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# PERCEIVED KNOWLEDGE AND ATTITUDES ON HISTORY AS PREDICTORS OF LEARNERS SENSE OF NATIONALISM

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## ABSTRACT

*Nationalism among the youth is declining. This study aimed to determine the significance of perceived knowledge and attitudes on history as determinants of learner's sense of nationalism. A predictive correlational research design was employed, utilizing a survey questionnaire administered to 331 senior high school students identified through cluster sampling. Data were analyzed using regression analysis. The findings conclude that only attitudes, not perceived knowledge, significantly influence learners' sense of nationalism. Tajfel's Social Identity Theory was partially affirmed. Based on these findings, future research to explore additional variables not included in this study to explain the 70.2% variance in the sense of nationalism variable and relevant policies on fostering a sense of nationalism is recommended.*

**KEYWORDS:** *Perceived Knowledge on History, Perceived Attitudes on History, Learners' Sense Of Nationalism, Predictive Analysis*

## 1. INTRODUCTION

People, including the youth, have been predicted that nationalism will come to an end (Bieber, 2018). Research by Putri et al. (2023) suggests that a child's lack of nationalism can have detrimental effects and implications for various factors. This issue is reflected in their lack of historical awareness, shown through poor behavior and discipline during flag ceremonies and difficulty recognizing heroes and local history (Rusvitaningrum & Sudiyanto, 2018).

In Indonesia, in this contemporary era, there are still many children who lack a sense of nationalism towards their country (Sari et al., 2023). This decline in nationalism is evident in the rise of conflicts across various regions, including Kalimantan, Sumatra, and Maluku (Dari et al. (2022). Moreover, in China, as reflected in the study by Chen (2020), found that the youth have become reluctant to embrace nationalism, which contributed to a significant decline in their nationalism.

In Negros Occidental, Philippines, a study by Alvarez (2018) revealed that students show a significantly low level of internalization of love for their country. Moreover, Santos (2021) found that students have minimal awareness of history, which negatively affects their appreciation of cultural heritage. In addition, Felices-Dela Fuente et al. (2020) highlighted that this lack of awareness raises concerns about students' sense of identity. Furthermore, in Angeles, Pampanga, the national pride among the youth, which is a construct conceptually related to nationalism, was challenged by some factors that placed it at stake (de Leon, 2020).

History as a subject imparts knowledge, values, and attitudes about societal change and development from the past to the present, helping shape a sense of identity. Teaching history also encourages nationalism by incorporating national perspectives that promote appreciation of diversity, tolerance, unity, and patriotism while addressing issues that may cause division—key elements in nurturing national pride (Setiawan & Wulandari, 2020). On the other hand, nationalism promotes love for one's country, unity, patriotism, and national sovereignty while countering prejudice and extremism (Fauziah et al., 2021). Teaching helps students develop the understanding and values needed to respect, protect, and serve their nation (Saputra et al., 2023).

The lack of sense of nationalism among the learners leads to negative consequences for the individual and the country Sari et al. (2023). This can lead to a weakened sense of identity, reduced civic engagement, and a diminished appreciation for their culture and history. Thus, the call to explore this study is urgent. However, amidst this urgency, there is a lack of information about learners' sense of nationalism published in our locality, which made the researcher pursue this study.

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### 1.1 Statement of the Problem

This study aimed to determine the significance of perceived knowledge and attitudes on history as determinants of learners' sense of nationalism. Specifically, it sought:

1. To determine the levels of perceived knowledge in terms of Time and chronology perception, Historical inquiry, and Historical empathy; Attitude on history in terms of Behavioral aspect, Cognitive aspect, and Emotional aspect; and learner's sense of nationalism in terms of National pride, Connection to countrymen and National belonging.
2. To determine the significance of the relationship between perceived knowledge and attitude on history and the learner's sense of nationalism of senior high school students.
3. To determine the significance of the degree of influence of perceived knowledge and attitude on history and the learner's sense of nationalism of senior high school students.

### 1.2 Hypothesis

The following hypotheses were tested at a 0.05 level of significance:

**H01.** Perceived knowledge do not significantly correlate with learners' sense of nationalism.

**H02.** Attitudes on history do not significantly correlate with learners' sense of nationalism.

**H03**. Perceived knowledge and attitudes on history do not significantly influence the sense of nationalism of the Senior High School students.

