

ROLE PLAYING TO INCREASE THE LEVEL OF INTERNALIZATION ON PANATANG MAKABAYAN

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INTRODUCTION

The only constant is change! Indeed, every individual of the world remains inevitable to change in any happenings to all walks of life. Thus, humans as we are gradually adjusted and adapt to change either resulted to negative or positive outcomes. Perhaps could either make or break an individual.

In our country, the Philippines, one of these remarkable changes that reflect our Filipino values or morality was the degrading status in the spirit of our nationalism. Throughout the 20th century, our views of life have drastically changed. In our country nationalism was developed because of a long period of colonization, colonial rules and oppression. When liberalization imbibe and learned by our heroes was brought to the Philippines, awareness for democratic living, freedom and the love of country and fellow Filipinos were given emphasis and was inculcated on the minds of everyone that freedom and independence must be given importance, preserve and be taught to children and to the next generation.

It is stated on the core values of the DepEd curriculum that Filipino children must be equipped of nationalism (Maka-Bansa). Nationalism is the attitude that a member of a nation has when they care about their national identity and their actions when seeking to achieve or sustain national unity and independence (Miscevic, 2005). Every Filipino must know the value of the independence and the love to our country. Lukban (2015) quoted Abueva (1990), that one must have the idea of its past, as seen through its history, the lives of its heroes, its painting and culture, dance, literature, history, drama and music. One way a citizen of our country can show his or her patriotism and nationalism is to know the Patriotic Oath, recite it and live with what was stated in it.

The Patriotic Oath or Panatang Makabayan is one of two national pledges of the Philippines recited by school children in the elementary and secondary, almost every day as mandated by the Department Order No. 8 which was approved in July 11, 1955. It is commonly recited at school flag ceremonies, after the singing of the national anthem, Lupang Hinirang, but before the Pledge of Allegiance. Recitation of the pledge is required by law at all public schools and at private schools that are meant for or of which the majority of students are Filipinos. This guideline was set in Republic Act No. 1265, one of many national symbols laws, which was approved on July 11, 1955. The act was implemented in schools through an order of what is now the Department of Education, known as Department Order No. 8. Although Department Order No. 8 states that the Panatang Makabayan may be recited in English or any vernacular language, the pledge is usually recited today in Filipino. However, there are two versions of the Panatang

Makabayan in Filipino: the current version being a shorter, poetical translation and the former version being a direct translation of the English original. The pledge was revised in November 2001 by former Department of Education Secretary Raul Roco, using shorter lines with more conversational Filipino (msc.edu.ph/centennial-panatangmakabayan).

The mandate of the revised Patriotic Oath or Panatang Makabayan was stated on Department Order No. 54, s. 2001 that ordered to commemorate Filipino Values Month and to inculcate values of patriotism and good citizenship in all Filipinos, the revised Panatang Makabayan shall henceforth be used in all public and private elementary and secondary schools; it shall be recited by school children and the youth everyday at the beginning of the first subject of the day; Department of Education central and regional offices shall likewise recite the revised Panatang Makabayan during flag ceremonies every Monday. And so the revised version of Panatang Makabayan was used up to the present by the public and private schools and all government agencies during the flag raising ceremonies every Monday.

Nowadays, it can be claimed that students behave differently in almost all aspects of life. In fact, majority of our children does not manifest the behaviour that adults expected from them. Even in all schools, many teachers could say that most of the students lack discipline and low in academic performance. Recently, it was news regarding the video uploaded about the abuse of some particular students on our Philippine flag which obviously an insult of our national symbol and a shame doing that behavior for a Filipino children. Those students-violators were sanctioned for suspension from their school eventually.

This is why the researcher as a social studies teacher pursued on this study as it relates on the existing real life problems towards the importance of nationalism from our next generation specifically like in improving the internalization of Panatang Makabayan.

Statement of the Problem

The purpose of the study was to determine the Level of Internalization among Grade 8 - Artemis Students of Sagay National High School – Lopez Jaena Extension about the Panatang Makabayan or Patriotic Oath.

