

Social Acceptability Between Students from Ethnic and Non-Ethnic Groups in Basilan, Philippines

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Date of publication (dd/mm/yyyy): 02/06/2017

Abstract — This study was to determine the ‘Social Acceptability between students from Ethnic and Non-Ethnic Groups in Basilan’. The subjects of the study were the BaSC Freshman Students belonging to the Ethnic Yakan and Tausug, and Non-Ethnic Visayan, and Chavacano groups. A purposive – random sampling procedure were employed in the selection of the respondents of the study. The descriptive research design was used. The results were: (1) The Chavacano students are perceived to be the most acceptable by students from other ethnic groups; (2) The highest degree of social acceptability is between the Visayan students and Chavacano students; (3) The lowest degree of social acceptability is between the Yakan and Chavacano students; (4) There are significant differences between the extents of the acceptability among the students from the Ethnic and Non-Ethnic Groups in Basilan. Thus, the degrees of social acceptability between students from ethnic and non-ethnic groups in Basilan significantly differ.

Keywords — Social Acceptability; College Students; Ethnic And Non-Ethnic Groups; Descriptive Method; Basilan, Philippines

I. INTRODUCTION

Social acceptability refers to the acceptance without prejudice, of people of all ethnic groups within a social milieu. It includes the correlates of recognition, respect, interaction, adaptation and sharing, which are variables that influence perceptions of acceptance, It distinguishes between genuine, unconditional acceptance on the other hand, and superficial tolerance on the other which suggests being forced, through extraneous circumstances, to ‘put-up’ with people we do not necessarily like and wish to be with. [1]

When members of different ethnic groups or perceived out groups live side by side in the same society they either move towards some forms of unification or may intensify their differences. [2][3] For centuries social distance studies have been used to understand inter group relations especially in communities characterized by distrust, dislike and conflicts. Attachment of a person to the perceived out group may range from closeness and acceptance to the extreme of complete denial from the group to genocide behavior particularly in moment of crisis. [2]

From the perspective of the inter-group contact theory, it was believed that continuous interactions among members of majority and minority groups would lead to improvement in relationships among them. This expectation will have a positive result if certain conditions prevail. He has formalized the theory, stating that inter-group contact would lead to a reduced inter-group prejudice if the contact situation embodies four conditions: (1) equal status between the groups in the situation, (2) common goals, (3) no competition between the groups,

and (4) authority sanction for the contact. It emphasizes that cooperative interracial interaction aimed at attaining shared goals must be promoted to ensure positive inter-group relations. [4][5]

The school as first and foremost a social institution, is an established organization having an identifiable structure and a set of functions meant to preserve and extend social order. Its primary function is to move young people in the mainstream of society. The curricula, teaching, process of evaluation and relationships among people reinforce a public image to which young people are expected to inspire. His image is concerned with preserving our heritage, adapting to social change and making change happen where it is needed.

At Basilan State College, the multi – ethnic academic community is mostly composed of students from the four major ethnic groups in Basilan – the Yakan, Tausug, Visayan, and Chavacano. An insight on this social concept among its students will gauge the social relationships of students from among the different major ethnic groups in the Basilan.

It is based on the premises presented that there is a need to determine the ‘Social Acceptability between students from Ethnic and Non-Ethnic Groups in Basilan’, and serving as basis, develop an institutional program to improve the social environment in the college.

II. OBJECTIVES OF THE STUDY

This study was conducted to determine the ‘Social Acceptability between students from Ethnic and Non-Ethnic Groups in Basilan’. Specifically, it is to determine:

- 1) The extents that students from one ethnic/non-ethnic group is socially acceptable to students from other ethnic/non-ethnic groups in Basilan; and
- 2) The significant differences between the extents of the social acceptability among the students from the Ethnic and Non-Ethnic Groups in Basilan.

