

# Understanding ethics and morality in the face of crisis: The influence of philosophy to senior high school students of Batangas province

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## ***Abstract***

Philosophy has great contribution in understanding and discerning the fundamental truths around the world and the study entitled, Understanding Ethics and Morality in the Face of Crisis: The Influence of Philosophy to Senior High School Students of Batangas Province. The study was conceptualized in order to understand ethics and morality in the face of crisis and see the influence of Philosophy to senior high school students of Batangas Province. Because of modernization, young people tend to grasp diverse insights with regards to such matters. It only does prove it has a great power to the standpoint of youth. This aims to determine how philosophy affects the way senior high school students view ethics and morality in the face of crisis. The respondents of the study are the Senior High School Students from Batangas Province for the best signifies youth equipped with wisdom and intellectuality. The researcher employed the quantitative research approach. Survey questionnaire served as instrument to gather data, the perceptions of the senior high school students regarding this study. Based on the findings, researchers concluded that philosophy plays a part and affect the senior high school students in understanding ethics and morality in the face of crisis. Philosophy enables them to learn significant intellectual skills that guide their reasoning and thinking that reflects their values and principles as individuals. The researcher recommended that Senior high school students must encourage themselves by interacting with one another and creating social networks that can easily strengthen them when faced with discouraging issues.

***Keywords:*** philosophy, morality, ethics, senior high school students, crisis

## **Understanding ethics and morality in the face of crisis: The influence of philosophy to senior high school students of Batangas province**

### **1. Introduction**

Philosophy makes a central contribution to the educational enterprise through its demands upon intellectual activity. Education in philosophy involves becoming aware of major figures and developments in the history of philosophy, learning up-to-date techniques and accepted answers to philosophical questions, and learning critical, interpretive, and evaluative skills that, in the overall scheme of things, may be considered to be of greatest value. Philosophy and the concepts within that impact many avenues such as professional career, education and most significantly, life. Philosophy is embedded in everything.

#### *1.1 Meaning of philosophy, ethics and morality*

Philosophy is the study of knowledge, or 'thinking about thinking'. Defined by the Penguin English Dictionary, philosophy is the study of the ultimate nature of existence, reality, knowledge and goodness, as discoverable by human reasoning. Stated as the careful thought about the fundamental nature of the world, the grounds for human knowledge, and the evaluation of human conduct. Moreover, the field of ethics is taught throughout the youth of today which will help them grow and be a righteous person. According to Field (2019), the discipline of ethics and moral philosophy involves systematizing, defending and recommending concepts of right and wrong behavior. Through this, recommending and defending the concept of what is good and bad would be very helpful for the youth of today. People can voice out their positions thus making more clear conversation for more understandable communication. Applying ethics in everyday lives can have greater impact to understand deeper the meaning of right and wrong, causing debated issues more possible to resolve.

Morality is often taught at a young age to help them distinguish what is right and wrong, which is a person's moral and/or opinion about something such as belief and culture. Though, not all children were taught good manners and right conduct and many were not also disciplined well by their parents which may have affected their view of life and in making moral decisions. Hence, morality did play a big part in the modern world. Though morality might sound simple - in reality it's not. In fact, there have been theories made for moral psychology which was a great deal in regulations and the law. As Cushman (2015) detailed, moral judgement isn't a unitary, sequential process. Rather, it is classified by parallel and dissociable processes. Whereas, one may be concerned with a person's causal responsibility for harm or who sinned. While the other is concerned with a person's responsible mental states or if the incident was an accident. Furthermore, these were the guide for unfortunate events where morality has been abused. For instance, investigating crimes or accidents.

#### *Who are the Senior High School Students?*

Senior High School Students, the youth are valuable human resources of every country. As Dr. Jose Rizal said, they are the hope of the nation and that is the reason why they should be guided and their competencies should be utilized for the progress of the state. However, the things that influence youth can define what kind of person they will become in the future.

#### *Significance of philosophy, ethics and morality to the Senior High School Students*

Therefore, the ethics that have been taught to students should be guided by morality even in the face of the crisis of what is good and right for they bring this thinking with them when they get old. Philosophy affects ethical issues because a person's ethical framework is partly built upon a person's philosophical basis. In addition, philosophy questions and carefully thinks about the existence, values, and reason, it also provides deeper understanding of things that can't be explained easily or harshly. With that, the influence of philosophy

on students' ethics and morality will surely be seen with great impact. They think logically in every situation, assess and analyze solutions in every problem, and many more.

