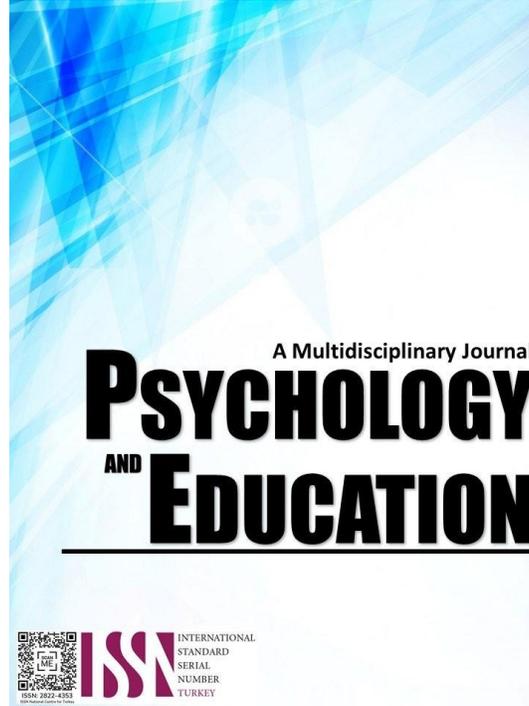


THE IMPACT OF HISTORY EDUCATION AND LEARNERS' NATIONAL IDENTITY AND CITIZENSHIP



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The Impact of History Education and Learners' National Identity and Citizenship

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Abstract

This study aimed to determine the impact of history education on citizenship development, cultural representation, the role of teachers in shaping historical consciousness, and the influence of globalization on learners' national identity and citizenship in District 5 of Valencia City Division during the 2024-2025 school year. Furthermore, this study followed a descriptive-correlation methodology. The findings demonstrated that history education has a significant impact on citizenship development, cultural representation, the role of teachers in forming historical consciousness, and the influence of globalization. Furthermore, the extent of learners' national identity and citizenship is relatively significant. Another finding demonstrated a significant link between the impact of history instruction and students' national identity and citizenship. Thus, the null hypothesis is rejected. These findings suggest that instructors should undergo ongoing professional development to equip them with tools for cultivating historical consciousness and critical engagement with the past. Furthermore, incorporating digital resources and global perspectives into history courses can help students understand historical events in a more comprehensive context, ensuring that history education remains dynamic, inclusive, and relevant in an increasingly interconnected world. To develop learners' national identity and citizenship, educational institutions should incorporate more civic education, cultural programming, and community service initiatives into their curricula. Encouraging frank discussions about national ideals, history, and social obligations will help them better understand and appreciate their country. Furthermore, coordination among schools, families, and government agencies can boost patriotic participation through national events, leadership programs, and mentorship, ensuring that students become engaged and responsible members of their communities.

Keywords: *history educational citizens development, cultural representation, globalization, national identity, citizenship*

Introduction

The relationship between history education and the creation of national identity and citizenship is an important field of research because it demonstrates how educational practices can influence individual and collective identities. History education is critical in developing students' awareness of their country's past, including its achievements, struggles, and contributions to the world. Engaging with historical tales helps learners create a sense of belonging and connection to their country's legacy, which can significantly impact their conceptions of national identity. This education involves more than just memorizing dates and events; it also entails a critical appraisal of historical sources, interpretations, and the contexts in which they were created, fostering a deeper understanding of the complexity of national identity. Furthermore, how history is taught can either strengthen or undermine current narratives about a country's past. Educational frameworks that value multiple views, such as marginalized voices and alternative histories, allow students to develop a more nuanced understanding of their national identity (Green, 2019).

In contrast, a curriculum that promotes a single, often idealized story may contribute to an exclusionary feeling of nationalism that marginalizes some groups in society. As students traverse these narratives, they gain civic knowledge and duties, which eventually shape their roles as engaged citizens. As a result, critical historical analysis plays an important role in developing informed citizens capable of contributing to a more inclusive and fair society. In an increasingly interconnected world, the consequences of history education transcend national borders, sparking debates about global citizenship and multiculturalism. As students encounter diverse histories and viewpoints, they become better equipped to comprehend the intricacies of their own identity in relation to others. This expansion of perspectives promotes empathy and a sense of common humanity, both of which are critical in solving today's global concerns. As a result, the study of history education aims not just to instill a sense of national pride, but also to develop responsible individuals capable of engaging critically in a pluralistic society.

