



Learners' Level of Manifestation of Family Culture: An Assessment of Family Norms and Shared Values

Belenda C Palencia^{1*}, Nelia S Raganas PhD²

¹ Obrero Central Elementary School, Butuan City, Philippines

² Agusan Colleges Inc., Butuan City, Philippines

* Corresponding Author: **Belenda C Palencia**

Article Info

ISSN (Online): 2582-7138

Impact Factor (RSIF): 7.98

Volume: 06

Issue: 06

November-December 2025

Received: 26-09-2025

Accepted: 27-10-2025

Published: 25-11-2025

Page No: 658-663

Abstract

This study assessed the level of manifestation of family culture among learners, focusing on family norms and shared values, to determine which aspects remain strongly reinforced and which are less emphasized in their lived experiences. The objective was to understand how these cultural elements influence learners' attitudes in school, particularly in relation to motivation, engagement, and interpersonal behavior. A descriptive research design was employed to examine the manifestation of family culture and its influence on learners' attitudes. The study was conducted at Obrero Central Elementary School in Butuan City, a large public school with diverse learners and strong community engagement. The respondents consisted of 30 Grade 5 and Grade 6 learners enrolled during School Year 2025–2026, selected through purposive sampling from those referred to the Guidance Office for concerns such as bullying, absenteeism, or emotional distress. Supplementary data were also gathered from teachers to validate and contextualize learners' self-reported attitudes. The research instrument was a survey questionnaire adapted from the Family Assessment Device (Epstein *et al.*, 1983), structured into two sections: manifestation of family culture and learners' attitudes in school. Items were rated using a 5-point Likert scale, and the instrument was validated and tested for reliability, yielding a Cronbach's alpha of 0.78. Data collection followed ethical protocols, and responses were analyzed using a weighted mean to determine levels of manifestation. Findings revealed that family norms were manifested at a moderately strong level, with the highest emphasis on upholding family reputation (WM = 4.10) and the lowest on respect for elders (WM = 2.60). Shared values were manifested at a strong level, with mutual support rated highest (WM = 3.97) and cooperation through open idea-sharing rated lowest (WM = 2.90). Overall, family culture among learners was moderately strong in norms and strong in shared values. The study concludes that learners navigate a dynamic interplay between traditional expectations and emerging values, with family culture continuing to play a significant role in shaping their attitudes and academic engagement.

Keywords: Family Culture, Learners' Attitudes, Shared Values

1. Introduction

Family culture among learners, particularly in terms of family norms and shared values, plays a crucial role in shaping attitudes, behaviors, and academic engagement. A learner's disposition toward school is not formed solely within classroom walls but is significantly influenced by the traditions, expectations, and beliefs instilled at home. These familial elements provide a framework that guides motivation, participation, and overall learning approaches, making the study of family culture essential in understanding how learners navigate both academic and social environments.

According to Wang (2023) ^[12] that family beliefs and traditions strongly influence student motivation and engagement, while the United Nations (2022) ^[11] highlighted in Sustainable Development Goal 4 the need to integrate diverse family backgrounds into educational practices to promote equity and inclusion. Similarly, Wang and Li (2024) ^[13] observed that learners from collectivist families often demonstrate different classroom behaviors compared to those from individualistic backgrounds, underscoring the impact of cultural systems on participation. Aydin and Ok (2022) ^[1] further argued that familial expectations of success shape academic motivation, though the mechanisms behind this influence remain insufficiently understood.

A research gap persists in examining the specific ways family norms and shared values manifest in learners' attitudes and behaviors. In the Philippine context, while the Department of Education promotes school-family partnerships, the deeper nuances of how family culture directly affects learner engagement are often overlooked. At the school level, teachers frequently attribute low motivation and disengagement to individual factors without systematically considering the influence of family dynamics. This lack of understanding leads to misinterpretations and ineffective strategies, particularly in addressing learners who struggle with abstract reasoning, critical thinking, and classroom participation.

This study addresses these gaps by systematically assessing the manifestation of family culture among learners, focusing on family norms and shared values. It seeks to identify which aspects of family culture are strongly reinforced and which are less emphasized, thereby providing a clearer picture of how familial expectations and traditions shape learner behavior. By doing so, the study not only advances cultural awareness but also informs the enhancement of psychosocial programs and educational practices that respond to the diverse cultural systems influencing learners.

