

**KABATAAN PARA SA BAYAN: THE LIVED WORKPLACE EXPERIENCES OF GEN Z EMPLOYEES IN
PROVINCIAL GOVERNMENT OF LA UNION ON SHAPING CONTEMPORARY WORK CULTURE**

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ENDORSEMENT

This research entitled “**KABATAAN PARA SA BAYAN: THE LIVED WORKPLACE EXPERIENCES OF GEN Z EMPLOYEES IN PROVINCIAL GOVERNMENT OF LA UNION ON SHAPING CONTEMPORARY WORK CULTURE,**” prepared by **ANGELA JOYCE Q. TOYOGON, DANAHCCEL FIONA D. MARZO, FIONA BEATRIX P. DUGASAN, ERAVIENNE MANUELA D. JASMIN, ASIA D. DI SANTO, NAOMI BLESS B. NISPEROS, LEON ENRICKQUI M. CALICA,** and **KRYSIAN LENCEL G. GARCIA,** in partial fulfillment of the requirements for Research of Grade 11-HUMSS Cepheus, has been examined and recommended for acceptance and approval for final oral defense.

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- RESEARCHERS

DEDICATION

This study is dedicated to the young generation of workers, who are the future of our nation. This research was made possible by the desire to support them and shed light on their experiences.

- *RESEARCHERS*

ABSTRACT

This research explores the workplace experiences of Generation Z employees in the Provincial Government of La Union (PGLU) and analyzes their impact on the development of contemporary work culture. It aims to assess the impact of Gen Z's cultural identity, digital skills, and values on their actions in the workplace, as the new generation. Within a phenomenological approach, this study gathered qualitative data through semi-structured interviews and open-ended surveys with fifteen purposefully selected participants. To ensure rich, first-hand insights, the researchers personally visited the PGLU offices and conducted the interviews face to face, allowing for more meaningful interaction and deeper understanding of the participants' lived experiences. The data were approached using thematic analysis as described by Braun and Clarke's (2006) six-step approach. Analysis yielded three primary themes with nine subthemes: (1) Factors of Contemporary Work Culture: work-life balance, digitalization, and workplace diversity; (2) The Journey of Gen Z Employees: collaboration, recognition, and productivity; and (3) Influences of Gen Z's Talents: adaptability, technological savviness, and communication. From the findings, it can be understood that Gen Z employees nurture an energetic and inclusive work culture that balances innovation with tradition while fostering digital evolution. Their impact supports promotion of inclusivity and flexibility alongside inter-generational recognition. It was found that Generation Z profoundly stretches the boundaries of modernized government work culture. It suggests that Generation Z is needed in modernizing government work culture. It also recommends that government institutions should invest in inclusive policies and digital tools to support their workers in contributions and enhance overall workplace performance and engagement.

Keywords: *generation z, factors, influences, phenomenological, thematic analysis*

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CHAPTER I

INTRODUCTION

Background of the Study

In recent years, Generation Z has increasingly attracted the focus of researchers due to their distinctive characteristics and experiences, which set them apart from previous generations, particularly in the workplace and digital environments. Eldridge (2024) indicates that Generation Z includes individuals born from 1997 to 2012, renowned for their technological fluency, having grown up in a world dominated by smartphones and constant connectivity. Thus, they are commonly referred to as the 'digital generation' or 'e-generation' (Šnýdrová et al., 2021). Notably, the oldest members of Generation Z, typically around 25 years old or younger, have only recently begun entering the workforce (Harris, 2020).

Generation Z is described as being highly pragmatic and imaginative, typically creating novel solutions to meet societal difficulties (Seemiller & Clayton, 2019). Generation Z behaves in workplace settings distinguishably from older generations. Furthermore, their perspectives on work culture, as explained by Seemiller and Clayton, reveal that Generation Z's heightened social and environmental awareness draws them to organizations that align with their values, such as those that prioritize sustainability and social responsibility. Barhate and Dieani (2022) emphasize this generation's inclination for open and diverse workplaces, financial preparation, and career exploration in search of better chances.

In terms of management, Generation Z has developed unique leadership expectations that set them apart from previous generations. They anticipate supportive leadership that fosters employee dignity and promotes a high-performance environment benefiting the entire organization (Bresman & Rao, 2021; Jenkins, 2019). Moreover, Regan (2020) underscores the importance of transparency, noting that Generation Z is especially attuned to dismissive practices such as corruption and dishonesty in the workplace.

International perspectives offer valuable insights into the work values of Generation Z. For instance, Tarı-Kasnakoğlu et al. (2020) emphasize that for Generation Z in Turkey, core values such as freedom, success, respect, fairness, and inner peace are paramount. However, many individuals from this generation continue pursuing higher education to enhance their employment prospects, reflecting the high standards upheld by various workplace organizations. Similarly, Stahl (2021) suggests that the stability of a steady job can motivate Generation Z workers to exert increased effort and enhance their performance.

According to Nguyen et al. (2024), the factors influencing Generation Z's work engagement in Vietnam include transformational leadership, learning environments, and a supportive atmosphere. Organizations should implement policies that foster transformational leadership, enhance employees' self-efficacy, and cultivate a sense of connection, as these measures can significantly boost productivity among younger employees. Understanding these factors is crucial for organizations aiming to retain Generation Z employees and leverage the valuable skills of these young workers (Lee et al., 2021).

Furthermore, Nguyen (2024) suggests that Generation Z employees prioritize workplace happiness, actively pursuing cultures that foster well-being, diversity, work-life balance, purpose-driven work, and teamwork. Li and Zhou (2023) found that inclusive leadership significantly boosts job satisfaction among young university workers in China. Similarly, Dahleez et al. (2023) discovered that in Omani academic institutions, psychological ownership, and employee thriving mediate the association between inclusive leadership and job happiness, emphasizing Generation Z's impact on changing workplace standards.

On another note, working Gen Z individuals in Slovakia are more demanding when it comes to professional growth and social environment compared to Czechs (Egerová, 2021). The study also points out the fact that those who are part of collectivist cultures like Slovakia typically prioritize social cohesiveness, a pleasant work environment, and amiable coworkers in contrast to individualistic cultures like the Czech Republic. Thus, culture has a significant role in determining the

values, attitudes, and beliefs of the members of each generation, which most likely influences their professional behavior in the workplace.

While Generation Z is generally known for its progressive views, some pursue careers in the public sector. For instance, Dobrowolski et al. (2022) examined Generation Z's interest in working in public administration in Poland. Their findings suggest that these individuals are drawn to the public sector due to employment stability and their sense of public duty. This resonates with Generation Z's heightened awareness of social issues, making them valuable assets for government roles aimed at advancing societal goals.

The different perspectives of Generation Z on work culture create changes and foster advancement within the workplace. In India, Sharma and Pandit (2021) suggest that organizations that can adapt to the needs of the younger generation are therefore considered for them to obtain their ideal workplace. They also state that Generation Z can improve the organization's performance, but only if it is prepared to shift from a traditional strategy to a new one. It is a must for the management to be prepared to embrace the technologically advanced and encourage the younger generation to engage in the workplace.

Nevertheless, it is important to note that Generation Z's perceptions of work can influence their job stability. In Morocco, Hanaty (2022) explored how Generation Z's work values impact their intention to resign from public administration roles. The study concluded that many Generation Z workers are not content to remain in one occupation for long, often seeking new opportunities or opting for self-employment to gain greater independence and autonomy. Understanding how Generation Z's perceptions of workplace culture affect their job satisfaction and stability is key to fostering stronger relationships between this generation and public sector organizations.

Taking into consideration these evolving perceptions and expectations, Generation Z sets to redefine leadership standards across various industries. In the Philippine context, Briones (2024) emphasizes that Filipino leaders must respond to the demands of younger generations by improving operational efficiency, leveraging digital technologies, and prioritizing sustainability. By adopting

these strategies, organizations can enhance their long-term performance while aligning with Generation Z's dedication to tackling societal challenges and promoting growth. With an increasing number of Generation Z members entering public service, their impact on government and organizational dynamics is expanding considerably.

Furthermore, a study by Cabalza (2019) surveyed 344 individuals across the Philippine Islands to explore factors that may hinder Filipino Generation Z's participation in various activities. The findings reveal that financial constraints and socioeconomic status can limit some individuals from fully engaging in the activities they enjoy. Despite these challenges, Generation Z recognizes the vital role of education in achieving success and is motivated to pursue careers that provide significant social impact and meaning.

The existing literature on Generation Z workers in organizational contexts, particularly public service, had focused on their experiences without delving further into their actions, revealing a research void. Furthermore, the impact of Generation Z's cultural identity on professional conduct remains underexplored, complicating the identification of relevant studies. While a few studies have examined Generation Z's work experiences, most young adults are only beginning their professional careers. The published literature predominantly relies on quantitative research, while other studies advocate for qualitative methods. Therefore, this study addressed the research gap by expanding the qualitative exploration of Generation Z's workplace experiences. It uncovered their perceptions regarding principles, communication styles, and leadership standards, shedding light on the contemporary work culture that prior studies had overlooked. Understanding the cultural differences and the role of digital interactions among Generation Z employees is essential and warrants further attention.

Like any research study, the present study had its limitations. First, participants were only selected from a specific group that met the defined criteria to ensure alignment with the study's objective. Second, the research focused exclusively on Generation Z employees within the Provincial Government of La Union. As a result, the findings only reflected the experiences of Generation Z

workers in this specific context, limiting their relevance to broader settings outside the Provincial Government of La Union. These constraints emphasized the necessity for a thorough analysis of the research findings, particularly regarding the limitations associated with sample selection and research design. Researchers considered these factors during the interpretation of the study's results and the broader implications.

This study aimed to examine the lived experiences of Filipino Generation Z employees and how they influence workplace culture in the Philippines. Additionally, it sought to understand how their cultural identity affects their professional behavior and to investigate the role of social media and technology in their interactions with colleagues. This research aspires to enlighten the public about the experiences of Filipino Generation Z workers and their significant impact on the workplace environment.

The significance of this study lies in its exploration of Generation Z's lived experiences within the workplace. As Generation Z carves out their place in the professional world, gaining insight into their unique challenges was crucial. This research analyzed how Generation Z navigates the generational gap with their co-workers, observing their coping mechanisms and responses. This study served as a bridge to illuminate the challenges, influences, and roles that shape the experiences of these participants. Moreover, comprehending their lived experiences was pivotal, as it reveals how their environment, values, and identity impact their professional behavior. By delving into the firsthand experiences of Generation Z, this study sought to contribute valuable insights that can guide individuals and society in effectively managing workplace dynamics.

