

# Ethnocentrism Attitudes Among CTE Students in a State University: Towards Enhanced Developmental Activities in Intercultural Education Lesson

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## ABSTRACT

Ethnocentrism is having an idea that your own culture is superior to the others. This study described the level of ethnocentrism attitude of Freshmen and Sophomore students in a State University, across the four domains of ethnocentrism. This study was conducted at Quirino State University-Maddela campus and utilized both qualitative and quantitative approach using modified survey and open-ended questions. Findings revealed that the BTLED Freshmen and Sophomore students in the university possessed little-more superior tendency of ethnocentric attitude which means that the respondents looked at their culture as more superior to the others. Based on the findings, the researchers were able to enhance some developmental activities in subject in Intercultural Education lesson which are reflective of cultural relativism.

## Keywords

Cultural Relativism, Culture, Developmental Activities, Domains, Superior

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## Introduction

In the beginning of a student's college life, everyone goes through for some adjustments because it is the time when they face culture shock.

Meanwhile, it was observed in the campus that majority of the students are with their companions of the same religious denomination, cultural beliefs or ethnicity studying, living, eating, recreating and doing their requirements in classrooms, canteens and elsewhere. Some groups of students may have possible conflicts because they are being targeted as inferior or subordinate to them.

So, what do the foregoing ideas connote? Such experiences are reflective of ethnocentrism. According to Bizumic and Duckitt (2013), ethnocentrism is conceptualized as an extreme sense of self-centeredness of your own ethnic group which includes intergroup expressions of the groups' preference, pureness, and superiority. It includes outgroup's negativity and mere in-group positivity. The country for instance is one group, or in- group.

As mentioned above, most of people tend to deny this but it is true that at some point in life individuals are all ethnocentric without even knowing it. Putting it in context, if someone wearing tapis of Ifugaos or anyone wearing a style that are not familiar, the person develop direct bias judgment against them. An individual smile at them but deep inside, "What is he or she wearing? He or she has no sense of fashion", and even add that they are better than those people. This situation may be too little to consider as being ethnocentric but that's the misconception of everyone because it really is showing ethnocentrism.

Finally, ethnocentrism does not mean purely undesirable since it makes the people of a certain group more confident about themselves and in one another but it does not guarantee that it will make peace to everyone. The study of Zikarge (2017), disclosed that cultural, religious and ethnic

dislikes in schools were. displayed in actions stretching from hateful languages to physical violence. In addition, wrong views, misunderstanding on definite issues, criticism, misbehavior, humor, disrespect, ideological differences, provocative words, indirect supremacy, undermining cultures of others, ideological differences and lack of unity among students are the causes of verbal clashes and physical conflicts. Unawareness of the others' ethos and identities, ethnocentric attitudes, prejudice, supporting political parties along ethnic lines and exaggerated group differences are, therefore, the major causes of physical violence among the students.

Thus, this research looked at the level of ethnocentrism attitudes among the CTE students with its two objectives. First, it gauged the level of ethnocentrism of students in terms of their belief towards their own and other's culture, consumer preferences, socialization to other groups and physical attitudes and attributes of different cultures. Second, it proposed some developmental activities in Intercultural Education lessons to enhance the cultural relativism attitudes of students.

This study described the level of ethnocentrism attitudes among freshmen students towards the crafting of developmental activities in Intercultural Education lessons reflective of relativism attitude. Specifically, it answered the following:

1. What is the Demographic Profile of the respondents in terms of the following:
  - 1.1 Religious Affiliation; and
  - 1.2 Ethnicity?
2. What is the students' level of ethnocentrism in terms of the following:
  - 2.1 Belief towards one's own culture (In-group);
  - 2.2 Belief towards other's culture (Out-group);
  - 2.3 Social Relations; and
  - 2.4 Physical Attributes/ Attitudes?

3. Is there a significant relationship between student's profile and their levels of ethnocentrism in terms of the following domains.

4. What can be proposed as developmental activities in teaching Intercultural Education to enhance the cultural relativism attitudes of students?

The paradigm presents the four domains of ethnocentrism which are (a) belief towards one's culture and (b) belief towards others' culture wherein an ethnocentric individual viewed other cultures from his or her own respective cultural vantage idea wherein we tend to believe that our culture is the superior in which we judge other cultures and the members from those cultures, while in (c) social relations, one of the reasons why individuals tend not to communicate to others who belong to different culture is that communication contains lot of pressure, as it needs more effort to interact with others who does not have the same cultural beliefs and lastly, (d) physical attributes and attitudes includes people judge others on their physical appearances affected by their cultural backgrounds.

