SOCIAL CONSIDERATION AND PATRIOTIC ATTITUDE: INPUTS TO AN ENHANCED GLOBAL CITIZENSHIP AWARENESS OF GRADE 12 STUDENTS

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Abstract

This study looks into how respondents who are students interact concerning global citizenship, social responsibility, and patriotic views. According to the study, there are two primary types of patriotism: constructive patriotism, which includes critical support for efforts to better the country, and blind patriotism, which is defined by unflinching loyalty to one's country. The findings show a positive correlation between blind patriotism and social consideration, suggesting that those who practice blind patriotism also frequently show a high degree of concern and deference for other members of society. Constructive patriotism, on the other hand, shows a similar effect on social concern, demonstrating its ability to promote a morally responsible and compassionate society.

Additionally, the study investigates the connection between global citizenship principles including equality, mutual dependency, shared responsibility, and patriotic attitudes. Results indicate that, in comparison to blind patriotism, constructive patriotism is more suited to fostering equality, mutual dependency, and shared responsibility among citizens due to its emphasis on critical involvement and desire for national improvement.

Furthermore, the study clarifies how social consideration functions as a mediator in the connection between global citizenship and patriotic beliefs. It suggests that social consideration and patriotic attitudes have a strong positive association, with higher levels of social consideration being correlated with more patriotic sentiments. Additionally, social concern has a favorable impact on global citizenship, though not as much as it does on patriotic attitudes.

In conclusion, this research highlights the complex social phenomena of patriotism and its consequences for inclusive communities and global citizenship. According to the research, encouraging constructive patriotism—which is defined by critical involvement and a dedication to national improvement—is crucial for fostering inclusive views, social cohesion, and a sense of responsibility for global challenges.

Keywords: social   consideration,   patriotic   attitude,   global   citizenship,   blind   and   constructive

1. Introduction

The idea of citizenship has expanded beyond geographical bounds in a world growing more interconnected by the day. It also includes social duty, cultural sensitivity, and national loyalty. Fostering a consciousness of global citizenship is becoming more and more important as globalization continues to transform economies and cultures. The goal of this study is to investigate the critical role that social consideration and a patriotic attitude play as essential components in fostering a heightened awareness of global citizenship.

The understanding that human attitudes and behaviors are not limited to the boundaries of nation-states but rather spread across continents and profoundly impact global dynamics is at the core of this investigation. The foundation of inclusive societies and cross-cultural understanding is social consideration, which is defined as a person's compassionate care for others both inside and outside of their immediate communities. It encourages people to embrace a wider feeling of interconnectedness with other global citizens and to rise above limiting local concerns.

In addition, a patriotic mindset—which is frequently connected to love and allegiance to one's country—has the power to fundamentally alter perspectives on global citizenship. Although patriotism typically arouses feelings of pride and identity in one's country, it can also be used to develop a broader perspective that recognizes international interdependence and encourages a sense of shared responsibility for addressing global issues.

However, there are many facets and a complex interaction between social consideration, patriotism, and understanding of global citizenship. While social consideration fosters compassion and empathy for many worldwide cultures, if it isn't counterbalanced by a broader understanding of global interdependence, it can also breed feelings of nationalistic insularity. Comparably, a patriotic mindset can foster a sense of obligation to address global challenges, but if it isn't balanced with a cosmopolitan perspective, it runs the risk of fostering ethnocentric biases.

The social, political, environmental, and economic deeds of globally aware people and organizations on a worldwide level are collectively referred to as global citizenship. The expression alludes to the idea that individuals are not lone agents impacting isolated civilizations but rather are a part of numerous, diverse local and non-local networks. Individuals will be able to embrace their social responsibility to act in the interests of all societies, not just their own, through the promotion of global citizenship in sustainable development.

1.1. Background of the Study

Families, schools and the environment play an important role for the individuals to be grown as patriots. The value of patriotism is given to the students both directly and indirectly by many activities in the educational programs and nonscheduled programs carried out in schools. Patriotism which is in many courses like social sciences, Turkish, and the courses related to citizenship and democracy education should be given to the students. Patriotism is given to the students by these courses directly as well as by the activities carried out in the national festivals indirectly. The traditional borders of citizenship are being drastically redefined in an era marked by increasing global interdependence and connectivity. As trade, communication, and technological improvements bring the world closer together, it is becoming more and more important to foster a feeling of global citizenship. The notions of social consideration and patriotic attitude are crucial to this attempt since they are essential components in cultivating a heightened consciousness of global citizenship.

The ability to feel empathy, compassion, and care for the welfare of people both inside and outside of one's own social circle is referred to as social consideration. It displays an innate comprehension of how human experiences are interconnected and an awareness of our common humanity among many cultures, countries, and societies. Within the framework of global citizenship, social consideration serves as a stimulant to develop inclusive mindsets, advance

intercultural comprehension, and motivate group efforts to tackle worldwide issues like poverty, inequality, and environmental deterioration. Understanding people's attitudes and behaviors toward global citizenship is a dynamic and complex process that lies at the crossroads of social responsibility and patriotic attitude. A patriotic mindset can either perpetuate nationalistic tendencies or serve as a catalyst for embracing a broader sense of collective responsibility towards global challenges, whereas social consideration fosters empathy and concern for varied global groups. In an increasingly linked world, it is crucial to comprehend how these conceptions interact in order to shed light on the elements that influence people's perceptions of citizenship, belonging and responsibility.