Additionally, this study aimed to explore the influences of Generation Z and their contributions to contemporary work culture in the Philippines. This knowledge was invaluable for researchers, as it provided insight on how this generation adapts to new work environments and challenges, and how they overcome them. Furthermore, it offered a deeper understanding of their coping mechanisms, enhancing their ability to make decisions and navigate various responsibilities in the workplace. This study highlighted the lived experiences of Generation Z workers while identifying

the role of digital technology and social media in workplace interactions. Given Generation Z's tech-savvy nature, understanding these dynamics was crucial for assessing the extent of the generational gap and for developing strategies to foster better connections with previous generations.

Theoretical Framework

Apart from the aforementioned existing thoroughly reviewed related literature, the present study obtained three notable theories that set out as its foundation to add more information by supporting the primary objective of this study.

Adaptation Theory (Charles Darwin, 1859)

The Adaptation Theory of Charles Darwin (1859) explains an organism's capacity to adapt to its surroundings and adjust through time. It is the adjustment of an organism's behavior to improve its chances of surviving in its surroundings. According to Darwin, there are several ways in which organisms could modify their surroundings. They can adjust their way of thinking since they have the capacity for behavioral and physiological adaptation. Adaptations occur over generations of organisms with those traits that help an individual adjust their behavior until the organism changes to be better suited to their environment. This theory explains that the survival of living organisms often depends on their capacity to adapt to their present surroundings.

This study explores psychological and behavioral adaptation, highlighting the importance of mental and emotional changes for success and well-being in difficult circumstances. It emphasizes the significance of coping mechanisms, resilience, and flexibility in sustaining performance and well-being, particularly in Generation Z, who excel in adapting. This theory is related to the present study because it connects how Generation Z workers adapt to their environment and workplace through time. Adapting to a new environment is challenging, especially when a person is not used to the new surroundings. Generation Z values feedback and professional development, making them quickly alter their surroundings and easily adjust to their workplaces. Generation Z works well

together and is imaginative. Unlike the preceding generation, Generation Z has an easier time making acquaintances at work or in their education, creating a more dynamic and supportive workplace culture. They are more likely to be extroverted and have fewer psychological limitations.

Organizational Socialization Theory (Eastin & Schein, 1977)

According to the Organizational Socialization Theory (OST) of Eastin and Schein (1977), when people are placed in strange situations or environments, they learn to modify their behavior to accommodate the role they are given. Some younger people find it challenging to get used to their organizational role, particularly in situations when they are surrounded by older and more experienced people, urging them to assimilate to fit the role's expectations. While some aren't able to, most individuals can take on a new or changing position in ways that satisfy organizational and individual goals. However, the theory also states that these newcomers can affect the organization and align it to their interests through personalization. In addition, this theory is mainly composed of three main phases which are as follows: anticipatory socialization, organizational entry/assimilation, and organization disengagement/exit (Jablin, 2001). Filipino Generation Z employees imminently experience "culture shock" as soon as they enter the workforce. Thus, causing them to learn utilizing participation and observation and then adapting to their environment.

Generation Z employees, other than being young, are full of new ideas and recommendations. It implies that even though Gen Z employees were first introduced as outsiders of an organization, they will most likely be able to eventually find a place in the organization and fit in their given role. The main emphasis of the present study is on the lived workplace experiences of employees in the PGLU; therefore, this theory is crucial to have a deeper understanding of how these employees influence the work culture and how their experiences change it.

Job Embeddedness Theory (Mitchell et al., 2001)

According to Mitchell et al. (2001), employees more embedded in their respectable organization are more likely to stay within that prospective workplace rather than quit. Job Embeddedness Theory focuses on each factor associating the individual's linkage with their fellow

workmates, perceptions of whether they fit their roles in the organization, and beliefs regarding what they would get to sacrifice leaving their jobs. On that account, this theory describes three areas of embeddedness by the authors: firstly, the link is described as an observable connection between individuals and organizations, encountering cohort within the workplace; secondly, the fit is known as the employee's perception of how comfortable or compatible they are with a company and their surroundings, whether they acquire the skills, capabilities, and intelligence to fit in the organization. The one that has a similar personal outlook in terms of work culture are the most likely to feel embedded personally and professionally; lastly, sacrifice is the third area of job embeddedness, defined as the "material" and "psychological" benefits that a worker would always forfeit if they decided to leave the company, which means that deciding to quit will be more challenging when they would encompass more sacrifices within the workplace (Shaw et al., 1998).

Job embeddedness theory is crucial to comprehend in the present study to establish a work environment that encourages strong connections, dedication, and employee retention. As mentioned in the existing literature, Generation Z is known to switch one job to another, hence it is important to cognize the significance of how these individuals perceive work culture, as well as how they behave within the organization. Principally, the present study aims to explore the lived workplace experiences of employees in the Provincial Government of La Union, insinuating that they are under the commissions of public service, which is a profound job to handle; thus, it will be difficult to leave this domain.

Statement of Objectives

The present study aimed to understand the lived experiences of Filipino Generation Z workers in the Provincial Government of La Union. Specifically, this study endeavored to disclose the following objective:

1. To explore the experiences of Filipino Generation Z employees on contemporary work culture in the Provincial Government of La Union.

CHAPTER II

METHODOLOGY

Research Design

This study utilized a qualitative research design with a phenomenological approach to explore the specific workplace experiences of Filipino Generation Z employees. As stated by Husserl (1859), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. By exploring Generation Z's subjective perspectives, this approach provides deeper insights into how they perceive the difference when it comes to the professional environment. Additionally, this study aimed to provide an in-depth investigation of the experiences of Generation Z workers in their workplaces and how they cope with the generational gap between them and their co-workers. For that reason, the present research study was best fitted for qualitative research as it dives into the experiences of the participants rather than that of numerical or quantitative research.

Participants and Locale of the Study

To achieve accuracy with the results and ensure efficiency and effectiveness in this study, the researchers aimed to recruit and accumulate consented data and information from fifteen (15) workers who are currently employed in the Provincial Government of La Union. Aside from the fact that they partake in the targeted number of participants, the selected PGLU employees are valued as the fittest data subjects for this study that served as an adequate embodiment of the entire population. From then on, the researchers had considered that this amount of participants was enough until it reached the needed saturation. Moreover, the number of participants was decided to be exemplary since the lack of terms in regards to how many Gen Z individuals have chosen to work in government due to the need to maintain a strong representation to the intended population, as

well as to support the findings of this study. In that case, this study had committed to using purposive sampling.

Purposive sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas et al., 2015). The inclusion criteria for this study were as follows: a) participants must be employees of the Provincial Government of La Union, b) they must be born between 1997 to 2012, c) they must be adults from Generation Z (18 years to 27), and d) willing to participate. Meanwhile, any individual who failed to meet at least one of the inclusion criteria will be disqualified from partaking in the study.

Data Gathering Tools

The study employed interview guides with open-ended questions as it ensures that interviewers treat all applicants the same. Interview guides are tools to create structure during candidate interviews and it makes it easier to assess and score them (Verlinden, 2023). The use of open-ended questions is highly encouraged to provide detailed responses rather than simple “yes” or “no” answers, enabling participants to provide in-depth insights (Rouder et al., 2021). A well-structured interview guide is designed by the researcher to elicit information from interview participants on a specific topic or set of topics (Mauldin, 2020).

The researchers utilized an interview guide with five (5) sets of questions, corresponding to the objective of this study, having approximately fifteen (15) guide questions. Twenty (20) questions were utilized, including their demographic profiles, to be able to satisfy the objective of this study. The number of questions varied from one participant to another depending on the significance of their answers to these questions, but the researchers guaranteed that all interviewees responded to five (5) section questions. Moreover, the face-to-face format was used to allow researchers to observe participants' reactions, including actions, tone, body language, and facial expressions, facilitating a deeper understanding of their perspectives. This comprehensive approach helped fill

gaps in the initial findings. An expert in qualitative research reviewed the interview questions to ensure their effectiveness.

Data Gathering Procedure

The study guaranteed that prerequisites were submitted to acquire consent in conducting this research from the LORMA Colleges-Research Ethics Committee (LC-REC) and LORMA Colleges Research Institute of the Campus for Learning and Innovation (LCRI-CLI), as well as the Director of Lorma Basic Education Schools through a permission letter. Each requirement abided by the research ethical standards, verifying and approving the construction of the data gathering tool and consent form that will be provided to the participants.

As soon as consent was permitted, the search for suitable participants began. The present study ensured that each participant in possession of a consent form upholds ethical guidelines. Moreover, participants were pledged for the present study to secure their information which will be contained in the form. Once signed documentation of consent was waived, the present study proclaimed little to no risk to the participant and accordingly followed ethical guidelines before conducting the interview. Once at least fifteen Generation Z employees have been determined, the researchers began by introducing the selected researchers and presented a brief overview of the topic.

Once consent was obtained, the study proceeded to set for scheduling presiding over the procedure through in-person interviews with the use of semi-structured data-gathering tools. By all means, the set of schedules, including the time and place, was forged according to the conducive time of the participant. As a matter of course, the interviews proceeded depending on the mutual agreement between the participant and the selected researcher. Additionally, the interviews were held in several break rooms and conference rooms of various departments throughout the entire grounds of the La Union Provincial Capitol, where they had the freedom to respond with ease. For the interview, the participant was asked for permission to record the dialogue with the use of a voice

recorder to avert complications in the transcription of their responses. To a great extent, all the questions that were asked are solely for research purposes; questions that have no connection with the topic were strictly not allowed. Subsequently, the information gathered was extensively analyzed for the study findings.

From then on, the interview had been conducted through a segment of interview guide questions consisting of follow-ups. As the data gathering was supported by the use of interview guide questions that included one main question accompanying several circumstantial sections. By this means, the present study aimed to uncover the lived experiences of Generation Z employees in shaping contemporary work culture with the assistance of its notable objective that became the basis for constructing relevant questions. Each question was modified for every participant in reliance on their answers, which subsequently supported the conclusion of the study.

Moreover, the present study took no notice of the time limit of each interview to extinguish pressure among the participants when answering the questions. The frequency of interviews was not necessarily measured since the schedule proceeded in the most vacant time of both selected researchers and participants. Before gathering data, the present study ensured to provide a definite rationale for the ethical considerations. Information about the prospective research study; what is the objective, who is compensating it, how will the results be used, and who is involved and acquiring access to the overall findings will be attached in signed documentation. By following the Data Privacy Act of 2012, obtaining consent was a given, explicit, and well-informed statement of intent that authorizes the data subject to have personal information about or related to him or her collected and processed.

While conducting this study, the researchers took into account the policies regarding the confidentiality and anonymity of data with the soon-to-be-collected information from the interviews and other means of collecting necessary data. Research confidentiality was observed through the use of informed consent with the participants and employing the proper methods to gather, store, and use data. Additionally, any data gathered from the participants was kept confidential and secured.

