



NATIONALISTIC ATTITUDE OF ARLING PANLIPUNAN LEARNERS IN THE DIVISION OF GENERAL SANTOS CITY

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ABSTRACT

As defined by the related literature nationalism is an ideology that promotes nationality, a strong sense of collective identity and solidarity among a vast population or to a nation based on common language, culture, heritage, religion or common citizenship. The study employed a descriptive-correlational design of research which to provide an overview on the present phenomenon in the context of nationalistic attitude of young Filipino generations and the factors which affect and influence their nationalistic attitude. Various data analyses were employed in the conduct of the study, mean to gauge the level of learners' nationalistic attitude and the level of reinforcement in the achievement of learners' nationalistic attitude and Pearson Moment Correlation to find out the significant relationship on the two main variables mentioned. As viewed in the result of the study, it shows that the young generations of today are still on tract since they often manifest nationalistic attitude. However, there are some criteria, aspects and/or dimensions under national pride, connection with countrymen, and national belongingness that seem to be detrimental to the posterity of our nation. It was also found out that teachers often reinforce students' nationalistic attitude. The relationship between the variables under investigation shows that there is linear relationship, hence proceed to compute the test for relationship and the corresponding Pearson Moment Correlation

value. The relationship between the learner's nationalistic attitude is significantly related to the level of reinforcement, the strength, however, is very low. Results further explained that reinforcement of nationalistic attitude in terms of these elements: language, culture, and religion is not enough in bolstering the nationalistic attitude of today's youth especially in this 21st century where other country's culture is penetrating into the very core and gradually displacing our national identity.

Keywords: Nationalistic Attitude, Reinforcement, Araling Panlipunan, General Santos City,

Introduction

Nations are regularly reimagined by young people, who often offer visions of nationality contrary to those built by previous generations and transmitted through mechanisms such as school. Today's younger generations have more access to the world's media through globalization, making it harder for older generations to maintain a "limited" idea of national identity.

Jose P. Rizal said, "*Ang Kabataan ang Pag-asa ng Bayan*". It is imperative that every young generation should have a strong sense of nationalism as the builder of our future state. What can we expect from the youth if they lack nationalism enough to bring the expectation as the future hope of our Fatherland?

On the contrary, it is our youth today who seem to be the cause of social problems. The study seeks to determine the level of learners' nationalistic attitude as basis of the need to strengthen the government program on patriotism and nationalism in every Filipino student to serve as the strong foundation of our future.

The Department of Education (DepEd) envisions to produce learners who are true citizens of the country filled with strong sense of nationalism and/or patriotism, to wit:

“We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.”

As such, having an intense will and desire to serve, protect and work for the country's betterment is one of the primary goals of the state to be inculcated to the youth of this generation.

One of the issues today is the deterioration of young generations' sense of nationalism which posed a threat to the nation. Instilling and strengthening nationalism to younger generations is essential, as long as we do not appreciate and do not regain our national consciousness, our nationalism, we will not gain respect as a sovereign people. The country's sovereignty is protected by a strong sense of identity and nationalism.

Nationalism expresses the desire and ability to struggle for change, particularly in terms of dignity and contribution to a sovereign state. This spirit can be attained when all citizens of a country recognize the genuine sense of independence that stems from their joint efforts.

The government must play the role to emphasize the spirit of nationalism by ensuring that every young Filipino should actively cooperate, support and internalize the importance of the implementation of the vision and aspirations of the country in an attempt to establish a cohesive one nation (Mulder, 2012).

This paper focuses on the nationalistic attitude of students and will look into how nationalistic our younger generations nowadays which is essential to country's development.

Statement of the Problem

The study described the learners' nationalistic attitude in the Division of General Santos City.

Specifically, it answered the following questions:

1. What is the level of learners' nationalistic attitude in terms of:
 - 1.1 National pride;
 - 1.2 Connection with countrymen; and
 - 1.3 National belongingness?
2. What is the level of reinforcement in the achievement of learners' nationalistic attitude in terms of:
 - 2.1 Language;
 - 2.2 Culture; and
 - 2.3 Religion?
3. Is there a significant relationship between the level of reinforcement in the achievement on language, culture, and religion and the learners' nationalistic attitude?

METHODOLOGY

Research Design

The study employed a descriptive-correlational design of research. It sought to assess and look into the relationship on level of the nationalistic attitude of learners, provided insight into the reality of the present phenomenon in the context of nationalism among young Filipino generations and the factors which affect and influence their nationalistic values.

Research Locale

The study focused on the level of nationalistic attitude and the factors which affected and influenced the nationalistic attitude of Grade 10 learners in three (3) public secondary schools in Buayan District, Division of General Santos City namely: Buayan National High School, Johnny Ang National High School, and Ligaya High School. The researcher chose Buayan District as the research locale of the study for easy access of the data needed in the study.

Statistical Treatment

The data gathered based on survey were analysed and interpreted using statistical tools. All tests were done at 0.05 level of significance.

Mean was used to measure the level of learners' nationalistic attitude and the level of reinforcement in the achievement of learners' nationalistic attitude.

