

BIBLIOGRAPHY

AGADAN, GENICE P. MARCH 2010. The Values Gained from the Korean Drama “Boys Over Flowers” as Perceived by the Bokod National High School- Main Students. Benguet State University, La Trinidad, Benguet.

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ABSTRACT

The study was conducted to determine the values gained from the Korean drama “Boys Over Flowers” as perceived by the Bokod National High School- Main Students. It focused on the socio-demographic profile of the respondents, their frequency of watching the Korean drama “Boys over Flowers”, their reasons for watching the “Boys over Flowers”, the lessons/ values they learned from the Korean drama, and the positive and negative contributions of the drama to the respondents.

A survey questionnaire was used to gather the needed information. The study was limited only to 80 respondents with 20 students per year level, to have an equal representation.

Respondents of the study were 80 high school students who are 12-20 years old. They were first year high school to fourth year high school students. Majority of them were female.

Majority of the respondents watched the BOF everyday. Their most reasons for watching the Korean drama were to gain values, followed by to be informed and to be entertained.

On the other hand, the leading lesson/ values that the respondents learned was love, followed by respect and helpfulness.

The number one perceived negative effect of the BOF to the respondents is whenever they was not able to watch BOF, they felt sad, followed by they neglected their academic life to spend more time watching BOF and they neglected their household chores to spend more time watching Boys over Flowers

For perceived positive effects, the number one effect to the respondents is they learned values/lessons that they can apply to my life followed by instead of going out with their friends and do some bad vices, they watched the Korean drama to satisfy their entertainment needs and because of the Korean cultures portrayed in the drama, they learned to understand why they are acting that way.

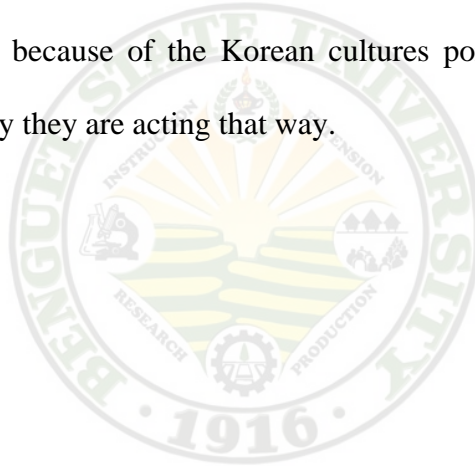


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INTRODUCTION

Rationale

Television is a cheap medium of acquiring information that is why it is widespread.

Television also can be used to enhance many important aspects of everyday life. People seek entertainment and distraction, and TV can give us that in the form of films or cartoons. People want education, information and instruction because they are inquisitive and like to learn.

Moreover, television air programs that contain certain cultural context that teaches young viewers cultural norms, values and expectations. This, in turn, teaches the youth ways to interact in their daily lives (Moran, 2003).

With its dynamism, TV offers its viewers a wide array of programs to choose from. One of which is the drama.

Television drama is undoubtedly a significant source of informal learning related to the different aspects of their lives. In most instances, television programs are capable of implying explicit situations related to emotional aspect. In gradual process, the youth can easily imitate and learn the values, behavior and attitude implied by these foreign series through the characters' acting, attitude, behaviors and clothing's most especially in dramas (Buckingham, 2004).

For the students, they can learn not only through the knowledge and information they learn from their teacher inside the classroom but also through other means. They can acquire some other information, and they can also imitate and learn some good values



from the newspaper, radio, television, and internet depending on the media which they prefer to use (Sawasi, 2008).

In addition, Cadiz (1991) also stated that TV lends well to teaching cognitive, affective and to a certain extent, psychomotor tasks.

On the other hand, values are the broad cultural principles embodying ideas about what most people in a society consider desirable, good, right, and important. They are widely held beliefs that some objects, activities, relationships, feelings or goals are important.

Values constitute the foundations of the social conscience or a whole way of life of a society. They underlie the norms of the society and give the culture its unity. Moreover, values can support a person to belong to different groups with contradictory (Bagano, n.d).

According to the preliminary survey that the researcher conducted on July 6, 2009 in Bokod National High School-Main, most of the students have access to TV and most are watching the Korean drama entitled, 'Boys over Flowers.'

The Korean drama "Boys over Flowers" has created quite a stir in the nation. Depicting the lives of four dashing young men (known as "F4") from affluent families and a high school girl from an ordinary family, this drama has gained explosive popularity from viewers as young as teenagers. The drama presents viewers with a chance to forget about harsh reality, and sample the world of fantasies. Parodies of the drama have flooded the Internet recently, while the same-titled Japanese cartoon on which the drama is base has been selling like hot cakes. Even elementary and high school students and office workers have become huge fans of the drama, which has inspired



many teenagers to improve their looks by using diverse fashion items and cosmetics, and it has a behavioral impact to the viewers (Robert, 2009).

Television drama entertains the viewers at the same time it educates. The viewers can catch moral lessons from a certain drama.

With all of these, it is then important to look at how powerful the TV is in imparting values to the viewers through a foreign teleserye.

Statement of the Problem

This study aimed to determine the Values Gained from the Korean Drama “Boys over Flowers” as perceived by the Bokod National High School- Main Students. Specifically, it answers the following questions:

1. What are the socio-demographic characteristics of the students?
2. How often did the students watch “Boys Over Flowers”?
3. What are the students’ reasons for watching “Boys Over Flowers”?
4. What did the students learn from “Boys Over Flowers”?
5. What are the perceived positive and negative effects of the “Boys Over Flowers” according to the students?

Objectives of the Study

This study aimed to determine the Values Gained from the Korean Drama “Boys over Flowers” as perceived by the Bokod National High School- Main Students. It specifically aimed to:

1. To determine the socio-demographic characteristics of the students



2. To determine how often did the students watch “Boys over Flowers”
3. To enumerate the students reasons for watching “Boys Over Flowers”
4. To enumerate the lessons or values that the students learned from “Boys Over Flowers”
5. To enumerate the perceived positive and negative effects of “Boys Over Flowers” according to the students.

