

## INTRODUCTION

This lesson provides an understanding of the construction of the political self. It will explore different levels of analysis of the different factors influencing the development of the political self. Lessons will be discussed using different social sciences perspectives and within the context of the Filipinos. Unpacking the political self will help you examine and define your political identity.

The goal of this lesson is to achieve the following:

### INTENDED LEARNING OUTCOMES

1. Describe the political self's nature, function, and origin.
2. Discuss the role of family, school, church, media, government, non-government, and people's organizations in developing political self and active citizenship.
3. Examine your self by creating self-portraits made up of objects, symbols, or imagery representing key elements of your political identity.

*So start learning more by doing the subsequent motivational activity.*



### MOTIVATION

### YOU LEAD ME THIS WAY

Instructions:

1. In the boxes below, name at least four (4) persons whom you consider leaders.
2. Write at least two (2) characteristics that made you consider them as a leader.

## MODULE 2.3 LESSON on the Political Self

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### Introduction

### Intended Learning Outcomes

### Motivation: You Lead Me This Way

### Lesson Proper

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## LEADERS

## CHARACTERISTICS

LEADERS	CHARACTERISTICS

DO THESE LEADERS HAVE COMMON CHARACTERISTICS? HOW ABOUT THEIR DIFFERENCES? KNOWING ABOUT GOOD LEADERSHIP CHARACTERISTICS WILL HELP YOU CHOOSE A LEADER PROPERLY. FURTHER, LEADERSHIP IS RELATED TO POLITICS. GAINING KNOWLEDGE ABOUT THIS TOPIC WILL EQUIP YOU WITH MORE CRITERIA IN CHOOSING YOUR FUTURE LEADERS.



## LESSON PROPER

### ***What is politics?***

The English word "politics" derives from the Greek word and the title of Aristotle's classic work *politiká* (Πολιτικά; affairs of the cities). It is defined as (1) the science of government and (2) the activities of a political party. The word *politics* is a noun, while political is an adjective about governmental affairs or politics.

Let us look at the varied definitions of *politics*. According to David Easton, politics studies *authoritative allocations of public values or society's resources*. Another defined politics as a *social institution through which power is acquired and exercised by people and groups*. While Harold Laswell simply defines it as a study of *who gets what, when, and how*. Another interesting definition by Robert Dahl states that politics are any persistent patterns of human relationships that involve a significant extent of control, power, influence, and authority.

In general, politics is a set of activities associated with making decisions in groups or other power relations between individuals. Politics work within a particular social, economic,

historical, and cultural milieu.



## **Development of Political Self and Political Identity**

Personal and social environmental factors affect the development of one's political self. This is best explained by the theory of social learning stating that an individual learns through observation and imitation. In this case, personal experiences relevant to the exercises of power, authority, inequality, and leadership within the person's social environment affect the development of the political self. Since the structure of society permeates politics, it influences its people's beliefs, ethics, and behavior. Observing societal events and power inequalities greatly affects the construction of self-identity, which is the essential component of the political self. Self-identity guides how the individual process and understand the information around the individual. Consequently, political identity starts developing. The awareness of the politically relevant events around the person triggers them to choose what to believe, stand with it, and eventually participate in influencing others' behaviors as well. In short, political identity is the inner narrative of every individual's political self (Walker and Iverson, 2015).

## **Factors that Shape Political Self**

Three levels of analysis of these factors shape the political self: individual, institutional, and community.

### ***Individual Factors: The First Level***

Individuals' attitudes and values shape the political self. These attitudes and values are rooted in the individual's philosophical standpoint. The existence of dualistic beliefs in a person's philosophy influences his/her behavior and valuing of self and others. Dualism in a political context highlights the contradiction between self-interest and the good of the community. The two, self-interest or community, will significantly nourish depending on which receives more reinforcement. Hence, positive and negative reinforcement is essential in developing attitudes and values toward self and others.



Furthermore, political attitudes change due to (1) events that sweep the nation and (2) involvement in service-oriented activities. One of the events in Philippine history that changed many Filipinos' political attitudes was the EDSA Revolution. During this time, even the ordinary citizen, the timid and restricted, stood up and learned to fight. Moreover, a person's involvement in community works and services becomes an avenue to develop the desire to serve and help

the people. Consequently, the desire to lead the people motivates them to run for a government post. Thus, the surrounding events the individual witnessed or participated in changed his/her political attitudes.

### ***Institutional Factors: The Second Level***

Several institutional factors that shape a person's political identity are family, school, church, media, government, non-government, and people's organizations. Let us discuss how these factors contribute to the development of the person's political self.

