

Awareness, Exercise, and Execution of Student's Rights and Responsibilities: Basis For Policy Redirection

Daryl Jane Agbayani-Caballero

College of Business and Management, Central Mindanao University, Philippines

<https://doie.org/10.10399/JBSE.2025168113>

To promote the ideal environment advocating academic development and intelligent social participation, harmony and understanding must envelop academic institutions. Abiding by the student rights and responsibilities serves as key. Despite efforts in promoting this, educators noticed that many young adults entering the university lack a sense of responsibility and are unaware of how their attitude and behavior impacts others. This research aims to contribute knowledge to help address this scenario. The purpose of this research is to determine the extent of exercise on student's rights and execution of student's responsibilities in one of the state universities in Mindanao as perceived by the elected student officers. Basis is anchored on EO no. 200: Promulgation of Manual of Student Rights and Responsibilities. This study employed Quantitative-Descriptive research design utilizing descriptive statistics to determine the mean of the extent of awareness, exercise, and execution. The findings show that the student have exercised their rights on the use and collection of student fees as well as funds and contributions but not much on being represented in policy bodies and in publishing free from censorship and pressure. Also, students have executed most of their responsibilities imposed by their student organization and in complying with school policies but not equally so in abiding with journalism ethics. This study therefore encourages HEIs to come up with effective regular information drive on student's rights and responsibilities and revisit polices relating to these and for Student Body Organizations to pioneer in exercising students' rights and execution of responsibilities.

Keywords: Student Rights, Student Responsibilities, EO 200, State Universities,

INTRODUCTION

Executive Order No. 200: Promulgating Manual of Student Rights and Responsibilities states that it is the interest of the state and society that college and university education, in both public and private institutions, to provide facilities therein for academic development as well as conditions for intelligent social participation. Along this advocacy is the challenge among organizations to create an environment encouraging harmonious rapport between school officials and students which can be attained by promoting and protecting student rights and defining student responsibilities. Weimer (2017) equated the right to be recognized as individual dignity, more so, a democratic value. Attached to this right is the role of the schools authorities being officially responsible for molding students. This is popularly coined as the legal responsibility known as *Loco Parentis*, referring to the role of the institutions as parents (Bourchrika, 2024) thereby protecting the welfare of the students and making sure their rights are protected. If any organizational policies promote inequality or infringes on one's rights, the courts can come up with sanctions and new regulations compelling compliance among schools (Zhou, 2020). One element of right is the intersection of rights and duties to respect, protect, or fulfill rights (Alston & Goodman, 2013). This intersection is highlighted by the definition of "rights" as "entitlements (not) to perform certain actions, or (not) to be in certain states; or entitlements that others (not) perform certain actions or (not) be in certain states" (Wenar, 2020). Focusing on a legal analysis of rights is critical with regard to children's rights as their inquiry is often blended with proximate terms such as "well-being," which may dilute the content of rights. Such a focus emphasizes that a child's rights should not be viewed through the lens of "pity" or "charity" (Lundy, 2019); indeed, it is an entitlement that can be demanded.

While there is an evident call for protection of student rights and human rights in general, educators argue that many young adults entering the university lack a sense of responsibility and are unaware of how their attitude and behavior impacts others. This has been linked to a number of detrimental consequences, including poor interpersonal communication, negative teaming, and unproductive learning opportunities (Deveci & Ayish, 2017). One of the educational issues and an influential factor in the educational progress which has a determining role in the performance and spirit of

individuals is the principle of responsibility. A responsible human is viewed as a more efficient person with their effectual performance for whom the possibility of attempting negative conducts reduces. (Kordlou, 2008) In addition, there is a rich literature documenting how individual responsibility contributes to individual students' academic performance specifically with students taking individual accountability for their decisions and actions. Some researchers, for example, argue that a common trait among successful learners is that they take an active role in ensuring that their needs are met and sustained over time (Alghamdi, 2016; Setiyadi, Sukirlan & Mahpul, 2016). Others suggest that personal responsibility can lead to life-long learning by overcoming many of the challenges inherent in developing deeper and more meaningful learning opportunities over time (Deveci & Ayish, 2017). Overall, little research exists that explores student or teacher perceptions of personal responsibility (Lauermaun & Karabenick, 2014). Part of the issue likely stems from the way researchers attempt to measure personal responsibility.

