and negative requirements for a universal minimum level of equality and dignity to a tolerance of justice (Ashifa, 2022). The same study stated that human rights must be understood by people, especially children, as it affects their well-being.

Human Rights Education

In a study by Abazi-Morina (2023), the researcher sheds light on the Civic Education course employed by the Kosovo Education System. The subject covers the foundation of human rights and addresses its issues within the curriculum. The course aims to shape young learners



across various levels into diligent and contributing members of society. Within the Philippine context, a study by Ty (2011) proposes a framework for human rights education (HRE) that draws from Zinn's people's history, Sen's theory of justice, and Freire's critical pedagogy. The study leverages human rights-based programs for the betterment of Philippine society to foster societal improvement and address human rights concerns through program implementation.

Behavior of Senior High School Students

The Early Adolescent Temperament Questionnaire is a quantitative survey devised to gain insight into adolescent behavioral patterns. The questionnaire contains eleven scales that measure aggression and depressive mood to examine relationships between temperament and traits relevant to socialization (Ellis & Rothbart 2001). The behavioral factors assessed by the scales include High-Intensity Pleasure, Fear, Irritability, Autonomic Reactivity, Attention, Shyness, Sadness, Motor Activation, Low-Intensity Pleasure, Sensitivity, and Activity Level (Capaldi & Rothbart 1992). Numerous other studies have been conducted regarding various factors that affect human behavior, more specifically behaviors of a senior high school student. According to Sharma and Gupta (2022), a person's environment and importantly social systems



affect and impact their human behavior. This applies most especially to children. A comprehensive study by Davis and Martinez (2014), wherein factors influencing behavior in senior high school students were investigated highlighted the substantial impact of family involvement and socioeconomic status on behavioral outcomes, providing valuable insights into the multifaceted nature of student conduct in the senior high school context.

Human Rights in the Philippines

According to ChildHope Philippines (2023), the Philippines has a Constitution that guarantees the complete protection of human rights and serves as the foundation for its modern democratic institutions. The rights of Filipinos can be found in Article III of the 1987 Philippine Constitution. Also known as the Bill of Rights, it includes 22 sections declaring a Filipino citizen's rights and privileges that the Constitution must protect no matter what. Aside from local laws, human rights in the Philippines are also guided by the United Nations International Bill of Rights — 3 legal consolidated documents including the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR), and the International Covenant on Economic, Social, and Cultural Rights (ICESCR). (Gavilan, 2015). With this, we



are certain that the Philippines, as outlined by its Constitution and international support, is dedicated to upholding and safeguarding the fundamental human rights of its citizens. The incorporation of these principles into the country's legal framework reflects the commitment to fostering a democratic society that respects and protects the inherent dignity and rights of every Filipino citizen.

Previous studies have investigated the subject of how social justice education can affect the perceptions and views on social justice issues of adolescents, however, these studies have not gone further in detail into the human rights aspect of social justice. There are also few studies on how their perceptions of human rights affect their behavior. There are also a few published articles centered on this topic based in the Philippines.

Research Questions

This study aimed to determine if there is an effect of human rights understanding on the behavior of the DLSZ-BRafeNHS senior high school students, as well as to identify what areas of human rights education may be improved upon. The objectives of the study were to discover



the obstacles faced in being aware of human rights so that the researchers could identify ways to make these lessons on human rights accessible and effective in the student's future and everyday lives. The study sought answers to the following questions:

1. What is the level of understanding of human rights of the respondents of human rights?
2. What is the level of behavior of senior high school students?
3. Is there a significant correlation between human rights understanding and the level of behavior of the respondents?

Following the Sustainable Development Goal 4: Quality Education which “ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all”, the study has supported this goal by providing quality human rights education to the students of the DLSZ-BRafeNHS. (United Nations, 2022).



METHODOLOGY

Research Design

The study utilized the mixed-method approach. Employing this technique identified the exact level of human rights understanding among grade 11 and 12 students from the DLSZ-BRafeNHS and how it correlates to their behavior. The mixed method approach utilizes both qualitative and quantitative data in a single research (Sharada Prasad Wasti et al., 2022).

Participants

This study is participated by Grade 11 and 12 students from De La Salle Santiago Zobel-BRafeNHS. The participants were selected through convenience sampling, a technique where data is collected from participants most available to the researcher, which was used due to time constraints the researchers faced (Simkus, 2023; Stratton, 2021). The total number of participants was 37 students.