Despite increased recognition of the relevance of social consideration and patriotic attitude in promoting global civic awareness, there is a scarcity of empirical research that investigates their influence and interplay. This work aims to overcome this gap and contribute to a better understanding of the psychological, social, and political mechanisms that drive global citizenship consciousness. It seeks to investigate the intricate relationships between social concern and patriotic attitude, as well as their aggregate impact on individuals' attitudes and behaviors toward global citizenship, using a mix of qualitative and quantitative approaches. Finally, this study hopes to enrich educational, social, and policy measures targeted at developing a more inclusive, compassionate, and socially responsible global citizenry. Preliminary research findings indicate that most students have a preference for Korean films, music, fashion, and cuisine. For instance, a lot of students are alienated from their own society. Furthermore, students' capacity to comprehend and promote their own region and culture is impacted by the spread of foreign culture within our own nation.

The researcher's observations, as well as those of the Araling Panlipunan subject teacher, indicate that pupils at Ilayang Yuni Junior and Senior Integrated National High School are assimilating and promoting foreign cultures. They are imitated in many countries; for example, a lot of Filipinos are huge K-POP fans. They made an effort to pick up the vocabulary and style of their favorite K-POP group, but they are unable to properly converse in their native tongue. So they might not be able to be more nationalistic. Similarly, we failed to acknowledge our great heroes.

Teaching pupils how to be decent citizens is one of the school's primary goals. It is important to patriotism because a decent citizen of the nation demonstrates their patriotism. They respect and uphold their own culture while also honoring the cultures of other countries. Today's youth should value both global citizenship and patriotism (Altikulac, A. 2016). In order to contribute to an enhanced global citizenship, the researcher's aim was to evaluate the impact and awareness of social consideration and patriotic attitude among students at Ilayang Yuni National Junior and Senior Integrated National High School. Ilayang Yuni Junior and Senior Integrated National High School grade 12 students were selected as survey participants because they are more informed, enjoy expressing their opinions, and are old enough to respond to inquiries.

1.2. Theoretical Framework

As early as 1959, political theorist Dolf Sternberger called for a new understanding of the concept of fatherland. "The fatherland is the 'republic,' which we create for ourselves. The fatherland is the constitution, to which we give life. The fatherland is the freedom which we truly enjoy only when we promote it, make use of it, and stand guard over it" (Sternberger 1990, 12). In 1979, on the 30th anniversary of the Federal Republic, he coined the term "constitutional patriotism" (Verfassungspatriotismus) to describe the loyalty to the Patria understood in these terms (13–16). The term was later adopted by Jürgen Habermas in the context of a case for overcoming pre-political, i.e. national and cultural, loyalties in public life, and supplanting them with a new, post-national, purely political identity embodied in the laws and institutions of a free and democratic state. Habermas argues that this identity, expressed in and reinforced by constitutional patriotism, can provide a solid foundation for such a state, given the ethnic and cultural heterogeneity characteristic of

most countries in Western Europe. It can also facilitate further European integration, and provide an antidote to the "chauvinism of affluence" tempting these countries (Habermas 1990).

An inclusive national identity that cuts across racial, cultural, and religious divides is supported by constitutional patriotism. Diversity within a nation is encouraged when patriotism is rooted in common political values rather than specific cultural or historical narratives. When it comes to social consideration, constitutional patriotism inspires people to show compassion and deference to vulnerable groups and minorities who could experience prejudice or exclusion in addition to their fellow citizens. In light of constitutional principles, constitutional patriotism promotes critical thought on national identity, history, and values. To make sure that the country's policies and practices are in line with democratic ideals, it encourages citizens to participate in discussion, debate, and constructive criticism. By encouraging respect for one another, diplomacy, and adherence to international law, it also makes international cooperation and peacebuilding efforts easier. It promotes international communication and collaboration between states based on common ideas and ideals.

To sum up, constitutional patriotism provides a framework based on inclusive values and democratic principles for promoting social consideration, patriotic sentiments, and a sense of global citizenship. Constitutional patriotism enhances a person's sense of responsibility, solidarity, and belonging both inside and outside of national borders by highlighting shared political values, civic involvement, critical discourse, and international cooperation.

1.3. Statement of the Problem

The study aimed to determine the social consideration and patriotic attitude: inputs to an enhanced global citizenship awareness of grade 12 students
Specifically, the study sought answers to the following questions:
1.   How do the respondents perceive their patriotic attitude in terms of:
        1.1.   blind patriotism and
        1.2.   constructive patriotism?
2.   How do the respondents perceive the global citizenship awareness of the respondents in terms of:
        2.1.   equality;
        2.2.   mutual dependency and
        2.3.   shared responsibility?
3.   How do the respondents perceive social consideration?
4.   Is there a significant relationship between patriotic attitude and global citizenship?
5.   Is there a significant relationship between patriotic attitude and social and social consideration?
6.   Is there a significant relationship between social consideration and global citizenship?
7.   Does social consideration mediate the relationship between patriotic attitude and global citizenship?

