



Research Article

Exploring the Awareness of Gen Z Students Toward the Filipino Value System: A Cross-Sectional Investigation in Bukidnon

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Abstract

Young people today live in a world where technology and global influences shape their daily lives, yet traditional Filipino values continue to guide relationships, family, and community. Understanding how Generation Z students recognize these values reveals how culture adapts to modern challenges while still holding on to its roots. Data were collected from a stratified sample of 114 Gen Z students across seven academic departments at San Isidro College administering a researcher-made questionnaire. Using descriptive statistics and one-way ANOVA, the study summarized awareness levels and compared Filipino values across domains, ensuring broad representation and a clear overview of how youth connect with these values. The findings indicate that Gen Z students maintain a high level of awareness of Filipino values across personal, social, and community dimensions. However, this strong awareness exists alongside challenges brought by modern and technological influences, which affect how these values are practiced in daily life. The results suggest that strengthening awareness alone is not sufficient, as sustained efforts are needed to support Gen Z students in living out Filipino values amid the demands of contemporary society.

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1. Introduction

Generation Z refers to young people born from the mid-1990s to the early 2010s who are now in their college years, growing up in a world heavily influenced by digital technology, social media, and global interconnectedness. Unlike earlier generations, they are known for being adaptive, tech-savvy, and highly exposed to international cultural trends (Pyöriä et al., 2017; Katz et al., 2021). On the other hand, the Filipino value system is a set of guiding principles that have long shaped the identity and behavior of Filipinos, such as respect for elders (paggalang), family-centeredness (paggamamahala sa pamilya), communal unity (bayanihan), and strong faith in God (Alfredo Jr & Barrameda, 2019; Zialcita, 2020). In the context of today's college students, these values remain an important marker of national identity. However, their meaning and practice may evolve as young Filipinos navigate modern lifestyles, technology-driven environments, and global influences.

With the rapid advancement of information technology and the increasing exposure to global media, many students have become drawn to foreign cultures, adopting the fashion, practices, and ideals of foreign trends (Danilo Jr et al., 2020). While this broadens their worldview, it also creates a tendency toward xenocentrism, where foreign values are seen as more appealing than their own. As a result, traditional Filipino values risk being overlooked or forgotten, particularly among Generation Z students who spend much of their time in digital spaces (Gutierrez et al., 2022). This situation raises concerns that young Filipinos may not fully explore or practice the values that once strongly defined their cultural identity, given the rapid changes in lifestyle and influence from other

1.1. Statement of the Problem

Many young people today are growing up in an environment where technology, global influences, and social media strongly shape their everyday lives. While this brings opportunities

for wider learning and exposure to different cultures, it also raises concerns about how much traditional Filipino values are still known, understood, and practiced by the younger cultures. While existing studies document Filipino culture and values in broad terms, they offer limited insight into how these values are recognized and engaged with by Generation Z students in their everyday contexts. Prior works tend to describe values at a general level, with minimal focus on how young people growing up in a globalized and technology-driven setting understand, prioritize, and relate to these values in daily life (Tagare Jr., 2022; Dayson et al., 2024).

As a result, there is insufficient empirical evidence showing whether these values remain salient, are practiced differently, or take on new meanings among this generation. This study responds directly to this gap by examining students' reported awareness of specific Filipino values within their present social and cultural environment, thereby clarifying how cultural identity is currently experienced by Gen Z.

Exploring this issue is important because Filipino values remain deeply tied to the moral character, social interactions, and cultural pride of young people today. By examining how Generation Z recognizes these values, it becomes possible to see which traditions continue to hold relevance and which ones are undergoing change due to modern influences. This understanding helps highlight the resilience of cultural practices while also revealing areas where cultural reinforcement may be needed. In this way, Filipino values can be better appreciated and integrated into the lives of students, allowing them to balance traditional wisdom with modern experiences. The main objective of this study is to determine the level of awareness of Generation Z students regarding the Filipino value system.

