

Dr. Jose Rizal from the Lens of Criminology Students: Amplifying Knowledge about the Hero

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ABSTRACT

This study investigates the level of knowledge about Dr. Jose Rizal among Criminology students in the Philippines who poised to become the future police officers. While considered the modern-day heroes- a concerning gap exists where students recognize Rizal but lack of deep understanding of his life, contributions and national significance. Employing a descriptive quantitative approach, the researcher surveyed 254 Criminology students from Carlos Hilado Memorial State University who are selected through stratified random sampling to answer the 50-item researcher's made questionnaire aligned with "Life Works and Writings of Jose Rizal" course syllabus. The findings disclosed that the Criminology students have an average level of knowledge about Dr. Jose Rizal with no significant difference based on sex. However, year-level variations emerged. First year, third year, and fourth year displayed "average" knowledge level, while second year exhibited "low" level. Interestingly, the fourth year had the highest mean score suggesting some accumulation of knowledge throughout the years. The results also confirmed that the higher the year level, the higher the knowledge they gained about the hero as reflected on their test scores. These results underscore the need to heightened Rizal education within Criminology programs. Appreciating Rizal's life, and contribution can instill the values of bravery and nobility to serving and protecting the nation-ideals that resonate with the oath of police officer. By emulating Rizal's spirit, future officers can become true modern-day heroes.

Keywords- Criminology students, descriptive quantitative approach, Dr. Jose Rizal, modern-day hero, Police officers

INTRODUCTION

Background of the Study

Dr. Jose Rizal dedicated one of his poems to Filipino youths, not just for those of his generation or the generation after them, but for all past, present, and future Filipino youths. Rizal wishes to remind our young and future leaders that they are the fatherland's future. Throughout his life, Rizal wrote extensively about his family, his explorations of the true nature of belief, his fascination with the natural world, his interest in cultures and languages, and his pursuit of justice (DeStephano, 2015). Filipino youths today appear to fall short of what Rizal envisioned for them. Regardless, today's youth are still the fatherland's future, albeit not the ideal youths for whom Rizal hoped.

The liberty in our hands, the possibility that our country can achieve economic and social prosperity on its own. The honor bestowed upon our motherland, all known almost everywhere in the world. These are the products entrusted to us by a great man, the fruits of an unforgettable man's labor for the current generation, and the path blazed by a hero for us to have our history and leave a legacy for future Filipinos. These results

from a person's deeds and actions provide us with light and hope. He is the great lover who transformed our country, our future, and, most importantly, every one of us. Jose P. Rizal is our national hero. Jose Rizal is the most popular hero in the Philippines (Coloquio, 2012).

Dr. Jose Rizal remains a prominent figure in Philippine national identity. However, a critical gap may exist between recognizing him as a hero and fully comprehending his significance (Constantino, 1971). Studies suggest that the current "Life and Works of Jose Rizal" course emphasizes hero worship over critical analysis of his writings and ideas (Constantino, 1971). This approach, while fostering patriotism, might lead students to lack a deeper understanding of Rizal's contributions to Philippine history and society (Pata & Villasis, 2018).

Criminology students, destined to become law enforcement officers, are often viewed as modern-day heroes entrusted with serving and protecting the nation. This responsibility demands a strong foundation in knowledge and values. While the curriculum equips them with criminological expertise, there might be a gap in their understanding of historical figures like Rizal, whose ideals could resonate deeply with their future roles. If these future officers cannot fully appreciate Rizal's significance, their ability to emulate his dedication to the nation might be hindered.

This study aims to investigate the level of knowledge that Criminology students possess regarding Dr. Jose Rizal. By identifying any potential knowledge gaps, the research can contribute to discussions on strengthening Rizal education, particularly within the context of professions like law enforcement. Ultimately, fostering a deeper understanding of Rizal's life, works, and values can empower future officers to uphold the ideals of service and protection that resonate with both Rizal's legacy and their professional oath.

Purpose of the study

This study aims to determine the level of knowledge and insights about Dr. Jose Rizal as a hero. Specifically, the study sought to answer the following:

1. What is the level of knowledge and insights about Dr. Jose Rizal as a hero when taken as an entire group and when grouped according to:

1. Score
2. Sex
3. year level

2. Is there a significant difference in the level of knowledge and insights about Dr. Jose Rizal when grouped according to:

1. Sex
2. year level

METHODOLOGY

Research Design

According to Harcourt (2016), the research design investigated the relationships or associations between or among variables. Furthermore, DeVaus (2010) defined research design as the overall process by which the researchers would incorporate the study's components, such as the system of collection, measurement, and data analysis, more articulately and logically. A quantitative approach (Burns et al., 1993) defines

quantitative research as a formal, objective, systematic process for describing and testing relationships and investigating cause and effect. This study is quantitative in nature that aimed to determine the knowledge of criminology students about Dr. Jose Rizal and identify the significant difference existed between and among variables. The researcher employed a survey to gather information from the study participants. The researchers prepared two sets of questions specifically regarding the demographic profile of the criminology students and the test questions about Dr. Jose Rizal. According to (Punch, 2013), the quantitative approach favors close-ended questions, providing respondents with a set of lists of answers so that they would not be able to give lengthy open-ended responses.

