



# PRIDE, LOVE, AND RESPECT: FILIPINO NATIONALISM THROUGH THE LENS OF BIRACIAL STUDENTS

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**Abstract :** The purpose of this study was to acquire a better understanding of the issues and challenges that biracial students confronted as they navigated the Philippine K-12 school system while developing a strong sense of self and Filipino nationalism. The goal of this research was to look into biracial students' experiences in the Philippine educational system. As an output of the study, a cultural diversity program was proposed. The research design used was qualitative with phenomenology as an approach. Using the interpretative phenomenological approach, the study generated ten emerging themes: which were Positive and Negative Experiences as Biracial Students; Cultural Awareness, Language, Socialization and Travel Opportunities; Language Barrier, Religion, Cultural Differences and Racism; Language Learning, Socialization, Being-Yourself and Open-mindedness; Pride, Love, and Respect for Filipinos, Their Culture and Tradition; Being Proud and Respectful of Filipino Culture, Values and History; Family and Friends, Studying in the Philippines and Exposure to Filipino Culture; Influence on Filipino Identity and Gained Different Ideas about the Filipinos and the Philippines; Gained Knowledge about the Filipinos, Their Heroes, History and Cultural Differences and Language Learning, Cultural Awareness and Social Development Program. The major findings strongly suggested that teachers and students must broaden their knowledge and students' relationships with other people to incorporate meaningful and authentic learning experiences. The second key result was that the most powerful factors that built Filipino nationalism can be utilized both within and outside the classroom. Furthermore, it was vital for parents to teach their multiracial children about their race at a young age.

**IndexTerms -Biracial Student, Filipino Nationalism, Pride, Love, Respect**

## I. INTRODUCTION

Recent studies showed that there was an increased number of interracial marriages and mixed children across the globe. For instance, Pew Research Center (as cited in Ahlborn, 2020) mentioned that the percentage of biracial families had risen in America. In fact, stereotyping about students of color was ubiquitous. According to Ahlborn (2020) some of these challenges were racism, colorism, and racial ambiguities. Today, as this group of biracial population is continuously growing, some of them brought honor, pride, and loyalty to our country. One best example to this is when Filipinos were delighted and ecstatic when Ms. Pia Wurzbach, a German Filipina, won the Miss Universe 2015 competition. Filipinos rejoiced in the same way when another biracial Filipina, Ms. Catriona Gray of Australian-Filipino origin, won Miss Universe in 2018. Apart from international and national pageants, multiracial Filipinos can be found in sports, business, showbiz, and entertainment. Biracial Filipinos appear to be dominating in a variety of sectors, which is not surprising given that Filipinos in general love them for many reasons.

While some biracial Filipinos have experienced widespread support and acceptance, others face discrimination and other difficulties. In fact, athletes from the Philippine National Football Team, the Azkals, were not spared. Rehal (2016) in his study mentioned that a popular local television personality, Arnold Clavio of the GMA 7 News Network, became the country's top trending Twitter topic. This was in response to Clavio's comment on the morning show Unang Hirit, in which he was cited [regarding the Ramos incident] quoting, "*Hindi naman kayo Pilipino, nagpapanggap lang kayong kayumanggi, hindi kayo dito lumaki, mahirap iyun.*" [You're not really a Filipino, you're only pretending to be brown; you didn't grow up here. (Now) that is difficult]. This comment went viral on social media, with multiple tweets expressing anger with Clavio, especially considering the racial nature of his remarks.

Considering this, this research emphasized first the lived experiences of biracial students in the Philippine educational setting. Schools are one of the social spaces where race and nationalism get constructed, as teachers and students bring their racial identities and nationalism to school, affecting how they interact with one another, the school community, and the curriculum. Furthermore, as the student population becomes more racially diverse, the ability of teachers to self-analyze and to reflect plays an important role. Second, to demonstrate that when teachers are actively practicing self-analysis and reflection, they are better

prepared to promote nationalism and to oppose racial bias through the inclusion of diverse curriculum and instructional strategies since they have first-hand experience with biracial learners. Third, to gain knowledge on the important factors that help biracial student understand and to inculcate Filipino nationalism. Lastly, to provide platform and support to the growing number of biracial students in giving them voice in the formulation of their own racial identity and assist them in the declaration of their presence in the Philippine society.

### **Purpose of the Study**

The objective of this interpretative phenomenological inquiry was first, to explore the lived experiences of biracial students in the Philippine educational setting. Second to have an idea how mixed-identity students perceived and developed Filipino Nationalism. Third, to give recommendations specifically to educators to promote cultural proficiency that will oppose racial biases through inclusion of diverse curriculum and instructional practices. And last, to provide platform and support to the growing number of biracial students in the Philippine society.

### **Considering the Background, the Research Address the following Questions**

- What is the essence of lived experience of biracial students as regards Filipino nationalism?
- How do the biracial students describe their experiences as regards Filipino Nationalism?
- What themes emerged from the testimonies of the biracial students?
- Based on the consolidated findings of the study, what enhancement program may be proposed?

### **REVIEW OF RELATED LITERATURE**

Given the growing number of multiracial students in the ever-changing educational landscape, having a thorough understanding of this particular population was critical today. According to Rozek and Gaither (2021), as compared to other racial/ethnic groups, the rapidly growing and understudied biracial minority was known to have substantially higher levels of social exclusion, belonging worries, and identity denial. Washington (2017) stated in his study that multiracial students faced challenges at school due to racial categorization, cultural difference or discontinuity issues caused by mismatch of home and school culture, and cultural blindness by many educators, which caused students to feel disregarded or invisible at school. Family anecdotes, research studies, and discrimination cases all showed that children of color encountered racism in schools. They faced harsher discipline, were less likely to be labeled as gifted, and have less access to skilled teachers (Nittle, 2021).

Biracial had a wide range of experiences to tell depending on their racial makeup, how their parents raised them, where they lived and where they ended up living, and perhaps most importantly, how they looked. Vox First Person (2021) interviewed people with mixed ancestry to find out how they felt about their races. Among their 70 respondents, they regularly heard that biracial or multiracial people frequently felt isolated, confused about their identity, and frustrated when others attempted to dole them in a specific box. From the interview of some biracial students, it was critical to emphasize that they all had a range of positive and negative experiences. Their feelings ranged from contentment to dissatisfaction, as well as pressure from others and pride in being a person of color. They were all equally proud, loving, and accepting of their mixed origin, despite their differences. One of them stated that now that she recognized her identity as a woman of color, she understood that she did not need to justify her mixed heritage to anyone. It was also critical to embrace both sides of their heritage. On the other hand, one of them experienced racism and felt that being mixed had more external than internal consequences. Despite these drawbacks, Latson (2019) mentioned that being multiracial had been an advantage rather than a disadvantage—19% vs. 4%. Accepting mixedness early on gave multiracial people mental flexibility. Multiracial people also had higher self-esteem, well-being, and social involvement than monoracist. After considering their identities, multiracial people solved creative problems better than monoracial. Some researchers claimed that multiracial people had natural advantages, including the tendency to be more attractive than their monoracial peers.

Porter (2017) defined nationalism as the feeling or belief that a group of people (in this case, the people of the Philippines) were united by a shared identity, whether real or imagined. Sharma (2022) mentioned that only education can promote a sense of common citizenship, culture, integration and strengthening citizenship. Nationalism served as a bridge between territory and its people. Escobedo and Guillen (2018) provided evidence that educational process was a key player in the development of the national identity and pride. Thus, educational practices must be considered as important when approaching the construct of Nationalism, which was indeed a psychological phenomenon leading to the consolidation of one's identity e.g., education in Mexico helped construct a sense of national identity and to foster national pride within the classrooms. Civic education was an important component of education that encouraged citizens to participate in the lives of democratic societies in order to exercise their rights and discharge their responsibilities by providing them with the necessary knowledge and skills (Harmanto et al., 2018). To foster and strengthen nationalism, it was necessary to recognize the role of civic education, in which teachers developed a set of learning tools encompassing learning materials, methods, media, and students' worksheets, as well as extracurricular activities offered by schools and supervised by teachers and professional trainers. Extracurricular activities were thought to be capable of promoting young people's nationalism in the age of globalization (Murdiono & Wuryandani, 2021). Pana and Escarlos; Corpuz and Salandanan (as cited in Lorbis, 2019), mentioned that Araling Panlipunan had been identified as an important factor in Makabayan as an interdisciplinary subject that laid the groundwork for instilling nationalism, patriotism, and responsible citizenship among learners. Furthermore, Araling Panlipunan was expected to contribute to the development of a holistically developed citizen who was aware and knowledgeable of current social issues and concerns on a local and global level. Students were expected to respond ethically and actively in the resolution of these issues and concerns as a result of this awareness.

**RESEARCH METHODOLOGY**

The study utilized qualitative research with phenomenology as an approach. According to Tuffour (2017), IPA is a qualitative research approach. Qualitative research explores and understands the meanings people assign to their experiences. Qualitative inquiries seek to shed light on meanings that are less perceptible. They also seek to investigate the complexities of our social world. They are inductive and share similarities in exploring ‘what’ ‘why’ and ‘how’ questions, as opposed to ‘how much’ and ‘how many’ preferred by quantitative studies. What’s more, qualitative research is designed to study people’s life experiences and deliberately shuns quantitative preoccupation with measuring, counting and prediction in favor of describing, exploring, understanding, and interpreting a phenomenon.

**3.1 Population and Sample**

This study was conducted in selected private schools and colleges in the province of Laguna. The researcher opted to conduct the study in the province of Laguna since she has been teaching there for four years and had taught biracial students in the past. The study covered the participation of eleven (11) biracial students who were from the Province of Laguna and passed the criteria set by the same.

Table A shows the total number of participants of the study, their ages, and their nationality. The youngest participant was 17 years old while the oldest was 22. Filipino Americans were three, Four (4) Filipino Japanese, one (1) Filipino Chinese, one (1) Filipino Indonesian, one (1) Filipino-Egyptian and one (1) Filipino- Syrian.

<b>PARTICIPANT</b>	<b>AGE</b>	<b>NATIONALITY</b>
Student A	17 years old	Filipino – Egyptian
Student B	22 years old	Filipino – Japanese
Student C	19 years old	Filipino - American
Student D	20 years old	Filipino - American
Student E	19 years old	Filipino - American
Student F	17 years old	Filipino – Japanese
Student G	20 years old	Filipino - Indonesian
Student H	17 years old	Filipino – Chinese
Student I	20 years old	Filipino – Japanese
Student J	17 years old	Filipino – Syrian
Student K	19 years old	Filipino – Japanese

**3.2 Data and Sources of Data**

In gathering pertinent information, the researcher used a semi-structured interview instrument for the participants. The instrument was reviewed by her adviser and was validated by three graduate school professors at Laguna College of Business and Arts. Thereafter, the researcher personally sent messages to the eleven (11) biracial students and explained the endeavor of her inquiry and the purpose of the interview. The researcher utilized the following interview questions for the biracial students:

The researcher recorded the interview with the approval of the participants to capture the behavior needed for this research.

