

# Understanding Millennial Students

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**Abstract-** The millennial generation experienced different issues pertaining to their attitude, characteristic and interest towards school and environment. In order for them to change the perspective of the people they should establish a strong belief for their selves. The study was a quantitative design that makes use of research made questionnaire. This study aimed to know and deeply understand the millennial generation and with their level of interest. The researchers conducted the survey among the Senior High School with the total of one hundred seven eight respondents who are requested to answer the questionnaire to complete the survey and gather the data needed. Quantitative data were processed using chi-square. The study has shown the level of student interests in terms of education, technological responsibility, health and sanitation, socialization, spiritual, passion and interest, involvement and participation in organization. It shows that interest and attitude is very helpful in understanding millennial generation. Results also show that level of interest is correlated to the student's profile which includes gender and grade level. It can be inferred that there is significant association of level of interest between students profile.

**Index Terms-** Millennial Students, Interest, Attitude

## I. INTRODUCTION

The millennial generation has caught the attention of everyone due to their unique characteristics and interest. Millennial at the year of 1982 until they get the age of 21 in 2003, while the x-generation reached the age from 22 up to 43 and the baby boomers are in the age of 44 to 58 (Dwyer & Pospisil, n.d ). Compared to the past generation millennial were born and expose into the world of technology in which they embraces it in their daily lives. Their generation become popular as they change the mindset and perspective of every individual with regards to education, technological responsibility, health and sanitation, towards environment, socialization, spiritual, passion and interest, and involvement and participation in organization. Their generational cohort continued to increase and exist in the society today.

On the other hand millennial also face issues concerning to their interest and characteristics in the society. Arthur Taylor said that millennial subsists in a loud world that may cause a big issue and covered what is reliable and essential to their task. They become dependent and tend to procrastinate as they focused their attention in using technology and become addicted that could affect their life and change the perspective of the people in the society with their generations. However, their generation also portray positive impact to other people. According to Groscurth and Grover (n.d.) millennial can easily search, find, and expose to a lot of information rather than the other. Millennial should strive hard and find balance to surpass the issue within their generation. To give them knowledge understanding about whom really millennial generation is and how they are different from the other.

Furthermore, this research focused on understanding millennial students in terms of their level of interest. It intends to assess categories in which millennial students shall be more inclined in the kind of interest.

## II. IDENTIFY, RESEARCH AND COLLECT IDEA

Millennial life stages are changing, expanding and explorative where their values, belief, choices, and custom are notified and developed (Barton, Koslow, Fromm, Egan, 2012). They adapt values in work and have expectancy in terms of career that emphasizes the difference between the Gen xers and Baby boomers (Johnson,(2015). They involve in the active learning by their own capability that possible to empower them (Donnison, 2007). They employ numerous form of participative learning with the integration of Didactic method and personal experiences (Martin, 2007). Millennial aim from their advisory to have a full understanding of their personal level and long period of time goals in their family (Wealthy Millennial: A Generation Seeking the right Advice, 2017). Students are widely open to a new technologies inside their classroom and precise the needs of each professors to give more focus and virtual application of the millennial students in their learning environment (Philips and Trainor 2014). They want different active learning strategy or style that is different from traditional one Price (n.d.).

Millennial do not thrive same as a boomer do in using technology Matulich, (n.d.). They are knowledgeable and have a broad assimilation in terms of digital technology (Russo, 2013). They belong to a digital age where they can easily access different variety of information (Taylor, 2012). They are more aware of two digital news resources and that is the Google news and Buzz feed (Mitchell, 2015). Youth lead the changes using the technologies in communicating and learning (Noguera, n.d.). Millennial used technology to create a social state that go beyond the limits of time and space yet this is the place where the students gain knowledge work and engage in groups. (Ricketts, 2009) Organizational Developments, emphasizes the recent technology that may set aside the opportunities for millennial student to enhance their collaborative skills and strong leadership towards people (Gibson and Sodeman 2014). Social media is a medium used by millennial in communicating their peers (Millennial: Our Newest Generation in Higher Education, n.d.). Millennial student thrive and excel in a collaborative manner (Kotz, 2016). Millennial students want to belong to a certain group (Meeting the Needs of Millennial Student, n.d.). Millennial are exposed to a various aspects of socialization through connecting in multiple online activities. (Chitosca, 2006) Millennial is felt at home with technology and use technology in for their studies or academic necessities. (Goncalves, 2014) They are exposed of different types of technology in these digital worlds from the younger age until they grow older. (Rikleen, 2014)