1.4. Results and Discussion

Table 1. Perception of Student Respondents on Patriotic Attitude as to Blind Patriotism

No.	Indicator	Mean	Std. Deviation	Verbal Interpretation
1	I like my country.	3.72	0.48	Strongly Agree
2	I love people in my country regardless of race.	3.30	0.62	Agree
3	We must love our country.	3.65	0.50	Strongly Agree
4	I'm a nationalist believing in my own race.	3.43	0.61	Agree
5	I would think of my country's interests.	3.22	0.63	Agree
6	Motherland is holy for our ancestors shed blood for its independence.	3.50	0.59	Strongly Agree
7	It is the necessity of being Filipino.	3.41	0.64	Agree
8	I love this country despite its people.	3.22	0.61	Agree
9	I am indifferent to the foreigners who occupy our country.	2.98	0.72	Agee
10	I am concerned about other countries' interests.	2.94	0.80	Agree
	Over-All	3.34	0.34	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
         2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 1 shows the perceptions of student respondents on the Patriotic Attitude to Blind Patriotism. The "I like my country." indicator obtained the highest weighted mean of 3.72. It has the verbal interpretation of "Strongly Agree". Indicator 10 "I am concerned about other countries' interests" got the lowest weighted mean of 2.94 with the verbal interpretation of "Agree". The overall weighted mean of the students' respondents on how they perceived the patriotic attitude on Blind Patriotism is 3.34 and has "Agree" verbal interpretation.

The information gathered from student responders paints a nuanced picture of youth nationalism. There is a strong sense of duty and pride in one's country, along with a favorable outlook on racial inclusion in the country. However, there is a moderate overlap between nationalism and racial identity. National interests are prioritized, and historical sacrifices made for the country are widely revered.

Responses indicate a more inward-looking or national-centric perspective among respondents, as seen by their ambivalence toward the presence of foreigners and comparatively lower concern for international interest. This could be an attempt to strike a balance between upholding a strong sense of national identity and objectives and acknowledging the connectivity of the world.

In conclusion, the students show strong feelings of patriotism combined with openness to their fellow citizens of different races, but they also have more cautious or nuanced opinions about internationalism and the place of immigrants in their nation. This profile captures the complexity of contemporary nationalism, which combines affection for one's homeland and its citizens with the difficulties of adjusting to a more interconnected globe.

Table 2. Perception of Student Respondents on Patriotic Attitude as to Constructive Patriotism

No.	Indicator	Mean	Std. Deviation	Verbal Interpretation
1	I would criticize if need be but would never harm.	3.17	0.63	Agree
2	I love my country, I value and protect her, and would never my country to harm.	3.56	0.56	Strongly Agree
3	I aim to be a beneficial individual for my country and serve it.	3.23	0.61	Agree
4	I can do anything and everything for my country.	3.03	0.61	Agree
5	I hold the interests of my country above everything.	2.99	0.68	Agree
6	We must protect our country.	3.59	0.60	Strongly Agree
7	We need to live in unity and solidarity.	3.53	0.59	Strongly Agree
8	I care about the unity, history, and language of my nation.	3.52	0.59	Strongly Agree
9	I would strive for the unity, solidarity, and integrity of my country.	3.37	0.63	Agree
10	Anyone who works for his/her nation is important.	3.66	0.52	Strongly Agree
	Over-All	3.37	0.35	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
              2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 2 displays the perception of student respondents on the Patriotic Attitude as to Constructive Patriotism. "Anyone who works for his/her nation is important." Indicator 10 obtained the highest weighted mean of 3.66. It has the verbal interpretation of "Strongly". Indicator 5 "I hold interests of my country above everything." got the lowest weighted mean of 2.99 with the verbal interpretation of "Agree". The overall weighted mean of the students' respondents on how they perceived the patriotic attitude on constructive patriotism is 3.37 and has "Agree" verbal interpretation.

Respondents support a critical but non-violent brand of patriotism, indicating a well-rounded viewpoint that values constructive criticism for the good of the country. There is a widespread readiness to actively participate in and make sacrifices for the country, but this is tempered to some extent by a small amount of reluctance, which may be due to an understanding of one's limitations and the difficulties of total dedication. The evidence points to a collective identity that respects shared values, history, and language, and it indicates how important it is to maintain national unity, solidarity, and cultural legacy. An inclusive definition of service and the value-adding recognition of varied contributions are suggested by a broad acknowledgment of the significance of contributions to the country, regardless of the job.

According to the conclusion, constructive patriotism is the necessity to find a balance between the integrative aspect of being human and respect for the rights and well-being of everyone, as well as consideration for the well-being and sense of commitment to one's community. From birth to school age, a person's cultural values, beliefs, and rituals, as well as the influence of their community and culture, can affect their sense of patriotism (Idrissi, H. 2020).

Overall, the results point to a deeply ingrained yet thoughtful brand of patriotism that prioritizes love, service, and the welfare of the country as a whole. It implies that the respondents favor a pragmatic and passionate brand of patriotism that is focused on unity, positive participation, and an inclusive appreciation of all that the country has to offer.

This well-rounded viewpoint could provide the groundwork for younger generations to develop a strong and united sense of national identity.

