
| RESEARCH ARTICLE

Generational Differences in Dimensions of Work Values among Nurses in Community General Hospital

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| ABSTRACT

Generational differences in nurses' work values introduce complexity in forming a unified nursing practice in a multi-generational healthcare setting. This study focused on the distinct work values—*intrinsic, extrinsic, social, and prestige values* of Generations X, Y and Z at Community General Hospital, filling the gap in understanding of how these values manifest across diverse cultural and organizational contexts of San Pablo City, Laguna. This study used an explanatory sequential mixed-method approach. The initial quantitative phase involved 101 registered nurses, representing 21 from Generation X, 40 from Generation Y, and 40 from Generation Z. Afterward, 12 purposively selected registered nurses were gathered for the qualitative phase. Quantitative data from an adapted Work Values Scale was statistically evaluated through weighted means and Kruskal-Wallis tests. This assessment revealed that while a core commitment to clinical competence, meaningful work, and patient care was steady across the entire nursing staff, individual generational cohorts possessed entirely different secondary motivations. Nurses from Generation Z were motivated primarily by the social and intrinsic values, with a strong emphasis on achieving career advancement and receiving peer mentoring. Nurses from Generation Y were motivated primarily by the financial stability that would come from their salary and benefits. Finally, Generation X emphasized workplace prestige, professional respect, and peer mentorship. Qualitative results corroborated these differences indicating that although nurses' establish similar ethical standards, they interpret recognition and organizational support differently based on their career stage. The results of this study concluded that the hospital institution must rely on specialized values training and targeted team-dynamics initiatives to promote and build stronger collaboration and lower turnover rates. By addressing these generational differences, this research helps protect local healthcare sustainability and advances the goals of SDG 8 to build inclusive and resilient work environments.

| KEYWORDS

generational differences, nurses, work values, philippines, mixed-method

| ARTICLE INFORMATION

ACCEPTED: 15 May 2026

PUBLISHED: 14 June 2026

DOI: 10.32996/jmhs.2026.7.8.5

1. Introduction

The nursing profession is the backbone of the health system, since nurses provided holistic care based on professional ethics and values, and demonstrated strong commitment to their profession by providing holistic patient care through compassion and caring for their patients' overall wellbeing. According to the World Health Organization (2020), nurses are the largest group of healthcare professionals (59%) working in this profession today. Currently, there are 4 generations of nurses in the workforce today: Baby Boomers (1946-1964), Generation X (1965-1980), Generation Y (Millennials, 1981-1996) and Generation Z (1997-2012) according to the Pew Research Center (2019). Further supporting this information is Abujera et al. (2024) who found that the generational

diversity of the workforce has resulted in a value system associated with different work values, influencing how people will work together and in teams.

Work Values by Hara & Asakura (2021) are long-lasting beliefs about the positive conditions and outcomes that will be developed from individuals working together; additionally, work values are the guiding principle and standard by which individuals develop their attitudes, make decisions, and carry out their work. Work values are made up of four sub-categories: intrinsic values, or values related to one's own autonomy and independence and personal or professional growth; extrinsic values, as they relate to gainful employment, job stability and job-related finances; social values, as they relate to teamwork, collaboration, positive interpersonal relationships; and prestige values, as they pertain to the recognition and respect given to individuals due to their position, authority and influence. Supporting this, Busque-Carrier et al. (2021) emphasized that identifying subdomains of nurses based on their work values helps individuals recognize not only their own values but also those of their colleagues.

The generational diversity of nursing professionals in the Philippines by Laguna et al. (2023) displayed a significant proportion of under 35 years of age greater than 60 years; the latter accounted for less than 5%. Furthermore, Dela Cruz and Villanueva (2023), reported that the majority of active nurses in the workforce were ages 18-35 and very few were more than 55; therefore, reinforcing that the workforce of nurses was composed primarily of a large number of Millennials, but also a growing number of Generation Z, both of whom, brought with them an innovative approach to communication, task management, professionalism and skill development into the nursing profession.

According to Staffhouse (2024) Filipino nurses possessed professional values that derived from their culture and family, which placed importance on respect towards authority, teamwork, and commitment to serve others. Conversely, Patigayon et al. (2025), research displayed that the collaboration between older and younger nurses in a private hospital, revealed that regardless of their generational orientation, there were similar values of achievements, self-direction and benevolence both older and younger possess. This collaboration helped develop camaraderie through mentoring each other and through joint learning between both generations, meaning that experienced nurses demonstrated professional and ethical behaviour, while less-experienced nurses brought innovation and enthusiasm to the workforce, resulting in an enhanced balance and dynamic approach to working conditions, Flores et al. (2023).

The majority of nursing staff at Community General Hospital located in San Pablo City, Laguna is Generation X (26.72%), Generation Y (46.96%), and Generation Z (26.32%) employees by Community General Hospital Human Resource Department (2025). With over 101 registered nurses working within the hospital, understanding these groups' interactions will provide insight into how their generational differences may impact communication, professionalism, and collaboration; ultimately affecting their abilities to work as a cohesive unit to provide quality patient care.

Understanding the dimensions in work values of nurses was essential, as hospitals now employed four generations simultaneously, a phenomenon unprecedented in healthcare history. Despite existing studies that have explored generational differences in nurses' work values, gaps remained in understanding how these values manifested across all generations and varied healthcare settings. For instance, Tan and Chin (2023) examined the generational effect on nurses' work values, engagement and satisfaction in an acute hospital in Singapore; however, it did not include all generational groups across diverse healthcare settings. Likewise, Patigayon et al. (2025) examined the role of organizational communication and work values on the cooperation of nurses in Iloilo, but the results did not provide a complete picture of all the nurses in San Pablo City, Laguna because of the differences in culture and context.

The purpose of this study was to examine and compare the work values and interactions of nurses from differing generations at Community General Hospital in San Pablo City, Laguna using an explanatory sequential mixed - method design. The initial part of the study used quantitative survey data and found evidence of differences as well as similarities between groups of registered nurses. The second part of the study collected qualitative data and was able to identify common strengths faced by registered nurses, as well as challenges, and positive or negative experiences that have impacted those generations of registered nurses. The study also made a contribution to the local healthcare sector's capacity to deliver sustainable nursing services parallel to Sustainable Development Goal 8 (SDG 8), which aims for decent work for all, inclusion in all aspects of development, and resilient workplaces for all.

2. Literature Review

The nursing workforce within the Philippines has seen a huge demographic shift as Generation X, Generation Y and Generation Z have become the majority of the practitioners within nursing. According to research conducted by the University of the Philippines Population Institute (2023), almost 65% of nurses working in the workforce are under the age of 35, whereas only approximately 5% of

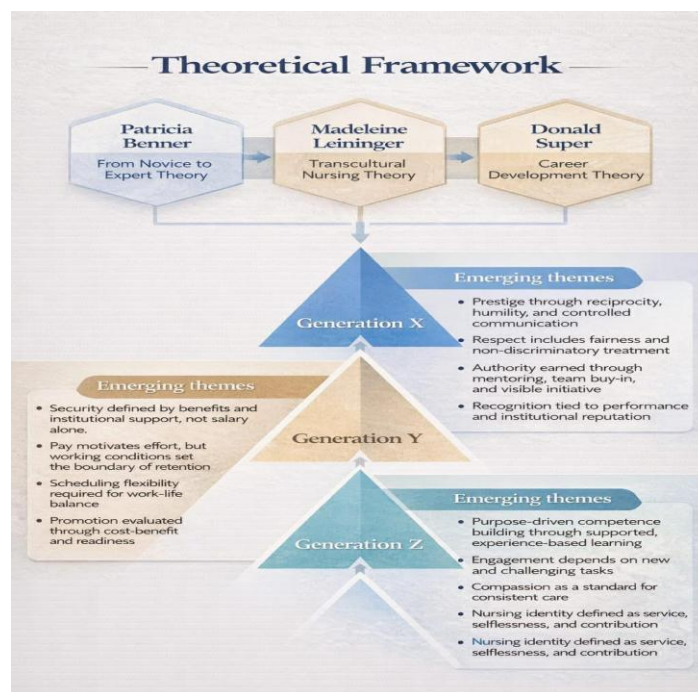
nurses are over the age of 60. This change will create a workplace that has multiple generations with their traditional clinical 'wisdom' and experience of the older generations integrated with the changing workplace values of the newer generations. Although there is a base level of 'primitive work values' in all generations such as benevolence, or being good to your fellow man; achievement, or doing a good job, each generation has different motivations for their actions. Older generations are more likely to value job security, respect for the chain of command or hierarchy, and loyalty to the organization where they work, as opposed to their younger colleagues who may be more interested in the ability to have a work life balance, team members having open lines of communication, or having opportunities for professional development quickly. The variance of each generation's values related to work will directly impact organizational stability and the quality of care that patients receive.

Intrinsic motivation is still a strong factor for all groups; however, the study conducted by Kim et al. (2024) shows that it no longer provides adequate support against unprecedented levels of burnout and fatigue. The development of a prestige value orientation within the Millennial and Gen Z cohorts reinforces the importance of having clearly defined career progression paths and being recognized by the organization for accomplishments. If workload distribution appears inequitable, there will be a greater likelihood that younger nursing personnel will experience higher incidences of expressing an intention to leave the position. The way Filipinos see their cultural values, such as their extremely family oriented nature and their respect for authority is what have shaped the way generations interact with one another but with the oncoming of more incivility in today's workplaces, and the emergence of more disrespectful communication styles through technology only heighten the lack of cohesion in a working environment.

Closing these gaps requires an inclusive leadership style and organized mentoring programs. A major part of the success of bridging these gaps is creating effective communication. Gen Z will look for immediate digital feedback to communicate; whereas older generations see their communication as face-to-face contact where social skills are exemplified in a more traditional way than those of Generation X and Millennials. For this reason, leaders need to endorse mentoring as relates to reconciling generations by allowing more experienced employees to teach less experienced employees about clinical ethics and making clinical care decisions, while allowing less experienced employees to help experienced employees to adapt to new technology. Consequently, when health care organizations build a culture of respect for each other through flexible management styles, they will have a better ability to utilize each generation's strengths to create an effective collaborative, reduce employee burnout and provide quality care and service to their patients through collaborative teamwork.