Specifically, this study sought to answer the following questions:

1. What is the level of internalization on Panatang Makabayan when taken as a whole and categorized according to lines?
2. What action plan can be recommended to increase the level of internalization on Panatang Makabayan?
3. What is the level of internalization on Panatang Makabayan of the respondents of the study after the conduct of the proposed Action Plan when taken as a whole and categorized according to lines?

Significance of the Study

The purpose of the study was to determine the level of internalization of Grade 8 - Artemis students of Sagay National High School – Lopez Jaena Extension. Important

information from this study deem necessary for the school to improve their level of internalization of Panatang Makabayan.

Useful and relevant data from this study may also of great help as basis for an intervention program. Results of this study may also be useful to the following:

School Administrators. This study could give basis on the status of the level of internalization of Panatang Makabayan among the students which can guide on the conduct of proper supervision and practice of duties and responsibilities.

Teachers. This study could give a wide perspective to the teachers in the implementation of Panatang Makabayan in every flag ceremony in the school. As well as to design future action researches that would enhance on its level of internalization of every student and living life accordingly.

Students. This study could help develop the practice of sense of Nationalism among them and improve in giving value or importance about the Panatang Makabayan.

Other Researchers. This will serve as basis or reference for the conduct of future related studies.

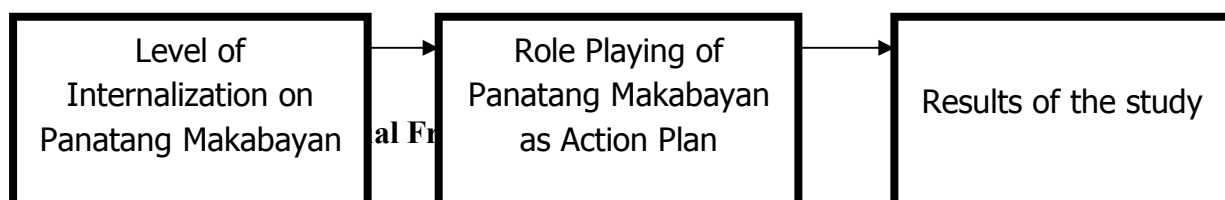
Scope and Limitation

This study focused on the Level of Internalization of Panatang Makabayan among Grade 8 - Artemis students of Sagay National High School – Lopez Jaena Extension at Barangay Lopez Jaena, Sagay City, Negros Occidental, Philippines.

The subject-respondents of the study were the 30 Grade 8 - Artemis students during the Academic Year 2015 – 2016 whom 20 are males and 10 are females. The data used in this study were based on the answers from the researcher made questionnaire given to the student – respondents. This study is limited to one section for the reason of time constraint.

Research Framework

As found in the schematic diagram of the research framework, the result of the level of internalization of Panatang Makabayan of the respondents depends on the intensity of the role playing performed or conducted. From the result of the findings, the researcher proposed relevant recommendations.



The conceptual framework of the study shows the level of internalization on Panatang Makabayan of Grade 8 – Artemis students wherein role playing is used as intervention and

reflect new results which expected to improve after the conduct of the intervention. Since a lot of problems confronting our educational system as time goes by, one of it was the attitude of the students towards fostering nationalism and patriotism.

METHODOLOGY

This chapter presents the methodologies that were applied in this study. The plan of action, data gathering instruments as well as the data analysis are included in this chapter.

This is an action research utilizing a survey questionnaire. Data gathered were from the thirty (30) respondents of the Grade 8 – Artemis students of Sagay National High School – Lopez Jaena Extension for academic year 2015-2016. The study will be employed from November 2015 to February 2016.

Pre-Implementation

In the pre-implementation phase, preparation had been made such as the crafting of the research instrument, letters to the school head and to the jurors or validators of the researcher made- questionnaire. The researcher made a request to permit her to conduct the study to her students to the Grade 8 – Artemis as subject-respondents of the study.

The research instrument was also presented to the three jurors for review and validation. Juror 1 is the Education Supervisor in Araling Panlipunan in the Division of Sagay City, while Juror 2 is the District 8 Supervisor of our school and Juror 3 is the principal of an integrated school.