Research Method

The researcher used a descriptive survey method. A survey is used to gather unique data for describing a population that is too large to observe directly (Mouton, 1996). A survey collects information from a sample of people through self-report, in which participants respond to a series of questions the investigator poses (Polit et al., 1993). Surveys can be used to conduct descriptive, explanatory, or exploratory research. In this study, the researcher gathered information through self-administered questionnaires distributed personally to the subjects. To achieve the objectives of this study, the researcher used a researcher-made questionnaire that underwent a reliability and validity test.

Research Locale

The study was conducted at the Carlos Hilado Memorial State University, Barangay Enclaro, Binalbagan, Negros Occidental, Philippines. The Binalbagan campus is the only campus specializing in Fishery and Fisheries Technology, offering majors in Aquaculture, Fish Processing, Law Enforcement, and Coastal Resource Management. Its Business program, too, is centered on Fishery Business Management. Other courses available include Teacher Education, Information Technology, and Criminology (Edukasyon.ph, 2019). The respondents were given questionnaire in school and were at a comfortable place that the respondent chose. The study was conducted in the first and second semesters of the academic year 2022-2023.

Respondents/Participants

This research study was conducted at Carlos Hilado Memorial State University Binalbagan Campus, Barangay Enclaro, Binalbagan, Negros Occidental, Philippines, to collect the responses. The respondents were the students of the College of Criminal Justice of the said university.

Using Slovin's formula, a sample size of 254 participants was determined from a population of 702 students enrolled in the College of Criminal Justice. Specifically, 70 (27.60%) from the first year, 71 (28.0 %) from the second year, 67 (26.40%) from the third year, and 46 (18.10%) from the fourth year. The study's respondents is shown in Table 1.

Table 1. Distribution of Respondents, the Population, Sample Size, and Percentage

Year Level	N	n	%
First Year	196	70	27.60
Second Year	194	71	28.00
Third Year	184	67	26.40
Fourth Year	128	46	18.10
Total	702	254	100.00

Sampling Techniques

Stratified sampling technique was utilized in the study to have equal representation per year level of Criminology students. Stratified sampling is a method that involves the division of a population into smaller sub-groups, known as strata. The technique allows researchers to obtain a sample population representing the studied population. The random selection of data from a whole population was employed in selecting the respondents, so each possible sample is equally likely to occur.

Data Gathering Instrument

A researcher-made survey questionnaire was used to gather the participants' responses. The survey questionnaire was divided into two sections. Part 1 captures the demographic profile of the participants based on the following variables sex and year level. Part 2 consists of score-based questions to determine the knowledge about Dr. Jose Rizal which was intended to answer the statement of the problems. The researcher-made questionnaire has a total of 50-item questions where the respondents were instructed to respond to the multiple test questions. To ensure that all topics are covered the table of specifications was made from the course syllabus of GECLIF- Life and Works of Jose Rizal. The researcher produced the test items through various reading sources and resources stipulated in the course syllabus. As a result, the planned questionnaire was finalized with professional assistance and comments. The researcher administered the reliability and validity test for the researcher-made questionnaire. Then after, the researcher administered the test to 254 students of the College of Criminal Justice. After the respondents had taken the test, the papers were checked, tallied, interpreted, and analyzed. According to Babbie (2019) questionnaires and surveys can be practical tools for data collection required for research and evaluation. The study was no exception to the general law, as the survey questions yielded specific outcomes. However, many aspects of the study were left unexplored. A questionnaire is a research tool that consists of a series of questions designed to collect data from respondents. Questionnaires are similar to written interviews in that they collect information. They can be done in person, over the phone, on the computer, or by mail (McLeod, 2018). Also, the questionnaire has been the most frequently adopted method of data collection (Zhu et al., 2018). The impact of shared method variance could not be disentangled in the current study since our primary and convergent validity measures were self-report questionnaires with similar formats. (Courrégé et al, 2018). The range of scores with corresponding verbal interpretation is shown in Table 4.

