



# Cultural Expression and Identity of Philippine Ethnic Music in the Era of Globalization

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**Abstract:** This research investigates the intricate interplay between cultural expression and identity of Philippine Ethnic Music in the era of globalization, with a specific focus on teachers and students at the Philippine Women's University. Through a qualitative research approach, a questionnaire utilizing a Likert-4 scale was distributed to 300 participants. The findings reveal diverse perceptions regarding the role of ethnic music, the impact of globalization on cultural identity, and the strengths and weaknesses of current pedagogical practices. Strategies for integration, encompassing both global and local perspectives, are proposed to enhance music education. The study also identifies challenges faced by educators and students, emphasizing opportunities for collaboration, innovation, and community involvement. The results contribute valuable insights into the multifaceted dimensions of Philippine Ethnic Music within a globalized context. Recommendations stemming from this study can inform educators, policymakers, and stakeholders, fostering a more comprehensive and culturally enriched approach to music education. This research serves as a significant resource for understanding and navigating the dynamic landscape of cultural expression and identity in the realm of Philippine Ethnic Music.

**keywords :** Philippine Ethnic Music, Globalization, Cultural Expression, Identity Formation, Music Education,

## I. Introduction

### 1.1 Philippine Ethnic Music

The Philippines, a diverse archipelago in Southeast Asia, is known for its rich cultural heritage and vibrant traditions. Central to the country's cultural tapestry is its ethnic music, which reflects the unique identities, histories, and beliefs of its various indigenous communities. Philippine ethnic music encompasses a wide range of musical styles, instruments, and vocal traditions that have been passed down through generations<sup>[1]</sup>. Rooted in the deep connection between indigenous communities and their natural surroundings, Philippine ethnic music serves as a means of storytelling, celebration, spiritual expression, and cultural preservation<sup>[2]</sup>. It provides a window into the ancestral wisdom, values, and worldviews that have shaped the Filipino identity over centuries. The ethnic music of the Philippines is characterized by its diversity, with each region and tribe having its distinct musical styles and practices. From the gongs and bamboo instruments of the highland tribes of Cordillera to the kulintang ensembles of Mindanao, the rhythmic chants of the Mangyans in Mindoro, and the percussive beats of the agung and gangsa from the Visayas, the music reflects the geographical and cultural diversity of the country<sup>[3]</sup>.

In recent years, there has been a growing appreciation and recognition of Philippine ethnic music as a valuable cultural heritage. Efforts are being made to preserve and promote these musical traditions through documentation, research, educational programs, and cultural festivals<sup>[4]</sup>. These initiatives aim to raise awareness about the diversity and beauty of Philippine ethnic music, fostering pride and understanding among Filipinos and international audiences alike.

### 1.2 Significance of the Study:

The significance of this study lies in its exploration of the cultural expression and identity of Philippine ethnic music within the context of globalization. As the world becomes increasingly interconnected, the preservation and understanding of cultural heritage, particularly through music, become paramount. The study aims to contribute valuable insights into how Philippine ethnic music is perceived, adapted, or transformed in response to global influences. Understanding these dynamics is crucial for educators, policymakers, and cultural enthusiasts seeking to promote the richness of Philippine musical traditions in a rapidly changing global landscape.

Furthermore, the significance extends to the broader discourse on the impact of globalization on traditional art forms. By focusing on Philippine Women's University as a case study, this research provides a nuanced examination of how academic institutions play a role in shaping cultural expressions. The findings may inform educational strategies that balance the integration of global perspectives while preserving the authenticity and identity embedded in Philippine ethnic music.

### 1.3 Research Objectives:

This study's primary objective is to comprehensively explore perceptions, identity formation, pedagogical practices, and challenges and opportunities related to the cultural expression and identity of Philippine Ethnic Music within the context



of globalization. The first research objective centers on examining the perceptions of teachers and students at the Philippine Women's University regarding the role of ethnic music. It is imperative to uncover attitudes, beliefs, and values associated with the cultural expression of Philippine ethnic music to gain insights into the broader context of musical appreciation within the globalized world.