The world is constantly evolving and changing hence, creating a difference in every people's mind. Emerging trends, crisis, new ideologies and dogmas, one has to adapt in order to fit in the modern society. Modern age requires modern thinking and this is where philosophy takes part. Influencing individualities on how they live their life despite the crisis. Varied in a way it urges them to think unconventionally. Because of modernization, students tend to grasp diverse insights with regard to such matters. It only proves it has a great power from the standpoint of youth.

### ***Compelling reasons why to conduct the study***

Thus, this study was conceptualized in order to understand ethics and morality in the face of crisis and see the influence of Philosophy to senior high school students of Batangas Province. Also, through this paper, various insights will be acknowledged concerning philosophy as a mechanism coped by students in empathizing ethics and morality.

#### *1.2 Research questions*

The study aims to understand ethics and morality in the face of crisis: The Influence of Philosophy to Senior High School Students of Batangas province. More importantly, the study will provide suggestions regarding the use of philosophy as a catalyst in understanding such principles and virtue.

Specifically, this study will seek answers to the following questions:

- In what way does Philosophy influence senior high school high school students in understanding ethics and morality in the face of crisis especially in terms of relationship to the society; and decision-making.
- What are the perceptions of senior high school students in considering philosophy as a way to understand ethics and morality?
- What are the suggested activities which would be used by the Senior High School Students to effectively practice Philosophy to view ethics and morality in the face of crisis?

## **2. Literature**

This part of the study presents the literature and studies which have significant bearing to the present study. This will provide a strong foundation in the conduct of this study with regard to understanding ethics and morality in the face of the crisis and the influence of philosophy to senior high school students of Batangas Province.

### ***Philosophy, morality, ethics and senior high school students' morality and ethics in the face of crisis***

#### *2.1 Philosophy*

According to Justus (2019), the term 'Philosophy' means 'love of wisdom' from the Greek word 'Philo' meaning love and 'Sophia' signifying wisdom. In a broad sense, Philosophy is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other. As an academic discipline, philosophy is much the same. Those who study philosophy are perpetually engaged in asking, answering, and arguing for their answers to life's most basic questions.

In today's world, there is a popular use of the word Philosophy. Philosophy is a term applied to almost any area

of life. This subject and its subcategories have been widely discussed in both the Western and non-Western world albeit with different focuses. Philosophy includes many different subfields involving investigation into man's existence. Moreover, non-western philosophy incorporates both science and religion to answer questions (Bartleby, 2016).

Moreover, philosophy uses the tools of logic and reason to analyze the ways in which humans experience the world. It teaches critical thinking, close reading, clear writing, and logical analysis; it uses these to understand the language we use to describe the world, and the place within it. Students who learn philosophy get a great many benefits from doing so. The tools taught by Philosophy are of great use in further education, and in employment. Despite the seemingly abstract nature of the questions philosophers ask, the tools philosophy teaches tend to be highly sought-after by employers. Philosophy students learn how to write clearly, and to read closely, with a critical eye; they are taught to spot bad reasoning, and how to avoid it in their writing and in their work. It is therefore not surprising that philosophy students have historically scored more highly on tests (Hall, 2019).

Moreover, students who engage in philosophical thinking are better able to grapple with concepts that might otherwise be beyond their grasp. Furthermore, according to Emma and Worley (2018), of the Philosophy Foundation, a UK-based organization that specializes in doing philosophy in the classroom, what's even more important than these cognitive advantages at the individual level are the societal benefits of having a population that thinks critically and coherently.

## 2.2 *Morality*

Morality indicates what is the 'right' and 'wrong' way to behave, for instance, that one should be fair and not unfair to others. This is considered of interest to explain the social behavior of individuals living together in groups. Results from animal studies or insights into universal justice principles do not necessarily help to address moral behavior in modern societies. This also requires the reconciliation of people who endorse different political orientations or adhere to different religions. The observation that 'good people can do bad things' further suggests that we should look beyond the causes of individual deviance or delinquency to understand moral behavior. As analysis, key explanatory principles were considered, emerging from prominent theoretical approaches to capture important features characterizing human morality (Tomasello & Vaish, 2013).