1. How will you describe your experiences as biracial student in the school where you have been studying?
2. In your perception, what are the advantages of being a biracial student? Please name three.
3. What are the disadvantages have you faced as biracial student? Please name three.
4. How do you cope as biracial student? Please name three.
5. What is your view regarding Filipino nationalism as a biracial student?
6. How do you manifest Filipino Nationalism as a biracial student?
7. As a biracial student, what do you think are the important factors that strengthen your Filipino nationalism?
8. How did studying in the Philippines help you develop your Filipino identity?
9. How does the social studies subject help you develop a sense of nationalism?
10. What is/are the intervention/s that you may suggest to teachers to help students like you on how to understand deeper your Filipino nationality and identity as biracial student?

### 3.3 Actual Data Collection

The researcher secured a letter of endorsement from the Dean of Graduate Studies of Laguna College of Business and Arts to conduct study on the Biracial Students in Education Institutions in the province of Laguna. The researcher explained the purpose and objectives of the study to the identified participants before their approval and sign for their confirmation as participants of the study. As the participants agreed to their participation, the date, time, and place were arranged. The interviews were conducted online via zoom and google meet. After the interviews were transcribed verbatim, encoding came next, then tabulation of data and qualitative data analysis to arrive at emerging themes followed. After composing the overall “essence” of the phenomenon under study, the researcher sent back the themes that emerged from the written responses of the participants to verify the verbatim accounts they shared, so the validity of the essence was really obtained, and thus its credibility was well-established. The ethical guidelines specified in the Research Manual of the school were followed by the researcher as those ethical considerations were considered throughout this paper. The interview was participated voluntarily by the biracial students and their shared lived experiences. The consent of the participants was sought explaining the importance/significance and the objectives of the study. The data and information gathered were kept confidential. The works of researchers of other authors were properly recognized.

For this study, which intended to investigate the experiences and challenges encountered by biracial learners in Laguna, no question that can cast insult on the capabilities of the learners was included in the sub-questions. In addition, the sub-questions were constructed in such a way that there was no discrimination or any reference to any specific gender preference, designation, or educational attainment. After gathering all the data from the interviews conducted, the researcher transcribed the interviews with the eleven (11) participants. Afterwards, she extracted comparable responses from the participants and developed subordinate themes. These themes were then clustered into superordinate themes which encapsulated the feelings, points of view, and experiences of the participants. Thereafter, observations and reflections of the researcher were derived from the themes. Supporting literature, articles and blogs related to the same experiences in dealing with biracial students were used.

## IV. RESULTS AND DISCUSSION

**Table 1**

*Annotated Exemplars on Experience as Biracial Students in the School They have been Studying*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student B	<i>“As biracial student, culture is very different from Japan and then Philippines is very open, like you know...too many teachers or students approached me at a time, so I was very happy at a time. ....”</i>	Student B expressed happiness as she explained her experiences as biracial student because she felt very welcomed in her school. She mentioned that teachers or student approached her often.
Student G	<i>“It was a bit scary I would say, a lot of people are talking around me in a language that I don't understand and many cultures that didn't come to provision. Filipino people speak more faster, and they tend to cut out some words po so, I'm not really use to since, I'm just used to the English language and a little bit of Bahasa, so it's a little bit hard to understand at first po.”</i>	Student G was serious as he articulated his experience because of the language barrier and cultural differences he'd seen from his home country, he finds it a little frightening.

Student B smiled as she described and reminisced about her experiences as a biracial student at her school because she felt welcomed. Student G, on the other hand, showed seriousness in articulating his responses as he recalled his experience as a biracial child who was afraid due to the language barrier and cultural differences from his native country.

Without a doubt, the experiences of two biracial students appeared to support that cultural difference/discontinuity problems faced by many children of color in school were due to cultural differences or mismatches between the students' home culture and the school culture (Washington, 2017). Similarly, Kapur (2018) mentioned that culture played an important role in man's life, benefiting him in adjusting to his natural and social environment, developing his personality, and communication. Individuals who were aware of diverse cultures can better adapt to their natural and social environments. Moreover, speaking, writing, and reading were all part of daily life in a world where language was the essential tool for expression and communication (Shashkevich, 2019). It was an entity that connected a person to his family, identity, culture, music, beliefs, and wisdom. It transmitted history, traditions, customs, and folklore from generation to generation (Zalmay, 2017).

**Table 2***Annotated Exemplars on Students Perception' of their Advantages as Biracial Student*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student K	<i>"Bilingual, kasi marunong magtagalog at mag-english, medyo natuto din ng kunting Spanish sa Hawaii."</i>	Student K was ecstatic because he was convinced that being bilingual gave him an advantage over monoracial students.
Student D	<i>"Make use of the experience and knowledge that I learned in Japan. I also can have a new experience and I can improve my English skills. I think I can do it better than before."</i>	Student D was happy and excited because she believed that new learning experiences, such as strengthening her English-speaking skills, would benefit her.

When asked about their perceived advantages as biracial student, Student K said that one of the apparent advantages was being bilingual, able to speak Filipino, English and a little bit of Spanish learnt in Hawaii. Similarly, Student D noted that putting her expertise and knowledge gained in Japan to use would be a huge benefit to her. Furthermore, she stated that her English skills have improved, which gave her an advantage. Student K was ecstatic because he was convinced that being bilingual gave him an advantage over monoracial students. Likewise, Student D was happy and excited because she believed that new learning experiences, such as strengthening her English-speaking skills, would benefit her.

The responses of the participants were supported by Latson (2019), he mentioned that being multiracial had been an advantage rather than a disadvantage—19% vs. 4%. One advantage of accepting mixedness was the mental flexibility that multiracial people had when they learned to transition fluidly between their racial identities from a young age. It was also discovered that multiracial people had higher self-esteem, well-being, and social involvement than people of only one race. Similarly, Ahlborn (2020) mentioned in his study that the capacity to think flexibly from multiple racial perspectives was unique to the multiracial population thus, biracial individuals can be resilient in the face of opposition. Likewise, Farhan (2019) stated that bilingualism provided cognitive and neurological benefits, as the brain absorbs information more effectively, improved memory, visual-spatial skills, creativity, and crucial social benefits. Along with this, Goriot (2016) mentioned that bilingual children showed advantages in cognitive and switching tasks over monolingual students. Managing and switching between two languages was assumed to result in enhanced switching abilities as well as a more efficient processing of information in working memory. Furthermore, Gandara (2015) discovered that bilinguals had lower dropout rates, were more likely to attend college, and have higher occupational prestige or learning than monolingual English speakers.

**Table 3***Annotated Exemplars on Disadvantages Faced by Biracial Students*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student E	<i>"Disadvantage, syempre yung ano hindi pa ako fluent mag-tagalog yung language barrier talaga, lalo na ano palang ako nun bata, tapos syempre yung mga kasama ko di rin naman gaano kagaling mag-English so parang ang hirap makisalamuha and minsan gayan, parang pagtatawanan lang ako ganun, naranasan ko din nung grade 4, parang nagkaroon pa ng discrimination yung ganyan, na parang they were speaking in Tagalog, na akala nila di ko alam na sinabi tapos yun pala pinag-uusapan na ako so parang tinake-advantage nila hindi po ako marunong mag-Tagalog kaya pag-uusapan nila ako in Tagalog na akala nila I wouldn't understand pero nakakaintindi po ako nun ng kunti, kaya yun."</i>	Student E expressed seriousness and despair because, in addition to the language barrier, she was discriminated against by her classmates.
Student D	<i>"As I said, I did get bullied on both countries, so racism is a problem."</i>	Student D's face was filled with sadness as a result of the bullying she had endured.

When asked about the challenges they have faced as a biracial student, student E noted her inability to speak the language—Tagalog. The language barrier made it difficult for her to socialize, especially because she was only in fourth grade at the time and her classmates were not fluent in English. Furthermore, she was subjected to discrimination when her classmates conversed in Filipino behind her back, unknowingly that she could understand them a little bit. Similarly, student D stated that racism was a problem. She was bullied in both of her parents' home countries. Back in Syria, her classmates teased her for having a Filipino mother and claiming she was a maid when she was not. When she came to the Philippines, she was ridiculed for being an Arab,

with people making offensive Muslim jokes about bombings and calling her names. Student E expressed seriousness and despair aside from language barrier, she also felt discriminated by her classmates. Likewise, Student D's face was filled with sadness because of the bullying she had endured in both countries where she came from. The participants of the study had almost the same responses. Some of the things that they mentioned which they believed as disadvantages of being a biracial student were language barrier, bullying, and racism.

Comparable to the experiences stated by the participants, Chin (2015) mentioned that one of the potential drawbacks of bilingual education to children was that some instruction was given in a native language students tended to group with students who had same native language as them. Due to this English-speaking student will have less exposure to other non-English speaking students which may have social and academic impact later. Similarly, Pew Research Center (2015) discovered from their survey that the majority (55 percent) had been subjected to racial slurs or jokes, and one-quarter (24 percent) have felt angry because someone made false claims about their racial background. In addition to this, racial bullying was the most pressing concern. According to Vlasova (2020), many middle school children had reported being bullied in a variety of academic settings. Racial bullying can be both informal, comprising casual remarks, and extremely cruel, involving premeditated physical or verbal attacks. Racial bullying is unfortunately most widespread in schools. The top reason for racial bullying was because of their race or ethnicity. Moreover, Martin (2021) mentioned that students who had been bullied may have a negative impact on their academic performance. After repeated harassment from another student, students experience a loss of motivation, a lack of focus, or even a fear of being successful in the classroom. Likewise, Raagas (2019) in her study stated that mixed-raced people were more prone to low self-esteem, and its attendant problem because they were marginalized and isolated from mono-racial group.

**Table 4**

*Annotated Exemplars on How the Biracial Students Cope*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student A	<i>"Nakipagfriends po ako sa mga filipinos po na kids at since then, nakisabay na po ako sa mga streets na laro, since then natututo na po ako."</i>	Student A exhibited enthusiasm as she recalled the things she'd done to cope as biracial person in the Philippines.
Student F	<i>"First of all, by learning their culture and pakikisama po sa kanila."</i>	As he articulated his response, Student F exuded confidence. He mentioned that it wasn't that tough for him.

When asked about how they coped as biracial students, student A stated that she began by establishing friendship with Filipino children even though she felt that they were hesitant in conversing with her. She played with them on the street then gradually learned to adapt. She also noted that, she did not have a hard time learning Tagalog. Meanwhile Student F stated that he managed to cope by first learning about their culture and by being friends with them. Student A showed enthusiasm while she was sharing her experience. While Student F exuded confidence while answering the question. The participants of the study had almost the same responses establishing friendship and learning the Filipino culture were some of the ways to cope as biracial student.

