

Patriotism and National Integration among school-aged adolescents: National prevalence of estimated Identity Pride and Cultural Diversity

Asifa Zeba

Department of Education, International Islamic University, Islamabad, Pakistan;
Email: asifa.zaiba@gmail.com

Prof. Dr. N. B. Jumani

Professor, International Islamic University, Islamabad.

Prof. Dr. Samina Malik

Professor, International Islamic University, Islamabad

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Abstract

Background: Patriotism and national integration were essential qualities that all students needed to acquire, regardless of their political, social, educational, or cultural system. The role of education in the development of patriotism and nationalism can be emphasized. If there is a gap in the education system or curriculum in terms of planning and generating curriculum, the results will be less than ideal. This survey intends to capture a well-adjusted and well-researched goal of estimated Identity Pride and Cultural Diversity among school-age adolescents on the integrity of sustaining a patriotism environment in the development of children, youth, and adults. How does being a national identity of a country, steeped in its cultural context, effect on students behaviour.

Methods: Study design was quantitative method. A simple random sampling (SRS) method was used to select participants. The study included 415 students from secondary schools in the Islamabad Capital Territory (ICT). The established inquiry tool was the identity pride and cultural diversity questionnaire.

Results: In terms of outcomes, the majority of students (males n = 90 (89.1%) and females n = 303 (96.5%) are always proud to call themselves Pakistanis. Furthermore, by kind as a result, each of the two groups (Public n = 208 (95.4%), and Private n = 185 (95.4%) (Public = 2.94±0.26 and Private = 2.93±0.26) has a mean and standard deviation, with F = 0.17 and P = 0.677 as significant.

Conclusion and Recommendation: The majority of female students felt significantly more proud to be Pakistanis than male students, according to cultural diversity. An increasing number of male and female students were proud to be Pakistanis. However, only a small percentage of students are always enthusiastic about Pakistani gastronomy; for example, some female students never wear Pakistani attire (Shalwar Kameez, Ajrak, Rally), whereas male students do. According to the results of analysis

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of variance identity pride and cultural diversity, the majority of students in both public and private schools are always proud to be Pakistanis. In light of this.

Keywords: Patriotism, national integration, Identity Pride, Cultural Diversity, School-aged adolescents

Introduction

In the diversifies polities, people identify themselves with a common socio-political identity called a nation. The behavior of a society's constituents, such as races, ethnicities, religious groups, and linguistic identities, is always critical to a country's progress. Patriotism and national integration are important factors in the fabric of pluralistic communities that operate within the nation-state paradigm. National pride, according to Shang (2014), can be founded on favourable attitudes toward a country's achievements (such as economic progress, good governance, and low levels of corruption). Patriotism is a term used to describe this form of national pride. National pride, on the other hand, can refer to emotions of superiority toward one's own country, based on favorable feelings toward its traits (such as culture and tradition), and is said to be associated to nationalism (Shang, 2014). Education is an essential component in nation-building and promoting a sense of shared national identity in any country (National Curriculum, 2017).

The role of the education has great significance in promoting national integration and patriotism as these are characteristics that need to be developed among students irrespective of their political, social, educational, and cultural affiliations. Contrary to that, failure of education system to promote national integration could lead to undesirable outcomes. This failure may occur due to misunderstanding of the structure and composition of the society. If the community is diverse, then people must strive to recognize and respect sub-national groups that is why it is important for any curriculum to be aimed at generating unity from the socio-cultural diversity. . The curriculum plays a vital role in conveying liberty, equality, justice, respect, dignity, peace for the individual and paves the way for high living standards (Walker & Soltis, 2004). The historical analysts of the political history of Pakistan one can safely conclude that Pakistan have been facing serious challenges to achieve the objectives of national integration and harmony among the diversified groups of Pakistani society (Iqbal, 2016).

