



The Influence of Generation Z on Hospitality Management Students: Basis for a Values Formation Program

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Abstract

This study examined the influence of modern generational factors on Hospitality Management students and explored the manifestation of Filipino values to inform the development of a Values Formation Program. A total of 300 students, evenly distributed across first to fourth year levels, participated in the study. A descriptive-survey research design was employed, and data were collected using a researcher-made questionnaire validated by experts and pilot-tested, achieving a reliability coefficient of 0.97. The study focused on four Generation Z factors: digital technology, social media exposure, globalization, and lifestyle and communication patterns. Filipino values were measured in terms of pakikipagkapwa-tao, paggalang, bayanihan, malasakit, and professionalism and work ethics. Results revealed that digital technology and social media exerted a very high influence on students, while globalization and lifestyle patterns exerted a high influence, indicating that generational characteristics significantly shaped academic behavior, communication, and learning patterns. Filipino values were generally manifested at very high levels, particularly in pakikipagkapwa-tao, paggalang, and professionalism, while bayanihan and malasakit were high. Chi-square analysis confirmed a significant relationship between modern generational influences and Filipino values, demonstrating compatibility between contemporary trends and cultural values. Based on these findings, a Values Formation Program was proposed, integrating workshops on Filipino values, digital ethics, multicultural exposure, community engagement, professionalism, and communication skills, aimed at producing culturally grounded, ethically responsible, and professionally competent hospitality graduates.

Keywords: Generation Z, Filipino values, Hospitality Management students, digital technology, social media, values formation program



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INTRODUCTION

The hospitality industry is fundamentally anchored on values such as respect, empathy, service excellence, and cultural sensitivity. In the Philippine context, these are reflected in Filipino values such as pakikipagkapwa-tao, paggalang, bayanihan, and malasakit, which have long defined Filipino hospitality and service orientation (Jocano, 1997). These cultural foundations contribute to the global recognition of Filipino hospitality professionals as warm, dependable, and service-oriented.

However, the rise of Generation Z, these are individuals who were born in the digital era, has influenced students' attitudes, behaviors, and value formation. Unlike previous generations, Generation Z is characterized by strong digital immersion, individualism, global exposure, and preference for instant communication (Twenge, 2017). While these traits enhance technological competence, adaptability, and inclusivity, they may also shift value priorities toward personal expression and efficiency rather than collectivist and relational traditions that underpin Filipino hospitality.

Research indicates that generational differences affect work values, communication styles, and interpersonal relationships—key elements in hospitality service delivery (Gursoy et al., 2013). Although higher education institutions emphasize technical competence and global standards (Commission on Higher Education, 2017), less attention may be given to systematically reinforcing cultural and ethical foundations. Consequently, graduates may be skilled yet less grounded in the traditional values that distinguish Filipino hospitality.

Education plays a critical role in shaping professional identity and ethical orientation (Lickona, 1991). However, existing values-related initiatives in hospitality programs are often informal and not fully aligned with the characteristics of Generation Z learners.

Given these conditions, there is a need to examine how Generation Z influences the preservation, transformation, or weakening of Filipino values among future hospitality professionals. This study, therefore, aims to determine the influence of Generation Z on the Filipino values of hospitality management students as a basis for developing a culturally responsive values formation program. The findings are expected to support value-centered and ethically grounded hospitality education suited to industry demands.

Statement of the Problem. This study aims to determine the influence of modern generations on the Filipino values of future hospitality graduates as a basis for a values formation program development. Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 year level; and
 - 1.4 generational classification?
2. What is the level of influence of modern generation Z factors on hospitality students in terms of:

- 2.1 use of digital technology;
- 2.2 exposure to social media;
- 2.3 globalization and multicultural exposure; and
- 2.4 lifestyle and communication patterns?

3. What is the current level of Filipino values manifested on hospitality students in terms of:
 - 3.1 pakikipagkapwa-tao;
 - 3.2 paggalang;
 - 3.3 bayanihan;
 - 3.4 malasakit; and
 - 3.5 professionalism and work ethics?
4. Is there a significant relationship between modern generational factors and the current Filipino values of hospitality students?
5. What values formation program may be developed to strengthen Filipino values among future hospitality graduates?