### 1.3 Theoretical Framework

This study was anchored on the Social Identity Theory (SIT) of Tajfel (1981). The concept of social identity was defined as "that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership."

In this study, the perceived knowledge variable indicated by time and chronology perception, historical inquiry as well as historical empathy skills (Meral et al., 2022), stands for knowledge of his membership. The attitude on history variable indicated by behavioral, cognitive, and emotional aspects (Abidin et al., 2012) represents the emotional significance. Lastly, the sense of nationalism variable, which is indicated by national pride, connection to countrymen, and national belonging (Mokhtar & Lokman, 2016), stands for social identity.

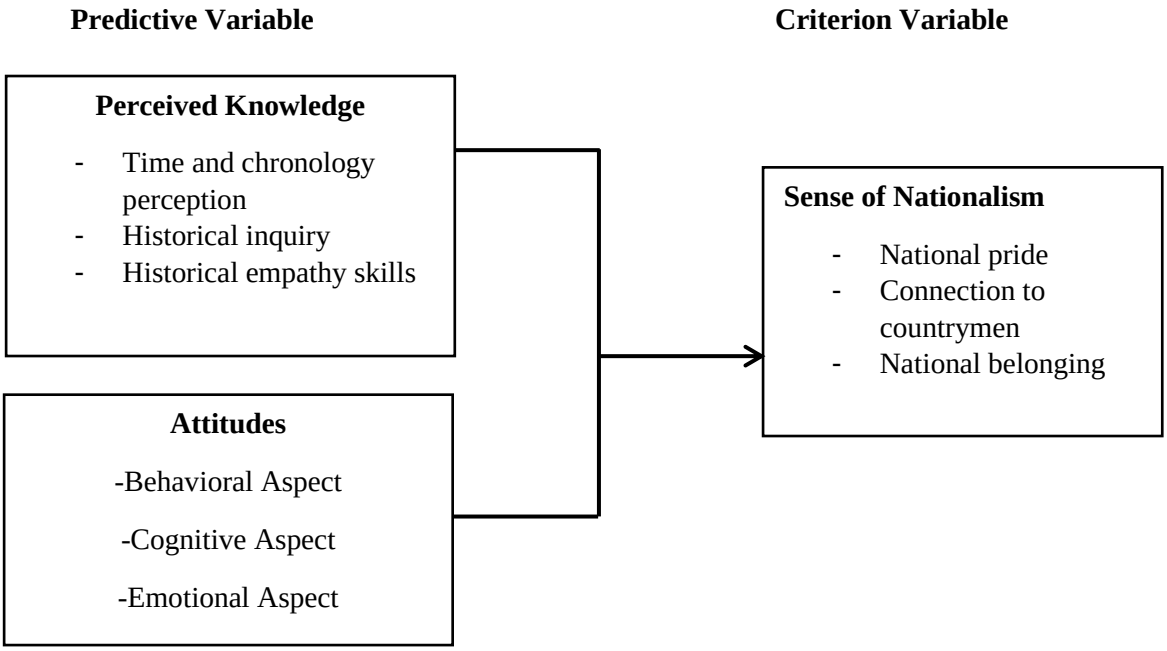



**Figure 1. Conceptual Framework**

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## 2. METHODOLOGY

### 2.1 Research Design

The researcher employed a non-experimental quantitative research method, specifically utilizing predictive correlational design to examine the relationship between perceived knowledge, attitude on history, and learner's sense of nationalism. Quantitative methodology is empirical research that can be accurately and precisely measured from the numerical data collected. It aims to establish cause-and-effect relationships between two variables utilizing mathematical, computational, and statistical methods (Ahmad, 2019). A correlational research design is suitable for this study as it investigates the relationships between perceived knowledge, attitudes toward history, and learners' sense of nationalism. This non-experimental method uses correlational statistics to describe and measure the degree of relationship between two or more variables (Creswell, 2012).

Furthermore, predictive design attempts to predict the level of a dependent variable from the measured values of independent variables (Seeram, 2019). This approach provided valuable insights into how these factors interact and influence students' understanding of history, as this design helped us to predict the value of one variable based on the values obtained for another variable (Grove, 2019).

