

Formation of Patriotism at Lessons of Basic Military Training

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ABSTRACT

Patriotism is a complex and multi-dimensional construct that has been extensively studied in various contexts, including the military. While there have been some studies on patriotism in the military, there is a significant gap in the literature when it comes to studying the level of patriotism among military recruits during Basic Military Training. The objective of this study is to analyse the relationship between the Training and Education, and Attitudes with Patriotism. Quantitative research methods, descriptive and inferential were used to analyse the data from 100 respondents at the Malaysia Army Basic Training Centre, located in Port Dickson, Negeri Sembilan. Statistical Package for the Social Sciences (SPSS) version 25 was used to obtain respondents' demographic data and SmartPLS version 3.2.8 to test the hypotheses of this study. A study on patriotism among recruits in Basic Military Training have significant implications for the armed forces, military training programs, and its findings will contribute to the development of more informed and effective policies and practices towards the formation of patriotism at lessons of Basic Military Training.

Keywords: Training and Education, Attitudes, Patriotism

I. INTRODUCTION

Patriotism is the love and devotion that people feel toward their country (Baxodiret al, 2022). However, patriotism can take different forms, and it is essential to understand the different types of patriotism to ensure that it is constructive and beneficial to society (Tojimatovich, et al, 2022). The Malaysian Army is the land-based branch of the Malaysian Armed Forces, responsible for defending the country's sovereignty and territorial integrity. The army has a rich history, having been established in 1933 during the British colonial era. Since then, it has grown to become a

well-respected military force in the region, with a range of capabilities and expertise.

The Malaysian Army is an integral part of Malaysia's national security framework, tasked with protecting the country's land-based borders, territorial waters, and airspace. It is also responsible for supporting the government in times of emergencies or crises, such as natural disasters. The army has been involved in various operations, both domestically and internationally, to maintain peace and security. One of the strengths of the Malaysian Army is its personnel, who are highly trained and skilled in various areas of military operations. The army places a strong emphasis on professional development and training, which is reflected in the quality of its soldiers. The army's training programs are designed to ensure that soldiers are equipped with the knowledge, skills, and values required to carry out their duties effectively.

The Malaysia Army Basic Training Centre, located in Port Dickson, Negeri Sembilan, is an essential component of Malaysia's national security framework. The center plays a vital role in training new recruits to the Malaysian Armed Forces and preparing them for their roles as defenders of Malaysia's sovereignty and territorial integrity. The center's primary function is to conduct the Basic Military Training (BMT) program, which is a mandatory training program that all new recruits to the Malaysian Armed Forces must undergo. The BMT program is a rigorous and challenging experience that lasts for 24 weeks and is designed to prepare new soldiers physically, mentally, and emotionally for their roles in the military.

The center's facilities are designed to provide recruits with the necessary resources to undergo the training program. The facilities include accommodation barracks, a mess hall, a medical center, and various training areas, including shooting ranges, obstacle courses, and physical training areas. The BMT program at the center is

divided into three phases: the Induction Phase, the Foundational Phase, and the Integration Phase. During the Induction Phase, recruits are introduced to the basics of military life, including drill, physical training, and military customs and traditions. In the Foundational Phase, recruits are taught the fundamental skills required for military operations, such as marksmanship, navigation, and tactics. In the Integration Phase, recruits are tested on their ability to apply the skills and knowledge they have learned in realistic scenarios.

In addition to the physical and mental demands of the BMT program, recruits are also taught the importance of values such as discipline, loyalty, and commitment, which are essential to being a successful soldier. They are expected to uphold these values not only during their training but also throughout their military career. The Malaysia Army Basic Training Centre is also responsible for providing further training to soldiers in their chosen specialty. This includes training in areas such as communications, logistics, and combat support. The center's role in Malaysia's national security framework cannot be overstated. It plays a critical role in ensuring that the country has a well-trained and capable military force ready to defend its sovereignty and territorial integrity. The center's rigorous training program and emphasis on values such as discipline and loyalty help to instill a sense of duty and responsibility in new recruits, ensuring that they are prepared to serve their country with honor and distinction.

For the problem statement, Patriotism is a complex and multi-dimensional construct that has been extensively studied in various contexts, including the military. While there have been some studies on patriotism in the military, there is a significant gap in the literature when it comes to studying the level of patriotism among military recruits during Basic Military Training (BMT). This lack of research has several implications for our understanding of patriotism in the military and its impact on military effectiveness. One of the main issues with the lack of research on patriotism among military recruits is that it limits our ability to understand the level of patriotism among this specific group. BMT recruits are a unique subset of the military population, with distinct training experiences and backgrounds. By studying the level of patriotism among BMT recruits, we can gain a better understanding of the factors that contribute to patriotism in this context, as well as the impact of training experiences on levels of patriotism.

Another issue is the limited understanding of the factors that contribute to patriotism among

BMT recruits. While there are some studies on patriotism in the military, there is a significant gap in our understanding of the specific factors that contribute to patriotism among BMT recruits. Factors such as social background, educational level, and training experiences may all play a role in shaping levels of patriotism among BMT recruits, but more research is needed to understand these dynamics. Then, a lack of consensus on how to define and measure patriotism is another challenge in studying patriotism among BMT recruits. Without a clear definition and agreed-upon measurement of patriotism, it is difficult to compare findings across studies and draw clear conclusions about the level of patriotism among BMT recruits.

Furthermore, the difficulty in generalizing findings to the broader military population is another issue with the lack of research on patriotism among BMT recruits. BMT recruits are a specific subset of the military population, and findings from a study on patriotism among BMT recruits may not be generalizable to the broader military population. Lastly, collecting valid and reliable data on sensitive topics such as patriotism can be challenging. There may be issues with social desirability bias, participant reluctance to disclose sensitive information, or other factors that could impact the validity and reliability of the data. The objective of this study is to analyse relationship between training and education with Patriotism; and to analyse relationship between attitudes with Patriotism.

II. LITERATURE REVIEW

Civil patriotism

Civil patriotism is an essential component of any stable and prosperous society. It refers to the love, devotion, and loyalty towards one's country, its values, traditions, and institutions. Civil patriotism promotes social cohesion, fosters a sense of community and unity among citizens, and contributes to the development of democratic institutions. Basic military training provides an excellent opportunity to instill civil patriotism in young adults by teaching them about the history, culture, values, and traditions of their country (Abduraupovich, 2023).

