

# **PART 7**

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## **Special Topics On Legal, Social & Anthropology**

*“Justice without force is powerless; force without justice is tyrannical.”*

- *Blaise Pascal*

## **Four dimensions of Legal bases of Education**

The main components of the Philippine educational system are provided in the Philippine Constitutions, the Education Act of 1982 and the executive order no. 117, series of 1987.

### **The 1987 Philippine Constitution**

Our constitution provides the legal basis of education in our country. Article XIV of the 1987 constitution primarily concerned on Education, Science and technology, Arts, Culture and Sports.



*Symbols of Laws and Justice*

The Department of Education is the principal agency of the Philippine Government that is responsible for education and manpower development. It pursues the mandate embodied in the Constitution as follows:

*“the states shall protect and promote the right of all the citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.” (Art. XIV. Sec. 1.)*

**Article 2, section 2 stipulates:**

- The establishment and maintenance of a complete, adequate, and integrated system of education relevant to the needs of the people and society.
- Free and compulsory public education
- Free secondary education
- Scholarship grants and incentives
- Non-formal, informal and indigenous learning system
- Inclusion of the study of constitution, inculcation of patriotism, and nationalism, love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the duties of citizenship, etc. in the curriculum.

## **VIII Article 194**

- Right to education comes from the national nature. Every child is entitled to be educated by hi family, by the state and by the church
- Support of children as defined by the 1988 Family Code that includes schooling or training

## **Education Act of 1982 (Pambansa Blg. 232)**

The Educational Act of 1982 applies to both private schools in all levels of the entire educational system. An Act providing for the establishment and maintenance of an integrated system of education.

### *Goal*

The Act provides that the basic policy of the States is to establish and maintain a complete adequate, and integrated system for education relevant to the goals of national development as follows:

1. Achieve and maintain an accelerating rate of economic development and social progress;
2. Assure the maximum participation of all people in the attainment and enjoyment of such growth, and
3. Achieve and strengthen national unity and consciousness and preserve, develop and promote

desirable cultural, moral and spiritual values in a changing world.

### *Aims*

The educational system primarily aims to:

1. Provide for a broad general education that will assist each individual in the peculiar ecology of his own society, to:
  - a. Attain his potentials as human beings
  - b. Enhance the range and quality of individual and group participation in the basic functions of society, and
  - c. Acquire essential educational foundation of his development into a productive and versatile citizen.
2. Train the nation's manpower in the middle-level skills required for national development;
3. Develop the profession that will provide leadership for the nation in the advancement of knowledge for the improving the quality of human life, and
4. Respond effectively to changing need and conditions of the nations through a system educational planning and evaluation.

The Act further states that toward the realization of these objectives and pursuant to the Constitution, all

educational institutions shall aim to inculcate love of country, teach the duties of citizenship, and develop moral character, personal discipline and scientific, technological and vocational efficiency. It further states that the educational system shall reach out educationally deprived communities in order to give meaningful reality to their membership in the national society, to enrich their civic participation in the community and national life, and to unify all Filipinos into a free and just nation.

### **Rights and Duties of Parents in the Education of Children (Section 8)**

Rights – right to organize themselves and/or with teachers for the purpose of providing a forum for the discussion of matters relating to the total school program, and for ensuring the full cooperation of parents and teachers in the formulation of the efficient implementation of such programs. Right to access to any official record directly relating to the children who are under their parental responsibility.

Duties

- ✓ Duty to help carry out the educational objectives in accordance with national goals

- ✓ Duty to enable their children to obtain elementary education and shall strive them to obtain secondary and higher education in the pursuance of the right formation of the youth
- ✓ Duty to cooperate with the school in the implementation of the school program

### **Right and Duties of Student**

#### Rights

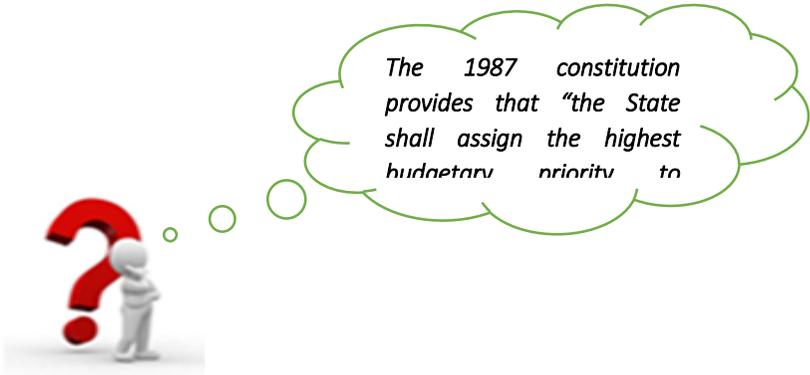
- ✓ Right to receive, primarily through competent instruction, relevant quality education in line with the national development goals and conducive to their full development as persons with human dignity
- ✓ Right to freely choose their field of study to existing course therein up to graduation, except in cases of academic deficiency, or violation of disciplinary regulation.
- ✓ Right to school guidance and counseling services
- ✓ Right to access to his own school records, the confidentiality of which the school shall maintain and preserve
- ✓ Right to the issuance of official certificates, diploma, transcript of records, grades, transfer credentials, and other similar documents within thirty days from request

- ✓ Right to publish a school newspaper
- ✓ Right to free expression of opinions and suggestions and to effective channels of communication
- ✓ Right to form, establish and join organizations
- ✓ Right to be free from involuntary contributions, except those approved by their own organizations or societies

### Duties

- ✓ Duty to exert his utmost to develop his potentialities
- ✓ Duty to uphold the academic integrity of the school
- ✓ Duty to promote and maintain the peace and tranquility of the school
- ✓ Duty to participate actively in civic affairs, and in the promotion of the general welfare
- ✓ Duty to exercise his rights responsibly

### Did You Know?



## **Executive order No. 117, s. 1987 (Reorganization of DECS)**

The Department shall be primarily responsible for the formulation, planning, implementation, and coordination of the policies, plans, program and projects in the areas of formal and non-formal education at all levels; elementary, secondary, higher, technical vocational, non-formal, sports and culture; supervise all educational institution, both public and private; provide for the establishment and maintenance of a complete, adequate and integrated system of education relevant to the goals of the national development. With the passage of RA 7722, creating the Commission on Higher Education (CHED) and the RA 7796 creating technical Education and Skills Development Authority (TESDA), the function and responsibilities of the Bureau of Higher Education and technical and Vocational Education were transferred to these two entities. The CHED and TESDA are independent and separate entities from the DECS. (now DepEd)

### **Commission on Higher Education (CHED)**

In 1994, the Commission on Higher Education (CHED), was released to govern mainly the higher education or otherwise known as the tertiary education.