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generation. With the increasing attraction toward foreign cultures and lifestyles, there is a risk that long-standing Filipino values may be set aside or gradually forgotten. In light of this, the study seeks to answer the following questions:

1. What is the level of awareness of students regarding the Filipino value system?
2. What challenges do students face in practicing or upholding Filipino values in the present time?

1.2. Characteristics and Cultural Orientation of Generation Z

Generation Z is commonly described as a generation that has grown up in a highly digital and fast-changing environment, shaping their attitudes, behaviors, and ways of thinking (Pyöriä et al., 2017). Studies describe them as socially aware, adaptive, and strongly influenced by online interactions, media, and global trends. Their cultural orientation is often marked by openness to diversity and new ideas, while still being influenced by family and local traditions (Katz et al., 2021; Dayson et al., 2024). Understanding these characteristics is important because they shape how this generation perceives, interprets, and practices cultural values, including traditional Filipino values, within their daily lives (El Niño & Hermosa, 2024; Casiño et al., 2025; Manzano & Borja, 2025).

1.3. Enculturation and the Transmission of Values Across Generations

Enculturation refers to the process through which individuals learn and internalize the values, beliefs, and practices of their culture, often beginning within the family. Previous studies emphasize the role of parents, elders, and immediate social environments in passing down cultural values to younger generations (Alfredo Jr & Barrameda, 2019; Agacer et al., 2025). Through daily interactions, traditions, and shared experiences, cultural values are gradually embedded in individuals and become part of their worldview. This process helps explain how Filipino values are traditionally maintained across generations (Donato et al., 2023; Dayson et al., 2024).

However, research also notes that the process of enculturation is not fixed and may change over time due to social and environmental factors. As

younger generations are exposed to new ideas, technologies, and lifestyles, the way values are transmitted and understood may shift (Zialcita, 2020; Dayson et al., 2024; Musthafa & Darmawan, 2024). For Generation Z, enculturation often occurs alongside strong external influences, which may reshape how traditional values are learned and practiced (Tagare Jr, 2022; Liboon et al., 2024). This highlights the importance of examining how cultural values are currently understood by young people rather than assuming they are transmitted unchanged.

Influence of Globalization and Technology on Youth Identity
Globalization and rapid technological advancement have significantly influenced how young people form their identities. Literature suggests that constant exposure to global media, social networking platforms, and foreign cultures affects beliefs, preferences, and value systems (Katz et al., 2021; De Guzman, 2024). For many youths, this exposure creates opportunities for learning and connection but may also challenge traditional cultural identities. In the Filipino context, these influences can affect how young people view local values, making it important to understand how Filipino identity is shaped within a global and digital environment (Danilo Jr et al., 2020; Dharma et al., 2021; Gutierrez et al., 2022; Musthafa & Darmawan, 2024).

1.4. Challenges in Preserving Filipino Values in a Globalized World

Several studies point out that preserving cultural values has become more challenging in a world shaped by globalization. Traditional Filipino values often compete with modern ideals that emphasize individualism, speed, and personal

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success (Dayson et al., 2024; Liboon et al., 2024). As society becomes more connected to global cultures, younger generations may prioritize practices and beliefs that differ from those passed down by earlier generations (Alfredo Jr & Barrameda, 2019; Caruz, 2023). This shift can lead to reduced emphasis on communal and relational values that have long been central to Filipino culture.

Additionally, research highlights that generational differences contribute to the difficulty of preserving traditional values. Older generations may expect younger individuals to practice values in traditional ways, while younger generations seek to adapt these values to fit modern realities (Dharma et al., 2021; Tagare Jr, 2022; De Guzman, 2024). This gap can create misunderstandings and weaken cultural continuity. Understanding these challenges is essential in identifying how Filipino values can remain meaningful and relevant to today's youth, particularly within academic and social settings (Agacer et al., 2025; Manzano & Borja, 2025).