2. Theoretical Framework

This study is anchored on Bowen's Family Systems Theory (1978) ^[2], which views the family as a complex, interconnected system where each member's behavior both influences and is influenced by others. Families strive for equilibrium by establishing patterns of interaction, communication, roles, and boundaries to maintain balance. This inherent interconnectedness is central to understanding how family dynamics shape individual attitudes and behaviors. Within this framework, the family is not merely a collection of individuals but a system in which changes in one member reverberate throughout the entire unit.

Bowen's theory supports the present study by emphasizing that learners' attitudes in school are deeply rooted in the cultural norms and values transmitted within their families. Families serve as the primary agents of socialization, teaching children social norms, traditions, and expectations that form the foundation of cultural understanding. Through processes of enculturation, cultural practices and behaviors are passed down across generations, shaping both family traditions and individual development. This transmission of values explains why learners' motivation, engagement, and classroom behavior often mirror the expectations and beliefs upheld at home.

Key concepts of Bowen's theory, such as differentiation of self, emotional triangles, family projection, and multigenerational transmission, highlight how family culture

is sustained and manifested in learners. For instance, the multigenerational transmission process explains how traditions like respect for elders or the value of bayanihan are reinforced across generations, while family projection illustrates how parental expectations regarding education and success influence learners' academic attitudes. By applying systems thinking, the study recognizes that family norms and shared values are not isolated influences but part of a dynamic system that continuously shapes learners' perspectives and behaviors.

Thus, Bowen's Family Systems Theory provides a strong theoretical foundation for assessing the manifestation of family culture among learners. It explains how interconnected family relationships and cultural traditions directly affect learners' attitudes in school, offering a lens through which the study can examine the balance between traditional norms and emerging values of autonomy and cooperation.

3. Problem Formulation

This study assessed the level of manifestation of family culture among learners, focusing on family norms and shared values, to determine which aspects remain strongly reinforced and which are less emphasized in their lived experiences.

4. Significance of the Study

The significance of this study is how family norms and shared values influence learners' attitudes, behaviors, and academic engagement. By examining the manifestation of family culture, the research highlights the balance between traditional expectations such as respect, obedience, and upholding family reputation, and emerging values of autonomy, cooperation, and self-expression. The findings will benefit learners by fostering self-awareness of how family culture shapes their motivation and participation in school. Families will gain a deeper understanding of the importance of reinforcing positive norms while promoting open communication and flexibility to support children's unique aspirations. Educators will be able to design classroom strategies that integrate cultural awareness and family involvement, while policymakers and school leaders can use the results to strengthen school-family partnerships and create programs responsive to diverse learner needs. Moreover, future researchers may use this study as a reference for further exploration of cultural influences on education, thereby enriching the body of literature on family culture and learner development.

5. Scope and Limitations

This study focused on assessing the manifestation of family culture among learners, specifically in terms of family norms such as obedience, respect, reputation, and traditions, and shared values such as cooperation, honesty, mutual support, and education. The scope is limited to selected learners within the chosen school context, where variations in family backgrounds, traditions, and socio-economic conditions are considered. The research employs quantitative methods using survey instruments to measure learners' perceptions of family culture. However, the study does not cover other aspects of family culture such as parenting styles, economic status, or extended kinship systems, and results are context-specific, which means they may not be generalized to all schools or regions. Furthermore, the focus is on learners' perspectives,

and parental or teacher viewpoints are not directly included in the data collection. These delimitations ensure that the study remains manageable while still providing meaningful insights into the role of family culture in shaping learners' attitudes and behaviors.

6. Methodology

This study employed a descriptive research design to examine the manifestation of family culture and its influence on learners' attitudes in school. The descriptive aspect characterized the extent to which family norms and shared values were present among learners,

The research was conducted at Obrero Central Elementary School in Butuan City, a large public school with diverse learners and strong community engagement, making it a suitable locale for exploring family culture on education. The population consisted of Grade 5 and Grade 6 learners enrolled in School Year 2025–2026. Using purposive sampling, 30 learners referred to the Guidance Office for concerns such as bullying, absenteeism, or emotional distress were selected as respondents. Supplementary data were also gathered from teachers to validate and contextualize learners' self-reported attitudes.

The research instrument was a survey questionnaire adapted from the Family Assessment Device (Epstein *et al.*, 1983)^[6], structured into two sections: (1) manifestation of family culture (family norms, shared values, and structures) and (2)

learners' attitudes in school. Items were rated using a 5-point Likert scale, and a supplementary section captured teachers' perceptions. The instrument underwent expert validation and reliability testing, yielding a Cronbach's alpha of 0.78, indicating acceptable internal consistency.