The importance of civil patriotism in Malaysia lies in the country's diverse cultural, ethnic, and religious makeup. The promotion of civil patriotism can help create a shared identity among citizens and transcend differences of race, ethnicity, religion, or political affiliation. It can also promote social cohesion, foster a sense of community and unity among citizens, and

contribute to the development of democratic institutions. The Malaysian Army has recognized the role of basic military training in promoting civil patriotism and has implemented various methods to achieve this goal. These methods include lectures, discussions, simulations, and experiential learning, which provide young adults with an understanding of the country's history, culture, values, and traditions. These training programs also involve visits to historical sites, monuments, and museums, as well as interactions with veterans and active-duty military personnel (Bækken, 2019).

One unique feature of the Malaysian Army's basic military training is the inclusion of civic education. This education is designed to promote an understanding of the country's democratic institutions and the importance of being an active and responsible citizen. This component of the training aims to instill a sense of responsibility toward the country's development, and it encourages young adults to participate in democratic processes such as voting and civic engagement (Abdugafurovich, 2023). The Malaysian Army also recognizes the challenges in promoting civil patriotism at basic military training. Balancing the need for patriotism with respect for diversity and individual rights is a critical issue, particularly in a multicultural society like Malaysia. The promotion of civil patriotism must be done in a way that encourages critical thinking and respects individual beliefs and values. Additionally, addressing skepticism or opposition to the military is a challenge, and the Malaysian Army has taken steps to ensure that training programs are designed to promote civil patriotism in a way that is sensitive to the concerns of all citizens.

Constructive patriotism

It is crucial to foster constructive patriotism and provide patriotic education to soldiers to ensure they are aware of their responsibilities and work to improve the military institution. Constructive patriotism is a form of patriotism that acknowledges the strengths and weaknesses of the military and seeks to improve it. Soldiers who embrace constructive patriotism understand that the military is not perfect and that there is always room for improvement. They are willing to engage in critical thinking and constructive dialogue to address the shortcomings and improve the military's effectiveness (Eshbekov, 2023). For instance, constructive patriotism can lead soldiers to question the military's policies, procedures, and strategies to ensure they align with the country's principles and values. It can also

inspire soldiers to embrace innovation and new technologies that can enhance the military's capabilities while ensuring the safety of soldiers and civilians.

In the context of the Malaysian Army, constructive patriotism can play a crucial role in enhancing the military's effectiveness and improving its relationship with the public. The Malaysian Army is a significant institution that plays a vital role in safeguarding the country's security and sovereignty. However, it is also an institution that has faced criticisms and controversies in the past, such as allegations of corruption, abuse of power, and human rights violations. By embracing constructive patriotism, soldiers in the Malaysian Army can work to address these issues and ensure that the military remains a respected and trusted institution. For example, soldiers can engage in constructive dialogue with policymakers and members of the public to address concerns and suggest improvements to the military's policies and procedures. They can also embrace innovation and new technologies that can enhance the military's capabilities while ensuring the safety of soldiers and civilians.

Furthermore, constructive patriotism can also help strengthen the Malaysian Army's relationships with other branches of the military and other countries. By acknowledging the strengths and weaknesses of the military and working to improve it, soldiers can inspire confidence and trust in other branches of the military and countries that cooperate with Malaysia. Constructive patriotism can help ensure that the Malaysian Army remains a responsible and effective institution that upholds the principles and values of the country. Soldiers who embrace constructive patriotism can work to improve the military's effectiveness, address issues and controversies, and strengthen relationships with other branches of the military and countries.

Patriotic education

Patriotic education is an essential aspect of fostering constructive patriotism in the military. Patriotic education involves teaching soldiers about the country's history, culture, and values, as well as the military's roles and responsibilities. It instills in soldiers a sense of pride and attachment to the military, which encourages them to fulfill their duties with passion and dedication. Patriotic education can also help soldiers develop a deep understanding of the military's legal and ethical frameworks, including the laws of war and the military's obligation to respect human rights. This

knowledge can help soldiers make informed decisions and ensure that their actions are always in line with the country's principles and values. Moreover, patriotic education can inspire soldiers to embrace a spirit of service and selflessness. It can help soldiers understand that their roles in the military are essential and that they have a significant impact on society's safety and security. This knowledge can motivate soldiers to fulfill their duties with commitment, dedication, and a strong sense of responsibility (Avazovich, 2023).

In conclusion, constructive patriotism and patriotic education are essential for fostering a responsible and effective military. Soldiers who embrace constructive patriotism are willing to engage in critical thinking and constructive dialogue to improve the military's effectiveness. Patriotic education instills in soldiers a sense of pride and attachment to the military and deep knowledge of the military's roles and responsibilities. Together, constructive patriotism and patriotic education can help create a responsible and effective military institution that upholds the principles and values of the country.

Training and Education

The relationship between military training and education towards patriotism is significant and cannot be overemphasized. Education and military training are both critical aspects of preparing individuals to serve their country, and they have a profound impact on promoting patriotism. Military training is designed to instill discipline, leadership skills, and a sense of loyalty in soldiers. This training equips them with the necessary skills to defend their country against any threat. In addition to the physical and tactical training, military education also focuses on developing a sense of patriotism and love for one's country. Soldiers are taught about the history of their nation, the values it upholds, and the sacrifices made by previous generations to preserve its freedom and independence (Mirzaev, 2021).

On the other hand, education plays a vital role in shaping individuals' beliefs, values, and attitudes towards their country. Education provides individuals with the knowledge and understanding necessary to appreciate their country's culture, heritage, and traditions. By teaching individuals about their country's history, geography, and politics, they can appreciate the sacrifices made to build and sustain the country. The combination of military training and education creates a powerful force in promoting patriotism (Tojimatovich, et al., 2022). Soldiers who have undergone military

training and education are equipped with the skills and knowledge necessary to serve their country effectively. They understand their country's values and are willing to make sacrifices to defend it against any threat. Their love for their country is not just based on emotion but on a deep understanding of their country's history, culture, and traditions.

Furthermore, military training and education promote a sense of national unity and cohesion. Soldiers from different regions, cultures, and backgrounds come together to serve their country. They learn to respect each other's differences and work together towards a common goal. This sense of unity is essential in promoting patriotism and fostering a sense of belonging among citizens. The relationship between military training and education towards patriotism is significant. Both education and military training play a crucial role in shaping individuals' beliefs, values, and attitudes towards their country. The combination of the two creates a powerful force in promoting patriotism and national unity. By instilling a sense of loyalty, love, and respect for their country, individuals are motivated to make sacrifices to defend it against any threat. Therefore, it is important to continue investing in both education and military training to ensure a strong and patriotic future for our nation (Tavakkalovich, & Zoxirovich, 2022).

Training and education are important factors that can influence the attitudes and values of military personnel towards their country, the military institution, and their role as defenders of national security. The following studies provide evidence of the relationship between training and education with patriotism among military personnel.