Importance of the Study

Results of the study are expected to help the teachers of the said school to know if what are the values gained by the students from the Korean Drama entitled “Boys over Flowers”.

It could also help the teachers in designing efficient learning approaches to integrate values to students by imparting supplementary knowledge, technique and information.

Moreover, the results of the study will serve as a reference to the other researchers who plan to conduct studies related to this topic.

Scope and Limitation of the Study

The researcher only focused the study on the positive values gained by the students of Bokod National High School-Main.



REVIEW OF LITERATURE

Media

Media has been part of the people and the world. As a significant part of most people's lives, media had undergone extreme transitions making it a progressive industry. In Philippines for instance, there are 451 newspapers, 7,220 magazines, 174 radio stations and 5 non-cable television stations, and 80% of television households have cable access accounting for about 23 million people (GIO, 2007). In developed countries such as the United States and Japan, the media industry has greatly progressed as well. In most parts of the world, television is considered as the most popular and everywhere public medium, offering diverse and accessible entertainment that remains unmatched by print media (Abu-Lughod, 1993).

Media plays a very important role in our lives. Media fulfill two basic needs-they inform and they entertain. We turn on to the media when we want to hear the world latest news or what happen in financial markets, for instance. We also look to the media to fill our evenings and weekends with escapist fare to get us out of our everyday, humdrum routine. So television entertains us with movies, dramas, comedies, game shows, and sports. Radio offers us a wide variety of music, talk and entertainment to listen to. We turn to magazines to find out more about our favorite hobbies and interests. Newspapers help us keep up with the world around us. And the internet provides us limitless information on any subject you are interested in, (Katz, 2003).



Frequency of Watching Television

In the study of Bugtong (2007) stated that 82% of the respondents watched television and it is usually on 12:00 noon to 1 pm and 6pm to 10 pm in the night.

According to Cruz (1989), television sets dominate mealtime, eliminates family conservation and makes even greater demand or usually members of the family spends more time in watching TV rather than interacting with the family. Cruz added that we have to understand that there is no enough amount of watching television for us to set aside our family activities.

Reasons of Watching Korean Drama

Most Korean drama has simple plots and few characters. Since there are only few characters, viewers can easily go with the flow of the story. Unlike our local shows, there are many subplots, and when it happens, a new character comes or a character dies/disappears. The story becomes complicated that most of the times it lasts for a year. Lots of Korean stars are also good looking and fashionable that's why most of the teenagers really like to watch Korean Dramas (Craze, 2007).

Korean Dramas do not show so much intensified emotions or events like a character being raped, physically abused by relatives, went crazy because she got poor, Setting a house on fire, or Blasting cars. Most of the stories are focused on human relationships, how to deal with other people well. Most of the viewers can easily relate once a conflict arises. Viewers empathize with the characters in Korean Dramas, however simple their lives are (Craze, 2007).



One reason why many teenagers got hooked in watching Korean Dramas are the background music of the scenes. Although we can't understand the lyrics, it touches our hearts. And through the Korean Drama, we learn some Korean cultures. They bow their head when they greet someone (Craze, 2007).

Additionally, according to Leaf (2004), most teenagers and adults like watching Korean Dramas because the stories are always romantic, they remind you of your first crush, first love, first kiss, unrequited love, etc. The men in the story know how to capture the heart of the female audience.

Most Korean TV dramas has good moral standard, they show you the importance of respecting your parents, they don't promote pre-marital sex, and it is a good family show (Leaf, 2004).

It is the family appeal that the Korean Dramas portray. The storylines show themes like friendship, the importance of family and their values, compassion and love. Male and female actors show that it is okay to show emotions like sadness and grief, especially scenes showing crying (Sharon, 2004).

Reasons for Watching Television

Television brings the family together in the home for entertainment. It was also found out that it is the most effective way to reduce boredom due to its informative and entertaining programs. Since TV reaches into the homes of millions it's powerful influence cannot be ignored. It became the greatest source of common experience in the lives of children (Ogsaen, 2003).



Dasing (2005) found out also that viewers in La Union preferred news programs to acquire information and build awareness on what is happening around them.

Students preferred television when it comes to news updates and dramas, (Bugtong 2007).

Aboen (2007) stated that viewers in Barangay Balakbak and Poblacion, Kibungan, Benguet patronized broadcast media particularly television are the perceive advantages of the medium. These include being easy to understand, less time consuming than reading ad it gives timely information.

Bernard (2007) also stated that 80% of the viewers of TV patrol in Barangay Beleng-Belis, Kapangan, Benguet were watching the local news programs for its very helpful to them. Only 4% said that they loved to watch ABS-CBN and they would like to be very supportive to the programs the station by patronizing it.

Mass media and television in particular, are forces which provide audiences with ways of seeing and interpreting the world—ways which ultimately shape their very existence and participation within society. Many viewers choose to ignore or actively oppose television’s representations of the world (Brookfield, 1987). Hence, various researchers have conducted numerous reception studies so as to discuss the decoding process applicable to TV viewing in 1974, had initially mentioned the process involved in the encoding and decoding theory in television discourse. In this interpretation, three positions were pointed out in interpreting audience message. These are dominant-hegemonic position, negotiated code or position and oppositional code. In fact, the three positions can be seen as a process of audience constructing. Each can be associated with life experience and the sense of reading by the audience themselves. An audience with a



high level of education may be inclined to the situation of oppositional code. Dominant values are broadly accepted but are interpreted within the viewer's idiosyncratic context (Brookfield, 1987).