2.1 Theoretical Framework

Figure 1: Theoretical Framework on the Generational Differences in Dimensions of Work Values among Nurses in Community General Hospital



Patricia Benner's concept of development, Madeleine Leininger's concept of transcultural care, and Donald Super's concept of career development provide a framework for how generational differences affect nursing work values across generations of practising

nurses. The collective understanding of generational differences shows that all generations of nurses believe in being professionally competent and providing high-quality care; however, they perceive and prioritize aspects of their work values differently based upon their level of development within their career and how they have been socialized as a nurse.

Generation Z nurses base their work values on the purposive building of skills through supported experiential learning. They consider themselves to be developing clinical competence as an ongoing journey that is guided by their professional calling, developed through their relationship with a mentor, and advanced by becoming more independent as they learn from their mistakes. Their ongoing engagement is based on exposure to variety and challenge; however, the demands of staffing an organization and having fixed assignments restrict the number of opportunities they have to expand professionally and explore their professional practice. Despite these limitations, Generation Z holds fast to the belief that compassion must be a visible and consistent standard of care for all patients, regardless of the degree of challenge due to high workload and changing clinical demands. The guiding principle of Generation Z's identity as a nurse is based on the concepts of service, altruism, and making a meaningful contribution to the ultimate outcome of patient care. Generation Z has a conceptual framework of what it means to be a global helper. However, the work they do and the contribution to patient care and the tangible outcome of care comes from direct patient care in the communities they serve.

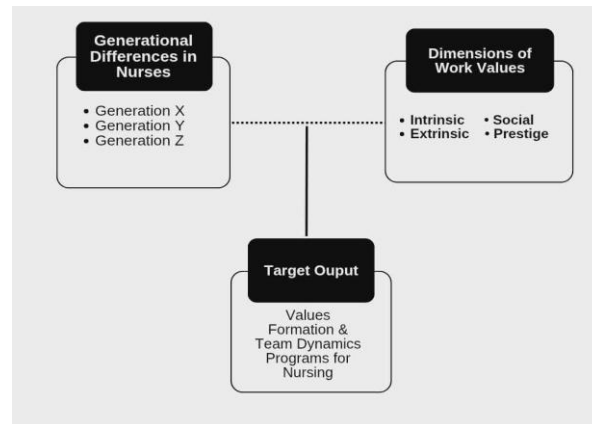
On the other hand, Generation Y nurses adopt a more practical, system-wide perspective about work-life integration. For them, the definition of job security is not just defined by how much wage they are paid but also the comprehensive benefits they are offered like health benefits, paid time off, emergency assistance, and structure or mechanisms for them and their family. While pay and incentives are a motivator for effort and performance, Generation Y believes that poor working conditions will determine whether or not they desire to continue their relationship with the employer. Flexibility in scheduling is a key requirement in work-life integration, but they believe flexibility must be accompanied by predictability and fairness to ensure there is no undue stress or imbalance between their roles. Furthermore, Generation Y will evaluate promotions using a cost/benefit analysis and how both increased workload and responsibility will compare to their level of pay and their ability to fulfill those additional responsibilities. Generation Y will see advancement as important only if it relates to their skill level and provides a reasonable amount of return for the additional demands placed on them.

Generation X nurses believe that they build their professional status by being ethical, disciplined, and credible (performance-based). They believe that they demonstrate dignity through reciprocity, humility, controlling communication, and abiding by standards of their profession. Respect and fairness are one and the same and all patients should receive fair and respectful care, regardless of their means. Generation X nurses can show authority as something that they earn, not that is given, through mentoring, gaining buy-in from the team, and innovating in their professional development. For Generation X nurses, recognition is based on what the individual does and also on the amount of responsibility that person has. Generation X nurses believe that their professional credibility and loyalty is directly related to the institutional reputation and ethical climate of the institution that they work in and that their commitment to the organization is based on the integrity of the organization.

Across generations, there is a continuum concerning nursing workforce needs, founded on the value generation Z places on purpose, personal development, and personal experience; generation Y's emphasis on job security, balance between work and personal life, and evaluation of career based on practical purpose; and that of generation X, which values fairness, equality of opportunity, and accountability for performance. The differences illustrated above support the need for nursing leaders and healthcare organisations to develop and implement multi-generationally responsive practices including structured mentoring relationships, institutional policies, practices and procedures that support the diverse nursing workforce; flexible and equitable scheduling; and performance-based recognition systems as a means to motivate and retain the diverse nursing workforce.

2.2 Conceptual Framework

Figure 2: Conceptual Framework on the Generational Differences in Dimensions of Work Values among Nurses in Community General Hospital



The diagram above represented the conceptual framework used in this study, which expressed the relationship among generational differences in nurses and their work value dimensions. This framework was based on Donald Super's Work Values Theory and Patricia Benner's Novice to Expert Model, which provided a holistic understanding of how individual characteristics, professional growth, and work environments shaped nurses' professional values and performance.

Super's Work Values Theory indicated that career development was influenced by the alignment between one's personal values and the rewards and/or experiences that a career offered. Benner's Novice to Expert Model highlighted the progression of skill and clinical judgment in nursing practice as practitioners gained experience and were exposed to various clinical contexts. Together, these two perspectives described how work values differed across generations and how these values influenced professional behavior and performance in nursing.

The first component presented included variations amongst the different nurse generations Gen X, Gen Y, & Gen Z. These nurses may have varied characteristics & many dimensions of variation associated with each generation. Dimensions include: age of the nurses within the generations; generational years/the years in which the nurse was born; several total years worked as a nurse; level of professionalism attained; & as each nurse progresses in his/her nursing career continuum from a novice level of practice to an expert level. Nurses bring different attitudes, expectations, & motivation to work; each nurse's generational approach to work is historically/contextually driven; & developed during the time when the nurse was an adolescent &/or young adult, which has resulted in the nurse's view of their role, their response to any situation or challenge, & the work values that may be important to the nurse (e.g. recognition, autonomy, teamwork, & stability).

In conjunction with generational influences, professional experience (number of years in practice) based on the nurse's position/rank, as well as the type of nursing unit worked in & exposure to various multiple work environments further influenced & impacted on the nurse's professional behavior & perspective. Through the development of clinical competence, leadership ability, & confidence, the professional experiences have defined/impacted upon the nurse's understanding of meaningful work, gratified professional experience, & throughout the nurse's career. These formative experiences influenced how nurses viewed various forms of work value dimensions; intrinsic (e.g., fulfillment, autonomy and creativity), extrinsic (e.g., salary, job security and working conditions), social (e.g., feeling like part of team, helping others and social interaction) and prestige (e.g., receiving recognition for one's performance, being rewarded for career progression and being regarded as an esteemed professional). The broken line represented how generational cohorts were utilized as a basis for comparison between different dimensions of work values.

The framework describes how nurses' work values are shaped in values ultimately resulting from a combination of generational, experientially derived and individual differences in values. When nurses' value systems are congruent and aligned with their organization, they are more likely to exhibit behaviours reflective of engagement, commitment and professional development in their professional practice. Therefore, this framework provides insight regarding the relationships that exist between generational and experiential factors in shaping nurses' work values and provides a context that results in improved workforce management, nurse retention and quality patient care.

3. Methodology

3.1 Research Design

This research employed an explanatory sequential mixed-method design and involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative results. The method collected and analyzed two kinds of data. By collecting and analyzing both types of data established a stronger study than just a quantitative or qualitative approach. The quantitative approach involved the collection of numerical data to explain, predict, or control phenomena of interest. On the other hand, qualitative research was an approach to research that focused on understanding the subjective experiences and perspectives of individuals and groups. This study aimed to determine and explain the generational differences in nurses' work values by integrating statistical data with the lived experiences and insights of nurses from different generations.

3.2 Participants of the Study

The participants of this study were nurses from either Generation X (born 1965 to 1980), Generation Y (born 1981 to 1996), or Generation Z (born 1997 to 2012), currently employed at Community General Hospital. The reason that these participants were selected is that they cover all of the generational groups within the nursing workforce and thus allow comparisons of work value across these generational groups. The sample consisted of 101 nurses, with 21 from Generation X, 40 from Generation Y, and 40 from Generation Z. For the qualitative phase of this study, 12 nurses (4 from each generation) will be identified to facilitate a deeper understanding of their career work values. The major highlights of the findings indicate the prioritization of work values differs, based on generational lines. Generation X displayed a value system based primarily around prestige and esteem as reflected in their statements concerning their place within the profession and the level of respect that they receive. Generation Y focused exclusively on extrinsic values with salary and benefits being the primary motivating factor behind their decision to become a nurse. Generation Z indicated both intrinsic and social values as the primary motivators for their decision to become a nurse. Personal growth and relationships with co-workers were the driving force behind many of the Generation Z participants.

3.3 Research Locale

The study was conducted at Community General Hospital located in San Pablo City, Laguna. This specific hospital was selected to be the site of research in order to compare working values between three generations of nurses on the basis of dimensional components. Community General Hospital's diverse nursing staff has provided an excellent opportunity for the researchers to observe differences in both nurses' professional values as well as working behaviours over time within a "real world" hospital setting.

3.4 Ethical Considerations

This study followed established ethical procedures from planning to reporting. Before collecting the data, the researchers received written approval from the Dean of the College of Nursing at Canossa College and were authorized from the administrators and nursing service offices within the Community General Hospital. The gatekeepers were also informed that their participation is voluntary, and that the managers would not know who did or did not participate. Registered nurses who met eligibility requirements to be a part of this study were asked to be included in the study. Those nurses were notified of the purpose, and study design, time commitment involved, minimal risks, and potential benefits for the unit, or system, from participating in the study. Each interview began with informed consent. It also requested separate permission to audio-record the interview. All confidentiality and anonymity were safeguarded. Interviews were audio-recorded only with the participant's permission. The researchers had access to both the audio recordings and the transcriptions of them. In the beginning of the research project a systematic data retention schedule was developed where participant audio recording files were deleted after they were transcribed and verified for accuracy and where de-identified transcriptions and analytic memos would be retained securely according to institutional policy prior to their permanent destruction for a specified period of time. No monetary incentives were provided. Artificial Intelligence (AI) tools were used to support the development and improvement of the research for the purpose of enhancing the clarity, flow, and academic standard of the manuscript. These tools included ChatGPT (GPT-5), Perplexity AI, ZeroGPT, QuillBot, and Grammarly. These applications were used in manuscript preparation to organize content, paraphrase ideas, check grammar, generate ideas, and check the originality of the writing. All outputs generated by AI tools were thoroughly reviewed, verified, and modified by the researchers for accuracy, integrity, and coherence with the study continuity.

