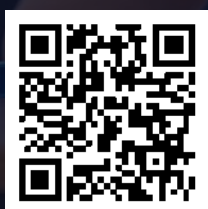


# LEVEL OF UNDERSTANDING OF SELECTED GRADE 9 STUDENTS OF WEST FAIRVIEW HIGH SCHOOL IN TERMS OF SOCIAL RIGHTS, DUTIES, AND RESPONSIBILITIES

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**Level of Understanding  
of Selected Grade 9  
Students of West  
Fairview High School in  
Terms of Social Rights,  
Duties, and  
Responsibilities**

**AILYN FILLARCA GASPAR**

**ABSTRACT**

Values Education is one of the subjects that children must take at public schools. In the K to 12 curriculum, Values Education developed into Edukasyon sa Pagpapahalaga, which was subsequently modified to Edukasyon sa Pagpapakatao (EsP). It enables the teacher to assist pupils in developing their values, attitudes, and habits in order for them to become good citizens of the country. This is where EsP plays a critical role in shaping students to be contributors to society's growth. Society's development does not have a predefined feature since it is the product of a consensus among its members.

Inadequate knowledge of the strategies teachers can use with various types of learners, a lack of understanding of the nature of the subject due to irrelevant field of specialization, and, most importantly, the limited time available to teach the subject, particularly during distance learning due to COVID-19 are the reasons that triggered the interest of the researcher to determine the level of understanding of selected Grade Nine (9) students of West Fairview High School in terms of Social Rights, Duties and Responsibilities of each individual in our present society.

To come up with the study's objectives, the research considers related reading materials from books, the internet, journals, magazines, and abstracts, both published and unpublished. The study's proponent thought it was useful in getting a more in-depth discussion of the research topic. Furthermore, the researcher utilized Descriptive Research Design to systematically to describe a situation, problem and phenomenon. Purposive sampling method we're also being utilized in this study so that the researcher can freely choose the respondent selectively. Also, both face-to-face learning were also assessed.

The research finds out that in understanding social rights, duties and responsibilities through definition; student-respondents have fundamental knowledge in social rights, while conceptual knowledge on both social duties and social responsibilities. Furthermore, in understanding social rights, duties and responsibilities through actual situations; student-respondents have conceptual knowledge in defining social rights, while fundamental knowledge on both social duties and social responsibilities. Among the three, social rights,

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duties and responsibilities; it was social rights to which students better defined in comparison to the duties and responsibilities.

The goal of education is to develop the holistic skills and ability of the students which includes intellectual skills, emotional skills and behavioral skills. Edukasyon sa Pagpapakatao curriculums have gained so much interest for more than a decade past wherein it is intended to produce students who are thoughtful, ethical, morally responsible, community oriented, and self-disciplined that why upon the recommendation, the research recommends that to combine effective and efficient teaching techniques or teaching materials in remote learning toward face-to-face learning, as distance learning has been shown to be superior than conventional learning in terms of evaluation.

## **ACKNOWLEDGEMENT**

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## **CHAPTER 1:**

### **THE PROBLEM AND ITS BACKGROUND**

#### **INTRODUCTION**

The Catholic and Christian tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society (USCCB, 2018)

In the authoritative Compendium of the Social Doctrine of the Church (2004) that was published almost 40 years after *Pacem in Terris*, there are more than 85 separate index references to both rights and responsibilities, ranging in scope from human rights, rights of women, labor, a just wage, the rights of the state, natural law, disability, war and peace, conscientious objection, family, the political community, social life, and ecumenism, to name just a few. The topics cover a wealth of moral, political, social and cultural themes that cast light on the depth of Catholic social doctrine, and what Cardinal Joseph Bernadin termed a “comprehensive and consistent ethic of life” (CATHOLIC Social Teaching, 2013). The Compendium of the Social Doctrine of the Church is a must-have resource for leaders of social ministry at the diocesan and parish level as well as those in religious education, schools, and youth and young adult ministry (PCJP, 2018)

In public schools run by estate through Department of Education in the Philippines, Values Education are one of the subjects that the students shall take. Values Education, which evolved into *Edukasyon sa Pagpapakahalaga*, then changed to *Edukasyon sa Pagpapakatao* (EsP) in the K to 12 curriculum, allows the teacher to guide students in the formation of their values, attitudes, and habits in order to become good citizens in the country. This is where the vital role of EsP in molding students to become contributor in the society’s progress comes in the development of

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the society does not have a predetermined characteristic because it is in itself a result of a consensus of the members of the society (Miranda, 2016).

It can be recalled that teaching of Values Education materialized as provided for through the DECS Values Education Program. Values Education was taught then as a separate subject, five times a week. However, in 2002, under the Basic Education Curriculum (BEC)/ Revised Basic Education Curriculum (RBEC), the number of hours of teaching the EsP subject was reduced (DepEd Order no. 43 series of 2002). As a component and not a separate subject, *Edukasyon sa Pagpapahalaga* was included in the MAKABAYAN. The time *Edukasyon sa Pagpapahalaga* was reduced to only two hours a week. It remained the same under the current curriculum, the K to 12 Program (Enhanced Basic Education Act of 2013). This became one of the problems of EsP teachers. In the news article wrote by Rey, (2019) Senator Joel Villanueva proposed to bring back GMRC classes for the reason that due to only 30 minutes classes per day of *Edukasyon sa Pagpapakatao* (EsP) or Values Education program of K-12 curriculum, it lacks the necessary activities that would deepen what were taught in classes (Sinocruz, 2020)

The insufficiency of knowledge on the strategies the teachers can apply to different types of learners, the lack of understanding on the nature of the subject due to irrelevant field of specialization, and most especially the limited time teaching the subject specially during Distance Learning due to COVID-19 are the reasons that triggered the interest of the researcher to determine the level of understanding of selected Grade Nine (9) students of West Fairview High School in terms of Social Rights, Duties and Responsibilities of each individual in our present society.

In order to determine the level of understanding of the students in terms of Social Rights, Duties and Responsibilities of each individual in our present society. The researcher chose the Grade 9 Students of West Fairview High School to be the respondents of this study. They will be the primary source of data and information needed for this research study

## **STATEMENT OF THE PROBLEM**

This study aims to determine the level of understanding of selected Grade Nine (9) students of West Fairview High School in terms of Social Rights, Duties and Responsibilities of each individual in our present society. It specifically seeks to answer the following question;

1. How would the respondents assess the quality of learning in Values Education subject during face-to-face learning compare to distance learning?
2. What is the level of understanding of the respondents in the definition of Social Rights, Duties and Responsibilities?
3. What is the level of understanding of the respondents in the following;
  - a. Social Rights;
  - b. Social Duties; and
  - c. Social Responsibilities.
4. How does the understanding of the respondents between Social Rights, Duties and Responsibilities in terms of definition and actual situation differ?

## **SIGNIFICANCE OF THE STUDY**

This study aims to determine the level of understanding of selected Grade Nine (9) students of West Fairview High School in terms of Social Rights, Duties and Responsibilities of each individual in our present society. It could be beneficial to the following benefactors;

**Parents** - With this study, it will give the parents of each students a broader and deeper picture of their child's understanding with regards to Social Rights, Duties and Responsibilities of each individual in our present society.

**Teachers** - This research will give a broader knowledge to EsP teachers in the level of understanding of the students with regards to Social Rights, Duties and Responsibilities of each individual in our present society.

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**School Authorities** – With the result of this study, the school authorities will be knowledgeable in the level of understanding of the students with regards to Social Rights, Duties and Responsibilities of each individual in our present society in order to make necessary programs to address any issues that may arise from the result of this study.

**Readers** - The readers will have a broader and deeper picture in the level of understanding of the students with regards to Social Rights, Duties and Responsibilities of each individual in our present society.

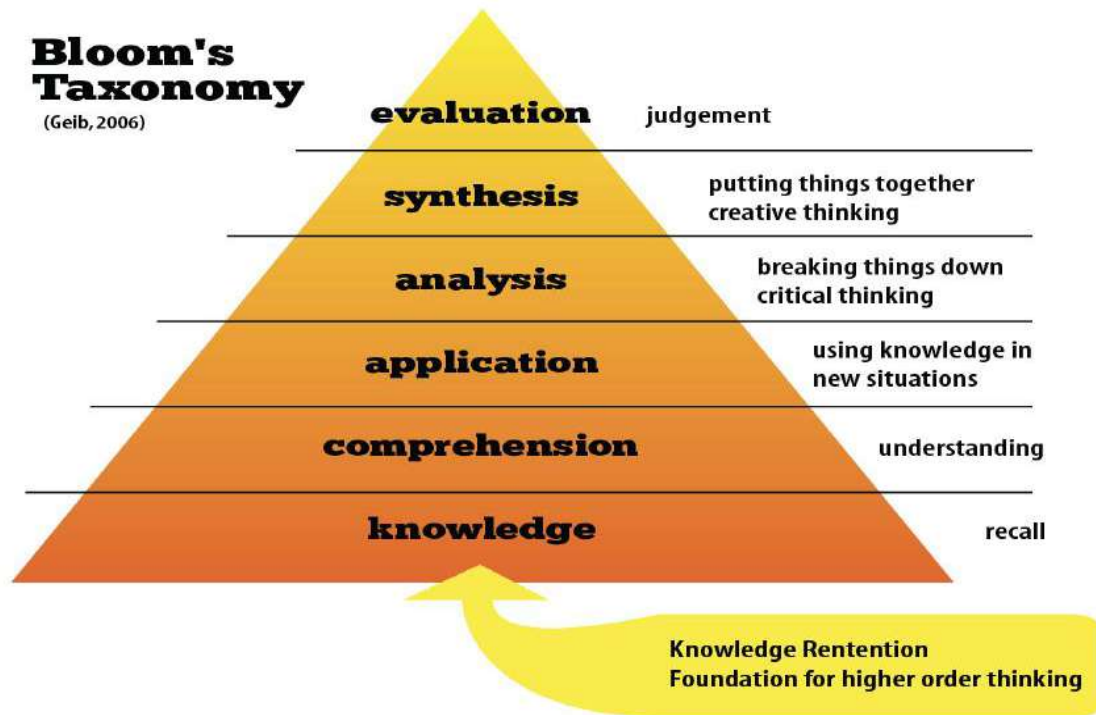
**Future Researcher** - It could be beneficial for future research as part of their literature reviews which may help them to formulate necessary recommendations. or further investigation regarding the matter.

### SCOPE AND DELIMITATION

In order to determine the level of understanding of the students in terms of Social Rights, Duties and Responsibilities of each individual in our present society. The researchers chosen the Grade 9 Students of West Fairview High School to be the respondents of this study. They will be the primary source of data and information needed for this research study.

## THEORETICAL FRAMEWORK

This research study was anchored with Bloom's Taxonomy Theory

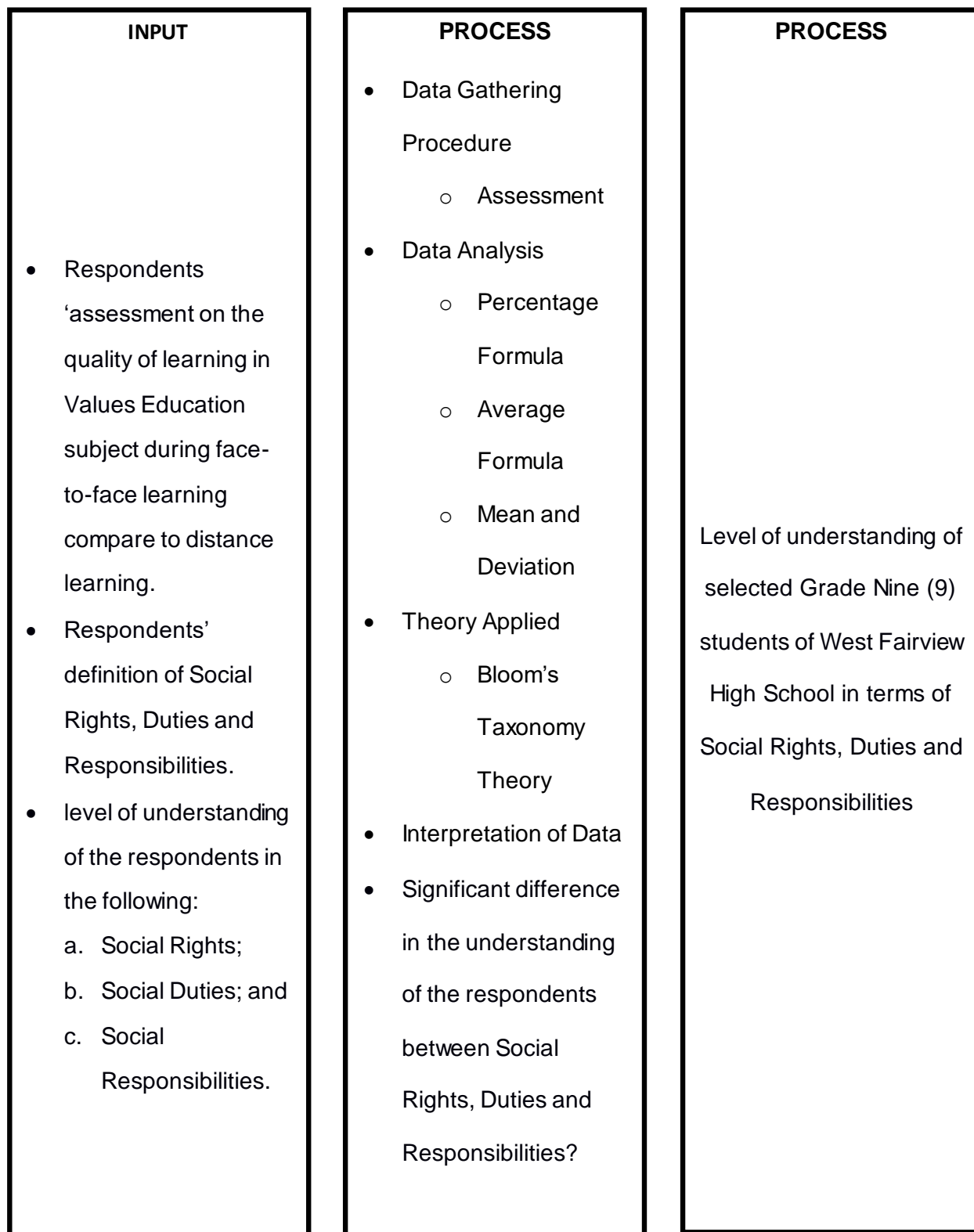


**Figure 1:** Bloom's Taxonomy Theory Framework  
(Adopted by Geib, 2006)

Bloom's Taxonomy was created in 1956 by Benjamin Bloom and later revised by Lauren Anderson in 2000. It serves as a guide for educators to classify their lesson objectives through different levels. These levels are Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. In summary, the use of Bloom's Taxonomy ensures that lesson objectives are developing critical thinking and higher order cognitive abilities in students.

The researcher chose this theory for the reason that the said was the actual process utilized by the researcher in developing the objectives if each lesson and in formulating quarterly assessment for the Grade 9 students of West Fairview High School in which the researcher is currently employed as Public-School Teacher.

**CONCEPTUAL FRAMEWORK**



**Figure 2:** The Research Paradigm / Conceptual Framework

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The researcher Chose to utilized the IPO (Input-Process-Output) Model to show the intended flow of this research study. As shown in the figure above, in the Input Box we have respondents 'assessment on the quality of learning in values education subject during face-to-face learning compare to distance learning, respondents' definition of social rights, duties and responsibilities, level of understanding of the respondents in the importance of knowing social rights, duties and responsibilities, level of understanding of the respondents in terms of social rights, social duties and social responsibilities. While in the Process Box, we had the data gathering procedure, data analysis plan, the theory applied in this study, and the significant difference between the understanding of the respondents between social rights, duties and responsibilities. And at our Output Box, we can see the intended result of this study which is to determine the level of understanding of selected grade nine (9) students of West Fairview High School in terms of social rights, duties and responsibilities.

### DEFINITION OF TERMS

**Level of Understanding.** Refers to the stages that the students understand a topic or particular are of study.

**Social Right.** Refers to those rights arising from the social contract, in contrast to natural rights which arise from the natural law, but before the establishment of legal rights by positive law.

**Social Duties.** Refers to the duties that each individual has as a part of the society or something bigger than that.

**Social Responsibility.** Refers to the duties of each individual to act for the best interest of his environment.

**Values Education.** Refers to the academic subject that the students from public school are taken as a part of their curriculum.

## **CHAPTER 2:**

### **REVIEW OF RELATED LITERATURE**

This chapter presents and elaborates the related studies and literature to this study. It takes into account related reading materials from books, internet, journals, magazines, abstracts both published and unpublished materials to come up with the objectives of the present study. The proponent of the study deemed helpful in attaining an in-depth discussion of the research problem. Likewise, the researcher believes that the previous related studies would give her insights on how to interpret the results of the current investigation.

#### **Related Literature**

The literatures have been read and reviewed by the researcher and found to have bearing and relatedness to the present investigation.

