

**THE INculcation OF NATIONALISM IN PHILIPPINE
SECONDARY EDUCATION THROUGH THE SEDP**

100-200

**A thesis presented to the COLLEGE OF ARTS AND SCIENCES
DIVISION OF SOCIAL SCIENCES, UNIVERSITY OF THE
PHILIPPINES MANILA**

*In partial fulfillment of the
requirements for the degree of
Bachelor of Arts Major in Development studies.*

by:

Eric A. Napeñas

S.N. 95-20333

APPROVAL SHEET

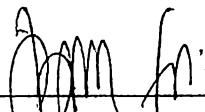
The undergraduate thesis attached hereto entitled *THE INCUICATION OF NATIONALISM IN PHILIPPINE SECONDARY EDUCATION THROUGH THE SEDP* prepared and submitted by *Eric A. Napeñas* in partial fulfillment of the requirements for the degree *B.A. Development Studies* is hereby recommended for approval this ---- day of March, 2000

Elv

Dr. Edberto Villegas

Thesis Adviser

This thesis of *Eric A. Napeñas*, of which the title appears above, is hereby accepted and approved this ---- day of March, 2000.



Dr. Sabino Padilla Jr.

Chairman, Division of Social Sciences

College of Arts and Sciences, U.P. Manila

ACKNOWLEDGMENTS

The author would like to acknowledge the ff. who have in various ways contributed to the completion of this study:

- *God*, although he may never understand him.
- his *parents*, whom he can never ever thank you enough
- *Dr. Edberto M. Villegas*, his instructor and thesis adviser
- the *Division of City Schools* of the City of Manila
- the students, faculty and administration of *Lourdes School Q.C.*
- the students, faculty and administration of *Mariano Marcos High-School, Manila*
- the students, faculty and administration of *Carlos P. Garcia, High- School, Manila*
- the staff of the *U.P. Manila library*
- his *friends*, few they may be but worth more than a thousand.
- *L.B.*, his closest and dearest friend
- *M.J.J.*

DEDICATION

This work is dedicated to the high-school students, may they have a brighter college life than the author have had. And may they learn the truth about Philippine Society as well as the true meaning of nationalism.

ABSTRACT OF THE STUDY

It is usually thought of that the youth do not involve themselves in rallies or the like because they are apathetic. In some cases this may be true. But one must remember, that a good reason why the youth do not involve themselves in such a manner, is because such rallies are always dominated by people with an ideology. And this ideology is the thing that discourages the youth from participating. Because they have been taught to fear it and to shun any concept that pertains to it, particularly those that concern anti-imperialism. This study, though limited, presents the theory that this is a result of the youth's formal education, or more specifically secondary education. An education that instills a false sense of nationalism, masks the true state of Philippine society, and in so doing alienates the student from the plight of the marginalized and oppressed sectors.

TABLE OF CONTENTS

Contents	Pages
Approval Sheet	
Acknowledgement	
Dedication	
Abstract of the Study	
Chapter I	
Thesis Proposal	
Introduction.....	1
Definition of Concepts.....	3
Theoretical Framework.....	5
Formulation of the Hypotheses.....	6
Methodology	
Review of Literature.....	9
Scope and Limitation of the Study.....	10
Significance of the Topic or Study.....	12
Chapter II	
Background of the Study	
Historical Background of Philippine Secondary Education.....	13
The Historical Background of the SEDP.....	18
Nationalism in Values Education and Values Development	21

Chapter III

Analysis

Presentation and Interpretation of Data.....29

Conclusion and Recommendations.....42

Appendix

Sample Questionnaire..... A

Questionnaires..... B

Endnotes/Bibliography

CHAPTER I

THESIS PROPOSAL

I. INTRODUCTION

Education has been regarded as vital to national development. Through education, the country is supplied with a generation of new minds and labor that will be essential in producing wealth, and rendering service to the country. With this concept in mind it therefore infers the importance secondary education has in Philippine social and economic development. Such has been its place in Philippine national development through the years, that it has not gone unchanged and has always been modified by the government to suit the demands of the current period.

But formal education, also has another purpose, it is a tool for the conditioning of the minds of the youth, the belief that the school would teach only what is virtuous and essential, for the benefit of society, would make the students rarely question the truth behind what he/she has been conditioned to believe. And although the high school student may be taught to be critically minded, it is usually in a way that he/she would be critically minded enough to refute, any challenge against the existing society. To defend it, and those who hold the power in it, against the so-called exaggerated statements from various discord sowing groups, as they are referred to by the ruling class. Although it is these groups that are the ones, who have the truly realistic idea of what Philippine society is. A society, where the reason why the majority live below the poverty line, is because of the nation's wealth being concentrated among a privileged few, who are in connivance with imperialist powers. Hence, the school would undoubtedly be incapable

of inculcating in the mind of the student a true sense of nationalism, that is love of country rooted in anti-imperialism.

With this concept in mind, one should be critical at the objectives, specifically those concerning the inculcation of nationalist values, for which the Secondary Education Development Project or SEDP was instituted. This is the current framework, for secondary education in the Philippines.

During 1984, an Integrated Sectoral Report on Philippine Secondary Education was conducted, for the evaluation of the performance of secondary education in both public and private schools during that period. The study concluded that there needed to be institutionalized reforms in the secondary education system.

This meant improving student performance in science, math, and the communication arts, through improvements in policy making, facilities, and instructional materials. The SEDP was created as a framework to achieve these objectives. In the year 2000 this program will be extended and be renamed as SEDIP so as to prioritize the areas in the country, that were somewhat neglected during the implementation of the SEDP.

One of the objectives of the new curriculum under the SEDP is “developing an enlightened commitment to the national ideals by preserving and developing moral, spiritual, and socio-cultural values as well as other desirable aspects of the Filipino heritage”. But main support for the SEDP comes from various foreign institutions, like the Asian Development Bank, the Japan International Cooperation Agency, the Gessellschaft Deutsche fur Technische Zusammenarbeit, and the Canadian International

Development Agency. The presence of these kinds of foreign institutions implies imperialist influence. The SEDP, hence current Philippine secondary education, cannot be truly expected to inculcate nationalism, that is love of country rooted in anti-imperialism.

II. DEFINITION OF CONCEPTS

FORMAL EDUCATION - instruction and training in an institution of learning.

SECONDARY EDUCATION – High School Education

NATIONALISM- love of country expressed through a sympathy for the plight of the majority of that country's population and in anti-imperialism.

NSEC- New Secondary Education Curriculum, under the SEDP

COLONIAL MENTALITY- the state of mind that accepts imperialism, as a result of being conditioned through the colonizer's domination of culture, to focus only on the so-called advantages of being under the colonizer's influence.

IMPERIALISM- the development or exploitation of the economic resources of another country without necessarily assuming direct political control.

DEVELOPMENT- the full realization of human and natural potential in all its dimensions.

SECONDARY EDUCATION DEVELOPMENT PROJECT (SEDP)- the project initiated by the Philippine Government during the mid 1980's in response to the concerns of the secondary education program during that period and the near future.

SECONDARY EDUCATION DEVELOPMENT AND IMPROVEMENT PROJECT (SEDIP) — A continuation of the SEDP program to be implemented in the year 2000.

SEMI-FEUDAL SOCIETY- A commodity system that has departed from the feudal economy of self –subsistence but it is one dominated by the comprador big bourgeoisie rather than by a homegrown industrial bourgeoisie. The comprador bourgeoisie is in close partnership with the landlord class. The whole semi feudal economy is a neocolonial pre-industrial or an agrarian adjunct of the world capitalist system.

SEMI- COLONIAL SOCIETY- the system wherein although direct colonization has been given up by the colonizing country, it would continue to dominate the former colony economically, politically, militarily, culturally and diplomatically.

SECONDARY EDUCATION – high school education

TEACHER- unless indicated otherwise would generally refer to a high school teacher.

STUDENT- unless specified refers to a high school student.

DEPARTMENT OF EDUCATION CULTURE AND SPORTS (DECS) – particularly important in this thesis because it is the government department in charge of the administration of the secondary and elementary education program.

FOREIGN INSTITUTION- a corporate body or establishment not owned by Filipinos.

GLOBALIZATION- refers to the changing nature of international capital whose power is subverting nation states and whose activities are now almost beyond the control of governments.

TRANS-NATIONAL CORPORATION- a corporation whose main branch is located in a specific country, where its senior partners are citizens, though operates globally among its branches abroad, where junior partners exist among the natives of those countries.