The 15-item test questionnaire was personally distributed and administered by the researcher among her students. The researcher was able to distribute to the thirty (30) students of the Grade 8 – Artemis. After the data was gathered, it was subjected to statistical treatment such as frequency count and the mean was used to determine what was raised in the specific problems.

Table 1
Plan of Action

ACTIVITIES/ ACTION STEPS	TARGET SUBJECT	PERSONS RESPONSIBLE	DATE	EXPECTED OUTPUT/ RESULT
PRE IMPLEMENTATION				
Crafting of Questionnaire/ instrument for collecting data	Grade 8- Artemis	Researcher	Dec. 26, 2015	Questionnaire/ Instrument crafted

Validate Instrument (Expert Validation)		Researcher & The experts	Dec. 28, 2015	Instrument Validated
Send Letter of permission to conduct the study	Principal	Researcher	Jan. 05, 2016	Permission Granted
Conduct Pre-Test	Grade 8- Artemis	Researcher	Jan. 06, 2016	Low Result
Interpret Result		Researcher	Jan.14, 2016	Low Level Internalization
IMPLEMENTATION				
Prepare an Action Plan		Researcher	Jan. 21, 2016	Action Plan made
Conduct Role Playing Activity	Grade 8- Artemis	Researcher & Subject Specialist	Jan. 25, 2016	All Students Participated Actively
POST IMPLEMENTATION				
Conduct Post Test	Grade 8- Artemis	Researcher	Jan. 26, 2016	High Result
Interpret Result		Researcher	Jan. 28, 2016	High Level Internalization
Make conclusion and recommendation		Researcher		

Implementation

A survey was made to determine the various factors that affect the students' knowledge or their level of internalization of Panatang Makabayan. After the survey was made, the researcher constructed an action plan to help increase the level of internalization of the respondents.

The conduct of role playing was participated by thirty students which were divided equally in three groups. Enough time was given to prepare their role playing after the instructions were clear and understood by them.

Post-Implementation

The researcher made- instrument was again conducted to the respondents after their performance on role playing about the Patriotic Oath or Panatang Makabayan. The test was completed and gathered by the researcher. The test questionnaire was subjected to statistical treatment which is finding the mean score to determine if there are changes on the level of internalization of Panatang Makabayan.

The researcher analyzed and interpreted the data collected from the respondents. The results will show if the intervention using role playing can help improve the level of internalization of Panatang Makabayan among the subject-respondents of the study.

Data Gathering Instrument

A multiple choice – 15 items test questionnaire was used as the primary data gathering instrument of the study to determine the level of the students' internalization about the Panatang Makabayan or Patriotic Oath. The researcher create and conceptualized the multiple choice test questionnaire based on the data or information gathered from authorities which is an Education Supervisor whom expert and specialist in Araing Panlipunan/ HEKASI subjects together with the District Supervisor as well as the Principal and including the related studies gathered for the development of the study. Inputs of the experts and advisers was considered and included in making the final output of the test questionnaire.

Validity of Instrument

The researcher constructed fifteen (15) statements related to Panatang Makabayan which are presented to the jury of experts who are specialists in their field. The one who validates the research instrument is the Education Supervisor in Araling Panlipunan, another is the District Supervisor of our school and one of the best principal in the division of Sagay City.

The above mentioned experts scrutinized the instrument's individual elements and its entirety to determine its validity. Favourable judgment and suggestions are made on every item in order to improve the researcher's test questionnaire.

Measurement of validity was based on the research instrument form set forth by Good and Scates. The experts went over the item for further perusal and give recommendations which improve the instrument. The research made- questionnaire was content validated by three experts which resulted to 4.4 meaning Very Good. After the assessment and approval of the jury of experts, it is only then that the questionnaire is considered final and ready to be conducted to the respondents of the study.

Data Analysis

In analyzing the results in a meaningful way, the following statistical measures are used:

The level of internalization was described and categorized as “very high”, “high”, “moderate”, “low” and “very low”. Frequency counts and weighted mean was used to describe the level of students' internalization of Panatang Makabayan.