### 2.2 Research Locale

The research was conducted in Tagum City, a diverse urban area in Davao del Norte, part of the larger Davao Region in the Philippines. It specifically focused on public Senior high schools in this region. These schools serve a wide array of students from different socioeconomic backgrounds, cultural communities, and academic abilities. Tagum City offers a unique opportunity to explore the relationship between perceived knowledge and attitudes on history among senior high school students, particularly concerning their sense of nationalism within the public school system. By concentrating on public schools in Tagum City, the study aims to illuminate the experiences faced by students in these institutions, enhancing our understanding of the factors that influence learners' sense of nationalism, which is essential for nurturing informed and engaged citizens.

### 2.3 Sample and Sampling Method

The respondents of this were the Grade 12 senior high school students who were 18 years old and above; selected from three selected public schools in the Division of Tagum City and were enrolled during the school year 2024-2025. The total number of Grade 12 students in the Division coming from schools situated within the central area of Tagum City was 2,380 wherein; the population of each school was: School A with 772 students, School B with 423 students, School C with 397 students, School D with 356 students, School E with 200 students, 168 students for School F and 64 students for School G.

To establish the sample size and total number of respondents for this study, the researcher employed a cluster sampling technique. Cluster sampling is a probability sampling technique with which there is a division of the population into groups, and these groups are called clusters. Then, some clusters are randomly selected. Each unit or subject found in the randomly selected clusters is then totally included in the sample needed (Etikan & Babatope, 2019). It was a two-step procedure where a population was divided into groups or clusters, often based on geographic locations like villages or schools. This method is particularly useful for surveys over large areas, as it allows researchers to randomly select clusters and include all respondents within them in the sample (Rahman et al., 2022). By utilizing these criteria and sampling techniques, the study sought to acquire a diverse and representative sample of senior high school students. This approach enhanced the understanding of the relationship between students' perceived knowledge, attitudes on history, and learner's sense of nationalism, which is essential for nurturing informed and engaged citizens.

The researcher utilized 331 sample sizes out of 2,380 total population of schools using the Raosoft sample size calculator with a marginal error of 0.05 and a confidence level of 95%. Out of seven schools included in the total population, the researcher selected three schools with larger populations, which were Schools A, B, and C. A total of 161 students in School A, 88 students in School B, and 82 students in School C.

### 2.4 Research Instrument

The researcher utilized a modified adapted research instruments from different published research for the data collection process in assessing perceived knowledge, attitudes on history, and learners' sense of nationalism. The survey questionnaire underwent a validation process by routing them to experts for suggestions and feedback for improvement. After, the survey was conducted for a pilot test to check the validity and reliability of the tool.

The perceived knowledge on history among learners utilized a 15-item survey questionnaire adapted from the study of Meral et al. (2022). This questionnaire aimed to assess the perceived knowledge and cognitive achievement of learners on history based on the three

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indicators, namely: Time and chronology perception, Historical inquiry, and Historical empathy skills. The questionnaire utilized a five-point Likert scale, where a rating of five (5) represents the highest level of perceived knowledge on history, and a rating of one (1) represents the lowest level. The mean scores for learners' perceived knowledge on history were interpreted using a predefined matrix.

| Range | Descriptive Equivalent | Interpretation |
|---|---|---|
| 4.20 – 5.00 | Very high | Perceived knowledge on history was excellent |
| 3.40 – 4.19 | High | Perceived knowledge on history was very good |
| 2.60 – 3.39 | Moderate | Perceived knowledge on history was good |
| 1.80 – 2.59 | Low | Perceived knowledge on history was poor |
| 1.00 – 1.79 | Very Low | Perceived knowledge on history was very poor |

The attitude on history utilized a 15-item survey questionnaire adapted from the study of Abidin et al. (2012). This questionnaire aimed to assess the attitudes of learners towards history in three dimensions, namely: Behavioral Aspect, Cognitive Aspect and Emotional Aspect. The questionnaire utilized a five-point Likert scale, where a rating of five (5) represents the highest level of attitude toward history, and a rating of one (1) represents the lowest level. The mean scores for learners' attitudes towards history were interpreted using a predefined matrix.