1.5. Conceptual Framework

This study is anchored on Schwartz's Theory of Basic Human Values, Enculturation Theory, and Cultural Identity Theory to understand better

2. Materials and Methods

2.1. Research Design and Locale

The investigation employed a cross-sectional design (Hunziker & Blankenagel, 2024), which allowed data to be collected at a single point in time from a defined group of participants. This design was appropriate as it provided a clear picture of the awareness of Generation Z students regarding Filipino values without the need for follow-up or repeated measures. The research was conducted at San Isidro College, providing a specific academic setting that contextualized the data within the lived experiences of students in the institution.

2.2. Sampling Method and Respondents

how Generation Z students engage with the Filipino value system. Schwartz's (2017) theory provides a universal framework of values that can help identify where Filipino values align or differ from global value priorities. Enculturation Theory (Kim & Alamilla, 2017) explains how young people learn and internalize values through family, school, peers, and social experiences, highlighting the importance of cultural transmission. Meanwhile, Cultural Identity Theory (Urrieta & Noblit, 2018) emphasizes how individuals construct their sense of self and belonging through shared traditions and values, which is essential when examining how Filipino identity is maintained or reshaped in a globalized world.

Together, these theories complement one another by linking value priorities with cultural learning and identity formation. Schwartz's framework provides the structure for analyzing value orientation, Enculturation Theory explains the process of how these values are taught and learned, and Cultural Identity Theory grounds the discussion on how they shape the identity of Generation Z students. This interplay of theories helps explain not only the awareness of Filipino values but also how they are practiced, challenged, or redefined in today's rapidly changing environment.

Stratified random sampling (Iliyasu & Etikan, 2021) was utilized to ensure representation across different academic units. The respondents were Generation Z college students enrolled at San Isidro College, with the strata divided according to the seven departments of the institution. Within each department, students were randomly selected to participate, which allowed for balanced inclusion across various fields of study. This method was chosen to minimize bias and to ensure that the perspectives of students from diverse programs were equally considered in understanding the level of awareness of Filipino values

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Table 1. Demographic profile of the respondents (N=114).

	Demographic	Frequency	Percentage
Sex	Male	78	68.4
	Female	36	31.6
Year	First	63	55.3
	Second	24	21.1
	Third	12	10.5
	Fourth	15	13.2
Department	Arts and Sciences	33	28.9
	Education	17	14.9
	Business Administration	10	8.8
	Accountancy	6	5.3
	Engineering	5	4.4
	Information Technology	13	11.4
	Nursing and Midwifery	30	26.3

The respondents, as presented in Table 1, consisted of Generation Z students enrolled in different departments of San Isidro College. As digital natives who are constantly engaged with both local and global influences, their perspectives provided meaningful insights into the awareness and practice of Filipino values in the context of modern student life. The inclusion of this group was significant as it reflected the experiences of young people who are at the intersection of traditional cultural values and contemporary global exposure.

2.3. Data Gathering Procedure and Data Analysis

The primary data-gathering tool was a researcher-made survey questionnaire, specifically designed to measure the awareness of students regarding the Filipino value system. The instrument used a structured 5-point Likert scale to allow respondents to indicate the extent of their agreement with each statement in a clear and consistent manner. To ensure its validity and reliability, the instrument was reviewed by three experts in the field of education and culture,

whose feedback guided revisions before implementation. The internal consistency of the instrument was tested, yielding a Cronbach's alpha of 0.988, which indicates excellent reliability. This ensured that the questionnaire consistently captured the intended constructs and could provide dependable results for analysis.

Data were gathered using both online and printed survey questionnaires to allow wider participation and ensure accessibility for all respondents. Before the distribution of the questionnaires, the researchers clearly explained the purpose of the data collection and ensured that all participants read and signed an informed consent form, confirming their voluntary participation and understanding of the study. Only those who provided consent were allowed to proceed with answering the questionnaire. The online questionnaires were distributed through secure digital platforms, while printed copies were personally administered and collected to ensure completeness. This combined approach helped maintain ethical standards, protected the rights of the participants, and

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ensured that data were collected in an organized and respectful manner.