These four domains were the selected themes for this study to determine the students' level of ethnocentrism. In this research the input-process-output-outcome model was used to show their relationship and used as a guide in the conduct of the study.

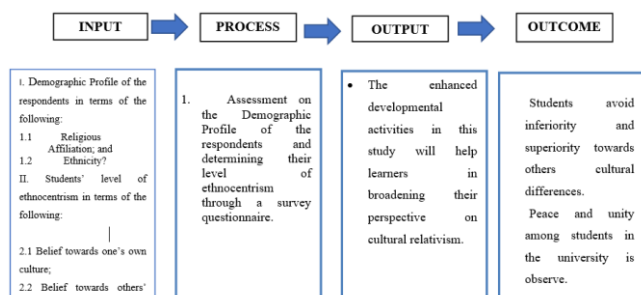


Figure 1. Paradigm of the study

This study will benefit the following:

Students. For them to be aware of the ethnocentrism attitudes they are dealing with and be conform to cultural relativism and to develop respect for differences.

Curriculum Developers. Through this research, they will have a background about ethnocentrism and be able to implement activities that promote cultural relativism.

Future Researchers. This research will serve as the basis and source of key ideas in conducting researches related to ethnocentrism.

This study was all about the ethnocentrism attitudes among the students enrolled in the College of Teacher Education in the Quirino State University-Maddela campus. This elicited the respondents' Religious Affiliation and Ethnicity. It also elicits the level of agreement or disagreement on the four domains of ethnocentrism attitudes in order to modify enhanced developmental activities in social studies reflective of relativism attitude from Brian M. Howell, Jenell Williams Paris. The study was conducted during the SY 2019-2020.

Enhanced Developmental activities. It is the proposed developmental activity in social studies reflective of relativism attitude

Cultural Relativism. It is connected with an overall acceptance and respect for cultural differences.

Ethnocentrism attitudes. It is conceptualized as an extreme sense of self-centeredness of your own ethnic group which includes intergroup expressions of ethnic group preference, purity, and superiority and involves outgroup negativity and mere in-group positivity. It has 4 domains.

These are:

Belief towards one's own culture (In-group). It is how an individual judge or view his/her own culture.

Belief towards others' culture (Out-group). It is how an individual judge or view others' cultures.

Physical Attributes/ Attitudes. It is how an individual view physical attributes/attitudes of people.

Social Relation. It is how an individual gets along or makes friends with other people.

## Methods

This study employed both quantitative and qualitative approaches using the techniques of survey and open-ended questions to elicit the respondents' beliefs on ethnocentrism. It determined the level of ethnocentrism attitudes in terms of: Beliefs towards one's culture, beliefs towards other's culture, social relations and physical attributes and attitudes. Further, based from the study, enhanced developmental activities in Intercultural Lessons reflective of relativism attitude were made.

This study was conducted in Quirino State University-Maddela Campus which is situated at Brgy. Dipintin, Maddela, Quirino covered by 105 hectares. The campus started as Junior High School in 1964, turned into Maddela High School in 1966. From Maddela High School to Maddela Agro Industrial National High School in 1983 and it was converted in 1994 into Maddela Institute of Technology. The campus was improved that it why in the month of October 19, 2012, the Republic Act 10230 was executed converting the Quirino State College into Quirino State University enclosing the two colleges which are Maddela Institute of Technology and the Quirino Polytechnic College of Cabbaroguis Quirino.

The said campus is the only tertiary level offering Degree and TESDA courses like Bachelor of Science in Hospitality Management, Bachelor of Science in Agriculture and Bachelor of Secondary Education which specializes in Technology and livelihood Education. The President of the said institution is Dr. Hermenigildo F. Samoy and its Campus Administrator is Dr. Hector S. Caluya.

The respondents of this study were the 116, BTLED Freshmen and Sophomore students enrolled in the College of Teacher Education.

This study used an Ethnocentrism Survey adopted and enhanced from Neuliep et al. (2001). This survey questionnaire was composed of three parts. The first part was the respondents' profile that elicited information about the respondents such as their ethnic affiliation, religious affiliation and Demographic Area where they are residing. The second part was about the level of ethnocentrism attitudes that elicited their level of agreement and disagreement along the four domains. These domains were belief towards the respondent's own culture, belief towards

other’s cultures, social relation and physical attributes/attitudes

The last part was the Interview Guide Questions which elicited information on how the respondents value or give importance towards their own culture, value or give importance towards other’s cultures and on how they get along to people of different cultures.

