

# Patriotism in Youth Development as Expressed in the Singing of the Philippine National Anthem and Flag Ceremony: A Case Study

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**Abstract**— *Employing the case study design, this paper examined the selected Grade 12 Senior School students' views on patriotism and how the singing of the Philippine National Anthem and their participation in the Flag Ceremony contributed to the development of their sense of patriotism. Results of the in-dept personal and mediated interviews and focus group discussion were coded, thematically analyzed, and categorized. Qualitative data revealed that respondents view and define patriotism as a civic duty and responsibility, a sacrifice, and as a way of life which help them develop their sense of attachment to the country, national identity, and pride being a Filipino citizen. Moreover, their appreciation to the consequences of participation in the flag ceremony resulted to the development of self-discipline and respect to others, service-orientation, and pride being a Filipino, indicative of positive youth development. Based on the results, it is suggested that to plant a seed of patriotism, youth should be exposed and meaningfully engaged to patriotic activities while they are young, strengthen its serious implementation, and innovate teaching strategies to teach history and the value of patriotism.*

**Keywords**— *Flag ceremony; national anthem; patriotism; youth development.*

## I. INTRODUCTION

Men may differ and do differ on religious beliefs and creeds, government policies, the wisdom and legality of laws, even the correctness of judicial decisions and decrees; but in the field of love of country, reverence for the flag, national unity, and patriotism, they can hardly afford to differ, for these are matters in which they are mutually and vitally interested, for them, they mean national existence and survival as a nation or national extinction (Fr. J. Bernas, 2003).

Under Section 13 of Article II of the 1987 Constitution, it is a state policy to inculcate in the youth the sense of patriotism and nationalism. Similarly, in Section 3, Article XIV, educational institutions are tasked to inculcate patriotism and nationalism. In carrying out this duty being imposed upon by this Constitution particularly its Section 5, Article XIV, the State shall ensure that all schools shall develop among other things, civic conscience and teach the duties of citizenship. Thus, the school is the most important vehicle for the teaching and learning of national values and for developing in the Filipino learner the love of country (Nolledo & Nolledo, 2007).

Republic Act No. 8491 or known as the “Flag and Heraldic Code of the Philippines” mandates that reverence and respect

shall be always accorded to the Philippine flag, the national anthem, and other national symbols that embody the national ideals and tradition, and which express the principles of sovereignty and national solidarity.

Consequently, Section 49 of the same Act mandates the Department of Education (DepEd) to ensure that the National Anthem shall be committed to memory to all students of both public and private educational institutions and performed during the flag ceremony which is conducted in accordance with the rules and regulations issued by the Office of the President. Otherwise, any violation of the corresponding rules and regulations, the violator, after due notice and hearing, will be penalized by public censure.

In recent years, DepEd issued an order regarding the observance /conduct of flag rising and lowering ceremonies involving the singing of the Philippine National Anthem. The order requires all public-school learners who have morning classes to join the conduct of flag raising ceremonies (DepEd Order No. 50, 2015). Then, during the flag raising ceremony, they are enjoined to observed as provided in Section 21 of Republic Act 8491, the following:

“The assembly shall be stand in formation facing the flag. At the moment the first note of the anthem is heard, everyone in the premises shall come to attention. Moving vehicles shall stop. All person’s present shall place their right palms over their chests, those in military, scouting, security guard and citizens military training uniforms shall salute prescribed by their regulations, which salute shall be completed upon the last note of the anthem.

The assembly shall sing the Philippine National Anthem accompanied by a band, if available, and at first note, the flag shall be raised briskly.

The same procedure shall be observed when the flag is passing in review or in parade”.

According to Maximo Rodriquez Jr., Representative of 2nd District, Cagayan de Oro City, despite the existence of RA 8491, many Filipinos do not accord the respect due the Philippine Flag and the National Anthem”. Thus, he sponsored House Bill 5224 which seek to strengthen the rules on the proper use and display of the country’s national symbols and the rendition of national anthem. One of the salient features of the bill is that it expands the penal provision which include administrative penalties and any person who violates the provisions of the Act will be punished by a fine of

P50,000 to P100,000 or by imprisonment for not more than one year, or both at the discretion of the court (House of Representatives, 2017).

Similarly, it is a common observation in some public schools that most of the time, students during the flag ceremony are not serious in singing the national anthem. Instead of singing loud and proud they just stand there, listening to the music until finished, some are mouthing or lip-synching, and some are not even standing up straight up to the end of the song. Worst, they are not placing their right palm on their chest. Such being the case, it does not only undermine RA 8491 but also strikes the heart of the DepEd in sustained effort to inculcate among the students the value of patriotism (Villar, 2017).

It has always been the DepEd mission, even until the implementation of the K to 12 Basic Education Curriculum Program, to strengthen the values of the Filipino people, and to develop productive citizens that will contribute to the building of a progressive, just, and human society (DepEd Order No. 21, 2019).

Campillan (2017) in her article emphasized the need to value the singing of the national anthem in schools. She believed that teachers should inculcate into the minds of the students not just the lyrics but also the whole point because they need to give respect to the flag and national anthem. The suggestion supports the idea of Ersoy, Malkoc, and Ozturk, (2016) which she considers the school as the good place to instill national value through learning national songs.

This find significance to the idea of Kumar (2018) that “no nation could survive if the fundamental duties prescribed by the Constitution could not be enforced. Respecting the national symbols and expecting all citizens to commit to it, is one of the fundamental duties, which no citizen can escape. It necessitates to instill in the psyche of the society, a sense of unity, camaraderie and belongingness.

These observations have made relevance to the Philippine Medium-Term Youth Development Plan (2005-2010) findings that there is high incidence of youth’s lack of knowledge in history and culture (Melegrito, and Mendoza, 2016). Teaching the country’s history and culture has its big role in constructing one’s patriotism. Since only having a good knowledge of history of one’s own country will sincere patriotism be cultivated in his or her mind (Changsong, 2013). As Huang & Liu (2018) found in their study that what people know and perceived about their national history has a significant influence on their nationalism and patriotism. Significantly, in this current Philippine Youth Development Plan 2017-2022, one of the collective visions for the Filipino youth is to be patriotic (National Youth Commission, 2021).