The confidentiality and anonymity of their given information was done through the use of pseudonyms. Pseudonyms were consistently used for those who participated in this study. According to Tilley and Woodthorpe (2011), pseudonyms have been assigned by researchers throughout research history, with the belief that this procedure is for the participants' protection. In this case, the present study ensured that all procured information was kept and secured digitally, and the identity of those who consented to give their personal information was kept confidential and anonymous.

The present study guarantees that the participants were not forced into taking part in the study and can withdraw at any moment without providing a reason. The decision to participate or not was granted to participants. In this situation, no participant has been forced to answer; instead, they voluntarily made a decision based on their own decision. Furthermore, there was no compensation for participants to get involved all throughout the process of the prospective research. The present study dispensed explicit information to acquire clear transparency as the selected participants possess the right to ascertain what they are partaking in. On that account, this study was partially supported in terms of sponsorship, which Khorfan et al. (2020) connoted as a personal financial contribution.

To ensure the trustworthiness of the present study, with material to support it which was cited by Ahmed (2024), there were four main criteria: (1) Credibility, by using respondent validation, a technique for exploring the credibility of results, to be certain that they had accurately reported the observations in the study; (2) Transferability, to accurately depict the individuals and their employment experiences; (3) Dependability, the researchers meticulously record the entire research process, consisting of the participant recruitment and selection, data analysis and comprehension and the eventual results; (4) Confirmability, keeping track of the researchers' beliefs, assumptions and opinions that may have affected how the findings were interpreted.

Consequently, the researchers strictly followed all relevant research ethical considerations to guarantee the validity of the current study. Ethical standards of which include, obtaining informed consent from subjects, protecting participant confidentiality and anonymity, and maintaining the confidentiality of all study data.

Treatment of Data

According to Clarke and Braun (2013), thematic analysis is an approach frequently used for analyzing qualitative data, particularly in reference to a collection of texts such as interviews or transcripts. To reveal subtle patterns of meaning in the responses, a thorough investigation was conducted using thematic analysis. Broad factors that shape the viewpoints of the respondents become crucial as it examines both the surface-level material and the deeper layers of importance buried in the complex narratives of the participants, directing the methodical examination and thematic arrangement of the information.

The present study adhered to Braun and Clarke's (2006) 6-step framework: (1) becoming familiar with the data, (2) generating codes, (3) generating themes, (4) reviewing themes, (5) defining and naming themes, and (6) locating examples. Firstly, the researchers reviewed the data to gain a better understanding of it. Secondly, the chosen participants were assigned codes or pseudonyms to protect their identity in line with ethical considerations. The third and fourth step was after reviewing the data, and themes were generated and reviewed to reveal common patterns and answers of the participants. The generated themes were defined and named by the researchers. Lastly, examples were provided per theme using the data collected.

CHAPTER III

RESULTS AND DISCUSSIONS

Results

The researchers had facilitated face-to-face interviews for the fifteen participants. Accordingly, the data gathering was completed to be followed by transcribing the responses of each participant from the use of a voice recording tool. The analysis of data had come after, utilizing thematization to interpret the results. After this, the creation of Table 1 outlined the major themes and sub-themes, correlating the research questions and the responses of participants that set out to be the foundation to the identified sub-themes. The use of pseudonyms were employed to uphold the anonymity of participants while conveying their responses.

Figure 1 portrays the major themes and sub-themes that arose from the thorough thematization that had come forth, abiding by the data-gathering process with the participants through the face-to-face interviews with the use of interview guide questions. It illustrated a busy Gen Z employee interacting with his coworker, which every detail possesses a symbolism in regards to the three major themes and nine sub-themes in the surroundings.

Figure 1: Gen Z Take Over



The first major theme, which focuses on the factors of contemporary work culture, has three sub-themes. The calendar represents work-life balance, as the marked dates symbolizes personal events in the employee's life and that despite their busy work life, they still find time to spend with their loved ones. Digitalization is represented by the computer on the desk, showing how technology has become an essential tool in the modern workplace. And for the final sub-theme, workplace diversity is represented by the two people, showing that the workplace is full of different people with different values, experiences and characteristics.

Three sub-themes emerged for the second major theme, which focuses on the journey of Generation Z employees at PGLU. The stacks of paper in the man's palm signify teamwork, as his staff worked on them collectively. The 'Employee of the Month' on the board represents recognition, as visible in the background, implying that the person had been recognized for his hard work in the workplace. The fourth sub-theme is productivity, which is portrayed by the sticky notes on the cubicle wall, demonstrating that she is working diligently.

Lastly, three sub-themes arose for the last major theme which tries to emphasize on the Influences of Gen Z's talent. The first was adaptability, as represented by the plant, showcasing how Gen Z can adapt to any environment, just like plants. Second, technological savviness, represented by the paperwork. Finally, communication, represented by the two co-workers chatting idly. It shows that there will always be people communicating in the workplace.

Table 1. Excerpts from the Narrations of the Participants

Major Themes	Sub-themes	Participant Codes	Significant Statements
Elements Beyond Office Walls: Factors of Contemporary Work Culture	Act of Equilibrium: Balancing Work and Life	01, 02, 03	➤ Today, there is a growing recognition of the importance of mental health, wellness programs, and work-life balance. On another hand, there's less focus on employing well-being and long working hours and high job demands as indicators of dedication and hard work. ➤ Contemporary work culture feels more fast-paced and tech-driven. It all comes down to adaptability, teamwork, and creativity with the focus of uniqueness and work-life balance, establishing environments where people feel acknowledged and appreciated is more important than enforcing rigged hierarchies. ➤ My generation Z values of technological fluency, purpose-driven work, work-life balance, and inclusivity are generally seen as strengths in my workplace
	From Paper to Pixels: An Era of Digitalization	02, 03, 04, 05, 06, 07, 08, 09, 10, 13, 14, 15	➤ Contemporary work culture feels more fast-paced and tech-driven. ➤ The PGLU is beginning to respond to the unique needs of Gen Z employees by offering greater flexibility, leveraging technology, providing growth opportunities, and posturing inclusive communication. It has been a mixture of navigating tradition and embracing change. While the government sector is traditionally more formal and structured, there's a clear shift to adapting modern work culture principles, life flexibility, digital innovation, and a focus of well-being that Gen Z employees value. I look forward to

Major Themes	Sub-themes	Participant Codes	Significant Statements
			seeing how this evolution continues, and I'm eager to contribute to it by blending my generation's strengths with the valuable lessons learned from older colleagues. ➤ Yung traditional is mostly on paperworks mas maraming gumagalaw compared sa- ngayon, mas mapapadali yung work natin sa technology nakakapag communicate tayo kahit malayo yung mga kailangan nating itransact or icoordinate na mga papers. Pero this time, masmadali na lang kasi mag communicate to other employees to other offices. Compared noon na maghihintay pa tayo ng sobrang tagal to achieve yung pinakamabilis na process ng papers. Compared ngayon, it's really one call where you can really get the answers anytime. <i>(The traditional one is mostly paperwork, there is more movement compared to today, our work will be easier with technology, we can communicate even if the papers we need to transact or coordinate are far away. But this time, it's easier to communicate with other employees in other offices. Compared to that, we will have to wait a long time to achieve the fastest process of papers. Compared to now, it's really one call where you can really get the answers anytime.)</i> ➤ Sa generation ko ngayon more on digital na so masnapapagaan na yung work napapabilis na yung mga proseso ng paperwork. Mas napapadali lalo na pag may mga letter na ipapagawa isesend na lang sa gc for checking, paper-less na.

Major Themes	Sub-themes	Participant Codes	Significant Statements
			<i>(In my generation now more on digital so the work that is accelerating the processes of paperwork. It is especially easier to have letters to be done with GC for checking, paper-less.)</i> ➤ Unlike before, na puro paper. Ngayon, paper-less na. <i>(Unlike before, which was all paper. Now, it's paper-less.)</i> ➤ More likely in contemporary times is the 20th century. Compared to before we used to do everything by ourselves; like using pen and paper, now we use systems for faster results. It doesn't take us several days to do our needed reports – instead, in one click there will already be a generated report. ➤ For me, it's more flexible. Since technology is used more nowadays, it's more modernized. It's more convenient and flexible, unlike the traditional. For example, with the advanced technology we use now, we used to file documents from USB, now we can use Google Drive; it's more convenient now. ➤ Things are now more modernized, office set ups are better, and we have flexible time, resulting in better work outcomes. ➤ Before, there were no such breakthroughs or there were no technical meets, unlike right now. We have a lot of resources, we can use and access through our internet. We have provided laptops, we have printers unlike before. ➤ In my opinion, I can differentiate contemporary work culture from

Major Themes	Sub-themes	Participant Codes	Significant Statements
			traditional work . It's like before we used written messages, which is traditional work for me and then right now we are using emails for faster communication with other people for faster and more flexible (communication). It's the flexibility. We have been flexible in everything that we do, especially when we are outside and especially when our boss calls us like the important files that he needs we can send it immediately because we are using electronic devices. ➤ Mas okay yung ngayon as computerised na siya, masmadali. Masmadali siya gawin kaysa yung sa old. <i>(Now is more okay as it is computerised, it's easier. It's easier to do compared to the old one.)</i> ➤ Work culture nowadays is more digital because of our generation now. So yeah, digital (technology) makes the work easier for employees and staff while in manual, the workload is harder. Maybe it will take you many minutes before you can finish your duties in office work.
	Divided by Time, United by Work Culture: A Diverse Office Coming as One	10, 11, 12	➤ The work culture in the Philippines varies over time and it's really different from before, because the perspective of the employee, the perspective of the bosses, the perspective of anyone in between are also different, so it varies. ➤ For me, contemporary work culture is the existence and collection of different attitudes, beliefs of employees within an organization. In the Philippines, contemporary work culture is a mixture of different attitudes, beliefs and

Major Themes	Sub-themes	Participant Codes	Significant Statements
			behaviours which result from the changes brought about by the modern world. ➤ When we say contemporary work culture it refers to evolving attitudes, practices, and values that define the modern workplace.
Digital Natives to Workplace Innovators: The Journey of Gen Z Employees in PGLU	Making the Dream Work: Collaborative Efforts	01, 02, 03, 07, 09, 12	➤ I describe my relationships with them as professional and collaborative. ➤ Contemporary work culture feels more fast-paced and tech-driven. It all comes down to adaptability, teamwork, and creativity with the focus of uniqueness and work-life balance, establishing environments where people feel acknowledged and appreciated is more important than enforcing rigged hierarchies. ➤ My working relationship is built with mutual respect, clear communication, and teamwork, which helps to create a positive and productive work environment. ➤ They're very friendly and will help you when needed. Even though I have heavy paperworks, I won't feel like my work is hard because I have them. ➤ Everyone is friends here, we consider (each other) as a family, we help each other with the things we need to make our work easier ➤ Supportive relationships with colleagues and supervisors create a sense of belonging and teamwork. For example, when facing high work modes, the encouragement and assistance of peers makes the challenges more manageable and less stressful.

