

A Re-Visit Of The Cultural Program Of Bohol Island State University, Main Campus Tagbilaran City: Proposed Comprehensive Cultural Program

LEMUEL P. ABDUL, PhD

Director, Sports and Cultural Affairs

lemuelabdul24@gmail.com

ABSTRACT

Education cannot happen just at school; it must go beyond the walls of the classroom. Same thing is true with learning one's culture. Understanding the culture of a nation, people, or group—the arts, beliefs, customs, practices, values, and social behaviors—lies at the heart of the individual being. Through cultural events, a person can broaden his horizons and gain unique insights into their own communities as well as a broader global perspective of our world's diverse cultures.

The primordial purpose of this study was to re-visit the cultural program of Bohol Island State University, Main Campus Tagbilaran city. The study utilized quantitative and qualitative type of survey. It made use of the researcher –made questionnaire, FGD or a focused group discussion and a documentary review. The study's locale was Bohol Island State University - Main Campus, Tagbilaran City, with 90 sample respondents.

Results of the study revealed that there is no formulated vision, mission and goals of the existing Cultural program in BISU main campus; and that the mandates on the terms of office and election of officers needs total revising. Further, the organizational structure on theatre/dramatic arts, visual and literary arts need to be thoroughly reviewed. The study also manifested various activities such as dances, .music, theatre literary and visual arts to which the performing groups are engaged in. Eventually, as to extent of participation among the component groups both school and community activities, SKILARTILES and

DULANG KALINGAN participated the most. FGD results with school administrators and SAO personnel as well as the performing groups indicated the best features of the Cultural program of BISU like their performing groups that are actively participating both in school and in the community. Their cultural program is also developing. The focus of cultural presentations is the preservation of Boholano and Filipino culture in general. They perform in the International Arts and in the Drama Festival in Tagbilaran. They give emphasis also to variety shows and empowered members to become confident and overcome shyness. The groups have their regular evaluation and feed backing.

Keywords: culture, cultural program, cultural activities, performing groups, school / community participation.

Introduction

The culture and the values followed in a particular community display its own unique identity. Being shared amongst various members of a community, the language, art, and religion serve as the major symbols of culture, thereby distinguishing it from other cultures in the society. Further, culture is learned and passed on from the older generations to the newer ones, thus; keeping it alive and fresh.

Culture is also considered as merely a bond or tie that keeps people belonging to a particular region or community together. People following similar rituals, customs, and values fall into one culture, thereby connecting them together. These include the festivals they celebrate, the kind of clothing they wear, the food they eat, most importantly, the cultural values they adhere to.

Bohol is one of the island provinces to have developed a culture of its own. Its culture is much like the culture of the Philippines. This is one thing that separates us from the rest of the Filipinos. We have colorful and lively culture that make Boholanos distinctly a Filipino. This includes traditions, language, arts and which are found in our museums, churches and galleries (<http://pinas.dlsu.edu.ph/culture/culture.html>). Majority

of the Boholano culture has been greatly influenced by Spanish civilization mixed with indigenous Filipino traditions. It is based on the majority population of Austronesian or Malayo-Polynesian people on the island. There are influences from indigenous Melanesian people such as the Eskaya tribe, and from the colonizing Spanish and trade with Mexico. There is also influence in the culture from China and other Asian countries. (<http://www.google.com.ph/#output=search&sclient=psyab&q=boholano+culture&oq=boholano+culture>)

Bohol Island State University which envisioned for the formation of world class and virtuous human resource for sustainable development in Bohol and the Country; and guided by its mission committed to provide quality and innovative education in strategic sectors for the development of Bohol and as such aimed to develop and promote culture of quality service and excellence, made it to the point of putting up or creating the Cultural Affairs and sports program with all the enlisted activities for the calendar year that climaxes the Students Affairs Office. The program may seem informal because of lacking system and organization and documents; however it is recognized by the University and even the community, and it is for this reason that the researcher, being the assigned Chair of said program for quite some time is prompted to conduct a study on this matter to find out if the existing cultural activities in school are in lined with the mission, vision and goals of the university as a whole; considering that the cultural program is one of the services of the Students' Affairs office, if it occurs with all the documents that will support its existence and how well is the program given due importance; hence this study.