#### **Student's Level of Understanding**

In 1956 psychologist Benjamin Bloom sought to promote higher levels of thinking in education. To do this he created Bloom's Taxonomy. Traditional education focused primarily on remembering facts, what he considered the lowest level of learning. As lessons increase to their levels of learning, students become more engaged in what they are learning (Educ Champion 2018)

The remembering level of learning centers around realities and reviewing data. This may incorporate definitions, names, dates, and classifications. At this level there is no comprehension of the substance. Your students get familiar with the substance wrong with the express result of having the option to rehash the data when required. For instance, if your students can run through a rundown of jargon words, they have taken in this at the remembering level (Maniala, 2013)

While the understanding level of learning expects students to grasp the significance of the material. They ought to have the option to exhibit this information by having the option to repeat the issue or substance in their own words. For instance, if your students can rewrite what has



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occurred in a story in their own words, they are showing understanding. Students learn through understanding when the exercises incorporate taking notes, narrating and analogies (Fertu, 2017)

Furthermore, at the point when your students are learning at the applying level, they can exhibit their comprehension by utilizing the idea in another circumstance. For instance, if your students can take what they think about making a numerical statement and utilize that to tackle a word issue they are learning at the applying level. Exercises being instructed at this level expect students to utilize the data in another manner. At this level you may have your students make a storyboard for a book they have peruse or to make a model (Molon, 2015)

Also, the analyzing level of learning breaks the material into segment parts to expand their understanding. This may include deciding how the elements identify with each other, and recognizing intentions or causes. For instance, if a student can mix baking soda and vinegar to make a volcano erupt, at that point clarify why that occurred, they are learning at the analyzing level. At this level, exercises may incorporate a reflection journal, or thought inquiries to offer students the chance to delve further into the exercises. You may request that students look at two characters in a book or examine explanations to decide if they are valid or not (Martinez, 2011).

Meanwhile, at the evaluating level students can shape decisions about the worth of the material being taught. For instance, if your students can make a contention, clarify their perspective and legitimize their position they are learning at the valuating level. Exercises at this level may incorporate discussions and class conversations. You may likewise request that your students assess another person's work.

Lastly, the creating level of learning includes assembling pieces from different sources to foster new importance or design. They can acquire data from different sources and change what you are instructing into something new. For instance, if your students can utilize their comprehension of the logical technique to plan their own science experiment, then they are learning at the creating level. At this level your exercises should focus on researching and designing their own materials. This could go from an exploration paper to a functioning model of

an item. Considerably more students can accomplish the creating stage with some assistance and inventiveness (Eduspec, 2019)

In addition to foregoing discussion, the level of understanding is generally portrayed as a pyramid in light of the fact that the more elevated levels of learning are accomplished solely after the lower levels. It is not necessarily the case that all exercises need to begin with remembering. However, in order for students to comprehend what they are learning, they should initially recall the important aspect of the lessons before they can apply their knowledge (Dela Cruz, 2016)

### **Edukasyon sa Pagpapakatao (EsP) / Values Education as a Subject**

Education is expected to help form social cohesion and mutual understanding (Okabe 2013). Edukasyon sa Pagpapakatao is a subject dedicated for this matter, although being given a lower regard for importance since it does not readily translate to academic skills or measurable outcomes.

Edukasyon sa Pagpapakatao is one of the subjects that is part of the new K-12 curriculum of DepEd which aims to impart to the students love of the world, and promotes active citizenry to maintain the “political structures and laws that stabilizes human plurality and spontaneity” (Miranda 2016). Furthermore, students from grades 1-10 needs to take this subject wherein each grade level has corresponding competencies they required to achieve before they could pass the subject.

The Edukasyon sa Pagpapakatao (EsP) is a subject which is formerly termed as Edukasyon sa Pagpapahalaga under Basic Education Curriculum (BEC) and initially called as Values Education. It became part of the curricula since the policy statement on it was part of the content of the 1935 Philippine Constitution, 1973 as well as 1987 Constitution. It was taught as a separate subject since 1989 wherein it became one of the eight subject areas. It aims to develop skills for rational thinking and judgment in order to affect behavior change in a student through experiential learning which was define by Kolb, 1984 as cited in Baker in 2012, as “the process whereby knowledge is created through the transformation of experience”.

## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

The goal of education is to develop the holistic skills and ability of the students which includes intellectual skills, emotional skills and behavioral skills. Edukasyon sa Pagpapakatao curriculums have gained so much interest for more than a decade past wherein it is intended to produce students who are thoughtful, ethical, morally responsible, community oriented, and self-disciplined (Peli, 2017). This is aligned to the content of the K to 12 Curriculum Guide of Edukasyon sa Pagpapakatao (2016), which emphasized that the basic skills of functional literacy is the ability to make decision and act responsibly towards the common good. EsP aims to develop and foster the ethical character of the students. It aims to guide the students in searching and finding the meaning and value of their life, their role in the society in order to share in establishing a community ruled by truth, liberty, justice and love. For this to happen, students should possess the five macro skills such as comprehension, reflection, consultation, decision, and taking action.

Edukasyon sa Pagpapakatao (EsP) is a learning area which is a compilation of good words, right deeds, and moral thinking (**Artezuella, 2018**). She stresses the importance of EsP as a subject. According **Tolbay (2017)** as cited in **Artezuella (2018)**, “moral fiber of society can be strengthened through Esp”. **Artezuella (2018)** laid down some of the importance of EsP. According to her, EsP teaches learners different virtues that are important to life; EsP teaches the significance of life and morality; EsP teaches learners to respect others; it teaches how worthy to have faith through religion; and it also teaches learners the virtue of humility. Furthermore, EsP emphasizes reformation of society through the intensive desire of an individual to be restored. Therefore, EsP helps in molding an individual as a person to become morally upright. It is a subject wherein we find wisdom to understand our action and relate it to our existence (**Centino, 2015**), as cited in **Artezuella, (2018)**. It helps us to learn and understand life itself, and it can lead us to realize the answer to the question, as claimed by philosophers What makes man truly human?

## Social Rights

According to IDEA (2016), social rights vary between countries but they can be considered under various heading: **Rights to universal public services:** The right to education, health care and other public services that everyone is entitled to and that it is primarily the responsibility of public authorities to fund, provide or otherwise support. **Rights supportive of decent living conditions:** In less developed economies, these may take the form of specific rights to food, water etc. (subsistence rights). In industrial and post-industrial economies, decent living conditions are more frequently delivered through redistributive transfer payments in the form of welfare benefits, unemployment assistance, disabled and veterans' benefits, old-age pensions etc. These differ from universal public services in that they tend to take the form of cash payments and are usually targeted at specific in-need groups. **Rights of workers:** Labor rights defend workers against exploitative working conditions. They may include entitlements to days of rest and holidays, maximum working hours, a minimum wage, the right to form and join trade unions, workplace 'co-determination' rights (i.e., giving workers a voice in the management of enterprises), protections against arbitrary dismissal and prohibition of workplace harassment and rules for the protection of workers' health and safety. **Rights to natural resources:** The right of access to clean water, to the natural environment and to the land. In addition, special provision may be made to protect the traditional land rights, hunting and fishing rights or grazing rights of indigenous communities. **Property rights:** The right to private property is usually regarded as a first-generation right rather than a socio-economic right. However, the framing of property rights—particularly, the recognition that the right to property is not absolute, that it may be limited by social needs and may carry with it responsibilities—can have important socio-economic consequences. Article 43 of the Irish Constitution, for example, recognizes that property rights 'ought, in civil society, to be regulated by the principles of social justice', and allows the state, by law, to 'delimit the exercise of [property rights] with a view to reconciling their exercise with the common good'.

Mason (2017) also discussed that social rights are the rights to an adequate standard of living, adequate housing, and food; the right to the highest attainable standard of health; the rights to education and social security. Furthermore, Social rights are part of the larger human rights 'family'. Human rights are the basic rights and freedoms that belong to everyone and which are based on shared values like dignity, fairness, justice, and equality. Human rights matter because they relate to people and issues we all care about, such as people in care, survivors of domestic abuse, decent work, safe homes, and vibrant communities. Human rights are not just abstract principles. They are protected by international and national law. Individuals and communities can use these principles and laws to develop detailed guidance for policy makers and practitioners. There is evidence that human rights-shaped policies and practices improve people's lives.

### **Social Duties and Responsibilities**

According to Gamar (2016) Every individual has unquestionably stumbled upon the common terms-duty and responsibility and many of these individuals might've even considered these two terms to be similar to each other. However, despite these words being generally considered identical, with their explanation and significance, and both being habitually used in plenty of sectors like branches of legislation, administration, knowledge, moral principles and so on, there are clear-cut differences between the two vast terms. The difference between duty and responsibility is that when a person performs a duty, he/she fully commits to it and involves himself/herself in the activity with no self-interests holding him/her back. Duty refers to the ethical obligation an individual enforces on somebody, intending to perform something which is socially, lawfully, or executively considered correct. Contrarily, responsibility is a task an individual takes upon with his/her own free will to complete the task successfully. When the individual is responsible for something, he is held responsible for how the execution turns out. Responsibility, however, is a term that is used for when an individual is solely responsible for opting for a task he can surely handle and also the end-result of performing a chosen/given task.

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Concepts about social responsibility started to be formed in the early 20th century, particularly by religious thinkers and theologians who posited those religious principles could also be applied to business activities. (Lantos, 2011). while Heald (2010) said that the concept of social responsibility likely has its roots in the Puritans and Quakers teachings of the 16th and 17th centuries. Puritans characterized humanity negatively, believing humankind to be hopelessly sinful. Quakers held a positive view, believing that of there is God (good) inside everyone. Furthermore, Nalum (2012) also expresses that Individual Social Responsibility is a moral belief where we as individuals, have a responsibility toward society. Being “socially responsible” is about all individuals behaving ethically and sensitively towards social, economic and environmental issues. It is about being accountable for our actions and being conscious of the impact your actions have on others, our communities, and the environment. By taking an active participation in resolving some of the issues, we as individuals should all strive to set good examples by applying and adhering to socially responsible practices, such as improving the quality of lives for individuals and their families, volunteer energy and time towards improving and benefiting society.

Furthermore, Jones (2002) further explains that social responsibility, was first utilized as a term that, in many ways, complemented environmental responsibility. Social responsibility encompassed an awareness of the social impacts of any given general practice, and it was increasingly used to examine the impacts of business and investing in particular. Issues like human rights, poverty, and the advancement of women and minorities were all seen as significantly affected by the economic sector. The term quickly grew to encompass an even wider range of social sectors and issues, finally including environmental concerns, so that, in the end, both environmental and social responsibility were included under the heading of social responsibility. Social responsibility soon began to affect the consciousness of many individuals, albeit on a much smaller scale than environmentalism. Following the model of personal, environmentally responsible behaviors like recycling, a handful of organizations and authors

began to generate every day, alternative actions that were more socially responsible than their common counterparts.

In line with the foregoing discussion, Vallaeys (2008b, 2009) define Social Responsibility as a responsibility for the social and environmental impacts that result from the decisions and actions of organizations or individuals. If social responsibility were simply a voluntary commitment, it would be better not even to call it a responsibility; responsibility implies a duty of accountability, a duty which others may call on the responsible subject to fulfil. If no one can challenge a promise-giver's actions based on the promise made, if no one can demand that the promise be fulfilled, then there is no promise and no responsibility; there are only declarations of good intentions, which can easily turn out to be no more than bluster.

And lastly, Sharda University (2018) stated on their official website that the social responsibility of the students, Student social responsibility mainly focuses on taking responsibility for one's own actions. It is a promise everyone should make for the society while working for the social, cultural and, ecological causes. These responsibilities are ethically binding and propose that each person acts in such a way that minimizes the adverse effect to those immediately around them. It was also discussed by Joan (2016) that the life of a student is not about scoring marks, getting grades and passing through examination. It is something different. They have to be socially responsible and serve the society. They have to be involved in social services. The basic sense of sharing should be built-in within the students. Once a good thing is shared, it becomes viral and it could give a fruitful result. The social responsibility of students can be impinged on various examples and it is more on about how they behave inside and outside the classrooms.

## **Synthesis**

It was discussed in the literatures that the primary aims and goal of EsP subject in basic education curriculum was to impart social values that the students might not learn from their other subjects nor can be teach to them in their environment. It was proven that EsP subject imparts

and integrates moral and high social values to the students and has been a big part of what the society may become. Literatures shows that EsP subject plays an important role of educating students of social rights, social duties and responsibilities.

Furthermore, Social Rights refers to the basic rights that an individual must have in order to have a quality living conditions such as Rights to universal public services, Rights supportive of decent living conditions, Rights of workers, Rights to natural resources, and Property rights.

However, Social Duties and Responsibilities are two words that are commonly been mistaken and used by many. The difference between duty and responsibility is that when a person performs a duty, he/she fully commits to it and involves himself/herself in the activity with no self-interests holding him/her back. Duty refers to the ethical obligation an individual enforces on somebody, intending to perform something which is socially, lawfully, or executively considered correct. Contrarily, responsibility is a task an individual takes upon with his/her own free will to complete the task successfully. When the individual is responsible for something, he is held responsible for how the execution turns out. Responsibility, however, is a term that is used for when an individual is solely responsible for opting for a task he can surely handle and also the end-result of performing a chosen/given task (Gamar, 2016)



### **CHAPTER 3:**

#### **METHODOLOGIES**

This chapter is an exposition of the research design, research locale, population and sampling design, data gathering tool, data gathering procedures and data analysis plan that will be employed in this research study.

#### **Research Design**

The researcher utilized Descriptive Research Design for this study. A descriptive study attempts systematically to describe a situation, problem, phenomenon, service or program, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue (Kumar, 2011)

#### **Research Locale**

The researcher chose to conduct the study in the West Fairview High School in Quezon City, Metro Manila Philippines. The said locale are deemed feasible by the researcher to conduct this study for the reason that the researcher is currently employed in the said locale as a High School EsP Teacher. Furthermore, the said locale through its administrators and school authorities are willing to share the necessary data, information and resources needed for the conduct of this study.

#### **Population and Sampling Design**

Purposive sampling method are being used in this study. Grade 9 students of West Fairview High School has been included in the conduct of this research. According to (Foley, 2018) purposive sampling is also known as judgmental, selective, or subjective sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study.

### **Data Gathering Tool**

To determine the level of understanding of the Grade 9 students with regards to Social Rights, Duties and Responsibilities of each individual in the society, the researcher made a 5-point Likert scale survey questionnaire and has been distributed to the said student-respondents.

However, since direct contact are still being discourage by the Inter-Agency Task Force (IATF) to avoid the spread of COVID-19 among the population, the researcher utilized an online platform to conduct the survey. The Google Form are being utilized in order to get necessary data and information from the student-respondents that are needed for this research.

### **Data Gathering Procedures**

The researcher used a systematic procedure of conduct of the data collection. Permission are being asked from higher school authorities such as department head and school principal through a letter of requests prior to the actual conduct of the study to the student-respondents. The researcher also informed the parents of the students-respondent r egarding the conduct of this study and the importance of their child's participation. When the letter of requests is approved, the conduct of data collection started.

The researcher sent the Google Form Link to the students. The said link contain the survey questionnaire in order to get necessary data and information from the student-respondents that are needed for this research. When all the Grade 9 students were able to answer the survey questionnaire in a given time, the form are being close so that no responses will register anymore.

### **Data Analysis Plan**

In order to answer the question stated in the Statement of the Problem, the researcher utilized the following formula: For SOP #1, #2, #3, and #4, the Percentage and Frequency Formula are being utilized, For SOP #3, Mean and Deviation are being utilized.

### **Ethical Consideration**

In executing this study, respondents are assured that all proceedings are being treated with highest respect and confidentiality. The safety and protection of the respondents is the utmost priority of the researcher during the process of the study. Moreover, the researcher conferred the study with the parents, school head and district supervisor to avoid any conflicts during the process.

## **CHAPTER 4:**

### **RESULTS AND DISCUSSIONS**

This chapter presents the results and discussion of the data and information gathered by the researcher for the purpose of this research.

**Table 1.1 Demographic Profile of Respondents according to Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
14	19	16.52
15	73	63.48
16	15	13.04
17	6	5.22
18	1	0.87
21	1	0.87
TOTAL	115	100

Table 1.1 above presents the data regarding the respondents' demographic profile in accordance to their age. As presented above, nineteen (19) or 16.52% of the respondents are aged 14, while there are seventy-three (73) or 63.48% of which are aged 15. Fifteen (15) or 13.04% among the respondents are 16 years old, six (6) or 5.22% among the respondents are 17 years of age, while there is one (1) or 0.87% on both 18 years and 21 years old respectively.

This data shows that majority of the student respondents that participated in the study fell under the age of 15 years old since the highest frequency tallied was under the bracket of 15 years old respectively, considering that the targeted respondents are on their ninth grade respectively.

**Table 1.2 Demographic Profile of Respondents according to Gender**

Gender	Frequency	Percentage
Female	71	61.74
Male	44	38.26
TOTAL	115	100

Table 1.2 above presents the data regarding the respondents' demographic profile in accordance to their gender. As presented above, there are seventy-one (71) or 61.74% among the respondents who are female, while the remaining forty-four (44) or 38.26% of the population were male. This data shows that there are more female students who participated in this study, whereas it could be due to the higher population of female students in the research locality.