Pearson moment correlation was employed to find out if there is a significant relationship on the level of learners' nationalistic attitude and the level of reinforcement in the achievement of learners' nationalistic attitude.

RESULTS AND DISCUSSION

Assessment on the Level of Learners' Nationalistic Attitude

According to Hassan, et al (2020), nationalism is a motivation, rationale, hope and renewal, survival, sacrifice, voluntary organizations, state, and love for the homeland.

In the context of the Philippines, nationalism should be applied from various levels and values and magnified through different attitudes such as respect to the symbols of the state (such as the flag, the anthem or an emblem of the state, even its people). In addition, maintaining and preserving the dignity of the nation and the state and to appreciate the practices, traditions and cultures of the country are part of nationalistic attitudes.

As explained in the review of related literature Table 1 below shows the level of learners' nationalistic attitude.

Table 1. Level of Learners' Nationalistic Attitude

Nationalistic Attitude	Mean	SD	Description
National Pride	3.84	0.51	Often
Connection with Countrymen	3.65	0.59	Often
National Belongingness	3.67	0.67	Often
Overall Level of Learners' Nationalistic - Attitude	3.72	0.51	Often

Responses of learners $\bar{x} = 3.72$, $sd = 0.51$ which has a description of often indicates that nationalistic attitude of today's young people often manifested based on different criteria which will be discussed in the succeeding topics of the study. The mean of 3.72 further shows that they were highly nationalistic as they often manifest nationalistic attitude

Assessment on the Level of Reinforcement in the Achievement of Learners' Nationalistic Attitude

In a country where there are diverse group of people including culture, religion, languages, heritage and nationalism is one of the unifying factors (Berezin, 2021). This

would bind these diverse groups of people into a certain common goal- to become one cohesive Philippines, a national identity and the feeling of a community.

The Department of Education has as one of its core values, namely *MAKABANSA* which is dedicated to strengthen every learner's nationalism through various programs such as realigning curriculum to meet the demands as well as the need of today's educational goal- inculcating a sense of nationalism and patriotism.

Aside from the integration of *MAKABANSA* as one of the four core values of Deped, this department also envision that the young generation should passionately love their country and thus find ways to attain that certain goal, which is in cognizant to Chapter III, Section 40 of the Republic Act no. 8491 of the Philippines.

One of the major subjects addressing the core values "*MAKABANSA*" and the Department's vision of fostering nationalism is through the help of *Araling Panlipunan* in the secondary school. This learning area framed not only to help every learner excel in the field intellectually, but of course to affect the emotional side of today's youth toward Philippines.

Table 2. Assessment on the Level of Reinforcement in the Achievement of Learners' Nationalistic Attitude

Level of Reinforcement in the Achievement of Learners' Nationalistic Attitude	Mean	SD	Description
Language	3.66	0.45	Often
Culture	3.83	0.36	Often
Religion	3.66	0.43	Often
Overall Level of Reinforcement in the Achievement of Learners' Nationalistic Attitude	3.72	0.41	Often

As viewed in Table 2, it shows that teachers often ($\bar{x}= 3.72$, $sd= 0.41$) reinforce students' nationalistic attitude by infusing language ($\bar{x}= 3.66$, $sd= 0.45$), culture ($\bar{x}= 3.83$, $sd= 0.36$), and religion ($\bar{x}= 3.66$, $sd= 0.43$) as part of their teaching pedagogy and approaches. To sum up Araling Panlipunan is a tool to help improve, develop and reinforce learner's nationalism through strengthening these following dimensions of nationalism namely language, culture, heritage and religion.

There are a lot of ways to help achieved the aforementioned goal (advancing learners' nationalism) and that is through education especially teaching Araling Panlipunan. The teaching methodology as part of teachers instructional planning is best way to affect and influence student's attitude toward nationalism. But teaching methodology will vary depending on the subject matter and in Araling Panlipunan role playing or dramatization, video presentation (film and or documentaries), use of heritage place and landscape analysis, and the art of questioning are most effective method being used in teaching certain topic in the subject Social Studies combine with localization and contextualization. With this teaching pedagogical method surely, there will be a meaningful learning for the learners.

Relationship Between the Level of Reinforcement in the Achievement on Language, Culture, and Religion and the Learners' Nationalistic Attitude

Language, culture and religion are inseparable and they play an important role in the advancement of nationalism as the latter promote national consciousness, a shared sense of national identity and a shared understanding that a group of people shares a common identity, belief and history which define the nation. These elements bind people

within however, these variables may be affected by various determinants which penetrates very quickly into the society affecting the nations tapestry of nationalism more especially in the young generations.

Table 3 in the succeeding page shows the relationship between the level of reinforcement in the achievement on language, culture and religion to the learners' nationalistic attitude.

Table 3. Relationship between the Level of Reinforcement and the Learners' Nationalistic Attitude

	Test for Relationship	pvalue	r	Interpretation
Level of Reinforcement x Nationalistic Attitude	31.35	0.005	0.185	Significant / Very Low Strength

As interpreted in Table 3, there is linear relationship between the two variables, hence proceed to compute the test for relationship and the corresponding Pearson Moment Correlation value. The relationship between the learner's nationalistic attitude is significantly related to the level of reinforcement ($F = 31.35$, $pvalue = 0.005$). The strength, however, is very low $r = 0.185$ (see appendix H).