The purpose of this paper was to critically examine the inculcation of the concepts of patriotism and national integration among the school-age adolescents applying the conceptual framework of identity through Pakistan Studies curriculum. The main objective of this study is to critically evaluate the Pakistan Studies curriculum whether it succeeded in achieving its set goals of promoting patriotism and national integration. The researcher has adopted participatory approach to assess the performance of the curriculum and teaching methods in achieving the objectives of patriotism and national integration.

Literature Review

Patriotism is derived from the Greek words patriot, which means fellow countryman, and Patrice, which means fatherland or country. Patriotism is commonly characterized as a sense of love and devotion to one's country. Patriotism, according to Ruhanie (2005), is the readiness to fight and sacrifice for one's nation. Patriotism differs from nationalism in that

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patriotism is not based on ideology, but nationalism is based on a nation's philosophy. According to a study conducted in Russia by Omelchenko et al. (2015), patriotism encompasses not just love and respect for the nation, but also education as a whole, the fight against drugs and alcohol, labour for the state's welfare, and caring for people. Low living standards, a lack of institutional trust, social inequity, and insecurity are all variables that inhibit patriotic impulses, according to their research. According to a study conducted by Egorova (2015) in Russia, school and family play an important role in the formation of children's patriotic impulses. Holley (2006) investigated the prevalence of patriotism among 18-year-old youths and adults. A total of 608 people were included in the study, with 304 of them being between the ages of 18 and 49 and the remaining 304 being between the ages of 50 and above. Males were shown to be more patriotic than their female counterparts, while males over the age of 50 were found to be more patriotic than adolescents.

National integration entails forging a shared political identity that either embraces or removes the groups' more narrowly focused allegiance. Education plays a critical role in national integration, as individuals nowadays are divided over caste discrimination and prioritising their community members, as well as the undesired political dramas manufactured in the name of caste. All of these problems may be prevented by offering education to all people and ensuring that they grasp the realities of modern politics. As a result, people from various states will be integrated and their perspectives on people from other states will be more open-minded (Ventaktesan, 2020). The components of the education system, according to Deni Hardianto (2005), are to blame for education's inadequacy to shape national identity. All members of society, including instructors, educational facilities, and government commitment, must work together to promote education. Teachers, for example, need a strong sense of self as well as a strong commitment to fostering a sense of self in their students. The government must play a key role in the development of national education. It requires providing adequate education, ensuring the well-being of teachers, and preventing the use of education as a political tool.

Patriotism and national integration have been referred to as identity pride and cultural variety in this study. In this age of globalization, modern society is becoming increasingly diverse. The diversification of ethnic, racial, cultural, and lifestyle patterns is the most visible manifestation of this variety. In terms of ethnic or racial diversity, a classic example is the United States, which is developing a distinct culture that accommodates various cultures and races as a major immigrant destination. According to current projections, 40% of the population of the United States will be a minority by 2030. The diversity of the United States' social identity is quickly growing (Chen Zhiyuan, 2003). China is a multi-ethnic country with a multi-ethnic culture that spans a wide continent. In educational environments, there are numerous advantages to teaching diversity. When people talk about diversity, they usually talk about race. To effectively discuss diversity, especially in the classroom, colour, ethnicity, gender, sexual orientation, religion, socioeconomic background, ability, and varied learning styles must all be included. Even though many schools across the country remain racially and socioeconomically separated, teaching diversity is critical (Bennett, 2018). The existence of variety in the classroom helps pupils to evaluate ideas and beliefs that are different from those they've previously acquired or were moulded by family and friends when they were younger.

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It allows students to think critically about their own views and evaluate the world in new ways by exposing them to viewpoints that are diametrically opposed to their own. According to a Scientific American article, exposure to variety alters people's thinking by encouraging creativity and invention, as well as decision-making and problem-solving abilities. In ways that homogeneity just does not, diversity jolts us into cognitive action. According to Lie (2002) a curriculum should have the following broad objectives: allow students to see themselves as part of a larger society and to empathize and relate to individuals from other groups within that society; fosters respect and appreciation for differences, promotes the development of a sense of shared humanity, and supports the development of positive gender, racial, cultural, class, religious, and individual identities; allow students to see themselves as part of a larger society and to empathize and relate to individuals from other groups within that society.

