

A Qualitative Description of Filipino Junior High School Students' National Pride

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ABSTRACT

This is a qualitative descriptive study that involved a total of 20 purposively selected Filipino junior high school (JHS) students who were interviewed to describe their national pride experience. Through content analysis, the data presented the facilitators, inhibitors, sources, and descriptions of students' national pride. Specifically, the findings showed that it is access to information that facilitates, and personal, socio-economic, and socio-political issues that inhibit national pride among students. Additionally, their sources of national pride reflect Filipino identity and achievements and do not include the political or economic status of the country. The descriptions of Filipino JHS students' experience of national pride depict a positive and engaging experience with social, cultural, and civic dimensions. While students exhibit "proud to be Filipino" sentiments, it appears that their pride is inclined towards an uncritical type of esteem. Importantly, the findings served as a basis in the framework for teaching national pride.

Introduction

Globally, there is a call for educational reforms and develop 21st-century skills among learners to meet the demands of the challenging world of the 21st century and beyond. To wit, 21st-century skills comprise, among other things, local and global citizenship, and personal and social responsibility, which include cultural competence (Scardamalia et al, 2010). As a response, in the Philippines, it is the goal of the K to 12 *Araling Panlipunan* (Social

Studies) to mold students to become critical and nationalistic citizens (Department of Education [DepEd], 2013). National pride is identified as one of the measures of nationalism and DepEd recognized this when showing pride in one's country has been listed in students' prescribed report cards as one of the measures of nationalism. In addition, themes of national pride are found in the competencies of *Araling Panlipunan* particularly at the elementary level. In 2014, Philippine history was removed from the Junior High School (JHS) Social Studies

curriculum. Since then, it has been minimally discussed as part of Asian History in JHS (DepEd, 2014).

With its relationship to nationalism and patriotism, national pride is simply the esteem a person feels toward his country or nation (Smith & Kim, 2006). The related literature presented that national pride could be derived from various sources, from economic prosperity to international achievements (Wang and Weng, 2018). Moreover, it was reported that Filipinos are mostly proud of their achievements in sports, arts, and literature, and its history (Mangahas, 2014). Interestingly, it was also reported that the Filipino youth (15 - 29 years old) do not take pride in the country's politics and democracy (Castillo et al, 2016).

The related studies suggested that national pride is associated with subjective well-being (Reeskens & Wright, 2011) and happiness (Ha & Jang, 2015). It was also noted that when people aspire for an objectively grounded national pride, people would work hard to come up with tangible contributions to their country (Fabrykant & Magun, 2016). Also, there are several factors that affect national pride. Kavetsos (2012) reported that cultural knowledge is linked to feeling national pride. Likewise, Wang and Weng (2018) conveyed that to some extent psychological or internal factors like personality traits are drivers of national pride. Other factors include diffusion of collective national identity (Dimitrova-Grajzl et al, 2016), access to television or the internet (Leng et al, 2015), and national events (Nakai, 2018).

The body of literature in national pride has been continuously growing. However, there seems to be a research gap in the exploration of how people – more specifically Filipino students – experience such construct and how this knowledge could be used in how they are educated about their country. It has been documented that Filipinos despite

weak national identity and socio-political and socio-economic difficulties remain proud of their country (Fabrykant & Magun, 2016; Kaufman, 2013).

National pride is generally taught implicitly in the country's Social Studies education. For this reason, teachers should walk the extra mile if they wish to recognize and strengthen students' national pride. It is not enough to know that Filipinos are indeed proud to be a Filipino. Thus, it is argued that there is a need to advance the knowledge about national pride by answering the questions related to what makes Filipino proud or how they make sense of this experience. The existing measures on national pride may not be accurately reflective of Filipino students' national pride, experience, and knowledge-wise; thus, the need for culture-specific measures and conceptual understanding of national pride. Forward-looking, the findings of the study would inspire an action that recognizes national pride and integrates it essentially in how we educate students.

Framework of the Study

National pride is a construct conceptually related to patriotism, nationalism, and national identity (Dražanová, 2015). As Ha and Jang (2015) suggested, national pride is the appreciation of national identity. The elements of nationalism (culture, tradition, ethnicity, and the like) and elements of patriotism (people, territory, government, and sovereignty) comprise national identity.

