

Life Values of College Students of a State University in the Philippines: Baseline for a Proposed Guidance and Counseling Program

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Abstract

This study was conducted to assess the Life Values of the college students of the Polytechnic University of the Philippines- Cavite, a State University in Southern Luzon, Philippines. Specifically, the study aimed at determining the significant difference of students' life values when grouped according to their personal profile. This study involved the 412 respondents randomly selected from PUP- Maragondon Branch and its annex in Alfonso, Cavite using stratified random sampling. An instrument adopted from the Life Values Inventory of Dr. Kelly Crace was used to gather pertinent data to support the aim of the study. It was found out that the respondents have high assessment of their personal, social and environmental values. The age difference affects the respondents' assessment of their personal and environmental values. Female respondents posted higher assessment of their social values than male participants. The participants' personal values are affected by parents' educational attainment. These results were used for the proposal of an effective guidance and counseling program to aid students in strengthening and enhancing their life values. Moreover, this study would be of significance in realigning the school's guidance program which may assist the students in enhancing their values system. Towards the end, the establishment of a more visible and responsive guidance program that will address the significant results of this study is highly recommended.

Keywords: environmental values, guidance and counseling program, life values, personal values, social values.

Introduction

One's values are the windows to which one is viewed by others. These serve as one's personal mirror in perceiving his/ her personal aspects. These values guide an individual towards working in solidarity with others. These serve as foundation for self -evaluation and the evaluation of others.

The 1987 Philippine Constitution-Preamble includes the Filipino values that an individual should possess in order to build a just and humane society. These values include truth, justice, freedom, love equality, and peace (www.officialgazette.gov.ph). Likewise, Section 2, 13, and 17 under Article II of the 1987 constitution also emphasize moral and spiritual values to be inculcated among Filipinos. Section 2 states that All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect of human rights, appreciate the roles of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. Furthermore, the education should also give priority to education, science and technology, arts, culture and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development (www.officialgazette.gov.ph).

This is a clear reflection of the generalities of the Filipino people and the values that the world truly admires from us. It is a strong evidence that we Filipinos give so much importance and

faith on the things that we value the most, the things that guide our actions, beliefs, behavior, and the values that communicate with people around us. This serves as a guide on how should we act as Filipinos. Our love for justice, truth, freedom, equality, and peace are all rested on the constitutional bases which reflect our high regards for ethics and values.

Alongside these provisions in the constitution, another aspect of values support is provided by the school guidance office. In the long run, guidance counselors have provided disciplinary aids to students concerning their vocational choices, life decisions, and developing their personal values and attitudes. In the book written by Dr. Linda Ambida- Cinco (2007) it was mentioned the roles of guidance counselor's roles in the students' discipline. According to her the counselor helps an individual 1.) achieve an understanding of their behavior. 2.) develop self- control to properly manage students' behavior and misbehavior. The counseling relationship requires that students feel a sense of trust in the counselor as an individual with whom the students can discuss problems freely without fear of getting punished. In this process the guidance counselors do not act as a disciplinary officer. They have a clearly defined roles of having constructive responsibility in good school discipline. They help students develop a wide range of understanding themselves and not merely on punishing students when they commit misbehavior as what the students believe about them. The roles guidance counselors transcend even after the students left the school. They conduct monitoring services to assure that students are on the right tract as they finished their education. This may also include their performance on the job- related activities to where they are engaged.

In the "DOLE Employment Guide for students and Jobseekers" released by the Department of Labor and employment, they enumerated five (5) ethical values expected from them. These include; right values such as industry, systematic, time- conscious, innovative, and values- driven; competence; culture of safety and health; loyalty to the organization; integrity (<https://www.dole.gov.ph>). This suggests that in the midst of our changing world and workplace environment, different firms and companies choose to give much demand on the importance of individual values. Ciecuch (2016) stated that personal values are closely related to employment motivation which enable individuals to attain their goals and aspirations. These values would suit the need and requirements of the employers' satisfaction of hiring workers (Ciecuch, 2016).

In the 2016 survey done by Jobstreet Philippines, out of 551 companies asked, 45 percent chose PUP as their top choice when it comes to hiring employees. In the statement released by Jobstreet Philippines country manager Philip Gioca (2016) "PUP graduates are very hard- working, often going extra mile in their job". Gioca (2016) also added that aside from being more than just a preference for particular colleges and universities, employers prioritize applicants who show willingness to be trained and to learn. This will only happen if the applicant or employee has the right attitude and values to take the challenge of individual development.