Since the youth are the future of the nation, there is a need for them to strengthen the value of their patriotism because they are the main pillar and heir to the future leadership of the country (Sabri & Abu, 2018). They are particularly the county’s catalyst for economic, social, and cultural development (ASEAN, 2017).

Accordingly, patriotism grows inside an individual when it experiences patriotic events. The knowledge and devotion to ones’ country incubates when an individual participate in the

singing of the national anthem, pledge of allegiance, and study history of his or her country. Thus, the younger generations must be exposed to patriotic events while they are maturing. Otherwise, they will not learn the traditions and accomplishment of the greatest experiment on earth (Skow, 2017).

As Bunye (2019) noted in her article entitled, With Fervor, “no matter how modern times have become, reverence and respect for our flag, national anthem, and other national symbols will never be passé’. They embody our ideals and aspirations, without which we are rudderless. To paraphrase the declaration of principles in RA 8491, our flag, national anthem national symbols manifest our virtues as a people and inculcate in the minds and hearts of our people a just pride in our native land”. Thus, it deserved to be treated with solemnity and dignity.

As a final note, we shall always be guided as what Surtees (2017) pointed out in his article entitled, Why We Must Respect All National Symbols, “our flag honors those who have fought to protect it and it is a reminder of the sacrifice of our nation’s founders and heroes”.

## II. PURPOSE AND OBJECTIVES

This study intended to examine and describe patriotism in youth development as expressed in the singing of the Philippine National Anthem and Flag Ceremony of the selected Grade 12 students from one of the public secondary schools in the Municipality of Daraga. The objectives of the study were to: (1) determine the socio-demographic profile of the respondents in terms of: (a.) age, (b) gender, (c) religion, (d) place of origin, (e) academic track and strand, and (f) actions engaged in during the singing of the national anthem and flag ceremony; (2) describe the views of the respondents regarding patriotism as expressed in the singing of the national anthem and in the flag ceremony; (3) describe how the singing of the national anthem and participation in the flag ceremony foster the sense of patriotism among these selected grade 12 students; and (4) suggest activities that can be integrated in selected subject areas to strengthen students’ patriotism.

The pressing concerns about the sense of patriotism of the students today and their waning participation in the school patriotic ceremonies cannot be ignored. These are serious issues or concerns that need to be addressed in the schools to realize the DepEd vision particularly, to develop learners who are true citizens and patriots, who have a strong desire to serve their country and work for its betterment.

By examining students’ views of patriotism and how it contributed to their development as a Filipino youth, innovative, appropriate, and relevant activities may be proposed to be integrated in selected subject areas that would instil the value of patriotism. Thereby, helping the country shape citizens with national character that our patria has long been yearning for.

## III. METHODS AND PROCEDURES

This study adopted the qualitative case study design to described and analyze the views and experiences of the

respondents regarding patriotism. Five Grade 12 Senior High School students were purposively selected to serve as the respondents of the study, following the Creswell and Creswell as cited in Guetterman (2018) suggestion that in the conduct of a case study, it must be five to six cases. To ensure equal representation of the different academic tracks and strands offered by the school, one student from each track and strand was selected. In addition, it was assured that each of the respondent represents the student body such that, these five respondents are composed of (a.) student leader and academically performing student; (b.) academically performing student, (c.) average performing student; and (d.) student with learning difficulties.

In-depth interview, focus group discussion (FGD), and mediated interviews (both synchronous and asynchronous) were applied in gathering of the data. The in-depth one-on-one semi structured interview was conducted face to face to some respondents and remotely via google meet to some. The interview was a guided question-answer to allow free-flow of conversation between the interviewer and the respondents as well as to encourage the respondents to provide detailed and meaningful accounts of their experiences and views about the topic under study.

To obtain support and supplement the data obtained from the responses of the respondents, the researcher employed the focus group discussion. This was carried out to further explain their views about patriotism and accompanying issues and experience about the national anthem and the flag ceremony.

Since we have this Covid-19 pandemic, the researcher ensured that, during the conduct of the interview and the focus group discussion, the health and safety protocols issued by the Inter-Agency Task Force (IATF) were strictly observed.

Mediated interviews were also employed via telephone interview, instant messaging, and email to be able to gather data which are deemed significant but did not transpire during the interview and FGD, as well as to ensure the adherence to IATF health and safety protocols.

Interview transcripts were processed applying the pre-coding and coding process to capture the data's primary content and essence. Coded data taken from the interview transcripts were assigned with unique codes such as descriptive codes and/or taken directly from the participant himself, called the in vivo code.

To safeguard the dignity, rights, safety, and the well-being of the actual participants, the researcher kept their names confidential. In doing so, the names were replaced with pseudonyms to ensure the privacy and anonymity.

**IV. RESULTS AND DISCUSSIONS**

*1.1. Socio-Demographic Profile of the Respondents*

The data in table 1 presented the socio-demographic profile of the respondents in terms of age, gender, religion, their place of origin, grade level, and the academic track and strand where they belong. These respondents were represented as cases A, B, C, D, and E.

TABLE 1. Socio-Demographic Profile

Respondent	Age	Gender	Religion	Place of Origin	Grade Level	Academic Track and Strand
Case A	17	Female	Born-Again Christian	Banadero, Daraga	12	HUMSS
Case B	17	Female	Roman Catholic	Busay, Daraga	12	STEM
Case C	18	Male	Roman Catholic	Malabog, Daraga	12	ABM
Case D	17	Male	Roman Catholic	Sipi, Daraga	12	GAS
Case E	17	Female	Roman Catholic	Malabog, Daraga	12	TVL

Noticeably, four of them were 17 years of age, while only one was 18 years of age, accounting for 80% and 20%, respectively. The age range of 17-18 years was the normal range for the Senior High School students in the Philippines. Further, of these five respondents, three (60%) females and two (40%) are males; four (80%) are Roman Catholics and one (20%) Born-Again Christian; and all of them are natives of the Municipality of Daraga.

Moreover, all these respondents were grade 12 senior high school students and each one represents the track and strand offered by the school, namely: Humanities and Social Sciences; Science, Technology and Engineering; Accountancy, Business and Management; General Academic Strand; and Technical-Vocational Livelihood.