3.5 Data Analysis

1. **Descriptive Statistics with Scale Reliability Checks:** All composite means for intrinsic, extrinsic, social, and prestige domains, broken down by generation were computed.

2. **Kruskal–Wallis Tests were also computed for each domain:** The researchers tested whether scores differed by generational age.
3. **Braun and Clarke’s Thematic Analysis (Six Steps):** Interview transcripts were analyzed using the six steps: familiarization, coding, theme searching, theme review, defining and naming, and report writing. Coding stayed close to participants’ words and attended to intrinsic, extrinsic, social, and prestige values while remaining open to new patterns. Themes were supported with exemplar quotes. Credibility was strengthened through an audit trail, peer debriefing, and brief member reflections on short thematic summaries.
4. **Joint Display Integration with Convergence–Divergence Mapping:** The researchers aligned survey findings and themes in joint displays for each domain and generation. The displays highlighted where numbers and narratives converged, complemented each other, or diverged. Divergences were explained using linked evidence from both strands. This step answered how the two datasets corroborated to provide an integrated understanding of nurses’ work values across generations.
5. **Evidence-to-Action Matrix:** Using the results, the researchers built an Evidence-to-Action Matrix that linked each documented gap or strength to a practical values-formation or team dynamics activity. For each recommendation, the researchers listed the target domain, intended audience, setting, a short description of the activity, suggested facilitators, and a simple monitoring indicator for follow-up.

4. Results/Findings

This part included quantitative findings from the work values instrument across the intrinsic, extrinsic, social, and prestige dimensions, including generational comparisons and tests of significant differences. It also presented the qualitative findings from the interview transcripts, where nurses’ significant experiences were coded and clustered into emerging themes to explain how work values were expressed in practice. The discussion integrated both strands of evidence to interpret areas of convergence and variation across Gen Z, Gen Y, and Gen X nurses, and to situate the findings using Patricia Benner’s Novice to Expert Theory, Madeleine Leininger’s Transcultural Theory, and Donald Super’s Theory of Work Values.

Quantitative Findings:

4.1 Work Values of Nurses across different generations in terms of intrinsic values

Table 1 summarized nurses’ intrinsic work values by generation (Gen Z, Gen Y, Gen X) using mean scores and verbal interpretation. All items fell within the “Very Important” range for every cohort, indicating that intrinsic motivations such as competence development, meaningful work, and quality patient care were strongly endorsed across the workforce.

Table 1. Work Values of Nurses across different generations in terms of intrinsic values

Indicators	Gen Z		Gen Y		Gen X	
	Mean	VI	Mean	VI	Mean	VI
1. Having the autonomy to devise my own way of performing nursing duties effectively is important to me.	4.90	VI	4.58	VI	4.70	VI
2. Continuously seeking better and more efficient methods of providing nursing care is essential in my practice.	5.00	VI	4.72	VI	4.80	VI
3. Striving for personal growth and self-improvement as a nurse gives meaning to my work.	4.86	VI	4.85	VI	4.88	VI
4. Enhancing my clinical knowledge and practical nursing skills is a significant source of professional fulfillment.	5.00	VI	4.78	VI	4.90	VI
5. Developing myself not only as a professional but also as an individual is important to my overall sense of purpose.	4.90	VI	4.80	VI	4.83	VI
6. Providing care to a variety of patients is a valuable opportunity to broaden my nursing experience and competence.	4.95	VI	4.75	VI	4.92	VI
7. Having the freedom to pursue areas of nursing that genuinely interest me motivates me in my career.	4.81	VI	4.65	VI	4.63	VI
8. Building and deepening my expertise in nursing practice is one of my long-term professional goals.	4.86	VI	4.75	VI	4.70	VI
9. Continuously learning new knowledge and acquiring new skills helps me grow and remain competent as a nurse.	5.00	VI	4.80	VI	4.80	VI

10. Finding fulfillment and pride in performing my duties well and delivering high-quality patient care is a vital aspect of my work values.	4.86	VI	4.78	VI	4.90	VI
Composite Mean	4.91	VI	4.75	VI	4.80	VI

At the level of composite mean, Gen Z reported the highest overall intrinsic valuation (4.91, VI), followed by Gen X (4.80, VI) and Gen Y (4.75, VI). Although the differences were modest, the pattern suggested slightly stronger intrinsic emphasis among the youngest cohort and a generally shared intrinsic orientation across all generations. Looking within each cohort clarified where emphasis concentrated. For Gen Z, the highest rated indicators were tied at 5.00: continuously seeking better and more efficient methods of providing care, enhancing clinical knowledge and practical skills, and continuously learning new knowledge and acquiring new skills. Gen Z's lowest indicator was having the freedom to pursue areas of nursing that genuinely interested them (4.81), which still remained Very Important but was comparatively less emphasized than competence and improvement. For Gen Y, the highest indicator was striving for personal growth and self-improvement as a nurse gave meaning to work (4.85), while the lowest indicator was autonomy to devise one's own way of performing nursing duties effectively (4.58). For Gen X, the highest indicator was providing care to a variety of patients as an opportunity to broaden experience and competence (4.92), and the lowest indicator was again freedom to pursue areas of nursing that genuinely interested them (4.63).

The stronger emphasis on continuous learning, seeking more efficient methods of providing care, and practical skills enhancement among Generation Z supported the study of Shorey et al. (2021), who described that nurses in Generation Z were growth-oriented in their professional development and had an increased level of engagement in constant learning and clinical skills advancement, both being attributed to their drive to achieve competence in their professions. Gen Y's stronger emphasis on personal growth instead of autonomy indicated that they preferred a supportive, structured, and feedback-receiving work environment, aligned with the study of Cantada and Lee (2020). The Generation Y cohort, as a result, will have a greater feeling of personal fulfillment in a supportive environment based upon their development level and proficiency. The Generation X cohort that expresses a strong desire to work in a variety of clinical environments was in alignment with reports published in the World Journal of Advanced Research and Reviews (2023) indicating that senior nurse practitioners have expressed an increased desire for continuing to strengthen the professionalism and continued development of competence in their areas of work.

The evidence suggested that their intrinsic drive stemmed from the desire to achieve practical mastery and professional accountability on their own. Taken together, while there were some small differences regarding the degree of intrinsic value assigned by each generation, the combined high ratings of intrinsic value assigned to the three generations indicated a similar career value set. This was consistent with the study by Flores et al. (2023), which found that coordinated resources and shared career values existed across all generations of nurses. The findings indicated that intrinsic work values appeared to be strong across all generations of nurses based on composite mean values of "Very Important" ratings for each indicator. That is, despite the differences in their age, nurses placed high priority on creating and developing their competencies through continuous learning, meaningful work, and high-quality patient care. The results aligned with the study of Patigayon et al. (2025), who found that despite the differences in age groups, nurses consistently upheld essential principles such as compassion, self-directness, and fulfillment. This suggested that although the nursing workforce from Community General Hospital was composed of multiple generations, intrinsic values remained an important aspect of their identity.

4.2 Work Values of Nurses across different generations in terms of extrinsic values

Table 2 presented nurses' extrinsic work values by generation (Gen Z, Gen Y, Gen X) using mean ratings for compensation, security, benefits, incentives, scheduling, and financially linked advancement. The indicators reflected external conditions of work that supported retention and satisfaction, including pay competitiveness, employment stability, and organizational reward structures.

Table 2. Work Values of Nurses across different generations in terms of extrinsic values

Indicators	Gen Z		Gen Y		Gen X	
	Mean	VI	Mean	VI	Mean	VI
1. Receiving a competitive salary that reflects my skills, responsibilities, and contributions to patient care is important to me.	4.52	VI	4.70	VI	4.75	VI
2. Being compensated with a salary higher than the standard rate for nurses motivates me to perform at my best.	4.57	VI	4.55	VI	4.70	VI
3. Having the security and consistency that come with full-time employment is an important aspect of my work satisfaction.	4.67	VI	4.75	VI	4.67	VI

Generational Differences in Dimensions of Work Values among Nurses in Community General Hospital

4. I value stable and long-term employment that ensures financial and professional security.	4.81	VI	4.78	VI	4.58	VI
5. Having the flexibility to work in my preferred schedule (such as fixed day or night shifts) without being required to change my workplace is important to me.	4.33	VI	4.53	VI	4.58	VI
6. Receiving regular salary adjustments, bonuses, or incentives based on my performance increases my motivation to stay in the profession.	4.48	VI	4.72	VI	4.70	VI
7. Having comprehensive employment benefits (e.g., health insurance, paid leaves, and retirement plans) contributes significantly to my job satisfaction.	4.62	VI	4.83	VI	4.83	VI
8. Working in an institution that provides financial stability and consistent compensation is essential for my professional commitment.	4.62	VI	4.72	VI	4.75	QI
9. Receiving fair and transparent monetary rewards that correspond to the effort and workload I deliver makes me feel valued.	4.67	VI	4.72	VI	4.72	QI
10. Having opportunities for career growth and promotion that come with corresponding financial rewards is important for my long-term career satisfaction.	4.67	VI	4.70	VI	4.78	QI
Composite Mean	4.60	VI	4.70	VI	4.71	VI

Legend: 1.0-1.79: Not Important at all (NIA); 1.80-2.59: Not Very Important (NVI); 2.60 – 3.39: Somewhat Important (SI); 3.40-4.19: Quite Important (QI); 4.20-5.00: Very Important (VI)

The extrinsic value ratings across generations were high, with a composite mean from Gen Z 4.60, Gen Y 4.70, and Gen X 4.71, all within the Very Important range. The slightly higher composite means for Gen Y and Gen X indicated that nurses currently in their mid-to late-career years place slightly higher value on extrinsic conditions than nurses currently entering the profession; however, the differences were small, and the overall trend demonstrated that nurses throughout all generations have similar expectations concerning equitable pay, security, and benefits when working as nurses in a hospital setting.