#### **Family**

The family is the first institution where individuals learn political hierarchy. In the traditional family structure, parents hold power and authority. The father is at the top of the hierarchy, followed by the mother. Also, the hierarchy of power and authority is observable among the children. Although nowadays, this hierarchy of power also changes due to changes that occur in society. This hierarchy influences every member of this family.



Indeed, the role of the family is vital in shaping the individual's political identity. Children are taught the basic human values of honesty, love, discipline, and respect for others in the family, which is essential in how they deal with other community members. Although, there are instances where notions of community are confined to the family and the concept of public good tends to be left out of family values. It is reflected in filial piety, political dynasties, the "*kuyog* system," and the like.

Meanwhile, in some cases, authoritarian practices in the family impede the independent thought of its members. In the Philippine context, kinship affiliation's primordial nature hampers developing a sense of community and the public good. Consequently, nepotism is evident in varying degrees in different institutions in the country.

#### **School**

The school has a role in teaching nationhood and its associated values. It is supported by the study of Idrisa et al. (2012), which reflects the school's contribution to national identity formation. When someone's national identity is formed, the desire to serve the country follows. For example, the citizen's army training (CAT) was once included in the secondary curriculum which contributed to the development of the national and political identity of the students during that time.



From the primary to the collegiate level, simple political exercises in school include selecting class officers, choosing student representatives, forming student organizations, and the student government's election. Also, some play of politics in a Parent-Teacher Association may be observed. Hence, there is no doubt that school is one of the influencers in developing the individual's political self.

### **Church**



Although the Philippine Constitution states that "the separation of church and state is inviolable" (Article II, section 6), it cannot be denied that there were times when that boundary was crossed. It is why the church is considered one factor that influences the development of the political self. In the case of some churches, for example, they periodically issue pastoral letters that deal with social realities as discerned in the context of the gospel. Also, most of us know that there are church leaders who openly support

political parties and leaders during the election period wherein members are influenced by their choices. Some church leaders even lead their people to join rallies and the like. Their expressions might differ from secular ones but contribute to an individual's political awareness and political self.

### **Media**

In the Philippine context, the media's power in shaping citizens' political minds is very evident. Are you not asking yourself why politicians spend much money on political ads and media exposure? Can you also observe that keyboard warriors' presence is rampant on various social media platforms nowadays?



These days, winnowing legit and fake political news is very challenging. It now requires extraordinary skills in the validation process before we uncover the truth. This fake news makes or breaks the political careers of giant political personalities. Why do they do these things? People behind these activities recognized the influencing power of media. Thus, media is one of the most valuable tools and easiest ways to shape (or manipulate) citizens' political minds. Try to recall the most recent presidential election. Through different social media platforms, the political participation of individuals from different walks of life was elevated. The people watched television programs advancing intelligent voting, and the debate was carried out on other media platforms.

On the other hand, the media also has the power to shape one's mind through its positive and negative portrayals of citizenship. It provides venues for discussing issues and exposing anomalies in public affairs. The interplays of these political realms influence the development



of the political self by directly or indirectly encouraging active citizenship.

### **Government**

Another factor that influences the development of one's political identity is the government. The government prescribes official programs such as state-run elementary and high school curricula. The basic education curriculum's approval is an important role of the government because it lays the foundation of a good citizenry. The sense of patriotism, nationhood, and citizens' obligations, rights, and duties could be developed and strengthened if they were reflected in the government-prescribed curriculum.



The government provides frameworks and the social environment for exercising rights and fulfilling social obligations. Guidelines are set by the government and lead its people to follow these guidelines, enjoy their rights, and be productive citizens. It is an example of following the guidelines for voter registrations, exercising the voter's rights, and the like. Voter registration is a prerequisite for a Filipino to exercise his/her political right.

### **Non-Government and People's Organizations**

They utilize non-formal expression and decision-making venues that influence government and private sector policymakers. These organizations engage in value formation in their leadership training seminars on gender sensitivity and others. Involvement in NGOs and people's organizations develops one's civic consciousness. These organizations bridge the lapses that the government overlooks within the community. This is exemplified through the participation in signature campaigns (i.e., issues on using coal power plants, etc.)

### ***Community Factors: The third level***

The degree (or lack) of identification with the nation depends, among others, on the type of community to which one belongs and the extent to which it is served by, or benefits from, an instrument of the state. Take, for example, an individual who grew up in a community that ignores the laws. He/she will eventually do the same in his/her adult life. There were communities whose consciousness was filled with a heightened desire for inclusivity. In this case, the probability of molding its people insisting on their political rights will be relatively high. Individuals' political self also depends on their community and their association and embodiment with their community.



