

The Interconnection of Societal Values on Student Identity Centrality and Friendship Ties

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Abstract- This research explores how societal values connect to student identity centrality and friendship ties, which are the key factors in shaping students' educational and interpersonal development. However, prior research was limited to 173 Grade 7 students from a public school in Malolos, Bulacan, and was restricted from examining various kinds of societal values. By expanding the research framework, the study may provide valuable insights that inform educational policies and enhance student development strategies. The data in this research were gathered using a quantitative approach by giving the respondents structured questionnaires. The correlation analysis of societal values on student identity centrality and friendship ties revealed that societal values play a big role in molding the students' sense of identity and reinforce that cultural and social norms influence individual self-perception and behavior within an academic setting. In addition, the fundamental societal values become important elements for forming and deepening valuable friendships. The study findings demonstrate that students firmly support societal values that they display through their everyday actions in their environment.

Keywords: *societal value, student identity centrality, friendship ties*

Introduction

In this generation, societal values play a vital role in the community. It is important to understand the responsibility of having the right perspective in different viewpoints of the new generation. According to Edelman (2022), social values are foundational to communities, guiding behavior towards an ideal society. They evolve with societal shifts but remain linked to social positions, class, and needs, impacting overall community well-being. Societal values are very important in different aspects of individuals, including a student's life and journey, specifically on how they can be connected to each other as students. The influence of societal values needs to be considered to impart something to students because it will drive them to have the right way and path as members of the community and as responsible student-individuals. Student development requires an understanding of how moral values direct decisions and actions because this knowledge enables students to handle complex choices ethically, as Cahyo et al. (2023) explain, moral values constitute essential values

because they determine how people behave. Through analyzing characters with different choices, students become able to conduct essential examinations of ethical standpoints.

While prior studies have explored the role of societal values in shaping behavior within communities and the influence of student identity on academic achievement, there remains a lack of focused exploration on how these values affect students' sense of identity and their interpersonal connections within the school environment. This gap is important to be addressed, as an in-depth comprehension of the relationship between societal values and student perception on themselves may offer valuable insights into student engagement, decision-making that are ethical, and peer relationships that are key elements in promoting holistic development of the students. It is important to know the influence of student identity to their academic achievement as an individual. Academic identity pertains to how a student sees oneself as a learner. It affects how much he/she enjoys learning and how hard he/she tries in school. Friends and classmates can influence this by giving support, encouragement, or even pressure, which can help or hurt how a student feels about learning (Wang, 2022). In addition, academic identity is one of the key factors which facilitates the learning through many factors. In a study by Shao (2024), it was found out that peer relationships were directly and significantly related to junior high school students' academic achievement, and that peer relationships were indirectly and positively related to junior high school students' academic achievement via learning motivation and learning engagement respectively. Friendships among junior high school students had a clear and strong effect on how well they did in school. These friendships also helped improve school performance by increasing the students' motivation to learn and how involved they were in their studies.

The researchers aim to understand the influence of societal values on the students. This pertains to the importance and role of values today in students' life and journey as they walk and live in their community. It aims to provide awareness to students on how society, the people around them, can influence and impart different cultures and principles as they get along together. The purpose of this study is to help the community to set standard values in shaping the character of the students while they are spending their life, power, and

mind as students, individuals, and members of the community and society who embody responsibility.

Review of Related Literature

Social Learning Theory in Societal Values

The Social Learning Theory was introduced by Psychologist Albert Bandura (1977). According to his theory, by simply observing, imitating, and modeling the behaviors of those regularly encountered, a great deal is learned through their attention, motivation, attitudes, and emotions. Also, the study of Ahmad in 2024 has shown that the influence of parents, teachers, and friends on students' moral practice is necessary, emphasizing the importance of societal values.

Social Identity Theory in Student Identity Centrality

Social Identity Theory of Tajfel & Turner in 1986 states that a person's behavior may differ in various social circumstances depending on the groups to which they belong. Additionally, this study reveals that people, particularly students, move toward organizations that mirror their values and beliefs, which influences their importance in such groups. According to Vignery (2022) "being central in friendship networks would increase the access to information, knowledge, and resources that are valuable for academic achievement and would promote passive mechanisms of knowledge diffusion."