The survey also showed that respondent- employers have also found that PUP graduates have the drive to succeed and do not give up on assignments given to them, thus having the tendency to stay longer in a company. The respondents also said that PUP graduate have reasonable demands and don't usually display attitude of self- entitlement (Jobstreet Philippines, 2016). This is a clear manifestation of how our community perceive the graduates of PUP. This also means that whatever change may happen in many generations, values will remain its significant role in shaping the individual and the society as well. It is a good point to bring this aspect in the community of PUP- Cavite. The emergence of the new breed of learners in the university, the kind of life they live, and the values they have are different from the university's past generation of learners specifically in PUP- Cavite. And as member of the dynamic community of the university, one should be sensitive about the areas that need to be improved and maintained specifically their values system.

The values to which the PUP students are known should remain persistent in the community of PUP- Cavite and other respective branches and campuses in the Philippines. It is important to maintain this tag they have specified among the academe and the general populace of PUP.

The students' attitudes towards their personal interests, goals, and others are becoming potential issues among students and faculty members in the university. The level of respect for their teachers and co- students are evidently declining causing them to be undesirably different members of the university. The attitude they have towards the institution's principles is also becoming negatively seen. The level of superiority among them is also affective in the harmony within the school's system. It is believed that the need to address these matters should be the priority of the guidance office to support the necessary alleviation that it must ensure to facilitate the need for students' behavioral issues. The principle of an effective and more visible role of guidance office should be observed and evident in redirecting and calibrating the life values of the entire student community to maintain the ideals we are known for many decades. Thus, it is paramount to gain understanding of what they believe in so proper alteration concerning values issues will be properly addressed and resolved.

It is important to make this generation of PUP students to get involved in the development and improvement of values in PUP- Cavite Branch and help the guidance office in assessing and understanding the values and attitude of the students in the university to do necessary assistance to students more specifically in the formation of students' life values.

Thus, understanding the attitudes and behavior of the students is an important factor in establishing good academic relationship with the students. In relation, this study aimed to 1) determine the profile of the respondents in terms of age, gender, birth order, parents' educational and occupational background. 2) how would they assess their life values in terms of personal, social, and environmental values. 3) determine the significant difference in the students' life values when grouped according to their personal profile.

Materials and Methods

This study employed a descriptive design in order to attain its objectives. Furthermore, the study describes the respondents' life values. This study covered the students of the Polytechnic University of the Philippines- Cavite as its respondents. Participants were technically coming from the different programs offered by PUP Maragondon Branch and PUP Alfonso Campus. The programs include Bachelor of Science in Accountancy (BSA), Bachelor in Secondary Education (BSE) with specialization in Mathematics and English, Bachelor of Science in Electronics and Communication Engineering (BSECE), Bachelor of Science in Electrical Engineering (BSEE), and Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Mechanical Engineering, and Bachelor of Science in Entrepreneurial Management. The school also offers diploma programs in Office and Management Technology, Information and Communication Technology, and Electrical Engineering Technology. The participants were the 412 college students who were randomly selected using the stratified random sampling technique. In addition, the given data support the description of the respondents.

Table 1. Frequency and Percentage Distribution of the Respondents Profile

Frequency Distribution of the Respondents' Profile in terms of Sex		
Sex	Frequency	Percentage (%)
Male	157	38.1

Female	255	61.9
Total	412	100.0
Frequency Distribution of the Respondents' Profile in terms of Age		
Age	Frequency	Percentage (%)
18 to 21 years old	364	88.3
22 to 25 years old	37	9.0
26 to 29 years old	6	1.5
30 years old and above	5	1.2
Total	412	100.0
Frequency Distribution of the Respondents' Profile in terms of Birth Order		
Birth Order	Frequency	Percentage (%)
1 st	134	32.5
2 nd	120	29.1
3 rd	70	17.0
4 th	32	7.8
Only Child	20	4.9
Others	36	8.7
Total	412	100
Fathers' Educational Attainment		
Parents' Educational Attainment (Father)	Frequency	Percentage (%)
Elementary Undergraduate	28	6.8
Elementary Graduate	30	7.3
High School Undergraduate	41	10.0
High School Graduate	164	39.8
College Undergraduate	81	19.7
College Graduate	64	15.5
Masters – Undergraduate	2	0.5
Masters – Graduate	1	0.2
Others	1	0.2
Total	412	100
Mothers' Educational Attainment		
Parents' Educational Attainment (Mother)	Frequency	Percentage (%)
Elementary Undergraduate	17	4.1
Elementary Graduate	30	7.3
High School Undergraduate	42	10.2
High School Graduate	171	41.5
College Undergraduate	60	14.6
College Graduate	86	20.9
Masters – Undergraduate	3	0.7
Masters – Graduate	2	0.5
Others	1	0.2
Total	412	100
Fathers' Employment Status		
Parents' Employment Status (Father)	Frequency	Percentage (%)