**Table 2.1 Respondents' Assessment on Quality of Learning in Values Education Subject during Face-to-Face Learning**

Quality Learning Indicators	Weighted Mean	Interpretation	Standard Deviation
1. Motivate struggling students;	3.24	Good	1.32
2. Take responsibility for students short becoming;	3.28	Good	1.32
3. Provide helpful resources;	3.59	Good	1.32
4. Help learners to analyze what they read;	3.57	Good	1.32
5. Help learners think deeper about topics;	3.57	Good	1.32
6. Help learners to analyze what we need to learn;	3.57	Good	1.32
7. Allow me to work at my own pace;	3.17	Good	1.32

**Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

8. Provide feedback about learners' performance.	3.43	Good	1.32
9. Encourage interest to participate in academic tasks;	3.50	Good	1.32
10. Encourage my general excitement participate in academic tasks;	3.32	Good	1.32
11. Enhance my confidence in participating in academic tasks;	3.29	Good	1.32
12. Motivate learners to participate in academic tasks;	3.54	Good	1.32
13. Allows learner to improve overall quality of outputs;	3.46	Good	1.32
14. Allows learner to learn what is needed to learn;	3.28	Good	1.32
15. The academic tasks are appropriate to learners' level of understanding;	3.23	Good	1.32
16. The academic tasks can easily be done through the help of new technology.	3.45	Good	1.32
OVERALL	3.41	Good	1.32
<i>Legend: 0-1.75=Poor, 1.76-2.75= Fair, 2.76-3.75=Good, 3.76-4.75= Very Good, 4.76-5.00=Excellent</i>			

Table 2.1 above shows the assessment of the student respondents on the quality of learning in Values Education during the Face-to-Face Learning. As seen above, statement number three of which states about providing helpful resources garnered the highest weighted

### Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

mean of 3.59 which is an indication of good quality learning indicator. While statement seven of which states that allows students to work on their own pace, garnered the lowest weighted mean of 3.17 which still indicates on a good quality learning respectively. In totality, based on the results processed, the assessment regarding the quality learning on Values Education during the Face-to-Face Learning was good in terms of quality, considering that all sixteen statements garnered an overall weighted mean of 3.41 respectively. In considering the standard deviation of every statement under the face-to-face learning, it can be seen that all sixteen statements garnered 1.32, which is an indication that there is variation among the answers of the students, which implies that not all of the respondents assessed the face-to-face learning to be 'Good' as a whole, but there are variations wherein ratings like 'Poor' and 'Fair' were present, as much as 'Very Good', and 'Excellent' ratings were present. Considering the standard deviation resulting to a uniform value, all five scaled ratings were present, but since there is an existing variation, the weighted means resulted into 'Good' in consideration that this is the neutral part of the scale as well as the ratings that the respondents have given respectively.

**Table 2.2 Respondents' Assessment on Quality Learning in Values Education Subject during Distance Learning**

Quality Learning Indicators	Weighted Mean	Interpretation	Standard Deviation
1. Motivate struggling students;	3.6	Good	1.61
2. Take responsibility for students short becoming;	3.58	Good	1.61
3. Provide helpful resources;	4	Very Good	1.61
4. Help learners to analyze what they read;	4.17	Very Good	1.61

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5. Help learners think deeper about topics;	4.03	Very Good	1.61
6. Help learners to analyze what we need to learn;	4.19	Very Good	1.61
7. Allow me to work at my own pace;	3.32	Good	1.61
8. Provide feedback about learners' performance.	3.61	Good	1.61
9. Encourage interest to participate in academic tasks;	3.36	Good	1.61
10. Encourage my general excitement participate in academic tasks;	3.38	Good	1.61
11. Enhance my confidence in participating in academic tasks;	3.51	Good	1.61
12. Motivate learners to participate in academic tasks;	3.40	Good	1.61
13. Allows learner to improve overall quality of outputs;	3.58	Good	1.61
14. Allows learner to learn what is needed to learn;	3.67	Good	1.61
15. The academic tasks are appropriate to learners' level of understanding;	3.48	Good	1.61
16. The academic tasks can easily be done through the help of new technology.	3.99	Very Good	1.61
OVERALL	3.68	Good	1.61



*Legend: 0-1.75=Poor, 1.76-2.75= Fair, 2.76-3.75=Good, 3.76-4.75= Very Good, 4.76-5.00=Excellent*

Table 2.2 presents the assessment of student respondents on the quality of learning in Values Education during the Distance Learning. As shown above, statement six which states the given help to learners to analyze what they need to learn garnered the highest weighted mean of 4.19 which is an indication that in this area, instructors are 'Very Good' when it comes to quality learning. While statement number seven of which states that allows students to work on their own pace garnered the lowest weighted mean of 3.32 which is an indication of 'Good' in terms of the quality in learning. In considering the student respondents' assessment towards the quality learning of Values Education during the Distance Learning Modality, it can be concluded that it was good in terms of the quality, considering that the overall weighted mean for all sixteen statements totaled to 3.68 respectively. In terms of the consideration of the standard deviation for all sixteen statements under the distance learning modality, resulted to a uniform value of 1.61 which implies that there is greater variation on the ratings given by the students in assessing the quality of learning. Through this it can be concluded that the variation of ratings from 'Poor', 'Fair', 'Good', 'Very Good', and 'Excellent' are all present among the 115 respondents but have far gaps which resulted to varying weighted means as well as being considered as a whole under the 'Good' quality of learning rating respectively.

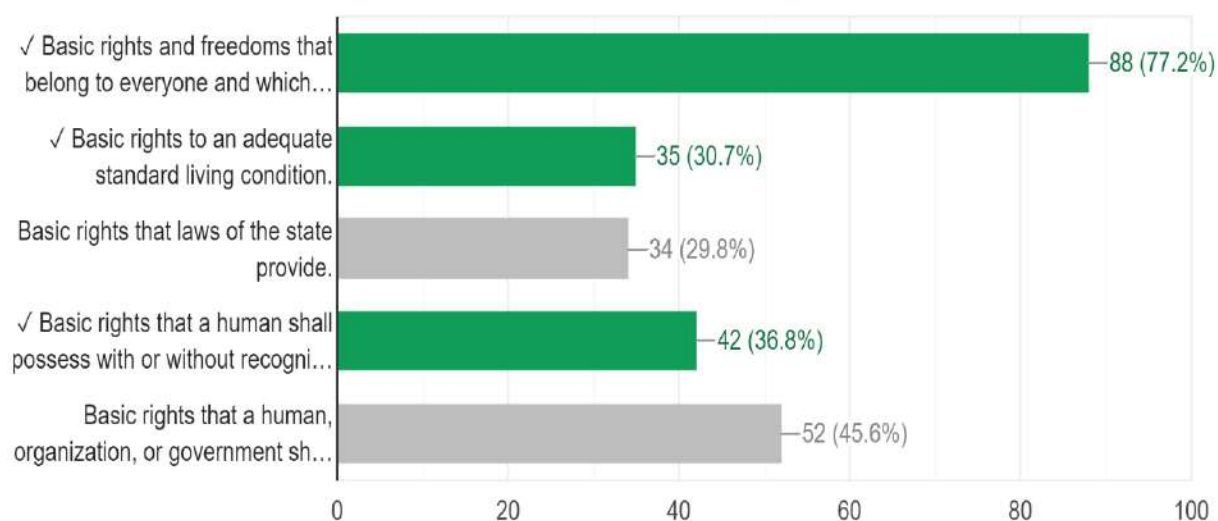
**Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

**Table 3 Percentage Matrix of Descriptive Equivalent in Students' Understanding in Social Rights, Duties and Responsibilities**

Percentage	Descriptive Equivalent
10%-20%	Has an ability to recall certain knowledge/understanding.
21%-40%	Has fundamental knowledge/understanding.
41%-60%	Has a conceptual knowledge/understanding.
61%-80%	Has an extended knowledge/understanding.
81%-100%	Has proficient knowledge/understanding.

Below will be the discussion for every figure under the level of the students' understanding of Social Rights, Duties and Responsibilities. The researcher utilized the abovementioned percentage matrix in order to scale the level of understanding of the students towards social rights, duties and responsibilities respectively.

**Figure 3.1 Level of Understanding of Student Respondents towards Social Rights**



## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

Figure 1.1 above shows the data on the student-respondents' level of understanding towards Social Rights. To test the level of understanding of the students in terms of the defining social rights, the researcher provided five statements defining social rights; but only three among these statements were correct. As it is seen above, 77.2% among the student respondents defined Social Rights as; *"Basic rights and freedoms that belong to everyone and which are based on shared values,"* which is considered as one of the correct answers, which on the other hand is considered to have an extended knowledge/understanding respectively. Meanwhile, there are 30.7% among the respondents that defined Social Rights as *"Basic rights to an adequate standard living condition,"* of which again is one of the correct answers, but considering the lower percentage, students that defined these students to have only fundamental knowledge. While there are 36.8% among the respondents that defined social rights as, *"Basic rights that a human shall possess with or without recognition from the laws of the state,"* which is also considered to have only fundamental knowledge regarding the definition of social rights.

In totality, student-respondents only have fundamental knowledge in terms of defining social rights in consideration that among the three correct statements, only one garnered a percentage that equates to an extended knowledge/understanding, while the remaining two were both under the fundamental knowledge/understanding about the social rights respectively. Since the level of understanding of students were considered to be fundamental in terms of defining social rights, it could be related towards what Maniala (2013) have stated regarding the state of students in remembering level but without comprehension respectively.

Figure 3.2 Level of Understanding of Student Respondents towards Social Duties

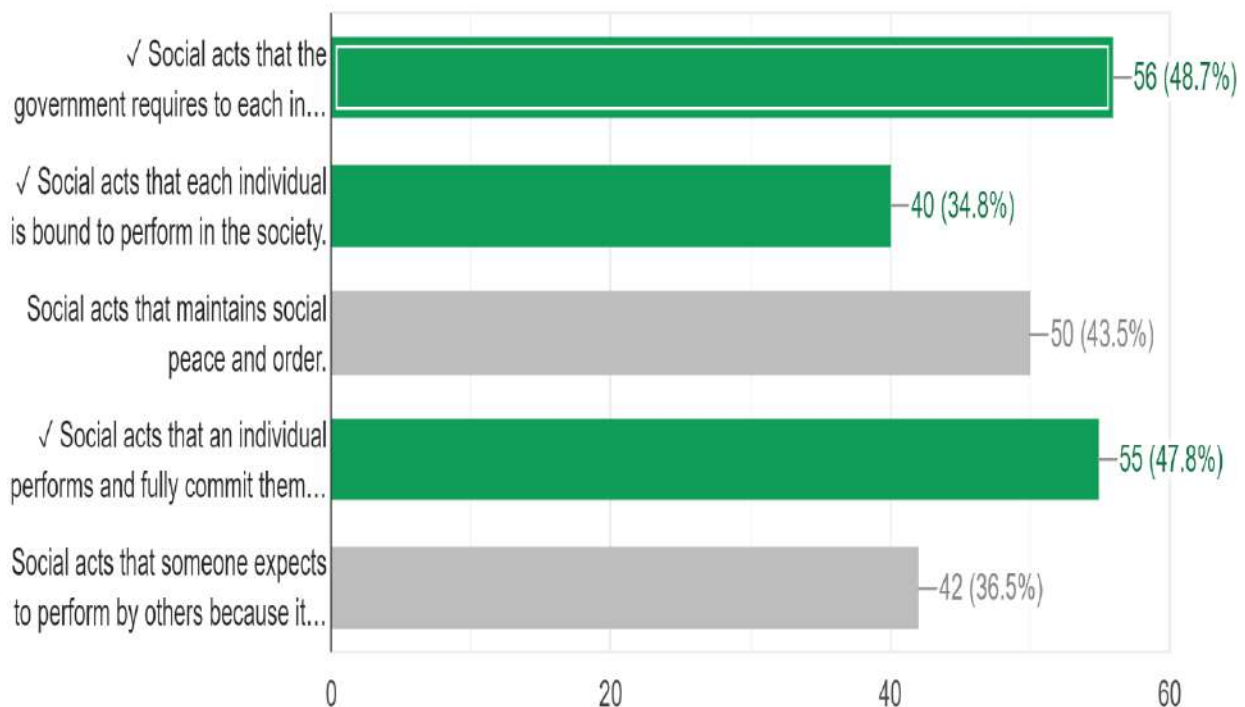


Figure 1.2 above presents the data regarding the level of understanding of student-respondents towards Social Duties. As presented, 48.7% among the respondents defined social duties as “*Social acts that the government requires to each individual to perform in the society,*” which is one of the correct definitions of social duties, which in conclusion is depicted that these respondents have conceptual knowledge/understanding towards social duties. While there are 47.8% among the respondents that defined social duties as, “*Social acts that an individual performs and fully commit themselves with no self-interest that holds them back,*” which again, is one of the correct definitions of social duties which on the other hand is depicted that these student-respondents have conceptual knowledge/understanding respectively. While there are only 34.8% among the respondents which defined social duties as, “*Social acts that each*

### Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

*individual is bound to perform in the society,”* which is the last correct definition of social duties which is depicted to have fundamental knowledge/understanding in defining social duties.

As a whole, the level of understanding of student-respondents on social duties are concluded to have conceptual knowledge or understanding in consideration that among the three correct statements defining social duties, two statements garnered percentage value ranging from 41%-60% respectively, while the remaining correct definition of social duties had a percentage value ranging from 21%-40% respectively. Considering that these students have conceptual knowledge about social duties, depicts that they have prior knowledge and comprehension with regards to this matter, in consideration towards what Fertu (2017) has stated regarding the capabilities of a student to show understanding.

**Figure 3.3 Level of Understanding of Student Respondents towards Social Responsibilities**

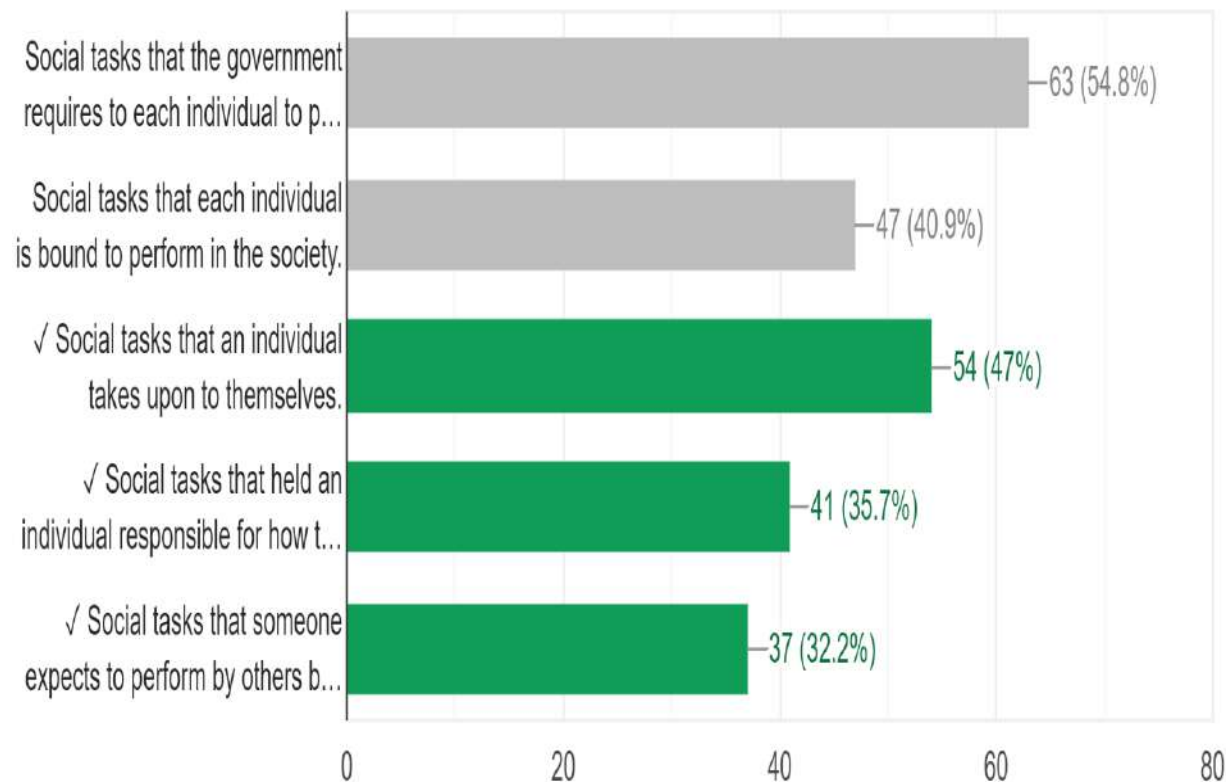


Figure 1.3 above presents the data on the level of understanding of student-respondents towards Social Responsibilities. As seen above, 47% among the respondents defined social responsibilities as, *“Social tasks that an individual takes upon themselves,”* of which is one of the correct definitions of social responsibilities, indicating that student-respondents that defined this have conceptual knowledge or understanding on social responsibilities. While there are 35.7% among the respondents that defined social responsibility as, *“Social tasks that held an individual responsible for how the execution turns out,”* which is also one of the correct definitions of social responsibility and in turn depicts that these student-respondents that defined this as social responsibility have fundamental knowledge or understanding with regards to this matter. While there are 32.2% among the respondents that defined social responsibility as, *“Social tasks that someone expects to perform by others because it is something that they feel is the right thing to do,”* which is the last statement that is one of the correct definitions of social responsibility; which in return depicts that these respondents have only fundamental knowledge or understanding towards the defining social responsibility.