| Range | Descriptive Equivalent | Interpretation |
|---|---|---|
| 4.20 – 5.00 | Very high | Attitudes on history was excellent |
| 3.40 – 4.19 | High | Attitudes on history was very good |
| 2.60 – 3.39 | Moderate | Attitudes on history was good |
| 1.80 – 2.59 | Low | Attitudes on history was poor |
| 1.00 – 1.79 | Very Low | Attitudes on history was very poor |

On the other hand, the level of nationalism section utilized a 25-item survey questionnaire adapted from the study by Mokhtar and Lokman (2016). This questionnaire assessed learners' sense of nationalism based on three indicators, namely, National pride, Connection to countrymen, and National belonging. The questionnaire employed a five-point Likert scale, with a rating of five (5) indicating the highest level and a rating of one (1) indicating the lowest level. The mean scores for the sense of nationalism were interpreted using a predefined matrix.

| Range | Descriptive Equivalent | Interpretation |
|---|---|---|
| 4.20 – 5.00 | Very high | Sense of nationalism was extremely strong |
| 3.40 – 4.19 | High | Sense of nationalism was very strong |
| 2.60 – 3.39 | Moderate | Sense of nationalism was strong |
| 1.80 – 2.59 | Low | Sense of nationalism was weak |
| 1.00 – 1.79 | Very Low | Sense of nationalism was very weak |

### 2.5 Data Gathering Procedures

In the conduct of this research, the following procedures were followed to obtain success in making this study.
Firstly, an endorsement letter was obtained from the dean of the Graduate School of Holy Cross of Davao College, addressed to the Department of Education, to conduct the study. Simultaneously, the researcher secured the Certificate of Society for Moral Integrity and Legal Ethics for approval. These documents subsequently permitted me to conduct the study.

Secondly, the letter of consent was sent to the Schools Division Superintendent (SDS) from the Division Office, granting permission to conduct the study on its premises. Once the necessary approvals and consents were secured, the researcher requested an endorsement letter from the Public Secondary School Head or Principal and scheduled a suitable date for questionnaire administration.

Informed consent was obtained from the respondents before administering the survey questionnaires. The researcher personally administered and collected the completed questionnaires to ensure accuracy and reliability in the data collection process. Subsequently, in collaboration with a statistician, the researcher encoded, tabulated, analyzed, and interpreted the data, applying appropriate statistical methods to enhance the overall quality and rigor of the research.

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The results were analyzed and interpreted using several appropriate statistical tools. The mean, or arithmetic mean, summarized large data sets to assess levels of perceived knowledge, attitude on history, and learner's sense of nationalism.

### 2.6 Ethical Considerations

The researcher ensured that the study adhered the ethical guidelines and passed the Society of Moral Integrity and Legal Ethics (SMILE) review of Holy Cross of Davao College, which promote ethical awareness and help researchers address potential dilemmas throughout the research process. It prioritized ethical principles such as informed consent by ensuring that respondents voluntarily participated with a full understanding of the study and signed the consent form. Privacy and data protection were maintained in compliance with the Data Privacy Act of 2012. Moreover, the study minimized risks by scheduling data collection outside class hours and ensuring emotional safety through clear purpose explanation and strict confidentiality. Justice was upheld through fair participant selection using cluster sampling and equal treatment across diverse schools. Transparency was demonstrated by openly sharing information, resolving conflicts of interest ethically, and committing to public dissemination of findings. The researcher was qualified through relevant education and training, with guidance from an adviser. Adequate facilities supported comfort and accessibility for participants during data gathering. Lastly, the study promoted community involvement and inclusivity, respecting cultural traditions, and ensuring the voices of the educational community were acknowledged throughout the research process.

## 3. RESULTS

Presented in this chapter outlines the findings and narrative presentation derived from the collected data. Specifically, presented are descriptive analysis, correlational analysis, regression analysis and the summary of findings.

### Descriptive Analysis

Table 1 is the descriptive table. It showed the levels of perceived knowledge and attitudes toward history, as well as the sense of nationalism among senior high school learners and their respective indicators. Lastly, it contained the number of samples, the standard deviation, the mean, and its descriptive level.