According to Mirzaev, (2021) study on The Importance of Our National Traditions in Educating Young People in the Spirit of Military Patriotism aims to explore the role of national traditions in promoting military patriotism among young people. The methodology of the study is not explicitly stated, as the article is a conceptual paper proposing an approach for education. However, the author draws on existing research and literature related to national traditions and military patriotism to support their proposal. The findings of the study suggest that national traditions can play a significant role in promoting military patriotism among young people. The author argues that national traditions can instill values such as love for country, respect for elders and authority, and a sense of duty and responsibility towards the community. The author also emphasizes the

importance of incorporating national traditions into educational programs and curricula. The conclusion of the article is that national traditions are crucial for educating young people in the spirit of military patriotism. The author suggests that a focus on national traditions in educational programs can help to promote national identity and instill values of patriotism and loyalty towards the country. The author also recommends further research to explore the effectiveness of incorporating national traditions into educational programs for promoting military patriotism among young people.

According to Tojimatovich, et al, (2022) in their study on Approval of the Concept of Education of Youth in the Spirit of Military and Patriotism. The study aims to propose a concept for educating young people in the spirit of military and patriotism. The methodology of the study is not explicitly stated, as the article is a conceptual paper proposing a new approach for education. However, the authors draw on existing research and literature related to military and patriotism to support their proposal. The findings of the study suggest that education in the spirit of military and patriotism can promote the development of a strong sense of national identity, loyalty to the state, and a willingness to defend the country. The authors argue that education in the spirit of military and patriotism can instill values such as discipline, responsibility, courage, and respect for authority in young people. The conclusion of the article is that the proposed concept for education in the spirit of military and patriotism can be effective in developing a strong sense of national identity and patriotism among young people. The authors emphasize the importance of this approach for ensuring the future security and stability of the country.

According to Abdusamedov, & Madalieva. (2022) in their study on the role of patriotic education in the professional activities of military men and law enforcement bodies. The study aims to investigate the role of patriotic education in the professional activities of military personnel and law enforcement bodies. The authors argue that patriotic education is important for enhancing the professional qualities and effectiveness of military personnel and law enforcement officers. The study provides a theoretical framework for the study of the relationship between patriotic education and professional activities of military personnel and law enforcement bodies. The authors conducted a literature review of studies related to the role of patriotic education in the professional activities of military personnel and law enforcement bodies. The literature review included studies published in

academic journals, books, and other relevant sources. The authors found that patriotic education is important for enhancing the professional qualities of military personnel and law enforcement officers. Patriotic education helps to instill a sense of national identity, patriotism, and loyalty to the country, which in turn can enhance the effectiveness of military personnel and law enforcement officers in carrying out their duties. The authors also found that patriotic education can enhance the sense of responsibility, discipline, and ethical values of military personnel and law enforcement officers, which are important for maintaining law and order in society. The authors conclude that patriotic education is an important factor in enhancing the professional activities of military personnel and law enforcement bodies. Patriotic education can help to develop the necessary qualities and values required for effective professional activities, such as discipline, responsibility, and ethical values. The authors suggest that further research is needed to explore the specific mechanisms by which patriotic education can enhance the professional activities of military personnel and law enforcement officers. The study also supported from (Mamadzhanov, 2021).

According to Aminovich, (2022) in his study on education of students in military patriotism. The study focuses on the importance of educating students in military patriotism. The author argues that military patriotism education is crucial for building a sense of national identity, loyalty, and duty towards the country among students. The study provides a theoretical framework for understanding the relationship between military patriotism education and the development of patriotic attitudes among students. The author conducted a literature review of studies related to the education of students in military patriotism. The literature review included studies published in academic journals, books, and other relevant sources. The author found that military patriotism education is important for building a sense of national identity and loyalty among students. Military patriotism education can help students develop a sense of duty towards their country and instill in them the values of sacrifice, bravery, and honor. The author also found that military patriotism education can contribute to the personal and professional development of students, including their leadership skills and ethical values. The author concludes that military patriotism education is crucial for building a sense of national identity, loyalty, and duty towards the country among students. The author suggests that

military patriotism education should be an integral part of the educational curriculum to instill patriotic attitudes among students. The author also suggests that further research is needed to explore the specific mechanisms by which military patriotism education can contribute to the personal and professional development of students.

According to Shek Brnardić, (2017) in his study on the upbringing of competent and Patriotic Officers: military education at the Theresian Military Academy in Wiener Neustadt (1752-1805, the study explores the role of military education in developing competent and patriotic officers at the Theresian Military Academy in Wiener Neustadt from 1752 to 1805. The author argues that military education played a crucial role in shaping the values, beliefs, and attitudes of officers towards their country and profession. The study provides a historical overview of military education at the Theresian Military Academy and its significance in shaping the Austrian military during the 18th century. The author conducted a historical analysis of primary sources related to military education at the Theresian Military Academy. The sources included official documents, letters, diaries, and other relevant materials from the 18th century. The author found that military education at the Theresian Military Academy was designed to instill in officers the values of competence, patriotism, and loyalty towards their country and profession. The military education curriculum included training in military strategy, tactics, and other professional skills, as well as instruction in ethics, religion, and national history. The author also found that military education at the Theresian Military Academy helped to foster a sense of camaraderie and esprit de corps among officers, which was important for maintaining discipline and morale in the Austrian military. In conclusion, the author concludes that military education played a crucial role in developing competent and patriotic officers at the Theresian Military Academy in Wiener Neustadt. Military education helped to instill in officers the values of competence, patriotism, and loyalty towards their country and profession. The author suggests that the lessons learned from military education at the Theresian Military Academy can be applied to modern military education to develop competent and patriotic officers.

According to Pu, (2022) in his study on Patriotism Education for Teenagers from Chinese Villages. The study examines the effectiveness of patriotism education for teenagers from Chinese villages. The author argues that patriotism education is crucial for developing a sense of

national identity and social responsibility among teenagers in rural areas. The study provides an overview of the current state of patriotism education in China and its importance for the country's development. The author conducted a qualitative study using semi-structured interviews with teenagers from three rural villages in China. The sample size was 50, with 25 boys and 25 girls, aged 14 to 18. The interviews were conducted in Mandarin and focused on the teenagers' perceptions and attitudes towards patriotism education. The author found that patriotism education had a positive impact on the teenagers' attitudes towards their country and society. The teenagers reported feeling a stronger sense of national identity and social responsibility after receiving patriotism education. They also expressed a greater interest in learning about Chinese history, culture, and traditions. The author also found that patriotism education helped to foster a sense of community and solidarity among the teenagers. The author concludes that patriotism education is crucial for developing a sense of national identity and social responsibility among teenagers from Chinese villages. The author suggests that patriotism education should be strengthened and expanded to reach more teenagers in rural areas. The author also suggests that patriotism education should be tailored to the specific needs and characteristics of teenagers in rural areas to ensure its effectiveness. The findings suggest that patriotism education is an important tool for promoting social cohesion and national development in China.

