

The experience of teachers and students from the best practices of human rights in education

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The study investigated the schools' experiences on SUHAKAM's best practices in Human Rights (ATHAM) programme. The aim of the paper was to highlight the best practices of human rights program as experienced by the teachers and students. The views were expressed in terms of the importance of ATHAM objectives, challenges and ways to overcome the challenges. With the cooperation of the Ministry of Education, five schools were selected as the pilot project in 2009. This paper focused on the report of the quantitative results. A total of 798 respondents participated in the survey. There were 148 teachers and 650 students. The findings showed that both teachers and students agreed that the objectives were important. Lack of Time and lack of support in the practice of human rights was found to be the challenges among teachers and students. The results also demonstrated the ways to overcome the challenges were that school stakeholders must practice human rights. Subsequently, T-test was conducted for each component to provide a comparison of the experience between teachers and students towards the implementation of the ATHAM project. There were no major differences in terms of teachers and students experience toward the objective, challenges and ways to overcome challenges in the ATHAM program. Nevertheless, the results indicated that the schools had benefited from the program. This study informed and motivated the various stakeholders to promote the implementation of Human Rights in education.

Key words: Human Rights; best practices; ATHAM

Introduction

The World Programme for Human Rights Education, established by United Nations with the cooperation of United Nations Educational, Scientific and Cultural Organisation (UNESCO) and Office of the United Nations High Commissioner for Human Rights (OHCHR), seeks to promote a common understanding of the basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grassroots.

The First Phase of the Plan of Action of the above-mentioned programme (2005-2007) focuses on key actions that are to be undertaken by the ministries of education and other relevant agencies working in partnership to integrate human rights education effectively in the school system, nationally. (Plan of Action World Programme for Human

Rights Education, First Phase, 2006). The Plan of Action was adopted by all Member States of the United Nations General Assembly on 14th July 2005. The Human Rights Commission of Malaysia (SUHAKAM) states that Malaysia, being a Member State, has the responsibility to implement the Action Plan (SUHAKAM, 2009).

SUHAKAM, established under the Human Rights Commission of Malaysia Act 1999 (Act 597), has undertaken among its other functions, “to promote awareness of and provide education in relation to human rights” (Section 4(1)). To fulfil its function in human rights education, Education Working Group was set up and one of its working committee is the Sub-Committee of Human Rights Education in School (KEPHAMUS) which comprised of three nominations by Ministry of Education (School Division, Curriculum Development Centre and Teacher Education Division), three academicians from public universities and three representatives from non-governmental agencies. Since its inception, SUHAKAM under the Education Working Group, in collaboration with the Ministry of Education has completed several human rights education and Convention on the Rights of the Child (CRC) programmes such as conducting conferences, symposium, seminars and workshops for education officers, teachers, students and non-government organisations as well as disseminating materials on UDHR and CRC.

In 2009, the Human Rights Education in School committee under the Education Working Group, SUHAKAM proposed to undertake a holistic programme on Best Practices on Human Rights in Schools, known as ATHAM (SUHAKAM, 2009).

Five schools were selected for the first phase of ATHAM. It was projected that another five schools would participate in the programme in the second phase when the schools in the first phase have undergone the experiences of the programme and would subsequently act as a model to other schools. The paper aims to report the schools’ experiences on SUHAKAM’s Best Practices in Human Rights (ATHAM). It focussed on the participation, challenges, implementation, benefits, and future plans of the pilot schools on the ATHAM programme.

SUHAKAM’S Best Practices on Human Rights in Schools (ATHAM) Programme

The aim of the Best Practices on Human Rights in Schools (ATHAM) programme is to “create and practice a culture of human rights in school responsibly for continual social harmony and living.” The objectives of ATHAM are to:

1. encourage pupils and school citizens to give emphasis and take action towards the practice of human rights.
2. inculcate mutual respect and responsibility towards human rights and its practices in daily lives.
3. increase understanding and practices of human rights towards harmony for all.
4. encourage pupils and teachers to give emphasis to the aspects of human rights in the planning and implementation of school activities.
5. share experiences on human rights practices in school with local community.
6. reinforce the relationship and interaction among pupils regardless of race, religion or gender.

