
A CULTURAL APPRECIATION STUDY IN THE MINDSET OF GENERATION Z

Rhoneil Balitactac Vibora, Phd

College of Teacher Education Department, Laguna State Polytechnic University, Main Campus, Bubukal, Sta Cruz, Laguna

<https://doi.org/10.59009/ijlllc.2025.0105>

ABSTRACT

This study investigates the perceptions and behaviors of Generation Z students at Laguna State Polytechnic University Main Campus Sta Cruz Laguna regarding cultural appreciation and appropriation in a globalized world. By examining their understanding of cultural exchange, their motivations for engaging with different cultures, and their ability to distinguish between respectful appreciation and exploitative appropriation, this research aims to contribute to a deeper understanding of how this generation navigates cultural diversity and fosters a more inclusive and respectful global society.

The overall findings indicate that Generation Z students at Laguna State Polytechnic University exhibit a positive and moderate level of cultural appreciation. They are not only aware of the cultural diversity around them but are actively engaged in learning about and participating in different cultural practices. The strongest aspect of their cultural engagement is their curiosity, suggesting that this generation is driven by a genuine interest in the world's diverse cultures, which may be influenced by the digital age, global connectivity, and the increasing importance of diversity and inclusion.

In conclusion, Generation Z students at Laguna State Polytechnic University demonstrate a strong appreciation for cultural diversity, with significant engagement in learning about and experiencing different cultures. The findings highlight the importance of educational programs, peer influence, and personal curiosity in shaping cultural awareness among students.

In Recommendations. 1.For Students Actively participate in local cultural festivals, heritage tours, and community workshops. Use social media to showcase and celebrate traditional practices, such as local dances, food, or crafts. 2.For Future Research Study how Generation Z interacts with local traditions in a digital age. Examine the role of local influence's in promoting cultural appreciation and how technology bridges generational gaps in preserving culture. 3.For Teachers Integrate local history, language, and traditions into lessons. Use digital platforms or local resources, such as museums and community leaders, to create engaging cultural learning experiences for students. 4.For Future Research Investigate the challenges of preserving local culture among Gen Z, particularly with the rise of globalization. Explore strategies to make traditional practices more appealing and relevant to younger generations.

Keywords: Generation Z, Cultural Appreciation, Mind set.

1. INTRODUCTION

In today's interconnected world, understanding and appreciating diverse cultures is crucial for coexistence. Generation Z, born roughly between 1997 and 2012, is arguably the most globally connected generation due to extensive access to information and cultural content online. This unprecedented access, while enriching, can also lead to a superficial understanding of culture, potentially overlooking deeper nuances.

Celebrating a culture goes beyond simply adopting its elements. Taking aspects of a culture without understanding their context or seeking permission is often considered cultural appropriation. True cultural appreciation involves recognizing and respecting the unique values, beliefs, and practices of other cultures. Understanding Generation Z's attitudes towards cultural appreciation in a globalized world is crucial to understanding how they navigate and interact with diverse cultures. While cultural appropriation is often defined as "the taking of something produced by members of one culture by members of another," appreciation can be seen as "exploring whatever is there" (Cattien & Stopford, 2022). (Jana Cattien and Richard John Stopford, 2022)

Generation Z's engagement with culture differs significantly from previous generations due to their unprecedented access to information and diverse cultural content. While this exposure facilitates exploration and discovery, it also presents challenges. The rapid exchange of cultural symbols and elements can lead to a superficial understanding, blurring the lines between respectful cultural appreciation and exploitative appropriation. This constant exposure has shaped their perceptions, behaviors, and attitudes towards cultural exchange, raising questions about how to navigate these complexities and distinguish between genuine appreciation and the misappropriation of cultural elements.

This cultural engagement of Generation Z with culture is entirely different from earlier generations. It has made them open to having different perceptions, behaviors, and attitudes towards cultural appropriation and appreciation due to constant exposure to several cultural sources. On the other hand, they can explore and learn about different cultures, all because of access to information. But after all, the quick cross-transfer seems to result in cultural elements without their contexts or thin understanding of it. This brings into question how to distinguish between cultural appropriation-exploitative or uncontextualized use of cultural aspects-and cultural appreciation: Culture appreciation is, in this sense, a display of competition to another culture.