According to Gulzoda, (2022) in his study on Armed Forces of The Republic Of Uzbekistan And Military Patriotism. The study explores the relationship between the Armed Forces of the Republic of Uzbekistan and military patriotism. The author argues that military patriotism is essential for the effective functioning of the armed forces and the country's defense. The author conducted a qualitative study using semi-structured interviews with military personnel from the Armed Forces of the Republic of Uzbekistan. The sample size was not specified, and the interviews focused on the soldiers' perceptions and attitudes towards military patriotism. The author found that military patriotism is highly valued among the soldiers of the Armed Forces of the Republic of Uzbekistan. The soldiers reported feeling a strong sense of duty, honor, and loyalty towards their country and the armed forces. The author also found that military patriotism plays a crucial role in motivating soldiers to serve their country and protect its citizens. In conclusion that military patriotism is an essential component of the Armed Forces of the

Republic of Uzbekistan. The author suggests that military patriotism should be strengthened and promoted to ensure the continued effectiveness of the armed forces and the country's defense.

According to Ogli, (2021) in his study on Development of social responsibility of students of conscription military education. His study explores the development of social responsibility among students of conscription military education. The study aims to identify the level of social responsibility among students and the impact of conscription military education on their social responsibility. The study was conducted using a survey-based research design, and data was collected from 220 students of a military college in Azerbaijan. The survey questionnaire was used to measure the level of social responsibility among students, and the collected data was analyzed using descriptive statistics and regression analysis. The study found that students of conscription military education had a high level of social responsibility. The regression analysis revealed that the level of social responsibility was positively associated with students' satisfaction with their education, their sense of belongingness to the institution, and their perceived social support. The study concluded that conscription military education has a positive impact on the development of social responsibility among students. The study suggests that military education institutions should focus on creating a supportive environment for students, promoting a sense of belongingness, and providing quality education to enhance students' social responsibility.

According to Griffith, & Ben-Ari, (2021) in their study on Reserve military service: A social constructionist perspective. The authors explore the social construction of reserve military service in Israel, which requires most citizens to serve in the military after high school graduation and continue as reserves. They examine how the military service is socially constructed by different groups and the impact it has on the individual and society. The study is based on a qualitative analysis of interviews with 47 individuals, including active and reserve soldiers, military officers, government officials, and civilian experts. The authors used a social constructionist approach to analyze the data, looking at how different groups construct the meaning of reserve service and how it is related to broader societal values and beliefs. The study found that reserve military service is constructed differently by different groups in Israeli society, with some viewing it as a civic duty and others as a burden. The military's discourse emphasizes the importance of reserve service for national security, while others view it as an opportunity for personal

growth and development. The authors argue that the social construction of reserve service contributes to the development of a militaristic culture in Israeli society and can have negative effects on the individual's mental health. The authors conclude that the social construction of reserve military service in Israel is complex and multifaceted, shaped by different actors and social contexts. They argue that it is important to recognize the diversity of perspectives on reserve service and the impact it has on individuals and society. The study highlights the need for more critical and nuanced discussions about the role of military service in society and its effects on individuals' well-being.

According to Gulsina, K. (2020) in her study on Spiritual and Moral Basis of Military Culture of the Army of Uzbekistan. The study examines the spiritual and moral basis of the military culture of the Army of Uzbekistan. The author argues that the spiritual and moral values of the army play a crucial role in ensuring the effectiveness of the army and its ability to defend the country. The author conducted a qualitative study using interviews with military personnel from the Army of Uzbekistan. The sample size was not specified, and the interviews focused on the soldiers' perceptions and attitudes towards the spiritual and moral values of the army. The author found that the spiritual and moral values of the army, such as honor, duty, and self-sacrifice, are highly valued by the soldiers of the Army of Uzbekistan. The soldiers reported feeling a strong sense of pride and loyalty towards their country and the army. The author also found that the spiritual and moral values of the army play a crucial role in motivating soldiers to serve their country and protect its citizens. The author concludes that the spiritual and moral values of the army are essential for the effectiveness of the Army of Uzbekistan. The author suggests that the army should continue to promote and strengthen these values to ensure its continued effectiveness in defending the country.

According to Shariffuddin, et al, (2020) in their study on the role of Askar Wataniah-Reserve Officer Training Unit as an Actor of National Defence. The study aims to investigate the role of Askar Wataniah, a reserve officer training unit, in strengthening national defense in Malaysia. The study used a qualitative research approach, employing interviews with military officers, non-commissioned officers, and Askar Wataniah trainees to gather data. The study found that Askar Wataniah plays a crucial role in national defense by enhancing the country's human resource capacity and supporting the regular armed forces. The

training provided to the trainees helps to develop their skills, knowledge, and patriotism, while also fostering a sense of responsibility towards the nation's defense. The study concludes that the Askar Wataniah reserve officer training unit plays a crucial role in enhancing national defense in Malaysia by producing competent and patriotic reserve officers who can support the regular armed forces during times of crisis. The study recommends that the government should continue to provide support and resources to the unit to ensure its effectiveness in strengthening national defense.

According to Ogli, et al, (2021) in their study the main directions of Military Patriotic Education. The study discusses the importance of military patriotic education in modern society. The authors point out that military patriotic education is necessary to develop a sense of love, respect, and commitment to the country among young people. The purpose of the study is to identify the main directions of military patriotic education. The authors used a theoretical analysis of the scientific literature to identify the main directions of military patriotic education. The study identifies five main directions of military patriotic education: historical and cultural education, the formation of a sense of national identity, military training, the development of civic responsibility, and the formation of a moral and ethical foundation. The authors argue that historical and cultural education is essential for young people to understand the traditions and values of their country. The formation of a sense of national identity is necessary to develop a sense of pride and belonging. Military training is critical to instill discipline and respect for authority. The development of civic responsibility is necessary to create active and engaged citizens. Finally, the formation of a moral and ethical foundation is essential for the development of character and integrity. The authors conclude that military patriotic education is critical for the development of a sense of love, respect, and commitment to the country among young people. The five main directions of military patriotic education identified in the study should be considered when developing educational programs to ensure that young people receive a comprehensive and effective military patriotic education.

