

Knowledge, Values and Attitudes of Matigsalug Youth towards Capability Building for a Traditional Education System (CABUTES) in Sinuda, Kitaotao, Bukidnon, Philippines

Maryjoy S. Bacus¹, Anecil S. Quijano-Pagutayao¹, Hazel E. Soliven¹, Jenyliza T. Uchang², Ma. Mea Stephanie G. Salubo²

¹ College of Agriculture, Central Mindanao University, Bukidnon, Philippines

² College of Education, Central Mindanao University, Bukidnon, Philippines

Abstract

This research study was conducted to assess the knowledge, values, and attitudes of Matigsalug youth towards Capability Building for a Traditional Education System (CABUTES). An extension project was conducted by the Languages and Literature Department of the College of Arts and Sciences in Sinuda, Kitaotao, Bukidnon, Philippines. The study has the following objectives: 1) determine the level of knowledge of the Matigsalug Youth towards Capability Building for a Traditional Education System (CABUTES); and 2) ascertain the values and attitudes of the Matigsalug Youth towards Capability Building for a Traditional Education System (CABUTES). A total of 21 recipients of the Department of Languages and Literatures, College of Arts and Sciences extension project were utilized as respondents to the study. Frequency counts, percentages, and t-tests were used as statistical tools. Results revealed that there was a significant difference in the respondent's knowledge, values, and attitudes after the training was conducted. Moreover, they show respect to their fellow Matigsalug. To increase their community service, it is strongly advised that the Department of Languages and Literature carry out similar extension initiatives in other barangays.

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CORRESPONDING AUTHOR:

Maryjoy S. Bacus
maryjoybacus1979@gmail.com

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INTRODUCTION

Central Mindanao University (CMU) extension programs contribute meaningfully to the community by sharing their information and resources outside of the campus. The impact of extension programs at higher education institutions is highlighted, along with their contribution to national development, in the Commission on Higher Education (CHED) Memo No. 52, Series of 2016. Additionally, colleges like CMU are obliged to join in extension programs that improve inclusive growth and serve society by virtue of Republic Act No. 7722, also referred to as the Higher Education Act of 1994.

CMU's extension programs are directed by these regulatory frameworks, which warrant that they are in line with national objectives and priorities. By observing CHED guidelines and legal directives such as RA 7722, CMU can successfully fulfill its mission of serving as a catalyst for community development and social development.

Matigsalug youth hold a great deal of admiration for their traditional educational system, even in the face of a change toward digital education. Elders traditionally record their history and customs in a logbook that the youthful tribe members could read, emphasizing the importance of transferring cultural information across generations. Matigsalug youth understand that actively promoting their culture is necessary to safeguard its survival, particularly because the ancient ways are losing interest to them. Matigsalug youth exhibit a combination of modernity and tradition in their educational method, utilizing digital resources while retaining a close tie to their cultural history and the principles embedded in their customary educational system.

The trials faced by Matigsalug youth in adapting to the old-style education system stem from a mixture of factors such as inadequate access to formal education, developing preferences inclined by modernity, and external pressures that impact their assurance to preserving their cultural traditions. Henceforth, this study was conducted to examine the Knowledge, Values and Attitudes of Matigsalug Youth on Capability Building for a Traditional Education System (CABUTES) in Sinuda, Kitaotao, Bukidnon, Philippines.