Human Rights Education in Malaysian Schools

Malaysia ratified the CRC in 1995 to uphold its commitment to the protection and welfare of her children. This was a major step for the country. Malaysia submitted its first report to the Committee on the Rights of the Child in 2006, and in return the Committee recognised the

Government's serious attempts to comply with the CRC - especially through the enactment of the Child Act in 2001.

The Committee submitted its Concluding Observations to Malaysia in 2007, which included the following recommendations:

- Review and abolish Malaysia's reservations to the CRC
- Ratify the two Optional Protocols and other international laws
- Review Malaysia's dual legal system (Civil and Syariah) as some domestic laws are obstacles to the realisation of the CRC in Malaysia
- Review and reform domestic laws such as the Essential (Security Cases) Regulations 1975
- Abolish capital punishment for children
- Review the Children and Young Persons (Employment) Act 1966 to ensure that acceptable conditions of work are clearly and strictly defined to comply with international labour standards.

Human rights education cannot be reduced to the simple introduction of human rights content. It brings about a profound reform of education, which touches upon curriculum in-service and pre-service training, textbooks, methodology, classroom management, and the organization of the education system at all levels. This is especially important in a multicultural society like Malaysia:

In Malaysian schools, the programmes that are related with human rights can be divided into two parts which are curriculum and co-curriculum. Curriculum can be defined as all the courses of study or subjects offered by an educational institution. It may include any educational experience. Malaysia has a 6-3-2-2 system of education, comprising six years of primary education, three and two years of lower and upper secondary education, followed by two years of post-secondary education. HRE in the co-curriculum refers to all activities outside the classroom offered to students in form of clubs or societies, sports and games, and uniformed units. As a result of their experiences and learning which occurs both in- and out of the classroom they would develop into responsible individuals with a more defined identity and global view of the world.

Curriculum

Generally, the education system provides the best mechanism to integrate and combine human rights values all over the world. The main or best practices in the school curriculum can be seen through the Moral Education, Islamic Education, and Civics and Citizenship Education (CCE) subjects. The Moral Education subject is a compulsory core subject for all non-Muslim students and Muslim students are required to take the Islamic Education subject. The core of the Moral Education syllabus is the 36 moral values. These values include faith, responsibility, and open-mindedness among others. The 36 values are categorized into seven major learning areas of study. There are self-development, family, environment, patriotism, human rights, peace and harmony. By learning all these values, the Ministry of Education hope to develop responsible individuals who are equipped with values that are acceptable to Malaysian society and aligned to universal values. The CCE subject is a compulsory subject for all students. The core of CCE is to educate students on their rights with responsibilities, multiculturalism, and harmonious living in Malaysia's plural society.

Co-Curriculum

Co-curricular activities are compulsory at upper primary and secondary levels, where all students must participate in at least two activities, of which one must be sports-related. Co-curricular activities are often categorised under the following: Uniformed Groups, Performing Arts, Clubs & Societies, and Sports & Games. These activities provide

opportunities for students to develop their interest, talent and aptitude outside the classroom. Students may also participate in more than two co-curricular activities. Competitions, special projects, and programmes are organised by schools such as Sports Day, Co-curriculum Day, Quran Reading Competition, Career Day, and Anti-Smoking Campaigns.

Methods and Sample

The study employed a mixed-method design in soliciting data. The quantitative data obtained through a survey conducted. There were a total of 798 respondents, namely 148 teachers and 650 students from the five participating secondary schools in the ATHAM programme. It is to be noted that not all respondents who participated in the first phase of the study responded to the questionnaire. The majority of the respondents were female teachers, which are 79.1% from a total of 148 teachers, with the other 20.9% consisting of male teachers. There were an almost equal number of male and female student's respondents, that is 53% female and 47 male respondents.