*1.2 Actions Engaged in During the Singing of the Philippine National Anthem and in the Flag Ceremony*

One of the universal functions of anthem is education. It is an important staple of school activity to prepare its future citizens. They are used to educate children about who they are. Needless to state, in singing the anthem an individual asserts its citizenship as members of the nation (Pavkovic & Kelen, 2016).

In singing the national anthem, both in the private and public schools, the children are not only taught of the words and melodies but also the appropriate posture and attitude for unison with their fellow citizens. It is a means by which children are solemnly and officially brought into their nation (Pavkovic & Kelen, 2016).

Relative to this rule are the common actions engaged in by the respondents during the singing of the national anthem and flag ceremony as indicated in the table that follows. Observe that there were two categories of actions that the respondents commonly engaged in- the actions that models respect (shown by the attention, observance of appropriate posture and unison in signing of the hymns and reciting of the oath) and the one that shows disrespect (as shown by the chit-chats and inattentiveness) to this patriotic activity.

*1.2.1 Respect to Philippine National Anthem and Flag Ceremony*

The Flag and Heraldic Code of the Philippines generally prescribes the rules to be observed when having the flag raising ceremony. At the time when the national anthem is played at a public gathering, it particularly requires everyone as a sign of respect to come attention and face the Philippine flag. Then, at the first note, they shall execute a salute by

placing their right palms over their left chests and they must sing the national anthem with fervor.

Observance of this Code are evident among case C, D, and E as revealed in table 2. According to Case C, “I pay attention during the flag ceremony”. Further, he told the

TABLE 2. Actions engaged in during the singing of the Philippine National Anthem and in the Flag Ceremony

Respondents	Common Actions Engaged in during the Singing of the Philippine National Anthem and in the Flag Ceremony	
	Respect	Disrespect
A		Talking with friends/classmates in the line
B		I used to talk with friends about our school activities
C	I call the attention of those students in front of me who are not paying attention and tell them to stop; sing the national anthem in unison; praying	
D	Paying attention; Stand straight; fall in line; putting the right hand on the left chest; sing the Lupang Hinirang; recite the Panatang Makabayan; sing the Bicol Hymn, and School Hymn	
E	recite the Panuga nin Albayano and Panatang Makabayan sing the national anthem from the heart	chatting cannot be avoided

researcher that he always attended the flag ceremony and he described that “I sing in unison when singing the national anthem... pray also the Oratio Imperata and prayer for peace... I put my right hand on my chest... recite the Pledge of an Albayano).

The same with Case D who also shared his detailed experiences when attending the flag ceremony. He stated that: “I always participate... stand and fall in line and my right hand on my left chest... recite... comes first the national anthem then followed by the patriotic oath of the Philippines and then the Bicol hymn and School hymn.

Clearly, what Case C and Case D were doing during the flag ceremony were indeed in accordance with the rules embodied with the Flag and Heraldic Code of the Philippines”.

Bestari and Rinjani (2019) significantly found out in their study that those students who were accustomed of singing the national songs during the formal (ceremonial) or non-formal activities become their stimulus in applying positive values in school life or outside school.

Evident to this finding, Case C shared, “I call the attention of the students in front of me who are not paying attention and tell them to respect the national anthem”.

Therefore, what they are doing were truly admirable and worth emulating as a student and as a citizen of this country.

However, not that of Case E. She told the researcher that, “When attending the flag ceremony, of course, what is expected to be done during the flag ceremony like observing falling in line, standing straight, but of course talking cannot be avoided”.

Though Case E claimed that she does what is expected to be done during the flag ceremony, and that she sings the national anthem from the heart, she admitted that chatting with friends unavoidably occurs. This goes to say that the degree of seriousness of her participation in the patriotic activity like the flag ceremony does not yet equate with what was required by the law. This action was comparable with Kumar’s (2018) expression, “its oxymoronic to have patriotism in your heart and not rise for the national anthem”.

### 1.2.2 Disrespect to Philippine National Anthem and Flag Ceremony

As emphasized in the study of Ersoy, Malkoc, & Ozturk (2016), patriotism means a patriot’s being trustworthy to the country and the society while fulfilling his or her responsibilities. The feeling, thought, or behaviour if not performed in practice is not compatible with the sense of responsibility and thus with patriotism. Otherwise stated, the sense of patriotism that depends on word or feelings alone is not true patriotism. In this context, the behaviours of some of the respondents namely Case A, Case B, and Case E during the flag ceremony does not truly manifest of being a patriot. Evident to these, they shared:

Case A:

“What I usually do during flag ceremony is talking with my friends or someone next to me especially if I feel that they are not serious... so I join them sometimes”.

Case B:

“I used to talk with my friends about our school activities during flag ceremony, however, I seldom attend the flag ceremony because I am always late”.

Case E: “chatting is unavoidable”.

All these three descriptions of actions Case A, B, and E engage in boils down to just one disruptive behaviour - unnecessary talking. A lot of misbehaviours during school activities may not be worth a response even if they are frequent, for as long as they do not seem to bother others or may not be important enough to deserve any response at all. Not in the case of patriotic activity such as flag ceremony, however.

Recall that the Flag and Heraldic Code of the Philippines mandates that reverence and respect shall be always accorded to the Philippine flag, the national anthem, and other national symbols that embody the national ideals and tradition, and which express the principles of sovereignty and national solidarity. Further, the Philippine Constitution mandates every citizen ‘s to love their country as shown in the form of symbols, such as the national symbols- national flag, the anthem and other heraldic items and devices (Senate Bill 2994, 2009).