Cultural Dimensions Theory on Friendship Ties

The Cultural Dimensions Theory examines people's values in the workplace and creates differentiation along four dimensions: small/large power distance, strong/weak uncertainty avoidance, masculinity/femininity, and individualism/collectivism. The study conducted by Juvonen (2022) showed that friends are a powerful source of motivation. So, if a student's friendship ties are interested in their academics, they most likely affect their friend's academic performance.

Objectives

The research aims to understand how social norms impact student identity position and friendship interactions to define whether value-based education improves student self-perspectives and strengthens constructive relationships among peers. The research focuses on quantifying how societal values influence students' capability to learn on their own that can lead to student identity centrality, and identifying their level of influence, connectedness, and prominence within the group. Also, the impact of student identity centrality and quality of the friendship ties on student's improvement is a theme investigated in the study. Based on these relationships,

the study seeks to establish the correlation between societal values with the study.

Methodology

Research Design

The study used a quantitative approach, with a correlational research design. According to Creswell (2014), quantitative methods are best suited for studying connections between measurable variables, so they are appropriate for investigating how societal values influence student identity centrality and friendship ties. The main research instrument used in the study was a survey questionnaire with Likert-scale items. The questionnaire was based on readings such as Syahid Muhammad's "Moral Values in Five Novels" (2023) and divided into four sections: demographic information, societal values, student identity centrality, and friendship ties.

Participants

The overall total number of respondents was 173 Grade 7 students from a public school in Malolos, Bulacan, chosen using stratified sampling to guarantee equal representation from six sections: SPA, Quezon, Aguinaldo, Macapagal, Quirino, and Osmena. Respondents included 98 females (43.35%) and 75 males (56.65%), resulting in an appropriate and balanced sample of the student population. A total of 227 Grade 7 students were considered for the study sample.

Instruments

The main research instrument used in the study was a survey questionnaire with Likert-scale items. The questionnaire was based on readings such as Syahid Muhammad's "Moral Values in Five Novels" (2023) and divided into four sections: demographic information, societal values, student identity centrality, and friendship ties. The questionnaire was adapted from previous studies and verified by three experts to ensure its appropriateness and validity before being distributed. To summarize the students' responses, descriptive statistics such as frequency, percentage, mean, and standard deviation were used. Furthermore, correlational analysis was used to investigate the importance and nature of the relationship between societal values, student identity centrality, and friendship ties. This helped the researchers to assess the impact of societal values and parental guidance on peer choosing and academic performance.

Procedures

The research was conducted at the Malolos Marine Fishery School and Laboratory, consisting of high school students in Grade 7 level. In conducting the study, the researchers

respectfully sought permission from the proper authorities to ensure the study is carried out with full approval and transparency. The researchers also assured participants that their identities will be protected and that all responses to the questionnaire will remain strictly confidential.

The questionnaire was adapted from previous study and verified to ensure its appropriateness and validity before being distributed. To summarize the students' responses, descriptive statistics such as frequency, percentage, mean, and standard deviation were used.

Once the respondents had finished the survey, the researchers thoughtfully gathered and organized the answers, taking care to accurately tally and summarize each response.

Results and Analysis

1. Students' Perception on Societal Values

The table shows the descriptive statistical data on students' perceptions of societal values.

Table 1.

Descriptive Measure of Societal Values

Items	Mean	SD	Descriptive Interpretation
1. I believe it's important to be truthful, even when it's difficult.	3.51	0.60	Strongly Agree
2. I take responsibility for my actions, even when no one is watching.	3.41	0.64	Agree
3. I think putting in consistent effort will help me succeed in the future.	3.56	0.56	Strongly Agree
4. I trust my abilities and I believe I can succeed in my goals.	3.51	0.56	Strongly Agree
5. I manage my time well between school and personal life.	3.35	0.62	Agree
6. I think helping others and caring about their feelings is important.	3.48	0.65	Agree
7. I feel happy when I help others when they are struggling or in need.	3.45	0.67	Agree
8. I believe talking things through helps solve problems and get along with others.	3.29	0.64	Agree
9. I believe forgiving others for their mistakes is important for a peaceful society.	3.43	0.64	Agree
10. I think being true to my word and respecting others builds trust.	3.51	0.76	Strongly Agree
Overall	3.45	0.37	Strongly Agree

