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## Curricular Integration of Filipino Nationalism and Engagement of Senior High School Students

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### Abstract

**Aim:** This study examined the relationship between the curricular integration of Filipino nationalism and the extent of student engagement among senior high school students in the San Fernando District, Camarines Sur. Specifically, it assessed the integration of Filipino nationalism in *Understanding Culture, Society, and Politics* across six dimensions—love for country, participation in development, upholding law and social justice, utilization of science and technology, respect for other cultures and oneself, and readiness to compete globally—and measured the corresponding extent of student engagement in these dimensions.

**Methodology:** A descriptive–correlational design was employed, utilizing an adapted survey questionnaire administered to selected schools. Data were analyzed using mean, two-way Analysis of Variance (ANOVA), Pearson product–moment correlation, and Duncan’s Multiple Range Test (DMRT).

**Results:** Findings revealed a very high level of integration of Filipino nationalism and a very high level of student engagement in most participating schools, with one school rated at a high level. Significant differences were observed among schools in both integration and engagement across the six dimensions. Correlation analysis further indicated positive and significant relationships between the extent of integration and student engagement, most notably in love for country and upholding law and social justice.

**Conclusion:** The study concludes that curricular integration of Filipino nationalism is significantly associated with student engagement, with variations observed across schools and dimensions. Strong correlations highlight the importance of embedding nationalism in the curriculum to promote active and meaningful student participation.

**Keywords:** *Filipino nationalism, curricular integration, student engagement, senior high school*

### INTRODUCTION

In today’s interconnected world, Filipino nationalism is expressed through efforts to protect local traditions, language, and arts, despite growing foreign influence. It is also evident in the fight against poverty, corruption, and human rights abuses. Social media, civic movements, and community groups help spread these ideas and unite Filipinos across the globe. As the nation faces global and regional challenges, the past continues to guide the future. Nationalism inspires pride, civic responsibility, and the pursuit of a peaceful, united, and ethical society. Schools play a crucial role by teaching Philippine history, culture, and the lives of national heroes, thereby helping students understand the nation’s struggles and achievements (Gloria, 2023; Sanchez, 2023).

In essence, Filipino values and traditions are not disappearing, and education can serve as a powerful tool to preserve them. Customs, beliefs, history, and language integrated into the curriculum can help students appreciate and uphold their heritage. Teaching culture in schools ultimately strengthens identity and ensures that Filipino traditions are passed on across generations (Pineda, 2023; Abenojar et al., 2025). The cultivation of nationalism contributes to the development of both individual and collective identity, which is essential to national progress.

DepEd Order No. 24 s. 2022 emphasizes the development of Filipino learners equipped with 21st-century skills while fostering national identity and values of *Maka-Diyos, Maka-Tao, Makakalikasan*, and *Makabansa*. Similarly,



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Republic Act No. 10086, also known as the *Strengthening People's Nationalism through Philippine History Act*, declares the preservation, promotion, and popularization of the nation's historical and cultural heritage as state policy. Complementing this, Republic Act No. 10066 or the *National Cultural Heritage Act of 2009* mandates the integration of National Cultural Treasures and Important Cultural Properties into basic education, ensuring their preservation and conservation. Additionally, Republic Act No. 8044, or the *Youth in Nation-Building Act*, acknowledges the role of youth in shaping the nation and provides a comprehensive program to facilitate their active participation.

The Enhanced Basic Education Program (K to 12) also aims to address national and global needs by promoting Filipino values, strengthening nationalism, producing responsible and productive citizens, fostering a just and humane society, and building global partnerships for development. It seeks to equip learners with 21st-century competencies, ensuring education is responsive and relevant to both national and global contexts (D.O. 21 s. 2019; Carvajal et al., 2025).

Despite these policies, the basic education curriculum does not have a dedicated subject on nationalism. Instead, nationalism is integrated into social science subjects, particularly *Understanding Culture, Society, and Politics (UCSP)* in senior high school. However, this subject is allotted minimal time and primarily focuses on culture and society rather than citizenship. As a result, students outside the Humanities and Social Sciences (HUMSS) strand may not receive sufficient civic education. This study therefore examines how Filipino nationalism is integrated into UCSP, focusing on values such as love of country, community involvement, adherence to the rule of law, responsible use of science and technology, respect for diversity, and readiness to engage globally. Furthermore, it explores how these lessons influence senior high school students' daily practices and traditions. Since no study has yet explored the relationship between nationalism integration and student engagement, this research aims to fill that gap.

