



Bicol University's Student Embodying of the Four Pillars through Hataw

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ABSTRACT

This study explores how Bicol University students embody the institution's four core pillars—Scholarship, Leadership, Character, and Service—through participation in the university's physical activity program, Hataw. These pillars are the foundation of the university's mission to develop academically proficient, morally grounded, and socially responsible individuals. The study aimed to (1) identify students' demographic profiles, (2) determine which pillar they most prominently embody during Hataw, and (3) classify factors hindering full embodiment of these pillars. 1,512 students participated in the study, which employed a quantitative research design using a structured checklist. Results showed that most respondents were 18-20 (79.70%), with females representing 62.9%. Students from various academic programs, particularly the College of Education and the Institute of Physical Education, Sports, and Recreation, were highly involved in Hataw. Findings revealed that students embodied the Scholarship pillar by gaining knowledge and enjoying the learning experience. Leadership was demonstrated through teamwork and peer support, while Character was reflected in fostering a supportive environment. Service was evident in voluntary participation without expecting rewards. However, several barriers hindered full engagement, including low confidence, nervousness, adverse environmental conditions, lack of preparation, and unfamiliarity with choreography. The study highlights the significance of programs like Hataw in fostering holistic student development and reinforcing institutional values. Recommendations include increasing participation in activities that build skills, leadership, and character while addressing barriers to engagement. These findings underscore the role of physical activities in personal growth and suggest ways for Bicol University to enhance co-curricular programs to support student development.

RESUMO

Dr. Carina L. Sales is a distinguished authority in Physical Education with deep expertise in performing arts, dance, choreography, and fitness. She currently serves as the Director of the Institute of Physical Education, Sports, and Recreation at Bicol University, where she mentors student-athletes, educators, and trainers. With numerous certifications from globally recognized fitness institutions such as the Aerobics and Fitness Association of America (AFFA) and the Zumba Instructor Network (ZIN), Dr. Sales is a licensed instructor in a wide range of disciplines including Zumba, Pilates, Cardio Fitness, and more. She is also a member of the Fitness Instructor's Continuing Education Program of the Philippines (FICEPP). An award-winning choreographer and artistic director, she has led performances for major cultural events such as the Pulang Angui Festival, Magayon Festival, and the Aliwan Festival. She is the founder and artistic director of the BU Albay Magayon Dance Troupe and has been honored as an Albayano Artist in Dance (2013) and recognized in the 2023 Ani ng Sining Bunga for her contributions to Bicolano cultural heritage. Highly sought after as a pageant director and dance consultant, Dr. Sales is a passionate advocate for wellness, movement, and the arts dedicated to inspiring others through dance, education, and fitness across the Bicol region and beyond.

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Introduction

This study stems from the belief that physical activities, such as Bicol University's Hataw program, play a crucial role in the holistic development of students. In today's educational landscape, universities are increasingly focused on producing well-rounded individuals who are academically proficient, socially responsible, morally grounded, and capable of effective leadership. Bicol University's four core pillars (Scholarship, Leadership, Character, and Service) aim to shape students into competent and responsible individuals. The Hataw program, which fosters physical wellness, unity, and cultural appreciation, provides an ideal platform for students to internalize and express these values in a social setting. However, limited research has examined how Hataw participants embody the four pillars through their program participation.

This study is grounded in Albert Bandura's Social Learning Theory, which underscores the critical role of social interaction, observation, and modeling in the learning process. Bandura posits that individuals acquire behaviors, values, and skills through observing and interacting with others, particularly role models and peers, within a social context. In the context of Hataw, students participate in a form of physical activity that fosters collaboration, teamwork, and interpersonal engagement, allowing them to learn from their instructors and peers through direct observation and shared experiences. This dynamic reflects the university's four core pillars, as these values are reinforced through the social behaviors and interactions that emerge during the program.

Bandura's theory further emphasizes the significance of modeling, imitation, and reinforcement in shaping behavior. Through Hataw, students are continuously exposed to role models—their peers and activity leaders—whose actions and attitudes influence the development of positive behaviors and values. For example, observing peers who take initiative during the activity may inspire others to cultivate leadership qualities, while engaging in cooperative efforts to achieve collective goals exemplifies teamwork, a central component of both Character and Service.

