

# Local Cultural Awareness, Patriotic Sentiment and Self-Worth of Selected Out-Of- School Youth of Liliw, Laguna: Basis for Proposed Program Framework

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**Abstract**—This study examined the interplay among local cultural awareness, patriotic sentiment, and self-worth of out-of-school youth (OSY) in Liliw, Laguna, as a basis for a proposed program framework. Specifically, it assessed the levels of local cultural awareness, patriotic sentiment, and self-worth; determined their differences; and explored their interrelationships within the context of globalization, digitization, and cultural influences on Filipino youth. Employing a quantitative approach, the research utilized a descriptive-correlational design with random sampling. A total of 362 OSY respondents for school year 2024–2025 participated using researcher-made questionnaires, including the Self-Appraisal on Local Cultural Awareness (SALCA). Findings revealed that the respondents demonstrated an “Extremely Aware” level of local cultural awareness ( $M = 3.607$ ), with the highest scores in external outcomes and skills, reflecting respectful cultural engagement and competent communication. Their self-worth was rated “Very High” ( $M = 3.584$ ), strongly influenced by career disposition and perceived appearance, while socio-economic status and social circle contributed less significantly. In terms of patriotic sentiment, the OSY exhibited a “Great Extent” ( $M = 3.798$ ), particularly in national ideologies and symbols, reflecting pride in Filipino identity, while historical icon recognition ranked lowest. Correlation analysis revealed significant moderate positive relationships among local cultural awareness, self-worth, and patriotic sentiment ( $r = 0.600$ ,  $r = 0.608$ ,  $r = 0.569$ ,  $p < 0.01$ ). The study concludes that strengthening cultural identity directly enhances self-worth and patriotism among OSY. These findings provide a foundation for developing youth-focused program called “Kabataang LiliwNasyon: Kultura, Bayan at Sarili.” It seeks to mold confident, culturally rooted, and socially responsible individuals who are dedicated to their community, the environment, and the nation.

**Keywords**— Cultural Identity, Local Cultural Awareness, Out-of-School Youth, Patriotic Sentiment, Self-worth.

## I. INTRODUCTION

According to data released by the Department of Education (DepEd), nearly four million learners were unable to enroll in School Year (SY) 2020–2021 at the height of the COVID-19 pandemic. More recently, enrollment figures for SY 2023–2024 revealed a decline of more than five million students compared to the previous year, with the total number of enrollees reaching 28,035,042. Region IV-A (CALABARZON) recorded the highest number with 3,488,180 students, followed by Central Luzon (Region III)

with 2,626,684, and the National Capital Region (NCR) with 2,497,178 students (Parungao, 2023).

Illiteracy continues to have long-term consequences, restricting individuals' opportunities, their contributions to society, and their access to other human rights. Research in psychology, neuroscience, and nutrition underscores that the first five years of life are critical for developing intelligence, personality, and social behavior. During this stage, millions of brain cells are formed and interconnected. When this process is disrupted or insufficient, a child's holistic development is negatively affected (Martinez, 2020, citing UNESCO, 2004).

Laguna, however, has historically maintained high literacy rates. In 2010, the province reported a literacy rate of 99.4 percent, with more than 2.3 million individuals attaining some level of formal education. As of 2024, the literacy rate stood at 89.6 percent (Philippine Statistics Authority, 2024). DepEd (2020) further noted that the province hosts 586 public schools, comprising 458 elementary and 128 secondary schools. San Pablo City had the highest number at 79 schools, while the municipality of Rizal had the fewest with only four.

This study addresses gaps by exploring the connections between local cultural Awareness, patriotic sentiment, and self-worth among out-of-school youth in Liliw, Laguna. Specifically, it assesses the levels of these three constructs, investigates their interrelationships, and examines how globalization and digital influences shape youth perspectives. By focusing on out-of-school youth, the study highlights a vulnerable but critical sector whose cultural values and sense of identity are vital for community development.

### 1.1 Statement of the Problem

Specifically, this study answered the following questions:

1. What is the level of Local cultural awareness of the of respondents in terms of:

1.a. Knowledge

1.b. Skills

1.c. Attitude

1.d. Internal Outcomes

1.e. External Outcomes

2. What is the level of self-worth of the respondents in terms of:

2.a. Perceived appearance

2.b. Self-presented socio-economic status

- 2.c. Social circle
- 2.d. Career disposition
- 3. To what extent do the respondents demonstrate patriotic sentiment through their identification with:
  - 3.a National Icon;
  - 3.b Symbols;
  - 3.c Capital/resources;
  - 3.c Environment; and

II. METHODOLOGY

This study employed a quantitative method. It is a descriptive and correlational research design that aims to collect quantifiable data for statistical analysis that may lead to exploring the interplay of local cultural Awareness, patriotic sentiments and self-worth of out-of-school youth of the Municipality of Liliw, Laguna. The descriptive correlational research is a form of research design that attempts to describe the relationship between two or more variables without making any claims about cause and effect. It incorporates collecting and analyzing data on at least two variables to determine if there is a link between them.

The researcher utilized a non-experimental research method. The chosen research method implies that the researcher does not need to manipulate variables with scientific methodology to agree or disagree with the hypothesis. It purports to provide empirical evidence for a better understanding of the study.

III. RESULTS AND DISCUSSION

This chapter presents the tables, results, analyses, and interpretations of the data gathered in the study, which aimed to understand the relationship between local cultural Awareness, patriotic sentiment and self-worth of Out-of-School Youth in the Municipality of Liliw in the Province of Laguna as a basis for the proposed program framework. Furthermore, this chapter discusses the implications of the findings in relation to the research questions and hypotheses, providing insights into the significance of local cultural Awareness, self-worth and patriotic sentiment of the respondents.