III. THEORETICAL FRAMEWORK

In the light of the fact that this thesis is actually an evaluation of nationalism in the Philippine secondary education, as based by in SEDP program, then it is understood that it will not be prone to simple objective analysis.

Furthermore, since the system of secondary education is regarded as ever changing then this study should have a framework that takes into account this reality. The theoretical framework that will be used for this thesis is historical materialism.

The Philippines is a country beset by Imperialism. Even its educational system is said to be colonial in character. This is a result of its being historically founded by colonizing countries, namely Spain, and after them the United States.

The SEDP is said to be a project that would promote nationalism in high school students. If so, then it should be anti-imperialist in character and should develop in the youth a sympathy for the oppressed.

The historical materialist framework is to be used for this thesis because it has the macro/ holistic explanations of the exploitation of man by man. It would be the framework that would truly verify if the SEDP was indeed for true nationalism rooted in anti-imperialism and developing a sympathy for the plight of the oppressed, or simply another way of developing a colonial mentality among the nation's youth.

IV. FORMULATION OF THE HYPOTHESIS

1. Secondary Education, hence the SEDP has a significant influence in the inculcation of nationalism, though not necessarily the kind rooted in anti-imperialism, among the students.
2. Secondary Education, through the SEDP program does not promote nationalism that is rooted in anti-imperialism, and in fact promotes a colonial mentality in the student.

V. METHODOLOGY

These are the various methods that will be used in this thesis, note that they are mostly qualitative, although the researcher will not limit himself to only qualitative data if certain quantitative data will prove to be vital to the disproving or proving of this thesis' hypotheses.

PARTICIPATORY RESEARCH WITH A HISTORICAL MATERIALIST

PERSPECTIVE – The hypotheses assumes that Philippine Secondary Education although is a significant component in the instilling of nationalism among the students, does not promote nationalism that is rooted in anti-imperialism, and in fact promotes a colonial mentality in the student. This is in the light of the current socio-economic conditions of the Philippines as beset by imperialism. Hence, this methodology will be adopted since it best suits a study that will tend to be aware of these realities in in Philippine society.

ARCHIVAL RESEARCH- The Department of Education Culture and Sports as well as the U.P. libraries has a collection of primers, books, and other written materials concerning Philippine Secondary Education and the SEDP program that the researcher can use. The data gathered will comprise the background of the study.

TOOLS:

SURVEY- The researcher will choose 15-18 students from several public and private schools for a total of 50 students, preferably from the higher-sections of the 4th year level. The researcher believes that students from the higher- section, being the more studious students, will be more knowledgeable or familiar of the concepts of nationalism as taught in their respective schools. The researcher chose 4th year students because they will have already taken up almost all the SEDP has to offer.

QUESTIONNAIRE – The instrument of research that will be used in this thesis shall be the use of questionnaires. The questions shall be formulated to evaluate the validity of the hypotheses assumed by the researcher. The interview of at least 3-5 high school students chosen at random from each set of 15-18 students from each respective school will be for an in-depth analysis of their answers, to avoid a misinterpretation of the data by the researcher. The chi-square method will also be used.

e.g.

What is your concept of the Philippine society? Check one

 a. a free society with opportunities, rights and privileges equal

for all.

 b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.

 c. others(please specify)_____

VI. REVIEW OF LITERATURE

VALUES EDUCATION THROUGH HISTORY by Lourdes R. Quisumbing et al published 1996 --

This book deals with the inculcation of values that promote a culture of peace and tolerance. History is cited in this book as playing an important role in the promotion of these values.

BRIEF ON SEDP by the DECS published 1984 --

This is a brief summary on the SEDP by the DECS Bureau of Secondary Education. It includes a brief introduction of the program, a list of its objectives, and a list of its main supporters which are all foreign institutions.

ACT FORUM 10th NATIONAL CONGRESS SOUVENIR ISSUE published 1998-

This is a collection of articles from the ACT or ALLIANCE OF CONCERNED TEACHERS-PHILIPPINES about the concerns of the teaching sector. They view the system of education in the Philippines as colonial in orientation, as established by the

Americans to be so.

MULTICULTURAL EDUCATION by Hilda Hernandez published 1989-

This is a book that advocates for a multicultural approach to education in the classroom. Although at first glance it seems to be very positive in its outlook. Since it advocates for “an education that takes into consideration political, social and economic realities that individuals experience in culturally diverse and complex human encounters.” It must be noted that it fits into the picture of an educational system that is more universal in character, and inculcating more of foreign values rather than national ones.

THE NEW SECONDARY SCHOOL by The Board of National Education, 1956-

The title of this book is misleading since it was published in 1956. The important aspect of this book is that it has a summary of the history of secondary education in the Philippines. It shows the evolution of secondary education in the Philippines as dictated by social and most importantly by economic changes. This information is important the researcher in the sense that the theoretical framework in this study is historical materialism.

VII. SCOPE AND LIMITATION OF THE TOPIC OR STUDY

SCOPE

The scope of the study shall be a brief historical background of the evolution of Philippine secondary education. And with regard to its

current status, an evaluation SEDP program's effect on the inculcation of true national ideals to high school students. These include the evaluation of the student's views with regard to nationalist matters, hence tackling the issue of the plight of the masses and imperialism.

The specifics in the SEDP that shall be focused on shall be the curriculum and the textbooks. It is the view of the researcher that it is in these, that the SEDP most effectively molds the high school student's concept and spirit of nationalism.

LIMITATIONS

This thesis only focuses on the SEDP's effectiveness in inculcating nationalism to secondary students, in the light of the colonial character of Philippine secondary education. Hence, although the SEDP was designed to handle a variety of concerns of the Philippine secondary educational system. This thesis will only focus on matters relating to the indicated hypotheses. The issues regarding technical assistance, the improvement in the situations of faculty etc. will not be included.

Another limitation is that given the limited resources of the researcher, the total number of surveyed students, will not be a significant portion of the population of high school youth in the country.

Furthermore, they will only be from a few private and public schools from some cities in the Metro Manila area.

VIII. SIGNIFICANCE OF THE TOPIC OR STUDY

Education has been regarded as vital to national development. This is in the assumption that education will not only produce labor for the country's economy, but that it will also produce citizens that will be devoted to prioritizing the interests of the country. They shall be advocates for alleviating the masses in their dehumanized conditions as well as reject imperialism in all its forms. Hence, the importance of the secondary educational system in instilling true nationalism to high school students.

With this concept in mind, it is therefore important to look into Philippine secondary education and its framework the SEDP. That government says has/continues to produce a nationalist youth, even though the colonial characteristics of the high school system, is still present through the SEDP, which has a variety of foreign institutions as main supporters. In a nutshell the whole set-up of high schools instilling nationalism, with a colonial system of formal education is contradictory. This thesis will try and serve as a means to evaluate this situation.

CHAPTER II

BACKGROUND OF THE STUDY

HISTORICAL BACKGROUND OF PHILIPPINE SECONDARY EDUCATION

During the period of Spanish Colonization, religious institutions became the first to establish high schools in the Philippines. The formal education in these secondary schools centered mainly on Christian religious instruction, and therefore was created only for the building of the moral character of the student.

This was based on the belief, propagated by the Spanish religious leaders then, that people should not be concerned with their material well-being, but with their spiritual well-being instead.

It is important to note, that this belief would coincide with the prevalent social conditioning propagated by the Spaniards during the period of the colonial and feudal society. It was done to make the Filipinos docile to the oppression of the Spanish authorities, for the purpose of allowing their wealth, to be accumulated by the colonizers, in exchange for the moral teachings to obtain everlasting life.

The Jesuits were the first to establish secondary schools in the country. The very first secondary school in the Philippines was the *College Seminary of San Ignacio*. It was founded by the Jesuits in 1585.¹ It was primarily for the preparation of students for the priesthood, although it also provided general education. The curriculum

¹ Board of National Education, 1

it offered consisted of the subjects of theology, canon law, civil law, philosophy, Latin, and rhetoric. The Jesuits founded another secondary school, the *College of San Jose* in 1601.²

Other religious institutions also founded secondary schools in the years that followed. The Dominicans founded the *Colegio de Nuestra Señora del Rosario* in 1611 which became, as it is now currently known as, the *University of Santo Thomas*.³ The Colegio de San Juan de Letran, for secondary education was founded in 1630.⁴

During this conservative period, it is important to note that the ideology of liberalism was seen as alternative to the superstitious conservatism of the Spanish clergy, who enjoyed a dominance also in the temporal affairs of the Filipinos.