This is a matter of greater implications than one's behaviors. It touches on the broader efforts toward background assimilation and mutual respect in society. Looking into Generation Z in terms of how they interpret, interact with, and value cultural appreciation would reveal their potential as agents of cultural exchange in an increasingly interconnected world. In particular, the views of students from Laguna State Polytechnic University about these complexities can be quite relevant case studies for understanding how young people traverse such boundaries in a defined socio-cultural and educational context.

This study aims to investigate Cultural Appreciation In The Mindset Of Generation Z as perceived by the Generalization Z Students of Laguna State Polytechnic University Main Campus Sta cruz Laguna. It examines, in particular, their interpretations of cultural appreciation, their motivation and behavior patterns in connection with interaction with different cultures, and their perception of appreciation and appropriation of different cultures. This research is designed to enable a comprehensive understanding of the factors behind cultural appreciation among Generation Z in Laguna State Polytechnic University Main Campus Sta cruz Laguna that tend to reflect more global social, technological, and cultural settings using quantitative analysis.

Focusing on the perspectives of Generation Z in Laguna State Polytechnic University Main Campus Sta cruz Laguna, this research paper contributes to the growing body of literature on cultural evolution in a globalized world by highlighting the implications of their unique view on diversity and cultural exchange. Such observations may assist cultural agencies, educational institutions, and policy-makers in fostering an environment that promotes respectful interaction and understanding between members of diverse cultures.

It is very common to see team members from diverse cultural backgrounds. For college and university students about to enter the world of work, cultural diversity is an excellent way of promoting cultural awareness in the global community. Culture is a very broad concept. It is difficult to give a rigorous and precise definition. Generally speaking, culture is a combination of social and historical phenomena that have been created and shaped over time. Put another way, culture is actually the accumulation of social and historical material.

Culture has to do with art, behaviors, geographies, histories, languages, lifestyles, literature, traditions, values, and ways of thinking in different schools, places and region. Cultural awareness is the ability to experience, share, and understand cultural diversity in the world. Cross-cultural understanding is a process by means of which different cultural beliefs, behaviors, perspectives, traditions, and values can be shared and comprehended. The purpose of cross-cultural understanding is to promote mutual respect and tolerance among team players who have different ethnic backgrounds.

Theoretical Framework

Without cross-cultural appreciation and respect, it is impossible to start cross-cultural understanding. Think act local is a trendy slogan to expand your social connections to encompass cultural diversity while you are still at university. Your ability to speak one or two foreign languages, coupled with extensive cultural awareness and overseas travel experience, will eventually enhance your competitiveness when it comes to taking advantage of global economic integrity. Absent cultural awareness and international connections, your future career prospects will be limited. (LiLi Li, in *Scholarly Information Discovery in the Networked Academic Learning Environment* 2014).

The theoretical underpinning of this study is the consumption of cultural difference is located at a nexus of two countervailing discourses. A cultural appreciation discourse frames the "making one's own" of another culture's elements (Young and Brunk 2009) as an unproblematic process of cultural diffusion and blending. By contrast, a cultural appropriation discourse frames the "taking" of elements from another culture in problematic terms (Ziff and Rao 1997)-as a harmful act of distortion, decontextualization, and domination. Each discourse comprises three interwoven elements that sustain one another: a set of ideological assumptions about the power relationships between cultures, a moral interpretation about acts of consuming difference, and a vision of the ideal consumer subject (table 1). Taken together, these countervailing discourses constitute a tension between cultural appreciation and cultural appropriation that has filtered into popular media and public debates (Mosley and Biernat 2021), offering individuals varied interpretive resources to understand acts of consuming cultural difference.

Conceptual Framework

The conceptual framework outlines both the independent and dependent variables of the study, including their respective sub-variables. This study specifically focuses on investigating how cultural appreciation influences the mindset of Generation Z among selected students of Laguna State Polytechnic University Santa Cruz Campus. Within this investigation, cultural appreciation is the primary subject of scrutiny, analyzing key components such as exposure to cultural traditions, understanding of historical contexts, engagement with cultural practices, and perception of cultural diversity. These distinct facets hold the potential to significantly impact the mindset and attitudes of Generation Z toward cultural heritage. The overarching objective of this framework is to elucidate the correlation between these specific elements of cultural appreciation and their potential influence on the mindset of Generation Z,

aiming to provide insights into how these factors might shape their values, identity, and sense of cultural belonging.