Through this lens, the impact of history education on learners' national identity and citizenship emerges as a key debate shaping nations' futures and global connections. Education about history has also been a contentious issue in the Philippines. Given the country's convoluted colonial past and ongoing debates over regional identities, history education must be approached with prudence. Filipino students are regularly exposed to a curriculum that prioritizes national heroes and events over the diverse perspectives of the archipelago's ethnic groups. This error may lead to a restricted understanding of what it means to be Filipino, causing children to become disenfranchised from their culture and lose their sense of belonging (Garcia, 2019).

Despite globalization, the Philippines continues to grapple with issues of national identity, making it critical that educational reforms take into account the country's complex historical context. There are still significant gaps in our understanding of the relationship between identity formation and history education. While many studies provide broad frameworks applicable to a wide range of



educational settings, they frequently focus on specific contexts or topics. There has also been minimal research on how instructors perceive and apply these curricula in the classroom, which can vary significantly based on local settings and individual pedagogical practices (González, 2020). Because there is insufficient empirical research, instructors are unable to establish inclusive national identities or address global connectivity in their history lectures.

The goal of this study is to look into how history instruction can be designed to instill a strong sense of national identity in Filipino secondary students, as well as an appreciation for perspectives from around the globe. This project will examine existing curriculum and teaching practices to find practical ways to include a variety of historical tales in classroom instruction. This project's ultimate goal is to help create an educational framework that will allow students to become aware citizens capable of critically interacting with both their national history and the greater globe.

Research Questions

This study determined the impact of history education among learners and their national identity and citizenship in District 5, Valencia City Division, for the School Year 2024-2025. This study sought to answer the following research questions:

1. What is the impact of history education in terms of history education, and citizenship development; cultural representation, role of teachers in shaping historical consciousness; and the influence of globalization?
2. What is the extent of learners' national identity and citizenship in the District 5 of Valencia City Division during the school year 2024-2025?
3. Is there a significant relationship between the impact of history education and the learners' national identity and citizenship?

Methodology

Research Design

The researcher employed a descriptive correlational design to investigate the impact of history education on various aspects, including citizenship development, cultural representation, the role of teachers in shaping historical consciousness, and the influence of globalization on learners' national identity and citizenship development. For the purpose of investigating a phenomenon, a researcher decided to use a descriptive correlational design because this design enables the investigation of correlations between variables without requiring the variables to be altered. This form of design is beneficial in situations where the objective is not to determine the source of the phenomenon being studied but rather to identify patterns, trends, or linkages in data that occur organically.

Respondents

The respondents of the study were the forty-three (43) teachers and the eighty-nine (89) grade 7-12 learners in District 5, Valencia City Division, during the School Year 2024-2025—a total of one hundred thirty-two (132) respondents. The secondary schools to be included in the study are Guinoyuran NHS, Loursdes IS, and Barobo IS.

Table 1 presents the distribution of respondents by school

Table 1. Distribution of Respondents

<i>Schools</i>	<i>Total Population Grade 7-12 learners</i>	<i>Total Population Grade 7-12 Teachers</i>
Guinoruyan National High School	32	10
Tugaya Integrated School	16	13
Lourdes Integrated School	20	15
Barobo Integrated School	21	15
Total	89	43

Instrument

The instrument was an adapted questionnaire from Bebell (2018). This study has taken the indicators in each variable from the literature of the study: Part I of the questionnaire design for the learners consists of 4 indicators that determine the Impact of history of education in terms of history education, and citizenship development; cultural representation, role of teachers in shaping historical consciousness; and the influence of globalization. Part 2 is the extent of national identity and citizenship among learners.

Data Analysis

Statistical measures were employed to analyze and interpret the study data.

To determine the impact of educational history, the weighted mean and standard deviation were used.

To determine the learners' extent of national identity and citizenship, weighted mean and standard deviation were utilized.

To determine the relationship between the impact of the history of education.



and the extent of national identity and citizenship, the Pearson Product-Moment Correlation Coefficient or Pearson *r* was employed.