RESEARCH METHODOLOGY

Design

The nature of the study required the use of the qualitative and quantitative type of survey. Qualitative because it analyzes the Focus Group Discussion (FGD) to get an in-depth information as to the standing of the Cultural

program of the university and quantitative in the sense that it made use of the responses of the researcher –made questionnaire as a tool in gathering the data on the profile of the respondents and status of the present program.

Furthermore, documentary review using logbooks and invitations was also employed in finding out the extent of participation among the performers in both school and community activities.

RESULTS AND FINDINGS OF THE STUDY

The questionnaire gathered information on the profile of the respondents' personal data and the status of the present Cultural program of BISU, Main Campus

Profile of the Respondents. There were three groups of respondents. They were classified according to their position and or designation. They were the School Administrators, the SAO Personnel and the members of the Performing Groups. These are all reflected in Table 2. The members of the Performing groups had the greatest percentage of 38.89 %. The SAO Personnel had 11.11 per cent; and the Directors under the school administrator's item had also 7.78 percent. There were a total of 90 respondents from the different groups.

**Table 1 Profile of the Respondents
N=90**

| Items | F | % | Rank |
|---------------------------------|----|-------|------|
| School Administrators | | | |
| Deans | 4 | 4.44 | 8.5 |
| Unit Heads | 5 | 5.56 | 6 |
| Directors | 7 | 7.78 | 4 |
| Chairpersons/ Coordinators | 4 | 4.44 | 8.5 |
| SAO Personnel | | | |
| Heads of the different Services | 10 | 11.11 | 3 |
| members | 5 | 5.56 | 6 |
| Performing groups | | | |
| Advisers/ trainors | 5 | 5.56 | 6 |
| officers | 15 | 16.67 | 2 |
| members | 35 | 38.89 | 1 |

| | | | |
|--------------|----|--------|--|
| Total | 90 | 100.00 | |
|--------------|----|--------|--|

Status of the Cultural Program of BISU, Main Campus

The information on this aspect is well portrayed in Table 3. The responses were categorized as : 4- existing and substantial, 3- existing but needs little revising, 2- existing but needs total revising and 1- missing.

Vision, mission and goals

The information shows that vision, mission and goals were rated by 100 percent or all of the respondents, as **Missing**. The composite mean of 1.00 **or Missing** indicates that there was no VMG that was formulated ever since the Cultural program has been occurring for quite some time.

Performing Group membership and composition

The various Performing groups have their official name, was the only item rated as **Existing and substantial**, with a weighted mean of 3.67, which means that all the performing groups that have been created had its name endorsed and approved. Further, the item on its contained mandates in the aspect, terms of office and election of officers, were rated by the groups as **Existing but needs total revising**. This means that this has to be reviewed because any composition without specific terms and selection of officers is not appropriate.

The other items like declaration of principles and objectives, membership, bill of rights duties and responsibilities of members and officers, and groups’ composition were also existing but needs little revising. The composite mean was 2.95, with a descriptive value of **Existing but needs little revising**.

Duties and Responsibilities of Officers, Members and Advisers

All the items under this aspect, obtained a rate of **Existing but needs little revising**. The item with the greatest weighted mean was the position of the President, item 1 while the least mean weight was given to items 6 and 7,

Public Information officer and sergeant at arms, 2.99. The composite mean was 3.11, described as **Existing but needs little revising**. This signifies the necessity of reviewing the duties and responsibilities of the officers of the different performing groups.

Organizational Structure

There are five components of a cultural program identified in this study. Of the five, two, dances and music were rated as **Existing and substantial**. Theatre /dramatic arts and literary arts also existed in the program, but these needs total revising, together with visual arts. The composite mean was 2.86, **Existing but needs little revising**. This means that the organizational structure of the existing cultural stills needs to be looked over.

Administrative Support

Of the four items, item 3, allowance, was the only one that received a **Missing** rating. Item 4, training/workshops, **Existing but needs total revising**. Meanwhile, item 1, funding and item 2, school transportation, both were **existing but needs little revising**, this is something that the administrators have to looked into, if they wished the performing groups be active and vigorous.