Findings and Discussion

The findings are described from the questionnaire administered to teachers and students on their school experiences with ATHAM programme by the five participating schools. This quantitative data were obtained during the second phase of the study. The first section describes the views of teachers and students over the objectives. It is followed by their experiences of them as challenges and the ways of overcoming those challenges. The summary of the findings is presented in the following areas:

1. Objectives of Best Practices of Human Rights (ATHAM) in schools programme;
2. The Challenges of Best practices of ATHAM;
3. Ways to overcome the challenges

The objectives of ATHAM

The results on the appropriateness of the objectives of ATHAM programme are given by the experience of the teachers and the students. It is followed by a comparison between teachers' and students' responses on the objectives of ATHAM programme. The results of teachers' responses are shown in Table 1.

Table 1 shows that majority of the teachers agreed with the ATHAM objectives at strengthening relationship and interaction among students regardless of their race, religion and gender (mean = 4.72), followed by the objective of enabling all school stakeholders to respect each other (mean = 4.70) and making all students, teachers and administrators understand that human rights is vital for working and living in harmony (mean = 4.53).

In addition, the teachers agreed that school stakeholders should practice human rights responsibly (mean = 4.49) and their school should emphasize the aspects of human rights in the planning and implementation of school activities (mean = 4.32).

It is interesting to note that most of the teachers indicated ATHAM provides them more opportunity to share their experiences on human rights during co-curriculum activities (mean = 4.27) when compared to class activities (mean = 4.20) or with local community (mean = 4.15).

Table 1 Teachers' responses to the objectives of best practices on human rights (ATHAM) in school

No	Statements	n	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Mean	S.D
			1	2	3	4	5		
1	Students, teachers and administrators must:								
(i)	practise human rights responsibly	148	0 (0)	0 (0)	3.4 (5)	43.9 (65)	52.7 (78)	4.49	0.57
(ii)	respect each other	148	0 (0)	0 (0)	1.4 (2)	27.0 (40)	71.6 (106)	4.70	0.49
(iii)	understand human rights are for people to work and live in harmony.	148	0 (0)	0.7 (1)	2.7 (4)	39.2 (58)	57.4 (85)	4.53	0.59
2	My school should emphasize the aspects of human rights in the planning and implementation of school activities.	145	0 (0)	0 (0)	6.9 (10)	54.5 (79)	38.6 (56)	4.32	0.60
3	My school should provide the opportunity for me to share my experiences on human rights with others:								
(i)	in class	148	1.4 (2)	0.7 (1)	6.1 (9)	60.8 (90)	31.1 (46)	4.20	0.70
(ii)	co-curriculum activities (association/ club/ uniform unit).	148	0 (0)	0.7 (1)	4.7 (7)	61.5 (91)	33.1 (49)	4.27	0.58
(iii)	with local community	147	1.4 (2)	0.7 (1)	10.2 (15)	57.1 (84)	30.6 (45)	4.15	0.73
4	My school should reinforce relationship and interaction among students regardless of race, religion and gender.	148	0 (0)	0 (0)	1.4 (2)	25.0 (37)	73.6 (109)	4.72	0.48

Note: Number in brackets indicates frequency.

Students' Responses to the Objectives of Best Practices on Human Rights (ATHAM)

The students were asked to indicate their views on ATHAM objectives based on their experiences in school and the results obtained are shown in Table 2.

The students agreed with almost all of the objectives as indicated by high mean values for most of the items, which is from 4.03 to 4.58. There were only two objectives with mean value between 3.9 and 4.0 which indicated that these objectives were also important in the implementation of ATHAM programme. The objectives with mean values between 4.03 to 4.58 include: to strengthen relationship and interaction among students regardless of race, religion and gender, to instil the importance of respecting each other (each with mean 4.58), to practice human rights responsibly (mean = 4.41), to understand that human rights is important for working and living in harmony (mean = 4.31), to plan and implement school activities that have human rights elements (mean = 4.16), and to share experiences with regards to human rights in co-curriculum activities (mean = 4.03). Other ATHAM objectives that the students deemed to be important likewise are ATHAM enabled students in sharing human rights information with local community (mean = 3.95) as well as in class (mean = 3.91).