Moreover, the study of Haidt, (2012) states that moral principles indicate what is a 'good,' 'virtuous,' 'just,' 'right,' or 'ethical' way for humans to behave. Moral guidelines can induce individuals to display behavior that has no obvious instrumental use or no direct value for them, for instance, when they show empathy, fairness, or altruism toward others. Moral rules and sanctions for those who transgress them are used by individuals living together in social communities, for example, to make them refrain from selfish behavior and to prevent them from lying, cheating, or stealing from others.

The role of morality in the maintenance of social order is recognized by scholars from different disciplines. Biologists and evolutionary scientists have documented examples of selfless and empathic behaviors observed in communities of animals living together, considering these as relevant origins of human morality (Kagan, 2018). The main focus of this work is on displays of fairness, empathy, or altruism in face-to-face groups, where individuals all know and depend on each other. In the analysis provided by Tomasello and Vaish (2013), this would be considered the 'first tier' of morality, where individuals can observe and reciprocate the treatment they receive from others to elicit and reward cooperative and empathic behaviors that help to protect individual and group survival.

Philosophers, legal scholars, and political scientists have addressed more abstract moral principles that can be used to regulate and govern the interactions of individuals in larger and more complex societies (Haidt, 2012). Here, the nature of cooperative or empathic behavior is much more symbolic as it depends less on direct exchanges between specific individuals, but taps into more abstract and ambiguous concepts such as 'the greater good.' Scholarly efforts in this area have considered how specific behaviors might and might not be in line with

different moral principles and which guidelines and procedures might institutionalize social order according to such principles (e.g., Churchland, 2011; Morris, 2010). These approaches tap into what Tomasello and Vaish (2013) consider the 'second tier' of morality, which emphasizes the social signaling functions of moral behavior and distinguishes human from animal morality.

At this level, behavioral guidelines that have lost their immediate survival value in modern societies such as specific dress codes or dietary restrictions may nevertheless come to be seen as prescribing essential behavior that is morally 'right.' Specific behaviors can acquire this symbolic moral value to the extent that they define how individuals typically mark their religious identity, communicate respect for authority, or secure group belonging for those adhering to them (Tomasello & Vaish, 2013). Moral judgments that function to maintain social order in this way rely on complex explanations and require verbal exchanges to communicate the moral overtones of behavioral guidelines. Language-driven interpretations and attributions are needed to capture symbolic meanings and inferred intentions that are not self-evident in behavioral displays or outwardly visible indicators of emotions (Kagan, 2018).

The interest of psychologists in moral behavior as a factor in maintaining social order has long been driven by developmental questions as how do children acquire the ability to do this and clinical implications like what are the origins of social deviance and delinquency. Fiske's (2011) publication, on the role of quick intuition versus deliberate reflection in distinguishing between right and wrong, marked a turning point in the interest of psychologists in these issues. This development also facilitated the connection of psychological theory to neurobiological mechanisms and inspired attempts to empirically examine underlying processes at this level and for instance, by using functional magnetic resonance imaging measures to monitor the brain activity of individuals confronted with moral dilemmas.

### 2.3 Ethics

Ethics, as a philosophical discipline, was first structured and systematized in ancient Greece, most particularly by Aristotle. Its evolution throughout man's history has led to significant shifts in society. It has infused debates on topics like abortion, human rights, and professional conduct. As years passed, various concepts of ethics have been derived from different religions, philosophies, and cultures. At its simplest, ethics is a system of moral principles. It affects how people make decisions and lead their lives, concerning what is good for individuals and the society. The term 'ethics' is derived from the Greek word 'ethos' which means custom, habit, character, or disposition (Neves, 2016). With this being said, ethics covers dilemmas such as living a good life, people's rights and responsibilities, and ethical decision-making.