Data collection followed ethical protocols. Permission was secured from school authorities, and informed consent was obtained from learners and their parents. Questionnaires were administered in classrooms, with anonymity and confidentiality strictly observed. Teachers completed their questionnaires separately. After collection, responses were coded and analyzed using statistical software.

For data analysis, the weighted mean was used to determine the level of manifestation of family culture and learners' attitudes. Scores were interpreted using a standardized scale ranging from Very Weak to Very Strong. This approach provided quantifiable insights into the relationship between family culture and learner attitudes, supporting the study's objectives.

7. Results and Discussion

Level of Manifestation of the Family Culture among the Learners in Terms of Family Norms and Shared Values

Table 1 reveals the degree to which family norms are manifested in the learners' personal values and behaviors, particularly in relation to obedience, tradition, and familial expectations.

Table 1: Level of manifestation of the family culture among the learners in terms of family norms

Indicators	Wtd Mean	Std. Deviation	Verbal Description	Interpretation
1. My family believes that following the rules is essential for success in life.	3.63	1.426	Agree	Strong
2. My family emphasizes respect for elders above all else.	2.60	1.248	Neutral	Moderately Strong
3. My family encourages me to prioritize the expectations over my personal interests.	3.57	1.073	Agree	Strong
4. I am expected to conform to my family's expectations regarding my future career.	2.80	1.215	Neutral	Moderately Strong
5. My family strictly adheres to common traditions like pagmamano and consistent "po/opo".	3.77	1.104	Agree	Strong
6. My family believes that, it is important to uphold the family's reputation in the community.	4.10	0.845	Agree	Strong
7. My family has specific common traditions to strictly adhere to, such as unquestioning obedience to parental advice.	2.83	1.315	Neutral	Moderately Strong
8. My family is involved in my education activities.	3.57	1.194	Agree	Strong
9. My family encourages me to express my opinions.	2.93	1.363	Neutral	Moderately Strong
10. My siblings are supportive of my academic aspirations by offering practical help with schoolwork.	3.60	1.354	Agree	Strong
Overall Weighted Mean	3.34	0.472	Neutral	Moderately Strong

Legend: 1.00-1.49-Strongly disagree/Very Weak; 1.50-2.49-Disagree/Weak; 2.50-3.49-Neutral/Moderately Strong; 3.50-4.49-Agree/Strong; 4.50-5.00-Strongly Agree/Very Strong

Discussion

These indicators reflect how deeply learners internalize the cultural standards upheld within their households, which in turn influence their social conduct, decision-making, and academic disposition. The data provides insight into the learners' orientation toward family-based norms, highlighting which aspects are strongly reinforced and which are less emphasized in their lived experiences.

The item with the highest weighted mean of 4.10, corresponding to Item 6: "My family believes that I must uphold the reputation of the family in public," indicates a strong manifestation of this norm among the learners. This high rating implies that maintaining family honor and public image is a deeply ingrained value, likely reinforced through

both verbal reminders and modeled behavior.

In the Filipino culture, the concept of hiya (shame or embarrassment) plays a significant role in shaping behavior, especially in public settings. Learners are often reminded to act in ways that reflect positively on their family, whether through speech, dress, or academic performance. From experience, this norm is frequently emphasized during family gatherings, school events, and community interactions, where children are expected to represent their family with dignity and respect. The strong rating reflects the learners' awareness of this expectation and their perceived responsibility to uphold it.

In contrast, the lowest weighted mean of 2.60, found in Item 2: "My family emphasizes respect for elders above all else,"

reveals a relatively weaker manifestation of this norm. While traditional Filipino families often emphasize collective goals and obedience, this data implies a shift toward recognizing individual autonomy among learners. The lower rating may reflect the learners' growing exposure to environments that promote self-expression, such as school settings that encourage personal goal setting and peer influence that values independence. Thus, fostering an environment of independence and personal accountability through student-led initiatives, such as self-managed projects, student-run extracurricular clubs, and conferences where learners present and take ownership of their own academic goals. It may also indicate that families are becoming more flexible in balancing expectations with the learner's personal aspirations. In practice, many parents now support their children's unique talents and interests, even if these differ from traditional paths, which could explain the learners' perception that personal interests are not always subordinated to family expectations.