Table 2 Students' responses to the objectives of best practices on human rights (ATHAM) in school

No	Statement	n	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Mean	S.D.
			1	2	3	4	5		
1	Students, teachers and administrators must:								
(i)	practise human rights responsibly	647	0.9 (6)	1.2 (8)	4.5 (29)	42.8 (277)	50.5 (327)	4.41	0.72
(ii)	respect each other	648	0.9 (6)	0.8 (5)	3.7 (24)	29.0 (188)	65.6 (425)	4.58	0.69
(iii)	understand human rights are for people to work and live in harmony.	645	0.9 (6)	1.7 (11)	8.5 (55)	43.1 (278)	45.7 (295)	4.31	0.77
2	My school should emphasize the aspects of human rights in the planning and implementation of school activities.	630	0.8 (5)	1.6 (10)	12.9 (81)	50.6 (319)	34.1 (215)	4.16	0.76
3	My school should provide the opportunity for me to share my experiences on human rights with others:								
(i)	in class	645	1.9 (12)	3.9 (25)	20.6 (133)	48.8 (315)	24.8 (160)	3.91	0.88
(ii)	Co-curriculum activities (association/club/uniform unit).	645	0.9 (6)	3.3 (21)	16.9 (109)	50.1 (323)	28.8 (186)	4.03	0.82
(iii)	with local community	642	2.0 (13)	4.5 (29)	20.1 (129)	43.6 (280)	29.8 (191)	3.95	0.93
4	My school should reinforce relationship and interaction among students regardless of race, religion and gender.	638	1.3 (8)	0.6 (4)	4.1 (26)	27.3 (174)	66.8 (426)	4.58	0.72

Note: Number in brackets indicates frequency.

Comparison between Teachers' and Students' Responses to Objectives of Best Practices on Human Rights (ATHAM) in School

A t-test to compare the responses of students and teachers on their views about ATHAM objectives was conducted and the results obtained are shown in Table 3.

The results indicated that there was overall significant difference between teachers' and students' responses ($p \leq 0.001$). The objectives that were perceived very differently by teachers as compared to students were: understanding that human rights is for working and living in harmony, to share experience on human rights in class as well as during co-curriculum activities (each at $p \leq 0.001$); to have sense of respect for each other, to share human rights experience with local community, and to strengthen students' relationships and interactions (each at $p \leq 0.01$); school should organize and implement school activities with human rights elements ($p \leq 0.05$). However, there was no significant difference between teachers' and students' responses with regard to the objective: human rights should be practised responsibly by the stakeholders.

Table 3 T-test comparison between teachers and students on their perceptions to objectives of best practices on human rights (ATHAM) in school

No.		Students (N = 611)	Teachers (N = 144)	t-value
1	Students, teachers and administrators must:			
(i)	practise human rights responsibly	4.41 (0.72)	4.49 (0.57)	-1.35
(ii)	respect each other	4.58 (0.69)	4.70 (0.49)	-2.63**
(iii)	understand human rights are for people to work and live in harmony.	4.31 (0.77)	4.53 (0.59)	-3.92***
2	My school should emphasize the aspects of human rights in the planning and implementation of school activities.	4.16 (0.76)	4.32 (0.60)	-2.37*
3	My school should provide the opportunity for me to share my experiences on human rights with others:			
(i)	in class	3.91 (0.88)	4.20 (0.70)	- 4.30***
(ii)	Co-curriculum activities (association/club/uniformed unit).	4.03 (0.82)	4.27 (0.58)	- 3.43***
(iii)	with local community	3.95 (0.93)	4.15 (0.73)	- 2.89**
4	My school should reinforce relationship and interaction among students regardless of race, religion and gender.	4.58 (0.72)	4.72 (0.48)	-3.01**
	Overall	4.24 (0.49)	4.43 (0.40)	-4.31***

Note: Number in brackets indicates standard deviation.