Within each generation, the highest and lowest indicators showed where extrinsic priorities concentrated. The highest rated indicator for Generation Z was valuing stable and long term employment that ensured financial and professional security (4.81), while the lowest indicator was having flexibility to work a preferred schedule without being required to change workplace (4.33). This indicates that Generation Z nurses are likely to value assurance of continued employment and professional growth over fine-tuning shifts, at least in this context. The highest rated factor for Generation Y was comprehensive employment benefits packages such as health insurance, paid leaves, and retirement plans (4.83) and the lowest was schedule flexibility (4.53). This data indicates that benefits packages and the protections associated with traditional employment are salient for Generation Y; however, flexibility in schedule remained important but comparatively less than benefits. Generation X ranked comprehensive employment benefits (4.83); however, ranked stable long term employment (4.58) and flexible scheduling (4.58) equally as the lowest rated factors. Generation X appears to place a greater value on tangible employee benefits than value long tenured employment and specific scheduling arrangements, which may have reflected confidence in their employment skills/experience, developed coping strategies to manage their schedules, as well as placed more emphasis on long term job security for their future than continued job tenure based on the changing dynamic of benefit packages and job tenure.

4.3 Work Values of Nurses across different generations in terms of social values

Table 3 summarized nurses’ social work values by generation (Gen Z, Gen Y, Gen X) using mean ratings across indicators that captured prosocial orientation in practice, including service to society, compassionate care, teamwork, collegial relationships, mentoring, and opportunities to engage with diverse people. All indicators for all cohorts fell within the “Very Important” range, indicating that the social and relational dimensions of nursing were strongly endorsed across generations in this hospital.

Table 3. Work Values of Nurses across different generations in terms of social values

Indicators	Gen Z		Gen Y		Gen X	
	Mean	VI	Mean	VI	Mean	VI
1. Serving and contributing to the betterment of society through the nursing profession is important to me.	4.76	VI	4.58	VI	4.53	VI
2. Providing assistance to individuals globally through the practice of nursing is an important value for me.	4.67	VI	4.60	VI	4.58	VI

3. Extending help to as many individuals as possible through nursing is of great importance to me.	4.71	VI	4.53	VI	4.72	VI
4. Delivering quality and compassionate nursing care to patients is a highly important aspect of my profession.	5.00	VI	4.80	VI	4.88	VI
5. Supporting fellow staff members and working collaboratively in the same workplace is important to me.	4.86	VI	4.83	VI	4.92	VI
6. Actively contributing to the effectiveness of the healthcare team as a nurse holds significant importance for me.	4.95	VI	4.70	VI	4.90	VI
7. Assisting in the education and development of junior nurses is an important part of professional growth.	4.86	VI	4.85	VI	4.78	VI
8. Maintaining positive interpersonal relationships with colleagues within the workplace is important to me.	4.86	VI	4.78	VI	4.78	VI
9. Having opportunities to engage and interact with diverse individuals through my work is of value to me.	4.81	VI	4.70	VI	4.80	VI
10. Establishing a sense of connection and belonging with people through my professional role is important to me.	4.76	VI	4.70	VI	4.78	VI
Composite Mean	4.82	VI	4.71	VI	4.76	VI

Legend: 1.0-1.79: Not Important at all (NIA); 1.80-2.59: Not Very Important (NVI); 2.60 – 3.39: Somewhat Important (SI); 3.40-4.19: Quite Important (QI); 4.20-5.00: Very Important (VI)

At the composite level, Gen Z recorded the highest social values (4.82), followed by Gen X (4.76) and Gen Y (4.71). The pattern suggested that social values were widely shared, with modest generational variation in intensity. Within cohorts, Gen Z's highest indicator was delivering quality and compassionate nursing care to patients (5.00), while their lowest was providing assistance to individuals globally through the practice of nursing (4.67). Gen Y's highest indicator was assisting in the education and development of junior nurses as part of professional growth (4.85), while their lowest was extending help to as many individuals as possible through nursing (4.53). Gen X's highest indicator was supporting fellow staff members and working collaboratively in the same workplace (4.92), while their lowest was serving and contributing to the betterment of society through the nursing profession (4.53). Even where "lowest" indicators appeared, the values remained high, which supported the interpretation that differences reflected emphasis rather than absence of prosocial motivation.

4. 4 Work Values of Nurses across different generations in terms of prestige values

Table 4 presented nurses' prestige work values by generation (Gen Z, Gen Y, Gen X) based on mean ratings for indicators related to professional respect, recognition, influence, valued expertise, patient feedback, contribution to institutional reputation, legacy building, and advancement. These items captured the extent to which nurses valued external affirmation of professional standing and opportunities to be seen as influential and respected members of the organization.

Table 4. Work Values of Nurses across different generations in terms of prestige values

Indicators	Gen Z		Gen Y		Gen X	
	Mean	VI	Mean	VI	Mean	VI
[1] Having the ability to positively influence and model for others in the workplace is highly important to me.	4.86	VI	4.60	VI	4.63	VI
[2] Being recognized and appreciated by my coworkers, as well as having supportive relationships in the workplace, is highly important to me.	4.57	VI	4.65	VI	4.55	VI
[3] Having my formal nursing education and clinical experience valued by management holds great importance to me.	4.57	VI	4.72	VI	4.60	VI
[4] Being respected and treated with dignity as a professional nurse holds great significance to me.	4.86	VI	4.80	VI	4.80	VI
[5] Receiving positive feedback and satisfaction ratings from patients is important to me.	4.62	VI	4.67	VI	4.67	VI
[6] Earning the respect and admiration of younger or less experienced nurses in the workplace is highly important to me.	4.52	VI	4.58	VI	4.58	VI
[7] Having my perspective and professional contributions valued and considered in decision-making holds significance to me.	4.62	VI	4.63	VI	4.55	VI
[8] Building a professional legacy that makes a meaningful impact in nursing practice is highly important to me.	4.76	VI	4.58	VI	4.50	VI

Generational Differences in Dimensions of Work Values among Nurses in Community General Hospital

[9] Being recognized as a meaningful contributor to the hospital's positive reputation is important to me.	4.71	VI	4.55	VI	4.47	VI
[10] Gaining promotion or advancement in professional nursing as a demonstration of excellence holds significance to me.	4.33	VI	4.50	VI	4.47	VI
Composite Mean	4.64	VI	4.63	VI	4.58	VI

Legend: 1.0-1.79: Not Important at all (NIA); 1.80-2.59: Not Very Important (NVI); 2.60 – 3.39: Somewhat Important (SI); 3.40-4.19: Quite Important (QI); 4.20-5.00: Very Important (VI)

Across all the cohorts, prestige values consistently received high ratings, which resulted in composite means that reached Very Important status for Gen Z with a value of 4.64, Gen Y with 4.63, and Gen X with 4.58. The narrow spread suggested that prestige needs, defined here as respect, recognition, and professional standing, were shared across generations in this hospital. Within cohorts, Gen Z's highest rated indicators were tied at 4.86: having the ability to positively influence and model for others in the workplace, and being respected and treated with dignity as a professional nurse. Their lowest indicator was gaining promotion or advancement in professional nursing as a demonstration of excellence (4.33). Gen Y nurses showed that the highest indicator for them was being respected and to be treated with dignity as a professional (4.80), and the lowest was to be recognized as a meaningful contributor to the hospital's positive reputation (4.55). The Gen X group also demonstrated that the highest indicator was the same as their counterpart, being respected and treated with dignity as a professional nurse (4.80), while the lowest indicator was to build a professional legacy that would have a meaningful impact on nursing practice (4.50). Notably, all lowest indicators remained within the Very Important range, suggesting that prestige was broadly endorsed but expressed through different emphases.

4.5 On the significant difference between the work values of nurses with respect to their generational age

Table 5 presented the omnibus test of generational differences in nurses' work values across four dimensions (intrinsic, extrinsic, social, prestige) and an overall composite, with mean scores reported for Gen Z, Gen Y, and Gen X. The results indicated whether observed mean differences across generations were statistically meaningful at the .05 level.

Table 5. Difference in the work values of nurses with respect to their generational age

Sub-variable	Mean Score			W-value	p-value	Decision	Conclusion
	Gen Z	Gen Y	Gen X				
Intrinsic Values	4.91	4.75	4.80	4.91	.086	Failed to Reject Ho	Not Significant
Extrinsic Values	4.60	4.70	4.71	1.96	.375	Failed to Reject Ho	Not Significant
Social Values	4.82	4.71	4.76	0.75	.688	Failed to Reject Ho	Not Significant
Prestige Values	4.64	4.63	4.58	0.33	.849	Failed to Reject Ho	Not Significant
Overall	4.74	4.69	4.71	0.06	.970	Failed to Reject Ho	Not Significant

Shapiro-Wilk (All $p < .001 < \alpha = 0.5$)

Level of Significance = 5%

Generational means across all matrices were similar (i.e., they had equal distributions) and therefore no significant differences were recorded across generations. For example, when examined in terms of intrinsic value, Gen Z demonstrated a mean of 4.91, while Gen X and Gen Y exhibited means of 4.80 and 4.75 respectively. However, when conducting significance testing, the results from above indicate there is no statistically significant generational difference (i.e., $W = 4.91$, $p = .086$, ns). Although in terms of extrinsic values the respective means for Gen X (4.71) and Gen Y (4.70) were just above the mean (4.60) for Gen Z, the finding was still statistically insignificant, ($W = 1.96$, $p = .375$, ns). For social values, Gen Z's mean of 4.82 was again just slightly above the means for Gen X (4.76) and Gen Y (4.71), however, the findings from social value testing similarly failed to produce statistically significant results ($W = 0.75$, $p = .688$, ns). Lastly, while it appeared that there was a difference between Gen Z (4.64) and Gen Y (4.63) as compared to Gen X (4.58) for prestige values, the results did not demonstrate an overarching statistically significant finding ($W = 0.33$, $p = .849$, ns). The composite measure of work-related value systems does not indicate substantial average group differences (Gen Z $M = 4.74$; Gen X $M = 4.71$; Gen Y $M = 4.69$), and is also statistically non-significant ($W = 0.06$; $p = .970$; ns). With respect to substantive differences between generational groups, the p-values indicate that any observed mean differences across the groups are likely to have occurred by chance alone (under the assumption that the differences between the group averages actually do not differ across generations). That is, the generational effects that are visible in

the means can be viewed as being slight changes in relative importance rather than representing entirely different generational value systems.