Table 2 Summary Table of the Status of the present Cultural Program of BISU

| Items | Composite Mean | Descriptive Value |
|--|----------------|------------------------------------|
| 1. Vision, mission and goals | 1.00 | Missing |
| 2.PerformingGroup Membershipand Composition | 2.95 | Existing but needs little revising |
| 3.Dutiesandresponsibilities ofofficers are clearly discuss | 3.11 | Existing but needs little revising |
| 4.Organizational Structure | 2.86 | Existing but needs little revising |
| 5.Administrative Support | 2.48 | Existing but needs little revising |
| Over-all Composite Mean | 2.48 | Existing but needs total revising |

Cultural Activities engaged in by the Performing Groups

Dances. As shown, of the six kinds of dances, item 1, folk cultural; item 2, modern and item 3, hiphop were rated by the respondents as **Existing and Substantial**. These are the most common dances portrayed by the Performing groups whenever there are school programs; hence, they are observable during school activities.

Two items were **missing**, which means the performing groups had not been observed performing such kind of dances. These were jazz and ballet. This is because; the school itself does not offer ballet dancing and has no instructor who is adept in kind of dance. Interpretative dance, was noted by the respondents **Existing but needs little revising**; the composite mean was 2.59, described as **Existing but needs little revising**.

Music. Item 1, Folk/cultural and item 2, classical music were the kind of music where people of BISU became familiar with and were noticeable during program presentations; hence, they rated these as **existing and substantial**; they ranked 1 and 2 respectively.

Item 2.3, jazz music and item 2.5, country music were rated **missing**. While item 2.4, pop music received a mean weight of 1.82, **Existing but needs total revising**. The composite mean was 2.34, described as **Existing but needs total revising**. This indicates that there is a dire need to improve this part as one of the activities in school to promote culture.

Visual arts. Only two items were rated as **Existing** though they need to be **totally revised**. These were item 3.1, drawing and item 3.2, painting. These mean that members of this component art were exposed only by these two things in arts. Meanwhile, three items were rated **Missing** namely: sculpture, carving and ceramics. The composite mean was 1.31, described as **Missing**. This has to be taken heed by the one in charge of the program, if it were to achieve the realization of the program.

Literary arts. Rated as **Existing but needs little revising** were noted to item 4.1, newsletter; item 4.2,

narratives, and the item, essays, The members of the Performing groups were already used to doing these, especially whenever there are activities or programs in and out of school. The literary arts give focus on the activities relative to sports and cultural programs, as a way of documenting the whereabouts and the achievement of the members in each group. However, item 4.4, poetry writing and item 4.5, creative writing were not realized by the members of the performing groups; hence, **Missing**.

Theatre/dramatic arts. The two items under this aspect were both rated **Existing but needs little revising**. These were dance drama/stage play and musical shows. The performing groups used to include in their cultural shows but very seldom only.. The composite mean was 2.66, **Existing but needs little revising**.

The over-all composite mean on the cultural activities engaged in by the members of the 2.17, with a descriptive value of **Existing but needs total revising**. This implies the urged to enthusiastically go over or review the cultural activities.

Table 3 Summary Table of Cultural Activities engaged in by the Performing Groups

| Components | Composite Mean | Descriptive Value |
|-------------------------|-----------------------|------------------------------------|
| Dances | 2.59 | Existing but needs little revising |
| Music | 2.34 | Existing but needs total revising |
| Visual Arts | 1.31 | Missing |
| Literary Arts | 1.97 | Existing but needs total revising |
| Theatre/Dramatic | 2.66 | Existing but needs little revising |
| Over-all Composite mean | 2.17 | Existing but needs total revising |

Extent of Participation of Performing Groups

The data showed that Skilartales Performing Arts had the most numbered participation in both school and community activities. DulaangKalinangan had also better participation in the school activities. Star PG had the least participation in the community activities.