Stemming from the liberal constitution of 1821, the Spanish government approved a plan to establish reforms in formal education in the colony.⁵ The plan was to establish a public formal education system, which would include secondary education. In conformity with this plan, the secondary schools would have to include subjects like Spanish, Latin grammar, geography and chronology, literature, and history, mathematics, botany, agricultural zoology, logic, political economy, statistics, moral and natural law, and public law. Unfortunately, the proposed reforms were not brought about due to the defeat of the liberals in Spain in 1823.

The secondary education during the Spanish period was concerned with the mere

² Ibid

³ Ibid

⁴ Ibid

⁵ Ibid

acquirement of the social and cultural heritage and the refinement of social graces.⁶ The secondary education of the period did not have to provide the necessary skills to enable the student to contribute to the improvement of the economy.⁷ Hence, providing a limited contribution to development.

Formal education in general, during the American occupation was focused on the training of Filipinos for citizenship in a liberal democracy.⁸ In its early days, secondary education during the American regime, was college preparatory in character, although it also prepared the students for service in the business establishments, in the commercial areas, in the government services, and in the teaching profession.⁹

In another light, formal education, including secondary education would entail a means of producing a new form of subservience among the Filipino people. For the Spanish colonizers it was religious instruction that conditioned the minds of the Filipino people to accept their colonizers. Partially during the Spanish period, that it was seen in secondary education. With the Americans, formal education is the main instrument of conditioning the Filipino to be blinded to the evils of imperialism and see it only under the guise of a liberal democracy.

The Americans immediately set out to achieve its objective of “brain-washing” the Filipino mind through formal education, first of all through the propagation of the English language. This was done in view of their social and political requirements.¹⁰

⁶ Board of National Education, 3

⁷ Ibid

⁸ Board of National Education, 4

⁹ Ibid

¹⁰ Ibid

English was given a main role in the academic curriculum and the formal educational system was made the official government agency for its propagation and enrichment.¹¹

During the American period, knowledge of the English language would assure a Filipino of some useful profession in the colonial and semi-feudal society. Hence, the secondary school, particularly the provincial ones, became the training institution for future clerks in government service, workers salesmen and teachers.¹²

But there came a time when the mere knowledge of the English language was not enough to insure one a place in colonial society. The positions that were once dependent on a mere mastery of English eventually became scarce. Soon it was necessary for the American authorities to create new reforms within the secondary education system.

In 1940, the objective of Philippine secondary education was redefined “to produce well-balanced citizens who are prepared to take their place as individuals and as members of their respective social groups in a democracy. It is not the aim to produce highly skilled artisans or proficiently trained individuals, but to insure a broad foundation for any such specialized training.”¹³ Through this, an unemployment crisis was averted by the American authorities and colonial and semi-feudal Philippine society was saved, at least until the war came.

At this point it is important to note that before the war, public secondary schools were limited to provincial capitals and cities while, private secondary schools were found in only favored places and were usually conducted by religious

¹¹ Ibid

¹² Ibid

¹³ Ibid

corporations and by a small number of lay educators.¹⁴ Only a few number of Filipino youth, could avail of this. Among them are those who could afford to live in dormitories and/or those who wish to pursue their education to the college level.

After the war, as a consequence also of the destruction of the schools by military operations, a crisis in secondary education occurred. To answer these concerns the American educational authorities granted permission to establish secondary schools in towns and other localities. The municipal councils in several towns petitioned their provincial boards and the Bureau of Public Schools to grant them authority to establish secondary schools in their respective districts. In some places, the provincial boards themselves paved the way to provide secondary education. Both Private citizens through.

corporations and religious organizations also founded several high-schools. By 1948, the number of facilities for secondary education had exceeded the pre-war facilities.¹⁵

In 1950, a UNESCO Educational Mission came to the Philippines to evaluate its formal education program.¹⁶ It emphasized that the current academic curricula for secondary education during that period must focus on educating the students for economic productivity. Since the greatest problem of the country during that period was said to be economic development, it was recommended that secondary schools should be sources of a supply of “competent, industrial manpower”.¹⁷ It must be noted that given the status of Philippine society during that period as semi-feudal and semi-colonial. This

¹⁴ Board of National Education, 9

¹⁵ Ibid

¹⁶ Board of National Education, 53

¹⁷ Ibid

move of the UNESCO is a direct action to insure that the Philippine formal education system, including its high-schools, should be sources of labor, and in most probability the cheap and docile kind for the transnational companies of the imperialist countries.

THE HISTORICAL BACKGROUND OF THE SEDP

The colonial character of Philippine secondary education remained. And it was also evident during the 80's and the 90's with the emergence of the SEDP.

During 1984, there was an Integrated Sectoral Report on Philippine Secondary Education. This was done to evaluate the performance of secondary education in both public and private schools during that period. The report discovered that there were several concerns that needed to be addressed at the time. These involved a need to improve student performance in science, math, and the communication arts, a need to improve facilities and instructional materials that contribute to unsatisfactory student performance, and a need to improve policy making and increase the internal efficiency of the secondary education system. The revised curriculum of the SEDP is known as the New Secondary Education Curriculum or NSEC.

One of the features of the SEDP is curricular reform. Part of the objectives of this is "developing an enlightened commitment to the national ideals by preserving and developing moral, spiritual, and socio-cultural values as well as other desirable aspects of the Filipino heritage". This is in the light that the youth being the future leaders of the nation will be the one who will lead the country towards a true national development.

But the SEDP still has the colonial character prevalent in the Philippine secondary education program. An indication would be that the main support for the SEDP comes from various foreign institutions like the Asian Development Bank, the Japan International Cooperation Agency, the Gessellschaft Deutsche fur Technische Zusammenarbeit, and the Canadian International Development Agency.¹⁸ Hence, the instilling of true nationalism in high-school youth, through the SEDP is questionable.

There are eight areas in the NSEC.¹⁹

These are:

English	Filipino
Mathematics	Social Studies
Science and technology	PEHM (Physical Education, Health and Music)
Values Education	Technology and Home Economics

The medium of instruction for these subjects were set by the DECS in accordance with the provision of Article XIV Section 7 of the 1987 Constitution which states:

“ For purposes of communication and instruction, the official languages of the Philippines are Filipino and until otherwise provided by law, English.

The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein.”

Hence the subjects in the NSEC are taught in the following media of instruction:²⁰

¹⁸ DECS Bureau of Secondary Education, 1-5

¹⁹ DECS Bureau of Secondary Education, 40

²⁰ Ibid

FILIPINO	ENGLISH	ENGLISH/FILIPINO
Filipino	English	Values Education
Social Studies	Mathematics	
PEHM	Science and Technology	
	THE	

:

It must be noted how English, the language of the imperialists is still being given much emphasis in the designated media of instruction, as it was then in secondary education during the period of the American occupation.

The allotted time for each subject in the NSEC varies. Below is a table of the designated time allotment in minutes per week of each subject:²¹

SUBJECTS	1 st Year		2 nd Year		3 rd Year		4 th Year		Total No. of Units
	Min.	Unit	Min.	Unit	Min.	Unit	Min.	Unit	
ENGLISH	200	1	200	1	200	1	200	1	4
FILIPINO	200	1	200	1	200	1	200	1	4
SCI. & TECH.	400	2	400	2	400	2	400	2	8
MATH	200	1	200	1	200	1	200	1	4
SOC. STUD.	200	1	200	1	200	1	200	1	4
P.E.H.M.	200	1	200	1	200	1	200	1	4
VALUES EDUC.	200	1	200	1	200	1	200	1	4
T.H.E.	400	2	400	2	400	2	400	2	8
TOTAL	2000	10	2000	10	2000	10	2000	10	40

* 1 teaching load- 40 minutes

From the table above, it can be observed how science and technology as well as T.H.E., is prioritized over the other subjects. These two subjects emphasize technology.²² T.H.E is actually oriented towards the acquirement of work skills, with specialization

²¹ Ibid

²² DECS Bureau of Secondary Education, 36

being offered during the third and fourth years with other offerings such as electricity, electronics and other technologies.²³ An indication that the concept provided for by the UNESCO that secondary school should be a source of “competent industrial manpower” still remains in contemporary secondary education. And with it is the role Philippine secondary education has to play in providing the transnational companies of the imperialist countries with cheap and docile labor.

