

An Evaluation on The Practices of Family Values Among Students of College of Management and Business Technology

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Abstract— *The values instilled in students by their families in various domains of life (e.g. moral, social) are critical since they will influence their contribution as community members. The study examined students' moral, political, recreational, religious, and social values. Additionally, the survey examined students' attitudes toward family work. This study surveyed 125 business administration students (composed of 42 male and 83 female) of Nueva Ecija University of Science Technology. The present study examines the family values among students. Family moral values were the most important value that a family can teach and practice to their children. Aside from the morals, family also gives importance to social, work, religious, recreational, and political values, respectively. Many families do not have a formal definition of their basic values. Students' personal values and morals are shaped by their family values, which helps determine who they are and how they navigate society. When parents demonstrate the importance of family values, their children are given the framework and boundaries they need to discover their own place within those values and morals. Modify those ideals as the students grow older in order to make them distinctive as they evolve and develop into values-driven adults. Students learn to express themselves, grow from their mistakes, problem-solve, and develop all of the abilities and skills that enable them become effective members of the community through values-based family life.*

Keywords— *Family Values, Work Value, Moral Value, Social Value, Political Value.*

I. INTRODUCTION

The values instilled in students by their families in various domains of life (e.g. moral, social) are critical since they

will influence their contribution as community members. Adolescent parents' intents and attitudes toward family values may include allowing children to keep a sense of closeness with others while also allowing them to explore centrifugal avenues away from the family (Prioste et al., 2015). Intergenerational programs combine frameworks for cross-generational social learning through mutual learning (seniors teaching youngsters and children teaching elders) (Monk, 2011).

Thus, exposure to media content that does not support religious conceptions of pro-social behavior toward others and human dignity (rather than the objectification of others' bodies) is connected with a decreased likelihood of having strong religious beliefs in religious values (Padilla-Walker et al., 2010). Further, mother-child interactions and internalization of pro-social concepts play a role in both direct and indirect pathways to religious values (Barry et al., 2012).

In light of the foregoing, the researcher sought to ascertain family values among students of business administration.

OBJECTIVES OF THE STUDY

The study examined students' moral, political, recreational, religious, and social values. Additionally, the survey examined students' attitudes toward family work.

II. METHODOLOGY

The descriptive research method was used in this study since it comprises the description, collection, assessment, and evaluation of a real-world circumstance (Creswell, 2014). This study surveyed 125 business administration students (composed of 42 male and 83 female) of Nueva Ecija University of Science Technology.

III. RESULTS AND DISCUSSIONS

Table 1. Family Moral Value Practices among Students of College of Management and Business Technology

Statement	Mean	Verbal Interpretation
1. Saving money from your allowance to buy important things that you needed	3.53	Always Practiced
2. Taking personal responsibility.	3.44	Always Practiced
3. Thinking twice before making a decision that can affect your dignity and honor	3.49	Always Practiced
4. Being patient and courageous	3.40	Always Practiced
5. Never giving up easily	3.45	Always Practiced
Average Weighted Mean	3.46	Always Practiced

Table 1 presents family moral value practices among students of College of Management and Business Technology. Students got an average weighted mean of 3.46, which has a verbal interpretation of “Always Practiced”. Among five item statements that students always practiced in their, “Saving money from your allowance to buy important things that you needed” had highest weighted mean with 3.53 and “Being patient and courageous” as the lowest weighted mean with 3.40.

The analysis affirms Pankow and Brotherson(2009) that Children are always learning about money and how to use it. Not only will how children handle money has an impact on their financial stability and security later in life. By talking about money with children, preparing with them, and providing positive learning opportunities, parents and other adults may help kids acquire money management skills.

Table 2. Family Political Value Practices among Students of College of Management and Business Technology

Statement	Mean	Verbal Interpretation
1. Making decision lead by the father to choose the best political candidates they should vote	2.93	Sometimes Practiced
2. Talking and sharing the issue that happens in our economy to the family.	2.99	Sometimes Practiced
3. Being open minded to new issues	3.38	Always Practiced
4. Treating everyone equally, regardless of ethnicity, race, religion, or sexual orientation.	3.27	Always Practiced
5. Following and respecting the law by not making any illegal activities	3.42	Always Practiced
Average Weighted Mean	3.20	Sometimes Practiced

Table 2 shows the family political value practices among students of College of Management and Business Technology. Students got an average weighted mean of 3.20, which has a verbal interpretation of “Sometimes Practiced”. However, students answered that they always practiced the following: “Following and respecting the law by not making any illegal activities” (Mean = 3.42),

“Being open minded to new issues” (Mean = 3.38), and “Treating everyone equally, regardless of ethnicity, race, religion, or sexual orientation.” (Mean = 3.27). The results show that their family teaches the importance of following the laws and respecting others.

The analysis supports the claim of Turan and Tiras (2017) that the family structure influences the

individual's political attitude and behavior when the family is viewed as a social component influencing political views and behavior. The family is a very important institution in

a person's life. When a person makes a political choice, their family, like a friend, might be influenced and oriented by their immediate surroundings.

