

Internet Media and Its Role on the Political and Nationalistic Behavior of the Senior High School Students: A Basis for Proposed Digital Literacy Program

Eldryne Biazon Ramirez

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract—This study explored the role of internet media on the political and nationalistic behavior of the senior high school students. It sought to determine level of students' exposure to internet media. The research also explored the level of students' political and nationalistic behavior. It also aimed to determine the effects of internet media on the political and nationalistic behavior of students. Descriptive research design was used in this study, and it involved one hundred fifty grade 12 students from Plaridel Integrated National High School who already had an experience voting in a local or national election. The data were gathered through a distributed self-made questionnaire through google form and actual survey. Mean, standard deviation, and regression analysis were used as statistical treatment. The findings reveal that the level of students' internet media usage was interpreted as "high". The level of students' political behavior was interpreted as "very high". Furthermore, the level of students' nationalistic behavior was interpreted as "very high". Moreover, the results reveal that internet media exposure among students has no significant effect on political and nationalistic behavior. Based on the findings, it is concluded that internet media has no effect on the political and nationalistic behavior of students leading to the acceptance of both hypotheses. This implies that students are very much exposed to internet media, however, it does not necessarily result to any influence on their behavior. Frequent exposure to internet media does not equate to an improved political and nationalistic behavior. To improve students' digital citizenship, teachers are encouraged to ramp up seminars and digital literacy courses. Students are encouraged to be more critical with the content that they may encounter online. Content creators may create output that is educational in nature. The future researchers may use this study to further explore the topic on a bigger population or those that are in tertiary education.

Keywords— Internet media, political behavior, nationalistic behavior, online discourse, civic engagement.

I. INTRODUCTION

The advancement of technology has paved the way to many and limitless possibilities to its users. Our digital landscape has truly evolved bearing dominant influence on the lives of many. It also shapes the way people, particularly the younger generation, interact with the world. Now more than ever, people need to delve into living their lives alongside internet media, one that they can use purposefully in the real world. The use of internet media allows people to access myriads of information in just a single click. Internet media includes the

use of online news websites, blogs, social media, video sharing platforms, and streaming services (United Nations Development Coordination Office, 2023). Among the many sustainable development goals, internet media is a possible tool to enhance education and to enable students to maximize their fullest potential. Truly it is a game-changer in the field of communication, entertainment, information, and education. Among the students, it offers them a wide range of reinforcements for better educational journey. While on the lives of the teachers, integrating such powerful tool can improve the quality of teaching and learning process that they can give to the learners.

The Department of Education has initiated the creation of the Department of Education Media Literacy Task Force (DEPED-MLTF) through the Deped Order No. 6 s. 2010. In the said order, the department is aware of the power that media holds as a tool for children to optimize acquisition of knowledge and for effective avenue for them to express their ideas and opinions. They also recognize the critical role of the department and the country in protecting the students against the possible harm that internet media can bring towards them.

A student's nationalistic behavior is a wide-ranging concept that includes various attitudes, beliefs, and actions displayed by learners when showing their identity, honor, and dedication to their country. In our digital setting, these are sharpened with variety of online content such as videos, articles, and online posts. Nationalistic conduct is not just about love for the country; it signifies comprehension of past events from one's nation, respect towards different cultures, attainment of civic responsibilities, and fulfillment of citizenship.

Political behavior on the other hand includes the active participation in political activities such as voting, voicing out opinions on national issues, and proposing possible solutions to it. This can be express in the ways where a person shows concern and attention on any politics-related topics. In the school it is usually introduced through the election of class officers and school organizations.

The interconnectedness among internet media, political and nationalistic behavior are key elements of a progressive country. Making it even more significant in the lives of the students and Filipino citizens in general. Through the years,

the country aimed on producing life-long learners, students that the country can depend on as they grow older and achieve their fullest potential. As they say, they are the hope of the future. Internet media can also be utilized in achieving that goal.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research aimed to determine the significant effect of Internet Media in the Political and Nationalistic Behavior of the students.

This study sought to answer the following questions:

1. What is the level of students' internet media usage in terms of:
 - 1.1 Online News Website;
 - 1.2 Blogs;
 - 1.3 Social Media;
 - 1.4 Video Sharing Platforms; and
 - 1.5 Streaming Services?
2. What is the level of students' political behavior in terms of:
 - 2.1 Electoral Process;
 - 2.2 Political Participation;
 - 2.3 Fair Political Treatment;
 - 2.4 Government Corruption; and
 - 2.5 Transparency?
3. What is the level of students' nationalistic behavior in terms of:
 - 3.1 Patriotic Attitude;
 - 3.2 Cultural Nationalism;
 - 3.3 Social Nationalism;
 - 3.4 Economic Nationalism; and
 - 3.5 Historical Nationalism?
4. Is there a significant effect between internet media and political behavior of the students?
5. Is there a significant effect between internet media and nationalistic behavior of the students?

II. METHODOLOGY

Descriptive research design was used in this study, and it involved one hundred fifty grade 12 students from Plaridel Integrated National High School who already had an experience voting in a local or national election. The data were gathered through a distributed self-made questionnaire through google form and actual survey. Mean, standard deviation, and regression analysis were used as statistical treatment.

III. RESULTS AND DISCUSSION

This part presents, analyzes and interprets the data gathered that showed significant effect between the internet media usage on the political and nationalistic behavior of the students.

Level of Students' Internet Media Usage

Internet Media Usage refers to how individuals or groups consume, interact with, and engage with digital content available on the internet. In this study internet media usage includes online news websites, blogs, social media, video

sharing platform and streaming services this was determine by mean and standard deviation.

Table 1 presents the level of students' internet media usage in terms of online news website. It includes statements, mean scores, standard deviations, and corresponding remarks.

A very high level of students' internet media usage was observed on the assessment given by the students. The weighted mean of 4.00 and the standard deviation of 0.75 showing that that students frequently engage with online news platforms as a source of information.