In consideration of the overall assessment of the student-respondents’ answer towards defining social responsibilities, it can be seen that majority of them only have conceptual knowledge or understanding in terms of understanding social responsibilities. This is in consideration that among the three correct definitions of social responsibilities, only one definition garnered a conceptual knowledge or understanding while the remaining two, had a descriptive equivalent of fundamental knowledge or understanding respectively. Conceptual knowledge also indicates there is prior knowledge that leads to understanding and comprehending such ideas or lessons (Fertu, 2017).

**Table 4 Student Respondents' Understanding of Social Rights, Duties, and Responsibilities in terms of Actual Situation Identification**

<b>Social Rights</b>	<b>Correct Frequency</b>	<b>Wrong Frequency</b>	<b>Percentage of Correct Definition</b>
Access to public services;	<b>60</b>	55	<b>52.17%</b>
Access to food;	<b>84</b>	31	<b>73.04%</b>
To own a land or property;	<b>72</b>	43	<b>62.61%</b>
Access to clean water;	<b>62</b>	53	<b>53.91%</b>
Days of rest;	<b>76</b>	39	<b>66.09%</b>
disabled and veterans' allowance/benefits;	<b>54</b>	61	<b>46.96%</b>
Access to environment;	<b>54</b>	61	<b>46.96%</b>
Form or join labor unions;	<b>30</b>	85	<b>26.09%</b>
Freedom, equality and justice;	<b>84</b>	31	<b>73.04%</b>
Livable minimum wage;	<b>64</b>	51	<b>55.65%</b>
Safety of indigenous communities;	<b>46</b>	69	<b>40.00%</b>
Fair treatment from the law;	<b>64</b>	51	<b>55.65%</b>
<b>Average Percentage</b>			<b>54.35%</b>
<b>Social Duties</b>	<b>Correct Frequency</b>	<b>Wrong Frequency</b>	<b>Percentage of Correct Definition</b>
Paying taxes;	<b>29</b>	86	<b>25.22%</b>
Respecting others' lives and privacy;	<b>28</b>	127	<b>24.35%</b>
Elect honest public official / leaders;	<b>58</b>	57	<b>50.43%</b>
Respect to person of authority;	<b>29</b>	86	<b>25.22%</b>

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Following state laws and regulations;	<b>59</b>	56	<b>51.30%</b>
Allegiance to the State and to the Flag;	<b>52</b>	63	<b>45.22%</b>
Resist from injustice, inequality, and depravation of freedom;	<b>41</b>	74	<b>35.65%</b>
Maintenance of community peace and order;	<b>48</b>	67	<b>41.74%</b>
Defending your country interest and sovereignty.	<b>46</b>	69	<b>40%</b>
<b>Average Percentage</b>			<b>37.68%</b>
<b>Social Responsibility</b>	<b>Correct Frequency</b>	<b>Wrong Frequency</b>	<b>Percentage of Correct Definition</b>
Stay informed of the issues affecting the communities;	<b>34</b>	81	<b>29.57%</b>
Community involvement	<b>32</b>	83	<b>27.83%</b>
Protect the rights of others;	<b>47</b>	68	<b>40.87%</b>
Respect the differences in opinions, religions, cultures and ethnic groups;	<b>45</b>	70	<b>39.13%</b>
Teaching good citizenship to future generations;	<b>45</b>	70	<b>39.13%</b>
Improving the society	<b>59</b>	56	<b>51.30%</b>
Report criminal activities or any violation of the law;	<b>39</b>	76	<b>33.91%</b>
To help the needy people;	<b>46</b>	69	<b>40%</b>
To fight for the oppressed;	<b>31</b>	84	<b>26.96%</b>
<b>Average Percentage</b>			<b>36.52%</b>

Table 4 above shows the data on the understanding of the student-respondents towards social rights, duties and responsibilities. As it is shown in the abovementioned table, on the social



## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

rights given situations; two among the social rights situations namely *“Access to food,”* and *“Freedom, equality and justice,”* garnered the highest frequency of 84 and percentage value of 73.04% depicting that these situations were the most defined social right for the student respondents. While the eighth situation stating, *“Form or join labor unions,”* garnered the lowest frequency of 30 and percentage value of 26.09% indicating that this situation is the least considered social right for the student respondents. On the other hand, the average percentage for social rights resulted to 54.35% which is an indication that in actual situations regarding social rights, student-respondents have conceptual knowledge of which among the situations are social rights respectively.

This is in contrast to the definition of students on the figure discussions, wherein there is only fundamental knowledge when it comes to the theoretical definition of social rights; while on actual situations, there is conceptual knowledge/understanding, (Fertu, 2017) respectively.

In terms of social duties, the fifth statement *“Following state laws and regulations,”* garnered the highest frequency of 59 and a percentage value of 51.30% indicating that among the situations given, this was the most defined social duty for the student-respondents. While situation number two which states, *“Respecting others’ lives and privacy,”* garnered the lowest frequency of 28 and percentage value of 24.35% which is an indication that among the given situations, this was the least defined social duty for the student-respondents. On the other hand, the average percentage value for the social duties resulted to 37.68% which is an indication that student-respondents have only fundamental knowledge when it comes to social duties. On contrary to the figure discussion wherein student-respondents had a conceptual knowledge/understanding in terms of the theoretical definition of social duties but not on actual situation definition.

And in terms of the social responsibility, the sixth situation which states *“Improving the society,”* garnered the highest frequency of 59 and percentage value of 51.30% which is an indication that among the given situations regarding social responsibilities, this is the most defined

### **Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

social responsibility for the student-respondents. While the ninth situation of which states, “*To fight for the oppressed,*” garnered the lowest frequency of 31 and percentage value of 26.96% which indicates that this was the least defined social responsibility for the student-respondents respectively. In totality, social responsibility situations garnered an average percentage value of 36.52% which is an indication that student-respondents only have fundamental knowledge when it comes social responsibility which is on contrary towards their theoretical definition on the figure discussion above which indicates a conceptual knowledge for the student respondents respectively.

## **CHAPTER 5:**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusions and the recommendation of the researchers based on the results and discussion of the data and information gathered.

#### **Conclusion**

The researcher came up with the following conclusions:

1. Majority of the respondents were female, and majority were aged 15.
2. Both Face-to-Face learning and Distance Learning were assessed to be good by the respondents, but distance learning modality had a higher overall weighted mean in comparison to face-to-face learning.
3. In understanding social rights, duties and responsibilities through definition; student-respondents have fundamental knowledge in social rights, while conceptual knowledge on both social duties and social responsibilities.
4. In understanding social rights, duties and responsibilities through actual situations; student-respondents have conceptual knowledge in defining social rights, while fundamental knowledge on both social duties and social responsibilities.
5. Among the three, social rights, duties and responsibilities; it was social rights to which students better defined in comparison to the duties and responsibilities.

#### **Recommendations:**

1. The researcher recommends that social rights, duties and responsibilities be further discussed in definition and as well as in actual situation through proper materials, lessons and discussions with the students.
2. It is also recommended to incorporate effective and efficient teaching strategies or teaching materials in distance learning towards the face-to-face learning, as through assessment distance learning has been better than that of the traditional learning.

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## **APPENDICES**

Appendix A: Sample Letter to the Schools Division Superintendent

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam:

The undersigned is currently working on a study “***Level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities***”. In partial fulfilment of the requirements for the Degree of \_\_\_\_\_ in Education major \_\_\_\_\_ at \_\_\_\_\_.

To complete this study, the researcher has attached the questionnaire to be used in the study for your candid evaluation and approval. The set of questionnaire has four parts, namely:

**Part I:** Respondents Profile,

**Part II:** 5-point Likert Scale to measure students’ assessment on quality of learning in Values Education subject during face-to-face learning compared to distance learning,

**Part III:** Student-respondent definition of Social Rights, Duties and Responsibilities,

**Part IV:** Identification of Social Rights, Duties and Responsibilities.

Your cooperation will certainly contribute to the success of this study and rest assured that all information will be held with due diligence.

Thank you very much for your favorable consideration on this humble request

Very truly yours,

**Ms. Ailyn F. Gaspar**

Recommending Approval:

Adviser

Appendix B: Sample Letter of Request to Conduct a Study

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam:

I am currently working on a study “**Level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities**”. In partial fulfilment of the requirements for the Degree of \_\_\_\_\_ in Education major \_\_\_\_\_ at \_\_\_\_\_. With this, may I request approval from your good office to allow me to administer the questionnaires to your Grade 9 students.

Your permission and cooperation will greatly contribute to the success of this study and rest assured that all the gathered information will be held with due diligence and genuine confidentiality.

Thank you very much for your favorable consideration on this humble request.

Very truly yours,

**Ms. Ailyn F. Gaspar**

Recommending Approval:

Adviser

Approved:

\_\_\_\_\_

Principal



Appendix C: Sample Letter of Request to Conduct a Study

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir/Madam:

I am currently working on a study “**Level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities**”. In partial fulfilment of the requirements for the Degree of \_\_\_\_\_ in Education major \_\_\_\_\_ at \_\_\_\_\_. With this, may I request approval from your good office to allow me to administer the questionnaires to your Grade 9 students.

Your permission and cooperation will greatly contribute to the success of this study and rest assured that all the gathered information will be held with due diligence and genuine confidentiality.

Thank you very much for your favorable consideration on this humble request.

Very truly yours,

**Ms. Ailyn F. Gaspar**

Recommending Approval:

Adviser

Approved:

\_\_\_\_\_

Department Head

## **Appendix D: Sample Informed Consent for the Parents of Student-Respondents**

This Informed Consent is for parents of student who will be the respondents for the research entitled ***Level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities.***

**Name of Principal Investigator: Ms. Ailyn F. Gaspar**

**Name of Organization:**

This Informed Consent Form has two parts:

- Informed Sheet (to share information about the research with you)
- Certificate of Consent (for signatures if you agree to take part)

**You will be given a copy of the full Informed Consent through Google Form Online.**

### **PART I: Information Sheet**

#### **Introduction**

I am **Ms. Ailyn F. Gaspar**, working for my research as a requirement for Graduate Studies. I am doing a research which includes students' participation. With that, I would like to ask for your permission for your child to be a part of this research.

Please let me know if you have any questions so I can assist you regarding my research and I will personally lend time for your queries.

#### **Purpose of the Research**

The purpose of this research is to determine the level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities

#### **Type of Research Instruction**

This research will involve selected grade 9 students and they will answer a four-part questionnaire.

#### **Participant Selection**

The selected grade 9 students from sections \_\_\_\_\_ to \_\_\_\_\_ of West Fairview High School will be the participants of this study.

### **Voluntary Participation**

The selected students are invited to be part of the study and their participation is entirely voluntary. The choice is to the parents whether their child will participate or not.

### **Procedures, Protocol and Description of the Process**

- The researcher will acquire a written approval from the Schools Division Superintendent to conduct the study. Then, the researcher will ask for approval from the school principal and department head to administer the test instruments in their respective schools.
- Upon the acquisition of a written approval from the Schools Division Superintendent through the District Supervisor, from the school principal and department head, the researcher will send the online informed consent to the parents of the student-respondents.
- The researcher will explain thoroughly all-important details so that the parents and the students-respondents will be able to understand the importance of their role in the completion of the research. The student-respondents will be given sufficient time to finish answering the online questionnaire.

### **Duration**

The research will take place for 120 days or four months.

### **Risks**

By participating in the research, the questionnaire might ask you questions that would make you feel uncomfortable. If you are in doubt, feel free to ask the researcher and she is very much willing to assist you.

### **Benefits**

While we do not expect direct benefits for your participation, teachers and future researchers who will read this study will get a bigger picture with regards to the level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities

### **Confidentiality**

The information that may be collected from this research will be kept confidential and will be used for research purposes only. Information about the teachers that will be collected during the research will be put away and no one but the researcher will be able to see it. Any information about the teachers will have a corresponding number on it instead of their names. Only the researcher will know the information with respective number assignment. It will not be shared to anyone.

### **Sharing the Results**

## **Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

The knowledge that we get from doing this research will be shared with you through email and to the teachers through SLAC or School Learning Action Cell and in In-Service Training. Confidential information will not be shared.

### **Right to Refuse or Withdraw**

Your child does not have to take part in this research if you do not wish to do so. You may also stop your child from participating in the research at any time you choose. It is your choice and all of your rights will still be respected.

### **Who to Contact:**

If you have any queries, you can contact the researcher anytime that you want and rest assured that you will be entertained.

Name: Ms. Ailyn F. Gaspar

Contact #: 09974550234

### Appendix E: Survey Questionnaire

**Part 1: Profile of the Respondent**

Age: \_\_\_\_\_

Gender:

☐ Male

☐ Female

**Part 2: Students assessment on quality of learning in Values Education subject during face-to-face learning compared to distance learning.**

Indicators: (1.) Poor (2.) Fair (3.) Good (4.) Very Good (5.) Excellent

Quality Learning Indicators	Level of Assessment									
	Face-to-face Learning					Distance Learning				
	1	2	3	4	5	1	2	3	4	5
Motivate struggling students;										
Take responsibility for students short becoming;										
Provide helpful resources;										
Help learners to analyze what they read;										
Help learners think deeper about topics;										
Help learners to analyze what we need to learn;										
Allow me to work at my own pace;										
Provide feedback about learners' performance.										
Encourage interest to participate in academic tasks;										
Encourage my general excitement participate in academic tasks;										
Enhance my confidence in participating in academic tasks;										
Motivate learners to participate in academic tasks;										
Allows learner to improve overall quality of outputs;										
Allows learner to learn what is needed to learn;										
The academic tasks are appropriate to learners' level of understanding;										
The academic tasks can easily be done through the help of new technology.										

**Part 3:** Students' definition of Social Rights, Duties and Responsibilities.

Instruction: Check the following that define **Social Rights** most to you.

- ☐ Basic rights and freedoms that belong to everyone and which are based on shared values.
- ☐ Basic rights to an adequate standard living condition.
- ☐ Basic rights that laws of the state provide.
- ☐ Basic rights that a human shall possess with or without recognition from the laws of the state.
- ☐ Basic rights that a human, organization, or government shall protect.

Instruction: Check the following that define **Social Duties** most to you

- ☐ Social acts that the government requires to each individual to perform in the society.
- ☐ Social acts that each individual is bound to perform in the society.
- ☐ Social acts that maintains social peace and order.
- ☐ Social acts that an individual performs and fully commit themselves with no self-interest that holds them back.
- ☐ Social acts that someone expects to perform by others because it is something that they feel is the right thing to do.

Instruction: Check the following that define **Social Responsibilities** most to you.

- ☐ Social tasks that the government requires to each individual to perform in the society.
- ☐ Social tasks that each individual is bound to perform in the society.
- ☐ Social tasks that an individual takes upon to themselves.
- ☐ Social tasks that held an individual responsible for how the execution turns out
- ☐ Social tasks that someone expects to perform by others because it is something that they feel is the right thing to do


**Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

**Part 4:** Identification of Social Rights, Duties and Responsibilities.

Situations	Identification		
	Social Rights	Social Duties	Social Responsibility
Access to public services;			
Paying taxes;			
Stay informed of the issues affecting the communities;			
Access to food;			
Community involvement			
Respecting others' lives and privacy;			
To own a land or property;			
Elect honest public official / leaders;			
Access to clean water;			
Respect to person of authority;			
Protect the rights of others;			
Days of rest;			
Respect the differences in opinions, religions, cultures and ethnic groups;			
Following state laws and regulations;			
Teaching good citizenship to future generations;			
disabled and veterans' allowance/benefits;			
Improving the society			
Access to environment;			
Allegiance to the State and to the Flag;			
Form or join labor unions;			
Report criminal activities or any violation of the law;			
Freedom, equality and justice;			
Resist from injustice, inequality, and depravation of freedom;			
Livable minimum wage;			
To help the needy people;			
Maintenance of community peace and order;			
To fight for the oppressed;			
Safety of indigenous communities;			
Defending your country interest and sovereignty.			
Fair treatment from the law;			

Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

Appendix F: Approved Letter of Request to Conduct a Study (School Principal)

  
Republic of the Philippines  
**Department of Education**  
National Capital Region  
Schools Division Office  
West Fairview High School  
West Fairview, 5<sup>th</sup> District, Quezon City, Metro Manila

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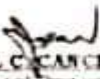
Office of the Principal

**DR. JENILYN ROSE B. CORPUZ, CESO IV**  
Schools Division Superintendent  
Office of the Schools Division Superintendent  
Schools Division Office  
Quezon City

Dear Madam,

I have the honor to submit herewith the proposed THESIS of MS. AILYN F. GASPAR entitled "*Level of understanding of selected Grade 9 students of West Fairview High School in terms of Social Rights, Duties and Responsibilities*" of this school.

