

BAKTE: CREATING SOCIO-CULTURAL IDENTITY AMONG STUDENTS OF GENERAL EMILIO AGUINALDO NATIONAL HIGH SCHOOL, IMUS CITY TOWARDS THE ESTABLISHMENT AS A TRADITIONAL DANCE OF IMUS

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Abstract

Cavite is considered as a historical capital of the Philippines and has a lot to offer when it comes to its own culture. It is the intention of the researchers to prove that Bakte is one of the manifestations of socio-cultural identity towards the establishment of it as a traditional dance of Imus. The researchers employed the qualitative and quantitative method using purposive sampling. Survey questionnaires, interview and direct interaction with individuals were made in a group setting. Findings yielded that ninety eight percent (98%) of the respondent's perception on the origin of the Bakte dance came from the rambled letter Kabite, while one percent (1%) of the respondents believed that Bakte came from the word "batak" and "kagaykay". Thirty three percent (33%) of the respondents perceived Bakte dance produces a condition in which the unity, harmony and concord of the community are at a maximum, and in which they are intensely felt by every member. Seventeen percent (17%) of the respondent professed Bakte dance involves the activity of as many muscles of the body as possible. Thirteen percent (13%) of the respondents believed that Bakte enables a number of persons to join in the same actions and perform them as one, and stimulates self-regarding sentiment. Seven percent (7%) of the respondents perceived that Bakte displays a ritual after work, expresses natural pleasure, and offers an opportunity for the gratifications of personal vanity. Fifty three percent (53%) of the students of Emilio Aguinaldo National High School perceived Bakte dance as a cultural dance while forty seven percent (47%) perceived as a social dance. Bakte brings significance to the people of Imus. It represents hard work, resilience, unity, harmony, friendship and faith in God. There is no justification for the researchers to propose Bakte as a traditional dance of Imus. It was recommended through this study that the school authorities through its teachers should reorient the students about the history of the practice, occasion/season, processes involved, procedures, beliefs associated, setting, aims and other pertinent data of Bakte and awareness of local dance through localize module.

Keywords: *BAKTE, Culture, History, Localization, Traditional Dance*