Major Themes	Sub-themes	Participant Codes	Significant Statements
	The Art of Seeing: Recognizing One's Ability	01, 02, 03, 08, 09	➤ I think it is the importance of mental health and work-life balance. This is becoming more accepted, especially in the contemporary workplace that prioritizes employee's wellness. ➤ I contribute Gen Z characteristics, including adaptability, tech-savvy, and emphasis on sustainability– the nature of co-workers like the new concepts. However, occasionally, older generations may view our strategies as overly modern and idealistic. ➤ My colleagues and supervisors appreciate my ability to adapt, innovate, and communicate efficiently. ➤ Maybe the fact that I'm a social butterfly makes me easy to be with. One trait of us Generation Z is we're open to do all the fun, they find that interesting. ➤ Resiliency, and us Generation Z are good at interacting. It serves a good purpose especially working in the government since you have to interact with other people. They're happy that there are new Generation Z employees, the things we learned from each other can be passed to one another.
	Working Nine-To-Five: Productivity in a Workplace	02, 03, 05, 07, 10, 11, 12	➤ I usually begin my work day by reviewing project proposals signed by my supervisor, scanning them and distributing them to the end users. Meetings often take out a significant portion of the day, while paperworks and office collaborations are part of my routine. ➤ I begin by checking if there are any

Major Themes	Sub-themes	Participant Codes	Significant Statements
			urgent matters, followed by reviewing or validating obligation requests, like project proposals, inputting a budget system, and others. ➤ Yung work ko ngayon, under HR kase ako so yung mga ginagawa ko pag gawa ng mga travel order, pag process ng mga leave nila. Kung may magtratravel outside ako gagawa ng itinerary. <i>(My work now, I'm under HR, so what I do is to make travel orders, process their leaves. If someone travels outside, I will make an itinerary.)</i> ➤ It starts at 8 a.m in the morning. I'll eat breakfast if I haven't eaten yet. After breakfast I'm sitting with my computer, almost the whole day that's my work. I'm still new, so I only do what they give me. For now, I do reconciliation and journal entry of transactions from hospitals and other places. There are a lot of papers, starting from Monday up until the end of the week, we are still checking journals, we are checking our grammar in our posts in our FB page. More than that, we also do such activities as bio sharing sessions during Tuesdays and like. ➤ In my case, a typical work day at the PGLU is characterized by many documents to review, many reports to accomplish, and various things to analyze. ➤ Begin by reviewing the schedule of disbursements and identifying priority tasks for the day. Sort and organize paid vouchers submitted for recording, ensuring all

Major Themes	Sub-themes	Participant Codes	Significant Statements
			supporting documents are complete. We also have vouchers recording, we carefully log the details of paid vouchers into the accounting systems, such as pay information, voucher number, amounts, and purchases. We also ensure accurate categorization of expenses to maintain a proper financial record. And for data verification, cross check entries to confirm that the recorded data aligns with disbursements documents and ensure compliance with internal control policies.
Navigating the Next Wave: Influences of Gen Z's Talents	Follow the Flow: Adaptability in PGLU	01, 02, 03, 05, 07, 12	➤ I think one of the traits of being a Gen Z is how we adapt to the environment. ➤ Contemporary work culture feels more fast-paced and tech-driven. It all comes down to adaptability, teamwork, and creativity with the focus of uniqueness and work-life balance, establishing environments where people feel acknowledged and appreciated is more important than enforcing rigged hierarchies. ➤ I think one of the traits of being a Gen Z is how we adapt to the environment. Contemporary work culture feels more fast-paced and tech-driven. It all comes down to adaptability, teamwork and creativity with the focus of uniqueness and work-life balance, establishing environments where people feel acknowledged and appreciated is more important than enforcing rigged hierarchies. ➤ My colleagues and supervisors appreciate my ability to adapt, innovate, and communicate efficiently.

Major Themes	Sub-themes	Participant Codes	Significant Statements
			➤ Sa generation ko ngayon more on digital na so masnapapagaan na yung work napapabilis na yung mga proseso ng paperwork. <i>(In my generation now more on digital so the work that is accelerating the processes of paperwork.)</i> ➤ Compared to before we used to do everything by ourselves; like using pen and paper, now we use systems for faster results. It doesn't take us several days to do our needed reports – instead, in one click there will already be a generated report. ➤ In terms of culture they're easy to adapt to ours. For example, I quickly adapt financial systems or software for voucher recording, often suggesting digital tools to improve efficiency. The ability to adapt quickly to changes is seen as strength particularly in transitioning to more modern systems.
	Generational Swipe: Technological Savviness	02, 03, 05, 06, 07, 08, 09, 12	➤ I contribute Gen Z characteristics, including adaptability, tech-savvy, and emphasis on sustainability– the nature of co-workers like the new concepts. My generation values of technological fluency, purpose-driven work, work-life balance, and inclusivity are generally seen as strengths in my workplace. ➤ Siguro mas high-tech na ngayon yung mga Gen Z, like yung mga gadgets. Mas napapabilis na yung mga gawain sa office. <i>(Maybe Gen Z is now higher-tech now, like the gadgets. The office activities are faster.)</i>

Major Themes	Sub-themes	Participant Codes	Significant Statements
			➤ Yung iba syempre, hindi din naman nila masyadong gamay pa so kailangan din naming turuan and i-explain sa kanila yung mga bagay-bagay. <i>(The others, of course, are not very young either, so we also have to teach and explain things to them.)</i> ➤ I can say that, as a member of Generation Z, I know more about technology. ➤ For me my knowledge about technology has a big factor. For example; when they have trouble with new features or apps on their computers, I help and teach them. ➤ As someone from Generation Z, my knowledge about technology served a huge impact to help, especially since they (other employees) are not really 'techy' as Gen Z's we make it easier. ➤ As a digital native, I am comfortable with technology to streamline tasks. For example, I quickly adapt financial systems or software for voucher recording, often suggesting digital tools to improve efficiency.
	Words Drifting Through: Unveiling Needs Through Communication	02, 03, 08, 09, 10, 13	➤ These relationships promote a courteous and cooperative environment, which greatly improves my work experience. The inclusive atmosphere promotes candid communication and teamwork, and the mutual support reduces stress, especially in high pressure circumstances. Even variations in management approaches between generations offer chances to grow and change, enhancing the dynamic at work.

Major Themes	Sub-themes	Participant Codes	Significant Statements
			➤ My working relationship is built with mutual respect, clear communication, and teamwork, which helps to create a positive and productive work environment. ➤ Maybe the fact that I'm a social butterfly makes me easy to be with. One trait of us Generation Z is we're open to do all the fun, they find that interesting. ➤ Resiliency, and us Generation Z are good at interacting. It serves a good purpose especially working in the government since you have to interact with other people. They're happy that there are new Generation Z employees, the things we learned from each other can be passed to one another. ➤ One of the values or characteristics of someone who belongs to Generation Z, we are very engaging. I, myself, talk a lot, I engage a lot, most especially to my colleagues, because I don't want to have a boring or dull day. I'm happy that they're engaging too when I ask questions, for clarifications, when I spill some jokes, or tea. They communicate well. ➤ My value of being very accommodating, bubbly, go with the flow is perceived in a positive way. Because there are a lot of experiences or happenings that unite us together with those kinds of values and it helps them perceive who I am in the workplace.

Discussions

This study has anchored three major themes, conforming to the primary objective. The gathered major themes are the following: Elements Beyond Office Walls: Factors of Contemporary Work Culture, which signifies the reason behind the evolution of work context; Digital Natives to Workplace Innovators: The Journey of Gen Z Employees in PGLU, which illuminates the experiences of the young generation in the workplace as newcomers of public service and how they deal with the generational gap; and Navigating the Next Wave: Influences of Gen Z's Talents, which indicates their impact on their work environment that modify the traditional work culture and stimulates organizational aspects in shifting to digital transformation. These deduced major themes are thoroughly reviewed by converging the participants' responses alongside with the sub-themes, as well as the correlative statements and literature.

Elements Beyond Office Walls: Factors of Contemporary Work Culture. The first derived major theme, in accordance with the participants' perspectives, was the factors that paved the way towards contemporary work culture. This major theme reflects the work experiences and adaptations of Generation Z employees that rationalize traditional work. By conforming up to date advancements and responding to the unique needs of the newcomers, such as technology, well-being, and collective diversity, which support in deriving the major theme. According to Job Embeddedness Theory (Mitchell et al., 2001), employees are more inclined to possess a positive work experience in order for them to be immersed with their organizational role. In accordance with this, contemporary work culture accommodates the young generation to obtain a rationalized and inclusive environment.

Act of Equilibrium: Balancing Work and Life. One of the factors of contemporary work culture is work-life balance. Participants 01, 02, 03 responded with balancing work and life is important for stability. "Today, there is a growing recognition of the importance of mental health, wellness programs, and work-life balance." According to Nurjanah & Indawati (2021), work-life

balance refers to the compatibility between work obligations and workers' personal lives. It involves individuals managing their professional responsibilities while maintaining both work and personal activities. Achieving this balance is crucial for preventing burnout, reducing stress, and enhancing overall job satisfaction.

Work-life balance is crucial for well-being and productivity, improving health, focus, and job satisfaction. Like one of the participants has said, work-life balance is seen as a strength. That's why poor balance leads to burnout, health issues, and lower performance, while also increasing absenteeism and reducing morale. Additionally, some of the consequences of poor work-life balance include a high level of turnover intention (Batt and Valcour 2003), lack of organizational commitment (Thompson et al. 1999), and poor organizational productivity (Lingard et al. 2007).

This relates to the Adaptation Theory (Charles Darwin, 1859). When people initially improve their work-life balance (by reducing work hours or enhancing free time) they may feel an increase in well-being. But over time, they adapt to this new state and their satisfaction levels may stabilize, often returning to their baseline. In the end, the adaptation theory shows that while people can get used to different work-life situations, keeping longterm happiness requires constantly adjusting to both outside changes and personal needs.

From Paper to Pixels: An Era of Digitalization. The most significant factor of contemporary work culture derived is the shift from traditional or manual to modern workplace with the use of technology. Digitalization is important in the workplace as it enhances efficiency, fosters collaboration, and enables organizations to adapt quickly to changing demands and innovations. In this generation, digitization in the workplace is based on technology activities, leading to new ways of working that organizations need (Sulistianingtiyas & Djastuti, 2022), and adopting digital ways of working, products, services and processes in different ways and paces (Okkonen & Palvalin, 2019).