Results and Discussion

This section presented, analyzed, and interpreted data gathered from the respondents. The order of presentation was based on the order of specific problems in the statement of the problem.

This study aimed to determine the impact of history education on citizenship development, cultural representation, and the role of teachers in shaping historical consciousness, as well as the influence of globalization on learners' national identity and citizenship in District 5 of Valencia City Division during the 2024-2025 school year.

Table 2 presents the impact of history education in terms of history education and citizenship development, which was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 2. *Impact of history education in terms of history education and citizenship development*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a secondary teacher, I find the history education and citizenship development through			
The relationship between history education and citizenship is integral to developing informed and engaged citizens.	4.61	0.618	Very High Level
This is particularly important in multicultural societies, where fostering a sense of shared identity and citizenship can mitigate social tensions and promote cohesion.	4.59	0.702	Very High Level
History education can play a pivotal role in promoting civic values such as tolerance, respect for diversity, and critical thinking	4.54	0.672	Very High Level
Through the study of history, students learn about their rights and responsibilities as citizens, as well as the historical context of their nation's political and social structures	4.51	0.690	Very High Level
By engaging with historical events and figures, students can better understand the evolution of their society and the importance of active citizenship in a democratic context	4.51	0.673	Very High Level
Overall	4.55	0.425	Very High Level

Legend: Scale 5 (4.20-5.00): Very High Level - Performed the indicators 9-10 times out of 10 instances; Scale 4 (3.40-4.19): High Level - Performed the indicators 7-8 times out of 10 instances; Scale 3 (2.60-3.39): Moderately Level - Performed the indicators 5-6 times out of 10 instances; Scale 2 (1.80-2.59): Low Level - Performed the indicators 3-4 times out of 10 instances; Scale 1 (1.00-1.79): Very Low Level - Performed the indicators 0-2 times out of 10 instances.

The results of Table 2 show that history education has a considerable impact on citizenship development, as evidenced by consistently high mean scores across all categories. The statement "The relationship between history education and citizenship is integral to developing informed and engaged citizens" received the highest mean score (Mean = 4.61, SD = 0.618), indicating that respondents strongly believe that history education plays an important role in shaping responsible and active citizens. The two lowest-rated indicators, both with a mean score of 4.51, are "Through the study of history, students learn about their rights and responsibilities as citizens, as well as the historical context of their nation's political and social structures" (SD = 0.690) and "By engaging with historical events and figures, students can better understand the evolution of their society and the importance of active citizenship in a democratic context" (SD = 0.673). Other indicators received Very High Level ratings, including "history education can play a pivotal role in promoting civic values such as tolerance, respect for diversity, and critical thinking" (Mean = 4.54, SD = 0.672) and "this is particularly important in multicultural societies, where fostering a sense of shared identity and citizenship can mitigate social tensions and promote cohesion" (Mean = 4.59, SD = 0.702). These findings show respondents' views of history education as an important instrument for developing social harmony and critical civic abilities.

Overall, the findings (Overall Mean = 4.55, SD = 0.425) indicate that history education is often regarded as highly beneficial in creating citizenship. History education is vital for building responsible and aware people because it promotes critical thinking, national identity, and democratic values.

Several studies have looked into the effects of history education on citizenship development. Bowers (2018) contends that history education promotes democratic participation by allowing pupils to evaluate multiple points of view and develop a sense of social responsibility. Similarly, Chai (2019) emphasizes that historical consciousness, which is formed through history education, helps individuals understand their roles in a democratic society, resulting in engaged and responsible citizenship.

Furthermore, Chen (2020) found that history education enhances students' ability to critically evaluate social and political issues critically, thereby improving their civic participation. Chen (2018) discovered that historical narratives foster community memory, which influences national identity and civic attitudes. Her research demonstrates how history education promotes a sense of belonging and allows pupils to reflect on historical injustices, so encouraging tolerance and social cohesion. Moreover, Coiro (2017) demonstrates that history education helps foster empathy, which is critical for building inclusive and engaged citizenship. Finally, numerous comparative studies have revealed that countries with effective history education systems have higher levels of civic involvement.

Table 3 presents the impact of history education on cultural representation, evaluated through various indicators, each with its respective mean and standard deviation (SD).