According to Md Naser, et al, (2022) in their study on the relationship between Emotional Intelligence and Army Ethos in the Malaysian Army. The study aims to explore the relationship between emotional intelligence and army ethos in the Malaysian army. Emotional intelligence has been linked to various job performance outcomes

in civilian settings, and the study seeks to extend this research to military contexts. The study involved 370 soldiers from the Malaysian army who completed surveys measuring their emotional intelligence and army ethos. Data collected were analyzed using statistical methods, including descriptive statistics, correlation analysis, and multiple regression analysis. The results of the study showed a positive relationship between emotional intelligence and army ethos in the Malaysian army. The study found that emotional intelligence was a significant predictor of army ethos. Soldiers with higher emotional intelligence were more likely to display army ethos in their behavior and attitude. The study concludes that emotional intelligence is an essential factor in shaping army ethos among soldiers in the Malaysian army. Therefore, it is recommended that emotional intelligence training be incorporated into the military training program to enhance soldiers' emotional intelligence and army ethos.

According to Tahirjon (2022) in his study on the concept of spirituality and Patriotism in the mind of Students aimed to investigate the concept of spirituality and patriotism in the minds of students. The author used a survey method and distributed questionnaires among 200 students from three universities in Uzbekistan. The data were analyzed using SPSS software. The findings of the study revealed that students' concept of spirituality and patriotism were influenced by their religious beliefs, family upbringing, and the education system. The study concluded that it is necessary to incorporate spirituality and patriotism education in the curriculum of higher education institutions to develop students' personality and create a positive attitude towards their nation. The study suggests that policymakers and educators should focus on developing students' sense of spirituality and patriotism to create a better society.

According to Olimjonovich, et al, (2022) in their study on military knowledge of military psychology in their country's advantages and importance. The study discusses the importance of military psychology in modern warfare and how it can help in the development of the military forces of various countries. The authors explore the concept of military psychology and its significance in enhancing the performance and mental health of soldiers in different countries. They also discuss the various advantages and benefits of military psychology in terms of improving training, decision-making, and overall effectiveness of military operations. The research methodology of the study involves a literature review of various studies on military psychology and its role in

military training and operations. The authors also analyze case studies of different countries that have successfully integrated military psychology into their military training programs. The findings of the study highlight the importance of military psychology in the development of modern military forces. The authors emphasize that military psychology plays a crucial role in enhancing the mental resilience, decision-making abilities, and overall performance of soldiers, and can also help in reducing the negative impacts of combat stress and trauma. They also highlight the need for military psychologists to work closely with military commanders and other experts to develop effective training programs and support systems for soldiers. In conclusion, the study suggests that the integration of military psychology into military training and operations is crucial for the development of modern military forces. The authors call for greater investment in research and development in this area, as well as for greater collaboration between military and civilian experts in the field of psychology.

According to Krebs, & Ralston, (2020). Civilian Control of the Military is a Partisan Issue. This study examines the issue of civilian control over the military and how it has become a partisan issue in the United States. The authors argue that political polarization has led to a growing divide between the parties on the issue of civilian control of the military. The study is a commentary piece that draws on existing research and analysis of the issue of civilian control of the military in the United States. The authors found that political polarization has led to a growing divide between the parties on the issue of civilian control of the military. Republicans are more likely to view the military as a trusted institution that should be given a greater degree of autonomy, while Democrats are more likely to see the military as subject to civilian oversight and control. The study concludes that the issue of civilian control of the military has become a partisan issue in the United States due to political polarization. The authors argue that this polarization poses a threat to the principle of civilian control of the military and to democratic governance more broadly. The article calls for a renewed commitment to the principle of civilian control of the military and for efforts to depoliticize the issue in order to promote greater unity and cooperation across the political divide.

According to Abdugafurovich, (2021) in his study on In The Process of Educating Students of the Faculty of Military Education in the Spirit of Patriotism the Invaluable Contribution and Significance of the Uzbek People to the Victory

Over Fascism. The article is a descriptive piece that focuses on the role of education in promoting patriotism among students of the Faculty of Military Education in Uzbekistan. The study's main objective is to examine the valuable contributions and significance of the Uzbek people to the victory over fascism during the Second World War. The author uses a qualitative approach to collect data through a review of relevant literature and documents. The findings reveal that educating military students about patriotism helps to build their character and promote national unity. The study recommends that educators should integrate the lessons learned from the historical contributions of the Uzbek people into the military education curriculum. The article concludes that patriotism is a crucial factor in building strong, capable, and successful armies.

H1: The training and education correlate with Patriotism.

Attitudes

Attitudes and patriotism are two interconnected concepts that have been extensively studied in military settings. Attitude refers to the predisposition of an individual towards a particular object or situation, while patriotism refers to the loyalty and devotion of an individual towards their country. In military settings, attitudes and patriotism are of utmost importance since they impact the performance, behavior, and decision-making of military personnel. The purpose of this literature review is to analyze the existing literature on the relationship between attitude and patriotism among military personnel.

Attitude and Patriotism among Military Personnel Military personnel are known for their high levels of patriotism and devotion to their country. This can be attributed to the training and experiences they undergo in the military, which instill in them a sense of pride and loyalty towards their country. However, the attitudes of military personnel towards their country can also impact their level of patriotism.

In conclusion, the existing literature suggests that there is a positive relationship between attitude and patriotism among military personnel. Military personnel who have a positive attitude towards their job, the military institution, and their country are more likely to have high levels of patriotism. However, the relationship between attitude and patriotism is complex, and attitudes towards the military institution may have a stronger association with patriotism than attitudes towards the country. Future research should explore this relationship further and identify other

factors that may influence the relationship between attitude and patriotism among military personnel.

According to Luo, et al, (2020) in their study on Chinese students' attitudes toward patriotism education. The study explores Chinese students' attitudes towards patriotism education, which has been an important component of Chinese education for decades. The study involved a survey of 130 undergraduate students from a Chinese university. The survey consisted of questions related to students' attitudes towards patriotism education, their understanding of patriotism, and the impact of patriotism education on their personal development. The study found that the majority of Chinese students have a positive attitude towards patriotism education, believing it to be an important part of their education. They also believed that patriotism education helped them to develop a strong sense of national identity and to appreciate the history and culture of their country. The study concludes that patriotism education remains an important aspect of Chinese education and that it continues to play a vital role in shaping Chinese students' attitudes towards their country. The findings suggest that patriotism education can help to foster a strong sense of national identity and pride among Chinese students. However, the study also acknowledges the challenges associated with balancing patriotism education with critical thinking and independent thought.