III. MATERIALS AND METHODS

This study used the descriptive research design. It covered the main campus of Basilan State College in Isabela City, Basilan. A purposive – random sampling procedure was employed in the selection of the respondents of the study. Students from the Yakan, Tausug, Visayan, and Chavacano ethnic groups, were sought, to serve as a respondents of the study.

A two - part survey questionnaire was used in this study. One part drew information about the socio - demographic profile of the freshman Education, and AB students of Basilan State College, which includes: age, gender, civil status, and course. Part two of the questionnaire

determined the ‘Social Acceptability between students from Ethnic and Non-Ethnic Groups in Basilan’.

The following statistical treatments were used in this study: Percent, Weighted Mean, Ranking, and One-way Analysis of Variance (ANOVA) for uncorrelated means.

III. RESULTS AND DISCUSSION

The Extents Of The Acceptability Between Students From The Different Ethnic Groups in Basilan

Table 1: Means of the Students’ Ratings on the Extents of Acceptability between Students From the Different Ethnic Groups (N = 100)

ACCEPTABILITY AS...	ETHNIC GROUP			
	YAKAN	TAUSUG	VISAYAN	CHAVACANO
1. Friend	3.31	3.44	3.63	3.81
2. Seatmate	3.10	3.31	3.58	3.54
3. Roommate	3.22	3.33	3.52	3.62
4. Classmate	3.49	3.60	3.64	3.81
5. Schoolmate	3.15	3.25	3.41	3.63
6. Cell Phone Textmate	2.55	2.84	3.09	3.19
7. Internet Chatmate	2.38	2.44	2.97	3.02
8. Organization /Club Member	2.52	2.97	3.20	3.15
9. Organization / Club Officer	2.38	2.78	3.18	3.28
10. Boyfriend / Girlfriend	2.56	2.75	3.31	3.17
11. Husband / Wife	2.34	2.57	2.89	3.06
OVERALL	2.81	3.03	3.31	3.39

A. In terms of the Nature of Relationship

1. In terms of being acceptable as a ‘Friend’,

The Chavacano, Visayan, and Tausug students are perceived to be the most acceptable (Great Extent) by the other students from the different ethnic groups.

2. In terms of being acceptable as a ‘Seatmate’,

The Visayan, and Chavacano students are perceived to be the most acceptable (Great Extent) by the other students from the different ethnic groups.

3. In terms of being acceptable as a ‘Roommate’,

The Chavacano, and Visayan students are perceived to be the most acceptable (Great Extent) by the other students from the different ethnic groups.

4. In terms of being acceptable as a ‘Classmate’,

All students from among the different ethnic groups are perceived to be most acceptable (Great Extent) by the other groups of students.

5. In terms of being acceptable as a ‘Schoolmate’,

The Chavacano students are perceived to be the most acceptable (Great Extent) by the other students from the different ethnic groups.

6. In terms of being acceptable as a ‘Cell Phone Text mate’,

The Chavacano students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

7. In terms of being acceptable as an ‘Internet Chatmate’,

The Chavacano students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

8. In terms of being acceptable as an ‘Organization / Club Member’,

The Visayan students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

9. In terms of being acceptable as an ‘Organization / Club Officer’,

The Chavacano students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

10. In terms of being acceptable as a ‘Boyfriend / Girlfriend’,

The Chavacano students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

11. In terms of being acceptable as a ‘Husband / Wife’,

The Chavacano students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

12. Overall,

The Chavacano students are perceived to be the most acceptable (Moderate Extent) by the other students from the different ethnic groups.

The Chavacanos are acceptable, in most instances, to great extents, for both non-intimate and intimate relationships with the members of the other ethnic groups.

B. Acceptability by the other ‘Ethnic Groups’

1. For the Yakan Students,

As a group, they are perceived to be acceptable to a great extent as a ‘Classmate’ by the other students from the different ethnic groups. On the other end, they are perceived to be acceptable to a least extent as a ‘Husband / Wife’.

2. For the Tausug Students,

As a group, they are perceived to be acceptable to a great extent as a ‘Classmate’ and ‘Friend’ by the other students from the different ethnic groups. On the other end, they are perceived to be acceptable to a least extent as an ‘Internet Chatmate’.