In addition to analyzing the audience, television viewing is also analyzed based on conceptualism. This served as a useful analytic tool in understanding how audiences perceive television as a medium (Brookfield, 1987).

Among the number of people viewing television, the children perhaps are the most directly affected by its influences. In addition to their absorbent young minds, children in general are easily influenced by what they see. Moreover, television programs contain certain cultural context that teaches young viewers cultural norms and expectations. This in turn teaches the youth ways to interact in daily life, specifically those that are related to dating and establishing intimate relationships (Moran, 2003).

Television Drama

Television drama is undoubtedly a significant source of informal learning related to love, sex and relationships. In some instances, television programs are capable of implying explicit situations related to these aspects (Buckingham, 2004). In gradual process, the youth can easily imitate and learn the values, behavior and attitude implied by these foreign series through the characters' acting. Thus, Buckingham mentioned that television, which is largely perceived as entertainment, can encounter certain difficulties when used for the purpose of education (Buckingham, 2004).



“Boys over Flowers” Attracts the Nation

The KBS TV2 drama “Boys over Flowers” has created quite a stir in the nation. Depicting the lives of four dashing young men (known as "F4") from affluent families and a high school girl from an ordinary family, this drama has gained explosive popularity from viewers as young as teenagers to people in their 30s. The drama presents viewers with a chance to forget about harsh reality, albeit temporarily, and sample the world of fantasies. Parodies of the drama have flooded the Internet recently, while the same-titled Japanese cartoon on which the drama is based has been selling like hot cakes. Even elementary school students and office workers have become huge fans of the drama, which has inspired men to improve their looks by using diverse fashion items and cosmetics (Marie, 2009).

The process of defining Korean drama is as idol drama or Qiongyao drama with realist or melodramatic orientations by different agents for "self-aggrandizement" is embedded in gender and ethnic/class tensions as a result of postcolonial nation formation and globalization. The profit motive underscores the definition of Korean drama as idol drama, which is articulated through discourses of modernization, gender, nation building/Chinese hegemony, and globalization. The culture industry's invocation of "cultural proximity" enables a definition of Korean drama as Qiongyao drama with realist or melodramatic orientations. Gender politics is central to this process as it depends on and, hence, reinforces the gender hierarchy which privileges realism over melodrama. The gentrification of Korean drama relies on the construction of indigenous drama as the other (Marie, 2009).



Values Formation through Media Exposure

A modest proportion (12.1 percent) of adolescents showed interest in watching videos regularly while a small number (1.7 percent) claimed to have watched x-rated films regularly and this is more likely to be associated with older, male and urban adolescents. From a composite index taking into account the five more popular forms of media (radio, TV, newspapers, comics/magazines/pocketbooks and video) the adolescent's relatively low level of regular media exposure seems apparent with about 30 percent of them claiming to have absolutely no regular exposure to all five forms at least three months prior to the survey. The major bulk (54.9 percent) among them had been regularly exposed to just one to two forms of mass media while the rest (15.8 percent), three or more. Reconciling this with the McCann Erickson Metro Manila study of adolescents seems to suggest that media exposure; particularly TV is more of an urban phenomenon (Rolda, 2002).

Generally, it is the teen-agers (15-19 years old), females, single and urban residents who appear to be bigger consumers of different forms of mass media compared with their counterparts. Significant urban –rural differential is particularly evident in the TV and newspaper. Teenagers are also clearly more hooked up with the TV compared with their older counterpart. The declining interest with maturing age can be indicative of their 'availability' as they are expected to shift to a different mode of activity (from students to young professionals/working (Rolda, 2002).

Among the varying TV shows, most appealing to the youth are sitcoms (which in the Philippines are usually comedy shows), news, variety shows and romance/drama programs. Least interesting to them are talk shows (which usually deal with political and



other current issues prevailing in the country) as well as educational and documentary shows. Except for ‘sports’ shows, females generally dominate all types of TV programs, which may indicate not only interest but also availability, to attend to such kind of leisure activity (Rolda, 2002).

Mass media is a socializing influence that affects the development of attitudes, beliefs and values. Mass media is more influential during periods of unrest, when people are uncertain (Mensing, 2007).

Studies by McLeod and associates of boys and girls of junior and senior high school age found that the more the youngster watched violence on television, the more aggressive he or she was likely to be. Other studies revealed the amount of television violence watched by children, especially boys, at age influenced the degree to which they were aggressive ten years later at age 19. The problem becomes increasingly serious here. Even if your child is not exposed to a lot of media violence, your youngster could still become the victim or target of aggression by a child whose parents were not so concerned and who is stimulated and influenced by the violence which he or she witnesses on TV (Cline, 2005).

Children who spend more time watching violent television programming are rated more poorly by their peers, have fewer problem-solving skills, and are more likely to get in trouble with the law as teenagers and young adults (Cline, 2005).



METHODOLOGY

Locale and Time of the Study

The study was conducted at Bokod National High School-Main that is situated on top of a mountain in the far-flung Barangay of Pito, Bokod, and Benguet (Fig. 1). It is situated at the tip southeast of the Municipality of Bokod towards the boundary to Kayapa, Nueva Viscaya of Region 2.

The school was opened and nationalized under Republic Act 7051 on June 1993. It started with only one organized class opening the first year that were the pioneer graduates of the school in 1997. The school is isolated from the urban areas, reached one hour and thirty minutes walk from the Barangay Proper, two rides from Poblacion, Bokod, Benguet. It can also be reach twenty minutes ride from Kayapa, Nueva Viscaya and three hours ride from Baguio City. It is five hundred meters away from the National Road.

The said school was chosen because most of the students there are fond of watching “Boys over Flowers.” This is according to the preliminary survey that the researcher conducted on July 6, 2009.

The media available in this place are radio, television and newspaper.

The study was conduct on the month of December 2009.