Table 1 examines the relation of societal values on student identity and friendships. It evaluates students' adherence to eight major values: honesty, responsibility, perseverance, self-confidence, empathy, cooperation, forgiveness, and integrity. The statement No.3, "I think putting in consistent effort will help me succeed in the future," discusses how effort produces success, as well as statements demonstrating faith in personal goal achievement abilities strive for the rankings as Highly

Observed categories. While No.8, "I believe talking things through helps solve problems and get along with others," is about discussing issues to resolve conflicts is the least among all indicators, but it still falls under the Observed category. The students show strong leaning toward societal values because these values determine their identity development and social interactions. This study suggests that the social environment they belong to contributes to the values they integrate into themselves.

2. Students' Perception on Student Identity Centrality

This table presents students' responses on their perception of student identity centrality, which evaluates how they view themselves as learners.

Table 2.

Descriptive Measures of Student Identity Centrality

Items	Mean	SD	Descriptive Interpretation
1. I'm confident in my own capabilities academically.	3.14	0.65	Agree
2. I believe in myself that I can achieve an academic award.	3.15	0.67	Agree
3. I keep my body physically fit to be ready for my school activities.	3.29	0.59	Agree
4. I see myself as a dedicated student who works hard to achieve my goals.	3.34	0.64	Agree
5. I manage my time well between school and personal life.	3.25	0.64	Agree
6. I create a schedule for my daily tasks.	3.01	0.78	Agree
7. I always stay honest and never cheat even during difficult exams.	3.16	0.72	Agree
8. I work hard on my projects and assignments and don't depend only on AI to complete them.	3.09	0.72	Agree
9. I see myself as a student who thinks carefully before making decisions.	3.36	0.67	Agree
10. Exploring new ideas on my own helps me grow as a student.	3.44	0.59	Agree
OVERALL	3.22	0.39	Agree

Table 2 shows that student identity centrality details how students evaluate their academic and personal abilities regarding sincerity, accountability, resilience, and self-reliance. Multiple indicators of self-belief, time management, independence, and critical thinking are included in the table. Students agree with the statements, which demonstrate their observation of these identified attributes in their daily routines as assessed by mean scores. The statement No.6, "I create a schedule for my daily tasks," received the lowest rating among the statements in the table. This result might indicate how students manage their personal and study time effectively. On the other hand, the highest rating was for No. 10, "Exploring new ideas on my own helps me grow as a student,." This indicates that students have high curiosity and belief that it will help them grow as students. The research results indicate strong student agreement about both their self-discipline and responsibility levels by having student-directed

learning. Additionally, the capacity of a student to take responsibility for their learning leads to better time management skills that enable effective task completion according to the research outcomes. The students indicate Agree and Observed levels of identification as responsible, disciplined, and growth-oriented individuals. The study shows that most of the respondents prove that their social environment plays a crucial role in integrating these values into their identity.

3. Students' Perception of Friendship Ties

This table presents students' responses on their perception of friendship ties, which evaluate how they relate to and value their peers.

Table 3

Descriptive Measures of Friendship Ties

Items	Mean	SD	Descriptive Interpretation
1. I care about my friends' feelings just as much as my own.	3.34	0.65	Agree
2. I regularly check on my friends to see how they are doing.	3.22	0.70	Agree
3. I enjoy helping my friends with their school tasks.	3.25	0.64	Agree
4. I often make plans with my friends to do something fun together.	3.33	0.67	Agree
5. I try to talk to my friends if they say something that offends me.	3.04	0.77	Agree
6. I feel comfortable being open with my friends.	3.14	0.81	Agree
7. When my friends make mistakes, I talk to them, and we work things out.	3.22	0.67	Agree
8. If there's a disagreement with my friends, we talk it out and resolve the issue.	3.22	0.70	Agree
9. I trust my friends to keep my secrets and personal information private.	2.98	0.83	Agree
10. I am open to hearing my friends' thoughts and opinions.	3.42	0.64	Agree
OVERALL	3.22	0.39	Agree

The data provided in Table 3 shows how students behave when they maintain their friendships while displaying their social attitudes like trust, respect, open-mindedness and loyalty. Students also show their capabilities in expressing care for others together with offering support and sustaining friendship trust. Statement No.10, "I am open to hearing my friends' thoughts and opinions," received the highest rating. This shows that students are valuing open-mindedness to their friends. Moreover, trusting their friends to keep secrets and personal information private from No.9 received the lowest rating among the statements. This might suggest that students are selective about the information they share with their friends. Students evaluated their friendships and had a result of Agree and Observed interpretation of the obtained total mean score. The result from table 3 shows that all the respondents value their ties with their friendships, which proves that the students have good relationships and influence with their friends specifically with their classmates.