Millennial are more ambivalent in regards of promoting choices for consumer packaged goods products in rely on the brands health reputation, trusted products and natural quality that affect the probability of the environmentally friendly consumer packaged goods products that being purchased. (Suntornpithug, 2017) Millennial youth long for many opportunities offer to them that is suitable to their passion and interest. (Lituanas, 2017) It is important that millennial must be aware of the benefits of a product (Stegelin, 2012). Millennial are spiritual but absence of formal affiliation (Haworth, 2002). They are more liable to God and their generation. (Black, 2014) They want to become more open and creative to challenges and opportunities every day. They believe to be more attached to their outside lives (Nichols & Smith, 2015). Millennial gives important to energy issues rather than the environmental issues or Problems. (Sogari, Rucci, Aquilani, & Zanni, 2017)

Thus, knowing the interest of millennial student is very important to deeply understand and have knowledge on dealing with their characteristic and meet their needs and expectation as well towards the future. Similarly, the researcher intends to assess the level of understanding millennial students with regards to their interest when it comes to education, technological responsibility, health and sanitation, socialization, spiritual, passion and interest and involvement and participation in organization.

## II. WRITE DOWN YOUR STUDIES AND FINDINGS

This chapter presents the findings, analysis and discussion and interpretation of data gathered wherein the main objective is to know the interest of Millennial Student of Senior High School students of Jagobiao National High School in the course of Practical Research 2.

**Table1**  
**Frequency of Respondents According to Grade Level**

Grade Level	Frequency	Percent
Grade 11	108	108%
Grade 12	70	70%
Total	178	178%

N=178

The table above shows the frequency of respondents according to grade level. There are 108 Grade 11 respondents of 108% and 70 Grade 12 respondents of 70%. This shows that most of the respondents of this study are grade 11 Senior High School Students.

**Table 2.**  
**Frequency of Respondents According to Gender**

Gender	Frequency	Percent
Female	126	126%
Male	52	52%
Total	178	178%

N=178

The table above shows the frequency of respondents according to gender. There are 126 female respondents of 126% and 52 male respondents of 52%. With this, it can be inferred that most of respondents of this study is female Students.

**Table 3.**  
**LEVEL OF INTEREST TOWARDS EDUCATION**

Indicators	Weighted Mean	Interpretation
1. I like to do the performance task given by the teacher.	3.73	Often
2. Education helps me to develop my skills.	4.61	Always
3. My teachers mold me into a better person.	4.28	Often
4. I like experimental and exploratory learning.	3.60	Often
5. I like having quizzes every after discussion.	3.29	Sometimes
Overall Weighted Mean	3.90	Often

Legend: Always(4.21-5.00), Often(3.41-4.20), Sometimes(2.61-3.40), Seldom(1.81-2.60), Never(1.00-1.80)  
N=178

The table above shows the weighted mean of the interest of millennial students in terms of education. The statement “Education helps me to develop my skills” has the highest weighted mean of 4.61 interpreted as always. The second highest weighted mean is the statement “My teacher mold me into a better person” of 4.28 interpreted as often. Meanwhile, “I like to do the performance task given by the teacher” has the third highest weighted mean of 3.73 interpreted as often. On one hand, the statement “I like experimental and exploratory learning” has 3.60 interpreted as often. Lastly, the statement “I like having quizzes every after discussion” has gather the lowest weighted mean of 3.29 interpreted as often. This means that the respondents perceive education as a means of developing their skills. This also indicates that millennial students want an experimental and exploratory learning and teacher is one of the factors of influencing the student personality. The overall weighted mean is 3.90 interpreted as often indicates that education has a big impact to develop the skills of millennial students.

**Table 4**  
**LEVEL OF INTEREST TOWARDS TECHNOLOGICAL RESPONSIBILITY**

Indicators	Weighted Mean	Interpretation
1. I am responsible in spending my time in playing computer games or browsing the net.	3.49	Sometimes
2. I learn to balance my studies and the use of my personal gadgets.	3.69	Often
3. I use technologies for educational purposes.	3.83	Often
4. I observe proper netiquette in using and surfing the net.	3.65	Often
5. I only use gadget when it is needed.	3.37	Sometimes
Overall Weighted Mean	3.61	Often

Legend: Always (4.21-5.00), Often(3.41-4.20), Sometimes(2.61-3.40), Seldom(1.81-2.60), Never(1.00-1.80)  
N=178