NATIONALISM IN VALUES EDUCATION AND VALUES DEVELOPMENT

Since formal education, as indicated in the SEDP, must also emphasize the formation of the student’s consciousness, the NSEC had the following objectives concerning this, namely: “1. Develop an enlightened commitment to the national ideals by cherishing, preserving and developing moral, spiritual, and socio-cultural values as well as other desirable aspects of the Filipino heritage;”²⁴ and “2. Obtain knowledge and form desirable attitudes for understanding the nature and purpose of man, and therefore, of one’s self, one’s own people, and other races, places and times, thereby promoting a keen sense of self, family and of national and international communities.”²⁵

Nationalism is handled more in values education and is offered as a separate subject, but values development is designated in all subjects. For the purpose of this study, the subjects that will be focused on will be those that in the opinion of the author have a more direct effect on the formation of the student’s sense of nationalism. Namely Values education, English, Filipino and Social Studies.

²³ Ibid

²⁴ DECS Bureau of Secondary Education, 35

²⁵ Ibid

To achieve the nationalism inculcation objectives of the NSEC, it was required that it be taught as part of values education, a separate subject. Values education or *Edukasyon sa Pagpapahalaga* is described as “the cognitive base of values development being integrated in all subject areas of the curriculum”. It aims to develop skills for rational thinking and value judgements. It makes use of the experimental approach and revolves around four concepts: *Pagpapahalaga sa Sarili* (Valuing Self) *Pakikipagkapwa* (Valuing Others), *Pagkamakabansa* (Valuing One’s Country), and *Pagkamaka-Diyos* (Valuing God).²⁶

In Catholic Schools, Valuing God is emphasized more in their Values Education subject. Nationalism is a concept that is seldom tackled directly, although some “Christian values” that it teaches, regarding the proper way of overcoming society’s evils, have an implication on the sort of nationalism the student practices.

In a Values Education book for Catholic Schools, “*THE COMMITMENT FOR SALVATION*”, which is a book that develops values in accordance with the DECS Values Framework, there is seen an example of the Christian Values taught that have an implication in the concept of nationalism among the students, as seen in Lesson 15 Growing Against Sinful Social Structures. It talks about concepts of sin, as interpreted from the Old Testament.

The most interesting concept of sin, nationalist-wise, was the sin of rebellion and transgression. Rebellion and aggression, are regarded as a conscious choice that *destroys positive relationships*.²⁷ Further along the text, comes the concept of social sin which is

²⁶ Ibid, 37

a sin that falls on any of the following category:²⁸

1. the sin's power to affect others by reason of human solidarity
2. sins that directly attack human rights and basic freedoms, human dignity, inter-personal justice and the common good
3. sins affecting relationships between various human communities, such as class struggle or obstinate confrontations between nations
4. situations of sin or sinful structures that are the consequences of sinful choices and acts, like patterns of racial discrimination and economic systems of exploitation.

Although it includes economic systems of exploitation as a social sin, it must be noted that from these categories, the concept of the class struggle was mentioned and considered a social sin as well. By its characteristic of advocating for a rebellion and aggression, directed towards the abusive ruling class, it had been interpreted as something that is destructive to the positive relationships which hold society together.

Such a view can therefore not be in accordance with nationalism. If it is rooted in anti-imperialism, then it must be for the abolition by force of the oppressive social structures which are for the benefit of the ruling class as well as the imperialist countries.

This is a specific example of how values education limits itself in instilling true nationalism among students, but instead presents a distorted version of it, that only

²⁷ Cabato et al, 237

²⁸ Ibid, 238

wants to maintain the status-quo.

English although a language subject, focuses on the formation of “critical thinking skills and communicative interactive competence.”²⁹ Hence, it can be seen as a tool for conditioning the student’s consciousness, including its concept of nationalism. An example of this, is the following passage taken from an SEDP based book ENGLISH for Secondary Schools Fourth Year. On the very first page of chapter 1 entitled BECOMING A FREE, HUMAN PERSON, this passage from the known educator Camilo Osias is seen: “ *With the achievement of our dreams to be free and independent as a nation, we must think not only of independence, but of interdependence. in other words, our becoming a new nation has ushered us into the concert of the nations of the earth. Not only nationalism but internationalism should guide our thinking process and permeate our way of life.* ”

The ideas presented in the passage cannot coincide with nationalism in its sense of being rooted in anti-imperialism. This is due to the fact that the concepts of internationalism and interdependence are both euphemisms propagated by the imperialists to justify capitalist expansion in the third world to suit their interests. The student who will be inculcated with such a belief will welcome imperialism, in the false belief that it will be beneficial to the Philippine economy. Hence, providing a false notion of nationalism.

Filipino, the other language subject in the NSEC is on the native language. It focuses on the advancement of communication and literary skills.³⁰ At this point it is

²⁹ DECS Board of National Education, 37

important to note that the improvement of critical thinking skills and communicative interactive competence were not indicated in the description of the subject. This would be an indication that less focus is put into the improvement of such mental and communicative skills in the native language than in English.

Although it may be true that the student is already adept in his native tongue such that it would justify the more important regard for English, it must be noted that improving mental and communication skills in the Filipino student in English, would be most beneficial to the imperialists. Although the inculcation of a false sense of nationalism, in the consciousness of the student, is also apparent even in the Filipino subject.

The SEDP based book *FILIPINO PARA SA PILIPINO* by *Isagani R. Cruz*, that although it presents a great number of nationalist readings such as those written by *Amado V. Hernandez*, and *Rogelio R. Sikat*, unfortunately contains some readings which venture on the colonial line as well. An example of which is the text “Mga Pilipino-Pulso ng mga Pasilidad-Militar ng Amerika” (*The Filipinos- Pulse of the American Military-Installations*) an essay from the *Asia -Pacific Defense Forum*, that tells of how much the Americans acknowledge the Filipino’s services, in their military installations in the former Clark and Subic bases.

The author of the book, in the light of what the text may inculcate in the consciousness of the students, quickly added this note: *Mag-ingat sa propaganda hindi lahat ng nakasulat ay totoo.* (*Beware of propaganda. Not all that is written is true.*) The

³⁰ *Ibid*

mere fact that such a text was included in the book, is an indication that the Filipino subject, is also being used to instill a colonial consciousness in the student and a false sense of nationalism as well.

Social Studies is described as a “subject taught in the Filipino perspective”³¹. The subject matter varies for each year level.

The area of study covers the ff.

1st Year ----- Philippine History and Government

2nd Year ----- Asian Studies

3rd Year ----- Economics

4th Year ----- World History

Since it was indicated that this subject is to be taught “in the Filipino perspective”, then the interpretations of the concepts of each subject area is expected to be biased in favor of a country that has felt the effects of imperialism, since that is what the Philippines is. Most importantly, especially for the purpose of this study, in the study of Philippine History and Government. Given the Filipinos experience with its colonial oppressors, a strong sentiment of nationalism should pre-dominate in the study and interpretation of Philippine History. It must focus on the facts about the atrocities and oppression felt by the Filipino people and their heroic struggles. But in the light of the colonial influence pre-dominant in Philippine Secondary Education in the SEDP, this is most likely not to be the case.

In the SEDP based book by *Bro. Andrew Gonzalez et al.* entitled *Kasaysayan at*

³¹ DECS Bureau of Secondary Education, 36

Pamahalaang Pilipino, an example of this colonial influence even in the teaching of Philippine history in Social Studies in high school is seen. In unit 11 of the said book, which discusses the period of the American occupation, the chapter begins with the Spanish American War, and as a fact, the Philippines was occupied due to the hostilities between the two nations.³² But the authors pointed out the fact that before the American occupation, the American already had an agreement with the leaders of the revolution in Hong Kong. In exchange for autonomy and arms, the Filipinos will fight the Spanish in the Philippines, as allies in the Spanish –American War.³³ The declaration of independence in 1898 were discussed in the following pages of the said book, together with the founding of the revolutionary government, and afterwards the commonwealth period. After which were discussed the influence of the American in Philippine culture, politics, economy and the like.³⁴

What is noticeable in this narration of this important period in Philippine history, is the absence of the events that constitute the Filipino- American War. After the discussion of the Paris Treaty and the Malolos Constitution, the discussion immediately shifted to American influence in the Philippines. Although, this maybe interpreted as an indication of the authors' collective laziness, it is most probable that this is an attempt to suppress such events that have happened in Philippine history, if only to cut down the proliferation of anti-imperialist sentiment, now directed towards the United States. And in the process the student is deprived of the facts of his/ her history, and there fore develops a limited if not false sense of nationalism.