For your appropriate action


  
**JOEL C. CANCELA**  
School Principal II

2024  
Department of Education  
SRO-QUEZON CITY  
RECORDS SECTION  
**RECEIVED**  
DSO: 6/18/24  
DTG: 6/18/24



Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

Appendix G: Approved Letter of Request to Conduct a Study (Division Office)

  
Republic of the Philippines  
Department of Education  
NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF QUEZON CITY

**1<sup>st</sup> INDORSEMENT**  
June 16, 2021


Department of Education  
SDO-QUEZON CITY  
RECORDS SECTION

**RELEASED**

Date: June 16, 2021 By: [Signature]  
PH: [Signature] By: [Signature]


Respectfully returned to **Mr. Joel C. Canceran**, Principal II, West Fairview High School, the herein communication of **Ms. Allyn F. Gaspar**, Teacher, re: conduct of study entitled **"Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties and Responsibilities"**.



Ms. Gaspar may be allowed to conduct her study subject to the conditions stated in the letter of this Office, copy attached for reference.



  
**BRIAN E. TAN, Ed.D.**  
Officer-In-Charge  
Office of the Assistant Schools Division Superintendent  
Chair, Schools Division Research Committee

Approved by: [Signature]  
Chairman (Reading Room - 001)

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 Nueva Ecija St. Bagongbayan Quezon City  
 [info.quezoncity@deped.gov.ph](mailto:info.quezoncity@deped.gov.ph)

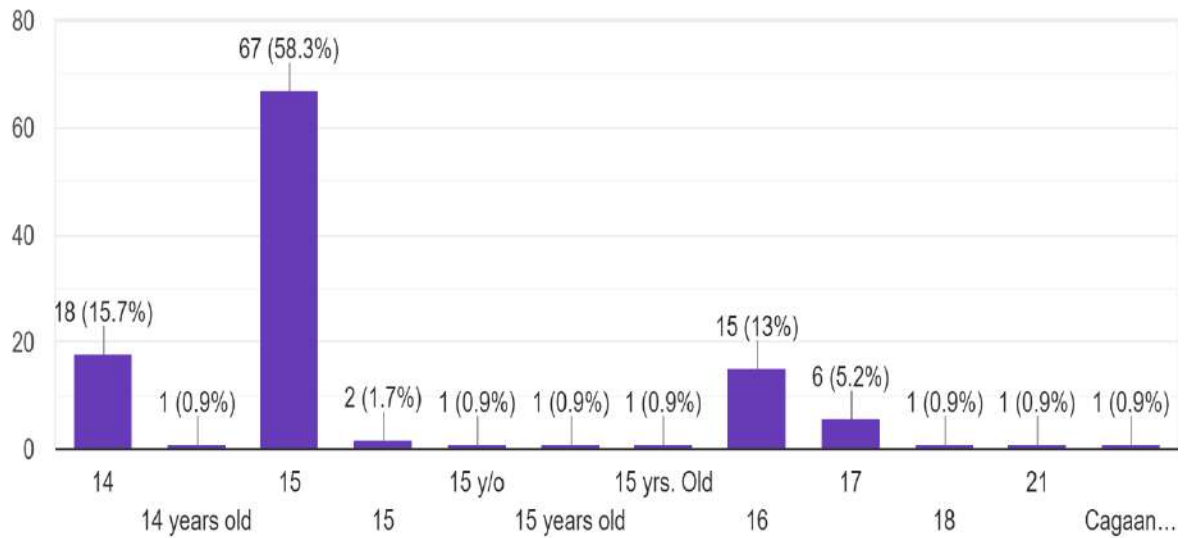
 (815) 58-69-00  
 [www.depedqc.ph](http://www.depedqc.ph)

Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

Appendix H: Online Survey Questionnaire Actual Survey Tables.

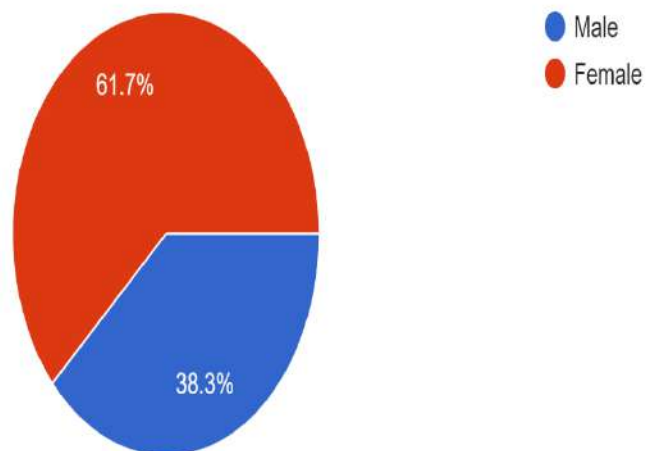
Age

115 responses



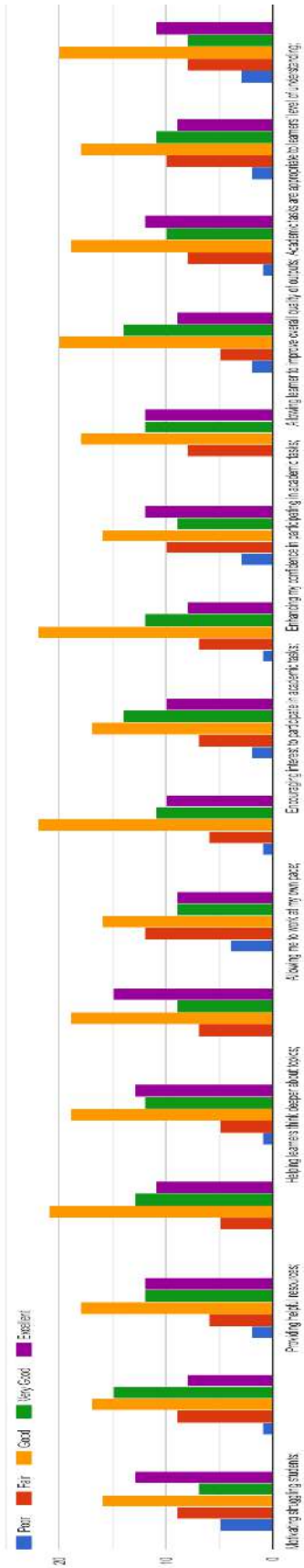
Gender

115 responses

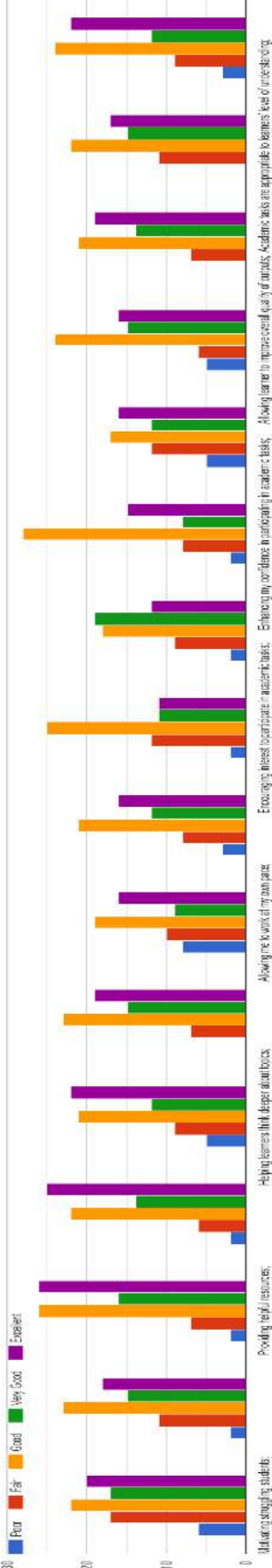


# Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. How will you assess the quality of learning in Values Education subject during in terms of:



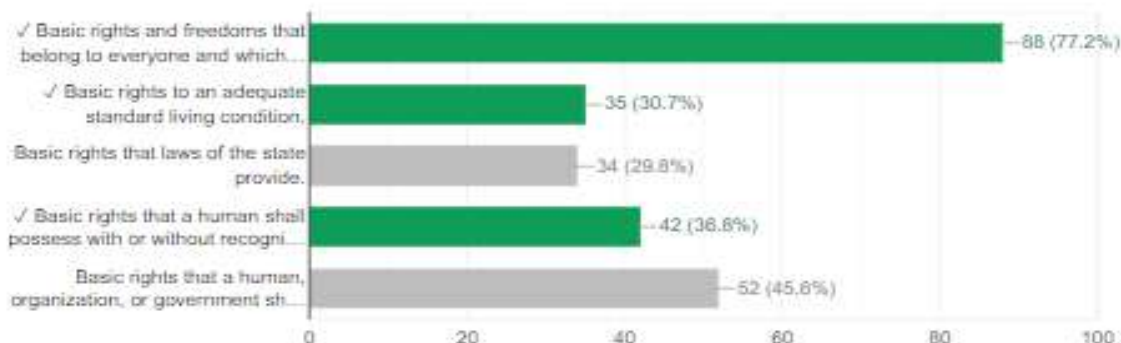
2. How will you assess the quality of learning in Values Education subject during distance learning in terms of:



## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

### Part 3: Students' definition of Social Rights, Duties and Responsibilities.

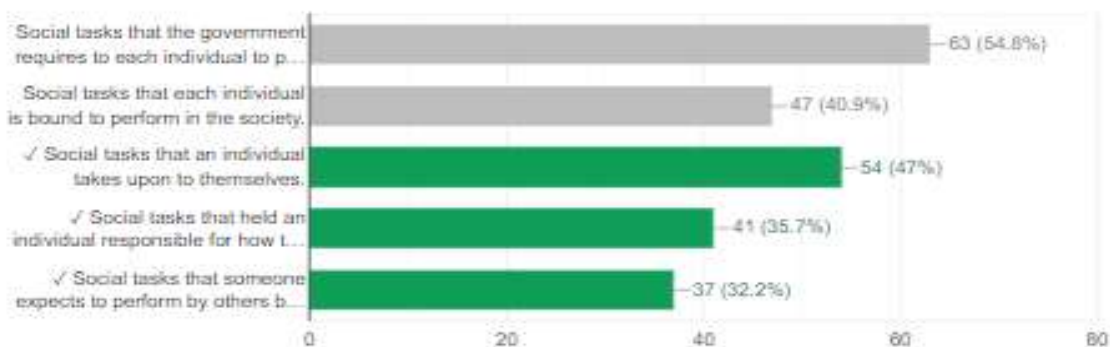
1. Check the following that define Social Rights most to you.



2. Check the following that define Social Duties most to you

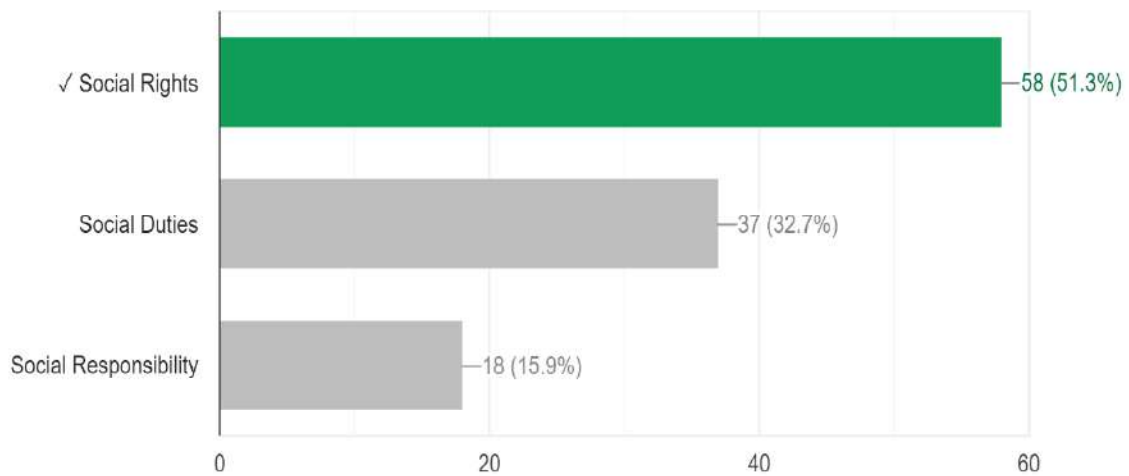


3. Check the following that define Social Responsibilities most to you.



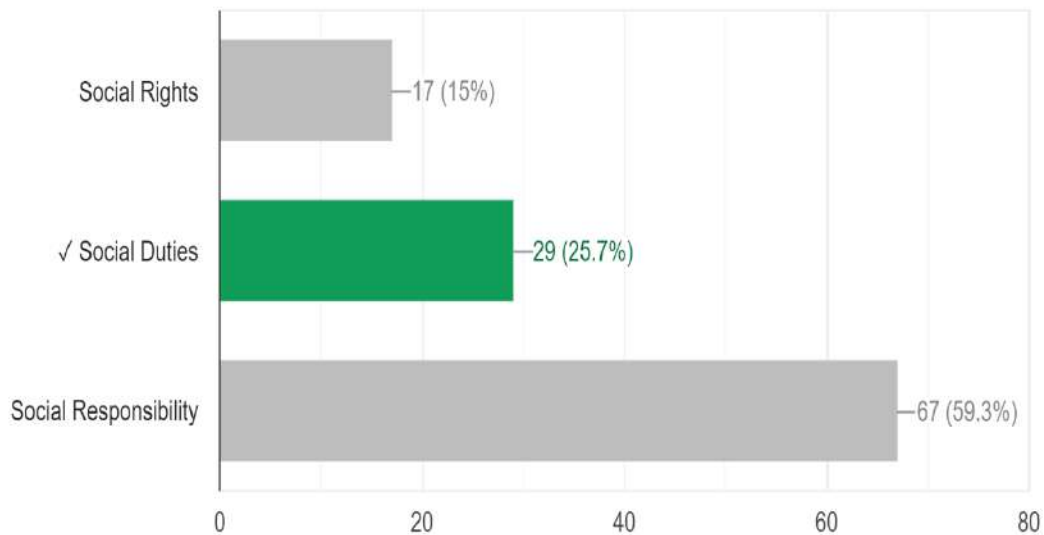
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 1: Access to public services;

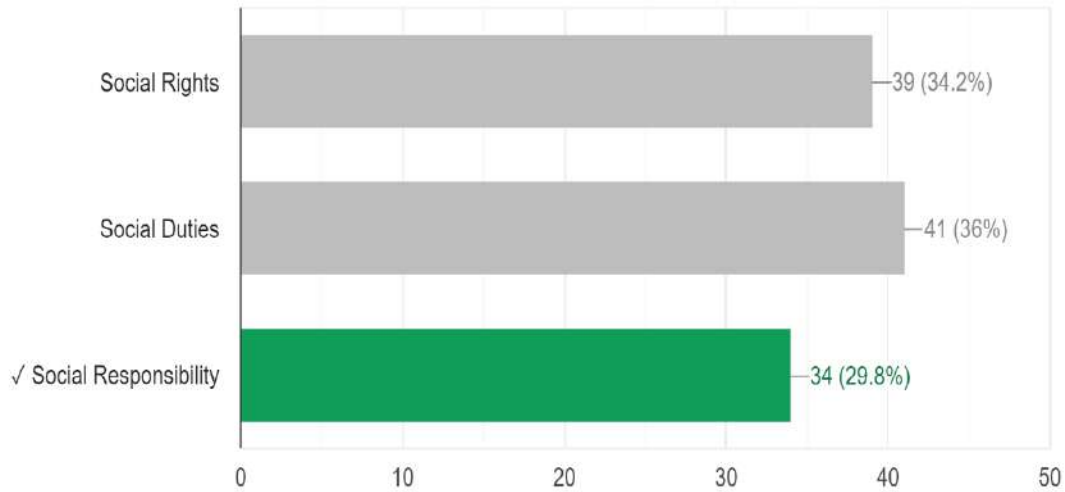
1. Identify the acts that falls with Social Rights, Social Duties



Row 2: Paying taxes;