Table 4 Summary Table of Extent of Participation of Performing Groups

| Performing Groups | School activities | | Community activities | |
|-----------------------------|-------------------|------------|----------------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Skilartales Performing Arts | 11 | 64.71 | 12 | 85.71 |
| DK | 12 | 70.59 | 6 | 42.86 |
| CPG | 9 | 52.94 | 5 | 35.71 |
| STARPG | 8 | 47.06 | 1 | 7.14 |
| BISU Band | | 0.00 | 3 | 21.43 |
| | | | | |

Focus Group Discussion Results

There were two groups that were subjected to an FGD. Each group had different schedule for the focus group discussion. The first group was composed of the school administrators and SAO personnel while the second, were the members of the performing groups

FGD with School Administrators and SAO Personnel. The group discussion was guided by the following structured questions such as the best features of Cultural program, curriculum output review, SAO organizational chart and comparing BISU’s cultural program with those of other schools in Tagbilaran.

Best features of the Cultural program, were the following:

- that there is an active participation among the performers in the community like their participation in the yearly Sandugo festival on its nightly shows as participated by the Skilartales performing group; the annual drum and bugle corps, sponsored by Alturas, as participated by the

BISU band. These are considered an achievement of the cultural program.

-The selection of participants or performing groups is said to be “open” to all interested and talented students of BISU- but the bests were chosen from among them.

-In the internal aspect particularly the Cultural program, there are a lot of activities in school where the student performers present cultural shows. They presented a variety of dances –mixing modern and cultural dances. There is balance in their presentations, dances that are cultural in nature, reflecting our own culture and contemporary dances.

-There is full support of the Cultural program from the system; yet still the program is lacking because there have been only Skilartales to present dances and songs and the DulaangKalinangan to present stage plays depicting culture.

In conclusion, there is always a large room for improvement according to one of the respondents

Another respondent who has been in BISU for more than 30 years mentioned the following:

. Since the late 70’s, there were no resources in terms of socio-cultural activities. There were times when during school programs, the then BSAT used to invite other presenters/dancers; though there is already that famous Drum and Bugle and whenever they present, there were always negative comments, unlike now when BISU presents, comments are good and we often hear other presentors saying “ let’s try our best because BISU is participating”

In the late 80’s, it started to organize groups of students participating in dancing and in drama. And in the late 90’s, progress is almost 180 degrees. The then CVSCAFT formed cultural groups to perform during school programs- they were the Skilartales compose of students with skills and talents. The group becomes popular for the school offered scholarship –taken from the Congressional fund. As it continued to progress, it is not only one group but comes

the dramatic group. There are presentations of stage plays by DulangKalinanangan. This group becomes popular because CCAD always invite DK to present cultural stage plays. Both Skilartales and DK are now hired and invited to present their shows in the different parts of the province. Generally, the trend of the Cultural program is ascending.

In the second question, posted during the FGD, it now focused on the Curriculum output evaluation, It asked if there is an evaluation made to find out if the targeted objectives/ expected outcome for the Cultural program have been achieved. The following answers were given:

- there was no evaluation yet; and if ever there is, it is not just focused on one particular aspect. "We do believe that there are loopholes."

-the socio cultural program in BISU is included in P.E. therefore all P.E teachers belong to this structure

-if there is something that needs to be improved- "we apply remedy" like in P.E if the instructor is good in folkdance but is not inclined to sports, then we hire another faculty that has the expertise in sports to handle P.E in sports. Instructors from P.E 1-4 has each own area or specialization

Still another answer crop up, "we do not have extensive evaluation in every activity, but there are times we gather some of these BISU people to get feedbacks from the activities held.

When ask - if there is consonance of the socio-cultural activities with the university's goals and objectives, the immediate reply was:

"Everything is aligned ".to support this, one of the goals of the university is community extension and services, and the socio-cultural groups is responding to this through its involvement in the community in terms of showcasing cultural activities. Another goal is the holistic development of individual student- this is answered through students' participation in the socio-cultural program.

In closing, they said “there are still activities coming up regarding cultural that are to be implementedbecause as of this time, we are still in the process”.

The evaluation and monitoring of the cultural program is the responsibility of the chairman of the Sports and Cultural program, it is he who will develop the instrument.

On the third question, clarifying the SAO organizational chart, specifically on Sports and Cultural program, if it would be possible for this component to be separated so as not to make the task of the one in charge bulky.

The answer: Although there is only task reflected in the chart, but the two are separated: Sports is manned by one person, while another person takes charge of the cultural.