The Commission is a body independent and separate from the DECS (now DepEd), and attached to the Office of the President for administrative purpose only. Its coverage shall be both public and private institutions of higher education as well as degree granting programs in all post-secondary educational institutions, public and private.

As a commission created to govern the higher education, it follows the mission of “gearing higher education towards the pursuit of better quality of life for all Filipinos by emphasizing the acquisition of knowledge and formation of those skills necessary to make individual a productive member of society. It shall accelerate the development of high-level professionals who will search for new knowledge, and provide leadership in the various disciplines required by a dynamic and self-assuring economy.

In short, the mission of the CHED is what is stated in Sec. 1. of the Article XIV of the Constitution, which is to provide quality education to the citizens and make education accessible to all citizens. In sec.2. of RA 7722, the same is mentioned. The state shall protect, foster, promote the right of all citizens to affordable quality education at all levels and

shall take appropriate steps to ensure that education shall be accessible to all.

The state shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level and middle level professionals and the enrichment of our historical and cultural heritage. State-supported institutions of higher learning shall gear their programs to national, regional or local development plans. Finally, all institutions of higher learning shall exemplify through their physical and natural surrounding the dignity and beauty of as well as their pride in the intellectual and scholarly life.

The main mission or goal of the CHED is what is stated in Sec. 1. of Article XIV of the Constitutions, which is to provide quality education to the public and to ensure its accessibility to all. Moreover, to achieve Sec.2. of RA 7722, which is to ensure quality and accessible education, powers are granted to the CHED.

Some powers which are obtained transitory from the DECS (now DepEd), meaning the powers of DECS in

governing tertiary education are transferred to the CHED. This is Sec.18. of RA 7722; such personnel, properties, assets, liabilities, functions and responsibilities of the Bureau of Higher Education, including those for higher and tertiary education and degree granting vocational and technical programs in the regional offices, under the DECS and other government entities having function similar to those of the Commission are hereby transferred to the commission. From this, it is established that the power that were once granted to DECS in governing the tertiary education are hereby transferred to the CHED. To ensure accessibility of education, one of the most prominent factors will be the tuition fee. The rate at which the tuition fee is established will determine the accessibility of the school, thereby to ensure accessibility for students, tuitions fees should be regulated by the CHED.

To be able to regulate the increase of tuition the implementation of the rules and regulation of Presidential Decree (PDP No. 451) was issued. This was to govern increase in tuition fee and other school charges of private schools beginning the school year 1975-1976.

Under Sec.2. of PD 451, the secretary of education has the authority to regulate on any increase or change in the

rates of tuition fee and other school charges collected from the students of their parents by all private schools. Any increase or change in the approved rates, including new tuition fee and/other school charges of private schools shall not be effective without prior approval of the Secretary of Education. Any violation shall be considered unlawful and subject to the penal provision of the law.

Moreover, in the implementation of RA 8292 or otherwise known as the Higher Modernization Act of 1997, which is an act providing for the uniform compositions of powers of the governing boards, the manner of appointment term of office of the president of chartered state universities and colleges and for other purposes.

In pursuant of Sec.4 of RA 8292, which is “the governing board shall have the following power and duties in addition to its general powers of administration and the exercise of all the powers granted to the board of directors under Sec.36 of BP Blg. 68, otherwise known as the Corporation Code of the Philippines.” Furthermore, under paragraph A of Sec.4 the government board “can enact rules and regulations not contrary to law as may be necessary to carry out the purposes and functions of the university or college.”

Paragraph E of sec.4, which specifies that the government board shall ‘adopt and implement a socialized scheme of tuition and school fees for greater access to poor but deserving students.’”

### **Did You Know?**



### **Other Legal Bases of Education**

*Act No. 74* (Jan 1, 1901) – laid the foundation of the Philippine public-school system and made English as the language of instruction. Established the Philippine Normal School (now PNU), trade school in Manila and an agricultural School in Negros.

*RA 416* (June 18, 1949) – converted the Philippine Normal

School into a teachers' college and offered courses leading to Bachelor of Science in Elementary Education and Master of Arts in Education. This Act also serves as charter of the college governed by the board of trustees.

*RA 7168* (Dec 26, 1991) – converted the Philippine Normal School into a University.

*Commonwealth Act No. 1*. – basis of compulsory military training in the schools. It is also known as “National Defense Act” passed by the Philippine Assembly on Dec 21, 1935.

*Commonwealth Act No. 586*. – also known as Education Act of 1940, provides the legal basis for the six (6) year elementary course, the double – single session, fixing the school entrance to seven (7) and the national support for elementary education, compulsory attendance in the primary grades for all children who enrolled in grade one.

*RA 6655* – also known as the Free Public Secondary Education Act of 1988.

Public education was nationalized and public high school were reclassified by source of funding and curriculum type. By virtue of the curriculum, the vocational high school continue to exist.

*DECS Order No. 38 s. 1994* – all senior high school are required to take the National Secondary Assessment Test (NSAT)

*DECS Order 25* – implemented a Bilingual Education Policy since 1974, requiring English as the medium of instruction in science and math subjects and Filipino in all other subjects in elementary and secondary schools.

*DEPED Order No. 107 s. 1989* – recommend the use of English or Filipino or both, but the language the children brings to school should be valued.

*RA 5462* – created the NMYC to increase the employability and improve the quality of skills of the out-school youths.

*PD 603* – requires that every school division should organize special classes for children with special needs.

*RA 5250 (1966)* – provided a ten-year teacher education program in Special Education for teaching of the gifted, mentally handicapped and those with behavior problems.

*PD 1480* – created the national computer center (NCC) as the central computer policy body directly under office of the

President.

*RA 5698* – created the legal education board to improve the quality of law schools and arrest of the climbing numbers of bar flunkers.

*RA 7686* – institutional dual training, allowing students of vocational and technical to pursue their studies while at the same time getting paid on the job training in private industries.

*RA 7687* – established a scholarship program for courses that will encourage the youth to pursue careers in science and technology.

*Commonwealth Act No. 80* – provides the legal basis for adult education implementing the constitutional provision on the citizenship training of adult citizens.

*PD 1139* – created the position of Deputy Ministry for Non-Formal Education program of the Ministry.

*Act No. 3377* – vocational act of 1927 of the Philippine Legislature as amended by Act No. 3740 and RA No. 175 (1947) and other Acts, laid the basis for vocational education

in the public schools and made provision for its support.

*Act No. 2706* – Placed the private schools under the regulation and supervision of the Secretary of Education.

*MECS Order No. 84* – recognition of the academic programs of each private school in order to give the students who have completed the course, certificate, title or diploma.