³² Bro. Andrew Gonzalez et al., 311

³³ Ibid

³⁴ Bro. Andrew Gonzalez et al., 314-341

In the discussion of nationalism in values development among these 4 subjects, by focusing on only 1 textbook as an example, this researcher would undoubtedly be subject to the criticism that his findings are arguably fallacious. It would be subject to the fallacy of composition, when one assumes mistakenly from the attributes of an individual member of a collection to the attributes of the totality of that collection.

Yet it must be noted that as evidenced by the colonial character of secondary education in the Philippines through history as discussed in the previous portions of this background, including the traces of colonial influence in the SEDP, such an assumption would be reasonable. And with the fact that all these books are SEDP based, it would be as unreasonable to ignore the probability that all textbooks, hence the subjects that use these textbooks in the secondary education system would contain, although in various degrees, some aspect of colonial conditioning, which would therefore be an indication that the SEDP and Philippine secondary education in general is not efficient in promoting a nationalism, that is love of country rooted in anti-imperialism.

To provide a more analytical support of this hypothesis, a survey was conducted among public and private high-school students, regarding this by the researcher, of which the results will be discussed in chapter 3.

CHAPTER 3

ANALYSIS

PRESENTATION AND INTERPRETATION OF DATA:

The questionnaire (see Appendix A) was made to test the hypotheses.

Questions 1-5 were made to test hypothesis number 1. Secondary Education, through the SEDP has a significant influence in the inculcation of nationalism, though not necessarily the kind rooted in anti-imperialism, among the youth. Questions 6- 9 were made to test the second hypothesis:

Secondary Education, through the SEDP program does not promote nationalism that is rooted in anti-imperialism, and in fact promotes a colonial mentality in the student.

Question number 2 was made simply to see if the students had an idea of what nationalism is. The data is as follows:

Definition of Nationalism

Type of high-school	Love of country	Other * definition	Total
Private	10	5	15
Public	25	10	35
Total	35	15	50

*other definitions generally are composed of the ff. pride in one's country, code of conduct appropriate in one's country, acceptance of one's country, concern of one's country, unification in the country, and doing one's best for one's country.

PERCENTAGE:

Definition	Frequency	Percentage
Love of Country	35	70
Other Definition	15	30
Total	50	100

It can be interpreted from this data that generally since those who answered another definition of nationalism, defined it as something that pertains to a form of emotion or sentimentality for the country, that all the students surveyed knew that nationalism was generally love or any emotion or sentimentality in support of the country.

Question No. 1 was made to determine if, despite the many sectors that influence the youth/student, secondary education will still be a significant influence in the forming his/her concept of nationalism. A range was set, if the students gave the school a number 1 or 2, this would indicate that it is significant but if the students gave the school a number 3 or 4 then this would indicate that it is not significant. The chi-square method will be initially used to determine the significance of the data.

Ho: There is no significant difference between public school students who believe that high school is a significant sector in the instilling of nationalism in the student with those who do not.

H1: A majority of public school students believe that high school is a significant sector in instilling nationalism in the student.

The data is presented as follows:

Type of high school	Significant		Not significant		Total
Public	23	17.5*	12	17.5*	35

*expected frequencies

df=1

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$$X^2 = \Sigma \Sigma (23-17.5)^2/17.5 + (12-17.5)^2/17.5 = 3.46 \text{ lower than the critical value 5.41}$$

Interpretation of data:

Unfortunately given this data, the researcher would be forced to accept the null hypothesis. That there is no significant difference between the public school students who believe that high school is a significant sector in the instilling of nationalism in the student with those who do not.

However in the survey it is worth mentioning that 23 out of the 35 students indicated that high school is a significant sector in instilling them with nationalism.

Ho: There is no significant difference between private school students who believe that high school is a significant sector in the instilling of nationalism in the student with those who do not.

H1: A majority of private school students believe that high school is a significant sector in instilling nationalism in the student.

Type of high school	Significant		Not significant		Total
Private	12	7.5*	3	7.5*	15

*expected frequencies

df = 1

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$X^2 = \Sigma \Sigma (12-7.5)^2/7.5 + (3-7.5)^2/7.5 = 5.40$ lower than the critical value 5.41

Interpretation of data:

Unfortunately given this data, the researcher would be forced to accept the null hypothesis. That there is no significant difference between the private school students who believe that high school is a significant sector in the instilling of nationalism in the student with those who do not.

However in the survey it is worth mentioning that 12 out of the 15 students indicated that high school is a significant sector in instilling them with nationalism.

Questions 3, 4, and 5 (see Questionnaire Appendix A) were made to test if values development, specifically concerning nationalism, is present in the subjects of Filipino, English and the Social Studies.

3.

Ho: There is no significant difference between the public school students who believe that Social Studies subjects contribute to their concept of nationalism with who do not.

H1: A majority of public school students believe that Social Studies subjects contribute to their concept of nationalism.

Presentation of data:

Type of high school	Yes	No	Total
Public	34	17.5*	35

*expected frequencies

df = 1

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$$X^2 = \Sigma \Sigma (34-17.5)^2/17.5 + (1-17.5)^2/17.5 = 31.1 \text{ higher than the critical value 5.41}$$

Interpretation of data:

Given this data, the researcher can reject the null hypothesis and accept the hypothesis that a majority of public school students believe that Social Studies subjects contribute to their concept of nationalism.

Ho: There is no significant difference between the private school students who believe that Social Studies subjects contribute to their concept of nationalism with who do not.

H1: A majority of private school students believe that Social Studies subjects contribute to their concept of nationalism.

Presentation of data:

Type of high school	Yes	No	Total
Private	12	7.5*	15

*expected frequencies

df = 1

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$$X^2 = \Sigma \Sigma (12-7.5)^2/7.5 + (3-7.5)^2/7.5 = 5.40 \text{ lower than the critical value 5.41}$$

Interpretation of data:

Unfortunately given this data, the researcher would be forced to accept the null hypothesis. That there is no significant difference between the private school students who believe that Social Studies subjects contribute to their concept of nationalism with those who do not.

However in the survey it is worth mentioning that 12 out of the 15 students indicated that Social Studies subjects contribute to the student's concept of nationalism.

4.

Ho: There is no significant difference between the public school students who believe that English subject contribute to their concept of nationalism with those who do not.

H1: A majority of public school students believe that English subjects contribute to their concept of nationalism.

Presentation of data:

Type of high school	Yes	No	Total
Public	24	11	35

*expected frequencies

$$df = (2-1)(2-1) = 1$$

$$\alpha = 0.01 \text{ for a one-tailed test } (0.02/2 = 0.01) = 5.41$$

$$X^2 = \Sigma \Sigma (24-17.5)^2/17.5 + (11-17.5)^2/17.5 = 4.83 \text{ lower than the critical value 5.41}$$

Interpretation of data:

Unfortunately given this data, the researcher would be forced to accept the null hypothesis. Hence, there is no significant difference between the public school students who believe that English subjects contribute to their concept of nationalism with those who do not.

However in the survey it is worth mentioning that 24 out of the 35 students indicated that English subjects contribute to the student's concept of nationalism.

Ho: There is no significant difference between the private school students who believe that English subject contribute to their concept of nationalism with those who do not.

H1: A majority of private school students believe that English subjects contribute to their concept of nationalism.

Presentation of data:

Type of high school	Yes		No		Total
Private	4	7.5*	11	7.5*	15

*expected frequencies

$$df = 1$$

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$$X^2 = \Sigma \Sigma (4-7.5)^2/7.5 + (11-7.5)^2/7.5 = 3.27 \text{ lower than the critical value 5.41}$$

Interpretation of data:

Given this data, the null hypothesis must be accepted. Hence, there is no significant difference between the private school students who believe that English subjects contribute to their concept of nationalism with those who do not.

5.

Ho: There is no significant difference between the public school students who believe that their Filipino subjects contribute to their concept of nationalism with those who do not.

H1: A majority of public school students believe that their Filipino subjects contribute to their concept of nationalism.

Presentation of data:

Type of high school	Yes	No	Total
Public	32	3	35

*expected frequencies

$df = 1$

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$$X^2 = \Sigma \Sigma (32-17.5)^2/17.5 + (3-17.5)^2/17.5 = 24.02 \text{ higher than the critical value 5.41}$$

Interpretation of data:

Given this data, the null hypothesis can be rejected, because the computed value is higher than the critical value. Hence, a majority of public school students believe that Filipino subjects contribute to their concept of nationalism.

Ho: There is no significant difference between the private school students who believe that Filipino subject contribute to their concept of nationalism with those who do not.

H1: A majority of private school students believe that Filipino subjects contribute to their concept of nationalism.

