

## **BIBLIOGRAPHY**

BARTOLO, DESIREE D. 2011. An Evaluation of Values Depicted from the Movie Ganab di Anos to the Out of School Youths in Bakun, Benguet. Benguet State University, La Trinidad, Benguet.

Adviser: Chamberlane Altatis, BSc

## **ABSTRACT**

The study was conducted to evaluate the values depicted in the movie among out of school youths in Bakun, Benguet. The study aimed to: determine the profile of the movie; to determine the socio-demographic profile of the respondents; to determine the evaluators and respondents rating on the movie; to identify the values depicted from the movie; to identify the values identified by the respondents; to find out whether or not the respondents are willing to adopt these values in their lives and to know the reasons why they would or would not adapt these values.

The study used personal interviews to gather data from the key informants and used survey questionnaire to get the rating from the evaluators. Interview schedule was used to gather information after the respondents watched the movie.

Most of the respondents were male and farmers. The movie was rated satisfactory in terms of cinematography, editing, use of sound and use of text. Further, results show that the values depicted in the movie as identified by the movie makers were also identified by the respondents. The top five values identified were industry and hard work, patience, love, faith to God and perseverance. Other values identified were obedience, respect to parents, hope, honesty, truth and deep bond of friendship.

All of the respondents were willing to adopt these values mainly because like the two protagonist in the movie, the out of school youths want to achieve their dreams and become successful in their lives.



## TABLE OF CONTENTS

	Page
Bibliography.....	i
Abstract .....	i
Table of Contents .....	iii
INTRODUCTION .....	1
Rationale .....	1
Statement of the Problem .....	3
Objectives of the Study .....	3
Importance of the Study .....	4
Scope and Limitation of the Study .....	4
REVIEW OF LITERATURE .....	5
Youth and Media .....	5
Advantage of Motion Pictures .....	5
Influence of Motion Pictures .....	6
Independent Films in Cordillera .....	7
Values.....	8
Values Depicted in Kinnoboyan Songs and Benguet Youth.....	8
Essence of Values Education .....	9
Core Values of the New Filipino .....	9

METHODOLOGY .....	12
Locale and Time of the Study .....	12
Respondents of the Study .....	12
Data Collection .....	14
Data Gathered .....	14
Data Analysis .....	14
RESULTS AND DISCUSSION .....	15
Profile of the Movie .....	15
Summary of the Movie “ <i>Ganab si Anos</i> ” .....	16
Socio-demographic Profile of the Respondents .....	17
Respondents Rating on the Movie “ <i>Ganab di Anos</i> ” .....	19
Film Makers Evaluation on the Movie “ <i>Ganab di Anos</i> ” .....	20
Values Identified by the Movie Makers and Respondents in the Movie “ <i>Ganab di Anos</i> ” .....	23
Respondents’ Willingness to Adapt the Values Identified in watching “ <i>Ganab si Anos</i> ” .....	23
Reasons of OSY in Adapting the Values in their Life .....	27
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	29
Summary .....	29
Conclusions .....	30
Recommendations .....	30

LITERATURE CITED .....	32
APPENDIX	
A. Guide Questionnaire .....	34
B. Interview Schedule Questionnaire .....	36
C. Survey Questionnaire .....	38



## INTRODUCTION

### Rationale

The society today has gone tremendous changes which include deterioration of Filipino values especially among the youth. Nowadays, we are met by gruesome fact of youths reported committing endless crime like snatching, pick pocketing, drug dealing, car napping, rape and a lot more. Moreover the simple use of *po* and *opo* are unnoticeably fading. It is becoming a trend in our society that we are left to deal with it like a normal scenario. With this Filipino physicist-turned-social scientist Serafin Talison, said that this crisis of values needs an urgency to earnestly address the deterioration of the moral fiber of our people, especially those of the young.

According to Andres as stated by Gracia (2000), it has been said that values are intimately related to the search for meaning in human life and life becomes meaningful when a man found something worth capable of arousing his commitment to it; something deserving of his effort, something worth living for, or if need be, worth dying for. Values enable man to change, to establish self-control and self direction. If a person has self-direction then he has goal in life making him a less liability to the society.

Additionally, education plays a vital role in enhancing human values. The aim of all education-whether at home, at work, at play or at school-ought to be the teaching of what we call values not merely funneling information into empty vessels as stated by Buazon (2002).

However, in the Philippines, the incidence of out of school youth (OSY) is increasing every year and felt nationwide. In fact being out of school youth has become a



phenomena and it is felt by one third of school age children and youth. According to the Department of Education as cited by Simbulan (2008), more than 11.6 million Filipinos from 6-24 years old are out of school. Even more unfortunate, one out of three students enrolled end up dropping out of school. The existence of OSY is proliferating in the country including Cordillera wherein the Indigenous Igorots thrive. Bakun, a fourth class municipality of Benguet with a population of 12,137 (Bakun, Benguet Website, 2010) also experiences cases of drop outs and although the incidence of illiteracy in Bakun is decreasing there are still a number of students who drop out of school.

On the other hand, film may be regarded as a means through which the individual understand himself, his social role, and the values of the group. What the individual “gets” in motion picture is determined by his background and his needs. According to Fearing as cited by Dale (1969), people take from the picture what is usable for him or what will function in his life. Films serve as a window unto our life and times our dreams and stories, our history and culture. Moreover, people learn from films say Hoban and Van Ormer. They are clear and easily understood and both bright and dull person learn from a film.

Using movies or films as instructional aides for values development is an attempt to communicate and develop life-giving values among the youths through a medium that is most familiar to their everyday life.

*Ganab di Anos* is an Igorot independent film based on a true story produced by Nilda Oloan and directed by Noel Clemente and Donna Kebbeng under the Nesvelve production. This movie entails the journey of two youth who drop out of school to work in a farm. It is a onetime story of friendship, family, hard work, religion and love.