Pride, which is one of the dimensions from which national pride is theoretically linked, is a self-conscious emotion (Sznycer, 2018) that can motivate positive behaviors based on the principles of authentic pride (Tracy & Robins, 2007). This premise gives support to the claims of Fabrykant and Magun (2016) that national pride has a certain type called grounded national pride.

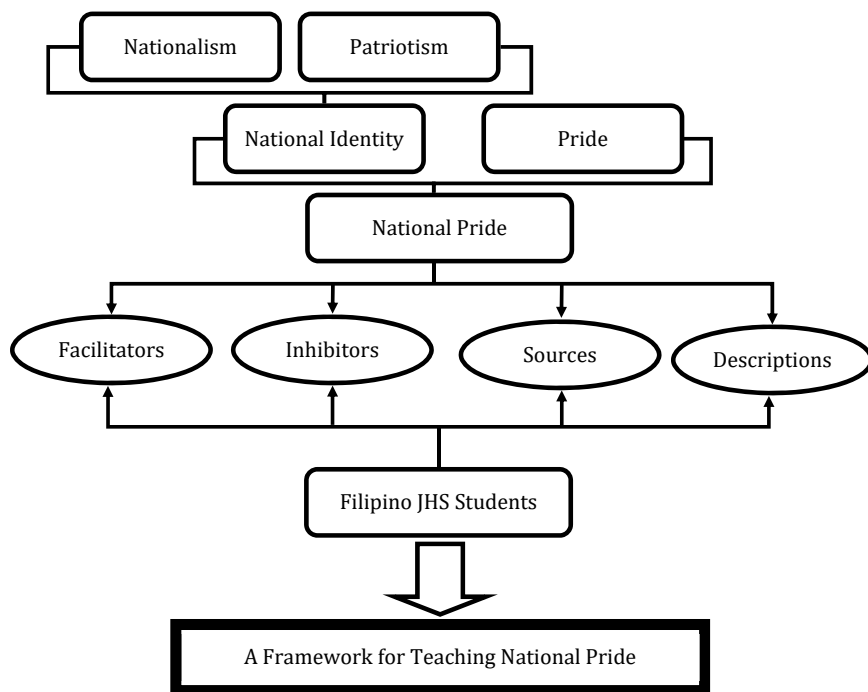


Figure 1. Conceptual Framework of the Study

Sometimes referred to as rational pride, this type of pride considers the real country's achievements. This is achieved by having an objective comparison between one's nation's and other nation's actual achievements and consideration of the country's past and present achievements. However, it was shown that the Philippines is a country inclined toward normative national pride. This type of national pride is easily manipulated and stems from unchecked information, social norms, and uncritical evaluations.

Following the global and national educational goals of the 21st century, the goal of educators should be inclined toward grounded national pride. Therefore, the bigger question to ask lies on the capacity of the education sector, to transform Filipinos' national pride from normative national pride to grounded national pride. In this age, which may be characterized by globalization and multiculturalism, it is high time to explore how people feel toward their country. In line with this, the researcher recognized the role

of education, especially *Araling Panlipunan*, in teaching nationalism and patriotism and its associated construct, national pride.

Figure 1 shows the conceptual framework of the study. As discussed earlier, national pride takes its forms from four constructs – nationalism, patriotism, national identity, and pride. As an existing construct, national pride has its facilitators, inhibitors, sources, and descriptions. Essentially, facilitators are platforms that allow students to feel national pride and learn about their sources. In contrast, the inhibitors are factors that hinder students from acquiring knowledge and expressing national pride.

As a response to the suggestion of Reeskens and Wright (2011), the study inquired about the "proud of what" or the actual sources of national pride among Filipino JHS students. Additionally, Hilvoorde et al (2010) noted that national pride can take many shapes. Similarly, Smith and Kim

(2006) claimed that this “is not a simple and unified construct” (p. 134). In line with this, the study principally asked how JHS students make sense and give color or shape to their national pride experience. Lastly, the findings of the study were the basis of the output of the study which is a framework for teaching national pride.