For some reasons, students chose to do things that disrupt others. Some of the most common challenges according to Lingon (2019), in his study entitled “Challenges Encountered and Strategies Employed in Managing Students’ Behaviour”, include students talk with their classmates while flag ceremony is on-going, students do not participate in the flag ceremony e. g. singing of the Philippine National Anthem, [Calabarzon March, and Asian Hymn], and students do not listen to the announcement after the flag ceremony. The same

is explicitly admitted by the respondents of this study and explained:

Case A:

*“Now that I am a senior high school there are times that I am no longer consistent with what I am doing since what concerns me are the things to do in school like the unfinished project which prompts me to ask my classmates if they already did it especially that I am always late, so I no longer mind the importance of the flag ceremony”.*

She also told the researcher that before, when she was in elementary, she was more disciplined. According to her, *“I was disciplined because of the outside forces- strict teachers and strict principal and we strictly observed the proper formation and proper placing of our right palm in our chest”.* Today however, she added if ever she attends, she was not able to observe the supposedly proper conduct in attending the flag ceremony.

She further explains that *“I understand why we need to do it, but I was not able to do it in the appropriate manner because I am always late and as a senior high school student it has been a trend to violate the regulations. You feel like if you grew up sometimes you want to against the regulation”.*

Obviously, the respondents were aware of what is proper conduct during the flag ceremony but chooses to misbehave. The act of talking with classmates, therefore not paying attention and inability to participate in the flag ceremony clearly was a violation of the law which requires us that “when the national anthem is being played, as a sign of respect, all persons shall stand at attention and execute a salute by placing their right palm over their chests.

Misbehaviours alone can be contagious; a process commonly called the ripple effect. The tendency to delay a response to inappropriate behaviour can make the job of getting students back on track harder than responding to it as immediately as possible. It is therefore a big challenge to the school personnel to help these students become committed to participate and act accordingly during the conduct of flag ceremony and singing of the national anthem. After all, the department itself, the DepEd is mandated by the Republic Act No. 8491.

## *2. Respondent’s Views Regarding Patriotism as Expressed in the Singing of The Philippine National Anthem and Participation in The Flag Ceremony*

Patriotism is considered as the inherent and core of being a Filipino. The intent to sustain and perpetuate the same was a state policy that was enshrined under the 1987 Constitution (Biyo, 2020), particularly, in inculcating in the youth the value of patriotism since they have the vital role to perform in nation-building. This is because nationhood and nation-building are meaningless if the younger generations were not imbued with appropriate values as they grow to fill in the role of today’s citizenship and leadership (Thye, 2018).

According to President Garcia’s speech in 1957 in the Commencement Exercises of the Manila Law College, patriotism is unselfish like Rizal’s love of country; an undeniable passion like Mabini’s attachment to his beloved Philippines; boundless like Magsaysay’s devotion to his

people. Patriotism therefore was an infinite affection, a predilection for our country which means several concepts, such as the belief that our land was the most beautiful, most fertile, and most healthful in the whole world. It also refers to our pride of our culture wherever we are-our dance, arts, and traditions. According to him, we can preserve this love of country and keep a patriotic spirit through education and information.

Executive Order No. 179 issued before then by President Fidel V. Ramos, the National Flag was considered instrumental in raising the socio-civic consciousness of the Filipino people especially among the youth since it symbolizes patriotism, love of country, and sense of nationhood and embodies the aspirations and sentiments of the Filipino people in their unceasing quest for freedom and independence.

This so-called civic consciousness that instills the love of country is evident among the shared responses of the respondents during the interview. Respondents’ views of love of country and patriotism reflect any of the three dimensions of patriotism: morality, identification, and citizenship. Morality involves a set of rules about how you should treat others, while identification involves the person’s connection to his country- willing to do more, to sacrifice more for his country over others, and for his compatriots over people in general. In the last dimension, citizenship, members of the community share values and share way of life, and they define rights and responsibilities (Southphommasane, 2009).

Further, these respondents’ views of patriotism are categorized in this study into three themes: patriotism as civic duty and responsibility, patriotism as sacrifice, and patriotism as a way of life. Their views pertain to their formed definition and personal understanding of patriotism after years of participation in the flag ceremony and singing of the national anthem.

### *2.1. Patriotism as Civic Duty and Responsibility*

Data in table 3.1 presents the views of the respondents regarding patriotism as civic duty and responsibility. Data clearly shows that respondents have varied expressions and understanding of patriotism as a duty and responsibility, mostly a less tangible interpretation compared to the tangible interpretation such as the traditional display of flags or participation in patriotic activities such as flag ceremony.

TABLE 3.1. Respondent’s views regarding patriotism as civic duty and responsibility

<b>Respondent</b>	<b>Patriotism as Civic Duty and Responsibility</b>
<b>A</b>	shows our being disciplined as to our manner and as organization mold to be a good citizen adhere to the rules and regulations of the school as one of the requirements as a student
<b>B</b>	how we show respect, love, and devotion socially aware of what is happening to our country
<b>C</b>	respect to flag and national anthem to do our duty of being a Filipino
<b>D</b>	protect or stand up for your country
<b>E</b>	to show how we are nationalist

The views of the respondents explicitly display their knowledge about patriotism. Case A for example believes that

patriotism is being disciplined; a way of molding us to become a good citizen; and adherence to the school rules and regulations. Case B, on the other hand, understands patriotism in terms of showing respect, love, and devotion to our country; and being socially aware of the events that is happening in our country. Case C, likewise, views patriotism in terms of performing our duties as Filipinos and respecting our flag and national anthem. Case D views it as rendering services to protect or to stand up for a country and lastly Case E, view patriotism as a means of showing how to be nationalist.

The respondents formed definition and understanding of patriotism as a civic duty and responsibility after years of participation in patriotic activities supports Skow's (2017) claim that patriotism grows inside an individual when it experiences patriotic events. The knowledge and devotion to ones' country incubates when an individual participate in the singing of the national anthem, pledge of allegiance and study history of his or her country.

Patriotism at the level of understanding and practice of these respondents are evident among the definition and descriptions as provided by the following transcripts:

Case A: *"This refers to how we show our being disciplined as to our behavior and the kind of organization we are"*.

She then added, *"to adhere to the rules and regulations of the school because it's one of the requirements of being a student who is to attend... to show our being disciplined and patriotic"*.. Further, she added, *"that patriotism is to mold a good citizen"*.

Patriotism to Case A means being disciplined, adherence to the rules and regulations [of the school] and being molded to become a good citizen. This means that the prescribed and mandated behavior during the flag ceremony instilled among them the duty and responsibility towards being disciplined Filipino citizen.