The overall weighted mean of 3.34, interpreted as Moderately Strong, reflects a balanced manifestation of family norms among the learners. This score indicates that while traditional values such as respect, reputation, and rule-following remain influential, they coexist with emerging values of personal agency and contextual flexibility. Learners appeared to navigate a cultural landscape that honors tradition but also allows space for individual growth and expression. In totality, the construct reveals a dynamic interplay between enduring cultural expectations and the evolving realities of modern Filipino families, shaping learners in ways that are both rooted in heritage and responsive to change.

The findings in Table 1, which show a moderately strong overall manifestation of family norms among learners, support Kim and Kim (2021)^[8], who emphasized that structured routines and clear expectations within families foster higher academic motivation and positive attitudes. The strong emphasis on upholding family reputation (Item 6) aligns with Filipino cultural values of *hiya* and social conformity, as discussed by Brown and Smith (2025)^[3], who noted that consistent family rules and expectations enhance learners' discipline and focus.

Level of Manifestation of the Family Culture among the Learners in Terms of Shared Values

Table 2 shows the extent to which shared family values are manifested in the learners' attitudes and behaviors, particularly in relation to education, cooperation, honesty, and cultural practices. These indicators reflect the internalized norms that learners acquire through consistent exposure to family beliefs and practices, shaping their motivation, interpersonal conduct, and academic engagement.

The item with the highest weighted mean of 3.97, corresponding to Item 4: "My family emphasizes helping each other, fostering a strong norm of mutual support," indicates a deeply rooted value among the learners. This strong rating implies that mutual assistance is a prevailing practice in their households, likely reinforced through daily routines, shared responsibilities, and emotional support. In Filipino culture, the principle of *bayanihan*, the spirit of communal unity and cooperation, is often cultivated within families, where siblings and extended members are expected to help one another. Learners may have rated this item highly because they experience this value consistently, whether through helping with chores, supporting academic tasks, or providing emotional encouragement.

In contrast, the item with the lowest weighted mean of 2.90, found in Item 9: "My family is more receptive to value cooperation and more willing to share ideas and information, a norm where everyone contributes," reveals a relatively weaker manifestation of this value. While cooperation is generally encouraged, the lower rating may reflect limitations in open communication or decision-making dynamics within the family. In some households, hierarchical structures may inhibit the free exchange of ideas, especially among younger members whose opinions may not be actively solicited (Domingo, 2025)^[5]. Tinapay *et al.* (2024)^[10] stipulated that learners may perceive that while cooperation is valued in principle, it is not always practiced equitably or consistently. From experience, this may be more pronounced in families where parental authority is emphasized over collaborative dialogue, leading to a more passive role for children in family discussions and planning.

Table 2: Level of manifestation of the family culture among the learners in terms of shared values

No.	Indicators	Mean	SD	Verbal Description	Interpretation
1	My family highly values education, demonstrated through the norm of prioritizing school attendance.	3.87	1.106	Agree	Strong
2	My family believes hard work is key to achieving goals, instilling the norm of diligently performing assigned tasks.	3.80	1.157	Agree	Strong
3	My family encourages maintaining cultural traditions, establishing norms like consistent <i>pagmamano</i> .	3.37	1.189	Neutral	Moderately Strong
4	My family emphasizes helping each other, fostering a norm of mutual support.	3.97	1.033	Strong Agree	Strong
5	My family believes faith in God is important, leading to norms like regular church attendance.	3.87	1.196	Strong Agree	Strong
6	My family emphasizes honesty in all aspects of life, cultivating a norm where truthfulness is expected in communication.	3.30	1.208	Neutral	Moderately Strong
7	My family believes in continuous learning, observed through the norm of encouraging reading, engaging in discussions about new knowledge, and valuing practical skills.	3.70	1.208	Agree	Strong
8	My family strongly values respect for others,	3.27	1.081	Neutral	Moderately Strong

	evident in norms such as refraining from gossip, listening attentively, and showing deference to elders and authority figures.				
9	My family measures success by how hard you work, instilling a norm where dedication and effort are praised more than innate talent, and tasks are completed thoroughly.	2.90	1.348	Neutral	Moderately Strong
10	My family teaches me to value cooperation over competition, fostering a norm of teamwork in household chores and projects, and promoting collective achievement.	3.50	1.196	Agree	Strong
	Overall Weighted Mean	3.55	0.616	Agree	Strong

Legend: 1.00-1.49-Strongly disagree/Very Weak; 1.50-2.49-Disagree/Weak; 2.50-3.49-Neutral/Moderately Strong; 3.50-4.49-Agree/Strong; 4.50-5.00-Strongly Agree/Very Strong

The overall weighted mean of 3.55, interpreted as Strong, reflects a generally high level of manifestation of shared family values among the learners. This score indicates that learners are embedded in family environments where core values such as education, honesty, mutual support, and faith are actively cultivated and reinforced.