Unemployed	99	24.0
Self-Employed	105	25.5
Employed	159	38.6
Deceased	49	11.9
Total	412	100
Mothers' Employment Status		
Parents' Employment Status (Mother)	Frequency	Percentage (%)
Unemployed	183	44.4
Self-Employed	104	25.2
Employed	100	24.3
Deceased	25	6.1
Total	412	100

The table showed that the participants are composed of 255 female (61.9%) and 157 male (38.1) respondents. Most respondents emerged from the age 18 to 21 years old 364 (88%). The respondents are dominated by first born children 134 (32.5%). Both parents of the respondents are high school graduate with 164 total frequency (39.8%) for father and 171 total frequency (41.5%) for mother. In relations to parents' occupational status, the respondents' fathers are mostly employed with 159 (38.6%) total frequency while most of the respondents' mothers are unemployed with 183 (44.4%) total frequency.

A research questionnaire adopted from the Life Values Inventory developed by Dr. Kelly Crace (1996) was utilized to gather responses from the participants. Crace (1996) said that the Life Value Inventory was developed to help individuals and organizations clarify their values and serve as design for effective decision- making and optimal functioning. The instrument consists of 42 items focusing on life values which are assumed to be possessed by the students. The respondents were asked to encircle the response that best describes their values.

The respondents were asked to give their answers using the following scale:

Table 2. Interpretive Scale

Rate	Range	Verbal Interpretation
5	4.20- 5	Always Guides my Behavior
4	3.40- 4.19	Almost Always Guides my Behavior
3	2.60- 3.39	Sometimes Guides my Behavior
2	1.80- 2.59	Always Never Guides my Behavior
1	0-1.79	Never Guides my Behavior

Each item from the instrument has ratings of 1- 5 where the participants were asked to use in rating the values being asked. Responses ranging from 4.20- are interpreted as "Always Guides my Behavior" which may also mean that the respondents' values are high.

A letter of request was sent to the questionnaire developer for proper adoption. After being granted the permission, the researcher manually collected data from the respondents. The responses were gathered, tabulated and interpreted.

Results and Discussion

After all the treatment done to the data collected, the following results were obtained and interpreted.

Table 3. Summary of Respondents' Personal Values

Personal Values	Grand weighted Mean	Verbal Interpretation	Rank
Achievement	4.23	Always Guides my Behavior	1
Responsibility	4.05	Almost Always Guides my Behavior	2
Privacy	4.01	Almost Always Guides my Behavior	3
Spirituality	3.97	Almost Always Guides my Behavior	4
Creativity	3.90	Almost Always Guides my Behavior	5
Independence	3.81	Almost Always Guides my Behavior	6
Health and activity	3.64	Almost Always Guides my Behavior	7
Financial Prosperity	3.49	Almost Always Guides my Behavior	8
Humility	3.41	Almost Always Guides my Behavior	9
Total	3.83	Almost Always Guides my Behavior	

Legend: " Never Guides My Behavior" - (0-1.79), "Almost Never Guides My Behavior" - (1.80-2.59), "Sometimes Guides My Behavior" - (2.60-3.39), "Almost Always Guides My Behavior" - (3.40-4.19), " Always Guides My Behavior" - (4.20-5.00).

The table indicates that the average assessment of the respondents on their personal values has 3.83 total weighted mean. The average assessment of the respondents' personal values in terms of Achievement has the total mean of 4.23. The result of the study is supported by Flynn in 2015. In an article published in 2015, he discussed the result of a study showing the characteristics of today's youth. Results indicated that this generation is characterized by being socially- aware, eager to make difference, goal oriented, and hard- working individual. The respondents highly regard the value of achievement as affective on their personal values.