Case A's participation in singing of national anthem and flag ceremony proves the significance and impact of patriotic ceremonies in fostering one's sense of patriotism. Like the Philippines' efforts to cultivate the love of our country beginning in early years of schooling, in Australia patriotic songs and national anthem occupy an important role in fostering nationalism and patriotism in children. Patriotic songs are considered as healthy and essential ingredients of school curricula, nurturing the respect, loyalty, and good citizenship of children. For them, taking pride of the flag and its presentation foster the values of tolerance, courage, compassion, courtesy, and respect (Helbert and Kertz-Welzel, 2015).

Related to Case A's definition of patriotism, was Case B's definition common to us, that patriotism is the love of one's country. Case B explained that *"patriotism is how we show our love, respect, and devotion to our country. Being aware of what is happening to our country is what makes me feel patriotic. Voicing out on what we deserved as a Filipinos, advocating for a better country, and helping others makes me patriotic"*.

Case B expresses her love for the country in terms of love, respect, and devotion through awareness of the happenings and advocacy for a better country. Her feeling of patriotism

using her voice and through helping others is an evidence of her sense of civic duty and responsibility towards the country and its people. On this note, the experiences gained through the singing of national anthem and participation in the flag ceremony gave her that sense of understanding of what patriotism is about.

True enough, experiencing and participating in patriotic events creates lifelong impact. According to Tan-Zubiri (2017) who experienced both the Edsa Revolution and Edsa Dos, it cannot be denied that participation in those events had lifelong impact, that it sparks the flame of patriotism. Furthermore, according to Roque (2019), you will find patriotism by the simple act of doing one's duty- respect for one's flag, the proper singing of the national anthem, and the participation during the flag ceremony. They were considered as an expression and a celebration of the freedom that our people paid for in our blood.

This simple act of patriotism as described by Roque is similar to Case C's definition and understanding. According to Case C, *"We must respect the flag then the heroes who composed the national anthem and with that we have the responsibility to sing it with heart and soul."*

Case C's emphasis on one's duty and responsibility to pay respect to the national symbols also agree with Bunye's (2019) emphasis in her article which says, "no matter how modern times have become, reverence and respect for our flag, national anthem and other national symbols will never be passé. They embody our ideals and aspirations, without which we are rudderless". Likewise, according to Surtees (2017), "our flag honors those who have fought to protect it and is a reminder of the sacrifice of our nation's founders and heroes".

Moreover, Mbabazi (2019) noted that, "respecting the national anthem builds a sense of patriotism and national identity among the youth hence guiding them into the future". Patriotic stories in addition tell us that we have a moral obligation to our country because we are indebted to it. We owe to our country, our life, our education, our language, and our liberty. If we want to be moral persons, we must return what we have received, at least in part, by serving the common good (Viroli, 2003).

Interestingly, Case D have a modern way of viewing things with regards to patriotism. He said *"I think if ever I see in the social media that there are bashers against our country or to our fellow Filipino, I like to help them to protect our country"*.

The penetration of internet across the globe gives rise to the new ways of viewing patriotism. Case D's view of patriotism as standing up or fighting for the country like during cases of bashing or criticizing the Philippines in social media and helping fellow (netizens) to protect the country, is a demonstration of younger generation's use of social media to reinforce patriotic discourses and express the way they feel about our country. The way patriotism is personally expressed and viewed yesterday is remarkably different from the expression and views today. However, the concept of patriotism itself is the same- love of our country and countrymen. It is only the way it is spread today that makes it different.

The thin demarcation lines between patriotism and nationalism confused Case E’s definition and understanding of the word patriotism. Case E said that patriotism is “like nationalism. It shows our being nationalistic”. Nationalism is an ideology based on the loyalty to people while patriotism is loyalty to a country (Costa, 2018). Another distinction between the two terms is that the patriot is proud of his country for what it does (which creates a feeling of responsibility), and the nationalist is proud of his country no matter what it does (which creates a feeling of blind arrogance (Peyton, 2017).

2.2. Patriotism as Sacrifice

Generally, there are two attitudinal qualities of the nation being represented by an anthem. First, is courage or bravery. The nation displayed its bravery in defense of its own freedom or its own way of life. In addition, it often exhibited perseverance or persistence in striving for freedom or other ideals. Second, is emotional or affective. Identified as the loving and the object of love is always the homeland or fatherland (Adsanatham, 2015).

The following views of the respondents were categorized as patriotism as a sacrifice based on their responses presented in table 3.2. Notably, patriotism is viewed by the respondents as a sacrifice of the people who have made the ultimate sacrifice for the country’s freedom and stood up for the people’s rights at the time when our country’s democracy and sovereignty was under threat.

The following transcripts described these respondents’ views and understanding:

Case A: “Every time I sing the national anthem it reminds me of the heroic deeds of our national heroes or other people who have sacrifice their lives for the sake of the freedom that we are enjoying today”

Case B: “...it reminds me of the past events in history and how our national heroes fought for our freedom”.

Case C: “Once you are always attending the flag ceremony and sing the national anthem it shows your nationalism aside from respect. Of course, respect without action is nothing so you must always do your duty as Filipino to attend the flag ceremony and sing the national anthem because it is not only for ourselves but also for our country considering the national heroes fight for our country against the Spanish, Japanese and Americans who gave up their lives for us Filipinos. As a return, we gave them importance and always do our responsibility to attend the flag ceremony and honor our national anthem, especially the national flag.

TABLE 3.2. Respondent’s views regarding patriotism as sacrifice

Respondent	Patriotism as Sacrifice
A	reminds me of the heroic deeds of our national hero and those people who sacrifice their lives for the sake of our freedom.
B	past events in history and how our national heroes fought for freedom.
C	it shows how our national heroes fight for our rights and freedom during colonization.
D	it shows how our heroes fight and dies for our country.
E	because of their love to our country they fight.

Case D: “Through flesh and blood our heroes fight for us; thy sons to suffer and die” (line from the Philippine National Anthem that was sung to elaborate her response.

Case E: “They fight because of their love for our country.

