

ASSESSMENT ON THE IMPACT OF THE ATTRIBUTES OF THE MILLENNIAL TEACHERS TO SENIOR HIGH SCHOOL GENERATION Z LEARNERS OF SAMUEL CHRISTIAN COLLEGE

Written by *Erica Orilla**, *Franco Cayetano***, *Evelyn Sumayang****, *Rachell Ann Malsi*****
& *Melanie Cruz******

* Graduate of GA Strand, Samuel Christian College, General Trias City, Cavite, Philippines

** Graduate of GA Strand, Samuel Christian College, General Trias City, Cavite

*** Graduate of GA Strand, Samuel Christian College, General Trias City, Cavite

**** Instructor 1, Samuel Christian College, General Trias City, Cavite, Philippines

***** Associate Professor I-Part time, Samuel Christian College, General Trias City, Cavite

ABSTRACT

This study aimed to determine the (1) demographic profile of the participants in terms of (a) Age; (b) gender; (c) strand; (d) grade level. (2) Determine the attributes of millennial teachers as perceived by Senior High School Generation Z learners of Samuel Christian College (3) Assess the impact of the students' preferences in having millennial teacher. This research was conducted at Samuel Christian College in Navarro General Trias, Cavite with 105 Senior High School Generation Z learners. The descriptive research design was used in this quantitative study. Based on the result of this study, millennial teachers of Samuel Christian College shows more effort for learning, dedication and expert in teaching, value working with others, and creates a positive environment that makes students more comfortable and enjoy learnings. These attributes are in terms of effectiveness of teaching. With regards to appearance the result of the study proves that senior high school generation learners still valued the physical appearance including the dress codes and posture of the millennial teachers. In the category strategy it shows that millennial teachers tend to manifest new learning strategy through incorporating innovation and their experiences. The following attributes of millennial teachers have high impact to the Senior High

[Asian Journal of Multidisciplinary Research & Review \(AJMRR\)](#)

ISSN 2582 8088

Volume 2 Issue 1 – March 2021

© 2015-2021 All Rights Reserved by [The Law Brigade Publishers](#)

School generation Z learners of Samuel Christian College which are (1) know every student is unique and have their own learning style; (2) known to be flexible both in and outside of school; (3) more understand and emphatic; (4) approachable; (5) appreciate new strategies. Meanwhile these are the attributes of millennial teachers that have less impact to the learners (1) have high expectation to their students; (2) have less experience; (3) have favoritism; (4) spoil their students; (5) not that supportive to their students.

LIST OF TABLES

Table	Page
1. Age profile of the respondents.....	16
2. Gender profile of the respondents.....	17
3. Strand of the respondents.....	17
4. Grade level of the respondents.....	18
5. Attributes of millennial teacher: Effectiveness of teaching.....	19
6. Attributes of Millennial Teachers: Appearance.....	22
7. Attributes of Millennial Teachers: Strategies.....	23
8. Students' preferences in having millennial teachers: Positive.....	25
9. Students' preferences in having millennial teacher: Negative.....	26

LIST OF APPENDICES

Appendix	Page
1 Letter of Request for Outline Defense.....	i
2 Letter of Request for Final Defense.....	ii
3 Letter of Request for Interview.....	iii
4 Letter of Request for Validation.....	iv
5 Outline Approval Sheet	v
6 Research Consultation Slip.....	vi
7 Certification of English Critic.....	vii
8 Certification of Statistician.....	viii
9 Interview of Questionnaire.....	ix
10 Survey Questionnaire.....	x
11 Gantt Chart.....	xi
12 Budgetary Report.....	xii
13 Appendix Table.....	xiii
14 Curriculum Vitae.....	xiv
15 Presentation Evaluation Criteria.....	xv

LIST OF FIGURES

Figure	Page
1 Conceptual Framework.....	4
2 Documentation.....	xvi

INTRODUCTION

Nowadays, there are many individuals joining the field as career switchers, most new teachers today are likely be Millennials-born between 1980-2000. Many of these young people are high-achieving, tenacious, confident, and progressive educators. They are often high-energy multi-taskers who are deeply tech savvy and globally minded. The largest generation in U.S. history, this group has had technology at their fingertips for their whole lives. They live without landlines or cable packages, they are accustomed to timely, customized services like Amazon Prime and Uber, and they have always been able to find out just about anything by Googling it. (Abram, 2018).

Gen Z is the newest generation to be named and were born between 1995 and 2015. They are currently between 4-24 years old (nearly 74 million in U.S.). (Kasasa, 2019). Being independent, self-confident and autonomous are also some of the key characteristics of generation Z. (Robertson, 2018)

The relationship between student and teacher plays a large role in the trajectory of a Childs academic success and social development. (Gonzales, 2016). Additionally, the learning environment plays a significant role in maintaining student interest and engagement. When students feel a sense of control and security in the classroom, they are more engaged because they approach learning with enthusiasm and vigor. Students become active participants in their own education (Skinner & Green, 2008; Maulana, et. al., 2013). Therefore, the first step in helping a student to become more motivated and engaged, and thus academically successful, are building and maintaining positive teacher-student relationships.