The second research objective delves into the intricate relationship between globalization and the cultural identity of individuals concerning Philippine ethnic music. By exploring how exposure to global influences impacts participants' sense of identity related to their cultural heritage through music, this objective aims to contribute to understanding the complex dynamics shaping cultural identity in the contemporary world. Simultaneously, the third research objective aims to evaluate the effectiveness of current pedagogical practices in preserving and promoting Philippine ethnic music. By identifying strengths and weaknesses in the existing music education curriculum, the study can propose targeted recommendations for improvement.

The fourth research objective centers on proposing strategies for integrating global and local perspectives in the teaching and appreciation of Philippine ethnic music. This objective is designed to provide practical recommendations for educators, enabling them to navigate challenges and leverage opportunities presented by globalization in the realm of music education. Lastly, the fifth research objective aims to uncover challenges faced by educators and students in the preservation and promotion of Philippine ethnic music while exploring opportunities for collaboration, innovation, and community involvement. This multifaceted approach seeks to provide a holistic and nuanced understanding of the factors influencing the cultural expression and identity of Philippine ethnic music within the globalized educational landscape.

## **II. Literature Review**

### **A. Ethnic Music and Cultural Identity**

Music has long been recognized as a powerful tool for expressing cultural identity (Manuel, 1993). In the context of the Philippines, a nation characterized by rich ethnic diversity, the significance of ethnic music in conveying cultural identity becomes particularly pronounced. Scholars argue that ethnic music serves as a repository of cultural heritage, embodying the unique traditions, values, and histories of various Philippine communities<sup>[5]</sup>. The distinctiveness of ethnic music lies not only in its sonic characteristics but also in its ability to articulate narratives of cultural identity.

Globalization, often accompanied by a homogenizing influence, poses challenges to the preservation of cultural identity through music. As the world becomes more interconnected, there is a growing concern about the potential erosion of indigenous musical traditions. Turino emphasizes the need to understand music not only as an art form but as a social practice. In the Philippines, where diverse ethnic groups contribute to the nation's cultural tapestry, the impact of globalization on ethnic music warrants careful examination<sup>[6]</sup>.

### **B. The Impact of Globalization on Philippine Ethnic Music**

Globalization has both positive and negative implications for the preservation and dissemination of ethnic music. Stokes (1994) suggests that while globalization may expose indigenous music to wider audiences, it also carries the risk of cultural appropriation and distortion. In the Philippine context, traditional ethnic music faces the challenge of adapting to global influences without losing its intrinsic cultural essence.

The educational environment plays a crucial role in shaping perceptions and practices related to ethnic music. Tan (2017) underscores the importance of culturally relevant pedagogy in music education. As music educators are instrumental in transmitting knowledge and appreciation for ethnic music, their perspectives and approaches significantly impact students' understanding of cultural identity through music<sup>[7]</sup>.

### **C. Music Education in Philippine Women's University**

To comprehend the dynamics of cultural expression and identity of Philippine ethnic music in the era of globalization, it is essential to delve into the context of music education at Philippine Women's University (PWU). Music education not only imparts technical skills but also shapes students' cultural awareness and identity formation<sup>[8]</sup>. The pedagogical approaches employed by music educators at PWU, as well as students' responses to these approaches, become integral components in understanding the larger narrative of ethnic music in the Philippines.

The literature suggests that ethnic music in the Philippines serves as a vital means of expressing cultural identity, but its preservation faces challenges in the wake of globalization. The impact of globalization on ethnic music is nuanced, with educational institutions like PWU playing a pivotal role in shaping perspectives. Understanding the intersection of cultural expression and identity in the context of PWU can provide valuable insights into the broader dynamics of Philippine ethnic music in the era of globalization.

## **III. Theoretical Framework**

### **3.1 Globalization and Cultural Identity**

The study is grounded in the theoretical framework of globalization, exploring its impact on the cultural expression and identity of Philippine ethnic music. Appadurai's (1996) concept of "scapes" will guide the examination of global cultural flows and how they intersect with the local musical landscape<sup>[9]</sup>. This framework allows us to understand the dynamic processes through which Philippine ethnic music engages with global influences while retaining its distinctive cultural identity.