Keller (2018) mentioned that in a social world, it was in these social environments that children first learned language skills, cognitive intelligence, connection building, and self-esteem and identity formation. These social and developmental skills were essential for navigating the culture successfully. The family was the most important aspect in socializing and forming a child in any society since it fulfilled both the stages of growth and development as well as the child's psychological and social needs. The initial integrative community to sustain all future acquisitions was family. Family diversity helped children socialize by introducing them to basic social practices while also individualizing them and allowing them to self-define. Along with the family, kindergarten and then school were crucial socializing agents that helped children and young adults acquired socially acceptable behavior guidelines (Pescaru, 2018). Likewise, Mesidor and Sly (2016) stated that it was vital to comprehend the culture of which one wished to become a part. People who were deeply rooted in their own culture had a more difficult time learning and adapting to the mores, customs, and language of a new society. This can be performed through using the media (reading newspapers, watching television, and listening to the radio) as well as socializing with locals.

**Table 5***Annotated Exemplars on Biracial Students' View Regarding Filipino Nationalism*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student C	<i>"uhmm. Siguro one thing I picked up a lot is that you guy tends to be very joyful yet ano... deep in your religion din po uhmm.."</i>	Student C expressed happiness while discussing her thoughts on Filipino nationalism. One of the reasons behind this is that she was made to feel quite welcome.
Student H	<i>"...definitely really present, and I do respect it a lot because as we know the Filipinos are known for being hospitable nga po..."</i>	Student H was enthusiastic as he articulated his response. He notices how welcoming Filipinos are not only to foreigners but also to locals.

When questioned about their feelings towards Filipino nationalism, student C stated that one thing she admired about Filipinos was that they were joyous and devoted to the Catholic faith. She admired how Filipinos prepared for various local festivals. Furthermore, she was fascinated with Filipino food and culture. Student H, on the other hand, remarked that Filipino nationalism was very prevalent and that he respected it a lot, especially because he grew up with his aunt, and that it was a great opportunity for him to learn more about the Filipino culture. Furthermore, he emphasized that Filipinos were known for being welcoming to everyone, not just foreigners. Student C expressed happiness while discussing her thoughts on Filipino nationalism. One of the reasons behind this was that she was made to feel quite welcome meanwhile, Student H was enthusiastic as he articulated his response. He noted that Filipinos were very welcoming not only to foreigners but also to locals.

Comparable to the responses of the participants, Yambao (2017) referred to Dr. Jose Rizal's definition of nationalism which was inclusive and compassionate. This can be seen on how Filipino treat visitors (foreigners and non-foreigners). Vicente (2022) mentioned that Filipinos were well-known for their hospitality or friendliness. Many people commented on how Filipinos treat their visitors. Other ethnicities returned to the Philippines because of their kindness. This distinguished Filipino culture exceptionally well. It was a characteristic shared by all Filipinos in welcoming visitors and making them feel at ease. Likewise, Alyosha (2020) in her blog "What is the Philippines Known For? (18 Fun Facts)" mentioned that Philippines was known for having a vibrant culture since the Spaniards dominated the area for 333 years. It was also the center for Catholicism in Asia and hosted several papal visits. Furthermore, fiestas in the Philippines were celebrated to honor harvest, anniversaries, historical commemoration, and saints. Like in other countries it was colorful, noisy, and filled with food, parades, and banderitas (decorative flaglets).

**Table 6***Annotated Exemplars on Biracial Students' Manifestation of Filipino Nationalism*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student A	<i>"Siguro po yung ano po, yung being respectful towards other Filipinos and yung culture po mismo, yung value and history around it po, tapos parang ipre-preserve po yung culture po na meron tayo and to pass it to the next generation para po hindi makalimutan yung history natin."</i>	Student A expressed earnestness while she's discussing her thoughts on how she can manifest her nationalism.
Student F	<i>"By showing respect to the culture pati sa mga tao din po and by showing pride na ako ay isang Pilipino"</i>	As he articulated his response, Student F exuded pride and confidence.

Similarly, student F stated that through showing respect for the culture and Filipinos. Also, through demonstrating his pride in being a Filipino. Student C expressed in earnestness while she discussed her thoughts on how she can manifest her nationalism. Meanwhile, student F exuded pride and confidence as he answered the question. Student C and F's manifestations of Filipino nationalism were considerably different from the kind of nationalism existed during the time of colonization. Their understanding of nationalism was shaped by how the school system defined and modeled nationalism.

According to Mustaqim (2020) in his blog "Ways to Promote Filipino Nationalism" some of the ways to express Filipino Nationalism was by respecting everyone and valuing the Filipino tradition, respecting the Philippine flag, valuing the Filipino Identity, patronizing and supporting Filipino products, being proud for every Filipino achievement, remember and commemorate our heroes' sacrifice for the country and many more. Moreover, the youth today had different style of expressing their nationalism compared from the elders. For instance, Cabo (2018) mentioned that students believed that small ways such volunteering during an election was one way of concrete representation of their citizenship and nationalism. They believed that doing their own small way in participating politically in setting a clean and honest election was an expression of a patriotic action. This was extremely clear during the recent May 2022 election, when "youth

power" was visible in the large rallies for presidential candidate Leni G. Lobredo. "Generations of Filipino youth have been important in critical movements that have reshaped social and political landscapes," writes Ching Jorge. They claimed that showcasing the abilities of the youngsters demonstrated the democratic and creative spirit of young Filipinos around the country.

**Table 7**

*Annotated Exemplars on Important Factors that Strengthen Learner's Filipino Nationalism as Biracial Student*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student B	<i>"uhm... I think maybe... hmmm like I should stay like really in the Philippines like studying and learning what Philippines are and then I learned about NSTP like helping other people in the Philippines, ...."</i>	While sharing her experiences, Student B displayed delight and conviction. She noted how staying and studying in the Philippines helped to strengthen her Filipino nationalism.
Student D	<i>"ayun po sir siguro yung mga sa ano din, yung childhood ko po dito ko na spent, yung pagtira ko po dito. ..."</i>	As he articulated his response, Student D exuded confidence. He emphasized how much residing in the country helped him build his Filipino nationalism.

When questioned on the most important factors that contributed to their Filipino nationalism, student B stated that living in the Philippines, such as studying and learning about the country, was the most important component. NSTP taught her on helping others in the Philippines. Furthermore, she believed that having a Filipino companion from a diverse background had a significant impact on her Filipino nationalism. They tried to teach her how to speak Tagalog. Also, she emphasized the necessity of being exposed to the Filipino way of life, such as food, clothes, and news knowledge. Similarly, Student D stated that residing and growing up in the Philippines greatly benefited him in developing his Filipino nationalism. One of the reasons for this was that his family and close childhood pals were here in the Philippines.

Student B displayed delight and conviction while answering the question. She noted how staying and studying in the Philippines helped to strengthen her Filipino nationalism. Meanwhile, student D exuded confidence. He emphasized how much residing in the country helped him build his Filipino nationalism.

In relation to the previous question about the most important factors that contributed to their Filipino nationalism, the participants shared the same response. Both participants gained it from studying and living here in the Philippines. They were able to establish friendship and to be exposed to Filipino culture which help them strengthened their Filipino nationalism.

To support the responses of the participants, Ris pawati and Sumardi (2020) in his study mentioned that the most significant factor that cultivated nationalism was education. This indicated that the more specific sort of education (religious or non-religious based education) a person received at the degree of education available, the greater the nationality. Emphasized the importance of education in cultivating nationalism. This indicated that the greater a person's nationality, the more specific type of education (religious- or non-religious-based education) he or she received at the degree level available. Parental education and cultural heritage come next because culture influenced a person's way of thinking, feeling, trust, and personal behavior. Culture had the power to change, strengthen communities, and foster a sense of identity and collective cohesion at all ages. Likewise, Peng et al. (2019) found in their study that culture had the greatest direct influence on nationalism, followed by religion and values. Culture, values, and religion also had direct and indirect effects on unity. In addition, education was the best medium for students to learn, practice, and establish the identity of their countries.

**Table 8**

*Annotated Exemplars on How Studying in the Philippines Help Biracial Student's Develop Filipino Identity*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student C	<i>"Studying in the Philippines siguro helped me develop my Filipino Identity ... I do have both Filipino and American features all mixed up to one person which I find is really cool din po."</i>	While sharing her experiences, Student C displayed delight and conviction. She emphasized how much her teachers helped her understand her biracial mixed.
Student K	<i>"I only knew about the Philippines from the stories of my mother and relatives before, but by studying in the Philippines, I think my world has expanded...I think seeing, hearing, and experiencing in action will help grow my Filipino identity."</i>	Student K smiled as she articulated her response. She'd expressed how her identity as a Filipino blossomed as a result of her studies in the Philippines.

When asked how studying in the Philippines helped in the development of their Filipino identity, student C answered that studying in the Philippines did certainly contribute to the development of her identity. She noted how her teachers helped her in understanding her mixed race, particularly because she possessed both Filipino and American characteristics. Even though she looked different from the rest of the class, she found it cool knowing she had both features.

Alternatively, Student K stated that she originally heard about the Philippines from her mother and relatives, but now that she was studying there, she believed her world had broadened, especially now that she can physically experience it. This contributed to the formation of her Filipino identity. Student C displayed delight and conviction. She emphasized how much her teachers helped her understand her biracial mixed while student K smiled as she articulated her response. She expressed how her identity as a Filipino blossomed because of her studies in the Philippines.

In relation to the previous question about how studying in the Philippines help them to develop their Filipino Identity, Student K and C shared the same response. They stated that studying in the Philippines helped them construct their identities through their teachers and personal learning experiences both inside and outside of school.

Sharma (2022) mentioned that only education can promote a sense of common citizenship, culture, integration and strengthening citizenship. Nationalism served as a bridge between territory and its people. Education, on the other hand, played a significant role in shaping citizens to meet the needs of the area. Furthermore, Nationalism must be viewed as a continuing process that will not only contribute to the future education sector but will also maintain the young generation tied to its cultural and socialist heritage. It was critical to introduce the student to a cultural history of nationalism in the early stages of education because a student was more likely to acquire and attain knowledge of several fields during the primary stage of education and thus was not concise in its narrow zone. Escobedo and Guillen (2018) in their study provided evidence that educational process was a key player in the development of the national identity and pride. Thus, educational practices must be considered as important when approaching the construct of Nationalism, which was indeed a psychological phenomenon leading to the consolidation of one's identity e.g., education in Mexico helped construct a sense of national identity and to foster national pride within the classrooms. Likewise, teachers were social actors in charge of instilling positive expectations in children about the country's future, their own national identity shapes expectations about the country's future in their students. Fostering a sense of national pride was thus at the top of the agenda of the Mexican teacher training model institutions, best known as "normal schools," where basic education.