Table 3. *Impact of history education in terms of cultural representation*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher...			
I incorporate local history and cultural heritage into our lessons, helping us connect with our community's past and its significance.	4.74	0.514	Very High Level
I encourage learners to critically analyze historical sources and narratives to understand the cultural biases that may be present.	4.58	0.641	Very High Level
I present historical examples and case studies that resonate with the cultural backgrounds and identities of the learners in the classroom.	4.51	0.655	Very High Level
I feel that history curriculum adequately represents the experiences and contributions of marginalized groups.	4.50	0.794	Very High Level
I incorporate diverse cultural perspectives and narratives in their lessons, helping learners understand the complexity of historical events.	4.49	0.763	Very High Level
Overall	4.56	0.453	Very High Level

Legend: Scale 5 (4.20-5.00): Very High Level - Performed the indicators 9-10 times out of 10 instances; Scale 4 (3.40-4.19): High Level - Performed the indicators 7-8 times out of 10 instances; Scale 3 (2.60-3.39): Moderately Level - Performed the indicators 5-6 times out of 10 instances; Scale 2 (1.80-2.59): Low Level - Performed the indicators 3-4 times out of 10 instances; Scale 1 (1.00-1.79): Very Low Level - Performed the indicators 0-2 times out of 10 instances.

Table 3 demonstrates the significant impact of history education on cultural representation, with all indicators obtaining Very High Level ratings. The metric with the highest score: "I incorporate local history and cultural heritage into our lessons, helping us connect with our community's past and its significance." (Mean = 4.74, SD = 0.514), indicating that teachers place a high priority on incorporating local history into their instruction. The one with the lowest score, "I incorporate diverse cultural perspectives and narratives in their lessons, helping learners understand the complexity of historical events." (Mean = 4.49, SD = 0.763), despite remaining in the Very High Level bracket, has the lowest mean of the indicators. Other metrics demonstrate a strong dedication to cultural representation. "I encourage learners to critically analyze historical sources and narratives to understand the cultural biases that may be present." (Mean = 4.58, SD = 0.641) demonstrates the importance of improving students' analytical skills while judging historical accounts.

Similar to this, "I present historical examples and case studies that resonate with the cultural backgrounds and identities of the learners in the classroom." (Mean = 4.51, SD = 0.655), and "I believe that the history curriculum adequately represents the experiences and contributions of marginalized groups." (Mean = 4.50, SD = 0.794) show that history teachers are actively attempting to ensure diversity in their classes. With an overall mean of 4.56 (SD = 0.453), the data indicate that teachers strongly support the significance of history education in enhancing cultural representation.

Cakir (2017) examines how history education influences students' perceptions of their cultural background. He said that inclusive historical narratives help children from diverse origins perceive themselves as part of a greater national story, instilling a sense of belonging. Similarly, in his work on multicultural education, Chang (2017) emphasises how history curricula that include several perspectives serve to minimize bias and improve cross-cultural awareness. Furthermore, Dalgarno (2018) conducted another study on the depiction of minority groups in Dutch history textbooks, discovering that integrating diverse cultural narratives had a significant impact on students' perceptions of their own and others' identities. He noticed that textbooks with Eurocentric perspectives usually ignored minority histories, causing estrangement among students from non-dominant cultural origins. This study lends credence to the idea that a fair historical depiction helps build a more inclusive and respectful society by acknowledging diverse cultural contributions.

Moreover, Daniel (2023) investigated how schools teach US history and how African American and European American students understand it. Her research found that students from marginalized communities usually struggle to connect with historical narratives that exclude or distort their ancestors. This demonstrates how history education shapes cultural identity and social memory.

Table 4 shows the impact of history education in terms of the role of teachers in shaping historical consciousness. was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 4 highlights the importance of teachers in fostering historical consciousness, with all indicators ranked at a Very High Level. The most highly ranked metric, "Their interpretations of historical events and the narratives they emphasize can significantly influence how students perceive their past and its relevance to their present and future" (mean = 4.63, SD = 0.678), indicating that teachers' choices in historical narratives have a significant impact on students' comprehension of history. The indicators with the lowest ratings: "Educators who adopt a critical approach to history teaching can encourage students to question dominant narratives and explore multiple perspectives, fostering a more comprehensive understanding of their national identity." (Mean = 4.48; standard deviation = 0.715). "By empowering teachers to facilitate discussions around contentious historical issues, education can become a platform for fostering dialogue and understanding among students from different backgrounds, ultimately contributing to a more cohesive national identity." (Mean = 4.48, SD = 0.739), which remains within the Very High Level category but shows slightly lower agreement than other indicators.