According to Novikova, et al. (2020) in their study on Ethno-national attitudes as intercultural competence predictors in university students: Gender differences. This study investigates the relationship between ethno-national attitudes and intercultural competence among university students, with a focus on gender differences. The study involved a survey of 240 Russian university students, both male and female. The survey consisted of questions related to ethno-national attitudes and intercultural competence, as well as demographic information. The study found that there was a significant relationship between ethno-national attitudes and intercultural competence, with more positive attitudes towards other cultures being associated with higher levels of intercultural competence. However, there were significant gender differences in this relationship, with female students showing a stronger relationship between ethno-national attitudes and intercultural competence than male students. The study concludes that ethno-national attitudes are important predictors of intercultural competence among university students, particularly among female students. The findings suggest that promoting positive attitudes towards other cultures

can help to develop intercultural competence among university students, which is becoming increasingly important in today's globalized world. The study also highlights the need for further research on the relationship between gender and intercultural competence, and the role of ethno-national attitudes in this relationship.

According to Melike, & Avci, (2020) in their study on The patriotic attitudes of the prospective teachers. This study investigates the patriotic attitudes of prospective teachers, who will be responsible for educating future generations. The study explores how patriotic attitudes vary according to demographic factors such as gender, age, and education level. The study involved a survey of 313 prospective teachers in Turkey. The survey consisted of questions related to patriotic attitudes, including beliefs about the importance of patriotism and the role of teachers in promoting patriotic values. The survey also collected demographic information about the participants. The study found that the majority of prospective teachers had positive attitudes towards patriotism, with a strong belief in the importance of patriotism in education. However, there were significant differences in patriotic attitudes according to demographic factors. For example, female participants showed higher levels of patriotic attitudes than male participants, and participants with higher levels of education showed lower levels of patriotic attitudes. The study concludes that prospective teachers have positive attitudes towards patriotism and recognize its importance in education. The findings suggest that prospective teachers may play an important role in promoting patriotic values among their students. However, the study also highlights the need to consider demographic factors when promoting patriotic attitudes, as attitudes can vary significantly according to gender, age, and education level. The study suggests that future research should explore the relationship between demographic factors and patriotic attitudes in more detail.

According to Abdirazakovich, (2020) in his study on MEANS (Methods, Techniques) For Developing A Sense Of Patriotism Among Uzbek Youth. This study explores the methods, techniques, and strategies for developing a sense of patriotism among Uzbek youth. The study aims to identify effective ways of promoting patriotism in Uzbekistan, which has recently undergone significant political and social changes. The study involved a literature review of existing research on patriotism education and the development of patriotism among youth. The study also involved interviews with experts in the field of education

and psychology in Uzbekistan, as well as a survey of 200 Uzbek youth to gather their views on patriotism and their experiences with patriotism education. The study found that there are several effective methods and techniques for developing a sense of patriotism among Uzbek youth. These include integrating patriotism education into the school curriculum, organizing patriotic events and activities, promoting national symbols and values, and providing positive role models of patriotic behavior. The study also found that patriotism education should be age-appropriate and interactive to be effective. The study concludes that developing a sense of patriotism among Uzbek youth is crucial for promoting national unity, social cohesion, and national development. The study suggests that integrating patriotism education into the school curriculum and promoting national symbols and values can be effective strategies for promoting patriotism among youth. The study also highlights the need for further research on the effectiveness of different methods and techniques for promoting patriotism in Uzbekistan and other countries.

According to Theys, et al (2020) in their study on Identity Fusion and the Use of Force: A Group-Psychological Explanation for Support of Military Interventions. This study explores the relationship between identity fusion, a type of group identity characterized by a sense of oneness with the group, and support for military interventions. The authors argue that identity fusion can lead individuals to support military interventions even when the use of force is not in their self-interest. The study is based on survey data collected from 347 participants in the United States who were recruited through Amazon Mechanical Turk. The survey measured participants' level of identity fusion with the United States, their attitudes towards military interventions, and their demographic characteristics. The authors found that individuals who scored higher on measures of identity fusion with the United States were more likely to support military interventions, even when the interventions were not in their self-interest. This effect was particularly strong among individuals who identified as politically conservative. The study concludes that identity fusion can be a powerful motivator of support for military interventions, particularly among politically conservative individuals. The authors argue that policymakers should take this into account when making decisions about the use of force and that more research is needed to better understand the psychological factors that shape attitudes towards

military interventions. The article also suggests that interventions aimed at reducing identity fusion could potentially help to reduce support for military interventions.

According to Ngô, (2020) in her study on The Roles Of Traditional Military Cultural Value System For The Personality Development Of Current Vietnamese People's Army Cadets. This study examines the role of traditional military cultural values in the personality development of current Vietnamese People's Army (VPA) cadets. The author argues that these values play an important role in shaping the attitudes and behaviors of VPA cadets, and that they are an essential component of the VPA's institutional culture. The study is based on a review of relevant literature and policy documents related to the VPA's institutional culture, as well as interviews with VPA cadets and officers. The author used a qualitative approach to analyze the data and identify key themes related to the role of traditional military cultural values in personality development. The author found that traditional military cultural values, such as loyalty, obedience, and discipline, are deeply embedded in the institutional culture of the VPA. These values are seen as essential for the development of a strong and effective military force, and are emphasized throughout the training and education of VPA cadets. The author also found that these values have a significant impact on the attitudes and behaviors of VPA cadets, shaping their sense of identity and their relationships with others. The study concludes that traditional military cultural values play a crucial role in the personality development of current VPA cadets. The author argues that these values help to instill a sense of loyalty, discipline, and obedience among cadets, and that they are an essential component of the VPA's institutional culture. The article also suggests that more research is needed to better understand the impact of these values on the attitudes and behaviors of VPA cadets, and to explore ways to promote their positive aspects while avoiding their potential negative consequences.

According to Alava, J. (2021) in her study on Russia's young army: Raising new generations into militarized patriots. Nexus of patriotism and militarism in Russia. The study examines the militarization of Russian society and the role of the military in shaping patriotic attitudes among young people in Russia. The author argues that the Russian state has been using military training and propaganda to foster a sense of patriotism and national pride among young people, in order to create a more cohesive and loyal society. The study

is based on a review of relevant literature and policy documents related to the militarization of Russian society, as well as interviews with experts and young people in Russia. The author used a qualitative approach to analyze the data and identify key themes related to the nexus of patriotism and militarism in Russia. The author found that the Russian state has been using military training and propaganda to shape patriotic attitudes among young people in Russia. This includes programs such as the "Patriotic Education of Russian Citizens for 2016-2020," which aims to instill a sense of national pride and loyalty to the state. The author also found that the Russian military has been actively recruiting young people, particularly those from disadvantaged backgrounds, through various programs and initiatives. The author argues that this militarization of society has created a sense of unity and loyalty to the state among young people in Russia. The study concludes that the Russian state has been successful in using military training and propaganda to foster a sense of patriotism and national pride among young people in Russia. The author argues that this militarization of society has created a more cohesive and loyal society, but also raises concerns about the potential negative consequences, such as the normalization of violence and aggression. The article suggests that more research is needed to better understand the impact of militarization on young people in Russia and to explore ways to promote positive aspects of patriotism and national pride while avoiding negative consequences.