This study examines the significance of cultural diversity for socioeconomic outcomes by focusing on the promotion of social trust, and finds that our cultural diversity measure is the single most important component of trust among the many characteristics of diversity previously researched (Beugelsdijk, 2013). Cultural contexts must be integrated across courses and grade levels in a "truly multicultural curriculum" (Diaz, 2001). Interpersonal conversations and discussions in many circumstances may have an impact on the creation of identity (McLeod 2000). National identities, according to liberal nationalism thinkers, are the glue that holds a country together. National identities, on the other hand, can exacerbate conflicts within co-national communities and encourage anti-foreigner sentiment (Huddy & Del Ponte, 2019). National identity is a broad concept that has been studied by a number of researchers in various circumstances and from various theoretical approaches. As previously said, family, media, and school encourage teenagers to participate in conversations (Kioussis, McDevitt, & Wu, 2005), and discussions about political problems drive their political identity, development, and socialization (Kioussis, McDevitt, & Wu, 2005). (McDevitt, 2005). According to Abdulkhaliq (2008) Land, language, and allegiance to the state, as well as clothing, traditional crafts, and architecture, all contribute to the concept of national identity.

Methodology

This study was quantitative in nature and it was based on the survey design. 15675 studying at Islamabad based secondary schools constituted the population of the study. This study sampled students using a simple random sampling technique. 415 students were selected as sample of study using solvin's formula. Description of population and sample is as follows:

Table 1. *Sample and Sampling Technique*

Population	Population Size	Sampling Technique	Sample Size
Students	15675	Solvin's formula $n = N/1 + Ne^2$	415

The close-ended questionnaire was used as an instrument for data collection. The research tool was structured questionnaire that included the elements such as the age, gender, cultural diversity to explore the development of the patriotism and national pride among students. To determine the validity and reliability the questionnaire was validated by experts in the field and pilot tested to identify the reliability. The cronbach's alpha reliability test was calculated and obtained score was (0.760), which shows appropriateness of the instrument

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for further data collection. The data were collected by the researcher personally visiting each of the participants. Before any data were collected the verbal consent was obtained from all participants. Students were explained that their participation was entirely voluntary and that their identities would be kept confidential. The survey findings were computed, analyzed, and compared using mean, standard deviation, and analysis of Variance (ANOVA) the survey findings at significant value $P < 0.05$.

Results and Discussion

The demographic characteristics of students are shown in Table 1. Four hundred and fifteen people (N=415) were surveyed, with a response rate of 100%. From Islamabad high schools, participants were chosen using a simple random sampling approach. This study included school-aged adolescents to take part.

Table 1

Demographic characteristics of Pakistani school-aged adolescents aged 14–17 years, descriptive statistics (n (%)). (N=415)

Variables	Characteristics	
	Frequency (n)	Percent (%)
Gender	Boys	101 (24.3%)
	Girls	314 (75.7%)
Religion	Muslim	401 (96.6%)
	Non-Muslim	14 (3.4%)
Age	14 y old	100 (24.1%)
	15 y old	163 (39.3%)
	16 y old	104 (25.1%)
	17 y old	49 (11.6%)
Grade	09 th	124 (29.9%)
	10 th	291 (70.1%)
School	Public	218 (52.5%)
	Private	197 (47.5%)
	Total	415 100%

The results of the analysis of variance identity pride and cultural diversity demonstrate that the majority of students (males n = 90 (89.1%), and females n = 303 (96.5%) always are proud to be Pakistanis. As a result, (males = 2.89 ± 0.31 and females = 2.95 ± 0.24) each have a mean and standard deviation, with $F = 4.47$ and $P = 0.035$ respectively 2, 3 & 4 Tables. The results of analysis of variance identity pride and cultural diversity demonstrate that the majority of students (Public n = 208 (95.4%), and Private n = 185 (95.4%) always are proud to be Pakistanis. As a result, (Public = 2.94 ± 0.26 and Private = 2.93 ± 0.26) each have a mean and standard deviation, with $F = 0.17$ and $P = 0.677$ respectively 5, 6 & 7 Tables.