The responses were examined using descriptive statistics to provide a clear summary of students' awareness patterns. To determine whether meaningful differences existed across the identified Filipino values and challenge domains, the data were further analyzed using

analysis of variance, from which the reported F and probability values were obtained. Where significant differences emerged, post-hoc comparisons were conducted, and superscript groupings were used in the tables to show which mean scores differed and which were statistically comparable, allowing for clearer interpretation of the results.

3. Results and Discussions

This section presents the findings based on the responses of Gen Z students, summarizing patterns of awareness and the conditions that shape the practice of Filipino values in present-day contexts.

Descriptive results are supported by comparative analysis using analysis of variance to identify differences across value domains, with post-hoc groupings reflected through superscripts to guide interpretation. Together, these procedures

provide a structured view of cultural awareness and lived experience within the college setting. Table 2 presents the level of awareness of Gen Z students toward the Filipino value system. It reflects how students recognize and understand key Filipino values as part of their personal and social lives. The presentation allows for comparison across different values and highlights patterns in awareness that describe how these values are perceived among the respondents.

Table 2. *Level of awareness of the Gen-Z students on the Filipino value system.*

Filipino Values	x	x	Qual. Int.	F	p
Pakikisama (Interpersonal Relationship)	4.56 ab	0.437	VHA		
Maka-Diyos (Religiosity)	4.54 ab	0.466	VHA		
Family Orientation	4.46 ab	0.446	VHA		
Pakikipagkapwa Tao (Shared Humanity)	4.44 ab	0.505	VHA		
Bayanihan (Community Spirit)	4.44 ab	0.577	VHA	5.882	<0.001
Hiya (Social Decency)	4.29 ab	0.618	VHA		
Delicadeza (Sense of Propriety)	4.27 ab	0.535	VHA		
Utang na Loob (Debt of Gratitude)	4.27 ab	0.653	VHA		
Amor Propio (Personal Dignity)	4.25 ab	0.625	VHA		

Legend:

VHA - Very High Awareness LA - Low Awareness
 HA - High Awareness VLA - Very Low Awareness
 AA - Average Awareness

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The findings indicate that Gen Z students of San Isidro College demonstrate a very high level of awareness of the Filipino value system. Among the different values measured, Pakikisama (Interpersonal Relationship) and Maka-Diyos (Religiosity) stand out as the most strongly recognized. Their mean scores fall within the highest significance grouping, indicating that these values are distinctly more prominent compared with the others.

Values such as Family Orientation, Pakikipagkapwa-tao (Shared Humanity), and Bayanihan (Community Spirit) fall in the mid-range category, signifying that students' awareness of these values remains very high but does not significantly differ from both the highest and lowest scoring groups. This suggests that while these values continue to hold importance, they are not perceived with the same intensity as the highest-ranked values.

Meanwhile, Hiya (Social Decency), Delicadeza (Sense of Propriety), Utang na Loob (Debt of Gratitude), and Amor Propio (Personal Dignity) register in the lower significance category even though their interpretations remain within the very high awareness range. This indicates that although these values continue to be recognized by students, they are comparatively less emphasized when placed alongside the other Filipino values measured.

Table 3 presents the challenges encountered by Gen Z students in practicing or upholding Filipino values in the present time. The table captures the extent to which various factors influence students' ability to live out these values in their daily experiences. The presentation provides an organized view of the challenges that shape the application of Filipino values in modern settings.