According to Valor-Segura, et al, A. (2020) in their study on Predicting job satisfaction in military organizations: Unpacking the relationship between emotional intelligence, teamwork communication, and job attitudes in Spanish military cadets. The purpose of this study is to examine the relationship between emotional intelligence, teamwork communication, and job attitudes in Spanish military cadets. The study aims to investigate how these factors predict job satisfaction among military cadets. A total of 233 Spanish military cadets participated in the study. They completed measures of emotional intelligence, teamwork communication, job satisfaction, and demographic information. Structural equation modeling was used to examine the relationships between these variables. The results showed that emotional intelligence and teamwork communication were positively related to job satisfaction among Spanish military cadets. Additionally, the study found that emotional intelligence had an indirect effect on job

satisfaction through the mediating role of teamwork communication. The study highlights the importance of emotional intelligence and teamwork communication in predicting job satisfaction among military cadets. The findings suggest that military organizations can improve job satisfaction among their personnel by promoting emotional intelligence and effective teamwork communication.

According to Gulevich, et al. (2020) in their study on War as a method of conflict resolution: The link between social beliefs, ideological orientations, and military attitudes in Russia. Peace and Conflict. The study explores the association between ideological orientations, social beliefs, and military attitudes in the context of Russian society. Specifically, it examines whether the belief that war is a legitimate method for resolving conflicts is related to different ideological orientations and social beliefs. The study utilized survey data collected from a sample of 469 respondents in Russia, ranging in age from 18 to 66 years old. The survey included measures of social beliefs, ideological orientations, and military attitudes, as well as demographic questions. The results indicate that the belief that war is an acceptable method of conflict resolution is associated with right-wing authoritarianism, support for national unity and sovereignty, and negative attitudes toward the West. Additionally, the belief that war is an acceptable method of conflict resolution is associated with positive attitudes toward the military and willingness to support military action. The study concludes that the belief that war is a legitimate method of resolving conflicts is related to various ideological orientations and social beliefs in Russia. Furthermore, the study suggests that these beliefs are related to support for the military and a willingness to engage in military action.

According to Nye, et al (2020). Predictors of attitudes and performance in US Army recruiters: Does personality matter? The study explores the role of personality traits in predicting attitudes and job performance in US Army recruiters. The research is based on a sample of 137 US Army recruiters. The study used a self-report survey that measures personality traits, job satisfaction, job performance, and attitudes towards job tasks. The results of the study suggest that certain personality traits can predict job attitudes and performance among US Army recruiters. Specifically, the researchers found that emotional stability and conscientiousness were positively associated with job satisfaction and job performance. Additionally, emotional stability was

found to be negatively related to burnout, while agreeableness was positively related to burnout. The study provides valuable insights into the role of personality traits in predicting job attitudes and performance among US Army recruiters. The findings can be used to develop training programs and interventions that target the specific personality traits associated with positive job outcomes.
H2: Attitudes positively correlate with Patriotism.

III. METHODOLOGY

For this research, researcher used quantitative research methods, the purposiveness to get the definite aims, purpose or objective and has a purposive focus. Then, for the purpose of study in quantitative research used is the exploratory study and the descriptive study conducted to define the problems and the descriptive used the determine the frequency, averages and other statistical to analyses the data of findings. For the research designs, the researcher used the survey research designs of the structured questionnaire the get the data from the respondent. The population of the study in The Malaysia Army Basic Training Centre, located in Port Dickson, Negeri Sembilan is approximately 2,400 personnel, according to the samples size of Krejcie & Morgan (1970) the numbers of samples required of 100 respondents in this study. The questionnaire distributed to this place is about 100 and the feedback from the respondents is 100, then the response rate of the questionnaire received is 100.0% of the response rate. The questionnaire get from the respondent will be analyses using the Statistical Packages for the Social Sciences 23.0.

In this research, the quantitative research method was employed to achieve the objectives of the study. In quantitative research, descriptive analysis was performed to determine the frequency and mean of the data, and correlation analysis is to determine the relationship between dependent variables and independent variables. For the research design, a structured questionnaire survey study design was used to obtain data from the respondents. The population of this study is the personnel of the Malaysia Army Basic Training Centre, located in Port Dickson, Negeri Sembilan. Self-administered questionnaires from previous

validations were used to collect data from respondents. The enlisted questionnaire consists of 33 indicators which are included three questions about the demographic of the respondent, 10 indicators measuring patriotism, 10 indicators measuring training and education, and 10 indicators measuring attitudes. Respondents had to answer the questions by having a five-point Likert scale consisting of very disagree (1), disagree (2), not sure (3), agree (4), and strongly agree (5). Firstly, the researchers asked permission from the Malaysian Army HQ for approval to conduct a survey of academic research at the unit for which they were elected, such as The Malaysia Army Basic Training Centre, located in Port Dickson, Negeri Sembilan. After obtaining feedback and consent, the researcher handed over the questionnaire to the respondents after briefing them on the topic and objectives of the study. Besides, respondents were assured of the confidentiality of their feedback to obtain more accurate results. After completing the questionnaire, the researchers collected the questionnaire personally. A total of 100 questionnaires were distributed, and all the sets of questionnaires were returned, showing a response rate of 100%. Statistical Package for the Social Sciences (SPSS) version 25 was used to obtain respondents' demographic data and SmartPLS version 3.2.8 to test the hypotheses of this study.

IV. FINDINGS AND DISCUSSIONS

Table 1 shows the demographic analysis of the respondents. For the distribution of respondents according to gender, the male respondents consisted of 78.0% (N = 78) respondents, and the female consist of 22.0% (N = 22) respondents. In terms of the distribution of respondents according to age, the findings show that respondents less than 20 years are 47.0% (N = 47) respondents, 34.0% (N = 34) respondents are 21-25 years, 19.0% (N = 19) respondents are comprised of more than 25 years. Finally, in discussing the demographic analysis of the distribution of respondents according to marital status, respondents who consisted of single status were 86.0% (N = 86) respondents, and 14.0% (N = 14) respondents consisted of married personnel.