Instruments



This study was conducted using three survey questionnaires and one open-ended questionnaire. The first questionnaire was the Early Adolescent Temperament Questionnaire (See Appendix 1). It is an instrument that measures the temperament and behavior of adolescents through a series of 62 questions. The second questionnaire (See Appendix 2) was the Human Rights Awareness survey that was used to determine the participant's human rights understanding. These questions were made using the Grade 10 DepEd curriculum to further target the groups in a crucial area of their growth regarding social awareness. The Third instrument was the open-ended questionnaire (see Appendix 3) It utilized a probability scale and open-ended responses to gain further insights about the human rights education curriculum. All questionnaires were validated by the De La Salle Santiago Zobel Research Department Head, Ms. Jeenadine Guavis, before being administered to the participants.



Appendix #1

Human Rights Awareness Survey

Direction: On a scale of 1-4, rate the statements from 1 least agree, to 4 most agree. / Sa sukat na 1-4, markahan ang mga pahayag mula sa 1 na hindi gaanong sumasang-ayon, hanggang 4 na pinaka-sang-ayon.

Early Adolescent Temperament Questionnaire	1	2	3	4
1. It is easy for me to really concentrate on homework problems/ Mas madali para sa akin ang tumutok sa mga problema sa gawain bahay.				
2. I feel pretty happy most of the day/ Ako ay palaging masaya.				
3. I think it would be exciting to move to a new city/ Sa aking palagay, mainam/masarap lumipat sa ibang siyudad.				
4. I like to feel a warm breeze blowing on my face/ Nais kong maramdaman ang mainit na simoy ng hangin sa aking mukha.				
5. If I'm mad at somebody, I tend to say things that I know will hurt their feelings/ Kung ako ay galit sa isang tao, nakapagsasabi ako ng mga salita na alam kong makakasakit sa aking kapwa.				



Appendix #2

Early Adolescent Temperament Questionnaire

Direction: On a scale of 1-4, rate the statements from 1 least agree, to 4 most agree / Sa sukat na 1-4, markahan ang mga pahayag mula sa 1 na hindi gaanong sumasang-ayon, hanggang 4 na pinaka-sang-ayon.

Human Rights	1	2	3	4
1. The prioritization of human rights is highly beneficial to everyone. / Ang pagbibigay-prayoridad sa mga karapatang pantao ay lubhang kapaki-pakinabang sa lahat.				
2. Human rights must be upheld by all. / Ang karapatang pantao ay dapat itaguyod ng lahat.				
3. Everyone has equal rights no matter the age, race, or gender. / Ang bawat tao'y may pantay na karapatan anuman ang edad, lahi, o kasarian.				
4. Rich people should have more rights than poor people. / Ang mga mayayaman ay dapat magkaroon ng higit na karapatan kaysa sa mahihirap.				
5. Men should have more rights than women. / Ang mga lalaki ay dapat magkaroon ng higit na karapatan kaysa sa mga babae.				

The second questionnaire (see Appendix 3) utilized a probability scale and open-ended responses. It determined which factor from the senior high school students of the



DLSZ-BRafeNHS curriculum regarding human rights was the easiest and the most difficult to understand to help simplify the subject matter.

Appendix #3

Human Rights Education Questionnaire

Direction: On a scale of 1-4, rate the statements from 1 least agree, to 4 most agree. For questions 4-12, please write your answer on the space provided / Sa sukat na 1-4, markahan ang mga pahayag mula sa 1 na hindi gaanong sumasang-ayon, hanggang 4 na pinaka-sang-ayon. Para sa mga tanong 4-12, mangyaring isulat ang iyong sagot sa patlang.				
Human Rights Education	1	2	3	4
1. Human rights should be included more in lesson plans in school. / Ang karapatang-pantao ay dapat na higit na isama sa mga lesson plan sa paaralan.				
3. Are you aware of your human rights? / Alam mo ba ang iyong karapatang pantao?				
4. Do you have any major insights from what we taught you about human rights today? / Mayroon ka bang mga pangunahing insight mula sa itinuro namin sa iyo tungkol sa karapatang pantao ngayon?				
5. What did you not understand about human rights? / Ano ang hindi mo maintindihan tungkol sa karapatang pantao?				
6. Were there certain topics in our discussion that may have been confusing? / Mayroon bang ilang paksa sa aming talakayan na maaaring nakalilito?				



