The perception of HumSS on the inclusion of Baybayin as National Writing System

Ticao, Mariz ✉
Silay Institute, Incorporated, Philippines (marizticao.si@gmail.com)

Sacares, Kerby Kuno
Silay Institute, Incorporated, Philippines

Abstract

The National Writing System Act also known as the House Bill no. 1022 authored by Leopoldo Bataoil (2018), seeks to declare Baybayin as the Philippines' national writing system, generating greater awareness on the plight of Baybayin and foster wider appreciation on its importance and beauty. The researchers of the study surveyed 167 students under Humanities and Social Sciences from Silay Institute. The findings of the study regarding the perception of the respondents about Baybayin are as follows: a mean score of 3.89 which is interpreted as high in using Baybayin academically. Moreover, when used in the society it got a mean score of 3.82 which is also interpreted as high. The researchers based the results from the p value or significant level in interpreting the data from ANOVA. The results show that there is no significant difference in the perception of the respondents in using academically when taken as a whole and according to sex and grade level, as well as, when use of the society when taken as a whole or according to sex. However, there is a significant difference when Baybayin is used in the society according to grade level.

Keywords: Baybayin, humanities and social sciences, Silay City

The perception of HumSS on the inclusion of Baybayin as National Writing System

1. Introduction

Baybayin, the pre-colonial ancient writing script of the Philippines. The term "baybay" literally means to spell in Tagalog. Baybayin has been of significant importance to the culture and heritage of the Philippines for centuries (Bayani Art, 2019). Today, there is a great deal of interest in the revitalization of Baybayin. In some ways, Baybayin has been reclaimed as a symbol of Filipino national identity (Bielenberg, 2018). Once confined to history classes, baybayin is making a comeback among the Philippines' millennials. Online clips of calligraphy and digital fonts for Baybayin have caught the digital generation, and now it appears on everything from tattoos and T-shirts to mobile apps (France-Presse, 2019). According to Woods (2012), despite the attention given to Baybayin these past few years, its uses are still limited. Most people do not find it helpful as a writing system but as a symbol of connections to the past. This can prove that Baybayin is often used in trademarks, logos, and designs for t-shirts, tattoos, and other forms of art aesthetics. Although seen in various settings, there appears to be confusion and general ignorance about this system of writing as system of writing. In this study, the researchers wanted to know if the Senior High School students of Silay Institute are well-aware of Baybayin as one of the indigenous writing systems. The researchers also wanted to address the issue of including baybayin as one of the Philippine writing systems based on the opinions and perceptions of the students taking up the Humanities and Social Sciences strand.

1.1 Statement of the Problem

The study intends to determine the students' perception of the Humanities and Social Sciences strand in the inclusion of Baybayin as one of the national writing systems of the Philippines. Notably, this targets to answer the following questions:

➢ What are the profiles of the respondents in terms of Sex and Grade level?

➢ What is the perception of the students in the inclusion of Baybayin as one of the national writing systems of the Philippines in terms of academic use and societal use?

➢ Is there a significant difference in the students' overall perception of Baybayin when taken as a whole or grouped according to their profiles?

2. Methodology

This study utilized the descriptive method conducted in a private school within Silay City. The survey respondents are the Humanities and Social Sciences strand with a total population of 287 students composed of 147 students from Grade 11 and 140 from Grade 12. The researchers prepared a survey questionnaire in collecting the data, which was checked and validated. The questionnaire contains ten (10) questions categorized according to the variables, namely: academic and societal. The respondents were given a choice to rate the attributes of their preferences according to the following scale:

Table 1

Instrument of the Study

Numerical Scale	Verbal Interpretation
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

3. Results and discussion

The first objective of this study is to determine the profile of the respondents in terms of sex and grade level. The needed data were collected using the survey questionnaire administered to the 167 respondents in line with this objective. The number of respondents was determined using a random sampling technique with the help of Slovin's method with a 5% margin error in the population of 287. The data were analyzed using the frequency distribution. The following section provides an overview of the demographic factors of the respondents.

Table 2

Frequency and percentage distribution of the respondents according to sex and grade level

Category		F	%
a. Entire Group		167	100
b. Sex	Male	39	23
	Female	128	77
c. Grade Level	Grade 11	87	52
	Grade 12	80	48

Table 2 shows the frequency and percentage that determines the total number of participants of the study when taken according to sex. The total number of males is 39 participants which is 23.4% of the total population while the number of females comprises 128 which is 76.6% of the population. This implies that the students who are females are more likely to engage themselves academically. This further support the study of Lietaert et al. (2015). It states that male students are generally have higher dropouts rates, low grades and show lower engagement.