Table 3. *Challenges of the Gen-Z students in practicing or upholding the Filipino value system.*

Challenges	x	x	Qual. Int.	F	p
Technology and Culture	4.30 ab	0.624	Very High	4.055	<0.001
Peer and Society	4.04 ab	0.881	High		
Modern and Personal Challenge	4.03 ab	0.848	High		

The challenges encountered by Gen Z students in practicing or upholding Filipino values also show significant distinctions. Among the challenge categories, Technology and Culture emerges as the most substantial. This indicates that students perceive rapid technological shifts and evolving cultural influences as pronounced barriers to consistently demonstrating traditional Filipino values. In contrast, Peer and Society and Modern and Personal Challenges fall into a lower significance grouping, though both still reflect high levels of challenge. The presence of these challenges, even at slightly lower levels, reinforces that external social pressures and individual circumstances continue to shape how students apply Filipino values in contemporary contexts.

When viewed together, the two tables suggest that while Gen Z students maintain very high awareness of core Filipino values; including relational, spiritual, and communal ideals; they simultaneously face considerable obstacles in translating these values into practice. The prominence of technology- and culture-related challenges aligns with the values that received comparatively lower awareness ratings, indicating areas where traditional cultural expectations may be less aligned with modern lived experiences. Despite this, the overall pattern shows that the Filipino value system remains strongly recognized by students, even as evolving societal conditions shape their capacity to uphold these values in daily life.

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3.1. *Pakikisama (Interpersonal Relationship)*

The findings show that students demonstrate a strong awareness of pakikisama, reflecting a clear understanding of the importance of maintaining harmonious relationships with others. This indicates that interpersonal consideration, cooperation, and group belonging remain well recognized among Gen Z students. The high level of awareness suggests that students continue to value social harmony as part of their cultural understanding. However, when viewed alongside the identified challenges, particularly those linked to technology and cultural exposure, the results indicate that awareness does not always translate easily into consistent practice. Modern forms of interaction, especially those shaped by digital spaces, may limit opportunities for face-to-face engagement where pakikisama is traditionally expressed (Caruz, 2023; Dayson et al., 2024; De Guzman, 2024; Musthafa & Darmawan, 2024). These results imply that while pakikisama remains a deeply recognized Filipino value, its expression is being reshaped by present-day conditions. Students may understand its importance but face difficulty applying it in environments that prioritize speed, independence, and online interaction. This gap between awareness and practice highlights the need to reinforce interpersonal values in settings that reflect students' current realities, such as digital and academic spaces, ensuring that pakikisama continues to guide social behavior despite changing contexts.

3.2. *Maka-Diyos (Religiosity)*

The results indicate that students maintain a strong awareness of being Maka-Diyos, showing that faith and spiritual orientation remain meaningful aspects of their value system. This suggests that religious belief and gratitude continue to shape students' moral outlook and sense of responsibility. Such awareness reflects the enduring role of spiritual values in guiding behavior and decision-making. At the same time, the challenges identified point to the influence of modern life and external cultural

forces, which may affect how consistently these values are practiced in daily routines (El Niño & Hermosa, 2024; Musthafa & Darmawan, 2024; Agacer et al., 2025). The implications of these findings suggest that although students recognize the importance of faith, the demands of modern life, technology use, and changing social priorities may limit the visible practice of religious values. This does not reflect a loss of belief but rather a shift in how faith is expressed. Understanding this pattern emphasizes the need to view Maka-Diyos not only through traditional practices but also through how students integrate faith into contemporary lifestyles.

3.3. *Family Orientation*

The results show that students possess a strong awareness of family orientation, highlighting the continued importance of family ties, support, and responsibility in their value system. This suggests that family remains a central reference point for students' decisions and attitudes. Awareness of this value reflects the role of family as a primary source of guidance and identity formation. However, the challenges identified in relation to modern and personal demands suggest that balancing family expectations with academic, social, and personal responsibilities may be increasingly difficult (Tagare Jr, 2022; De Guzman, 2024; Musthafa & Darmawan, 2024). These findings imply that while family orientation remains well recognized, its practice may require adjustment in response to changing circumstances. Students may value family deeply but experience tension when modern demands limit time, communication, or traditional expressions of closeness. This underscores the importance of understanding family orientation as a value that continues to guide students, even as its expression adapts to the realities of contemporary student life.