Table 4. Range and Verbal Interpretation

Score Range	Transmuted Mean Range	Verbal Interpretation
1-10	1.00-1.50	Very Low
11-20	1.51-2.50	Low
21-30	2.51-3.50	Average
31-40	3.51-4.50	High
41-50	4.51-5.00	Very High

Reliability of the Instrument

The research instrument's validity relates to appropriate measurements. The researcher used Good and Scates validity testing. It was a grading scale used to examine the items' coverage, appropriateness, and representativeness. Good and Scates was a standard questionnaire used to evaluate a set of survey questionnaires' validity (Oducado, 2020). To aid validation researcher presented with experts during the critical approach to the content validity procedure. The validity resulted in a 4.70 score from 3 validators using the Good and Scates validity instrument. Further, pilot testing was undertaken among selected

respondents, with at least thirty (30) participants, to determine the questionnaire's dependability. The data collected from the pilot test were analyzed. The Cronbach's Alpha is 0.973, which is "highly reliable". This assessed the reliability or internal consistency. Cronbach's alpha measures the internal consistency or reliability of a set of items, measurements, or ratings (Bujang, 2018). It estimates how reliable the responses of a domain of a questionnaire, instrumentation, or rating evaluated by subjects are, indicating the tool's stability.

Data Gathering Procedures

The researcher followed specific procedures in the conduct of the research study. A reliability and validity test was conducted to the instrument to determine whether the questionnaire effectively conveyed the respondents' responses. The researcher sought the approval of the Dean of the College of Criminal Justice of Central Philippine State University to conduct the pilot testing among the Criminology students. After the validity and reliability testing, the researcher finalized the instrument. Before the conduct of the study to the actual respondents, the researcher asked first the approval of the Executive Director of Carlos Hilado Memorial State University and the Dean of the College of Criminal Justice to conduct the survey in the university. The researcher then, administered directly to the chosen samples while complying with the strict protocols to ensure the health and safety of the researcher and the respondents. Two hundred fifty-four copies of a questionnaire were given out to be completed by the respondents and retrieved by the researcher. All retrieved questionnaires were subjected to a data analysis procedure.

Data Analysis Procedures

The raw data from survey questionnaires were used for data analysis. The analysis was accompanied by Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) tool. SPSS was considered because it is the most widely used statistical tool in academic and professional settings. SPSS is a software program used by researchers across multiple disciplines to perform quantitative analysis on large amounts of data. Data was collected and calculated using the statistical tool to answer the study's query in line with the definition of the problem and the study's objectives.

In Research Question No. 1, the researcher used descriptive statistics, such as frequency, percentage, mean and standard deviation. In In Research Question No. 2, the Kruskal-Wallis H and Mann-Whitney U tests were used to assess whether significant differences exist between respondents' demographic profiles. Mann-Whitney test and the independent samples t-test in the comparison. Mindful that differences in location are likely to be accompanied by variances, The researcher include the individual variances.

Ethical Consideration

Ethical standards in conducting the study was strictly observed. Written informed consent, anonymity, and data confidentiality are all considered and given high significance before, during and after the conduct of the study. The researcher's study activities were appropriately channeled through appropriate authority to seek approval and permission to conduct the study in the university. The researcher also assisted the participants to ensure that appropriate data was collected and their rights are observed and protected. Finally, additional instructions are given regarding the importance of getting the participant's agreement before starting the survey.

RESULTS AND DISCUSSIONS

In this section, the researcher presented the data collected in response to the questionnaire. The data were tabulated, analyzed, and interpreted. It was used to arrive at conclusions and recommendations.

Table 5. Level of Knowledge of Criminology Students About Jose Rizal When Taken as an Entire Group and When Grouped to Score

Score	F	%	Mean	Description	SD
1-10	4	1.6	2.20	Low	.00
11-20	94	37.0	2.57	Average	.76
21-30	121	47.6	3.08	Average	1.11
31-40	34	13.4	3.35	Average	.82
41-50	1	.4	1.00	Very Low	.00

Note: 1.00-1.50 (very low); 1.51-2.50 (low); 2.51-3.50 (average); 3.51-4.50 (high); 4.51-5.00 (very high)

Table 5 presents the respondents' demographic profile regarding knowledge and insight about Dr. Jose Rizal as a hero. The table showed that most participants got an "Average" rating score of 21-30, with 121 respondents, 47.6% ($M=3.08$, $SD= 1.11$) of the population. 37% ($M=2.57$, $SD= .76$), 94 respondents got a score in the range of 11-20, interpreted as "Average." 13.4% ($M=3.35$, $SD= .82$) of the population got scores ranging from 31-40, interpreted as "Average." Four respondents got a score on a scale of 0-10, interpreted as "Low," contributing to 1.6% ($M=2.20$, $SD=0.00$) of the total population. For the scores 41-50 interpreted as "Very Low.", only one respondent or 0.4% of the total population. The COVID-19 pandemic has created uncertainty in many national and global society areas, including education. The pandemic has caused psychological stress among students, making it difficult for them to concentrate on their studies, particularly in Rizal. Students expressed anxiety, exhaustion, loneliness, homesickness, grief, and hopelessness (Kuhfeld, 2020).