METHODOLOGY

Research Design and locale of the study

Descriptive research design was used in the study to assess the extension project's effects on the respondents' knowledge, values, and attitudes. An assessment was conducted to check the program results of the capacity-building training, seminars, and activities offered by the College of Education. Data were treated along with participant characteristics using descriptive statistics such as frequency counts, percentages, and t-tests. To assist in the data collection of primary information, a survey questionnaire that was written in English and translated into Cebuano as well as a 5-point Likert scale were created. Focus group discussions (FGD) were conducted to triangulate the study's findings. Key Informant Interviews (KII) were also used. In the Philippine province of Bukidnon, the village of Sinuda is situated in the Kitaotao municipality. Fifteen cultural dances performed by the Manubo Matigsalug Tribe of Sinuda, Kitaotao, Bukidnon, demonstrate their love of the outdoors, animals, forests, and a variety of life activities. As of the 2020 census, Kitaotao, a first-class municipality in the province of Bukidnon, Philippines, had 53,796 residents. Kitaotao has a total land area of 1,019.00 square kilometers. The DPWH recently constructed a new tribal hall for the Sinuda Village in Kitaotao, Bukidnon, which will be used for various events like meetings and gatherings for the Matigsalug and Manobo tribes. Sinuda, Kitaotao, and the map of Bukidnon are shown in Figure 1.



Figure 1. Map of Bukidnon, Philippines showing the locale of the study

RESULTS AND DISCUSSION

Acquired Knowledge of the Participants on CABUTES

The knowledge is verified in terms of how knowledgeable the respondents are about the roles and functions assigned to them. As shown in Table 1, the participants acknowledged that through the extension services of the college, they became more knowledgeable after the training, with a weighted mean of 4.89 as compared to their knowledge before the training, which had a mean score of 3.92. This result is consistent with earlier studies showing how extension programs can effectively promote knowledge acquisition and hands-on learning opportunities (Smith, 2022). According to Soliven et al. (2023), participants of the extension project of the Department of Behavioral Sciences recognize that through extension assistance they become well-informed. The study also stressed the importance of continuing assistance and relations with extension services to continue and advance the information learned. Participants revealed a need for further learning and skill enhancement and conveyed gratitude for the opportunities offered by the college's extension programs. These findings emphasize the significance of specialized education programs in allowing people to expand their knowledge and upgrade their skills (Johnson & Lee, 2023).

Table 1. Distribution of the participants according to the acquired knowledge towards CABUTES

INDICATOR	Before		After	
	Mean score	Descriptive Value	Mean score	Descriptive Value
I have knowledge on water monitoring in clearing the area surrounding the sources of water	3.9	Agree	4.9	Strongly Agree
I have knowledge on how I can protect myself from any illnesses that can get from the water	4.1	Agree	4.8	Strongly Agree
I have knowledge on heating the water before drinking	4.0	Agree	4.8	Strongly Agree
I have knowledge on making stage projection	4.0	Agree	4.8	Strongly Agree
I have knowledge on character portrayal	4.0	Agree	5.0	Strongly Agree
I have knowledge on exact body movements on the stage	3.8	Agree	5.0	Strongly Agree
I have knowledge on how to interpret a storyline on the stage	3.8	Agree	4.9	Strongly Agree
I have knowledge on basics in food safety and sanitation.	3.8	Agree	4.9	Strongly Agree
Weighted Mean	3.92	Agree	4.89	Strongly Agree

Legend:

1.00 – 1.50	Strongly Disagree	3.51 – 4.50	Agree
1.51 – 2.50	Disagree	4.51 – 5.00	Strongly Agree
2.51 – 3.50	Undecided		

Acquired Values and Attitudes of the Participants on CABUTES

As shown in Table 2, the participants acknowledged that through the extension services of the college, they gained additional values and a positive attitude after the training, with a weighted mean of 4.98 as compared to their knowledge before the training, which had a mean score of 3.91. The results of the study on the impact of the college's extension services showed that after training, participants acknowledged a considerable increase in values and a good attitude. This conforms to the study of Bacus (2023), which states that a positive attitude towards the activity contributes to a positive response to a specific practice. This result highlights how well the college's extension programs work to both teach participants new information and cultivate a positive outlook (Smith, 2023). Participants felt more empowered, more confident, and had acquired useful skills because of these services, all of which improved their overall positive outlook and learning process. The findings of the study demonstrate the significance of these extension services for promoting not only academic but also personal development and a positive attitude toward learning (Johnson & Lee, 2022). Furthermore, Quijano-Pagutayao (2023) stated that there was an improvement in their values and attitudes towards work.