Table 3. Summary of Perception on Patriotic Attitude

Variables	Mean	Std. Deviation	Verbal Interpretation
Blind Patriotism	3.34	0.34	Agree
Constructive Patriotism	3.37	0.35	Agree
Over-all	3.36	0.35	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 3 shows the summary of the perception of the respondents on patriotic attitude. It can be seen on the table the average score on the level of blind patriotism is marginally lower than the level of constructive patriotism, indicating a little lower level of agreement with statements indicating blind allegiance to one's nation. There may be some variation in participants' perceptions of blind patriotism, as indicated by the standard deviation, which shows a moderate dispersion around the mean. Conversely, a significantly stronger agreement with this sort of patriotism is indicated by a little higher mean score when compared to Blind Patriotism. The reactions are dispersed in a manner akin to Blind Patriotism.

People who agree with one type of patriotism may also agree with the other to some level, based on the near mean scores and standard deviations. The modest variation in mean scores, however, might suggest a differentiation in the acceptance of patriotism kinds, with a minor predilection for a more critical and contemplative version.

To sum up, the information points to a generally positive view of patriotism with a subtle preference for a more critical and contemplative approach. The little variations in agreement levels between constructive and blind patriotism demonstrate how complicated the community under study's patriotism is. To further comprehend these dynamics and their implications for civic engagement and national discourse, more research is advised.

Table 4. Perception of Student Respondents on Global Citizenship as to Equality

No.	Indicator	Mean	Std. Deviation	Verbal Interpretation
1	There should be no segregation in religion, language, sect, and race.	3.23	0.72	Agree
2	All humans must be equal.	3.67	0.59	Strongly Agree
3	I can see the positive and negative sides of my country.	3.27	0.69	Agree
4	Since there is a variety of ethnicities in this country, we need to respect everyone whatever their ethnic group.	3.71	0.54	Strongly Agree
5	I will not be allowed racism and stereotyping.	3.11	0.72	Agree
	Over-All	3.40	0.42	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 4 shows the student respondents on the Global Citizenship as to Equality. "Since there is a variety of ethnicities in this country, we need to respect everyone whatever their ethnic group." Indicator 4 obtained the highest

weighted mean of 3.71. It has the verbal interpretation of "Strongly Agree". Indicator 5 "I will not be allowed racism and stereotyping." got the lowest weighted mean of 3.11 with the verbal interpretation of "Agree". The overall weighted mean of the students' respondents on how they perceived global citizenship on Equality is 3.40 and has "Agree" verbal interpretation.

According to the findings, equality may be demonstrated through respect for cultural diversity, a lack of racism and gender stereotypes, sexual orientation and gender identity, social status, and global commitment (Beneker et al., 2009; Oxfam, 2006:7).

Racial equality occurs when organizations, like schools, give people of all race equal chances regardless of their physical characteristics, such as skin color. People from all walks of life can properly compete for the same chances because of racial equality. Because there are more eager and skilled competitors, there is more competition in some areas, like sports and politics.

In conclusion, the data shows that student respondents have a strong commitment to the values of diversity, equality, and opposition to discrimination. With young people exhibiting a readiness to speak up against injustice and contribute toward good change, these findings point to a potential future for establishing a more inclusive and fair society.

Table 5. Perception of Student Respondents on Global Citizenship as to Mutual Dependency

No.	Indicator	Mean	Std. Deviation	Verbal Interpretation
1	One should love humans for being human, support and protect him/her.	3.70	0.51	Strongly Agree
2	It would disturb me if any human being is in pain, no matter where she/he is in the world.	3.23	0.63	Agree
3	Long live the world peace!	3.71	0.55	Strongly Agree
4	I care about the universal values.	3.48	0.64	Agree
5	Before the end of the world problems, the problems of our country would never end.	3.26	0.72	Agree
	Over-All	3.47	0.40	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 5 illustrates the perception of student respondents on the Global Citizenship as to Mutual Dependency. Indicator 3 "Long live the world peace!" obtained the highest weighted mean of 3.71. It has the verbal interpretation of "Strongly Agree". Indicator 2 "It would disturb me if any human being is in pain, no matter where she/he is in the world." got the lowest weighted mean of 3.23 with the verbal interpretation of "Agree". The overall weighted mean of the students' respondents on how they perceived global citizenship on Mutual Dependency is 3.47 and has "Agree" verbal interpretation.

The information shows that student responders have a collective perspective that prioritizes humanitarian ideals, empathy, global solidarity, and the interdependence of local and global issues. Respondents show a deep commitment to humanitarian principles; they show empathy and a desire to stand by and defend one another. This shows empathy and an understanding of the value of unity and support among one another. The data highlights a dedication to promoting a more peaceful and just society by indicating strong advocacy for universal ideals and global peace.

A "global citizen," according to Kan (2009), is someone who has obligations to the entire world in addition to their nation. A "global citizen" is a universalist who views current affairs from the viewpoint of humanity as a whole and works to ensure that future generations have a sustainable way of life. There has been a recent emphasis on removing wars from the curriculum to teach peaceful history. On May 20, 1946, Turkey signed a document created by UNESCO. "War starts within the minds of people" is the first line of the UNESCO accord. Ataturk's "Peace at home, peace in the world" idea helped to ensure that people's understanding of what peace is washed into their minds.