One of our participants stated that compared to what people were used to, this generation now uses systems for faster results. This shift highlights a significant adaptation to modern work

culture principles, where efficiency and productivity are prioritized. It also reflects the growing emphasis on life flexibility, as digital tools allow individuals to work seamlessly from various locations and balance professional and personal commitments. Moreover, this transition showcases the power of digital innovation in reshaping how tasks are approached, enabling smarter workflows and driving continuous progress in the workplace.

This connects to our Adaptation Theory (Charles Darwin, 1859), which emphasizes the ability of people to adapt to their environment to ensure survival and success. Similarly, in the modern workplace, the shift from traditional to digital systems demonstrates how organizations and employees adapt to technological advancements to remain competitive and efficient. The organization should be sure that they are able to quickly respond to evolving demands, reflecting the principle of adapting to changing environments. Of course, it was easier for Gen Z to adapt to digitalization. However, some blunders were faced by the older generation.

Divided by Time, United by Work Culture: A Diverse Office Coming as One. Contemporary work culture can depend on the perspective of the workers, including the supervisors. The connections of professionals with their organizations are diverse, ambiguous, and unpredictable, and opinions on how to best describe and conceptualize them continue to differ from one another (Wilkinson et al., 2016). Due to the fact that PGLU employed different generations, the diverse culture within the workplace is evident. Modern organizational setting meets the unique needs of its employees to promote inclusivity and relationships among coworkers because the workplace is diverse. In these kinds of circumstances, one's views, attitudes, and conduct reveal ingrained convictions about the nature of interpersonal professional relationships.

For that reason, Saxena (2014) indicated that regulatory structures, governmental agencies, lawmakers, courts, professional organizations, interest groups, and the general public are just a few of the institutional factors that must be taken into account in order to comprehend the complex dynamics of workplace diversity and how to promote it. The management plays a vital role in taking

consideration of the diversity in the organization in order to possess a positive working environment among employees. Managing diversity implies identifying individual's differences and recognizing these distinctions as valued; it strengthens effective management practices by reducing prejudice and encouraging inclusiveness.

To justify this factor of contemporary work culture, Job Embeddedness Theory (Mitchell et al., 2001) revealed that recognizing the positive work environment and relationship with coworkers, despite the differences, is less likely to quit the job. The importance of being open ethically and personally in terms of understanding one's attitudes, beliefs, and values in the workplace strengthens the working process, considering the distinctness of each other. Diversity should be valued by enterprises in order to improve organizational effectiveness since a diverse staff offers a number of benefits, including innovation, problem-solving, and adaptability to change, which could provide one a competitive edge (Cox, 1991).

Digital Natives to Workplace Innovators: The Journey of Gen Z Employees in PGLU. The second major theme derived from the responses of the participant's experience as the younger generation in the workplace and how they deal with the generational gap. Experience in teamwork, desire for recognition, and focus on productivity, it became the key to fostering collaboration and driving success in modern organizational settings. According to the Adaptation Theory of Charles Darwin (1859), the ability to adapt to changing environments is essential for survival and success. Thus, the adaptability of Gen Z employees allows them to emphasize teamwork, recognition, and productivity that fuels the success of the PGLU.

Making the Dream Work: Collaborative Efforts. Participants 01, 02, 03, 07, 09, 12 answered that teamwork is crucial for building rapport with their co-workers. "They're very friendly and will help you when needed. Even though I have heavy paperworks, I won't feel like my work is hard because I have them." Boakye (2015) stated that teamwork is the ability to work together and acts as a fuel that allows common people to attain uncommon results. Teams enable individuals to empower

themselves and to increase benefits from cooperative work engaged on as a group. With teamwork, the burden of work becomes less and makes it easier for the employees to become stressed.

Teamwork is attained due to the connection one has with other people. Building a sense of belonging won't feel like the work is hard because one does not feel alone. As stated by one of our participants, their working relationship is built with mutual respect, clear communication, and teamwork, which helps to create a positive and productive work environment making the challenges more manageable and less stressful. Showing genuine concern for the issues experienced by employees establishes a level of familiarity and respect. Mutual respect is, without a doubt, the cornerstone of all healthy and thriving professional spaces. It forms the basis of resilient culture, trust, and camaraderie (Prince-Martin, 2024).

This relates to the Job Embeddedness Theory (Mitchell et al., 2001), which emphasizes the factors that keep employees rooted in their jobs. Teamwork fosters the formation of strong, meaningful relationships among colleagues, creating a network of social connections within the workplace. These relationships generate emotional ties and a sense of belonging, making it harder for individuals to leave. The thought of severing these bonds with teammates often acts as a significant deterrent to turnover, as employees feel personally and professionally embedded in their workplace through their connections with others.

The Art of Seeing: Recognizing One's Ability. According to Francis and Hoefel (2018), Generation Z is more open to understanding different kinds of people and has greater freedom of expression (p. 2). Generation Z is able to thrive in flexible environments that allow them to work and adapt freely. Additionally, their hard work is often recognized and appreciated. For instance, participant 03 stated, "My colleagues and supervisors appreciate my ability to adapt, innovate, and communicate efficiently," highlighting how her skills were acknowledged by those around her. This appreciation not only reinforces a sense of belonging but also emphasizes the value Generation Z brings to the workplace. Bielen and Kubiczek (2020) argue that the most effective way for employers

to meet the needs of Generation Z is by fostering an inclusive and welcoming workplace environment.

This research highlights that when Generation Z feels acknowledged and valued, they develop a strong sense of belonging and motivation, leading to increased engagement and productivity and contributing their traits. Organizations that prioritize employee recognition and embed it into their workplace culture are better equipped to attract and retain Generation Z employees. By fostering an environment where employees feel supported and appreciated, PGLU enables Generation Z to reach their full potential, ultimately benefiting both individual employees and the organization as a whole.

In connection with Job Embeddedness Theory (Mitchell et al., 2001), it emphasizes the importance of building strong workplace connections through mutual recognition. Participants frequently mentioned their ability to interact effectively with others, which provides significant benefits in a multigenerational workplace where employees can learn from one another. Strong communication, which includes both active listening and speaking, is essential for a successful work environment. With Generation Z entering the workforce, workplaces now often include four or even five generations working together, making effective communication and mutual understanding more important than ever.

Working Nine-To-Five: Productivity in a Workplace. An experience that Gen Z employees must do is being productive. Out of fifteen participants, seven of them have described their typical day-by-day work. Working eight hours a day in an office just to provide for the family. The participants narrated their normal work day and it starts by being swamped by many documents and reports, scheduling, and meetings. Despite this, Gen Z employees choose to become immersed in work as faster productivity growth means the faster wage growth (Baily, 2023).

Work productivity is important because it helps individuals and organizations achieve their goals efficiently, leading to better outcomes and resource optimization. Higher productivity also

fosters job satisfaction, growth, and competitiveness in the workplace. As stated by Abdelwahed and Doghan (2023) enhancing employee productivity (EPD) is one of the most important goals of several organizations, as higher levels of EPD provide an organization and its employees with innumerable advantages.

This connects to the Organizational Socialization Theory (OST) of Eastin and Schein (1977), which states that people learn to modify their behavior to accommodate the roles they are given. Through productivity, Gen Z employees demonstrate their value and capability, helping them secure a meaningful place within the organization. By excelling in their roles, they align themselves with organizational goals, fostering a sense of belonging and recognition. This process not only enhances individual performance but also solidifies their integration into the workplace community.

Navigating the Next Wave: Influences of Gen Z's Talents. The third and last major theme encompasses the various responses of the participants regarding the influences the Gen Z employees have in their own workplace. This major theme brings forward a unique combination of adaptability, tech-savviness, and effective communication skills to the modern workplace. As digital natives, Gen Z provides an impact on their work environment that modifies the traditional work culture and stimulates organizational aspects in shifting to digital transformation. This aligns with the Organizational Socialization Theory (Eastin & Schein, 1977), which emphasizes how individuals learn and adapt within an organization that nurtures their talents and meets their needs. By fostering an environment that values their contributions, organizations enable Gen Z to thrive, ensuring both personal and organizational growth.

Follow the Flow: Adaptability in PGLU. As society progresses, modernization becomes an inevitable part of change, and Generation Z is a clear representation of this shift. This generation is often characterized by its passion and confidence (Pataki-Bittó & Kapusy, 2021), while also displaying a sense of realism and acceptance of the present circumstances (Scholz, 2019). Research indicates that Generation Z can easily adapt to new work environments, embracing change and fostering

strong relationships with colleagues. Zorn (2017) suggests that Generation Z excels in collaborative environments, working alongside leadership to address contemporary issues and challenges.

Generation Z is not only the first generation to grow up with constant access to the internet (Kane, 2017), but they are also recognized for their ability to innovate and effectively communicate across generational divides. As noted by participant 01, one of Generation Z's most remarkable traits is their ability to adapt to new situations and environments. On the other hand, participant 05 adds that Generation Z's adaptability goes beyond just adjusting to their surroundings; they also excel in innovation and communication and are highly tech-driven. This combination of flexibility and technological fluency enables Generation Z to thrive in rapidly changing, dynamic environments. According to Sipyan Hussin (2017), Generation Z is defined by several key characteristics, including multitasking abilities, technological proficiency, easy access to information, resilience in overcoming obstacles, independence, and a strong emphasis on career and professional development.

The adaptability of Generation Z enhances their performance in the workplace, enabling them to navigate complex situations and contribute to a more resilient and productive environment. Having grown up in a digital age, they readily embrace new tools and technologies, adjusting to remote or hybrid work arrangements and organizational shifts. They thrive in fast-paced, constantly changing work environments, as they are comfortable with digital communication and take a proactive approach to learning and personal growth. This combination of adaptability, resilience, and openness to change enables Generation Z to foster creativity and success in the workplace.

This aligns with Charles Darwin's Adaptation Theory (1859), which posits that organisms adjust their behavior to enhance their chances of survival in their environment. Darwin argued that organisms can alter their environment in various ways, and their ability to adapt both behaviorally and physiologically allows them to think and respond in new ways. These qualities highlight how Generation Z is able to keep pace with rapid modernization, whether through technological advances or collaborating effectively across generational lines.

Generational Swipe: Technological Savviness. One of the well-known characteristics of being a member of Generation Z is the ability to make use of modern technologies that have become essential in workplaces. Slepian et al. (2023) demonstrated that nearly all (97%) of Generation Z uses the internet every day, and 95% of them possess or have access to a smartphone. For that reason, Gen Z individuals are considered as digital natives and most likely excel in terms of the use of technology within the workplace. Generation Z is used to engaging and talking in a world that is constantly connected, and they are naturally skilled with technology advancements like social media and multimedia (Turner, 2015). As a result, this demeanor of Generation Z influenced their colleagues by encouraging and helping them learn how to use digital tools in order to work efficiently.