## Review of Related Literature and Studies

One key method of teaching social studies is integration, as the subject plays a significant role in cultivating values and responsible citizenship (Ollila & Macy, 2019; Puntaswari & Mukminan, 2019). Nationalism can be fostered through various approaches such as the use of local cultural character (Rajilun, 2019), scientific and practical discourse (Sivkova et al., 2020), participation in civic activities such as flag ceremonies (De Vera, 2021), and the teaching of history, moral education, and civic values (Vrtiska, 2019; Seludo & Murillo, 2023). National pride, a key element of nationalism, is strengthened by formal education and further reinforced through social media and cultural exposure (De Leon, 2020; Bontuyan, 2025).

The teaching of history has long been recognized as a means to inculcate nationalism (Ima et al., 2022). Social studies subjects foster collaboration, civic awareness, and responsible citizenship among learners (Garcia, 2020; Canuto, 2022). As highlighted by Crisolo et al. (2021), social studies education promotes community participation, enhances critical and creative thinking, develops cultural sensitivity, and broadens global perspectives. Likewise, Camu (2023) emphasizes that students often learn nationalism through these courses.

Serafico-Reyes et al. (2019) noted that the Makabayan curriculum aims to develop strong personal and national identities, while Colina and Tinapay (2022) observed that UCSP helps learners understand social and political realities. Similarly, Bravo et al. (2022) pointed out that Filipinos display cultural awareness and appreciation for the arts, and Baron (2022) highlighted that nationalistic attitudes are influenced by globalization but reinforced through social studies, language, culture, and religion. Garcia and Bual (2022) further found that students show high awareness and practice of core values such as *Maka-Diyos, Makatao, Makakalikasan*, and *Makabansa*.

To further strengthen nationalism, researchers have proposed several approaches such as redesigning instructional materials (Cempron, 2022), integrating learning management systems (Adefuin, 2019), producing multimedia content like films and webinars (Halim et al., 2023), and utilizing educational technologies (Mastul et al., 2023). Others emphasized the role of engaging teaching strategies (Samsu et al., 2021), critical service learning (Saavedra et al., 2022), and traditional games (Seco, 2019). Non-formal education, such as community festivals and cultural heritage practices, also helps transmit nationalism to younger generations (Besmonte, 2022; Sanchez et al., 2022).

Challenges in teaching nationalism arise from the complexity of topics, lesson preparation, and diverse learner needs, as well as teacher performance issues (Seludo & Murillo, 2023). Villa (2023) found low student awareness of Filipino culture, while Bernardo et al. (2023) observed deficiencies in science proficiency. Abojon et al. (2023) noted that students possessed only average technological skills, and Rada (2022) emphasized that teachers often lack ICT competence. Additional factors influencing learning include gender, school type, and regional context (DOST-SEI, 2021), as well as learner self-confidence (Akbari & Sahibzada, 2020).



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## Theoretical Framework

This study is anchored on William H. Newell's Interdisciplinary Theory, which emphasizes drawing knowledge and methodologies from various academic disciplines to address complex issues (Stuart, 2018). It also relies on the Theory of Engagement by Greg Kearsley and Ben Shneiderman, which suggests that engagement is driven by motivation through three principles: relate, create, and donate.

The interplay between these theories is evident in the integration of Filipino nationalism into education. Interdisciplinary approaches allow educators to connect nationalism with multiple perspectives, such as human rights, social justice, respect for diversity, responsible technology use, and appreciation of cultural heritage. At the same time, the engagement theory underscores the importance of motivating students by connecting these values to their lived experiences. Thus, effective teaching of nationalism involves not just transmitting knowledge but also engaging students in meaningful participation, allowing them to relate to, create, and donate toward nation-building (Amihan & Sanchez, 2023; Sanchez et al., 2024).

## Statement of the Problem

Education plays a vital role in fostering nationalism and civic values among students. Previous studies on Filipino nationalism have primarily examined language, tradition, citizenship, and social responsibility as foundations of cultural identity. However, challenges remain regarding how students internalize and apply these concepts in practice. While the importance of education in promoting nationalism is well-established, most research has focused on strategies and teaching approaches rather than on the actual relationship between curricular integration and student engagement. This gap underscores the need to investigate how Filipino nationalism, when integrated into the *Understanding Culture, Society, and Politics (UCSP)* subject, influences the engagement of senior high school students. Addressing this issue is essential in strengthening students' sense of national identity, civic responsibility, and participation in nation-building.