The role of Higher education institutions (HEIs) in the development of students and in their lives in general is to help young people cultivate a positive lifelong learning attitude (UNESCO, 2023). They have a unique capacity to develop skills and foster knowledge, and the potential to mobilize educational resources and provide learning opportunities for diverse populations. Along this appreciation is also the recognition of a handful of contrasting perceptions of the students and administration officials. In a general view, students enjoying their rights at the same time performing their responsibilities significantly helps in ensuring a balance perspective of the community surrounding them, their universities in particular. Embracing both will serve as one of the best avenues to produce good citizens of this country.

Recently, in the advent of social media, students casually air their sentiments on certain rights while the universities, on the other hand, insists on students' responsibilities. With these emerging contrasting views, it is important to assess if the students' rights and responsibilities as specified in Policy: EO no. 200 are sincerely embraced and exercised and/or executed among universities. The youth of today are the leaders of tomorrow; hence, they should learn side by side their rights and responsibilities which may in a way avoid possible conflicts. Policies are formulated to ensure that there is order and effectiveness in availing the rights and disposal of responsibilities for the greater good of the larger society. EO 200 emphasizes the interest of the State and Society, the college and university students in particular, in both public and private institutions, are provide with the facilities and mechanism or systems for academic development as well as conditions for intelligent social participation. Recently, some of the State Universities and Colleges (SUCs) in the country face national concerns on certain societal issues as pursued by the students and evidently contrasting perspectives create a gap among students and administrators. This gaps if left untreated will understandably grow and may impede the attainment of the institution's' goals and objectives including Vision and Mission in a broader view. This kind of scenario is worthy to be given attention because it is very plausible that they can influence the rest of the generations to be more reactive than proactive and/or to be more emotional than rational.

Objectives of the Study

This study aims to determine the extent of exercise of student's rights and execution of student responsibilities in one of the SUCs in Mindanao based on the declaration in Executive Order no. 200 (EO 200), Promulgation of Manual of Student Rights and Responsibilities as perceived by the elected student officers. Specifically, the study aims to:

1. Determine the level of awareness of the student officers on the student rights and responsibilities;
2. Determine the extent of exercise of the student rights in CMU as declared in EO 200; and
3. Determine the extent of execution of the student responsibilities in CMU as declared in EO 200

METHODOLOGY

The research design is purely quantitative and descriptive in nature. Descriptive Statistics will be utilized to determine the measures of central tendency: mean and frequency in determining the extent of awareness, exercise, and execution. In particular, this research design aims to present and determine the extent of awareness and exercise of students' rights as well as the extent of awareness and execution of students' responsibilities in one of the SUCs in the country. Moreover, this design aims to describe the existing phenomena of the variable in focus without manipulating variables as well as to observe,

describe, and document aspects of a situation as it naturally occurs (Kerlinger & Lee, 2000; Polit & Beck, 2017). The participants of the study are the randomly selected elected student officers of the registered student organizations in the university. Specifically, a stratified random sampling was used.

A structured research instrument assessing the extent of (1) awareness, (2) exercise of student rights, and (3) execution of student responsibilities as specified in sections 1 and 2 of EO 200 will be utilized using assessment highlighting a five (5)-point Likert scale. The survey instrument was composed of questions categorized into two parts. First part contains indicators assessing awareness and exercise levels of student rights. The second part contains indicators assessing awareness and execution levels of student responsibilities in state universities.

RESULTS AND DISCUSSIONS

Table 1 reflects the level of Awareness of Student Rights as perceived by the elected student officers of the State University.