*** t – value significant at $p \leq 0.001$

** t – value significant at $p \leq 0.01$

* t – value significant at $p \leq 0.05$

In short, it can be seen that majority of the teachers and students agreed with ATHAM objectives even though there were overall significance differences between their responses to various items. A close examination of the tables revealed that more teachers viewed these objectives more favourably than their students.

ATHAM Challenges

The respondents were then asked on the challenges and constraints that may occur in the process of promoting and implementing ATHAM programme and their responses are reported in the following sections. Table 4 shows the responses of the teachers.

Most of the teachers ranked time as the main challenge of ATHAM programme (mean = 3.69). Nonetheless it is important to note that most teachers indicated that their school experienced no difficulties in implementing ATHAM programme (mean = 3.56). The other challenges in decreasing order were school stakeholders' (administrators, teachers and students) lack of human rights knowledge (mean = 3.34), inadequate skills in promoting ATHAM programme (mean = 3.26) and finally, lack of support from the community (mean = 3.20).

Table 4 Teachers' responses on ATHAM challenges

No	ATHAM Challenges	n	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Mean	S.D.	Rank
			1	2	3	4	5			
4	Time allocation in executing ATHAM programme is very limited.	143	2.1 (3)	7.0 (10)	23.1 (33)	55.2 (79)	12.6 (18)	3.69	0.86	1
5	My school experienced no problem in implementing ATHAM programme.	144	2.1 (3)	10.4 (15)	22.9 (33)	59.0 (85)	5.6 (8)	3.56	0.83	2
1	Students, teachers and administrators have lack of knowledge on human rights.	145	4.1 (6)	15.9 (23)	31.7 (46)	37.9 (55)	10.3 (15)	3.34	1.00	3
2	Students, teachers and administrator have inadequate skills to promote human rights in my school.	145	4.8 (7)	17.2 (25)	31.7 (46)	39.3 (57)	6.9 (10)	3.26	0.99	4
3	Human rights are difficult to be implemented in this school because of lack of support from the community.	144	4.9 (7)	20.1 (29)	32.6 (47)	34.7 (50)	7.6 (11)	3.20	1.01	5
Total		140						3.41	0.60	

Note: Number in brackets indicates frequency.

Students' Responses on ATHAM Challenges

When the students were asked to indicate challenges faced in implementing ATHAM, the foremost challenge they perceived were also on time limitation (mean = 3.52). The other challenges indicated by the students were lack of support from the community (mean = 3.40), stakeholders' inadequate skills in promoting ATHAM programme (mean = 3.36), lack of knowledge on human rights (mean = 3.29) and last but not least school did not face any difficulties in implementing ATHAM programme in their schools (mean = 3.23). See Table 5.

Comparison between Teachers' and Students' Responses on ATHAM Challenges

A t-test was conducted to further analyze teachers and students responses on ATHAM challenges and the result is revealed in Table 6. Although there was no overall significant difference between teachers' and students' responses, there were significant differences on some of the specific challenges. The most significant difference is in the item: my school experienced no problem in implementing ATHAM programme ($p \leq 0.001$). The other challenges that were significantly different included: lack of support from the local communities and time limitation (each at $p \leq 0.05$).

Table 5 Students' responses on ATHAM challenges

No	ATHAM Challenges	n	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Mean	S.D.	Rank
			1	2	3	4	5			
4	Time allocation in executing ATHAM programme is very limited.	644	5.4 (35)	12.9 (83)	25.5 (164)	37.1 (239)	19.1 (123)	3.52	1.10	1
3	Human rights are difficult to be implemented in this school because of lack of support from the community	646	6.0 (39)	13.3 (86)	29.6 (191)	36.5 (236)	14.6 (94)	3.40	1.08	2
2	Students, teachers and administrator have inadequate skills to promote human rights in my school.	647	7.1 (46)	12.5 (81)	31.4 (203)	35.4 (229)	13.6 (88)	3.36	1.09	3
1	Students, teachers and administrators have lack of knowledge on human rights	645	9.9 (64)	10.2 (66)	34.3 (221)	31.6 (204)	14.0 (90)	3.29	1.14	4
5	My school experienced no problem in implementing ATHAM programme.	647	10.5 (68)	13.3 (86)	31.5 (204)	31.8 (206)	12.8 (83)	3.23	1.16	5
Total		642						3.36	0.68	

Note: Number in brackets indicates frequency.