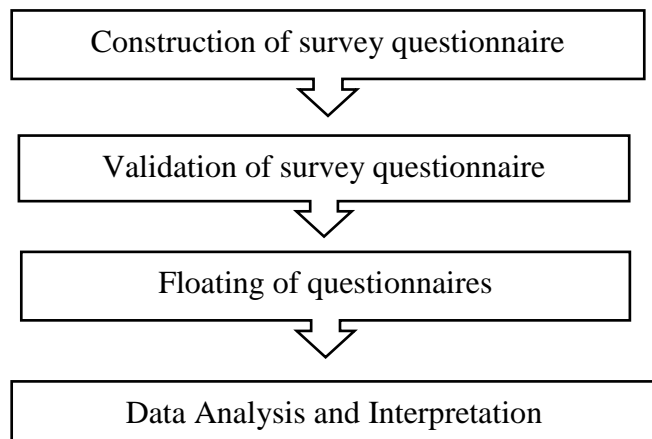


Figure 2. Data Gathering Procedure

To treat the gathered data, the following tools and techniques were used:

- 1.Frequencies and percent to describe the profile of the respondents;
2. Means and standard deviations to determine the level of ethnocentrism attitudes of the students;

**Table 1.** presents the Qualitative Description Scale used

Answer	Mean Scale	QD
Strongly Agree	3.50-4.00	Great tendency to be ethnocentric
Agree	2.50-3.24	Moderate tendency to be ethnocentric
Disagree	1.75-2.49	Little tendency to be ethnocentric
Strongly Disagree	1.00-1.74	No tendency to be ethnocentric

The higher the score, the greater is the possibility of possessing ethnocentric attitudes. The lower the score, the lesser is the possibility of possessing ethnocentrism attitudes.

3. Depending on the normality of the respondents’ perceptions of the dependent variables when grouped according to profile and across domains, this study used either the parametric or parametric tools; and
- 4.Thematic clustering and content analysis techniques were used to treat the responses in the open-ended question. Content analysis was used to create a valid inference through interpreting and coding texts.

## Results and Discussion

### Students’ Profile

**Table 2.** Religion

Religion	Frequency	Percent
Iglesia ni Cristo	8	6.9
Assemblies of God	21	18.1
Roman Catholic	57	49.1
UECFI	6	5.2
Methodist	6	5.2
Saksi ni Jehova	6	5.2
Pentecostal	12	10.3
Total	116	100.0

Religion The table exhibits the profile of the respondents in terms of religion. Out of 116 respondents, there were 57 (49.1%) respondents who were Roman Catholic, followed by Assemblies of God with a frequency of 21 (18.1%), then Pentecostal and Iglesia ni Cristo with a their corresponding frequency of 12 (10.3%) and 8(6.9%), and UECFI, Methodist, and Saksi ni Jehova all with the same frequency of 6 (5.2%). This only implies that most of the College of Teacher Education Students were Roman Catholic.

**Table 3.** Ethnicity

Ethnicity	Frequency	Percent
Ilocano	72	62.1
Ifugao	21	18.1
Ilongot	17	14.7
Tagalog	6	5.1
Total	116	100.0

The table presents the frequency and percent distribution of the respondents in terms of ethnicity. Majority of the respondents were Ilocano with a frequency of 72 and a percentage share of 62.1%. Followed by ifugao which is already a combination of the different tribes(kalanguya, ayangan, and tuwali) have a frequency of 21 (18.1%). Ilongot got a frequency of 17 and a percentage share of 14.7%. Tagalog has a frequency of 6 and a percentage share of 5.1. The data shows that most of the College of Teacher Education students were Ilocanos.

### Students’ Level of Ethnocentrism

Table 4 shows the level of ethnocentrism of students in terms of belief in one’s culture.

**Table 4.** Level of Ethnocentrism in terms of Belief Towards One’s Culture

Indicators	M	Std.	Qualitative
	ea	Devia	Description
	n	tion	

My culture should be the role model for other cultures.	2.1	0.53	Little tendency to be ethnocentric
My culture is the best of all cultures.	2.4	0.58	Moderate tendency to be ethnocentric
My culture should be followed by others.	2.5	0.50	Moderate tendency to be ethnocentric
People in my culture have just about the best lifestyles of anywhere.	2.4	0.50	Little tendency to be ethnocentric
Most people would be happier if they lived like people in my culture.	2.4	0.58	Little tendency to be ethnocentric
<b>Mean for Belief Towards One's Culture</b>	2.4	0.54	Little tendency to be ethnocentric