Results shows that the level of reinforcement if significantly have influence in the advancement of nationalistic attitude among the young generations. However, the relationship is very low as it is not only the language, culture and religion as variables can affect and/ or influence the nationalistic attitude of today's youth.

Although, the relationship is weak still strengthening the language, culture and religion in all areas of education can help shape the nationalistic attitude of today's younger generations' nationalistic attitude. However, integration of these elements is not enough in bolstering the nationalistic attitude of today's youth especially in this 21st century where other country's culture is penetrating into the very core and gradually displacing our national identity.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Appreciation of nationalism among the younger generations will produce an independent, enterprising, capable, and competent, have strong identity, confident and able to contribute significantly to the development and social welfare in general. Thus, implanting the spirit of nationalism is essential, this is because the future security of the country is in the hands of today's youth generation.

Based on the findings of the study it can be concluded that reinforcement of language, culture, and religion among the young people has a very low impact to students' nationalism. As such, it can be explained that strengthening students' awareness on Philippine language, culture, and religion through Araling Panlipunan is not enough to shape their nationalistic attitude.

As viewed on the result of the study, one factor that could negatively influence students' nationalism is globalization in which it has created a new phenomenon in the dissemination of information and cultures. Consequently, affecting the nationalistic attitude of most of the younger generations making it one of the factors that poses a great

threat to our language, culture, heritage, religion as well as loyalty to the country, relationship with countrymen, and appreciation of patriotic songs and lastly the interest of the Philippines.

It is inevitable that the effect brought about by borderless world has influenced the identity and values of the present generation including the sense of nationalism in different dimensions. Unfortunately, these foreign elements have already influenced the attitudes and minds of young people, and modify their characters and attitudes of what constitute a nationalistic Filipino.

It could also be concluded that the government's efforts to strengthen youth nationalism today through various programs and the exhibition is an important business for the future of the country. The younger generation must respond to the government to become one useful person in the country and contributes to progress of the country and continues to support our beloved homeland.

But what have been viewed as problem in our educational system is the fact that the shift into the new K-12 curriculum stresses the changes in the structure of our curriculum thus, reducing the time allotted for the subject *Araling Panlipunan* and Philippine History is no longer included in Secondary Curriculum. This limitation is deepened by the way in which the general curriculum is designed to promote more skills than a true evaluation of local history, culture and heritage which are essential in promoting nationalism.

All forms of differences that exist between tribes both minority and majority including their pronunciation, colors and beliefs must be eliminated and the integrity and unity must prevail, this is because the success in the context of a society is based on

harmonious collaboration and cooperation. This can be done through education as well-through teaching methodology and activities which appreciate and tolerate culture diversity.

Therefore, the appreciation of the spirit of nationalism must be strengthened, national pride should be practiced, connection with countrymen should be fortified and national belongingness should be realized.

Recommendations

Based on the data gathered and finding of the study on the condition on the nationalism of today's youth, the researcher would like to recommend the following to help alleviate the nationalistic attitude of the young generation which is imperative for existence of our future State- the Republic of the Philippines.

First, the laws and policies that promote nationalism must be rigorously applied so that these laws are not taken for granted, thus developing national consciousness and respect for the national symbols that identify a Filipino.

Secondly, competent authorities and government agencies should address the issue of language teaching at all levels. Standard policies should be formulated and implemented to ensure that the national or Filipino language is the dominant means of education at all levels of Filipino education.

Additionally, the Department of Education should adopt a necessary measure to ensure mutual respect for protection of the distinct belief, customs, traditions of every learners regardless of their religion, ethnic origin, sex and/or gender that anyone will not be subjected to any forms of discrimination which in turn will strengthening the spirit of

unity in diversity and peaceful co-existence of every Filipinos as vital in the formation of holistic one Philippines.

Also, nationalism should be a core value to be integrated in all subjects in the Secondary level and that the Department of Education should recognize the value of Philippine History by incorporating this the Secondary level in the subject *Araling Panlipunan* and not only limited up to Grade 6 curriculum or creating a separate subject which will focus on the advancement of nationalistic attitude.

Araling Panlipunan in the Secondary Curriculum should be given equal allotted time compared to English, Science, Mathematics etc. as this subject gives emphasis in the formation of a nationalistic Filipino.

Teaching pedagogy must be aligned to the need of today's generations, suitable for meaningful learning such as by employing localization and contextualization, inclusion of cultural heritages, the use of dramatization and films showing as well as using in-depth questioning techniques in the teaching process. In such a way, fostering nationalism.

Furthermore, cultural heritages must be protected both tangible and intangible, since it holds the story of the past which is essential for retaining our identity and keeps our integrity as a Filipino people which in turn help in awakening our spirit of nationalism. Each historical site has an important story to tell and these stories will inspire us to strengthen our convictions and commitment for this country.

Finally, it is highly recommended to conduct another study to focusing on nationalistic attitude with different variables that could have strong relationship other than language, culture and religion.

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