4. Relationship of Societal Values with Student Identity Centrality

This table shows the relationship between societal values and student identity centrality, which was investigated using correlation analysis.

Table 4

Correlation Analysis Between the Societal Values and Student Identity Centrality

Variables Correlated	r	Description	Sig-value	Decision	Interpretation
Societal Values and Student Identity Centrality	0.4989	Moderate positive linear correlation	0.00001	Reject Ho	There is a significant relationship between societal values and student identity centrality.

The data reveals a moderate positive correlation between societal values and student identity centrality, indicating that as societal values strengthen, students' sense of identity also improves. With a highly significant value, the null hypothesis was rejected, confirming a meaningful relationship between the two variables. This finding implies that societal values play a big role in molding the students' sense of identity and reinforce that cultural and social norms influence individual self-perception and behavior within an academic setting.

5. Influence of Societal Values on Friendship Ties

This table shows how a correlation analysis was used to test the impact of societal values on students' friendship relationships.

Table 5.

Correlation Analysis Between the Societal Values and Friendship Ties

Variables Correlated	r	Description	Sig-value	Decision	Interpretation
Societal Values and Friendship Ties	0.4122	Moderate positive linear correlation	0.00001	Reject Ho	There is a significant relationship between societal values and friendship ties.

The research examined the relationship between societal values and friendship ties among Grade 7 students in a public school in Malolos, Bulacan. The descriptive analysis revealed that most students believed that societal values influence their ability to develop friendships and learn independently. A correlation analysis was carried out to investigate the connection between societal values and friendship ties. The

null hypothesis is rejected, indicating a significant relationship between societal values and friendship ties. It also suggests that students who communicate and maintain societal values are more likely to form lasting friendships.

Discussion

The data from this study show the relation of societal values on student identity and friendship ties. This indicates that the societal values they hold can be consistently integrated into models and reinforced through their actions. As a result, students are more likely to adopt and reflect these values in their behavior Gomez (2024). Additionally, in a study conducted by Türkkahraman (2024), societal values were found out serving as fundamental elements that regulate and organize daily life processes for students based on their responses to the provided questions. Social values demonstrate essential regulatory authority across society and organizational domains of daily existence. In addition, in the study of Yusuf (2023), it is stated that students develop their morals and understanding of self through the values transmitted by their families and peers and from the media they encounter. The external social factors shape students' social network positions as well as their friendships which lead to their educational conduct and personal growth.

The findings reveal the broader impact of student identity centrality on academic and personal development of students. According to Vignery (2022), students who occupy central positions within friendship networks gain increased access to information, knowledge, and resources that enhance academic success. Also, Wang (2023) stated that student-centered learning enhances motivation and achievement because it promotes self-directed learning and student growth. The research results indicated strong student agreement about both their self-discipline and responsibility levels by having student-directed learning. Furthermore, the academic network studies conducted by Islam et al. (2021) showed that central students creating connections with their peers in school produce positive performance effects that strengthen academic networks' learning qualities.

The data also demonstrates that students who have values can have good relationships and influence on their friends, specifically their classmates. Juvonen (2022) stated that peer groups can motivate the people around them in terms of academic work and performance inside the classroom. Another study conducted by Vignery (2020) entitled "Achievement in student peer networks: A study of the selection process, peer effects and student identity centrality" shows that by similarities, students are in touch and close to each other. In addition, Alejandria (2022), in her study, described the importance of the word "Pagdamay".

Many of the students around different schools in the Philippines are experiencing struggles and difficulties, but because of the people around them, who are the so-called friends, they can deal with everything that they are experiencing as students and as individuals.