All questionnaires were validated by the De La Salle Santiago Zobel Research Department Head, Ms. Jeenadine Guavis before being administered to the participants.

Data Gathering Procedure

The researchers created two self-made questionnaires regarding human rights understanding and education, which were then validated by the experts of the De La Salle Santiago Zobel Research Department. After selecting the participants through convenience sampling, the informed consent form was administered to them before they were given a Google form; containing all three questionnaires. The researchers then tabulated and sorted the data gathered, then analyzed it using Jamovi for quantitative data and thematic analysis for qualitative data.

Data Analysis

The data from the EATQ-R and the first formulated questionnaire were analyzed using Jamovi, while the open-ended responses from the second formulated questionnaire were analyzed using thematic analysis. The researchers accounted for the responses by using a



numerical frequency distribution, allowing sequestration for the respondents who chose from 1 (Strongly Disagree) to 5 (Strongly Agree); 3 being the median, becoming the neutral selection.

After the completion of the numerical frequency distribution, the researchers, gathering up the accounted number of respondents of the 5 options, performed a correlation matrix to check how the two selected sets of data relate to each other. By doing so, the researchers would be able to coordinate the results with the research's main goal; identifying the scope of which who decided on selecting either agree or strongly disagree helped gain an understanding of where the participants are currently standing on the spectrum of human rights understanding.

Results and Interpretation

This study aimed to determine the level of human rights understanding and level of behavior of high school students and determine if there is a significant relationship between them. This section presents the results of the collected and analyzed data from the respondents, to provide a more comprehensive overview of the data collected by the researchers involved in the study.



1. Human Rights Awareness Survey Results

Statistical overview of the findings acquired in the Human Rights Awareness Survey.

Descriptives

	N	Missing	Mean	Median	SD	Minimum	Maximum	Shapiro-Wilk	
								W	p
Human Rights Awareness Results	37	0	2.69	2.65	0.275	2.37	3.84	0.743	< .001

Note. This table demonstrates the descriptive data of the survey, Early Adolescent Temperament it contains the participants (N), mean, median, and mode to help with identifying the numeral interpretations of the participant's results.

The mean score, 2.69, indicates that among all the participants who answered the survey, the average understanding of human rights awareness is moderate; the median, which stands at 2.65, propounds that the statistical report was not heavily influenced by other values. Hence, the data shows an ordinary level of awareness within individuals.



The standard deviation, 0.275, proposes a minimal level of volatility. This low level of variability suggests that participants who answered the questionnaire had a unified comprehension of their human rights.

The statistical examination capitulated an evaluation score of 0.001; which means that the results did not follow the normal distribution curve. Based on the fact that scores fell outside the usual range of distribution, there may have been external factors that influenced the results.

2. Early Adolescent Temperament Survey

Arithmetical run-through of the results accumulated in the Early Adolescent Temperament Survey.

Descriptives

	N	Missing	Mean	Median	SD	Minimum	Maximum
Early Adolescent Temperament Questionnaire	37	0	3.37	3.40	0.295	2.57	3.98

Note. This table demonstrates the descriptive data of the survey, Early Adolescent Temperament it contains the participants (N), mean, median, and mode to help with identifying the numeral interpretations of the participant's results.



The resulting approximate distribution value of the mean landed on 3.37, which pushes forth the conclusion that the participants had a relatively high temperament score. The median value arrived at 3.40, which simply means that the data had not been skewed; so the results mean a generally positive temperament for the surveyed group of adolescents. The deviation perusal value marked its way to the exact number of 0.295 of changeability, which fundamentally translates to a typical flow of exceptionality; by this, the data means that while others were estimated at higher temperament scores, not everyone got as high.

Within the calculations of the Shapiro-Wilk test, the results landed on the unambiguous P - Value of 0.756; this value suggests that there is an inconsequential amount of evidence to imply out-of-the-ordinary departures from the normal distribution curve. So in other words, the data was proven to move at the ordinary distribution path.



3. Correlation Results

A correlative analysis on the surveys, Human Rights Awareness, and Early Adolescent Temperament Survey.

Correlation Matrix

		Human Rights Awareness Results	Early Adolescent Temperament Questionnaire
Human Rights Awareness Results	Pearson's r	—	
	df	—	
	p-value	—	
Early Adolescent Temperament Questionnaire	Pearson's r	0.279	—
	df	35	—
	p-value	0.095	—

Note. This table demonstrates the descriptive data of the survey, Early Adolescent Temperament it contains the participants (N), mean, median, and mode to help with identifying the numeral interpretations of the participant's results.