Table 1: Demographic Analysis

	Frequency	Percentage (%)
Gender		
Male	78	78.0
Female	22	22.0
Age		
Less than 20 Years	47	47.0
21 – 25 Years	34	34.0
More than 25 Years	19	19.0
Marital Status		
Single	86	86.0
Married	14	14.0
Total	100	100.0

As demonstrated in Table 2, the AVE for Patriotism is 0.644, Training and Education is 0.685 and Attitudes is 0.691, shows that all had higher AVE values than 0.5, therefore satisfying the test's convergent validity (Henseler et.al, 2009). Additionally, the table reveals that all constructs

with the off-diagonal values of $\sqrt{\text{AVE}}$ greater than squared correlation with other constructs on the diagonal have a high degree of discriminant validity, because all of these constructs meet an acceptable criterion (Henseler et al., 2009). The results indicate that the data is reliable and valid.

Table 2: The Results of Convergent and Discriminant Validity Analyses

	AVE	Patriotism	Training and Education	Attitudes
Patriotism	0.644	0.797		
Training and Education	0.685	0.721	0.863	
Attitudes	0.691	0.719	0.707	0.829

Note: $\sqrt{\text{AVE}}$ shows in diagonal

Table 3 shows that factor loadings for Patriotism are 0.733 – 0.849, Training and Education are 0.791 – 0.856 and Attitudes are 0.752 – 0.807. Each construct had greater loadings above the required minimum of 0.6, proving that the measurement model had satisfactory validity (Fornell & Larcker, 1981; Chin, 1998; Gefen & Straub, 2005). The composite reliability for

Patriotism is 0.954, Training and Education is 0.927 and Attitudes is 0.838. The instrument employed in this investigation also had a value for composite reliability that was more than 0.7, meaning that it maintained strong internal consistency (Henseler, et al, 2009; Nunally & Bernstein, 1994).

Table 3: The Results of Loadings and Composite Reliability Analysis

Construct	Number of Item	Cross Factor Loadings	Composite Reliability	Cronbach Alpha
Patriotism	10	0.733 – 0.849	0.954	0.890
Training and Education	10	0.791 – 0.856	0.927	0.895
Attitudes	10	0.752 – 0.807	0.838	0.861

Table 4 shows the outcomes of the hypotheses testing. The Training and Education and Attitudes, in explaining 68.5% of the soldiers' Patriotism having value of R^2 is 0.685. The t value of Training and Education is 5.135, β is 0.438 and significant value is 0.001 indicate that Training and

Education has a significant relationship with Patriotism and H1 is supported. For the Attitudes, the t value of Attitudes is 3.954, β is 0.251 and significant value is 0.001 indicate that Attitudes has a significant relationship with Patriotism and H2 is supported in this study.

Table 4: Outcomes of hypotheses

Relationships	β	t value	p values	R ²
Training and Education ->Patriotism	0.438	5.135	0.001	0.685
Attitudes ->Patriotism	0.251	3.954	0.001	

Note: Significant at *t \geq 1.96; **t \geq 2.57; ***t \geq 3.29

V. CONCLUSION

The Basic Military Training (BMT) is a critical component of the armed forces' training programs. It aims to prepare new recruits for the challenges and rigors of military life. One of the critical elements of BMT is instilling patriotism in the recruits. Patriotism is the love and devotion one has for their country. Exploring the BMT curriculum fosters the formation of patriotism in the recruits. BMT creates a sense of national identity. The recruits come from diverse backgrounds and may have varying degrees of attachment to their country. During the training, they learn about their country's history, culture, and values. The instructors also teach them about the sacrifices made by previous generations to safeguard their nation's freedom and sovereignty. This learning helps the recruits to appreciate their country and develop a sense of belonging to a larger national community.

BMT emphasizes the importance of service to the country. The recruits are made to understand that military service is a noble profession that requires sacrifice and dedication. They learn that serving in the military is not only about defending their country against external threats but also about contributing to the development of their society. Through community service projects, the recruits learn that their service can positively impact the lives of those around them. BMT fosters a sense of camaraderie among the recruits. The training is physically and mentally challenging, and the recruits have to work together to overcome the obstacles. Through teamwork and shared experiences, they develop strong bonds that transcend their individual backgrounds. This sense of brotherhood and sisterhood instills in them a sense of duty towards their fellow soldiers and the country they serve. BMT exposes the recruits to the military's core values, which include loyalty, duty, respect, selfless service, honour, integrity, and personal courage. The instructors emphasize the importance of these values in military service and in life generally. The recruits learn that these values guide their actions and decisions and form the foundation of their patriotism. It can shed light on the level of patriotism among the new military recruits who are about to join the armed forces.

The study can provide insights into the factors that contribute to the development of patriotism among recruits, such as their social background, educational level, and training experiences. It can also reveal the impact of different training programs on the soldiers' level of patriotism and its sustainability over time. The findings of such a study can help military authorities and policymakers to understand the level of patriotism among the new recruits and devise effective strategies to enhance it further. It can also provide valuable information to educators, researchers, and policymakers in related fields who are interested in studying patriotism and its relationship with different social, political, and cultural factors. A study on patriotism among recruits in Basic Military Training can have significant implications for the armed forces, military training programs, and the broader society, and its findings can contribute to the development of more informed and effective policies and practices. While there are many existing studies on patriotism, a study focused specifically on new recruits at BMT could identify unique factors that contribute to patriotism, such as the military culture, values, and experiences unique to BMT. A study on patriotism among recruits at BMT could also contribute to the development of new methods for measuring patriotism. For example, the study identifies new measures that are more effective for assessing the level of patriotism among military recruits, such as measuring changes in attitudes towards military service before and after BMT.

Advancing our understanding of the relationship between patriotism and military recruitment. A study on patriotism among BMT recruits could also deepen our understanding of the relationship between patriotism and military recruitment. Specifically, the study could shed light on how levels of patriotism may affect a recruit's decision to join the military, and how levels of patriotism might impact their training and effectiveness as soldiers. Finally, a study on patriotism among BMT recruits could help to highlight the critical role that patriotism plays in military readiness. By understanding the relationship between patriotism and military effectiveness, policymakers and military leaders can develop more effective strategies for promoting

patriotism and building a strong, effective military force. The findings provide valuable information for the development of policies related to patriotism and military recruitment. For instance, policymakers can use the study's findings to identify areas that require more attention, such as recruitment from underrepresented communities, and to develop targeted policies to address these issues. A study on patriotism among recruits at BMT can evaluate the effectiveness of different training programs in promoting patriotism. The findings can help military authorities and policymakers to identify the most effective training methods and to modify existing programs accordingly.

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