Conceptual Framework. This study is anchored on Generational Cohort Theory and Social Learning Theory, which explain how generational context and social environments shape individuals' values, attitudes, and behaviors. Generational Cohort Theory posits that individuals born within the same historical period share similar experiences that influence their worldviews, work values, and behavioral patterns (Mannheim, 1952). In the context of this study, Generation Z—having grown up in a digitally driven and globally connected environment—may demonstrate value orientations that differ from previous generations. Their exposure to technology, social media, and multicultural influences may shape how they interpret and practice Filipino values within hospitality education.

The study is also grounded in Social Learning Theory, which emphasizes that individuals acquire values, attitudes, and behaviors through observation, interaction, and environmental influences (Bandura, 1977). Hospitality students continuously interact with digital platforms, peers, educators, and global content, which may reinforce or modify traditional Filipino values

such as pakikipagkapwa-*tao*, paggalang, bayanihan, and malasakit. These theories collectively suggest that value formation is not static but socially and generationally influenced.

In this study, the independent variables include the respondents' profile (age, sex, year level, and generational classification) and modern generational factors, namely use of digital technology, exposure to social media, globalization and multicultural exposure, and lifestyle and communication patterns. These variables are assumed to influence the dependent variable, which is the level of Filipino values manifested by hospitality management students, particularly in terms of interpersonal relations, respect, teamwork, compassion, and professionalism.

The framework describes the directional relationship wherein profile characteristics influence students' exposure to modern generational factors, which in turn affect the manifestation of Filipino values. Anchored in Generational Cohort Theory and Social Learning Theory, this study seeks to determine whether contemporary generational influences shape, enhance, or challenge traditional Filipino values in hospitality education.

cohort (Twenge, 2017). Unlike previous generations, they have been immersed in digital technology, social media, and instant communication from an early age. Studies consistently describe Generation Z learners as technologically adept, visually oriented, and accustomed to rapid information exchange (Seemiller & Grace, 2016). Compared with Millennials, Generation Z demonstrates shorter attention spans but stronger preferences for interactive and technology-supported learning environments (Schwieger & Ladwig, 2018).

Within hospitality education, digital immersion carries direct professional implications. Research in hospitality and tourism contexts indicates that Generation Z students are more receptive to automation, artificial intelligence, and technology-driven service systems compared with earlier cohorts (Gursoy et al., 2013). While these competencies align with evolving industry demands, scholars caution that heavy reliance on digital platforms may influence interpersonal communication patterns—an essential component of hospitality service delivery. Thus, although technological engagement enhances adaptability and innovation, it may simultaneously reshape relational behaviors central to service excellence.

Moreover, social media plays a significant role in shaping perceptions, consumer behavior, and identity formation among Generation Z (Djafarova & Bowes, 2021). Studies suggest that social media strengthens global awareness and cultural exposure; however, it may also encourage individualistic expression and virtual interaction over face-to-face engagement. This dual effect introduces an important consideration: how do these digitally shaped behaviors intersect with relational and community-oriented cultural values?

Research comparing digital communication and traditional interaction reveals nuanced generational differences. While Generation Z demonstrates high online engagement, studies indicate that meaningful interpersonal interaction remains critical to their well-being

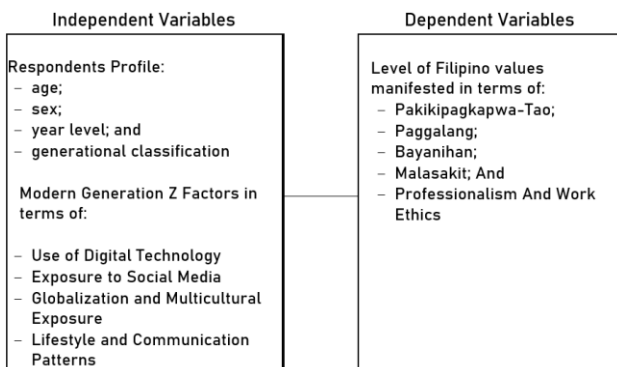


Figure 1
The Conceptual Design Depicting the Relationship Between Variables

LITERATURE REVIEW

Generation Z, generally defined as individuals born between the mid-1990s and early 2010s, is widely recognized as the first fully digital-native

and academic performance (Seemiller & Grace, 2016). In educational settings, digital tools can enhance collaboration and access to information; however, excessive reliance may reduce deep interpersonal communication skills (Schwieger & Ladwig, 2018).

These findings are particularly relevant in hospitality education, where communication competence, empathy, and relational sensitivity are fundamental. The literature suggests that modern generational influences do not simply replace traditional interaction patterns; rather, they modify how values are expressed and practiced. This modification raises questions regarding the continuity of culturally grounded relational values in highly digitized learning environments.