According to the results, the Pearson correlation coefficient r between the two surveys stands at the accounted value of 0.279. These estimated results pinpoint a constructive relationship between the two surveys (Human Rights Awareness) & (Early Adolescent Temperament), which is great since the researchers discovered a correlation between them; However, the correlation between the two was less than archetypal, but very evidently discernable.

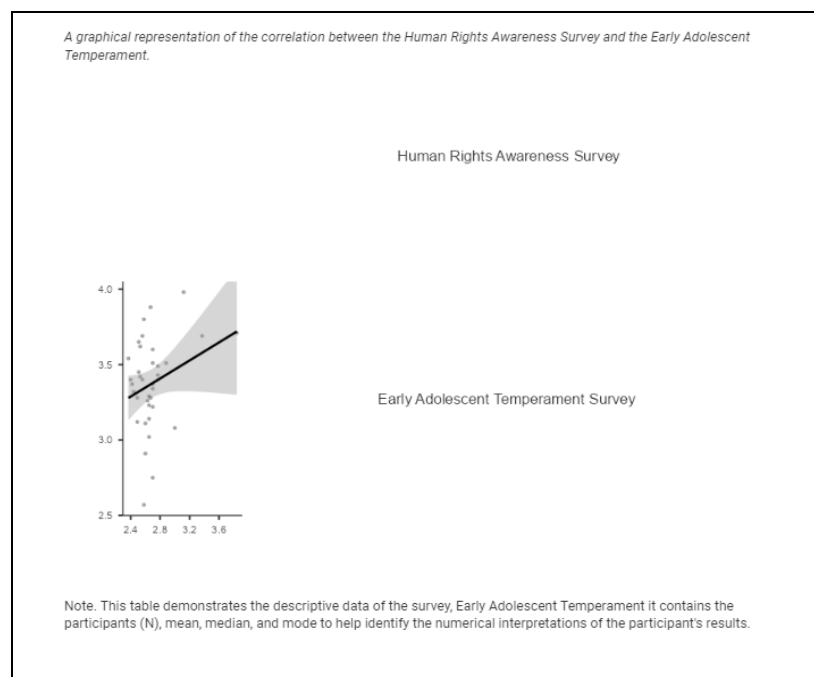


The Pearson correlation coefficient r between the two surveys, (Human Rights Awareness) & (Early Adolescent Temperament) survey, arrived at the resulting numerical estimate of 0.279. This value perpetuates the suggestion of an existing positive correlation between the two variables of data; indicating that when Human Rights Awareness scores increase in number so do the Early Adolescent Temperament Survey results. However, the concurrence between the two is present, but lower than average due to unfavorable circumstances, which is unfortunate as the low quantity may not be considered as statistically valid or significant within the basis of the statistical rule of data interpretation; if the P - value is computed to be greater than 0.05, then the provided results translate to insubstantial levels of correlation, which in simpler terms mean that whatever relation they may have is statistically insignificant. According to the data provided by the correlation matrix, degrees of freedom (df) were estimated around the number of 35, which is the exact number of values that can be allocated towards a statistical distribution.

Based on the estimated value computed by the correlation matrix, 0.279, the results may conclude that the connection between the two surveys, (Human Rights Awareness) & (Early



Adolescent Temperament) is very much existent despite unforeseen misgivings which may have contributed to it being lower than ideal measures.



The plot is simply a metrical depiction of the results acquired in the correlation matrix between the human rights awareness survey and the early adolescent temperament survey, as presented, while the correlation between them is identifiable, the interdependency between the two was presented to be minimal yet present and very much around.



Aside from the data related to the students' human rights understanding, their behavior, as well as their correlation, the study also gathered insights from the students through the Google Form responses. Their responses elaborated further on their perception of human rights, their uncertainties about human rights education, the issues while learning, and their suggestions to improve education.

Student's Perceptions of Human Rights

Many of the participants agreed that human rights are important and are needed in everyday life. The participants stressed the importance that everyone is considered human, therefore it is a necessity that everyone should be given human rights the moment that they are born and that everyone should be treated equally regardless of circumstance. One participant in particular stressed that human rights should not be a privilege, but rather a requirement.

