

Students' Attitudes Toward Nationalism in Relation to Learning History: The Case of Senior High School at Southwestern Mindanao Islamic Institute

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ABSTRACT. This study explored the relationship between Senior High School students' attitudes toward nationalism and their learning of history at the Southwestern Mindanao Islamic Institute (SMII). The study employed a descriptive-correlational research design and comprised 100 students who were purposively selected during the 2025–2026 school year. It focused on exploring students' attitudes toward nationalism, particularly in relation to their national pride, their sense of connection with other Filipinos, and their feeling of belonging to the nation. The study also investigated whether significant differences existed in students' attitudes toward nationalism and history learning when with participants further categorized according to gender, year level, and academic strand, parents' highest level of educational attainment, and average monthly family income. In addition, the study determined the relationship among the different dimensions of nationalism. The findings showed that most respondents were female, with an equal distribution of Grade 11 and Grade 12 students. Students were also almost equally represented across the STEM, GAS, and HUMSS strands. Most respondents reported that their parents were high school graduates and that their families had an average monthly income of ₱5,000 and below. Results revealed that students generally displayed positive attitudes toward nationalism. They expressed agreement in terms of feelings of pride in one's nation, a sense of solidarity with fellow citizens, and a strong identification with national belonging. Statistical analyses further indicated that there were generally no significant differences in students' attitudes toward nationalism and history learning when grouped according to demographic variables such as gender, year level, academic strand, parents' level of educational attainment, and family income. Moreover, correlation analysis showed strong positive relationships among national pride, connection with fellow citizens, and a sense of national belonging. Based on these findings, the study recommends that teachers use culturally responsive teaching approaches and meaningful historical discussions to strengthen students' appreciation of national identity. School administrators are encouraged to implement programs that promote nationalism while respecting and valuing local cultural identities. Curriculum developers may also enhance the integration of Philippine history, cultural heritage, and civic education into instructional materials to help students develop a balanced understanding of both local and national identity. Students are likewise encouraged to participate actively in activities that deepen their awareness of nationalism and historical understanding. Future researchers may further explore other related factors such as civic engagement, cultural identity, and historical consciousness in connection with nationalism and history learning.

Keywords: *Attitude, Nationalism, Relation, History, Senior High*

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1. INTRODUCTION

Students' attitudes toward nationalism play an important role in shaping their identity, civic responsibility, and participation in nation-building. In today's rapidly changing world, where globalization and cultural influences continue to expand, fostering nationalism among young people has become increasingly significant. Nationalism, commonly understood as a sense of pride, loyalty, and commitment to one's country, serves as a basis for unity, social cohesion, and responsible citizenship. Educational institutions play a vital role in developing these values, particularly through history education, which allows students to understand their nation's past, cultural heritage, struggles, and collective identity. Studies such as Abdurasul et al. (2025) emphasized the importance of preserving Filipino language and culture in strengthening identity and national consciousness among learners. Chavez et al. (2025) further highlighted that strengthening language learning practices at home contributes to identity formation and cultural continuity, which are closely tied to nationalism. Lamorinas et al. (2025) also noted that Gen Z learners' language preferences significantly influence their engagement with Filipino identity and cultural nationalism.

Recent studies emphasized that history education remains one of the most effective ways to strengthen students' national awareness and identity in modern society (Suciati et al., 2023). Through the study of history, learners gain a more profound understanding of national heroes, historical events, and shared cultural experiences that help cultivate patriotism and social responsibility. However, students' attitudes toward nationalism may vary depending on how history is taught and experienced inside the classroom. Cutillas et al. (2025) further highlighted that parental support and cultural exposure contribute significantly to students' appreciation and continued use of Filipino language and identity, which are closely connected to nationalism. Chavez et al. (2025) also emphasized that parental learning practices play a vital role in shaping students' discipline and attitudes toward language and cultural learning, which indirectly influence national identity.

