
Level of Patriotism Among Undergraduate Students and Their Interest in Learning History

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ABSTRACT

Several studies indicated that Malaysians are less patriotic because they do not engage actively in patriotic activities. The objectives of this study are to investigate the level of patriotism among undergraduates according to gender, ethnicity and faculties of studies. In addition, this study also investigates the correlation between students' levels of patriotism and their interest in History. The samples of this study consist of 120 undergraduates from a private university in Selangor. Convenience sampling was employed in choosing the samples. This quantitative study used questionnaire as instrument in collecting the data. Prior to the actual study, a pilot test was conducted (among 45 undergraduates students from the same university) to obtain the reliability of the instrument. The quantitative data from the questionnaires were analyzed using SPSS program for Windows version 22. Descriptive statistics (mean) and inferential statistic (T-test, One Way ANOVA, Turkey HSD, and Pearson correlation) were used in analyzing the data. The findings reveal that there is no significant difference in the students' level of patriotism according to gender. The findings also indicate there is a significant difference in students' level of patriotism according to ethnicity. But, there is no significant difference in their level of patriotism according to their faculties of studies (Education, Engineering and IT). Besides that, the findings show that there is a positive significant correlation between students' level of patriotism and their interest in History. These findings have crucial theoretical implications, pedagogical implications and practical implications.

Keywords: *Gender, Ethnicity, Faculties of studies, Patriotism, Interest in History*

INTRODUCTION

Patriotism is love for the nation and very closely related to Independence Day. We learn about Independence Day through History and during Independence month, there will be many types of curricular activities that were implemented such as Patriotic song's contest, theater on Independence, drawing contest, creating monuments and so on. Schools and universities students are encouraged to participate in these activities in order to boost their patriotic spirits.

History has been made a compulsory subject in 1986 in secondary schools despite students' major, namely; arts, science, social science, vocational, technical, and religious. History is also included in the national exam. Parallel to the Policy of National Education, Principles of National Development and the Vision of 2020, it is expected from the students to become a generation who are powerfully progressive, innovative and harmonic, as the output of learning History[1].

Being aware of the fact that students are the generation to the future national leadership, nationhood education was implemented. Besides History, Civic Education, Ethnic Relations, General Studies, Nationhood Studies, and Malaysian studies are made compulsory to be studied and passed, by the Malaysian Private Higher Education Act (1990). It is to ensure students are well aware of the country's history and the development that has been gained. The main objective of the course is to produce graduates who are mature, well-educated and most importantly, have the spirit of patriotism and nationalism [2].

Isa, Muda, Ahmad, Yusoff and Kadir [3] stated that the Malaysian Nationhood course aims are to train and prepare students so that they can contribute their expertise to the country. Through the subject students must learn to appreciate the development and independence that has been

achieved through the nationalist movement subject and also contemporary development in Malaysia.

Patriotism is usually defined as love towards the nation [4]. It is one of the values included in subjects taught in school such as Moral Education. Apart from learning to deepen values such as devotion to the country, being responsible citizens and loving the environment, another value expected of students is patriotism (Ministry of Education, Malaysia: Moral Education for Year 6). Similarly, in countries like Turkey, stress is also placed on values such as the unity of the family, peace, co-operation, tidiness, and being patriotic, values that need to be acquired through Social Studies[5]. Comparing nationalism and patriotism, Altikulac[5] suggested that nationalism emphasizes more on the traditional language and culture, whereas the main goal of patriotism is to achieve greater love for the nation.

Nathanson [6] defines patriotism as: Special affection for one's own country; a sense of personal identification with the country; special concern for the well-being of the country and willingness to sacrifice to promote the country's good' So, from his first definition it can be concluded that patriotism is the feeling of special affection for one's country and our love for the nation. The feeling of affection is derived from the connection between citizen and nation. The connection hereby refers to the feeling of love towards one's own nation.

Muslim and Alias [7] agreed that spirit of patriotism should be made evident daily and not occasionally. They stressed that being patriotic is also to make sure that one does not get involved with negative social issues such as crime, drug abuse, idolizing negative cultures and being ignorant.