### Statement of the Problem

The study sought to evaluate the movie in imparting values to the out-of-school youth in the movie “*Ganab di Anos.*” It aimed to answer the questions:

1. What was the profile of the movie “*Ganab di anos?*”
2. What was the socio-demographic profile of the respondents?
3. What were the evaluators and respondents rating in the movie “*Ganab di Anos?*”
4. What were the values depicted in the movie “*Ganab di Anos?*”
5. What were the values identified by the respondents in the movie “*Ganab di Anos?*”
6. Would the respondents willing to adopt these values in their lives?
7. What were the reasons why the OSY will or will not adopt those values?

### Objectives of the Study

The objective of the study was to evaluate the movie “*Ganab di Anos*” in imparting values to the out-of-school youth.

1. To determine the profile of the movie “*Ganab di Anos*”
2. To determine the socio-demographic profile of the respondents.
3. To determine the evaluators and respondents rating in the movie “*Ganab di Anos.*”
4. To identify the values depicted from the movie “*Ganab di Anos*”.
5. To name the values identified by the respondents in the movie “*Ganab di Anos*”.





6. To find out whether or not the respondents are willing to adopt these values in their lives.
7. To know the reasons why they would or would not adopt these values.

### Importance of the Study

The study aimed to evaluate the movie in imparting moral values and inspire out-of-school youth in Bakun through the movie “*Ganab di Anos*”.

Further, it can help independent film makers in Cordillera produce a better movie gearing to the upliftment of the society today. It also promotes the use of digital learning giving everybody the chance to learn and acquire knowledge even without the traditional classroom setting.

Moreover, the finding of the study will serve as reference to other researchers who wish to conduct study related to the topic.

### Scope and Limitations

The study focused on the evaluation of values identified in the film “*Ganab di Anos*.” Data was collected through film showing and guide questions were used to interview the respondents if they learned something.

The study was conducted in Gambang and Dalipey, Bakun Benguet from December 2010 – February 2011.



## **REVIEW OF LITERATURE**

### Youth and Media

Using television and movies as instructional aids for values development is an attempt to communicate and develop life-giving values among the youth through a medium that is most familiar to their everyday life. The Youth Study in 2001 as cited by Hechenova (2006) revealed that about 90% of the Filipino youth are exposed to television ranging from 10 to 14 hours a week. There are many reasons why they are attracted to watch television: to relax and have fun; to learn about other people, places and events around them and in the world at large, to enjoy programs showing good values; and to watch their favorite characters, actors and actresses, among others. These purposes are met by watching TV dramas, films/movies, cartoons, music programs and variety shows, news, serials, and so forth. Through them, they are exposed to life-giving as well as death-dealing elements in human realities and interactions. As in literature profound and intense human emotions come to life in these television programs (Hechenova, 2006).

### Advantage of Motion Pictures

According to Dale's cone of experience, people generally remember 50% of what they hear and see. These include exhibits, demonstrations and motion pictures. They are able to demonstrate apply and practice things they have seen and heard. Furthermore Dale (1969) cited points to help us understand specific ways in which films contribute to teaching. These are as follows; certain meanings involving motion can best be presented



by motion pictures, motion pictures heightens reality, motion pictures can control the time factor in any operation or series of events, motion pictures can bring the distant past and the present into a room, urban students can see their own belt and work of farmers in that area, motion pictures can provide an easily reproduced record of an event or an operation, motion pictures can enlarge or reduce the actual size of objects, motion picture can be used to present a process that cannot be seen by the human eye, motion pictures builds a common denominator of experience, motion pictures can influence attitudes, motion picture can promote an understanding of abstract relationship and, motion picture offers a satisfying esthetic experiences.

#### Influence of Motion Pictures

Based on the research of Hoban and van Ormer (as cited by Dale, 1969), motion pictures and televisions are unquestionably the most powerful device of all the devices of mass communication. Films are of greatest influence when their content reinforces and extends previous knowledge, attitudes, and motivation; they are of least influence when previous knowledge is inadequate, and when the film content is inadequate, and when the film is antagonistic or contrary to existing attitudes and motivations. Moreover, the influence of a motion picture is specific, not general; motion picture increase as the content of the film is directly relevant to the audience reaction it is intended to influence; the more the audience knows about the subject, the more it learns from a film on the subject; and the influence of motion picture is primarily in the picture, secondarily in the accompanying language and/or music, and is relatively unaffected by 'slickness' of



production; response to a motion picture is most intense, efficient, and predictable when the pictorial content is subjective to the audience (Dale, 1969).

### Independent Films in Cordillera

Philippine cinema is continuously struggling in reinventing itself—especially in the hands of new directors, mostly working on smaller productions that are now becoming more and more noticed by renowned local and international film festivals and award-giving bodies. A lot of independent film makers are being recognized in their effort producing indie films. In Cordillera, productions of indie films are increasing. Film makers in Cordillera, are members of the Cordillera Producers and Recording Artists Association (CPRAA).

According to Jason Paul Laxamana, an independent film maker in Pampanga, Cordillera films are refreshing; they are set in locations of hills and forest. He also commented that most of the indie films produce are evangelical. Further, artistic freedom seems limited to the promotion of good values and right conduct, while radical takes on social and cultural issues. Access to indie films are easy in Cordillera unlike indie filmmakers and producers from so-called indie filmmaking hotspots such as Cebu, Davao, and Metro Manila are still in that stage where they are figuring out how to regularly sell their works to people.

In an interview with Art Tibaldo, a professional film maker in Cordillera, he said that films in Cordillera tend to have biases to our culture. They often reflect the geographic terrain and it depicts customary and traditions. He also stated the “macho culture” in making films wherein actors and actresses don’t wear make-ups. On the other



hand, he commented that majority of independent films in the Cordillera were amateurish in terms of cinematography and editing.