\*Legend: 1.00-1.74 (No Tendency to be Ethnocentric); 1.75-2.49 (Little Tendency to be Ethnocentric); 2.50-3.24 (Moderate Tendency to be Ethnocentric); 3.25-4.00 (Great Tendency to be Ethnocentric)

The indicators “My culture should be the role model for other cultures”, “People in my culture have just about the best lifestyles of anywhere”, and “ Most people would be happier if they lived like people in my culture” have the corresponding mean rating of 2.16 (0.53), 2.46 (0.50), and 2.48 (0.58) all of which have the qualitative description “little tendency to be ethnocentric”. However, the indicators “My culture is the best of all cultures”, and “My culture should be followed by others” have their corresponding mean rating 2.49 (0.58), and 2.53 (0.5)

In general, the overall mean rating for all the indicators was 2.42 (0.54) which has “little tendency to be ethnocentric” as its qualitative description. The result would imply that the College of Teacher Education has a small chance to be ethnocentric towards one's culture. As the respondents doesn't seem to look at their culture to be superior among other cultures. These results can be affirmed by the responses of the students in the open-ended question as follows:

“I love my culture. But I am always delighted when I have come to know other culture same as mine.”

“I love being part of my culture because it provides us Catholic to mingle to other cultures and be friend with others but it is happier also if we learn to mingle with other culture.”

“I am proud of my culture. I am not shy about it because my culture is the reason of my personality but I do not like the idea that my culture should be the role model for other cultures. .”

These results found assertions on the following related literatures: According to the study of Neuliep and McCroskey (1997), ethnocentrism is not a definite distractive but descriptive. In the assumption of the other fields of ethnocentrism, it may play a very vital role when a specific central group is in the real risk of attack. On the other end, eagerness for the people to view their own style as the right way which can be hazardous to the point that obsessive forms of ethnocentrism may result in injustices,

biases, and worst, genocide. An ethnocentric individual viewed other cultures from his or her own respective cultural vantage idea wherein we tend to believe that our culture is the superior in which we judge other cultures and the members from those cultures. Utmost deviances from that notion are seen in different way and will serve as a proof of inferiority among other cultures.

Table 5 indicates the level of ethnocentrism of the students in terms of their beliefs towards others' culture.

**Table 5.** Level of Ethnocentrism in terms of Belief Towards Other's Culture

Indicators	M	Std. deviation	Qualitative description
Most other cultures are backward compared to my culture.	2.7	0.67	Moderate tendency to be ethnocentric
Most people from other cultures just don't know what's good for them.	2.7	0.66	Moderate tendency to be ethnocentric
Most people in other cultures are barbaric and uncivilized.	2.5	0.71	Moderate tendency to be ethnocentric
Other cultures are failed cultures.	2.8	0.69	Moderate tendency to be ethnocentric
Lifestyles in other cultures are not as valid as those in my culture.	2.6	0.79	Moderate tendency to be ethnocentric
<b>Mean for Belief Towards Other's Culture</b>	2.7	0.70	Moderate tendency to be ethnocentric

\*Legend: 1.00-1.74 (No Tendency to be Ethnocentric); 1.75-2.49 (Little Tendency to be Ethnocentric); 2.50-3.24 (Moderate Tendency to be Ethnocentric); 3.25-4.00 (Great Tendency to be Ethnocentric)

Among the five indicators under domain “Belief towards others' culture” were rated “moderate tendency to be ethnocentric” with the overall mean of 2.72. The following indicators were: Most other cultures are backward compared to my culture (mean= 2.74, SD=0.67); Most people from other cultures just don't know what's good for them (mean= 2.78, SD=0.66); Most people in others cultures are barbaric and uncivilized (mean= 2.59, SD=0.71); Other cultures are failed cultures (mean= 2.83, SD=0.69); and Lifestyle in other cultures are not valid as those in my culture (mean= 2.65, SD=0.79). The computed mean in this domain indicated that in terms of their beliefs towards others culture, they look at their culture as more superior to the others.

These results found assertions on the following related literatures: In the study of Neuliep and McCroskey (1997), there were two differences among groups which are religious and ethnic. This suggested that the variety of ethnic should serve as conceptual creation ever-changing in period in associate to the changes of ethnic perspective, since the study resulted that ethnic diversity was often explained in the respondents' minds into social-psychological distance from the owns' culture ethnic question. On the other hand, the figure of a particular



country or ethnic group was constructed permanently from the views of the respondents' ethnic model. Hence, the image of one similar culture showed totally against the representative of the two countries.