According to new survey 90% of high school and about 81% of middle school teachers believe their previous students did before. This example illustrates that nowadays students do not respect their teachers as much as they did in the past. (Adravan, 2018)

The researchers' interest in this topic has grown from years of personal experiences, observations of others, and both teacher and student testimonials. It was the researches experiences that indicated students who have positive and meaningful relationships with their teachers are more

motivated to succeed in school, specifically in the classes in which they have a positive relationship with the teacher.

On the other hand, the researchers have also taught based on their observations and researches, generation Z learners are super attached and closed to their millennial teachers. In addition, students do not respect their teachers as much as previous students did in the past.

In this research study the researchers want to know the preferences of generation Z in the millennial teachers' attributes and to identify what are the attributes that are present to their millennial teacher.

OBJECTIVES OF THE STUDY

Generally, this study aims to Assess the Impact of the Attributes of the Millennial Teachers to Senior High School Generation Z Learners of Samuel Christian College

Specifically, the research aims to:

1. Determine the demographic profile of the participants in terms of:
 - a. age
 - b. gender
 - c. strand
 - d. grade level
2. Determine the attributes of Millennial Teachers as perceived by Senior High School Generation Z learners of Samuel Christian College
3. Assess the impact of the students' preferences in having Millennial Teachers

SIGNIFICANCE OF THE STUDY

The study on "Assessment on the Impact of the Attributes of the Millennial Teachers to Senior High School Generation Z Learners of Samuel Christian College" will be beneficial to the following: the students, this will allow them to be aware of their approaches towards millennial teachers and for the students to know if they must limit their actions towards their teachers. To the

teachers, this study would serve as a guide for them to know the perspectives of the senior high school students on them. It can also help teachers to set boundaries that will maintain the student-teacher effective learning environment. The Department of Education. This study will allow the DepEd in conducting seminars about the proper approach of teachers to the Generation Z learners. Lastly, the Future researchers. This study may also serve as a basis for future researchers dealing on the similar subject.

TIME AND PLACE OF THE STUDY

The researchers will conduct in Navarro General Trias City, Cavite from September 2019 to February 2020.

SCOPE AND LIMITATIONS

This study focuses on the Assessment on Generation Z Learners Preferences in Millennial Teachers Attributes of Samuel Christian College Teachers. The participants of the study are the selected 105 senior high school students. The study will be conducted in Navarro General Trias, Cavite from December 2019 to February 2020.

CONCEPTUAL FRAMEWORK

The figure shows the input, process, and output of the study. The input is the generation Z learners’ preferences. For the process a letter will be sent to the principal and then a survey questionnaire will be constructed to be able to get the data. After the distribution the researchers will do the data analysis. Lastly, for the end product or the output of the study the researchers will be able to assess the attributes of Millennial Teachers.

INPUT		PROCESS		OUTPUT
Generation Z Learners <ul style="list-style-type: none"> • Preferences 	Journal of M V 2021 All R	<ul style="list-style-type: none"> • Letter • Construction of survey questionnaires • Distribution of survey questionnaire 	h & Re 2021 aw Brig	Attributes of millennial Teachers



Figure no. 1 Conceptual Framework

DEFINITION OF TERMS

The following key terms used in the study are operationally defined for the better understanding on the terminologies that is used in the study.

Assessment is the process of gathering data. More specifically, assessment is the ways researchers gather data about the impact of the millennial teachers attributes to the generation Z learners.

Attributes is a quality or characteristic given to a person, group, or some other thing. Your best attribute might be your willingness to help others.

Impact refers to the strong effect on someone or something

Millennial refers to the generation of people born between the early 1980s and 1990s

Teacher is a person who helps students to acquire knowledge.

Learner a person who gain knowledge and skill by studying, practicing, being taught or experiencing something

Preferences is a feeling of liking or wanting one person or thing more than another person

Generation Z is the newest generation to be named and was born between 1995 and 2015

REVIEW OF RELATED LITERARURE AND STUDIES

[Asian Journal of Multidisciplinary Research & Review \(AJMRR\)](#)

ISSN 2582 8088

Volume 2 Issue 1 – March 2021

© 2015-2021 All Rights Reserved by [The Law Brigade Publishers](#)

Millennial Teachers

Millennial educators now comprised a significant percentage of teachers in education sectors (Daniel, 2015), particularly with the opening of senior high school programs. However, one of the most important things that millennials brought to the fold is their ability to be more abreast with the way young students of high school communicate. Millennials tend to be more relevant with secondary school students because, well, they themselves are millennials, and who better to understand someone than somebody who can perfectly fit in their shoes. What young educators lack in experience they would surely compensate for energy, idealism, and most importantly, relevance. (Friedman, 2015)

According to a report commissioned by the White House in 2014, about 61 percent of adult Millennials have attended college, compared to 46 percent of the Baby Boomer generation. Millennial teachers are also the most culturally diverse generation in American history, more tech savvy, socially plugged in, and more open to change than any preceding generation.