Filipino values are deeply rooted in indigenous psychology and collectivist traditions. Central to Filipino identity is *kapwa*, or shared identity, which emphasizes interconnectedness and mutual recognition (Pe-Pua & Protacio-Marcelino, 2000). From this core value emerge expressions such as *pakikipagkapwa-tao* (regard for others), *bayanihan* (community cooperation), and *malasakit* (compassionate concern), which shape social and professional interactions.

In service-oriented industries such as hospitality, these values translate into warmth, respect, teamwork, and ethical professionalism. Aguas (2016) explains that *pakikipagkapwa-tao* fosters empathy and moral responsibility in interpersonal encounters, while collectivist orientations encourage harmony and cooperation in organizational settings. Compared with Western individualistic frameworks, Filipino cultural traditions emphasize relational obligation and community-centered conduct—qualities that align closely with hospitality service principles.

While existing studies extensively document Generation Z's technological engagement and evolving communication styles, fewer studies examine how these characteristics interact with traditional Filipino values. Comparative

literature suggests a potential tension: digital immersion promotes efficiency, autonomy, and global identity (Twenge, 2017), whereas Filipino cultural values emphasize relational harmony, communal responsibility, and interpersonal sensitivity (Pe-Pua & Protacio-Marcelino, 2000).

However, this relationship should not be viewed solely as oppositional. Digital connectivity may also reinforce community-building and empathy when used constructively. The critical issue lies in determining whether modern generational influences enhance, transform, or weaken the manifestation of Filipino values among hospitality students.

For hospitality management students, this interplay is particularly significant. As future professionals in a people-centered industry, they must balance technological competence with culturally grounded service values. The literature therefore indicates a research gap: while generational studies highlight digital transformation and cultural studies emphasize Filipino relational values, limited empirical work integrates these domains within hospitality education. This gap provides the foundation for examining how modern generational factors influence the manifestation of Filipino values and for developing a culturally responsive values formation program.

METHODOLOGY

Research Design. This study utilized a descriptive research design to determine the influence of Generation Z factors on Hospitality Management (HM) students and their manifestation of Filipino values. This method was appropriate as it systematically described existing conditions and examined relationships among variables without manipulating them. According to Creswell (2014), descriptive research aims to describe trends, attitudes, or opinions of a population by studying a sample of that population. This allowed the researcher to obtain quantitative data regarding generational influences and Filipino values as they naturally occurred among the HM students.

The respondents of the study consisted of 300 Hospitality Management students enrolled from first year to fourth year levels during the academic year 2024-2025. The total population of Hospitality Management students was approximately 450. The sample size of 300 was determined using Slovin's formula with a 0.05 margin of error, which ensured adequate representation of the population and sufficient statistical power for analysis.

Purposive sampling was employed to select respondents who met the following inclusion criteria: (1) officially enrolled in the Hospitality Management program and (2) belonging to Generation Z. This sampling technique was deemed appropriate because the study specifically examined the influence of Generation Z characteristics on Filipino values within a defined academic population.

Instrumentation. The primary instrument used in this study was a researcher-made questionnaire designed to gather data on the influence of modern generational factors on Hospitality Management students and the level of Filipino values they manifest. The questionnaire was developed based on an extensive review of related literature and studies on generational characteristics, digital technology, social media influence, globalization, lifestyle patterns, and Filipino values relevant to the hospitality profession.

The instrument consisted of three major parts. Part I elicited information on the respondents' profile, including age, sex, year level, and generational classification. Part II measured the level of influence of modern generational factors in terms of use of digital technology, exposure to social media, globalization and multicultural exposure, and lifestyle and communication patterns. Part III assessed the level of Filipino values manifested by the respondents in terms of pakikipagkapwa-tao, paggalang, bayanihan, malasakit, and professionalism and work ethics. The responses were interpreted using a 5-point Likert scale in Table 1.

Table 1
5-point Likert Scale to Measure the Influence and Values

Scale	Range	Interpretation
5	4.21 – 5.00	Very High Influence
4	3.41 – 4.20	High Influence
3	2.61 – 3.40	Moderate Influence
2	1.81 – 2.60	Low Influence
1	1.00 – 1.80	Very Low Influence

Content validity was established through expert evaluation by four specialists in hospitality management, education, and social sciences. Their suggestions regarding clarity, relevance, and alignment with the study objectives were incorporated into the final revision of the instrument.