Table 6 indicates the level of ethnocentrism of students in terms of social relations.

**Table 6.** Level of Ethnocentrism in terms of Social Relations

Indicators	Mean	Std. Deviation	Qualitative Description
1. It's better to interact with people who has the same culture as mine than interacting to people from other culture	3.23	0.81	Moderate tendency to be ethnocentric
2. It's better to make friends with people who has the same culture as mine than making friends to people from other culture	3.21	0.80	Moderate tendency to be ethnocentric
3. I see people who are similar to me as righteous that's why I don't get along with people of different culture	3.20	0.82	Moderate tendency to be ethnocentric
4. Trusting people who has the same culture as mine is better than trusting people from other culture.	3.27	0.78	Great tendency to be ethnocentric
5. Talking to individuals of different culture is a bad idea	3.32	0.73	Great tendency to be ethnocentric
<b>Mean for Social Relation</b>	<b>3.25</b>	<b>0.79</b>	<b>Great tendency to be ethnocentric</b>

\*Legend: 1.00-1.74 (No Tendency to be Ethnocentric); 1.75-2.49 (Little Tendency to be Ethnocentric); 2.50-3.24 (Moderate Tendency to be Ethnocentric); 3.25-4.00 (Great Tendency to be Ethnocentric)

Among the 5 indicators in the social relations domain, the indicators "Trusting people who has the same culture as mine is better than trusting people from other culture" and "Talking to individuals of different culture is a bad idea" has a corresponding mean of 3.27 (0.78) and 3.32 (0.73) both have "Great tendency to be ethnocentric" as their qualitative description. Therefore, the result presented in this indicators would suggest that the students have trust issues to people who are not a part or a member of their culture and even talking to them is a problem.

The rest of the items were rated "moderate tendency to be ethnocentric". These were: "It's better to interact with people who has the same culture as mine than interacting to people from other culture" (mean=3.23, SD=0.81); "It's better to make friends with people who has the same culture as mine than making friends to people from other culture" (mean=3.21, SD=0.80); and "I see people who are similar to me as righteous that's why I don't get along with people of different culture" (mean=3.20, SD=0.82). The computed mean in this domain would indicate that in terms of their interacting with other people, students would likely mingle with those whose culture is the same as they are instead of the others.

The mean, 3.25 (0.79) in the domain "Social Relations" was described as moderate tendency to be ethnocentric.

These results found affirmations on the following related studies: The study of Jahoda and Krewer (1997), found out that the ancient Greeks called the non-Greeks "barbarians", because for them barbarians speak incoherently "bar-bar-bar". A Brazilian tribe has the term "Kura" meaning "we" and "good" then the term "kurapa" means "not we" and "bad". The tribe believes that everything that is bad in the world came from the outside culture and is sent by aliens. Most of the names given by the pre-industrial societies to their own tribe are translated in English as "people", "the only people" or "people of people" and frequently these tribes look at themselves as the origin of all humans.

Table 7 shows the level of ethnocentrism in terms of physical attributes and attitudes.

**Table 7.** Level of Ethnocentrism in terms of Physical Attributes and Attitudes

Indicators	Mean	Std. deviation	Qualitative description
People in my culture are clean.	2.26	0.67	Little tendency to be ethnocentric
People from my culture are more attractive than that of other cultures.	2.57	0.65	Moderate tendency to be ethnocentric
People from my culture is all responsible.	2.47	0.60	Little tendency to be ethnocentric
Most people from other culture are irresponsible in terms of time management.	2.66	0.65	Moderate tendency to be ethnocentric
People in my culture is more interested in our customs and traditions than the other culture	2.93	0.75	Moderate tendency to be ethnocentric

Mean for Physical Attributes and Attitudes	2.58	0.66	Moderate tendency to be ethnocentric
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\*Legend: 1.00-1.74 (No Tendency to be Ethnocentric); 1.75-2.49 (Little Tendency to be Ethnocentric); 2.50-3.24 (Moderate Tendency to be Ethnocentric); 3.25-4.00 (Great Tendency to be Ethnocentric)

The indicators “People in my culture are clean” and “People from my culture is all responsible” has a corresponding mean value of 2.26 (0.67) and 2.47 (0.60) were both rated “little tendency to be ethnocentric”. This would mean that the people who belong in their culture are clean and responsible when compared to other cultures.