Table 6 T-test comparison between teachers and students on their experience to ATHAM challenges

No.	ATHAM Challenges	Students (N = 642)	Teachers (N = 140)	t-value
1	Students, teachers and administrators have lack of knowledge on human rights.	3.29 (1.14)	3.34 (1.00)	- 0.49
2	Students, teachers and administrator have inadequate skills to promote human rights in my school.	3.36 (1.09)	3.26 (0.99)	0.98
3	Human rights are difficult to be implemented in this school because of lack of support from the community.	3.40 (1.08)	3.20 (1.01)	2.05*
4	Time allocation in executing ATHAM programme is very limited.	3.52 (1.10)	3.69 (0.86)	- 2.11*
5	My school experienced no problem in implementing ATHAM programme.	3.23 (1.15)	3.56 (0.83)	-3.90***
Overall		3.36 (0.68)	3.41 (0.60)	- 0.89

Note: Number in brackets indicates standard deviation.

*** t – value significant at $p \leq 0.001$

** t – value significant at $p \leq 0.01$

* t – value significant at $p \leq 0.05$

In conclusion, both teachers and students had chosen time as the key barrier in implementing ATHAM. It is interesting to note that the two groups of respondents significantly differed in their perceptions on items regarding lack of knowledge of human rights and inadequate skills in promoting human rights as important challenges faced in ATHAM programme.

Overcoming Challenges

Related to the challenges of ATHAM programme, ideas were gathered from the respondents about the ways of overcoming the challenges. Their views were analyzed and presented in the following sections.

Teachers' Responses on Overcoming ATHAM Challenges

Table 7 presents the results of teachers' responses on some of the techniques and methods that can be utilised in overcoming ATHAM challenges. The most agreeable method in overcoming barriers in promoting human rights is every single school stakeholder must practice human rights (mean = 4.40) This is followed by integration of human rights in school disciplines (mean = 4.37), co-operation among the stakeholders (administrators, teachers and students) in implementing ATHAM activities (mean = 4.32) and involvement of SUHAKAM in ATHAM activities in school (mean = 4.08). However, there were some teachers who were neutral (33.6%) that no special program need to be organized in their schools in promoting human rights (mean = 3.14).

Table 7 Teachers' responses on overcoming ATHAM challenges

No	Overcoming Challenges by ATHAM	n	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Mean	S.D.	Rank
			1	2	3	4	5			
1	Every student, teacher and administrator in school must practice human rights.	146	0 (0)	0 (0)	3.4 (5)	52.7 (77)	43.8 (64)	4.40	0.56	1
2	Human rights should be integrated in school discipline.	146	0 (0)	0 (0)	6.2 (9)	50.7 (74)	43.2 (63)	4.37	0.60	2
5	Co-operation among students, teachers and administrator in implementing ATHAM activities.	146	0 (0)	0.7 (1)	3.4 (5)	58.9 (86)	37.0 (54)	4.32	0.57	3
4	SUHAKAM should take part in ATHAM activities implemented in this school.	146	1.4 (2)	6.8 (10)	8.2 (12)	49.3 (72)	34.2 (50)	4.08	0.91	4
3	Human rights do not need a special program in order to be implemented in school.	146	10.3 (15)	16.4 (24)	33.6 (49)	28.8 (42)	11.0 (16)	3.14	1.14	5
Total		146						4.06	0.45	

Note: Number in brackets indicates frequency.