Construct validity was examined using Exploratory Factor Analysis (EFA) through SPSS. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded a value above 0.80, indicating that the data were suitable for factor analysis. Bartlett's Test of Sphericity was statistically significant ($p < 0.05$), confirming adequate intercorrelations among items. Items with factor loadings of 0.50 and above were retained, demonstrating that the statements adequately measured their intended constructs.

Reliability testing using Cronbach's Alpha produced an overall coefficient of 0.97, which was interpreted as excellent internal consistency. This result indicated that the instrument was reliable for final data collection.

Data Analyses. The data gathered were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS).

Descriptive statistics, such as frequency count and percentage, were used to describe the respondents' profile.

Weighted mean was utilized to determine the level of influence of Generation Z factors and the level of Filipino values manifested by Hospitality Management students.

For inferential analysis, the Chi-square test of independence was used to determine significant relationships between categorical profile variables (age group, sex, year level, generational classification) and categorized levels of influence and Filipino values. The Chi-square test was appropriate because these variables were grouped into categories and analyzed for association.

To determine the relationship between composite mean scores of Generation Z factors and Filipino values, Pearson's Product-Moment Correlation (Pearson *r*) was employed. Pearson *r* was used because the aggregated Likert-scale scores approximated interval-level measurement and were suitable for measuring the strength and direction of linear relationships between variables.

The level of significance was set at 0.05. The results of these analyses served as the empirical basis for determining the influence of Generation Z factors on the manifestation of Filipino values and for developing a Values Formation Program for Hospitality Management students.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents. Table 2 presents the demographic profile of the respondents in terms of age, sex, year level, and generational classification.

In terms of age, the majority of the respondents were between 19–21 years old, comprising 160 students or 53.3 percent of the total sample. This was followed by those aged 16–18 years, with 90 respondents or 30.0 percent. Meanwhile, respondents aged 22–24 years constituted the smallest group, with 50 students or 16.7 percent. These findings indicated that most of the participants were within the typical college-age bracket, particularly in the early adulthood stage, which is commonly associated with undergraduate Hospitality Management education.

With respect to sex, female respondents dominated the sample, accounting for 180 students, or 60 percent, while male respondents comprised 120 students, or 40 percent. This distribution suggested that the Hospitality Management program had a higher proportion of female students, which is consistent with enrollment trends commonly observed in hospitality-related programs.

Regarding year level, the respondents were evenly distributed across all four academic levels. Each year level—First Year, Second Year, Third Year, and Fourth Year—had 75 students, representing 25.0 percent per group. This equal representation ensured balanced participation across different stages of academic progression, thereby providing comprehensive insights from students with varying levels of academic exposure and professional preparation.

In terms of generational classification, the overwhelming majority of the respondents belonged to Generation Z (1997–2012), with 280 students or 93.3 percent. This finding confirmed that most of the participants were members of the target generational cohort examined in the study. The dominance of Generation Z respondents strengthened the relevance of the investigation, as it directly aligned with the study's objective of determining the influence of Generation Z factors on the manifestation of Filipino values among HM students.

Table 2
Demographic profile of the respondents

Demographic Variable	Category	Frequency (f)	Percentage (%)
Age	16–18 years	90	30.0
	19–21 years	160	53.3
	22–24 years	50	16.7
Sex	Male	120	40.0
	Female	180	60.0
Year Level	First Year	75	25.0
	Second Year	75	25.0
	Third Year	75	25.0
	Fourth Year	75	25.0
Generational Classification	Generation Z (1997–2012)	280	93.3

Level of Influence of Modern Generation Z Factors on Hospitality Students. Table 3 presents the level of influence of Generation Z factors on Hospitality Management students across four domains, with an overall mean of 4.10, indicating a high perceived influence. This suggested that modern generational characteristics played a significant role in shaping students' academic behaviors, communication patterns, and social interactions.

Among the domains, use of digital technology obtained the highest weighted mean (WM = 4.35), interpreted as very high influence. This finding indicated that students' engagement with digital tools, such as smartphones, laptops, and online learning platforms, was central to their academic and social functioning. The prominence of technology as a driver of student behavior aligns with prior studies by Alruthaya, Nguyen, and Lokuge (2021), who emphasized that Generation Z students are digital natives, relying extensively on technology for learning, communication, and daily routines. Fu, Fraser, and Arcodia (2024) further noted that technological engagement in hospitality contexts not only enhances operational readiness but also shapes professional behaviors, suggesting that the high influence observed in this study reflected both educational and practical dimensions.