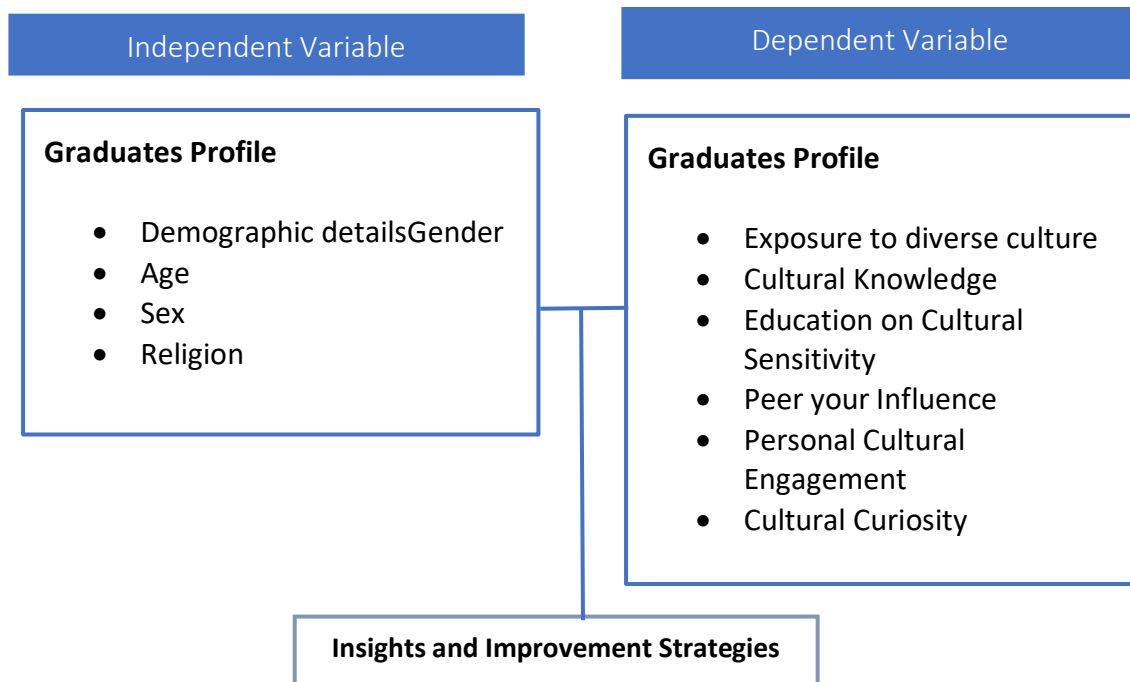


Figure 1. Paradigm of the Study

Statement of the Problem

This research study aims to investigate A Cultural Appreciation Study In The Mindset Of Generation Z as perceived by the Generalization Z Students of Laguna State Polytechnic University Main Campus.

Specifically, it seeks to answer the following:

(1)What is the level of Individual Demographic Details of Generation Z students of Laguna State Polytechnic University In terms of:

- 1.1 Age
- 1.2 Sex
- 1.3 Religion

(2)What is the perceived level of Understanding and Engaging with Cultures of Generation Z students in Laguna State Polytechnic University in terms of:

- 2.1 Exposure to diverse culture
- 2.2 Cultural Knowledge
- 2.3 Education on Cultural Sensitivity
- 2.4 Peer your Influence
- 2.5 Personal Cultural Engagement
- 2.6 Cultural Curiosity

(3) Is there a significant relationship between the Level of Cultural Appreciation on the level of cultural mindset of Generation Z students in Laguna State Polytechnic University.

Hypothesis

The research hypothesis said that there is no significant relationship between the Level of Cultural Appreciation on the Level of Cultural mindset of Generation Z students in Laguna State Polytechnic University.

Significance of the Study

The researchers chose (700) LSPU Gen Z students to be respondents of this Study at Sta. Cruz Laguna. The researcher believed that the study will be Beneficial to the following:

1. Students/Future Researchers. This study may be used by this study as a Basis and reference for the future researcher.
2. Teachers. They help the student to understand the understand and appreciate the other cultures of their classmates or people they interact.

Scope and Limitation of the Study

The participants are the selected Generation students of the Laguna State Polytechnic University Main Campus Sta Cruz Laguna. The researcher performed a simple random sampling of 700 of the total population for freshmen students only. Thus, the respondents will be randomly selected in which they shall join and participate in the chosen research instrument to collect data.

This is because the selected Gen Z who will become research respondents to the surveys all come honestly and keep their identity private. This is the best approach since it makes the research respondents feel secure and Less worried about being evaluated base on their responses. The researchers use Google forms because it is the most beneficial and most efficient for the research respondents and researchers. According to Non Grootzen (2021, Google Forms proved to be an easy way to foster more active Learning and to facilitate real-time formative assessments, google forms is capable of gathering data and offers real-time access to responses which reduces the researchers manual analysis for data collection.