Table 2

Identity Pride and Cultural Diversity: A Statistical Analysis by Sex (N=415)

Motive of Identity pride & Cultural	Analyses Comparative	
	(n = 415)	(Boys =101) (Girls = 314)

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diversity		n(%)	n(%)
Proud being a Pakistani.	Never	0 (0.0%)	3 (1.0%)
	Sometimes	11 (10.9%)	8 (2.5%)
	Always	90 (89.1%)	303 (96.5%)
Happy when I see my country flag.	Never	0 (0.0%)	0 (0.0%)
	Sometimes	10 (9.9%)	10 (3.2%)
	Always	91 (90.1%)	304 (96.8%)
Good to listen national anthem.	Never	2 (2.0%)	1 (0.3%)
	Sometimes	12 (11.9%)	13 (4.1%)
	Always	87 (86.1%)	300 (95.5%)
Pride wearing a Pakistani flag pin/band.	Never	3 (3.0%)	2 (0.6%)
	Sometimes	18 (17.8%)	32 (10.2%)
	Always	80 (79.2%)	280 (89.2%)
Proud seeing the achievements of Pakistanis in the fields of sports, education, peace, sciences etc.	Never	0 (0.0%)	2 (0.6%)
	Sometimes	28 (27.7%)	39 (12.4%)
	Always	73 (72.3%)	273 (86.9%)
National heroes to be my role models.	Never	2 (2.0%)	4 (1.3%)
	Sometimes	12 (11.9%)	47 (15.0%)
	Always	87 (86.1%)	263 (83.8%)
Pride in respecting military and civilian institutions.	Never	3 (3.0%)	1 (0.3%)
	Sometimes	13 (12.9%)	35 (11.1%)
	Always	85 (84.2%)	278 (88.5%)
Respect the people's rights beliefs, and opinions.	Never	2 (2.0%)	1 (0.3%)
	Sometimes	14 (13.9%)	39 (12.4%)
	Always	85 (84.2%)	274 (87.3%)
Wish to take care of the environment of my country.	Never	4 (4.0%)	1 (0.3%)
	Sometimes	13 (12.9%)	42 (13.4%)
	Always	84 (83.2%)	271 (86.3%)
Wearing Pakistani dresses (Shalwer Kameez, Ajrak, Rally) with pride.	Never	0 (0.0%)	7 (2.2%)
	Sometimes	9 (8.9%)	42 (13.4%)
	Always	92 (91.1%)	265 (84.4%)
Prefer Pakistani foods (e.g. Saag, Sindhi Biryani, Dam Pukht and Shanwari).	Never	2 (2.0%)	4 (1.3%)
	Sometimes	25 (24.8%)	85 (27.1%)
	Always	74 (73.3%)	225 (71.7%)
Awful seeing people littering on public places.	Never	14 (13.9%)	3 (1.0%)
	Sometimes	32 (31.7%)	42 (13.4%)
	Always	55 (54.5%)	269 (85.7%)

According to Table 2 statistics, a higher percentage of students, both male, and female are always happy to be Pakistanis. However, a lower percentage always love Pakistani food, e.g., Saag, Sindhi Biryani, Dam Pukht, and Shanwari (males n = 90 (89.1%), and females n = 303 (96.5%) always are proud to be Pakistanis. As a result, (males = 2.71±0.49 and females =

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2.70±0.48) each have a mean and standard deviation, with F = 1.03 and P = 0.871 each in Table 3&4. Table 3 demonstrates that F = 62.04 with P = 0.001 is higher with Awful seeing people littering in public places.