Qualitative Findings:

Themes emerged from the significant experiences of Nurses across generations

The following tables present the themes that emerged from the significant experiences shared by nurses across generational cohorts (Gen Z, Gen Y, and Gen X) in Community General Hospital. Using directed content analysis, participants' verbatim accounts were coded within the study's work values framework and then clustered to generate cohort-specific themes that capture how nurses describe what matters most in their work. The themes are organized by generation and reflect the distinctive ways each cohort experiences and prioritizes work values in practice, including competence development and meaning in work, security and sustainability of employment conditions, relational and ethical standards of care, and forms of recognition and professional standing. Together, these findings provide an interpretive account of both shared professional values and generation-linked emphases, offering context for the quantitative patterns observed in the work values dimensions.

4.6 Work Values of Gen Z Nurses

The table summarized the emerging work values of Gen Z nurses derived from clustered codes across intrinsic and social domains. Five themes captured how early-career nurses in this cohort made sense of learning, motivation, caring performance, professional identity, and the scope of their contribution in day-to-day hospital work.

Theme 1: Purpose-driven competence building through supported, experience-based learning

The coded experiences showed that Gen Z nurses anchored skill development in professional meaning. They described improvement in knowledge and skills as fulfilling a calling, for example, **"iniimprove ko yung clinical knowledge... it fulfilled yung calling ko."** Learning was not framed as an abstract requirement, but as something activated by clinical exposure and senior guidance, **"nag trigger... pag mementor ng mga seniors... pag nag hahandle ka ng surgeries."** They also valued early independence because it accelerated learning, even when it included missteps, **"mistakes... dun ka talaga natututo."** In Patricia Benner's Novice to Expert Theory, this pattern was consistent with novice to advanced beginner development, where learning was built through situated experience, coaching, and progressive responsibility that helped nurses move beyond rule-following toward contextual judgment. In Donald Super's framework, this aligned with exploration-stage values, particularly growth, competence, and trying out roles to clarify "fit." From Madeleine Leininger's perspective, mentoring functioned as a form of culture-care transmission within the clinical unit: seniors were not only teaching tasks, they were socializing novices into locally accepted standards of safe, respectful, and effective nursing practice.

The development of competency among Gen Z nurses was strongly linked to their professional purpose and meaning. One Gen Z nurse reported that **"iniimprove ko yung clinical knowledge... It fulfilled yung calling ko."** Obtaining knowledge came from preparing to work in clinical environments, by receiving guidance from senior nurses through mentoring, either directly or indirectly via experience with surgical patients. Each of these experiences showed how professional development could occur through collaborative professional growth via direct practice with other nurses, learning to follow other nurses' examples, and increased levels of responsibility in the developmental process. Making decisions independently and making errors had an immense impact on the professional growth of nurses from Generation Z. One respondent stated **"mistakes... dun ako natututo,"** demonstrating a growth mindset and an openness to receiving constructive feedback. Mistakes sprang from the reflection that allowed for continued skills development as a nurse and provided opportunities for growth. Providing nurses with a safe environment to make mistakes without the threat of disciplinary action supported their learning experience. Moreno et al. (2023) found that mentorship maintained skill levels and decreased stress during professional transitions; Wang et al. reported that mentor level of motivation affected skill acquisition; and Xue et al. (2025) showed that mentorship based in compassion assisted in building the confidence and professional identity of novice nurses working in the Philippines. Research suggested that forming bonds through formal mentorship provided novice nurses the opportunity to successfully develop clinically competent and professionally grown nurses. The study of Gularte-Rinaldo et al. (2022) showed that using one-on-one personalized mentors increased their self-confidence, ability to solve problems, and their ability to transition into practice, thus providing opportunities for creating both clinically competent and clinically engaged nurses. Additionally, Xue et al. (2025) demonstrated that nurses who were mentored in a compassionate manner by clinical instructors in the Philippines felt safe and had increased confidence and professional identity through practice.

Theme 2: Engagement depends on variety, but assignments constrain growth options

The experiences reflected how motivation was shaped by task structure and organizational realities. Gen Z nurses described interest fading when work became overly repetitive, **"repeated tasks... you tended to lose interest,"** and they noted limits on their ability to rotate or pursue interests because **"di ka totally free... you're needed somewhere else."** In Benner's terms, variety mattered

because exposure to a range of patient situations supported pattern recognition and deeper clinical reasoning. Repetition could build efficiency, but without escalating complexity it could stall movement toward competence. Super's theory added that early career nurses often needed breadth to test preferences and consolidate career self-concepts, so restricted mobility could be experienced as a constraint on development rather than a neutral staffing decision. Leininger's lens suggested another cost of limited variety: fewer opportunities to develop cultural care competence through interacting with different patient lifeways, family practices, and communication norms that were learned best through diverse real encounters.

There was a direct connection between having a variety of tasks in one's job and the level of enjoyment and engagement while working in clinical practice; therefore, variety in tasks could impact a nurse's motivation and perceived growth. Many of the nurses reported a decline in their overall level of engagement at work when they were assigned an excessive number of the same task, because **"repeated tasks... you tended to lose interest."** While the nurses shared that their units had structural limits regarding the number of jobs they could be assigned simultaneously, they also noted that **"di ka totally free... you're needed somewhere else,"** which implied that while having routine duties provided stability to the unit environment, having too much routine with no opportunity for new experiences could result in decreased enthusiasm and professional curiosity for the early-career nurse. Based on the studies conducted by Gazineo et al. (2025), as well as nurse participants, the lack of job variety decreased nurses' motivation, initiative, and perceived growth as their careers developed

Theme 3: Compassion as a visible standard that must hold under pressure

This theme emphasized that Gen Z nurses viewed caring behavior as publicly legible and ethically non-negotiable. They explicitly noted that patients and families could detect insincere care, **"halata ng pasyente... kapag barino... basta ginagawa yung trabaho."** At the same time, they described heavy workload and rapid changes that threatened focus, **"fourteen patient... sabay sabay... pag hindi ka focus matataranta."** Benner helped interpret this as a typical early-practice tension: novices had high cognitive load and could become task-saturated, which made maintaining therapeutic presence harder unless the unit provided scaffolding through teamwork, preceptorship, and prioritization support. Leininger's theory sharpened the meaning of "visible compassion" because caring was interpreted through culturally mediated cues like tone, attentiveness, and respect for family involvement. For Gen Z, social value was not only kindness; it included disciplined focus that protected safe care under pressure and preserved trust.

Gen Z nurses described compassionate care as something patients could visibly detect **"halata ng pasyente"**, meaning sincerity had to be expressed behaviorally, not merely technically. Zhang et al. (2023) supported this by showing that compassion under stress required disciplined attentiveness and emotional presence. However, high workload and rapid changes required intense focus **"pag hindi ka focus matataranta"**, creating tension between ideal compassion and operational realities. In the research conducted by Campbell et al. (2020), they emphasized that staffing shortages and excessive workloads put a toll on nurses' emotional ability to be present. Additionally, they indicated that demands on the nurse's workforce had negative consequences on nurses' ability to regulate their emotional states in terms of affective mood, thereby influencing how compassionate care is provided by nurses overall, Jarden et al. (2021).

Theme 4: Nursing identity defined as service, selflessness, and contribution

This theme showed that Gen Z nurses strongly moralized the role. They described nursing as a vocation and equated professional identity with social contribution, for example, **"nursing... vocation... contribution to society,"** and **"bukal sa puso... selfless caring... walang kapalit."** According to Super, that kind of commitment has a strong intrinsic value and altruistic nature, providing a foundation for continuing with early career involvement even when work was very challenging. Benner indicates that the development of nurse's moral agency will become more integrated with clinical judgement; providing them with strong motivational support through their sense of service identity in the early stages but also the need for protective factors to support them in their continued idealism (chronic overload). Echoing Leininger, this sense of service orientation has cultural significance. Caring is not just a technical action but also has moral and relational obligations as a result of the community's expectations in areas of helping, respect and obligation.

Gen Z nurses have moved from simply seeing nursing as a profession to also seeing it as fulfilling an obligation or duty. One of the participants described nursing as a **"vocation... contribution to the society,"** (GZ03) while other participants emphasized **"bukal sa puso... selfless caring... walang kapalit."** (GZ03) Their motivations toward providing care were heavily influenced by the values and beliefs of Gen Z members, and they possessed strong feelings of empathy and altruism in defining their professional identity. Therefore, to care for others was a combination of being personally called by their profession as well as having social responsibility toward society as a whole. This supported the study of Kim et al. (2024), which found that Generation Z viewed their workplace as part of something larger than just working for pay; they perceived their jobs to have important social and ethical aspects.

Theme 5: Global helping translated into local impact with meaning shaped by outcomes

This theme reflected how Gen Z nurses conceptualized contribution in pragmatic terms while grappling with mortality and limits of control. They described **"Helping globally"** as too abstract, **"big word... one step at a time,"** and tended to define impact as patient-

by-patient change. They also reported that the felt sense of helping fluctuated with outcomes, particularly when patients died, **“fluctuating... depende sa outcome... namamatayan... feel ko hindi ako nakakatulong.”** Some reinterpreted “global” as public health or future volunteering rather than immediate overseas work.