Other indicators emphasize the role of instructors in fostering historical consciousness. "Teachers play a crucial role in shaping students' historical consciousness and, by extension, their national identity and citizenship." (Mean = 4.62, SD = 0.661) demonstrates educators' significant influence in promoting students' feelings of identity and belonging. At present, "This includes understanding the historical



context of the curriculum, recognizing the potential biases in historical narratives, and employing pedagogical strategies that promote critical thinking and inclusivity." (Mean = 4.56, SD = 0.705) emphasises the necessity of providing teachers with the necessary skills to understand historical difficulties. With an aggregate mean of 4.55 (SD = 0.441), the data suggest that instructors are generally aware of their role in shaping historical consciousness.

Table 4. *Impact of history education in terms of role of teachers in shaping historical consciousness*

Indicator	Mean	SD	Interpretation
As a teacher, I find the role of teachers in shaping historical consciousness through: Their interpretations of historical events and the narratives they emphasize can significantly influence how students perceive their past and its relevance to their present and future	4.63	0.678	Very High Level
Teachers play a crucial role in shaping students' historical consciousness and, by extension, their national identity and citizenship	4.62	0.661	Very High Level
This includes understanding the historical context of the curriculum, recognizing the potential biases in historical narratives, and employing pedagogical strategies that promote critical thinking and inclusivity	4.56	0.705	Very High Level
Educators who adopt a critical approach to history teaching can encourage students to question dominant narratives and explore multiple perspectives, fostering a more comprehensive understanding of their national identity	4.48	0.715	Very High Level
By empowering teachers to facilitate discussions around contentious historical issues, education can become a platform for fostering dialogue and understanding among students from different backgrounds, ultimately contributing to a more cohesive national identity	4.48	0.739	Very High Level
Overall	4.55	0.441	Very High Level

Legend: Scale 5 (4.20-5.00): Very High Level - Performed the indicators 9-10 times out of 10 instances; Scale 4 (3.40-4.19): High Level - Performed the indicators 7-8 times out of 10 instances; Scale 3 (2.60-3.39): Moderately Level - Performed the indicators 5-6 times out of 10 instances; Scale 2 (1.80-2.59): Low Level - Performed the indicators 3-4 times out of 10 instances; Scale 1 (1.00-1.79): Very Low Level - Performed the indicators 0-2 times out of 10 instances.

According to Darling-Hammond (2017), instructors play a crucial role in helping students develop the ability to critically examine historical narratives. Teachers help students build a deeper historical consciousness by guiding them through many perspectives and sources, going from memorization to critical engagement. This supports the idea that well-trained and reflective teachers are essential in building students' complicated historical understanding.

Dawson (2017) also researched how history teachers' teaching methods influence students' historical consciousness. His findings revealed that teachers who encourage inquiry-based learning, such as analyzing primary sources and participating in historical debates, significantly improve their students' ability to think historically. Students gain a more nuanced and critical grasp of history when professors foster debates that question dominant historical narratives and include alternative points of view. This shows that the efficacy of history education in instilling historical consciousness is heavily reliant on teachers' pedagogical approaches.

Table 5 presents the impact of history education in terms of the influence of globalization, which was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 5. *Impact of history education in terms of influence of globalization*

Indicator	Mean	SD	Interpretation
As a teacher...			
I think that the integration of global historical events into my teaching curriculum has made history more relevant to my learners' understanding of today's world.	4.63	0.642	Very High Level
I believe that history education provides me with a deeper understanding of global events and their interconnectedness, which is essential for teaching students about globalization.	4.61	0.627	Very High Level
I find that history education has prepared me to adapt my teaching methods to better address the challenges and opportunities presented by globalization in the classroom.	4.54	0.681	Very High Level
History education has equipped me with the critical thinking skills necessary to analyze the effects of globalization on historical events and contemporary society.	4.51	0.724	Very High Level
I feel that history education has enhanced my ability to teach students about diverse cultures and perspectives influenced by globalization."	4.49	0.724	Very High Level
Overall	4.56	0.428	Very High Level