Table 2 Acquired Values and Attitudes of the Participants on CABUTES

INDICATOR	Before		After	
	Mean score	Descriptive Value	Mean score	Descriptive Value
I show respect to my culture	3.9	Agree	5.0	Strongly Agree
I understand the importance of learning the cultural dance, it builds unity to the tribe	3.9	Agree	5.0	Strongly Agree
I show respect to my fellow matigsalug	4.0	Agree	5.0	Strongly Agree
I believe that it is better to learn about my culture with my fellow matigsalug.	3.9	Agree	5.0	Strongly Agree
I believe that learning the effects of climate change is a big help to minimize the abuse of the environment	3.9	Agree	5.0	Strongly Agree
I believe that making handicrafts source of additional tribe income.	3.9	Agree	4.9	Strongly Agree

I believe in the importance of maintaining cleanliness can avoid getting any illnesses	3.9	Agree	5.0	Strongly Agree
I believe that making props, costumes, and other eco-friendly materials is a big help to the environment and it is low-cost	3.9	Agree	4.9	Strongly Agree
I understand the importance of preparing food following the safety practices	3.9	Agree	5.0	Strongly Agree
I show respect of my tribe’s beliefs	3.9	Agree	5.0	Strongly Agree
Weighted Mean	3.91	Agree	4.98	Strongly Agree

Legend:

1.00 – 1.50	Strongly Disagree	3.51 – 4.50	Agree
1.51 - 2.50	Disagree	4.51 – 5.00	Strongly Agree
2.51 – 3.50	Undecided		

T-test Result

Table 3 presents the T-test results of the study. It can be gleaned that in terms of knowledge _Before (M=3.92, sd=.37) and knowledge _After (4.89, sd=.23) indicate that the extension activities conducted resulted in an improvement in the knowledge of the participants, t=-12.983, p=0.000. The results from the Values and Attitudes _Before (M=3.91, sd=.17) and Values and Attitudes _After (M=4.98, sd=.03) indicate that the extension activities conducted resulted in the improvement in the Values and Attitudes of the participants, t=-29.019, p=.000. According to the statistics, extension programs are essential in helping participants develop positive attitudes and values as well as environmentally conscious behavior.

Table 3. T-test results on the Assessment of the Conducted Extension Activity in terms of Knowledge, Values and Attitudes of the participants on CABUTES

	Mean	sd	t	p-values
Knowledge Before	3.92	0.37	-12.983	.000
Knowledge After	4.89	0.23		
Values and Attitudes Before	3.91	0.17	-29.019	.000
Values and Attitudes After	4.98	0.03		

CONCLUSION

Based on the findings, the following conclusions were drawn: the project achieved its goals and targeted activities. The participants gained a variety of learning experiences from the College of Arts and Sciences extension project. The participants' knowledge, values, and attitudes had changed significantly both before and after the extension project was put into action. The participants honor their cultural traditions.

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COMPETING INTERESTS

The authors have no competing interest to declare.

Author's Affiliation

***Maryjoy S. Bacus¹, Anecil S. Quijano-Pagutayao¹, Hazel E. Soliven¹,
Jenyliza T. Uchang², Ma. Mea Stephanie G. Salubo²,**

¹ College of Agriculture, Central Mindanao University, Bukidnon, Philippines

² College of Education, Central Mindanao University, Bukidnon, Philippines

*Biographical Sketch

Maryjoy S. Bacus is the department chairperson of the Department of Agricultural Education and Extension, College of Agriculture, Central Mindanao University. She finished her PhD in Extension Education at the University of Southern Mindanao in June 2019. She has been designated as the College TESDA Coordinator and the Unit Head of the Monitoring, Evaluation and Documentation Unit of the University Extension Office. She is active in the research and extension activities of the university. She is exposed to impact assessment studies as well as social science and extension activities.

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