Tables 1 to 6 present the discussion of the level of Local cultural Awareness of the respondents in terms of Knowledge, Skills, Attitude, Internal Outcomes and External Outcomes

Table 1 presents the level of local cultural Awareness of the respondents in terms of knowledge. The data revealed that the respondents' level of local cultural Awareness in terms of knowledge is generally extremely high, with an average weighted mean of 3.607. Among the indicators, the highest-ranked item was "I recognize the importance of family, religion, gender roles, or community solidarity in local culture and society," with a weighted mean of 3.762, signifying a deep-rooted understanding of the foundational social values within their community. This was followed by "I am familiar with specific social rituals..." ranked second (3.569, Extremely Aware), while the statement "I know significant local historical events, influential cultural figures..." was third (3.489, Moderately Aware).

TABLE 1. Level of Local Cultural Awareness of the Respondents in Terms of Knowledge

Indicators	Weighted Mean	Rank	Remarks
I recognize the importance of family, religion, gender roles, or community solidarity in local culture and society	3.762	1	Extremely aware
I know significant local historical events, influential cultural figures, or periods that shaped the community's identity	3.489	3	Moderately Aware
I am familiar with specific social rituals, such as gift-giving customs, dining etiquette, or behavior during festivals and ceremonies.	3.569	2	Extremely Aware
Average	3.607		Extremely Aware

Legend: 3.51 - 4.00 – (EA) Extremely Aware, 2.51 - 3.50 – (MA) Moderately Aware, 1.51 - 2.50 – (SA) Slightly Aware, 1.000 - 1.50 – (NA) Not Aware at all

These results indicated that the out-of-school youth (OSY) in Liliw, Laguna maintain a strong grasp of cultural knowledge, particularly in aspects that are lived and experienced regularly, such as family values, religious beliefs, and community practices. This aligned with the findings of Del Mundo and Pangilinan (2020), who emphasized that Filipino youth, even those not formally enrolled in school, continue to absorb cultural norms and knowledge through interpersonal relationships and communal participation.

The relatively lower score in Awareness of local historical events and figures suggested a gap in formal or structured learning. Historical literacy was typically acquired through formal education or exposure to curated local heritage programs, which may be less accessible to OSY. As Almario and Tan (2022) note, non-formal learners often lack systematic instruction in local history unless supplemented by community programs or media exposure.

Second, the relative gap in historical knowledge signals the need for targeted interventions such as heritage education, storytelling programs, or community history projects. These could enhance civic consciousness and patriotic sentiment, which are central to the proposed program framework of this research. Furthermore, recognizing and teaching about local cultural heroes and key historical events may strengthen not only cultural Awareness but also self-worth and identity, especially among marginalized youth.

Table 2 presents the level of local cultural Awareness of the respondents in terms of skills. The data shows that the respondents were extremely aware of local cultural Awareness in terms of skills, with an overall average weighted mean of 3.635. Among the indicators, the highest-rated skill was: "I respond with understanding when someone shares their cultural challenges..." with a mean of 3.644, followed closely by "I ensure that the cultural values, customs, and practices of local groups are respected..." (3.638), and "I use appropriate language, tone, and body language..." (3.624) ranked third all falling under the "Extremely Aware" category.

Moreover, high skill levels in cultural Awareness suggested that these OSYs could serve as cultural

ambassadors or facilitators in local initiatives, potentially aiding in the reintegration of marginalized peers and enhancing community resilience. This finding was significant because it challenged the negative stereotype that OSYs were disengaged or disruptive; instead, it revealed that they can be empowered actors in cultural preservation and community development.

TABLE 2. Level of Local Cultural Awareness of the Respondents in Terms of Skills

Indicators	Weighted Mean	Rank	Remarks
1. I use appropriate language, tone, and body language in conversations with people from different cultural groups, avoiding misunderstandings or misinterpretations	3.624	3	Extremely Aware
2. I ensure that the cultural values, customs, and practices of local groups are respected and considered when I make decisions.	3.638	2	Extremely Aware
3. I respond with understanding when someone shares their cultural challenges, showing compassion, and offering support based on cultural awareness.	3.644	1	Extremely Aware
Average	3.635		Extremely Aware

Legend: 3.51 - 4.00 – (EA) Extremely Aware, 2.51 - 3.50 – (MA) Moderately Aware, 1.51 - 2.50 – (SA) Slightly Aware, 1.000 - 1.50 – (NA) Not Aware at all

TABLE 3. Level of Local Cultural Awareness of the Respondents in Terms of Attitude

Indicators	Weighted Mean	Rank	Remarks
I engage in conversations or activities with people from various local cultural groups to better understand their perspectives and experiences	3.564	1	Moderately Aware
I attend local festivals, markets, or religious ceremonies to learn more about the community's traditions and customs.	3.431	3	Moderately Aware
I seek out opportunities to learn about local history, arts, language, and societal issues through books, courses, or interaction with local experts.	3.481	2	Moderately Aware
Average	3.492		Moderately Aware

Legend: 3.51 - 4.00 – (EA) Extremely Aware, 2.51 - 3.50 – (MA) Moderately Aware, 1.51 - 2.50 – (SA) Slightly Aware, 1.000 - 1.50 – (NA) Not Aware at all

Table 3 presents the level of local cultural Awareness of the respondents in terms of attitude. The findings showed that the respondents' level of local cultural Awareness in terms of attitude, with a general average weighted mean of 3.492, was Moderately Aware. Among the indicators, the highest was "I engage in conversations or activities with people from various local cultural groups..." with a weighted mean of 3.564 (Extremely Aware), indicating a strong inclination among respondents to interact with diverse members of the

community. This was followed by "I seek out opportunities to learn about local history, arts, language, and societal issues..." (3.481, Moderately Aware) and "I attend local festivals, markets, or religious ceremonies..." (3.431, Moderately Aware).