The rest of the items were rated as “moderate tendency to be ethnocentric”. These are; “People from my culture are more attractive than that of other cultures” (mean= 2.69, SD=0.65); “Most people from other culture are irresponsible in terms of time management” (mean= 2.66, SD=0.65); and “People in my culture is more interested in our customs and traditions than the other culture” (mean= 2.93,SD=0.75). The computed mean in this domain indicated that in terms of physical attributes and attitudes their own culture was more hygienic and they looked at their culture are superior to of the others.

The mean 2.58 in the domain “Physical Attributes and Attitudes” was described as moderate tendency to be ethnocentric.

These results found affirmations on the following related studies: In the study of Phinney (1990), Ethnic identity came from a sense of peoplehood within a group, a culture, and a particular location. Yet ethnic identity was not just on knowledge and understanding of one’s in-group affiliations, same as through its insights and comprehension as part of it. The attainment of a secure ethnic identity came from experience that was not sufficient to produce it. Because one’s ethnic identity was constructed from time to time, the actions and choices of individuals were vital to the process. Ethnic identity was distinct in some ways from other group identities, such as racial identity, but it also shared aspects of both personal and group identities.

Relationship between the Demographic Profile and The Student’s Level of Ethnocentrism

**Table 8.** Relationship Between the Demographic Profile and The Student’s Level of Ethnocentrism

Demographic Profile	Religion		Ethnicity	
	r	p-value	r	p-value
Students’ level of ethnocentrism				
Belief Towards One’s Own Culture	-0.01	0.91	-0.12	0.21
Belief Towards Others’ Culture	0.06	0.52	-0.17	0.06
Social Relations	.34**	0.00	.20*	0.03
Physical Attributes and Attitudes	.23*	0.01	0.55*	0.03

\*\* Correlation is significant at the 0.01 level

\* Correlation is significant at the 0.05 level

The table exhibits the relationship between the demographic profile of the respondents and the students; level of ethnocentrism in terms of belief towards one’s own culture,

belief towards others’ culture, social relations, and physical attributes and attitudes.

The domains “belief towards one’s own culture”, and “belief towards others’ culture” were found not significantly related to the demographic profile of the respondents such as religion and ethnicity. These findings were based on their corresponding p-value of 0.91 (-0.01) and 0.21 (-0.12) which are all higher than the 0.05 level of significance.

Social relations domain was found to be significantly related to religion and ethnicity. These findings were based on the p-value of 0.00 (religion) and 0.03 (ethnicity) with their corresponding r values of 0.34(religion) and 0.20 (ethnicity).

Therefore, the level of ethnocentrism among the students can be associated with their religion and ethnicity. This also implies that students would be more comfortable to socialize to people whom of the same ethnicity and religion.

The p-value which corresponds to physical attributes domain are 0.01 (religion) and 0.03 (ethnicity) and r-values of .023 (religion) and 0.55 (ethnicity) which suggest significance. This implies that student’s level of ethnocentrism in terms of physical attributes and attitudes is related to religion and ethnicity. Moreover, students may think of people whom have the same religion and ethnicity, have better physical attributes and attitudes than others. This is because different religions and ethnicity have their own standards in terms of a persons’ physical attributes and attitudes.

Title: Developmental Activities to Enhance Cultural Relativism

Target Group: Freshmen Students

These proposed enhanced developmental classroom activities reflective of relativism attitudes were modified from the proposed developmental activities of Brian M. Howell and Jenell Williams Paris. This can be used in any year level which has a lesson on Intercultural Education lesson “Beauty in diversity” is the main goal of this developmental activities. Beauty in diversity provides cultural relativism as it presents order, respect, unity, and acceptance towards other cultures.

Theme: Belief towards one’s own culture (In-group)

Activity 1: Ethnocentrism (Synthesized from Brian M. Howell and Jenell Williams Paris, 2011)

Outline: The students will clarify their understanding of cultural relativism and ethnocentrism through a small group discussion. This can be supported by the responses of the respondents in the open-ended questions as follows:

“Interactive group activities which include the participation of all.”

“Have time to share, to know more each other.”

“Group activities, more interactive activities.”

“Share other cultures in classroom activities to appreciate each culture and another.”

“I cannot think of a particular activity at the moment. However, as long as the activity promotes a healthy interaction in regards to respecting other cultures. Then it would be a great activity.”

Objectives: At the end of the lesson, the students should be able to:

- a. Define different concepts of cultural relativism and ethnocentrism;

b. appreciate the process of moving from ethnocentrism to cultural relativism through small group discussion; and

c. recognize ethnocentrism and cultural relativism in their lives.