In conclusion, the data shows that student respondents have a strong commitment to global solidarity,

empathy, humanitarian values, and the advancement of world peace and universal principles. These results point to a hopeful future for creating a more just, caring, and connected world, as young people show a desire to make positive changes both locally and globally.

Table 6. Perception of Student Respondents on Global Citizenship as to Shared Responsibility

No.	Indicator	Mean	Std. Deviation	Verbal Interpretation
1	Country leaders prioritized the welfare of the people.	3.40	0.60	Agree
2	Every country in the world is important/special.	3.72	0.48	Strongly Agree
3	I believe in the concept of nation and nationality.	3.55	0.57	Strongly Agree
4	Humans decide for their race.	3.20	0.78	Agree
5	I embrace and protect the Philippine Culture.	3.55	0.59	Strongly Agree
	Over-All	3.48	0.38	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 6 shows the perception of student respondents on the Global Citizenship as to Shared Responsibility. Indicator 2 "Every country in the world is important / special." obtained the highest weighted mean of 3.72. It has the verbal interpretation of "Strongly Agree". Indicator 4 "Humans decide for their own race" got the lowest weighted mean of 3.20 with the verbal interpretation of "Agree". The overall weighted mean of the students' respondents on how they perceived the global citizenship on Shared Responsibility is 3.48 and has "Agree" verbal interpretation.

Global citizens must comprehend the myriad ways in which individuals and nations throughout the world are interconnected with one another. For instance, they must comprehend how their local environment influences them globally and how their lifestyle choices impact the environment in other regions of the world. Students must comprehend how international human rights breaches impact their rights and how the world's widening wealth disparities impact their standard of living.

As part of shared responsibility, the desire to handle global concerns independently or in collaboration with others demonstrated a readiness to assist in fixing the problem on a worldwide scale (Brigham, 2011; Morais and Ogden, 2010; Parekh and Biekart, 2009).

In conclusion, the information shows that student respondents have varied and complex opinions about national leaders, nationhood, and cultural identity. These results point to a dedication to embracing and safeguarding their cultural heritage, a strong feeling of patriotism, and a global outlook.

Table 7. Summary of Perception on Global Citizenship

Variables	Mean	Std. Deviation	Verbal Interpretation
Equality	3.40	0.42	Agree
Mutual Dependency	3.47	0.40	Agree
Shared Responsibility	3.48	0.38	Agree
Over-all	3.45	0.40	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 7 shows the summary of the perception of the respondents on patriotic attitude. It can be seen that Equality, Despite being somewhat lower than the other variables, this one, which measure agreement on the significance of equality in social circumstances, exhibits a strong positive affirmation. In contrast to Mutual Dependency and Shared Responsibility, the comparatively higher standard deviation suggests a little more variation in respondents' opinions on

equality. Scores in the Mutual Dependency category show a marginally higher level of agreement with the idea that mutual dependency exists within the social fabric. The standard deviation for mutual dependency is a little bit smaller than for equality, indicating that respondents' views on the subject are a little bit more stable. Among the three facets of social collaboration, Shared Responsibility had the highest mean score, suggesting the strongest agreement.

To sum up, there is broad agreement in the survey results about the significance of many facets of social cooperation, with a particular focus on shared responsibility. The results point to a social preference for group participation in duties, which could direct community and governmental initiatives to improve cooperative conduct in a range of settings. Our comprehension of the dynamics of social cooperation would be enhanced by more investigation into the subtleties underlying these agreements and their wider ramifications.

Table 8. Perception of Student Respondents on Social Consideration

No.	Indicator	Mean	Std. Deviation	Verbal Interpretation
1	I consider my social roles.	3.45	0.60	Agree
2	I consider the relevance between society and my daily life.	3.41	0.60	Agree
3	I consider how social changes influence my lifestyle.	3.35	0.64	Agree
4	I consider others in society.	3.23	0.66	Agree
5	I am interested in social problems.	2.92	0.73	Agree
6	I consider society's future.	3.29	0.66	Agree
7	I consider the future orientation of society.	3.18	0.57	Agree
8	I consider the role of my actions in society.	3.28	0.66	Agree
9	I consider how my actions influence others.	3.27	0.70	Agree
10	I consider the whole society in which I live.	3.33	0.63	Agree
	Over-All	3.27	0.42	Agree

Legend: 3.50 – 4.00 Strongly Agree   1.50 – 2.49 Disagree
          2.50 – 3.49 Agree   1.00 – 1.49 Strongly Disagree

Table 8 shows the perception of student respondents on Social Consideration. Indicator 1 "I consider my social roles." obtained the highest weighted mean of 3.45. It has the verbal interpretation of "Agree". Indicator 5 "I am interested in social problems." got the lowest weighted mean of 2.92 with the verbal interpretation of "Agree". The overall weighted mean of the students' respondents on how they perceived Social Consideration is 3.27 and has "Agree" verbal interpretation.