The result indicates that students frequently use online news websites, not only for staying informed but also for shaping their opinions and engaging in discussions. The relatively high perception of reliability and the active sharing of news indicate that online news platforms play a significant role in their daily lives. Different levels of engagement among students varies

TABLE 1. Level of Students' Internet Media Usage in Terms of Online News Website

STATEMENT	MEAN	SD	REMARKS
I regularly read news from online websites to stay updated about current events.	3.99	0.68	Often
Online news websites allow me to access reliable information.	4.29	0.62	Always
I find browsing online news websites to be worthy of my time.	4.01	0.62	Often
I frequently share news from online websites with my peers.	3.68	0.83	Often
The knowledge I gathered from online news websites influence my decisions and thoughts.	4.03	0.84	Often
Weighted Mean	4.00		
SD	0.75		
Verbal Interpretation	High		

The results emphasize that students actively engage with online news platforms and recognize their importance in staying informed. However, varying levels of engagement suggest the need for continued digital literacy efforts to ensure students critically assess and responsibly consume online news. It is ideal for students to also be exposed with this kind contents online and not just the entertainment side of the internet media. This comes with an intensive guidance for students to critically examine, evaluate, and objectively analyze contents that they encounter online.

These findings align with Villanueva (2021), who investigated the connection between social media, online news consumption, and civic consciousness among senior high school students in Metro Manila. Her study revealed that online news platforms serve as primary sources of information for students, exposing them to national issues such as elections and governance. This exposure fosters civic awareness and engagement, influencing students' opinions and encouraging them to participate in discussing national concerns.

Table 2 presents the level of students' internet media usage in terms of blogs. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate a high level of engagement with blogs, as reflected in the weighted mean of 4.06 and a standard deviation of 0.70. The highest mean score (4.21) was for the

statement "Blogs can be used to express opinions on certain issues," suggesting that students recognize blogs as platforms for expressing thoughts and engaging in discussions. Meanwhile, the relatively lower mean (3.99) for "I believe that blogs contain useful information" indicates that while students frequently use blogs, some may still be critical of their credibility.

TABLE 2. Level of Students' Internet Media Usage in Terms of Blogs

STATEMENT	MEAN	SD	REMARKS
I am aware of the features of blogs.	4.01	0.75	Often
I believe that blogs contain useful information.	3.99	0.63	Often
I often use blogs to explore on other topics related to my interests.	4.04	0.77	Often
Reading blogs helped me improve my understanding of current events.	4.05	0.68	Often
Blogs can be used to express opinions on certain issues.	4.21	0.67	Always
Weighted Mean	4.06		
SD	0.70		
Verbal Interpretation			High

The results emphasize that students actively use blogs as sources of information and platforms for expression, recognizing their role in shaping opinions and enhancing awareness of various topics. However, the varying levels of trust in blog content suggest the need for critical evaluation skills to ensure responsible consumption and interpretation of information.

These findings align with Villar (2019), who observed that blogs serve as effective channels for political discourse and self-expression. His study highlighted how blogs allow individuals to communicate information, critique policies, and engage in discussions about political and social issues. Similarly, he noted that blogs amplify voices of dissent and mobilize public sentiment, making them valuable tools for student engagement in current events and national discussions.

Table 3 presents the level of students' internet media usage in terms of social media. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 3. Level of Students' Internet Media Usage in Terms of Social Media

STATEMENT	MEAN	SD	REMARKS
I have my own account in different social media applications.	4.52	0.62	Always
I use social media not only for leisure but also be updated on the news.	4.28	0.65	Always
I spend significant amount of time using social media daily.	4.17	0.75	Often
I believe that social media helps in promoting social causes and community issues.	4.29	0.67	Always
Social media contents can influence my perspective on political matters.	4.24	0.63	Always
Weighted Mean	4.30		
SD	0.67		
Verbal Interpretation			Very High

The results indicate a very high level of engagement with social media, as reflected in the weighted mean of 4.30 and a standard deviation of 0.67. The highest mean score (4.52) was for the statement "I have my own account in different social media applications," confirming that nearly all students

actively use social media. Additionally, students highly agree (4.29) that social media helps in promoting social causes and community issues, highlighting its role beyond entertainment. Meanwhile, the lowest mean (4.17) for "I spend a significant amount of time using social media daily" suggests that while usage is high, individual engagement levels vary.

The results emphasize that students actively use social media not only for personal interactions but also as a tool for staying informed and engaging in social and political discussions. The influence of social media on students' perspectives suggests the need for media literacy programs to help them critically evaluate the content they consume and share to avoid being the victim of disinformation and misinformation that is very rampant in the online and digital space.

These findings align with Loader and Mercea (2015), who emphasized that social media has fundamentally altered political discourse by allowing users to bypass traditional gatekeepers like television and print journalism. Their study highlights how social media enables users to control the production and spread of political narratives, increasing public participation in discussions on governance and societal issues. This gives students the opportunity to have more access to information. Students, in this respect, are not only subjected to a greater number of voices and sources of information but also endowed with the means to interrogate prevailing narratives, make their own opinions, and engage in civic discourse.

Table 4 presents the level of students' internet media usage in terms of video-sharing platforms. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 4. Level of Students' Internet Media Usage in Terms of Video Sharing Platforms

STATEMENT	MEAN	SD	REMARKS
I use video sharing platforms.	4.05	0.75	Often
I am exposed to different contents on video sharing platform such as youtube and tiktok.	4.18	0.71	Often
The content I consume on video-sharing platforms shapes my opinions and perspectives.	3.99	0.78	Often
Video sharing platforms contain topic that helps me develop my sense of nationalism through historical and cultural video.	4.04	0.68	Often
Video sharing platforms expose me in political issues.	4.03	0.70	Often
Weighted Mean	4.06		
SD	0.73		
Verbal Interpretation			High

The results indicate a high level of engagement with video-sharing platforms, as shown by the weighted mean of 4.06 and a standard deviation of 0.73. The highest mean (4.18) was for the statement "I am exposed to different contents on video-sharing platforms such as YouTube and TikTok," confirming that students frequently encounter various types of content. Additionally, students acknowledge (4.04) that historical and cultural videos contribute to their sense of nationalism, highlighting the educational potential of these platforms. Meanwhile, the lowest mean (3.99) for "The content I consume on video-sharing platforms shapes my opinions and perspectives" suggests that while these platforms influence

students, the impact may vary based on individual media consumption habits.