## Research Objectives

### General Objective

To determine the correlation between the curricular integration of Filipino nationalism and the extent of student engagement in senior high schools of San Fernando District, Camarines Sur.

Specific Objectives:

- To determine the extent of integration of Filipino nationalism in UCSP along six dimensions:
  - love for country,
  - participation in development,
  - upholding law and social justice,
  - utilization of science and technology,
  - respect for other cultures and oneself, and
  - readiness to compete internationally.
- To determine the extent of student engagement in the six dimensions of nationalism.
- To identify significant differences in the extent of integration and engagement across the six dimensions and among schools.
- To examine the relationship between the extent of integration of nationalism and the extent of student engagement.
- To propose an intervention program based on the findings of the study.

### Research Questions

- What is the extent of integration of Filipino nationalism in UCSP along the six dimensions?
- What is the extent of student engagement in the six dimensions of nationalism?
- Are there significant differences in the extent of integration and engagement across the six dimensions and among schools?
- Is there a significant relationship between the extent of integration of Filipino nationalism and student engagement in senior high school?
- What intervention program may be proposed based on the study's findings?



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## Hypotheses

1. There are significant differences in the extent of integration and engagement across the six dimensions of nationalism and among schools.
2. There is a significant positive relationship between the extent of integration of nationalism and the extent of student engagement across the six dimensions.

## METHODS

### Research Design

The study employed a descriptive-correlational research design. Descriptive research was used to describe how the value of nationalism is integrated in the subject *Understanding Culture, Society and Politics (UCSP)* in senior high school and the extent of student engagement along the six dimensions of nationalism. Correlational research was used to determine the relationship between the extent of integration of the six dimensions of nationalism and student engagement across the same dimensions. This approach has been widely used in educational research to link curriculum implementation with learner outcomes (Pangilinan, 2025).

### Population and Sampling

The respondents of the study were 336 Grade 12 senior high school students under the Academic Track (General Academic Strand [GAS] and Science, Technology, Engineering and Mathematics [STEM]) and Technical-Vocational and Livelihood (TVL) Track (Home Economics [HE] and Information and Communication Technology [ICT]) enrolled for the school year 2023–2024. For large schools, one section from each strand was chosen because it was considered sufficient to represent the opinions, performance, and experiences of the entire strand. For smaller schools, total enumeration was employed. This sampling approach ensured inclusivity of respondents across multiple strands and school types (Bontuyan, 2025).

### Instrument

The instrument had two parts. Part I focused on the integration of nationalism in teaching UCSP, while Part II measured student engagement along the six dimensions of nationalism. The adapted variables on the six dimensions of nationalism from Setiadi and Hitowasono (2020) were integrated into the subject UCSP. The questionnaire on integration and engagement was adapted from the learning competencies of the subject as found in its curriculum guide.

The survey questionnaire used a four-point Likert scale: 4 – very high, 3 – high, 2 – low, and 1 – very low. The questionnaire was validated by the adviser and statistician and language-edited by a senior high school English teacher. It was pre-tested with 30 Grade 12 senior high school students of San Juan National High School, Libmanan, Camarines Sur. The reliability analysis showed Cronbach alpha values ranging from .71 to .98, indicating acceptable to excellent internal consistency. Rigorous validation and reliability testing of instruments is essential in ensuring credible findings in educational research (Amihan et al., 2023).

### Data Collection

The researcher followed proper procedures to obtain the needed data. Permission to conduct the study was requested from the Dean of the Graduate School, the Schools Division Superintendent, the District Supervisor, and the school principals of the concerned secondary schools. Data were collected personally from five secondary schools during the second semester of April 2024. The respondents were Grade 12 students enrolled for the school year 2023–2024 in the secondary schools of San Fernando District.

The researcher met the students in their classes and at school, explained the study's nature, purpose, benefits, and limitations, and distributed the survey questionnaires. Participation was voluntary, and students confirmed their agreement to participate by signing the consent form. The researcher also entertained questions and clarifications before allowing the respondents to answer. This participatory approach to data gathering is consistent with learner-centered practices highlighted in recent research (Abenojar et al., 2025).

### Treatment of Data

Data gathered were interpreted using the following statistical tools: Mean, Two-Way ANOVA, and Pearson's *r*. The Mean was used to compute the extent of integration of nationalism in UCSP and student



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engagement across the six dimensions. Two-Way ANOVA was used to determine the differences between means, while Pearson's  $r$  was used to compute for significant relationships between integration and engagement.