Respondents of the Study

The study was limited only to 80 respondents, with 20 students per year level, to have an equal representation of the school.



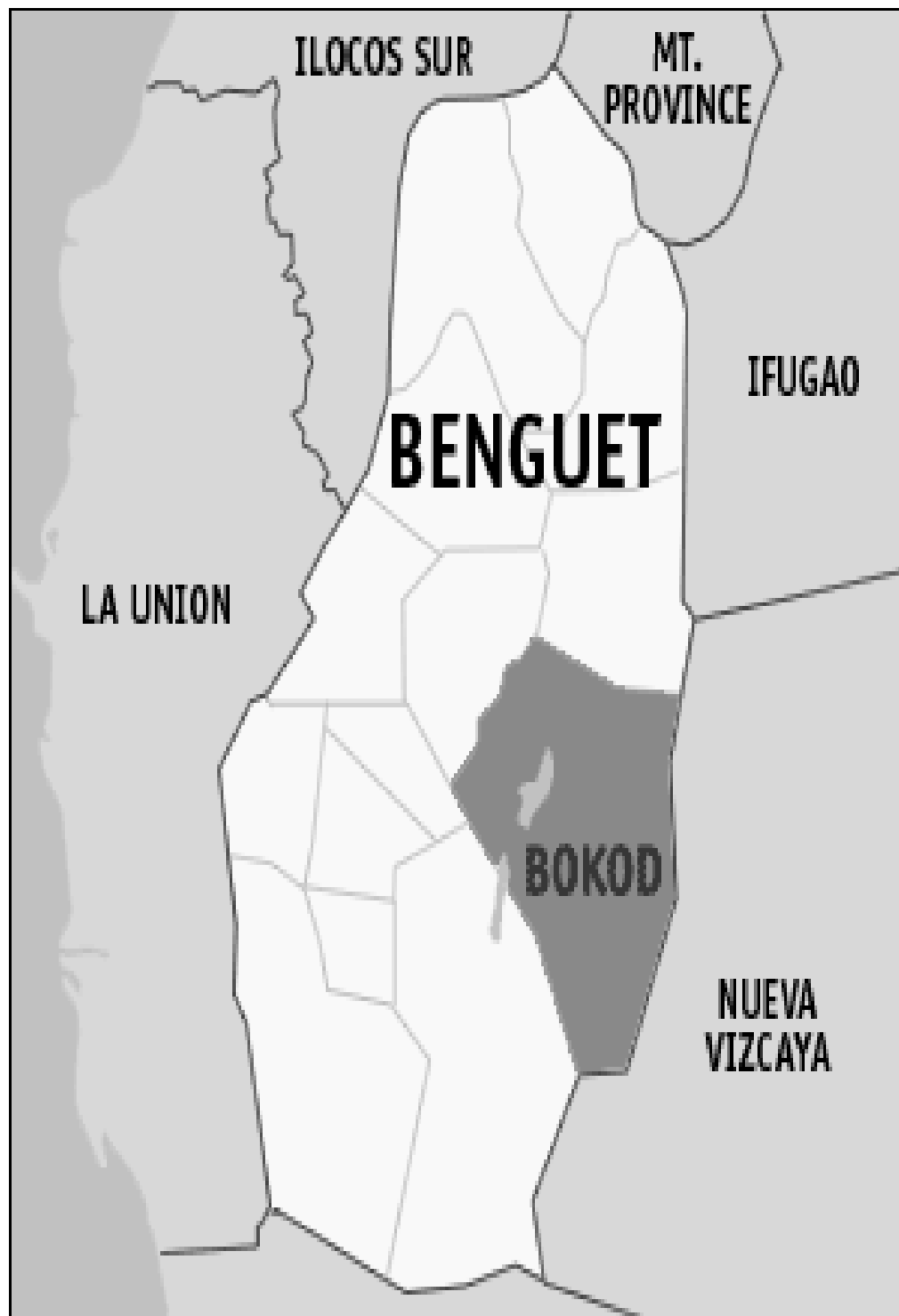


Figure 1. Map of Bokod, Benguet showing the locale of the study



The respondents were the students of Bokod National High School-Main. The criteria in choosing the respondents are that they should have watched the Korean Drama and they should have accessibility to television, whether at home or other people's TV.

Data Collection

A review questionnaire was used to gather information from the respondents. The researcher personally conducted the data gathering.

Data Gathered

The data were gathered are the socio-demographic characteristics of the respondents, and the values gained from the Korean Drama entitled "Boys over Flowers" as perceived by the Bokod National High School-Main students.

Data Analysis

The data gathered were tabulated and analyzed using percentage and rank.



RESULTS AND DISCUSSION

Socio-demographic Profile of the Respondents

Table 1 shows the age bracket and sex of the respondents.

There were 44 % fell under the age bracket of 12-14 years old; 52% fell under 15-17 age bracket; and 4 % from the age bracket of 18-20. As to their age, 62 % the respondents who are female and 38% are male.

Respondents' Frequency of Watching "Boys over Flowers" (BOF)

The respondents' frequency of watching BOF was shown in Table 2.

Results show that forty-six (57%) of the respondents watched the BOF everyday;

Table 1. Socio- demographic profile of the respondents

CHARACTERISTICS	FREQUENCY (N= 80)	PERCENTAGE
Age		
12-14	35	44
15-17	42	52
18-20	3	4
TOTAL	80	100
Sex		
Female	50	62
Male	30	38
TOTAL	80	100



Table 2. Respondents' frequency of watching (BOF)

FREQUENCY OF WATCHING	FREQUENCY (N= 80)	PERCENTAGE
Everyday	46	57
Four times a week	15	18
Twice a week	8	10
Thrice a week	6	8
Once a week	5	7
TOTAL	80	100

15 (18 %) of them watched it four times a week; 8 (10 %) of them watched twice a week and 5 (7 %) of the respondents said that they watched it once a week.

