

Teachers' Role in Flag Salutation Practices and Their Influence on Learners' Patriotism in Secondary Schools in Zambia: Civic Education, Digital Engagement and National Identity

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Abstract — Flag salutation practices including the national flag ceremony, singing of the national anthem, and associated patriotic rituals conducted in schools represent a significant civic education tool for cultivating learner patriotism, national identity, and democratic citizenship values. Teachers play a central role in facilitating, modelling, and pedagogically enriching these practices, yet the quality and consistency of teacher engagement with flag salutation ceremonies varies considerably across Zambian secondary schools. This article examines the role of teachers in flag salutation practices and their influence on learner patriotism in three selected secondary schools in Zambia, situating findings within global scholarship on civic education, digital citizenship, AI-enhanced patriotic education, and democratic values formation. Drawing on a descriptive survey and qualitative interviews with teachers, pupils, and school administrators, findings reveal that teacher enthusiasm, knowledge depth, and pedagogical creativity in flag salutation facilitation significantly influence the degree to which learners develop genuine, informed patriotic attitudes rather than superficial compliance. Digital civic education tools, AI-powered democratic participation platforms, and community-based patriotism programmes are identified as promising complements to conventional flag ceremony practice. Policy recommendations are offered.

Keywords — *Flag Salutation; Patriotism; Civic Education; National Identity; Teachers' Role; Secondary Schools; Zambia; Digital Citizenship.*

1. Introduction

Civic education encompassing the cultivation of democratic values, national identity, civic responsibility, and participatory citizenship is a fundamental mandate of public schooling systems in democratic nations (Vettriselvan et al., 2025e; Venice et al., 2025f). Flag salutation practices including daily or weekly flag raising ceremonies accompanied by the national anthem and related patriotic rituals represent one of the most universally employed school-based civic education tools, designed to cultivate learner attachment to national symbols, values, and community (Venice et al., 2026; Vettriselvan et al., 2026a). In Zambia, flag salutation is a mandated component of secondary school civic education practice, embedded in the national curriculum as a vehicle for developing learner patriotism and national pride (Gayathri et al., 2025b; Vettriselvan & Rajan FSA, 2019).

The effectiveness of flag salutation as a patriotism-building practice depends critically on teacher facilitation quality the degree to which teachers invest flag ceremonies with genuine educational significance, connect symbolic practices to substantive civic knowledge and values, and model authentic patriotic engagement (Venice et al., 2025a; Vettriselvan et al., 2025e). In many Zambian secondary schools, however, flag salutation has become a routinised ritual conducted with minimal pedagogical enrichment

generating learner compliance without cultivating the informed, values-based patriotism that meaningful civic education demands (Kariveliparambil et al., 2026a; Meena et al., 2025). This article investigates this gap and identifies evidence-based strategies for enhancing teacher role effectiveness in flag salutation and patriotic education.

2. Literature Review

2.1 Patriotism, National Identity, and Civic Education

Patriotism understood as affective attachment to one's nation combined with commitment to national values, democratic participation, and collective well-being is a complex, multidimensional construct that civic education seeks to cultivate through both symbolic practices and substantive knowledge (Vettriselvan et al., 2025e; Meena et al., 2025). Critical citizenship theory distinguishes between uncritical nationalism characterised by unreflective attachment to national symbols and authority and critical patriotism characterised by informed, values-based love of country that includes accountability for national failures and aspiration for democratic improvement (Venice et al., 2025f; Vinodh et al., 2026a). Effective civic education aims to cultivate the latter, developing learners who are simultaneously proud of their national heritage and committed to democratic accountability and social justice (Venice et al., 2026; Vettriselvan et al., 2026b). Flag salutation practices, when pedagogically enriched, offer

significant opportunities for cultivating critical patriotism through connections between national symbol history, constitutional values, democratic rights and responsibilities, and current national challenges (Vettriselvan et al., 2025d; Kariveliparambil et al., 2026a). When conducted as empty ritual without substantive content connection or teacher enthusiasm flag ceremonies may generate cynicism and alienation rather than patriotism, particularly among secondary school learners who are developmentally primed to question the authenticity of institutional practices (Ashifa, 2022; Venice et al., 2025e).