The table above shows the weighted mean of technological responsibility. The statement “I use technologies for educational purposes” has the highest weighted mean of 3.83 interpreted as often. This suggested that technologies are one the necessity of millennial students for their education. The second highest weighted mean is “I learn to balance my studies and the use of my personal gadgets” of 3.69 interpreted as often. It means that millennial students learn to balance their time in using personal gadget and in maintaining their good performance in school. The statement “I observe proper netiquette in using and surfing the net” has the weighted mean of 3.65 interpreted as often. This implies that students observe proper usage of gadgets. On one hand the statement, “I am responsible in spending my time in playing computer games or browsing the net” has the weighted mean of 3.49 interpreted as often. It means that the students learn to manipulate their time properly in surfing the net. While the statement “I only use gadget when it is needed” has the weighted mean of 3.37 interpreted as often. This implies that gadgets are useful to every student. The overall weighted mean is 3.61 interpreted as often. This signifies that millennial students make use of technology as a means of meeting their learning needs. It also indicates that millennial students are technology oriented.

**Table 5**  
**LEVEL OF INTEREST TOWARDS HEALTH AND SANITATION**

Indicators	Weighted Mean	Interpretation
1. I like to maintain my body healthy by eating nutritious food.	4.06	Always

2. I enjoy eating healthy foods like vegetable dishes.	3.91	Often
3. I enjoy doing physical activities like zumba or wellness exercise.	3.94	Often
4. I observe personal hygiene by taking a bath every day.	4.56	Always
5. I usually get enough sleep every day.	3.40	Often
Overall Weighted Mean	3.97	Often

Legend: Always (4.21-5.00), Often (3.41-4.20), Sometimes (2.61-3.40), Seldom( 1.81-2.60), Never (1.00-1.80)  
N=178

The table above shows the weighted mean of health and sanitation. The statement “I observe personal hygiene by taking a bath every day” has the highest weighted mean of 4.56 interpreted as always. This indicates that observing personal hygiene somehow is a means of maintaining one’s self healthy. The statement “I like to maintain my body healthy by eating nutritious food” has the second highest mean of 4.06 interpreted as always. This implies that eating nutritious food can also make one’s self healthy. “I enjoy doing physical activities like Sumba or wellness exercise” has the weighted mean of 3.94 interpreted as often. Meanwhile, the statement “I enjoy eating healthy foods like vegetable dishes” has the weighted mean of 3.91 interpreted as often. The statement “I usually get enough sleep every day” has the weighted mean of 3.40 interpreted as often. This means that respondents perceive health and sanitation is an important matter. The overall weighted mean is 3.97 interpreted as often implies that the respondents health is necessary to their daily lives.

**Table 6**  
**LEVEL OF INTEREST TOWARDS ENVIRONMENT**

Indicators	Weighted Mean	Interpretation
1. I observe cleanliness in my home by sweeping and arranging the room.	4.01	Always
2. I throw my garbage properly.	4.10	Always
3. I enjoy taking good care of plants or animals at home.	3.78	Often
4. I segregate biodegradable over non- biodegradable waste at home.	3.82	Often
5. I enjoy being involved in activities or program related to the environment.	3.61	Often
Overall Weighted Mean	3.86	Often

Legend: Always (4.21-5.00), Often (3.41-4.20), Sometimes (2.61-3.40), Seldom ( 1.81-2.60), Never (1.00-1.80)  
N=178

The table above shows the level of interest towards environment. The statement “I throw my garbage properly” has the highest weighted mean of 4.10 interpreted as always. The second highest weighted mean is the statement “I observe cleanliness in my home by sweeping and arranging the room” of 4.01 interpreted as always. The third highest weighted mean is the statement “I segregate biodegradable over non- biodegradable waste at home” of 3.82 interpreted as often. On the other hand, the statement “I enjoy taking good care of plants or animals at home” has the weighted mean of 3.78 interpreted as often. Lastly, the statement “I enjoy being involved in activities or program related to the environment” has the weighted mean 3.61 interpreted as often. The overall weighted mean is 3.86 interpreted as always it indicates that the respondents observe cleanliness in their surroundings.