### Ethical Considerations

The researcher adhered to ethical standards in research. Approval was obtained from the Dean of the Graduate School, the Schools Division Superintendent of Camarines Sur, the District Supervisor, and the School Principals. Confidentiality, anonymity, and voluntary participation were observed. Informed consent was secured from the students. With confirmation from their advisers about their age, all respondents were of legal age based on their birth certificates; therefore, parental permission was no longer required. The respondents were informed that they would not receive monetary or material remuneration. It was also made clear that there were no risks in answering the questions, as the data would be used solely for the purpose of the study.

### RESULTS and DISCUSSION

#### The extent of integration of Filipino nationalism in Understanding Culture, Society and Politics along the six dimensions of nationalism

**Table 1**  
**Summary Table for Extent of Integration in Nationalism**  
**In Schools**

Indicators	Mean per Schools										Mean	Inter.
	A	Inter	B	Inter	C	Inter	D	Inter	E	Inter		
Love for the country	3.3	Very High	3.2	High	3.4	Very High	3.4	Very High	3.4	Very High	3.40	Very High
Participating in development	3.1	High	3.1	High	3.1	High	3.2	High	3.1	High	3.18	High
Upholding the law and social justice	3.7	Very High	3.2	Very High	3.4	Very High	3.4	Very High	3.4	Very High	3.49	Very High
Utilizing science and technology	2.9	High	3.0	High	3.0	High	3.2	High	3.1	High	3.08	High
Respecting other cultures and oneself	3.5	Very High	3.1	High	3.4	Very High	3.5	Very High	3.4	Very High	3.42	Very High
Ready to compete with other nations	2.9	High	3.0	High	3.1	High	3.2	Very High	3.2	High	3.14	High
Mean	3.2	Very High	3.1	High	3.2	Very High	3.3	Very High	3.3	Very High	3.28	Very High

Legend: 1.00 – 1.75 (Very low); 1.76 – 2.50 (Low); 2.51 – 3.25 (High); 3.26 – 4.00 (Very High).

For School A, the dimension which received the highest rating is "respecting other cultures and oneself" (3.53) "very high". The dimension with the lowest rating is "ready to compete with other nations" (2.95) "high". This data implies that students are confident of their identity as Filipinos, and are open to diverse cultures. This also shows that they see cultural differences as enriching, they can understand complex cultural dynamics and this would help them build healthy interpersonal relations and will develop collaboration. The relatively lower rating, although still high, implies that students recognize deficiencies in the country's economic, political, social, and technological development. This finds support from Crisolo, et al. (2021), the students found the subject social studies in the 21<sup>st</sup> century relevant as it encourages community participation, enhances critical and creative thinking, fosters cultural sensitivity, broadens global perspective, and promotes values formation.

For School B the indicator "upholding the law and social justice" receives the mean of 3.27 "very high". This rating implies that students have strong trust in the law and the government. There may have peace, no discrimination and inequalities in the school and even in the community. The lower score for being "ready to compete with other nations" could imply that students may not view global competition as a top priority or may feel less equipped or prepared for it. This is in agreement with Farolan (2021), in December 2019, the OECD's Programme for



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International Student Assessment (PISA) ranked the Philippines lowest in reading and second to last in math and science out of 79 high- and middle-income countries which means the country is behind most of the Asean neighbors.

In school C, the indicator with the highest mean of 3.01 is "upholding the law and social justice". It might reflect a general awareness of social justice. This is consistent with Puntaswari & Mukminan, (2019), social studies play a major role in the formation of values and good citizens. According to the author, good citizens have love for the motherland, aware and willing to sacrifice for the nation and state. The indicator with the lowest mean of (3.01) is "utilizing science and technology". The relatively low score may reflect a lack of understanding of technological advancements and the application of science in addressing social challenges. This finds agreement with Gloria (2023), using media and technology like creating interesting content like documentaries, films, and interactive platforms that highlight national pride, social issues, and positive change can inspire youth to get involved and make a difference.