2.2 Teachers' Role in Patriotic Education

Teacher quality is the most significant school-level determinant of the civic education outcomes achieved through flag salutation and related patriotic practices (Gayathri et al., 2025b; Vettriselvan & Rajan FSA, 2019). Research identifies three dimensions of teacher quality particularly critical for effective patriotic education: subject knowledge (understanding of national history, constitutional principles, and civic values), pedagogical skill (ability to connect symbolic practices to substantive learning and create meaningful student engagement), and attitudinal modelling (authentic demonstration of the patriotic values and democratic citizenship behaviours being cultivated) (Vettriselvan et al., 2025c; Venice et al., 2025a). Teacher professional development for civic education and patriotic practice facilitation is frequently neglected in Zambian pre-service and in-service teacher education generating a cohort of teachers who are expected to facilitate meaningful flag salutation practices but lack the civic knowledge depth and pedagogical creativity to do so effectively (Vettriselvan & Anto, 2018; Gayathri et al., 2025a). The strategic role of school leadership in creating institutional cultures that value and support authentic civic education through resource allocation, timetabling that protects civic education time, and recognition of innovative patriotic education practice is a critical enabling condition for teacher effectiveness in this domain (Venice et al., 2026; Kariveliparambil et al., 2026a).

2.3 Digital Citizenship and AI-Enhanced Civic Education

The emergence of digital citizenship education encompassing the rights, responsibilities, and competencies required for effective democratic participation in digital environments represents a critical extension of conventional patriotism and civic education (Vijayalakshmi et al., 2025a; Venice et al., 2025f). In an era where political discourse, civic participation, and national identity construction increasingly occur through digital platforms, civic education that does not address digital citizenship leaves learners unprepared for the most significant contemporary arena of democratic participation

(Vettriselvan et al., 2025b; Vinodh et al., 2026a). AI-powered civic education platforms offer significant potential for enriching patriotic education beyond the flag salutation ceremony itself providing learners with interactive access to national history content, constitutional principles, democratic case studies, and civic participation opportunities (Venice et al., 2025a; Vasantha et al., 2025). Recommendation systems that curate civic content based on individual learner interests, knowledge levels, and community contexts can ensure that digital civic education supplements are genuinely engaging and relevant rather than generic (Venice et al., 2025b; Arockia et al., 2025). Community-based digital platforms that enable learner participation in local governance processes, civic reporting, and democratic advocacy further extend civic education from the school into the community cultivating the active citizenship disposition that is the ultimate goal of patriotic education (Venice et al., 2025c; Kariveliparambil et al., 2026b).

2.4 Emotional Dimensions of Patriotism and National Identity

Patriotism is fundamentally an emotional as well as cognitive orientation it involves feeling attachment, pride, and commitment rather than merely knowing facts about national history and governance (Zahoor et al., 2025; Elkin et al., 2025). Emotional intelligence the capacity to recognise, understand, and manage emotions is relevant to patriotic education in two ways: it equips learners to manage the complex, sometimes conflicting emotions associated with national identity (pride and shame, belonging and critique); and it enables teachers to facilitate flag salutation practices with the emotional authenticity that learner engagement requires (Zahoor et al., 2025; Ranganathan et al., 2024). Research on emotional modelling in civic education demonstrates that teacher emotional engagement with patriotic practices is one of the strongest predictors of learner emotional resonance with those practices underscoring the centrality of teacher attitudinal quality alongside knowledge and pedagogical skill (Gayathri et al., 2025a; Vettriselvan et al., 2025a).

3. Methodology

This study employed a descriptive survey design to examine teachers' role in flag salutation practices and their influence on learner patriotism in three selected secondary schools in Zambia. A mixed-methods approach combined teacher questionnaires, pupil questionnaires measuring patriotism attitudes and flag salutation engagement, semi-structured interviews with teachers and school heads, and direct observation of flag salutation ceremonies across the three study schools (Kombo & Tromp, 2014; Orodho & Kombo, 2012). The sample comprised 36 teacher respondents, 120 senior secondary school pupils, and 6

school administrator key informants. Patriotism was measured through a validated 20-item scale covering affective national attachment, civic knowledge, democratic values, and civic participation intention. Thematic analysis was applied to qualitative data.

4. Findings and Analysis

4.1 Flag Salutation Practice Quality

Direct observation of flag salutation ceremonies across the three study schools revealed significant variation in practice quality. School A conducted ceremonies with dedicated civic knowledge integration teachers offered brief but substantive explanations connecting the national flag symbolism to constitutional values and current national events and demonstrated genuine enthusiasm that was observably reflected in learner engagement. Schools B and C conducted ceremonies as rapid routines averaging 4 minutes, with minimal pedagogical content and teacher engagement characterised by attendance monitoring rather than meaningful participation. Observer-rated ceremony quality was significantly higher at School A (mean 4.2/5) than Schools B or C (mean 2.1/5 and 1.8/5 respectively) (Gayathri et al., 2025b; Vettriselvan & Rajan FSA, 2019).