**Table 9**

*Annotated Exemplars on How Social Studies Subject Help Biracial Student's Develop Sense of Nationalism*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student G	<i>"Hmmm... I would always remember that times sa Social Studies when they talked about ughhh... the Philippines culture, they taught about the Philippine's language, and you know yung mga kasama-kasama din. ..."</i>	Student G was passionate as he explained his thoughts on social studies. He recalls well his teacher's teachings on how to be a good Filipino.
Student H	<i>"The Social Studies subject definitely helped me in understanding everything that the Philippines has gone through, and it helps me identify what I stand for and what should I prioritized in terms of injustices as well..."</i>	As he stated his response, Student H displayed interest and confidence. He believed that these subjects made him more conscious of what was going on in the Philippines.

When asked how social studies subjects helped in the formation of a sense of nationalism, student G stated that he recalled them discussing social studies about the Philippines culture, language, and everything in it. Specifically, how to be a good Filipino, how to support fellow Filipino, and how to embrace Filipino culture. How to appreciate, at the very least, what was in the Philippines. Student H, on the other hand, stated that social studies helped him grasp what the Philippines had been through. Furthermore, social studies served as a wake-up call to him to become more aware of social and political issues in the Philippines. His knowledge of this concerns assisted him to define what he stood for and what he should prioritized in terms of injustices. Student G was passionate as he explained his thoughts on social studies. He recalled well his teacher's teachings on how to be a good Filipino while student H displayed interest and confidence. He believed that these subjects made him more conscious of what was going on in the Philippines.

Without a doubt, the responses of the participants appear to support when NCSS (as cited in Ozturk et al., 2016) mentioned that social studies education had an important role in providing students with the awareness of citizenship and patriotism. Citizenship skills and values constituted the basis of social studies course, which aimed to raise individuals who were able to make informed and rational decisions as the citizens of a democratic society with cultural differences in an interdependent global world. Furthermore, Akpan (2015) stated that social studies provided numerous opportunities for the development of various virtues in the lives of young citizens, such as self-realization, improved human relationships, self and national unity, social and political advancement, scientific and technological development. Besides

that, this important subject focused on the promotion of civic competence, the integration of knowledge, skills, and attitudes in resolving societal problems, issues, and challenges. It was a discipline that pondered and investigated the society's dynamic situation, with the goal of changing the nature of knowledge among citizens.

**Table 10**

*Annotated Exemplars on the Interventions that Biracial Student's may suggest to teachers to help other Biracial Students*

PARTICIPANT	RESPONSES	RESEARCHER'S OBSERVATION
Student A	<i>"For me I'd say If new po yung student sa country natin and they're going through a tough time kasi po for me my classmates wouldn't talk to me kasi nga po my only language na alam ko is English and Arabic..."</i>	While articulating her response, Student A displayed earnestness. She'd emphasized her difficulties as a new and biracial student in the Philippines.
Student H	<i>"I believed that with some teachers definitely there is present ugh...I see that there is present because they are still of, of the older generation still present ugh...racism and homophobia and misogyny..."</i>	As he stated his response, Student G displayed interest and confidence. He underlined the significance of professional development for educators.

When asked about interventions that they might suggest to teachers to help other biracial students understand their Filipino Nationality and Identity more deeply, student A stated that if there was a new student, they should understand that they were going through a difficult time, especially if they were biracial. According to her experience, her classmates would not speak to her because she only spoke English and Arabic. In addition to that, biracial students took extra Filipino classes to learn Tagalog and Filipino culture. Similarly, a program that taught Filipino students not to bully multiracial students. Student H, on the other hand, thought that racism, homophobia, and misogyny were still prevalent among some teachers because they were part of the older generation. He thought it would be a good idea for them to educate themselves. He mentioned that they did want teachers of this generation to preach their wrong values or the things that they held dear in their hearts to the next generation, perpetuating the cycle, chain, or generational curse that should not be present right now because it was teachers should learn, change their mindset because it was definitely not like before, and even before it was not supposed to be valid but it was accepted because they did not know any better. Student A displayed earnestness. She emphasized her difficulties as a new and biracial student in the Philippines. Meanwhile, student H displayed interest and confidence. He underlined the significance of professional development for educators.

In relation to the previous question on the interventions that biracial may suggest to teachers to help other biracial, Student A and H emphasized the significance of compassion, particularly for multiracial kids, and teachers' professional development to prevent bias in the classroom, which has subsequently spread.

Campbell (2016) mentioned that even though diversity and inclusion efforts had been adept at producing theoretical approaches for classroom teachers, there still remained disconnection among theory, policy and practice. There was still work to do to address teacher bias and colorblindness. A clear progressive mindset which needed to be implemented consistently within teacher professional development training. Dialogues on race needed to be included in teacher training so that teachers felt more comfortable and better prepared to individualize students' needs and to recognize and reduce racial tension within the classroom. More research was needed to understand the experiences of the growing number of biracial children, parents, educators, and youth workers. Washington (2017) noted that few studies had examined Black-White biracial students' schooling. As researchers, they needed to understand biracial children's educational experiences and assess whether their challenges affected their performance. Similarly, Franco et al. (2016) reiterated the incorrect assumptions about race that fueled the racial invalidation of Biracial people and the negative consequences of invalidation to support the participants' responses. Some participants changed their racial identity because of the invalidation, while others did not, in part because they had already developed a strong sense of self. Indeed, affirming relationships and a strong sense of self were identified as factors that mitigated the harmfulness of invalidating experiences.

The following charts provide the themes that emerged from the semi-structured interviews conducted with the participants of the study.

## Thematic Chart A

## Positive and Negative Experiences as Biracial Students

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Student B	"... I was very like overwhelmed... I was waiting for... their move, ... I was scared what if they're not going to accept me ...too many teachers or students approached me at a time, so I was very happy at a time. The experience is really good."	Overwhelmed but Happy
Student C	"... lagi po may mga Filipino subjects, yung Araling Panlipunan po medj's nahihirapan parin po ako dun kasi hindi ako laging nagsasalita ng Tagalog tapos I ... all in out okay naman po yung ibang experience ko mababait naman po yung mga tao po at tinuturo naman po.... early years meron pong mga discrimination, ... minsan binu-bully dahil po sa accent ... pag nag-tagalog ... parang nakakawala ng self-confidence magsalita sa harap ng klase po."	Language Barrier, Other Good Experiences Discrimination at First, Bullying, Loss of Self-Confidence
Student K	"... language is one of the things I'm worried about. Although it has some similarities to the Japanese school system, it is almost different, so I was quite confused at first."	
Student D	"...sa appearance ... lagi po nila sinasabihan na tiso'y. Second, laging tinatanong kungmarinong magtagalog ... third... lagi po akong natatanong kung sino yung American sa parents ko. Overall, my experience ay maayos ... parang may special treatment."	Treated with Curiosity but Special
Student A	"It's pretty great naman ...meron ... mag jo-joke ng mga insensitive stuffs about my race or my name ...for me disrespectful nga po." Ang pinaka-common po is yung pang-aasar sa name ... tatanungin kong ano yung lahi ko... lesson ay about sa country ko, ..kung tama po ba yung info na to, or kung it's a fact ... ako po yung mag-avalidate."	
Student E	"... elementary hindi pa masyadong magaling magtagalog ... yung Filipino subject tina-translate nila into English para maka-cope ako ... na-adapt ko nadin yung culture ng pagiging isang Filipino ... pagkakaiba would be yung time ... na Filipino time, ...Overall, good namna yung mga experiences ko..."	Received Help, Experienced Filipino Time, Overall Good Experiences
Student I	"... they asked me If I can speak Filipino ... they have this stigma na lahat ng hapon maputi ganun, ... mahilig ka sa sushi ...sometimes you get bullied for it from time to time yeah... pero growin up the bullying meron naman ...Overall, it was a good experience."	Treated with Curiosity and bullying but Overall Good Experiences
Student H	"... pretty pleasant naman po, I've never felt out of place or was never really looked down upon ... sanay with the culture of the Philippines po."	Pretty Pleasant
Student F	"Actually, masaya po siya ... Mabilis naman po akong naka-adapt sa paligid ko po."	
Student G	"It was a bit scary I would say, a lot of people are talking around me in a language that I don't understand and many cultures that didn't come to provision..."	Scary
Student J	"... I got bullied for it. ...in Syria ... for having a Filipino mom ... Philippines, ... for being an Arab, making offensive Muslim jokes ...but I'm still thankful since we always move schools, I developed the skill to catch up fast in school."	Got Bullied but Thankful for the ability to Catch Up in School

With the theme, **Positive and Negative Experiences as Biracial Student**, biracial students responded differently when asked to describe their experiences studying in their respective schools in the Philippines. Most of the students said that their experiences had been "pleasant," "great," and "good," owing to the assistance they received from their fellow Filipino classmates and the setting of the school in which they were enrolled. Some students received preferential treatment or attention from their teachers and classmates. This was incredibly evident in the cases of students B and D. Student B and D believed that the attention and treatment they received was due to their plainly mixed physical features. Student B was a Japanese-Filipina while Student D was a Filipino-American. On the other hand, some biracial had a very difficult time due to several causes such as language barriers, bullying, loss of self-confidence, prejudice, and racism. The language barrier did, in fact, made it difficult for biracial students to communicate with the rest of the class. When there were activities in the school that required them to communicate in Tagalog, they felt out of place. Furthermore, because they grew up in different countries with different cultures, certain school events, such as Buwan ng Wika and school festivities, were difficult for them to understand and connect with. In this setting, they felt somewhat invisible, despite the fact that they occasionally desired to participate or play a significant role. Student C, for example, would have loved to participate in Filipino theater plays such as Noli Me Tangere and Florante at Laura, but her American accent and limited vocabulary in Filipino limited her chances of qualifying for the lead roles while for some, bullying, low self-esteem, prejudice, and racism all contributed to the difficulties of adjusting to a new setting. Racism was experienced by students A and J, for example. Their classmates made fun of them and called them names because of their race. Some of their classmates would tell them, "You don't belong here; go back to your country." Some may argue that it was a jest, yet they were nevertheless hurt by these statements. Some of the students, as described by student C, would laugh at her American accents, this discouraged her from

learning Filipino and caused her to have low self-esteem, or some would ask why they looked different than they were supposed to look, as experienced by Students B and I.

Comparable to the experiences of the participants, Clayton (2020) mentioned that school played an important role in developing a positive biracial identity. Some biracial students withdrew from school due to negative experiences such as racial hostility, exclusion, colorblindness, and racism. Without positive campus spaces where they can process their experiences, students of color may experience negative psychosocial development, adjustment issues, or attrition in such situations. Furthermore, Alternatively, Lewis et al. (2019) stated that students of color may feel less connected to their university as a result of frequent encounters with racial microaggressions in the classroom by peers and faculty, such as being perceived to be intellectually inferior, demeaning comments, and "othering" comments in the classroom (e.g., microinsults). Exclusion on campus and being made to feel invisible, even in subtle ways, have a negative impact on many students of color's sense of belonging.