Table 6. Level of Knowledge of Criminology Students About Jose Rizal When Taken as an Entire Group and When Grouped According to Sex.

Variable		n	Mean	Description	SD
Sex					
	Male	175	2.75	Average	.75
	Female	79	2.71	Average	.64
Entire Group		254	2.74	Average	.72

Note: 1.00-1.50 (very low); 1.51-2.50 (low); 2.51-3.50 (average); 3.51-4.50 (high); 4.51-5.00 (very high)

Table 6 shows the Level Of Knowledge of criminology students about Jose Rizal when taken as an entire group and when grouped according to sex. Most respondents are male, covering 175 with ($M= 2.75$, $SD= .75$) interpreted as "Average". The female covered 79 respondents with ($M=2.71$, $SD=.64$) interpreted as "Average". Males and females almost got the same result in the level of knowledge about Jose Rizal. The entire group also got the average level, with ($M= 2.74$, $SD= .72$).

The findings show that males and females have almost equal knowledge about Jose Rizal. It has been argued that the scientific community should be trusted when sex is a significant source of variation (Fields, 2014). We have a 'knowledge gap' due to the historic sex bias (Johnson et al., 2014). As a result, just because the community always pools data or studies one sex does not imply that the decision is well-informed. Bias can harm research if the researcher allows his bias to distort measurements and observations and their interpretation. Equality of educational outcomes means that males and females have equal opportunities to succeed and that outcomes are determined by their talents and knowledge. To ensure equal

opportunities for success, the length of a person’s school career, academic qualifications, and diplomas should not differ based on sex. In this result, male and female College of Criminal Justice students have almost the same knowledge about Jose Rizal as a hero.

Table 7. Level of Knowledge of Criminology Students About Jose Rizal When Taken as an Entire Group and When Grouped According to Year Level

Variables		n	Mean	Description	SD
Year Level					
	1 st yr.	70	2.57	Average	.55
	2 nd yr.	71	2.20	Low	.55
	3 rd yr.	67	3.08	Average	.56
	4 th yr.	46	3.35	Average	.67
Entire Group		254	2.74	Average	.72

Note: 1.00-1.50 (very low); 1.51-2.50 (low); 2.51-3.50 (average); 3.51-4.50 (high); 4.51-5.00 (very high)

Table 7 shows the respondents’ scores as an entire group and when group according to year level. Overall, the fourth-year students received the highest scores. The 1st year, 3rd year and 4th year got the same level of “Average”. However, when mean results are compared the 4th year got the highest with ($M= 3.35$, $SD=.674$). While the 2nd year got the “Low” level with ($M=2.20$, $SD=.55$).

The highest level of education that a person has completed is referred to as educational attainment. The achievement of the learning objectives of that level is typically validated through the assessment of acquired knowledge, skills, and competencies. (Statistics-Canada, 2021). As a result, year-based scores are preferred when evaluating the knowledge of Criminology Students about Dr. Jose Rizal as a hero. The application of knowledge is important in school learning. The knowledge in adulthood critically depends on the individual’s acquisition of broader knowledge and abilities. The result of the finding was the higher year level got the highest score. This is due to the fact that the 3rd year and 4th year level already taken the course and most likely they have acquainted enough with the life, works and writings of Jose Rizal. On the other hand, the second year is currently taking the course of Rizal and most probably they are still on the process of knowing and absorbing knowledge about Rizal. It is quite interesting that the first year who have not taken yet the course but a little bit higher compare to the level of knowledge of the second year. Hence, the first year had a fresh knowledge about Rizal when they had it during their high school years.