In addition, Rahman et. al. [8] opined that patriotism spirit is able to give a positive impact on students' discipline, proud for being a Malaysian and loyal to the nation. So as for students, following the simple rules such as being punctual, and maintaining good ethics, such as being polite towards fellow lecturers and classmates are the basic rules that they can apply, to enhance the patriotism within themselves, before able to generate thoroughly with the real definition of patriotism.

Apart from that, families, schools, universities, communities and the surroundings too play important roles in encouraging individuals to be patriotic. The value of patriotism is presented to students both directly and indirectly through many activities in the educational programs and non-scheduled programs carried out in schools and universities [9].

Patriotism has always been a topic of debate when it comes to Independence month. It is a very important value to be adopted and practiced because patriotism means that we love our country, we value the sacrifices made by our forefathers who worked hard so that Malaysia can get independence and we want to maintain what has been fought for, our independence. We learn that unity has brought peace and justice and we are lucky that we are born in an independent country [10].

Several articles published in Malaysia criticize Malaysians as being unpatriotic because they are reluctant to participate in many forms of patriotic activities. It has been reported that Malaysians only show their patriotism during Independence Day celebrations or Election Day [10]; Jamal[11]. They claim that Malaysian youth have a low spirit of patriotism. Meanwhile, Awang, Mumpuniarti and Rahman[12] stated that youth celebrate Independence Day soullessly without even sure, what does the day means.

Likewise, Awang, Jindal-Snape and Barber [13] discussed that teenagers nowadays were seen to exhibit unpatriotic behaviour such as vandalism and delinquencies. In addition, there are also issues on the rising number of young people who are involved with misconduct such as illegal racing, stealing motorcycle as well as stealing public properties including electric cable which is a highly disturbing negative phenomenon and unpatriotic [14].

Youth today are seldom found to show any appreciation to the police who work to make sure our country is peaceful. Instead, when there are protesters breaking the law, some youth actually cheer them on [15]. In fact, joining such parades seems to be just a getaway for them to protest, where later we see chaos and damage done to the nation.

According to Thurairaj et.al.[4], patriotism among students is deteriorating as they misinterpret the meaning of being patriotic. This could be due to insufficient exposure and knowledge of patriotism in their daily lives, and why these values are expected from them. Isa and Mahmud [16] in their studies concludes that while learning Literature in English, students do not enjoy analysing themes on patriotism and history of the nation. This is another indication of deteriorating level of patriotism among Malaysian students.

Studies on patriotism among students in Malaysia is very limited as such, this study embark on level of

patriotism among undergraduate students in a private university. This descriptive study used questionnaire to collect the data. Patriotism among students was analysed based on gender, ethnicity, faculty of studies and students' interest in learning History.

Research objectives

The first objective of the study is to investigate whether there is a significant difference in the levels of patriotism among students according to gender. The second objective is to investigate whether there is a significant difference in the levels of patriotism among students according to their ethnicity. The third objective is to investigate whether there is a significant difference in the levels of patriotism among students according to their faculties of study. The last objective is to study whether there is a correlation between students' levels of patriotism and their interest in History.

Research Hypotheses

Based on the research objectives four null hypotheses were formulated.

- Ho1 : There is no significant difference in the levels of patriotism among students according to gender.
- Ho2 : There is no significant difference in the levels of patriotism among students according to ethnicity.
- Ho3 : There is no significant difference in the levels of patriotism among students according to their faculties of study.
- Ho4 : There is no correlation between students' levels of patriotism and their interest in History.

REVIEW OF LITERATURE

Types of Patriotism

There are several types of patriotism which are described by scholars. Kelley [17] stated that patriotism can be divided into two types, namely Personal Patriotism and Official Patriotism. Personal patriotism is to have a spirit and be ready to volunteer for the country. A patriot must commit patriotic values, such as respect for the flag and national symbols of the country.

Hurwitz and Peffley[18] separated patriotism into five types, namely *Icon Patriotism*, *Symbolic Patriotism*, *Capital Patriotism*, *Environment Patriotism* and *Symbolic Nationalists Patriotism*. Patriotism is defined as a struggle to defend the country and the nation. *Icon Patriotism* refers to an individual who presents his love for the country through actions that deliver a positive result for the country [17].