Furthermore, Bandura's Social Learning Theory highlights that self-efficacy, or the belief in one's own ability to succeed, plays a key role in how people learn and grow. As students take part in Hataw, they gradually build confidence in their abilities, which encourages them to participate more actively and to live out the university's core values. When students feel that they can make a meaningful contribution to the activity, they are more inclined to take on leadership roles, support their classmates, and work together toward common goals. In doing so, they reflect the essence of Scholarship, Leadership, Character, and Service. Through this kind of social learning environment, Hataw gives students real opportunities to apply and internalize these values, moving from simple understanding to actual practice. The activity

allows them to learn by observing others, by being influenced and inspired by their peers, and by modeling positive behavior. In this way, Hataw becomes more than just a physical activity—it serves as a learning space that promotes physical well-being while also reinforcing Bicol University's goal of holistic education.

In this context, Bandura's Social Learning Theory offers a strong foundation for understanding how students learn and live out the university's four pillars through participation in Hataw. This study aims to explore how social interaction, observation, and shared experience within the program help students internalize and express these values, shedding light on the important role of extracurricular activities in shaping personal growth and social responsibility.

Methodology

The study adopted a quantitative research design to examine how Bicol University students embody the institution's four core pillars—Scholarship, Leadership, Character, and Service—through their participation in the Hataw program. Data were collected using a structured checklist, which gathered information on the students' demographic profiles, perceptions, and experiences related to the four pillars.

The instrument also identified the barriers and challenges students encountered during their participation in Hataw, providing a deeper understanding of how these factors influence their engagement and value formation. This tool allowed for a systematic, organized collection of data from a large sample of students, ensuring consistency and reliability in the information gathered. The profiling of the study will be conducted in the eleven units/colleges of Bicol University, namely: College of Industrial Technology, Institute of Architecture, College of Nursing, College of Engineering, College of Arts and Letters, Institute of Physical Education Sports and Recreation, College of Agriculture, College of Social Science and Philosophy, College of Business Economics and Management, College of Science, and College of Education. Only students who are taking PE subjects will be the respondents.

A total of 1,512 student respondents participated in the study, conducted across various academic disciplines within the university. The sample was chosen using stratified random sampling to ensure that different demographic groups such as students from various year levels, educational programs, and gender were represented. This methodological approach facilitated the collection of varied student experiences and viewpoints, thereby enriching the study's understanding of how participants engage in the Hataw program and embody the university's four core pillars.

The structured checklist used in this study was composed of several key sections designed to gather comprehensive data. The first section collected basic demographic information, including age, gender, academic program, and year level, to examine possible

relationships between these variables and students' participation in Hataw. The second section focused on how students embodied the university's four core pillars—Scholarship, Leadership, Character, and Service—during their involvement in the program. Participants were asked to assess their level of engagement with each pillar based on their personal experiences. The third section explored potential barriers to full participation, such as emotional factors (e.g., confidence and nervousness), environmental factors (e.g., weather conditions), and logistical issues (e.g., event organization and familiarity with choreography).

To ensure the validity and reliability of the instrument, the checklist was pre-tested with a small group of students prior to the main data collection. Feedback gathered from the pilot test was used to refine the questionnaire, improving its clarity, relevance, and alignment with the study's objectives. Data obtained from the finalized checklists were analyzed using descriptive statistical tools, including frequencies, percentages, and means, to identify emerging trends and patterns in the students' responses.

The results provided valuable insights into how students perceive their participation in Hataw in relation to the university's four pillars, as well as the challenges they encounter in fully embodying these values. Overall, the use of a structured checklist, combined with a diverse and representative sample, established a robust methodological framework for addressing the study's research questions. This approach enabled the collection of reliable and quantifiable data, contributing to a deeper understanding of how extracurricular programs like Hataw can promote the development of essential values among university students.

Results and Discussion

The demographic profile of the student respondents, in terms of age, reveals that the majority, or 79.70% (1,205 students), fall within the age range of 18-20 years old. This suggests that most participants are likely in their early undergraduate years, consistent with typical university enrolment patterns. The next age group, comprising students aged 21-23, accounts for 19.58% (296 students) of the total respondents. These students are likely in their senior years or may have extended their studies for various reasons, such as transferring schools or taking breaks. Lastly, the smallest group comprises students aged 24 and above, representing only 0.72% (11) of the total respondents. This group likely consists of non-traditional students who have delayed their education or are returning to complete their studies after a hiatus.