In the modern educational setting, history learning must adapt to the characteristics and needs of Generation Z learners by using interactive, engaging, and meaningful teaching approaches. According to Naitboho et al. (2025), innovative teaching strategies, including digital and humanistic approaches, significantly improve students' historical awareness and nationalism. This suggests that the methods used in teaching history can influence how students develop appreciation for their country and national identity. Similarly, Ticao (2026) explained that identity formation and social integration among Filipino learners are shaped by motivational and cultural experiences, which influence how individuals relate to their national identity. Chavez et al. (2024) also emphasized that ethical, technological, and discourse-based approaches in education contribute to shaping learners' critical awareness and value formation.

In culturally diverse institutions such as Southwestern Mindanao Islamic Institute (SMII), understanding students' attitudes toward nationalism becomes even more important. Students come from different cultural, social, and educational backgrounds that may shape how they perceive nationalism and history learning. Research by Wiyono and Udayana (2024) revealed that history education helps students understand national struggles, cultural identity, and shared values, which contribute to strengthening nationalism. Similarly, Minurdin et al. (2023) emphasized that integrating nationalism values into history learning is essential in helping students internalize national identity and civic responsibility. Askali (2025) also noted that citizens' understanding of governance, political participation, and civic responsibility contributes to stronger national

awareness and engagement within communities. Chavez et al. (2024) further stressed that leadership development and civic engagement experiences help shape responsible and responsive young citizens.

The Department of Education continuously promotes nationalism and learner-centered education through the K–12 curriculum and the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). These educational reforms aim to develop graduates who possess critical thinking skills, cultural awareness, and a strong sense of national identity. Despite these efforts, there remains a need to assess how effectively these initiatives influence students' attitudes toward nationalism, particularly in relation to history education. Chavez et al. (2024) noted that institutional and instructional reforms play a key role in shaping students' engagement and academic values.

Globally, globalization continues to challenge the development of nationalism among young people. Surya and Fikriya (2021) found that exposure to global culture and digital media may affect students' national identity, making it necessary for educators to strengthen nationalism through innovative history teaching approaches. In addition, Hulfah et al. (2022) highlighted that history learning contributes significantly to the development of national character, values formation, and civic engagement among students. Alviola et al. (2025) further emphasized that youth involvement and trust-building activities within communities help strengthen civic engagement and social responsibility among young individuals. Chavez et al. (2023) also pointed out that students' exposure to digital communication and media discourse influences their values, behavior, and understanding of social identity.

Although several studies have explored nationalism and history education, there remains a limited number of studies focusing specifically on senior high school students in local educational institutions such as Southwestern Mindanao Islamic Institute. Most existing studies focused on broader populations or different educational settings, leaving a gap in understanding how SHS students in culturally diverse institutions perceive nationalism and how these attitudes relate to their learning of history. This gap highlights the need for localized research that examines students' attitudes toward nationalism in relation to demographic factors and history learning experiences.

To address this gap, this study was conducted to explore the attitudes toward nationalism among Senior High School students at Southwestern Mindanao Islamic Institute in relation to their learning of history. In particular, it examined important aspects of nationalism, including national pride and connection with fellow Filipinos, and sense of national belonging. The study likewise investigated whether students' attitudes varied when they were grouped according to gender, year level, and academic strand, parents' educational background, and family income.

The findings of this study are anticipated to provide valuable insights for the improvement of history teaching strategies and educational programs that promote nationalism and civic awareness. The study may also provide insights for teachers, school administrators, and curriculum developers in designing culturally responsive and student-centered instructional approaches that enhance students' appreciation of both local and national identity. Furthermore, the study encourages students to become more engaged in understanding history and participating in activities that foster nationalism and social responsibility.

This study is anchored on the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, which advocates for inclusive, fair, and relevant education that supports lifelong learning and civic competence. It is likewise aligned with Sustainable Development Goal 16: Peace, Justice, and Strong Institutions which highlights the need to promote developing informed, responsible, and active citizens who contribute to peace, unity, and strong

institutions. By examining students' attitudes toward nationalism and history learning, this study provides support for the broader goal of strengthening civic consciousness and national unity through education.