Presentation of data:

Type of high school	Yes	No	Total
Private	12	7.5*	3

*expected frequencies

df = 1

$\alpha = 0.01$ for a one-tailed test ($0.02/2 = 0.01$) = 5.41

$$X^2 = \Sigma \Sigma (12-7.5)^2/7.5 + (3-7.5)^2/7.5 = 5.40 \text{ lower than the critical value 5.41}$$

Interpretation of data:

Given this data, the null hypothesis cannot be rejected, because the computed value is less than the critical value. Hence, There is no significant difference between the private school students who believe that Filipino subject contribute to their concept of nationalism with those who do not.

However in the survey it is worth mentioning that 12 out of the 15 students indicated that Filipino subjects contribute to the student's concept of nationalism.

Question number 7 (see Questionnaire Appendix A) was made to test the students' concept of Philippine society. The idea is that if the students' concept of nationalism is truly oriented in anti-imperialism, then they should be aware of the true state of Philippine society, that as a consequence of imperialism, it is an unequal society.

Ho: There is no significant difference between the students who believe that the Philippine society is an equal society with those who think it is an unequal society.

H1: A majority of the students believe that the Philippine society is an equal society.

Presentation of data:

Student's View	Equal		Unequal		Total
Private	5	10.5*	10	4.5*	15
Public	30	24.5*	5	10.5*	35
Total	35		15		50

*expected frequencies

$$df = (2-1)(2-1) = 1$$

$$\alpha = 0.01 \text{ for a one-tailed test } (0.02/2 = 0.01) = 5.41$$

$$X^2 = \sum \sum (5-10.5)^2/10.5 + (5-10.5)^2/10.5 = 13.72 \text{ higher than the critical value 5.41}$$

Interpretation of data:

Given this data, it can be safe to reject the null hypothesis, because the computed value is greater than the critical value. Hence, a majority of the students believe that the Philippine society is an equal society.

The fact that a majority of the public school students view the Philippine society as an equal society while the majority of the private school students see it as unequal, can be attributed to the fact, that the government pays for the education of the public school students. Hence they have the least tendency to see the unequal treatment of the government when dealing with the rich and the poor. Which would lead them to believe that the Philippine society is an equal society. Whereas the private school students pay their tuition, so they do not owe the government as much as the public school students. Therefore, the private school students are more affected by the socioeconomic crises, at least with regard to their education, which would lead them to be more critical in their view of how government treats the rich and the poor. And they have seen the Philippine society as unequal.

Question number 6 (see Questionnaire Appendix A) was made to determine what the students believe would show nationalism best. This was intended to measure their concept of nationalism. Although each choice would generally be a good means of showing nationalism as taught in high school, if the students sense of nationalism is rooted in anti-imperialism then a significant number or majority of them should choose b. rallying to support the plight of the marginalized sectors.

The following is a list of the frequencies for each choice in question 6

Type of H.S.	a	b	c	d	e	f	g	Total
Private	10	3	14	6	6	5	1	45
Public	27	1	34	24	5	12	2	105
Total	37	4	48	30	11	17	3	150

A majority of the students chose c. obeying the laws of the Philippine republic as the best way to show nationalism. But b. rallying to support the plight of the marginalized sectors was chosen by only 4 students. Considering the number of times the other choices were chosen by the students, it is clear that b. rallying to support the plight of the marginalized sectors is least viewed by the student as one of the best means of showing nationalism.

Question number 8 (see Questionnaire Appendix A) was made to determine what the students believe are the main causes of underdevelopment. This was intended to measure their concept of nationalism. Even if all the choices may be viewed as main causes of Philippine underdevelopment as taught in high-school, if the students' concept of nationalism is rooted in anti-imperialism, then a significant number or majority of them should choose c. Imperialism.

The following is a list of the frequencies for each choice in question 8

Type of H.S.	a	b	c	d	e	f	g	h	Total
Private	5	14	2	5	4	5	6	4	45
Public	21	34	3	8	8	20	10	1	105
Total	26	48	5	13	12	25	16	5	150

A majority of the students chose b. Corruption in Government as the main cause

of Philippine underdevelopment. But c. Imperialism was chosen by only 5 students.

Considering the number of times the other choices were chosen by the students, it is clear that c. Imperialism is least viewed by the students as a main cause of Philippine underdevelopment.

Question number 9 (see Questionnaire Appendix A) was made to determine what the students feel are the best solutions to Philippine underdevelopment. This was intended to measure their concept of nationalism. Although each choice may be a good solution to Philippine underdevelopment, as taught in high-school, if the students' concept of nationalism is rooted in anti-imperialism then a significant number or majority of them should choose c. National Industrialization.

Type of H.S.	a	b	c	d	e	f	g	h	i	j	Total
Private	8	2	8	11	0	1	0	6	7	2	45
Public	19	3	25	27	8	4	1	9	9	0	105
Total	27	5	33	38	8	5	1	15	16	2	150

Although it can be observed that c. National Industrialization is among the top 3 concepts that students believe would show nationalism best, the concept of a. Globalization is also included. A concept that would be in contradiction to the promotion of national industrialization. Hence, with regard to question number 9, it is safe to assume that the students are not truly inculcated with a nationalism that is rooted in anti-imperialism.

CONCLUSION AND RECOMMENDATIONS

From the interpretation of the data gathered, it can be concluded, based on the students surveyed, that the first hypothesis is true. That high school, hence secondary education, is a significant sector in the inculcation of nationalism in the students, though not necessarily the kind rooted in anti-imperialism. The second hypothesis, based on the interpretation of the data gathered, that Secondary Education, through the SEDP program does not promote nationalism that is rooted in anti-imperialism, and in fact promotes a colonial mentality in the student, is also true.

The confirmation of these hypotheses, based on this study, would infer that the Philippines' present system of secondary education is still colonial in character. It could not be considered reliable, in ensuring that the youth will graduate from high school with a sense of responsibility to his/ her country, in the areas where they would really count.

Perhaps he/she may only have ideas of honoring the country's heroes of obeying the rules of the state and such, but rarely if ever a sympathy for the oppressed classes, much less an inclination to support them in their struggles against imperialism.

What is worse, is that the student may even fret at the mere mention of the words *Down with U.S. Imperialism* in rallies and the like. And they may recoil from any such activity that involves the organizations of the various sectors of the oppressed class. This is because they have been made to believe in school, that the things these organizations say are not what nationalism is really about. Such language is used only

by the Communists that school would imply, if not directly refer to as the enemies of God and of democracy (this term being only vaguely explained to the student). The nationalist utterances form these organizations, being referred to as mere fronts of Communist ideology.

Most important of all is that the student is taught to love the current state of the society he/she is living in. He/she will be taught the wonders of science and technology, and would be led to appreciate what it has done to Philippine society. But all the while emphasizing the importance that the coming of the Westerners did to provide the Filipinos with such a gift, very rarely acknowledging, if ever, the fact, especially with regard to the American period, what the colonizers took from the Filipinos in return. Or that the few advantages colonialism ever gave to the country were given not because of the benevolence of the colonizers, but because they would benefit from making the Filipinos embrace their culture.

At the most the school may acknowledge the society's imperfections, but would still emphasize that they can be reformed, for the system has its checks and balances that would ensure this. Furthermore, the way of change through a violent revolution, would be abhorred in the school, as a practice that is archaic and has no place in civilized society. This is the nationalism taught in the secondary school, an imperialist construct that promotes a profound love of the bourgeois way of life, an appreciation of one's colonial past, a paranoia of socialist ideology, and is rooted on centuries of colonial rule.

The researcher believes that Philippine secondary education, being rife with

colonial influence for decades, could not be subject to recommendations for reform in its instilling of nationalism. The researcher also believes that he could not merely cite a revolution as the answer, for although it can be a definite and complete solution, the researcher believes that the inculcation of nationalist ideas may in fact be more of a prerequisite before such an endeavor, hence the inculcation of nationalism rooted on anti-imperialism must happen first, despite the current repressive atmosphere in the schools.

The researcher's recommendations are as follows:

- During the period that the researcher was conducting the survey among the students in both public and private high schools, he noticed how open-minded the students were, even to the more radical ideas. Hence, a person acquainted with such teachings, if in the school to conduct a survey or some other research activity that requires an interaction with the students, can find the opportunity to talk with the students about some socio-political issues that they are already familiar with, and relate this to the more progressive ideologies. Hence, inculcating in the student a nationalism, that is truly rooted in anti-imperialism.
- But more effective in the inculcation of true nationalism would be a secondary school teacher that is familiar with the progressive line of thought, to include *some aspects* of his/her ideology to his/her discussions. Emphasis on *some aspects*, for if the school is as repressive as expected, then it will immediately censor such *subversive concepts*. But if it is possible to include all aspects, then so much the

better.