### Instructions:

1. Overview. This activity is about ethnocentrism and is intended for the students to clarify their understanding of several concepts like cultural relativism, ethnocentrism, xenophobia, cultural superiority, and tacit ethnocentrism. By sharing the experiences or stories of the students, appreciation of the process of moving from ethnocentrism to cultural relativism will be enhanced. Furthermore, they will become more able to identify ethnocentrism in their lives.

2. Small group discussion. Groups should consist of five to seven members, selected randomly. Allow the students to share their experiences when they have visited, lived in, or studied in-depth other cultures. Everyone should contribute to the analysis, whether by asking questions of the speaker or offering an opinion. When the groups are finished, the teacher should choose one story that he/she can share with the entire class.

□ The students should think about another culture they have visited, lived in, or studied in-depth.

• For this activity, an example of a cultural difference that they have first interpreted in an ethnocentric way, and then learned to view with cultural relativism.

The following questions should be answered by the group:

1. What did you realize?

2. How does cultural relativism help correct ethnocentrism?

3. How does cultural relativism change lives?

□ Take note that cultural relativism is about viewing the belief or practice from an insider's viewpoint and seeing it holistically, as linked to other parts of the culture. It is connected with an overall acceptance and respect for differences.

3. Class feedback and discussion. The teacher can ask for feedbacks from groups as time permits.

4. Conclusion. Talking about one's own ethnocentrism is risky, but remember, ethnocentrism is unavoidable. Anthropology inspires us to become gradually mindful of our ethnocentrism and to move toward cultural relativism.

Other possible set-ups:

• Set this activity as homework to be completed individually. Students hand in a written response to the discussion questions.

• Modify this activity as homework, requiring students to conduct interviews with others about ethnocentrism.

Theme: Belief towards other's cultures

Activity 2: Culture's uniqueness

Outline: This activity will ask the students to show unique practice/s in their own culture while wearing their own traditional attire. This can be supported by the responses of the respondents in the open-ended questions as follows: "By group with different cultures."

"Performance of ethnic activities they perform and understand it."

"School should allow people/ student wear their traditional dress."

"Report to the class the beliefs of every culture so that we can understand why there is like that."

"Meet and Greet/ Costume Party. Let them wear their native attire and present them individually."

"Cultural awareness and knowing one's culture should not be left out from the very first day of introductions."

At the end of the lesson, the students should be able to:

a. Showcase their traditional attire;

b. present their culture's unique practices; and

c. value the uniqueness of a diverse cultures through sharing their cultures' uniqueness.

### Instructions:

1. Introduction. This activity is intended to help the students value other cultures by listening to them. At the same time, the students can proudly present their culture's uniqueness.

2. Explanation of the work. The students will be grouped according to their cultures. If one culture has a large number of members, they should be divided. Every group will present their culture's uniqueness in any way they want.

3. Debriefing. Other groups will present their ideas or insights about the presented culture. For example, the group of Ifugaos will share their insights about the culture of Ilocano.

4. Conclusion. The students display appreciation toward other cultures. They also develop gratitude towards their own culture through presentations. Through this activity, we can somehow ask the students to wear their traditional attire in reporting in any subject as part of enhancing cultural relativism.

Other possible set-ups:

• Homework. The teacher can assign this activity to his/her students as homework, giving them enough time to search about the uniqueness of their cultures. Findings should be compiled.

C. Theme: Social relations

Activity 3: Using Facebook to promote cultural relativism (Synthesized from Brian M. Howell and Jenell Williams Paris, 2011)

Outline: This activity employs the widespread social networking site, Facebook, as a ground for an online class discussion. Apart from creating a computer-generated, race-critical classroom, this activity requires passive students to engage in discussion, and its online component decreases the discomfort these students may possibly feel. Additionally, students today are adapted to using social networking sites to share additional forms of media, discuss topics with their peers, and simply stay connected. This can be supported by the responses of the respondents in the open-ended questions as follows:

"Cultivating activities related to culture."

"Programs/activities about the unity of all cultures can be possible to make a good relationship to others."

"Cultural activities, sharing of ideas or knowledge about your culture."

"Respect each other all the time."

At the end of the lesson, the students should be able to:

- a. Participate in an online class discussion;
- b. make a slogan using Facebook to encourage cultural relativism; and
- c. value the differences of a diverse cultures through online posting.

Instructions:

1. Introduction. This activity is intended to help the students value other cultures by making a slogan with the theme “beauty in diversity”.

2. Explanation of the work. Each student is responsible for creating one original post and responding to at least three other posts for each due date. Each original post should have at least reactions. The students are also responsible for keeping their thread going. As people respond, it is the student’s job to engage them by asking additional questions or reflecting on what they have said.