2. METHODS

2.1 Research Design

This study employed a descriptive-correlational research design to examine the variables and examine the relationship between students' attitudes toward nationalism and their attitudes toward learning history without manipulating any conditions. As supported by Creswell (2014) and Fraenkel et al. (2012), this design is appropriate for studying naturally occurring relationships. A structured questionnaire was administered to Senior High School students at Southwestern Mindanao Islamic Institute (SMII), covering their demographic profile, attitudes toward nationalism (national pride, sense of connection with fellow citizens, and sense of national identity belonging), and attitudes toward learning history. Descriptive statistics were employed to summarize the data, while correlational and inferential analyses were applied to determine relationships and differences based on respondents' demographic characteristics.

2.2 Participants of the Study

This study was conducted at Southwestern Mindanao Islamic Institute (SMII) in the province of Sulu, Philippines, focusing specifically on its Senior High School Department. The participants were Grade 11 and Grade 12 students from different academic strands, making the setting appropriate for exploring students' attitudes toward nationalism and their learning of history. SMII is one of the established educational institutions in the province and provides a diverse learning environment where students come from various academic backgrounds. For this study, respondents were drawn from the General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM) strands during the Academic Year 2025–2026. The Senior High School population consisted of 469 students. To ensure fair and balanced representation from all strands and grade levels, stratified random sampling was used. This approach allowed each group to be proportionately represented in the sample, ensuring that the findings more accurately reflect the diverse experiences and characteristics of the student population at SMII.

Respondents of the Study

Strand and Level	Population	Sample
HUMSS 12	80	17
HUMSS 11	63	16
GAS 12	70	16

GAS 11	80	17
STEM 12	78	17
STEM 11	50	17
TOTAL	421	100

2.3 Sampling Procedure

This study used purposive sampling in selecting its respondents. A total of 100 Senior High School students were included based on their availability and willingness to take part in the study. This method was chosen to ensure that important characteristics such as gender, year level, academic strand, parents' highest educational attainment and parents' average monthly income were adequately represented in the sample.

2.4 Research Instrument

A survey questionnaire was used as the main instrument for collecting data on Senior High School students' attitudes toward nationalism in relation to their learning of history. The tool was adapted from the study of Ildefonso et al. (2024), Perceived Senior High School Students' Level of Nationalism and Its Relationship with Their Attitudes Toward History, with some modifications to suit the context of this research. The original questionnaire contained 28 items covering three areas: National Pride (14 items), Connection to Countrymen (7 items), and National Belonging (7 items). Responses were measured using a four-point Likert scale, ranging from 4 (Strongly Agree) to 1 (Strongly Disagree), to determine the degree of agreement for each statement. The research instrument consisted of two sections. Part I gathered the respondents' demographic profile, including gender, year level, academic strand, parents' highest educational attainment, and average monthly income. Part II examined students' attitudes toward nationalism in relation to their history learning.

2.5 Data Gathering Procedure

Data were gathered using a structured questionnaire administered to Senior High School students at Southwestern Mindanao Islamic Institute (SMII). The instrument was reviewed by experts, pilot-tested, and validated to ensure clarity and reliability, and it collected data on students' demographic profiles and other relevant variables. Respondents were selected using stratified random sampling to ensure fair representation across academic strands and grade levels. Informed consent was obtained from students and their parents or guardians before data collection,

and confidentiality was strictly observed. After retrieval, the questionnaires were checked, encoded, and analyzed using statistical software. This process ensured that the data collected were accurate, reliable, and ethically gathered.