Thunairaj et. al.[19], suggested five categories of patriotism which are blind, constructive, constitutional, educational and symbolic patriotism. Constitutional patriotism connects to the identity of a democratic society between individual rights and constitutional norms. The researchers suggested that the five categories of patriotism be related to each other to develop Malaysia into a better nation.

Akma, Affendi, Rafidah, Hanafiah, Azhanand Kamariah [20] in a library-oriented study on Elements of Patriotism in "*Pahlawan PasirSalak*" novel, concluded that the types of patriotism underlying the novel are, *Personal*, *Icon*, *Capital* and *Symbolic Patriotism*. The researchers also believed that Patriotism should continue to wrap the soul of the people, always nourished, in order for it to stay rooted in our souls.

citizenship and National Education compared with the males.

A study by Rambely[30] indicated that there is no significant difference in students' level of accomplishment in the Malaysian Citizenship course according to gender. Ladim[31] in his study found that female students' achievement is more outstanding than the male students. It is believed that female students are able to perform better because they are more obedient but the male students tend to be rebellious. Based on previous studies, the results on patriotism according to gender is inconclusive as such, this variable is investigated in the current study.

Patriotism According to Ethnicity

According to a qualitative study based on interviews and observations at two universities in UK conducted by Mamat[32], aimed at studying the sense of belonging of Malaysian students studying abroad, a distinctive difference was revealed in the attachment, patriotism and sense of belonging between the Malay and non-Malay groups of students. The non-Malays feel that there is discrimination towards them as minority groups and the Malays are more prone to portraying the Islamic image rather than the Malaysian image. She concluded that patriotism is not only about unquestioning political loyalty and allegiance to the country, but it embraces other forms of allegiance and loyalty as well, including religious relationships.

Ahmad, Rahman and Awang [33] suggested that Malay youth compared to Chinese and Indian youth were proven to be more patriotic because they are more likely to be involved in many programs and organizations related to patriotism. They are proven to practice more ethnic tolerance compared with youth from other ethnic groups.

Much research has revealed that Malays are more patriotic than other ethnic groups in Malaysia. Previous research has used samples from the three main races in Malaysia, namely the Malays, Chinese and Indians. Findings from previous researchers, [34] ;[35]; [24]; and [8] have indicated that Malay students have the highest level of patriotism, followed by the Indian students and the Chinese students have the lowest level of patriotism.

Patriotism According to Faculties of Studies

According to Ming, Ling and Jaafar [36], they proposed that students from the science stream are more positive about academic performance if compared to students from another stream.

In secondary schools, students with good results in PMR (*Penilaian Menengah Rendah*) will be placed in Science streams. Since History is a core subject, students from Arts and Science streams learn History [37]. The findings from their study indicated that for Higher Thinking Skills on exploring evidence, the Arts students gave high perception compared to Science students. Meanwhile, Science students seem to be more critical in their view of History teachers. The Science students showed a lower mean score on their views on History teachers compared to Arts students.

On the other hand study by Nair and Sinasamy[24] reported that there is no significant difference in the level of patriotism between Science students and Arts students. At university level, Rambely[30] stated that students' faculties

Theory of Constitutional Patriotism

Theory of Constitutional Patriotism is based on the idea of political attachment to universal norms and values of a democratic constitution [21]. It associates with an identity of a democratic society and pro-democratic principles between individual rights and the formation of constitutional norms. Constitutional patriotism impacts rational loyalty by being attached to one's own country and to humanity and is a reflective form of loyalty to the constitutional principles of the state. This model by Habermas is based on the mutual acceptance of the law and not on political, economic or other interests [22]. In this study the level of patriotism of the samples are measured based on the theory of constitutional patriotism. Three constructs (love for the nation, practices of patriotism and patriotism through History) were used to gauge students' levels of patriotism.

Patriotism According to Gender

In a study by Bas [23] to find relationships between sportive habits, demographic characteristics and patriotic attitudes among university students, female students were found to have a higher mean score of blind and constructive patriotism than the male students. However, Ahmad, Awang and Zakaria [13] in their report stated that there is no significant difference between students' gender and their level of patriotism through learning History. The research showed that both genders have the same level of knowledge and patriotism. The study also suggested that it is students' own determination that decides to what extent they will study and deliver the value of patriotism through learning history and then deciding to apply it inside or outside of the classroom.