**Table 7**  
**LEVEL OF INTEREST TOWARDS SOCIALIZATION**

Indicators	Weighted Mean	Interpretation
1. I like being involved in a clan or e-sports game.	3.53	Often
2. I joined youth organization in my community.	3.36	Sometimes
3. I like dealing with social media activity.	3.35	Sometimes
4. I enjoy group class activities.	3.66	Often
5. I like to create blogs, channels and face book page with friends in the net.	3.07	Sometimes
Overall Weighted Mean	3.39	Sometimes

Legend: Always (4.21-5.00), Often (3.41-4.20), Sometimes (2.61-3.40), Seldom (1.81-2.60), Never (1.00-1.80)

N=178

The table above shows the weighted mean of the interest of millennial students in terms of socialization. The statement “I enjoy group class activities” has the highest weighted mean of 3.66 interpreted as always. The second highest weighted mean is the statement “I like being involved in a clan or e-sports game” of 3.35 interpreted as often. Meanwhile, “I joined youth organization in my community” has the third highest weighted mean of 3.36 interpreted as sometimes. On one hand, the statement “I like dealing with social media activity” has the weighted mean of 3.35 interpreted as sometimes. Lastly the statement “I like to create blogs, channels and face book page with friends in the net” has the weighted mean of 3.07 interpreted as sometimes. It indicate that millennial students are team-oriented they enjoy working collaboratively with their fellow classmates and they also want to be involved in organizational group. The overall weighted mean is 3.39 interpreted as sometimes indicates that socialization is part of every millennial students as way of communicating with their colleagues.

**Table 8**  
**LEVEL OF INTEREST TOWARDS SPIRITUAL**

Indicators	Weighted Mean	Interpretation
1. I join to church or religious activities.	3.71	Often
2. I like to sing or hear religious song.	3.99	Often
3. I like attending to religious gatherings from different Christian Denomination.	3.69	Often
4. I enjoy doing charitable works as a means of helping.	3.79	Often
5. I like to join religious programs or activities in the community.	3.75	Often
Overall Weighted Mean	3.79	Often

Legend: Always (4.21-5.00), Often (3.41-4.20), Sometimes (2.61-3.40), Seldom (1.81-2.60), Never (1.00-1.80)

N=178

The table above shows the weighted mean of the level of interest by spiritual. The statement “I like to sing or hear religious song” has the highest weighted mean of 3.99 interpreted as often. The second highest weighted mean is the statement “I enjoy doing charitable works as a means of helping” of 3.79 interpreted as often. Meanwhile, “I like to join religious programs or activities in the community” has the third highest weighted mean of 3.75 interpreted as often. The statement “I join to church or religious activities” has the weighted mean of 3.71 interpreted as often. On one hand, the statement “I like attending to religious gatherings from different Christian Denomination” has 3.66 interpreted as often. This implies that the respondents are enjoying in joining religious activities that can lift up their spiritual life. The overall weighted mean is 3.79 interpreted as always indicates that joining spiritual activities are one of the interest of millennial students.

**Table 9**  
**LEVEL OF INTEREST TOWARDS PASSION AND INTEREST**

Indicators	Weighted Mean	Interpretation
1. I spend enough time for my hobbies like writing, listening to music, etc.	4.02	Often
2. I give my best in improving my talents like participating in front of many people.	3.78	Often
3. Participating is a way of developing my skills.	4.01	Often
4. I do things that could enhance my talents like joining and participating in activities or programs.	3.88	Often
5. I take much time in playing sports activities like volleyball, basketball etc.	3.37	Often
Overall Weighted Mean	3.81	Often

Legend: Always (4.21-5.00), Often (3.41-4.20), Sometimes (2.61-3.40), Seldom (1.81-2.60), Never (1.00-1.80)

N=178

The table above shows the weighted mean of passion and interest. The statement “I spend enough time for my hobbies like writing, listening to music, etc” has the highest weighted mean of 4.02 interpreted as often. The statement “Participating is a way of developing my skills” has the second highest weighted mean of 4.01. The third highest weighted is the statement “I do things that could enhance my talents like joining and participating in activities or programs” of 3.88 interpreted as often. While the statement “I give my best in improving my talents like participating in front of many people” has the weighted mean of 3.78 interpreted as often. On the other hand, the statement “I take much time in playing sports activities like volleyball, basketball etc” has the weighted mean 3.37 interpreted as often. This implies the respondent’s passion and interest do not vary to their generational cohort but it varies to

their personalities and they spend time with their hobbies and in developing their skills. The overall weighted mean is 3.81 interpreted as often signifies that millennial students have unique passion and interest for it reflect to their hobbies in life that makes them a unique generation.