3. For the Visayan Students,

As a group, they are perceived to be acceptable to a great extent as a ‘Friend’, ‘Classmate’, ‘Seatmate’, and ‘Roommate’ by the other students from the different ethnic groups. On the other end, they are perceived to be acceptable to a moderate extent as an ‘Internet Chatmate’.

4. For the Chavacano Students,

As a group, they are perceived to be acceptable to a great extent as a ‘Classmate’, ‘Friend’, ‘Roommate’, ‘Seatmate’, and ‘Schoolmate’ by the other students from the different ethnic groups. On the other end, they are perceived to be acceptable to a moderate extent as an ‘Internet Chatmate’.

These findings reinforce the findings of Deschamps &

Doise (1978) [7], Hall & Crisp (2005) [8], Crisp & Hew stone (2001) [9], which explored whether crossing social category memberships can reduce intergroup bias. Results showed less bias toward their own group when they were in multiple groups situation than when in a dichotomized group situation. Outgroup members were also perceived more on the individual level than on the group level, and thus were viewed with more acceptance, when subjects were in the multiple group condition.

The results also support the findings of Ebal (2006) [9], on the ‘Social Identity Complexity and Outgroup Tolerance Among Muslims and Christians in Zamboanga City’, which have shown that Muslims had significantly higher tolerance of outgroups as compared to Catholics. The finding suggests that Muslims are more accepting of people from other groups.

IV. CONCLUSIONS

Based on the findings of the study, the Chavacano students are perceived to be the most acceptable by students from the other ethnic groups. The highest degree of social acceptability is between the Visayan students and Chavacano students. This reflects that students from the non-ethnic groups-between Visayans and Chavacanos, are more socially acceptable to each other, than those among ethnic Tausugs and Yakans. This situation is underlined with the finding that the lowest degree of social acceptability is between the Yakan and Chavacano students.

The hypothesis that there are significant differences between the extents of the acceptability among the students from the Ethnic and Non-Ethnic Groups in Basilan is accepted, thus, the degrees of social acceptability between students from ethnic and non-ethnic groups in Basilan significantly differ.

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AUTHOR’S PROFILE



Dr. Orlando L. Fajardo was born in Isabela City, Basilan Province, Philippines, on August 17, 1959. He earned the following degrees: Doctor of Education, major in Educational Management, Zamboanga City, 2003; Master in Public Administration, major in Program Administration, Zamboanga City, 1997; Bachelor of Science in Civil Engineering (Licensed), Zamboanga City, 1983. He holds the distinction of being the only Full-Pledged Professor of Basilan State College, to date. Currently, he is designated as Director for Research of the college. He has been with BaSC for Twenty-Nine years, Five of which as Vice President for Academic Affairs (VPAA). He had published research papers in refereed journals such as the International Association of Multidisciplinary Research (IAMURE), ADLE, ABSTRACT, REDTI, and International Research Enthusiast Society Inc. (IRESInc.) Research Journals. He had presented research outputs in international and national research forums in the areas of Education, Social Science, Environment, Mathematics, and Public Policy. Dr. Fajardo is a member of Research and Education Development Training Institute (REDTI); Association of Behavioral Scientists, Teachers, Researchers and Community Trainers (ABSTRACT); International Association of Multidisciplinary Research (IAMURE); Philippine Association of Institutions for Research (PAIR); Mathematical Society of the Philippines (MSP); Philippine Society for the Study of Nature (PSSN); Association Social Science Educators Researchers and Trainors (ASSERT); Zampen Higher Education Research Association (ZPHERA); International Research Enthusiast Society Inc. (IRESInc.). Major Research Awards Received were: Best Research Paper–ADLE International Conference on Research in Higher Education, Cebu City, Philippines, April, 2015; Top Five Best Research Paper–IRES-RESEARCHED and IRCET International Research Conference, Puerto Princesa City, Palawan, Philippines, November, 2015; Research Publication Award– International Association Of Multidisciplinary Research (IAMURE) World Research Festival, Cagayan De Oro City, Philippines, May 3, 2016; and Golden Awardee-Best Presenter- International Association Of Multidisciplinary Research (IAMURE), Cebu City, Philippines, August 17, 2012.