The table further reflects that among all, they are most aware in their rights on organizing a student government as well as on the use and collection of student fees getting the means of 4.75 and 4.63, respectively. On the other hand, the rights on being represented in policy determining bodies concerning curriculum and student discipline got the lowest means, 3.75 and 3.88 respectively.

Table 1. Students Rights' Awareness Level

Student Rights	Mean	Description
1. Organize a student government/ organization that can administer, legislate, and adjudicate within its approved constitution/ by laws.	4.75	Largely Aware
2a. Be represented on policy-determining school bodies/ councils, through authorized student representative, if policies relating to the following are considered for adoption or amendment:		
2a1. curriculum	3.75	Largely Aware
2a2. student discipline	3.88	Largely Aware
2a3. use or collection of student fees	4.63	Largely Aware
2a4. funds and contributions	4.50	Largely Aware
2b. Allowed to participate in the discussion and voting subject to the provisions of law when they represent in the above activities.	4.00	Largely Aware
3a. Publish and issue regular student-controlled publications, within the bounds of law, good morals and school regulations and objectives	4.38	Largely Aware
3b. The right to publish and issue free from censorship, or any pressure aimed at controlling editorial policy.	4.03	Largely Aware

Table 2 reflects the level of Student Rights' Exercise as perceived by the elected student officers of the State University.

This table further reflects that among all, they have exercised most in their rights on the use and collection of student fees as well as funds and contributions getting the means of 4.63 and 4.50. On the other hand, the rights on being represented in policy determining bodies concerning curriculum as well as to publish and issue free from censorship and pressure got the lowest means, 4.25 and 3.97 respectively.

Table 2. Students Rights' Exercise Level

Student Rights	Mean	Description
1. Organize a student government/ organization that can administer, legislate, and adjudicate within its approved constitution/ by laws.	4.38	Item is Largely Exercised
2a. Be represented on policy-determining school bodies/ councils, through authorized student representative, if policies relating to the following are considered for adoption or amendment:		
2a1. curriculum	4.25	Item is Largely Exercised
2a2. student discipline	4.38	Item is Largely Exercised
2a3. use or collection of student fees	4.63	Item is Largely Exercised
2a4. funds and contributions	4.50	Item is Largely Exercised
2b. Allowed to participate in the discussion and voting subject to the provisions of law when they represent in the above activities.	4.34	Item is Largely Exercised
3a. Publish and issue regular student-controlled publications, within the bounds of law, good morals and school regulations and objectives	4.34	Item is Largely Exercised
3b. The right to publish and issue free from censorship, or any pressure aimed at controlling editorial policy.	3.97	Item is Largely Exercised

Table 3 reflects the level of Awareness of Student Responsibilities as perceived by the elected student officers of the State University.

This table further reflects that among all, they are most aware in their responsibilities on complying with the policies concerning school duties as well as in fulfilling their duties in their respective organizations and other organizations, complying policies concerning campus activities, and abiding laws and school regulations on publication getting the means of 4.88 and 4.75, respectively. On the other hand, the responsibility on abiding with ethics of journalism in publication got the lowest mean of 4.19.

Table 3. Students Responsibilities' Awareness Level

Student Rights	Mean	Description
1. To fulfill the duties imposed upon me by the following to which I have voluntarily affiliated:		
1a. my legally constituted student government/ organization	4.75	Largely Aware
1b. other legally constituted student organizations	4.75	Largely Aware
2. Recognize and comply with the policies and regulations concerning the following:		
2a. school duties	4.88	Largely Aware
2b. campus activities	4.75	Largely Aware
2c. disciplinary activities	4.63	Largely Aware

3. In my publication, abide by the following:

3a. laws of the land	4.75	Largely Aware
3b. school regulations	4.75	Largely Aware
3c. ethics of journalism.	4.19	Largely Aware

Table 4 reflects the level of Execution of Student Responsibilities as perceived by the elected student officers of the State University.