Similarly, Nair and Sinasamy [24] conducted a descriptive study using questionnaires to study patriotism among Form Four students (16 years old) according to gender, race and subject streams, and how it relates to their interest in learning History. The results indicated that there is no significant difference in students' patriotism according to gender. In addition, a study by Anuar et al. [25] also indicated that there was no significant difference between male and female trainees in their knowledge, perception and understanding of patriotism. Several studies have also indicated that females have higher levels of patriotism compared with their male counterparts. Trimel[26] carried out a study of democratic values among eighth graders in New York City. The findings clearly indicate that girls are more likely than boys to tolerate extreme viewpoints, volunteer in their communities and feel patriotic. Similarly a study in Canada by Metcalf and Nassar [27] using online poll of more than 5,000 Canadians shows that women are more patriotic than men.

However, some researchers have argued that gender is not a contributing factor to the level of patriotism among students, but some studies have indicated that there is a significant difference in patriotism according to gender. Ahmad, Awang and Zakaria [13] in their study stated that there was no gender difference in patriotism among primary students through learning History.

However, a study by Holley [28] showed that males are more patriotic than the females. Meanwhile, a study by Chee, Khoo, Goh, Tan and Gopinathan[29] indicated that female trainee teachers in Singapore have higher scores in

of studies are various and the Citizenship course is a core course but not the main course for their field of study. The study indicated that there is no significant differences in students' level of achievement in Citizenship course according to the faculties of studies. He added that the different types of faculties of studies does not influence the students' level of achievement in the Citizenship subject.

Patriotism Through History

Ahmad Shah, Hafiz, Fuad, Ashraf and Hudrus[38] indicated that History education is able to shape and enhance the attitudes of tolerance, patriotism and citizenship values among students. They claimed that students are able to learn individual values, political values, social and community values and intellectual values from the history subject. It is important due to the fact that Malaysia has a multiracial society. Awang, Ahmad, Mumpuniarti and Rahman[8] reported that in order to nurture patriotism levels, Malaysian Ministry of Education should introduce a special curriculum for History and Civic education subjects.

A quasi experimental research by Suraji[39] on the effectiveness of a Fun Learning module among preschool students has shown significant differences between the treatment and control groups, in which the treatment group showed high mean differences for all aspects related to knowledge and patriotism. The implications of the study demonstrate that fun learning approaches are suitable for raising cognitive levels and preschool children's interest in improving historical values via history learning at the early childhood stage. This study provides a significant view on the importance of comprehensive understanding of History through effective pedagogical teaching activities which help ensure patriotic behaviour among students.

A study on the implementation of History education in promoting patriotic values by Ahmad, Awang and Zakaria [13] indicated that learning history at an early age helps to instill patriotic values. Students are able to practice all the values that they have learnt through History since an early age.

Lee and Taylor [40] reported that apart from nurturing moral values, patriotism is also enhanced through learning History in secondary schools. The general objective of History education and Moral education in both primary and secondary schools is to build individuals who will be able to make wise decisions to suit the society's demands, and the decisions are derived based on the moral values that have learnt.

Yacob, Zainol and Rus [41] indicated that workshops rather than seminars would be helpful to teachers in order to expose teachers to current methods of teaching History using digital tools. Workshops provide participants more hands on knowledge and they are able to participate while experiencing the actual knowledge on how to create a platform to make learning History more interesting.

METHODOLOGY

This study adopted descriptive design using the survey method. Questionnaires were used to collect the data. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject [42].

Samples

Respondents were randomly selected students from all education backgrounds such as from the Faculty of Education and Liberal Studies, Faculty of Engineering and Faculty of Information Technology, from among undergraduate students from a private university in Selangor. The samples consist of 48 males and 72 females from the ages of 18-27 years were selected, with 40 students from each faculty. Convenience sampling was employed based on students' willingness to participate in the study. The questionnaires were distributed to the samples, to be answered during their free time.