Technological savviness has been a significant characteristic of people that belong in the Generation Z. Even in the workplace, their knowledge and understanding about technology helps bridge the older generations in grasping how to operate their technological devices. As stated by Participant 06, “Yung iba syempre, hindi din naman nila masyadong gamay pa so kailangan din naming turuan and i-explain sa kanila yung mga bagay-bagay (*The others, of course, are not very young either, so we also have to teach and explain things to them*).” This response evidences the role that Generation Z plays in helping those around them understand technology. This understanding leads to tasks being done quicker and work being more streamlined than ever. Participant 05 also relates that they can see the difference of how long a task can be completed using technological interfaces in comparison to those of traditional means.

Due to the rapid advancement in technology, this relates to the Adaptation Theory by Charles Darwin (1859). This digital transformation posed a significant impact on the overall enhancement of the workplace, demanding the use of technology to possess an easier work outcome. People of different ages are learning how to adapt these digital tools to survive the hybrid work environment, increasing the awareness of employees to acquire strategies to overcome the challenges in work.

Words Drifting Through: Unveiling Needs Through Communication. One of the major influences of Gen Z in the PGLU was proper communication with co-workers. Communication makes possible the interaction between members of the working team. Bucăța and Rizescu (2017) stated that through communication, organization activities scroll correctly. Meanwhile, lack of communication may cause certain problems to achieve the objectives of the company. Effective communication in the workplace is an important issue for the success or failure of the organization as it becomes a basis for productivity.

Communication with co-workers is important for having a safe place and a misunderstanding-free office. Thus, helping boost employee morale, engagement, and productivity. Participant 02 has stated that having good communication and teamwork with others promotes a stress-free atmosphere, especially in high pressure circumstances. Participant 03's response affirms, "My working relationship is built with mutual respect, clear communication, and teamwork, which helps to create a positive and productive work environment.", this statement shows that communication does help foster a healthy relationship with fellow workers that then results in a positive and productive working environment. Furthermore, being social animals, human beings would like to communicate, to share their feelings and to be respected. By ignoring the basic trait of a human being, focusing solely on the jobs leaves people distressed, isolated and depressed. According to Ganapathi (2012), to avoid ending up to the burnout stage, effective communication can be a starting point for any action.

This relates to our Job Embeddedness Theory (Mitchell et al., 2001), as it states that open and clear communication helps establish a close-knit community, reducing misinterpretations and conflicts. Many participants emphasized that being accommodating and skilled in interaction are key traits for Gen Z employees, enabling them to integrate seamlessly into workplace dynamics. Thus, effective communication fosters stronger bonds within the workplace by creating an environment of trust and understanding. By promoting open dialogue and collaboration, individuals can feel more connected and valued, enhancing both personal and organizational growth.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

Conclusions

The following conclusions were drawn in order to definitively meet the research objectives, taking into consideration the emerging findings that were previously discussed:

Three sub-themes were determined from the data obtained from the interviews with the participants for the first major theme, which addressed the reason behind the evolution of work context within the PGLU. Firstly, participants stated that keeping a balanced work-life was hard and crucial. They further emphasized that work-life balance is seen as strength, as it prevents burnout, reduces stress, and enhances overall job satisfaction. The second factor contributing to the evolution of work was digitalization. The modern world is constantly changing, and so are the ways the different organizations cope with it—transitioning to a more digitized workplace. Lastly, having a workplace with different generations, there would be different views and perspectives. This strengthens effective management practices by reducing prejudice and encouraging inclusiveness.

The second major theme, which encompasses the different experiences the Gen Z face in their workplace, yielded three sub-themes. The first was teamwork as it is needed for building rapport with other employees, other generations. They stated that collaboration with each other creates a positive and productive work environment. Next, was being recognized for their own efforts. Being seen in a modern workplace makes employees feel valued and supported. Finally, as a worker of nine-to-five, Gen Z employees aim to achieve better outcomes. A higher productivity means a better work environment, meaning the workplace can become a site where employees grow.

In addition, the participants revealed three sub-themes for the third major theme; these participants admitted the different influences Gen Z has in the PGLU. On top of the list, adaptability that Gen Z possesses in the ever-so changing modern world. With that being said Gen Z can adapt without hardships, embracing evolution and contributing to a more resilient and productive

workplace. Second, as a digital native, Gen Z finds it easier in a digitalized workplace. They stated that their technological fluency was generally seen as their strength. Rounding off the influences of Gen Z is their proper communication skills as this provides a safe space where no one would be cast aside. Gen Z's communication skills promote a stress-free atmosphere, especially in high pressure circumstances.

Recommendations

While this research study has satisfied its primary objective of revealing the experiences and influences of Generation Z in the government, specifically within the Provincial Government of La Union (PGLU), the student researchers have identified urgent concerns and issues related to this topic and its overall focus, aforementioned in the sub-section of this chapter. Thereby prompting the researchers to formulate recommendations to help solve the problem, which may lead to a significant improvement in the engagement, contributions, and impact of Generation Z within the PGLU, ultimately enhancing the general state of governance and national development. Thus, the present study's endeavors yielded the following recommendations, which aims to address the problems via measures that the different various facets of the society can undertake.

Employees. The present study suggests that Generation Z is able to work freely due to their environment. One of the best ways Generation Z is able to survive in a workplace is through the people Generation Z works with. Since Generation Z's surroundings have a significant influence on their work ethic as they work toward solving problems by collaborating with their coworkers, it would be preferable to give them adequate time to adapt. It is given that when walking into a workplace, Generation Z shouldn't anticipate a simple path. Not just Generation Z but all employees will gain from a welcoming work environment because they will be able to work to the best of their abilities. As a result, Generation Z will feel more free to step out of their comfort zone.

Government Institutions. Government institutions should support and encourage Generation Z workers by providing them with constructive feedback along with guidance that promotes empathy. Giving Generation Z a more digitized workplace in PGLU as digitalization enables

Generation Z to adapt quickly to changing demands and innovations. As a result, Generation Z employees won't feel pressured and be surrounded in a better working environment. As they work under PGLU, giving them guidance encourages workers to learn and adapt to their workplace. Despite Generation Z having exceptional communication skills, they are still in need of help. Having a flexible schedule should be implemented so that Generation Z will still be able to adapt and gain more knowledge because they are new to the workplace not all Generation Z share the same knowledge and mastery, with this Generation Z will be able to adjust.

Team Leaders. The researchers recommend that the policymakers provide a better working environment for all employees. This may include initiatives to provide equitable access to technological devices and reliable internet connectivity. Additionally, local governments could explore partnerships with telecommunications companies or community organizations to enhance technology infrastructure in workplace areas. In addition, fostering a collaborative approach involving Millennials and older generations to support Generation Z in their first time in the workplace. These recommendations aim to address disparities in access and ensure a more equitable and effective work landscape for all employees.

Future Researchers. To facilitate a better understanding of the topic, the student researchers recommend that future studies undertake a more thorough qualitative research focusing on Generation Z in the workplace. This research should not be limited to a specific city or locality but should instead expand to cover a broader range of regions, ensuring a more diverse and inclusive scope. Using a qualitative approach would offer deeper insights into the unique contributions and changes introduced by Generation Z in professional environments, allowing for a more detailed analysis of how the said generation shapes workplace culture, dynamics, and practices.

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM



INFORMED CONSENT FORM

GENERAL INFORMATION:

Title of the Study : Kabataan Para Sa Bayan: The Lived Workplace Experiences of Gen Z Employees in Provincial Government of La Union on Shaping Contemporary Work Culture

REC Code : N/A No. of Study Participants: 15

Study Site : LORMA Colleges Basic Education Schools

Name of Researcher/s: Angela Joyce Q. Toyogon, Danahcel Fiona D. Marzo, Fiona Beatrix P. Dugasan, Eravienne Manuela D. Jasmin, Naomi Bless B. Nisperos, Asia D. Di Santo, Leon Enrickqui M. Calica, and Krysian Lancel G. Garcia

Contact Information: Telephone Number: N/A Mobile Number: 09163243368
Fax Number: N/A Email: angelajoyce.toyogon@lorma.edu

Name of Institution: LORMA Colleges Basic Education Schools

Institution's Address: Urbiztondo, San Juan, La Union

Type of Study: ☐ Sponsored Clinical Trial ☐ Biomedical Research
☐ Researcher-Initiated Clinical Trials ☐ Stem Cell Research
☐ Health Operations Research ☐ Genetic Research
☐ Social or Behavioral Research ☒ Others: Phenomenological Research
☐ Public Health or Epidemiologic

Source of Funding: ☒ Self-Funded ☐ Scholarship/Research Grant
☐ Government-Funded ☐ Institution-Funded
☐ Sponsored by Pharmaceutical Company
☐ Others: _____

Duration of the Study: Start Date: August 2024 End Date: _____

INTRODUCTION

In this current era where Generation Z starts to take their rightful roles in their workplaces, they bring with them a unique set of values and expectations shaped by technology, social awareness, and a desire for work-life balance. As digital natives, they are accustomed to fast-paced, flexible environments and prioritize meaningful work that aligns with their personal values. However, navigating traditional workplace structures and adapting to the dynamics of intergenerational teams presents both challenges and opportunities for this emerging workforce.

PURPOSE OF RESEARCH

This study aims to examine the perceptions of Filipino Generation Z employees and how they influence workplace culture in the Philippines. Additionally, it seeks to understand how their cultural identity affects their professional behavior and to investigate the role of social media and technology in their interactions with colleagues. This research aspires to enlighten the public about the experiences of Filipino Generation Z workers and their significant impact on the workplace environment.

TYPE OF RESEARCH INTERVENTION

1. Participant Selection

You have been chosen to be a participant in this study as you have met every criterion in this inclusion criteria: a) participants must be employees of the Provincial Government of La Union, b) they must be born in 1997 to 2012, and c) they must be from Generation Z (18 years to 27).

2. Voluntary Participation

Please be assured that your participation in this study is entirely voluntary. You are not obligated to take part, and you may withdraw from the study at any time, for any reason, without consequence. Your decision to participate will be made freely, based on your personal preference.

3. Procedures

Following approval from the school director, we have selected participants, including yourself, to be part of the study. To ensure your participation is fully informed and consensual, you will be provided with consent documents to sign. Once we have received your signed consent, we will arrange a convenient time for you to participate in the data collection process, which will involve an in-person semi-structured interview consisting of open-ended questions.