This table further reflects that among all, they have executed most in their responsibilities imposed by their student organization and other organization as well in complying with the policies concerning school duties, all getting the means of 4.75. On the other hand, the responsibility on abiding with ethics of journalism in publication got the lowest mean of 4.03.

Table 4. Students Responsibilities' Execution Level

Student Rights	Mean	Description
2. To fulfill the duties imposed upon me by the following to which I have voluntarily affiliated:		
1a. my legally constituted student government/ organization	4.75	Largely Aware
1b. other legally constituted student organizations	4.75	Largely Aware
2. Recognize and comply with the policies and regulations concerning the following:		
2a. school duties	4.75	Largely Aware
2b. campus activities	4.34	Largely Aware
2c. disciplinary activities	4.50	Largely Aware
3. In my publication, abide by the following:		
3a. laws of the land	4.63	Largely Aware
3b. school regulations	4.50	Largely Aware
3c. ethics of journalism.	4.03	Largely Aware

CONCLUSION

This research work concludes that the students of one of the State University in Mindanao are aware of their rights and responsibilities as students to a great extent. Moreover, they can exercise/ have exercised their rights as anchored on Executive Order no. 200, Manual of Student Rights and Responsibilities to a great extent. In particular they can exercise or have exercised to a great extent their rights on organizing a student government/ organization, being represented on policy determining bodies/ councils through student representative on policies relating to the use or collection of fees, funds, and contributions. Moreover, were allowed to participate in discussions and voting subject to provisions of law, in the above-mentioned activities, as well as publish and issue regular publication. On the other hand, it is likewise noted that although exercised in a great extent the following rights need to be supported more as they got the lowest mean. These include the rights to be represented on policy-determining bodies/ councils through student representative on policies relating to curriculum and student discipline as well as publish and issue free from censorship, or any pressure aimed at controlling editorial policy. This implies that when multi-purpose cooperatives strategize efforts to assure cooperative officers are provided with resources, motivated, and supported to explore their cooperatives have a strong possibility to be sustainable or will last long despite unforeseen changes and challenges. Provided of resources include; letting them feel positively challenged and happy with their roles in the

organization; supporting their ideas in terms of finances, material, manpower, and policies, as well as being open to change thus successfully implementing it in the organization. Motivation, on the other hand, includes the creation of an environment where they can have fun and relaxation as well as discouraging or managing conflicts. Support to exploration includes the following; encouraging them to try new ways and not blaming them in case of failure as well as providing rewards which maybe in the forms of recognition or incentives.

As regards students' responsibilities, they have executed the following to a large extent: fulfilling duties imposed by their student governments, other legally constituted organizations, complying policies and regulations concerning school duties and disciplinary activities, as well as abiding laws and school regulations in terms of publication. On the other hand, it has also been noted that although executed in a great extent, the following responsibilities need to be reinforced more as they got the lowest mean. These include complying policies and regulations concerning campus activities as well as abiding ethics in journalism in publication.

RECOMMENDATIONS

Based on the study results and conclusions, the following form part of the recommendation:

HEIs. Come up with a more effective regular information drive regarding students' rights and responsibilities exhausting all forms of channels such as inclusions in school activities, mass dissemination of info graphics, and social media engagement. Revisit polices relating to rights and responsibilities with the lowest means such as involvement of student representatives in policy formulation concerning curriculum and student discipline as well as compliance concerning campus activities and ethics of journalism.

Student Body Organizations. Take the lead in exhibiting balance and well rationalized exercise of students' rights and execution of responsibilities, when there's a need for them in the most appropriate manner.

Researchers. Checking the level of awareness, exercise, and execution as perceived by the school administrators, as well as conducting a qualitative study to uncover more their challenges and suggestions in implementation for a more comprehensive and inclusive policy formulation or redirection.