The findings show that the respondents had a solid understanding of their social roles, the importance of society in their day-to-day lives, and how their actions affect other people. This implies accountability and an understanding of how social dynamics and individual behavior are intertwined. The research also shows that respondents are aware of how dynamic society is, taking into account how social changes affect their lifestyle as well as more general societal issues and worries about the direction society may go in the future. Respondents nevertheless show a moderate level of engagement with these topics, reflecting varied degrees of interest and worry, but a significantly reduced level of agreement regarding interest in social problems and consideration of society's future.

Table 9. Test of Relationship between Patriotic Attitude and Global Citizenship

Indicators	Equality	Mutual Dependency	Shared Responsibility
Blind Patriotism	.440**	.473**	.511**
Constructive Patriotism	.452**	.523**	.564**

** Correlation is significant at the 0.01 level (2-tailed)

Table 9 shows the test of the relationship between patriotic attitude and global citizenship. It seems to compare the impact of two forms of patriotism – blind and constructive on three social indicators: equality, mutual dependency, and shared responsibility.

The relationship between blind patriotism and equality is 0.440, suggesting a moderately positive relationship; the relationship between blind patriotism and mutual dependency is 0.437, suggesting a slightly stronger but still moderately positive relationship; and the relationship between blind patriotism and mutual dependency is 0.511, stronger than that of equality and mutual dependency, suggesting a stronger correlation between blind patriotism and shared responsibility among individuals or within a community.

Constructive Patriotism: Equality: 0.452 indicates a moderately positive relationship, slightly stronger than blind patriotism, suggesting that constructive patriotism is marginally more associated with equality; Mutual Dependency: 0.523 indicates a stronger relationship, suggesting that constructive patriotism fosters a greater sense of mutual dependency; Shared Responsibility: 0.564 indicates the strongest relationship among the studied indicators for constructive patriotism, suggesting that it significantly encourages a sense of shared responsibility.

According to the research, social equality, mutual dependency, and shared responsibility are all positively impacted by both types of patriotism; however, constructive patriotism has a marginally greater effect on all three variables than blind patriotism. This suggests that people's attitudes toward social concepts like equality, mutual dependency, and shared responsibility may depend on how they understand and apply patriotism (i.e., blindly following one's country regardless of its actions vs. critically supporting one's country while encouraging its improvement).

The results suggest that a person's expression of patriotism can make a real difference in promoting support and cohesiveness within the community. Building a sense of equality, mutual dependency, and shared responsibility among people seems to be more in line with constructive patriotism, which emphasizes critical involvement and a desire for national betterment.

Table 10. Test of Relationship between Patriotic Attitude and Social Consideration

Indicators	Social Consideration
Blind Patriotism	.487**
Constructive Patriotism	.487**

*** Correlation is significant at the 0.01 level (2-tailed)*

Table 10 show the test of the relationship between blind and constructive forms of patriotism and social consideration is presented in Table 10. It is clear that both types of patriotism have a statistically significant relationship at the commonly accepted threshold (usually $p < 0.05$ or $p < 0.01$), as indicated by the identical effect size of 0.487, marked with double asterisks (**).

Understanding that both constructive and blind patriotism can result in positive societal consideration provide a foundation for understanding between people who have different patriotic beliefs. It draws attention to a shared ideal that might act as a cornerstone.

It illustrated the close connection between social consciousness and patriotism, which in turn promotes individual pro-environmental behaviors and viewpoints including environmental sustainability and global environmental preservation. This suggests that those who have a strong feeling of patriotism are able to see society as a whole. People who have a deeper grasp of the community they live in are better able to appreciate the need of coexisting with all nations for mutual prosperity and sustainable development. Good patriotism by no means permits people to ignore social issues or to deny benefits to out-groups.

Essentially, this study emphasizes the complex interplay between social conduct and patriotism, particularly the power of patriotism to promote social consideration across cultural boundaries. It highlights how complicated patriotism is as social phenomena and implies that a society that values compassion and consideration can be greatly aided by the many manifestations of patriotism.

Table 11. Test of Relationship between Social Consideration and Global Citizenship

Indicators	Equality	Mutual Dependency	Shared Responsibility
Social Consideration	.498**	.588**	.488**

*** Correlation is significant at the 0.01 level (2-tailed)*

Table 11 shows the test of relationship between social consideration and global citizenship of the students' respondents. It can be noticed that the variable social consideration has significant relationship on equality, mutual dependency, and shared responsibility.

The association between social consideration and equality is moderate to strong, as indicated by the positive impact size of 0.489 between social consideration and equality. It implies that a greater emphasis on or attainment of equality is connected with better levels of social consideration among people. This could be shown in behaviors and viewpoints that promote justice, equality of opportunity, and the fair distribution of resources among groups or civilizations;

The strongest relationship between social consideration and mutual dependency is demonstrated by the relationship between Social Consideration and Mutual Dependency (Effect Size: 0.588), which has the biggest effect size of the three. It is suggested that social consideration has a crucial role in fostering an understanding of interdependence among people, highlighting the close relationship between an individual's well-being and that of others. Social Consideration and Shared Responsibility (Effect Size: 0.488): This effect size indicates a positive relationship between social consideration and shared responsibility, though it is slightly weaker than the other two relationships. Mutual dependency is essential for cohesive communities where people are willing to support one another.

It suggests that people who value social consideration are more likely to practice shared responsibility, act in groups for the benefit of society, and work together to solve social problems.