Similarly, exposure to social media demonstrated a very high influence (WM = 4.21). The close similarity in means to digital technology suggested that these domains operated interactively, rather than independently. Students' communication norms, information processing habits, and peer interactions appeared strongly embedded within digital-social environments, consistent with findings by Wang and Iahad (2025), who reported that Generation Z's social media usage significantly shapes perceptions, decision-making, and interpersonal behavior in tourism and hospitality contexts.

In contrast, globalization and multicultural exposure (WM = 3.88) and lifestyle and

communication patterns (WM = 3.95) were rated slightly lower, though still high. This suggested that while global awareness and modern communication behaviors were influential, their impact was less immediate compared to direct digital engagement. Villarama et al. (2025) highlighted that exposure to global trends and multicultural experiences contributes to adaptability and cross-cultural competence, which is reflected in the high influence observed, though secondary to technology and social media.

Overall, the pattern of results indicated that Generation Z influences on Hospitality Management students were multidimensional, with technology and social media exerting the strongest effects. These findings provided a foundational context for exploring how these influences relate to Filipino values, suggesting that while students were immersed in modern digital and global environments, such exposure could coexist with, or even complement, the manifestation of traditional cultural and ethical values in hospitality education.

Table 3
Level of Influence of Generation Z Factors on Hospitality Management Students

Modern Generational Factor	Weighted Mean (WM)	Interpretation
Use of Digital Technology	4.35	Very High Influence
Exposure to Social Media	4.21	Very High Influence
Globalization and Multicultural Exposure	3.88	High Influence
Lifestyle and Communication Patterns	3.95	High Influence
Overall Mean	4.10	High Influence

Level of Filipino Values Manifested by Hospitality Management Students. Table 4 presents the level of Filipino values manifested by Hospitality Management students, with an overall weighted mean of 4.30, indicating that students generally demonstrated very high levels of Filipino cultural and ethical values. These results suggested that despite the pervasive influence

of modern generational factors, core Filipino values remained strongly evident among the respondents.

Among the dimensions, pakikipagkapwa-tao obtained the highest mean (WM = 4.42), reflecting that empathy, relational regard, and concern for others were highly practiced by students. This finding supports the work of Aguas (2016), who emphasized that pakikipagkapwa-tao is a foundational Filipino value that underpins social and professional interactions. The high manifestation of this value indicated that students maintained strong interpersonal ethics, which are crucial in hospitality contexts where service is relationally oriented.

Similarly, paggalang (WM = 4.35) and professionalism and work ethics (WM = 4.30) were rated very high. These results suggested that respect for others and adherence to ethical and professional standards were salient characteristics among the students. Pe-Pua and Protacio-Marcelino (2000) highlighted that respect, social harmony, and professional conduct are central to Filipino psychological and cultural frameworks. The persistence of these values indicated that modern exposure to technology, social media, and global trends did not diminish the students' ethical and professional orientation.

In contrast, bayanihan (WM = 4.18) and malasakit (WM = 4.25) were slightly lower, though still high. The comparatively lower mean for bayanihan suggested that cooperative engagement and community-oriented behavior were present but less emphasized than individual relational values. This pattern aligns with Enriquez's (1992) Filipino value framework, which differentiates between relational (interpersonal) and communal (collective) values, indicating that students may express individual relational values more consistently than collective cooperation in academic settings. Malasakit, reflecting sincere concern and care for others, was also high, suggesting that ethical responsibility and attentiveness to others' welfare remained present but could be

further reinforced through structured programs or activities.

Overall, the findings suggested that Filipino values were resilient among Hospitality Management students, persisting strongly even amid high engagement with Generation Z influences such as digital technology and social media. These results support the view of Twenge (2017) and Gursoy et al. (2013), who argued that while modern generational exposure shapes behaviors and communication styles, it does not necessarily erode cultural and ethical norms. In the context of hospitality education, these findings underscored the importance of integrating values formation initiatives that both preserve Filipino cultural identity and leverage students' technological and global competencies.

