

THE ROLE OF DE-ETHNISATION AND ATTITUDE IN THE USE OF PILIPINO: A FACTOR ANALYTIC STUDY¹

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INTRODUCTION

The Tagalog-based national language of the Philippines, Pilipino (Pil.), began formally to be taught in the schools on June 19, 1940. In the beginning it was taught as a subject in the secondary schools and in college education courses, then the teaching was gradually included at the elementary level.

The formal teaching of Pil. in the schools contributed much to the development and propagation of the language. The mass media, e.g. newspapers, magazines, radio, television, and movies, helped greatly in this development of Pil.

The National Board of Education (NBE) - formerly, Board of National Education - which is the highest policy-making body on education in the Philippines, signed a resolution on February 17, 1970, for the gradual implementation of the use of Pil. as a medium of instruction from Grade I at the elementary level up to college level (Resolution No.70-5, NBE, 1970). However, this resolution was not fully implemented. Then on August 18, 1970, the NBE approved Resolution No.70-21 which paved the way for the use of Pil. as a medium of instruction in the Rizal Course as well as in Philippine Government and Philippine History at the college and university level. This resolution also permitted the use of Pil. in the other courses with the qualification that there be competent teachers, available teaching materials, and readiness on the part of the students. In this connection, the NBE "believed that an educated Filipino should be bilingual in Pilipino and in English". (General Policies on Education, 1967-1972, Board of National Education.)

The recommendation of the Presidential Commission to Survey Philippine Education (PCSPE) is inclined toward the use of two languages, Pilipino and English, as media of instruction in the schools. (PCSPE Education Survey Report, Dec. 1970.)

On August 7, 1973, the NBE approved the new language policy in the Philippines as stated in its Resolution No.73-7, quoted below:

Resolution No.73-7 of the National Board of Education

August 7, 1973

That English and Pilipino serve as media of instruction and be taught as subjects in the curriculum from Grade I to the university level in all schools, public and private; and

Resolved further, that the Department of Education and Culture be requested to prepare and submit for consideration and approval by the Board an implementing scheme or policy guidelines which should include:

- a. subject areas to be taught in English, Pilipino, or in both languages;
- b. schedule of implementation;
- c. preparation of instructional materials.

On the basis of the status of Pil. as described above, research on the role of de-ethnisation and attitude in the use of the language was conducted by the researcher which availed of the factor analytic approach.

PROBLEM OF THE STUDY

It is the purpose of this research to make a factor analytic study of the role of de-ethnisation and attitudes on the use of Pilipino (Pil.)³ in elementary education, which includes the role of language as a medium of instruction as well as a tool for writing textbooks and other social situations in the Philippines.

The study will attempt to answer the following specific questions:

1. What is the role of de-ethnisation in the use of Pil. at the elementary education level?
2. What is the attitude of de-ethnised non-Tagalog subjects (Ss) with respect to the use of Pil. at the elementary education level, in government and in business and trade?

SIGNIFICANCE OF THE STUDY

This research will try to give an appraisal of the role of de-ethnisation and attitude of non-Tagalog Ss toward the use of Pil. at the elementary education level and in other social situations related to the use of the language. The findings in this study will serve as guide to language planners, language scholars and administrators on the

course they will take regarding the development and propagation of the language and its role in nation building.

SS OF THE STUDY

A group of sixth grade pupils from the Philippine Normal College (PNC) and from other schools in the Division of City Schools of Manila were used as Ss of this research. The PNC is a state college and the Division of City Schools is a part of the Bureau of Public Schools (BPS).

The Ss were selected on the basis of their being children of non-Tagalog parents, e.g. the father/mother is a Bicolano, the mother/father is a Cebuano, or a member of any other ethno-linguistic group. In other words, the Ss were de-ethnised, and therefore were no longer speaking the language of their mother or of their father as a first language. Instead, they communicated with their parents in Pil.

The rationale for having chosen the sixth grade Ss is that the researcher assumed that these students had no illusion of travelling abroad. And the language used in the instrument of the research was English in order to minimise if not preclude any prejudice of the Ss themselves.

The male Ss numbered 114 and the female Ss, 235, or a total of 349.

MEASURING DEVICE

The Ss were asked to answer 23 items of an aptitude questionnaire with *yes-no-don't know* choices. This aspect of the questionnaire is the second part of the Language Inventory which the researcher prepared. (Please see Appendix A.) The qualification of the data is as follows: *yes* = 2, *no* = 1, and *don't know* = 0.

The rationale behind the three distractors/choices is that being in the sixth grade, the Ss could easily discriminate in their reactions to each of the variables or attitudes.

PROCEDURE

The Language Inventory which consists of an attitude list and situations in the use of Pil. as a medium of instruction and as a tool for writing textbooks in elementary education, as well as in the use of Pil. in Philippine social situations, was given to six elementary schools, utilising the grade six pupils. On the basis of the data gathered, 349 Ss were selected, 114 being male and 235 being female. These Ss were all children of non-Tagalog parents, e.g. the father or mother or both were Ilocanos or Pampangos, or came from other ethno-linguistic groups as the case may be. The pupils were all enrolled in the public schools,

that is, the schools were run by the government.

The language used in the instrument, the Language Inventory, was English in order to eliminate or minimise the possibility of bias in the use of Pil.

RESULTS AND DISCUSSIONS

Table 1 presents the matrix of correlation among the measures of attitude on the use of the Pil. language by the Ss in the different areas, e.g. the role of the language in the different course subjects in elementary education, its role as a medium of instruction as well as its role in the different social situations in Philippine life. This matrix was factor analysed using a Principal Axis solution, with the highest absolute correlation serving as the communality estimate. Three factors were extracted and were rotated by means of a normalised varimax solution. Table 2 presents the rotated factor matrix.

Factor I obtained high loadings from nine measures based on the attitude on the use of Pil. in the schools, in the government and in other Philippine social situations. Two of them (Variables 10, 13) were measures on the use of Pil. in Social Studies and in school offices, respectively; three pertained to the use of the language in government (Variables 14, 15, 16), and four involved the use of the language as a symbolising factor to the country (Variables 17, 18, 19, 21).

This factor seems to suggest that the Ss who tend to prefer the use of Pil. as a medium of instruction in the teaching of Social Studies also desire that the language be used as a communication tool in school offices. This would imply that while the language is employed as a medium of instruction, its use should be extended to other aspects of school activities such as in the functions of school offices. This finding confirms the logical use of the language not only within the four walls of the classroom but also in the offices of the schools which even up to the present have not adapted Pil. in official communications possibly because of the effects of the disparity in the use of Pil. and English (Eng.) in the educational programme of the country, with Eng. still predominating.⁴

The factor suggests also that the Ss are inclined to use Pil. as a communication instrument in government transactions as well as in other occasions, e.g. marketing, in social gatherings, in transportation, etc. This finding confirms further the logical/natural use of the language not only in school offices but also outside the school.