The mean, which is the average of the set of scores, was computed. This will be determined by adding individual scores of the respondents and dividing it by the total number of subjects. The statistical data gathered were tallied, scored, interpreted and organized. In this study, it refers to the aggregate scores in an item test of the respondents, categorized as follows:

Index of Internalization Level

0.90 - 0.10	Very High Internalization
0.70 - 0.89	High Internalization
0.50 - 0.69	Moderate Internalization
0.30 - 0.49	Low Internalization
0 - 0.29	Very Low Internalization

RESULTS AND DISCUSSIONS

This chapter presents, analyzes and interprets the data gathered in this research study. The various researches were presented in the succeeding tables with corresponding discussion and explanations. It also answered specific problem given in the previous chapter. In order to determine the level of internalization of Sagay National High School – Lopez Jaena Extension particularly Grade 8 – Artemis students, the researcher presented in this chapter the findings of the present study.

In Table 2 below shows the level of internalization on Panatang Makabayan of the Grade 8 – Artemis students before the conduct of role playing. It indicates in the table that the weighted average mean of 0.43 is in low level of internalization on Panatang Makayan.

Table 2
Level of Internalization on Panatang Makabayan
of Grade 8 – Artemis Students

Item	Raw Score	Mean per line	Descriptive Interpretation
1. Panatang Makabayan	21	0.72	High Internalization
2. Iniibig ko angPilipinas	18	0.62	Moderate Internalization
3. Aking lupang sinilangan	15	0.52	Moderate Internalization
4. Tahanan ng aking lahi	12	0.41	Low Internalization
5. A. Kinukupkop ako at tinutulungang maging malakas	11	0.38	Low Internalization
5. B.masipag	17	0.59	Moderate Internalization
5. C. at marangal	14	0.48	Low Internalization

6. Dahil mahal ko ang Pilipinas	13	0.45	Low Internalization
7. Diringgin ko ang payo ng aking Magulang	6	0.21	Very Low Internalization
8. Susundin ko ang tuntunin ng aking paaralan	12	0.41	Low Internalization
9. A. Tutuparin an gtungkuling mamamayang makabayan	16	0.55	Moderate Internalization
9. B.naglilingkod	5	0.17	Very Low Internalization
9. C. nag-aaral	16	0.55	Moderate Internalization
9. D. at nagdarasal ng buong katapatan	3	0.10	Very Low Internalization
10. Iaalay ko ang aking buhay, pangarap,pagsisikap sa bansang Pilipinas	7	0.24	Very Low Internalization
Weighted Average Mean	186	0.43	Low Level Internalization

Legend: 0.90 - 0.10- Very High; 0.70 - 0.89- High; 0.50 - 0.69-Moderate; 0.30 - 0.49 Low; 0 - 0.29 - Very Low

A total of 15 items in the test questions of the Panatang Makabayan was made by the researcher. The figure shows that most of the lines have very low and low internalization and only few got high internalization. Table 3 shows the level of internalization per line based on the ratings above. The lines 1 and 2 that pertain to the oath of love to country got high and moderate mean score of internalization which is 0.75 and 0.62. But the lines 3 and 4 that describe the homeland that gave protection to the Filipino people got low and moderate mean score of internalization which is 0.52 and 0.41. However, the lines 5.A, 5.B, and 5.C got 0.38, 0.59, and 0.48 got moderate and low internalization. These lines pertain to how our country protect and help us to be strong, hardworking and honourable. The lines 6, 7, 8, 9.A, 9.B, 9.C, and 9.D reflect the love to country which result to respect and heeding parents advises, following school rules and regulations, performing the duties of being a nationalistic and even patriotic citizens, serving, studying, and praying fervently. These lines got 0.45 which is low, 0.21 that is very low, 0.41 which is low, 0.55 which is moderate, 0.10 which is very low, 0.52 which is moderate, and 0.14 which is remarkably very low mean score of internalization. Lastly, line 10 that pledge in offering one's life, dreams and successes for the Philippine nation got 0.24 which is very low mean score.

What action plan can be recommended to increase the level of internalization on Panatang Makabayan?