*PD No. 1006* – Considered teachers as professionals and teaching promulgated on as a profession.

Sept 22, 1976 and made effective on January 12, 1977 – all teachers are required to pass the professional board examination for teachers before they be allowed to teach whether in public or in private elementary and secondary schools.

*Commonwealth Act 587* – confers the status of persons in authority upon supervisors, teachers and professors of public and recognized private schools.

*BP 232, Sec. 64* – pertains to broaden the scientific and technological knowledge and promote vocational efficiency, embodied in the creation of Bureau of Technical and Vocational Education. (BTVE)

*RA No. 4670* – Magna Carta for Public School Teachers declared as its policy the promotion and improvement of the social and economic status of public school teachers, their living and working conditions, terms of employment and their career prospects in order that they may compare favorably with existing opportunities in other life, attract and retain in the teaching profession more people with proper qualification.

*PD No. 146* – required all high school graduates seeking admissions to post-secondary degree programs necessitating a minimum of four years' study to pass a national entrance examination.

*MECS order No. 31 s. 1992* – a revision and clarification of MEC Order No. 1 s. 1979, entitled selection of honor students in the secondary schools, provided that the ranks for the selection of those who will be awarded honors in the secondary schools should be based on weighed rank. For scholarship, the complete general average of the candidates should be considered. Scholarship and character is given a weight of 7 while co-curricular activities are given a weight of 3.

*MECS Order No. 44 s. 1983* – revised procedure of determining honor pupils in elementary grades. Based on this, first honors and second honors shall be designated to honor pupil graduating from elementary schools.

*RA 7722* – puts up the Commission on Higher Education (CHED), to take over from the Department of education, Culture and Sports the task of overseeing the tertiary education.

*RA 7731* – abolished the NCEE to give the marginalized sector greater access to college education.

*RA 7743* – created the Centers for Excellence in Teacher Education. Based on the following criteria:

- a. Highly educated, professionally qualifies and experienced faculty, dedicated to the philosophy, mission, vision, and goals of the institutions and education;
- b. Well selected students;
- c. Adequate library research and study facilities;
- d. Competent administrative and support staff;
- e. Well planned and relevant instructional programs;
- f. Adequate student services;
- g. Adequate student development programs;

- h. Relevant extension service and outreach program;
- i. Percentage of graduates who become teachers and;
- j. Other criteria as maybe established by the teacher Education Council of the Commission on Higher Education.

*RA 7796* – created the Technical Education Skills Development Authority (TESDA), which has the function of upgrading Voc-Tech training.

*RA 7791* – stretched the school year from 185 – 200 days.

*RA 1265* – made the observance of flag ceremony compulsory.

*RA 7836* – mandated the holding of periodic licensure tests for would be mentors under the supervision of the (PRC) Professional Regulation Commission.

*RA 9155* – the Governance of Basic Education Act passed to rename the DECS to Department of Education. *RA 9155* – 2001 provided the overall framework for 1.) school head empowerment by strengthening their leadership roles, and 2.) school-based management within the context of transparency and local accountability.

“The goal of basic education is to provide the school age population and youth adults with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizen.”

*RA 10931* – an Act promoting Universal Access to Quality Tertiary Education by providing for Free Tuition and other School Fees in the State Universities and Colleges, Local Universities and Colleges and State Run Technical Vocational Institutions.

## STUDY GUIDE

### A. Concepts to comprehend

Educational goals	Curriculum
Planning	Magna Carta
Duties	Legal bases
Reorganization	Law
Curriculum	System
New Society	Regulation

### B. Check your facts

1. Why is planning and evaluation necessary in the educational system?
2. Enumerate and discuss the educational goals in the Educational Development decree of 1972.
3. Discuss the rationale in the creation of the Higher Education. (CHED)
4. How would you define “the academic freedom, discuss its scopes, limits and importance in the field of education?
5. Discuss in depth the Act. No 74.
6. Discuss in depth the RA 6655.
7. What are the pros and cons to the learners the DECS Order No. 25?

8. What is the EDCOM of 1991, its significance to the degree of education in the Philippines?
9. Discuss the RA 4670.
10. Discuss the RA 1031.

### **C. Phenomenological Reflection**

*“The goal of basic education is to provide the school age population and youth adults with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizen.”*

*“The purpose of anthropology is to make the world safe for human differences.”*

- *Ruth Benedict*

## **Anthropological Foundations of Education**

In the study of foundations of education, attempts are made to distinguish the particular areas of human and educational experience in which the factors of educational activities are systematically related and organized because there is continuity, growth, and development in education and social experience. Thus, in order to have an insight and a better understanding of the multifarious problems affecting society, it is important to look into origin, evaluation, modes of living, the various diversified cultures of many societies at different times and places.

**Anthropology**, by definition, is a discipline of infinite curiosity about human being. Defining anthropology as the study of human beings is not complete, for such a definition would appear to incorporate a whole catalog of discipline; sociology, history, human biology and humanistic discipline.



*Paintings found in one of the caves in France that depicts the life and activity of the early man*

**Etymological meaning of anthropology:** comes from the Greek work “*Anthropos*” means man and “*Logos*” means study.

The consensus definition of anthropology: ***the science of man and his works; physical, social, economic and cultural.***

Physical: deals with the origin and evolutionary process of man.

Social: deals with the transformation and creation of society by man.

Economic: deals with the formation of modes of living of man.

Cultural: deals with the study of man’s behavior and how he adapts to varied activities of life.

## **Branches of Anthropology**

1. *Physical anthropology*: deals with the origin and evolutionary process of man. It concerns with the body structure and other biological attributes.
2. *Cultural anthropology*: deals with the study of man's behavior and how he adapts to varied activities of life. It also studies and analyses different tribes, cultural communities and other indigenous groups.

## ***Subdivision of cultural anthropology***

- Archeology: deals with the study of and analysis of ancient culture pertaining to prehistoric people.
- Ethnology: it analyses cultures, especially in regard to their historical development and the similarities and dissimilarities between them.
- Linguistics: is concerned with man's language literate or non-literate and takes up inter-relation between language of a certain people and various aspects of culture. Neo-Latin language: Spanish, Italian, French and Portuguese. Ancient languages: Hebrew, Greek and Latin.

## **Education and the Philippine Cultural Heritage**

The ancient cultural heritage of the Philippine is traceable to different influences brought by the contact with

the different cultures of the neighboring countries. These influences may be summarized based on the universal pattern.

### **Speech**

More than 80 languages and dialect of the Malayo-Polynesian language family are spoken in the Philippines. Of these are the first languages of more 85% of the population though none of them are mutually understandable. Cebuano is spoken in the Visaya, Tagalog in Central Luzon, Manila, Ilocano in Northern Luzon. Since 1939, the government has established a National Language. English is the main language for commerce, government, higher education and the media. Close to 50% of the population speak English and a native tongue. For educated Filipinos, it is common to be trilingual, speaking a regional language, Filipino and English.