Philosophers nowadays tend to divide ethical theories into three areas: meta-ethics, normative ethics, and applied ethics. First, as defined by Sayre-McCord (2012), meta-ethics is the attempt to understand the metaphysical, epistemological, semantic, and psychological presuppositions and commitments of moral thought, talk, and practice. As such, it counts within its domain a broad range of questions and puzzles. These questions lead naturally to puzzles about the meaning of moral claims as well as about moral truth and the justification of moral commitments. Meta-ethics explores the connection between values, reasons for action, and human motivation, asking how it is that moral standards might provide reasons to do or refrain from doing as it demands. It addresses many of the issues commonly bound up with the nature of freedom and its significance for moral responsibility. Simply, meta-ethics deals with the nature of moral judgement and looks in the origins and meaning of ethical principles.

On the other hand, the field of meta-ethics is contrasted with another field of inquiry, that of normative ethics. Normative ethics is an enormous field concerned with the articulation and the justification of the fundamental principles that govern the issues of how people should live and what they morally ought to do. Its most general concerns are providing an account of moral evaluation and, possibly, articulating a decision procedure to guide moral action (Jackson, Smith, & Driver, 2017). Normative ethics mainly deals with the

content of moral judgement and the criteria for what is right and wrong.

Lastly, applied ethics is a growing, interdisciplinary field dealing with ethical problems in different areas of society. It includes for instance social and political ethics, computer ethics, medical ethics, bioethics, environmental ethics, business ethics, and it also relates to different forms of professional ethics (Collste, 2017). More specifically, applied ethics deals with difficult moral questions and controversial moral issues that people actually face in their lives like abortion, death penalty, same-sex marriage, pre-marital sex, war tactics, and many more.

Considering the ethical theories mentioned above, philosophers believe that they would be useful in practice through affecting the way people behave. They argue that if a person realizes that it would be morally good to do something then it would be irrational for that person to do it. Moreover, as stated by (Chonko, 2012), ethical theories play a role in decision-making because these theories represent the viewpoints from which individuals seek guidance as they make decisions. Each theory emphasizes different points - a different decision-making style or a decision rule such as predicting the outcome and following one's duties to others in order to reach what the individual considers an ethically correct decision.

One's actions affect not only themselves, but also those around them. Ethics is an important aspect of life as it plays a critical role in shaping an individual's behavior. It serves as a guide to moral daily living and helps people judge whether one's behavior can be justified or not. Whether it is at home, in a workplace, or around the community, whatever we do and wherever we go, ethics matters.

### ***Senior High School Students' Morality and Ethics in the face of Crisis***

It has been generally recognized that the future of any nation rests on the shoulders of students of today as they will eventually become the leaders of tomorrow. Therefore, these groups of individuals must be righteous and directed towards fulfilling their purpose as prospective professionals. As students get prepared for cultured roles, it is pertinent to attain moral standards and values that will mold them into personalities ready to lead for the progress of the society.

Students are usually referred to as 'young persons'. Oxford Advanced Learners Dictionary (2010) defines youth as the 'time of life when a person is young, especially the time before a child becomes an adult.' Youth are said-to-be as the engine room of societies. Youth are typically spirited and are always willing to go the extra mile if needed to achieve what they believe in and hold on to. Hence, the contradicting age brackets of youth given by certain organizations cannot make age alone a reliable factor in determining who a youth is.

In the words of Uyanga (2010); morality is 'an accepted code of human conduct in a society'. Morality entails having rules that will regulate communications of men who can choose to abide by these laws because they know it is good sense to do so. Being moral or being morally conscious means adopting standards or principles to guide one's actions in an institution. Morality includes behaving in accordance with what is good while rejecting the bad. It is a holistic approach to stimulate character building and moral development, a characteristic an upright youth must possess. Moral education is taught in schools which should lead youth where they are not forced to be moral and is personally convinced on standards that ought to guide his/her conduct in society. Moral values are taught in moral education as certain acceptable, valuable and cherished qualities that are worthwhile in developing a sound character.

On the other hand, Osaat (2014) expresses ethics as 'things considered worthwhile, desirable, right and good and thus craved for and applied on a daily basis to enhance existence by the people'. Such ethics shape people's identity and cultural continuity. Ethical values are essential values that determine individuals' perception of ethics and right consciousness in society. Furthermore, ethics are abstract ideas that mold actions, are developed and nurtured through upbringing, education and maturation.