For those who said that they are watching the BOF everyday, they reasoned out that they are fanatics of the Korean drama, thus their constant exposure to it. Some even claimed that they are going home early to watch BOF.

These reasons are also the same with those who said that they watched it four times a week (18%).

More than half of the respondents are fond of the Korean drama because they watched it everyday.

However, for those respondents who said that they watched the BOF once a week, they said that they are involved in some school activities such as the Citizenship Advancement Training (CAT) and Athletic Meet preparations which are done after class hours. They watched it sparingly since the BOF was aired during the time that they were doing these school activities.



Reasons of the Respondents in Watching BOF

The reasons of the respondents in watching BOF was shown in Table 3.

To gain values. The leading reason was for the respondents to gain values. The lessons they learned in watching BOF includes love, friendship and being responsible, among others.

This is related to the study of Buckingham (2004) wherein the youth can easily imitate and learn the values, behavior, and attitude implied by foreign series television drama through the characters' acting.

One of the respondents said that when they watched BOF, they realized that they should love their family members more.

This is related to the result of the study of Leaf (2004) where in most Korean Dramas has good moral standards, they show people the importance of respecting parents, they do not promote pre-marital sex and it is a good family show.

This is also supported by the study of Sharon (2004) wherein it is the family appeal that the Korean Dramas portray.

The respondents also clarified that they watched BOF to gain values because it gave them important lessons that they can apply to their academic life.

One of the respondents said that after he watched the BOF, he made a decision that he will now do better in his studies like what Jan Di did.

Moreover, they also explained that they watched BOF to gain values because "BOF" gave them important lessons that they can apply to their social life. Like for example they got friendlier with other people.



Table 3. Reasons of the respondents in watching BOF

REASONS	RANK
To gain values	1
BOF gave them important lessons that they can apply to their family life	1
BOF gave them important lessons that they can apply to their academic life	2
BOF gave them important lessons that they can apply to their social life	3
To be informed	2
They learned about some Korean Cultures through BOF	1
They learned about some beautiful places in Korea	2
To be entertained	3
The drama makes them laugh and sometimes cry	1
Watching BOF makes them feel relaxed	2
They have a crush on the actor/s and actress/es on the drama	3

*multiple responses

This is similar to the result of the study of Brookfield (1987) where in Mass media and television in particular, are forces which provide audiences with ways of seeing and interpreting the world—ways which ultimately shape their very existence and participation within society.



Lastly, the respondents explained that they watched BOF to gain values because it gave them important lessons that they can apply to their love life.

To be informed. The secondary reason of the respondents is that they watched BOF because they want to be informed.

For those respondents who said that they watched BOF to be informed, their leading reason was they learned about some Korean Cultures through BOF.

This is related to the result of the study of Craze (2007) wherein through the Korean Drama, people learn some Korean cultures.

One respondent said that she learned that Koreans are bowing their head as a sign of their respect to their companion.

The respondents also reasoned out that watching BOF informs them because they learned about some beautiful places in Korea.

One of the respondents said that through the beautiful places that were portrayed on BOF, she has now an idea where to spend her vacation if given the chance to do so.

The result of the researcher's study that media can inform and entertain viewers is similar to the study of Katz (2003) wherein media fulfill two basic needs-they inform and they entertain.

To be entertained. The third reason of the respondents was to be entertained.

This is comparable to the study of Katz (2003) wherein television entertains people with movies, dramas, comedies, game shows and sports.

For the respondents who said that they watched BOF to be entertained, their leading reason was BOF made them laugh and sometimes cry.



This is similar to the findings of Sharon (2004) wherein male and female actors show that it is normal to show emotions like sadness and grief, especially scenes showing crying.

Some respondents also related that they were entertained in watching the BOF because watching it made them feel relaxed.

This is similar to the findings of Ogsaen (2003) wherein television is the most effective way to reduce boredom due to its informative and entertaining programs.

Lastly, the respondents reasoned out that they were entertained in watching BOF because they have a crush on the actor/s and actress/es on the drama.

This is similar to the result of the study of Craze (2007) where lots of Korean stars are good-looking and fashionable, making the teenagers really go after these Korean Dramas.

When the respondents were asked who their ultimate crush was, some answered that they really like Ji Hoo, one of the main characters in the story.

This is related to the result of the study of Leaf (2004) where in most teenagers and adults like watching Korean Dramas because the stories are always romantic, they remind people of their first crush, first love, first kiss, and unrequited love, among others.

Table 3 shows the reasons of the respondents in watching the BOF. It was observed that they have varied reasons, but interestingly, the leading reason was for them to gain values.