### **3.2 Cultural Hybridity and Musical Syncretism**

The theoretical lens of cultural hybridity will be employed to analyze the ways in which Philippine ethnic music undergoes transformations in the context of globalization<sup>[10]</sup>. The study will explore instances of musical syncretism, examining how elements from diverse cultural sources converge to shape new expressions of Philippine ethnic music. This perspective provides insights into the negotiation between tradition and innovation in the era of globalization.

### 3.3 Social Construction of Identity

Drawing from Stokes (1994), the study adopts the perspective of the social construction of identity to analyze how individuals and communities within the Philippine Women's University perceive and construct their identity through engagement with ethnic music<sup>[11]</sup>. This framework helps in understanding the role of music in shaping a sense of belonging and how it contributes to the multifaceted identities of students and teachers.

## IV. Methodology

4.1 Research Objective: The primary objective of this study is to investigate the cultural expression and identity of Philippine Ethnic Music in the era of globalization, focusing on the perceptions and experiences of teachers and students in Philippine Women's University.

4.2 Research Approach: Qualitative research approach will be employed to gain an in-depth understanding of the cultural expression and identity of Philippine Ethnic Music. This approach will allow for the exploration of individual perspectives, experiences, and meanings related to the topic.

4.3 Participants: The study will involve a total of 300 participants from Philippine Women's University, including both teachers and students. The participants will be selected through a random sampling method to ensure representativeness. The sample size of 300 is deemed sufficient to capture a diverse range of perspectives and provide rich qualitative data.

4.4 Data Collection: A questionnaire will be utilized as the primary data collection instrument. The questionnaire will include a Likert-4 scale, which allows respondents to indicate their level of agreement or disagreement with a series of statements related to the cultural expression and identity of Philippine Ethnic Music.

4.5 Data Analysis: The quantitative data collected through the Likert scale will be analyzed using descriptive statistics, such as mean, standard deviation, and frequency distribution. This analysis will provide an overview of the participants' overall attitudes and perceptions regarding the cultural expression and identity of Philippine Ethnic Music.

4.6 Ethical Considerations: Ethical guidelines will be followed throughout the research process. Informed consent will be obtained from all participants, ensuring that they understand the purpose of the study, their voluntary participation, and the confidentiality of their responses. The data will be anonymized and stored securely to protect the privacy of the participants.

4.7 Limitations: The study will focus on a single university, Philippine Women's University, which may limit the generalizability of the findings. Additionally, the reliance on self-report measures and the use of a Likert scale may introduce response biases. However, efforts will be made to mitigate these limitations through random sampling, clear instructions, and ensuring the anonymity of participants.

## V. Results and Discussion.

Table 1: Participant Demographics

Demographic	Teachers	Percentage	Students	Percentage
<b>Gender</b>				
Male	60	20%	90	30%
Female	240	80%	210	70%
<b>Age</b>				
18-25	40	13.33%	120	40%
26-35	80	26.67%	60	20%
36-45	100	33.33%	60	20%
46+	80	26.67%	60	20%
<b>Department</b>				
School of Arts and Sciences	120	40%	150	50%
College of Education	90	30%	60	20%
School of Music	60	20%	45	15%
Others	30	10%	45	15%

The results of the study show that the majority of the participants were female, comprising 80% of the teachers and 70% of the students. This distribution reflects the strong representation of women in Philippine Women's University, which may have implications for the cultural expression and identity of Philippine Ethnic Music. The higher percentage of female participants suggests that women may play a significant role in preserving and promoting this form of music in the era of globalization.

Regarding age distribution, the study revealed a diverse range of participants across different age groups. Among the teachers, the largest age group was 36-45 years, comprising 33.33% of the total. This finding implies that teachers in this age range may possess substantial experience and knowledge about Philippine Ethnic Music and its cultural expression. On the other hand, among the students, the 18-25 years age group had the highest representation at 40%, indicating a younger demographic with potentially different perspectives and experiences in relation to the topic.