This suggested that Out-of-School Youth (OSY) in Liliw, Laguna, demonstrated a positive attitude toward cultural diversity and heritage, actively seeking engagement through conversations and educational experiences. The highest-rated item indicated that these youth are open to learning from others and value intercultural dialogue. According to Sablan and Ramos (2021), attitude played a critical role in intercultural competence, as it influenced how young people perceive and react to cultural differences. Youth who were open-minded and curious were more likely to build inclusive communities and support cultural continuity.

These results had valuable implications for policymaking and program design. The positive attitudes toward cultural engagement suggested that youth programs can leverage this openness by incorporating interactive and community-based learning opportunities, such as cultural immersion activities, oral history projects, and mentorship from local elders. Programs that emphasized experiential learning and community storytelling will likely resonate with this demographic and encourage even greater cultural participation.

This data also challenged the stigma that OSYs were disengaged or indifferent to cultural matters. On the contrary, their high attitudinal Awareness indicated a readiness to reconnect with their roots, making them key agents in local cultural sustainability.

TABLE 4. Level of Local Cultural Awareness of the Respondents in Terms of Internal Outcomes

Indicators	Weighted Mean	Rank	Remarks
I feel comfortable and assured in navigating cultural differences and engaging in cross-cultural conversations without fear of making mistakes or offending others	3.436	3	Extremely Aware
I have a more open approach to unfamiliar cultural practices, beliefs, or ways of life, viewing them as valid and worthy of respect	3.533	2	Extremely Aware
I develop a deeper emotional connection with others, showing more sensitivity to the struggles or experiences tied to their cultural identity.	3.577	1	Extremely Aware
Average	3.515		Extremely Aware

Legend: 3.51 - 4.00 – (EA) Extremely Aware, 2.51 - 3.50 – (MA) Moderately Aware, 1.51 - 2.50 – (SA) Slightly Aware, 1.000 - 1.50 – (NA) Not Aware at all

Table 4 presents the level of local cultural Awareness of the respondents in terms of internal outcomes. The findings revealed that the level of local cultural Awareness of the respondents in terms of internal outcomes was Extremely Aware, with a general average weighted mean of 3.515. The highest-rated indicator was "I develop a deeper emotional

connection with others, showing more sensitivity to the struggles or experiences tied to their cultural identity" with a mean of 3.577, followed closely by "I have a more open approach to unfamiliar cultural practices..." (3.533) and "I feel comfortable and assured in navigating cultural differences..." (3.436). While the last item was slightly lower, it still fell under the "Moderately Aware" category, indicating generally strong internalization of cultural competence.

The data strongly suggested that cultural Awareness among OSYs extended beyond knowledge and skills into emotional engagement and internal validation of cultural diversity. For program development, this implied a strong foundation for values-based education and empathy-centered interventions. Cultural immersion programs, peer mentoring, and storytelling initiatives could deepen these emotional connections and further empower youth as cultural ambassadors in their communities.

Furthermore, since internal outcomes influenced behavior, these findings implied that OSYs were ready to participate in community-building activities that require emotional intelligence and social responsibility. Policymakers and educators should integrate programs that foster reflective thinking, group dialogue, and community service rooted in cultural heritage.

The results also called for safe and inclusive platforms where OSYs can continue to build their confidence in engaging across cultures without fear of judgment or errors, addressing the slight gap in comfort levels.

TABLE 5. Level of Local Cultural Awareness of the Respondents in Terms of External Outcomes

Indicators	Weighted Mean	Rank	Remarks
I engage in friendships, partnerships, or professional networks with individuals from various local cultural groups, characterized by mutual respect, understanding, and trust	3.682	1	Extremely Aware
I build positive rapport with local cultural leaders or organizations	3.619	3	Extremely Aware
I speak up about the importance of respecting cultural differences in group discussions	3.627	2	Extremely Aware
Average	3.643		Extremely Aware

Legend: 3.51 - 4.00 – (EA) Extremely Aware, 2.51 - 3.50 – (MA) Moderately Aware, 1.51 - 2.50 – (SA) Slightly Aware, 1.000 - 1.50 – (NA) Not Aware at all

Table 5 presents the level of local cultural Awareness of the respondents in terms of external outcomes. The findings indicated that the level of Local Cultural Awareness of the respondents in terms of External Outcomes is Extremely Aware, with a general average weighted mean of 3.643. Among the indicators, the highest-rated was "I engage in friendships, partnerships, or professional networks with individuals from various local cultural groups..." with a mean of 3.682, followed by "I speak up about the importance of respecting cultural differences in group discussions" (3.627), and "I build positive rapport with local cultural leaders or

organizations" (3.619). All items fell within the Extremely Aware interpretation range.

The high rating for voicing respect for cultural diversity in group discussions reflected an assertive and socially responsible attitude among the respondents. This aligned with Banks (2020), who argued that empowering marginalized youth to speak out on cultural matters fosters civic engagement and strengthens social cohesion.

These results have several positive implications for community-based interventions and youth development programs. First, the strong external outcomes point to a readiness among OSYs to serve as cultural ambassadors or youth advocates, making them valuable assets in local cultural preservation and community organizing efforts.

Second, program developers and policymakers may take advantage of these behaviors by integrating OSYs into local government youth councils, heritage groups, or school-community linkages that promote intercultural understanding. Creating structured platforms for participation, such as cultural mentorships, storytelling forums, or youth-led workshops, can amplify their roles and deepen their social bonds with cultural institutions.