Table 3

One-Way Analysis of Variance (ANOVA) of Identity Pride and Cultural Diversity by Sex (N=415)

Motive of Identity pride & Cultural diversity	ANOVA Descriptive Statistics				
	Sum of Squares	df	Mean Square	F	Sig
Proud being a Pakistani.	0.31	1	0.31	4.47	0.035
Happy when I see my country flag.	0.34	1	0.34	7.61	0.006
Good to listen national anthem.	0.93	1	0.93	11.4	0.001
Pride wearing a Pakistani flag pin/band.	1.15	1	1.15	7.93	0.005
Proud seeing the achievements of Pakistanis in the fields of sports, education, peace, sciences etc.	1.50	1	1.50	10.1	0.002
National heroes to be my role models.	0.02	1	0.02	0.12	0.724
Pride in respecting military and civilian institutions.	0.37	1	0.37	2.78	0.096
Respect the people's rights beliefs, and opinions.	0.17	1	0.17	1.26	0.261
Wish to take care of environment of my country.	0.35	1	0.35	2.25	0.134
Wearing Pakistani dresses (Shalwer Kameez, Ajrak , Rally) with pride.	0.60	1	0.60	3.68	0.056
Prefer Pakistani foods (e.g. Saag, Sindhi Biryani, Dam Pukht and Shanwari.	0.01	1	1.01	1.03	0.871
Awful seeing people littering on public places.	14.87	1	14.87	62.0	0.000

Note, p < 0.05

Table 3 depicts Females never wear Pakistani outfits (Shalwer Kameez, Ajrak, Rally) with pride, but males do (males n = 0 (0.0%), and females n = 4 (0.0%) (2.2%) As a consequence, in Table 3&4, (males = 2.91±0.28 and females = 2.82±0.43) have a mean and standard deviation, respectively, with F = 3.68 and P = 0.056.

Table 4

Descriptive Statistics of Identity Pride and Cultural Diversity by Sex (N=415)

Motive of Identity pride & Cultural diversity.	Sex	ANOVA Descriptive Statistics				
		n	Mea n	Std. D	95% CI Mean	
					Low er	Uppe r

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Proud being a Pakistani.	Boys	101	2.89	0.31	2.83	2.94
	Girls	314	2.95	0.24	2.92	2.98
Happy when I see my country flag.	Boys	101	2.90	0.30	2.85	2.94
	Girls	314	2.97	0.17	2.94	2.99
Good to listen national anthem.	Boys	101	2.84	0.41	2.78	2.89
	Girls	314	2.95	0.22	2.92	2.98
Pride wearing a Pakistani flag pin/band.	Boys	101	2.76	0.49	2.68	2.83
	Girls	314	2.89	0.33	2.84	2.92
Proud seeing the achievements of Pakistanis in the fields of sports, education, peace, sciences etc.	Boys	101	2.72	0.45	2.64	2.79
	Girls	314	2.86	0.36	2.82	2.90
National heroes to be my role models.	Boys	101	2.84	0.41	2.76	2.92
	Girls	314	2.82	0.41	2.77	2.87
Pride in respecting military and civilian institutions.	Boys	101	2.81	0.46	2.74	2.89
	Girls	314	2.88	0.33	2.82	2.91
Respect the people's rights beliefs, and opinions.	Boys	101	2.82	0.43	2.74	2.89
	Girls	314	2.87	0.34	2.82	2.91
Wish to take care of environment of my country.	Boys	101	2.79	0.49	2.71	2.86
	Girls	314	2.86	0.35	2.81	2.90
Wearing Pakistani dresses (Shalwer Kameez, Ajrak, Rally) with pride.	Boys	101	2.91	0.28	2.83	2.99
	Girls	314	2.82	0.43	2.77	2.86
Prefer Pakistani foods (e.g. Saag, Sindh Biryani, Dam Pukht, and Shanwari.	Boys	101	2.71	0.49	2.61	2.80
	Girls	314	2.70	0.48	2.65	2.75
Awful seeing people littering on public places.	Boys	101	2.41	0.72	2.31	2.50
	Girls	314	2.85	0.38	2.79	2.90