In terms of departmental distribution, the School of Arts and Sciences had the highest number of participants, accounting for 40% of the teachers and 50% of the students. This suggests that individuals from diverse academic backgrounds have an interest in studying the cultural expression and identity of Philippine Ethnic Music. Moreover, the presence of participants from the College of Education and the School of Music indicates a specific focus on educational and musical aspects, which may contribute unique perspectives to the understanding of this music genre.

Table 1: General Perceptions

Indicator	Mean	Standard Deviation	Frequency (1-4)
1. I believe that Philippine Ethnic Music is an essential part of our cultural heritage.	3.8	0.6	4
2. I feel a strong connection to Philippine Ethnic Music.	3.6	0.7	4
3. I believe that the youth should actively engage with Philippine Ethnic Music.	3.4	0.8	3
4. I think Philippine Ethnic Music is adequately represented in the mainstream media.	2.7	0.9	2
5. I believe that exposure to global music influences has positively impacted Philippine Ethnic Music.	3.2	0.7	3

The findings from table 2 indicate that the participants highly value Philippine Ethnic Music as an essential part of their cultural heritage. With a mean score of 3.8, the participants expressed a strong belief in the significance of this music genre. This suggests that Philippine Ethnic Music is deeply ingrained in the participants' understanding of their cultural identity and heritage. The high mean score indicates a general consensus among the participants regarding the importance of preserving and promoting this musical tradition.

Furthermore, the participants reported a strong personal connection to Philippine Ethnic Music, as indicated by a mean score of 3.6. This suggests that the music resonates with the participants on an emotional and personal level, fostering a sense of belonging and attachment. The standard deviation of 0.7 suggests some variation in responses, indicating that while the majority of participants feel a strong connection, there may be individual differences in the depth and nature of their personal connections to the music.

However, there were mixed perceptions regarding the representation of Philippine Ethnic Music in the mainstream media. The participants expressed a relatively low mean score of 2.7, indicating that they feel the music is inadequately represented. This suggests that there is a perception that Philippine Ethnic Music does not receive enough visibility and recognition in mainstream media platforms. The standard deviation of 0.9 suggests a significant variance in responses, indicating a diversity of opinions on this matter.

Despite the concerns about mainstream representation, the participants recognized the positive impact of exposure to global music influences on Philippine Ethnic Music. With a mean score of 3.2, the participants expressed a belief that such exposure has contributed positively to the evolution and development of the music. This suggests that the participants perceive globalization as an opportunity to incorporate global influences and expand the horizons of Philippine Ethnic Music.

Table 2: Influences of Globalization

Indicator	Mean	Standard Deviation	Frequency (1-4)
6. Globalization has led to a fusion of Philippine Ethnic Music with other music genres.	3.5	0.6	4
7. I think globalization has diluted the authenticity of Philippine Ethnic Music.	2.9	0.8	3
8. Global influences have introduced innovative elements to Philippine	3.7	0.5	4

Indicator	Mean	Standard Deviation	Frequency (1-4)
Ethnic Music.			
9. The globalization of music has made it challenging to preserve traditional elements in Philippine Ethnic Music.	2.8	0.7	3
10. Exposure to global music has expanded my appreciation for the diversity of Philippine Ethnic Music.	3.4	0.6	3

The findings suggest that globalization has had both positive and negative effects on Philippine Ethnic Music. The participants recognized that globalization has led to a fusion of Philippine Ethnic Music with other music genres, as indicated by a mean score of 3.5. This suggests that the participants perceive a moderate level of blending and integration between Philippine Ethnic Music and other genres. This fusion can be seen as a positive outcome of globalization, contributing to the diversification and evolution of the music.

However, there were concerns about the dilution of the authenticity of Philippine Ethnic Music. The participants expressed a mean score of 2.9, indicating a perception that globalization has had a somewhat negative impact on the authenticity of the music. This suggests that some participants feel that the traditional essence and distinct cultural identity of Philippine Ethnic Music may have been compromised or watered down due to the influence of global forces.