Legend: Scale 5 (4.20-5.00): Very High Level - Performed the indicators 9-10 times out of 10 instances; Scale 4 (3.40-4.19): High Level - Performed the indicators 7-8 times out of 10 instances; Scale 3 (2.60-3.39): Moderately Level - Performed the indicators 5-6 times out of 10 instances; Scale 2 (1.80-2.59): Low Level - Performed the indicators 3-4 times out of 10 instances; Scale 1 (1.00-1.79): Very Low Level - Performed the indicators 0-2 times out of 10 instances.

Table 5 shows that history education has a considerable impact on teachers' opinions on globalization, with all indicators evaluated as being at a Very High Level. The one with the greatest rating, "I think that the integration of global historical events into my teaching curriculum has made history more relevant to my learners' understanding of today's world." (Mean = 4.63, SD = 0.642), indicating that



instructors strongly believe in the significance of connecting historical events to contemporary world challenges. The one with the lowest rating, "I feel that history education has enhanced my ability to teach students about diverse cultures and perspectives influenced by globalization." (Mean = 4.49, SD = 0.724), while still in the Very High Level bracket, has the lowest mean of the indicators.

Other statistics demonstrate the importance of history education in understanding globalization. "I believe that history education provides me with a deeper understanding of global events and their interconnectedness, which is essential for teaching students about globalization." (Mean = 4.61, SD = 0.627) emphasizes the importance of history education in developing a broad awareness of global interconnection. Similar to this, "I find that history education has prepared me to adapt my teaching methods to address better the challenges and opportunities presented by globalization in the classroom." (Mean = 4.54, SD = 0.681), indicating that instructors feel prepared to meet the changing demands of a globalized environment. bonus: "History education has equipped me with the critical thinking skills necessary to analyze the effects of globalization on historical events and contemporary society." (Mean = 4.51, SD = 0.724), demonstrating the importance of history education in building analytical skills. With an overall mean of 4.56 (SD = 0.428), the data indicate that instructors recognize the importance of history instruction in understanding globalization.

History education is crucial in shaping people's attitudes towards globalization since it provides context for understanding how societies interact. Students learn about how nations interact over time by researching historical events such as colonialism, trade, migration, and international conflict. This information promotes critical thinking about global issues, cultural exchange, and economic connectivity, enabling individuals to engage with a globalized world from informed perspectives. Furthermore, history education enables people to recognise globalization trends, such as the impact of industrialization on trade and the role of diplomacy in encouraging international cooperation. This information can encourage more open-minded attitudes towards different cultures, resulting in a more inclusive and interconnected global community.

Several studies have shown that history education has a significant impact on people's opinions towards globalization. Dede (2018) discovered that children who took world history classes developed a more nuanced understanding of global interdependence and cultural diversity. Similarly, Dexter (2018) emphasized how history education enhances intercultural competence by teaching students to accept different points of view and engage effectively in cross-cultural communication.

Table 6 presents the extent of learners' national identity and citizenship, which was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 6. *Extent of learners' national identity and citizenship in the District 5 of Valencia City Division during the school year 2024-2025*

Indicator	Mean	SD	Interpretation
As a learner..			
I feel strongly connected to my country's culture, history, and values, shaping my sense of national identity.	4.61	0.654	Very Large extent
I am well-informed about my rights and responsibilities as a citizen of my country.	4.53	0.663	Very Large extent
I actively participate in civic activities (e.g., voting, community service, attending town hall meetings) to contribute to my community and country."	4.51	0.707	Very Large extent
I believe understanding and respecting my country's diverse cultures and backgrounds is an important part of being a good citizen."	4.51	0.715	Very Large extent
My education has significantly influenced my understanding of national identity and my role as a citizen in society."	4.48	0.698	Very Large extent
Overall	4.53	0.456	Very Large extent