Instrument

The questionnaire used in this study is adapted from the questionnaire used by Nair and Sinasamy[24]. The questionnaire is chosen based on its similar pattern in the current study. The questionnaire consists of three sections; Section A is for students' information while Section B is on Patriotism, consisting of three constructs. The first construct is Love for The Nation (Items 1 to 15). The second construct is on the Practices of Patriotic Values (Items 16 to 30). The third construct is on Patriotism through Learning History (Items 31 to 45). Lastly, Section C consists of 15 items on students' Interest in Learning History. All the items in the questionnaire use a four Likert scale as follows: 1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree.

Prior to the actual study a pilot study was conducted among 45 undergraduate students to obtain the reliability of the instrument and to ensure the students did not encounter any problems in reading and comprehending the questions. The data from the pilot study was analyzed using the SPSS program version 22.0. The reliability test using Cronbach's Alpha was used to test the reliability and the Alpha value was .982, indicating the questionnaire is highly reliable and can be used in the study [43]. The findings from the pilot test also indicate that the students did not encounter any problem in reading and responding to the questionnaire.

In order to obtain the validity of the questionnaire, the researcher asked two experts (lecturers) in the area of education to verify the items in the questionnaire in terms of face validity, content validity and accurate use of language. Both the experts agreed that the questionnaire had face validity, content validity and accurate use of language. As such, the questionnaire is valid and could be used for purposes of the study.

FINDINGS AND DISCUSSION

Ho 1: There is no significant difference in the level of patriotism among students according to gender.

Table 4.1 Students' mean for patriotism according to gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
PATRIOTISM	Male	4	157.1	17.42	2.69
		2	7		
	Female	7	160.4	19.80	2.24
		8	7		

Findings in Table 4.1.1 indicate that female students have a higher mean for patriotism (N= 78, M= 160.47, SD= 19.80) than the male students (N=42, M= 157.17, SD= 17.42).

Table 4.2Independent samples T-test showing overall patriotism among students according to gender

Groups	Mean	Mean Difference	df	t value	p value
Male	157.17	-3.29	118	.367	.437
Female	160.47		93.73	.349	

The findings from the independent sample T-test (Table 4.1.2) indicate that there is no significant difference in the mean scores of the male and female students and their scores for patriotism (N= 120, MD= -3.29, df= 118, t value= .367, p = .437). These findings fail to reject Ho1. Both genders share almost equal awareness when it comes to loving their country and are able to practise all the good values. These findings are similar to the findings by Nair and Sinasamy[24], who reported no significant difference in the levels of patriotism among Form 4 students based on gender. This study also supports the findings by Ahmad, Awang and Zakaria [13] which indicated that there is no significant difference in students' knowledge of patriotism and the portrayal of patriotic behaviour according to gender.

Ho2: There is no significant difference in the overall levels of patriotism among students according to ethnicity

Table 4.3Students' mean for patriotism according to ethnicity

Ethnic	PATRIOTISM	
Malay	Mean	166.53
	N	59
	Std. Deviation	14.12
Chinese	Mean	151.72
	N	29
	Std. Deviation	19.33
Indian	Mean	152.89
	N	32
	Std. Deviation	21.88
Total	Mean	159.31
	N	120
	Std. Deviation	18.99

Findings in Table 4.2.1 indicate that the mean for Malay students is the highest (N= 59, M= 166.52, SD= 14.12), followed by the Indians (N= 32, M= 152.88, SD= 21.88) and the lowest is the mean for patriotism for Chinese students (N= 29, M= 151.72, SD= 19.32).

Table 4.4One way ANOVA test showing students' patriotism according to ethnicity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6065.587	2	3032.793	9.625	.000
Within Groups	36866.005	117	315.094		
Total	42931.592	119			

Level of significance at p< 0.05

Findings from the One way ANOVA (Table 4.2.2) indicate that there is a significant difference between the mean scores of students for patriotism according to ethnicity

(N= 120, df=2 , F=9.63, p= .000). These findings reject Ho2 and answer RQ2. Since the findings indicate that there is a significant difference, the Tukey HSD test was conducted.

Table 4.5Tukey HSD test showing students' patriotism according to ethnicity

(I) Ethni c	(J) Ethni c	Mean Differe nce (I- J)	Std. Error	Sig .	95% Confidence Interval	
					Lower Bound	Upper Bound
Malay	Chinese	14.80129*	4.02565	.001	5.2447	24.3578
	Indian	13.65042*	3.89708	.002	4.3991	22.9018
Chinese	Malay	-14.80129*	4.02565	.001	-24.3578	5.2447
	Indian	-1.15086	4.55104	.965	-11.9546	9.6529
Indian	Malay	13.65042*	3.89708	.002	4.3991	22.9018
	Chinese	1.15086	4.55104	.965	-9.6529	11.9546

* The mean difference is significant at p<0.05 level.