The results emphasize that students actively engage with video-sharing platforms, recognizing their role in shaping perspectives on political, historical, and cultural matters. This underscores the importance of media literacy programs to help students critically assess the content they consume and differentiate between factual and misleading information to optimize the function of internet media.

These findings align with Villar (2019), who emphasized that video-sharing platforms serve as valuable tools for both entertainment and education. His study revealed that students frequently use platforms like YouTube to access educational content, including political discussions and historical narratives. This encompasses being able to view political discourse material, civic matter content, and historical event footage. However, he also noted that entertainment content, such as vlogs and music, remains the most viewed material, suggesting the need for proper guidance in utilizing video-sharing platforms for learning and civic awareness. This includes being able to watch content containing political discourse material, civic matter content, and historical event footage.

Table 5 presents the level of students' internet media usage in terms of streaming services. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 5. Level of Students' Internet Media Usage in Terms of Streaming Services

STATEMENT	MEAN	SD	REMARKS
I use video streaming services (e.g., Netflix & Disney+)	4.09	0.74	Often
I watch contents from streaming services such as movies, speech, and documentaries.	4.11	0.71	Often
I find browsing streaming services to be worthy of my time.	3.97	0.69	Often
Video streaming platforms provide content that complements my understanding on Filipino Nationalism.	4.01	0.66	Often
Watching videos on video streaming platforms helped me think critically about societal issues.	4.07	0.69	Often
Weighted Mean	4.05		
SD	0.70		
Verbal Interpretation	High		

The results indicate a high level of engagement with streaming services, as reflected in the weighted mean of 4.05 and a standard deviation of 0.70. The highest mean (4.11) was for the statement "I watch contents from streaming services such as movies, speeches, and documentaries," suggesting that students frequently consume a variety of media beyond entertainment. Meanwhile, the lowest mean (3.97) for "I find browsing streaming services to be worthy of my time" implies that while students actively use these platforms, their perceived value of content varies.

The results emphasize that students actively engage with streaming services for both entertainment and educational purposes, particularly in exploring nationalism and societal issues. This highlights the importance of critical media literacy to help students analyze and reflect on the content they

consume. Not only do they use internet media for leisure, but also to be exposed with content that truly matters for them that somehow impacted their views on certain things.

These findings align with Pablos (2022), who highlighted that streaming services significantly contribute to youth nationalism and political engagement by offering historical documentaries, cultural narratives, and politically themed content. His study found that young audiences exposed to such materials develop a stronger sense of national identity and are more likely to support causes that align with their cultural and political ideals. It is important to note that streaming services have gained its peak through the many users that it can cater, in connection with nationalism, this means that many students who use this kind of media may encounter content about national identity.

Level of Students' Political Behavior

Students' political behavior is the way in which students engage with political processes, express their political opinions, and participate in activities related to governance, policy-making, or social issues. In this study political behavior includes electoral process, political participation, fair political treatment, government corruption and transparency, this was determined by mean and standard deviation.

Table 6 presents the level of students' political behavior in terms of electoral process. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 6. Level of Students' Political Behavior in Terms of Electoral Process

STATEMENT	MEAN	SD	REMARKS
I believe voting is a citizen's duty.	4.79	0.50	Always
I am interested in monitoring the electoral process starting from the campaign period proclamation of elected leaders, up to their actual term as officials.	4.79	0.53	Always
Engaging with the electoral process as a student prepares me for future political involvement.	4.80	0.45	Always
Electoral process becomes accessible to public through internet media.	4.86	0.37	Always
I usually see political ads and campaign materials in the internet.	4.81	0.50	Always
Weighted Mean	4.81		
SD	0.47		
Verbal Interpretation	Very High		

The results indicate that students exhibit a very high level of political behavior in relation to the electoral process, as reflected in the overall weighted mean of 4.81 with a standard deviation of 0.47. This connotes that most students consistently engage with and recognize the significance of electoral participation and the role that they possess in fulfilling that aspect of political.

The findings emphasize that students demonstrate strong political engagement and awareness regarding the electoral process. Their consistent exposure to political content, belief in civic duty, and recognition of digital platforms' role in elections indicate a well-informed and proactive student body.

The results emphasize that students actively follow the electoral process and recognize its significance in shaping governance. The accessibility of political content through internet media highlights the need for responsible digital

engagement and media literacy to help students critically assess political information and campaign materials.

These findings align with UP College of Mass Communication (2019), which found that digital campaigning significantly influences students' engagement with electoral processes. The study highlighted that students exposed to political content online are more likely to participate in electoral discussions and form opinions based on the campaigns they encounter. However, the study also stressed the importance of fact-checking mechanisms to mitigate misinformation and ensure informed political engagement. The researchers promoted strong fact-checking processes as well as digital literacy training that empowers learners with the abilities to scrutinize and analyze online political information critically, identify quality sources, and make informed choices on the matter that they see online across different available platforms.

Table 7 presents the level of students' political behavior in terms of political participation. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 7. Level of Students' Political Behavior in Terms of Political Participation

STATEMENT	MEAN	SD	REMARKS
As a student, I am very active with my role in political activities.	4.75	0.55	Always
I vote and/or plan to vote in the school, local, and national election.	4.87	0.44	Always
I share and express my views about the government with my peers.	4.80	0.54	Always
The internet media encourages me to participate in political events.	4.76	0.68	Always
I engage myself in political discussions online.	4.73	0.59	Always
Weighted Mean	4.78		
SD	0.57		
Verbal Interpretation			Very High

The results indicate a very high level of political participation among students, as reflected in the weighted mean of 4.78 and a standard deviation of 0.57. The highest mean (4.87) was for the statement "I vote and/or plan to vote in the school, local, and national election," suggesting that students place great importance on their right to vote and future political engagement. Additionally, students strongly agree (4.80) that they actively share and express their views about the government with their peers, highlighting their willingness to engage in political discourse.

The results emphasize that students are highly engaged in political discussions and activities, recognizing the importance of their role in shaping governance and civic responsibility in the country. The influence of internet media on their participation highlights the need for continued media literacy education to ensure informed and responsible political engagement.