Purposes of the Research

The primary concern of this research inquiry is to describe the national pride of Filipino junior high school (JHS) students. More specifically, the study attempted to answer the following questions:

1. What are the factors that facilitate Filipino JHS students’ experience of national pride?
2. What factors inhibit Filipino JHS students’ national pride experience?
3. What are the sources of national pride among Filipino JHS students?
4. How do Filipino JHS students describe their experience of national pride?
5. What framework can be developed from the research findings?

Methodology

Research Design

This paper is a qualitative descriptive research. This methodology is used to directly describe a phenomenon or an event as it is experienced in their everyday terms (Sandelowski, 2000).

Participants

The participants of the study were 20 purposively selected JHS students from two different public schools in Angeles City, Philippines. The participants were recommended by the school’s respective *Araling Panlipunan* teachers. To be true to maximum variation sampling, teachers were asked to recommend students who are in any way involved in any of the following areas: student government, arts, literature, sports, scientific and technological achievements, entrepreneurship, and volunteering. These fields are based on the ten domain-specific national pride of the International Social Survey Programme (ISSP). In addition, teachers were also asked to consider the students’ willingness to participate in the study and share their thoughts with the researcher. To wit, participants of the study were student leaders, athletes, writers, dancers, singers, artists, etc. Among the twenty students, some were members and officers of Boy Scout of the Philippines (BSP), Citizen Army Training (CAT), student publications, and school-based organizations. The profile of the students was considered in this study only to diversify the data.

Instruments

The study utilized a semi-structured interview to gather necessary data. The interview questions for this study were formulated following the interview structure for descriptive phenomenological research of Bevan (2014). It has three components, namely: contextualization, apprehending the phenomenon, and clarifying the phenomenon. Interview questions were prepared by the researcher. The initial version of the interview guide was pilot tested among selected JHS students. The results were analyzed to review and enhance the interview guide. Then, experts in the field of Social Science or Social Studies education were also asked to validate the interview guide.

Table 1*Facilitators of students' national pride*

Theme	Illustrative Statement
1. Cultural Immersion	I get to see and experience those traditions. (P15)
	We are taught how to cook Filipino dishes at home. (P18)
2. Socialization	He [uncle] tells me the achievements and other good things about the Philippines. (P13)
	She [grandmother] tells me stories about the beautiful places she has visited. She also encouraged me to visit these places first before going to other countries for me to see the beauty of the Philippines. (P3)
3. Formal Education	I learn it when I study. And when we study about those people who lived here in the Philippines. (P2)
	I felt proud to be Filipino especially when i joined a folk dance during my elementary days. (P18)
4. Media Engagement	Sometimes in newspapers. (P11)
	I saw some of it on social media. (P3)
	I watched the Miss Universe win of Catriona Gray on television. (P15)

Data Collection

Letters of request to conduct the study were given to school administrators. After obtaining all the necessary approval from all the parties involved, the researcher coordinated with the respective department heads of the schools involved in selecting the participants of the study. Once chosen, the students were given copies of the interview guide to give them time to read and answer the questions intuitively. The actual interview occurred on the agreed date, time, and venue. It was audio recorded and transcribed later on to facilitate data analysis and methods of validation and reliability. Three ethical principles in educational research identified by Hammersley and Traianou (2012) – minimizing harm, respecting autonomy, and protecting privacy – were strictly followed in the data gathering procedures and the study's entirety.

Data Analysis

The data were analyzed through content analysis. The process involved in the study's data analysis were based on the procedures listed by Hancock (2002), which involved going back and forth in the data and revisiting themes and sub-themes repeatedly.

Specifically, the steps include reading the transcripts, identifying categories, sub-themes, and major themes, and reviewing the codes through comparison and contrast. Cresswell and Poth (2018) noted that validation in qualitative research is a method used to evaluate whether or not the findings are accurate presentations of participants' thoughts and feelings. They enumerated at least eight validation methods, and for this study, at least three methods – triangulation, member checking (respondent validation), and peer review – were applied to ensure validity and reliability of the findings.

Findings

1. Facilitators of students' national pride

Facilitators pertain to factors that allow students to learn and express national pride. Yuan and Fang (2016) explained that a sense of belonging in terms of culture and nationality is obtained when a person is aware of his social identity. As suggested by the findings, the facilitators allow students to acquire knowledge about their social identity.