**Table 1. Descriptive Table**

| Variables | N | SD | Mean | Descriptive Level |
|---|---|---|---|---|
| **Perceived Knowledge** | **331** | **0.64** | **3.51** | **High** |
| Time and chronology perception | | 0.72 | 3.36 | Moderate |
| Historical inquiry | | 0.81 | 3.64 | High |
| Historical empathy | | 0.72 | 3.53 | Very High |
| **Attitude** | **331** | **0.69** | **3.52** | **High** |
| Behavioral Aspect | | 0.80 | 3.41 | High |
| Cognitive Aspect | | 0.73 | 3.74 | High |
| Emotional Aspect | | 0.79 | 3.39 | Moderate |
| **Sense of Nationalism** | **331** | **0.71** | **3.87** | **High** |
| National Pride | | 0.71 | 3.86 | High |
| Connection to Countrymen | | 0.80 | 3.82 | High |
| National Belonging | | 0.77 | 3.93 | High |

4.20-5.00 Very High, 3.40-4.19 High, 2.60-3.39 Moderate, 1.80-2.59 Low, 1.00-1.79 Very Low

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**Perceived Knowledge**

Specifically, the perceived knowledge variable obtained an overall mean of 3.51, described as high, indicating that perceived knowledge among senior high school learners is very good. Among the indicators, historical empathy obtained a mean described as very high, while other indicators were described as moderate and high respectively.

**Attitude on History**

Similarly, the attitudes toward the history variable obtained an overall mean of 3.52, which is described as high. Results showed that attitude on history among learners was very good. Among the indicators, the emotional aspect obtained a mean described as moderate while other indicators were described as high.

**Sense of Nationalism**

Lastly, the sense of nationalism variable obtained an overall mean of 3.87, which was described as high. This indicates that the sense of nationalism among senior high school learners was very strong. Additionally, all indicators were described as high.

**Correlation Analysis**

Table 2 is the correlation table. It contained the Perceived Knowledge and Attitude towards history as the predictive variable and Sense of Nationalism as the criterion variable. Lastly, it contained the r-value, p-value, decision on H01 and its interpretation.

**Table 2. Correlation Table**

| Variables | Sense of Nationalism | | | |
|---|---|---|---|---|
| | r-value | p-value | Decision on $H_{o1}$ | Interpretation |
| Perceived Knowledge | 0.300 | 0.000 | Reject | Significant |
| Attitude | 0.545 | 0.000 | Reject | Significant |

Table 2 specifically shows that the correlation between perceived knowledge and sense of nationalism variables obtained a p-value of 0.000 which was less than 0.05 degree of confidence. Hence, the null hypothesis was rejected. This indicated that the correlation between perceived knowledge and sense of nationalism is significant. Furthermore, an obtained r-value of 0.300 indicated a low positive correlation. It further indicated that for every 0.300 units increase in perceived knowledge, there was a corresponding unit increase in learners' sense of nationalism.

Moreover, the correlation between attitude on history and sense of nationalism among learners' variable obtained a p-value of 0.000, which was less than 0.05 degree of confidence. Hence, the null hypothesis was rejected. This indicated that the correlation between attitudes on history and sense of nationalism among senior high school learners was significant. Furthermore, an obtained r-value of 0.545 revealed a moderate high positive. It implies that for every 0.545 units increase in attitudes on history, there was a unit increase in learner's sense of nationalism.

**Regression Analysis**

Table 3 is the regression table. It contained the predictors, namely, perceived knowledge and attitudes, as well as the criterion variable, which was the sense of nationalism. Finally, it contained the estimate, stand. Estimate, standard deviation, t-value, p-value, and the corresponding interpretation.

**Table 3. Regression Table**

| Predictor | Estimate | Stand. Estimate | SE | t | p | Decision on $H_{o2}$ |
|---|---|---|---|---|---|---|
| Intercept | 1.974 | | 0.196 | 10.07 | 0.000 | |
| Perceived knowledge | 0.033 | 0.0301 | 0.063 | 0.53 | 0.599 | Fail to Reject |
| Attitude | 0.572 | 0.5628 | 0.058 | 9.85 | 0.000 | Reject |
| R= 0.546, $R^2$= 0.298, Adjusted $R^2$=0.293, F=69.5, Sig.=0.000 | | | | | | |

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Table 3 specifically shows that the perceived knowledge variable obtained a coefficient beta of 0.033, indicating that it had a 3.3% degree of influence on the sense of nationalism among learners. As indicated by the p-value of 0.599, which was greater than 0.05 degree of significance, hence, the null hypothesis for this degree of influence was not rejected. This indicated that such influence had a lack of statistical significance; thus, perceived knowledge cannot predict learners' sense of nationalism.