Table 4. Lessons or values learned by the respondents from the BOF

Values	Rank	Particular Scene/s from the BOF that portrayed the values	How the respondents apply the values learned from BOF
Love	1	-Jun Pyo proposed marriage to Jhan Di - Jun Pyo fought hard for their love together with Jan Di even up to the extent of going against his mother who is not in favor of the relationship	-They love their family members and partners (GF/BF) wholeheartedly -What ever it takes, they will fight for their relationship against the one who are contradicting their relationship
Respect	2	-Bowing their head	-Greeting their teachers every time they will meet them - Greeting their loved ones and family members on special occasions
Helpfulness	3	-Jan Di helped Jun Pyo when he fell down in the swimming pool -Jan Di helped her parents in their financial needs by working in a restaurant while studying -Ji Hoo helped Jan Di in wiping her clothes when her classmates threw flour, eggs and baking powder to her	-Helping their friend when he/she is in danger -Helping their parents in supporting their school financial needs -Supporting someone who is in need
Responsibility	4	-When Jun Pyo went abroad, he concentrated in managing their business. -Jan Di did not took for granted her studies despite obstacles in her life	-Being responsible in doing things or work assigned to them -Making good in their studies even there are some problems arising in their lives
Friendship	5	-When Yi Jung was so problematic about his broken hand and he can no longer make pottery, Woo Bin gave him a piece of advice -Ji Hoo is a main rival for Jan Di's heart but he gives her up because he values his friendship with Jun Pyo.	-Giving an advice to their friends/cousins who are in trouble -Giving up their love to a person who is already committed
Courage	6	-Even Jan Di experienced lots of problems in the arms of Jun Pyo's mother, she has still the bravery of protecting her family and fighting her love for Jun Pyo -Jan Di gained courage to confront Jun Pyo when a friend, Oh Min Ji, accidentally spilled ice cream on his shoes and he demanded the girl to lick it off	-Being brave in fighting for their rights -Being brave in confronting a person who is embarrassing them in front of their friends
Trust	7	-Jan Di shared all their trials with Ji Hoo because she trusted him. -Jan Di trusted Jun Pyo's love for her	-Sharing their troubles to their trusted friends -Trusting the love of their boyfriend/girlfriend
Honesty	8	-Jan Di confessed to Jun Pyo that she was with the brother of the student whom she saved when he was trying to commit suicide.	-Confessing the truth to their loved ones



Lessons or Values Learned by the Respondents in Watching BOF

The lessons or values learned by the respondents in watching BOF are shown in Table 4.

Results shows that the top three values or lessons that the respondents learned in watching the “BOF” were love, followed by respect, and helpfulness.

Love. Most of respondents related the particular scene/s in the Korean drama “Boys over Flowers” that portrayed love. Among these were: when Jun Pyo fought hard for their love together with Jan Di even up to the extent of going against his mother who is not in favor of the relationship; and when Jun Pyo proposed marriage to Jan Di.

The respondents claimed that they apply these values by caring for their loved ones most especially at times when she/ he is in trouble and they will love their partners (girl friend/boy friend) wholeheartedly.

One of the respondents related that at first he is not giving enough time for her girlfriend but when he watched BOF, he realized his mistake. Since then, he allotted more time for his girlfriend and makes sure that he accompanies her on the way home.

Respect. According to the respondents, the specific scene in the drama that they remembered that portrayed respect from the Korean drama was when the characters were bowing their heads. Although this is a Korean culture, according to them, it portrayed the value of respect and it was registered in their minds.

According to the respondents they applied respect that they learned from the BOF by greeting their teachers “good morning or good afternoon” and by using *manang* and *manong* in addressing their older brothers or sisters.



According to one respondent, before she watched BOF, every time she meets her teacher, she does not bother to greet them. But when she watched BOF, she realized the importance of respect to other people, most especially her teachers.

Helpfulness. The particular scenes in the Korean drama BOF that the respondents remembered, which portrayed helpfulness, was when Jan Di dove into the swimming pool and helped Jun Pyo; and when Ji Hoo helped Jan Di in wiping her clothes when her classmates threw flour, eggs and baking powder to her.

The respondents claimed that they applied helpfulness that they learned from BOF by helping their parents in doing household chores even during weekdays and helping their friends when they are in danger.

One of the respondents said that when he watched the BOF, he realized that helping in doing the household chores can make his parents happy.

The result of this study is similar to the result of Sharon (2004) where the storylines of Korean Dramas show themes like friendship, the importance of the family and their values, compassion, and love.

Responsibility. The particular scenes in the Korean drama BOF that the respondents remember, which portrayed being responsible was when Jun Pyo went abroad, he concentrated in managing their business and Jan Di did not took for granted her studies despite the unending obstacles in her life.

The respondents applied these values by being responsible in doing things or work assigned to them and by doing well in their studies. One of the respondent said that if ever his mother will give him a chance to manage their restaurant, he will do his best to earn high income.



Friendship. According to the respondents, the specific scenes in the drama that portrayed friendship BOF were: when Yi Jung was so problematic about his broken hand and he can no longer make pottery, Woo Bin gave him a piece of advice; and when Ji Hoo fell in love with Jan Di's, he gave her up because he values his friendship with Jun Pyo.

They applied the values friendship they learned from BOF by giving advice to their friends/cousins who are in trouble and by giving up their love to a person who is already committed.

Courage. The particular scene in the Korean drama BOF that the respondents remembered, which portrayed courage, was when Jan Di experienced lots of complications in the arms of Jun Pyo's mother, yet she still had the bravery of protecting her family and fighting her love for Jun Pyo.

Another scene was when Jan Di gained courage to confront Jun Pyo when a friend, Oh Min Ji, accidentally spilled ice cream on his shoes and he demanded the girl to lick it off.

The respondents applied courage that they learned from the BOF by being brave in fighting for their rights and in confronting a person who is embarrassing them in front of their friends.

According to one respondent, he gained courage after watching BOF to join contests that demanded him to stand in front of many people. With this, he won several awards and he said that he owed it to BOF because the drama improved his courage.

Trust. The particular scene in BOF that the respondents remember, which portrayed trust, is when Jan Di shared all her trials to Ji Hoo because she trusted him.



Another scene was when Jan Di trusted Jun Pyo's love for her.

The respondents applied trust that they learned from BOF by sharing their troubles to their trusted friends because they realized that they cannot handle their problems alone and by trusting the love of their boyfriend/girlfriend is also one way of applying the value they learned.

Moreover, one respondent said that after watching BOF, he realized that in the name of love, trust is always involved so when her girlfriend answered him "yes", he promised her that he is only the man in her heart.

Honesty. According to the respondents, the specific scene in the drama that portrayed honesty from BOF was when Jan Di confessed to Jun Pyo that she went with the brother of the student whom she saved when he was trying to commit suicide. Even if Jan Di knews that Jun Pyo will get mad at her, she still told him that instance.