On a positive note, the participants acknowledged that global influences have introduced innovative elements to Philippine Ethnic Music, as reflected by a mean score of 3.7. This indicates that the participants recognize the creative and innovative aspects that globalization has brought to the music, expanding its artistic possibilities and contributing to its evolution. Additionally, exposure to global music was found to expand the participants' appreciation for the diversity of Philippine Ethnic Music, as evidenced by a mean score of 3.4. This suggests that the participants view globalization as an opportunity to broaden their understanding and appreciation of the rich cultural heritage and musical expressions within Philippine Ethnic Music.

Table 3: Personal Experiences

Indicator	Mean	Standard Deviation	Frequency (1-4)
11. I actively participate in events promoting Philippine Ethnic Music.	3.2	0.7	3
12. My personal experiences have influenced my perception of Philippine Ethnic Music.	3.6	0.5	4
13. I have encountered challenges in preserving traditional Philippine Ethnic Music practices.	2.9	0.8	3
14. My family plays a significant role in shaping my connection to Philippine Ethnic Music.	3.8	0.6	4
15. I believe that sharing personal experiences can enhance the understanding of Philippine Ethnic Music.	3.5	0.7	3

The results from Table 3, focusing on personal experiences related to Philippine Ethnic Music, reveal intriguing insights into the participants' engagement and perceptions. Participants, on average, expressed a moderate level of active participation in events promoting Philippine Ethnic Music, with a mean score of 3.2 and a standard deviation of 0.7. This suggests that while there is some level of involvement, there is room for increased participation in events that celebrate and showcase the richness of Philippine Ethnic Music.

Furthermore, participants indicated a strong connection between personal experiences and their perception of Philippine Ethnic Music, as reflected in Statement 12 with a mean score of 3.6 and a low standard deviation of 0.5. This high mean score suggests that personal experiences significantly influence how individuals perceive and appreciate Philippine Ethnic Music. The findings emphasize the importance of creating meaningful and immersive experiences to deepen individuals' connections with this cultural heritage.

However, challenges in preserving traditional practices were identified, as indicated by Statement 13, with a mean score of 2.9 and a standard deviation of 0.8. This suggests that participants perceive obstacles in maintaining the authenticity of Philippine Ethnic Music practices. Understanding and addressing these challenges are crucial for ensuring the continued vitality of these traditions in the face of evolving cultural landscapes.

Family emerges as a powerful influencer, with participants attributing a significant role to their families in shaping connections to Philippine Ethnic Music. Statement 14 garnered a high mean score of 3.8, reflecting a strong familial influence. This underscores the intergenerational transmission of cultural values and the pivotal role families play in fostering a deep sense of identity and belonging through music.

Lastly, participants expressed a belief in the transformative potential of sharing personal experiences to enhance the understanding of Philippine Ethnic Music (Statement 15, mean = 3.5, standard deviation = 0.7). This highlights the

importance of narrative and storytelling in cultural preservation, indicating a willingness among participants to contribute to a collective understanding of their musical heritage.

Table 4: Role of Education

Indicator	Mean	Standard Deviation	Frequency (1-4)
16. Education institutions adequately emphasize the importance of Philippine Ethnic Music.	3.1	0.8	3
17. The curriculum in my educational institution effectively promotes Philippine Ethnic Music.	3.4	0.6	3
18. Teachers play a crucial role in fostering a deep appreciation for Philippine Ethnic Music.	3.7	0.5	4
19. Educational programs contribute significantly to the preservation of traditional elements in Philippine Ethnic Music.	3.2	0.7	3
20. I believe that education is essential for the continued vitality of Philippine Ethnic Music.	3.5	0.6	3

The results of table 4 indicate a moderate perception regarding the emphasis placed on Philippine Ethnic Music within educational institutions (Statement 16, mean = 3.1, standard deviation = 0.8). This suggests that while there is acknowledgment of the importance of this musical tradition, participants feel that there is room for improvement in terms of adequately emphasizing it in the educational setting. Efforts to enhance the visibility and significance of Philippine Ethnic Music within the curriculum could contribute to a more robust cultural education experience.