**Table 10**

**LEVEL OF INTEREST TOWARDS INVOLVEMENT AND PARTICIPATION IN ORGANIZATION**

Indicators	Weighted Mean	Interpretation
1. I spend time in joining any activities in school or community.	3.62	Often
2. Joining organization helps me to develop my self- esteem.	3.81	Often
3. I join organization or programs in school or community.	3.55	Often
4. I like to engage and participate in project and programs in the organization.	3.53	Often
5. I want to be involved and attend in different activities in the organization within my community.	3.59	Often
Overall Weighted Mean	3.62	Often

Legend: Always (4.21-5.00), Often (3.41-4.20), Sometimes (2.61-3.40), Seldom (1.81-2.60), Never (1.00-1.80)  
N=178

The table above shows the level of interest of millennial students in terms of involvement and participation in organization. The statement “Joining organization helps me to develop my self- esteem” has the highest weighted mean of 3.81 interpreted as often. The second highest weighted mean is the statement “I spend time in joining any activities in school or community” of 3.62 interpreted as often. On one hand the statement “I want to be involve and attend in different activities in the organization within my community” has the third highest weighted mean of 3.59 interpreted as often. Meanwhile, “I join organization or programs in school or community” has the weighted mean 3.55 interpreted as often. Lastly, the statement “I like to engage and participate in project and programs in the organization” has the weighted mean of 3.53 interpreted as often. This implies that joining organizational groups helps one’s self to boost their confidence. The overall weighted mean 3.62 interpreted as often indicates that involvement and participating in organization is an evidence that millennial students wants themselves to be engage in different activities.

**Table 11**

**LEVEL OF INTEREST IN TERMS OF GENDER**

	X <sup>2</sup>	Df	X <sup>2</sup> (2.05)	Decision	Interpretation
Technological Responsibility	30.39	3	7.82	Reject	Significant
Involvement and Participation in Organization	8.67	3	7.82	Reject	Significant
Education	14.65	2	5.99	Reject	Significant
Health and Sanitation	5.71	2	5.99	Failed to reject	Not significant
Towards Environment	3.86	2	5.99	Failed to reject	Not significant
Socialization	3.29	3	7.82	Failed to reject	Not significant
Spiritual	2.49	3	7.82	Failed to reject	Not significant
Passion and Interest	4.21	3	7.82	Failed to reject	Not significant

N=178

The table above shows the significant value of computed chi-square of technological responsibility X<sup>2</sup>(30.39), education X<sup>2</sup>(14.65) and involvement and participation in organization X<sup>2</sup>(8.67) in terms of gender are more than the computed critical value of 7.815 significant 0.05 which reject the null hypothesis. Thus, it is significant. This indicates that millennial students are far interested in education, technological responsibility, and involvement and participation in organization which helps them to develop their skills in communication, self-esteem, talents and technology also meet their needs in learning and communicating with their peers (Noguera,n.d) said that youth leads the changes using the technologies in communicating and learning. According also to Rickes, (2009), millennial used technology to create a social state that go beyond the limits of time and yet this is the place where students gain knowledge work engage in groups.

Likewise the table above also shows the value of computed chi-square which is not significant in terms of health and sanitation X<sup>2</sup>(5.71), towards environment X<sup>2</sup>(3.36), socialization X<sup>2</sup>(3.29), spiritual X<sup>2</sup>(2.49), and passion and interest X<sup>2</sup>(4.21) are lesser than the computed critical value of (5.99) and (7.815) significant of 0.05 which fails to reject the null hypothesis. Hence, it is not significant. This indicates that they are active in some aspects that can possibly develop their skills, which is consistent to the study of (Lituanas, 2017), said that millennial youth long for many opportunities offer to them that is suitable to their passion and interest.

**Table 12**  
**LEVEL OF INTEREST IN TERMS OF GRADE LEVEL**

	X <sup>2</sup>	Df	X <sup>2</sup> (2.05)	Decision	Interpretation
Education	12.06	3	7.82	Reject	Significant
Involvement and Participation in Organization	15.59	4	9.45	Reject	Significant
Towards Environment	2.73	3	7.82	Failed to reject	Not Significant
Technological Responsibility	8.49	4	9.45	Failed to reject	Not Significant
Health and Sanitation	5.09	3	7.82	Failed to reject	Not Significant
Socialization	7.94	4	9.45	Failed to reject	Not Significant
Spiritual	6.79	3	7.82	Failed to reject	Not Significant
Passion and Interest	6.23	4	9.45	Failed to reject	Not Significant

N=178

The table above shows the significant value of computed chi-square of education X<sup>2</sup>(12.02), and involvement and participation in organization X<sup>2</sup>(15.59) are greater than the computed critical value of (7.82) and (9.45) significant 0.05 which reject the null hypothesis. Thus, it is significant and implies that the level of interest of millennial in terms of grade level helps them to develop and mold their skill, capabilities through education and it also lift up their self-confidence through joining and participating in organizations. It also indicates that millennial wants an explorative learning that helped them to gain more knowledge. Price (n.d), said that millennial want an different active learning strategy or style that is different from traditional one.