“Human rights cannot be divided. Civil, political, economic, social, and cultural aspects are all inherently linked to the dignity of every individual on the Earth. As a result, everyone is entitled to the same status. The hierarchy of human



rights does not exist ... human rights should not be something to attain but something that has already existed when an individual is born.”

As a result, every participant stated that human rights should be applied to everyone. They stressed that human rights are used to promote the well-being, equality, and dignity of everyone. Many participants emphasized the role of human rights as a form of protection, and how significant its knowledge is in recognizing when they are being abused. As one participant states;

“This is something you need to know so you know what you're fighting for, why you're fighting, and know when you're being abused.”

Uncertainties About Human Rights Education

Although many of the participants agreed that human rights are essential and the importance of treating everyone equally because of it, there are still some who expressed their uncertainty on how to go about treating certain cases. One participant expressed their confusion



on what to do when two human rights conflict with each other, more specifically which right to follow. Others also stated their confusion with the laws pertaining to human rights, as there are many of them and it is always subject to change. Another participant said that because of it, they were unsure of what to think of the rights of children who are in conflict with the law. In the case of one participant, they expressed their thoughts about the difficulty of treating everyone equally. As one participant states;

“Equality is something that I don't understand since it is an impossible task more like an illogical idea, since we all have different experiences, lives, and everything then why treat everyone the same if not everyone has gone through the same hardships, struggles, and happiness? I just don't get why people still aim for that idea.”

Issues While Learning Human Rights Education

There were also some issues encountered by the participants when it came to learning their lessons on human rights. One major issue brought up by the participants was the



environment in which a person grows up in, as certain circumstances impact the way they think. The participants also mentioned the issue of bias and close-mindedness which greatly hinders topics of human rights if they do not acknowledge it. As two participants stated;

“[Human Rights] is hard to learn because it involves human ethics, moral compass, and philosophical reasonings. All of these may be a never-ending debate because we have different perspectives in life, we are raised in different communities which greatly affects the way we think.”

“Because of certain biases such as if one were to be in a high social class, they can tend to view those of the lowest social class to have much less rights than them. I think this can be attributed not to the errors in teaching but to general social prejudice and existing inequality others tend to be close-minded, making it hard for them to understand that human rights should be given to everyone fairly.”



Besides the perspectives and environment of people, the participants also stated that the time given to discuss human rights hinders their knowledge of it. Many of them said that the time allotted for human rights was not enough to fully cover it, while others said that it was not emphasized enough in the early years of school. Another participant stated that it was the language (English) in which the lessons were taught that made it difficult to understand, as some students do not understand English and have difficulty in reading comprehension.

Suggestions For Human Rights Education

To combat these issues, many of the participants suggested learning human rights with an unbiased point of view, as well as fostering discussion in the classroom to understand the perspectives of others if they have conflicting ideas or to educate them. One participant said to make sure the topics are up to date with current events, and another stated that it should be important to interact with others with different backgrounds to gain a deeper understanding.

Other participants recommended including it more in the student's education, such as creating seminars to deeper explain. Others said that it should be taught for longer, especially



during the early years. One participant stressed that it is important for a child to know human rights during their early stages of development to grow up and recognize the rights that they and others have.

Discussion

The overall concept that human rights are important and beneficial to society is a finding consistent with other studies, however, the specifics of who can be given human rights differ. While this study found that all participants believed that human rights are inherent and should be given to everyone, a similar study conducted by Nava et. al (2005) found that human rights were considered a "give or take" relationship. The same study also noticed that human rights knowledge was impacted by different schools (private and public), religions, and geographical areas (urban and rural), with both urban and private schools performing better in terms of viewing humans equally. As DLSZ is a private institution in an urban area, the explanation given by the study can be applied as to why the participants in this study think that human rights are inherent.



The participants also believed that people view human rights differently because of their own human ethics and overall beliefs. In previous studies, it was found that the student's consciousness impacted perceptions of human rights, more specifically the treatment of other students at school or the school's environment (Lotem Perry-Hazan, 2021). Bias is also an issue that the participants mentioned to have greatly affected others' perception of human rights, but that too can also be attributed to the lack of human rights and social justice education. Wolpert (2002) discovered that it is possible to change a child's bias from an early age by exposing them to lessons about human equality. For example, a young student who was showing bias towards women was taught that women were allowed to have the same jobs as men and were equally respected, and a young student who thought all villains were black people was shown that people of all races can be heroes. Because the issue of bias was not addressed early, the students have grown up with it and now unconsciously applied it to their understanding of human rights.