### **Technology**

Certain group of people (Indonesian and Malays) came over in boats, carrying with them certain cultural traits and technological knowledge which produced changes in the way of life of the people. The Philippines becomes the rising exporter in technological application. Other technological growth has sprouted like mushrooms such as; processing or assembling food products, beverages, tobacco, rubber,

footwear, pharmaceutical, paints, plywood, venner, paper and paper products and small appliances. Heavy industry includes cement, glass, industrial chemicals, fertilizers, iron and steel and redefined petroleum products. Manufacturing attracts a large number of foreign investors, mainly from the United States and Japan.

## **Art**

Only a few pieces of the extensive oral literature (epic/chants), of the pre-Spanish Philippines have been preserved. However, Philippine Literature in Spanish, written for the most part in the late 19<sup>th</sup> and 20<sup>th</sup> centuries, is small but of high quality. It includes the verse story of the redemption (passion), chanted during the holy week. Francisco Balagtas best known work, *Florante and Laura*, is a corrido (a Spanish ballad of chivalry, made him the first major Filipino poet. Jose P. Rizal, the National hero, includes two novels namely, *Noli Me Tangere* & *El Filibusterismo*. His masterpieces are well-appreciated today by the students as well as recognized by the Philippine Educational System, including these Novels and his life as part of the curriculum in the secondary and tertiary level. (PI 100) the same recognition and appreciation were exhibited by the Philippine Movie as it was filmed and documented. In the early 19<sup>th</sup> century, the principal portion of the arts in the

Philippines was the Catholic Church. The edifices, statues, and the paintings of that period that have been preserved show interesting Chinese modifications of the Spanish baroque. The two gifted painters were Juna Luna and Felix Resurreccion Hidalgo. The musical compositions of Antonio J. Molina, Eliseo Pajaro and Antonio Buenaventura embody native themes and rhythms in western forms such as chamber music and symphonic poems. In this, they continue the tradition of the Philippine folk music of the Spanish period and, in fact epitomize the unique Asian-Western blend of culture itself.

### **Mythology and Science**

Indian influence has penetrated deep into the hearts of the Filipinos. It may be observed in the Philippine Myths and Rituals. These influences have continued to affect Philippine culture and their strength to survive up to the present, in spite of the later Western incursion into the life of the Filipino people. In science, significant work in botany was done during the Spanish period by George Josef Kamel (1661 – 1706), a Jesuit lay brother in Manila, after whom the Camellia was named, and the Manuel Blanc, whose monumental “Flora de Filipinos” remains the standard work. In 1865, the Jesuit founded the meteorological observatory in Manila, which did pioneering work on tropical typhoons

and which functioned as the government weather bureau during the Spanish and US eras. The National Research Council was established in 1934, to promote and coordinate basic research in the physical, biological and social sciences. Agricultural research is carried on the agricultural schools of the University of the Philippines in Los Banos, San Carlos University in Cebu and Xavier University in Cagayan De Oro. In the International Research Institute (IRI) at Los Banos, a joint project of the Rockefeller Foundation of the Philippines seeks to improve standard of science education by teacher-training program, competitive scholarships and publications.

### Did You Know?

*Mindanao was formerly called **ilhas de Liquios Celebes** because of the existence of Celebes Sea.*



## **Family & Society**

Marriage and family life were highly regarded. Parents usually selected their children's mate, although young people entered into "love-pacts" and "sandugo" which they kept even after marrying other partners. The dowry or bigay kaya system was also practiced. The basic unit of society was the kinship group, called barangay in Tagalog, and its dependent slaves and serfs. The village was ruled by a chieftain according to customary laws. The datu or chiefs served as the judge and lawmaker with the advice of the council of elders. Oral and written laws existed such as the Code of Sumakwel and Code of Kalantiaw.



*Datu Kalantiaw (born 1433), ruler, head of Panay*

## **Property system**

There is sharp diversion between the rich and the poor the rich landlords enjoys a standard of living similar to

that wealthy in other countries. At the extreme, about 1/3 of the population does not earn enough to afford a minimum amount of food, clothing, and shelter.

### **Political system**

The Philippine was a “*gobernacion*” a territory administered by a governor, subordinate in theory to the viceroy of Mexico but in practice reporting to and receiving orders from the king’s council of Indies. In accordance with the terms of the “*patronado real*” or royal patronage of the church in the indies, the government assumed the financial burdens of evangelization, paying a stipend to each missionary and subsidizing his work. It required in return the privilege of nominating the occupants of all-important ecclesiastical posts and regularly assigned to parish priests civil as well as religious functions.

### **Warfare**

By the second half of the 19<sup>th</sup> century, a Filipino intellectual elite had begun to agitate for reforms in both civil and ecclesiastical establishments. The nacionalistas led by Marcelo H. Del Pilar and Jose P. Rizal Led the Propaganda Movements. In 1896, Andres Bonifacio has organized a secret organization later called “Katipunan”, this group used bolos and weapons instead of pen and paper to achieve

reform.

### Did You Know?

*The code of Kalantiao is believed to be written in 1433 by datu Kalantiao, but modern historians says that it was a hoax, it was written in 1913 by Jose E. Marco, as a part of his historical fiction **Las Antiguas Leyendas de la Isla de***



### What is Culture?

Culture is an act of cultivating soil.

- the proper care and development of plants and animals.
- is one of the most central concepts in sociology and anthropology.
- from Latin word *cultura* which means cultivation or tending
- is the “*training development and refinement of mind, tastes and manners.*”

Most central concepts in sociology and anthropology.

This etymological evolution is an indication of how the word “culture” itself undergoes cultural change as society develops. This kind of word evolution is significant in that it pictures the possible world that culture can inhabit.

### **Defining Culture**

The classic definition of culture was given by Sir. Edward Taylor, an English anthropologist, who wrote “Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”. Therefore, culture is tantamount of saying that it is indispensable to the creation of the society. While society is the people and culture are their behavior patterns, it is important to remember that culture becomes reality if it is acquired by man as a result of his being member of his social group.

### **Three layers of culture in the society**

1. Cultural Universe: pertains to the cultural elements, patterns, practices or activities that are common and similar across cultures.
2. Mainstream Culture: this is the cultural stem of society or

the general prevailing culture which differentiates apart such as Filipino values, traits, cuisines, national costumes etc.

3. Subculture: this culture is unique to respective particular groups of people in the society that distinguishes them from others.