As Amingo (2013) argues, morality and ethics is manifested in youth when a person becomes capable of

understanding the principles of moral conduct and is committed to behaving morally in his dealings with others. Principles of moral conduct can only be effectively understood and practiced when moral values are strongly adhered to by individuals in a given society. Society is dynamic, not static and as societies change from simple traditional societies to complex modern societies; people, beliefs, trends and activities also change.

According to Ibia (2016), with civilization came a lot of changes both positively and negatively. One negative change that came with the dawn of the new era was moral corruption and negligence. Society has witnessed a fall in moral standards and an increased interest in pleasure and enjoyment as opposed to more serious things. Moral decadence has resulted in discipline at all levels in the society and its resultant effects are seen today in modern youth. Youth of today can make a difference in their societies by standing out of the crowd and upholding moral and ethical values in a changing society.

### 3. Tables and figures

**Table 1**

*Influence of philosophy to senior high school students in understanding ethics and morality in relation to society*

Effects of Philosophy to SHS in Understanding Ethics and Morality in the Face of Crisis	Weighted Mean	Verbal Interpretation	Ranking
<b>Relation to Society</b>			
I find it important to obey the law, even though we may disagree with it.	3.30	Strongly Agree	1
I respect others' opinions and beliefs even if it is against my own.	3.28	Strongly Agree	2
I encourage others to believe what I believe but don't force them to do so.	3.18	Agree	3
I would refuse to comply if an authority ordered me to do something that might cause me to hurt someone else.	3.08	Agree	4
I take interest in the philosophies of people regarding the laws approved.	2.82	Agree	5
Composite Mean	3.13	Agree	

Table 1 discusses the effects of philosophy on students in understanding ethics and morality in the face of crisis in relation to society. The composite mean of 3.13 and verbally interpreted as agree is a great manifestation that philosophy affects the youth in comprehending ethics and morality. In the first rank was the fact that students find it important to obey the law, even though they may disagree with it. This has garnered a weighted mean of 3.30 which is verbally interpreted as strongly agreed. Most philosophers agree that whatever else people may do, they cannot escape from the fact that all legal systems recognize, create, vary, and enforce obligations. These include the moral obligation to obey or what is usually called political obligation. This depicts that people's political obligations are central to the social role of law. Moreover, these results reveal that students are concerned about obeying laws considering the fact that there are penalties if they fail to obey them. Morality can be connected to obeying/breaking the law because people all have agreed to follow the government, so when they violate a law it is immoral because it is similar to going back on their words. This result is supported by the study of Haidt (2012) which states that moral principles indicate what is a good way for humans to behave. Following the law refrain them from selfish behavior and prevent them from doing unlawful acts.

The statement "I respect others opinion and beliefs even if it is against my own" falls on the second rank with a weighted mean of 3.28 with a verbal interpretation of strongly agree suggests that respect for a person is a central concept in many ethical theories. The results owe much to the students' perspective on respecting others. It shows that even in a diverse environment, they understand that being entitled with their own opinions and beliefs is a part of living in a free society. It may be suggested that students recognize that everyone thinks differently and when others share something, respecting their views does not mean being untrue to their own. This is related by the study

of Tomasello and Vaish (2013) which emphasizes the morality of performing right rather than doing otherwise.

Next, students agree that with Philosophy, they encourage others to believe what they believe but don't force them to do so which has gained a weighted mean of 3.18 and verbally interpreted as agree. This implies that students still value respect amidst their beliefs and standpoints. Furthermore, the concept of inter subjectivity can be associated in this statement because it unveils that the principles of trust, respect for diversity, equity, fairness, and social justice prevails. The result was in accordance with the study of Fiske (2011) which deliberates on the standpoint of what is right from wrong.

Meanwhile in the list partakes a weighted mean of 3.08 and verbally interpreted as agree was the statement that students would refuse to comply if an authority ordered them to do something that might cause them to hurt someone else. Doing the right thing despite someone telling you something that you think will not be beneficial to other people is one of the keys to achieving self-integrity. It is the foundation of the ethical behavior of oneself. This is justified by the study of Neves (2016) which stated that integrity is believed to be based on the value system of a person. When a person achieves integrity, then that person has established a complete sense or feeling that his or her life has been meaningful and worthwhile.