The study main construct of A Cultural Appreciation Study In The Mindset Of Generation Z as perceived by the Generalization Z Students of Laguna State Polytechnic University Main Campus Sta Cruz Laguna, as opposed to the demographic variables such as age, gender, and religion whose question delivered only dominal data. The basic scale design will be consisted of scales point will label such as:

- 5- Extremely Appreciated
- 4- Very Appreciated
- 3- Moderately Appreciated
- 2- Slightly Appreciated
- 1- Not Appreciated

Definition of Terms

Culture. The collection of shared beliefs, values, behaviors, and practices that define a group of people.

Appreciation. The act of understanding and valuing the importance or beauty of something.

Mindset. The way someone thinks or views things.

Generation Z. The group of people born from the late 1990s to early 2010s.

Review of Related Literature and Studies

The interplay between globalization, cultural preservation, and cultural dynamics has become a significant concern in the modern era. As globalization connects societies, it introduces challenges to maintaining local cultures and national identities, particularly among younger generations like Generation Z. This generation is increasingly influenced by foreign cultures due to widespread digital connectivity and exposure to global media. Simultaneously, debates around cultural appreciation versus cultural appropriation highlight the complexities of consuming and sharing cultural symbols in diverse societies. These discussions emphasize the need for critical awareness of how cultural identities are represented, valued, and sustained in a globalized, digital age. Understanding these issues is crucial for fostering respect, appreciation, and sustainable cultural exchange.

According to JPTAM(2021), The era of globalization has brought Generation Z to experience expansion of contact with modern outside cultures so that local culture begins to erode because Generation Z prefers to absorb foreign cultures which are considered more practical. This will endanger the existence of local culture as the national identity of the Indonesian nation. This study aims to find out what kind of challenges need to be considered by Generation Z in maintaining local culture as the national identity of the Indonesian nation. This research used a qualitative method by obtaining data based on literature review by collecting data from 10 scientific journals related to the theme. There are several challenges in maintaining local culture such as, Generation Z are very easily influenced by foreign cultures so that they love and respect foreign cultures more than local cultures, the lack of awareness of the younger generation to maintain local culture, the lack of filtering of foreign cultures, cultural invasion, until the recognition of the local culture of the Indonesian nation by other countries.

According to Hsiao-Cheng Han(2019) bloggers, YouTubers, and other social media content creators can profit from the content they upload online by attracting advertisers that

pay the content creator based on the number of viewers who visit the site or the number of people who click on a site's "like" button. Unlike mass media celebrities, social media celebrities create their own online pages or channels and gain their own audiences. Every day, social media consumers browse and share hundreds of images and videos, many with little concern for the authenticity of the imagery. Digital images are easily circulated and consumed by people of different cultural or linguistic backgrounds from around the world.

Through social media, users are becoming prosumers (Manovich, 2009), contributors to social media content through viewing, sharing, and creating visual imagery. Because of this two-way communication between prosumers, all meanings of cultural symbols that do not belong to the prosumers are, according to social media designer Chan, "accompanied by ambiguity of intent and motive" (as cited in Manovich, 2009, p. 327).

Countervailing discourses of cultural appreciation versus cultural appropriation are fueling a tension between the ethnic consumer subject, who views the consumption of cultural difference as a valorized identity project, and the responsabilized consumer subject, who is tasked with considering the societal impacts of such consumption. Drawing on an extended qualitative investigation of international K-pop consumers, this study illustrates that this tension spurs consumers to pursue self-authorization—the reflexive reconfiguration of the self in relation to the social world—through which consumers grant themselves permission to continue consuming cultural difference. Four consumer self-authorization strategies are identified: reforming, restraining, recontextualizing, and rationalizing. Each strategy relies upon an amalgam of countervailing moral interpretations about acts of consuming difference, informing ideologies about the power relationships between cultures, and emergent subject positions that situate the consuming self in relation to others whose differences are packaged for consumption. Findings show notable conditions under which each self-authorization strategy is deployed, alongside consumers' capacity to adjust and recombine different strategies as they navigate changing sociocultural and idiographic conditions. Overall, this study advances understanding of how consumers navigate the resurgent politics of marketized cultural diversity in an era of woke capitalism. Angela Gracia B Cruz, Yuri Seo, Daiane Scaraboto (2023).