How and what these respondents feel because of their participation to the singing of national anthem and flag ceremony exemplifies the Philippine National anthem’s reflection of the history and struggles of our nation and people and serves as an expression of national identity. Like the other national symbols, it helps evoke the feelings of patriotism among the country’s citizens and reminds them of their nation’s glory, beauty, and rich heritage It also helps unite the citizens of the country by one single song or music (Nag, 2019).

Collectively, respondents view and understand patriotism as a call for sacrifice and doing what benefits the country. In other words, it involves a serious loyalty to country, and not just a mild affection. It is for this reason therefore that the young generation ought to take pride in their nation (Mbabazi, 2019).

2.3 Patriotism as Way of Life

Educational institutions were tasked to inculcate patriotism and nationalism as indicated in Article XIV, Section 3 of the Philippine Constitution. The law stressed that all schools shall develop among other things, civic conscience, and teach the duties of citizenships. Fostering patriotism among students manifested by love and pride, and respect to national anthem and other national symbols expresses the principles of sovereignty and national solidarity. Such manifestations were commonly experienced and lived by the students the moment they enter the school campus.

The traditions and patriotic ceremonies such as singing of the national anthem and hymns, and the recitation of pledge of allegiance helps evoke patriotic feelings among us. However, it can be drawn from the table below that patriotism as expressed in the singing of national anthem becomes a routine or ritual as it is usually done daily. Nevertheless, one respondent shared that it gives him the feeling of belongingness. Agreeably, patriotic ceremonies have several components based upon which it can be expected that attendance and participation will increase feeling of national belonging. Together, in this study this shall be referred to as the student’s way of life.

TABLE 3.3. Respondent’s Views Regarding Patriotism as a Way of Life

Respondent	Patriotism as a Way of Life
A	morning ritual
B	normal routine
C	part of our daily lives
D	sense of belongingness
E	doing it everyday

The participation in patriotic ceremonies like flag ceremony was a routinary activity for every Filipino student especially in Basic Education. Every morning students need to attend the flag ceremony which consists of the singing of national anthem and hymns and recitation of pledge of allegiance to the county. The following transcripts explains

their life as a student and the routine in school which defines patriotism as their way of life.

Case A: *“I do attend flag ceremony as part of my daily routine as a student”*.

Case B: *“Singing the national anthem has been a morning routine for me as a student since elementary. It is repeated every morning so, it became normal for me. “I don’t feel anything special”, she added.*

Case C: *“Attending the flag ceremony and singing the national anthem was part of our way of life to show our love to our country”*.

Case D: *“It seems they enforce that you are part of the school and community when you attend the flag ceremony, and it strengthens my sense of belongingness as part of the school and the community”*.

As Mbabazi (2018) explained, patriotism should be inculcated during childhood because when children love their home and country, they would grow up appreciating their heritage, diversity, and history.

### 3. Contribution of the Singing of The Philippine National Anthem and The Participation in The Flag Ceremony to The Development of The Sense of Patriotism of The Respondents

As Section 3 (2) of Article XIV of the 1987 Philippine Constitution states:

*All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.*

Patriotism contains three facets including emotions, ideas, and behaviors. Patriotic behavior is the concerns and actions driven by the patriotic emotions as well as ideas to safeguard the motherland. It is the direct manifestation of patriotism, an externalization of patriotism, and is the highest level of patriotism. To a great extent, patriotic behavior is the goal of education in patriotism. (Changsong, 2013).

Based on the data revealed in table 4.1, it can be inferred that the schools from where these respondents were educated did not actually fail to instill and develop the facets of patriotism. Data clearly shows that the respondents gained the sense of patriotism as manifested in the discipline, service, and pride that have grown inside of them.

#### 3.1. Discipline/Respect

Kumar (2018) argued that “no nation could survive if the fundamental duties prescribed by the Constitution could not be enforced. Respecting the national symbols and expecting all citizens to commit to it, is one of the fundamental duties, which no citizen can escape.

The daily act of flag ceremony ensure that students’ discipline can be elevated, Filipino values are inculcated, and positively shapes behavior as demonstrated by the following statements of the respondents:

TABLE 4.1. Contribution to the Development of the Sense of Patriotism of the Respondents

Respondent	Contribution to the Development of the Sense of Patriotism of the Respondents	
	DISCIPLINE/RESPECT	SERVICE PROUD/PATRIOTIC
A	I become disciplined	It inspired me to do service to the people
	I much concern about the discipline not for myself but for others	I become active in the Supreme Student Government Officer
	I learned to come to school early	
	It made to realize to respect more	
	I understand the diversity of everyone I meet	To be a better role model  As I grow older, I understand now of what I should do as a Filipino citizen  I now understand the need of the community
B	I feel a sense of disciplined	As I grew up, I became more aware of the symbolism behind the flag
C	teaches me to be obedient, responsible, accountable, and love	
D	behave	It feels me proud and patriotic of my country’s accomplishment and general progress of our country
	be respectful, courteous, and avoid conflicts	
	follow the rules and respect the authorities	Instill to ourselves to be proud of our country’s good deeds
E		to show how we are unshakable

Case A stated that, *“we learn to come to school early”*. Then, she added that, *“I also need to understand the diversity of everyone I socialized with, and I realized to respect more. Even though sometimes I don’t give respect because I think they are not worthy of my respect which is very dangerous or wrong idea because we need to respect each other not because of what we have. but because of we have dignity and that itself is intact to us as a person”*; *“...affected me as Filipino in a way I realized to serve more to the country and thought also that I become more concern about the discipline of others rather than for myself”*; and *“with that I thought that I become productive if I become an Supremes Student*



government Officer because by attending the Flag Ceremony I see the need of students to be a role model though you are not perfect but willingness is there to change for better to be a role model to other students and not to overlook our responsibility like the very basic attending the flag ceremony”.

Case A’s experience of patriotic activities and being a student leader gave her the realizations that these activities shaped her personhood. The discipline i.e., being on time, respect for diversity, dignity, concern for others, serving as agent of change through role modelling has gradually developed overtime and moulded her to be the person she was right now- being disciplined and respectful of others.

Case B equally emphasized about discipline. She explained that *“discipline must be observed and be executed. It must manifest to us the discipline and the proper gesture that we must observed like the manner of placing our hand to our chest and how to raise our hand when we recite the patriotic oath”*.