Role playing is a potentially valuable therapeutic intervention for use with children. These techniques are based on the assumption that individuals may gain greater understanding of their behavior if they act out various aspects of their lives (Newcomer, 1980). Warger (1985) and Warger and Weiner (1987) recommend creative drama for children whose play development may be slow as a consequence of a disability. It is an excellent method for enhancing skills critical to learning and developing social skills, and it can be readily individualized. According to Raths, Harmin, and Simons (1978) role playing can assist an individual in the clarification of feelings and emotions as they relate to existing reality in three ways:

1. It can focus on real occurrences. An incident may be reenacted and the participants told to attend to the feelings aroused; or an incident may be reenacted with the participants changing roles and attending to the feelings aroused by these new roles. An individual may be directed to deliver a soliloquy to re-create an emotionally loaded event. Emphasis here is on expressing feelings that were hidden or held back when the event first occurred.
2. It can focus on significant others. The individual may portray a significant person in his or her life about whom a great amount of conflict is felt.
3. It can focus on processes and feelings occurring in new situations. Directions for this type of role playing may be very specific, with the participants provided with special characters and actions; or direction may be vague, allowing the participants to form their own characters.

With poor result, the researcher made use of an action plan utilizing the role playing to increase the level of awareness.

On the level of internalization after the conduct of Role Playing

It is presented in Table 3, the weighted average mean score result which is 0.71 from the Grade 8 – Artemis students. It indicates in the table that the level of internalization on Panatang Makabayan of Grade 8 – Artemis students had increased to high level of internalization. Obviously, the increase of result is after the conduct of role play to students to really help to improve their internalization on Panatang Makabayan.

Table 3

Level of Internalization on Panatang Makabayan of Grade 8 – Artemis Students After the Conduct of Action Plan

Per Line of Panatang Makabayan	Mean Score	Level of Internalization
1. Panatang Makabayan	0.72	High Internalization
2. Iniibig ko ang Pilipinas	0.76	High Internalization

3. Aking lupang sinilangan	0.69	Moderate Internalization
4. Tahanan ng aking lahi	0.79	High Internalization
5. A. Kinukupkop ako at tinutulungang maging malakas	0.69	Moderate Internalization
5. B. masipag	0.76	High Internalization
5. C. at marangal	0.86	High Internalization
6. Dahil mahal ko ang Pilipinas	0.69	Moderate Internalization
7. Diringgin ko ang payo ng aking magulang	0.55	Moderate Internalization
8. Susundin ko ang tuntunin ng aking Paaralan	0.62	Moderate Internalization
9. A. Tutuparin ang tungkuling mamamayang makabayan	0.62	Moderate Internalization
9. B. naglilingkod	0.62	Moderate Internalization
9. C. nag-aaral	0.79	High Internalization
9. D. at nagdarasal ng buong katapatan	0.76	Moderate Internalization
10. Iaalay ko ang aking buhay, pangarap, pagsisikap sa bansang Pilipinas	0.79	High Internalization
Weighted Average Mean	0.71	High Level Internalization

Legend: 0.90 - 0.10- Very High; 0.70 - 0.89- High; 0.50 - 0.69-Moderate; 0.30 - 0.49 Low; 0 - 0.29 - Very Low

Table shows the level of internalization per line based on the ratings above. The lines 1 and 2 that pertain to the oath of love to country now got high mean score of internalization which is .72 and 0.76. However the lines 3 and 4 that describe the homeland that gave protection to the Filipino people got high and moderate mean score of internalization which is 0.69 and 0.79. On the other hand, the lines 5.A, 5.B, and 5.C got mean score of 0.69, 0.76, and 0.86 which got a high internalization. These lines pertain to how our country protect and help us to be strong, hardworking and honourable. The lines 6, 7, 8, 9.A, 9.B, 9.C, and 9.D that reflects the love to country which result to respect and heeding parents advises, following school rules and regulations, performing the duties of being a nationalistic and even patriotic citizen, serving, studying, and praying fervently. These lines got 0.69, 0.55 that belongs to moderate internalization. While the same mean score of 0.62 that is moderate which came from lines 8, 9.A & 9. B . Line 9.C got 0.79 which is high, and line 9.D got 0.76 which is moderate level of internalization. Lastly, line 10 that pledge in offering one's life, dreams and successes for the Philippine nation got 0.79 which is high level of internalization.