Likewise the table above also shows the value of computed chi-square which is not significant towards technological responsibility X<sup>2</sup>(8.49), health and sanitation X<sup>2</sup>(5.09), socialization X<sup>2</sup>(7.09), spiritual X<sup>2</sup>(6.79), and passion and interest X<sup>2</sup>(6.23) are lesser than the computed critical value of 7.815 and 9.448 significant 0.05 which fails to reject the null hypothesis. Hence, it is not significant. This simply means that technological responsibility, health and sanitation, socialization, spiritual, and passion and interest in terms of grade level had nothing to do with the interest of millennial students. Thus, the millennial interest varies to their own perspective in life. According to Barton, Koslow, Fromm, and Egan (2012), millennial life stages are changing, expanding and explorative where their values, belief, choices, and custom are notified and developed.

## VI. CONCLUSION

Most of the Senior High School students were born in millennial generation. Their generational cohort continues to increase as they caught the attention of everyone due to their unique characteristics and interest. In this study, it assessed the different level of interest of senior high school students popularly known as “The Millennial Generation or Gen Y” with accordance to grade level and gender. Based on results, respondents showed different perspectives of interest. In accordance to gender and grade level both profile had showed significant and not significant result. In this matter there is a different relationship of students profile in connection with their interest. This implies that millennial interest varies to their own perspective. Their interest is not a hinder with their daily task instead it became an essential element of their lives and serve as mean of developing their skills and boosting their self-esteem. On the contrary, millennial students are more interested to education, involvement and participation in organization and technology. Generally, students profile does not associate with the level of interest of the millennial students. It inferred that whatever your gender and grade level, it does not reflect to the students interest in one’s self.

## APPENDIX

### RESEARCH INSTRUMENT

#### Understanding Millennial Students in the Interest Level

Personal Information

Name:

Grade Level:

Gender:

Direction: Please answer the following items with all honesty. The information that will be gathered by the researcher shall be treated with utmost respect and confidentiality.

**5-ALWAYS    4-OFTEN    3-SOMETIMES    2-SELDOM    1- NEVER**

Education	5	4	3	2	1
1. I like to do the performance task given by the teacher					
2. Education helps me to develop my skills.					
3. My teachers mold me into a better person.					
4. I like experimental and exploratory learning.					
5. I like having quizzes every after discussion.					
Technological Responsibility					
1. I am responsible in spending my time in playing computer games or browsing the net.					
2. I learn to balance my studies and the use of my personal gadgets.					
3. I use technologies for educational purposes.					
4. I observe proper netiquette in using and surfing the net.					
5. I only use gadget when it is needed.					
Health and Sanitation					
1. I like to maintain my body healthy by eating nutritious food.					
2. I enjoy eating healthy foods like vegetable dishes.					
3. I enjoy doing physical activities like Sumba or wellness exercise.					
4. I observe personal hygiene by taking a bath every day.					
5. I usually get enough Sleep every day					
Towards Environment					
1. I observe cleanliness in my home by sweeping and arranging the room.					
2. I throw my garbage properly					
3. I enjoy taking good care of plants or animals at home.					
4. I segregate biodegradable over non-biodegradable waste at home.					
5. I enjoy being involved in activities or program related to the environment.					
Spiritual					
1. I join to church or religious activities.					
2. I like to sing or hear religious song.					
3. I like attending to religious gatherings from different Christian Denomination.					
4. I enjoy doing charitable works as a means of helping.					

5. I like to join religious programs or activities in the community.					
Socialization					
1. I like being involved in a clan or e-sports game.					
2. I joined youth organization in my community.					
3. I like dealing with social media activity.					
4. I enjoy group class activities.					
5. I like to create blogs, channels and face book page with friends in the net.					
Passion and interest					
1. I spend enough time for my hobbies like writing, listening to music, etc.					
2. I give my best in improving my talents like participating in front of many people.					
3. Participating is a way of developing my Skill					
4. I do things that could enhance my talents like joining and participating in activities or programs.					
5. I take much time in playing sports activities like volleyball, basketball etc.					
Involvement and Participation in organization					
1. I spend time in joining any activities in school or community.					
2. Joining organization helps me to develop my self- esteem.					
3. I join organization or programs in school or community.					
4. I like to engage and participate in project and programs in the organization.					
5. I want to be involved and attend in different activities in the organization within my community.					