In contrast, the attitude towards history variable yielded different results. It obtained a coefficient beta of 0.572, indicating that it had a 57.2% degree of influence on the learner's sense of nationalism. Furthermore, this variable obtained a p-value of 0.000, which was lower than 0.05 degree of significance, leading to the rejection of the null hypothesis and signifying statistical significance. Thus, attitude on history variable significantly predicted learners' sense of nationalism.

Finally, table 3 shows that the two predictive variables obtained an $R^{2}$-value of 0.298, which showed that together, they had approximately 29.8% combined degree of influence on the learner's sense of nationalism. Such degree of influence was significant as indicated by a sig. value of 0.000, which was less than 0.05 degree of confidence. Lastly, the regression formula for the sense of nationalism was SN=0.33 PK + 0.572 A + 1.974.

*Summary of Findings*

1. The perceived knowledge and attitudes on history among senior high school learners were very good, while the sense of nationalism was very strong.
2. The perceived knowledge and attitudes were significantly correlated with sense of nationalism, with perceived knowledge at a low level while attitudes on history at a moderately high level.
3. The perceived knowledge does not significantly influence the learners' sense of nationalism. On the other hand, attitudes on history did. Furthermore, their combined degree of influence of perceived knowledge and attitudes on history was 29.8% on the sense of nationalism among learners.

## 4. DISCUSSIONS

This chapter provides a detailed discussion of the findings of this study conclusions, and recommendations derived from the study. This specifically includes previously published studies that either supported or denied by the results of this study.

**Descriptive Analysis**

***Perceived Knowledge among Senior High School Learners***

In this study, it was found that senior high school learners possess strong knowledge and understanding of historical concepts. They are proficient in examining historical sources that fall under historical inquiry as well as time and chronology perception. Additionally, they demonstrate strong evidence analysis, decision-making, and identifying similarities and differences through questioning historical evidence highlighting the importance of historical inquiry.

This result supports the study by López-García et al. (2024), which found that students exhibited higher scores in their perception and knowledge of history, particularly those who used a variety of resources beyond traditional textbooks and were taught through also by non-traditional methods.

According to Sel and Sözer (2021), fostering an understanding of time and related skills in children is essential for core subjects, as it enhances historical thinking and the understanding of causal relationships, including those in history, economics, culture, and geography. Additionally, Şimşek and Kolbasar (2020) emphasize that chronology skills involve identifying, dating, and prioritizing key events. The findings highlight the importance of time understanding in developing historical thought, helping students analyze and synthesize historical changes effectively.

Moreover, historical inquiry plays a crucial role in developing learners' critical thinking skills by emphasizing the historian's process of analyzing historical sources. Result of this study shows that students possessed a high level of this indicator, which supports Goldman and Popp's (2022) research, which highlights that historians assess the perspective and reliability of primary sources, compare and contrast them, analyze the author's intent, and consider the historical context in which they were created.

Historical empathy is defined as students using both thought and emotion to connect with historical figures, understanding their experiences, decisions, and actions in context (Endacott & Brooks, 2018). The result of this study shows a high mean on historical empathy, suggesting that students who engage deeply with historical narratives and evaluate various perspectives are more likely to connect meaningfully with history. This supports the statement of Barton and Levstik (2004) and Seixas (2012), who emphasize that

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historical empathy significantly enhances students' ability to link the past with the present. Moreover, Bartelds et al. (2020) elaborated that historical empathy contributes to historical understanding and emphasizes the link between the past and present, which can help build good citizenship.

***Attitudes towards history***

The high-level results on the attitudes toward history among senior high school learners indicate that they exhibit a favorable and positive disposition toward history. This is characterized by high levels of behavioral aspect, cognitive aspect, and a moderate level of emotional aspect. This shows that students are actively engaged with history in different ways, and by encouraging both curiosity and personal connections to the past, they can develop a deeper and more meaningful appreciation of it.