Note: CI = Confidence Interval

Table 5

Identity Pride and Cultural Diversity: A Comparative Statistical Analysis by school kind (N=415)

Motive of Identity pride & Cultural diversity	Analyses Comparative		
	(n = 415)	(Public =218) n(%)	(Private = 197) n(%)
Proud being a Pakistani	Never	2 (0.9%)	1 (0.5%)
	Sometimes	8 (3.7%)	11 (5.6%)
	Always	208 (95.4%)	185 (95.4%)
Happy when I see my country flag	Never	0 (0.0%)	0 (0.0%)
	Sometimes	12 (5.5%)	8 (4.1%)
	Always	206 (94.5%)	189 (95.9%)
Good to listen national anthem	Never	2 (0.9%)	1 (0.5%)
	Sometimes	11 (5.0%)	14 (7.1%)
	Always	205 (94.0%)	182 (92.4%)

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Pride wearing a Pakistani flag pin/band	Never	3 (1.4%)	2 (1.0%)
	Sometimes	24 (11.0%)	26 (13.2%)
	Always	191 (87.6%)	169 (85.8%)
Proud seeing the achievements of Pakistanis in the fields of sports, education, peace, sciences etc.	Never	1 (0.5%)	1 (0.5%)
	Sometimes	43 (19.7%)	24 (12.2%)
	Always	174 (79.8%)	172 (87.3%)
National heroes to be my role models	Never	6 (2.8%)	0 (0.0%)
	Sometimes	31 (14.2%)	28 (14.2%)
	Always	181 (83.0%)	169 (85.8%)
Pride in respecting military and civilian institutions.	Never	2 (0.9%)	2 (1.0%)
	Sometimes	33 (15.1%)	15 (7.6%)
	Always	183 (83.9%)	180 (91.4%)
Respect the people's rights beliefs, and opinions	Never	2 (0.9%)	1 (0.5%)
	Sometimes	33 (15.1%)	20 (10.2%)
	Always	183 (83.9%)	176 (89.3%)
Wish to take care of environment of my country	Never	2 (0.9%)	3 (1.5%)
	Sometimes	34 (15.6%)	21 (10.7%)
	Always	182 (83.5%)	173 (87.8%)
Wearing Pakistani dresses (Shalwer Kameez, Ajrak, Rally) with pride	Never	5 (2.3%)	2 (1.0%)
	Sometimes	29 (13.3%)	22 (11.2%)
	Always	184 (84.4%)	173 (87.8%)
Prefer Pakistani foods (e.g. Saag, Sindhi Biryani, Dam Pukht, and Shanwari	Never	4 (1.8%)	2 (1.0%)
	Sometimes	62 (28.4%)	48 (24.4%)
	Always	152 (69.7%)	147 (74.6%)
Awful seeing people littering on public places	Never	9 (4.1%)	8 (4.1%)
	Sometimes	39 (17.9%)	35 (17.8%)
	Always	170 (78.0%)	154 (78.2%)

According to Table 5, statistical analysis by school kind, less than the percentage of students always prefer Pakistani foods (e.g., saag, Sindhi Biryani, Dam Pukht, and Shanwari) (Public n = 152 (69.7%), and Private n = 147 (74.6%). As a result, (Public = 2.68±0.50 and Private = 2.74±0.46) each have a mean and standard deviation, with F = 1.42 and P = 0.233 respectively 6 & 7 Tables.