- Like the role of the progressive teacher is the role of the progressive author. In the study of the inculcation of colonial ideas in the textbooks that are SEDP based by the researcher, he noticed that a few progressive and nationalist ideas were present in some readings. Hence, some aspects of such thought could be included in the textbooks. But caution must also be exercised, for if the book may be too obvious in its intent, then it may be rejected, or if not be rarely issued as a textbook in most public and private secondary schools.

The researcher might be criticized by his over-emphasis on caution. And it might be pointed out that he may probably be bordering on paranoia. But it is his belief that such caution is reasonable, given the colonial influence on Philippine secondary education, and Philippine society in general. Furthermore, it is better to be aware rather than naivete about what the ruling class and the imperialists dominating the system can and is prepared to do to protect the status quo, and secure its interests.

APPENDIX

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: _____
LAST _____ GIVEN _____ MIDDLE _____

SCHOOL: _____

AGE: _____

SEX: M _____ F _____

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

school
 family
 mass media
 church

2. Based on what you have learned in high-school; What is Nationalism for you?

3. Have your Social Science subjects contributed to your concept of nationalism. Yes _____ No _____

If yes, How? _____

4. Have your Filipino subjects contributed to your concept of nationalism? Yes _____ No _____

If yes, How? _____

5. Have your English subjects contributed to your concept of nationalism?
Yes _____ No _____

If yes, How? _____

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the affairs of state.

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

QUESTIONNAIRES

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: ELUAMBUENA
LAST CHRISTOPHER
GIVEN CASTRO
MIDDLE

SCHOOL: LOURDES SCHOOL Q.C.

AGE: 17

SEX: M ✓ F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

1 school
3 family
2 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

NATIONALISM IS ONE GREAT EXAMPLE OF LOVE FOR COUNTRY.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? IT INFORMS ME EVERY NOW AND THEN ON WHAT HAPPENING IN OUR COUNTRY

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? IT HELPS ME TO DEVELOP MY ABILITY AS A FILIPINO, FOR EXAMPLE WRITING A PARAGRAPHS IN TAGALOG.

5. Have your English subjects contributed to your concept of nationalism?
Yes No ✓

If yes, How?

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: ARAMBULO DANILO BAUTISTA
LAST GIVEN MIDDLE

SCHOOL: LCURDES SCHOOL Q.C.

AGE: 16

SEX: M / F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

1 school
2 family
3 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

FOR ME IT IS LOVE FOR COUNTRY,

3. Have your Social Science subjects contributed to your concept of nationalism. Yes No

If yes, How? IT HELPED ME TO KNOW OUR HISTORY
AND IT REALLY HELPED ME BUILD UP MY
NATIONALISM.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes No

If yes, How? IT HELPED ME BY READING BOOKS LIKE
NOLI ME TANGERE AND EL FILIBUSTERISMO.

5. Have your English subjects contributed to your concept of nationalism?

Yes No

If yes, How? _____

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: ESPINAS
LAST Edward GIVEN Emilio MIDDLE Gilok

SCHOOL: F. S. x F. S. 2. C

AGE: 10

SEX: M F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
1 family
3 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

nationalism - love for country

3. Have your Social Science subjects contributed to your concept of nationalism. Yes No

If yes, How? By being aware of what (was) in the history of one's country.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes No

If yes, How? By being aware of the history of the country.

5. Have your English subjects contributed to your concept of nationalism?

Yes No

If yes, How? By being aware of the history of the country.

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

f. Genuine Agrarian Reform

g. Disarming dissident groups (by force or by amnesties)

h. Protection of Filipino Industries

i. Advancing the welfare of the poor masses

j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Perez LAST Roland GIVEN O MIDDLE

SCHOOL: L S QC H.S.

AGE: 16

SEX: M F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
1 family
4 mass media
3 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism is a sign of our love for our country.
It is a sign of our stickness w/ our country. Through
this we can determine how strong is our belief in our
country.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? by letting us know the history of other nations as well as our own native land. Through this we learned the past mistakes of our community.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? by teaching us the right filipino values.

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? by teaching the literature of our country.

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: GUTTEREZ LAST CHRISTIAN GIVEN Reyes MIDDLE

SCHOOL: LOURDES SCHOOL Q.C

AGE: 16

SEX: M F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

- 2 school
- 1 family
- 3 mass media
- 4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

For me nationalism is knowing & understanding + doing what you believe in and culture of your country

3. Have your Social Science subjects contributed to your concept of nationalism. Yes No

If yes, How? IT HELPED ME IN KNOWING AND UNDERSTANDING HOW MUCH OUR HEROES GAVE FOR OUR COUNTRY

4. Have your Filipino subjects contributed to your concept of nationalism? Yes No

If yes, How? IT TAUGHT ME HOW TO SPEAK MY OWN LANGUAGE AND TAUGHT ME THE CULTURE & LITERATURE OF MY COUNTRY

5. Have your English subjects contributed to your concept of nationalism?

Yes No

If yes, How? _____

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) huge crime rates

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Appaia LAST Jennine GIVEN Gonzaga MIDDLE

SCHOOL: M. Marcos Mem. High School

AGE: 16

SEX: M F ✓

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
3 family
1 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism is the love for your country.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? It made us realize that we should love our own country. It also teaches us the good deeds of the our national heroes.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? It teaches us that we should patronize our own language and the Filipino products.

5. Have your English subjects contributed to your concept of nationalism?

Yes No ✓

If yes, How?

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the *affairs of the State*.

f. Genuine Agrarian Reform

g. Disarming dissident groups (by force or by amnesties)

h. Protection of Filipino Industries

i. Advancing the welfare of the poor masses

j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Dionicio LAST Raneil GIVEN Velasquez MIDDLE

SCHOOL: Mariand Mercos Memorial High School

AGE: 15 years old

SEX: M F X

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

1 school
3 family
4 mass media
2 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism is your love for the country

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? by giving further explanations about our lessons

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? by discussing our lessons about Nationalism

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? by discussing our lessons which is also part of the Nationalism

6. Check any three of the following that you believe would show nationalism best.

a. Patronizing Filipino products

b. Rallying to support the plight of the marginalized sectors

c. Obeying the Laws of the Philippine Republic

d. Learning about the lives and deeds of the national heroes

e. Voting in elections

f. Supporting the projects of elected public officials

g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

a. a free society with opportunities, rights and privileges equal for all.

b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.

c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

a. Filipinos are lazy by nature e. Dissident groups (e.g. NPA, MILF)

b. Corruption in government f. Over-population

c. Imperialism g. Concentration of national wealth among a privileged few

d. Restrictions to foreign trade h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

a. Globalization

b. Concord

c. National industrialization

d. Strict enforcement of anti-corruption laws

e. Participation of the Church in the affairs of the state

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: SANCHEZ JR. DANIEL REYES
LAST GIVEN MIDDLE

SCHOOL: MARCS HIGH SCHOOL

AGE: 16

SEX: M F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
1 family
3 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

BASED ON WHAT I HAVE LEARNED IN HIGH SCHOOL, NATIONALISM IS LOVE TO OUR OWN COUNTRY.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? BY TEACHING ME WHAT (S) I MUST DO TO SHOW MY NATIONALISM AND LOVE TO OUR FILIPINO COUNTRY.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? BY GIVING ME AN IDEA ABOUT NATIONALISM.

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? BY TELLING AN STORY ABOUT NATIONALISM

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the *affairs of the state*.

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Bautista LAST Chris-John GIVEN Mines" MIDDLE

SCHOOL: Mariano Marcos Memorial High

AGE: 16 yrs. old.

SEX: M F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
1 family
4 mass media
3 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism is all about the different state unit in one country.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes No

If yes, How? cause we learned the truth meaning of nationalism.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes No

If yes, How? cause we discuss what is nationalism is all about

5. Have your English subjects contributed to your concept of nationalism?

Yes No

If yes, How? we learned a lot the concept of nationalism.