Table 8. The Significant Difference in the Knowledge and Insights of Criminology Students According to Sex

Variable	P-value	VI
The significant difference in the level of knowledge and insights about Rizal	.609	NSD

S.D. – Significant Difference NSD – No Significant Difference

Table 8 shows the significant difference in the knowledge and insights of criminology students when grouped according to sex. Mann-Whitney U Test found no statistically significant difference in the knowledge and insights about Dr. Jose Rizal with a p-value of 0. 609. The findings confirm that gender did not significantly impact the student’s knowledge and insights about Dr. Jose Rizal. The sex differences analysis in test scores was especially important for investigating academic achievement. The process creates an excellent educational environment with equal opportunities for both sexes (Egorova et al., 2016). It was a

prerequisite for improving overall literacy. Analysis of sex differences was an important way for modern society to balance professional opportunities and destroy traditional stereotypes about men’s and women’s roles in society.

Table 9. The Significant Difference in the Knowledge and Insights of Criminology Students According to Year Level

	Variables	P-value	VI
First-year	Second-year	0.001	SD
	Third-year	0	SD
	Fourth-year	0	SD
Second-year	Third-year	0	SD
	Fourth-year	0	SD
Third-year	Fourth-year	0.085	NSD

S.D. – Significant Difference NSD – No Significant Difference

Table 9 shows the significant difference in the knowledge and insights of criminology students when grouped according to year level. The post hoc Tukey HSD Test found a statistically significant difference in the knowledge and insights about Dr. Jose Rizal between the first year, second year, and third year with a p-value of 0.001, 0.000, and 0.000, respectively. The findings confirm that the lower year level significantly impacted the students’ knowledge and insights about Dr. Jose Rizal in all other year levels. But in the higher years, the third and fourth years, there was no significant difference in the knowledge about Dr. Jose Rizal, with the p-value equal to 0.085.

The result confirmed that the higher the year level, the more mature and greater the understanding compared to the lower year level. Maturity influences people’s ability to accept responsibility for their thoughts, feelings, and actions. It impacts their ability to keep track of their thoughts and, in this case, control the various emotions they may experience while learning. Personal responsibility, shared communication, openness to new ideas, and problem-solving ability are all governed by maturity (DaSilva, 2021).

CONCLUSION

In conclusion, the Criminology students’ test scores show that they are in the average level of knowledge about Dr. Jose Rizal. The results also confirmed that the higher the year level, the higher the knowledge they gained about the hero as reflected on their test scores. It can be surmised that Rizal is still relevant in the modern times. Perhaps this is because his life works and writings are mandated by law to teach among students. However there still a need to consistently pursue and heightened the teaching about the hero since students are not fully knowledgeable about the life and contributions of Rizal in Philippine society. It is a reminder to the academe to give extra efforts to propagate the noble deeds of Jose Rizal to the young generation to continually educate the youth of today and future generations about the importance of freedom that has gained through the efforts of our heroes in the past.

As the Criminology students are on the process of becoming a modern day hero when they became the full-fledged police officers it is critical for them to not only study but also appreciate Rizal, his writings and contributions, which may teach them to become noble and true to their profession “to serve and protect” the nations like what Rizal did in the past. The contribution of Rizal to the country is priceless. Jose Rizal’s love for his country drove him to be executed. It was heroic for him to give up his life for an accusation and be a role model in the Filipino rebellion. Studying Rizal’s subject may give us a different perspective on him as

we study and dig into his life. However, studying his works may also lead us to understand life better. Like his objectives and goals, Rizal inspires us to be significant contributors that can help our country succeed. We must fight for our freedom, justice, and rights to achieve the triumph of all people regardless and cultivate the weapon of writing.

RECOMMENDATIONS

Upon careful consideration of the findings and conclusion of the study, the following recommendations were given:

The university, particularly colleges offering Criminology programs, could integrate the study of Rizal's life, works, and writings into relevant courses beyond a standalone Rizal course. This integration could encourage critical thinking about the themes of justice, social inequality, and nationalism that are prevalent in Rizal's works and resonate strongly with the field of Criminology. Reviewing course syllabuses to ensure these themes are explicitly addressed and explored through Rizal's lens would further enrich the Criminology curriculum.

The schools may continue to teach Rizal's life to students beginning in first grade. The sooner they learn about Rizal's life, the better acquainted. They will be with his significant contribution to his country, the Philippines, and his heroism to his fellow Filipinos.

Rizal's life should not revolve around classrooms. However, more museums should be dedicated to his novels and books so that children can learn and absorb more than just schoolbooks and videos. Suppose more learning visuals are made available for public use. There is a better chance that Jose Rizal will be remembered in that case.

Jose Rizal's literary works should be made more interesting for everyone, especially for young ones who find reading books boring. They should be exposed more to theatre plays narrating Rizal's novels like *Noli Me Tangere* and *El Filibusterismo*.

It may be recommended to future researchers who may decide to improve the study by investigating the role of government in the commemorating Rizal in the heart of the youth.

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