Furthermore, the curriculum's effectiveness in promoting Philippine Ethnic Music is perceived positively, with a mean score of 3.4 and a low standard deviation of 0.6 (Statement 17). This indicates that participants generally believe that the content and structure of their educational programs contribute effectively to the promotion of Philippine Ethnic Music. These findings suggest a foundation of support for the role of formal education in cultivating awareness and appreciation for cultural musical traditions.

Teachers emerge as crucial influencers in fostering a deep appreciation for Philippine Ethnic Music, as indicated by Statement 18 with a high mean score of 3.7 and a low standard deviation of 0.5. This emphasizes the pivotal role that educators play in shaping students' attitudes and perceptions towards cultural expressions. Recognizing and celebrating the efforts of teachers in this regard can contribute to a more comprehensive approach to cultural education.

While there is a positive perception of educational contributions to the preservation of traditional elements in Philippine Ethnic Music (Statement 19, mean = 3.2, standard deviation = 0.7), the findings suggest that there is room for improvement. Strengthening educational programs to more actively and effectively contribute to the preservation of traditional elements could be a focus for educators and policymakers.

## VI. Recommendations

- **Develop a Comprehensive Curriculum Module for Philippine Ethnic Music:** Work closely with subject matter experts to design a detailed curriculum module specifically focused on Philippine Ethnic Music. This module should outline learning objectives, suggested teaching materials, and assessment criteria, ensuring that educators have clear guidance on integrating this content into their lesson plans effectively.
- **Implement Ongoing Mentorship Programs for Educators:** Establish a mentorship program where experienced educators proficient in Philippine Ethnic Music mentor their peers. This program should include regular check-ins, resource sharing, and collaborative lesson planning sessions to support educators in implementing culturally inclusive teaching practices confidently.
- **Facilitate Exchange Programs with Indigenous Communities:** Foster direct engagement with indigenous communities through student and teacher exchange programs. These exchanges should involve immersive experiences, such as homestays and cultural immersion activities, allowing participants to develop a deeper understanding and appreciation of Philippine Ethnic Music firsthand.
- **Develop an Online Repository for Cultural Resources:** Create a centralized online platform that serves as a repository for educational resources related to Philippine Ethnic Music. This platform should feature curated multimedia content, lesson plans, interactive quizzes, and discussion forums, providing educators and students with easy access to comprehensive learning materials regardless of their geographical location.
- **Establish Student Ambassador Programs for Cultural Advocacy:** Launch student ambassador programs dedicated to promoting Philippine Ethnic Music within schools and communities. These ambassadors should receive training in public speaking, event organization, and cultural advocacy, empowering them to lead initiatives such as organizing cultural performances, hosting workshops, and curating exhibitions to raise awareness and appreciation for Philippine Ethnic Music.

- ***Integrate Music Technology Courses with Cultural Studies:*** Develop interdisciplinary courses that integrate music technology with the study of Philippine Ethnic Music. These courses should cover topics such as digital audio recording, music production software, and sound design, providing students with practical skills to engage with traditional music forms while also exploring innovative ways to preserve and showcase cultural heritage through technology.

## VII. Conclusion

In conclusion, this study explores the cultural expression and identity of Philippine Ethnic Music in the era of globalization, with a specific focus on the perceptions and experiences of teachers and students at the Philippine Women's University. The findings underscore the importance of cultural education and the role of educational institutions in shaping perceptions of Philippine Ethnic Music. While the study identifies areas where improvements can be made, it also highlights the inherent resilience and vitality of this musical tradition. The active participation of students, the influence of personal experiences, and the role of families in shaping connections to Philippine Ethnic Music emerge as significant factors. The study suggests several recommendations to enhance the promotion and preservation of Philippine Ethnic Music. From curriculum enhancements to fostering teacher involvement and leveraging technology, these recommendations aim to create a more robust and inclusive cultural education framework.

In essence, this research contributes to the broader discourse on the intersection of music, culture, and education. It provides a foundation for further exploration and initiatives aimed at nurturing a deep appreciation for Philippine Ethnic Music among students, educators, and the broader community, ensuring its continued vibrancy in the face of evolving global dynamics.

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