Part 1. Demographic Profile of the Respondents in Terms of:**Table 1.a.**
Age

Age Range	Number of Student Respondents (f)	Percentage (%)
18-20 years old	1,205	79.70
21-23years old	296	19.58
24 and above	11	0.72
Total	1,512	100

The data reflects that younger students (aged 18-20) are more actively engaged in activities like the university's HATAW program, which emphasizes scholarship, leadership, character, and service. This trend may be attributed to the initial excitement of university life and greater flexibility in academic schedules, as younger students typically have fewer external responsibilities than their older counterparts.

Eccles et al. (2003) found that younger students participate more in extracurricular activities, such as sports and the arts, than older students, who may face increasing academic pressures and external commitments. In the same way, Kuh (2007) observed that student involvement in campus activities tends to decline with age, primarily due to growing responsibilities outside the academic setting. The current study reflects this pattern, as participation among students aged 24 and above was noticeably lower. This suggests that older students, who often juggle academic, work, and personal demands, may have less time or motivation to engage in extracurricular programs like Hataw.

Table 1.b.
Sex

Sex	Number of Student Respondents	Percentage
Male	561	37.10
Female	951	62.9
Total	1,512	100

The demographic profile of the student respondents by sex reveals that the majority of participants were female, comprising 62.9% (951 students) of the total respondents, while male students accounted for 37.1% (561 students). This noticeable disparity suggests that female students are more actively engaged in university activities such as the Hataw program compared to their male counterparts.

The higher participation rate among female students reflects broader trends observed in educational engagement. Previous research indicates that females tend to participate more actively in school-related extracurricular activities. For instance, Fredricks and Eccles (2006) found that girls are more likely to engage in structured school programs, including academic, cultural, and community-oriented activities. This pattern may be influenced by gender-based socialization, which often encourages females to take part in collaborative, organized, and

community-centered initiatives—values that align closely with the leadership, character, and service pillars upheld by the Hataw program.

Conversely, male students are generally more inclined toward sports and less structured recreational pursuits, which may account for their lower participation in Hataw. Supporting this observation, Miller et al. (2015) noted that female students are often driven by motivations related to personal growth and social connection, making them more responsive to programs designed to foster community engagement and holistic development. These insights suggest that gender differences in motivation and socialization play a significant role in shaping participation patterns in university extracurricular activities.

Table 1.c.
Course enrolled in:

College	Course	Frequency (f)	Percentage (%)
Education	Bachelor of Secondary Education	213	14.08
	Bachelor of Elementary Education	89	5.89
Social Sciences and Philosophy	AB Philosophy	46	3.04
	BS Social Work	24	1.59
	AB Peace Studies	10	0.67
IPESR	Bachelor of Physical Education	145	9.59
	Bachelor of Science in Sports Sciences	200	13.22
College of Arts and Letters	AB Journalism	24	1.59
Industrial Technology	BTVTED Electrical Teaching	38	2.51
	Food Technology	25	1.65
	Animation	14	0.92
	Drafting Technology	25	1.65
Business, Economics and Management	BS Economics	33	2.18
	BSBA Human Resource Management	38	2.51
	BSBA Financial Management	116	7.67
	BSBA Marketing Management	21	1.38
	BS Entrepreneurship	38	2.51
	BS Accountancy	63	4.16
	BSBA Food Management	31	2.05
Engineering	BSBA Micro Finance	26	1.71
	BS Mechanical Engineering	50	3.30
	Geodetic Engineering	39	2.57
	Electrical Engineering	16	1.05
	Civil Engineering	20	1.32
Science	BS Computer Science	19	1.25
	BS Biology	23	1.52
	BS Chemistry	12	0.79
	BS Meteorology	9	0.59
	BS Information Technology	25	1.65
JMRD	BS Agricultural Biosystem	18	1.19
JMRD	BS Public Administration	22	1.45
IDEA	BS Industrial Design	30	1.98

The demographic profile of the student respondents in terms of their college or course enrollment reveals a diverse representation across various academic disciplines. The largest group of respondents came from the College of Education, with 14.08% (213 students) enrolled in the Bachelor of Secondary Education program and 5.89% (89 students) in the Bachelor of Elementary Education program. This strong representation highlights the significant presence of education majors within the university, reflecting its long-standing commitment to teacher training and the preparation of future educators.