### Values

Etymologically, the word values come from the Latin word “valere” which means to measure the worth of something. Values are the elements of life prevailing in any society. They lie at the core of man’s life. They color his choice. They shape and determine an individual’s group or group’s decision to like or dislike, to favor or disfavor, change or not to change.

Values are the truth upon which we base our objectives moral standards. A full value is something freely chosen from the alternatives after thoughtful consideration of the consequences of each alternative. It is acted upon repeatedly so as to become a pattern of life. It is found to give direction and meaning to life in such a way that it enhances growth of the total person, and it is cherished and publically affirmed to the others. (Buazon, 2002)

### Values Depicted in Kinnoboyan Songs and Benguet Youth

According to the study of Mangahas (2010), the Benguet youth identified social values in the indigenous songs of the Kinnoboyan, agrees to these messages communicated and were willing to apply these social values to their lives upon listening to them. From this, it can be derived that if they are subjected to more indigenous songs, the youth have the potential to develop their social values.



The Benguet youth appreciate the songs of Kinnoboyan mainly because of the messages that were conveyed through its lyrics and next is because of the melody and the language used.

Kinship is gained from the reality that band/singers of indigenous song are of the same decent and culture as and the same language as they do. Therefore, there is an underlying familiarity to the hopes and aspirations between the band and the listeners.

### Essence of Values Education

Values have a social function; commonly held values unite families, tribes, societies, and nations. They are essential to the democratic way of life which puts a high premium on freedom and the rule of the law. The thrust on values education finds its strong support in the Philippine Constitution of 1987 in its vision of “ a just and humane society,” which calls for a shared culture and commonly held values such as truth, justice, freedom, love, equality, and peace” (Buazon, 2002).

### Core Values of the New Filipino

Moral maturity is pa process of conversion. It means shredding off shredding of the old self and putting on the new self. For the conversion to be total, it must within the person. This involves a new way of thinking, a new perception of realities. For the Filipino, this conversion begins with the fresh view of human dignity (Gracia, 2000).

On the basis of human dignity, Fr. Gorospe explores the potentials of values which he considers “core” or central to the education and eventual transformation of the Filipino; (1) Truth, Love, and Faith, (2) Integrity, (3) hard work, and (4) social Justice.



*Truth, Love, and Faith.* There is a need for an intellectual conversion. One should be ready to deny what is false and to accept what is true. This involves genuine concern for study and research, denying *tsismis* or guesswork as reliable sources of information. “It means” according to Fr. Gorospe, “developing creative and critical thinking in order to transform our environment and develop a culture expressive of the ideas and aspirations of the Filipino people and build structures for a just and humane society.”

There is a need for a moral conversion in Love. Love for the good should be the basis of decisions and choices. One should be ready to choose not on the basis of what is pleasant or unpleasant, convenient or inconvenient, but solely on the basis of what is objectively good under the circumstances.

Religious faith is also needed. Reason and good intentions are not enough. There must be the faith in the Almighty God who holds us in the palm of His hand.

*Integrity.* The word integrity stands for wholeness or completeness. It connotes perfection of the whole from the perfection of its parts. However, in the Filipino language, integrity means honesty. It means repudiation of lying, cheating, stealing, fraud, hypocrisy, and dishonesty in all its forms.

The Filipino should learn to hate *lagay*, *padulas*, *puslit*, and *palusot*. He should protest against a system that institutionalizes *palakasan* and *padrino*. He should refrain from the negative aspect of *pakiusap*.

*Hard Work.* Filipinos are hard working. Proof to this is that fact that many Filipinos have left their families and homes to work abroad. Along with the proper attitude towards work, Filipinos must be educated in the wise use of money. “Money does not grow on trees”—this the Filipinos understand.



*Social Justice.* Social justice requires that we share our talents and material possessions with those who are unfortunate and poor. The concept that giving alms, donations, and assistance to the poor is “only” a demand of charity and therefore, voluntary, must give way to concept of social justice.

Social justice is founded on the principle that all earthly goods belong to all men, for them to share equally; not in the mathematical sense of equality, but in prudential sense, that is, all have the right to a decent life. But since people are not similarly gifted with the toll of productivity (intellect), it becomes an obligation for those gifted to care for those less endowed. All men must share proportionately the goods of the earth.

Social justice requires that we lead simple lives only and that we should not flaunt our wealth, especially in the midst of so much poverty and deprivation. It urges us to feed the hungry and to clothe the naked, not because it is “pious” thing to do, but because it is our obligation to do so on account of our being more fortunate.





## **METHODOLOGY**

### Locale and Time of the Study

The study was conducted in Barangay Gambang and Dalipey, Bakun, Benguet from December 2010 to February 2011.

Bakun is a fourth class community in the province of Benguet. According to the 2002 census, it has a population of 13, 700 people and 2, 251 households. Bakun is found in the southern part of Northern Luzon. They share boundaries with Mankayan and Buguias, also parts of Benguet, in the East; with Mankayan and Cervantes (Ilocos Sur) in the North; with Sugpon and Alilem (also of Ilocos Sur) in the West; and with Kibungan, Benguet in the South (Figure 1).

The researcher chose Barangay Dalipey and Gambang because it is the first and second most populated in the locality. Also there are a lot of youths dropping out of school in the said locality.

### Respondents of the Study

The study used purposive sampling method in choosing the respondents. The respondents were out-of-school youth from 11 to 24 years old and were resident of Barangay Gambang and Dalipey. Thirty-three respondents were gathered. Also, three professional film makers were asked to evaluate the movie.





Figure 1. Map of Bakun showing the local of the study

### Data Collection

Guide question was used to interview the key informants and survey questionnaire were handed to the evaluators to evaluate the rating of the movie. On the other hand, the OSY watched the “*Ganab di Anos*” movie and were asked to evaluate the movie using interview schedule after the film showing. The questions were translated to Kankana-ey and Ilocano for the respondents to understand.