Table 6

Descriptive Statistics of Identity Pride and Cultural Diversity by School kind (N=415)

Motive of Identity pride & Cultural diversity	School	ANOVA Descriptive Statistics				
		N	Mean	Std. D	95% CI Mean	
					Lower	Upper
Proud being a Pakistani.	Public	218	2.94	0.26	2.909	2.981
	Private	197	2.93	0.26	2.897	2.971
Happy when I see my country flag.	Public	218	2.94	0.22	2.916	2.974
	Private	197	2.96	0.19	2.929	2.989

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Good to listen national anthem.	Public	218	2.93	0.28	2.893	2.970
	Private	197	2.92	0.29	2.878	2.959
Pride wearing a Pakistani flag pin/band.	Public	218	2.86	0.38	2.811	2.914
	Private	197	2.85	0.38	2.794	2.902
Proud seeing the achievements of Pakistanis in the fields of sports, education, peace, sciences etc.	Public	218	2.79	0.41	2.742	2.845
	Private	197	2.87	0.35	2.814	2.922
National heroes to be my role models.	Public	218	2.80	0.46	2.748	2.858
	Private	197	2.86	0.35	2.800	2.916
Pride in respecting military and civilian institutions.	Public	218	2.83	0.40	2.781	2.879
	Private	197	2.90	0.32	2.852	2.955
Respect the people's rights beliefs, and opinions	Public	218	2.83	0.40	2.781	2.879
	Private	197	2.89	0.33	2.837	2.940
Wish to take care of environment of my country.	Public	218	2.83	0.40	2.773	2.878
	Private	197	2.86	0.38	2.808	2.918
Wearing Pakistani dresses (Shalwer Kameez, Ajrak , Rally) with pride.	Public	218	2.82	0.44	2.767	2.875
	Private	197	2.87	0.36	2.811	2.925
Prefer Pakistani foods (e.g. Saag, Sindhi Biryani, Dam Pukht and Shanwari.	Public	218	2.68	0.50	2.614	2.744
	Private	197	2.74	0.46	2.668	2.804
Awful seeing people littering on public places.	Public	218	2.74	0.52	2.669	2.808
	Private	197	2.74	0.52	2.668	2.815

Note: CI = Confidence Interval

Table 6 shows that students never find it offensive to observe individuals littering in public settings (Public n = 9 (4.1%), and Private n = 8) (4.1%). As a result, (Public = 2.74±0.52 and Private = 2.74±0.52) each have a mean and standard deviation, with F = 0.01 and P = 0.960 respectively 6 & 7 Tables.

Table 7

One-Way Analysis of Variance (ANOVA) of Identity Pride and Cultural Diversity by school kind (N=415)

Motive of Identity pride & Cultural diversity	ANOVA Descriptive Statistics				
	Sum of Squares	df	Mean Square	F	Sig
Proud being a Pakistani.	0.01	1	0.01	0.17	0.677
Happy when I see my country flag	0.02	1	0.02	0.46	0.494
Good to listen national anthem.	0.01	1	0.01	0.19	0.663
Pride wearing a Pakistani flag pin/band.	0.02	1	0.02	0.15	0.699
Proud seeing the achievements of Pakistanis in the fields of sports, education, peace, sciences etc.	0.57	1	0.57	3.80	0.052
National heroes to be my role models	0.31	1	0.31	1.84	0.176
Pride in respecting military and civilian institutions.	0.55	1	0.55	4.10	0.043

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Respect the people’s rights beliefs, and opinions.	0.34	1	0.34	2.56	0.110
Wish to take care of environment of my country.	0.14	1	0.14	0.91	0.339
Wearing Pakistani dresses (Shalwer Kameez, Ajrak , Rally) with pride.	0.22	1	0.22	1.37	0.242
Prefer Pakistani foods (e.g. Saag, Sindhi Biryani, Dam Pukht and Shanwari.	0.33	1	0.33	1.42	0.233
Awful seeing people littering on public places.	0.01	1	0.01	0.01	0.960

Note, $p < 0.05$

Table 7 is greater than $F = 4.10$, $p = 0.043$ with the statement of Pride in respecting military and civilian institutions.