Last in the rank was the fact that modern youth take interest in the philosophies of people regarding the laws approved. Upheld by the weighted mean of 2.82 and verbally interpreted as agree. This means that various philosophies in life play a significant role in the way students think and act. Thus, having justification provided by the law doesn't clearly affect their interest in such philosophies. The result was strengthened by the study of Sayre-MsCord (2012) which states that philosophy begins when human beings start trying to understand the world, not through religion or by accepting laws but using reason. By studying philosophy, people can clarify what they believe and they can be stimulated to think about ultimate questions. A person can study philosophers of the past to discover why they thought as they did and what value their thoughts may have in one's own life.

**Table 2**

*Influence of philosophy to SHS in understanding ethics and morality in decision-making*

Influence of Philosophy to SHS in Understanding Ethics and Morality in Decision-making	Weighted Mean	Verbal Interpretation	Ranking
<b>Decision-making</b>			
I push my philosophy through to win an argument.	2.89	Agree	3
I prefer to stick to my position on an issue even when others try to change my mind.	2.86	Agree	4
I prioritize my philosophy more than the others concerning decision making.	2.67	Agree	5
I ought to do what best serves my interests.	3.07	Agree	2
I tend to sacrifice my needs for those of others in making a decision.	3.09	Agree	1
Composite Mean	2.92	Agree	

Table 2 represents the effects of Philosophy to students, particularly Grade 12 students of Batangas Province in understanding ethics and morality in their decision-making. There were five conditions presented. It could be gleaned from the table that most students agreed that they tend to sacrifice their own needs for those of others in making a decision. Proven by the weighted mean of 3.09 and verbally interpreted as agree. Individuals tend to feel more compassionate toward others than with a selfish need to relieve their distress. They tend to weigh the need for their gain against the benefit of the other party and do what it takes for them to be on good terms. It was supported by the study of Chonko (2012) which explains decision making and its ethical and moral implications. Sacrificing for someone they love may help them show that they care and may even make them feel good about themselves. Yet, if an individual is always being the one who sacrifices or feels forced to make a sacrifice, then it



should be tread with care. Sacrifice in close relationships highlights some of the pros and cons of surrendering something for the ones they love.

Next in rank with the weighted mean of 3.07 and verbally interpreted as agree was the fact that learners ought to do what best serves their interests. Self-interest is a virtue and in order to flourish, one should seek self-interest, but not just self-interest. For morality is more than pursuing self-interest but also the best interests of others. The experiences in life ecstatically transcend self-interested thinking. People are not always selfish or self-interested but also capable of acting with regard for others; capable of acting nobly. The result agrees with the study conducted by Osaat (2014) which discusses the essentiality of values to determine righteous acts not only for oneself but to others as well. A person does not reliably know the interests of others but certainly knows their own. Though sometimes, their satisfaction comes in helping others, different personas try to create a pleased and just atmosphere by also seeking well for themselves.

Meanwhile, with a weighted mean of 2.89 and verbally interpreted as agreed, ranked third shows that the respondents are pushing their philosophy to win an argument. Establishing a personal philosophy is an endless task. As an individual gets older, he becomes awakened to new ideas, and learns hard lessons from tough experiences and bound and undergoing few course corrections along the way. This is in support of the study of Ibia (2016) which deals with the changes in individuals and his society that in turn reflects his becoming as a righteous person. However, despite that, it is entirely possible to outline what is an immutable set of standards that will help endure the curves, dips and twists of life. Furthermore, every man must have a philosophy of life, for everyone must have a standard by which to measure his conduct. Likewise, philosophy is nothing but a standard by which to measure.

Fourth in rank with a weighted mean and verbal interpreted as agree is preferring to stick to a position on an issue even when others try to change their mind. The first reaction many people have to a difference of opinion, values, or perspective is to focus on defending their own viewpoint whether the conflict occurs in a relationship, in a social or work group, or even between countries. Fiercely defending an opinion is often viewed by the other person as belittling their position. Sometimes defending a position is overtly derogatory by suggesting the other person is biased, self-serving in some way, or woefully misinformed. As a result, many disagreements create a spiral of conflict rather than cooperation. Each side is focused more on proving rightness than on resolving the problem. This is connected to the study of Jackson, Smith and Driver (2017) which is concerned with articulating decision procedures to guide moral action and norm standards applicable in resolving problems and conflicts.