Gen Z nurses interpreted “helping globally” in concrete and measurable ways rather than abstract or policy-oriented terms. One participant expressed, **“Helping globally... big word... one step at a time,”** suggesting that global contribution was understood through direct patient care and observable unit outcomes rather than through large-scale system reform. This was supported by Jiang et al. (2024), who observed that young nurses viewed the broader context of making an impact as being related to tangible clinical actions and measurable outcomes. This was also consistent with McNiff (2023), who indicated that the intrinsic motivation for nurses was derived from their desire to assist people, save lives, feel needed, and be appreciated by patients. In this way, Gen Z nurses’ concept of global assistance reflected their professional identity as a result- and patient-care-oriented identity at the bedside, rather than on policy-related concepts that were considered abstract.

At the same time, their sense of meaning appeared highly outcome-sensitive. One participant shared, **“fluctuating... depende sa outcome... namamatayan... feel ko hindi ako nakakatulong,”** revealing that fulfillment was closely tied to patient recovery, while deterioration or death triggered self-doubt. Serafin et al. (2020) found that Gen Z nurses might have had difficulties with managing emotions when faced with a complex clinical setting. Therefore, it could be presumed that the level of motivation that drove Gen Z nurses depended upon how well they related emotionally to other individuals and how this related to positive patient outcomes being visible in relation to their day-to-day role. Benner’s model was useful here because early-career nurses often experienced strong emotional swings around patient outcomes as they were still building clinical confidence and coping skills for loss, which made structured debriefing and reflective supervision important. Leininger’s theory explained why “global” became “local” in meaning: culturally congruent care was enacted in concrete relationships and family contexts, so contribution was experienced as real when it was relationally visible and patient-centered. Super’s theory framed the “global vs local” translation as part of early career value clarification: large ideals were present, but they were integrated into achievable roles and immediate practice realities.

4.7 Work Values of Gen Y Nurses

The table summarized the emerging work values of Gen Y nurses based on clustered extrinsic-value codes. Four themes described how this cohort weighed security, compensation, scheduling, and advancement, not as abstract preferences but as conditions that determined whether nursing work remained sustainable alongside family roles, health risks, and increasing accountability at work.

Theme 1: Security defined by benefits and institutional support, not salary alone

This theme reflected a practical view of “security” as protection against predictable life events. Nurses foregrounded benefits and leave access as the core safety net for themselves and their families, illustrated by statements such as **“pinaka importante... PhilHealth... sana meron health insurance”** and references to emergency permissions and paid leaves as meaningful support when crises occurred. In Donald Super’s framework, this aligned with establishment-stage concerns where workers prioritized stability that supported long-term role participation and family responsibilities. Through Madeleine Leininger’s lens, these preferences also reflected culturally grounded obligations to family welfare and reciprocity, where institutional supports were interpreted as moral and relational care from the organization, not only contractual benefits. These accounts suggested that for Gen Y, “security” was experienced less as a paycheck and more as dependable protection that reduced vulnerability and allowed continued service.

Generation Y nurses’ job security was not only about salary, but also about organizational sources of stability such as reliable benefits and institutional protections for emotional, financial, and social well-being. For example, participants stressed the importance of having access to reliable healthcare, such as PhilHealth, and wished for health insurance. They also emphasized paid leave or emergency leave for critical events in their lives. As such, job security was viewed not only in terms of financial protection, but also in terms of providing practical systems of support to assist nurses in successfully navigating their life events. There was a strong relationship between organizational support and perceived job security. According to Galanis et al. (2024), nurses who perceived their employer as providing higher levels of overall support and benefits reported increased levels of job security and decreased turnover intention. Hence, job security could be increased not only by paying more, but also by the emotional and professional security offered by the organization. Further improving overall security and retention was the availability of adequate resources and supportive policies, which were important to nurses’ continued employment. To illustrate, Figueiredo et. al (2025) found that nurses who worked for organisations with adequate organisational resources had greater rates of retention when compared to nurses who worked for organisations with poor organisational resources. In addition to these findings, Hynes et. al (2025) showed that there is a clear relationship between nurse retention, job satisfaction and the existence of supportive work environments for nurses since the onset of pandemic (COVID-19).

Theme 2: Pay motivates effort, but working conditions set the boundary of retention

This theme showed that Gen Y nurses acknowledged the motivational role of compensation while placing clear limits on what money could compensate for. Nurses explicitly connected pay to extra effort, but they also insisted that a poor environment undermined

sustainability, captured in the claim **"kahit anong laki ng sweldo... kung hindi maganda environment... wala din."** This was consistent with Patricia Benner's view that as nurses developed toward competent practice, they became more aware of how system conditions shaped safe performance, cognitive load, and emotional exhaustion. From this perspective, Gen Y nurses were not rejecting compensation; they were defining "extrinsic value" as a package that had to include working conditions that protected mental health and enabled consistent, safe practice. In Super's terms, it also suggested that job satisfaction was tied to role sustainability rather than immediate financial gain, and that retention decisions were made by weighing whether the work context allowed a stable life structure.

Pay motivated a nurse's effort, but it was determined by their working conditions, which dictated their level of engagement in the profession. Better pay led to increased effort, while pay rules dictated how a nurse would behave; however, if the work environment had a negative impact on mental health, then a nurse did not view their compensation as a motivation. Nurses indicated that they put in **"mas extra"** (more) effort when **"usapang pera"** (discussing money) was discussed. This implied that pay could spur temporary motivation and productivity, but they were also clear to point out that **"kahit anong laki ng sweldo... ako nga (however big my salary)... kung hindi magandang environment (if my working conditions aren't good)... wala din (there's nothing)."** Nurse GY03 exemplified this when stating that no matter how much she got paid, she would never have stayed at a job with a toxic or unsupportive work environment because she would have lost her passion for the work. This supported the study of Shorey et al. (2021), which further demonstrated that young nurses were particularly vulnerable to mental health stressors and that there was little or no value in providing financial incentives for work done in an environment that compromised the psychological well-being of the nurse.

Theme 3: Scheduling flexibility as a work-life requirement and fairness issue

This theme reflected the centrality of time control in mid-career nursing. Gen Y nurses linked schedule preferences to family responsibilities and day-to-day functioning, for example, **"working mom... prefer morning,"** and they described the emotional impact of sudden adjustments, where unexpected changes disrupted plans and affected mood. At the same time, scheduling was treated as an operational reality in hospital work, so the value emphasis shifted to predictability and perceived fairness in how changes were distributed. Leininger's theory helped interpret this as a relational norm in the workplace: flexibility was often sustained through **"pagbigayan"** arrangements and mutual accommodation, meaning that scheduling was not only managerial but also embedded in interpersonal obligations and shared responsibility. Benner's lens added that schedule instability could affect learning opportunities and practice quality, particularly when fatigue and role overload reduced attention and coping, which Gen Y nurses implicitly recognized when they described stress responses to abrupt changes.

Flexibility and control over work schedules were two of the most important factors supporting Gen Y nurses' capacity to balance work and home commitments. Predictability of work schedules was also a major factor in maintaining everyday work/life function and emotional stability. Gen Y nurses had a strong relationship between family obligations and their preferred work schedule. This indicated that mid-career Gen Y nurses did not only view their work schedule design as an operational issue; they saw it as being instrumental to their engagement with work, emotional regulation, and ability to fulfill their profession. Scheduling not only represented an area of convenience, but also an area of fairness and transparency regarding operations. Although participants indicated that sometimes changes had to occur in a hospital atmosphere, participants also indicated the need for predictability and for the equitable distribution of the changes. Collaboration among nurses is frequently successful due to the effectiveness with which they communicate, along with their understanding of colleagues' expectations, Patigayon et al. (2025). If nurses feel that their shift changes are communicated fairly and have been handled in an appropriate manner, they will be more likely to trust one another and cooperate with each other and to create positive work relationships. On the other hand, if nurses do not feel that the handling of shift changes has been done appropriately, they will typically have a negative attitude toward working collaboratively with others or creating positive working relationships.

Theme 4: Promotion evaluated through cost-benefit and readiness

This theme showed that Gen Y nurses viewed advancement as conditional rather than automatically desirable. Their talk about promotion emphasized disproportionate trade-offs: added workload and responsibility with limited net gain, reflected in comments such as **"dadami workload... konti dagdag... mabigat responsibility,"** and decisions were framed by whether promotion was **"worth it"** given readiness and demands. In Benner's model, this was a rational stance for nurses who had enough experience to understand that higher positions were not simply **"more status,"** but expanded accountability, administrative burden, and complex people-management tasks. Super's approach further explained the calculus: in establishment, advancement was meaningful, but only when it supported long-term career stability and fit the individual's current life roles. Leininger added an important nuance: perceptions of **"worth it"** could include relational costs, such as reduced time for family or decreased capacity to meet culturally shaped obligations, which made proportionality of reward particularly salient.

The Gen Y themes depicted a cohort that valued extrinsic conditions primarily as supports for sustainable professional life. Benefits and leave functioned as the anchor of security, pay mattered but could not offset harmful environments, scheduling flexibility was interpreted through both fairness and family responsibility, and promotion was filtered through readiness and proportional reward. These were not "less committed" values; they reflected a grounded understanding of what enabled continued competent practice and

retention in hospital nursing under real constraints. This finding showed that sustainable career advancement needed a longer period of time compared to increased promotion. Furthermore, this reflected Hampton (2022), which showed that nurses leveraged supervisory leadership opportunities based upon how much sustainable workload and organizational support there were rather than on how much money or status was associated with each opportunity. The theme also highlighted that promotion was not universally motivating when there was associated disproportionate stress and insufficiency of structural support. Boamah (2023) supported this view by asserting that the intention to take up leadership roles was lower among early-career nurses when their emotional exhaustion was higher and their mentoring systems were weak. The readiness focus was further based on a professional value system led by competence, confidence, and patient safety. Nurses' refusal to accept advancement without adequate preparations signified promotion as a professional responsibility rather than a mere career opportunity. This observation was in line with Kwon (2024), who reported that nurses' leadership acceptance was highly determined by perceived self-efficacy, clinical competence, and access to leadership development programs.