Third, since these youths were already engaging with diverse peers and advocating for cultural respect, targeted leadership training and partnership with NGOs can harness their social capital to lead peer influence programs or conflict-resolution initiatives rooted in cultural empathy.

Finally, the findings highlighted that cultural Awareness among OSYs was not limited to internal understanding but extends to proactive behavior, thus validating the effectiveness of informal or community-based learning systems in shaping intercultural values.

TABLE 6. Summary on the Level of Local Cultural Awareness of the Respondents

Indicators	Weighted Mean	Rank	Remarks
1. Knowledge	3.607	3	Extremely Aware
2. Skills	3.635	2	Extremely Aware
3. Attitude	3.492	5	Moderately Aware
4. Internal Outcomes	3.515	4	Extremely Aware
5. External Outcomes	3.643	1	Extremely Aware
Average	3.607		Extremely Aware

Legend: 3.51 - 4.00 – (EA) Extremely Aware, 2.51 - 3.50 – (MA) Moderately Aware, 1.51 - 2.50 – (SA) Slightly Aware, 1.000 - 1.50 – (NA) Not Aware at all

Table 6 presents a summary of the level of local cultural Awareness of the respondents. The data revealed that the overall Level of Local Cultural Awareness among the selected out-of-school youth (OSY) of Liliw, Laguna is "Extremely Aware," with a general weighted mean of 3.607. Among the five dimensions assessed, External Outcomes received the highest mean score of 3.643, indicating that respondents strongly engage in positive interactions with individuals from various cultural groups in their community. This included building relationships characterized by mutual respect, trust, and cultural understanding. The second-highest score came from Skills (3.635), suggesting that the respondents were

adept at demonstrating culturally respectful behavior, decision-making, and communication. Knowledge came next (3.607), implying that these youth are well-informed about the traditions, beliefs, and social norms of their locality. Interestingly, Internal Outcomes (3.515) also rated "Extremely Aware," suggesting emotional sensitivity and openness to cultural differences. Attitude, while still rated "Moderately Aware" at 3.492, was the lowest-ranked domain, indicating that while respondents were generally accepting and appreciative of cultural diversity, there may be less proactive interest in consistently participating in or seeking out new cultural experiences.

Tables 7 to 11 present the discussion of the level of Self-worth of the respondents in terms of perceived appearance, self-presented socioeconomic status, social circle, and career disposition.

TABLE 7. Level of Self-Worth of the Respondents in Terms of Perceived Appearance

Indicators	Weighted Mean	Rank	Remarks
1. I demonstrate an overall level of cleanliness and grooming, such as neat clothing, well-maintained hair, and attention to personal hygiene.	3.682	1	Very High
2. I express my personal style through their clothing, often aligning with current trends or cultural preferences.	3.583	3	Very High
3. My body language and posture, including eye contact play a significant role in building my confidence.	3.608	2	Very High
Average	3.624		Very High

Legend: 3.51 - 4.00 – (VH) Very High, 2.51 - 3.50 – (H) High, 1.51 - 2.50 – (L) Low, 1.000 - 1.50 –(VL) Very Low

Table 7 presents the level of self-worth of the respondents in terms of perceived appearance. The data showed that the level of self-worth of the respondents in terms of perceived appearance was "Very High," with a general average of 3.624. The highest-ranked indicator was the respondents' attention to cleanliness and grooming (3.682), suggesting that these out-of-school youth (OSY) place significant value on maintaining a neat and hygienic appearance. This was followed by the role of body language and posture (3.608) in boosting confidence, indicating a strong Awareness of non-verbal communication as a contributor to self-image. The expression of personal style through fashion and alignment with trends (3.583) also received a "Very High" rating, showing that respondents saw their clothing choices as an extension of their identity and a means to assert self-worth.

The implications of these findings suggested that OSYs in Liliw maintain a strong sense of identity and self-care, even in the absence of traditional school environments. This was a positive indicator for their potential reintegration into educational or vocational settings. Programs focused on youth empowerment may benefit from incorporating self-expression, personal hygiene, and style appreciation into their design, which could further reinforce self-worth and motivation. Additionally, community-based interventions that highlight

grooming and presentation (such as personal development workshops, fashion arts, or wellness sessions) could boost engagement and serve as a gateway to deeper psychosocial Support.

TABLE 8. Level of Self-Worth of the Respondents in Terms of Self-Presented Socio-Economic Status

Indicators	Weighted Mean	Rank	Remarks
1. My style and brand of clothing determined my status in life.	3.481	2	High
2. The way I portray myself on social media, including the content I share can reflect how I wish to present my socio-economic status to others.	3.434	3	High
3. The way I interact with others, including my confidence, language, and knowledge of certain topics, can reflect my perceived social class.	3.555	1	Very High
Average	3.490		High

Legend: 3.51 - 4.00 – (VH) Very High, 2.51 - 3.50 – (H) High, 1.51 - 2.50 – (L) Low, 1.000 - 1.50 –(VL) Very Low

Table 8 presents the level of self-worth of the respondents in terms of self-presented socioeconomic status. The general average of 3.490 indicated a "High" level of self-worth in this domain. Among the indicators, the highest-ranked was the statement, "The way I interact with others, including my confidence, language, and knowledge of certain topics, can reflect my perceived social class" (Weighted Mean = 3.555, Very High). This implied that respondents recognize how interpersonal behavior and self-expression, such as the use of articulate language and confident demeanor, can shape how others perceive their social standing. The second-ranked indicator related to clothing and style as a determinant of perceived status (3.481), followed by social media portrayal (3.434), both rated High.