Lastly, prioritizing philosophy more than others concerning decision making ranked last with a weighted mean of 2.67 and verbally interpreted as agree. Some accept the advice but do nothing with it. They never follow up, and these people rarely succeed at accomplishing anything. They usually end up making their lives miserable instead. On the other hand, some consider the advice, think it through, and do something with it. Many people with this attitude even go beyond their expectations and improve their life for the better. It was explained in the research conducted by Chonko (2012) focusing on the role of ethical theories in decision making of individuals by seeking guidance from authorities.

Table 3 presented the perceptions of SHS in considering philosophy as a way to understand ethics and morality. In philosophy, people are able to acquire more knowledge in order to sort things according to what it should be, and also it reflects people who make the judgment. Perceptions of one shows how convenient he is for him to be able to adapt from things around. Likewise, in the table above, the statement philosophy enables us to learn significant intellectual skills that guide our reasoning and thinking that reflects our values and principles as individuals ranked 1 in the research conducted with the weighted mean of 3.52 and verbally interpreted as strongly agree. The result was in congruence with the study of Haidt (2012) which states that philosophy transgresses the use of selfish behavior and guides the individual in their reasoning and reflection.

Next in rank with a weighted mean of 3.50 and verbally interpreted as strongly agree is the assertion that

philosophy enables us to understand morality and ethics which are manifested in youth as philosophy stood for perpetually engaged in asking, answering, and arguing for their answers to life's most basic questions. Philosophy is one factor of what makes people alive, giving the answers they searched for and has something to deal with one's being human who's still developing and understanding the ever-changing world. Its systematic and critical study of fundamental questions that arise both in everyday life and through the practice of other disciplines aims not to master the body of facts but to think as clearly and sharply through any set of facts. It was related to the study of Amino (2013) which stated that philosophy helps to read critically, analyze and assess arguments, discern hidden assumptions, construct logically tight arguments, and express themselves clearly and precisely in both speech and writing.

In the statement "Philosophy helps to contemplates what is right and wrong", "Philosophy explores our reasons for being moral" and "Philosophy determines what is moral and immoral" respectively, tied for having the same number of responses, garnering 3.47 as the weighted mean, verbal interpretation of strongly agree and ranked 3.5, simplifying that they are having same images on implementing philosophy. People are intellectual individuals enough to know everything both from what is good and not but does also know that only right counts to morality and ethics, having an effect on their overall well-being. Each and every one's differentiation of decisions, actions, and intentions between the ones that are right or good and the ones that are wrong or bad is defined and must be aligned with the conformity of the right conduct rules. This conformed to the study of Jackson, Smith and Driver (2017) which elaborated on moral judgment and the criteria of what is right and wrong. It proved that philosophy served as a means to quantify our actions and decisions.

Next in the list, with the corresponding weighted mean of 3.45 and verbal interpretation of strongly agree is the pronouncement that "Philosophy enables us to perform activities in which people seek to understand fundamental truths about the world in which they live and their relationship to the world and to each other." Human beings are the most intelligent creatures among all but still confused for a lot of things. The mysteries that they all want to unfold, the existence or genesis in order to satisfy their curiosity and settle all the unanswered questions and debates once and for all. For this reason, philosophy seeks to establish standards of evidence, to provide rational methods of resolving conflicts, and to create techniques for evaluating ideas and arguments. It was clearly mentioned in the study of Ibia which stated that philosophy develops the capacity to see the world from the perspective of other individuals and other cultures and enhances one's ability to perceive the relationships among the various fields of study and deepens one's sense of the meaning and variety of human experience.

The disclosure that "Philosophy enables us to concede virtue ethics itself, which youth are good to be partial when it concerns family for instance, they are naturally inclined to making biased decisions" emerged as the rank 7, having the weighted mean of 3.40 and verbally interpreted as strongly agree. As youth get ready for tomorrow's faith, it is hard to attain moral standards and values that will make them into upright individuals that will soon lead the progress of the future society. Thus, philosophy plays a role in supporting these youths on how they will be able to walk through circumstances. In the study of Amingo (2013), it was believed that philosophy made a great impact on how young people withstand the challenges in life. Furthermore, the study revealed that philosophy gave clear direction to the path of the future.