The results highlight how important social consideration is in advancing egalitarian and cooperative norms in society. Social consideration seems to foster a sense of mutual dependency and shared duty among its members as well as a fairer, more equal community.

The Yoshida et al.-developed Social Consideration Scale gauges people's opinions on society as a whole as well as their attitudes toward comprehending the social fabric. It focuses on people's awareness of their place in society and how society interacts with them. According to earlier research, this scale mostly determines how an individual feels about their behavior in society, including how they avoid causing trouble for others, recognize societal difficulties, and use critical and logical thinking.

In conclusion, the study emphasizes the relevance of social consideration as a critical social value that helps to develop equality, mutual dependency, and shared responsibility within societies. These findings indicate that encouraging social consideration could be a strategic way to developing better, more cohesive, and egalitarian societies.

Table 12. Mediating Effect of Social Consideration in the Relationship of Patriotic Attitude and Global Citizenship

Indicator	Effect	SE	t	P	Remarks
1. Patriotic Attitude --> Social Consideration	0.761	0.104	7.3378	<.0001	
2. Social Consideration --> Global Citizenship	0.302	0.053	5.7461	<.0001	
3. Patriotic Attitude --> Global Citizenship	0.511	0.302	7.0329	<.0001	Partial Mediation
4. Patriotic Attitude --> Social Consideration --> Global Citizenship	0.2297	0.0537	4.4957	<.0001	

Table 12 shows that 1. Patriotic Attitude --> Social Consideration, Effect (Coefficient): 0.761 This indicates a strong positive relationship between patriotic attitudes and social consideration. As patriotic attitudes increase, so does social consideration. Standard Error (SE): 0.104 This is a measure of the accuracy of the coefficient estimate. The smaller the SE, the more accurate the estimate. t-Statistic: 7.3378 This is a measure of how many standard deviations our coefficient estimate is away from 0. A higher absolute value indicates a stronger significance. p-value <.0001. This value indicates the probability of observing the data if the null hypothesis were true. A p-value this low (<0.0001) strongly suggests that the relationship between patriotic attitudes and social consideration is statistically significant.
2. Social Consideration --> Global Citizenship: Effect: 0.302 This shows a positive relationship between social consideration and global citizenship, but the effect is smaller compared to the patriotic attitude's effect on social consideration. SE: 0.053, t-Statistic: 5.7461, p-Value: <.0001. this relationship is also statistically significant
3. Patriotic Attitude --> Global Citizenship: Effect: 0.511 indicates a positive relationship, suggesting that an increase in patriotic attitudes is associated with an increase in global citizenship. SE: 0.302 The relatively high SE here suggests less precision in the estimate compared to the previous relationships, t-Statistics: 7.0329, p-Value: <.0001 despite the higher

SE, the relationship is statistically significant.

4. Patriotic Attitude--> Social Consideration --> Global Citizenship: Effect: 0.2297 This effect size seems to represent the mediated relationship, where patriotic attitude influences global citizenship indirectly through social consideration. SE: 0.0537, t-Statistics: 4.4957, p-Value<.0001. The indirect effect is statistically significant, though less strong than the direct effects.

The findings point to a complex relationship in which patriotic views have a direct positive impact on social consideration and global citizenship. Furthermore, patriotic attitudes have an indirect impact on global citizenship via social consideration. The direct influence of patriotic views on global citizenship is greater than the indirect effect through social concern, but both pathways are important. This suggests that, in addition to directly promoting a sense of global citizenship, patriotic sentiments foster activities or attitudes (social considerations) that contribute to global citizenship. The statistical significance of these connections emphasizes the strength of these findings, implying that cultivating patriotic views may be a means to improve both social concern and global citizenship in individuals.

1.5. Summary of Findings

The findings of the study are summarized under the following orders of the specific problems.

Blind Patriotism presents the perceptions of student respondents on Blind patriotism demonstrates a strong sense of national pride and responsibility, as well as positive sentiments about racial inclusion within the nation. However, there is a minor overlap of nationalism and racial identity, as well as ambivalence toward immigrants and a low level of care for international concerns.

Constructive Patriotism it demonstrates a balanced perspective that values constructive criticism in the national good. There is a readiness to participate in and sacrifice for the country, tempered by a slight hesitation, and a significant emphasis on national unity, solidarity, and the preservation of cultural heritage.

Summarizes perception of patriotic attitudes, revealing a generally positive attitude toward patriotism with a nuanced preference for a more contemplative and critical perspective. While the two types of patriotism are nearly identical, Constructive Patriotism is slightly preferred, showing a little stronger agreement with this type of patriotism.

Equality. The data show a collective mindset that prioritizes equality, diversity, and the rejection of discrimination. Respondents are strongly committed to inclusivity, tolerance for ethnic variety, and a rejection of racism and stereotyping.

Mutual Dependency. The findings show that student respondents are strongly committed to humanitarian principles, empathy, global solidarity, and the advancement of world peace and universal values. Respondents indicate concern for universal principles and a desire to improve global well-being.

Shared Responsibility. Respondents usually recognize the necessity of country leaders emphasizing people's well-being and express strong support for the concept of nation and nationality. Furthermore, there is a strong desire to embrace and conserve cultural heritage.