When asked of the possibility for overlapping of work load. “there is no conflict nor overlapping that happened.” One of them is de-loaded

The assigned chairman will coordinate with the coordinator. Besides, it is also indicated in the appointment and designation, the duties and responsibilities of the one assigned.

On the last questioned: Comparing the Cultural program of BISU with other schools in Tagbilaran. The responses are as follows:

- In other schools, their cultural programs are very polished, they have more refined shows and they are very cultural because they are already established. ... while in BISU, they lack instruments and other needed facilities.
- There is time constraints- though we have a lot of talented students, but no organizations/ clubs yet; there are teachers who can mentor some of these activities, but then they are fully loaded
- “behind mi gamay if compared with other schools but in terms of development- ok lang, the socio-cultural

started to bloom with CVSCAFT pa, considering the time frame, 2 years pa”

- “The other schools are very much established but - ours, we have just started”
- We also plan to hire instructors with passion, lisod e organize if there are no professionals and experts in the area
- Another thing, wala pa maapil in the target plan, or this is not a priority
- We also wait for sponsors like agencies that will support the tuition fees or offer scholarship for the performers/ participants of the cultural program because if the performers will be the one to pay their tuition, they will not be encouraged to exert efforts to perform at their best.

The following conclusions are drawn:

On the Status of the Present Cultural Program of BISU, Main: There is no formulated vision, mission and goals of the existing Cultural program. The mandates on the terms of office and election of officers needs total revising; and that he organizational structure on theatre/dramatic arts, visual and literary arts need to be thoroughly reviewed; lastly, the support from the Administration is insufficient in terms of training workshop and allowance which the members of the performing groups needed most.

On the Cultural activities engaged in by the Performing Groups, It was established that the members of the performing groups are engaged in folk/Cultural combined with modern and hiphop dances, jazz and ballet are not presented during their cultural shows. They likewise present folk/cultural songs as well as classical. They fail to present jazz and country music. The visual component in the program includes only drawing and painting. They do not engage in sculpture, carving and ceramics. The scribblers in the literary arts are engaged in newsletter, narratives and essays. They are not into poetry and creative writing. Dulaang Kalinangan theatre arts present dance drama and stage play; however, their performance needs to be improved

As a whole, the cultural activities engaged in by the members of the performing groups of the Cultural program of BISU needs to be revised and be improved.

As regards the extent of participation among Performing Groups both in School and Community activities In school activities, both the SKILARTALES and Dulang Kalingan participated the most; but in community activities, the SKILARTALES performed the most.

The Focus Group Discussion (FGD) results with School administrators and SAO personnel concluded that there are best features of the Cultural program of BISU like their performing groups that are actively participating both in school and in the community. Their cultural program is also developing. Although there is no evaluation and monitoring that happened, every problem that they met is remedied. The Sports and Culture program is headed by a Chairman but with no coordinators to assist him. When compared to other schools in Tagbilaran, BISU cultural program is far behind considering that they have just started and still lacking in instruments and facilities.

FGD with the Members of the Performing Groups. The best features of BISU Cultural program according to the members of the performing groups were as follows: The focus is the preservation of Boholano and Filipino culture in general. It has to be inculcated to students and to the people through their cultural performances. They sing and dance Filipino/ cultural songs and dances. They performed in the International Arts and in the Drama Festival in Tagbilaran. They give emphasis also to variety shows and empowered members to become confident and overcome shyness. There were problems encountered by the members such as lacking support from administration, be it financial and other supports needed by the group and conflict of schedule. They lack instruments in the band, and there is problem of unity among the Performing groups. The groups have their regular evaluation and feed backing. Finally, comparing the group with other schools, they can be of the same level in terms of their performances.

The following recommendations are offered: **1).** There has to be a formulated VMG of the Cultural program for this gives direction as to its purpose of its existence; **2).** There has to be a unified constitution and by-laws among all the performing groups; with principles and objectives, bill of rights, duties and responsibilities among members, officers and advisers must be stressed and emphasized; **3).** All the components of the Cultural program of BISU main need to be improved especially the theater and literary arts; **4).** Monitoring and evaluation of the program has to be conducted periodically to find out the gaps of the program; **5).** All the unsound responses gathered during the FGD with school administrators and the Performing groups maybe be taken heed for the improvement of the cultural program.

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