For School D the highest rated indicator is "respecting other cultures and oneself" receives the mean score of (3.5). This suggests a strong commitment to promoting cultural understanding, tolerance, and self-respect. This also may imply that students in School D is given value as an important part of the community. The indicator that receives the lowest rating is "utilizing science and technology" (3.21). This suggests that students in School D are somewhat less focused on or engaged with utilizing science and technology. To better prepare students for future challenges, the school could work on integrating more hands-on experiences or discussions that emphasize the relevance and impact of science and technology, fostering a more well-rounded and forward-thinking student body. This finding is supported by Crisolo, et al. (2021), social studies subject is relevant as it encourages community participation, enhances critical and creative thinking, fosters cultural sensitivity, broadens global perspective, and promotes values formation while Andres et al, (2020), one of the instructional strategies for social studies is the technology-based teaching strategy or ICT (Information Communication and Technology) integration in the teaching and learning process

In School E the highest indicator is "upholding the law and social justice" received the mean of (3.48). This indicates that students in this school strongly value the importance of upholding the law and social justice. This suggests that students prioritize fairness, equality, and the rule of law as fundamental principles in their lives and communities. This finds support from GCI Insights(2023), education is a powerful equalizer for people who face various forms of discrimination. It has the potential to empower students from marginalized communities by providing them with the resources, support, and guidance to overcome systemic barriers and reach their full potential.

The indicator "utilizing science and technology" received the mean of (3.14). This means there is a need to further engage students with science and technology. The school could consider integrating more lessons, activities, and projects that highlight the practical applications of science and technology, especially in ways that support or promote social justice, to create a more holistic education that prepares students to tackle both ethical and technological challenges in the future. This result is consistent Andres et al, (2020), one of the instructional strategies for social studies is the technology-based teaching strategy. Technology are tools in teaching, they are to be used not just to inform but transform learners.

### The extent of engagement of students on the six dimensions of nationalism

Table 2 summarizes the level of engagement of senior high school students in nationalism along the six dimensions. The data presents that for School A, the students' engagement indicator with highest rating is on

Table 2

**Summary Table on Engagement of Students in Nationalism  
Along Six Dimensions**

Indicators	Mean per Schools										Mean	Inter.
	A	Inter	B	Inter	C	Inter	D	Inter	E	Inter		
Love for the country	3.5	Very High	3.4	Very High	3.3	Very High	3.4	Very High	3.4	Very High	3.42	Very High
Participating in development	3.2	Very High	3.1	Very High	3.0	Very High	3.2	Very High	3.2	Very High	3.19	Very High
Upholding the law and social justice	3.7	Very High	3.2	Very High	3.5	Very High	3.6	Very High	3.3	Very High	3.51	Very High



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Utilizing science and technology	2.95	High	3.04	High	3.09	High	3.25	High	3.19	High	3.10	High
Respecting other cultures and oneself	3.56	Very High	3.29	Very high	3.42	Very High	3.47	Very High	3.36	Very High	3.42	Very High
Ready to compete with other nations	3.26	Very High	3.11	High	3.19	High	3.40	Very High	3.30	Very High	3.25	High
Mean	3.37	Very High	3.20	High	3.27	Very High	3.40	Very High	3.31	Very High	3.31	Very High

Legend: 1.00 – 1.75 (Very low); 1.76 – 2.50 (Low); 2.51 – 3.25 (High); 3.26 – 4.00 (Very High).

“upholding the law and social justice” with (3.72) mean. The high rating would mean that students are aware of the society’s condition and they want social transformation, progress, and change. The lowest rating was on “utilizing science and technology” with (2.95) mean. The low score means that students are open and motivated to use the new trends in science and technology, they still appreciate personal connection and deeper interaction with others. This could also mean that the school may have limited technological resources, and limited knowledge and interaction with scientific data or resources. This finds support from Puntaswari & Mukminan (2019), social studies must be educational not academic, to achieve such, outdoor activities must be given, the integration of local wisdom and cultural values and character education, to let the students see the various situations and problems in the society, modeling and prayer before and after class.

For School B, Table shows that the highest engagement in Filipino nationalism is on “Love for country” with (3.40) mean and the lowest rating is on “utilizing science and technology” with (3.04) mean. Result implies that students in School B are patriotic but disengaged in utilizing science and technology. This is further supported by Mary, (2022), teaching students about nationalism can help them understand and appreciate their own country’s distinct history, culture and values. It will also help them feel more proud and loyal to their country, as well as gain a better understanding of and respect for other countries. Furthermore, Abojon et al. (2023) the senior high school students’ technological skills was average. And improving the skills is a pre-requisite for improved performance and learning.