REFERENCES

- Dwidvedi, Ashwani & Kumar, Birendra. (2023). Rights of Students and Expectations of Schools: A Guide to Educational Law. *Journal of Law and Sustainable Development*. 11. e1183. 10.55908/sdgs.v11i6.1183.
- Hall J, Wagner M. 2012. Integrating sustainability into firms' processes: performance effects and the moderating role of business models and innovation. *Business Strategy and the Environment* 21(3): 183–196.
- Hollingsworth, (2009) Building 360 Organizational Sustainability. *Journal of US-China*. Public Administration, August 2015, Vol. 12, No. 8, 627-634 doi: 10.17265/1548-6591/2015.08.004
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Holt, Rinehart and Winston.
- Kuenzi, M., & Schminke, M. (2009). Assembling the fragments into a lens: A review, critique, and proposed research agenda for the organizational work climate literature. *Journal of Management*, 35, 634-717.
- Lundy, L. (2019). An assessment of the impact of General Comment No. 7 on law and policy on a global scale. In M. Favela & K. Jenkins (Eds.), *The Routledge International Handbook of Young Children's Rights*. Routledge.
- March, Rochelle (2016) *Cultivating Purpose: Sustainability Innovation and Employee Engagement*
- Meer, Jacques & Egan, Richard & Pratt, Hugh. (2023). The Importance of Supporting Students' Sense of Meaning and Purpose as Part of Supporting the "Whole Student". *Open Journal of Social Sciences*. 11. 345-360. 10.4236/jss.2023.111025.
- Nader Ayish and Tanju Deveci Khalifa (2019) *Student Perceptions of Responsibility for Their Own Learning and for Supporting Peers' Learning in a Project-based Learning Environment University*

- of Science and Technology. *International Journal of Teaching and Learning in Higher Education*, 2019, Volume 31, Number 2, 224-237. ISSN 1812-9129
- Naeim, Mahdi, Narimani, Mohammad, Garosi, Neda, Khosrokiani, Roya, MoradiPouladi, Fahimeh, Mohammadali, Samira, Seifi Taghi Dizaj, Zahra, Rahimi, Hamid Reza. (2016) Role of student responsibility and the academic environment as perceived by high school students in their academic progress. *Science Arena Publications International Journal of Philosophy and Social-Psychological Sciences*. Available online at www.sciarena.com 2016, Vol, 2 (2): 60-64
- Olughor, R.J. (2015), Effect of Innovation on the Performance of SMEs Organizations in Nigeria, *Management*, Vol. 5 No. 3, 2015, pp. 90-95. doi: 10.5923/j.mm.20150503.02.
- Perry-Hazan, L. (2021). Students' Perceptions of Their Rights in School: A Systematic Review of the International Literature. *Review of Educational Research*, 91(6), 919-957. <https://doi.org/10.3102/00346543211031642>
- Polit, D. F., & Beck, C. T. (2017). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (10th ed.). Philadelphia, PA: Wolters Kluwer.
- Salzmann, O., Ionescu-Somers, A. & Steger, U. (2005). The Business Case for Corporate Sustainability: Literature Review and Research Options. *European Management Journal*, 23(1), 27–36, <http://dx.doi.org/10.1016/j.emj.2004.12.007>
- Staenke, Alex. (2015) How to Produce Creative Work - The componential theory of creativity. Published on Feb 23, 2015. Thinking company) www.thinking.company.
- Strickland, Conwell. "Students' Rights and the Teacher's Obligations in the Classroom," in T. H. Buxton and K. W. Prichard, eds., *Excellence in University Teaching: New Essays*. Columbia, SC: University of South Carolina Press, 1975.
- Wagner, M. (2010). The role of corporate sustainability performance for economic performance: A firm-level analysis of moderation effects. *Ecological Economics*, 69, 1553–1560, Public Administration, China University of Geosciences, Wuhan 430074, China
- Weimer, M. (2017). *Learner-centered teaching: Five key changes to practice* (2nd ed.). Jossey-Bass.
- Zhou, J. (2020). Deepening our understanding of creativity in the workplace: A review of different approaches to creativity research. In S. Zedeck (Ed.), *APA Handbook of industrial and organizational psychology*, 1: 275-302.