In terms of the respondents' assessment of their personal values in relation to Creativity has a weighted mean of 3.90. The results of the study show significant relationship to the result of the study conducted by Rainer (2011). His study shows that about 60% of the respondents strongly agreed with the statement "I believe I can do something great". Both studies showed that creating something for individual betterment reflects the values of today's generation.

The respondents' assessment of their personal values in terms of Humility posted a weighted mean of 3.41. This result is lower than the assessment of Achievement and Creativity. In terms of the respondents' personal values in relation to Privacy, result posted a weighted mean of 4.01 which means that the respondents want to give focus on the value of privacy. This result is contrary to the statement of Deliotte in 2009. He affirmed that today's generation expect more positive and affirming communication with leaders than the past generation. In the same way, Myers and Sadaghiani (2010) noted that millennials' beliefs about time also are worth acknowledging; empirical studies and polls have found that millennials are impatient about becoming recognized as valuable contributors as cited by Gursoy in 2008.

The respondents' assessment of personal values in terms of Responsibility has a weighted mean of 4.05. In the study of Simmons in 2008 relative result was also obtained. Result of the study confirmed that millennials desire for more flexible or adjustable working hours than the older generation. Most number of respondents said that they wish to work from remote locations with non-traditional hours.

On the other hand, the respondent's assessment of personal values in terms of Health and Activity posted a weighted mean of 3.64. The mean may indicate a lower significance on the personal values of the respondents compared to other categories of personal values. The posted result above is relative to the findings of Goldman in 2013. One of the great comparisons on his study is the healthy living of the past and the present generation. He also added that today's generation are visible exercising more, eating smarter and smoke less than the past generation.

The respondents' personal values in terms of Independence obtained an average mean of 3.81. It suggests that younger age group tend to depend on their parents. It is also reflected in an American study as cited by Peterkin (2017) in her article revealed that the respondents unlike the older generation has low level of independence. The study found out that most Americans at the age of 18- 22 years old still decide to live by their parents. Peterkin also added that this generation chose to stay with their family for financial assistance unlike the older ones who pay for their tuitions in school and move out from his/ her family.

While the average assessment of respondents' personal values in relation to spirituality posted a mean average of 3.97. The result shows that contrary to the finding noted by Cacho and Baring, PUP- Cavite students have high regards in the value of spirituality. Furthermore, the belief on higher power is still evident among students.

In terms of the respondents' assessment of personal values in relation to Having Financial Success, result posted an average mean of 3.49. The results indicate that the respondents' personal values impact their behavior and attitude.

From the results of findings, the data indicates that the respondents' overall assessment of their personal values is "High". This implies that their personal values are highly considered to the actions and decisions they make.

Table 3. Summary of Respondents' Social Values

Personal Values	Grand weighted Mean	Verbal Interpretation	Rank
Loyalty to family or group	4.10	Almost Always Guides my Behavior	1
Concern for others	4.05	Almost Always Guides my Behavior	2

Personal Values	Grand weighted Mean	Verbal Interpretation	Rank
Belongingness	3.57	Almost Always Guides my Behavior	3
Total	3.91	Almost Always Guides my Behavior	

Legend: " Never Guides My Behavior" - (0-1.79), "Almost Never Guides My Behavior" - (1.80-2.59), "Sometimes Guides My Behavior" - (2.60-3.39), "Almost Always Guides My Behavior" - (3.40-4.19), " Always Guides My Behavior" - (4.20-5.00).

The respondents' average assessment of their Social Values has 3.90 total weighted mean. While the respondents' assessment of social values in terms of Belongingness posted an average mean of 3.57. An average mean of 4.10 was obtained on the respondents' assessment of their social values in terms of Loyalty to family or group. This result is high compared to the value of belongingness. On the other hand, the value of having concern for others posted an average mean of 4.05. This is also much higher than the value of Belongingness.

Table 4. Summary of Respondents' Environmental Values

Personal Values	Grand weighted Mean	Verbal Interpretation	Rank
Concern for the environment	3.92	Almost Always Guides my Behavior	1
Scientific Understanding	3.34	Sometimes Guides my Behavior	2
Total	3.63	Almost Always Guides my Behavior	

Legend: " Never Guides My Behavior" - (0-1.79), "Almost Never Guides My Behavior" - (1.80-2.59), "Sometimes Guides My Behavior" - (2.60-3.39), "Almost Always Guides My Behavior" - (3.40-4.19), " Always Guides My Behavior" - (4.20-5.00).