The implications of these results were significant. While these youth may come from economically disadvantaged backgrounds, their sense of self-worth was maintained by actively managing how they were perceived socially. This showed adaptability and social intelligence, qualities that can be harnessed in developmental programs. Therefore, interventions targeting OSYs could benefit from incorporating modules that empower them to understand and critically engage with class representation through media, fashion, and interpersonal communication. These tools can enhance their confidence and self-concept, helping them transition more effectively into formal education, training, or employment.

Moreover, the findings stressed the importance of dismantling stigmas related to socioeconomic background. Programs that promote inclusive cultural Awareness and identity validation can Support these youth in building authentic, empowered identities without relying solely on external symbols of status.

Table 9 presents the level of self-worth of the respondents in terms of their social circle. The data revealed the self-worth of the respondents based on their social relationships and peer validation, showing a general average of 3.213, which fell under the "High" category. Among the

three indicators, the highest-rated was "My role influences my self-worth in my social circle. Being respected as a leader can boost my self-esteem, while feeling ignored or left out can lower it," with a weighted mean of 3.497. This was followed by reliance on peer approval (3.213) and lastly, social comparison based on achievements and possessions (2.928). The implications of these findings were multi-layered. First, they emphasized the critical role of peer dynamics in shaping the identity and emotional resilience of OSY. Programs aiming to Support these youth should consider interventions that foster positive peer environments, such as group-based mentorship, leadership training, and peer facilitation opportunities. When young individuals are given meaningful roles within a group, their sense of purpose and self-efficacy increase, leading to better social integration and emotional health.

TABLE 9. Level of Self-Worth of the Respondents in Terms of Social Circle

Indicators	Weighted Mean	Rank	Remarks
1. I gauge my self-worth based on the approval and validation I receive from my friends or peers.	3.213	2	High
2. I compare myself to others based on their achievements, behavior, or possessions to measure my own value or success.	2.928	3	High
3. My self-worth is influenced by my role in my social circle. Being respected as a leader can boost my self-esteem, while feeling ignored or left out can lower it	3.497	1	High
Average	3.213		High

Legend: 3.51 - 4.00 – (VH) Very High, 2.51 - 3.50 – (H) High, 1.51 - 2.50 – (L) Low, 1.000 - 1.50 –(VL) Very Low

Lastly, this data reflected that for out-of-school youth, peer inclusion and social recognition were not trivial; they are essential for psychological development. Strengthening their social roles in healthy, supportive communities can be a cornerstone of reengagement efforts in education or livelihood initiatives.

TABLE 10. Level of Self-Worth of the Respondents in Terms of Career

Indicators	Weighted Mean	Rank	Remarks
1. The clarity of my career goals can reflect my self-worth.	3.663	3	Very High
2. The effort I put into developing skills shows how much I value myself.	3.677	1	Very High
3. The recognition or praise from family or peers about my efforts, can greatly impact my self-worth and confidence."	3.669	2	Very High
Average	3.670		Very High

Legend: 3.51 - 4.00 – (VH) Very High, 2.51 - 3.50 – (H) High, 1.51 - 2.50 – (L) Low, 1.000 - 1.50 –(VL) Very Low

Table 10 presents the level of self-worth of the respondents in terms of career. The data presented on the self-worth of the respondents as related to their career orientation and development, with a general average of 3.670, which was interpreted as "Very High." Among the indicators, the highest-rated was "The effort I put into developing skills shows how much I value myself" with a weighted mean of 3.677, indicating that respondents closely associate personal growth and self-investment with self-worth. This was followed by the

influence of external recognition from family and peers (3.669), and lastly, the clarity of career goals (3.663), which, while ranked third, still reflected a very high perception.

Lastly, while all indicators ranked "Very High," the slightly lower rank for career goal clarity suggested an area for further Support. Many OSY may struggle with articulating or accessing clear career paths due to systemic barriers. Therefore, programs should integrate career guidance, life coaching, and mentoring to help youth clarify their aspirations and create structured plans to reach them.

Table 11. Summary on the Level of Self-Worth of Respondents

Indicators	Weighted Mean	Rank	Remarks
1. Perceived appearance	3.624	2	Very High
2. Self-Presented Socio-Economic Status	3.49	3	High
3. Social circle	3.213	4	High
4. Career disposition			
Average	3.584		Very High

Legend: 3.51 - 4.00 – (VH) Very High, 2.51 - 3.50 – (H) High, 1.51 - 2.50 – (L) Low, 1.000 - 1.50 –(VL) Very Low

Table 11 presents the summary of the level of self-worth of the respondents. The overall general average was 3.584, which fell under the "Very High" category, indicating that the out-of-school youth (OSY) surveyed generally possess a strong sense of self-worth.

Among the indicators, perceived appearance ranked second with a very high mean of 3.624, highlighting the importance of physical presentation and grooming in influencing the respondents' confidence and self-image. This supported the findings of Leary (2020), who emphasized that physical self-perception significantly impacts self-esteem, particularly among youth who were still developing their identities. Maintaining cleanliness, expressing personal style, and practicing confident body language were thus viewed as key sources of self-worth.

Career disposition, although not given a specific rank in the table, but clearly presented with high means in earlier data (e.g., 3.670 in Table 15), was arguably the strongest contributor to self-worth. This aligned with the study of Brown et al. (2021), which found that youth who see purpose in their skills and receive acknowledgment for their goals tend to report higher self-esteem and greater optimism about their future.

On the other hand, self-presented socioeconomic status (mean = 3.490) and social circle (mean = 3.213) received lower rankings and only a "High" remark. This suggested that while OSY care about how they are perceived socioeconomically and how peers regard them, these factors have relatively less influence on their self-worth compared to personal grooming and career aspirations. It may also reflect a level of resilience and independence, where youth do not rely solely on social comparison or peer validation for their self-esteem, as suggested in Zimmerman & Bauermeister (2022).