Findings from the Turkey HSD test (Table 4.2.3) indicate that the mean scores for patriotism of Malay students is significantly higher than the Chinese students (MD= 14.80, p= .001). The mean scores of the Malay students for patriotism is also significantly higher than the Indian students (MD= 13.65, p= .002). The mean scores for patriotism of the Chinese students is significantly lower than the Malay students (MD= -14.80, p= .001). The mean difference between the Chinese and Indian students is not significant (MD= 1.15, p= .965). The Malay students are found to have the highest level of overall patriotism, followed by the Indian students. Meanwhile the Chinese students have the lowest score for patriotism. This could be due to the Malay students are actively participating in all kinds of patriotic activities compared to Indian s and Chinese students. Therefore, they can prolong the patriotic values.

These results are parallel to previous studies such as that of Kanasan[35] which indicated a significant difference in the levels of patriotism among Malay and Chinese undergraduate students. His study also showed that there was no significant difference between the Malay and Indian undergraduate students in their levels of patriotism. The current study indicates a significant difference in the levels of patriotism between Malay and Indian students.

Similarly, the results from a study conducted by Ahmad, Awang and Zakaria [14] on factors influencing ethnic tolerance among multi-ethnic youths, revealed that there was a significant gap among the youth from various aspects related to patriotism and ethnic tolerance in Malaysia. Using patriotism knowledge and practices as one of the factors, their results suggested that the Malay youths were found to have higher level of patriotism and tolerance when compared to Chinese and Indian students.

The results from this research are also supported by the findings by Nair and Sinasamy[24]. Their study conducted through a survey carried out among 16-year old students indicated that the Malay students had a higher level of patriotism, followed by the Indian students and the Chinese students who had the lowest level of patriotism.

Ho3: There is no significant difference in levels of patriotism among students according to faculties of study.

Table 4.6 Students' mean for patriotism according to their faculties of study

Faculty	Mean	N	Std. Deviation
Education	160.4250	40	22.14739
Engineering	161.2500	40	15.32846
I.T	156.2500	40	18.98954
Total	159.3083	120	18.99394

Table 4.3.1 shows that the Faculty of Engineering has the highest mean for patriotism (M= 161.25, SD= 15.33), followed by the Faculty of Education, (M= 160.43, SD= 22.15) and the Faculty of I.T has the lowest mean for patriotism (M= 156.25, SD= 18.99).

Table 4.7 One way ANOVA test showing students' patriotism according to their faculties of study

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1153.342	3	384.447	1.067	.366
Within Groups	41778.249	116	360.157		
Total	42931.592	119			

Level of significance at $p < 0.05$

Findings from the one way ANOVA indicate that there is no significant difference between the mean scores for patriotism through learning History among students according to faculty of studies (N= 120, $df=3$, $F= 1.07$, $p= .366$). These findings fail to reject Ho3. The findings have also indicated that there are no significant differences in students' patriotism according to their faculties of study. This could be due to students' sharing the same level of patriotism despite their areas of study. The area of studies is not a factor that affects their patriotism levels. These findings support the findings by Puteh, Maarof and Tak[37]. In their study of the teaching of historical thinking skills among Form Four Science and Arts stream students, the t-test results showed that there was no significant difference in the perceptions between Science and Arts students on four aspects of historical thinking skills, namely, chronology, interpretations, imagination and rationalizing. A study by Rambely[30] indicated that there is no significant differences in students' level of achievement in Citizenship course according to the faculties of studies. Similarly, the current findings support the findings by Nair and Sinasamy[24]. Their findings of a survey among Form Four students reported that there was no significant difference in the students' levels of patriotism according to their subject streams.

Ho4: There is a positive correlation between students' levels of patriotism and their interest in learning History.

Table 4. 8 Correlation between students' patriotism according to interest in learning History.