The results found in the table entitled "Influence of Societal Values on Student Identity Centrality" show the rejection of the null hypothesis. Hence, they provide evidence for a relationship between the variables, which becomes significant for understanding the role of societal and cultural norms in shaping students' perceptions and behaviors in the school setting. The work of King et al. (2021), as well as the research of Cieciuch et al. (2024), confirms that the value of education and peer groups influence students' aspirations, motivations, and processes form their personal value systems. In the same way, the 2020 Nassar works proved that influence, through Hofstede's cultural dimensions. Cultural values can have influence on a student's self-positioning in social networks and peer relationships; hence, the structures of these ties are important for that individual's identity. Thus, such influencing factors are societal and cultural setups through which student identity is constructed and persists in both an academic environment and a social one.

The findings of this study showed that societal values have a significant influence on the development and growth of friendship ties among Grade 7 students. The moderate positive correlation indicates that students who represent and value societal norms are more likely to form lasting friendships. This is consistent with Vakil's (2021) findings that socio-cultural values have a direct impact on how students identify themselves and form relationships with others. Furthermore, Liu (2023) emphasized the importance of friendships based on shared values in providing emotional support, resilience, and academic motivation, all of which are necessary for students' personal development. Horanicova (2024) also stated that a positive as well values-centered classroom environment leads to better academic and social outcomes. These findings suggest that encouraging societal values in schools not only improves students' connections with others, but also their emotional well-being and academic performance. Finally, developing societal values in students is critical to their overall development because these shared principles serve as the foundation for solid social relationships and enhanced learning experiences.

Conclusion

The study reveals that students demonstrate strong values commitment through daily engagements both inside and outside the classroom, expressing these values through their personality and interpersonal relationships. They demonstrate

a high level of perseverance and self-confidence, indicating a strong connection between personal goal achievement and identity development. The study concludes that societal values and student identity centrality directly impact how students understand and establish their sense of self, which makes a connection to their evaluation for personal and academic abilities. Students develop self-concept and individual responsibility using societal values, which serve as guidelines for behavioral development. However, the data shows challenges like time management that can hinder the alignment of routines with these values. The study also suggests that students' friendships are influenced by trust, open-mindedness, and loyalty, which determine the strength of their interpersonal relationships. Students who incorporate societal values in their everyday life activities show increased identity centrality, developing a strong social sense of responsibility and leadership skills. This research also concludes that students undergoing education become socially active individuals who pursue meaningful contributions to their environment and future civic roles.

Limitations

The research presents several limitations that impact the stability of the reported results. First, the study was conducted in a public school in Malolos, Bulacan which may change if the same study will be conducted in more schools. Second, the research methods relied on a survey questionnaire to examine the relationship between societal values, student identity centrality, and friendship ties. This may not encompass the full experience of the students. The study had a limited sample size of 173 Grade 7 students, which was selected using a stratified method across different sections. There might be different results when done in a different grade level. Additionally, this research is confined to specific variables, primarily academic peer group selection. It does not extend to an analysis of students' behavior and attitudes beyond these areas.

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Understanding the self-perception (intrapersonal skills) of students and social relationships (interpersonal skills) became possible through the instrumental advice, shared knowledge,

and continuous backing from these mentors. The researchers further acknowledge their loyal friends for their unwavering encouragement throughout the development of this work. This study is for all academic learners seeking their place in both school and social circles. It encourages discussions about identity centrality, friendship ties, and values that shape their character as individuals.

Recommendations

Schools can enhance values education teaching by implementing various interactive activities such as role playing or community services which allow students to show and reflect on societal values in a real-life scenario.

Teachers can support students by giving them activities that will help them think about who they are and what they care about. Activities like writing reflections, group sharing, art projects, or choosing topics they are interested in, allowing students to explore their thoughts, beliefs, and goals. These help them become more confident and better at making choices in life.

School leaders can create programs that help students work well with others and build strong friendships. These can include team-building activities, leadership workshops, mentoring programs, or events that promote kindness and respect. Such activities help students feel safe, supported, and connected to their classmates, which improves their social and emotional well-being.

Parents have an important role in teaching children's values at home. By showing good behavior, talking openly, spending time together, and teaching right from wrong, parents help their children grow into respectful and caring individuals.

Future researchers can look more closely at how culture, family life, and digital media affect the values of students. It is also helpful to study how these things influence how students get along with others in school. This kind of research can help teachers and schools create better programs and support students from different backgrounds

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