Table 3

Perception According to Academic Use

Grouping Variables	Mean	SD	Interpretation
Academic Use	3.89	0.70	High
1. Schools should enforce Baybayin as a writing system that Filipinos should learn starting in their primary education.	4.09	0.86	High
2. Schools and other educational institutions should be able to provide reading materials about Baybayin to increase awareness.	4.30	0.83	Very High
3. Schools should include Baybayin as a separate subject in secondary education.	3.71	1.01	High
4. Baybayin should be used as a medium in writing academic papers.	3.51	0.97	High
5. Baybayin should be used as a medium in translating Philippine Literature.	3.83	0.99	High

The results imply that the students from the HumSS strand agree with the implementation of Baybayin in the academic field. The highest score taken from the results is that schools can provide scripts containing the Baybayin writing system. The lowest score taken is that Baybayin should be used as a medium in academic writing, such as writing the thesis, etc.

Table 4

Perception According to Societal Use

Grouping Variables	Mean	SD	Interpretation
Societal Use	3.82	0.84	High
1. Manufacturers of locally produced products must include Baybayin scripts and their translation on the containers or labels.	3.86	0.94	High
2. Public service establishments such as hospitals, fire and police stations and community centers must include appropriate Baybayin script in their signage.	3.69	1.01	High
3. Street signages must have Bayabyin scripts and their translations.	3.78	1.09	High
4. Newspaper and magazine publishers should help promote Baybayin as their medium in writing.	3.95	0.99	High
5. Baybayin scripts should be used in mass media platforms such as televisions, social media sites, etc.	3.81	0.99	High

The results imply that the students from the HUMSS strand agree with the implementation of Baybayin in

society. The highest score taken from the results is that newspapers and magazines should be able to provide texts that contain the Baybayin script as their medium, while the lowest score taken is that the Baybayin script should be used as a medium of text as signages of public service establishments such as hospitals, fire and police stations.

Table 5

ANOVA Results for groups when taken as a whole or according to sex for academic use.

ANOVA						
Source of Variation	SS	df	MS	F	p-value	Interpretation
Between Groups	0.008402	2	0.004201	0.037335	0.963464	Not Significant
Within Groups	1.350234	12	0.112519			
Total	1.358636	14				

Table 5 presents the ANOVA result in the students' overall perception of Baybayin when taken as a whole or grouped according to sex for academic use. It is Interpreted as not significant because of its p-value of 0.96. The data shows no difference between the perception of females and males or when taken as a whole regarding their perception of Baybayin.
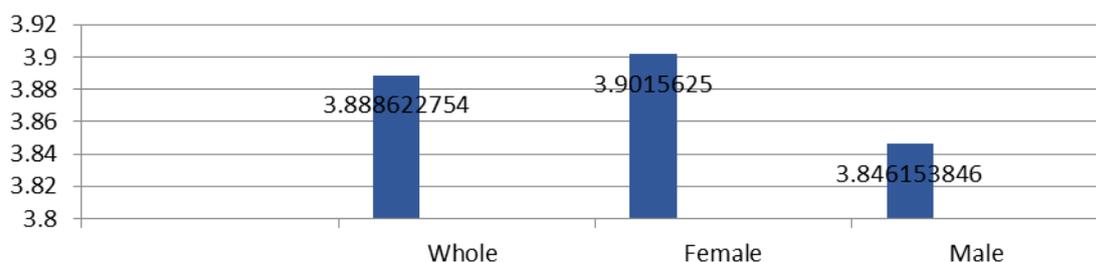

Figure 1. Comparison of the differences in mean scores.

The figure above illustrates the comparison between the groups' mean scores in the first ANOVA test. In terms of the respondents' perception of Baybayin's academic uses, as a whole, they have a mean score of 3.89, females a mean score of 3.90, and males have a mean score of 3.85, which implies that there is a high level of agreement between the statements in the questionnaire.

Table 6

ANOVA Results for groups when taken as a whole or according to grade level for academic use.

ANOVA						
Source of Variation	SS	df	MS	F	p-value	Interpretation
Between Groups	0.147206	2	0.73603	0.722412	0.505542	Not Significant
Within Groups	1.222624	12	0.101885			
Total	1.36983	14				

Table 6 presents the ANOVA result in the students' overall perception of Baybayin; when taken as a whole or grouped according to grade level for academic use was interpreted as not significant because of its p-value of 0.51. The data shows that the respondents agree with their perception of using Baybayin in the field of academics.