The Table further shows that School C obtained the highest rating on engagement along the indicator “upholding the law and social justice” (3.56) interpreted very high. Students in this school may have active participation in different community activities, and they are exposed to people with different backgrounds and context. This implies that in this school students are highly aware of the issues and problems faced by people. The lowest rating on “participating in development” with (3.05) interpreted high suggests that students in this school may have limited participation or opportunity to participate in developmental activities in school or even the community. This finds support with Baron (2022), younger Filipino students are highly nationalistic as reflected in their attitude in terms of national pride, connection with countrymen and national belongingness. However, the spirit of nationalism should be strengthened and reinforcement can be made through Araling Panlipunan.

For School D, the highest rated indicator of nationalism is on “upholding the law and social justice” with (3.60) mean while the lowest rated dimension is “utilizing science and technology” with mean score of (3.25). Data shows that students in School D are eager to promote social change, the focus of students are more on social problems and issues, and less focus on technological advancement. The result imply that since students are inefficient in utilizing the technology, there may be reduced and slower progress as regards to the implementation of their advocacies. This calls for school administrators to allocate more funds on acquiring technological tools so that students will be exposed to new technologies. This finds support from Mastul et al. (2023), the utilization of technology was challenged by the following factors such as lack of infrastructure like computer laboratories and internet connectivity, insufficiency of teacher training and experience in the use of technology; inadequate budget or fund; digital divide; resistance to change; and, technical difficulties that need for technical support.

For School E, the engagement of students along indicator “love for country” received the highest rating of (3.43) interpreted very high. Result shows that students show Patriotic attitude. The result implies that students may be practicing certain cultural practices and they are active in the school and in their community. According to Puntaswari & Mukminan, (2019), social studies play a major role in the formation of values and good citizens.

The indicator “upholding the law and social justice” received the lowest rating (3.19) interpreted high. The low rating may mean that students may merely practicing the traditions but lack commitment. Result further imply that performance or experience could also be the factor of students’ involvement, so the essence should be



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discovered and be made part of the students' lives. This findings is supported by Lucman (2020), social skills among high school students can be developed through community service learning. It helped students form democratic engagement habits and appreciation for a variety of views, assess social problems' consequences and underlying causes attentively, and confront injustice by engaging in real social action.

### Differences Among Aspects of Integration of Nationalism Across Schools

Table 3  
**Significant Differences Among Aspects of Integration of Nationalism Across Schools**

Sources of variation	Degrees of freedom	Sum of squares	Mean squares	F-Value
Schools	4	0.1192	0.0298	3.3483*
Aspects of Integration	5	0.7284	0.1457	16.37**
Error	20	0.1782	0.0089	
Total	29	1.0258		
$F_{01}(4,20) = 4.43$		$F_{01}(5,20) = 4.10$		
05 (4,20) = 2.89		$F_{05}(5,20) = 2.71$		
*- significant (5%)		** - highly significant (1%)		

Table 3 shows that there is statistically significant result. With 4 degrees of freedom between schools, a sum of squares of 0.1192, and a mean square of 0.0298, the computed F-value was 3.3483. This F-ratio was compared against the mean square error of 0.0089, with 20 degrees of freedom for the error term. The resulting p-value associated with the F-value is approximately 0.0298, which is below the conventional 0.05 significance level.

The Table further shows that the integration of the value of nationalism across the six dimensions revealed a highly significant result. With 5 degrees of freedom for the aspects of integration and a sum of squares of 0.7284, the calculated mean square was 0.1457. This is compared to the mean square error of 0.0089 with 20 degrees of freedom, resulting in a F-value of 16.37. Given the p-value ( $p < 0.00001$ ), this value indicates a highly significant difference among the aspects of nationalism. This also suggests that some themes are emphasized much more than the others.

This result is in consistent with Ollila & Macy (2019), there is inadequate time in social studies subject, and this can be addressed through the integration of social studies. Schools shall inculcate patriotism and nationalism, foster love for humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden specific and technological knowledge, and promote vocational efficiency.