Alternatively, Aldridge et al. (2016), on the other hand, emphasized how important school climate was in shaping students' sense of ethnic identity. This finding supported the idea that the pressures of social relationships may influence how people form their identities as they grow up. It made sense that recognizing diversity would influence ethnic identity. That is, if a school was open to differences and encouraged students to get along with each other, it will help students develop culturally-specific identities. Moreover, Voight et al. (2015) mentioned that all students appeared to have more positive experiences of school climate in schools that created a strong norm of respect for diversity by prioritizing closing the achievement gap, training staff in multicultural competencies, and reflecting students' ethnic background in course curricula.

### Thematic Chart B

#### *Cultural, Awareness, Language, Socialization and Travel Opportunities*

PARTICIPANT	RESPONSE	SUBORDINATE THEMES
Student A	<i>"... hindi po ako gaanong nahirapan kasi ang first language ko po is English... hindi gaanong mahirap makipag friends... Knowledge on both countries yung mismong culture nila."</i>	Make Friends
Student J	<i>"One, you get to be more open on cultures and views second, you get to make more friends in different places and be approachable as you know how to adjust and lastly, you get to learn a lot of new things."</i>	Culture
Student B	<i>"The first I think cultural fluidity ... Second is like, I think getting attention from others... I can have more broad perspective..."</i>	
Student D	<i>"Bilingual... parang mas madaling yung decision kung gusto mo sa ibang bansa mag-aral or parang may choice ka kung gusto mo bang umalis or stay kalang dito. ... parang mas na-eexpose ako sa ba't-ibang culture ..."</i>	
Student E	<i>"Sakin po, one advantage din syempre yung ano dalawang salita yung kaya mo... anytime pwede ka pong bumalik sa America..., would be syempre having two culture to embrace diversity."</i>	
Student G	<i>"For me, the main thing is that I am able to actually share a little bit of culture and the language that I have..."</i>	
Student H	<i>"... got to share my culture with them .. my fluency in different languages ..."</i>	
Student I	<i>"Definitely being able to speak more than one language, being bilingual, multilingual pati po having a mixed of cultural uhmmm. aspect ..."</i>	
Student C	<i>"... it came to English class po, ... I was able to speak clearly...mga ginagawa naming mga Americans,that differs us from Filipinos...It's really fun po it's like having two homes... I always have the opportunity to move to America ..."</i>	Can Speak English Clearly, Fun Having two Homes, Opportunity to Move Any Ti me
Student K	<i>"Make use of the experience and knowledge that I learned in Japan. I also can have a new experience and I can improve my English skills..."</i>	Ability to Use Experience and Knowledge Learned, Acquiring New Experience, Improve English Skills
Student F	<i>"Isa lang po yung naiisip ko sa ngayon madali pong makakuha o makafile ng visa sa Japan po."</i>	Convenience in Acquiring Visa

With a theme, **Cultural Awareness, Language, Socialization and Travel Opportunities**, biracial students have similar responses regarding their perceived advantages to monoracial students. The prominent response included their knowledge of the Philippines and the nation from which they immigrated, their ability to speak more than two or more languages, the easiness to socialize, owning two residences, and the convenience in obtaining a visa. One evident advantage of being a biracial student was cultural understanding or cultural fluidity. For example, Students A and C mentioned that they were frequently given the opportunity to share their life experiences overseas with the class. Their knowledge of this would give them an advantage in class over others. Second, because English was their first language, biracial students found it easier to speak and express themselves in English, whereas other Filipino students struggled. This was clear to students A, C, D and E. For example, student C a Filipino-American student. She frequently excelled and received high marks in English class. Furthermore, she frequently chose to deliver speeches. Third, because they were mixed-race students and had different physical features, their classmates tended to approach them first out of curiosity, making socializing easier for them. This was often experienced by students A and B. Finally, because they are biracial, they are entitled to two nationalities, which means they may easily renew their passports and obtain visas. They will have more options for where to live, study, and work because of this. When compared to monoracial students, this provides more opportunity in many fields.

Incomparable to the answers of the participants, Ferguson (2016) stated that one of the benefits of being biracial was that they had the "best of both worlds" in that they can communicate effectively with either race. Similarly, biracial were like "social chameleons," capable of switching racial roles whenever it was necessary. Furthermore, he emphasized that another advantage of being biracial was being able to communicate with others. Likewise, Gresham and Collins (2015) stated that biracial people were interpersonally flexible and comfortable in a variety of situations with a diverse population. Their ability to navigate multiple cultures can result in increased intellectual, interpersonal, and cultural flexibility. Furthermore, many multiracial people developed healthy resiliency, which protected them from negativity.

### Thematic Chart C

#### *Language Barrier, Religion, Cultural Differences, and Racism*

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Student A	<i>"... minsan mahirap din po talaga kasi minsan may mga natatakot pong makipag-usap...Bullying, naranasan ko po to one-time na sinasabi nilang balik kana sa country mo di ka bagay ditto..."</i>	Difficulty Communicating with Others, Bullying
Student B	<i>"I think uhm... the first thing is expectation from others ... I cannot speak Tagalog even I am half Filipino. ... I cannot speak English ... biased as biracial student... very really confused about religion for me...."</i>	Expectation from Others, Inability to Speak Tagalog and English, Confused about Religion
Student C	<i>"...felt like left out cause I couldn't like talk to them ... there's a lot of food here in the Philippines po that doesn't match my palette ..."</i>	Language Barrier, Food Problem
Student G	<i>"Of course, the language so it was really hard for me to make friends ... it would be the food..."</i>	
Student E	<i>"Disadvantage, syempre yung ano hindi pa ako fluent mag-tagalog yung language barrier ...Yung ilang mga culture kagaya nung pagpapasok po sa bahay magta-tanggal ng shoes..."</i>	Language Barrier, Unfamiliar Culture
Student K	<i>"Even now, the biggest challenge is the language barrier..."</i>	
Student H	<i>"... close mindedness of a lot of Filipinos which is racism..."</i>	Racism
Student J	<i>As I said, I did get bullied on both countries, so racism is a problem."</i>	
Student D	<i>"... biglaan na kailangan ko po pumunta ng US ... mahirap na transition po yun sakin from here biglang mapupunta ka dun ...Mahirap maki-pag make friends po..."</i>	Difficult Transition, Difficulty Making Friends
Student I	<i>"... sometimes you caannot help pero compare from time-to-time ... It's cultural aspect, I kind of got shocked"</i>	Culture Shock
Student F	<i>"Meron mga papers na natagalan dahil po may dugo akong Japanese sa aking experience such as government papers."</i>	Discrimination in Paper Processing

With the theme **Language, Religion, Cultural Differences, and Racism**, biracial students provided different responses, revealing the challenges they faced while studying here. They expounded on their experience, ranging from the challenge of learning the language to adjusting to the culture. On top of that, racism, bullying, isolation, and prejudice were some of the difficult issues they have encountered. The language barrier did, in fact, make it difficult for biracial students to communicate with the rest of the class. When there were activities in the school that required them to communicate in Tagalog, they felt out of place. Furthermore, because they grew up in different countries with different cultures, certain of the school events, such as Buwan ng Wika and school festivities, were difficult for them to understand and to connect with. In this setting, they felt somewhat invisible, even though they occasionally desired to participate or play a significant role.

Student C, for example, would have loved to participate in Filipino theater plays such as *Noli Me Tangere* and *Florante at Laura*, but her American accent and limited vocabulary in Filipino limited her chances of qualifying for the lead roles while for some, bullying, low self-esteem, prejudice, and racism all contributed to the difficulties of adjusting to a new setting. Racism was experienced by students A and J, for example. Their classmates made fun of them and called them names because of their race. Some of their classmates would tell them, "You don't belong here; go back to your country." Some may argue that it was a jest, yet they were nevertheless hurt by these statements. Some of the students, as described by student C, would laugh at her American accents, this discouraged her from learning Filipino and caused her to have low self-esteem, or some would ask why they looked different than they were supposed to look, as experienced by student B and I.

The experiences of biracial students who had difficulty with language barrier were supported by Lutfiana et al. (2020), that language was our greatest mediator that allowed us to relate and understand each other. It can be defined as a system of conceptual symbols that allows us to communicate. It also provided us with a significant frame of reference and a relational context that sustained our identities. Someone's ability to speak the language spoken in certain place gave them the feeling of belongingness that helped to develop their social identity. Whereas not being able to identify with other cultural groups may lead to negative attitudes towards such groups. Meanwhile for some biracial who had difficulty in adjusting to new setting Gaither et al. (2016) mentioned that one's social identity had been proven to be an important source of self-esteem, behavior, one's sense of belonging, and purpose in the social world. Likewise, those students who experience racism, bullying and prejudice Leath et al. (2019) mentioned that school-based racial discrimination experiences may be uniquely detrimental to academic engagement especially that schools were contexts in which adolescents spent significant proportions of their time, in curricular, extracurricular, and social activities. As such, interactions with teachers and peers at school influenced how youth thought about themselves as learners and, subsequently, their motivation and engagement.

#### Thematic Chart D

##### *Language Learning, Socializing, Being Yourself & Open-mindedness*

PARTICIPANT	RESPONSE	SUBORDINATE THEMES
Student A	<i>"... matututo po ng tagalog...Nakipagfriends... nakisabay na po ako sa mga streets na laro...Naiilang po sila makipag-usap saakin, kaya po ako tatanungin ko po ...dun na mag start yung conversation namin,"</i>	Learning the Language
Student C	<i>"... I just told myself na I look different ...having my friends and family around me... my cousins ...would teach me how to speak tagalog..."</i>	
Student D	<i>"... nagpapaturo dun sa friend ko ...yung mga slang nila ... sensitive po kasi sila sa history ng Hawaii... kaya inano ko din po talaga yung history nila para wala akong masabi na parang ikakagalit nila."</i>	
Student E	<i>"... naghanap ng tutor and hindi lang po Math yung tinuro nya kundi Filipino rin syempre... socializing talaga, syempre we learn to adapt from the society ... reading about the Philippines, yung mga dictionary English to Tagalog..."</i>	
Student H	<i>"... learning the language ... coping with the issue of race as a whole I just enlighten people by informing them..."</i>	
Student K	<i>"... I find an unknown word, search immediately and try it out even before close friends or family so they can fix it when mistaken."</i>	
Student F	<i>"...First of all, by learning their culture and pakikisama po sa kanila."</i>	
Student G	<i>"... had Filipino friends can teach me the culture, ...I would approach them if I did not really understand the lesson because they taught in Filipino ... I really exposed myself to the Filipino culture ..."</i>	Socializing
Student J	<i>"One is by making friends ... focusing on myself and a lot of self-independence and lastly, is knowing myself."</i>	
Student K	<i>"... I really understand both cultures, like Japanese culture, Filipino culture...self-acceptance for me that like I accept myself that I am half Japanese and Filipino...developing my own identity"</i>	Being yourself and creating your own Identity

...”