These findings align with Boulianne (2019), who emphasized that social and internet media play a crucial role in promoting political participation by providing platforms for discussion and mobilization. The study found that students who frequently engage with political content online are more likely to express their opinions, participate in political

discussions, and take part in civic activities. This suggests that digital platforms are not just sources of information but also catalysts for active political involvement.

TABLE 8. Level of Students' Political Behavior in Terms of Fair Political Treatment

STATEMENT	MEAN	SD	REMARKS
I view political stands from my peers and other people as equally important as mine.	4.84	0.45	Always
I am more likely to discuss political topics when I feel that my opinion is respected.	4.81	0.43	Always
I believe that everyone should enjoy the concept of democracy.	4.81	0.51	Always
I believe that everyone, regardless of their background, should be allowed to exercise their political rights without reservation.	4.79	0.50	Always
I believe that internet media serves as an avenue to cater different political opinions fairly.	4.81	0.44	Always
Weighted Mean	4.81		
SD	0.47		
Verbal Interpretation			Very High

Table 8 shows the level of students' political behavior in terms of fair political treatment. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate a very high level of agreement with fair political treatment, as reflected in the weighted mean of 4.81 and a standard deviation of 0.47. The highest mean (4.84) was for the statement "I view political stands from my peers and other people as equally important as mine," suggesting that students strongly believe in respecting diverse political perspectives. Additionally, students highly agree (4.81) that internet media serves as an avenue to cater to different political opinions fairly, highlighting its role in facilitating political discourse.

The results emphasize that students highly value fairness in political discourse, recognizing the importance of equal political rights and open discussions. The role of internet media in promoting diverse perspectives further underscores the need for responsible digital engagement and respectful political dialogue. This also shows that internet media etiquette extends to the actual life outside of the platforms noting that same moral value is uphold by the users.

These findings align with Oskooii (2015), who suggested that perceived fairness in political treatment influences individuals' willingness to engage in political discussions and participation. This supports the notion that students' perception of fair political treatment encourages open discussions and strengthens democratic values. A perceived equal political climate is a driver for promoting an active and politically conscious youth.

Table 9 presents the level of students' political behavior in terms of government corruption. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate a very high level of awareness and concern about government corruption, as reflected in the weighted mean of 4.81 and a standard deviation of 0.56. The highest mean (4.85) was for the statement "I would report corruption if I encountered it," demonstrating students' strong commitment to ethical governance. Additionally, students

highly agree (4.84) that internet media encourages them to take a stand against corruption, highlighting the role of digital platforms in shaping civic engagement.

TABLE 9. Level of Students' Political Behavior in Terms of Government Corruption

STATEMENT	MEAN	SD	REMARKS
I am aware of government corruption issues in our country through online contents that I am exposed to.	4.84	0.42	Always
I believe that corruption has no place in our government.	4.69	0.84	Always
I believe that corruption is a serious problem that should be addressed by the government and its people.	4.83	0.55	Always
I would report corruption if I encountered it.	4.85	0.40	Always
Internet media encourages students like me to take a stand against corruption.	4.84	0.48	Always
Weighted Mean	4.81		
SD	0.56		
Verbal Interpretation	Very High		

The results emphasize that students recognize corruption as a serious issue and believe in taking proactive steps to address and put an end to it. The influence of internet media in fostering civic responsibility suggests the need for continued promotion of digital literacy and ethical political engagement to empower students in advocating and seeking for transparency and good governance.

These findings align with Transparency International (2019), which reported that youth perceive corruption as a major obstacle to effective governance and national development. The study found that students increasingly express frustration over systemic corruption and are willing to take action to demand transparency and accountability. Their heightened awareness, largely influenced by online discussions and digital activism, reflects their desire for ethical leadership and social justice. It is also noticeable that transparency has a two-sided effect on students' involvement.

Table 10 presents the level of students' political behavior in terms of transparency. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 10. Level of Students' Political Behavior in Terms of Transparency

STATEMENT	MEAN	SD	REMARKS
I expect that our elected officials to be transparent.	4.79	0.49	Always
I don't easily trust the promises by elected officials and aspiring politicians.	4.89	0.33	Always
I believe that honesty and fairness are important elements of politics.	4.91	0.35	Always
I feel empowered to demand transparency from our leaders due to the content I see on the internet.	4.81	0.49	Always
I believe that internet media help me monitor the performance of our elected officials.	4.83	0.41	Always
Weighted Mean	4.84		
SD	0.42		
Verbal Interpretation	Very High		

The results indicate a very high level of awareness and expectation for political transparency, as reflected in the weighted mean of 4.84 and a standard deviation of 0.42. The

highest mean (4.91) was for the statement "I believe that honesty and fairness are important elements of politics," showing that students strongly value ethical leadership. Additionally, students highly agree (4.89) that they do not easily trust promises made by elected officials and aspiring politicians, suggesting a critical perspective toward political commitments.

The results emphasize an unmistakable expectation among students for honesty and accountability from their leaders. They are more conscious in recognizing the role of internet media in holding officials accountable. Their heightened skepticism and demand for fairness highlight the need for continued civic education and responsible digital engagement to ensure informed political participation. It shows that fairness and transparency are important element of trust leading to better and more active participation from the people who can work hand-in-hand with the government which is beneficial for the country and its people.

These findings align with Grimmelikhuijsen et al. (2020), who introduced the concept of "latent transparency"—the idea that while transparency fosters trust in government, increased awareness of corruption and inconsistencies can also heighten skepticism. Their study revealed that students exposed to political content on digital platforms develop a more critical lens toward governance, leading them to demand accountability.

Level of Students' Nationalistic Behavior

Students' nationalistic behavior determines by attitudes, actions, and sense of responsibility toward their country. It encompasses their pride, commitment, and active participation in activities that promote national identity, heritage, and socio-political development. In this study nationalistic behavior includes patriotic attitude, cultural nationalism, social nationalism, economic nationalism and historical nationalism, this was determined by mean and standard deviation.