3.4. *Pakikipagkapwa-tao (Shared Humanity)*

The findings indicate that students possess a strong awareness of pakikipagkapwa-tao, reflecting a clear understanding of shared

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humanity, empathy, and respect for others. This suggests that students continue to recognize the importance of treating others with dignity and fairness in their daily interactions. Such awareness shows that concern for others remains an important part of how students view Filipino values. However, when considered alongside the identified challenges, particularly those related to technology and cultural influences, the results suggest that modern forms of interaction may affect how this value is consistently practiced in everyday life (Caruz, 2023; Liboon et al., 2024; Musthafa & Darmawan, 2024; Agacer et al., 2025).

The results imply that while students understand and value *pakikipagkapwa-tao*, applying it in present-day settings may require conscious effort. Digital communication and fast-paced social environments can limit meaningful personal interactions where empathy and shared understanding are most visible. This highlights the need to reinforce expressions of shared humanity in both physical and virtual spaces, ensuring that this value continues to guide student behavior despite changing social conditions.

3.5. *Bayanihan (Community Spirit)*

The results show that students demonstrate a high level of awareness of *bayanihan*, indicating that cooperation and helping others for the common good remain well recognized. This suggests that students continue to value collective responsibility and mutual support as part of their cultural understanding. Awareness of this value reflects an appreciation for community involvement and shared effort. At the same time, the challenges identified in the study point to external pressures that may influence how often or how actively students engage in communal practices (Dayson et al., 2024; Musthafa & Darmawan, 2024; Manzano & Borja, 2025).

The implications of these findings suggest that although students recognize the importance of *bayanihan*, modern demands and changing

social patterns may limit opportunities for collective action. Individual responsibilities, academic demands, and technology-driven lifestyles can reduce direct community participation. This indicates that while community spirit remains valued, it may be expressed in new or less traditional ways, requiring adjustment in how collective responsibility is encouraged among students.

3.6. *Hiya (Social Decency)*

The findings indicate that students maintain a strong awareness of *hiya*, reflecting an understanding of proper behavior, respect for social norms, and concern for how actions affect others. This awareness suggests that social decency and self-restraint remain important in guiding students' conduct. Such recognition shows that students continue to associate personal behavior with responsibility toward others and the wider community. However, when examined alongside the challenges identified, particularly those linked to social and cultural influences, the practice of *hiya* may be shaped by changing standards of social interaction (Caruz, 2023; Dayson et al., 2024; Musthafa & Darmawan, 2024).

These results imply that while students are aware of the importance of *hiya*, modern social environments may influence how this value is expressed. Increased openness, digital communication, and shifting norms can challenge traditional ideas of restraint and propriety. This suggests that *hiya* remains present as a guiding value but may be interpreted differently in contemporary settings, highlighting the need to understand how social decency is practiced within the realities of modern student life.

3.7. *Delicadeza (Sense of Propriety)*

The findings indicate that students demonstrate a strong awareness of *delicadeza*, reflecting an understanding of proper conduct, moral sensitivity, and respect for social boundaries. This suggests that students remain conscious of behaving appropriately in different situations

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and consider the impact of their actions on others. Such awareness shows that a sense of propriety continues to be recognized as an important Filipino value among Gen Z students. However, when viewed alongside the identified challenges, particularly those linked to technology and cultural influences, the results suggest that maintaining this value may be tested in environments where norms of behavior are rapidly changing (Dharma et al., 2021; Tagare Jr, 2022; Musthafa & Darmawan, 2024).

The implications of these findings indicate that although students understand the importance of delicadeza, practicing it consistently in modern contexts may be challenging. Online platforms, increased exposure to diverse cultural norms, and shifting social expectations can blur traditional standards of propriety. This highlights the need to strengthen the application of delicadeza in both personal and digital interactions, ensuring that awareness is translated into respectful and responsible behavior despite evolving social conditions.