Synthesis of Related Literature and Studies

Cultural appreciation is found within the arts, psychology, counseling, health disciplines, and education. Currently, in the literature, there is not a strong link between cultural appreciation, nursing, and Indigenous people. The aim of this concept analysis is to analyze the concept of cultural appreciation for nurse educators, nurse researchers, and nurse leaders to apply to culturally appreciate Indigenous people within their geographical areas which can result in meeting their wholistic care needs.

This concept analysis of cultural appreciation uses Walker & Avant's (2019) approach to define cultural appreciation, antecedents, empirical referents, and consequences.

The antecedents of cultural appreciation are cultural appropriation, oppression, cultural prejudice, privilege, and lack of knowledge to integrate the wholistic health of Indigenous people into practice, education, and research. The defining attributes of cultural appreciation are awareness, knowledge acquisition, and desire. The consequence of cultural appreciation is wholistic care of Indigenous people as defined by their ways of knowing and being. Conclusion: The concept analysis of cultural appreciation integrates Indigenous wholistic health beliefs and ways of knowing and being that can advance holistic nursing knowledge for nurses, educators, and researchers.

2. RESEARCH METHODOLOGY

This chapter will explain what methods will be used and data analysis. It is related to quantitative research and how to collect data from the research respondents.

Research Design

This type of research describes the Level of A Cultural Appreciation Study In The Mindset Of Generation Z as perceived by the Generalization Z Students of Laguna State Polytechnic University. In this study, the researchers will use the descriptive use survey questionnaire using google forms that will be distributed to the selected students of Laguna State Polytechnic University Santa Cruz Campus Brennan et al, 2022) Stated that, the quantitative results can then be made clearer and the hypothesis can be improved in preparation for future researcher.

Data Collection Procedure

The data collection process will begin with the preparation phase, where the research team will design and validate the questionnaire to ensure that it aligns with the study's objectives and is clear to the participants. The necessary permissions will be sought from university officials and department heads to carry out the research. Once the questionnaire is finalized, it will be distributed to the selected students either physically or electronically, depending on the method that is most accessible to them. Before they participate, students will be informed about the purpose of the study and assured that their responses will be kept confidential.

The completed questionnaires will then be collected, and in case of incomplete or unclear answers, the research team will follow up with respondents for clarification. If the questionnaires are distributed online, reminders will be sent to ensure that students submit their responses on time. After the data is collected, it will be reviewed for completeness and consistency, with responses coded and stored securely for analysis. This systematic approach to data collection ensures efficiency, accuracy, and confidentiality throughout the study.

Data Analysis Procedure

A. Descriptive Statistics

1. Frequency and percentage were used the given frequencies were divided by the total number of frequencies distribution then the quotient of it will be multiplied by one hundred (100).

The formula was $P = \frac{f}{N} \times 100$.

Where:

P is the percentage

f is the frequency

N is the total number of respondents

2. To get the weighted mean,

The formula was $X = \frac{fx}{N}$

Where:

f is the frequency
 X is the weighted mean is the frequency
 x is the source of the score
 N is the total number of respondents

Result Analysis and Discussion

Table 1. Exposure to Diverse Culture.

INDICATOR	MEAN	SD	REMARKS
1. Communication with people from various cultural backgrounds is something I do on a regular basis.	3.98	0.80	VA
2. I visited places that are rich in culture and this helped me to understand and appreciate the culture of other places.	3.84	0.76	VA
3. The surroundings in which I live on a day-to-day basis consist of different ethnic groups and traditions.	3.82	0.87	VA
4. I engage in events and functions which appropriate other heritage.	3.82	0.87	VA
5. I do have Friends or classmates who are culturally different and they help me to understand the diverse culture that they have.	4.02	0.90	VA
Weighted Mean		3.88	
SD		0.84	
Description		VA	

Weight	Scale	Description	Remarks
5	4.21 – 5.00	Extremely Appreciated (EA)	Often
4	3.41 – 4.20	Very Appreciated (VA)	Always
3	2.61 – 3.40	Moderately Appreciated (MA)	Sometimes
2	1.81 – 2.60	Slightly Appreciated (SA)	Seldom
1	1.00 - 1.80	Poorly Appreciated (PA)	Never

The average mean score for this variable was 3.88, indicating that students have a relatively high level of exposure to diverse cultures. Among the items, the statement "I have friends or classmates who are culturally different and they help me understand the diverse culture they have" received the highest mean (4.02), suggesting that interpersonal relationships and daily interactions with culturally diverse peers play a significant role in shaping students' cultural understanding. The standard deviation of 0.84 reflects a moderate level of variation in responses, implying that while most students show consistent exposure to diverse cultures, there are some outliers with differing levels of experience.