### Data Gathered

The data gathered focused on the profile of the movie; socio-demographic profile of the respondents, professional film makers evaluation and respondents rating on the movie; values depicted in the movie; values identified by the respondents, willingness to adapt these values and why.

### Data Analysis

The data gathered were analyzed through descriptive statistic including frequency counts and percentages. It was tabulated and qualitatively discussed.

## RESULTS AND DISCUSSION

### Profile of Ganab di Anos

Movie Title:	Ganab di Anos
Origin of the movie:	Buguias, Benguet
Language used:	Kankana-ey
Scriptwriter:	Donna Kebbeng Nestor Clemente
Producer:	Nilda Olo-an
Director:	Donna Kebbeng Nestor Clemente
Name of Production:	Nesvilye production
Date Released:	March, 2010
Length of the movie:	1 hour and 15 minutes

The independent film “*Ganab di Anos*” was proposed after the release of the first composed song of Nilda Ola-an “Sak-en di Sed-em” in 2006. Ola-an was the producer and one of the scriptwriters of the movie.

“*Ganab di Anos*,” which means “price of perseverance” is a film based on a true story. Olo-an stated that having witnessed the hardship of his brother and cousin, she was inspired to make the movie and share the life experience of the two in struggling to achieve their dreams. Her younger brother, Samsun, and their cousin, Matthew, was where the two protagonists named Tipak and Wali were based. The original setting of the movie was in the 1980’s in Pan-ayaoan, Buguias and Madeymen, Kibungan. Feeling the need to share the story of the two, Olo-an wrote the script and later proposed the movie to one of the film makers in Benguet Nestor Clemente or known as “Awisan” in Benguet.

Further, according to the interview with Kebbeng, one of the directors and scriptwriters of the movie, the objective of the movie were to produce good Igorot movie, to give lessons to youths skipping school and to promote moral values among the youths



and adults. When asked what were the values they want to impart from the movie to their audience, they mentioned that youths should particularly focus on their studies before getting married; one should develop a strong will to overcome whatever obstacles and circumstances they would come across to. Further, though many youths were unable to neither finish school nor attend any school they should still strive to work harder to fulfill their goals in life and primarily they should put their faith to God in everything they do.

The movie is about withstanding the situation brought by the decision of the protagonists to withdraw from school and chose to help their parents through working in the farm. Hence, the movie presents a story of two childhood friends who worked hard from scratch to achieve their dreams. It is their acceptance of this fate, however difficult it was, that enables them to endeavor and work hard for their dreams.

The movie further tells a deep bond of friendship between Wali and Tipak (the two protagonist in the movie), and a love story that suffered due to an ill-fate played along by illiteracy.

#### Summary of the Movie “Ganab di Anos”

The movie started with Tipak and Wali being bullied by their classmates. Due to these incidents the two lost their will to study so they dropped out of school, instead they helped their parents in their workload in the farm and at home.

As young people, Tipak and Wali were full of dreams and hopes. They talked about having their own house and cars. As they grew older, they realized that fulfilling that dream lies elsewhere. Thus, they decided to leave their hometown to search for their dreams answer.



They landed in Kada, Buguias where they worked as sharecroppers. In this place, their love life bloomed, Wali met Lotlot-e and Tipak met Geygeyya. However, the love story between Lotlot-e and Wali was tragic. Lotlot-e went to Urdaneta without bidding goodbye to Wali, but in return the love letter exchange between Wali and Lotlot-e started. Wali being illiterate asked the help of their neighbor to read and write the letter for him but one day, the neighbor went to Manila and their only communication stopped. Their relationship also went to turmoil, until it reached a point where Lotlot-e could no longer wait for Wali and married somebody else.

On the other hand, the love that blossomed between Tipak and Geygeyya landed in a wedding. Like many couples, they also experienced problems, one of which was putting off their work on Sundays and going to church. Tipak argued that they should go to church while Geygeyya insisted on working in the farm. Tipak continuously prayed for her wife until Geygeyya realized her mistake and submitted to her husbands' prayer.

Finally, with the perseverance, hard work and patience of the two, they were able to achieve their dreams. They have their own cars and a house to call home.

The movie ended with Wali finding his true love.

### Social-demographic Profile of the Respondents

Table 1 show the age bracket, occupation sex and educational attainment of the respondents who were interviewed to identify the values gained from watching “Ganab di Anos” in Bakun, Benguet.

*Age bracket.* The table presents that three percent of the respondents belonged to age bracket 11-13 years; six percent belonged to age bracket 16-17 years; 39% from 17-19; 33% from 20-22; and 18% fell under 23-24 years old.



Table 1. Socio-demographic profile of the respondents

CHARACTERS	FREQUENCY (N=33)	PERCENTAGE (%)
Age		
11-13	1	3
14-16	2	6
17-19	13	39
20-22	11	33
23-24	6	18
TOTAL	33	100
Sex		
Male	26	79
Female	7	21
TOTAL	33	100
Occupation		
Farming	28	85
Housewife	2	6
None	3	9
TOTAL	33	100
Educational Attainment		
None	2	6
Elementary Undergraduate	3	9
Elementary Graduate	10	30
High school Undergraduate	5	15
High school Graduate	9	27
College Undergraduate	4	12
TOTAL	33	100



*Sex.* As to their gender, the table shows that 79% are male and 21% are female.

*Occupation.* Most (85%) of the respondents worked as farmers, six percent were housewives, and nine percent were unemployed.

*Educational attainment.* The table presents that 30% of the respondents graduated elementary; 27% graduated from high school; 15% were undergraduate of high school; 12% were undergraduate of college; nine percent were undergraduate of elementary and six percent do not have any formal education.