4.8 Work Values of Gen X Nurses

The table synthesized the clustered prestige-related codes for Gen X nurses into four emerging themes. These themes depicted how experienced nurses constructed "prestige" in practice, not primarily as status-seeking, but as disciplined professional conduct, ethical fairness, responsibility for developing others, and identification with institutional standards and reputation.

Theme 1: Prestige enacted through reciprocity, humility, and controlled communication

The theme indicated that Gen X nurses defined professional standing through everyday relational discipline. Respect was described as reciprocal, **"give and take... irerespeto mo rin sila,"** and dignity in patient relations was expressed through emotional restraint and humility, such as **"customer is always right... maging magpakumbaba... uunawain natin sila."**

Patricia Benner's Novice to Expert Theory depicts the behaviors demonstrated by those who have achieved proficiency and expertise by combining clinical skill with good relational judgment. For those who have achieved these levels of expertise, calm and respectful communication is more than just following etiquette, it is essential to providing effective clinical care and managing risk in high-stress settings where conflict can develop and lead to compromised care. Additionally, the narratives described in terms of Madeleine Leininger's Transcultural Theory demonstrate culturally appropriate caring, based on the principles of humility, non-confrontational behavior, and respect in communication consistent with the culturally determined expectations for how health care providers should behave toward vulnerable people (patients and families). In Donald Super's work values lens, the theme fit later career values tied to integrity, stability, and maintaining professional identity through consistent conduct rather than novelty or rapid advancement.

Gen X nurses defined prestige not in terms of rank or authority but by the respect they earned through reciprocal relationships, **"give and take... irerespeto mo rin sila."** Research conducted by Reyes (2025) indicates that nurses who perceive that they are treated fairly by their managers and have interactions based on mutual respect have higher commitment to their employing organizations, and are less likely to experience burnout. Prestige is a concept that exists among people and has a relational dimension; it manifests itself through mutually respectful and ethical interactions among individuals in a professional environment.

Theme 2: Respect includes fairness and non-discriminatory treatment

The theme further clarified that Gen X prestige was anchored in ethical equality. Participants explicitly rejected status-based care, emphasizing that dignity was independent of socioeconomic standing, **"hindi titignan ang estado... hindi VIP treatment."** This positioned prestige as moral credibility: being a **"good nurse"** was demonstrated by equitable care that did not shift based on wealth or perceived importance. Leininger's framework directly supported this interpretation because transcultural nursing emphasized respect for persons, avoidance of ethnocentrism, and care patterns that preserved dignity across diverse backgrounds. Here, **"no VIP treatment"** was not a purely organizational stance; it was a value statement about what culturally and ethically appropriate nursing care should look like. Benner's perspective also applied: expert nurses often held strong practice standards and enacted them through consistent, principled decisions, which became part of how peers and juniors recognized expertise and trustworthiness.

Gen X nurses viewed the professional prestige of the nursing profession as being rooted in the ethical equality of the treatment provided to patients, where consistent delivery of dignified care defined a nurse as a good nurse, regardless of the status of the patient receiving that dignified care. This was supported by the study of Mazuecos et al. (2023), which showed that nursing professionals' social and professional values of fairness and respect were closely connected to how they perceived the quality of their professional life and level of trust within the work environment. When nurses provided equitable care, they enhanced their credibility with other staff members; however, when one nurse received special treatment, it created frustration and an immoral experience for other staff members. In addition, if nurse staffing was inconsistent or not equitable, it could create a breakdown of working relationships and impede the ability of nursing professionals to communicate effectively, work collaboratively, and establish strong and committed teamwork with one another, Pawlak et al. (2022).

Theme 3: Authority earned through mentoring, team buy-in, and visible initiative

The theme showed that Gen X nurses located prestige in developing others and in shaping unit performance. Pride was expressed in trainee competence, “**proud... kami ang nag train,**” and leadership was framed as relationally dependent, “**hindi ko to magagawang kung hindi ko sila kasama.**” Initiative was treated as a marker of professionalism, with explicit expectations that nurses learned through challenge without constant supervision, “**initiative... hindi susubaybayan lagi.**”

The authority of trainers became stronger when their mentees showed their ability to perform. Diño et al. (2022) found that senior nurses performed their duties as unofficial leaders who obtained their authority through their professional knowledge and the trust of their colleagues. The research by Labrague and De los Santos (2020) showed that team-dependent leadership existed because collaborative leadership methods led to better unit performance and improved resilience during times of high demand. The community established authority through its members, who contributed to their shared responsibilities.

Benner’s model stated that expert nurses were the carriers of practice wisdom and informal educators, helping novice nurses move from rule-based to competent practice. By encouraging initiative, they expected advanced beginners to take on responsibility for their learning over time. This approach was developmentally appropriate; however, when the organizational scaffolding was weak, this expectation sometimes caused friction with advanced beginners. According to Leininger, mentorship and team buy-in were cultural processes that maintained the unit’s micro-culture and passed on the norms of respect, diligence, and correct practice. Super’s theory further framed the emphasis on mentoring as a maintenance-stage value, where experienced workers derived satisfaction from contribution, generativity, and ensuring continuity of standards in the profession.

Theme 4: Recognition is performance-based, responsibility-heavy, and linked to institutional reputation

This theme illustrated how Gen X nurses interpreted advancement and recognition as accountability rather than entitlement. Promotion was described as grounded in authentic performance that could not be faked, “**basis ng promotion... skills, knowledge, attitude... hindi ma fake,**” and simultaneously as emotionally affirming but heavy, “**promotion... nakakataba ng puso... pero mahirap... responsibilidad.**” Prestige was also collective, with nurses describing themselves as representatives of the hospital and linking credibility to reputation and long tenure, “**representative ng institution,**” and “**commitment, dedication... from 2001 up to now nandito pa ako.**” According to Benner, a mature professional identity is expressed through one’s ability to display, evaluate, and support standards of performance in the company (by providing service to it). Super’s model shows that when you are recognized and supported by your employer, there is a strong connection between your loyalty to the organization and the value you place on your achievements in your career, as well as how much you will want to continue contributing to the institution that has provided you with a stable and secure sense of self-identity. The cultural congruence of the care provided by the nurse or caregiver will help build the reputation of the institution; therefore, these nurses feel their responsibility to protect the institution’s reputation is also a responsibility to protect the ethical integrity of nursing practice.

Gen X work values were best characterized as prestige-through-integrity. Respectful conduct, equitable treatment, generative mentorship, and performance-based recognition formed an integrated value system in which prestige was earned by sustaining trustworthy practice and transmitting standards to others. These themes demonstrated that when Gen X nurses are provided with structured pathways for involvement in clinical governance, mentoring and developing organisational culture, this not only corresponds strongly to their value set but can also reduce intergenerational conflict by clarifying what is expected of nursing professionals in relation to initiative, communication and professionalism, and making those expectations teachable processes as opposed to assumed processes.

4.9 On the corroboration of the quantitative and qualitative results to provide an understanding of nurses’ work values across different generations

Overarching Themes	Quantitative Findings	Qualitative Findings	Meta-inferences and Interpretation
Purpose-driven competence building through supported, experience-based learning (Gen Z)	Gen Z obtained the highest mean in intrinsic values (4.91), although no statistically significant difference was found across generations (p = .086). All groups rated intrinsic values as “very important.”	Nurses emphasized learning through experience, mistakes, and mentorship, describing work as fulfilling a sense of calling (“it fulfills my calling,” “dun ka natututo”).	Areas of convergence and complementarity were evident between the two phases. The high intrinsic ratings align with qualitative accounts of purpose-driven learning and competence development. The qualitative

<p>Purpose-driven competence building through supported, experience-based learning (Gen Z)</p>	<p>Intrinsic values were consistently rated very high across cohorts (4.75–4.91), indicating strong motivation toward meaningful and engaging work.</p>	<p>Nurses reported that limited or repetitive assignments restricted opportunities for growth and reduced engagement.</p>	<p>data further explain that intrinsic values are closely tied to identity formation and early-career growth, suggesting that while all generations value intrinsic aspects, Gen Z expresses these through active learning and mentorship experiences.</p>
<p>Compassion as a visible standard that must hold under pressure (Gen Z)</p>	<p>Social values were rated very important across all groups (4.71–4.82), with Gen Z slightly higher.</p>	<p>Compassion was described as observable and expected in practice, even under pressure (“halata ng pasyente”).</p>	<p>Areas of divergence and expansion emerged between findings. The quantitative results show that nurses feel motivated to work primarily by their own desire; however, when examining the actual conditions, they are faced with restrictions that limit their ability to engage. Meaningful work is appreciated by nurses but is constrained by the structure of an organization to enable the use of such values in the execution of their jobs.</p>
<p>Nursing identity defined as service, selflessness, and contribution (Gen Z)</p>	<p>High intrinsic and social scores were consistent across all generations.</p>	<p>Nurses described their identity as rooted in service, selflessness, and contributing to patient well-being.</p>	<p>Areas of convergence and complementarity were evident. The high social value ratings are supported by qualitative descriptions of compassion as a visible and measurable aspect of care. The qualitative findings expand the results by showing that compassion is not only valued but also actively performed and evaluated in real-time clinical settings.</p> <p>Areas of convergence were identified as both data strands emphasized service-oriented values. The qualitative findings reinforce that these values are deeply internalized as part of professional identity, supporting the uniformly high quantitative ratings across cohorts.</p>