Case C underscored that singing the national anthem taught him obedience, responsibility, and accountability. According to him, *“national anthem teaches me [Sir] to be obedient, responsible, and accountable and love. Like to be responsible to attend the flag ceremony and paying attention during the singing of national anthem. Obedience sir once the ring bell we must go downstairs from our room, then proceed to the school ground and we must fall line as way of honoring the flag ceremony*. He added further that, *“because I love my country I am honor and all the things that I am doing especially the manner of doing it I become obedient may it the family and I become accountable when it comes to family and even small institution”*.

Case D articulated the contribution of singing of national anthem and participation in flag ceremony to the development of sense of patriotism by being respectful, courteous, and avoiding conflict. He said, *“if there is talking or chitchatting during flag ceremony I try to stop or pacify that conflict”*.

Case E explain that patriotism encompasses the manifestation of DepEd’s core values among them, as it arouses pride of being a Filipino as demonstrated by the sense of responsibility.

### 3.2. Service

As culled from the respondent statements in table 4.1, two out of the five respondents inspired to do public service. The results gave us an important implication as to what Sarmiento and Tronqued (2020) says, *“a call to serve the Republic of the Philippines must thus be heeded by our generation now more than ever. Our country is not as fragile as we think. We must collectively believe that we will get through this together. It is the only way we will heal as a nation”*.

For Case A, because of the good deeds that the forefathers did for our country she was inspired to do service to the people. She explains, *“when I was in Senior High School, I realize more of the importance of the flag ceremony, and I realized that if Filipinos before do things to save our country and it actually shed bloods and I was inspired to do things like serving people because it is through service that I can show my devotion to our country”*.

In fact, Case A intend to strive for excellence when it comes to serving other people and she added that *“I can see that I the need to excel when it comes to serving people”*.

Like Case A was Case D who expressed his desire to serve the country. According to him, he wanted to have a career and to contribute to the economy of the country (*“I want to have a career... I want to contribute to the economy of the country”*).

Looking at the way these respondents think about the relevance of patriotism, here needs to be a collective belief that it is their generation that will deliver this nation from these dark ages. Our motherland is more resilient than it seems. Undoubtedly, the poor mindset needs to be fought, for a century from now or even earlier, we might lose what was once ours.

Further, according to Sarmiento & Tronqued (2020), the government was in direr need of youthful, patriotic, and well-educated citizens willing to serve well and with integrity. The government needs young people who care more about public service than their own private lives to propel the country to move forward. Ironically, the greatest disservice to our nation is to deprive our motherland of the quality of service that it truly deserves. Indeed, to hastily generalize about the nation’s intrinsic worth without aspiring to serve it would be to succumb to supreme indolence.

### 3.3. Proud/Patriotic

The singing of the national anthem and participation in the flag ceremony according to the respondents’ instilled there sense of pride of being Filipino. This finding conforms to Australia’s belief that patriotic songs and national anthem occupy an important role in fostering nationalism and patriotism in children. To them, patriotic songs were considerably healthy and essential ingredients of school curricula, nurturing the respect, loyalty, and good citizenship of children, therefore, taking pride of the flag and its presentation, will foster the values of tolerance, courage, compassion, courtesy, and respect (Helbert and Kertz-Welzel, 2015).

To Case A’s words, *“as I grew up, I understand more of my duty as Filipino Citizen...I now understand need of the community and also I understand the depth of singing of national anthem and flag ceremony and the story behind which inspires us as a Filipino”*.

Note that Case A underscored value of history behind the anthem which served as an inspiration to her which leads the understanding of herself as a Filipino Citizen and the depth of the meaning of the national anthem and patriotic activities such as flag ceremony.

Case D on the same note explained how the singing of national anthem influenced her, to wit, *“it seems, it gave me direction on how to think and feel about others, our country”*, *“that’s why now that I am a senior high school and nearly I will be going to college, if I would have a career, I would like to contribute to the economy of the country”*. Likewise, to Case E, these patriotic activities developed the sense of pride and strength me as Filipino. For her, singing of the national anthem and participation in the flag ceremony is *“to show how we are unshakable”*.

Case A, Case D and Case E’s experiences and the current state of sense of patriotism stresses the fact that patriotism grows inside of them upon experiences of patriotic events. The inspiration, meaningful understanding, and beliefs that Filipinos are strong and unshakable inculcate pride among them. This put emphasis on the significance of raising awareness and involving this young people to patriotic activities to build a strong sense of pride as a citizen of their country. According to Skow (2017) the knowledge and devotion to ones’ country incubates when an individual participates in the singing of the national anthem, pledge of allegiance, and study history of his or her country. Thus, the younger generations must be exposed to patriotic events while they are maturing. Otherwise, they will not learn the traditions and accomplishment of the greatest experiment on earth.

**4. Suggested Activities in The Selected Subject Areas That Can Be Integrated to Strengthen the Students’ Patriotism**

The school is the most important vehicle for the teaching and learning of national values and for developing in the Filipino learner the love of country (Philippine Constitution, 1987). Section 3 of Article XIV underscore the role of the educational institutions in inculcating nationalism and patriotism among students, hence the role of the curriculum implementers such as the teachers and other stakeholders.

The role of the school and curriculum implementers were highly recognized by the respondents of this study in fostering pride among students through integration of various, relevant activities in selected subject areas geared towards the development of sense of patriotism as shown in the table that follows. Let it be known that during the focus group discussion, the respondents agreed that the following subjects shall be integrated with the activities to strengthen the sense of patriotism, namely: Values Education, Filipino, and Social Studies. The focus group discussion resulted to the following suggestions indicated in the table below.

TABLE 5. Suggested activities by the respondents in the selected subject areas that can be integrated to strengthen the sense of patriotism of the students

<b>Respondent</b>	<b>Suggested Activities in The Selected Subject Areas</b>
A	Documentaries/ historical movies Theater Arts Visits to historical places
B	Teach history and the purpose of the flag ceremony and about our flag
C	Organize the flag ceremony with sanction
D	Cultural festivals Spreading awareness on the love of country through social media
E	role playing

To strengthen patriotism, most of the suggestions of the respondents points to the integration of history education in the subject matters either through documentaries, historical movies, visits to historical places, teaching history in the classroom, celebration of cultural festival, role playing, and use of social media in raising awareness about patriotism.