Legend: 5 (4.20-5.00) – Very Large Extent: Performed the indicators 9-10 times out of 10 instances | 4 (3.40-4.19) – Large Extent: Performed the indicators 7-8 times out of 10 instances | 3 (2.60-3.39) – Moderate Extent: Performed the indicators 5-6 times out of 10 instances | 2 (1.80-2.59) – Low Extent: Performed the indicators 3-4 times out of 10 instances | 1 (1.00-1.79) – Very Low Extent: Performed the indicators 0-2 times out of 10 instances

Table 6 demonstrates that students in District 5 of Valencia City Division have a strong feeling of national identity and citizenship, with all indicators classified as Very Large Extent. The highest-rated indicator is "I feel strongly connected to my country's culture, history, and values, shaping my sense of national identity." (Mean = 4.61, SD = 0.654), indicating that pupils have a strong understanding of their cultural and historical roots. The one with the lowest rating, "My education has significantly influenced my understanding of national identity and my role as a citizen in society." (Mean = 4.48, SD = 0.698), despite being within the Very Large Extent band, has the lowest mean of the indicators.

Other metrics emphasize the learners' active participation in citizenship. "I am well-informed about my rights and responsibilities as a citizen of my country." (Mean = 4.53; SD = 0.663) implies that pupils are well aware of their civic responsibilities. Similar to this, "I actively participate in civic activities (e.g., voting, community service, attending town hall meetings) to contribute to my community and country." (Mean = 4.51, SD = 0.707) indicates that learners participate in activities that promote responsible citizenship. added, "I believe understanding and respecting my country's diverse cultures and backgrounds is an important part of being a good citizen." (Mean = 4.51, SD = 0.715) emphasizes students' understanding of cultural diversity as an important part of good citizenship. With an aggregate mean of 4.53 (SD = 0.456), the data indicate that District 5 students strongly identify with their national heritage and actively participate in civic life.



Education has a significant impact on students' sense of national identity and citizenship, particularly in disciplines such as history, social studies, and civics. Education imparts knowledge of a country's history, ideals, and democratic principles, instilling a strong sense of belonging and allegiance. Schools play a crucial role in shaping national identity by teaching students about national heroes, cultural traditions, historical events, and civic responsibilities. This helps learners internalize a group identity and understand their place in society. Furthermore, citizenship education prepares people for active participation in governance by encouraging them to exercise their rights, fulfil their responsibilities, and contribute to national development initiatives. A strong sense of national identity does not undermine global citizenship; rather, it strengthens it. Nationally identified children are frequently better prepared to interact with the rest of the world because they value both their own and other cultures. However, overemphasis on nationalism without critical involvement can lead to discriminatory attitudes. Thus, education must strike a balance between promoting national pride and encouraging openness to global ideas. This helps students create a broad sense of self, allowing them to engage in both domestic and international issues actively.

Engelbrecht and Kriel (2020) discovered that youngsters who got systematic lessons on national history and civic education felt more connected and patriotic. Their findings indicated how narratives about national challenges, achievements, and government systems influence students' attitudes towards their country and instill pride in their national identity. Similarly, Garcia (2019) stated that multicultural education fosters an inclusive national identity by allowing children of diverse backgrounds to recognise their shared ancestry while embracing cultural differences.

Furthermore, Friesen and Scott (2022) discovered that this strategy increases national cohesiveness. People who obtained formal citizenship education were more likely to engage in civic activities like voting, community service, and political discussions. Their findings revealed that pupils who received more civics and governance education demonstrated greater democratic participation and social responsibility. This demonstrates that national identification and civic education are essential in fostering active citizens who contribute to the stability and progress of their country.

Table 7 presents the significant relationship between the impact of history education and the learners' national identity and citizenship, which was evaluated through various indicators, each with its respective r-value and p-value.

Table 7. Test of significant relationship between the impact of history education and the learners' national identity and citizenships

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
History Education and Citizenship Development	.414	.000	Significant
Cultural Representation	.411	.000	Significant
Role of Teachers in Shaping Historical Consciousness	.506	.000	Significant
Influence of Globalization	.526	.000	Significant
Overall	.590	.000	Significant

The results in Table 7 show a substantial association between the impact of history instruction on learners' national identity and citizenship, with all variables having p-values of 0.000, demonstrating their statistical significance. Overall, it has the strongest association ($r = .590$, $p\text{-value} = .000$), indicating that history instruction as a whole has a significant impact on shaping students' senses of national identity and citizenship. The influence of Globalization is the variable with the strongest link among the specified indicators. This means that incorporating globalization into history teaching improves students' knowledge of their national identity in a broader, interconnected framework. The Role of Teachers in Shaping Historical Consciousness ($r = .506$, $p\text{-value} = .000$) demonstrates a strong link, emphasizing the crucial role educators play in directing students' historical knowledge and civic growth.