Table 1 shows the factors that facilitate Filipino JHS students' experience of national

pride. First, cultural immersion tells us that students' awareness and experiences of one's culture stimulates them to feel and express national pride. Secondly, socialization plays vital influences as it facilitates meaningful conversations about the country's tourists' spots, success stories, and society's culture and values.

Additionally, students recognized that educational institutions make them feel and express national pride. They noted the significant influence of their lessons in Social Studies, Filipino, and MAPEh (Music, Arts, Physical Education, and Health). Specifically, they felt pride when their Social Studies teachers tell them stories or discuss things about the country or when there are school activities like celebrations of independence and national language days as well as sport and talent events. Lastly, the findings suggested that traditional and non-traditional forms of media used by students essentially exposed them to Filipino identity and achievements. Traditional media utilized by Filipino JHS students include print media like magazines, textbooks, and newspapers, and broadcast media like television. Non-traditional media include social media like Facebook, Twitter, Instagram, and YouTube accessed through laptops, computers, smart TVs, and smartphones.

2. Inhibitors of national pride

National pride is an emotional attachment attributed to a person's country (Ha & Jang, 2015). The inhibitors suggest that attachment has been impeded or partially hampered because of certain factors.

Table 2 presents the factors that inhibit Filipino JHS students from gaining knowledge and expressing national pride. The findings suggested that reluctant behaviors prevent students from having essential knowledge and experiences, and as a result, makes them unaware of the country's sources of national pride.

In the Philippines, internet access and poverty incidence remain a concern. Citing these limitations, low socioeconomic status (SES) becomes a factor why some students were deprived of an accessible medium where they could instantly learn the up-to-date sources of Filipino national pride. It was also pointed out that the near absence of Philippine history in JHS Social Studies curriculum affects the facilitation of national pride. The findings showed that when students do not have the resources to cultural awareness, national pride is at stake.

Finally, according to students, as they observed, Filipino communities are

Table 2

Inhibitors of students' national pride

Theme	Illustrative Statement
1. Reluctance	I only stay in my bedroom. (P5)
	I do not watch the news. And I do not listen to my teachers. Because of my chores, I have no time for reading... (P1)
2. Inaccessibility of Resources	We do not have gadgets...We only have television. (P17)
	because we tackle something else in Social Studies. (P5)
3. National Embarrassment	It makes me sad me to say that vices and crime rate is high in our country. (P14)
	There are times when you cross the street and you see people throwing litter mindlessly. (P6)

Table 3*Sources of students' national pride*

Theme	Illustrative Statement
1. Historical Events	...when Filipino fought against Spaniards, Japanese, and Americans. (P3) One historical event I am proud of is when Andres Bonifacio fought for the country. (P18)
2. Natural Heritage	the natural resources that we can find in the Philippines include mango, rice, beautiful coral reefs found in the Philippine seas, pearl, clams, and minerals. (P3) Boracay, that is a famous tourist spot. (P20) Traditional Filipino clothing like <i>Barong at Saya</i> . (P5)
3. Cultural Heritage	Filipino cuisines like <i>Adobo, Sinigang, and Lechong Baboy</i> . (P3) Filipinos are jolly people. Despite challenges in life, they do not forget to smile. (P8) ...the different celebrations in the Philippines like Fiesta. (P7)
4. Filipino People	Catriona Gray, Miss Universe 2018. (P7) Then, the Filipinos who represents our country like Manny Pacquiao. (P9) The indigenous groups like <i>Aeta and Igorot</i> . (P5)

not clean and green. Similarly, national issues like extrajudicial killings, civil wars, rapid urbanization, proliferation of illegal drugs, and unemployment incite national embarrassment. Evidently, the awareness of students in the country's pressing and unresolved issues cause embarrassment.

3. Sources of National Pride

It was argued that recognizing what makes a person proud of his/her country is an important question to answer (Reeskens & Wright, 2011). In line with this, the sources of national pride pertain to either abstract or concrete things that allow Filipino JHS students to experience national pride.

Table 3 shows the sources of national pride among Filipino JHS students. When asked about what makes them proud to be a Filipino, selected students were quick to claim that certain events in Philippine History make them proud to be Filipinos. Also, students commended the country's natural heritage. Specifically, students take pride in the country's natural resources (mango, rice, coral reefs, pearl, clams, and minerals) and natural wonders (Palawan, Aklan's Boracay, Aurora's Mother Falls, Bohol's Chocolate

Hills, Pangasinan's Hundred Islands, and Zambales's Anawangin Cove and Islands like Capones and Camara).