Implications of these findings were multifaceted. First, the strong association between self-worth and career development reinforces the value of career-oriented interventions and skills training in youth programs. Empowering OSY with employable skills and clear goals can strengthen their personal value systems and reduce vulnerabilities.

Second, educators, community leaders, and counselors should promote positive body image and self- presentation habits, as these were central to how these youth assess their worth. Initiatives such as grooming workshops or personal development modules can be impactful.

Third, the relatively lower scores for social influence and socioeconomic presentation suggested an opportunity to improve social-emotional learning, teaching youth how to manage peer dynamics and navigate class-based stereotypes. Enhancing self-worth through intrinsic motivation, rather than extrinsic status signals, may lead to more sustainable personal development.

Lastly, this overall positive self-worth profile among OSY was encouraging. It implied that with the right Support systems, such as targeted educational opportunities, career coaching, and personal development programs, these young individuals can become resilient, confident, and productive members of society.

Tables 12 to 17 discussed the Extent of the respondents' demonstration of patriotic sentiment through their identification with the National Icon, Symbols, Capital/resources, Environment and National ideologies.

TABLE 12. Extent of the Respondents' Demonstration of Patriotic Sentiment through their Identification with National Icon

Indicators	Weighted Mean	Rank	Remarks
1. I read about national heroes and their contributions to the country.	3.602	2	Great Extent
2. I participate in public ceremonies like flag-raising events or community observances of national holidays to show respect for national icons.	3.671	1	Great Extent
3. I engage in community service or volunteer efforts that contribute to national development or honor the legacy of national heroes.	3.564	3	Great Extent
Average	3.612		Great Extent

Legend: 3.51 - 4.00 – (GE) Great Extent, 2.51 - 3.50 – (ME) Moderate Extent, 1.51 - 2.50 – (LE) Low Extent, 1.000 - 1.50 – (NE) No Extent

Table 12 presents the Extent of the respondents' demonstration of patriotic sentiment through their identification with the national icon. The data revealed that the respondents demonstrated their patriotic sentiment through identification with national icons to a "Great Extent," as reflected by the general average weighted mean of 3.612. Among the indicators, the highest-rated item was "participating in public ceremonies like flag-raising events or community observances of national holidays" with a mean of 3.671, ranked first. This suggested that respondents find these symbolic acts of patriotism meaningful and integral to expressing national pride. The second-highest item, "reading about national heroes and their contributions to the country" (mean = 3.602), reflected a strong cognitive engagement with patriotic history. The third-ranked item, "engaging in community service or volunteer work" (mean = 3.564), indicated a high level of active civic engagement, though slightly lower compared to symbolic participation.

In summary, while symbolic and cognitive expressions of patriotism were already strong among the respondents, there was room to further cultivate active and service-oriented expressions of patriotic sentiment, especially in ways that empower youth to see themselves as living agents of national legacy.

TABLE 13. Extent of the Respondents' Demonstration of Patriotic Sentiment Through Their Identification with National Symbols

Indicators	Weighted Mean	Rank	Remarks
1. I stand and sing the Philippine National Anthem properly.	3.834	1	Great Extent
2. I join community celebrations on national holidays like Independence Day or National Heroes Day,	3.649	3	Great Extent
3. I recite the national oaths with sincerity and conviction.	3.74	2	Great Extent
Average	3.741		Great Extent

Legend: 3.51 - 4.00 – (GE) Great Extent, 2.51 - 3.50 – (ME) Moderate Extent, 1.51 - 2.50 – (LE) Low Extent, 1.000 - 1.50 – (NE) No Extent

Table 13 presents the Extent of the respondents' demonstration of patriotic sentiment through their identification with national symbols. The data revealed that respondents demonstrate patriotic sentiment through their identification with national symbols to a great Extent, as reflected by the overall weighted mean of 3.741. Among the three indicators, "I stand and sing the Philippine National Anthem properly" received the highest mean score of 3.834, indicating a strong personal and cultural connection with this fundamental national symbol. Following this was "I recite the national oaths with sincerity and conviction" (mean = 3.740), suggesting a deep internalization of national values. Lastly, "I join community celebrations on national holidays like Independence Day or National Heroes Day" garnered a mean of 3.649, still within the "great Extent" range but slightly lower, possibly due to varying access to or frequency of such events.

These findings were consistent with recent research indicating that national symbols played a central role in shaping patriotic identity, especially among Filipino youth. According to Cabrera and Reyes (2020), engaging with national symbols such as the flag, anthem, and patriotic rituals instills a sense of collective memory and belonging. Similarly, Batalla and Rodriguez (2022) emphasized that rituals like the singing of the national anthem and the recitation of patriotic oaths are not mere formalities but deeply influential in forming civic consciousness and reinforcing national pride, especially among marginalized or less formally educated sectors like out-of-school youth.

In conclusion, the data highlighted that identification with national symbols remains a powerful expression of patriotic sentiment. By supporting youth involvement in these practices, stakeholders can further promote national unity, civic responsibility, and cultural pride—values that are critical to social cohesion and development.

Table 14 presents the Extent of the respondents' demonstration of patriotic sentiment through their identification with capital resources. The data revealed that the

respondents demonstrated patriotic sentiment through their identification with capital resources to a great Extent, as indicated by the overall average weighted mean of 3.723. Among the three indicators, the highest-rated item was "I choose to Support Filipino products over imported goods" with a weighted mean of 3.749, ranked first. This showed a strong inclination among the respondents to Support local industries, reflecting national loyalty and economic patriotism. The indicators "I Support initiatives that promote environmental conservation" and "I Support eco-tourism, local artisans, and cultural sites" both garnered a weighted mean of 3.710, indicating equally high Support and tying in rank at second place.