Table 3. Family Recreational Value Practices among Students of College of Management and Business Technology

Statement	Mean	Verbal Interpretation
1. Sharing what happen to your day with your family at night.	3.02	Sometimes Practiced
2. Having a family gathering or reunion.	3.27	Always Practiced
3. Going to amusement park with friends or family	3.20	Sometimes Practiced
4. Enjoying your life by having special activities like, sports, games, etc.	3.41	Always Practiced
5. Going to a birthday party with friends or family.	3.38	Always Practiced
Average Weighted Mean	3.26	Always Practiced

Table 3 illustrates the family recreational value practices among students of College of Management and Business Technology. Students got an average weighted mean of 3.26, which has a verbal interpretation of “Always Practiced”. They also answered that they always practiced Statement 4 “Enjoying your life by having special activities like, sports, games, etc.” (Mean = 3.41), Statement 5 “Going to a birthday party with friends or family.” (Mean = 3.38), and Statement 2 “Having a family gathering or reunion.” (Mean = 3.27). The results indicate

that students had good quality time with their family members by doing some bonding activities.

Shaw and Dawson (2001) stated that individuals of all ages and cultures generally believe that spending time or participating in activities with family is the most cherished leisure activity. Individuals learn leisure skills, interests, attitudes, and behaviors from their families, and research has shown that leisure interests learned in childhood and adolescence are carried over into adulthood.

Table 4. Family Religious Value Practices among Students of College of Management and Business Technology

Statement	Mean	Verbal Interpretation
1. Going to church and pray together to create a strong bond, making God as the center of their lives	3.49	Always Practiced
2. Showing compassion to those in need	3.34	Always Practiced
3. Reading the bible to improve spirituality	3.14	Sometimes Practiced
4. Remaining faithful and never lose hope for better tomorrow.	3.45	Sometimes Practiced
5. Participating in church activities.	3.16	Sometimes Practiced
6. Praying together before meal.	3.13	Sometimes Practiced
Average Weighted Mean	3.29	Always Practiced

Table 4 shows the family religious value practices among students of College of Management and Business Technology. Students got an average weighted mean of

3.29, which has a verbal interpretation of “Always Practiced”. They also answered that they always practiced the following: “Going to church and pray together to create

a strong bond, making God as the center of their lives” (Mean = 3.49) and “Showing compassion to those in need” (Mean = 3.34). The results show that the family of the students led their children to religious activities to make God as part of their lives and to show compassion to others.

The analysis supports the study of Pearce and Axinn (1998) and Wilcox (2002) that an authoritative, warm, active, and expressive parenting style appears to be promoted by religious participation. Parents who attend religious services on a regular basis have a stronger bond with their children and are more invested in their education.

Table 5. Family Social Value Practices among Students of College of Management and Business Technology

Statement	Mean	Verbal Interpretation
1. Helping each other to make our fiesta, festivals and other events lively and colorful.	3.15	Sometimes Practiced
2. Participating at family activities like reunion.	3.28	Always Practiced
3. Putting elder’s hands on my forehead as a sign of respect.	3.48	Always Practiced
4. Respecting elder by saying “po” and “opo”.	3.57	Always Practiced
5. Welcoming our guest in the house.	3.57	Always Practiced
6. Helping those who in need	3.52	Always Practiced
Average Weighted Mean	3.43	Always Practiced

Table 5 shows the family social value practices among students of College of Management and Business Technology. Students got an average weighted mean of 3.43, which has a verbal interpretation of “Always Practiced”. To highlight, they always practiced “Respecting elder by saying po and opo.” (Mean = 3.57), “Welcoming our guest in the house.” (Mean = 3.57), and “Helping those who in need.” (Mean = 3.52). The results indicate that students value elders and other people; and they tried to be helpful.

Zitzman (2003) stated that the way a person acts in personal interactions and as a productive member of a broader society is influenced by his or her social behavior values. Respect for women, elderly, and authority figures, kindness toward others, and standing up for those who are unable to speak for themselves are all prevalent family values. These characteristics teach children to keep their cool when things don't go their way, which may aid in the development of patience and resilience.

Table 6. Family Work Value Practices among Students of College of Management and Business Technology

Statement	Mean	Verbal Interpretation
1. Listening well in every lesson, that teacher discusses.	3.42	Always Practiced
2. Doing homework and other school project before the deadline of it.	3.32	Always Practiced
3. Participating in the class activities	3.32	Always Practiced
4. Respecting fellow students, teachers and university authorities to maintain solidarity.	3.57	Always Practiced
5. Reviewing well the note or book before the examination or quiz to get high grades	3.34	Always Practiced
Average Weighted Mean	3.39	Always Practiced

Table 6 presents family work value practices among Students of College of Management and Business Technology. Among the five item statements, “Respecting fellow students, teachers & university authorities to maintain solidarity” as the highest weighted mean with 3.57 and “Doing homework and other school project before the deadline” and “Participating in the class activities” are both had lowest weighted mean with 3.32. The results indicate that student gives importance to school and its prsonnel as their training ground for their career / work.

The analysis supports the claim of Monica (2005) that work values influence educational and career choices, as well as one's willingness to study and work. People prefer to choose occupations that align with their work values; if they don't, their work values shift in the direction of the prevalent values in their chosen industries.

IV. CONCLUSIONS AND RECOMMENDATIONS

The present study examines the family values among students. Family moral values were the most important value that a family can teach and practice to their children. Aside from the morals, family also gives importance to social, work, religious, recreational, and political values, respectively.

Many families do not have a formal definition of their basic values. Students' personal values and morals are shaped by their family values, which helps determine who they are and how they navigate society. When parents demonstrate the importance of family values, their children are given the framework and boundaries they need to discover their own place within those values and morals. Modify those ideals as the students grow older in order to make them distinctive as they evolve and develop into values-driven adults. Students learn to express themselves, grow from their mistakes, problem-solve, and develop all of the abilities and skills that enable them become effective members of the community through values-based family life.

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