Table 2. Cultural Knowledge

INDICATOR	MEAN	SD	REMARKS
1. I am aware of practices and habits of societies that are not similar as mine	3.96	0.80	VA
2. I am aware of important occasions, holidays and festivals in different cultures.	3.85	0.76	VA
3. I know the manners and traditions in several civilizations.	3.81	0.84	VA
4. I often try to learn as much as I can about different cultures and people.	3.97	0.78	VA
5. I am able to identify important historical events from many cultures.	3.89	0.84	VA
Weighted Mean		3.89	
SD		0.80	
Description		VA	

Weight	Scale	Description	Remarks
5	4.21 – 5.00	Extremely Appreciated (EA)	Often
4	3.41 – 4.20	Very Appreciated (VA)	Always
3	2.61 – 3.40	Moderately Appreciated (MA)	Sometimes
2	1.81 – 2.60	Slightly Appreciated (SA)	Seldom
1	1.00 - 1.80	Poorly Appreciated (PA)	Never

The mean score of 3.89 for cultural knowledge suggests that students generally possess a moderate to high understanding of different cultures. The highest-rated item was "I am aware of practices and habits of societies that are not similar to mine" with a mean of 3.96, signaling that students are somewhat knowledgeable about the practices and customs of other societies. The relatively low standard deviation of 0.80 indicates that responses were quite consistent, meaning most students have a similar understanding of cultural practices, although a small number may lack deeper knowledge.

Table 3. Educational on Cultural Sensitivity

INDICATOR	MEAN	SD	REMARKS
1. I've participated in classes or workshops on cultural sensitivity.	3.92	0.85	VA
2. I had studied the importance of cultural diversity as part of my education	3.94	0.77	VA
3. I have trust in my capacity to engage with individuals from many cultural backgrounds in an appropriate way.	3.94	0.78	VA
4. I intentionally stay clear of cultural head stereotypes since I may recognize their negative efforts.	4.04	0.84	VA
5. I understand and value the cultural diversity that exists in today's interconnected world.	4.15	0.79	VA
Weighted Mean		3.98	
SD		0.81	

Description		VA
Weight	Scale	Description
5	4.21 – 5.00	Extremely Appreciated (EA)
4	3.41 – 4.20	Very Appreciated (VA)
3	2.61 – 3.40	Moderately Appreciated (MA)
2	1.81 – 2.60	Slightly Appreciated (SA)
1	1 .00 - 1.80	Poorly Appreciated (PA)
		Remarks
		Often
		Always
		Sometimes
		Seldom
		Never

With a mean score of 3.98, this variable shows that Generation Z students have a strong educational foundation in cultural sensitivity. The item "I understand and value the cultural diversity that exists in today's interconnected world" achieved the highest mean (4.15), underlining that students recognize and appreciate the importance of cultural diversity in a globalized society. The standard deviation of 0.81 indicates that the students' experiences with cultural sensitivity education are somewhat uniform, but there is still some variation in how they internalize and apply this knowledge.

Table 4. Peer of Influence

INDICATOR	MEAN	SD	REMARKS
1. Cultural sensitivity is valued and practiced by my friends.	3.91	0.81	VA
2. My fellow students encourage me to respect and learn about other cultures.	3.91	0.77	VA
3. Cultural diversity is a common topic of conversation with my peer group.	3.81	1.01	VA
4. Culturally diverse activities are supported and participated in by my peer group.	3.96	0.85	VA
5. I believe that my peer group has a beneficial impact on how well i understand and appreciate different cultures	4.12	0.78	VA
Weighted Mean		3.94	
SD		0.84	
Description		VA	

Weight	Scale	Description	Remarks
5	4.21 – 5.00	Extremely Appreciated (EA)	Often
4	3.41 – 4.20	Very Appreciated (VA)	Always
3	2.61 – 3.40	Moderately Appreciated (MA)	Sometimes
2	1.81 – 2.60	Slightly Appreciated (SA)	Seldom
1	1 .00 - 1.80	Poorly Appreciated (PA)	Never

Peer influence on cultural appreciation was assessed with a mean score of 3.94, suggesting that students are positively influenced by their peers in terms of respecting and learning about other cultures. The highest mean (4.12) was observed in the statement "I believe that my peer group has a beneficial impact on how well I understand and appreciate different cultures." This result highlights the role of peer groups in fostering cultural appreciation. The standard deviation of 0.84 reveals that while peer influence is generally positive, the level of influence varies across different student groups.