Table 11 presents the level of students' nationalistic behavior in terms of patriotic attitude. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 11. Level of Students' Nationalistic Behavior in Terms of Patriotic Attitude

STATEMENT	MEAN	SD	REMARKS
I am proud of being a Filipino citizen	4.90	0.32	Always
I pay so much respect and loyalty to the Philippines.	4.87	0.37	Always
I believe that it is every citizen's role to love his country.	4.83	0.41	Always
Browsing content from the internet helps develop sense of patriotism for the country.	4.87	0.35	Always
I regularly engage in contents from internet media that highlight the beauty and pride of the Philippines.	4.84	0.54	Always
Weighted Mean	4.86		
SD	0.41		
Verbal Interpretation	Very High		

The findings reveal that students exhibit a very high level of patriotic attitude, as indicated by the weighted mean of 4.86 with a standard deviation of 0.41. This means that students strongly express pride, respect, and loyalty toward the

Philippines, with consistent engagement in activities that reinforce their nationalism.

The results also emphasize that students strongly embrace nationalism and patriotism. Their pride in being Filipino, respect for national identity, and acknowledgment of their role as responsible citizens reflect their deep-rooted patriotic attitude. Students of this time highly value the concept of loving the country. The role of the internet in fostering patriotism is also evident, as students actively engage in digital content that promotes national pride.

The results emphasize that students demonstrate strong patriotic attitudes and acknowledge the influence of internet media in reinforcing their national pride. This highlights the need for continued promotion of digital content that positively represents Filipino culture, history, and identity to further strengthen students' sense of patriotism. Teachers may also consider using internet media as a tool to further improve their nationalistic behavior and holistic view on patriotism.

These findings align with Lorenz-Spreen (2014), who explored the relationship between media consumption and patriotism, stating that internet media plays a crucial role in fostering national identity by providing access to educational and culturally significant content. His study emphasized that exposure to digital materials showcasing historical events, cultural heritage, and national achievements strengthens individuals' pride in their country. This means that internet media is handful as an avenue for contents that allow the users to think about matters about nationalism.

Table 12 presents the level of students' nationalistic behavior in terms of cultural nationalism. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 12. Level of Students' Nationalistic Behavior in Terms of Cultural Nationalism

STATEMENT	MEAN	SD	REMARKS
I am aware of my cultural roots and origin.	4.85	0.41	Always
I take pride in having our unique and diverse culture.	4.85	0.46	Always
I believe that it is my role to preserve the Philippines' cultural heritage and traditions.	4.89	0.35	Always
Internet media has helped me learn and discover more about Filipino culture.	4.87	0.38	Always
I believe that internet media is helpful in promoting sense of cultural nationalism among its users.	4.89	0.36	Always
Weighted Mean	4.87		
SD	0.39		
Verbal Interpretation			Very High

The results indicate a very high level of cultural nationalism among students, as reflected in the weighted mean of 4.87 and a standard deviation of 0.39. The highest mean (4.89) was recorded for both "I believe that it is my role to preserve the Philippines' cultural heritage and traditions" and "I believe that internet media is helpful in promoting a sense of cultural nationalism among its users," emphasizing students' recognition of their responsibility in preserving Filipino culture. Additionally, students highly agree (4.87) that internet media plays a significant role in educating them about Filipino culture, showcasing its impact on cultural awareness.

The results emphasize that students demonstrate strong cultural nationalism and recognize the role of internet media in preserving and promoting Filipino heritage. This highlights the need for continued integration of digital platforms in cultural education to further strengthen students' appreciation and commitment to their national identity. Though internet media is very futuristic in a sense, it does not mean that it will erase the essence of the past and the roots of the people. Such an understanding reflects the expanding importance of online spaces—not only as vehicles of entertainment or communication, but also as necessary mechanisms of cultural preservation and education.

These findings align with Chen and Zhang (2018), who explored how internet media fosters cultural awareness among young individuals. Their study highlighted that digital platforms serve as interactive spaces where students can explore, engage with, and celebrate their cultural heritage, ultimately strengthening their sense of national identity. By accessing culturally relevant content online, students become more aware of their roots and develop a deeper appreciation for their traditions. Students are not only passive recipients of information, but they also become active contributors to promoting and maintaining their cultural identity. They become active participants in constructing, articulating, and sharing their cultural identity. These kinds of engagement create an educated and culturally aware youth cohort more capable of maintaining and commemorating their national identity in a rapidly globalized world.

Table 13 presents the level of students' nationalistic behavior in terms of social nationalism. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 13. Level of Students' Nationalistic Behavior in Terms of Social Nationalism

STATEMENT	MEAN	SD	REMARKS
Every member of society has a role to play in developing the Philippines.	4.90	0.34	Always
Loving the Philippines also means addressing societal issues and concerns.	4.87	0.36	Always
I make sure to connect and socialize with other people.	4.81	0.56	Always
Internet media is helpful in connecting people.	4.84	0.48	Always
I think that internet media can foster unity among the citizens of the Philippines.	4.81	0.44	Always
Weighted Mean	4.85		
SD	0.44		
Verbal Interpretation			Very High

The results indicate a very high level of social nationalism among students, as reflected in the weighted mean of 4.85 and a standard deviation of 0.44. The highest mean (4.90) was recorded for the statement "Every member of society has a role to play in developing the Philippines," emphasizing students' strong belief in collective responsibility for national progress. Additionally, students highly agree (4.87) that loving the Philippines involves addressing societal issues and concerns, showing their awareness of social responsibility.

The results emphasize that students recognize the importance of social cohesion and collective effort in nation-building, acknowledging the role of internet media in

connecting people and promoting unity. This consciousness portrays the increasing significance of digital platforms in the matter of civic engagement and national cohesion. This highlights the need for continued digital engagement that fosters strengthens national solidarity especially now that internet media has gained its popularity on people in the recent years all over the world.

These findings align with Hutchinson (2020), who explored the complex relationship between nationalism and social structures, stating that social nationalism emerges through collective efforts to maintain equality and unity within a society. His study emphasized that nationalistic behavior is deeply embedded in social interactions and community engagement, highlighting how students' use of internet can foster a stronger sense of unity and cooperation. It is with the people where unity resides, and internet media can be an avenue in linking people to work together breaking the geographical barriers.