2.6 Ethical Considerations

Ethical considerations were taken into account carefully maintained throughout the study to ensure that participants were treated with respect and that the research was conducted responsibly. The study ensured that respondents were not exposed to any harm, and their dignity, rights, and well-being were protected at all times. Participation was voluntary, and informed consent was obtained from both the students and their parents or guardians after clearly explaining the purpose of the study. The privacy and anonymity of all the confidentiality of the respondents was strictly maintained, with without revealing personal information disclosed. The researcher also ensured objectivity in the gathering, examination, and interpretation of data to avoid bias. In addition, all required ethics clearance procedures were followed in compliance with institutional guidelines. Overall, these measures helped ensure that the study was carried out in a fair, respectful, and professional manner.

3. RESULTS

Question 2. What is the level of students' attitudes toward nationalism at SMII in terms of: 2.1 National Pride, 2.2 Connection to Countrymen, and 2.3 National Belonging?

Table 2.1 Level of Students' Attitudes Toward Nationalism at SMII in Terms of National Pride

	Statements	Mean	SD	Interpretation
1	I enjoy reading about Philippine Nationalism because it gives me a sense of pride in my country.	3.16	.526	Agree
2	Talking to people about the Philippines gives me a feeling of pride in my country.	3.19	.615	Agree
3	I attend big Philippine event/s to support my country.	2.85	.716	Agree
4	I am proud to be a Filipino.	3.70	.522	Strongly Agree
5	I prefer products that are made in the Philippines.	2.99	.674	Agree
6	Supporting my country is the main reason I follow all the rules.	3.24	.553	Agree
7	I feel proud when I sing Lupang Hinirang song.	3.49	.659	Agree
8	I have a national flag prominently displayed in my home and my car during National Day.	2.36	.785	Disagree
9	I will not pay more for a product because it was made in the Philippines.	1.98	.724	Disagree
10	The interests of my country come before all other nations, including those that are in desperate needs.	2.88	.640	Agree
11	I enjoy talking about nationalism because it makes me proud of my country.	3.19	.563	Agree
12	Attending the National Day in my country gives me a chance to show my national pride.	2.98	.635	Agree
13	I enjoy reading about Philippine nationalism because it gives me a sense of pride in my country.	3.10	.560	Agree
14	Watching something that relates with nationalism gives me a feeling of national pride that I do not get from any other activity.	2.97	.643	Agree
Total Weighted Mean		3.0057	.30972	Agree

Legend: (4) 3.50-4.00=Strongly Agree; (3) 2.50-3.49=Agree; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1 The results show that Senior High School students at Southwestern Mindanao Islamic Institute (SMII) generally demonstrate positive national pride, with an overall mean of 3.0057 interpreted as “Agree.” This indicates that students feel proud of being Filipino and have a strong sense of national identity. They strongly agreed with statements such as being proud to be Filipino and feeling pride when singing Lupang Hinirang. They also showed interest in discussing and learning about the Philippines. However, lower scores were observed in behaviors such as displaying the national flag and preferring locally made products, which were both interpreted as “Disagree.” Overall, the findings suggest that students show strong emotional pride toward their country, although this is less evident in some practical expressions of nationalism.

Table 2.2 Level of Students’ Attitudes Toward Nationalism at SMII in Terms of Connection to Countrymen

	Statements	Mean	SD	Interpretation
1	Watching the Philippine event/s give/s me a sense of connection with my fellow countrymen.	3.09	.668	Agree
2	Talking about the Philippine event/s give/s me a sense of solidarity with my countrymen.	2.99	.643	Agree
3	The Philippines is the best country in the world to live in.	2.86	.899	Agree
4	I own Philippine clothing and I wear it proudly.	3.21	.743	Agree
5	My nation is the core of my collective identity.	3.06	.664	Agree
6	Talking about the Philippines with my countrymen didn’t give me a feeling of national unity.	2.20	.816	Disagree
7	I am a loyal fan of the national team whether they win or lose.	3.23	.649	Agree
Total Weighted Mean		2.9486	.36238	Agree