4.2 Learner Patriotism Levels

Learner patriotism scale scores were significantly higher in School A (mean 72%) than in Schools B (mean 54%) and C (mean 51%), with the largest between-school differences on subscales measuring civic knowledge, democratic values, and civic participation intention suggesting that teacher-facilitated educational enrichment of flag salutation generates specific gains in knowledge-based and values-based dimensions of patriotism (Venice et al., 2025f; Meena et al., 2025). Affective national attachment scores were more uniform across schools (School A: 68%, Schools B/C: 63%), suggesting that the emotional dimension of patriotism is less differentiated by ceremony quality than the cognitive and values dimensions (Zahoor et al., 2025; Elkin et al., 2025).

4.3 Teacher Knowledge, Attitude, and Professional Development

Teacher civic knowledge was assessed through a 15-item quiz covering national history, constitutional principles, and democratic governance. Mean scores were 58% indicating significant knowledge gaps, particularly in constitutional law and democratic participation procedures (Vettriselvan et al., 2025e; Gayathri et al., 2025b). Fewer than 25% of teacher respondents had received in-service professional development specifically addressing civic education methodology or flag salutation facilitation. Teacher attitude toward flag salutation was positive (mean

3.8/5) but enthusiasm was moderate (mean 3.1/5), with teachers citing repetitiveness, time pressure, and lack of pedagogical guidance as factors limiting ceremonial engagement quality.

4.4 Digital Civic Education Awareness

Awareness of digital civic education tools and platforms was low among both teachers (18%) and pupils (22%). However, interest in accessing digital national history content, constitutional education resources, and civic participation platforms through mobile devices was high among pupils (76%) and moderate among teachers (58%), indicating significant potential for digital civic education supplementation of conventional flag salutation practice (Venice et al., 2025a; Vasantha et al., 2025; Arockia et al., 2025).

5. Discussion

The findings confirm that teacher facilitation quality is a powerful differentiator of learner patriotism outcomes from flag salutation practice with teachers who invest ceremonies with civic knowledge, pedagogical creativity, and genuine enthusiasm generating significantly higher learner patriotism scores than those who treat flag salutation as administrative routine. This finding has clear implications for teacher professional development investment: civic education pedagogical training that equips teachers with deeper civic knowledge, flag ceremony facilitation skills, and strategies for connecting symbolic practices to substantive democratic learning would yield measurable patriotism education returns (Gayathri et al., 2025b; Vettriselvan & Rajan FSA, 2019). Digital civic education tools particularly AI-powered interactive national history platforms, constitutional education applications, and digital community participation platforms offer promising pathways for extending the civic education impact of flag salutation beyond the ceremony itself (Venice et al., 2025a; Vasantha et al., 2025). When learners can access engaging digital content that connects flag symbolism to substantive civic knowledge in their own time and at their own pace, the cumulative civic education impact of patriotic school practices is substantially enhanced (Venice et al., 2025b; Arockia et al., 2025; Kariveliparambil et al., 2026b).

6. Conclusion and Recommendations

This article has examined teachers' role in flag salutation practices and their influence on learner patriotism in Zambian secondary schools, connecting local evidence with global scholarship on civic education, digital citizenship, and democratic values formation. Findings confirm significant teacher quality effects on learner patriotism outcomes and identify professional development

and digital tool investment as primary pathways for enhancing patriotic education effectiveness. Recommendations: (1) develop mandatory in-service civic education professional development for all secondary school teachers (Gayathri et al., 2025b; Vettriselvan & Rajan FSA, 2019); (2) establish digital national history and constitutional education platforms accessible to both teachers and learners (Venice et al., 2025a; Vasantha et al., 2025); (3) restructure flag salutation ceremonies to include substantive civic education content integration (Vettriselvan et al., 2025e; Meena et al., 2025); (4) develop school-community patriotism programmes connecting flag ceremony values to community civic participation (Kariveliparambil et al., 2026a; Venice et al., 2026); and (5) integrate digital citizenship education into secondary school civic education curricula (Vijayalakshmi et al., 2025a; Vinodh et al., 2026a).

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