In the respondents' Environmental Values, the average assessment is 3.63 weighted mean which suggests that the respondents' awareness of the environmental issues and concerns affect their values system. While in relation to the respondents' assessment of environmental values to Scientific understanding the average mean of 3.34 was obtained. This implies that this value is not given much priority of the respondents and is not too affective on the general life values of the respondents. Meanwhile, the assessment of the value Concern for others obtained an average mean of 3.92. This range is considerably affective to the respondents' life values as compared to Scientific understanding.

The results disclosed that in terms of the significant difference of the respondents' Life Values when grouped according to their profile, there is significant difference in the respondents' personal values and environmental values when grouped according to age.

This result is anchored by the study conducted by Valdiney Gouveia, Katia Vione, Taciano Milfont, and Ronald Fischer in 2015 as cited by Art Markman in 2015. The study examined changes in endorsement of values both on age and gender. The respondents were asked to rate the six values categories which involve Excitement (emotion, pleasure, and sexuality), Promotion (power, prestige, and success), Interaction (affection, belonging, and support), Normative (obedience, religiosity, and

tradition), Actualization (beauty, knowledge, and maturity), and Existence (health, stability, survival). The finding revealed that the strength of these values changed as people age.

Table 5. Kruskal Wallis Test: Comparison Between the Life Values when Grouped According to Age Group

Life Values	Age Group	Mean Rank	Chi-Square Statistic	p-value	Decision	Remarks
Personal Values	18 to 21 years old	212.47	12.38	0.006	Reject Ho	Significant
	22 to 25 years old	170.2				
	26 to 29 years old	156				
	30 years old and above	101.3				
Social Values	18 to 21 years old	209.15	2.312	0.51	Retain Ho	Not Significant
	22 to 25 years old	189.55				
	26 to 29 years old	175.67				
	30 years old and above	176				
Environmental Values	18 to 21 years old	213.68	17.459	0.001	Reject Ho	Significant
	22 to 25 years old	168.01				
	26 to 29 years old	146.83				
	30 years old and above	40.4				

Note: If p-value is less than or equal to the level of significance which is 0.05 reject the null hypothesis, otherwise retain.

In addition, the findings of the study showed that as people grow older there are tasks that they need to do or perform at different life stages that cause the change of their values (Markman, 2015). Example are Excitement and Actualization. Younger people (adolescents) tend to be more excited in life than the adults. On the contrary, people gain an increased level of actualization or maturity as they age compared to adolescents who are more focused on what excites them than discovering themselves.

Charles and Carstensen (2009) explained that the change or decline of values as an individual grows older is supported by the Theory of Socio- Emotional Selectivity. This theory believes that older adults are less focused on acquisition and achievement of goal. Instead they are more focused on the promotion of emotional well-being. The mechanism that drives this change is a person's cognitively assessed "time horizon". According to Charles and Carstensen time horizon relates to the ideas of adults on how much longer they live. Thus, the personal values are not negatively declining as we age. There is just shifts in the priorities we want to put first before anything else.

Another significant finding is the respondents' environmental values which show significant difference when grouped according to age. It posted a chi square statistic of 17.459 with a p-value 0.001. From the scale given, the p-value is less than 0.05, thus the hypothesis should be rejected. Similar findings were also generated. It is observable that the younger age group posted the higher mean rank of 213.68 than the lower age group.

On the other hand, the respondents' Social values showed significant difference when grouped according to sex. There is no significant difference among the respondents' personal, so-

cial, and environmental values when grouped according to respondents' birth order. The family income of the respondents is not related to the life values formation of the respondents. Meanwhile, there is significant difference between the respondents' personal values and fathers' educational attainment.

Table 6. Mann-Whitney U Test: Comparison between the Life Values when Grouped According to Sex

Life Values	Sex	Mean Rank	Mann-Whitney U statistic	p-value	Decision	Remarks
Personal Values	Male	202.17	19338	0.505	Retain Ho	Not Significant
	Female	209.16				
Social Values	Male	191.7	17693.5	0.019	Reject Ho	Significant
	Female	215.61				
Environmental Values	Male	214.76	18720.5	0.255	Retain Ho	Not Significant
	Female	201.41				

Note: If p-value is less than or equal to the level of significance which is 0.05 reject the null hypothesis, otherwise retain.