### **Elements of culture**

1. Material Culture: consists of tangible things such as technological tools, structures, fashion accessories, foods etc.
2. Non – material Culture: consists of intangible things such as language, ideas, symbols, religion, behavior, gesture, habits, etc.

### **Function of culture**

1. Culture provides behavioral patterns: it helps people to adjust immediately to his environment.
2. It maintains the biological functioning of the group: man is biological being for he needs food, shelter clothing, and the need to reproduce etc. with culture, man is provided with a certain built in mechanism for survival.
3. It gives meaning and direction to one's existence: culture gives meaning and color to the life of curious human beings.

4. It offers solution to man's material and non – material problems: it helps man to cope with the complication of life.
5. It develops man's attitude and values and gives him conscience: it helps man to internalize these values to himself that guides him in his life and decision making.

### **The mechanism of culture**

1. Folkways: the pattern of repetitive behavior which become habitual and conventional part of living. Included therein are customs and traditions.
2. Mores: the set of ethical standards or moral obligations as dictates of reason that distinguishes human acts as right or wrong or bad or good.
3. Laws: these are sets of binding rules or measures that induce man to act or restrain him from acting. Laws maybe customary or written.
4. Values: anything held to be relatively worthy, important, desirable or valuable.
5. Institutions: it is the most stable, uniform, formal and highly structured. They have a well – established patterns and roles which are people are expected to follow to maintain stability.
6. Fashions, fads, crazes: short – lived and not practiced by the whole group, represent the changing aspects of

culture.

### **Modes of acquiring culture**

The inquisition of culture is primarily an intellectual process, and the material aspects become meaningful only in terms of the mind. There are three ways by which culture is learned or acquired:

1. Imitation: it is done primarily by imitation of examples. Child upon growing imitates everything that he sees in his surroundings.
2. Formal and informal teaching: a way of acquiring culture is done through teaching; it could be in a formal set – up inside the schools of institutions or informal way.
3. Conditioning: a process in which a child acquired culture by the methods of punishment and reward. In this the child could learn the value of honesty and the consequences of disobedience.

### **Cultural Dualism**

This view acknowledges the overwhelming and firmly established influences of the east on the Philippines culture but not to the point to de – emphasizing the persistent omnipresence of western ideology on these same aspects.

## **Ethnocentrism**

It refers to the tendency to assume that one's culture and way of life are superior to others. They view their culture as the center of culture and see all other culture as deviation of what is normal. The opposite of relativism is Ethnocentrism. It is a belief that there is one correct culture. The common ground between the ethical/cultural relativism and ethnocentrism is the shared values, i.e., the values common to one another.

## **Cultural relativism**

It views people's behavior from the perspective of their own culture. It places priority in understanding other cultures, rather than dismissing it as strange. Cultural relativism is the kind of value neutrality. The bases of morality are sometimes based on the questions:

Is it moral?

Is it right?

Is it good?

Is it legal?

Paul Ricoeur: "Is it really the good that we are aspiring for?"

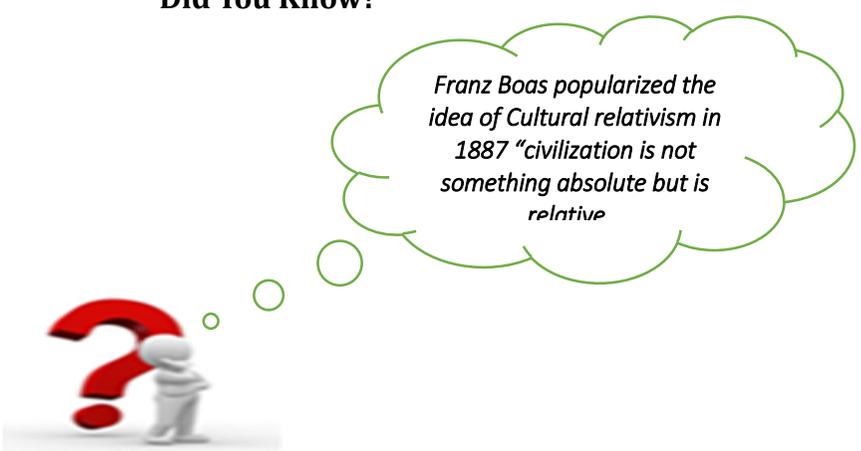
Protagoras of Abdera. He was known primarily for 3 claims:

1. That man is the measure of all things;
2. That he could make the worse argument appear

- better or the weaker appear to be stronger; and
3. That one could not tell if gods existed or not.

There is no standard for testing whether one person's perceptions is right and another person's perception is wrong. Knowledge is relative to each person. In ethics, the idea of universal truth is a myth. To say that a custom is correct or incorrect would imply that we can judge that custom by some independent standard of right and wrong. But no such standard exists. Every standard is culture-bound. Cultural relativism challenges our belief in the objectivity and universality of moral truth. "There are no universal or absolute moral principle and standards of right or wrong are always relative to a particular culture or society."

### Did You Know?



*Franz Boas popularized the idea of Cultural relativism in 1887 "civilization is not something absolute but is relative"*

*“Be like a rice stalk, the more grains it bears, the lower it bows.”*  
– *Philippines Proverb*

## **Education and Philippine Cultural values**

Education is charge with the function of teaching what society needs in building a nation in terms of moral and ethical standards of the group. Its challenging task has impact, ethics, morality and values to young Filipinos.

As Leticia Ramos Shahani puts it: “The task of building our nation is an awesome one. There is a need for economic recovery. There is a need to reestablish democratic institutions and to achieve the goals of peace and genuine social justice. Along with these goals there is a need to change structures and change people.”

Character and citizenship are viewed as major objectives of schooling. Practically, every school has a printed curriculum objective extolling the virtues of character development. However, education cannot achieve the socio-cultural values and standards that society expects unless other institutions extend help. The strengths and weaknesses of the Filipino have their roots in many factors, such as; home environment, social environment, culture and language, history, the educational system, religion, the economic environment, the political environment, mass media and leadership and role models.



*Religious Festival is one of the many cultures of the Philippines.*

## **The Philippine Cultural Values**

Much has been about Filipino cultural values. Filipino culture is characterized by an openness to the outside which is easily incorporates foreign elements the basic unconsciousness of one cultural core. Filipino characteristics such as our warm and person orientation, our devotion to family, our sense of joy and humor are part of our culture and reinforced by all socializing forces such as family, school, peer-group and the like. In sum, culture rewards such traits.