#### Respondents' Rating on the Movie "Ganab di Anos" on Content

Table 2 shows that majority (58%) of the respondents rated the movie excellent, 36% rated it good and the remaining 6% vouched for satisfactory.

Majority of the respondents rated the movie excellent because they can relate with the portrayed characters since most of them were also farmers. Moreover, the movie was made in the context of an Igorot culture wherein the respondents were able to link easily because the messages and language used are those from one of the main tribe of Benguet (kankana-ey) of which they belong.

This was also similar to the findings of Mangahas (2010) in identifying the social values depicted in the songs of Kinnoboyan band, an indigenous band in Benguet, wherein the respondents were also able to appreciate the song of the band because of the messages that were conveyed through its lyrics.





Table 2. Respondents rating on the movie “*Ganab di Anos*” on content

RATE	FREQUENCY (N=33)	PERCENTAGE (%)
Excellent	19	58
Good	12	36
Satisfactory	2	6
TOTAL	33	100

Film Makers Evaluation  
on the Movie “*Ganab di Anos*”

*Evaluators.* To evaluate the quality of the movie, three film makers were asked to rate the movie in terms of its cinematography, editing, use of sound and use of text. The three evaluators were Alemar Amdengan, Rainel Aquino and Chamberlane Altatis. Amdengan worked under the ResearchMate as editor and videographer. He had already produced two movies during his study at Benguet State University under the Bachelor of Science in Development Communication program, titled “The Frogs Gift” and “The Woman with Knife.” Aquino was an artist working at SDS studio as a video editor, photographer and videographer. On the other hand, Altatis worked as a video editor at ABS-CBN and Quadro Company.

Table 3 shows the rating of the evaluators in the movie. In general, the movie was rated satisfactory with a mean of 2.38. The evaluators commented that the way it was made was acceptable for the genre and good enough to satisfy the taste of the audience in the locality. Likewise, the movie was appreciated in terms of the effort given which included the scenes taken from several places and the good acting of actors and actresses.



*Cinematography.* The cinematography of the movie was satisfactory as it was shown on Table 3. One of the key informants highlighted that the cinematography could use white balance, saturation and contrast adjustments. He also added that a little color grading for some cinematic look would be better. Moreover, Altatis identified that there was too much use of zoom in shots in the first part. He suggested using variety of video shots like panning and tilting. One of the evaluators also commented that some shots were blurry.

*Use of sound.* As shown in the table, the use of sound was satisfactory. These were due to the inconsistency level of audio and sound and the inappropriateness of sound effects and music used as identified by the evaluators. They suggested adjusting the level of audio in editing.

*Editing.* The editing of the video itself was good, however, the use of effects were poor. One of the evaluators said that some effects were unnecessary like the use of “shimmering star” effect to show that the characters were already grown up. Altatis emphasized that the use of star effects connotes magical scenes. He then suggested the use of simple effects yet will still looked professional like using simple text to show that some years have passed. On the other hand, the use of transition was satisfactory. With this, one of the evaluators noted that they should minimize the use of dip to black. He further elaborated that using dip to black shows change of time or change of place, instead the use of dissolve would be better.

*Use of text.* As shown in the table, the use of text was satisfactory. Simple use of text would be better as suggested by the evaluators.



Table 3. Film makers evaluation on the movie “*Ganab di Anos*”

CRITERIA	N	MEAN	DESCRIPTION
<b>Cinematography</b>			
Use of Shot	3	2.67	Satisfactory
Angling	3	2.67	Satisfactory
Lightning	3	2.33	Satisfactory
<b>AVERAGE</b>	<b>3</b>	<b>2.55</b>	<b>Satisfactory</b>
<b>Use of Sound</b>			
Natural Sound	3	2.33	Satisfactory
Sound Effects	3	2	Satisfactory
<b>AVERAGE</b>	<b>3</b>	<b>2.17</b>	<b>Satisfactory</b>
<b>Editing</b>			
Video	3	3	Good
Continuity	3	2.33	Satisfactory
Sequence	3	2.67	Satisfactory
Use of effects	3	1.67	Poor
Use of transitions	3	2.67	Satisfactory
<b>AVERAGE</b>	<b>3</b>	<b>2.46</b>	<b>Satisfactory</b>
Use of Text	3	2.33	Satisfactory
<b>OVERALL MEAN</b>	<b>3</b>	<b>2.38</b>	<b>Satisfactory</b>

1 – 1.99 = Poor  
 2 – 2.99 = Satisfactory  
 3 – 3.99 = Good  
 4 – 4.99 = Excellent



Values Identified by the Movie Makers  
and Respondents in the Movie “Ganab di Anos”

Table 4 presents the values depicted in the movie as identified by the movie makers and the respondents. The table shows that the values identified by the movie makers were similar to the values identified by the respondents; therefore the objective of the movie maker to impart values to the viewers was successful.

The particular scenes where the values were depicted in the movie were shown in Table 5. Results show that the top five values or lessons learned by the respondents after watching the movie were industry and hard work, which ranked first, patience, love and faith to God, and perseverance.

Respondents’ Willingness to Adopt  
the Values Identified

All of the respondents were willing to adopt the values they have identified in the movie.

This confirms what Fearing as cited by Dale (1980) said that people takes from the picture what is usable for him or what will function in his life. In addition, Buazon stated, as one of the value criteria that the values chosen by the people were the ones that he or she will internalize, cherish, and allow to guide his or her life.

Moreover, the OYS’s were willing to adapt the values because the situations or issues portrayed in the movie were similar to their circumstances creating a familiarity that made them accept the values as essential core in their lives.

The similar study of Mangahas (2010) also states that Benguet youth were also willing to adopt the values they have in the identified in the songs of Kinnoboyan band









because they agreed to the messages communicated to them and there was an underlying familiarity to the hopes and aspirations between the band and the listeners.