Table 4  
**Significant Differences Among Means of Engagement Along Six Dimensions**

Sources of variation	Degrees of freedom	Sum of squares	Mean squares	F-Value
Schools	4	0.0561	0.0140	2.4051
Aspects of Engagement	5	0.7320	0.1464	18.5316
Error	20	0.1582	0.0079	
Total	29	0.9463		

Table 4 presents the significant differences among means of engagement along six dimensions. Using the two-way analysis of variance (ANOVA) results revealed that the F-value for schools is 2.4051, based on the 4 degrees of freedom, with a mean square of 0.0140. These further suggests some variation in engagement across schools



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showing statistical significance at 0.05 level, indicating that the differences in the different schools may not strongly influence engagement levels. On the contrary, the F-value for aspects of engagement is higher at 18.5316 with a mean square of 0.1464 and 5 degrees of freedom. This indicates a highly significant difference among the six dimensions of engagement. This further suggests that certain types of engagement are emphasized or experienced strongly than others across schools. The low mean square of error 0.0079 further this findings.

These results imply that the variation in engagement is because of the nature of dimensions rather than the schools. In conclusion, these significant differences among the means of engagement across the six dimensions and between schools call for educators and curriculum developers to focus on identifying and strengthening the aspects of engagement that are less developed, ensuring a more balanced and comprehensive approach to fostering student involvement in learning and school life.

This findings is further supported by Howley-Rouse (2020) curriculum integration to be successful, the ideas and information from the various subjects must complement one another in order for their integration to potentially improve student understanding. In addition, Andres et al., (2020) an integrated curriculum can be used, like the expanding environment model that provides rich, integrative opportunities for both teachers and students to examine themselves and the society in which they live.

### Significant Relationship Between Integration of Nationalism with Engagement

Table 5  
**Relationship Between Integration of Nationalism with Engagement**

Integration	Engagement					
	Love of Country	Participating in Development	Upholding the Law & Social Justice	Utilizing Science and Technology	Respecting other Cultures and oneself	Competitiveness
Love of country	0.6701*					
Participating in development		0.1849*				
Upholding the law and social justice			0.857*			
Utilizing science and technology				0.3684*		
Respecting other cultures and oneself					0.1624	
Ready to compete with other nations						0.3189*

**Legend:**  $r_{05}$  (265) = 0.117 \*- significant relationship at 5%

Table 5 shows the relationship of curricular integration and students' engagement in the six dimensions of nationalism. Results showed that there is strong relationship between integration of the value of nationalism with students' engagement.

These findings imply that, lessons, discussions or activities should focus more on these themes to foster stronger engagement among students in schools. While strong emphasis is given to national values, it is important to integrate science, innovation technology and competitiveness in the subject to enhance engagement. The weak correlation on areas of development and cultural respect imply the need for contextualized pedagogies that would connect these values to students' daily lives. The students need a healthy and established environment in school that would influence their values related to six dimensions of nationalism. It also poses a challenge to the educators particularly the social science teachers to work out the possibilities of holistic development of the senior high students so that in time they become truly Filipino nationalist.

In conclusion, the higher the extent of curricular integration of the dimensions of Filipino nationalism, the higher the students' engagement in terms of those dimensions of Filipino nationalism.

This result has been found to be in consistent Lobo (2023), school engagement is a complex concept that includes affective, cognitive, and behavioral facets of a student's engagement with their learning process. Along



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these components are three unique traits, a) vigor, b) dedication and c) absorption. Finally, Mondia (2021) the students' level of engagement were satisfactory with the teachers' strategy, peer relationship and learning materials.

## Conclusions

There is very high integration of Filipino nationalism in Understanding Culture, Society and Politics and very high engagement among the selected Schools A, C, D and E, while high for School B. There is a significant difference between the six dimensions among schools in terms of integration and significant difference among aspects of engagement among the different schools. There is a significant relationship between the extent of integration and the extent of engagement of students among selected schools along the six dimensions of Filipino nationalism. Results call an for integration of nationalism in the curriculum and to make it more relevant to students' experience, topics should be focused on the economic, social, cultural and political issues aided with community engaging activities.

## Recommendations

Based on the findings of the study, several recommendations for is offered:

- 1) the students may be encouraged to participate in civic, social and school activities that will enhance the values and sense of nationalism.
- 2) Teachers may develop lessons on promotion of the sense of nationalism and collaborate with local government and other non-government agencies so students can have access and participate in activities and programs that would enhance and develop nationalism.
- 3) school heads may encourage and support the teachers on crafting and implementing projects and activities related to nationalism. They may encourage community involvement and community projects and allow non-academic activities that focus on building the self, nationalism and enhancement of Filipino values and traditions, and
- 4) Future researchers may conduct similar study that would focus on how the value of nationalism is practiced and their motivating factors of practicing such value and the consistency of its implementation.

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