3.8. *Utang na Loob (Debt of Gratitude)*

The results show that students have a high level of awareness of utang na loob, indicating that gratitude, recognition of help received, and reciprocal responsibility remain well understood. This suggests that students continue to value acknowledging the support of family, friends, and others who contribute to their growth and well-being. Awareness of this value reflects a strong cultural orientation toward mutual support and relational responsibility. However, the presence of social and personal challenges suggests that expressing gratitude may be influenced by changing lifestyles and social dynamics (Donato et al., 2023; Musthafa & Darmawan, 2024; Casiño et al., 2025).

The implications of these findings suggest that while students recognize the importance of utang na loob, modern pressures may affect how this value is practiced. Busy schedules, increased independence, and technology-mediated relationships can limit opportunities to express gratitude in traditional ways. This indicates that although the value

remains meaningful, its expression may require adaptation to contemporary forms of interaction, ensuring that gratitude and reciprocity remain active parts of student life.

3.9. *Amor Propio (Personal Dignity)*

The findings indicate that students show strong awareness of amor propio, reflecting an understanding of self-respect, personal dignity, and sensitivity to how one is treated by others. This suggests that students value maintaining a sense of self-worth and protecting their personal identity within social relationships. Such awareness highlights the continued importance of dignity as part of the Filipino value system among Gen Z students. However, when considered together with the identified challenges, the practice of amor propio may be shaped by social pressures and modern expectations (Dayson et al., 2024; Musthafa & Darmawan, 2024; Agacer et al., 2025).

The results imply that although students value personal dignity, navigating it in present-day contexts can be complex. Social comparison, peer influence, and digital exposure may affect how students balance self-respect with openness and adaptability. This suggests that amor propio remains a guiding value, but its expression may vary in modern settings, emphasizing the need for students to uphold dignity while engaging with diverse and evolving social environments.

3.10. *Awareness towards the Practice and Upholding of Filipino Values*

The combined results show that Gen Z students demonstrate a strong and consistent awareness of core Filipino values that shape personal behavior, social relationships, and community life. Values related to interpersonal harmony, faith, family orientation, shared humanity, and collective responsibility remain clearly recognized, indicating that these principles continue to guide how students understand their roles within their families, peer groups, and wider communities. At the same time, values connected to social restraint, propriety, gratitude, and personal dignity are also well understood,

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suggesting that students retain sensitivity to respect, moral boundaries, and self-worth. Taken together, these findings indicate that Filipino values remain deeply embedded in students' value systems and continue to form an important part of their cultural identity despite changing social conditions.

However, when awareness is viewed alongside the challenges identified in the study, a clear gap emerges between knowing these values and consistently practicing them in everyday life. Influences linked to technology, shifting cultural norms, peer pressure, and modern personal

4. Conclusion

The results show that Gen Z students demonstrate a consistently strong awareness of key Filipino values that guide personal conduct, social relationships, and community engagement. Values related to interpersonal harmony, faith, family orientation, shared humanity, and collective responsibility are clearly recognized, indicating that these principles remain relevant in shaping students' perspectives and daily interactions. Alongside these, values associated with social decency, propriety, gratitude, and personal dignity are also well understood, reflecting a continued sensitivity to respect, moral boundaries, and self-worth. Overall, the findings suggest that Filipino values remain firmly embedded in the students' awareness and continue to form an important part of their cultural grounding.

At the same time, the study highlights that awareness does not always translate easily into practice. Students face notable challenges linked to technology-driven environments, changing cultural patterns, peer influence, and modern personal demands. These conditions can make it

5. Recommendations

Based on the results, it is recommended that educational institutions strengthen value-based programs that move beyond awareness and

demands create conditions that may make it harder for students to apply these values in real situations. While students recognize the importance of maintaining respectful relationships, community cooperation, gratitude, and moral conduct, modern contexts often require them to navigate competing expectations and fast-paced interactions.

