

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the specific conclusions, the general conclusion, and the recommendations of the study.

A. Specific Conclusions

1. On the nationalism needs of the community folks.

- a. There is the need to finalize the common concept of nationalism.
- b. There is a need to raise the level of Filipino consciousness through civic education.
- c. There is a need to focus on Filipino sentiments.
- d. They need to maximize the utilization of talents for the benefit of the Filipino society first.
- e. There is a need to associate their individual self to their homeland.

a. On the level of the reference book's acceptability as to contents.

Filipino Consciousness (Kamalayang Pilipino) as represented by the two papers (Decolonizing Filipino Colonial Mentality, and Forming Pedagogic and Nationalistic Ideas from Copra-Making through Metaphorization) is peerfectly acceptable.

Filipino Sentiments (Damdaming Pilipino). The Filipinos expressed the following sentiments through songs: vigilance to neo-colonialism, desire for unity, and keeping the fire of nationalism ablaze. Inclusion of such in the Bagwa is perfectly acceptable.

Filipino Deeds (Gawang Pilipino). Its acceptability brings credit to the study's inclusion of the concerned two scholarly papers as subjects in this validation: *bayanihan* can still be sustained through the Brigada Eskwela. Similarly, a line can be drawn separating local wisdom and local folly among the beliefs, practices, and rituals of Filipino folk healers.

Filipino Identity (Pagkakakilanlang Pilipino). Insertion of indigenous names as the basis of national identification is very much acceptable.

b. On the level of Bagwa's acceptability in terms of Format & Design, Usability, and Readability.

The Bagwa's *Format & Design*, *Usability*, and *Readability* are all perfectly acceptable.

c. On Bagwa's level of readability when subjected to Flesch-Kincaid Grade Level Index.

The Flesch-Kincaid Grade Level rated Bagwa's readability level as College Graduate and Above. Levels of specific parts range from Grade 9 to College Graduate and Above.

d. On the respective ranks of Bagwa's areas based on the ratings of its groups of validators.

Following is the rank order of Bagwa's areas based on the ratings given by the validators: Readability (1), Usability (2), Format & Design (3), Consciousness (4), Deeds and Identity (5.5) share the same rank, while Sentiment (7) is found at the bottom.

e. On the suggestions of social studies mentors for the improvement of Bagwa as a reference book.

The suggestions of the social studies mentors are about the enrichment of the contents, further improvements of the format and design, the facility of its usability, and ways on how to enhance Bagwa's readability.

B. General Conclusion

Based on the discussions of the research findings, the designed, developed, and validated Bagwa, a reference book on nationalism integration, is Perfectly Acceptable in terms of its contents, format & design, usability, and readability. The Bagwa is the answer to the assessed needs of the Filipino communities on the lack of national consciousness, sentiments, deeds, and identity, hence Perfectly Acceptable as a reference book on integrating nationalism in civic education.

C. Recommendations

As part of Bagwa's advancement, the following recommendations are posited to yield the expected implications:

1. Integrating Bagwa's scholarly papers in social science courses in the topic about nationalism in selected teacher education institutions: In this case, such scholarly papers could serve as springboards for discussions on nationalism;

2. Making the nationalism-related advocacies as part of the course requirements in social science courses: This decision enables the students to come up and finalize their personal advocacies;
3. Modeling the manifestation of social science professors' advocacies both in the local, national, and international levels through face-to-face and social media modalities: This modeling could be the source of inspiration and praxis that the students could imitate;
4. Encouraging the preservice teachers who are on internship to express their nationalistic advocacies in the school environment of their cooperating schools: Internship is an open door for the pre-service teachers to apply their advocacies and consequently determine what should be maintained or strengthened in their application of the said advocacies;
5. Involving university stakeholders in the use of national symbols and freely express their creativity and influence in effectuating such innovation: Since usage exceeds awareness, the stakeholders' role to further Filipino consciousness could reach a higher level;
6. Holding symposia, seminars, workshops, and other academic activities on elevating Filipino consciousness, focusing on national sentiments, manifesting nationalistic deeds, and highlighting Filipino identity: In the aforesaid intellectual gathering, there is a high possibility of the eureka moments, incubation, and manifestation of nationalistic ideas;
7. Fortifying Bagwa's contents with ethnosymbolic theory and *kaginhawahan* value as its theoretical bases in social science pedagogy through engagement in further semiotic researches: Semiotics has the great potential for the social science mentors to instill Ethnosymbolic Theory and Kaginhawahan Value to the social science students;
8. Sharing Bagwa's contents to the residents of the adopted barangay and involving them in planning and implementation of nationalistic programs: The concept of a tertiary school adopting a barangay (village) yields mutual benefits. For the tertiary school, the transfer of knowledge to the grassroots is done easily;
9. Disseminating copies of the Bagwa to the PNU stakeholders, Lopez Sangguniang Bayan (Municipal Council), Sangguniang Barangay of Magsaysay (Magsaysay Village Council), and Social Studies teachers in the

basic education: Bagwa is the answer to the nationalism needs of the community;

10. Continually enriching and updating Bagwa's content in line with the national programs on cultural heritage: Bagwa continues to be in line with national goals in terms of cultural heritage;
11. Engaging in the design, development, and validation of Bagwa 2: Enriching Filipino Nationalism in ASEAN and Global Context: Bagwa aims for both localization and internationalization as instrument for the dissemination of nationalistic ideas;
12. Presenting any of the Bagwa scholarly papers both in national and international research symposia, conferences, or conventions: National and international research symposia are seen as means to share and enhance Bagwa's contents;
13. Publishing any of the Bagwa scholarly papers in reputable international journals: Publication is a feedback mechanism for the improvement of a scholarly paper.
14. Highlight nationalistic advocacies in the activities of SURI, a local organization of social scientists: From intragroup to intergroup scheme of diffusion and effectuating innovation.
15. Integrate nationalism in the teaching of social science courses at PNUSL such as: Readings in Philippine History; The Contemporary World; Professional Ethics and Relevant Laws; Religions, Religious Experiences and Spirituality; Philippine Indigenous Communities; Gender and Society; The Entrepreneurial Mind; Life and Works of Rizal; Developments in Education; Methods of Research; Internship; and TLE Courses.
16. Constantly communicate with UPI and AES for exchange of nationalistic ideas: This move means to look back at the institution where Bagwa was conceptualized and advanced.

D. Further Research

The following topics are recommended for further research

1. Integrating Baybayin (ancient system of writing) in the curriculum of tertiary schools: Issues and concerns
2. Engaging in the design, development, and validation of Bagwa 2: Enriching Filipino Nationalism in ASEAN and Global Context

3. Forming nationalistic ideas from cellular phone usage through metaphorization
4. In search of the need for the re-indigenization of Filipino names
5. Delving into the socio-cultural significance of the videoke phenomenon in the Philippines