The next figure illustrates the comparison between the groups' mean scores in the second ANOVA test. In terms of the respondents' perception of Baybayin's academic use, as a whole, they have a mean score of 3.89, Grade 11 a mean score of 3.78, and Grade 12 have a mean score of 4.02 which implies that there is a high level of agreement between the statements in the questionnaire.
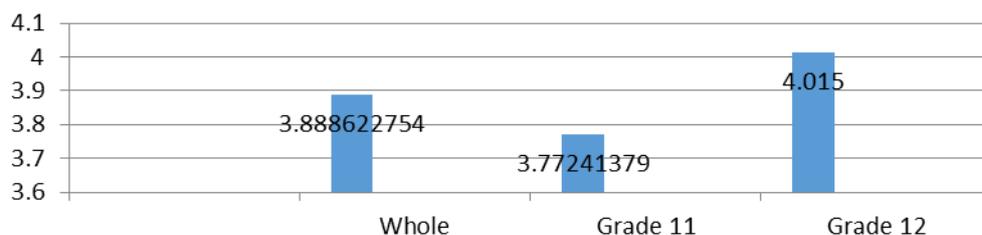
Figure 2. Comparison of the differences of mean scores

Table 7

ANOVA Results for groups when taken as a whole or according to sex for societal use.

ANOVA						
Source of Variation	SS	df	MS	F	p-value	Interpretation
Between Groups	0.063331	2	0.031666	2.002078	0.177701	Not Significant
Within Groups	0.189796	12	0.015816			
Total	0.253127	14				

Table 7 presents the ANOVA result in the students' overall perception of Baybayin when taken as a whole or grouped according to sex for societal use. It was interpreted as not significant because of its p-value of 0.18. The data shows that the respondents agree with their perception of using Baybayin in society.
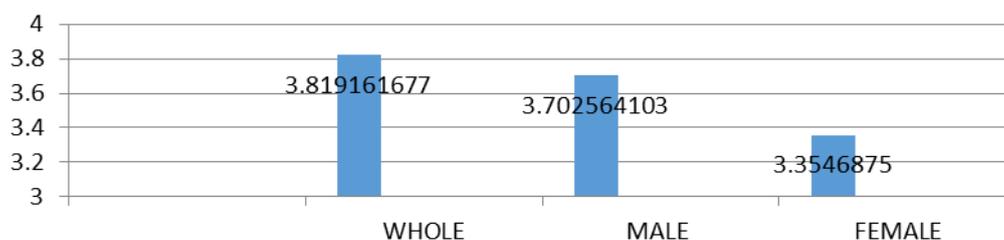

Figure 3. Comparison of the differences of mean scores

The figure above illustrates the comparison between the groups' mean scores in the third ANOVA test. In terms of the respondents' perception of Baybayin's societal use, as a whole, they have a mean score of 3.82, males a mean score of 3.70, and females have a mean score of 3.85, which implies that there is a high level of agreement between the statements in the questionnaire.

Table 8

ANOVA Results for groups when taken as whole or according to grade level for societal use.

ANOVA						
Source of Variation	SS	df	MS	F	p-value	Interpretation
Between Groups	0.400062	2	0.200031	18.54055	0.000214	Significant
Within Groups	0.129466	12	0.010789			
Total	0.529528	14				

Table 8 presents the ANOVA result in the students' overall perception of Baybayin when taken as a whole or grouped according to grade level for societal use was interpreted as significant because of its p-value of 0.002. The data shows that the respondents disagree with their perception of using Baybayin in society.

The next figure illustrates the comparison between the groups' mean scores in the last ANOVA test. In terms of the respondents' perception of Baybayin's societal use, as a whole, they have a mean score of 3.82, Grade 11 a mean score of 3.62, and Grade 12 have a mean score of 4.03 which implies that there is a high level of agreement between the statements in the questionnaire, but there is a significant difference between the means of the groups.
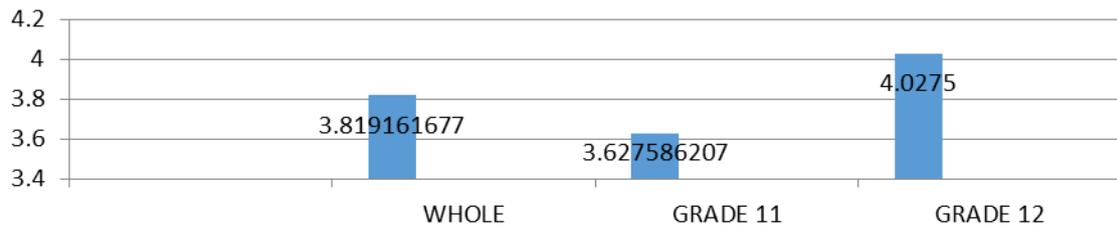
Figure 4. Comparison of the differences of mean scores

4. Conclusions

The researchers concluded that there is a difference in the Grade 11 and 12 desire to use Baybayin in society. Grade 12 is more enthusiastic about using Baybayin as a medium of writing found in community signages, product labels, etc. The respondents agree that Baybayin should be prominently used in general by society.