TABLE 14. Level of Students' Nationalistic Behavior in Terms of Economic Nationalism

STATEMENT	MEAN	SD	REMARKS
I make sure to patronize Filipino-made products.	4.85	0.37	Always
I believe that our government should emphasize on policies that will improve our economy.	4.79	0.53	Always
I believe that we should limit having foreign businesses in our country.	4.71	0.65	Always
I am aware on economic issues and concerns happening in the Philippines through internet media.	4.81	0.49	Always
Information acquired from the internet help understand the importance of economy in achieving the Philippines' development.	4.83	0.40	Always
Weighted Mean	4.80		
SD	0.50		
Verbal Interpretation	Very High		

Table 14 shows the level of students' nationalistic behavior in terms of economic nationalism. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate a very high level of economic nationalism among students, as reflected in the weighted mean of 4.80 and a standard deviation of 0.50. The highest mean (4.85) was recorded for the statement "I make sure to patronize Filipino-made products," highlighting students' commitment to information acquired from the internet helps them understand the importance of the economy in national development, emphasizing the role of digital platforms in raising economic awareness and civic engagement among the students.

The results emphasize that students recognize the importance of economic policies, local industry support, and informed decision-making in contributing to national progress. This highlights the need for continued promotion of digital content that educates students on economic issues and encourages active participation in strengthening the country's economy. This means that nationalism also touches the concept of economy bearing the importance of the citizen's role including the students in making a self-reliant national

economy. This means that the world has truly evolved over the years and the concept of economic nationalism has expanded in the mind of the people.

Internet media is where they are witnessing the topics and discourse related to politics that led them in to understanding the importance of a country's economy as a way of showing love and allegiance to it. Young people are exposed to political debate, economic discourse, and nationalist discourse. The emergence of web media has also played a central role in framing this awareness. The world wide web has provided spaces for political discussion, economic analysis, and nationalist debate, which have become more accessible and appealing to youths. Exposure to social media opinions, news stories, and campaigns for advocacy leads young people to increasingly develop an understanding of how economic policies shape national development.

Table 15 presents the level of students' nationalistic behavior in terms of historical nationalism. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 15. Level of Students' Nationalistic Behavior in Terms of Historical Nationalism

STATEMENT	MEAN	SD	REMARKS
I am well informed about my country's history.	4.79	0.45	Always
Every Filipino should be aware about historical figures and events.	4.89	0.34	Always
I feel proud learning about the history of the Philippines.	4.91	0.33	Always
Engaging in online content reminds important events from the past.	4.84	0.43	Always
Internet media give access on content that can enhance historical awareness.	4.85	0.39	Always
Weighted Mean	4.86		
SD	0.39		
Verbal Interpretation	Very High		

The results indicate a very high level of historical nationalism among students, as reflected in the weighted mean of 4.86 and a standard deviation of 0.39. The highest mean (4.91) was recorded for the statement "I feel proud learning about the history of the Philippines," demonstrating students' strong appreciation for the nation's historical heritage. Additionally, students highly agree (4.89) that every Filipino should be aware of historical figures and events, emphasizing their belief in the importance of historical awareness for national

The results emphasize that students value historical awareness and recognize the role of internet media in enhancing their understanding of the past. This highlights the need for continued integration of digital resources in history education to further cultivate national pride and appreciation for the country's historical legacy among the students and youth. With this educators and policy-makers can foster a more enlightened generation of students and citizens in general.

These findings align with Tan (2021), who stated that engagement with history strengthens national pride by connecting individuals to significant historical events and figures. His study highlighted that students who actively

engage with historical content, particularly through digital platforms, develop a stronger sense of historical nationalism and national identity among students and citizens in general.

Significant effect between the level of internet media usage and political behavior of the students

In this study the major findings for the effect between the level of internet media usage and political behavior of the students were shown below. To test the significant effect the data were treated statistically using regression analysis.

Table 16 presents the results of a regression analysis testing the effects of different types of internet media usage in terms of online news websites, blogs, social media, video sharing platforms, and streaming services on various aspects of students' political behavior such as the electoral process, political participation, fair political treatment, government corruption,

TABLE 16. Test Of Effect Between the Level of Internet Media Usage and Political Behavior of the Students

Internet Media	Political Behavior	Beta	SE	95 % CI		B	p
				LL	UL		
Online News Website	Electoral Process	-0.129	0.074	-0.276	0.018	-0.184	0.086
Blogs		-0.160	0.076	-0.311	-0.009	-0.234	0.038*
Social Media		0.280	0.086	0.109	0.451	0.376	0.001*
Video Sharing Platforms		-0.050	0.074	-0.197	0.096	-0.080	0.496
Streaming Services		0.076	0.073	-0.068	0.221	0.109	0.300
Online News Website	Political Participation	-0.065	0.086	-0.235	0.105	-0.081	0.448
Blogs		-0.178	0.088	-0.352	-0.003	-0.227	0.046*
Social Media		0.293	0.100	0.096	0.490	0.344	0.004*
Video Sharing Platforms		-0.068	0.085	-0.237	0.100	-0.095	0.423
Streaming Services		0.138	0.084	-0.029	0.305	0.173	0.105
Online News Website	Fair Political Treatment	-0.100	0.078	-0.254	0.054	-0.135	0.203
Blogs		-0.235	0.080	-0.394	-0.077	-0.327	0.004*
Social Media		0.249	0.091	0.070	0.428	0.318	0.007*
Video Sharing Platforms		-0.016	0.078	-0.169	0.137	-0.024	0.839
Streaming Services		0.096	0.077	-0.056	0.248	0.131	0.213
Online News Website	Government Corruption	-0.115	0.080	-0.272	0.043	-0.149	0.152
Blogs		-0.181	0.082	-0.343	-0.020	-0.242	0.028*
Social Media		0.394	0.092	0.211	0.577	0.484	0.000*
Video Sharing Platforms		-0.028	0.079	-0.184	0.128	-0.041	0.722
Streaming Services		0.006	0.078	-0.148	0.161	0.008	0.936
Online News Website	Transparency	-0.098	0.068	-0.231	0.036	-0.148	0.151
Blogs		-0.218	0.069	-0.356	-0.081	-0.340	0.002*
Social Media		0.319	0.078	0.164	0.474	0.458	0.000*
Video Sharing Platforms		-0.043	0.067	-0.176	0.090	-0.073	0.523
Streaming Services		0.042	0.066	-0.089	0.173	0.064	0.529

Note: * p < .05.