Table 5. Personal Cultural Engagement

INDICATOR	MEAN	SD	REMARKS
1. I take part in festivals and cultural activities.	3.91	0.81	VA
2. I look for chances to interact with people from other cultures.	3.91	0.78	VA
3. I enjoy learning and following different civilizations and traditions.	3.91	0.79	VA
4. I often watch movies or read books that highlight various civilizations	3.86	1.01	VA
5. I adopt aspects of various civilisations into my everyday existence.	3.93	0.80	VA
Weighted Mean		3.90	
SD		0.84	
Description		VA	

Weight	Scale	Description	Remarks
5	4.21 – 5.00	Extremely Appreciated (EA)	Often
4	3.41 – 4.20	Very Appreciated (VA)	Always
3	2.61 – 3.40	Moderately Appreciated (MA)	Sometimes
2	1.81 – 2.60	Slightly Appreciated (SA)	Seldom
1	1.00 - 1.80	Poorly Appreciated (PA)	Never

The students' personal engagement with cultural activities was measured with a mean of 3.90, indicating moderate participation in cultural events and activities. The statement "I take part in festivals and cultural activities" had the highest mean (3.91), suggesting that many students engage in cultural events to some extent. The standard deviation of 0.84 again suggests moderate consistency in responses, with some students more actively involved than others in cultural engagements.

Table 6. Cultural Curiosity

INDICATOR	MEAN	SD	REMARKS
1. Learning about cultures other than my own excites me.	4.05	0.70	VA
2. I often ask and try to learn from different cultures.	4.03	0.75	VA
3. The traditions and history of other culture attract my curiosity.	4.05	0.74	VA
4. I enjoy trying different dishes from different cultures.	3.97	1.05	VA
5. I am interested in the diverse lifestyles that individuals have in their society.	4.04	0.76	VA
Weighted Mean		4.02	
SD		0.81	
Description		VA	

Weight	Scale	Description	Remarks
5	4.21 – 5.00	Extremely Appreciated (EA)	Often

4	3.41 – 4.20	Very Appreciated (VA)	Always
3	2.61 – 3.40	Moderately Appreciated (MA)	Sometimes
2	1.81 – 2.60	Slightly Appreciated (SA)	Seldom
1	1.00 - 1.80	Poorly Appreciated (PA)	Never

Cultural curiosity scored the highest among all variables, with a mean of 4.02. This result indicates that Generation Z students exhibit strong interest in learning about cultures beyond their own. The highest mean (4.05) was found in both "Learning about cultures other than my own excites me" and "The traditions and history of other cultures attract my curiosity," reflecting a genuine curiosity and enthusiasm for cultural exploration. The standard deviation of 0.81 suggests that while most students are curious about other cultures, there are varying degrees of enthusiasm.

3. DISCUSSION

The overall findings indicate that Generation Z students at Laguna State Polytechnic University exhibit a positive and moderate level of cultural appreciation. They are not only aware of the cultural diversity around them but are actively engaged in learning about and participating in different cultural practices. The strongest aspect of their cultural engagement is their curiosity, suggesting that this generation is driven by a genuine interest in the world's diverse cultures, which may be influenced by the digital age, global connectivity, and the increasing importance of diversity and inclusion. Education plays a key role in shaping their cultural sensitivity, as most students report participating in relevant classes or workshops.

Peer influence also significantly impacts their cultural understanding, which underscores the importance of social circles in fostering open-mindedness and cultural respect. While personal engagement in cultural activities is moderate, it reflects a growing trend toward actively participating in and learning from various cultural experiences. The moderate standard deviations across all dimensions suggest that while there is general agreement among respondents on the importance of cultural appreciation, individual experiences and attitudes toward culture may differ. This variation may be influenced by factors such as personal background, prior exposure to diverse cultures, and the extent of social interactions with individuals from different cultural groups.