Table 4
Level of Filipino Values Manifested by Hospitality Management Students

Filipino Value	Weighted Mean (WM)	Interpretation
Pakikipagkapwa-tao	4.42	Very High
Paggalang	4.35	Very High
Bayanihan	4.18	High
Malasakit	4.25	High
Professionalism and Work Ethics	4.30	Very High
Overall Mean	4.30	Very High

Relationship Between Modern Generation Z Influences and Filipino Values of Hospitality Management Students. Table 5 presents the results of the Chi-square test of independence indicated that statistically significant associations existed between categorized levels of Generation Z factors and Filipino values. Prior to analysis, assumptions for the Chi-square test were confirmed: all variables were categorical, observations were independent and expected cell frequencies met the minimum requirement of five per cell. This validated the appropriateness of using the Chi-square test to examine associations between generational factors and value manifestation.

Results showed that each individual Generation Z factor—digital technology ($\chi^2 = 25.48$, $p =$

0.001), social media exposure ($\chi^2 = 22.36, p = 0.002$), globalization and multicultural exposure ($\chi^2 = 18.12, p = 0.006$), and lifestyle and communication patterns ($\chi^2 = 20.45, p = 0.003$)—was significantly associated with Filipino values. The overall Chi-square analysis ($\chi^2 = 86.41, df = 16, p < 0.001$) confirmed a significant combined association between modern generational influences and Filipino value manifestation. These results suggested that variations in exposure to Generation Z factors were statistically linked with variations in Filipino values, although it is important to note that the Chi-square test does not imply causation.

Among the individual factors, digital technology emerged as the strongest correlate of value manifestation, followed closely by social media exposure. This pattern aligned with the descriptive findings of Table 3, reinforcing that technological engagement and digital-social connectivity were primary channels through which generational characteristics influenced students' experiences. The findings correspond with prior studies highlighting that Generation Z's digital nativity shapes both learning behaviors and social interactions without necessarily undermining cultural values (Alruthaya, Nguyen, & Lokuge, 2021; Fu, Fraser, & Arcodia, 2024).

Table 5
Relationship Between Modern Generational Influences and Filipino Values of Hospitality Management Students

Variables	Chi-Square (χ^2) / r	df	p-value	Interpretation
Use of Digital Technology × Filipino Values	25.48	4	0.001	Significant Relationship
Exposure to Social Media × Filipino Values	22.36	4	0.002	Significant Relationship
Globalization & Multicultural Exposure × Filipino Values	18.12	4	0.006	Significant Relationship
Lifestyle & Communication Patterns × Filipino Values	20.45	4	0.003	Significant Relationship
Overall Influence × Filipino Values	86.41	16	0.000	Significant Relationship

To complement the categorical analysis, Pearson's Product-Moment Correlation was conducted using composite mean scores. Results in Table 6 revealed a moderate positive

correlation ($r = 0.52, p < 0.001$) between overall Generation Z factors and Filipino values. The positive direction indicated that higher perceived exposure to generational factors was associated with higher levels of Filipino value manifestation, suggesting compatibility rather than opposition between modern generational traits and traditional cultural values. This supported Twenge's (2017) assertion that digital and global influences may coexist with, rather than erode, ethical and cultural norms, allowing students to integrate technology, social engagement, and global awareness while maintaining core Filipino values.

Collectively, these findings underscore the importance of designing Values Formation Programs that strategically leverage students' technological and social media engagement while reinforcing cultural and ethical principles, ensuring that Hospitality Management graduates develop as both competent and culturally grounded professionals.

Table 6
Pearson r Correlation Between Generation Z Factors and Filipino Values

Variables	r	p-value	Interpretation
Generation Z Factors × Filipino Values	0.52	0.000	Moderate Positive Correlation

Proposed Values Formation Program for Hospitality Management Students. Table 7 presents the proposed Values Formation Program designed to strengthen Filipino values among Hospitality Management students while addressing the influences of modern generational factors. The program consisted of six interrelated components, each aimed at targeting specific areas of value formation, professional development, and adaptation to Generation Z characteristics.

The first component, Workshops on Filipino Values and Cultural Awareness, sought to strengthen students' understanding and practice of core Filipino values, including pakikipagkapwa-tao, paggalang, bayanihan, malasakit, and professionalism. Activities such

as interactive workshops, role-playing exercises, case studies, and situational simulations were implemented within hospitality settings. The program measured students' progress using pre- and post-workshop assessments, observation of role-play performance, and reflective journals. The results were evaluated through rubric-based assessments and comparisons of pre- and post-assessment scores, which provided evidence of enhanced interpersonal regard, respect, and ethical conduct of the participants.

these assessments allowed for systematic evaluation of students' ethical awareness and capacity to maintain cultural sensitivity in digital environments.