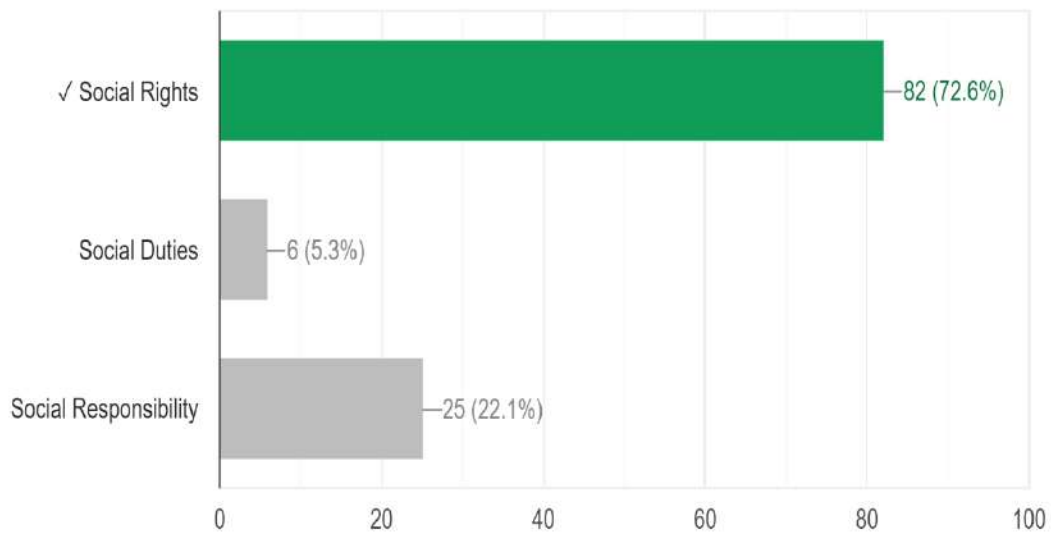
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 3: Stay informed of the issues affecting the communities;

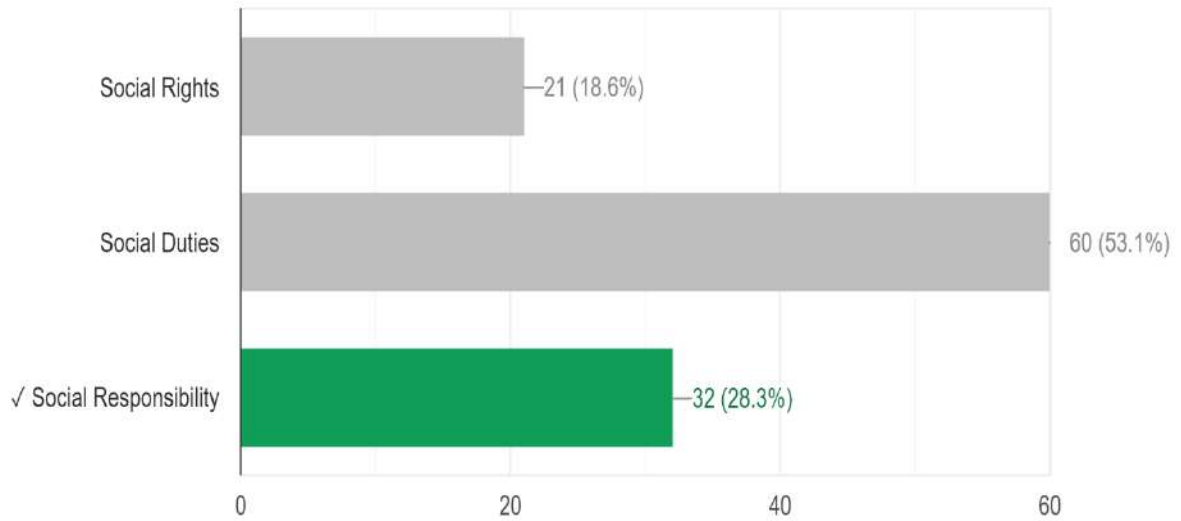
1. Identify the acts that falls with Social Rights, Social Duties



Row 4: Access to food;

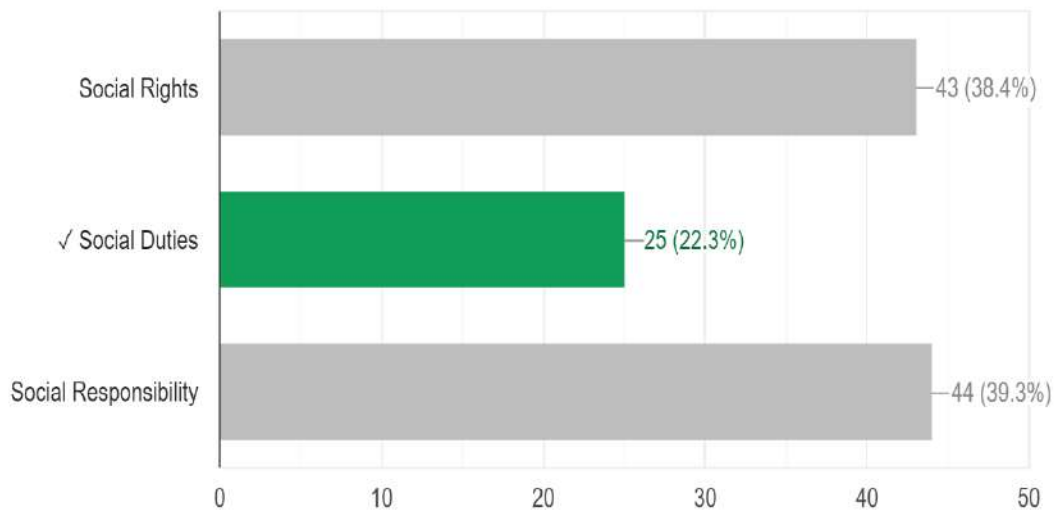
**Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

1. Identify the acts that falls with Social Rights, Social Duties



Row 5: Community involvement

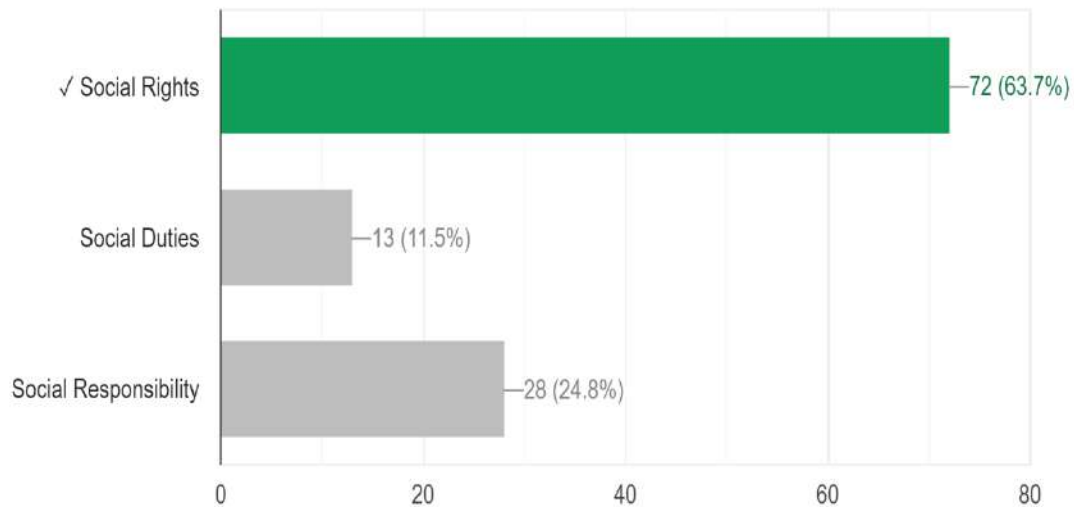
1. Identify the acts that falls with Social Rights, Social Duties



Row 6: Respecting others' lives and privacy;

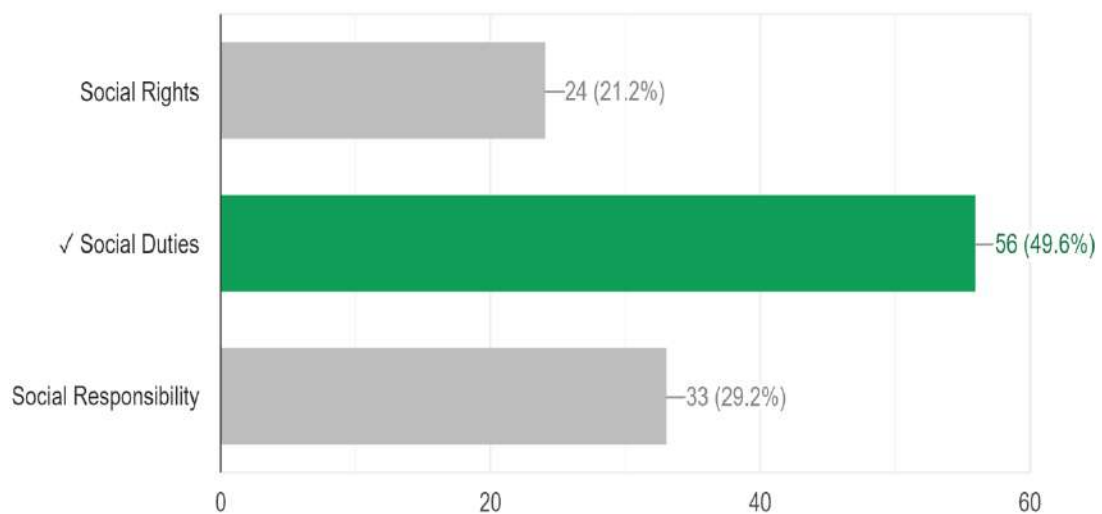
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 7: To own a land or property;

1. Identify the acts that falls with Social Rights, Social Duties

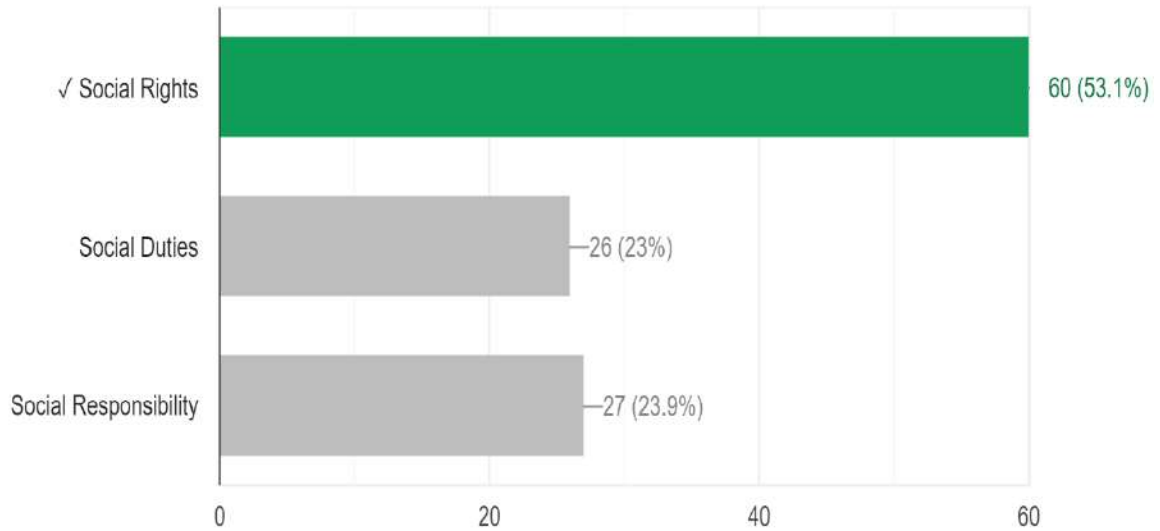


Row 8: Elect honest public official / leaders;



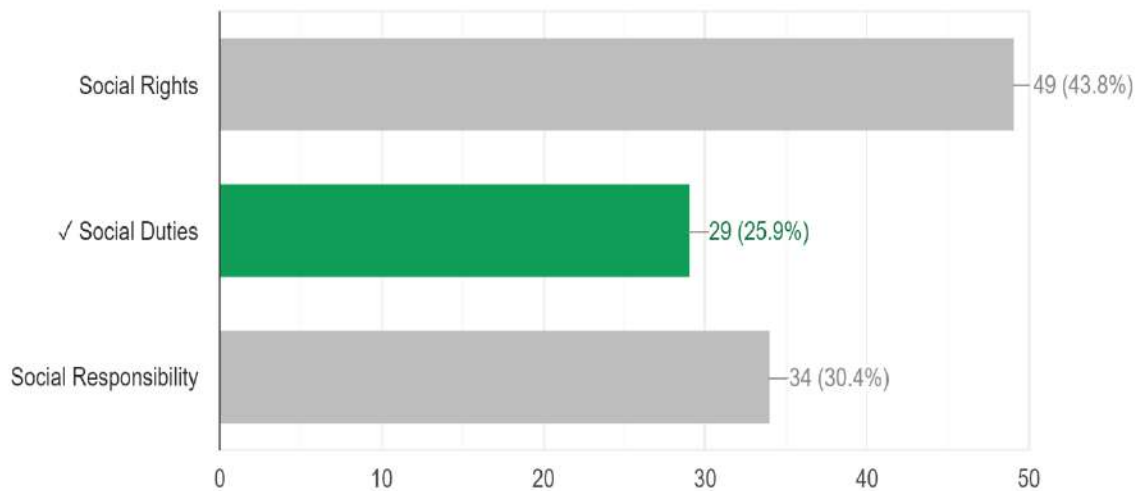
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 9: Access to clean water;

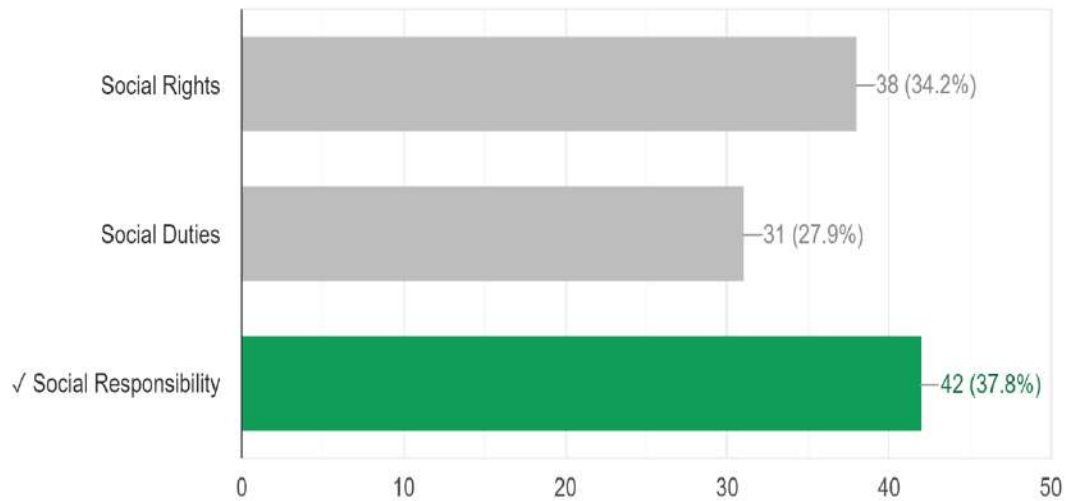
1. Identify the acts that falls with Social Rights, Social Duties



Row 10: Respect to person of authority;

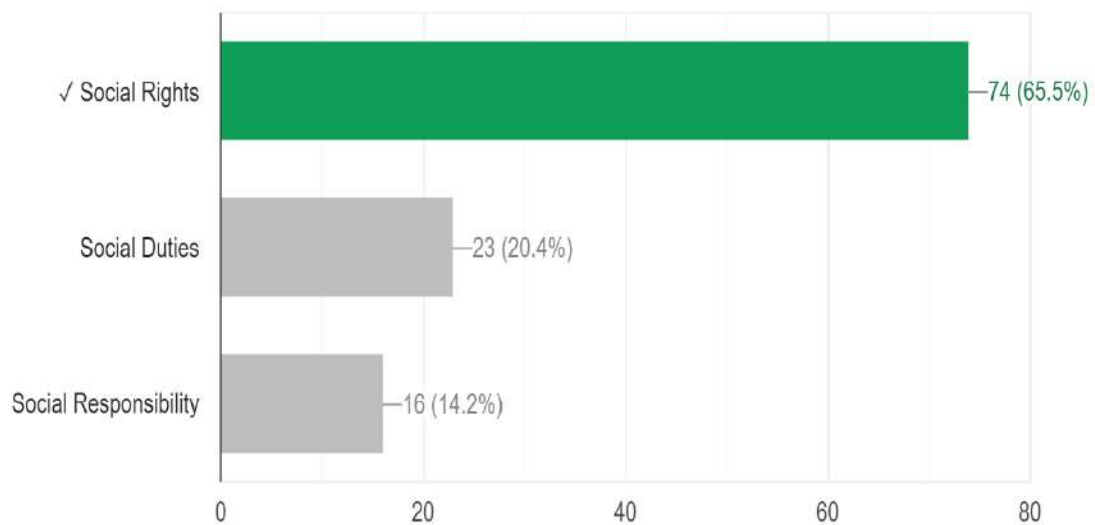
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 11: Protect the rights of others;