Reasons of OSY in Adopting the Values in their Life

“*Ganab di Anos*” inspired majority of the respondents resulting to their willingness to adopt the values they have identified and use it in their life. Like Wali and Tipak, they also wanted to achieve their dreams and become successful in life. Some of the respondents felt helpless because they did not attend school but after watching the movie, they said that even though they have not been to school and studied they can also dream big like Wali and Tipak who never wavered that one day their dreams will come to pass.

This affirms what Andres said as cited by Gracia (2000) that values are the goal of man’s striving, having their purpose to render human existence meaningful. He also stated that in shedding off the old self and putting a new one it needs a new perception of realities.

According to Bartolo, one of the respondents, she said that adopting the values will help them in their daily life especially in times of trouble.

Moreover, OSYs branded Wali and Tipak as their role model. They said “*mayat da si pan-adalan*” (they are good examples). A couple of the respondents like Ognaden and Liwan, expressed their likeness to follow Wali and Tipak in helping their younger siblings through sending them to school. This substantiates what Briggs said, as cited by Buazon (2002), that values are learned by imitation or by identification with a model.





Further, some of the respondents commented that adopting the values will help them lift some burdens in their life. The OSYs also added that in adapting these values they will enjoy life more or as they say “*ta ganasen tako’y manbiag.*”

On the other hand, Samuel, a respondent, said that developing the values Wali and Tipak poses is part of living or “*tapin di biyag.*” Likewise, one of the respondents described the identified values as “*cellphone di biyag*” or “cellphone of life.” When asked what it means, it is part of our life.



## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The study was conducted to evaluate the values depicted from the independent film “Ganab di Anos” identified by out-of-school youths in Bakun, Benguet. The data were gathered through personal interviews and survey questionnaires.

The respondents were then asked to rate the movie, identify the values depicted in the movie and the reason why they would or would not adopt these values in their lives. Also three professional film makers evaluated the movie.

Majority of the respondents rated the movie excellent in terms of content and all of the respondents were willing to adopt the values they have identified. Most of the respondents reasons were because they have been inspired by the dedication of the two friends which also made them want to achieve their dreams and become successful in life like the two.

On the other hand, the general rating of the evaluators was satisfactory. The evaluators commented that the content of the movie was good but it needs further development in terms of cinematography, editing, use of sound and use of text.

Further, the eleven values identified were industry and hard work, patience, love, faith in God, perseverance, obedience, honesty, truth, respect and deep bond of friendship. The OSYs identified industry and hard work, patience, love, faith to God and perseverance as the top five prevalent values in the movie.



Since most of the respondents were farmer, they appreciated this kind of movie because of the language used and they can relate with the experiences and emotions felt by characters.

Thus, the movie makers aim to give lessons to the youths skipping school and to impart moral values among the youths was successful.

### Conclusions

Based on the finding the following conclusions were drawn.

1. Compared to females, males tend to choose working in the farm rather than going to school and study.
2. The movie Ganab di Anos needs improvement in terms of cinematography, editing, use of sound and use of text.
3. The OSY were able to identify the values portrayed in the movie since they can relate with the story.
4. Ganab di Anos effectively motivates OSY to dream and achieve their dreams.
5. Indigenous independent film (ie. Ganab di Anos) can be effective communication strategy to impart messages of values for the development of its intended audience.

### Recommendations

1. Cordilleran film makers may consider making movies addressing OSY specially males to inspire them to study in schools.



2. Cordilleran film makers may acquire more skills in editing videos for better qualities of independent movies released.

3. Cordilleran film makers should continue producing movies bearing positive values dedicated for the viewers to adapt and pursue original films incorporating the use of local languages.

4. OSY is encouraged to watch indigenous films and use these as a source of inspiration and counseling to provide them good moral values.

5. A similar study should be carried out in other indigenous independent films to assess the values and messages it conveys.



Table 4. Values identified by the movie makers and respondents in the movie “*Ganab di Anos*”

VALUES	IDENTIFIED BY THE DIRECTOR/SCRIPTWRITER	IDENTIFIED BY THE RESPONDENTS
Industry and Hardwork	The movie portrays Wali and Tipak striving to achieve their dreams through working in the farm non-stop and diligently. They regularly attend to their workloads and saved their money wisely. As a result, their effort and hardship bore fruits. They were able to have their own house and cars.	All of the respondents identified these values. They said that the persistence of Wali and Tipak to “ <i>makipordiya</i> ” in Kada proved their dedication to work hard. This affirms what Chitambar confirmed as cited by Buazon (2002) that people give attention to matters that are of interest to them and that these matters of interest vary in importance ascribed to them by people.
Patience	The movie shows that even though working in the farm maybe difficult, Wali and Tipak accepted their situation whole heartedly and lived patiently working in the farm.	The respondent quoted “ <i>inan-anusan da met iman ay man-ubla ed num-a</i> ” (they worked patiently in the field). Some respondents also identified Wali waiting for his true love to come.
Love	Clearly the movie depicts intimate love shared between Wali and Lotlot-e which also reflected that not everything we asked for in life will certainly happen. Even so, the will to love someone again is just there. It also shows brotherly love between two friends.	The love letter exchanged between Wali and Lotlot-e in the movie was evident showing love. In addition, the respondents noted scenes where Wali and Tipak courted the ladies, among these were; Tipak and Wali helping the ladies till the land, Wali asking Laidan for a date and Tipak confessing his love for Gegeyya.
Faith to God	The movie exhibits that amidst all the hardship the two have experienced, they always put God first. They regularly attend masses during Sundays. A couple of preaching presented in the movie made a great impact on their lives.	The respondents identified faith to God through spotting Wali and Tipak regularly attending mass on Sundays. Further, some of the respondents pointed out Tipak praying for his wife.
Perseverance	Perseverance was shown all throughout the movie. It conveys the determination of the two friends to achieve their goal despite the challenges and obstacles they encountered.	The respondents commented “ <i>inapati da ay tinungpal din pangarap da</i> ” (they were determined to achieve their dreams) suggesting the act of perseverance. Moreover, the respondents highlighted the scene where Wali followed Lotlot-e in Urdaneta but found no one. To the OSY it was a proof that Wali really longed for Lotlot-e.