## **Strength of the Filipino Character**

### **Filipino values**

One of the generally characteristic of Filipino values is communitarianism or placing first the collective interest

and welfare of the group. Dr. Felipe Landa Jacano an authority on the subject matter of Filipino society and culture showed evidence that individualism is not part of traditional Filipino culture, pointing out the pakikitungo, pakikisama, pakikiramay etc. much of Filipino values are stirred with emotions and concerned their affective end-results which may be a reason why people tends to always put in their minds the concept of hiya, amor proprio and delicadeza, palabra de onor, and utang na loob, pabalat - bunga. Filipino values orientation lean towards having a fatalistic outlook as manifested by the expressions bahala na, itinadhana ng Diyos and napasubo. Cultures also tend to be regionalistic or group affiliation. Such are the following; kamag-anak, kumpadre, kapatiran and palakasan – system. Filipino values also can be characterized as ambivalent or it could be positive or negative resulting from having a double standard personality.

### **External forces that shape contemporary Filipino values**

The population of the Philippine society reflects a great variety of external forces which emerge from cultural influence for Indonesian, Malaysian, Hindu, Chinese, Spanish, and American. Spanish and American cultures compose the Filipino's Occidentalism. Spanish influence is evidently manifested in the Filipino's religion, economic and

cultural orientations. While the introduction of democratic system of government and the popularization of education was brought by the American regime. They further new ideals pertaining to the family, economy, government, education, religion sports, health and social welfare.



*Jeepney becomes one of the symbolisms of Filipino culture.*

### **Roots of the Filipino character**

The strengths and weaknesses of the Filipino have their roots in many factors such as:

*The home environment.* Childbearing in the Filipino family is characterized by high nurturance, low independence training, and low discipline. The Filipino child grows up in an atmosphere of affection and over protection, where one

learns security and trust, on the one hand, and dependence, on the other. In the family, children are taught to value family and to give it primary importance.

*Social environment.* This is characterized by a feudal structure with great gaps between the rich minority and the poor majority. These gaps are not merely economic but cultural as well, with the elite being highly westernized and alienated from the masses. Filipinos are raised in an environment where one must depend on relationships with others in order to survive.

*Culture and language.* Aside from emphasizing interpersonal values, Filipino culture is also characterized by an openness to the outside which easily incorporates foreign elements without a basic consciousness of our cultural core. This is related to our colonial mentality and to the use of English as the medium of instruction in schools, which *de-filipinized the youth and taught them* to regard American culture as superior. At a very early age, we find that our self-esteem depends on the mastery of something foreign.

*History.* Colonialism developed a mind-set in the Filipino which encouraged us to think of the colonial power as superior and more powerful. As a second-class citizen

beneath the Spanish and then the Americans, we developed a dependence on foreign powers that makes us believe we are not responsible for our country's fate. The colonizers eventually became our savior; hence, we considered our own government as foreign and apart from us. We became distrustful and cooperative towards our leaders. Much time and energy is spent trying to outsmart the government.

*Educational system.* The lack of suitable local textbooks and dependence on foreign textbooks, particularly in the higher school levels, force Filipino students as well as their teachers to use school materials that are irrelevant to the Philippine setting. Teachers reward well-behaved and obedient students and are uncomfortable with those who ask questions and express a different viewpoint. Critical thinking is not learned in the school.

*Religion.* The root of Filipino optimism and its capacity to accept life's hardships. However, religion also instills in the Filipino attitudes of resignation and a preoccupation with the afterlife. We become vulnerable also to being a victim of opportunism, oppression, exploitation, and superstition.

*Economic environment.* Many Filipino traits are rooted in the poverty and hard life that is the lot of most Filipinos. Our difficulties drive us to take risks, impels us to work very hard,

and develop in us the ability to survive.

*Political environment.* This is characterized by a centralization of power. Basic services from the government are concentrated in Manila and its outlying towns and provinces. A great majority of Filipinos are not reached by such basic services as water, electricity, roads and health services. Since the government often is not there to offer basic services, we depend on our family, kin, and neighbors for our everyday needs. The inefficiency of government structures and systems also leads to a lack of integrity and accountability in our public servants.

*Mass media.* This reinforces our colonial mentality. Advertisements using Caucasian models and emphasizing a product's similarity with imported brands are part of our daily lives. Rather than confront our poverty and oppression, we fantasize instead.

*Leadership and role models.* Filipinos look up to their leaders as role models. When our leaders violate the law or show themselves to be self-serving and driven by personal interest—when there is a lack of public accountability—there is a negative impact on the Filipino.

## Did You Know?

*In the recent Annual Publication of the U.N., the Philippines is rank 69 as the happiest people in the world, Finland top the list in the 2019 happiest people of the world.*



## STUDY GUIDE

### A. Concepts to comprehend

Anthropology	Evolution
Culture	Mores
Language	Etiquette
Traditions	Civilization
Sociology	Art
Heritage	Aesthetic

### B. Check your facts

1. Why is culture considered as social heritage and why is it important in the aspect of education?
2. What is the importance of the study of anthropology in education?
3. What weaknesses of the Filipino character are considered as cultural barriers towards nation building? Why? Defend your stand.
4. Why is culture considered an established pattern of behavior?
5. Discuss the functions of culture.
6. Enumerate the modes of acquiring culture.
7. What are the different elements of culture?

8. Enumerate and discuss the importance of the mechanisms of culture in the child's growth and development.
9. Why is the study of art and nature an important factor in the child's development?
10. Which among the strength of the Filipino traits do you consider existing in your environment? Defend your answer by citing concrete phenomena.

### **C. Phenomenological Reflection**

*“What is regarded as natural behavior – the right thing – in one society is unknown or taboo in another – “*

*“Socialism is not a science, a sociology in miniature: it is a cry of pain.”*

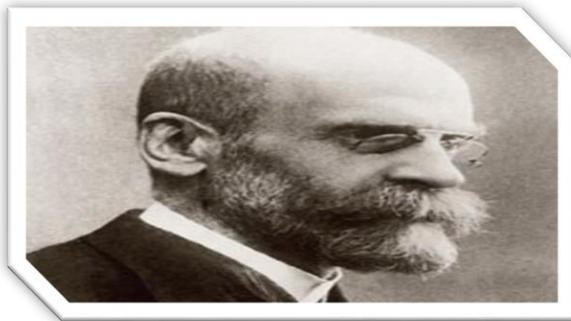
- *Emile Durkheim*

## **Sociological Foundations of Education**

The word Sociology is derived from the Latin word “socius” meaning associates and the Greek word “logus” or science. Hence, sociology is the study of interaction on human behavior. Men have always been curious about how people get along with each other, or fail to get along with each other. Sociology began in prehistoric times when people first began to make observations about each other’s behavior. In ancient and medieval civilizations, philosophers and religious leaders made some observations about human relations for the purpose of stating ethical principles. The development towards the general social science become more explicit in the 17<sup>th</sup> and 18<sup>th</sup> century political treatise relating to social contract of Thomas Hobbes, John Locke and Jean Jacque Rosseau. More influential was Aguste Comte, a Frenchman, who did most of his writing in the 1830s and the 1840s, and who coined the word “sociology” to apply to the proposed general social science of human behavior. Due to his initial significant efforts to advance sociology to the frontlines of human knowledge, he has been known as the “Father of Sociology.”