5. References

Acosta, Z. (2018). *Writing a nation: Should we start using Baybayin again*. Retrieved from
        https://nolisoli.ph/49937/writing-a-nation-zacosta-20181017/

ACW. (2018). *Ancient civilizations writing systems*. Retrieved from
        https://ancientcivilizationsworld.com/writing-systems/

Bataoil, L. N. (2016). *National script act*. Retrieved from
        http://www.congress.gov.ph/legisdocs/basic_17/HB01022.pdf

Bayaniart. (2019). *Baybayin-ancient writing script of the Philippines.* Retrieved from:
        https://www.bayaniart.com/articles/baybayin

Brookes, T. (2013). *Save a language, save a culture*. Retrieved from
        https://www.nationalgeographic.com/news/2013/6/130628-endangered-lngiages-scripts-bangladesh-indi
        genous-cultures-world/

Casal, C. (2018). *Ancient Filipino writing systems that aren't Baybayin*. Retrieved from
        https://cnnphilippines.com/life/culture/2018/08/22/ancient-Filipino-scripts-surat-Baybayin.html

De los Santos, N. (n.d.). *Philippine indigenous writing systems in the modern world*. Retrieved from
        http://ical13.ling.sinica.eduy.tw/Full_papers_and_ppts/July_21/P4-1.pdf

Encyclopedia. (2020). *Academic usage*. Retrieved from
        https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/academic-usa
        ge

Estrella, F. (2017). *The Baybayin scripts in our government seals*. Retrieved from
        https://cnnphilippines.com/life/culture/2017/08/18baybayin-government-seals.html

Full Education. (2016). *The importance of writing*. Retrieved from
        https://fulleducation.ca/the-importance-of-writing/

Gbollie, C., & Keamu, H. (2017). *Student academic performance: The role of motivation, strategies, and
        perceived factors hindering Liberian Junior and Senior High School Students Learning*. Retrieved from
        https://www.hindawi.com/journals/edri/2017/1789084/

Kabuay, K. (2011). *Baybayin Bill - National Script Act of 2011*. Retrieved from
        https://blog.kabuay.com.2011/03/16/baybayin-bill-natrional-script-act-of-2011/

Kualo. (2019). *Definitions of writing systems*. Retrieved from https://www.omniglot.com/writing/definition.htm

Legarda, L. (2013). *Baybayin Act of 2013*. Retrieved from https://www.senate.gov.ph/lisdata/1813515380!.pdf

Madarag, C. (2018). *The case against Baybayin as national writing system*. Retrieved from
        https://www.interaksyon.com/breaking-news/2018/04/25/125470/the-case-against-baybayin-as-national
        -writing-system/

Mandirigma Research Organization. (1999). *Baybayin: Pre-Spanish Philippine writing system*. Retrieved from

http://mandirigma.org/?p=423

Nordenx. (2010). *Baybayin Modern Fonts*. Retrieved from
http://nordenx.blogspot.com/2010/05/alibata-vs-bayabyin.html

Olson, D. R. (n.d.). *The functions of writing*. Retrieved from
https://www.britannica.com/topic/writing/The-functions-of-writing

Olusiji, L, (2018). Gender differences in English proficiency among early, middle and late immersion
undergraduate students: The role of individual difference factors. *Global Journal of Foreign Language
Teaching, 8*(1).

Psyc 101. (n.d). *Psychologists use descriptive, correlational, and experimental research designs to understand
behavior.* Retrieved from:
https://canvas.instructure.com/courses/773049/pages/stangor-2-dot-2-psychologists-use-descriptive-corr
elational-and-experimental-research-designs

Roorda, D. (2015). The gender gap in student engagement: The role of teachers' autonomy support, structure,
and involvement. *British Journal of Educational Psychology, 85*(4), 498-518.

Societal. (n.d). *Merriam – Webster*. Retrieved from: https://www.merriamwebster.com/dictionary/societal

Stephanie. (2016). *Reliability and validity in research: Definitions, examples*. Retrieved from
https://www.statisticsshowto.datasciencecentral.com/reliability-validity-definitions-examples/

The Aswang Project. (2017). *Writing history: The fiction and truth of Baybayin*. Retrieved from
https://www.aswangproject.com/writing-history-fiction-truth-baybayin/

Writing system. (n.d.). *Vocabulary*. Retrieved from https://www.vocabulary.com/dictionary/writing%20system