Table 7. Comparison Between the Life Values when Grouped According to Mothers' Educational Attainment

Life Values	Parents' Educational Attainment (Mother)	Mean Rank	Chi-Square Statistic	p-value	Decision	Remarks
Personal Values	Elementary Undergraduate	188.97	20.539	0.008	Reject Ho	Significant
	Elementary Graduate	186.4				
	High School Undergraduate	169.18				
	High School Graduate	215.47				
	College Undergraduate	221				
	College Graduate	202.71				
	Masters – Undergraduate	381.5				
	Masters – Graduate	216.5				
Social Values	Others	51.5	5.529	0.7	Retain Ho	Not Significant
	Elementary Undergraduate	197.76				
	Elementary Graduate	214.23				
	High School Undergraduate	185.71				

Life Values	Parents' Educational Attainment (Mother)	Mean Rank	Chi-Square Statistic	p-value	Decision	Remarks
	High School Graduate	211.58				
	College Undergraduate	201.4				
	College Graduate	210.87				
	Masters – Undergraduate	210				
	Masters – Graduate	210				
	Others	41				
Environmental Values	Elementary Undergraduate	188.06	8.515	0.385	Retain Ho	Not Significant
	Elementary Graduate	204.13				
	High School Undergraduate	184.57				
	High School Graduate	213				
	College Undergraduate	223.63				
	College Graduate	192.16				
	Masters – Undergraduate	325.67				
	Masters – Graduate	237.5				
	Others	187				

Note: If p-value is less than or equal to the level of significance which is 0.05 reject the null hypothesis, otherwise retain.

The results obtained in terms of the respondents' personal values and mothers' educational attainment shows that there is significant difference when grouped accordingly. While there is no significant difference in terms of the respondents' life values when group according to father's occupation. Also, the respondents' life values and mothers' occupation posted no significant difference when grouped accordingly.

In this regard, the study found out that PUP- Cavite students have high assessment of their personal, social, and environmental values. It was also found out that there is significant difference on the assessment of personal and environmental values when students were grouped based on age. Female respondents posted higher assessment of social values than male respondents. Results also suggest that the personal values of the respondents were also affected by their parents' educational attainment. This study discloses the factors that affect the life values systems of the individual students of the university.

Based from the posted results of the study, the following recommendations were suggested: among the respondents Personal Values, Humility, Financial Prosperity, Health and activity, Creativity, and Spirituality obtained the lowest weighted mean. Although these values fell on the bracket of the values of usually or always guiding their behavior, still the mean obtained is much lower than other personal values categories. Thus, involvement in activities that promote these values are highly recommended; the three values categories on the respondents' Social Values, belongingness ranked the lowest. The mean obtained is way too far from the mean of the remaining categories. Thus, participating to such school activities will be of great assistance to the development of this

value; Scientific Understand ranked lower than the other Environmental values. This means that the value on understanding and utilizing science for progress needs to be developed. The conduct of school program or activities that will enhance students' Life Values focusing on the Personal Values with greater emphasis on the value of Humility, Financial Prosperity, Health, Creativity, and spirituality; Social Values focusing on the value of Belongingness; and Environmental Values emphasizing the value of Scientific Understanding.

It is evident that the participation of a responsible and well- organized guidance program in school is highly valuable. It plays an important role in shaping and understanding the life values of the students. Thus, the researcher proposed the implementation of the program dubbed as Project GABAY (Guidance Aid and Basic moral Assistance to Youth. The proposed program targets the development of students Life Values in promoting self- awareness and self- understanding.

Further research studies are also suggested to improve other areas of this study. Future research may widen the scope of the study including elementary, secondary or even the Life Values of the minority group to gain more understanding of the values significant to these group of individuals. Moreover, the following topics may also be considered:

- Relationship of Life Values to other Variables
- Life Values that pertain to the needs of the 21st Century
- Similar topic but with the use of qualitative method or a mixture of qualitative and quantitative methods

Conclusion

Based from the results of the study one can derived that the life values of the college students of the Polytechnic University of the Philippines- Cavite is still high. Although there were aspects of values that fall too low on the ranking, it is seen that through the guidance and assistance of parents and the school, their values will remain valuable to them. Thus, the establishment of a strong, reliable, and effective guidance program among schools are highly affective in shaping and strengthening the Filipino values in general.

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