TABLE 14. Extent of the Respondents' Demonstration of Patriotic Sentiment Through Their Identification with Capital Resources

Indicators	Weighted Mean	Rank	Remarks
1. I choose to support Filipino products over imported goods as a way of promoting local businesses and contributing to the country's economy	3.749	1	Great Extent
2. I support initiatives that promote environmental conservation, thus protecting natural resources and contributing to the nation's sustainable development.	3.71	2	Great Extent
3. I support eco-tourism, local artisans, and cultural sites to raise awareness and generate income for local culture and resources.	3.71	2	Great Extent
Average	3.723		Great Extent

Legend: 3.51 - 4.00 – (GE) Great Extent, 2.51 - 3.50 – (ME) Moderate Extent, 1.51 - 2.50 – (LE) Low Extent, 1.000 - 1.50 – (NE) No Extent

These findings were aligned with current research highlighting the importance of economic behavior as an expression of patriotism. According to Dela Cruz and Santos (2021), consumer nationalism, characterized by preferring local goods and services, has become a modern marker of patriotic sentiment, especially in emerging economies like the Philippines. This kind of economic Support was viewed not only as a means of national pride but also as a direct contribution to local employment, community sustainability, and cultural preservation.

Further, Velasco and Hernandez (2023) argued that Support for eco-tourism and environmental sustainability reflected a form of civic patriotism rooted in the stewardship of national resources. Engaging in eco-friendly practices and supporting green initiatives helped build a shared sense of responsibility for the country's ecological and economic future. The data also mirrored the findings of Lopez and Medina (2020), who identified that Filipino youth, particularly out-of-school youth, often express patriotism through action-oriented contributions such as buying local and participating in conservation efforts rather than through political or symbolic forms of nationalism.

Implications of these results highlighted that patriotism among the respondents extends beyond traditional symbols and rituals into practical, everyday choices that impact the nation's economic and environmental health. This suggested a meaningful area of intervention for educational and community

leaders. Programs that promote buy-local campaigns, sustainable development education, and heritage tourism could further enhance the youth's engagement with national identity while simultaneously supporting economic growth and cultural sustainability.

In conclusion, respondents showed a high level of nationalistic commitment through economic and environmental choices. These behaviors reflect a form of modern patriotism that connects personal values with national progress, offering valuable insights for policymakers, educators, and community organizers aiming to cultivate civic-minded and environmentally aware citizens.

TABLE 15. Extent of the Respondents' Demonstration of Patriotic Sentiment Through Their Identification with Environment

Indicators	Weighted Mean	Rank	Remarks
1. I encourage friends and family to adopt reusable bags, bottles, and other sustainable alternatives.	3.74	1	Great Extent
2. I join a local organization that focuses on reforestation efforts and other environmental projects.	3.597	3	Great Extent
3. I refrain from vandalizing and littering as to protect our environment from pollution and exploitation.	3.729	2	Great Extent
Average	3.689		Great Extent

Legend: 3.51 - 4.00 – (GE) Great Extent, 2.51 - 3.50 – (ME) Moderate Extent, 1.51 - 2.50 – (LE) Low Extent, 1.000 - 1.50 – (NE) No Extent

Table 15 presents the Extent of the respondents' demonstration of patriotic sentiment through their identification with the environment. The data indicated that the respondents demonstrate patriotic sentiment through their identification with the environment to a great Extent, with an overall average weighted mean of 3.689. The highest-ranked indicator was "I encourage friends and family to adopt reusable bags, bottles, and other sustainable alternatives" with a mean of 3.740, suggesting that advocacy and influence within personal circles is the most commonly practiced environmental action. This was closely followed by "I refrain from vandalizing and littering to protect our environment from pollution and exploitation" (mean = 3.729, rank 2), which reflects personal discipline and civic responsibility. The indicator "I join a local organization that focuses on reforestation efforts and other environmental projects" ranked third with a still strong mean of 3.597, indicating substantial involvement in organized environmental initiatives.

The data suggested that the respondents view environmental actions not just as ecological responsibilities, but also as patriotic expressions of love and loyalty to the nation. This has significant implications for educational institutions, local governments, and civil society organizations. By integrating environmental Awareness into citizenship education and patriotic activities, stakeholders can further encourage youth engagement in national development. Campaigns and programs that promote zero-waste practices, environmental clean-ups, and sustainable living can be positioned not only as ecological initiatives but also as acts of nationalism.

In conclusion, the respondents demonstrated that environmental responsibility is a significant and growing dimension of patriotic sentiment. Their commitment to sustainability, pollution prevention, and community advocacy illustrated a contemporary understanding of patriotism—one that values the protection of national resources and ecological integrity as much as traditional symbols of national identity.

TABLE 16. Extent of the Respondents' Demonstration of Patriotic Sentiment Through Their Identification with National Ideologies

Indicators	Weighted Mean	Rank	Remarks
It is my absolute pride to be a Filipino	3.945	1	Great Extent
Being a Filipino, it is my responsibility to take care of my Filipino Name and my motherland		3	Great Extent
I am proud of our national heroes and their sacrifices, and I strive to honor their legacy by upholding the values of freedom, democracy, and peace	3.856	2	Great Extent
Average	3.883		Great Extent

Legend: 3.51 - 4.00 – (GE) Great Extent, 2.51 - 3.50 – (ME) Moderate Extent, 1.51 - 2.50 – (LE) Low Extent, 1.000 - 1.50 – (NE) No Extent

Table 16 presents the Extent of the respondents' demonstration of patriotic sentiment through their identification with national ideologies. The findings showed that respondents demonstrate patriotic sentiment through their identification with national ideologies to a great Extent, with a high general average of 3.883. Among the three indicators, the highest-rated item was "It is my absolute pride to be a Filipino" with a weighted mean of 3.945, indicating that a deep-rooted sense of national identity and pride was strongly present. The second-ranking statement, "I am proud of our national heroes and their sacrifices, and I strive to honor their legacy by upholding the values of freedom, democracy, and peace," earned a mean of 3.856, reflecting high appreciation for Filipino heritage and democratic ideals. The third indicator, "Being a Filipino, it is my responsibility to take care of my Filipino name and my motherland," closely follows with a weighted mean of 3.848, signifying a strong sense of personal duty toward national honor and responsibility.