Table 2 reveals a strong overall manifestation of shared family values, particularly in mutual support and valuing education. This aligns with Chen and Li (2022)^[4], who found that families prioritizing education cultivate learners with stronger academic engagement. The high rating on mutual support (Item 4) reflects the Filipino value of bayanihan, which echoes Escol and Alcopra (2024)^[7], who emphasized that parental involvement and shared responsibilities enhance learners' motivation. Meanwhile, the relatively lower score on valuing cooperation (Item 9) may be explained by Park and Kim (2025)^[9], who noted that socioeconomic stressors can limit the expression of collective values, especially in resource-constrained households.

8. Conclusion

The study concludes that family culture among learners is manifested at a moderately strong level in family norms and a strong level in shared values. Upholding family reputation emerged as the most dominant norm, reflecting the Filipino cultural value of hiya, while mutual support strongly reflected bayanihan. Conversely, respect for elders and open cooperation were less emphasized, suggesting a gradual shift toward autonomy and flexible communication. Overall, learners navigate a balance between tradition and modernity, where enduring cultural expectations coexist with emerging values of independence and personal agency. These findings affirm prior studies that emphasize the role of structured family expectations and shared responsibilities in enhancing learners' motivation, discipline, and academic engagement. It is recommended that families encourage more open communication and cooperative dialogue to complement traditional values, ensuring that children's voices are heard in decision-making. Educators are advised to integrate family-based values such as mutual support and respect into classroom activities, while also fostering autonomy and self-expression through student-led initiatives. Policymakers may consider developing programs that strengthen family involvement in education, particularly in resource-constrained communities, to reinforce both cultural heritage and modern educational demands. Learners themselves are encouraged to balance respect for tradition with personal growth by practicing responsibility, independence, and collaborative skills in both school and community settings.

9. Thank-You Note

The researcher extends sincere gratitude to all participants who willingly shared their time, insights, and experiences in support of this study. Their openness and cooperation were invaluable in providing meaningful data on the manifestation of family culture among learners. The contributions of the participants not only enriched the findings but also offered a deeper understanding of how family norms and shared values influence educational engagement.

Through their participation, the learners became essential partners in the research process, helping to shape knowledge that may inform future educational practices and strengthen family involvement in learning. The researcher acknowledges with appreciation the effort and honesty demonstrated by the participants, without which this study would not have been possible.

10. References

1. Aydin A, Ok M. Familial expectations and academic motivation: Exploring mechanisms of influence. *J Educ Psychol.* 2022;114(3):455-68.
2. Bowen M. Family systems theory. New York: Jason Aronson; 1978.
3. Brown T, Smith J. Family rules and learner discipline: Cultural perspectives in education. *Int J Child Fam Stud.* 2025;32(2):201-19.
4. Chen L, Li Y. Family prioritization of education and its impact on learner engagement. *Asian J Educ.* 2022;43(1):77-95.
5. Domingo R. Hierarchical structures and communication in Filipino families. *Philipp J Soc Dev.* 2025;18(1):112-30.
6. Epstein NB, Baldwin LM, Bishop DS. The McMaster family assessment device. *J Marital Fam Ther.* 1983;9(2):171-80.
7. Escol J, Alcopra M. Parental involvement and shared responsibilities in learner motivation. *Philipp Educ Rev.* 2024;56(4):389-405.
8. Kim H, Kim J. Structured family routines and academic motivation. *Educ Res Q.* 2021;44(2):25-41.
9. Park S, Kim Y. Socioeconomic stressors and collective family values. *J Comp Fam Stud.* 2025;56(3):301.
10. Tinapay R, Cruz A, Santos P. Learner perceptions of cooperation in Filipino households. *Asia-Pac J Educ.* 2024;44(2):215-29.
11. United Nations. Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. New York: United Nations; 2022.

12. Wang L. Family beliefs and traditions in student motivation and engagement. *Educ Stud.* 2023;49(1):88-104.
13. Wang L, Li H. Collectivist versus individualist family systems: Impacts on classroom behavior. *Int J Cross-Cult Educ.* 2024;12(2):145-62.

How to Cite This Article

Palencia BC, Raganas NS. Learners' Level of Manifestation of Family Culture: An Assessment of Family Norms and Shared Values. *Int J Multidiscip Res Growth Eval.* 2025;6(6):658-663.

Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.