6. Check any three of the following that you believe would show nationalism best.

1. a. Patronizing Filipino products
 b. Rallying to support the plight of the marginalized sectors
2. c. Obeying the Laws of the Philippine Republic
3. d. Learning about the lives and deeds of the national heroes
 e. Voting in elections
 f. Supporting the projects of elected public officials
 g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

a. a free society with opportunities, rights and privileges equal for all.
 b. an unequal society, where those that belong to the marginalized sectors of the country are
 not granted the same rights and privileges.
 c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

 a. Filipinos are lazy by nature e. Dissident groups (e.g. NPA, MILF)
 b. Corruption in government f. Over-population
 c. Imperialism g. Concentration of national wealth among a
 privileged few
 d. Restrictions to foreign trade h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

a. Globalization
 b. Concord
 c. National industrialization
 d. Strict enforcement of anti-corruption laws
 e. Participation of the Church in the affairs of the State.

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: DELA CRUZ VILOMOR ARENAL
LAST GIVEN MIDDLE

SCHOOL: MARIANO MARCOS HIGH

AGE: 16

SEX: M F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

- 2 school
- 1 family
- 3 mass media
- 4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

NATIONALISM IS DEFINED AS THE LOVE OF THE FILIPINOS FOR BEING A FILIPINO

3. Have your Social Science subjects contributed to your concept of nationalism. Yes No

If yes, How? BECAUSE SOME OF OUR NATIVE FILIPINOS CONTRIBUTED IN THE PROGRESS OF OUR NATIONALITY

4. Have your Filipino subjects contributed to your concept of nationalism? Yes No

If yes, How? BECAUSE IT TEACHES US ABOUT FILIPINO CONCEPTS

5. Have your English subjects contributed to your concept of nationalism?

Yes No

If yes, How? _____

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the *affairs of the state*.

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Serrano LAST Trirha Jane GIVEN Vinron MIDDLE

SCHOOL: Carlos P. Garcia High school

AGE: 16

SEX: M F ✓

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

3 school
1 family
4 mass media
2 church

2. Based on what you have learned in high-school; What is Nationalism for you?

it means love for the country

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? it is how to respect the philippine heroes

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? by using the (nat) philippine language

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? by showing that we also have knowledge in english

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- e. Dissident groups (e.g. NPA, MILF)
- b. Corruption in government
- f. Over-population
- c. Imperialism
- g. Concentration of national wealth among a privileged few
- d. Restrictions to foreign trade
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

f. Genuine Agrarian Reform

g. Disarming dissident groups (by force or by amnesties)

h. Protection of Filipino Industries

i. Advancing the welfare of the poor masses

j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: CALICDAN LAST JUDITH GIVEN MAMARIL MIDDLE

SCHOOL: CARLOS P. GARCIA HIGH SCHOOL

AGE: 19

SEX: M F ✓

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
1 family
3 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

PAG-IMAHAL SA BANSA

SACRIFICING TO ONE COUNTRY

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? BY TEACHING US ABOUT NATIONALISM

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? BY TEACHING US THE RIGHT THING

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? BY EVALUATING THE TRUE MEANING

OF NATIONALISM

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Caranza LAST Guinua GIVEN Villaria MIDDLE

SCHOOL: Carlos P. Garcia High School

AGE: 15

SEX: M ✓ F

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

- 2 school
- 1 family
- 4 mass media
- 3 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism para sa akin ay pagpamalakulay at pagtutulungan ng malalit atg. eksibit na ito sa ating sining atk. mai sa paninirahan.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? dahil ang mga naengagement ko sa ari ng tunay na malalit atg. eksibit na ito sa ating sining atk. mai sa paninirahan.

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? dahil sa subjects na ito ay ipinakikita atg. inspiracion sa akin atg. pagdoni ng ating sining atk. mai.

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? dahil madulas naging it ko ito na ating power na wala o arin.

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Penalba LAST Marchi GIVEN Jarme MIDDLE

SCHOOL: Carlos P. Garcia High School

AGE: 15

SEX: M F ✓

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

2 school
1 family
3 mass media
4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism is the effort and love you gave for the country.

3. Have your Social Science subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? It contribute by means of teaching us how to respect everybody

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? by using our own language

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? by learning about live of our heroes

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others (please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the *affairs of the State*

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

THE SEDP IN INSTILLING THE VALUE OF NATIONALISM AMONG HIGH SCHOOL STUDENTS

QUESTIONNAIRE:

Name: Fuentes Anna G.
LAST GIVEN MIDDLE

SCHOOL: Carles P. Garcia High School

AGE: 16

SEX: M F ✓

1. What sector has influenced more your sense of nationalism? Rank the ff. According to most influential to least, 1 being the highest and 4 being the lowest.

- 1 school
- 2 family
- 3 mass media
- 4 church

2. Based on what you have learned in high-school; What is Nationalism for you?

Nationalism is loving your country in every aspect of it.

3. Have your Social Science subjects contributed to your concept of nationalism. Yes ✓ No

If yes, How? I've learned my country's history, its background and achievements and because of that I've known nationalism

4. Have your Filipino subjects contributed to your concept of nationalism? Yes ✓ No

If yes, How? It teaches me more about loving your country

5. Have your English subjects contributed to your concept of nationalism?

Yes ✓ No

If yes, How? It teaches me too about nationalism

6. Check any three of the following that you believe would show nationalism best.

- a. Patronizing Filipino products
- b. Rallying to support the plight of the marginalized sectors
- c. Obeying the Laws of the Philippine Republic
- d. Learning about the lives and deeds of the national heroes
- e. Voting in elections
- f. Supporting the projects of elected public officials
- g. others (please specify) _____

7. What is your concept of the Philippine society? Check one

- a. a free society with opportunities, rights and privileges equal for all.
- b. an unequal society, where those that belong to the marginalized sectors of the country are not granted the same rights and privileges.
- c. others(please specify) _____

8. What do you believe are the main causes of Philippine underdevelopment? Check any 3

- a. Filipinos are lazy by nature
- b. Corruption in government
- c. Imperialism
- d. Restrictions to foreign trade
- e. Dissident groups (e.g. NPA, MILF)
- f. Over-population
- g. Concentration of national wealth among a privileged few
- h. others (please specify) _____

9. What do you feel would be the best solutions to Philippine underdevelopment? Check any 3

- a. Globalization
- b. Concord
- c. National industrialization
- d. Strict enforcement of anti-corruption laws
- e. Participation of the Church in the

- f. Genuine Agrarian Reform
- g. Disarming dissident groups (by force or by amnesties)
- h. Protection of Filipino Industries
- i. Advancing the welfare of the poor masses
- j. Others (please specify) _____

ENDNOTES/ BIBLIOGRAPHY

Department of Education Culture and Sports Bureau of Secondary Education. *BRIEF ON SEDP*. Metro Manila: Department of Education Culture and Sports Bureau of Secondary Education, 1984.

Lourdes R. Quisumbing and Felice P. Sta. Maria. *VALUES EDUCATION THROUGH HISTORY*. Philippines: UNESCO National Comission of the Philippines, 1996.

Board of National Education. *THE NEW SECONDARY SCHOOL*. Manila: Board of National Education, 1956.

ALLIANCE OF CONCERNED TEACHERS-PHILIPPINES. *ACT FORUM 10th NATIONAL CONGRESS SOUVENIR ISSUE*. Sta. Mesa: Polytechnic University of the Philippines, 1998.

Hernandez, Hilda. *MULTICULTURAL EDUCATION*. Ohio: Merrill Publishing Company, 1989.

Jose Maria Sison and Julieta de Lima. *PHILIPPINE ECONOMY AND POLITICS*. Philippines: Aklat ng Bayan Publishing House, 1998.

Constantino, Renato. *THE INVISIBLE ENEMY- GLOBALIZATION AND MALDEVELOPMENT*. Quezon City: Foundation for Nationalist Studies, 1997.

Bro. Andrew Gonzalez et al. *KASAYSAYAN AT PAMAHALAANG PILIPINO*. Quezon City: Phoenix Publishing House, 1996.

Carmen Cabato et al. *THE COMMITMENT FOR SALVATION*. Quezon City: V.P. Books, Inc., 1994.

Bienvenido V. Santos et al. *ENGLISH FOR SECONDARY SCHOOLS, 4TH YEAR*. Quezon City: FNB Educational, Inc., 1991.

Cruz, Isagani R. *FILIPINO PARA SA PILIPINO III*. Quezon City: Phoenix Publishing House, Inc., 1990.

DECS, Bureau of Secondary Education. *MANUAL OF INFORMATION ON SECONDARY EDUCATION*. Philippines: DECS, 1993.

Simbulan, Roland G. *RETHINKING DEVELOPMENT*. Philippine Development Forum, Vol. 4, Nos.2-3. Manila: Development Studies Program Division of Social Sciences, 1987.