Notably, a substantial number of respondents were also from the Institute of Physical Education, Sports, and Recreation (IPESR), with 13.22% (200 students) enrolled in the Bachelor of Science in Sports Sciences and 9.59% (145 students) in the Bachelor of Physical Education. The active participation of these students may be attributed to their academic focus on sports, movement, and physical wellness, which aligns closely with the goals of the Hataw program. Their engagement underscores the university's emphasis on holistic development, where physical activity serves not only as recreation but also as a means of fostering the institution's core pillars of Scholarship, Leadership, Character, and Service. Additionally, students from business-related courses also have a significant presence, with 7.67% (116 students) enrolled in the Bachelor of Science in Business Administration (BSBA) majoring in Financial Management, further emphasizing the diverse academic interests within the university.

In contrast, students from fields like AB Philosophy (3.04%), Bachelor of Science in Mechanical Engineering (3.30%), and AB Journalism (1.59%) represent smaller portions of the population. This distribution aligns with the notion that programs focused on education, physical activity, and business attract more students, likely due to these disciplines' broader career opportunities and practical applications. According to Pascarella and Terenzini (2005), students tend to select academic programs that offer clear professional pathways and opportunities for engagement in hands-on activities, which may explain the more significant enrolment in education and physical sciences.

Moreover, several studies have demonstrated that differences in academic disciplines can impact students' engagement in extracurricular programs and campus initiatives. Astin (1993) noted that students in programs like education and the physical sciences are often more engaged in university-led activities due to the experiential learning components of their curricula, which encourage active involvement in campus events like the HATAW program.

Part 2. The embodiment of Hataw in the four pillars of Bicol University (Scholarship, Leadership, Service, and Character).

Table 2.a.
Scholarship

Scholarship	Frequency (f)	Percentage (%)
Participated in the activity to experience and gain something from it.	1081	71.49
Took part in the activity to show that I am part of the University.	813	53.76
Joined to explore the activities held in the University.	719	47.55
Enthusiastically participated in order to learn something and to enjoy the activity.	1008	66.66

The findings on how students embodied the Scholarship pillar of Bicol University through their participation in the Hataw program reveal a strong sense of engagement and commitment to learning and personal growth. A significant majority of the respondents (71.49%) reported participating in the activity to gain new knowledge or experience, suggesting that most students perceived Hataw as an opportunity for intellectual enrichment and self-development. This perspective aligns closely with the university's core value of Scholarship, which emphasizes lifelong learning and academic excellence. Additionally, 53.76% of students participated to express their identity as members of the university community, reflecting a sense of institutional pride and belonging. This indicates that the program not only promotes learning but also cultivates a shared academic culture among students.

Nearly half of the participants (47.55%) joined the event to explore different activities, illustrating their curiosity and openness to diverse learning experiences beyond the classroom. Furthermore, 66.66% of the students reported engaging enthusiastically to learn while enjoying the activity, demonstrating that Hataw successfully combines education with recreation. This balance between enjoyment and learning reflects the principles of experiential learning, where students gain knowledge through active participation and real-world engagement. Such integration enhances both academic growth and student satisfaction, making learning more meaningful and dynamic.

These findings underscore the vital role of co-curricular activities like Hataw in promoting Bicol University's Scholarship pillar. By providing opportunities for applied and collaborative learning, these activities extend education beyond traditional classroom settings. The results are consistent with Trowler and Trowler (2020), who emphasized that student involvement in extracurricular programs fosters academic engagement and achievement. Similarly, Kuh et al. (2019) highlighted the impact of high-impact educational practices, such as collaborative and experiential learning, in enhancing student development. The strong participation in Hataw thus demonstrates how well-structured co-curricular programs can

enrich the student experience, strengthen institutional values, and contribute to the university's overarching educational mission.

Table 2.b.

Leadership

Leadership	Frequency (f)	Percentage (%)
Set myself as an example to be followed by other students through dancing	566	37.43
Became a follower of the people who led the HATAW program	821	54.29
Made a peaceful environment by establishing a good relationship during rehearsals	837	55.35
Helped those students who were not able to follow the steps during rehearsals	616	40.74

The data on how students embodied the Leadership pillar of Bicol University during the Hataw program reveal a strong tendency toward collaboration, cooperation, and community-building. A substantial proportion of respondents (55.35%) reported focusing on creating a peaceful environment by building positive relationships during rehearsals. This finding highlights the importance of interpersonal skills and emotional intelligence in effective leadership, as students actively contributed to maintaining a harmonious and supportive atmosphere that encouraged teamwork and collective engagement.