The findings also indicated that the cultural heritage of the country, both tangible and intangible heritage, is a source of esteem among Filipino JHS students. According to students, they take pride in the country's tangible heritage such as clothing (*Barong at Saya*), food (*Adobo, Sinigang, Sisig, Bagnet, Pinakbet/ Pakbet, Dinuguan, Kakanin, Tuyo, & Lechon Baboy*), heritage sites (*Ifugao's Banaue Rice Terraces or Payoh, Baguio City, & Angeles City's Pamintuan Mansion & Holy Rosary Parish Church*), and cultural products (*pamaypay, banig, balat na sapatos*). Similarly, the intangible heritage students listed include Filipino games (*Piko, Patintero, & Tumbang Preso*), literary works (*Noli Me Tangere & El Filibusterismo*), performing arts (*Sayaw Sa Bangko, Tinikling, & Itik-Itik*), festivities (*Pistang Culiati or La Naval in Angeles City; Ati-atihan in Kalibo, Aklan; Sinulog Festival in Cebu City; and Panagbenga Festival in Baguio City*), and values (joy and humor, resiliency, hard work, tidiness, *bayanihan* or unity, hospitality, and respect for the elderly).

Table 4*Descriptions of students' national pride*

Theme	Illustrative Statement
1. Positive Experience	I was overflowing happiness because it makes you feel special if you are a Filipino. (P8) I became more enthusiastic to be a Filipino because I learned that Filipinos never surrender despite being tormented by other countries. (P3)
2. Social Engagement	I told my classmates, just like what I did earlier. I told them stories about the Philippines. Those interesting things which our President is working on, as well as those places we should visit first before those of other countries. (P4) I share on social media. I share about how one should be proud of being a Filipino. When you post about your own words, feelings, or emotions on social media, several people will reach them. (P20)
3. Nationalistic Attachment	I claimed that I am proud because I was born and raised here. (P19) This is who we are, and this is what God gave us. Why should we be ashamed of our traditions if this is what we are used to? (P10)
4. Civic Responsibility	When our representatives like Manny Pacquiao or beauty pageant candidates did not win, I remain proud of them. Despite losing, they still have given their best to raise our flag, and they did everything they could for us, Filipinos. (P9) We should express it because the appreciation of our culture starts within, and if we do not show our appreciation, who will be doing it instead. (P11)

Lastly, there are individuals or groups – beauty queens, performers, artists, and athletes – who, with their achievements can make Filipino students proud of their country. Specifically, students mentioned Catriona Gray, Wynwyn Marquez, Lea Salonga, 4th Impact, Fernando Amorsolo, Hidilyn Diaz, Efren “Bata” Reyes, Gilas Pilipinas, and Manny Pacquiao, among others. Furthermore, students also take pride in Filipino institutions which play a vital role in showing and preserving Filipino identity. These groups are Boy Scout of the Philippines, indigenous peoples (*Aeta & Igorot*), family, religion, government, and schools.

4. Descriptions of National Pride

Another aim of this paper is to substantially describe how students give meaning or make sense of their national pride experience.

Table 4 presents how students describe their national pride experience. Students recalled smiling, clapping, shouting, and jumping up and down because of the victories earned by Filipinos in

international competitions. Furthermore, students revealed that their national pride experience inspired and compelled them to pursue a certain task or activity. Also, the participants revealed that when national pride experience emerged, they are urged to tell and share a story. These stories also become shared posts on social media.

National pride has been reported to express students' attachment to their own country. When inquired about the importance of expressing national pride among Filipinos, the response of students showed not only loyalty to the nation but also appreciation toward its national culture and traditions. Furthermore, Hilvoorde et al (2010) pointed out that victories are not necessary for people to feel pride. Instead, it is the stories of the country's successful representatives or performances that create a sense of belonging. Accordingly, the study's findings suggested that students remain proud of their compatriots who participated in international competitions regardless of what the outcome is. Truthfully, for students, it is the effort to represent the county that counts, suggesting their