Global helping translated into local impact, with meaning shaped by outcomes (Gen Z)	No statistically significant differences were found in intrinsic and social domains across generations.	Nurses reframed helping as patient-by-patient impact rather than large-scale change.	Areas of complementarity and expansion were evident. While quantitative findings indicate shared values, qualitative data provide deeper insight into how these values are interpreted in practice, showing that meaning is constructed through immediate patient outcomes rather than abstract global contributions.
Security defined by benefits and institutional support, not salary alone (Gen Y)	Gen Y showed slightly higher extrinsic values (4.70), though not statistically significant ($p = .375$).	Nurses emphasized benefits, job security, and institutional support as primary sources of stability.	Areas of convergence and complementarity were evident. Quantitative findings showing high extrinsic importance are supported by qualitative narratives emphasizing security. The qualitative data expand this by clarifying that security is defined more broadly than salary, including benefits and organizational support systems.
Pay motivates effort, but working conditions set the boundary of retention (Gen Y)	Extrinsic values were rated very important across all cohorts (4.60–4.71).	Nurses stated that salary motivates them but is insufficient without a supportive work environment.	Areas of divergence and complementarity were identified. Quantitative analysis showed that the quality of the job's performance was related to the competitiveness of their respective equivalence pay. As far as the qualitative analysis were concerned, there are numerous conditional variables, including the difference in the working environment between extrinsic rewards versus intrinsic rewards and external job cohesiveness and teamwork.
Scheduling flexibility as work-life requirement and fairness issue (Gen Y)	Extrinsic domain (including scheduling) was consistently rated highly (4.60–4.71).	Flexibility was described as essential for work-life balance and fairness.	Areas of convergence and complementarity were present. High quantitative ratings align with qualitative emphasis on scheduling. The qualitative findings further highlight that flexibility is both a personal necessity and an

			issue of fairness within the workplace.
Promotion evaluated through cost-benefit and readiness (Gen Y)	Prestige values were moderately high (4.58–4.64), with no significant differences across groups ($p = .849$).	Promotion was viewed as both rewarding and burdensome, depending on readiness and workload (“worth it” under certain conditions).	Areas of divergence and expansion were evident. While promotion is rated very highly in quantitative terms, qualitative research shows that there is some degree of ambivalence about how important promotions are to individuals. As a result, high ratings may indicate only perceived importance; nurses may assess the desirability of promotions relative to how they perceive the desirability of promotions in terms of personal or contextual factors.
Prestige enacted through reciprocity, humility, and controlled communication (Gen X)	Gen X showed relatively high prestige values (4.58), though not significantly different from other groups.	Nurses described prestige through respectful interaction, humility, and professional communication.	Areas of convergence and complementarity were observed. Quantitative findings support the importance of prestige, while qualitative data explain how it is enacted in everyday professional interactions, emphasizing relational and ethical conduct.
Respect includes fairness and non-discriminatory treatment (Gen X)	Social and prestige values were rated very important across all cohorts.	Nurses emphasized fairness and equal treatment (“hindi VIP treatment”).	Areas of convergence were evident as both strands highlight respect as a core value. The qualitative findings reinforce the ethical dimension of fairness, supporting the consistently high ratings.
Authority earned through mentoring, team buy-in, and visible initiative (Gen X)	No statistically significant differences were found across all domains.	Authority was described as earned through mentorship, initiative, and team trust.	Areas of complementarity and expansion were identified. While quantitative findings indicate shared values, qualitative data provide deeper understanding of how authority develops over time through experience and leadership practices.
Recognition is performance-based, responsibility-heavy,	Prestige values were consistently high across cohorts.	Recognition was associated with accountability, increased	Areas of divergence and complementarity were evident. Quantitative data have determined that recognition is

and linked to institutional reputation (Gen X)

responsibility, and representing the institution.

important; however, qualitative research has shown that being recognized includes responsibility and pressure. The conclusion that can be drawn from these data is that recognition has both positive and negative connotations within the domain of professional practice.

5. Conclusion

Based on the indicated findings, Community General Hospital nurses from Generation Z, Generation Y, and Generation X all shared common priorities for their work across intrinsic, extrinsic, social and prestige work value dimensions. The findings showed that nurses across generations generally uphold similar values regarding what it is important in their professional roles. These included having the opportunity to perform work that is meaningful, having a sense of purpose, performing skill competently, receiving adequate support or resources to do your job effectively, developing positive relationships with coworkers and patients, and being recognized as a professional nurse with dignity and respect. The participants of the study were able to express their shared values as being the foundation of their practice as nurses. This was consistent among participants across generations, who indicated that nursing is service-oriented, compassionate, and responsibility toward patients. In addition, participants emphasized the importance of delivering competent, teamwork-oriented and ethical care as an important component of their professional identities.

The findings indicated that while nurses at Community General Hospital shared a lot of the same work values, they do have different work values as a result of their experiences and where they are at in their career. Generation Z emphasized in pursuing their education and improving their skills through mentorship to gain expertise in their work. Some of the narratives shared by these nurses highlighted just how much developing their abilities means to them so that they can provide patients with high-quality and compassionate care. Meanwhile, Generation Y indicated that having a benefit package containing items to assist with meeting their financial obligations in either personal or outside of work was included as one of the top factors when deciding on whether or not they would stay with their current work. Generation X nurses described their work values in the form of having professional respect, fairness and mentor others. The experiences of these nurses showed a great deal of pride in their profession by keeping up with professional standards, mentoring younger nurses and maintaining the good standing of their organization.

Moreover, the findings revealed that the meaning associated with different work values varied among participants. Recognition, promotion and organizational support were recognized across all participants as being important but had different meanings associated with them; such as some nurses described recognition as an affirmation of nursing competence, while others described recognition as creating additional responsibility and expectations. In the same way, benefits and organizational assistance were appreciated not only for financial reasons but also for the stability and equity they provide to the workplace. These results emphasized that while nurses may have shared the similar values, there may be differences in how these values are seen and interpreted. Overall, the results revealed that the core principles of professional work values bind nurses of all generations together. The findings of this study imply that despite age differences, all nurses are dedicated to competence, compassion, teamwork, and respect in the healthcare setting.

6. Recommendations

For Nurses

- I. It is recommended that Generation X nurses further develop social work values, particularly with respect to teamwork, compassion, supportive communication in the workplace. As senior nurses who normally set out the leadership and managerial capacities, Generation X nurses may assist in creating a more collaborative work environment through role modeling and promoting compassionate interpersonal relationships as well as mentoring younger nurses through difficult patient care experiences. The Compassionate Collaboration Workshop could help to reinforce their leadership and mentorship role and to promote successful inter-professional teamwork and emotional support while maintaining quality care for patients even under heavy workloads.
- II. It is recommended that Generation Y nurses further develop intrinsic work values such as professional purpose, internal motivation, and commitment to nursing practice. Due to the way that nurses from Generation Y balance the need for career

advancement and the desire for personal fulfillment, enhancing their sense of meaning in nursing can improve their engagement in their profession and increase their commitment to the profession for the long term. The Strengthening Meaning Through Clinical Reflection activity may help Generation Y nurses reconnect their daily nursing tasks to their patient outcomes and professional growth, thereby strengthening their nursing identity and internal motivation.

- III. It is recommended that Generation Z nurses improve both extrinsic work values and prestige value through understanding professional recognition, workplace support, and career progression is essential. New nurses are still learning how to be successful in their new roles; therefore, taking part in structured forums such as the Sustainable Nursing Practice Forum and Professional Respect and Mentorship Dialogue, which may assist new nurses in becoming familiar with organizational systems, valuing their mentor relationship, and developing reasonable expectations of professional recognition as well as workplace support.

For Hospital Institution

It is recommended that hospital institutions implement the values-based training programs for each of the generations to demonstrate their nurses work values. Based on the findings, hospitals may integrate activities such as Strengthening Meaning Through Clinical Reflection for Generation Y nurses to reinforce intrinsic work values, Compassionate Collaboration Workshop for Generation X nurses to strengthen social work values and Sustainable Nursing Practice Forum and Professional Respect and Mentorship Dialogue for Generation Z to strengthen extrinsic and prestige work values.

For Nursing Education Institutions

It is recommended that nursing educational institutions incorporate value formation in the nursing curriculum and through clinical training experiences. To assist student nurses with developing intrinsic, social, extrinsic, and prestige values prior to entering the workforce, reflective journaling, mentoring dialogues, and generational discussion activities can be introduced before students graduate from school. Since this study focused on working nurses and did not include students; nursing schools could potentially modify the suggested programs at an academic level to ensure continuity of value development from education to practice.

For Future Researchers

It is recommended for future researchers that conduct similar research with larger samples of nurses from different hospitals. The future researchers may also use a longitudinal or experimental approach to assess the long-term effects of the proposed values-formation programs. Additionally, future researchers can look at other topics than work value dimensions when measuring work value formation in nursing by using self-reported measures such as organizational culture, leadership style, and health care professional outcomes.

7. Statements and Declarations

The researchers extend their deepest gratitude to all individuals and institutions who contributed to the successful completion of this undergraduate thesis. They express their appreciation to Sr. Lina L. Amante, FdCC, Dean of Canossa College, and Mrs. Kathleen B. Corcolon, M.A.N., R.N., Dean of the College of Nursing, for their unwavering support and generosity. Acknowledgment is extended to Dr. Marc Lester F. Quintana, Ed.D., M.A.N., R.N., for his invaluable mentorship, and Mrs. Kathleen B. Corcolon, M.A.N., R.N., for her expertise and dedicated guidance throughout the research process. The contributions and support of Ms. Girlie Mannphy A. Lacambra, M.A.N., R.M., R.N., and Mrs. Vivian P. Lajara, M.A.N., R.N., are highly appreciated. The researchers also express their gratitude to Dr. Aristeo C. Alvero for granting access to their institutions to conduct the study, as well as Ms. Helen Velasco for her assistance in providing study participants. The researchers appreciate the valuable contributions of Ms. Richie Mendoza, MAEd, as research intercoder, and Mr. Paul Adrian AVECILLA, Rpm, as a panelist. Special thanks are extended to content validators Ms. Helen Velasco, RN, Ms. Eden Malvar, RN, Ms. Florissa Belen, RN, MAN, Ms. Lerma D. Suministrado, MAEd, Rpm, RGC, Ms. Wendie R. Bartolome and Ms. Maria Fatima Alcantara, RN, MSN for their meticulous assessments. Gratitude is also extended to the hospital staff and nurses from Community General Hospital and San Pablo Doctors Hospital for their cooperation. The researchers appreciate the encouragement and the unwavering support from their families, particularly the Sanchez, Caday, Melo, Offemaria, and Tailan families. Above all, they acknowledge Almighty God for His wisdom, guidance, and strength throughout this academic endeavor.

Funding: Please add: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

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