**Student I**

“... maintain the attitude and culture how I brought into...being open-minded...”

Maintaining the Attitude and Knowledge of Culture, Open-mindedness

With the theme Language Learning, Socializing, Being Yourself & Open-mindedness, most biracial have the same response when asked how they dealt with the problems they experienced. The most common responses were to learn the language and culture, make friends and socialize, and lastly, build their own biracial identity. Biracial students stressed the need of learning the language and culture to deal with the challenges that came with being a biracial student in the Philippines. Many of them were born and raised in other countries, which made it difficult for them to conform to Filipino language, tradition, values, and culture especially because majority of their classmates were racially homogeneous. They must put in extra effort to learn Tagalog on their own; some hired a private teacher, while others learned with the help of Filipino friends and family. They were also frequently left behind in Filipino and Araling Panlipunan because these two subjects used Tagalog as a medium of instruction. Some of them must attend special classes to cope with their academics. This was felt by most of the students, particularly student C, who attended special sessions to help her cope with Filipino and Araling Panlipunan subjects. Meanwhile, student E's parents hired a private teacher to assist her in Filipino and train her to speak Tagalog. In addition, student E described how she practiced Tagalog with her parents. She mentioned that every day before dining with her family. She had to share one Tagalog word and use it in a sentence. Finally, this has enabled her to speak Tagalog fluently. Biracial students also emphasized the significance of socialization. Making friend and socializing with Filipino friends and classmates made learning and understanding the Filipino culture easier and more enjoyable, particularly some essential Filipino values, beliefs, and traditions. These enabled them to adjust more quickly since they had someone who taught them the context. This was extremely clear to student G, who noted that his father would often remind him that if he really wanted to know the Philippines, he must be friends with Filipino children, and that was exactly what he did. He became friends with Filipinos and would bring Indonesian food while his friend would bring Filipino food. Finally, biracial people have stressed the significance of developing personal qualities such as self-acceptance. Most of them stated that accepting who they are benefits in discovering their genuine self. This was clear in the case of student C, who stated that she was able to adapt because she accepted that she looked different and that was okay. Some may find it beautiful, while others may find it strange because it was out of context. She mentioned that accepting the truth that she was mixed of both race was a must. Meanwhile, student B remarked that self-acceptance was crucial because it allowed people to identify their own talents and limitations. Furthermore, removing themselves from other people's expectations allowed them to find peace within oneself.

In comparison, Weaver and Masalehadan (2020) stated that parents played an important role in promoting their child's racial identity using racial socialization practices such as cultural humility. Cultural humility denoted openness and respect for biracial children's identity choices. It allowed the child to explore their dual heritage, as opposed to socialization practices in which parents choose their child's racial identity. Individual identity development included receiving messages about race from others. As a result, having a supportive parent who investigated and validated their child's racial identity fostered greater security and pride in their chosen identity. Moreover, Schiro (2015) mentioned in her study that family and friends contributed to identity formation. Biracial people who were not raised in their native language may struggle. Language was also affected by one's geographical and social location, with family members participating in the learning process. Family support aided in the acquisition of cultural language and identity. By validating their dual heritage, discussing their race, and making friends with children of all races, biracial children can develop healthy identities. A biracial or bi-ethnic person's identity can also be influenced by the racial makeup of their neighborhood and school. By promoting positive or negative views of ethnic and racial groups, these settings influenced ethnic identity affirmation. Indeed, Nishina and Witkrow (2020) stated how multiracial person can seamlessly transition between various racial identities because they had gained early practice with flexibility in their ethnic/racial identification (e.g., identifying as multiracial versus one of their monoracial groups at any given time).

## Thematic Chart E

Pride, Love, and Respect for Filipinos, Their Culture and Traditions

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Student A	"... should be taken seriously po... hindi ko po kinakahiya na parang Filipino po ako at pinagmamalaki ko pa."	Proud to be Filipino
Student B	"... Filipino are very proud of their country..."	
Student G	"...we love really embracing our Filipino mentality... we love who we are, we are not ashamed to show to outsiders..."	
Student D	"...ready mag-sacrifice for their country ... Kung paano nila i-love yung bansa nila kahit sobrang daming gulo..."	Love for the country & Filipino Hospitality
Student F	"... masaya nilang tinuturing yung pamilya nila, mga strangers ... laging warm- welcome yung ginagawa nila...Very encouraging yung mga ginawa ng mga Pilipino para mapakita lang yung pagmamahal nila sa bayan nila"	
Student I	"... sobrang strong po ng connection ng mga Pinoy towards their country ..."	
Student H	"Filipino nationalism is definitely ... really present...Filipinos are known for being hospitable nga po... a good way of understanding the Filipino culture and I respect the traditions."	Presence of Filipino Nationalism, Filipino Hospitality, Understanding Culture and Respect for Tradition
Student E	"I see it very broad na parang pag-pinag-aralan po pala talaga siya ... I can see that this nationalism is visible, lalo na po pag- national athem hihinto, maglalagay ng kamay sa dibdib in sign of respect ..."	Respect for National Anthem
Student J	"I noticed Filipinos tend to participate just because there's another Filipino in there..."	Support for another Filipino

First, Filipino nationalism entails being proud of who you are and where you came from. It signifies that you are proud to be a Filipino no matter where you go. This also means that you buy Filipino-made goods. Supporting does not only imply purchasing; it can also be seen by supporting Filipino athletes and representatives that compete on a global scale to bring pride to the country. Student D and Student E stated that as Filipino biracial, they are not ashamed to mention that they are Filipinos anywhere they go, even if some foreigners have a negative perception of Filipinos. Similarly, Student B stated that she can see how proud Filipinos are of their country, which she did not observe in her native country. Meanwhile, student G was a big fan of Filipino items and cultures. Second, Filipino nationalism can be reflected in the unique values and traits of Filipinos, such as being welcoming not only to Filipinos but also to foreigners. Their extremely close family ties were unlike any other country in the world. Student H stated that as a biracial person, he had firsthand experience with how hospitable Filipinos were. Meanwhile, student F stated that he enjoyed seeing how Filipino families respect each member of their family, particularly their warm welcome when guests arrived. Finally, Filipino nationalism for biracial people can be described as respect for compatriots, their culture, and traditional practices. Furthermore, Student E noted that Filipino nationalism was present today, particularly at flag ceremonies, where Filipinos paused and placed their right hand on their chest to show respect for the Philippine flag. Without a doubt, biracial student's view of Filipino nationalism is considerably different from our elders. Their understanding and demonstration of Filipino nationalism was influenced and shaped by the Philippine education system.

Comparative to the experiences stated by the participants, according to Jakovljevic et al. (2019) empathy, compassion, creativity, open-mindedness, self-esteem, altruism, and social responsibility were associated with sound religiosity and healthy minded nationalism. Healthy faith and nationalism may be the catalyst for positive social and cultural transformation, inspiring and directing acts of compassion, mercy, and justice. Moreover, Azhari et al. (2022) stated that the nature of nationalism can be seen in everyday life, such as teaching students to respect each other, patronizing domestic products, and teaches the importance of respecting one's own culture so that it was not easily forgotten. Furthermore, according to Setiadia and Hitowasono (2020), the factor most influencing the level of nationalism was love of country. Nationalism was founded on love and loyalty to one's country. Patriotism or national pride, devotion and attachment to a homeland, and alliance with other citizens who shared the same sentiment were all examples of love for the country.

**Thematic Chart F***Being Proud and Respectful of Filipino Culture, Values and History*

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
<b>Student B</b>	<i>"... having proud of every Filipino treatment ...singing of anthem, where we are putting our hands like that, singing and I did also...I visited museums in manila at a time, I also did volunteer also in the Philippines in Malolos, Bulacan to help children at a time..."</i>	Proud to be Filipino
<b>Student D</b>	<i>"... yung kapag nagnanational anthem I respect that...nung lumipat ako bina-brag ko yung mga experiences ko dito ... Hindi ko din po kinakahiya na Filipino ako..."</i>	
<b>Student J</b>	<i>"I feel like yung pagiging friendly and madaldal po like in general and but most putting pride na hindi ko po itatanggi na Pinoy ako ... "</i>	
<b>Student H</b>	<i>"... by being proud of being Filipino, being happy of my features ... I just have to be proud that I am Filipino and I have their features ..."</i>	Respect for Fellow Filipino
<b>Student I</b>	<i>"... putting pride na hindi ko po itatanggi na Pinoy ako ... "</i>	
<b>Student A</b>	<i>"... being respectful towards other Filipinos and yung culture ...yung value and history around it po, ... ipre-preserve po yung culture .. to pass it to the next generation..."</i>	
<b>Student E</b>	<i>"...pagpapakita ng respeto sa kapwa Pilipino, na hindi po mataas ang tingin ko sa sarili ko..."</i>	
<b>Student C</b>	<i>"... the mannerisms that Filipino have, wherein there is always the use of po when I talk to people..."</i>	Support Filipino who Advocates Change, Respect for Culture, Proud to be Filipino
<b>Student F</b>	<i>"... ginawa ko din po yung mga ginawa nila like support po yung mga gumagawa ng changes po para sa mga Filipino...By showing respect to the culture ... by showing pride na ako ay isang Pilipino"</i>	
<b>Student G</b>	<i>"...by embracing who I am, always trying to learn more about the culture."</i>	Self-Acceptance. Learning more about Culture
<b>Student K</b>	<i>"... I have tried some food cultures, and I wore clothes culture. I had a fun experience that was not found in Japan!"</i>	Having Fun Experience not in Japan

With a theme, **Being Proud and Respectful of Filipino Culture, Values, and History**, most of the biracial student came up with same answer as to how they manifested their Filipino Nationalism. First, by being proud that they were Filipino in a way that wherever they went, they did not deny who they were, and where they came from considering the negative connotation by foreigners to Filipinos. Then, despite the cultural changes abroad they continued practicing their Filipino culture most especially in the household. Student D mentioned that he remembered many times his mom told him to never forget his Filipino identity even though they were living in Hawaii. Second, by respecting Filipino culture, which was often distinct from the place where they were born and reared. It did take some time for interracial students to adapt and learn these differences. For example, Student B remarked that she found that Filipinos in the Philippines were more liberal than Japanese people, who were conservative, which was surprising to her but also a good thing. Furthermore, in terms of culture, she noted that there was a time when she agreed to go out with her friends, but they arrived much later than planned. And it was there that she first learned about the Filipino time. Filipino time indicate being minutes to hours behind standard time, whereas Japanese time was the opposite. They placed a high value on every second of the day. But she stated she could not be upset because it was part of their culture. Similarly, Student E had the same thought and experience. Finally, some of them, such as Student A, emphasized the necessity of understanding and maintaining the country's history because it talked so much about their identity as Filipinos. This will only last if they continued to practice it and pass it on to the next generation. It was their duty as citizens to honor and protect their identity and culture. Furthermore, biracial students have expressed their gratitude to schools for allowing them to thrive and shape their identity and nationalism as biracial students. Biracial students almost have the same answers on how they can manifest their Filipino nationalism. It is also evident the important role of education in shaping their identity and nationalism.