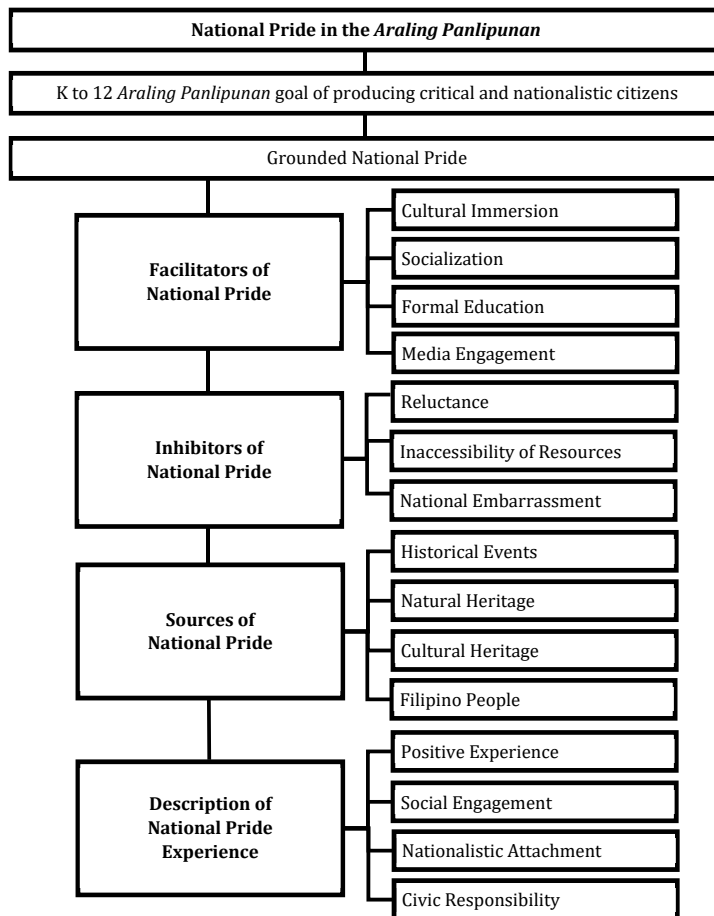


Figure 2. A Framework for Teaching National Pride

deep regard for fellow Filipinos. While it appears that students take no pride in the country's political and economic status, their idea of national pride incites community involvement. The participants of the study felt that national pride could give them an urge to be engaged in various community activities that promote goodwill and development of oneself, the community, and the country.

5. The Framework

National pride is a construct that could potentially motivate students to achieve success in their personal and social lives. In line with this, it is suggested to recognize national pride as a construct to learn from. Based on the findings of the study, the

proposed framework presents the structure of Filipino JHS students' national pride.

Figure 2 is the visual representation of the framework for teaching national pride. The framework suggests that national pride exists among Filipino JHS students and it could be strengthened further. Aside from the facilitators, inhibitors, sources, and descriptions, the framework also recognizes grounded national pride, which is the objective or unbiased evaluations of national pride (Fabrykant & Magun, 2016). Overall, the framework recognizes the existence of national pride and argues that students could learn from this experience constructively to enrich their esteem towards their own country.

Discussion

Despite the absence of a dedicated study of Philippine History in JHS, qualitative data suggested that JHS students show national pride. The current study inquired about this and it was found out that facilitation of national pride is not limited to formal education. Rather, access to cultural and social experiences allow students to feel national pride. On the contrary, the findings also presented that there are issues or situations – personal, economic, or even socio-political – that affect students’ awareness and emotions, which eventually inhibit their national pride. Identifying these factors that either facilitate or inhibit students’ experience of national pride is important. They provide insights as to what strings can be pulled to make students feel and express national pride or gain more knowledge and process their negative feelings toward their country. National pride is a relatively stable construct, which depending on events or situations, may have minor or short-term change (Hilvoorde et al, 2010). Therefore, while students can be proud of their country, this may be partially interrupted.

Additionally, it seemed evident that the sources of national pride among Filipino JHS students share only a few similarities and several differences with the existing sources or measures. Take, for example, the domain-specific national pride measures of ISSP, which is widely used in the national identity studies worldwide. Only three (history, arts and literature, and sports) of its ten measures are found to make Filipino students proud. The patriotic dimensions of national pride – economic achievements, armed forces, fair and equal treatment of all groups in society, etc. – do not incite national pride among Filipino students. This is consistent with the findings of Castillo et al (2016). Is this a good or bad thing? The education system may reflect and empower its political and civic education in basic education. Or the government should take notice and create

actions that would essentially make their people proud and not embarrassed.