Case A highlighted the need for integration of visual activities such as watching documentaries, historical films, and theatrical art performances in the subject areas considering the kind of activities that interests their generation.

According to her:

*“...those activities that need to integrate the sense of patriotism I think is showing documentary movies. Movies that show our history, and about important things that we have taken for granted or neglected which we enjoyed today. Movie viewing was a powerful tool because even one movie itself especially among us, the youth, the Generation Z it has great impact in making a realization on how deep and wide our origin as Filipino really is. That would stir up the sense of patriotism and we can now realize that our devotion to our country is not at par with the Filipinos before which we really need to improve”.*

*“...theatre arts... something that the students can watch which can have severe impact on them and they can see that the Filipino was more talented and more intelligent for the student to appreciate more of our being Filipino and especially that what being shown by actors and actresses in the theatre are related to heroic deed and that their hearts are moved and that they really appreciate it and will never forget and they become a good citizen ”..*

*“...visiting historical places to understand the hardships of our ancestors”.*

Case B on the other hand believed in the significance of teachers’ role. That, teachers should be the one to require the students to attend school early, teach the history, and the purpose of flag ceremony to ensure meaningful understanding of their participation in this patriotic activity. To quote her words, *“teachers should require students to attend the school early. Aside from that, they should teach further about history, the purpose of the flag ceremony, and about our flag so that we can understand more of what we are doing”.* Thus, Case B suggestions was akin to the idea of the Center for Research and Development of the Ministry of National Education of Indonesia which states that *“keeping in mind the background of the creation of national song and its lyrics content, a national song can be used as a medium to instill the character of the love of the motherland in high school students ( Bestari and Rinjani, 2019).*

Teacher’s role is undeniably important. According to Changson (2013), in China, the teachers utilized the role models of history and reality for young students to carry out patriotism education. Various museums, memorials, martyr memorial buildings, cultural relics, protection units and other related buildings throughout the country are used to carry out patriotism education in an effective way. Also, the teachers are mindful of grasping the major international and domestic events that could inspire patriotic feelings of the students to carry out patriotic education activities.

Case D believes that cultural festivals would likely instill patriotism among them just like those observed from other countries. He explained, *“like in Japan they have a cultural festival where cultures are being combined, which we can try”.* Case D further believes though that raising awareness

regarding the need to love our country more can be done through social media. He explained that online videos about the Philippines can be an instrument where anyone can comment on such as “proud to be pinoy”.

Case D’s idea conforms also with Changson’s (2013) suggestions to teachers though, on the use of internet to inculcate patriotism nowadays. According to him, teachers should be good at using high-tech means, so that people are imperceptibly educated in a lively and diversified atmosphere. They are suggested to closely combine features of the times with the education and use the new way of patriotism education through the internet.

Case A, case B and case D’s suggestions were further emphasized by Case E who supposed the significance of role playing which help students understand the relevance of flag ceremony and singing of national anthem by the role they perform in the play. Here, case E is referring to the classroom activities that allows them to play the role of national heroes and the role of any patriotic citizen in Philippine history. To her, when they play the role of a patriot, compared to merely listening to historical facts, the more that they imbibe the meaning of patriotism.

Therefore, history education performs such a big role in strengthening patriotism among the young. This is in harmony with Grossman’s statement which says, “One of the main functions of history education is to prepare students for citizenship. History is an ideal venue for the education of the citizens. Students would learn about the relationship between structure, culture, and the agency in the shaping and direction of change. They learn that history does not just ‘happen.’”

Case C on the other hand proposed activities not necessarily for integration among the subjects mentioned earlier but for the institution to ensure organized conduct of flag ceremony. Before, during and after flag ceremony, organization must be maintained. In case of those not attending the flag ceremony, sanctions must be given. In that way, according to him, the school would be able to show unity. These however should be implemented with the assistance of school authorities.

## V. CONCLUSION

In conclusion, regardless of the respondents’ demographic profile, it can be inferred that the reasons why the respondents attended in the patriotic ceremony such as the singing of national anthem and the flag ceremony was because of high regard to the school and teacher’s authority, especially during their early years in elementary. Since it was part of the rules and regulations of the school, then it became a routine for every student. Not until they reached the high school, which was nearly the legal age, where the level of cognitive maturity improves that they got the sense of pride and realization of the importance of such patriotic ceremony.

Nevertheless, some of the actions they engaged in during the singing of national anthem and flag ceremony, revealed that there was a shift in what matters to them on what they perceived as patriotism or not. The value they put in the preparation of class assignment, the unnecessary talking with classmates and friends, and the talks about school projects,

more than the full attention that was supposed to be given during the ceremony was an evidence of care about their class performance which was an important ingredient geared towards better life and better country. These kinds of acts were contrary to what was mandated by the law and can only be sanctioned on the school level since most of them were minors yet.

Obviously, the disrespect to national flag and anthem and misbehaviors during flag ceremony were unacceptable, punishable, and less patriotic deserving appropriate attention and action. But their views of what patriotism is and their perceptions on contribution of their participation in the singing of national anthem and flag ceremony to their development as a youth suggests otherwise. Their recognition of patriotism as a civic duty and responsibility, a sacrifice, and a way of life put forward the kind of understanding and meaning these patriotic acts and activities have on them. It develops their sense of attachment to the country, national identity, and pride being a Filipino citizen.

Further, their appreciation to the consequences of participation in flag ceremony which includes self-discipline and respect to others, service-orientation, and pride indicates positive youth development. The evoked feelings of pride, consciousness of the national symbols’ historical background, and gratitude to the patriots contributed to the construction of the meaning of being a Filipino youth and their supposed attitude towards becoming the citizen of our country deserved to have- youth that engages in effort to change for the better and in serving others towards building a better country. Therefore, exposing and meaningfully engaging the youth to patriotic activities while they were maturing were likely to help them understand meaningfully and appreciate the relevance of their participation to their youth development and national development as well.

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