VALUES	IDENTIFIED BY THE DIRECTOR/SCRIPTWRITER	IDENTIFIED BY THE RESPONDENTS
Respect for parents	The movie presents the importance of parents consent when deciding on something. This was evidently portrayed when Wali and Tipak bid their parents goodbye before finally departing to search for job.	According to the respondents, they have easily identified respect when Wali and Tipak bid farewell to their parents before departing to Kada and search for a job.
Obedience	The movie presents that culturally Igorots were raised ingrained with obedience. The two friends constantly helped their parents in their works at home and in the farm.	<p>According to the respondents, the particular scene they recognized obedience was when Wali and Tipak were still kids. They assisted their parents in cooking, baby sitting, and helping their parents work in the farm.</p> <p>Respondents also commented “<i>tungpalen da din ibagan da ina en ama da</i>” (they obediently abide their parents instructions).</p>
Honesty	The movie shows sincerity of feelings and care to their love ones. The movie also presented Wali and Tipak living an honest life despite the hardship they faced.	The respondents said that the confrontation between Wali and Lotlot-e after some years shows honesty because they told each other what they felt and did that time.
Hope	The movie shows that before finally letting go of something, one must do everything he could to grasp it until the end. Wali and Lotlot-e did not gave up on each other easily before realizing that they were not meant for each other, thus they have to walk different paths.	The respondents identified hope between Wali and Lotlot-e, based from Wali pursuing Lotlot-e in Urdaneta and Lotlot-e waiting for Wali’s letter. It was a proof that they did not gave up on each other easily.
Deep bond of Friendship	The movie shows a deep bond of friendship between the Wali and Tipak. They dreamed together and together they sought and made that dream come true.	Respondents commented about the good relationship of the two friends, how they cared, understood and comforted each other. Among these were when Tipak comforted Wali after Lotlot-e went to Urdaneta and the two of them playing at the river. Another was when Wali listened to the sentiments of Tipak concerning his wife.
Truth	Accepting and telling the truth of their life’s choices was one of the highlight in the movie. The two friends gathered their younger siblings and cousin to share their story and although they were successful they still encouraged them to study hard and finish their studies.	The respondent identified the importance of going to school. They would say that “ <i>adi da met iman nan-iskwela isu nga anusan da ay man-ubla ed num-a,</i> ” (they did not attend school that’s why they have to patiently work in the farm).

Table 5. Particular scene the values was seen as identified by the respondents in watching “Ganab di Anos”

VALUES	FREQUENCY	PERCENTAGE	RANK	PARTICULAR SCENES IN THE MOVIE THAT PORTRAYED THE VALUES
Industry and Hard work	33	100	1	Wali and Tipak went to Kada to look for a job. They helped their parents worked in the farm. Shots of Tipak and Wali tilling, spraying vegetables and harvesting the crops. They regularly worked the garden.
Patience	28	85	2	They regularly worked the garden.
Love	23	70	3	Wali and Lotlot-e dating. The love letter exchange between Wali and Lotlot-e Tipak proposing to Gegeyya. Marriage of Tipak and Gegeyya; Wali to Laidan.
Faith to God	21	64	4.5	Tipak and Wali regularly attending services every Sundays. Tipak praying that his wife will join him and attend on Sundays.
Perseverance	21	64	4.5	The determination of Tipak and Wali in achieving their dreams.
Obedience	10	30	6	Tipak and Wali helping their parents work in the garden. Wali cooking and baby-sitting his sister.
Respect to parents	8	24	7.5	Wali and Tipak bidding farewell to their parents before departing to Kada.
Hope	8	24	7.5	Wali followed Lotlot-e from Kada to Urdaneta. Lotlot-e waiting for Wali’s letter. Tipak and Wali hoped for their dreams fulfillment.
Honesty	7	21	9.5	Wali and Lotlot-e talking after some years and admitting their feelings before. Wali brought home the money from Trading post untouched.
Deep bond of friendship	7	21	9.5	Tipak comforting Wali after Lotlot-e went to Urdaneta Wali listening to the sentiments of Tipak about his wife’s attitude. Wali and Tipak taking a bath together in the river.
Truth	2	6	11	Wali and Tipak gather their siblings and cousins to tell them about the hardships they have experienced and how Wali lost the woman he loved because of illiteracy.

\*multiple responses

## LITERATURE CITED

- ANONYMOUS. Cone of Experience-Dale. Retrieved October 5, 2010, from <http://rapidbi.com/created/coneofexperience-dale.html>
- BAKUN WEBSITE. Bakun, Benguet. Retrieved January 6, 2010. <http://bakunbenguet.spaces.live.com/>
- BASTA, R.C. 2007. Congruence of Cultural Practices Depicted in the Movie Mumbaki with Actual in Burnay, Lagawe, Ifugao. BS Thesis. BSU, La Trinidad, Benguet. Pp.1-3.
- BUAZON, P.T. 2002. Essentials of Values, Education Edition. Philippines: Mg Reprographics. Pp. 29-31, 151-152.
- DALE, E. 1969. Audio Visual Aids in Teaching, third edition. New York: The Dryden Press, Inc. Pp. 213-234.
- DIOMAMPO, J.A. 2004. A Video Documentary of the Life and Culture of the Mangyans in Mindoro (Iraya tribe). BS Thesis . BSU, La Trinidad, Benguet. Pp. 1-17.
- GRACIA, B.C. 2000. Reflection on Values. Philippines: Rex Book Store Inc. Pp. 5-13.
- HECHENOVA, N. 2006. A Manual for Values Development. Great Book Publishing. Pp. vii-viii.
- INGLIS, A. 2002. Delivering Digitally, Managing the Transition to the Knowledge Media (Second Edition). USA: Stylus Publishing Inc. P.18.
- LARDIZABAL, A. S. 1991. The Teaching of Values. Philippines: Rex Printing Company, Inc. Pp. iv-vi.
- MANGAHAS, G.C. 2010. Indigenous Kankana-ey and Ibaloi Songs: A Communication Strategy for Social Values Development among Benguet youth. MS Thesis. BSU, La Trinidad, Benguet.
- PEKAS, G.A. 2004. Bakun Ancestral Domain Sustainable Development and Protection Plan. Retrieved September 11, 2010. <http://spiritedthoughts.files.wordpress.com/2010/11/bakun-benguet-indigenous-peoples-history-knowledge-systems-culture-problems-ancestral-domain-sustainable-development-and-protection-plan.pdf>