The results of this study show how these three aspects contributed to the learner's attitudes towards history. This supports the study by Amengor (2007), as cited by Issar (2021), which emphasizes that the three components of attitudes affecting history learning include the cognitive component, encompassing beliefs; the affective component, involving feelings; and the behavioral component, reflecting how we act based on our beliefs and feelings .Furthermore, the results of this study showed that senior high school learners have favorable attitudes towards history. This negates the findings of the study by Luka (2018), which shows that most students in secondary schools have a negative attitude toward studying History, primarily caused by teachers who rarely use student-centered teaching methods. This shows that interest in learning history is affected by various factors, including attitude. Thus, there is a need to make learning History more interesting for students by using different teaching methods so they stay engaged and take part in class.

Moreover, the behavioral component consists of our predispositions to act in a particular way towards the object of our attitudes, which supports the results of this study and suggests that how we feel about something directly influences our actions and decisions regarding it. According to Cherry (2023), individuals can hold either positive or negative attitudes toward the same issue for various reasons, and attitude can also be described as a person's perspective on a specific topic.

***Learner's Sense of Nationalism***

The high-level findings on this variable indicate that students generally exhibit a strong sense of national identity and commitment to their country. Of all the factors, a sense of national belonging stood out the most, highlighting how important it is for people to feel connected to their country. This means that students don't just recognize their citizenship; they also form emotional ties and a shared identity with others in the nation. A strong sense of national belonging promotes unity, helps create social bonds, and enhances appreciation for cultural traditions and national values.

The results of this study show that learners feel a strong sense of nationalism and pride in their country. It supports the data from the Ministry of Education and Training (2020), which emphasizes that fostering nationalism and patriotism helps shape future leaders who value their country, feel connected to its history and culture, and are inspired to contribute to their communities, ultimately promoting national unity.

The study also revealed a high descriptive level of nationalism, one of the key indicators used to measure the learners' sense of national identity. It indicates that these students not only feel a deep connection to their country but also view it positively compared to other nations, reinforcing the notion that a strong sense of nationalism is present in this group. This aligned with the study of Longley (2021), as cited by Raleting (2024), who suggested that nationalism is when people strongly believe that their country is better than all the others.

Furthermore, this suggests the crucial role of teaching nationalism through history education in schools. This affirms the study of Toraman (2020) agrees that teaching nationalism history is essential, as it helps students develop a love for their country, a willingness to make sacrifices, respect for different cultures, and a commitment to keeping the nation united and strong.

Moreover, teaching nationalism in schools aims to instill understanding and attitudes among youth toward loving and defending their nation. This positively impacts the education system and national integrity while cultivating children's appreciation for their language, culture, and national symbols (Saputra et al., 2023).

Naura (2021) defines nationalism as a deep sense of pride and allegiance to one's country, rooted in shared elements such as family heritage, ethnicity, local community, religion, language, and cultural practices. However, many of the youth of today have developed an appreciation to Westernized culture or of any other prevalent culture, including language, fashion, music, and many more. As noted

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by Punzalan et al. (2023), Filipino youths are currently obsessed with foreign cultures such as K-pop and fashion, forming huge fandom and willing to spend on imported goods used and promoted by their idols. They consume Korean popular music, videos, and merchandise for various reasons.

Furthermore, the results of this study show that the youth strongly feel a shared identity and sense of solidarity with others in their community, as reflected in their level of national belonging. This deep emotional connection to the nation fosters a strong sense of belonging. This supports the findings of Setiawan and Wulandari (2020), who describe nationalism as an ideology rooted in national emotion expressed through the love and loyalty citizens show toward their country. It also involves the preservation and inheritance of customs, language, and religion by its people.

**Inferential Analysis**

***Discussion on the Correlation Results***

The study's findings indicate that there is a correlation between Perceived Knowledge and Attitudes toward history among senior high school learners with perceived knowledge at a low level and attitudes at a moderately high level. This suggests that as perceived knowledge among senior high school learners increases, their sense of nationalism also increases. This is aligned with the study of Basri (2022) that showed significant relationships between understanding history as well as historical awareness to student's nationalism. Furthermore, this also supports the study by Stearns (1998) that learning history helps in shaping identity by providing insight into the formation and evolution of families, groups, and nations, thereby fostering a deeper understanding of shared values and promoting loyalty and cohesion.