## **The nature of Educational Sociology**

Sociology is concerned with the study of people or groups of persons, and human activities in terms of the groups in society. It is concerned with the origin of society. It is a science interested in institutions of society such as religion, family, government, education and recreation. On the other hand, the nature of educational sociology could be best understood according to its functions: 1.) educational sociology is primarily concerned with the influence of education on social institutions and group life on individual, such as how the school affects the personality or behavior of an individual, 2.) the human relations that operate in the school involving pupils, parents and teachers and how they influence the personality and behavior of an individual and, 3.) the relation of the school to other institutions and elements of society such as the impact of education on the inner city.



*Emile Durkheim is one of the well-known early proponents of the science of sociology.*

## **The Role of the Education**

The popular view of education is equated with schooling and change for a better quality of life. social scientists define education as “the consciously controlled process whereby changes in the person and through the person, within the group occur.” It is a deliberate process which is specifically directed to produce change in behavior on an individual. It is continuing process by which the society transmits its culture from one generation to the next. The ultimate goal of education is the effective participation of the individual in the total process of interaction in its society. The interpersonal relation may be the improvement of basic knowledge, intellectual and manual skills, power of reason and criticism, acquisition of desirable values and attitudes and motivation, power of creativity and innovation, cultural appreciation, sense of responsibility and understanding of the modern world.

## **Sociological perspective on Education**

Like other social institutions, education has both manifests (open stated) and latent (hidden) functions. The most basic manifests function of education is the transmission of knowledge. Schools teach students how to read, write, speak foreign language(s) and a wide range of occupational activities. Education has another manifest

function – bestowing status. In addition to these manifest functions, schools perform a number of latent functions. These are transmitting culture, promoting social and political integration, maintaining social control and serving as agents of change.

*Transmitting culture* – as a social institution, education performs a conservative function – transmitting the dominant culture and desirable values. Through education, each generation of young people is exposed to the existing beliefs, norms and values of our culture. We learn respect for social order and reverence for established institutions such as religion and the family.

*Promoting Social and Political Integration* – education serves as the latent function of promoting social and political integration by transforming a population composed by diverse ethnic, religious groups and political ideology into a society whose members share to a certain degree at least a common identity. The school played an important role in socializing children regardless of religion and political orientation into the norms, values and beliefs of the prevailing culture. From a functional perspective the common identity and social integration fostered by education contribute to the social, political stability and

consensus. The integrative function of education can be seen through its emphasis on promoting a common language – Filipino.

*Maintaining School Control* – in performing the manifest function of transmitting knowledge, schools go far beyond teaching skills as reading, writing and mathematics. In school, children are introduced to standards of proper conduct and behavior in public life which are quite different from the rules of conduct in their families. Like other social institutions, education prepares young people to lead productive and exemplary lives as adult by introducing them to the norms, values and sanctions of the larger society. The social control function of education is not only limited to patterns of rules and behavior. Schools also direct and restrict students' aspirations in a manner that reflects social values and prejudices.

*Education as an agent of change* – education can be a major force for bringing about or stimulating change. Sex education classes are being introduced in public and private schools in response to the soaring pregnancy rate among teenagers. Affirmative actions and some types of mechanism has been introduced and endorsed as a means of countering sexual discrimination and harassment. Education also promotes

social change by serving as a meeting ground where each society's distinct beliefs and traditions can be shared.

### Theory of Social Order

Social organization is the study of the structure, formal and informal of society, thus it is one of the core beliefs of sociology. Here are some fine examples of the theory on social order.



*Mortimer Adler*

### **Adlerian Concepts**

Human as goal seeking creatures – human realize that they lack the physical strength of many other species. According to Adler, because of inferior physical abilities, people tend to develop feelings of psychological inferiority. Human, then, exists in a state in which feelings of inferiority

and helplessness are ever present. People try to replace their sense of inferiority with feelings of psychological strength. Adler believed that people strive to become better or more perfect than the inferior creature they perceive themselves to be. In Adlerian theory, the over-all goal sought by people is to rid themselves of feelings of inferiority and to become stronger and more perfect.

*Lifestyle* – all human shares the goal of becoming more perfect, but they differ in how they try to reach their goal. Each person develops a lifestyle, an individual style of striving for a goal. A person's characteristics style of striving affects the way in which he or she reacts to problems encountered in daily life. One's style of striving develops partly as a result of the type of adult-child interaction experienced during early childhood. Adlerian theorists believe that a person's way of dealing with problems or style of striving for perfection is established by the age of 4 or 5 years and, therefore, consider the early childhood period an important one in personality development. A style of striving to overcome feelings of inferiority also develops because of how the child interprets his or her experiences. Thus, a basic Adlerian idea is that people are active in their own development. Adlerian believe that experiences with other people certainly have an effect on one's outlook but that

people are creative and tend to interpret these experiences and try to make sense of them. People are more or less passive recipients of stimulation. They actively create their own style of striving.

*Social Interest* - Adlerians believe that humans are primarily social beings and that achieving feelings of psychological strength is best done by working and cooperating with others. Individual actions affect the society benefits and when people refuse to work together, the society suffers. The term social interest means that a person has a sense of belonging to the group, i.e., he or she really feels like a vital part of the group and realizes his or her role in the group's functioning. Consequently, a person with a high degree of social interest is willing to cooperate with other group members and contributes to the functioning of the group. People who do not show social interest tend to do things that benefit themselves but not necessarily other group members. They also tend to be highly competitive. Humans are born with the potential and the capacity to develop many social behaviors, including social interest, cooperation and contribution to the group. Whether a child actually develops social interest depends on a number of factors. Social interest is influenced by the child's heredity. Adlerians believe that a child's physical characteristics affect the

reactions of other to him or her, which in turn affects how a child's feels about the self. Childhood is the period in which the self is evaluated. Adlerians believe that a child who develops positive self-esteem or feelings of competence and self-worth during childhood will become an adult with a strong sense of social interest. In short, a child who likes and respect the self and is confident about his or her abilities is likely to become a person who will respect other and will work well with and help others. A child who is given little respect for others and who refuses to cooperate with and help other group members.