More than half of the students (54.29%) identified themselves as followers of those leading the Hataw program, demonstrating their willingness to cooperate and follow directions—an essential yet often overlooked aspect of leadership. This reflects the idea that true leadership extends beyond authority; it also involves knowing when to support others and value shared responsibility. Similarly, 40.74% of participants showed leadership by assisting peers who struggled to follow the choreography. This act of helping others embodies the principles of servant leadership, where individuals lead through empathy, guidance, and a commitment to the success of the group rather than individual recognition.

Interestingly, 37.43% of respondents perceived themselves as role models, consciously setting examples for others through their actions during the activity. This awareness of influence indicates that many students view leadership as both a personal responsibility and a social function, inspiring others through positive behavior and active participation.

These findings are consistent with Northouse (2021), who emphasizes that leadership is rooted in relationships, collaboration, and the ability to create environments conducive to collective success. Likewise, Kezar and Holcombe (2017) assert that student leadership plays a crucial role in higher education by fostering skills essential for personal and professional growth. Taken together, the results suggest that Bicol University's Hataw program effectively cultivates leadership qualities not only through formal leadership opportunities but also through informal peer interactions, cooperation, and mutual support. This reinforces the

university's commitment to holistic student development, where leadership is viewed as a shared and evolving process within a dynamic learning community.

Table 2.c.

Character

Character	Frequency (f)	Percentage (%)
Established a positive environment with the students on the day of the HATAW	910	60.18
Showed concern for the event, and my classmates and acquaintances	878	58.06
Exerted efforts during rehearsals and on the day of the activity	856	56.61
Indulged in the activity, disregarding others and focusing on self-growth	480	31.74

The data on how students embodied the Character pillar during the Hataw program reveal a strong sense of community, empathy, and responsibility among participants. A majority of students (60.18%) reported that they helped create a positive environment with their peers during the event. This indicates that most participants prioritized fostering a supportive and harmonious atmosphere, which is essential for teamwork and collective success. The ability to establish such an environment demonstrates emotional intelligence and empathy, both of which are key traits associated with strong moral character.

Furthermore, 58.06% of respondents expressed concern for the event and for their classmates, underscoring their awareness not only of the task at hand but also of the well-being of others. This concern reflects maturity and accountability, showing that students understood the importance of mutual support and shared responsibility in achieving common goals. Similarly, 56.61% of participants reported exerting consistent effort during rehearsals and the main event, illustrating dedication, perseverance, and a strong work ethic—qualities that are central to the development of good character.

Interestingly, 31.74% of students admitted focusing more on personal enjoyment and self-growth during the activity, occasionally placing less emphasis on group collaboration. While this suggests a degree of individual orientation, it also highlights a healthy balance between self-improvement and community involvement, reflecting the diverse ways students express and develop character.

These findings align with Lickona's (2018) theory of character education, which stresses the importance of nurturing respect, responsibility, and empathy through social and experiential learning. Similarly, Berkowitz and Bier (2020) emphasize that structured, community-based programs promote character growth by providing opportunities for teamwork, leadership, and cooperative engagement. Overall, the data indicate that Bicol University's Hataw program effectively nurtures character development by allowing students

to practice personal discipline, empathy, and social responsibility—virtues that are fundamental to both individual integrity and collective well-being.

Table 2.d.

Service

Service	Frequency (f)	Percentage (%)
Willingly participated in the event	1158	76.58
Joined the activity without expecting something in return	936	61.90
Exhibited efforts to make the activity successful	897	59.32
Went to the activity on time and left when the activity ended	508	33.59

The data on how students embodied the Service pillar during the Hataw program reveal a high level of voluntary participation and a strong commitment to contributing to the event's success. A majority of respondents (76.58%) reported willingly joining the activity, demonstrating a clear sense of responsibility and engagement in school initiatives. This finding suggests that students value opportunities to serve their university community and actively participate in campus traditions, reflecting the importance of service-oriented involvement in their overall character development.

Furthermore, 61.90% of respondents indicated that they participated without expecting any form of reward or recognition, highlighting their altruism and selflessness. This attitude reflects a genuine sense of duty and collective purpose, where students prioritize the success and well-being of the group over individual benefit. Such behavior aligns with the essence of service, which centers on contributing to others and advancing shared goals.