The respondents applied honesty that they learned from the BOF by confessing the truth to their loved ones.

According to one respondent, when he found a wallet on his way home, he hurriedly returned it to the owner because he was honest.

Perceived Negative Effects of BOF to the Respondents

The perceived effects of "BOF" to the respondents are shown in Table 5.

Sadness. The number one perceived negative effect of watching BOF was whenever they were not able to watch it, they felt sad.

One respondent said that, when she was not able to watch BOF, she felt gloomy and sometimes, it affected her attitude towards other people. She cited one instance when



Table 5. Perceived negative effects of BOF to the respondents

NEGATIVE EFFECTS	RANK
Whenever they were not able to watch BOF, they felt sad	1
They neglected their academic life to spend more time watching BOF	2
They neglected their household chores to spend more time watching BOF	3
They snap, yell, or act annoyed if someone bothers me while they watching BOF	4

her parents asked her questions; she answered them bleakly because she missed watching BOF.

Sometimes not studying. The second perceived negative effect was sometimes they do not study their lessons to spend more time watching the BOF.

Although the show was just 30 minutes, some of the respondents related that they were not able to do their school requirements on time because after BOF was aired by the time they get weary of watching, they were already sleepy or they had other things to do aside from their school requirements.

There is was no conclusive evidence that will prove this statement of one respondent.

Neglected household chores. The third perceived negative effect is they neglected their household chores to spend more time watching BOF.

Since BOF was aired just in time for cooking dinner, some respondents related that they cooked dinner late because they prioritized watching BOF more.



Snappish. Lastly, the respondents snap, yell or act annoyed if someone bothers them while they were watching BOF.

One of the respondent related that when his sister was asking him to do something, he got mad at her. Other respondents also said that they got so engrossed watching BOF that they acted rudely when someone disturbed them.

Perceived Positive Effects of BOF to the Respondents

The perceived positive effects of BOF to the respondents are shown in table 6.

The mentioned statements below are the perceived positive of BOF to the respondents.

Learned values from BOF. For the positive effects, the number one effect that the respondents perceived was they learned/ values from BOF that they can apply to their lives.

This coincides with the previous discussion that the number one reason why the respondents watched BOF was to gain values.

When asked why they thought that gaining values is a positive effect of watching BOF, some respondents said that they did not have to learn lessons the hard way. Just by merely watching a Korean drama, they were able to gain helpful insights.

Time for peers was reduced. The second perceived positive effects of BOF is, instead of going out with their friends and do some bad vices, they watched the “BOF” to satisfy their entertainment needs.

The respondents said that they did not need to have jamming with their friends so that they will be entertained. Just by watching BOF alone can be satisfying and one of the



Table 6. Perceived positive effects of BOF to the respondents

POSITIVE EFFECTS	RANK
They learned values/lessons that they can apply to their life	1
Instead of going out with their friends and do some bad vices, they watched the Korean drama to satisfy their entertainment needs	2
Because of the Korean cultures portrayed in the drama, they learned to understand why they are acting that way	3
Because of the Korean tourists' spots portrayed in the movie, it gave them an idea on where to go in case they will go to Korea someday	4
Because of the drama, they were motivated to go home early so they can watch	5

respondents also shared that at first, he was going home late because of jamming with his friends at the Pito River. But when he started watching BOF, he is now going home early just to watch his favorite Korean Drama.

Learned and appreciated some Korean cultures. The third perceived positive effect of BOF is because of the Korean cultures portrayed in the drama, the respondents learned to understand why they are acting that way.

One respondent said that before she had watched any Korean movies, she did not understand why some Koreans bowed their heads when they meet someone they knew. But when she watched BOF, she realized that it was the Korean's way of showing respect to other people.

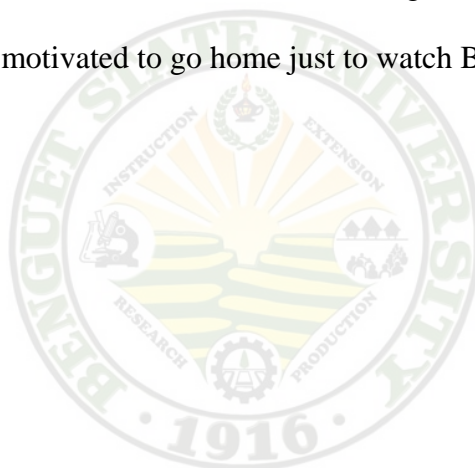


This is related to the findings of Craze (2007) that through the Korean drama, people learn some Korean cultures. This is also supported by the study of Moran (2003) where television programs contain certain cultural context that teaches young viewers cultural norms and expectations.

Informed about Korean tourists' spots. The fourth positive effect of BOF is that since the Korean tourists' spots portrayed were portrayed in the drama, it gave them an idea on where to go in case they will go to Korea someday.

One of the respondents said that if she is given a chance to go to Korea, she will see first the Nam San tower where some of the fascinating scenes in BOF were done.

Lastly, they were motivated to go home just to watch BOF.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted to determine the values gained from the Korean drama “Boys over Flowers” as perceived by the Bokod National High School- Main Students. It focused on the socio-demographic profile of the respondents, their frequency of watching the Korean drama “Boys over Flowers”, their reasons for watching the “Boys over Flowers”, the lessons/ values they learned from the Korean drama, and the positive and negative contributions of the drama to the respondents.

A survey questionnaire was used to gather the needed information. The study was limited only to 80 respondents with 20 students per year level, to have an equal representation.

Respondents of the study were 80 high school students who are 12-20 years old. They were first year high school to fourth year high school students. Majority or 62 % of them were female.

Almost or 57% of the respondents watched the BOF everyday. Their most reasons for watching the Korean drama were to gain values, followed by to be informed and to be entertained.