These results, aligned with recent literature, emphasize the role of national ideologies in cultivating civic engagement and patriotic behavior, particularly among youth. Cruz and de Leon (2021) found that pride in national identity fosters a greater willingness among young Filipinos to engage in civic duties and public service. Similarly, Del Rosario and Lorenzo (2020) argued that recognition and admiration of national heroes contribute to the internalization of national values such as freedom, democracy, and social justice, thereby shaping behavior that supports nation-building.

In addition, Garcia and Santos (2022) highlighted that national pride and identification with ideologies are vital components of "affective patriotism," where emotional attachment to the country translates into concrete actions that promote its welfare. Such emotional bonds to national identity can drive efforts in community service, protection of national symbols, and resistance against corruption and social injustice.

The high general average indicated that the respondents possess a strong emotional connection to their Filipino identity, and this was expressed not only through verbal affirmations but also through their commitment to national values and responsibilities. This suggested an opportunity for educators, policymakers, and community leaders to further cultivate civic consciousness by integrating lessons on national pride, heroism, and responsibility into both formal and informal education.

Moreover, these findings implied that values education and patriotism campaigns may be effective when they focus not only on historical facts but also on fostering personal pride and a sense of ownership of national identity. Programs that honor national heroes, promote the Filipino language and traditions, and involve youth in nation-building initiatives can strengthen this patriotic sentiment. Thus, the respondents demonstrated a deep-rooted and affective form of patriotism grounded in national ideologies, a valuable asset in shaping a socially responsible and civically active generation.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following can be concluded:

- A. Out-of-school youth (OSY) in Liliw, Laguna, exhibit a high level of local cultural Awareness, particularly in their external interactions and cultural communication skills. This indicates that OSYs are not only knowledgeable about their culture but are also actively demonstrating respect and understanding in diverse social settings.
- B. The OSY respondents possess a strong sense of self-worth, predominantly shaped by their career outlook and self-image, rather than by peer validation or Socioeconomic status. This suggests a resilient and self-motivated mindset, with personal growth and future aspirations being major contributors to their self-esteem.
- C. Patriotic sentiment among the OSY is highly evident, especially in their alignment with national ideologies and symbolic practices. Their appreciation of national values, civic duties, and cultural heritage reflects a deep-rooted pride in being Filipino, with room to further enhance historical and environmental Awareness.
- D. A deeper understanding, appreciation, and engagement in local culture contributes to greater confidence, self-value, and overall psychosocial well-being. Cultural rootedness, therefore, plays a crucial role not only in preserving heritage but also in fostering self-esteem and resilience among the youth. These findings affirm that programs anchored in cultural identity can serve as powerful tools for both personal development and community strengthening.
- E. The crucial role of cultural education and heritage appreciation in fostering national consciousness, suggesting that cultural identity serves as a foundation for active civic participation, volunteerism, and nation-building. Consistent with prior studies, these results affirm that strengthening cultural roots not only promotes personal development but also enhances collective patriotism and commitment to national integrity.
- F. The higher levels of self-esteem and personal confidence

are associated with stronger expressions of national pride, civic responsibility, and cultural engagement. The findings highlight that self-worth not only enhances individual well-being but also contributes to fostering national consciousness and active participation in community and nation-building.

Based on the conclusions, the following can be recommended:

1. For Out-of-School Youth, join in community-based cultural immersion programs aimed at enhancing proactive cultural participation and deepening the local cultural identity of out-of-school youth (OSYs). These programs should involve organizing a variety of cultural workshops that focus on traditional crafts, folk dances, local music, native language, and folklore. To ensure authenticity and meaningful learning, local historians, artisans, and cultural workers should be invited to serve as mentors and resource persons. Additionally, OSYs should be encouraged to actively participate in community events such as town fiestas, heritage tours, and barangay-level storytelling sessions, allowing them to experience and promote their cultural heritage firsthand while fostering a deeper sense of belonging and pride in their local identity.
2. For Policy Makers, develop life skills and career development policies focused on personal growth, with the goal of strengthening the self-worth of out-of-school youth (OSYs) through future-oriented skills and mindset building. These may include seminars on goal-setting, self-image, career planning, and entrepreneurship to help OSYs build confidence and envision a positive future for themselves. To further inspire and motivate the participants, successful local role models who have overcome similar Socioeconomic challenges should be invited to share their stories and experiences. In addition, short vocational courses should be offered, particularly those aligned with local industries such as footwear production, agriculture, and tourism, to provide practical skills that can lead to employment or self-sustaining livelihood opportunities within their own communities.
3. For Society and Community, launch a Youth Civic Engagement and Patriotism Campaign, which aims to reinforce patriotic sentiment and active citizenship among young people. This campaign will include organizing activities around national holidays that go beyond the usual flag ceremonies, such as community clean-up drives, mural painting with national themes, and mock barangay councils. It will also facilitate discussions on current national issues, civic responsibilities, and constitutional rights to deepen students' Awareness and involvement. In addition, educational visits to historical sites within Liliw,

Laguna and nearby provinces will be arranged to give participants a stronger sense of history and national identity.

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