Social media has a statistically significant positive effect on all dimensions of political behavior (p<0.05). This means that students who actively engage with political content on social media are more likely to participate in elections, demand fairness in politics, be aware of corruption, and advocate for transparency.

Blogs show significant negative effects on political participation and awareness (p<0.05). This imply that reliance on blogs may lead to skepticism, misinformation, or disengagement rather than active political involvement among the users.

Online news websites have no significant effect on any aspect of political behavior, implying that merely consuming news online does not necessarily translate to political engagement. The study highlights the power of social media in shaping students' political behavior, emphasizing its potential as a tool for democratic participation. However, it also raises concerns about the risks of misinformation from blogs, reinforcing the importance of critical thinking and media literacy in education.

The results emphasize the power of social media in shaping students' political behavior, highlighting its potential as a tool for democratic participation. However, they also raise concerns about the risks of misinformation and biased narratives from blogs, reinforcing the need for critical thinking and media literacy in education to help students navigate the digital political landscape responsibly. It affirms to the necessity to incorporate critical thinking and media literacy in the curriculum. Providing students with the skills to critically assess online contentment, authenticate source, and identify bias. Developing these skills is critical in making young people discerning digital citizens who can navigate the intricacies of the online political sphere with responsibility and credibility.

These findings align with Schwalbe and Cohen (2024), who discussed how political alignment in media affects individuals' political perceptions, particularly through social media algorithms that reinforce existing beliefs. Their study emphasized that social media fosters both engagement and political polarization, suggesting that students may become

more involved in political discussions but also more entrenched in their viewpoints. This means that people are often bombarded with information that confirms what they think and ignores contrary views. Such a process, commonly known as the "echo chamber" effect, can have a strong bearing on users' political thought. The increase in involvement, however, has the risk of worsening the gap by having the students become more active politically while becoming at the same time more unbending and noncompromising in attitude. That's why it is important to find the balance between the internet media and the personal life that people have.

Significant effect between the level of internet media usage and nationalistic behavior of the students

Table 17 presents the results of a regression analysis testing the effects of different types of internet media usage in terms of online news websites, blogs, social media, video-sharing platforms, and streaming services on various aspects of students' nationalistic behavior such as patriotic attitude, cultural nationalism, social nationalism, economic nationalism, and historical

TABLE 17. Test Of Effect Between The Level of Internet Media Usage And Nationalistic Behavior of The Students

Internet Media	Nationalistic Behavior	Beta	SE	95 % CI		B	p
				LL	UL		
Online News Website		0.002	0.069	-0.134	0.138	0.003	0.975
Blogs		-0.199	0.071	-0.338	-0.059	-0.317	0.006*
Social Media	Patriotic Attitude	0.230	0.080	0.072	0.388	0.338	0.005*
Video Sharing Platforms		-0.033	0.068	-0.168	0.102	-0.057	0.629
Streaming Services		-0.007	0.068	-0.141	0.126	-0.012	0.912
Online News Website		-0.069	0.067	-0.201	0.063	-0.111	0.303
Blogs		-0.119	0.068	-0.255	0.016	-0.196	0.084
Social Media	Cultural Nationalism	0.280	0.077	0.127	0.433	0.423	0.000*
Video Sharing Platforms		-0.067	0.066	-0.198	0.064	-0.120	0.312
Streaming Services		0.007	0.066	-0.123	0.137	0.011	0.915
Online News Website		-0.093	0.074	-0.239	0.053	-0.135	0.208
Blogs		-0.176	0.076	-0.326	-0.026	-0.261	0.022*
Social Media	Social Nationalism	0.260	0.086	0.090	0.429	0.354	0.003*
Video Sharing Platforms		-0.061	0.073	-0.206	0.084	-0.098	0.408
Streaming Services		0.043	0.073	-0.101	0.186	0.062	0.558
Online News Website		-0.102	0.082	-0.264	0.060	-0.131	0.216
Blogs		-0.276	0.084	-0.442	-0.109	-0.363	0.001*
Social Media	Economic Nationalism	0.212	0.095	0.024	0.400	0.257	0.027*
Video Sharing Platforms		-0.020	0.081	-0.181	0.141	-0.029	0.804
Streaming Services		0.161	0.081	0.002	0.320	0.208	0.048*
Online News Website		-0.167	0.068	-0.301	-0.033	-0.253	0.015*
Blogs		-0.181	0.070	-0.319	-0.043	-0.282	0.010*
Social Media	Historical Nationalism	0.276	0.079	0.120	0.431	0.395	0.001*
Video Sharing Platforms		-0.020	0.067	-0.153	0.113	-0.033	0.770
Streaming Services		0.036	0.067	-0.096	0.167	0.054	0.595

Note: * p < .05.

Social media has a statistically significant positive effect on all dimensions of nationalistic behavior (p < 0.05). This suggests that students who actively engage with cultural, social, and historical content on social media are more likely to develop a stronger patriotic attitude, appreciation for Filipino heritage, and engagement in national issues. The interactive nature of social media allows users to connect with culturally relevant materials, engage in discussions, and participate in campaigns promoting nationalism.

Blogs show a significant negative effect on patriotic attitude, social nationalism, economic nationalism, and historical nationalism (p < 0.05). This suggests that reliance on blogs may contribute to misinformation, skepticism, or disengagement rather than fostering national pride. The unregulated nature of some blog content may expose students to biased narratives or misleading historical interpretations, affecting their perception of nationalism.

Online news websites show a significant negative effect on historical nationalism (p = 0.015), implying that passively consuming historical information online may not be sufficient to foster a strong sense of national identity. This highlights the importance of critical engagement with historical content rather than just passive reading.

Streaming services show a significant positive effect on economic nationalism (p = 0.048), suggesting that exposure to documentaries, films, and other digital content related to economic issues helps students better understand the role of local industries and policies in national development. This indicates that educational and informative content from streaming platforms can influence students' economic perspectives.