It summarizes respondents' perceptions of global citizenship. It expresses widespread agreement on the significance of different dimensions of social cooperation, with a particular emphasis on shared responsibility.

Social consideration. It gives student respondents' perspectives on Social Consideration, emphasizing their awareness and understanding of society processes and their effects on individuals.

The test of the relationship between patriotic attitudes and global citizenship examines the impact of blind and constructive patriotism on global citizenship indicators such as equality, mutual dependency, and shared responsibility.

Both forms of patriotism have a favorable impact on these markers, with constructive patriotism having a slightly stronger effect.

A test of relationship between patriotic attitude and social consideration reveals that both blind and constructive patriotism have a positive influence on social consideration, implying that those with higher degrees of patriotism also have stronger social consideration. Despite their differences, both forms of patriotism create empathy, care, and concern for fellow citizens, underscoring patriotism's unifying role in fostering national welfare and well-being.

The test of the relationship between social consideration and global citizenship finds a substantial positive relationship between social consideration and global citizenship indicators such as equality, mutual dependency, and shared accountability. Individuals with higher degrees of social consideration place a larger emphasis on equality, mutual dependency, and shared responsibility in their societies.

The mediating effect of social consideration in the relationship between patriotic attitude and global citizenship shows that social consideration partially mediates the relationship between patriotic attitude and global citizenship. Both patriotic attitude and social consideration positively influence global citizenship directly, with patriotic attitude also influencing global citizenship indirectly through social consideration.

1.6. Conclusion

From the summary of findings, the researcher concluded that:

1. Blind patriotism, characterized by uncritical loyalty to one's country, exhibits positive associations with social consideration, albeit with nuances in its effects on different aspects of global citizenship. On the other hand, constructive patriotism, which involves critical support for one's country aimed at improvement, similarly fosters social consideration. This indicates that both forms of patriotism can contribute to cultivating a caring and considerate society.

2. Moreover, the research highlights the mediating role of social consideration in the relationship between patriotic attitudes and global citizenship. It reveals a strong positive relationship between patriotic attitudes and social consideration, suggesting that as patriotic attitudes increase, so does social consideration. Additionally, social consideration positively influences global citizenship, albeit to a lesser extent compared to its impact on patriotic attitudes. The indirect effect of patriotic attitudes on global citizenship through social consideration underscores the significance of social behavior in shaping broader attitudes toward global issues.

3. Overall, the findings underscore the nuanced nature of patriotism and its implications for fostering social cohesion, promoting inclusivity, and nurturing a sense of responsibility towards global citizenship. Understanding this relationship is crucial for cultivating a balanced and constructive approach to patriotism that aligns with the principles of equality, mutual dependency, shared responsibility, and social consideration, ultimately contributing to a more cohesive and interconnected world.

4. Based on the above conclusions, the following hypotheses of the study found to be:

    1. Hypothesis No. 1 There is no significant relationship between patriotism attitude and global citizenship is rejected

    2. Hypothesis No. 2 There is no significant relationship between patriotism attitude and social consideration is rejected.

    3. Hypothesis No. 3 There is no significant relationship between social consideration and global citizenship is rejected.

    4. Hypothesis No. 4 That there is no mediating effect of social consideration on the relationship between patriotism attitude and global citizenship is rejected.

1.7. Recommendations

Based on the comprehensive findings presented in the study, the following recommendations may be made:

1. Promoting Constructive Patriotism: Given the positive associations between constructive patriotism and attitudes such as equality, mutual dependency, and shared responsibility, efforts should be made to promote a balanced and reflective form of patriotism. Educational programs and initiatives can focus on fostering critical engagement with national issues and encouraging a sense of responsibility toward improving society.

2. Enhancing Social Consideration: Recognizing the significant role of social consideration in fostering both patriotism and global citizenship, initiatives should be undertaken to enhance empathy, respect, and care for others within society. This may be achieved through educational curricula, community engagement programs, and public awareness campaigns aimed at promoting understanding and empathy across diverse social groups.

3. Addressing Blind Patriotism: While blind patriotism demonstrates positive associations with social consideration, efforts should be made to mitigate its potential negative effects, such as exclusionary attitudes towards foreigners or reluctance to critically evaluate national policies. Encouraging critical thinking and promoting open dialogue about national identity can help individuals develop a more and inclusive understanding of patriotism.

4. Strengthening Global Citizenship Education: Given the positive relationships between social consideration and global citizenship, educational institutions should prioritize incorporating global citizenship, educational institutions should prioritize incorporating global citizenship education into curricula. This includes promoting awareness of global issues, fostering cross-cultural understanding, and encouraging active participation in global initiatives aimed at addressing shared challenges.

5. Supporting Inclusive Policies: Policymakers may prioritize implementing inclusive policies that promote equality, diversity, and social justice. This includes measures to address discrimination, promote equal opportunities, and foster a sense of belonging among all members of society, regardless of background or identity.

6. Encouraging Civic Engagement: Facilitating opportunities for civic engagement and participation may empower individuals to take collective action on social issues and contribute to positive change within their communities and beyond. Initiatives such as volunteer programs, community service projects, and youth leadership development programs can help nurture a sense of responsibility and agency among young people.

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