**TALLY SHEET, TABLE OF OBSERVED, TABLE OF EXPECTED FREQUENCY AND COMPUTATION OF CHI-SQUARE**

**EDUCATION IN TERMS OF GRADE LEVEL**

	1.0-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	0	1	28	62	25
GRADE 12	0	2	14	39	14

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum (O-E)^2 =$$

$$\frac{\sum (1-1.82)^2 + (2-1.18)^2 + (20-20.63)^2 + (14-13.37)^2 + (62-61.28)^2 + (39-39.72)^2 + (25-24.27)^2 +$$

E            1.82            1.18            20.63            13.37            61.28            39.72

$$(15-15.73)^2 = 12.06$$

24.72

**EDUCATION IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	0	10	32	10
FEMALE	0	0	3	72	27

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum (O-E)^2 = \frac{\sum (10-3.80)^2 + (3-9.20)^2 + (32-27.46)^2 + (72-66.54)^2 + (10-10.81)^2 + (27-26.19)^2}{$$

E            3.80            9.20            27.46            66.54            10.81

=14.65

**TECHNOLOGICAL RESPONSIBILITY IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	2	10	38	42	16
GRADE 12	1	4	17	34	14

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum (O-E)^2 = \frac{\sum (2-1.82)^2 + (1-1.18)^2 + (10-8.49)^2 + (4-5.51)^2 + (38-33.37)^2 + (17-21.63)^2 +$$

E            1.82            1.18            8.49            5.51            33.37

$$(42-46.11)^2 + (16-18.2)^2 + (14-11.8) = 8.49 = 8.49$$

21.63            46.11            18.2

**TECHNOLOGICAL RESPONSIBILITY IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	4	14	24	10
FEMALE	0	14	44	48	20

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum (O-E)^2 = \frac{\sum (4-5.26)^2 + (14-12.74)^2 + (14-16.94)^2 + (44-41.06)^2 + (24-21.03)^2 + (48-50.97)^2 +$$

E            5.26            12.74            16.94            41.06            21.03

$$(10-8.76)^2 + (20-21.24)^2 = 30.89$$

50.97      8.76

**HEALTH AND SANITATION IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	0	1	16	58	33
GRADE 12	0	4	15	32	19

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(1-3.03)^2}{3.03} + \frac{(4-1.96)^2}{1.96} + \frac{(16-18.8)^2}{18.8} + \frac{(58-12.19)^2}{12.19} + \frac{(32-54.06)^2}{54.06} + \frac{(33-31.55)^2}{31.55} + \frac{(19-20.44)^2}{20.44} = 5.09$$

**HEALTH AND SANITATION IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	0	5	33	14
FEMALE	0	0	28	63	35

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(5-9.94)^2}{9.94} + \frac{(28-23.36)^2}{23.36} + \frac{(33-28.04)^2}{28.04} + \frac{(63-67.96)^2}{67.96} + \frac{(14-14.31)^2}{14.31} + \frac{(35-34.69)^2}{34.69} = 5.71$$

**TOWARDS ENVIRONMENT IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	0	3	29	50	26
GRADE 12	0	3	19	31	17

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(3-3.64)^2}{3.64} + \frac{(3-2.36)^2}{2.36} + \frac{(29-29.12)^2}{29.12} + \frac{(19-18.88)^2}{18.88} + \frac{(50-49.15)^2}{49.15} + \frac{(31-31.85)^2}{31.85} + \frac{(26-26.09)^2}{26.09} + \frac{(17-16.91)^2}{16.91} = 28.89$$

**TOWARDS ENVIRONMENT IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	0	11	36	5

FEMALE	0	0	24	69	23
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**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(11-13.15)^2}{13.15} + \frac{(24-31.85)^2}{31.85} + \frac{(36-30.67)^2}{30.67} + \frac{(69-74.33)^2}{74.33} + \frac{(5-8.18)^2}{8.18} + \frac{(23-19.82)^2}{19.82}$$

$$= 3.86$$

**SOCIALIZATION IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	4	15	35	40	14
GRADE 12	2	14	17	29	8

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(4-3.64)^2}{3.64} + \frac{(2-2.36)^2}{2.36} + \frac{(15-17.60)^2}{17.60} + \frac{(14-11.40)^2}{11.40} + \frac{(35-31.55)^2}{31.55} + \frac{(17-20.45)^2}{20.45} + \frac{(40-41.87)^2}{41.87} + \frac{(29-27.13)^2}{27.13} + \frac{(14-13.35)^2}{13.35} + \frac{(8-8.65)^2}{8.65} = 7.94$$