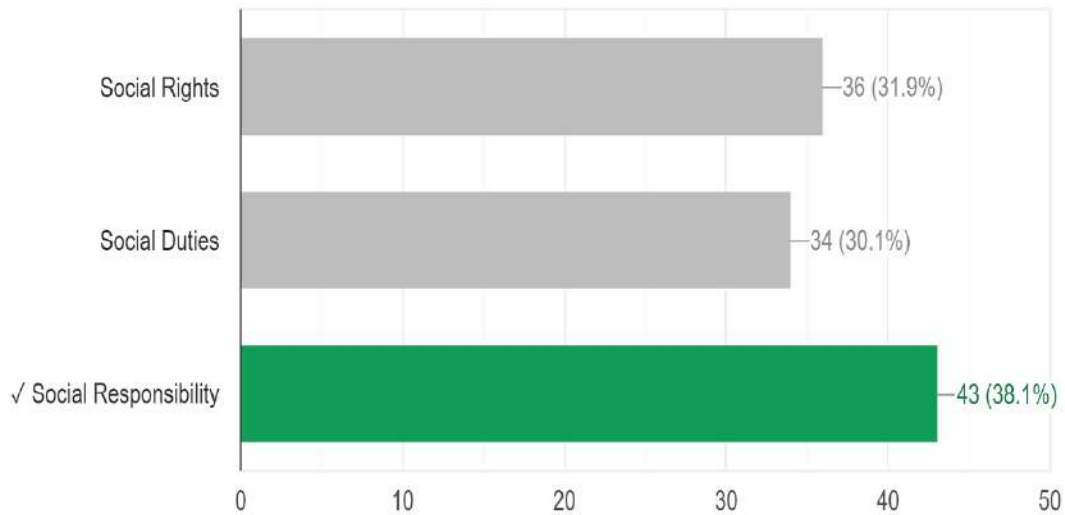
1. Identify the acts that falls with Social Rights, Social Duties



Row 12: Days of rest;

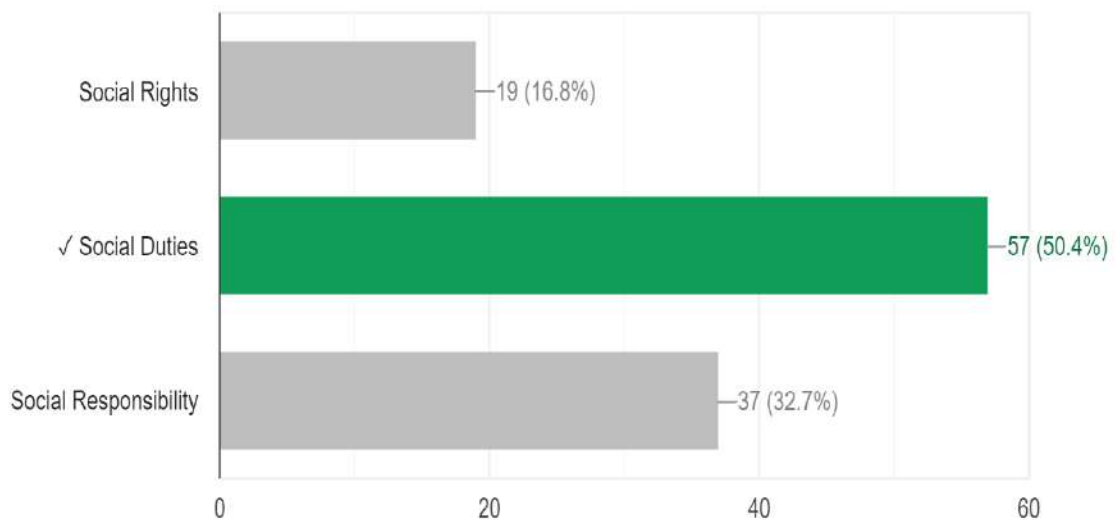
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 13: Respect the differences in opinions, religions, cultures and ethnic groups;

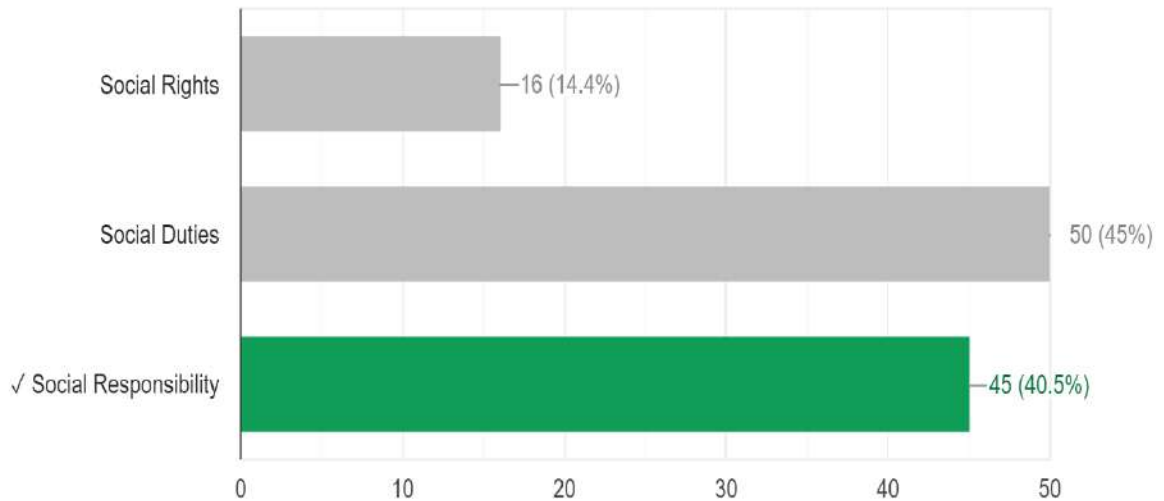
1. Identify the acts that falls with Social Rights, Social Duties



Row 14: Following state laws and regulations;

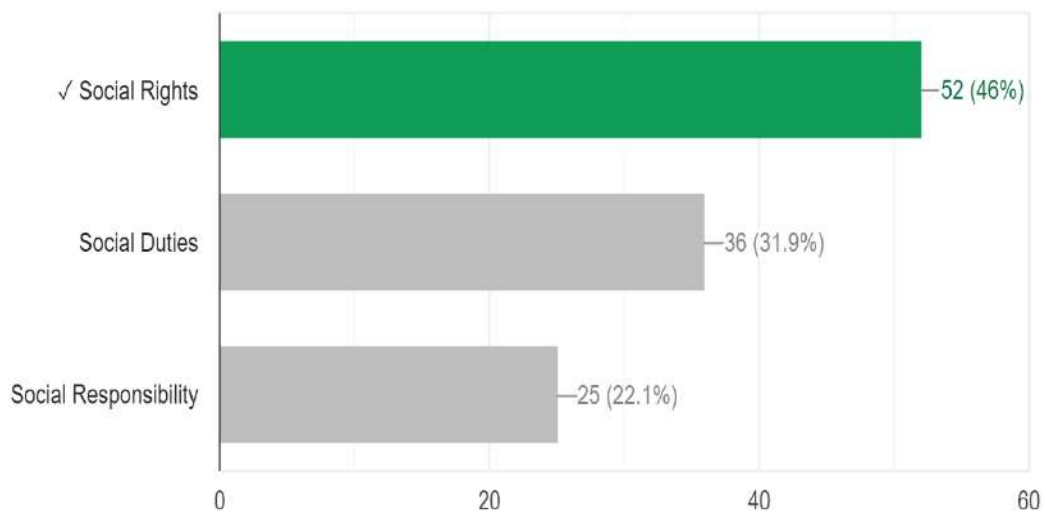
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 15: Teaching good citizenship to future generations;

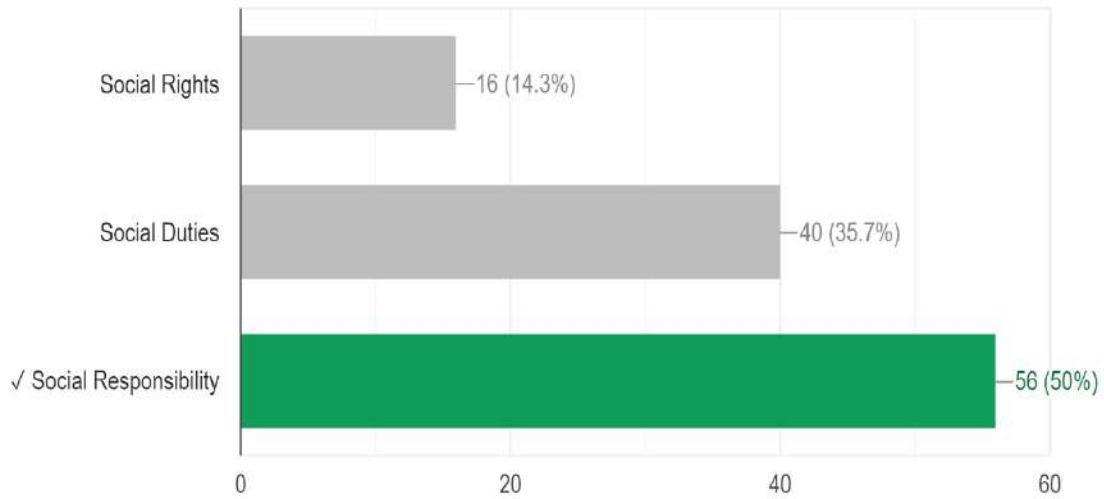
1. Identify the acts that falls with Social Rights, Social Duties



Row 16: disabled and veterans' allowance/benefits;

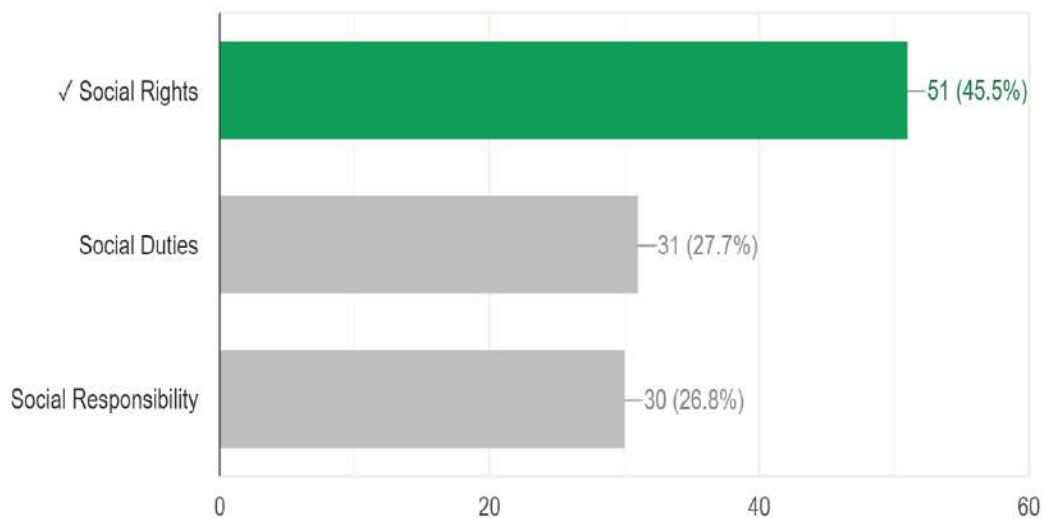
**Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

1. Identify the acts that falls with Social Rights, Social Duties



Row 17: Improving the society

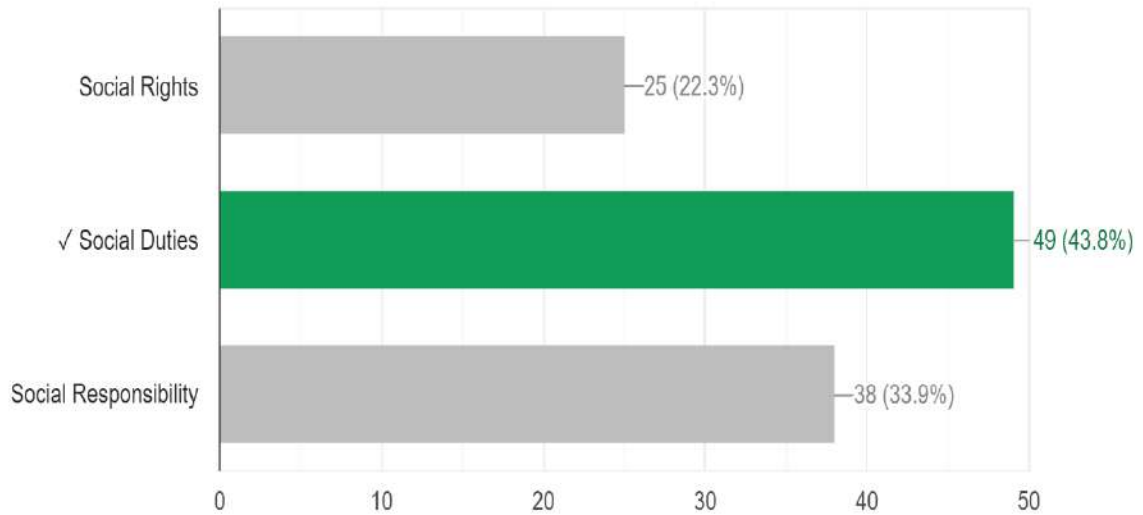
1. Identify the acts that falls with Social Rights, Social Duties



Row 18: Access to environment;

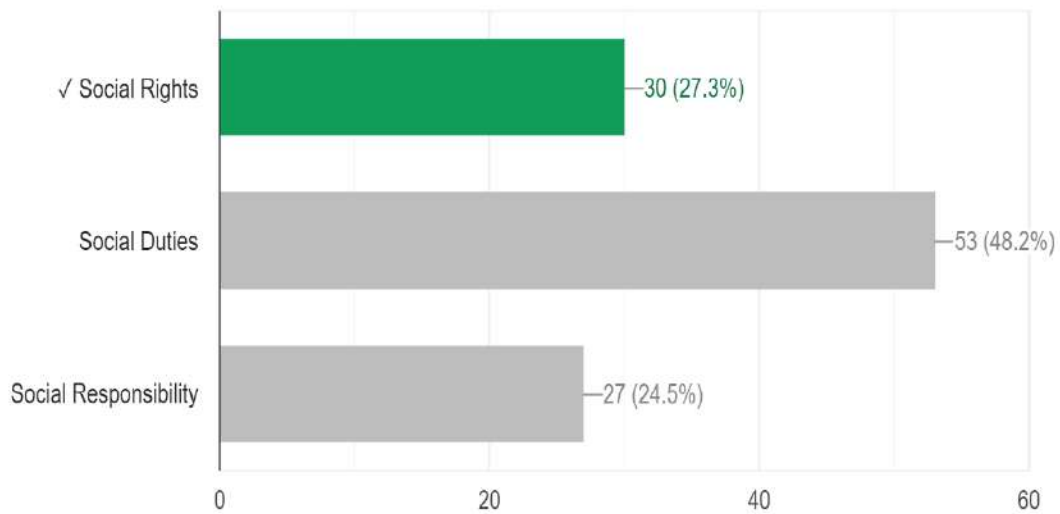
**Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities**

1. Identify the acts that falls with Social Rights, Social Duties



Row 19: Allegiance to the State and to the Flag;

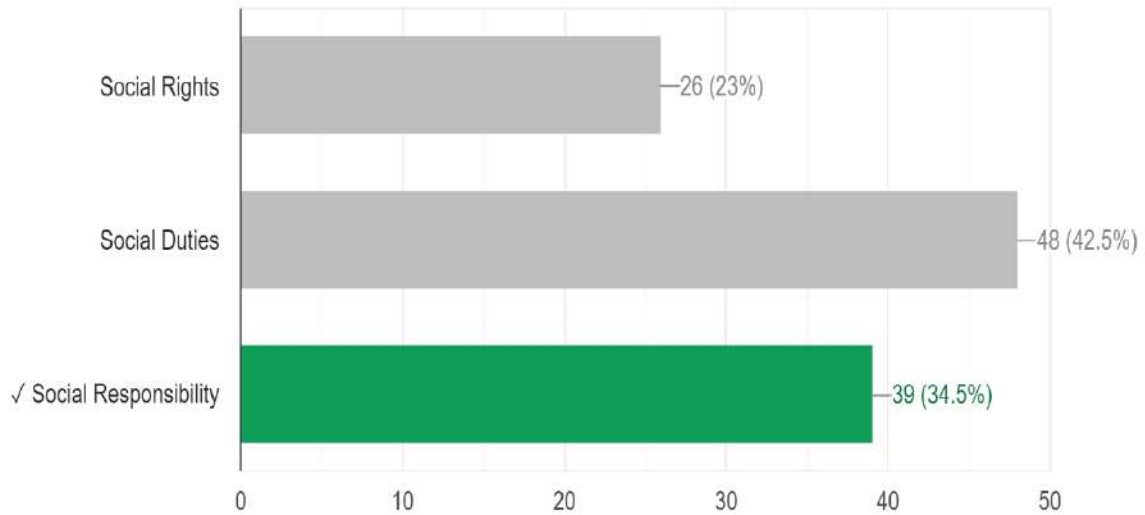
1. Identify the acts that falls with Social Rights, Social Duties



Row 20: Form or join labor unions;