In addition, 59.32% of students reported exerting significant effort to ensure the success of the activity. Their actions reflect a deep sense of accountability, dedication, and teamwork, qualities that are integral to the university's vision of service. Whether through preparation, coordination, or participation, these students exemplified commitment to collective achievement and a willingness to contribute to the broader university community.

However, only 33.59% of respondents noted that they attended the event on time and stayed until its conclusion. This suggests that while many students demonstrated enthusiasm and commitment, there is room for growth in terms of punctuality and time management—important dimensions of responsible service. Strengthening these aspects could further enhance students' ability to engage fully and consistently in service-oriented programs.

The results are supported by Serow (2021), who found that participation in community and service-based activities fosters a stronger sense of belonging and civic responsibility among university students. Similarly, Yorio and Ye (2018) reported that involvement in service-learning and volunteer programs enhances interpersonal skills, empathy, and long-term commitment to community engagement. Consistent with these studies, the findings

suggest that Bicol University's Hataw program plays a vital role in cultivating altruism, social responsibility, and civic-mindedness, reinforcing the university's mission to develop students who lead and serve with purpose.

Part 3. Factors Affecting Students' Embodiment of the University's Four Core Pillars through Hataw

Table 3.

Factors hindering the manifestations of the four pillars of Bicol University

Factors hindering the manifestations of the four pillars of Bicol University	Frequency (f)	Percentage (%)
The lines of the students were unorganized	147	9.7
The spaces between the students during the activity	265	17.52
The condition of the environment (weather)	569	37.63
Lacking confidence during the activity	790	52.24
I didn't know the choreography of the HATAW	110	7.27
Felt nervous on the activity	676	44.70
Physical factors (include noise, being injured or not in shape to perform on the activity)	433	28.63

The data reveal several key factors that hindered students from fully manifesting the four pillars of Bicol University during the Hataw event. The most prominent barrier identified was a lack of confidence, reported by 52.24% of respondents. This lack of self-assurance appears to limit students' willingness to engage actively and express themselves during the activity. Such findings suggest that building confidence is essential for enhancing participation and encouraging students to embody the university's core values more effectively. Additionally, 44.70% of respondents indicated that they felt nervous during the event, which likely compounded the effects of low confidence. These emotional barriers may have inhibited students from fully demonstrating their abilities, collaborating with peers, and exhibiting the values of Scholarship, Leadership, Character, and Service.

Environmental factors also played a considerable role, with 37.63% of respondents citing weather conditions as a hindrance. Adverse weather during outdoor activities can cause discomfort and distraction, reducing motivation and focus. Moreover, 28.63% of students mentioned physical factors such as noise, fatigue, or minor injuries, which may have further limited their capacity to participate effectively.

In addition to emotional and environmental concerns, several logistical challenges emerged. While less frequently cited, 17.52% of respondents pointed to unorganized student formations, and 7.27% mentioned a lack of familiarity with the choreography. These issues

underscore the importance of organization, preparation, and clear communication in ensuring successful student participation in large-scale events like Hataw.

These findings are consistent with previous research. Bandura (2020) emphasized that self-efficacy, or one's belief in their ability to succeed, is a critical determinant of motivation and performance. Low self-efficacy can lead to hesitation and withdrawal, whereas confidence-building experiences enhance engagement and persistence. Similarly, Perkins and Nohria (2021) found that environmental structure and physical comfort significantly affect student participation and morale. Their research suggests that well-organized, supportive environments can reduce anxiety and promote active involvement, thereby strengthening students' connection to institutional values and activities.

Addressing these hindering factors—particularly through confidence-building initiatives, improved event organization, and better environmental management—can help students more fully embody the four pillars of Bicol University. By fostering emotional resilience, preparedness, and supportive learning spaces, the university can further promote holistic student development through programs like Hataw.

Part 4. Recommendations for Enhancing Students' Manifestation of Bicol University's Four Pillars through the Hataw Program

Table. 4
Recommendations

Recommendations	Frequency (f)	Percentage (%)
Continue to participate in activities that would enrich one's skills and knowledge.	1301	86.04
Join groups that would help in building one's character and leadership skills.	960	63.49
Professors should relate each lesson with four pillars to remember everything	505	33.39
Activities in the university must focus on students' growth and on uplifting the four pillars.	853	56.41
There should be activities that would cater to the application of the four pillars.	613	40.54
Students must be exposed to programs that would help them uplift the four pillars.	817	54.03

The recommendations provided by students on how to better manifest the four pillars of Bicol University during the Hataw event emphasize the importance of active participation, holistic growth, and character development. A substantial majority of respondents (86.04%) recommended participating in activities that enrich skills and knowledge, underscoring the belief that hands-on experiences are essential for personal growth and intellectual advancement. This aligns with the university's Scholarship pillar, which promotes continuous learning and academic excellence. The finding suggests that providing students with diverse,

engaging, and skill-enhancing opportunities can deepen their connection to the university's core values.