Legend: (4) 3.50-4.00=Strongly Agree; (3) 2.50-3.49=Agree; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2 The findings show that Senior High School students at Southwestern Mindanao Islamic Institute (SMII) generally have a positive sense of connection with their fellow Filipinos, with an overall mean of 2.9486 interpreted as “Agree.” Students expressed this connection through support for the national team, pride in wearing Philippine clothing, and feeling united when watching national events. They also agreed that talking about the Philippines and viewing it as part of their identity strengthens their sense of solidarity and belonging. Overall, the results suggest that students feel a meaningful emotional and social bond with other Filipinos and generally see themselves as part of a shared national identity. This supports the idea that emotional connection with fellow citizens helps strengthen nationalism and civic engagement, as noted by Kim and Woo (2021).

Table 2.3 Level of Students’ Attitudes Toward Nationalism at SMII in Terms of National Belonging

Statements	Mean	SD	Interpretation
1 Watching the Philippine event/s provide/s a sense of national belonging to my nation.	3.16	.487	Agree
2 Reading about my country provide/s a sense of belonging to my nation.	3.02	.586	Agree
3 Talking about my country with others provide/s a sense of belonging to my nation.	3.07	.555	Agree
4 Attending a Philippine event reinforces my national identity.	2.68	.723	Agree
5 I have a strong sense of belonging to my country.	2.96	.665	Agree
6 National interests are not more important than international interests.	2.36	.785	Disagree
7 I am a Filipino and proud to be in the Philippines.	3.53	.703	Strongly Agree
Total Weighted Mean	2.9686	.37582	Agree

Legend: (4) 3.50-4.00=Strongly Agree; (3) 2.50-3.49=Agree; (2) 1.50- 2.49= Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.3 The findings indicate that Senior High School students at Southwestern Mindanao Islamic Institute (SMII) generally have a positive sense of national belonging, with an overall mean of 2.9686 interpreted as “Agree.” Students strongly expressed pride in being Filipino and feeling connected to the Philippines, especially when participating in or observing national events, talking about their country, and learning about it through reading and discussion. These experiences helped strengthen their sense of identity and belonging as part of the Filipino nation. Overall, the results suggest that students generally see themselves as part of a shared national community and feel connected to their country in meaningful ways. This supports the idea that exposure to history and national experiences helps strengthen students’ sense of belonging and identity, as noted by Seixas (2021).

Question 3. Is there a significant difference in students’ attitudes toward nationalism and learning history when grouped according to their demographic profile such as: 3.1 Gender, 3.2 Year level, 3.3 Academic strand, 3.4 Parent’s highest educational attainment, and 3.5 Parent’s average monthly income?

Table 3.1 Difference in Students’ Attitudes Toward Nationalism and Learning History When Grouped According to their Demographic Profile Such as Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
National pride	Male	3.079	.2601	.10089	1.454	.149	Not Significant
	Female	2.978	.3236				
Connection to countrymen	Male	2.889	.3227	-.08176	-1.00	.319	Not Significant
	Female	2.971	.3757				
National belonging	Male	2.926	.3417	-.05842	-.688	.493	Not Significant
	Female	2.984	.3887				

Note. * Significant at alpha 0.05

Table 3.1 The findings indicate that gender has no significant influence on students' attitudes toward nationalism and learning history among Senior High School students at Southwestern Mindanao Islamic Institute (SMII). Results showed that male and female students did not differ significantly in terms of national pride, connection with fellow countrymen, and sense of national belonging, as all significance values were above the 0.05 threshold. This suggests that both groups generally share similar views and feelings about nationalism and the importance of learning history. Based on these results, the study accepts the null hypothesis, which states that there is no significant difference in students' attitudes toward nationalism and learning history when grouped according to gender.