Furthermore, it seemed to appear that just like what Fabrykant and Magun (2016) noted about the national pride of the Filipino people, the students’ national pride is inclined towards a normative one, specifically citing the themes “nationalistic attachment” and “civic responsibility”. To illustrate, the students appeared to have this thinking that they should be proud of whatever the country has and that to be proud is their civic duty. Following the goals of the 21st-century learning and the K to 12 *Araling Panlipunan* aims of developing students to be, among other things, critical and nationalistic citizens (DepEd, 2013), normative national pride is not the advocacy.

To recognize national pride is important. This experience, as data suggested, provides students with feel-good emotions and stories of successes, which they could apply in their own lives. Immordino-Yang (2015) noted that narratives with emotional power are effective tools for students to learn and get inspiration from. Also, the positive emotions students feel as a result of feeling national pride feed their urge to socialize. As Hilvoorde et al (2010) suggested, national pride can be a story that connects and brings people together. Lastly, national pride is a construct that makes Filipino JHS students engaged in their communities that is, supporting fellow Filipinos in their respective competitions and making themselves a pro-active member of the community. If on the right track, national pride can boost morale and generate meaningful actions (Fabrykant & Magun, 2016). To do this, education should be geared toward grounded national pride.

Through the findings, it is inferred that national pride exists among Filipino JHS students and that it can be studied

and strengthened further. Therefore, the seemingly normative national pride of Filipino students could be transformed into grounded national pride. In line with this, the framework for teaching national pride developed could be used to serve as a guide to help teachers design lessons that essentially strengthens the national pride of learners. If the education sector fails to lead students to the right path, then it fails to achieve its goals. The national pride experiences of students should be processed inside classrooms effectively and efficiently. It could not be expected that students develop grounded national pride by themselves. Without guidance, they would remain misguided. As a result, the stipulations in the DepEd report cards, curriculum guides, and mission and vision would remain unrealistic.

Conclusion and Recommendations

The main purpose of the study is to describe the national pride of Filipino JHS students. It specifically aimed to identify the facilitators, inhibitors, sources, and descriptions of students' national pride experience, and to develop a framework for teaching national pride. This advances the research on national pride in the country and provides lenses on how *Araling Panlipunan* teachers or the education system itself could enrich national pride among learners.

The study's findings suggest that national pride of Filipino JHS students is facilitated by their access to information and inhibited by personal, socio-economic, and socio-political issues. It was also learned that the sources of national pride among students reflect Filipino identity and achievements. Moreover, the national pride experiences of students depict a positive and engaging experience with social, cultural, and civic dimensions.

Like what is suggested in the surveys of ISSP, qualitative data suggested that Filipino

JHS are proud of their country. However, this may be inhibited by certain factors related to personality, education, socio-economic status, and access to information. In terms of the sources and descriptions given by students, it appeared that there are limitations in the scope and depth of their understanding of this concept.

As noted in a previous study, Filipinos tend to possess normative national pride. If national pride remains unrecognized, this trend may persist. The challenge lies in how students may extend their knowledge and awareness of the different sources of national pride and how they could develop grounded national pride. In line with this, the study recommends the study and learning of national pride and the use of the framework developed by the researcher to aid teachers.

The limitations of the study could be attributed to the study's qualitative design. Consequently, there were no statistical generalizations about Filipino JHS students' national pride. Although successful in providing culture-specific measures and insights about national pride, the study's design was not equipped with capacities to investigate the breadth and depth of the findings of the study.

To illustrate, as sources of national pride were identified, it remained an open question of how many among the population is proud of a specific source of national pride, and so on. It is also important to describe national pride in other educational settings – private schools, rural areas, alternative learning systems, and indigenous groups of people, among others. Now that the “what” of national pride has been studied, it becomes imperative to explore the “how” of national pride in education as well as its effects on Filipino students' study habits and motivation. The future researchers who would be interested in the study of national pride are therefore asked to take note of the

limitations identified to contribute to the knowledge about this construct.

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