Based on the findings given, role play is an effective intervention to increase the level of internalization of Panatang Makabayan among students. Role Play is an effective intervention to increase the level of internalization of Panatang Makabayan among students.

Role playing provides students with a chance to act out, rather than merely talk about, ways to solve problems effectively. Many students find this to be an enjoyable and instructive supplement to class discussions. It also gives teachers the opportunity to provide students with supervised practice in dealing with "real life" problem situations. This can be an effective way to help children integrate their social problem - solving skills. Role playing enables students also to (a) practice calming down during a problem situation; (b) act out solutions in an effective and cooperative way; (c) observe the consequences of their actions; and (d) practice persistence and overcoming obstacles (<http://www.yale.edu/peace/role-play.htm>).

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, recommendations and reflections of the research study.

Summary of Findings

The findings in statement of the problem number 1 on the level of internalization of Grade 8 – Artemis students of Sagay National High School – Lopez Jaena Extension is in low level of internalization of Panatang Makabayan which is 0.43 average mean.

On the statement of the problem number 3, the post test results to an increase or high level of internalization of Panatang Makabayan among Grade 8 – Artemis students of Sagay National High School – Lopez Jaena Extension resulted to average mean of 0.71. This was because of the use of role playing as intervention or the conducted action plan in this study.

Conclusions

Based on the results gathered, the following conclusions are thereby presented:

1. The researcher found out that the results of pre-test is in low internalization of the Grade 8 – Artemis students on the most lines of Panatang Makabayan. It showed on the test results and mean percentage that some items were able to answer by the students correctly. However, there are also five items which falls on the category of Moderate internalization and were not able to answer correctly by the respondents.
2. The lines 1 and 2 that pertain to the oath of love to country got high and moderate mean score of internalization which is 0.75 and 0.62. But the lines 3 and 4 that describe the homeland that gave protection to the Filipino people got low and moderate mean score of internalization which is 0.52 and 0.41. However, the lines 5.A, 5.B, and 5.C got 0.38,

0.59, and 0.48 that belongs to moderate and low internalization. These lines pertain to how our country protect and help us to be strong, hardworking and honorable.

3. The lines 6, 7, 8, 9.A, 9.B, 9.C, and 9.D reflect the love to country which result to respect and heeding parents advises, following school rules and regulations, performing the duties of being a nationalistic and even patriotic citizen, serving, studying, and praying fervently. These lines got 0.45 which is low, 0.21 that is very low, 0.41 which is low, 0.55 which is moderate, 0.10 which is very low, 0.52 which is moderate, and 0.14 which is remarkably very low mean score of internalization. While line 10 that pledge in offering one's life, dreams and successes for the Philippine nation got 0.24 which is very low mean score of internalization.
4. Role Play is an effective intervention done to increase the level of internalization of Panatang Makabayan based on data findings.

Recommendations

Based on findings and conclusions, the researchers made the following recommendations:

1. Teachers need to be aware in teaching the Patriotic Oath so that patriotism and nationalism will be instilled to the learners wholeheartedly and the oath will be given justice by reciting it correctly.
2. The researcher recommends that the teachers may include the topic of internalization of the content and meaning of Patriotic Oath to some of their lessons for the students to understand fully the importance and meaning of it.
3. The researcher also suggest that this topic of Internalization of our Patriotic Oath may be included in some school activities and event specifically during the celebration of "Buwan ng Wika and Independence Day" to inculcate in our pupils the true meaning of our Patriotic Oath.
4. Further suggested by the researchers that the choices in the questionnaire used to determine the meaning and level of internalization of each lines of Panatang Makabayan will be reviewed and rephrase as well as to adopt or develop the research instrument in its English version.
5. Lastly, the researcher also suggest to other concerned authorities to conduct further and in depth study related to this and come up with a curriculum that promotes and advocates on the significance of knowing the true meaning of our Patriotic Oath and to value patriotism and nationalism specifically to younger generations.

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