3. Conclusion. The will students exhibit appreciation toward other cultures using Facebook as ground in promoting relativism attitudes. Nowadays, some people are using Facebook in negative ways. Cyber bullying, pornography and scam are some of the problems brought by the wrong usage of Facebook. Through this activity, we can somehow show that these social Media can be a form of promoting good deeds and especially cultural relativism.

D. Theme: Physical Attributes/Attitudes

Activity 4: Sing my song

Outline: This activity will ask the students to sing a song of their culture or sing a song with their own dialect/language. This can be supported by the responses of the respondents in the open-ended questions as follows:

“Sing their cultural song.”

“Random stage culture performance.”

“By learning about other culture can do.”

“Orientation with one another/ getting to know each other's culture.”

“Loving their language. “

At the end of the lesson, the students should be able to:

- a. Sing their cultural song or sing a song with their dialects/ language without hesitation.
- b. Value other’s culture by simple listening to their songs without bias.

Instructions:

1. Introduction. This activity is planned to help the students value other cultures by listening to them. At the same time, the students can proudly present their culture through singing their cultural songs or singing a song translated to their dialect/language.

2. Explanation of the work. The students will be grouped according to their cultures. If one culture has a large number of members, they should be divided. Every group will sing their cultural songs or sing a song translated to their dialect/language every start of the lesson for a week or so.

3. Conclusion. The students display appreciation toward other cultures. They also develop confidence towards their own culture as they sing their cultural song or sing a song translated to their dialect/language every start of the lesson. Through this activity, discrimination against other culture by singing in their languages can be avoided.

## Conclusion

This study described the level of ethnocentrism attitude of Freshmen and Sophomore students in a State University, across the four domains of ethnocentrism. This study was conducted at Quirino State University-Maddela campus and utilized both qualitative and quantitative approach using modified survey and open-ended questions. On the students level of Ethnocentrism on Belief Towards One’s Own Culture it was found out that the students have a little tendency to be ethnocentric; Belief Towards Others’ Culture was described as they look at their culture as more superior to the others; Social Relations was described as moderate tendency to be ethnocentric and; Physical Attributes and Attitudes was described as moderate tendency to be ethnocentric. Lastly, on the Relationship Between the Demographic Profile and The Student’s Level of Ethnocentrism, it was found out that the domains “belief towards one’s own culture”, and “belief towards others’ culture” were found not significantly related to the demographic profile of the respondents such as religion and ethnicity. Meanwhile, the social relations domain was found to be significantly related to religion and ethnicity. However, the student’s level of ethnocentrism in terms of physical attributes and attitudes is related to religion and ethnicity. Based on the findings, the researchers were able to enhance some developmental activities in subject in Intercultural Education lesson which are reflective of cultural relativism.

In the light of the summary of findings, the following conclusions were derived:

1. QSU-Maddela CTE freshmen and sophomore students exhibited little, moderate to more superior tendency to be ethnocentric in the four domains of ethnocentrism which were belief towards one’s culture, belief towards other’s cultures, social relations and physical attitudes or attributes. Therefore, there is a need to strengthen their knowledge on cultural relativism; and
2. The enhanced classroom developmental activities reflective of relativism attitudes would be very useful and relevant.

Based on the findings and conclusions of this study, the following recommendations are advanced:

1. Students should respect, value and be aware of what others student’s beliefs, practices and traditions they have to avoid inferiority and superiority towards others cultural differences.
2. That the enhanced developmental activities in this study can be used inasmuch as they are based on the salient findings of this study; they may be integrated in some subject areas especially lessons which include Intercultural lessons, professional education courses or in any general education courses to broaden their perspective on cultural relativism and so that individuals are aware on the differences we have. The enhanced developmental activities are highly recommended in the classroom as it highlights cultural relativism. It enhances the students’ appreciation towards other cultures.



### Limitations and Future Studies

Future researchers to include more statements and/or domains of ethnocentrism to look for further possibility of ethnocentrism attitudes of students since this study is limited only on the four domains of ethnocentrism; discerning what statement of the four domains where the students tend to be more ethnocentric; know what areas students are more ethnocentric.

b. Teachers to adopt the enhanced developmental activities to be more knowledgeable on the cultural variations of students in the classroom to refrain from cultural biases in the class.

c. State colleges and universities to have activities and programs that deal with cultural relativism to enlighten students, teachers and staff on cultural differences to avoid criticism towards others.

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