	Interest Towards History	Patriotism
Interest Towards History	Pearson Correlation	1
	Sig. (2-tailed)	.000
History	N	120
	Pearson Correlation	.572**
Patriotism	Sig. (2-tailed)	.000
	N	120

** . Level of significance at $p < 0.05$

Table 4.4.1 shows there is a significant positive correlation between students levels of patriotism and their interest in learning History (N= 120, Pearson Correlation= .572, $p= .000$). These findings indicate that students who have a keen interest in learning History also have high levels of patriotism and those who have low interest in learning History have low levels of patriotism. The findings reveal that students' interest in learning History is highly correlated with their levels of patriotism. As such, these findings fail to reject Ho4 and answer RQ 4. In this study, the findings show a significant positive correlation between students' levels of patriotism and their interest in learning History. These findings are supported by that of Suraji, Ahmad and Awang [39]. According to their 12-week quasi experiment of fun learning approaches in enhancing patriotic values among preschool children, their report indicated that there are significant differences between the treatment and control groups. The treatment groups showed high mean differences for all aspects related to knowledge and patriotism. Implications of this study demonstrate that fun learning approaches are suitable for cognitive level and preschool children's interest in improving historical values via history learning at early childhood stages.

In addition, a study by Zakaria, Ahmad and Awang [13] to identify the levels of Malaysian national character practices through history education in primary school indicated that the level of identity practices in terms of understanding human behaviour, homeland uniqueness, patriotic citizens and democracy practices are at moderately high levels. The finding of this study also support the findings by the National Council for Social Studies [44] in Turkey which indicated that patriotism is directly associated with Social Studies lessons as it is involved in the social studies curriculum, and it helps to enhance patriotism among students. According to Mario [45] in North and South American educational systems although patriotic rituals are separate from the curricular contents of history, students and teachers in these continents establish many relationships between these two domains.

CONCLUSION

In conclusion, the findings indicate that there is no significant difference in the levels of patriotism among students according to gender. However, the findings show that there is a significant difference in the levels of patriotism among students according to ethnicity. The findings also indicate that there is no significant difference in the levels of patriotism among students according to their faculties of study. Lastly, the findings reveal that there is a positive correlation between students' interest towards learning History and their level of patriotism.

Findings from this study has crucial theoretical, pedagogical and practical implications. In term of theoretical implications the findings support the theory of Constitutional patriotism which stressed that loyalty is being attached to one's own country and to humanity and is a reflective form of loyalty to the constitutional principles of the state.

In term of pedagogical implication The findings clearly indicate that there is a strong correlation between students' level of patriotism and their interest in learning history. As such, it is hoped that History educators will find more interesting and creative ways to teach the subject. They also should make use of the enhanced development in technology tools to attract students' interest in learning the subject. Apart from that, educators can also bring their students to visit historical places so students would experience enjoyable lessons while learning and at the same time instil patriotic values in them [1].

In terms of practical implications, the findings of this study suggest that The Ministry of Education and The Ministry of Higher Learning should structure more activities related to patriotism for students at school levels and higher institutions of learning. It is also suggested that love for the nation as a topic should be taught through other subjects such as the Malay language, English Language and Moral Studies so the learning would be continuous and constantly practiced. As in the university, topics about the love for the nation and patriotic practices should always be discussed in TITAS and in other subjects by giving examples from the surroundings.

There are some limitations in this study. Firstly, this study only employed quantitative data as such, it is recommended that future researchers will employ quantitative and qualitative (interviews) data in order to gain in depth opinions from the students. This will shed some light on why there are significant differences between different ethnic groups of students in their levels of patriotism. . In addition, future researchers can carry out observations on students' practices of patriotism through their activities. Through observations future researchers would be able to get some honest practices that could suggest new factors that influence students' levels of patriotism and their interest in learning History. Secondly, current study only focuses on patriotism among 120 undergraduate's students in a private university. As such, it is suggested that future researchers will carry out research on levels of patriotism using a larger samples from public and private universities.

Thirdly, in relation to ethnicity, this study only involved Malay, Chinese and Indians. As such, it is hoped that future researchers will also include various ethnics groups from East Malaysia such as the Melanau, Kayan, Murut and Kadazan groups as their samples in order to get a rich and in-depth data on Malaysian students' level of patriotism.

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