Social interest is influenced by the child's environment. The capacity for developing social interest is present in all children but does not develop automatically. Adlerians believe that it must be nurtured by the environment in which a child operates. Adult socializing agents are important influences on how cooperative or helpful a child become because they create the atmosphere in which the child exists. Adults model specific behaviors or patterns of interactions, which are imitated by children. Observing cooperation and group contribution is likely to result in high levels of cooperation, while observing competitive adults is likely in a low level of social interest. Adults also create an atmosphere in which respect for and

cooperation with others is valued and encouraged. An atmosphere conducive to developing respect for others has reasonable, firmly enforced limits on behavior that hurt others. Cooperation is modeled, taught and rewarded. If however, adults communicate idea that the world is a place in which children to act cooperatively, they would encourage them constantly to pit themselves against others. Social interest is influenced by the child's perception of himself and interaction with the environment. Adlerians believe that children are not just victims of circumstances. While each child has a certain genetic inheritance and exists in a certain atmosphere. Adlerian stress the idea that the child possesses an ability to evaluate and interpret experiences. Each child, therefore, develops a personal characteristic way of dealing with life's experiences. Each child develops his or her unique perceptions, a personal viewpoint of how to fit into the social group.

**Disturbing behavior tends to continue when adults do one of several things:**

1. Some adults always seem to notice the child's mistakes. Adlerians believe that adults who focuses exclusively on disturbing behavior rarely notice a child when the child is actively cooperating. They fail to notice evidence of positive interaction.

2. After noticing disturbing behavior, some adults reinforce the behavior. Mr. Gomez, for Example reinforced both Mauro's desperate bid for attention and Mark Paul's attempts to gain power. He reinforced the faulty perceptions of both children about how they might fit into the group.
3. Some adults encourage a child's disturbing behavior because they fail to treat the child's problem, thus he develops a feeling of separateness from the group functioning.

Adlerians believe that it is possible to react to a child's disturbing behavior so that the behavior eventually ceases. Adults need first to observe the child and find out what the child's goal is. Changing child's behavior requires that an adult modify his or her own (adult) behavior. Adults and children exists together in the social system, and to effect long - lasting behavioral change in the child, Adlerians, like behaviorists, believe that adult system members have to change the way in which they react to a child's behavior.

### **Mistaken Goals**

The child has finally perception or mistaken goals how to become a group member will such group membership in one of four ways.

## Did You Know?

*Adler failed in math in schools, his teacher suggested that he be removed from school, but he showed determination and later excelled in math. This experience of him shaped his theory of personality, to believe in one's potentials.*



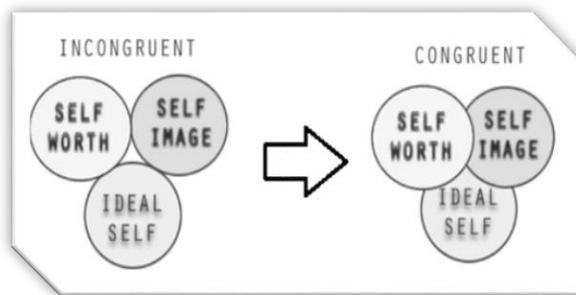
## Rogerian Theory

**Carl Rogers**, (born January 8, 1902, Oak Park, Illinois, U.S.—died February 4, 1987, La Jolla, California), American psychologist who originated the nondirective, or **client-centred**, approach to psychotherapy, emphasizing a person-to-person relationship between the therapist and the client (formerly known as the patient), who determines the course,

speed, and duration of treatment.

**Carl Rogers** (1902-1987) was a **humanistic psychologist** who agreed with the main assumptions of Abraham Maslow, but added that for a person to "**grow**", they need an environment that provides them with genuineness (*openness and self-disclosure*), acceptance (*being seen with unconditional positive regard*), and empathy (*being listened to and understood*).

Rogers believed that every person could achieve their goals, wishes, and desires in life. When, or rather if they did so, ***self-actualization*** took place.



*Framework of self-actualization by C. Rogers*

## **Self-Actualization**

Rogers rejected the **deterministic nature** of both **psychoanalysis** and **behaviorism** and maintained that we behave as we do because of the way we perceive our situation. **He** believed that humans have one basic motive, that is the tendency to self-actualize - i.e., to fulfill one's potential and achieve the highest level of '**human-**

*beingness*' we can. Like a ***flower*** that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough. However, unlike a flower, the potential of the individual human is ***unique***, and we are meant to develop in different ways according to our personality. Rogers believed that people are inherently good and creative. They become destructive only when a poor self-concept or external constraints override the valuing process. Carl Rogers believed that for a person to achieve *self-actualization* they must be in a *state of congruence*. This means that self-actualization occurs when a person's "ideal self" (i.e., who they would like to be) is congruent with their actual behavior (*self-image*). Rogers describes an individual who is actualizing as a fully functioning person. The main determinant of whether we will become self-actualized is childhood experience.

### **The Fully Functioning Person**

Rogers believed that every person could achieve their goal. This means that the person is in touch with the ***here and now***, his or her subjective experiences and feelings, continually growing and changing. In many ways, Rogers regarded the fully functioning person as an ideal and one that people do not ultimately achieve. It is wrong to think of

this as an end or completion of life's journey; rather it is a process of always becoming and changing.

**Rogers identified five characteristics of the fully-functioning person:**

1. Open to experience: both positive and negative emotions accepted. Negative feelings are not denied, but worked through (*rather than resorting to ego defense mechanisms*).
2. Existential living: in touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i.e., living for the moment).
3. Trust feelings: feeling, instincts, and gut-reactions are paid attention to and trusted. People's own decisions are the right ones, and we should trust ourselves to make the right choices.
4. Creativity: creative thinking and risk-taking are features of a person's life. A person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.

Fulfilled life: a person is happy and satisfied with life, and always looking for new challenges and experiences.

## STUDY GUIDE

### A. Concepts to comprehend

Sociology	Personality Humanity
Mechanism Actualization	Function Self
Consciousness Perception	Judgment Life style
Interests	

### B. Check your facts

1. How is sociology similar to and different from the other social sciences? Explain each similarity and differences.
2. Discuss what is a Fully Functioning person according to Rogers?
3. Compare and contrast the idea on Self-actualization of Maslow and Rogers.
4. What is the major difference between Humanism to Psychoanalysis and behaviorism?
5. Discuss the sociological perspective on Education.
6. In what way is the concept of ‘education is life’ being misinterpreted?
7. In the Philippine society, which of the social processes appears to be predominant at present?
8. Discuss the Maslow hierarchy of need, and how it is related to the social processes of the learners.

9. Discuss the Adlerian theory in the child's social learning processes.
10. What are the functions of educational sociology?

### **C. Phenomenological Reflection**

*"There is order where there used to be none; anarchy is only a memory: and growth and changes continue to abound in all aspects of society."*