In line with the responses of the participants, Porter (2017) stated that the sense of unity among Filipinos was propagated in the classroom instilled to the mind and heart of the students through such as singing the Philippines National Anthem and other patriotic songs. There an extreme emphasis was on being Filipino, as evidenced by the picture of President Duterte hanging front and center in the room. Meanwhile, classroom discussion centered on various areas of the Philippines, reinforcing the notion or idea that the Philippines was a nation-state in which all its peoples belong together. Furthermore, Basri et al. (2022) revealed in their study that the understanding of history had a positive and significant relationship with the attitude of nationalism. Similarly,

Setiawan et al. (2020) stated that historical material contained exemplary values, patriotism, and nationalism, all of which contributed to the process of shaping students' character and personality. Those who had a strong understanding of history tended to have a mutual respect and appreciation attitude that had developed over time.

### Thematic Chart G

#### Family and Friends, Studying in the Philippines & Exposure to Filipino Culture

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Student B	"..... nakatulong po yung AP subjects, and yung ... may flag ceremony ... yun po yung parang tumatak sakin na ah ganito pala pag-Pilipino... Family po...pag may Christmas gathering po, doon talaga nakikita yung mga tradisyonal na ginagawa ng mga Pilipino."	Family & Friends, Studying in the Philippines, and Exposure to Filipino culture
Student D	"... I should stay like really in the Philippines like studying and learning what Philippines are ... having time with my friends...Exposure ... like interesting about more ..."	
Student J	"... pagnakasama mo yung ma Pinoy na sobrang pagnagpapakilala mga hospitable talaga sila ..."	
Student H	"Siguro po yung mismong pag-aaral po sa Pilipinas... "	
Student I	"... the food and the language ... I have a lot of relatives ... I love doing just enjoying many beautiful islands ..."	
Student I	"... yung childhood ko po dito ko na spent...yung lagi nag papangaral samin, na may natutunan din ako dun... yung mga achievements ng ibang mga Filipino mas nakaka-proud maging Filipino dahil sa kanila....yung mga friends and family nandito, ..."	
Student A	"... the people... that I met in the Philippines ...My friends, my family, aside from them I would say my teachers ... and their values po."	
Student E	"Definitely my family and friends po... and religion."	
Student C	"...yung families sa Pilipinas ...very welcoming kahit na first time ka lang nilang makita...Sa mga documentaires po na napapanuod ko..."	Hospitality of Filipinos
Student F	"... watching the news... being passionate of what we have, to see the other passionate people as well"	Passionate People
Student G	"...by embracing who I am, always trying to learn more about the culture."	
Student K	"... by respecting, understanding and being more open about it ..."	Respecting, Understanding and Being Open
Student L	Challenges become experienced and knowledge. ...."	Overcoming Challenges

With a theme of **Family and Friends, studying in the Philippines and Exposure to Filipino Culture**, most biracial students had the same answers when asked what were the important factors that strengthened their Filipino Nationalism. Their prominent responses were family and friends. Family was the first to introduce the concept of race or the person's biracial heritage. To a young child, they were the first to explain and define their identity. This knowledge they received from their family were the views they have about themselves as they went outside their communities. Meanwhile, there friends helped them to understand themselves better. This was clear in Student C's experience, who grew up in America. Her grandmother was essential in helping her understand her biracial identity. She claimed that as a child, she was puzzled as to why her grandma spoke in a different language. Because "I am Filipino," her grandmother said. So, she asked her if it meant she was also a Filipino, and she said yes. This demonstrated the significance of family in positive development of a child's biracial identity. Meanwhile, for Student B, who grew up in Japan, her friends were crucial in helping her grasp Filipino culture, especially since her mother never mentioned anything about the Philippines. She claimed that when she was in Japan, she lived like a typical Japanese person. She appreciated her friends who taught her Tagalog. Furthermore, for teaching her what it meant to be Filipino, the cultural variation such as the use of "po and opo," *pagammano*, and how Filipinos held high regard to elders, etc. Without a doubt, living and studying in the Philippines helps to develop their Filipino nationality. Socializing with Filipinos taught them how to live and connect with their fellow Filipinos at school and in their communities. More significantly, teachers taught them the history of the Philippines in school. Some disciplines, such as Rizal, Ethics, Social Studies, and NSTP, inspired and helped them grasp the Filipinos' experiences over the years. With all this knowledge as a foundation, they learned how to be responsible Filipino citizens. Students G and H expressed how school and teachers helped them learn what they know about the Philippines and the Filipinos. Especially on topics where their teachers stressed the significance of being a good Filipino.

In line with the experiences of the participants, Subianto (as cited in Zakso et al., 2019), mentioned that external factors such as community, school, and family played an important role and influenced in shaping students' nationalism. He stated that society influences student nationalism. Every society, it was said, had its own characteristics, socio-cultural norms that its citizens must follow, and norms that influenced the formation of its citizens' personalities, including awareness and attitudes toward nationalism. Furthermore, Sulistiani (2015) contended that the role of schools in developing students' nationalist souls was to provide planting and preservation of values through various activities to familiarize nationalist education, such as: implementing various habituation activities and support from all school people, including school principals, teachers, employees, and students. Landong (2018) revealed that the implementation of NSTP promoted and indeed effective in developing nationalism and volunteerism as they imbued values on it. Students' valuable experiences in community service helped them to reflect on how they accomplished their tasks in their adopted community and barangay. As well as, how NSTP transformed them into renewed citizens with a sense of commitment, patriotism, and national pride.

### Thematic Chart H

*Influence on Filipino Identity, Gained Different Ideas about Filipinos, and The Philippines*

PARTICIPANT	RESPONSES	SUBORDINATE THEMES
Student A	"... malaki yung influence nya para mahanap ko yung Pilipino identity ko..."	Big Influence on Filipino Identity
Student B	"... I learn the Filipino Identity how different from other countries..."	
Student G	".... through my friends and my teachers really helped me developed my Filipino identity."	
Student C	"... the teachers and my classmates really helped me point out certain features on me that helped me show that I do have both Filipino and American features all mixed up to one person which I find is really cool din po."	
Student H	"... giving me ideas to the culture and tradition of the country and everything about it ...."	Gained Different Ideas (People, Culture, Tradition and Country)
Student I	"... gave me different insight kasi coming from them, from a holy Filipino household ..."	
Student E	"... namulat po ako sa ibang katutuhanan na hindi po lahat naging madali sa mga Pilipino ...mas naging open ako sa mundo na mero pang ibang nationality na pwede nating alamin na pwedeng madiscover...."	
Student F	"... sa pamamamgitan po ng mga stories na binibigay ng mga teachers po na-eencourage po ako kung gaano kasaya maging isang Pilipino."	
Student K	"... I learned that the environment is quite different, and the values are different depending on the country. I think seeing, hearing, and experiencing in action will help grow my Filipino identity."	

With the theme, **Influence on Filipino Identity, Gained Different Ideas about Filipinos and the Philippines**, biracial students revealed their responses on how studying in the Philippines helped them establish their national identity. Their main response was that they learned about the Filipino people, their culture, and their values. Studying in the Philippines provides them with sufficient knowledge to enable them to understand the country and its people, which in turn helps them develop their own identity. Racially mixed students discover the commonalities and distinctions of their two biracial heritages as they are exposed to Filipino people, culture, and beliefs. It provides them with a greater perspective and insights as they continue to live as biracial people. Students G and H expressed how school and teachers helped them learn what they knew about the Philippines and the Filipinos. Especially on topics where their teachers stressed the significance of being a good Filipino. Moreover, student K stated that she originally heard about the Philippines from her mother and relatives, but now that she was studying there, she believed her world had broadened, especially now that she can physically experience it. This contributed to the formation of her Filipino identity. In relation to the previous question about how studying in the Philippines helped them to develop their Filipino Identity, biracial students shared the same response. They stated that studying in the Philippines helped them construct their identities through their teachers and personal learning experiences both inside and outside of school.

To support these statements, Strickland and Horney (2022) mentioned that teachers were not only educators but also a teacher, mentor, coach, adviser, reformer, model and personal role model, researcher, promoter of creativity, generator of views, routine worker, camp changer, storyteller, actor, emancipator, evaluator, preservative and culminate. In the context of character-based education or nationalism, the teacher's role was very vital as someone who was idolized, as well as being a source of inspiration and motivation for his students because the teacher's attitude left a deep impression on a student. Furthermore, Sudrajat; Waters and Mashburn (as cited in Abdullah, et al., 2019) stated that the effectiveness of character education in schools was largely determined by teaching staff's modeling, reinforcing, and habituating processes. As a result, all school components had an obligation to build a conducive school culture. Teachers and school administrators played a critical role in anticipating, identifying, and preventing inappropriate behavior in schools. Moreover, Yosepty (2022) emphasized the Importance of Teachers and parents' alignment in developing nationalist values. Teacher should build cooperation with parents, always continued to look after each other and maintain close, healthy, and harmonious relationships, and continue to share information about the development of their students and share knowledge about how to help and support the growth and development of children's nationalist characters to the fullest at home.