4. Risks

We would like to reassure you that no risks or hazards are anticipated as part of your participation in this study. Every precaution will be taken to ensure that your involvement is safe and comfortable.

5. Benefits

Your participation will significantly contribute to the success of this research. The data collected will provide valuable insights into the study's topic and will support our academic efforts.

6. Reimbursements

Please note that there will be no financial costs or expenses required from you during the research process. Your involvement will not result in any financial burden.

7. Confidentiality

We are committed to ensuring the confidentiality of your personal information. All data collected will be anonymized, and your identity will be protected. Access to your data will be limited to those directly involved in the study, and it will not be disclosed to any unauthorized individuals.

8. Sharing of Results

The results of this study will be shared with the research panel and supervisors at Lorma Colleges. Should we wish to share any results with external researchers, we will first obtain your consent to maintain the confidentiality of your data.

9. Right to Refuse or Withdrawal

You have the right to refuse participation or withdraw from the study at any time, without any negative consequences. Your decision to withdraw or not participate will not affect how you are treated in any way. Should you have any concerns or questions, you are welcome to reach out for assistance at any time.

10. Who to Contact

If you have any queries about our research, you are free to contact our leader in the following ways. FB: Angela Toyogon, E-mail: angelajoyce.toyogon@lorma.edu

APPENDIX B: SUBMISSION CHECKLIST



SUBMISSION CHECKLIST

Name of Researcher/s: Angela Joyce Q. Toyogon, Danahcel Fiona D. Marzo, Fiona Beatrix P. Dugasan

Eravienne Manuela D. Jasmin, Naomi Bless B. Nisperos, Asia D. Di Santo.

Leon Enrickqui M. Calica, and Krysián Lencel G. García

Title of Study: KABATAAN PARA SA BAYAN: THE LIVED WORKPLACE EXPERIENCES OF GEN Z EMPLOYEES IN PROVINCIAL GOVERNMENT OF LA UNION ON SHAPING CONTEMPORARY WORK CULTURE

Name of Sponsor: N/A

Date of Submission: November 19, 2024

Contact No.: 09458990857

Documents	Complete	Incomplete	Remarks
1. Letter of intent to conduct the study	✓		
2. Filled-up Application for Review Form	✓		
3. Endorsement of the Research Technical Panel	✓		
4. Title, Statement of the Problem/Objective	✓		
5. Significance of the Study	✓		
6. Literature Review	✓		
7. Methods and Procedures	✓		
8. Population and Locale	✓		
9. Exclusion/Inclusion Criteria	✓		
10. Data Analysis	✓		
11. Questionnaire	✓		
12. Funding Institution	✓		Not applicable
13. Timetable	✓		
14. Ethical Considerations	✓		
15. Curriculum Vitae of the Researcher/s	✓		

by: Angela Joyce C. Tovogon

(Signature Over Printed Name)

Date: November 19, 2024

APPENDIX C: APPLICATION FOR REVIEW



APPLICATION FOR REVIEW

(Adapted from National Ethics Guidelines for Health and Health-Related Research 2017)

INSTRUCTION: Please accomplish the form and ensure that all necessary documents are included in your submission.

I. GENERAL INFORMATION:

Title of the Study: Kabataan Para Sa Bayan: The Lived Workplace Experiences of Gen Z Employees in Provincial Government of La Union on Shaping Contemporary Work Culture

REC Code : N/A No. of Study Participants: 15

Study Site : LORMA Colleges Basic Education Schools

Name of Researcher/s: Angela Joyce Q. Toyogon, Danahcel Fiona D. Marzo, Fiona Beatrix P. Dugasan, Eravienne Manuela D. Jasmin, Naomi Bless B. Nisperos, Asia D. Di Santo, Leon Enrickqui M. Calica, and Krysian Lancel G. Garcia

Contact Information : Telephone Number: N/A Mobile Number: _____

Fax Number: N/A Email : angelajoyce.toyogon@lorma.edu

Name of Institution: LORMA Colleges Basic Education Schools

Institution's Address : Urbiztondo, San Juan, La Union

Type of Study: ☐ Sponsored Clinical Trial ☐ Biomedical Research
☐ Researcher-Initiated Clinical Trials ☐ Stem Cell Research
☐ Health Operations Research ☐ Genetic Research
☐ Social or Behavioral Research ☒ Others: Phenomenological Research
☐ Public Health or Epidemiologic

Source of Funding : ☒ Self-Funded ☐ Scholarship/Research Grant

☐ Government-Funded ☐ Institution-Funded

☐ Sponsored by Pharmaceutical Company

☐ Others: _____

Duration of the Study: Start Date: August 2024 End Date: _____

Has the Research Undergone Technical Review? ☐ Yes ☒ No

(Please attach Technical Review Result)

Has the Research been Submitted to Another Research Ethics Committee? ☒ Yes ☐ No

II. BRIEF DESCRIPTION OF THE STUDY (Use Extra Sheet if Necessary)

With their own beliefs and aspirations influenced by technology, social consciousness, and a desire for work-life balance, Generation Z, or Gen Z, is now joining the workforce. They place a high importance on meaningful and value-oriented work since they grew up in technologically advanced and fast-paced surroundings. Working with older generations and adjusting to established professional structures present difficulties for them, nevertheless. The perspectives of Filipino Generation Z workers, their effect on workplace culture, and the impact of social media and their cultural identity on their job are all the subjects of this study. It seeks to provide insight into this new generation's experiences at work.

III. CHECKLIST OF DOCUMENTS FOR SUBMISSION

a. Basic Requirements

- | | |
|---|--|
| ☒ Letter of Intent to Conduct a Study | ☐ Full Proposal/Study Protocol |
| ☒ Filled-up Application Form for Review | ☐ Budget |
| ☐ Endorsement of the RTP | ☐ Funding Institution |
| ☐ Timetable | ☒ Curriculum Vitae of Researcher |

b. Supplementary Documents (if applicable)

- | | |
|--|--|
| ☐ Questionnaire | ☐ Philippine FDA Marketing Authorization or |
| ☐ Data Collection Forms | Import Licensure |
| ☐ Product Brochure | ☐ Permit/s for Special Population |
| ☒ Others: <u>Interview Guide</u> | |

Accomplished by: Angela Joyce C. Toyogon

Date Submitted: November 18, 2024

(Signature over Printed Name)

(to be filled-out by the Secretariat)

Completeness of Documents: ☐ Complete ☐ Incomplete

Remarks:

Date Received: _____

Received by: _____

APPENDIX D: CERTIFICATE OF CONSENT***CERTIFICATE OF CONSENT***

I have read the information stated herein or it was properly explained to me. I was provided with a chance to ask questions relative to it. All questions I asked were answered properly; therefore, I consent and voluntarily participate in this study.

Name of Participant: _____

Signature of Participant: _____

Date: _____

Statement from the Researcher/Person Obtaining the Consent

All information pertaining to this study was explained to the possible participant and made sure that he/she fully understood what she/he has to do in the research.

Similarly, I affirm that the potential participant was given a chance to ask questions which I have answered accurately to the best of my ability.

Likewise, I affirm that the participant was not coerced or forced in giving consent. That he/she has voluntarily provided the consent.

Accomplished by: _____
(Signature over Printed Name)

Date Submitted: _____

APPENDIX E: SAMPLE VALIDATION SHEET



Basic Education Schools
Senior High School Department
Urbiztondo, San Juan, La Union

VALIDATION SHEET

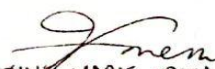
Name of Validator: Kristine Marie Erika C-Manalo
Position: High School Faculty
Degree: Bachelor of Secondary Education
Years of Teaching: Four (4) months

To the evaluator: Please check the appropriate box for your ratings.

Scale:	5 - Excellent	4 - Very Good	3 - Good	2 - Fair	1 - Poor
	5	4	3	2	1
1. Clarity and Directions. - The instructions and questions are straightforward and easily understood, considering participants' vocabulary, language proficiency, structure comprehension, and conceptual level.		✓			
2. Presentation and Organization of Items. - Items are logically presented and organized for clear understanding.	✓				
3. Item Suitability. - The items effectively convey the essence of the research, with questions designed to assess the targeted skills accurately.		✓			
4. Content Adequacy. - The number of questions per section adequately represents all the necessary inquiries for the research.		✓			
5. Purpose Fulfillment. - The instrument successfully achieves the necessary objectives for the research.		✓			
6. Objectivity. - Each item question demands an angle, specific answer or measures a singular behavior, and no aspect of the questionnaire reflects bias from the researchers' past.	✓				
7. Scale and Evaluation Rating. - The chosen scale for the item being assessed.	✓				

Remarks:

1. The interview guide contains some relevant questions.
2. Some questions should be rephrased / omitted since they're not part of the rationale.
3. The interview guide must be aligned with the rationale of the study.
4. Reduce the number of questions. Focus on bigger, in-depth questions.
5. _____


KRISTINE MARIE ERIKA C-MANALO
SIGNATURE OVER PRINTED NAME

APPENDIX F: INTERVIEW GUIDE QUESTIONS



Kabataan Para Sa Bayan: The Lived Workplace Experiences of Gen Z Employees in Provincial Government of La Union on Shaping Contemporary Work Culture

Section 1: Demographic Profile

Age:	Position/Job Title:
Gender:	Length of Employment:
	Educational Background:

Section 2: General Perceptions of Contemporary Work Culture

1. How would you define or describe “contemporary work culture” from your perspective?
2. In your opinion, how does contemporary work culture differ from traditional work culture in the Philippines?

Section 3: Lived Experiences and Work Environment

1. How would you describe your typical workday at the Provincial Government of La Union?
2. How would you describe your relationships with your colleagues, supervisors, and other staff members?
 - o How do you feel about the relationships you have with them?
3. How does your knowledge of technology influence your relationship with colleagues, supervisors, and other staff members?

Section 4: Generation Z Identity and Work Culture

1. What values or traits of being a Generation Z influence your experiences and interactions in the workplace? How are these perceived by your colleagues and supervisors?
2. How does your workplace respond to the unique needs or preferences of Gen Z employees?
3. How do you deal with the generational gap between you and your co-workers?

Section 5: Additional Thoughts

1. Is there anything else you would like to share about your experiences as a Gen Z employee in the provincial government, especially in the context of contemporary work culture?

APPENDIX G: PERMISSION LETTER TO PGLU



Hon. Raphaelle Ortega-David
Office of the Governor
Provincial Government of La Union
San Fernando City, La Union

December 15, 2024

Greetings of peace and prosperity!