On the other hand, the leading lesson/ values that the respondents learned was love, respect, helpfulness, responsible, friendship, courage, trust, followed by honesty, and determination.

The number one perceived negative effect of the BOF to the respondents is whenever they was not able to watch BOF, they felt sad, followed by they neglected their



academic life to spend more time watching BOF and they neglected their household chores to spend more time watching Boys over Flowers.

For perceived positive effects, the number one effect to the respondents is they learned values/lessons that they can apply to my life followed by instead of going out with their friends and do some bad vices, they watched the Korean drama to satisfy their entertainment needs and because of the Korean cultures portrayed in the drama, they learned to understand why they are acting that way.

Conclusions

Based on the findings the following conclusions were drawn:

1. The characteristics of the teenager viewers of the Korean drama “Boys over Flowers” in Bokod National High School- Main are fairly distributed in terms of age, sex and school level.
2. The students in the Bokod National High School- Main watched the Korean drama everyday.
3. The students in the Bokod National High School- Main are hooked in watching “Boys over Flowers” to gain values.
4. The Korean drama “Boys over Flowers” was an effective means to inculcate on how to respect other people.
5. The Korean drama “Boys over Flowers” had both positive and negative effects to teenager viewers.



Recommendations

Based on the summary and conclusions, the recommendations were derived:

1. Since watching BOF has negative and positive effects to viewers, most especially to students, the researcher recommend that the parents of the viewers will give them a parental guidance.

2. Given that BOF has also some values that can be acquire from it, the researcher recommend that the values teachers will sometimes insert some Korean dramas on their discussion to educate, entertain and inform the students.

3. Further study on the negative values of the BOF is recommended.



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APPENDIX A

Communication Letter
BENGUET STATE UNIVERSITY
2601 La Trinidad, Benguet
College of Agriculture

December 18, 2009

PEPE T. TOCTOCAN SR.

Principal
Bokod National High School-Main
Pito, Bokod, Benguet

Sir:

Warm greetings!

I am a senior student of Bachelor of Science Communication major in Community Broadcasting of Benguet State University. I am conducting my undergraduate thesis entitled “Values Gained from Korean Drama Entitled “Boys over Flowers” as Perceived by the Bokod National High School-Main Students”.

In this regard, please allow me to gather important information that will answer the objectives of my study from your students on January 2009. Rest assured that all information that will be gathered is for academic purposes only.

Thank you very much for your kind consideration.

Truly Yours,

GENICE P. AGADAN
Student Researcher

Noted:

CHRISTINE GRACE B. SIDCHOGAN
Adviser

APPROVED:

PEPE T. TOCTOCAN SR.
Principal
Bokod National High School-Main



APPENDIX B

Survey Questionnaire
 Values Gained from the Korean Drama “Boys over Flowers”
 as Perceived by the Bokod National High School-Main Students

I.PROFILE

Name: _____ Civil Status: _____
 Age: _____ Year Level: _____
 Sex: _____ Religion: _____

11. FREQUENCY OF VIEWERSHIP

2. How often did you watch the Boys over Flowers in a week?

_____ everyday _____ four times a week _____ thrice a week
 _____ twice a week _____ once a week

111. REASONS OF WATCHING BOYS OVER FLOWERS (Please rank your answers,
 1 as the highest)

3. Why did you watch the drama?

- _____ To be entertained
 _____ The drama makes me laugh and sometimes cry
 _____ I have a crush on the actor/s or actress/es on the drama
 _____ Watching it makes me feel relaxed
 _____ Others (specify : _____)
- _____ To learn lessons/ values
 _____ The drama gave me important lessons that I can apply to my
 love life
 _____ The drama gave me important lessons that I can apply to my
 academic life
 _____ The drama gave me important lessons that I can apply to my
 family life
 _____ The drama gave me important lessons that I can apply to my
 social (friendship) life
 _____ Others (specify : _____)
- _____ To be informed
 _____ I learned about some Korean culture through the drama
 _____ I learned about some beautiful places in Korea
 _____ Others (specify: _____)



IV. LESSONS / VALUES LEARNED

LESSONS/VALUES LEARNED FROM THE DRAMA (Please rank your answers, 1 as the highest)	PARTICULAR SCENE/S IN THE DRAMA THAT YOU REMEMBER, WHICH PORTRAYED THE VALUES/LESSONS LEARNED	HOW DO YOU APPLY THE VALUES/LESSONS YOU LEARNED IN YOUR LIFE?
___ Hope/Trust		
___ Respect		
___ Helpfulness		
___ Self-confidence		
___ Love		
___ Honesty		
___ Courage (being brave)		
___ Persistence/ Determination		
___ Being responsible		
___ Friendship with other people		
___ Others (specify: _____)		



V. PERCEIVED EFFECTS OF THE DRAMA

5. What are the negative effects of the drama to you? (Please rank your answers, 1 as the highest)

_____ I neglected my household chores to spend more time watching Boys over Flowers

_____ I neglected my academic life to spend more time watching Boys over Flowers

_____ Whenever I was not able to watch Boys over Flowers, I felt sad

_____ I snap, yell, or act annoyed if someone bothers me while I am watching Boys over Flowers

_____ Others (specify: _____)

6. What are the positive effects of the Boys over Flowers to you? (Please rank your answers, 1 as the highest)

_____ I learned values/lessons that I can apply to my life

_____ Because of the drama, I was motivated to go home early so I can watch

_____ Because of the Korean cultures portrayed in the drama, I learned to understand why they are acting that way

_____ Because of the Korean tourists' spots portrayed in the movie, it gave me an idea on where to go in case I go to Korea someday

_____ Instead of going out with my friends and do some bad vices, I watched the Korean drama to satisfy my entertainment needs

_____ Others (specify: _____)

Thank you very much!

Prepared by:

GENICE P. AGADAN

BS in Development communication

Major in Community Broadcasting