In addition, 63.49% of respondents highlighted the value of joining groups that help build character and leadership skills, reflecting a shared understanding that collaboration and community involvement are key components of leadership development. Engaging in group activities not only strengthens teamwork and communication but also cultivates empathy, accountability, and initiative—qualities central to the university's Leadership pillar.

Furthermore, 56.41% of participants recommended that university activities focus on student growth while upholding the four pillars, suggesting the need for a holistic and values-based approach to co-curricular programming. Complementing this, 54.03% of respondents proposed exposing students to more programs that promote the application of these pillars in real-life settings. These recommendations highlight a strong student desire for experiential and practical learning opportunities, where values are not only discussed but actively lived and practiced.

Additionally, 33.39% of students expressed that professors should relate classroom lessons to the four pillars, emphasizing the role of educators in reinforcing the university's values across all learning contexts. Integrating the pillars into daily lessons can help students internalize their meaning and recognize their relevance in academic, personal, and social spheres.

These recommendations are supported by recent research. Bowers and Martin (2022) emphasized the significance of experiential learning in higher education, asserting that active participation in structured activities leads to greater skill development and personal growth. Their study found that institutions prioritizing hands-on learning foster stronger connections between students and institutional values. Similarly, Smith and Williams (2023) demonstrated that character education integrated into the curriculum enhances leadership skills and student engagement, promoting the development of both personal and academic competencies. These studies affirm that structured, values-based programs—such as Hataw—play a vital role in supporting students' holistic growth, engagement, and embodiment of the university's four core pillars: Scholarship, Leadership, Character, and Service.

Final Considerations and Conclusion

The findings from the Hataw program illustrate how students embodied Bicol University's four core pillars—Scholarship, Leadership, Character, and Service while also identifying several factors that hindered full engagement. The program effectively promoted Scholarship, as most students participated to gain new knowledge and experiences,

demonstrating its value as a venue for both intellectual growth and personal development. Beyond academic enrichment, Hataw fostered a strong sense of institutional pride and belonging, motivating students to engage actively in co-curricular activities that contribute to the university's vision of holistic education.

In terms of Leadership, students displayed a balance between leading and supporting others. Many served as role models, while others took on collaborative roles—assisting peers and creating a positive environment during rehearsals. These behaviors reflect the development of essential leadership competencies, including teamwork, communication, and empathy. The program's emphasis on cooperation and shared responsibility underscores its effectiveness in cultivating leadership grounded in collaboration.

The Character pillar was evident in students' efforts to demonstrate emotional intelligence, empathy, and perseverance. Participants prioritized maintaining harmonious relationships, expressed concern for the success of their peers, and showed dedication throughout rehearsals and the main event. These actions highlight the program's ability to foster resilience, discipline, and accountability—qualities that define strong moral character.

Regarding Service, the findings revealed students' altruism and civic-mindedness, as many willingly participated in the program without expecting personal rewards. This selflessness reflects a sincere commitment to the collective welfare of the university community. However, some challenges remain, particularly concerning punctuality and time management, suggesting the need to further reinforce discipline and consistency in service-oriented activities.

Despite these successes, several factors limited students' ability to fully embody the four pillars. Emotional barriers, such as nervousness and low confidence, inhibited full participation for some, while logistical challenges—including disorganized formations and limited familiarity with choreography—affected coordination. Environmental factors, such as unfavorable weather conditions, also contributed to discomfort and distraction during the event. Addressing these concerns through confidence-building initiatives, improved event organization, and better logistical preparation can enhance the overall impact of Hataw.

Overall, the findings affirm that the Hataw program serves as an effective platform for promoting Bicol University's four pillars by combining physical activity, experiential learning, and value formation. With strengthened support systems and strategic improvements, the program can continue to play a vital role in shaping well-rounded, responsible, and service-oriented students who embody the true spirit of Bicol University.

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