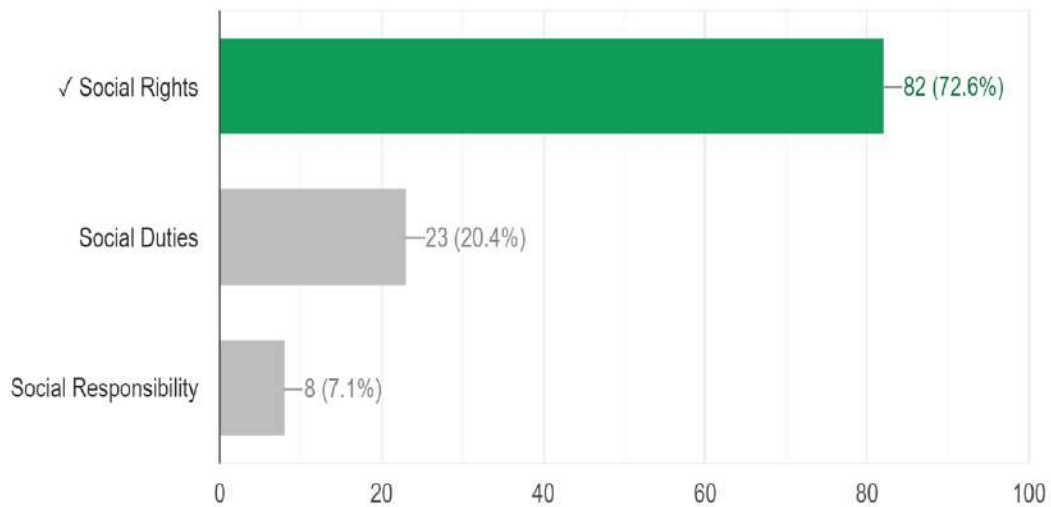
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 21: Report criminal activities or any violation of the law;

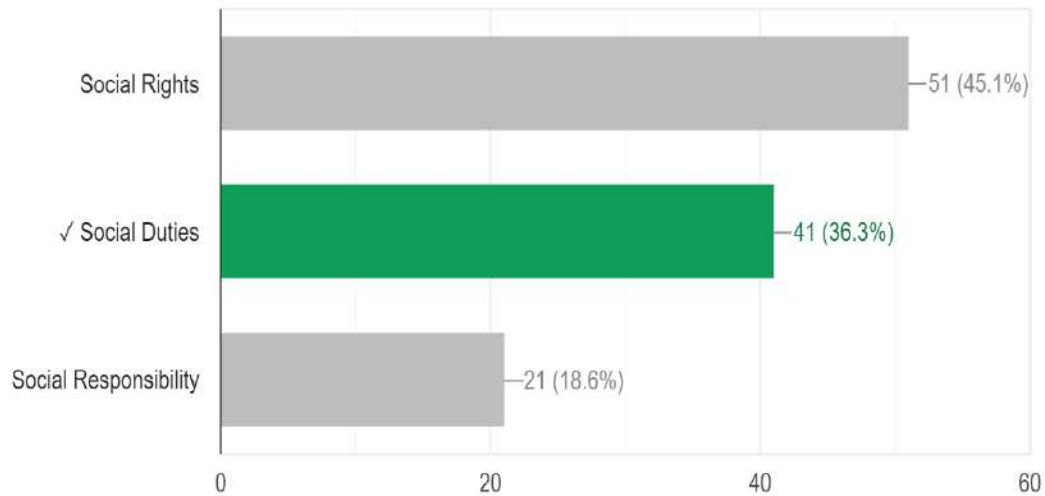
1. Identify the acts that falls with Social Rights, Social Duties



Row 22: Freedom, equality and justice;

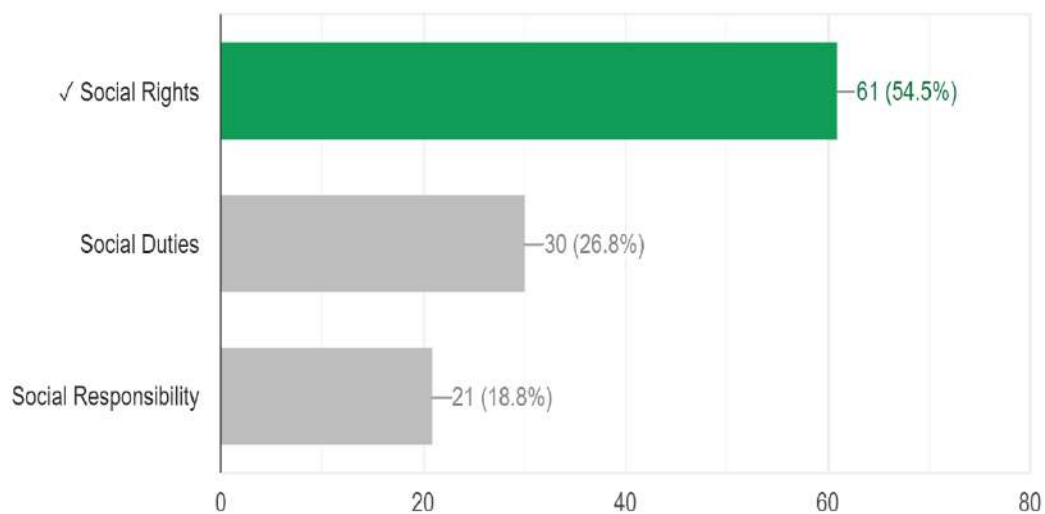
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 23: Resist from injustice, inequality, and deprivation of freedom;

1. Identify the acts that falls with Social Rights, Social Duties

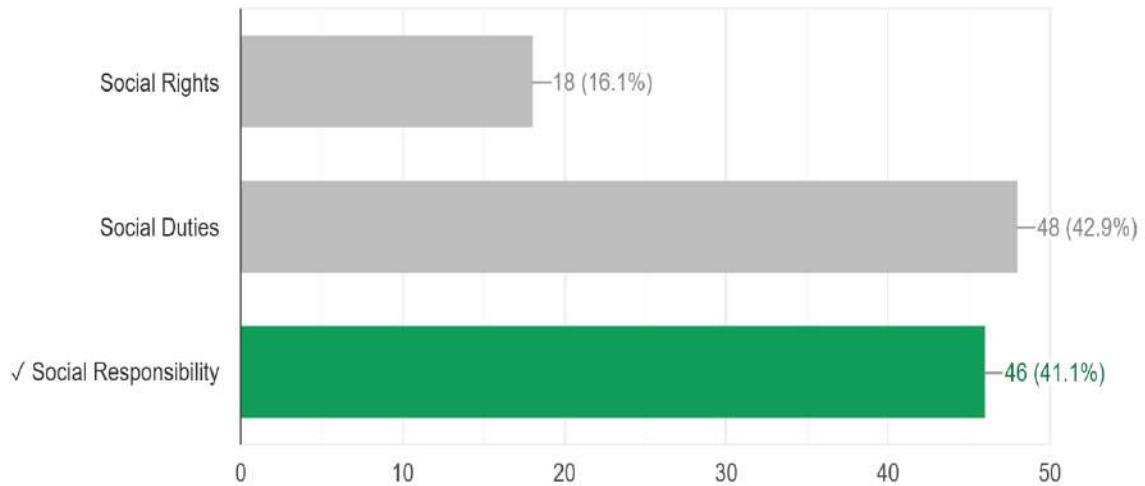


Row 24: Livable minimum wage;



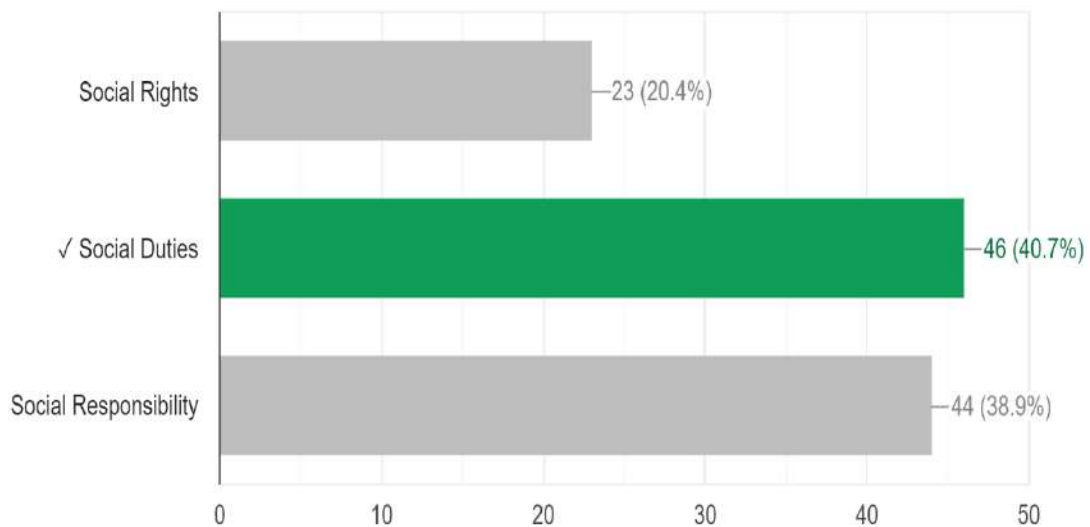
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 25: To help the needy people;

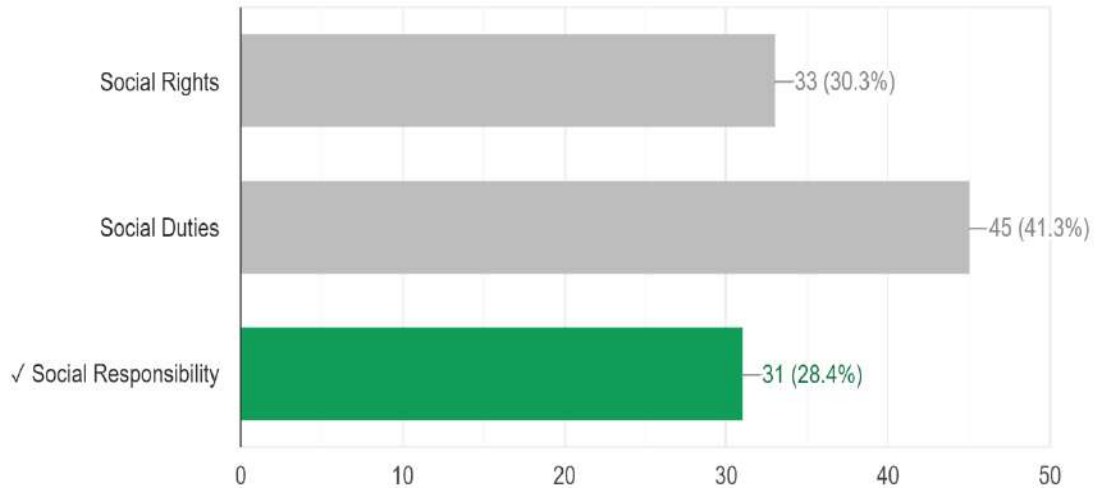
1. Identify the acts that falls with Social Rights, Social Duties



Row 26: Maintenance of community peace and order;

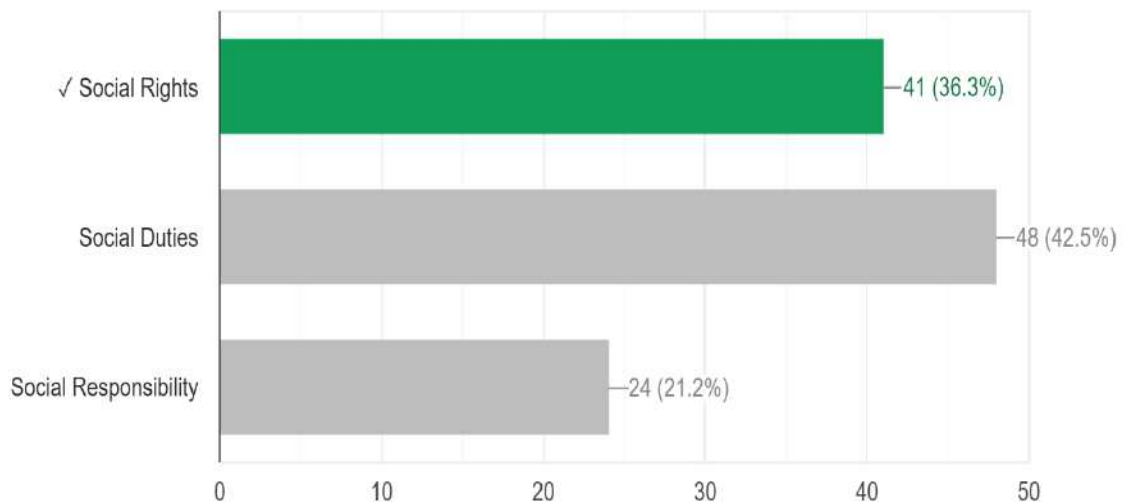
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 27: To fight for the oppressed;

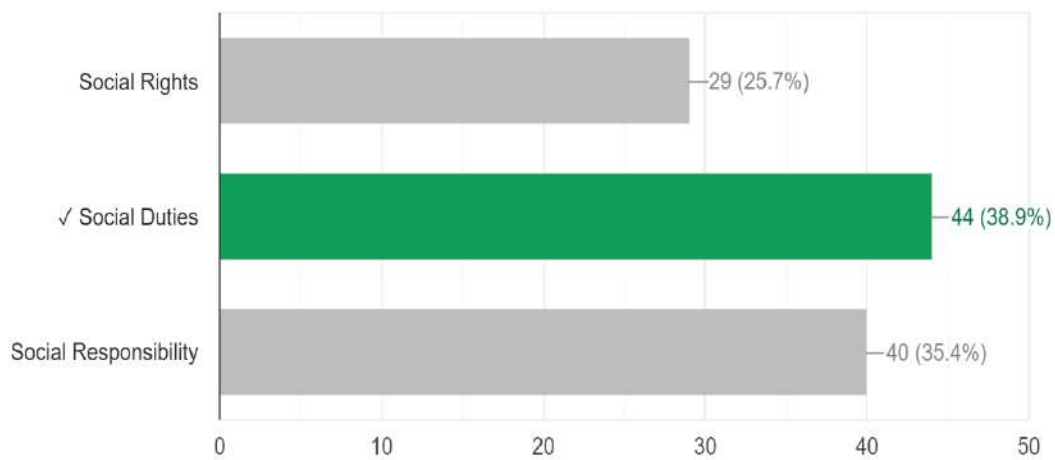
1. Identify the acts that falls with Social Rights, Social Duties



Row 28: Safety of indigenous communities;

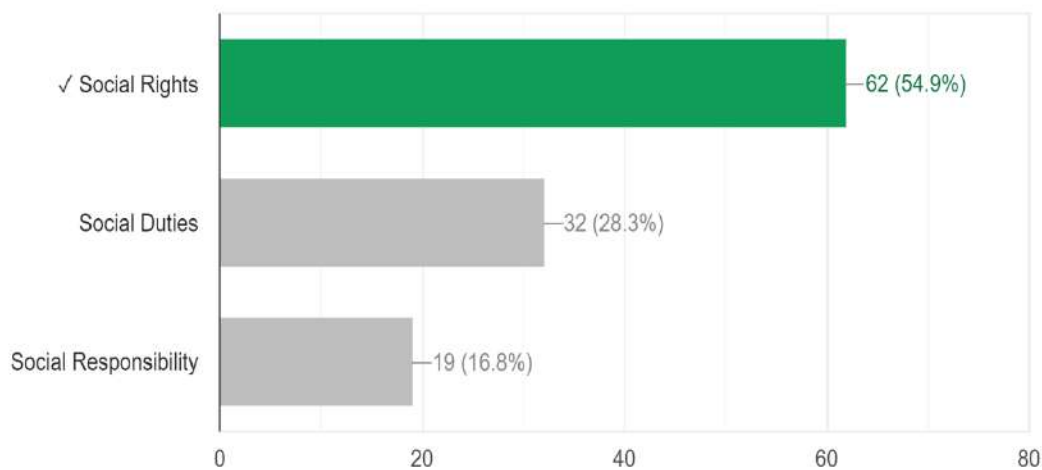
## Level of Understanding of Selected Grade 9 Students of West Fairview High School in Terms of Social Rights, Duties, and Responsibilities

1. Identify the acts that falls with Social Rights, Social Duties



Row 29: Defending your country interest and sovereignty.

1. Identify the acts that falls with Social Rights, Social Duties



Row 30: Fair treatment from the law;

Note: Some of the tables might not represent the actual results written in the Chapter 4. It is due to the fact that some respondents were not able to answer some questions. But for the purpose of this research, they have been asked to complete their answers and that is what being utilized in the chapter 4.

CURRICULUM VITAE

**AILYN FILLARCA GASPAR**

Block 36 Lot 4 Bistekville 2, Kaligayahan, Novaliches, Quezon City



**Educational Background**

**Graduate Studies:** **Far East Advent School of Theology, Inc.**  
Master of Arts in Christian Education  
Major in Technology and Livelihood Education  
Summer 2019 – March 2021

**Eulogio “Amang” Rodriguez Institute of Science and Technology**  
Master of Arts in Administration and Supervision  
Summer 2009 – 1<sup>st</sup> Semester 2009

**Tertiary Level:** **Polytechnic University of the Philippines - Main**  
Bachelor of Business Teacher Education  
June 2001 – May 2005

**Secondary Level:** **Commonwealth High School**  
June 1997 – March 2001

**Primary Level:** **Commonwealth Elementary School**  
June 1990 – March 1997