Upon analyzing the quantitative data collected from the correlation matrix, the results reveal a minimal correlation between human rights understanding and student behavior. In contrast, the qualitative data exhibited from the thematic analysis indicate a substantial



correlation between the two factors, as the participants believed there to be a significant effect on their behavior. This may be because while they think they understand the lessons, human rights understanding may not be engraved into their minds long enough for them to do actions unconsciously due to the fact that it is taught during the later stages of a student's development. Studies have shown that students must be exposed to certain lessons from a young age in order for it to have an effect in their later years (Gerdes et. al, 2013; Allen et al., 2015). It has also been proven that if a lesson is taught while someone is younger and is further expanded on as they grow older, or rather they have prior knowledge and understanding, it has more of an impact on the student (Gray & Diloreto, 2016). From these prior studies, it can be inferred that the minimal correlation is a result of human rights education not being taught while the students were still at the earlier stages of their development and thus were unable to understand new lessons at their current level than they would have as a child.

As stated by Reyes (2007), "Corruption is a perennial obstacle to the Philippines' pursuit of development." In the Philippines; a country filled with corruption, awareness of human rights is crucial for students to understand the concept of justice and balance in society. The education



system greatly lacks the teaching of social justice, leaving students with no knowledge and framework on how to solve social issues through the ways and norms of the justice system. Educating adolescents at an early age regarding human rights can potentially improve the justice system in the Philippines as they grow older and become future contributing members of society.

Recommendations

This study aimed to determine if there is an effect of human rights understanding on student behavior. The study did not cover the variable of the qualification of teachers and their ability to present the lesson, instead focusing on the students themselves and their experiences. It did not cover any cognitive disabilities or potential biases the students may have. The researchers found that there is a need for a greater emphasis on human rights education, so the study recommends that the Philippine curriculum implement more activities, such as seminars, and time learning on these topics. Making sure the topics are also up to date with current events will help the students be aware of what is going on around them and how they should act. The researchers also found that if individuals from the K-G9 age group were included in the study, it would provide an opportunity to gain insight into the lack of early exposure to human rights



education. Comparing the experiences, attitudes, and perspectives of individuals who have had minimal exposure to human rights in their formative years of education can offer valuable information for the advancement of human rights education. Bearing this in mind, the students must be exposed to human rights from an early age and be given adequate time to fully understand the concepts so that they may be able to apply them in their lives. For future studies, the researchers recommend a larger sample size as well as in-person interviews to further the qualitative data, as well as investigate if the participants have any bias and/or experiences that promote biases.

Scope and Limitations of the Study

At this point, the researchers outline the parameters within which the study has been conducted. This includes identifying insufficient data-gathering methods, time constraints, and thematic boundaries of the study. The researchers conventionally encountered limitations regarding the study's method of collecting data. The initial proposed sample size was 50-80 students, however, due to issues in data gathering, it was reduced to 37 and thus the way of data analysis had to be changed. In the absence of a dedicated human rights education course in the



K-G9 curriculum, there is a possibility that students may not receive enough exposure to the principles, values, and significance of human rights— thus, posing as a limitation to the study. Any learning disabilities, teaching capabilities, and demographics were also not considered.

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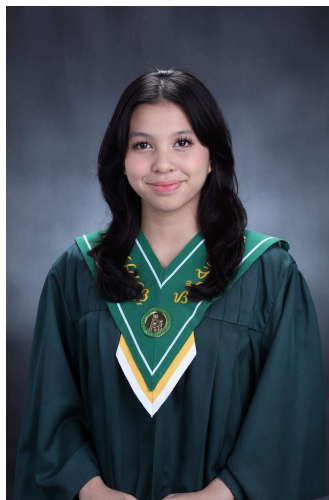
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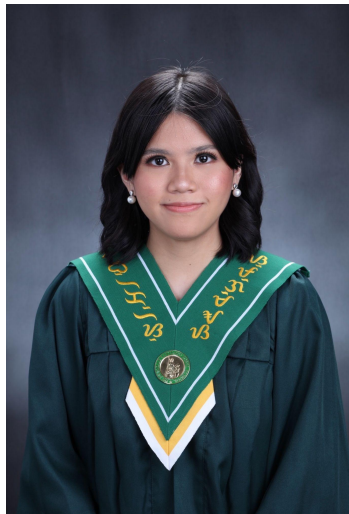
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