The researchers from LORMA Senior High School, Grade 11 Humanities and Social Sciences strand, respectfully request permission to conduct a data-gathering activity involving selected Gen Z employees of the Provincial Government of La Union (PGLU) for their Practical Research 1. The study, titled ***"KABATAAN PARA SA BAYAN: The Lived Workplace Experiences of Gen Z Employees in the Provincial Government of La Union on Shaping Contemporary Work Culture,"*** aims to explore how Gen Z employees contribute to the evolving work culture in government institutions.

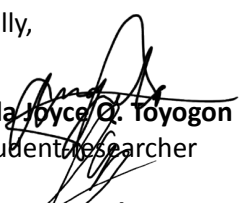
Interviews will last approximately 30 to 45 minutes and be scheduled based on participant availability. With strict adherence to ethical standards, participation will be voluntary, informed consent will be obtained, and confidentiality ensured. Photos may be taken during data gathering, but all images will be blurred to maintain anonymity. Participants may withdraw at any time without penalty.

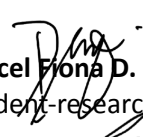
This research hopes to offer meaningful insights to both the academic community and PGLU in understanding and nurturing its emerging young workforce.

Hoping for your favorable consideration of this request. Should you require any additional information, the researchers are willing to coordinate at your most convenient time.

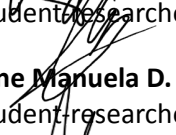
Thank you very much.

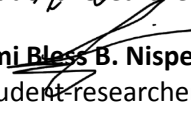
Respectfully,

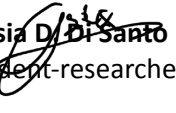

Angela Joyce Q. Toyogon
Student-researcher

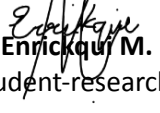

Danahcel Fiona D. Marzo
Student-researcher


Fiona Beatrix P. Dugasan
Student-researcher


Eravienne Manuela D. Jasmin
Student-researcher

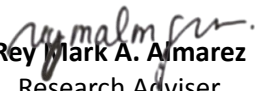

Naomi Bless B. Nisperos
Student-researcher


Asia D. Di Santo
Student-researcher


Leon Enrick M. Calica
Student-researcher


Kryslan Lancel G. Garcia
Student-researcher

Endorsed by:


Rey Mark A. Amarez
Research Adviser


Kristine Marie Erika C. Manalo
Research Coordinator

CURRICULUM VITAE



ANGELA JOYCE Q. TOYOGON

I. PERSONAL INFORMATION

Address : #156, Urbiztondo, San Juan, La Union
 Contact Number : 09458990857
 Email add : angelajoyce.toyogon@lorma.edu
 Date of Birth : September 17, 2007
 Place of Birth : City of San Fernando, La Union

II. EDUCATIONAL BACKGROUND

2024–present **Senior High School**
 LORMA Senior High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

2020–2024 **Junior High School**
 LORMA High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED

Grade 8 – With Honors
 Grade 9 – With Honors
 Grade 10 – With Honors
 Citation in Research – Best Research Paper
 Special Recognition for Student Mobility

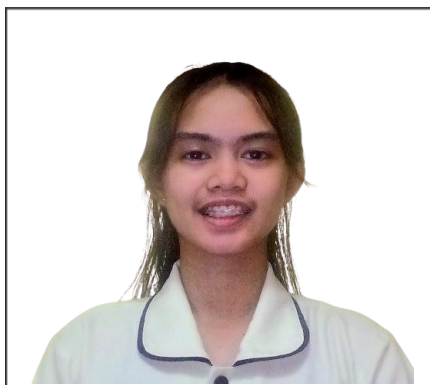
IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED:

SNOOZE SHORTAGE: SLEEP DEPRIVATION AMONG GRADE 10 STUDENTS



DANAHCEL FIONA D. MARZO

I. PERSONAL INFORMATION

Address : Bucao, San Gabriel, La Union
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 Date of Birth : January 02, 2008
 Place of Birth : City of San Fernando, La Union

II. EDUCATIONAL BACKGROUND

2024–present **Senior High School**
 LORMA Senior High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

2020–2024 **Junior High School**
 LORMA High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED:

Grade 7 – With High Honors
 Grade 8 – With Highest Honors
 Grade 9 – With High Honors
 Grade 10 – With High Honors
 Citation in Sports (Badminton)

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED:

REALIES: FALSE INFORMATION ON SOCIAL MEDIA PLATFORMS' INFLUENCE ON VOTERS



DUGASAN, FIONA BEATRIX P.

I. PERSONAL INFORMATION

Address : #116 Avecilla St. Ili Sur San Juan La Union
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 Date of Birth : June 18, 2008
 Place of Birth : Calamba, Laguna

II. EDUCATIONAL BACKGROUND

2024–present **Senior High School**
 LORMA Senior High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

2020–2024 **Junior High School**
 LORMA High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED:

Citation in Research – Best Research Presenter

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED:

DISCOVERING THE DIGITAL DIVIDE: ONLINE LEARNING EXPERIENCES OF HIGH SCHOOL STUDENTS IN MATHEMATICS



ERAVIENNE MANUELA D. JASMIN

I. PERSONAL INFORMATION

Address : #63, Eucalyptus Street, Namnama Village, Parian, City of San Fernando, La Union
 Contact Number : 09757058590
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 Date of Birth : April 8, 2008
 Place of Birth : Baguio City

II. EDUCATIONAL BACKGROUND

2024–present **Senior High School**
 LORMA Senior High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

2020–2024 **Junior High School**
 LORMA Special Science High School
 Brgy. Urbiztondo, San Juan, La Union, Philippines

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED

Citation in Research – Best Research Paper

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED:

SNOOZE SHORTAGE: SLEEP DEPRIVATION AMONG GRADE 10 STUDENTS



NAOMI BLESS B. NISPEROS

I. PERSONAL INFORMATION

Address	: 366, Cabaroan (Negro), City of San Fernando, La Union
Contact Number	: 0949 4377 993
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Date of Birth	: October 17, 2008
Place of Birth	: City of San Fernando, La Union

II. EDUCATIONAL BACKGROUND

2024–present	Senior High School LORMA Senior High School Brgy. Urbiztondo, San Juan, La Union, Philippines
2020–2024	Junior High School La Union Bible Baptist Academy Pusuac, San Fernando, La Union

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED

Grade 7 – With High Honors
 Grade 8 – With Honors
 Grade 9 – With High Honors
 Grade 10 – With High Honors

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED: N/A



ASIA D. DI SANTO

I. PERSONAL INFORMATION

Address	: Bambanay, San Juan, La Union
Contact Number	: 09453305187
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Date of Birth	: August 5, 2007
Place of Birth	: Belgium

II. EDUCATIONAL BACKGROUND

2024–present	Senior High School LORMA Senior High School Brgy. Urbiztondo, San Juan, La Union, Philippines
2020–2024	Junior High School Bright Beginnings Learning Center Brgy. II, San Fernando, La Union, Philippines

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED: N/A

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED: N/A



LEON ENRICKQUI M. CALICA

I. PERSONAL INFORMATION

Address	: Urayong, Bauang, La Union
Contact Number	: 09156229384
Email add	: leonenrickqui.calica@lorma.edu
Date of Birth	: June 27 2007
Place of Birth	: City of San Fernando, La Union

II. EDUCATIONAL BACKGROUND

2024–present	Senior High School LORMA Senior High School Brgy. Urbiztondo, San Juan, La Union, Philippines
2020–2024	Junior High School LORMA High School Brgy. Urbiztondo, San Juan, La Union, Philippines

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED:

Citation in Research

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED:

DISCOVERING THE DIGITAL DIVIDE: ONLINE LEARNING EXPERIENCES OF HIGH SCHOOL STUDENTS IN MATHEMATICS



KRYSIAN LENCEL G. GARCIA

I. PERSONAL INFORMATION

Address	: Red Lauan Street, Namnama Village, Parian, City of San Fernando La Union
Contact Number	: 09661300861
Email add	: krysianlencel.g@lorma.edu
Date of Birth	: July 09, 2007
Place of Birth	: City Of San Fernando, La Union

II. EDUCATIONAL BACKGROUND

2024–present	Senior High School LORMA Senior High School Brgy. Urbiztondo, San Juan, La Union, Philippines
2020–2024	Junior High School Vineyard Christian Academy Biday Road, San Fernando, La Union

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED: N/A

IV. WORK EXPERIENCE: N/A

V. ELIGIBILITY: N/A

VI. SEMINARS ATTENDED: N/A

VII. INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED: N/A



REY MARK A. ALMAREZ

I. PERSONAL INFORMATION

Address : Salcedo, Luna, La Union
 Contact Number : 09610529775
 Email add : reymark.almarez@lorma.edu
 Date of Birth : March 23, 1995
 Place of Birth : Salcedo, Luna, La Union

II. EDUCATIONAL BACKGROUND

2006-2011	Secondary Education Luna National High School Barrientos, Luna, La Union
2014-2018	Bachelor of Secondary Education Major in English Don Mariano Marcos Memorial State University – North La Union Campus Sapilang, Bacnotan, La Union
2024 - Present	Master of Arts in English Ilocos Sur Polytechnic State College Tagudin, Ilocos Sur

III. AWARDS/CITATIONS/RECOGNITIONS RECEIVED

2018	Cum Laude Bachelor of Secondary Education Major in English Don Mariano Marcos Memorial State University – North La Union Campus Sapilang, Bacnotan, La Union
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IV. WORK EXPERIENCE

2018	Substitute English Teacher Lord of Zion Divine School Bacnotan, La union
2019 – 2020	Foreign English Teacher Yi Zhong Number 1 Middle School Yu Zhong, Gansu Province, China
2021 – Present	English Teacher

	Lorma Colleges Basic Education Schools Urbiztondo, San Juan, La union
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V. ELIGIBILITY

2018	Civil Service (Honor Graduate Eligibility of PD 907) Civil Service Commission San Fernando, La Union
01/11/2019	Professional License for Teachers Philippine Regulation Commission PRC - Baguio

VI. SEMINARS ATTENDED

08/1-3/2022	2022 INSET for Junior High School (PEAC)	Zoom
08/15-19/2022	FAST Series 1: Rethinking Hyflex Learning	Lorma
08/22-26/2022	FAST Series 2: Tapping into the Power of Apple Technology	Lorma
03/31/2022	New Normal to Better Normal: Finding the Right Solutions to Post-Pandemic Learning Success	Zoom
10/18/2024	Reimagining, Co-creating Lifelong Learning for Youth and Adults	Webinar

VII. INVOLVEMENT IN RESEARCH/ RESEARCHES CONDUCTED

2018	“The Correlation of Vocabulary and Pronunciation Drills to the Level of English Proficiency of Grade 12 Students of Luna National Vocational High School” Student Researcher Don Mariano Marcos Memorial State University – North La Union Campus
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