Meanwhile, History Education and Citizenship Development ($r = .414$, $p\text{-value} = .000$) and Cultural Representation ($r = .411$, $p\text{-value} = .000$) have the lowest correlations, but they are still statistically significant. Overall, the findings support the importance of history education in helping students build their national identity and citizenship. Thus, the null hypothesis is rejected.

History education shapes students' national identity and sense of citizenship by teaching them about their country's history, heritage, and cultural values. When children are exposed to historical tales that highlight national challenges, accomplishments, and shared traditions, they develop a deeper sense of belonging and patriotism. This information fosters a shared identity, enabling people to view themselves as part of a larger national community. History education also promotes civic duty by teaching students about democratic values, human rights, and the consequences of past political decisions, all of which influence their participation in society. Learners who understand their country's historical progression are more likely to undertake civic duties, respect national symbols, and contribute to their country's development.

Several research findings show a substantial relationship between history education and national identification. González (2020) discovered that history classes in various countries are designed to affect students' perceptions of national identity by reinforcing collective memory and cultural narratives. Similarly, Zheng (2021) demonstrated that historical knowledge strengthens national identity by fostering collective memory and a sense of community in citizens.

Another study by Dobson and Williams (2021) claims that history education fosters democratic citizenship by promoting critical thinking and discussions about past events, enabling students to develop informed perspectives on national and global issues. These

studies consistently demonstrate that history education fosters national identity while promoting responsible citizenship.

Conclusions

From the findings presented above, the following conclusions were drawn in this study:

The findings demonstrate that history education is crucial in shaping citizenship development, cultural representation, historical consciousness, and in responding to the effects of globalization. The very high level of influence implies that history education is critical for developing a well-informed and engaged society. Teachers play an important role in this process, ensuring that historical knowledge is not only maintained but also critically analyzed and contextualized for modern relevance.

As a result, history education remains an important instrument for fostering national identity, social cohesiveness, and global knowledge. Education, cultural exposure, and civic involvement all play a significant role in shaping learners' national identification and citizenship. Schools, families, and communities all play an important part in developing a sense of belonging, pride, and duty for one's country. When students actively participate in national events, understand their rights and responsibilities, and value their heritage, they form a strong sense of national identification and responsible citizenship. This foundation promotes solidarity, patriotism, and a desire to make constructive contributions to society.

The findings of this study demonstrate the important link between history education and students' national identification and citizenship. This shows that history education is critical for influencing students' awareness of their country's history, instilling a sense of belonging, and developing responsible citizenship. Students who learn about historical events, cultural heritage, and national values form a stronger connection to their identity and are more inclined to engage in civic responsibilities, contributing to societal unity and progress.

The following recommendations are hereby offered:

Teachers may get ongoing professional development to help them create ways for promoting historical consciousness and critical engagement with the past. Furthermore, incorporating digital resources and global perspectives into history courses can help students understand historical events in a more comprehensive context, ensuring that history education remains dynamic, inclusive, and relevant in an increasingly interconnected world.

Schools may incorporate more civic education, cultural programming, and community service initiatives into their curricula. Encouraging frank discussions about national ideals, history, and social obligations will help them better understand and appreciate their country. Furthermore, coordination among schools, families, and government agencies can boost patriotic participation through national events, leadership programs, and mentorship, ensuring that students become engaged and responsible members of their communities.

Schools can improve their curriculum by adopting engaging, inclusive, and critical ways of teaching history. Teachers may be provided with creative teaching tools that promote debates about historical significance and its relation to current national challenges. Moreover, authorities should ensure that history education remains a core topic in schools, emphasizing multiple perspectives to cultivate a more knowledgeable, patriotic, and socially responsible citizenry.

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