This synthesis highlights that Filipino values remain present and meaningful among Gen Z students, but sustaining them requires conscious effort as students adapt to contemporary social environments

difficult to consistently uphold Filipino values in real-life situations, even when students recognize their importance. The results therefore point to a clear tension between strong value awareness and the realities of contemporary student life, emphasizing that maintaining these values requires conscious effort within a rapidly changing social context.

The study shows that Gen Z students possess a strong understanding of Filipino values, reflecting the continued presence of these principles in their cultural identity. However, the findings also reveal that modern influences, particularly those related to technology, social pressures, and shifting norms, pose challenges to the consistent practice of these values.

This indicates that while Filipino values remain meaningful and recognized among students, their application is shaped and sometimes constrained by present-day contexts, highlighting the need for supportive environments that help bridge awareness and practice.

provide students with practical opportunities to apply Filipino values in daily academic and social settings. Initiatives that integrate values

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into co-curricular activities, digital spaces, and peer interactions may help address the challenges posed by modern influences. Collaboration among educators, student leaders, and support services can also reinforce consistent value practice by creating environments where Filipino values are modeled and encouraged. Such efforts may help narrow the gap between students' strong awareness and the difficulties they encounter in upholding these values.

Future studies may build on these findings by employing longitudinal designs to examine how awareness and practice of Filipino values change

6. Limitations of the Study

The study acknowledges several limitations that should be considered when interpreting the findings. The use of a cross-sectional design captures students' awareness and perceived challenges at a single point in time, which limits the ability to observe changes or developments in Filipino values as students progress through different life stages or experiences. The reliance on self-reported data may also introduce response bias, as students could provide socially desirable

Supplementary Details

Author Contributions:

Jestony T. Masong, Ciara Ysabel D. Carbajal, Rodalyn L. Natulla, Lara Mae T. Sinonday, and Melodina G. Englatira: Conceptualization, Methodology, Formal Analysis, Investigation, Literature Review, Data Curation, Visualization, Validation, Correction and Edit of the Subsequent Drafts, and Approval; and Zurrie Anne R. Penaso and Evan P. Taja-on: Conceptualization, Methodology, Investigation, Tools Construction, Literature Review, Contribution in the First Draft, Final Corrections, and Approval. All authors approved the final version of the article.

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over time and across different stages of student development. Qualitative approaches, such as interviews or focus group discussions, could provide deeper insight into how students personally experience and negotiate these values amid modern challenges. Expanding the scope to include students from different institutions, regions, or educational levels may also offer a broader understanding of how Filipino values are sustained or reshaped in diverse contexts.

These directions can enrich the current findings and contribute to a more comprehensive understanding of value awareness and practice among Filipino youth.

answers when assessing their awareness and challenges. In addition, the study focused on Gen Z students from a single academic context, which may limit the generalizability of the results to other institutions, age groups, or cultural settings.

These factors suggest that while the findings offer meaningful insights, they represent a specific snapshot rather than a complete picture of value formation and practice.

evaluated the content of this article. Their invaluable insights, constructive feedback, and thoughtful guidance have been pivotal in enriching the quality and depth of this research.

Informed consent:

Informed consent was obtained from all experts prior to their participation in the study. The experts were provided with a detailed explanation of the study's objectives, procedures, and their expected contributions, ensuring they fully understood their roles and rights, including the confidentiality and voluntary nature of their participation.

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Data availability and sharing policy:

Due to data-sharing restrictions, individual-level data cannot be publicly posted. However, the datasets used and analysed during the current study are available from the corresponding author on reasonable request.

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Ethical Statement:

This study was conducted in accordance with established ethical standards and institutional research protocols of San Isidro College; the study was registered under Research ID No. SIC-092125-SED1032-18. Informed consent was secured from all participants prior to data collection, and confidentiality and anonymity were strictly maintained throughout the research process.

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