Discussion

The current study used students' perceptions to measure identity pride and cultural variety. It looks at some of the major concerns and characteristics of cultural diversity and identity pride. Previous studies showed the results confirm a portion of the findings that national pride, apparently a substitution for national satisfaction, is positively associated with conceit. Such as Egorova (2015) stated that school and family play an important role in the formation of children's patriotic impulses. This study has important implications by reporting that the putative associations. Likewise, Deni Hardianto (2005) declared that the components in the education system are to blame for education's inability to shape national identity. Among national pride culture diversity and particular welfare gradient to be highly sensitive to the ways in which national identity and its related terms like national pride, patriotism, or integration are conceptualized and measured. A strength of the study, significant work has been done in the field of Pakistan Studies in various ways, which is a strength of the study. Nonetheless, the focus of this work is on.

The purpose of this study is to see how far Pakistan Studies curriculum have helped to teach patriotism and create national integration among students in order to help the country prosper. It has been also highlighted in previously conducted research studies that cultural contexts must be integrated across courses and grade levels in a "truly multicultural curriculum" (Diaz, 2001) Research study conducted by Jang (2014) also supported above mentioned research by highlighting the role of educational institutions in prompting the patriotism among students. As this study also highlighted the importance of identity pride among studies; it has been identified by Bennett (2018) that even though many schools across the country remain racially and socioeconomically separated, teaching diversity is critical.

Conclusions and Recommendation

The findings of the comparative statistics and analysis of variance identity pride and cultural diversity show that the majority of female students felt substantially more proud to be Pakistanis than male students. A bigger number of male and female students are always proud to be Pakistanis. However, a smaller fraction of students always adore Pakistani food;

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for example, some female students never proudly wear Pakistani clothing (Shalwer Kameez, Ajrak, Rally), whereas male students do. The findings and analysis of variance identity pride and cultural diversity show that the majority of pupils in both public and private schools are always glad to be Pakistanis. According to analysis by school kind, less than a percentage of students always prefer Pakistani foods (Saag, Sindhi Biryani, Dam Pukht, & Shanwari), and some students respond with the same percentage in both public and private schools that they never find it offensive to see people littering in public places. As a result, there is no substantial relationship between this statement and the kind of school.

The applicability of the findings reported here to other areas of integration is one of the most critical questions to be raised. Adequate amendments in curriculum documents may be ensured to develop true sense of patriotism and prompting national integration among students. Focus group discussion may be arranged by concerned authorities to direct the administrators of both public and private schools for arranging adequate activities with respect to promotion of cultural diversity and identity pride. Future research could thus aim to construct a model that demonstrates the importance of national identity pride and cultural diversity in every nation. The study, however, has a few significant flaws. The current study, which compares secondary school level development of patriotism and national integration through curriculum analysis of Pakistan studies curriculum, can be applied to higher education and universities in Pakistan. The current study was conducted in an ICT-metropolitan region, thus the findings may change in rural areas.

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Details about the Authors

¹(A.Z.) Ph.D. scholar International Islamic University, Islamabad Pakistan; ¹(N.B.J) VP, International Islamic University, Islamabad Pakistan; ¹(S.M.) Dean of Faculty, International Islamic University, Islamabad Pakistan.

Authors' Contributions

The study was directed by Vice President N.B.J, who also oversaw the entire study. A.Z, and N.B.J, contributed as co-first authors. A.Z, N.B.J, and S.M; drafted the manuscript and provided intellectual guidance in improving the manuscript; A.Z, S.M, and N.B.J assisted in revising the manuscript. S.M. edited the final version of the manuscript; all authors reviewed and approved the final revised manuscript and agree on the authors' presentation order.

Data Availability Statement

The corresponding author can provide the data used in this work upon request.

Competing interests

The authors have declared they have no competing interests.

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