## **Religion**

The perspective that the Philippines is the only Christian country in Asia connotes that all Filipinos are Christians. However, there are other religious organizations in the country. It is one of the causes of political conflict and a divide between Christians and Muslims. These two communities (Christians and Moslems) produced two different political identities.

Moreover, religious communities actively exercise their political rights (such as voting) while others do not. Of course, individuals affiliated with whichever religious group are expected to embody their religious community's beliefs, thus affecting the construction of their political self.

## **Language**

It is basic knowledge for every Filipino that English is the medium for almost all transactions (official and private). How can this affect the construction of the political self? Because it is not the vernacular language for many, those who cannot effectively use or communicate with this language tend to choose not to speak and fight for their rights. For example, when the ancestral land of our IPs (indigenous people) is taken away from them because they were fooled to give their thumb marks on a piece of paper (land title), language hampers them to fight for their rights. In the first place, the land title uses a language that they cannot understand. That is why they are taken advantage of by greedy people. Even the common people who cannot converse in English tend to be restricted from exercising their rights and settle on the idea that it is the consequence of their limited education. However, in this context, initiatives promote our vernacular language in public spaces (i.e., court hearings, education settings, senate hearings) and documents.

*After knowing the different factors shaping the political self of every individual, let us now discuss how it enhances active citizenship.*

## **The Political Self and Active Citizenship**



One's political beliefs develop a sense of accountability as a citizen. On being an active citizen, accountability is manifested in different ways such as promoting certain advocacies, exercising political rights, fulfilling social obligations, etc. This captures the essence of active citizenship wherein the citizen engages and participates in political processes in society such as decisions that can affect the

life in the community. Social requisites are the requirements (i.e., guidelines, programs, activities, and the like) necessary to fulfill social obligations as citizens. The absence or presence of these social requisites for exercising citizenship and democracy affects the individual's commitment to abide by the law; thus, it affects a person's political identity. For

example, clear guidelines for taxation are needed for the citizens to pay taxes. It explains why people ask for clear guidelines whenever new laws, ordinances, and the like are implemented. It should be clear to the citizens what, when, and how to abide by these laws or ordinances. The absence of clear guidelines affects its implementation as well as the adherence of the citizens.

**Active citizenship will benefit you and the society. An active citizen is a good citizen, which is the foundation of a good society. Do you want to be a good citizen? Begin by inculcating and applying what you have learned.**



## APPLICATION

List at least three of your leadership attributes and consider the factor/s that influence its development.

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_



## BULLET IT!

Summarize your learnings into three points. Give three statements summarizing everything you have learned from this module.

- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_
- ❖ \_\_\_\_\_





## A PORTRAIT OF MY POLITICAL IDENTITY

Create a self-portrait made up of objects, symbols, and/or imagery that represent key elements of your political identity. Provide a brief explanation of the portrait highlighting the key elements.

You can create these self-portraits using whatever medium you choose (i.e., graphic software on the computer, magazine cut-outs, drawing, 3-D sculpture, modeling clay etc.).



## GUESS WHAT

The next topic will be about the self formed due to one's interactions in the digital world. This self is called \_\_\_\_\_ self.

## RUBRICS for A Portrait of My Political Identity Activity

CRITERIA	Needs Improvement 76 – 85 pts	Sufficient 86 – 94 pts	Excellent 95 – 100 pts
<b>Content Comprehensiveness 50%</b>	There are, at most, two learned concepts presented and utilized.	More than two learned concepts are presented and utilized. The presentation of content merely shows logical organization but is not reflective.	More than two learned concepts are presented and utilized. The presentation of content shows critical and reflective thoughts.
<b>Presentation of Artwork 30%</b>	The portrait is almost meaningless. It does not reflect the key elements of political identity as intended.		The portrait is meaningful and clearly and logically reflects the key elements of political identity as intended.
<b>Organization of Explanation 20%</b>	There are many grammatical issues. Its readability is problematic.	There are a few grammatical issues. The flow of thoughts is at least easy to follow.	There are minor to no grammatical issues. The flow of thoughts is clear. The presentation of ideas is logical.

## REFERENCES

Idrisa, F., Hassana, Z., Ya'acoba, A., Gillb, S.K., & Awalc, N.A.M. (2012). The role of education in shaping youth's national identity. *Procedia - Social and Behavioral Sciences*, 59, 443 – 450.

Walker, M. & Iverson, E. (2015). Identity development and political self-regulation in emerging adult political attitudes and behavior. *Emerging Adulthood*, 1 - 8.  
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