Table 3.2 Difference in Students' Attitudes Toward Nationalism and Learning History When Grouped According to their Demographic Profile Such as Year Level

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
National pride	Grade 11	3.090	.3457	.16857	2.82*	.006	Significant
	Grade 12	2.921	.2446				
Connection to countrymen	Grade 11	3.009	.4157	.12000	1.671	.098	Not Significant
	Grade 12	2.889	.2919				
National belonging	Grade 11	2.986	.4155	.03429	.454	.651	Not Significant
	Grade 12	2.951	.3349				

Note. * Significant at alpha 0.05

Table 3.2 The findings reveal that year level has a significant influence on students' national pride, but it does not have a strong effect on their connection with fellow countrymen or their sense of national belonging. Grade 11 students were found to have higher national pride compared to Grade 12 students, as shown by the significant result. However, no significant differences were observed between the two-year levels in terms of connection to countrymen and national belonging, since the significance values were above 0.05. Overall, this suggests that while year level may affect how strongly students feel national pride, it does not greatly shape their overall attitudes toward nationalism and learning history. As a result, the hypothesis stating that there is no significant difference when grouped according to year level is generally accepted.

Table 3.3 Difference in Students' Attitudes Toward Nationalism and Learning History When Grouped According to their Demographic Profile Such as Academic Strand

Sources of Variation	Sum of squares	df	Mean Square	F	Sig.	Description
Between Groups	.243	2	.121	1.272	.285	Not Significant
Within Groups	9.254	97	.095			
Total	9.497	99				
Between Groups	.303	2	.152	1.158	.319	Not Significant

Connection to countrymen	Within Groups	12.698	97	.131			
	Total	13.001	99				
	Between Groups	.823	2	.412	3.034	.053	Not Significant
National belonging	Within Groups	13.160	97	.136			
	Total	13.983	99				

Note. * Significant at alpha 0.05

Table 3.3 The findings indicate that academic strand does not significantly influence students' attitudes toward nationalism and learning history among Senior High School students at Southwestern Mindanao Islamic Institute (SMII). Results showed no meaningful differences among students from different strands in terms of national pride, connection with fellow citizens, and sense of national identity belonging, as all significance values were above the 0.05 significance level, this indicates that the students, regardless of their academic strand, generally share similar perspectives and feelings about nationalism and the importance of learning history. Based on this, the study accepts the hypothesis that no significant difference exists among the students' attitudes toward nationalism and learning history when classified according to academic strand.

Table 3.4 Difference in Students' Attitudes Toward Nationalism and Learning History When Grouped According to their Demographic Profile Such as Parents' Highest Educational Attainment

Sources of Variation	Sum of squares	df	Mean Square	F	Sig.	Description	
National pride	Between Groups	.139	4	.035	.353	.841	Not Significant
	Within Groups	9.358	95	.099			
	Total	9.497	99				
Connection to countrymen	Between Groups	.138	4	.034	.255	.906	Not Significant
	Within Groups	12.863	95	.135			
	Total	13.001	99				
National belonging	Between Groups	.068	4	.017	.115	.977	Not Significant
	Within Groups	13.915	95	.146			
	Total	13.983	99				

Note. * Significant at alpha 0.05

Table 3.4 The findings indicate that parents' highest educational attainment does not have a significant effect on students' attitudes toward nationalism and learning history among Senior High School students at Southwestern Mindanao Islamic Institute (SMII). Results showed no meaningful differences in ational pride, connection with fellow citizens, and sense of national identity belonging, as all significance values were above the 0.05 significance level, suggesting

that students tend to share similar attitudes toward nationalism and learning history regardless of their parents' educational background. Based on this, the study accepts the hypothesis stating that there is no significant difference when grouped according to parents' highest educational attainment.