Ordered at 8 mark with 3.39 as its weighted mean and strongly agree as its verbal interpretation, the statement Philosophy helps modern youth to learn about real-world ethical action and of course, the risks too discourses how significant the philosophy is to youth and how it influences in settling their mind to the stage where they currently belong. It is congruent to the study of Neves (2016) which stated that philosophy served as a catalyst and guide for them to weigh and see the consequences of the actions they will be making, whether they think about it thoroughly or not.

**Table 3***Perceptions of SHS in considering philosophy as a way to understand ethics and morality*

Perceptions of Modern Youth in Considering Philosophy as a Way to Understand Ethics and Morality	Weighted Mean	Verbal Interpretation	Ranking
Philosophy explores our reasons for being moral.	3.47	Strongly Agree	3.5
Philosophy enables us to conceptualize and articulate a solid framework that guides to effectively foster morals, values, and ethics and ultimately benefit society.	3.28	Strongly Agree	10
Philosophy helps modern youth to learn about real-world ethical action – and of course, the risks too.	3.39	Strongly Agree	8
Philosophy enables us to learn significant intellectual skills that guide our reasoning and thinking that reflects our values and principles as individuals.	3.52	Strongly Agree	1
Philosophy helps to contemplate what is right and wrong.	3.47	Strongly Agree	3.5
Philosophy enables us to concede virtue ethics itself, which youth are good to be partial (when it concerns family for instance), they are naturally inclined to making biased decisions.	3.40	Strongly Agree	7
Philosophy examines how people should live their lives in relation to others.	3.37	Strongly Agree	9
Philosophy enables us to understand morality and ethics which are manifested in youth as philosophy stood for perpetually engaged in asking, answering, and arguing for their answers to life's most basic questions.	3.50	Strongly Agree	2
Philosophy determines what is moral and immoral.	3.47	Strongly Agree	3.5
Philosophy enables us to perform activities in which people seek to understand fundamental truths about the world in which they live and their relationship to the world and to each other.	3.45	Strongly Agree	6
Composite Mean	3.43	Strongly Agree	

#### 4. Conclusion

People have their own way of living hence, determines that philosophy can truly serve as a guide to people to embody morality and ethics in day-to-day situations. Thus, proving the utterance of “Philosophy examines how people should live their lives in relation to others” earns the spot 9, with the corresponding weighted mean of 3.37 and verbally interpreted as strongly agree. Philosophy, which makes life in some ways meaningful, provides particular ways to do so by making certain achievements, developing moral character, or learning from relationships with different personalities. Fiske’s (2011) study was related to the result of the present study for it revealed that philosophy was a guide post on how a certain individual will be successful in life.

Lastly, the statement “Philosophy enables us to conceptualize and articulate a solid framework that guides to effectively foster morals, values, and ethics and ultimately benefit society” with an equivalent weighted mean of 3.28 and verbally interpreted as strongly agree holds the preceding place of perceptions. People are able to get wisdom and learn things around them. The surrounding and nature of an individual lies in the fact that it can develop shared feelings with others, and makes one committed to one’s own personal responsibilities and actions.

According to the study of Tomasello and Vaish (2013) through philosophy, personal values, beliefs and good morals help one to make the right decisions by providing a guide to the good choices and bad decisions that need to be discarded. It is the foundation of all ethical decisions which involves balance and choices.

With a composite mean of 3.43 and verbally interpreted as strongly agreeing for all the given situations, it only proves that Philosophy takes part and influences the modern youth of today, in understanding ethics and morality in their everyday life, correct and just. People do not live their lives in moral or ethical isolation but grow up within particular moral traditions. Liberal democracy can only flourish if its citizens hold certain moral and civic values, and manifest certain virtues. In the modern era, technology is affecting society in ubiquitous fashion while maintaining its upright position, and both youth of today are also being influenced by society. The rapid advances in technology and increased societal complexities underpin the importance of morals, values, ethics and philosophy and their benefits to society.

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