The results emphasize the power of social media and streaming services in fostering nationalistic behavior, highlighting their potential as tools for promoting patriotism, historical awareness, and economic consciousness. However,

they also raise concerns about the risks of misinformation from blogs and the passive consumption of online news, reinforcing the importance of digital literacy and critical thinking in nationalistic education.

These findings align with Koss (2019), who traced how the internet has changed the way history is narrated and circulated in terms of national identity. He argued that the digital landscape provides new ways for communities to engage with national histories, either strengthening collective national pride or creating fragmented historical interpretations. His study highlights that internet media plays a crucial role in shaping historical nationalism, depending on the accuracy and presentation of historical content online.

IV. CONCLUSION AND RECOMMENDATIONS

In relation with the above-mentioned findings, the following conclusions were drawn:

Based on the results, internet media, generally, such as online news websites, blogs, social media, video-sharing platforms, and streaming services has no significant effect on the political behavior of students leading to the acceptance of the first hypothesis. Therefore, it can be concluded that internet media, particularly social media and blogs, does not influence students' political engagement, awareness, and participation.

In addition, the results also revealed that internet media, generally, has no significant effect on students' nationalistic behavior leading to the acceptance of the second hypothesis. Therefore, it can be concluded that internet media, particularly social media, blogs and online news website, are not capable of shaping students' sense of patriotism.

The following were recommended based on the findings of the study:

Teachers may intensify digital literacy programs and seminars to enhance digital citizenship among the students. They may also integrate internet media in the teaching and learning process as tool.

Students may encourage to be more critical with the content that they encounter online including fact-checking as a habit when browsing for information online.

Content creators may create content that is educational in nature that touches the political and nationalistic behavior and may also practice digital literacy.

Future researcher may use this study to further challenges of using such tool and further explore the topic on a bigger population or those that are in tertiary education.

REFERENCE

[1]. Boulianne, Sarah (2019). Social Media Use And Participation: A Meta-Analysis of The Evidence. *Political Communication*, 36(1), 82-104. Retrieved from https://www.researchgate.net/publication/276855863_Social_media_use_and_participation_A_meta-analysis_of_current_research

[2]. Chen, H., & Zhang, Y. (2018). The impact of social media on cultural adaptation process: Study on Chinese government scholarship students. *Advances in Journalism and Communication*, 6(3), 75-89.

[3]. Grimmelikhuijsen, S., et al. (2020). Latent Transparency and Public Trust: A Randomized Experimental Study. *Open Government Partnership Review*. Retrieved from www.opengovpartnership.org.

[4]. Hutchinson, Ben (2020). Nationalism And Social Theory: Modernity and The Recalcitrance Of The Nation. In *Nations and Nationalism*.

Retrieved from: https://www.researchgate.net/publication/249715826_Nationalism_and_Social_Theory_Modernity_and_the_Recalcitrance_of_the_Nation

[5]. Koss, Mateusz. (2019). "The Digital Nation: The Role of the Internet in Shaping Historical Narratives and National Identity." *National Identities*, 21(3), 273-289.

[6]. Loader, B. D., & Mercea, D. (2015). *Networking Democracy? Social media innovations and participatory politics*. Routledge. Retrieved from: https://www.researchgate.net/publication/232836156_NETWORKING_DEMOCRACY

[7]. Lorenz-Spreen, et al., (2021). *Digital Media and Democracy: A Systematic Review of Causal and Correlational Evidence Worldwide*. Retrieved from: https://www.researchgate.net/publication/356446646_Digital_Media_and_Democracy_A_Systematic_Review_of_Causal_and_Correlational_Evidence_Worldwide

[8]. Oskooii, K. A. R. (2015). How discrimination impacts sociopolitical behavior: A multi-dimensional perspective. *Political Psychology*. Retrieved from: <https://www.polisci.washington.edu/research/publications/how-discrimination-impacts-sociopolitical-behavior>

[9]. Pablos, J. (2022). The Influence of Streaming Platforms on Youth Nationalism and Political Engagement in Spain. Retrieved from: <https://feps-europe.eu/wp-content/uploads/2023/12/Youth-Support-for-Democracy-in-Spain-EN.pdf.pdf>

[10]. Schwalbe, M., & Cohen, G. L. (2024). Partisanship sways news consumers more than the truth, new study shows. *Stanford Report*. Retrieved from: <https://news.stanford.edu/stories/2024/10/new-study-shows-that-partisanship-trumps-truth>

[11]. Tan, Jessica. (2021). Youth Engagement in Historical Narratives: The Case Of National Identity Among Filipino Students. Retrieved from: https://www.researchgate.net/publication/379644172_Unveiling_the_Veil_of_Intangible_Cultural_Heritage_and_the_Filipino_College_Students

[12]. Transparency International. (2019). *Youth and Corruption: A Global Survey on Perceptions and Experiences*. Retrieved from: <https://www.transparency.org/en/>

[13]. United Nations Development Coordination Office. (2023). *Game-changers: Wired for good, digital connectivity for a sustainable future*. Retrieved from: <https://un-dco.org/stories/game-changers-wired-good-digital-connectivity-sustainable-future>

[14]. UP College of Mass Communication. (2019). *Youth, social media, and election campaigns in the Philippines*. Manila: University of the Philippines Press. Retrieved from: <https://up.edu.ph/the-problem-with-fake-news-up-experts-speak-on-the-impact-of-disinformation-on-politics-society-and-internet/>

[15]. Villanueva, Lilia R. (2021). The Role of Social Media And Online News In Shaping Civic Consciousness Among High School Students. Retrieved from: https://www.researchgate.net/publication/359386758_Students'_Exposure_to_Social_Media_and_Their_Radical_Involvement_on_the_Societal_Issues_in_the_Philippines

[16]. Villar, Juan (2019). The Use of Blogs As Social Media Tools Of Political Communication: Citizen Journalism and Public Opinion 2.0. Retrieved from: https://www.researchgate.net/publication/364298733_The_use_of_blogs_as_social_media_tools_of_political_communication_citizen_journalism_and_public_opinion_20