Table 3.5 Difference in Students' Attitudes Toward Nationalism and Learning History When Grouped According to their Demographic Profile Such as Parents' Average Monthly Income

Sources of Variation	Sum of squares	df	Mean Square	F	Sig.	Description	
National pride	Between Groups	.184	4	.046	.468	.759	Not Significant
	Within Groups	9.313	95	.098			
	Total	9.497	99				
Connection to countrymen	Between Groups	.010	4	.003	.019	.999	Not Significant
	Within Groups	12.990	95	.137			
	Total	13.001	99				
National belonging	Between Groups	.165	4	.041	.284	.888	Not Significant
	Within Groups	13.818	95	.145			
	Total	13.983	99				

Note. * Significant at alpha 0.05

Table 3.5 The findings show that parents' average monthly income does not significantly affect students' attitudes toward nationalism and learning history among Senior High School students at Southwestern Mindanao Islamic Institute (SMII). The results revealed no significant differences in pride in one's nation, connection with fellow citizens, and a sense of belonging to the country since all significance values were higher than at the 0.05 significance level. This implies that students share similar views and feelings about nationalism and learning history regardless of their family's income level. Therefore, the study accepts the hypothesis that no significant difference was found in students' attitudes toward nationalism and learning history when categorized based on parents' average monthly income.

4. DISCUSSION

The results of the study provide meaningful information about the attitudes of Senior High School students at Southwestern Mindanao Islamic Institute (SMII) toward nationalism and learning history. In terms of demographic profile, the results show that most respondents were female, while Grade 11 and Grade 12 students were equally represented. The respondents were also fairly distributed across the STEM, GAS, and HUMSS strands, indicating balanced participation from different academic backgrounds. Most students reported that their parents were high school graduates, and the majority came whose families have an average earning

₱5,000 and below per month. These findings reflect the diverse yet modest socio-economic background of the student population in the school.

The study further revealed that students generally “Agree” in all indicators of nationalism, particularly in pride in one’s nation, sense of connection with fellow citizens, and feeling of belonging to the country. This suggests that students possess positive attitudes toward their country and recognize the value of learning history in shaping their identity and understanding of nationalism. The findings imply that history education may play an important role in strengthening students’ appreciation of their culture, fellow Filipinos, and national identity. Despite differences in personal background, students still demonstrate a shared sense of patriotism and belongingness.

Moreover, the results showed no significant differences in students’ attitudes toward nationalism and learning history when grouped based on gender, year level, and academic standing strand, parents’ highest level of education achieved, and parents’ average monthly income. This indicates that demographic factors do not strongly influence how students view nationalism and history. Regardless of their background, students tend to share similar perspectives and feelings toward their nation and the importance of historical learning. This may suggest that the school environment, curriculum, and shared educational experiences contribute more significantly to shaping students’ attitudes than demographic characteristics.

Lastly, the study found a significant high correlation among the subcategories of nationalism, namely a sense of pride in one’s country, feeling connected to fellow citizens, and truly belonging to the nation. This means that these aspects are closely related to one another and work together in shaping students’ attitudes toward nationalism. Students who exhibit strong national pride are also more likely to feel a sense of connection with their fellow countrymen and experience a deeper sense of belonging to the nation. The rejection of the null hypothesis confirms that learning history has an important relationship with the development of nationalism among students. Overall, the findings highlight the importance of history the role of education in developing patriotism, unity, and national identity among the youth.

5. CONCLUSION

The study found that most Senior High School respondents at Southwestern Mindanao Islamic Institute (SMII) are female students from different academic strands and generally come from families with modest educational and financial backgrounds. Despite these differences, they share similar views and experiences regarding nationalism and learning history. Overall, students show positive attitudes toward nationalism, reflected in their sense of national pride and connection to others with fellow Filipinos, and feeling of belonging to the nation. This suggests that they value their identity as Filipinos and recognize the importance of history in understanding their culture and society. The findings also show no significant differences in these attitudes when categorized based on gender, year level, and academic background strand, parents’ level of education achieved and family income, indicating that students generally share similar perspectives regardless of background. Lastly, there is a strong link among national pride, a sense of connection with fellow citizens and feeling like you truly belong to the nation highlighting the role of history in strengthening unity and national identity.

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