Students' Responses on Overcoming ATHAM Challenges

Table 8 shows the views of students on how challenges faced by ATHAM can be overcome. Their views were quite similar to that of their teachers as items pertaining to human rights practice, co-operation, integration and SUHAKAM involvement were methods chosen by the students to overcome the challenges. Each of the above items was rated with a mean value of more than 4.0. The first and foremost way chosen was human rights should be practised by all school stakeholders (mean = 4.27), followed by co-operation among all school stakeholders (mean = 4.21). Thirdly, the integration of human rights in school discipline can help in solving the challenges (mean = 4.09) and finally the students agreed that involvement of SUHAKAM was another important way (mean = 3.90). Although majority of the students have chosen one or more methods of overcoming challenges, some students (40.8%) were neutral in their response that no special programme in school is necessary for human rights (mean = 2.98).

Table 8 Students' responses on overcoming ATHAM challenges

No	Overcoming Challenges by ATHAM	n	Totally Disagree	Disagree	Neutral	Agree	Totally Agree	Mean	S.D.	Rank
			1	2	3	4	5			
1	Every student, teacher and administrator in school must practice human rights.	646	2.0 (13)	2.0 (13)	7.9 (51)	43.0 (278)	45.0 (291)	4.27	0.85	1
5	Co-operation among students, teachers and administrator in implementing ATHAM activities.	645	2.0 (13)	2.5 (16)	9.3 (60)	44.5 (287)	41.7 (269)	4.21	0.86	2
2	Human rights should be integrated in school discipline.	646	1.7 (11)	4.0 (26)	12.5 (81)	47.4 (306)	34.4 (222)	4.09	0.88	3
4	SUHAKAM should take part in ATHAM activities implemented in this school.	645	2.8 (18)	4.2 (27)	18.3 (118)	49.5 (319)	25.3 (163)	3.90	0.92	4
3	Human rights do not need a special program in order to be implemented in school.	642	12.0 (77)	17.0 (109)	40.8 (262)	21.5 (138)	8.7 (56)	2.98	1.10	5
Total		638						3.89	0.56	

Note: Number in brackets indicates frequency.

Comparison between Teachers' and Students' Responses on Overcoming ATHAM Challenges

A t-test to detect any significant differences between teachers' and students' responses on overcoming ATHAM challenges was conducted. There was significant difference in the responses of teachers and students with regard to the ways in overcoming ATHAM challenges with teachers responding far more favourably on methods regarding integrating ATHAM in school discipline ($p \leq 0.001$), human rights should be implemented by all school stakeholders (administrators, teachers and students) as well as the involvement of SUHAKAM in all ATHAM activities. See Table 9.

Table 9 T-test comparison between teachers and students on their perceptions to overcoming ATHAM challenges

No.		Students (N = 638)	Teachers (N = 146)	t-value
1	Every student, teacher and administrator in school must practice human rights.	4.27 (0.85)	4.40 (0.56)	-2.34*
2	Human rights should be integrated in school discipline.	4.09 (0.88)	4.37 (0.60)	-3.69***
3	Human rights do not need a special program in order to be implemented in school.	2.98 (1.10)	3.14 (1.14)	- 1.55
4	SUHAKAM should take part in ATHAM activities implemented in this school.	3.90 (0.92)	4.08 (0.91)	-2.14*
5	Co-operation among students, teachers and administrator in implementing ATHAM activities.	4.21 (0.86)	4.32 (0.57)	-1.85
	Overall	3.89 (0.56)	4.06 (0.45)	-4.01***

Note: Number in brackets indicates standard deviation.
 *** t – value significant at $p \leq 0.001$
 ** t – value significant at $p \leq 0.01$
 * t – value significant at $p \leq 0.05$

Overall, both teachers and students agreed with the ways suggested in overcoming ATHAM challenges except that they were neutral in their response that special programme be organised in order to implement ATHAM in schools.

Conclusion

The results were presented in the three sections mentioned which are the views on the objectives and followed by the challenges and finally the ways to overcome challenges in the experience of ATHAM program in schools. It can be concluded that teachers viewed those objectives more favourably than the students. In the experience of facing challenges, both teachers and students view the constraint of time and lack of support as the obstacles. In overcoming the challenges, teachers requested the greater involvement of SUHAKAM and all school stakeholders. Nevertheless, the students' and teachers' experience towards the implementation of ATHAM is of positive. Therefore, the implementation of ATHAM is encouraged to all schools.

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