Dr. Nasser A. Salain was born in Tuburan, Basilan Province, Philippines, on June 3, 1973. His educational background includes: a degree in Doctor of Education major in Educational Management, Zamboanga City, 2011; a Masters degree in Public Administration, Basilan, 1998; Bachelor of Secondary Education, Basilan, 1993; and Bachelor of Arts, Basilan, 1996. He is the President of Basilan State College from 2010 up to the present. He served as Basilan Sanguniang Panlalawigan member from 2001 to 2010. He also served as Sanguniang Panlalawigan Youth Representative. He had published research papers in refereed journals such as the International Association of Multidisciplinary Research (IAMURE), ADLE, and International Research Enthusiast Society Inc. (IRESInc.) Research Journals. Dr. Salain is a member of the Basilan Jaycees, and was VP for Community Development; He is the Founding Chairman of the Basilan Youth Network Alliance; member of the National Amnesty Philippines; member, Philippine Muslim Youth Congress; and Vice Chairman of the Basilan Youth Professional Alliance, among others. His Major Research Awards were: Research Awards Received were: Best Research Paper–ADLE International Conference on Research in Higher Education, Cebu City, Philippines, April, 2015; Top Five Best Research Paper–IRES-RESEARCHED and IRCET International Research Conference, Puerto Princesa City, Palawan, Philippines,



Dr. Haipa Abdurahim-Salain was born on February 27, 1976. She finished her college degree at Basilan State College where she took Bachelor of Arts in Political Science and graduated in 2003. She finished her Master's Degree and Doctor's Degree in the same school in 2011 and 2015 respectively. She is an Assistant Professor I at Basilan State College. She is currently the Dean of the College of Arts and Sciences, at the same time the adviser or the Supreme Student Council. She is a certified accreditor of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCU), Inc. She had presented a research paper entitled "Teaching Performance of the Basilan State College Faculty: A Differentiation by Personal and Professional Attributes", during the First International Multidisciplinary Research Conference on August 19-21, 2016 at Kay Hotel and Residences, Angeles City. Salain had attended various seminars such as the Research Capability Building on December 17-18, 2016 at Marcia Business Hotel, Zamboanga City; National Youth Congress 2016, A Simulation of Parliament to Formulate a Youth Legislative Agenda for Sustainable Development on December 14-16, 2016 at Romulo Hall, Teachers' Camp, Baguio City; Training-Workshop of Accreditors on Outcomes-Based Quality Assurance organized by the on November 14-16, 2016 at Musuan, Maramag, Bukidnon; National Seminar on Student Discipline Administration in Higher Education on October 28-30, 2016 at Rajah Park Hotel, Fuente Osmeño Circle and Grand Convention Center, Cebu City; Zamboanga Peninsula Higher Education Research Association Fourth Assembly on September 1-3, 2016 at Grand Astoria Hotel, Zamboanga City; Workshop Conference on Women Leadership, Power, Decision Making in State Universities and Colleges; International Conference; 20th IFSSO General Conference; National Conference of Mindanao History and Culture; 2011 PASUC General Assembly; International Seminar-Workshop on Action Research Writing and Thesis Advising; National Seminar on Student Discipline, Campus Crime Prejudice and Crime Scene Management in Higher Education; Seminar on Effective Writing Skills; National Seminar on Forum on Early Childhood Education and Core History and Philosophy and Experience; 2011 and 2013 UP CSSP-SSPRF Summer Training-Seminar for Social Science Teacher; Capability Building for Office for Peace Frontliners; 2012 UP CSSP-SSPRF HAIN National Training-Workshop on Gender and Sexuality; and, other relevant trainings and seminars.