Similarly, the study unveils a moderately high positive correlation and significant relationship between attitudes toward history and learner's sense of nationalism. Thus, results indicate that when students have a better attitude toward learning history, they also feel prouder about their country. To acquire a higher sense of nationalism, individuals must study things about history. This affirms the study of Toraman (2020) which he characterizes history as an important subject that helps learners to develop values of nationalism and patriotism.

Moreover, results show that senior high school students' understanding and attitudes towards history play a significant role in shaping their sense of nationalism. This study supports the findings of Cherry (2023), which highlight the crucial role of learning attitudes in influencing an individual's sense of nationalism. These attitudes are significantly related and contribute to shaping human behavior, whether positive or negative.

Although there is only a low correlation between perceived knowledge of history and a moderate high-level correlation on attitudes towards it, the findings suggest that as students learn more about history, they also feel a stronger pride in their country. The result of this study affirms Mazana et al. (2019), which mentions students' learning and of performance in a subject, including history, are greatly affected by several factors, including student's attitudes toward the subject. It also supports the results of the study of the Ministry of Education, Guyana (2016), which emphasizes students' abilities and willingness towards learning are determined by their attitudes towards learning. This connection is backed by a strong statistical significance, indicating that positive attitudes toward history are closely linked to feelings of nationalism.

This result further highlights that fostering a greater appreciation for history in education is essential, as it not only enhances students' knowledge but also helps instill important values such as patriotism and national pride. This affirms the study by Rollo and Dragomir (2023), which emphasizes that attitudes play a key role in education by influencing how students behave, make decisions and engage in learning activities.

***Discussion on the Degree of Influence***

The regression analysis determines the influence of perceived knowledge and attitudes towards history on learner's sense of nationalism shows that the predictive variable significantly influences the criterion variable. Specifically, in this study, the result shows the influence of attitudes toward history on the sense of nationalism among senior high school learners. This implies that the way students feel about history, whether they see it positively or negatively, has a significant impact on how they feel about their own country and especially on their sense of nationalism. Furthermore, this emphasizes its crucial role in shaping how young people view their country, which can influence their future actions and engagement as citizens. The study's findings align with the study of Rollo and Dragomir (2023), highlighting the effect of attitudes on learners' behavior, which can also affect their decisions about whether to take part in activities, respond to situations, value things, or get involved in their education.

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When students are happy and interested in history, they pay more attention and take their studies seriously because they find the subject appealing (Ildefonso et al., 2024). Thus, interest in learning history is very important and must grow in students to consider history lessons important. This exemplifies the study of Sanjaya (2016), as cited by Susilo and Isbandiyah (2020), which vividly shows how this could help them learn not only valuable historical lessons but also build a good character. Furthermore, according to Wibowo et al. (2020), a student's attitude is key in education because it can encourage or discourage their behavior and choices about attending classes, participating, and engaging in learning.

Given that, it has an implication on teachers' strategy in teaching history to reinforce their good disposition toward history. According to Susilo and Isbandiyah (2020), this is reflected in the current approach to teaching history, which aims not only to promote academic achievement but also to foster positive attitudes and a genuine interest in learning the subject.

Moreover, the influence of the perceived knowledge on the learner's sense of nationalism is found to be insignificant. This suggests that feelings of nationalism might come from personal experiences or emotional connections rather than just facts and information. Additionally, students may not feel a stronger connection to their country simply by learning historical facts or figures. This is somehow reflected in the research of Basri et al. (2022), in which the significance of understanding history in building a strong sense of nationalism is unfortunate, as not all students realize its value to life.
However, this study delimits only the perceived knowledge and attitudes on history as measures that can predict learner's sense of nationalism. Other potential influences were not covered in this study.

### *4.1 Conclusions*

Based on the findings, the attitude variable, not the perceived knowledge, significantly determines the learners' sense of nationalism. This partially affirms Tajfel's Social Identity Theory, stating that the concept of social identity is defined as "that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership."

### *4.2 Recommendations*

Based on this conclusion, it is recommended that future research will be conducted using other variables not covered in this study to account for 70.2% remaining variance in the sense of nationalism. Policies that promote nationalism, such as enhancing history education, cultural engagement, and discussions on national identity, can strengthen students' sense of belonging and pride may be promulgated. These efforts support SDG 4 and SDG 16 by fostering critical thinking, civic responsibility, and respect for diversity, empowering youth to become active and responsible citizens.

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