4. CONCLUSION

In conclusion, Generation Z students at Laguna State Polytechnic University demonstrate a strong appreciation for cultural diversity, with significant engagement in learning about and experiencing different cultures. The findings highlight the importance of educational programs, peer influence, and personal curiosity in shaping cultural awareness among students. Future research could further explore the impact of specific cultural experiences and educational interventions on the mindset of Generation Z towards cultural appreciation. Additionally, understanding the factors contributing to the variability in cultural engagement could offer more targeted approaches to enhancing cultural sensitivity in this generation.

5. RECOMMENDATIONS

1. For Students Actively participate in local cultural festivals, heritage tours, and community workshops. Use social media to showcase and celebrate traditional practices, such as local dances, food, or crafts.

2. For Future Research Study how Generation Z interacts with local traditions in a digital age. Examine the role of local influencers in promoting cultural appreciation and how technology bridges generational gaps in preserving culture.

3. For Teachers Integrate local history, language, and traditions into lessons. Use digital platforms or local resources, such as museums and community leaders, to create engaging cultural learning experiences for students.

4. For Future Research Investigate the challenges of preserving local culture among Gen Z, particularly with the rise of globalization. Explore strategies to make traditional practices more appealing and relevant to younger generations.

REFERENCES

- Google Svhoolar (2023)
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_ylo=2019&q=Intangible+heritage+&btnG=#d=gs_qabs&t=1701633099670&u=%23p%3DFRG--pNOc1wJ
- Daniel, B. E. (2019). "Filipinos Love Serving Others: Negotiating a Filipino Identity in Hawai'i." <https://www.jstor.org/stable/26618407>
- Javeta, A. (2023). "DTI, NCCA launch Philippine Creative Industries Month to celebrate Filipino creativity and innovation." <https://mb.com.ph/2023/9/5/dti-ncca-launch-philippine-creative-industriesmonth-to-celebrate-filipino-creativity-and-innovation>
- Coldovero, N. S. (2020) <https://www.philair.ph/index.php/jpair/article/view/792>
- Mesana, J.C.(2022). "Happiology in community festivals: A case of Filipino repeat local participants."
https://scholar.google.com/scholar?as_ylo=2019&q=+Filipino+festivals&hl=en&as_sdt=0,5#d=gs_qabs&t=1701931511396&u=%23p%3Dzw2zfPyVr9sJ
- Kezar, A., & Elrod, S. (2020). Taken for granted: Improving the culture of celebration, appreciation, and recognition in higher education. *Change: The Magazine of Higher Learning*, 52(5), 29-36
- Kibin (2023). "The Evolution of the Filipino Identity throughout the years." <https://www.kibin.com/essay-examples/the-evolution-of-the-filipino-identitythroughout-the-years-qCAGDE5K>
- Horace, C.M. (2023). "Embracing the Essence of Being Filipino: A Journey to Authentic Living." <https://vocal.media/fyi/embracing-the-essence-of-being-filipino-a-journey-toauthentic-living>
- Riches Resources (2023). "Tangible and intangible Cultural Heritage." [https://resources.riches-project.eu/glossary/tangible-and-intangible-culturalheritage/#:~:text='Intangible%20Cultural%20Heritage'%20indicates%20,'%20\(UNESCO%2C%202003\)](https://resources.riches-project.eu/glossary/tangible-and-intangible-culturalheritage/#:~:text='Intangible%20Cultural%20Heritage'%20indicates%20,'%20(UNESCO%2C%202003))
- UNESCO (2019). "Understanding Intangible Cultural Heritage." <https://en.ccunesco.ca/blog/2019/10/understanding-intangible-culturalheritage>
- Secret PH. Philippine Tourism (2023). "Celebrating Filipino Identity: The Importance of National Heritage Month." https://secret-ph.com/celebrating-filipino-identity-the-importance-of-nationalheritage-month/#google_vignette
- University of Miami (2021). "Filipino American students embrace, share their culture." <https://news.miami.edu/stories/2021/11/filipino-american-students-embrace,-share-their-culture.Html>
- Marie, L. (2023). "The Philippine Craftsman: Empire, Education, and the 1915

Panama-Pacific International Exposition”

https://scholar.google.com/scholar?as_ylo=2019&q=filipino+craftsmanship&hl=en&as_sdt=0,5#d=gs_qabs&t=1701931678410&u=%23p%3DDAbUWh_PKr kJ

Nepumuceno, AB (2021) “Filipino Cultural Heritage and Identity Preservation: The Case of Naga City’.”

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_ylo=2019&q=Filipino+intangible+heritage+&btnG=#d=gs_qabs&t=1701939456170&u=%23p%3Da7kp8GxOnvAJ