### Thematic Chart I

*Gained Knowledge about the Filipinos, Their Heroes, History, and Cultural Differences*

PARTICIPANT	RESPONSE	SUBORDINATE THEMES
Student D	<i>"... nata-tackle yung mga nangyari dati, sa mga bayani..."</i>	Gained Knowledge About Heroes
Student E	<i>"... na naiinspire ako lalo na sa mga bayani natin kagaya ni Jose Rizal, ... yung pinakita nyang pagmamahal sa bayan..."</i>	
Student F	<i>"... na-feel ko po yung braveness nung mga bayani, yung mga actions para mailigtas po ang mga Pilipino sa mga Spanish, Japanese. Nakita ko po yung pagpursige nila mapalaya ang mga Filipino sa mga mananakop."</i>	
Student I	<i>"...movies like General Luna or buhay ni Jose Rizal, knowing the history of those significant people in our country, made me realized how much they've sacrifice to make out country today... the views, yung thinking nila give me more of a better understanding and knowledge of what I could do as a citizen..."</i>	
Student A	<i>"...helped me gained knowledge and the background of Fillipinos..."</i>	Gained Knowledge About Filipinos
Student B	<i>"... learning about Jose Rizal.... learning the history make me feel how Filipinos are very proud if their self ... came to understand by learning ... Filipinos are made of ..."</i>	Learning How to Support Filipinos and Their Culture
Student G	<i>"... when they talked about ... the Philippines culture, they taught about the Philippine's language, and you know yung mga kasama-kasama din. Most especially how to keep, how to be a good Filipino ... they taught me how to support the Filipinos, how to support the culture, how to love my culture..."</i>	
Student C	<i>"... that there were certain things that differ talaga from America. ... helped me understand na parang so I can also be a part of this ..."</i>	Understanding the Cultural Differences
Student H	<i>"... helped me in understanding everything that the Philippines has gone through, and it helps me identify what I stand for and what should I prioritized in terms of injustices ...."</i>	Understanding the Philippine History

With the theme, **Gained Knowledge about Filipinos, Their Heroes, History, and Cultural Differences**, biracial students all have the same answer when asked how social studies subjects helped them foster a feeling of nationalism. The obvious explanation was that social studies let students learn about the Philippines' history, inspiring heroes, Filipinos, and culture. Students D, E, F, and I remarked that social studies topic gave them sufficient knowledge and comprehension of Philippine heroes who certainly played a vital part in today's freedom. Likewise, these heroes inspired them with their braveness and made them realized about the things they can do as citizens. Similarly, according to Student H, this subject functioned as a moral compass in his life. Understanding the country's history and knowing all the challenges and injustices it faced today forced him to establish his priorities. In addition to this Student G recalled social studies as a topic that taught him support his fellow Filipinos, loved the Philippine's culture and above all, they taught him a lot on how to be a good Filipino citizen. Meanwhile, for Student C what fascinated her so much with understanding was how Philippine culture was different from the American culture. The responses of the biracial student about the importance of social studies circle around gaining knowledge about Filipinos, their heroes, history, and culture. Which indeed, why social studies subject played an important role in developing sense of nationalism to one's person.

To support these statements, Civic education was an important component of education that encouraged citizens to participate in the lives of democratic societies to exercise their rights and discharge their responsibilities by providing them with the necessary knowledge and skills (Harmanto et al., 2018). Similarly, Murdiono and Wuryandani (2021) stated that to foster and strengthen nationalism, it was necessary to recognize the role of civic education, in which teachers develop a set of learning tools encompassing learning materials, methods, media, and students' worksheets, as well as extracurricular activities offered by schools and supervised by teachers and professional trainers. Extracurricular activities were thought to be capable of promoting young people's nationalism in the age of globalization. In the Philippines. Pana and Escarlos (2017); Corpuz and Salandanan (as cited in Lorbis, 2019), mentioned that Araling Panlipunan had been identified as an important factor in Makabayan as an interdisciplinary subject that laid the groundwork for instilling nationalism, patriotism, and responsible citizenship among learners. Furthermore, Araling Panlipunan was expected to contribute to the development of a holistically developed citizen who was aware and knowledgeable of current social issues and concerns on a local and global level. Students were expected to respond ethically and actively in the resolution of these issues and concerns because of this awareness.

### Thematic Chart J

#### *Language Learning, Cultural Awareness and Social Development Program*

PARTICIPANT	RESPONSE	SUBORDINATE THEMES
Student C	"... teaching biracial students such myself, siguro have patience and understanding ..."	Practice Patience and Understanding
Student K	"... to understand the situation of those people. ... Experience, see and listen. ..."	
Student E	"... magkaroon ng mga webinars... patungkol sa mga nationality ng mga Filipino ...Inside the classroom, ...meron pong mga buddy... ... teachers ... indi masyado i-point out na this student is so different ...acknowledge those students someone na welcome po talaga dito sa bansa natin."	Conducting Webinars about Filipino Culture, Adopt Buddy Partnership, Be more Accommodating
Student D	"... may partners tapos yung isang partner may alam yung isa kunwari ako zero... sa culture mo din parang magkaroon ng discussion..."	
Student A	"... hindi masyadong maalam sa tagalog they should add a subject for them po para po matutor po sila... ma-educate din po sila dun para po hindi nila i-bully ganun. ...One hour class na magtuturo ng Filipino culture"	Additional Language and Culture Awareness Classes
Student B	"... parents should be ... making them to learn both culture at a time ... like they should make comfortable for every people in the classroom .... like every student should know about like you know biracial student to make everyone comfortable in the classroom I guess.... awareness program for both po, teachers and students about biracial student..."	Parents and Teachers Orientation About Biracial Children

Student H	<i>"... respect towards other cultures and races are needed as some teachers can still be narrowminded ...."</i>	Respect Towards Other Cultures and Races
Student G	<i>"... having a close relationship with the student and teaching students that involved Filipino culture, if they teach with passion..."</i>	Close Teacher-Student Relationship
Student I	<i>"...to make the student feel welcomed... feeling na I can approach this teacher whenever I have concern ... the teacher must be open-minded ..." ...having a more engaging class... "</i>	More Accommodating Students and Teachers, Improved Teaching Strategies
Student F	<i>"I-observe yung student first, ... and then, by giving little advices .... Magbigay ng mga special lessons regarding sa AP subjects na dapat lang ituro since Tagalog siya. "</i>	Observe and Advise Students, Special Lessons
Student J	<i>"By being open to listening and become a safe space for the students. and by assuring them that they are not different from them."</i>	Be Open and Provide a Safe Place for Students

With the theme, **Language Learning, Culture Awareness, and Social Development Program** biracial students suggested a program that would benefit both students and teachers.

First, they proposed having an additional "Filipino" language class where they could acquire the fundamentals as to how to communicate on a regular basis. Moreover, there should be classes on Filipino cultural awareness where students can gain important ideas on how to live and socialize with Filipinos. The second step was to implement a cultural awareness program for teachers and parents most especially with students. Students' unfamiliarity with mixed students might contribute to prejudice and a biased system, especially if they labeled "mixed persons" as "strange." This may result in racism, discrimination, and other prejudices, which can be mitigated by teaching them. Furthermore, it would be ideal to implement a buddy system in the classroom in which students were paired with another student, especially if that student was new or biracial. This would make the multiracial student at ease, knowing that she had someone in the class on whom she can rely on and be friends. When it comes to biracial students, teachers may be approachable, adaptable, understanding, and patient. They should recognize that they are struggling and striving to adjust to the unexpected shifts in language and culture. Similarly, it would be beneficial for teachers to become acquainted with the concept of multiracial students. Student C stated that professors should understand that she was desperately trying to cope with Tagalog and that she hoped that teachers would appreciate this given that she had very little time to absorb all these changes. Meanwhile, Student H stressed the necessity of professional growth to teachers. He felt that teachers should have a broader perspective on a variety of issues to minimize biases toward students. In relation to the previous question on the interventions that biracial may suggest to teachers to help other biracial, participants came up with different suggestions such as language class for biracial, cultural awareness program, buddy system, more compassionate and more tolerant environment for biracial and professional development for teachers etc.

Participants' responses were supported by Perez and Ancheta (2017) who found several challenges in studying, including learning two languages at once, English and Filipino (they called it Tagalog), confusion about sentence meaning because English words had many interpretations when translated into Filipino, and a lack of knowledge of Filipino language structure. Their findings suggested that the university must develop programs to improve participants' Filipino language understanding, speaking, and writing. Instead of teaching foreigners advanced Filipino, the university should create a Basic Filipino Conversation course. Lehman (2017) emphasized the importance of strengthening teachers' multicultural competence when teaching diverse students. Having more diverse multicultural experiences, identifying personal cultural blindness, and simply gathering more background information on students could help with a lack of multicultural awareness. As well as culture, a better understanding of the customs of a diverse student body. In addition, family connections and greater cultural understanding were gaining a broader cultural perspective, and parenting perspectives of a culturally diverse parent. Understanding how all these elements may interact with development preservice teachers' multicultural competence. In the same manner, Reodica (2021) pointed out the importance of teacher professional development in which educators were trained to become racially literate to facilitate racial dialogue with students that represented a nuanced understanding of race.

Another way to help biracial students to adjust to their environment was the implementation of buddy system in the classroom. Buddy programs were an effective way to help encourage a positive, sibling-like relationship between students to instill social and emotional learning (Robles, 2022). Zahid et al. (2021) reported that both Buddy System methods reduced course failure. Students found it comfortable to team up amongst themselves and can open discussions of the courses. Buddy System program should be considered as an extensive series of initiatives to help average students in certain courses achieve better understanding, developed strong peer support, and created an effective long-term outcome. Buddy system promoted students' confidence in speaking English by providing supportive and friendly peers (Patchotchai & Sribayak, 2018). Similarly, Patchotchai and Sribayak (2018) stated that the buddy system promoted students' confidence in speaking English by providing supportive and friendly peer.

## RECOMMENDATIONS

The study also provided these recommendations:

- Adopting culturally sensitive or culturally sustaining education is one method of accommodating students' cultural, racial, and ethnic differences. Culturally aware teaching and curricula help to avoid an ethnically or racially unfriendly classroom atmosphere for students of diverse heritages. Building a pleasant educational atmosphere for multiracial children, and all children may begin at an early age. For example, recognizing student bullying characteristics, looking at materials that have culturally diverse themes, ensuring that students' names are pronounced correctly, recognizing that each student has a right to identify as they choose, and understand the impacts of race as a social construction, and lastly, utilizing questioning techniques to engage all student perspectives which encourages critical reflection and focuses on active student participation.
- Adopt the buddy system in the classroom. A buddy system in school matches a child with another child, usually, one who is older and more capable. A buddy system fosters friendship, improves aid with schoolwork, and behavioral and social needs, and can foster a greater sense of belonging and a more inclusive school atmosphere.
- Teachers are encouraged to pursue continual professional development by participating in a variety of workshops and seminars to increase their expertise. Teachers may be trained in awareness and self-reflection through interactive, discussion-based training. Recognizing their personal prejudices as educators is the first step toward self-transformation.
- To ensure greater communication between teachers and families, teachers may have numerous opportunities to contact families — not only in official settings but also in casual situations. Meet and greet sessions at the start of the school year are an excellent place to start, but there should be other opportunities throughout the year. Each month, each grade level might have its own family-centered activities. Teachers may also add activities in each classroom to celebrate children's similarities and differences. This will allow educators to better grasp where each child came from and would allow them to better comprehend their classmates' racial, ethnic, and cultural history and practice.
- School institutions, such as school organizations, are encouraged to help teachers and students by developing a school-based policy or program that increases teachers' and students' cultural awareness.
- The Department of Education is strongly encouraged to provide a compilation of this study for dissemination to the City Schools Division, which may be valuable for other teachers, particularly those who work with multiracial pupils in their classrooms.
- Teachers may recognize that they have a critical role in providing students with excellent, equitable, and culturally sensitive instruction.
- Future researchers with similar interests and areas of study may find this useful as a reference. Other factors of biracial students' lived experiences addressed in this study may be studied further in the future. They may also employ other suitable approaches and designs.

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