The Global and Multicultural Exposure component targeted students' ability to integrate Filipino values within diverse cultural contexts. This was facilitated through international virtual collaborations, cultural immersion activities, and cross-cultural simulations.

Table 8
Proposed Values Formation Program to Strengthen Filipino Values Among Future Hospitality Management Graduates

Component / Module	Objective	Activities / Strategies	Expected Outcomes	Measurable Indicators	Evaluation Methods
Workshops on Filipino Values & Cultural Awareness	Strengthen understanding and practice of core Filipino values	Interactive workshops, role-playing, case studies, situational exercises in hospitality settings	Students demonstrate enhanced pakikipagkapwatao, paggalang, bayanihan, malasakit, professionalism	Pre- and post-workshop assessment scores; observation of role-play performance; reflective journals	Rubric-based assessment of role-play and case studies; comparison of pre- and post-assessment scores
Digital Ethics & Responsible Social Media Use	Promote ethical and responsible use of technology	Seminars on digital etiquette, online professionalism, responsible social media practices	Students exhibit ethical online behavior and maintain cultural sensitivity in digital spaces	Quiz scores on digital ethics; analysis of social media case scenarios; reflective essays	Rubric-based scoring of quizzes and essays; scenario-based assessments
Global & Multicultural Exposure	Increase awareness and application of Filipino values in diverse cultural contexts	International virtual collaborations, cultural immersion activities, cross-cultural simulations	Students can integrate Filipino values in global hospitality settings	Participation rate in activities; application of values in multicultural scenarios; self-reported intercultural sensitivity	Observation checklists, peer/facilitator evaluation, reflective reports
Community Engagement & Bayanihan Projects	Enhance teamwork, cooperation, and community service	Service-learning initiatives, volunteer work, community hospitality projects	Students actively practice bayanihan and contribute to social well-being	Completion of community projects; demonstration of teamwork; measurable community impact	Mentor and community partner feedback; rubric-based assessment; pre- and post-project self-assessment
Professionalism & Work Ethics Enhancement	Strengthen work ethics and professional behavior	Internship reflection journals, mentorship programs, ethics-centered assignments	Students develop discipline, integrity, accountability, and professional conduct	Timeliness and quality of assignments; ethical decision-making in simulations; internship performance ratings	Mentor evaluations; rubric-based assessment of journals; internship supervisor ratings
Lifestyle & Communication Skills Development	Improve interpersonal and communication skills aligned with hospitality standards	Workshops on effective communication, conflict resolution, time management, and lifestyle choices	Students exhibit effective communication, professional etiquette, and balanced lifestyle choices	Peer/instructor feedback; successful conflict resolution; time management logs; self-reported lifestyle balance	Rubric-based assessment of workshops; peer evaluations; review of logs and reflection journals

The second component, Digital Ethics and Responsible Social Media Use, aimed to promote ethical and responsible engagement with technology. Seminars focusing on digital etiquette, online professionalism, and responsible social media practices were conducted. Students' knowledge and application of digital ethics were assessed through quizzes, analysis of social media case scenarios, and reflective essays. Rubric-based scoring of

Participation rates, application of values in multicultural scenarios, and self-reported intercultural sensitivity served as measurable indicators, which were evaluated using observation checklists, peer and facilitator assessments, and reflective reports. These methods ensured that students not only gained global awareness but also reinforced the relevance of Filipino values in international settings.

The Community Engagement and Bayanihan Projects component emphasized teamwork, cooperation, and social responsibility. Students participated in service-learning initiatives, volunteer work, and community-based hospitality projects. The completion of projects, demonstration of teamwork, and measurable community impact were used as indicators, with mentor and community partner feedback, rubric-based assessments, and pre- and post-project self-assessments employed to evaluate effectiveness. This component provided students with experiential opportunities to practice bayanihan and social responsibility in real-world contexts.

The Professionalism and Work Ethics Enhancement component focused on developing discipline, integrity, accountability, and professional conduct. Activities included internship reflection journals, mentorship programs, and ethics-centered assignments. Timeliness and quality of assignments, ethical decision-making in simulated scenarios, and internship performance ratings were measured, with mentor evaluations, rubric-based journal assessments, and supervisor ratings providing comprehensive evaluation of students' professional competencies.

Lastly, the Lifestyle and Communication Skills Development component aimed to improve students' interpersonal and communication skills in alignment with hospitality standards. Workshops on effective communication, conflict resolution, time management, and lifestyle choices were conducted. Peer and instructor feedback, success in conflict resolution exercises, time management logs, and self-reported lifestyle balance served as measurable indicators. Rubric-based assessments, peer evaluations, and review of logs and reflection journals were employed to determine improvements in communication, professionalism, and balanced living.