**SOCIALIZATION IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	5	21	21	5
FEMALE	0	20	45	46	15

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(5-7.30)^2}{7.30} + \frac{(20-17.70)^2}{17.70} + \frac{(21-19.28)^2}{19.28} + \frac{(45-46.72)^2}{46.72} + \frac{(21-19.57)^2}{19.57} + \frac{(46-47.53)^2}{47.53} + \frac{(15-10.62)^2}{10.62} = 3.29$$

**SPIRITUAL IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	0	10	23	43	32
GRADE 12	0	6	16	31	17

**COMPUTATION OF CHI-SQUARE**

$$X_c^2 = \sum(O-E)^2 = \frac{(10-9.71)^2}{9.71} + \frac{(6-6.29)^2}{6.29} + \frac{(23-23.66)^2}{23.66} + \frac{(16-15.34)^2}{15.34} + \frac{(43-44.9)^2}{44.9} + \frac{(31-29.1)^2}{29.1}$$

E 9.71 6.29 23.66 15.34 44.9

$$(32-29.73)^2+(17-19.27)^2=6.79$$

29.1 29.73

**SPIRITUAL IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	4	11	27	10
FEMALE	0	13	29	60	24

**COMPUTATION OF CHI-SQUARE**

$$X_c^2=\sum(O-E)^2=\sum(4-4.97)^2+(13-12.03)^2+(11-11.69)^2+(29-28.31)^2+(27-25.42)^2+(60-61.58)^2+$$

E 4.97 12.03 11.69 28.31 25.42

$$(10-9.93)^2+(24-24.07)^2=2.49$$

61.58 9.93

**PASSION AND INTEREST IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	1	6	28	41	32
GRADE 12	1	2	22	33	12

**COMPUTATION OF CHI-SQUARE**

$$X_c^2=\sum(O-E)^2=\sum(1-1.21)^2+(1-0.79)^2+(6-4.84)^2+(2-3.15)^2+(28-30.34)^2+(22-19.66)^2+$$

E 1.21 0.79 4.84 3.15 30.34

$$(41-44.9)^2+(33-29.1)^2+(32-26.70)^2+(12-17.3)^2=6.23$$

19.66 44.9 29.1 26.70

**PASSION AND INTEREST IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	2	12	26	12
FEMALE	0	5	40	62	19

**COMPUTATION OF CHI-SQUARE**

$$X_c^2=\sum(O-E)^2=\sum(2-2.04)^2+(5-4.96)^2+(12-15.19)^2+(40-36.81)^2+(26-25.71)^2+(62-62.29)^2+$$

E 2.04 4.96 15.19 36.81 25.71

$$(12-9.06)^2+(19-21.94)^2=4.21$$

62.29 9.06

**INVOLVEMENT AND PARTICIPATION IN ORGANIZATION IN TERMS OF GRADE LEVEL**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
GRADE 11	3	10	29	39	27
GRADE 12	3	9	21	23	14

COMPUTATION OF CHI-SQUARE

$$X_c^2 = \sum(O-E)^2 = \sum \frac{(3-3.64)^2}{3.64} + \frac{(10-11.53)^2}{11.53} + \frac{(9-7.47)^2}{7.47} + \frac{(29-30.34)^2}{30.34} + \frac{(21-19.66)^2}{19.66} + \frac{(39-37.62)^2}{37.62} + \frac{(27-24.88)^2}{24.88} + \frac{(14-16.12)^2}{16.12} = 15.29$$

**INVOLVEMENT AND PARTICIPATION IN ORGANIZATION IN TERMS OF GENDER**

	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
MALE	0	6	14	20	12
FEMALE	0	18	37	57	14

COMPUTATION OF CHI-SQUARE

$$X_c^2 = \sum(O-E)^2 = \sum \frac{(6-7.01)^2}{7.01} + \frac{(18-16.99)^2}{16.99} + \frac{(14-14.90)^2}{14.90} + \frac{(37-36.10)^2}{36.10} + \frac{(20-22.49)^2}{22.49} + \frac{(57-54.51)^2}{54.51} + \frac{(12-7.60)^2}{7.60} = 8.67$$

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