SIMBULAN, J. 11.6M Filipinos Are Out of School (OSY Rate in the Philippines)  
Retrieved September 11, 2010. <http://www.jessie-simbulan.com/philippines.11.6mfilipinos-are-out-of-school-osy-rate-in-the-philippines>.

TIBALDO, A. 2010. Independent Films in Cordillera. ( Personal Interview)



## APPENDIX A

## Guide Questionnaire

Benguet State University  
 College of Agriculture  
 Department of Development Communication  
 Bachelor of Science in Development Communication

Identified values in the movie “Ganab di Anos” of the Out-of-school youth in Bakun,  
 Benguet

Name of respondents (optional) \_\_\_\_\_

Gender: \_\_\_\_\_Female \_\_\_\_\_Male

Age : \_\_\_\_\_ Status \_\_\_\_\_

Occupation: \_\_\_\_\_ Highest educational attainment: \_\_\_\_\_

## A. GENERAL DESCRIPTION

Movie title : \_\_\_\_\_

Origin of the movie: \_\_\_\_\_

Brief description of the movie

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Scriptwriter : \_\_\_\_\_

Producer : \_\_\_\_\_

Director : \_\_\_\_\_

Name of production: \_\_\_\_\_

Date Released : \_\_\_\_\_

Length of the movie: \_\_\_\_\_

1. What are the reasons' or purpose(s) for producing the movie?

---

---

---

2. What inspired you to produce the movie?

---

---

---

3. What are your objectives in producing the movie?

---

---

---

4. What were the challenges you encountered while producing the movie?

---

---

---

5. Who were your actors? Why did you choose them?

---

---

---

6. Who were your intended audience of the movie?-

---

---

---

7. What are the values depicted in the movie you want to impart the audience?

---

---

---

## APPENDIX B

## Interview Schedule Questionnaire

Benguet State University  
College of Agriculture  
Department of Development Communication  
Bachelor of Science in Development Communication

Identified values in the movie “Ganab di Anos” of the Out-of-school youth in Bakun,  
Benguet

Name of respondents (optional) \_\_\_\_\_

Gender: \_\_\_\_\_Female      \_\_\_\_\_Male

Age : \_\_\_\_\_      Status \_\_\_\_\_

Occupation: \_\_\_\_\_      Barangay \_\_\_\_\_

Highest educational attainment: \_\_\_\_\_

Kindly answer the question below

1. How do you rate the movie Ganab di Anos in terms of the message?

\_\_\_\_\_ Excellent  
\_\_\_\_\_ Good  
\_\_\_\_\_ Satisfactory  
\_\_\_\_\_ Poor

2. What are the values you identified in the movie “Ganab di anos”? And what particular scene have you seen these values?

Identified Values	Particular scene in the movie where you identified the values.


3. After watching the movie “Ganab di Anos”, are you going to apply the values you identified and use it in your life?

YES \_\_\_\_\_ NO \_\_\_\_\_

Why?

---

---

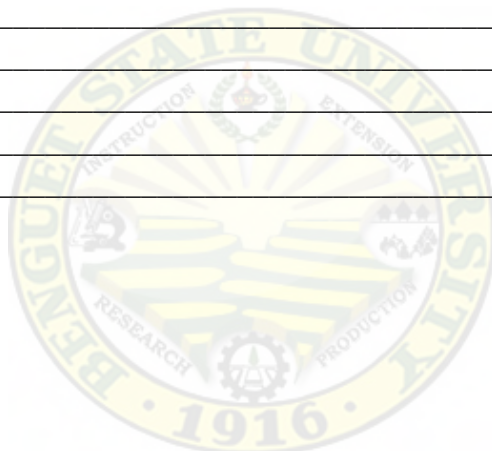
---

---

---

---

---



## APPENDIX C

## Survey Questionnaire

Benguet State University  
College of Agriculture  
Department of Development Communication  
Bachelor of Science in Development Communication

Identified values in the movie “Ganab di Anos” of the Out-of-school youth  
in Bakun, Benguet

Name of respondents (optional) \_\_\_\_\_

Gender: \_\_\_\_\_Female      \_\_\_\_\_Male

Age : \_\_\_\_\_      Status \_\_\_\_\_

Occupation: \_\_\_\_\_

Highest educational attainment: \_\_\_\_\_

Kindly rate the movie “Ganab di Anos” according to the following criteria:

Criteria	Poor	Satisfactory	Good	Excellent
<b>Cinematography</b>				
Use of shot				
Angling				
Lighting				
<b>Use of sound</b>				
Natural sound				
Sound effects				
<b>Editing</b>				
For video				
Continuity				
Sequence				
Use of effects				
Use of transition				
<b>Use of text</b>				

Comments and suggestions:

---

---

---

---

---

---

---

---

---

---

---