Overall, the Values Formation Program provided a structured, multi-dimensional approach to reinforcing Filipino values while addressing the challenges posed by modern

generational influences. By incorporating measurable indicators and systematic evaluation methods for each component, the program ensured that students' learning and value internalization could be effectively monitored, assessed, and enhanced, thereby preparing Hospitality Management graduates to be culturally grounded, ethically responsible, and professionally competent.

Conclusions. Based on the findings, Generation Z factors exerted a high influence on Hospitality Management students, with digital technology and social media identified as the most prominent domains shaping their academic behaviors, communication patterns, and social interactions. Globalization, multicultural exposure, and lifestyle and communication patterns were also influential, though their effects were relatively secondary. This indicated that students' technological engagement and digital-social immersion primarily guided their experiences, while global awareness and lifestyle patterns had a supportive role.

Filipino values, however, were generally manifested at very high levels among the students. Pakikipagkapwa-tao, paggalang, and professionalism and work ethics obtained the highest ratings, reflecting that students maintained strong interpersonal regard, respect for others, and professional discipline.

Bayanihan and malasakit were slightly lower but remained high, suggesting that cooperative engagement and communal responsibility were present but less emphasized than individual relational values. These results implied that exposure to modern generational factors did not diminish cultural and ethical norms, but rather coexisted with students' expression of Filipino values.

The Chi-square analysis revealed significant associations between all Generation Z factors and Filipino values, with digital technology demonstrating the strongest association, followed by social media exposure. Pearson r correlation further showed a moderate positive relationship between overall Generation Z

factors and Filipino values, indicating that higher perceived exposure to generational characteristics was linked with higher levels of value manifestation. These findings highlighted that technological and global engagement complemented rather than conflicted with students' Filipino values.

The proposed Values Formation Program was developed in response to these findings, incorporating workshops on Filipino values, digital ethics seminars, multicultural exposure, community engagement projects, professionalism enhancement, and communication skills development. Measurable indicators and evaluation methods were included to systematically assess students' progress and ensure effective value internalization.

From a policy perspective, the study suggested that hospitality education programs should integrate structured values formation initiatives alongside digital literacy and global competence training. This approach could guide institutions in producing graduates who were culturally grounded, ethically responsible, and professionally competent, capable of navigating modern generational influences while upholding core Filipino values.

Recommendations. Based on the findings and conclusions of this study, several recommendations were proposed to strengthen Filipino values and enhance the development of Hospitality Management students in the context of modern generational influences. These recommendations were organized into four thematic categories: curriculum, faculty and administration, student development, and research.

Curriculum. It was recommended that the College of Hospitality Management integrate the proposed Values Formation Program into the curriculum. Activities focusing on Filipino values, digital ethics, multicultural exposure, community engagement, professionalism, and communication skills should be systematically implemented across all year levels. Embedding

these components within both academic and co-curricular programs would enable students to internalize core Filipino values while positively adapting to the influences of modern technology, social media, and global trends.

Faculty and Administration. Faculty members and administrators were encouraged to continuously monitor and guide students' use of digital technology and social media. While these platforms offered educational and professional opportunities, responsible and ethical engagement should be emphasized to prevent negative behavioral patterns and to ensure that students' online habits complemented their personal, cultural, and professional development.

Student Development. Experiential learning activities, such as cultural immersion programs, international collaborations, and community-based projects, were recommended to provide students with practical exposure to multicultural hospitality practices while reinforcing Filipino values such as bayanihan, pakikipagkapwa-tao, and malasakit. Additionally, mentorship, coaching, and reflection opportunities during internships, laboratory exercises, and professional trainings were suggested to guide students in practicing professionalism, work ethics, and effective communication, while promoting self-assessment and personal growth aligned with Filipino cultural principles.

Research. Further research was recommended to evaluate the long-term impact of values formation interventions on hospitality students' behaviors and professional performance. Expanding the study to other higher education institutions or larger populations could provide additional insights into the relationship between modern generational influences and Filipino values, supporting continuous improvement of academic programs and student development initiatives.

Implementing these recommendations was expected to nurture Hospitality Management students into well-rounded, culturally

grounded, and professionally competent graduates, capable of meeting the demands of the modern global hospitality industry while upholding core Filipino values that define ethical and responsible service.

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