MILLENNIAL TEACHERS ATTRIBUTES

Teachers' characteristics and traits influence students' behavior and personality. It also reveals that students prefer a teacher who has positive traits and characteristics including excited behavior, punctuality, emotional stability, trust worthiness, positive attitude towards students, sincerity with job, polite and loving behavior, good outlook, giving importance to students' problems, and overall observation of moral values. All most all students believe that teachers' both positive and negative characteristics affect students' character their personality. (Rehman 2013)

A teacher's qualification is made up of a wide range of essential attributes, including: practical and theoretical elements of teaching; professional attributes and curriculum studies; strong knowledge and skills throughout all required fields; strong preparation and dedication to the teaching profession, the ability to effectively plan, implement and evaluate teaching and learning experiences and programs; classroom management and teaching strategies; the ability to

teach students with diverse needs; and a commitment to on-going professional learning. (Curtin University, 2016).

The quality of a teacher and their teachings are the most significant factors in influencing and improving students' academic performance and overall success (OECD, 2005).

Gardner and Lambert (1972) ascertained that, teachers' personalities can certainly affect the attitudes and motivation of students (p.9).

Gruber, Reppel, and Voss (2010) have studied how students recognize the attributes of teachers and how they are satisfied with them. They describe that knowledge of students' concern about satisfactory or dissatisfactory attributes can assist teachers increase the classroom experience for students, by having a better understanding of the students' viewpoint or by just improving interpersonal skills (Davis & Swanson, 2001).

The most significant factor affecting student achievement is the teacher (Marzano, Pickering, & Pollock, 2001; Marzano, Marzano, & Pickering, 2003)

EFFECTIVE MILLENNIAL TEACHERS ATTRIBUTES

According to Arend (1986) mentioned the four higher level attributes of an effective teacher. According to him, Effective Teachers have personal qualities that differentiate them with others. Their charismatic personality makes them stand out and attracts the students' attention and makes the students listen to them. The interpersonal skills of the teacher make him/her popular among the students and build a rapport between the teacher and the students.

Effective learning starts with the teacher (Watkins, 2015).

Being a teacher is an easy-complicated duty since the teachers are required to improve their skills to become better educators and the teachers need a great amount of patience to monitor the students and to manage the classes. The job of a teacher is not only to teach the subject matter and construct the learning activities in the classroom but also to prepare the students facing the real life after the process of their learning (Harwell, 2003, p. 6; Meer, 2016, p. 2).

Teachers are appreciated, for a long time, to be good people who do humanity duty in creating good human for the future. Every process of teaching and learning does need the presence of a teacher. Up to the present era, being a teacher has been one of the wanted jobs for some people since there are so many vacancies are provided by the government, local and national, and certain private institutions. One of the big things that attract the popularity of being a teacher is a great amount of salary along with the facilities provided. The aim to guarantee the life of a teacher is to expect that teachers want-to-be, and the in-service teachers can improve their competencies and skills to teach better (Suyanto & Jihad, 2013, p. 37).

What a teacher can do to insert the values of good characters is to be a good, supporting, and motivating role model. The good characters cannot be taught as the person who teaches the values does not display good characteristics and behaviors. Given that the success of academic endeavors depends majorly on faculty competence, qualifications and engagement (Ibad, 2016)

Here in Australia, for some years, there has been a move to suggest that selection for entry into teacher education programs might involve some sort of process to identify people who not only have professional qualifications but also have positive personal attributes.

APPEARANCE OF MILLENNIAL TEACHERS

Rollman (1980) provided further evidence on the impact of teacher dress in a study which concluded that teachers who dressed in professional attire were perceived as more organized and knowledgeable, whereas informally dressed teachers were perceived as more friendly and flexible.

While the actual items of clothing worn by teachers may not determine what or how students learn, they can significantly impact the level of respect that students develop for that individual. (Hadfield 2017)

Attire and appearance are forms of nonverbal communication that include an individual's values, attitudes, interests, lifestyle, and social and personal relationships (Dixon, 2007). The cultural and social significance of teachers' attire has been of interest to researchers for a number of years (Carr, Davies, & Lavin, 2009).

Individuals tend to assess attributes of competence and intelligence based on appearance. The key ingredients of making a good impression are knowledge, preparation, and appearance (McKay, 2009). Carr et al. (2009) pointed out that clothing has communicative power, and the attire of a teacher is an expressive factor that is as significant as verbal messages; therefore, the attire of a teacher projects an image that influences the mind and attitudes of students before teaching begins. The teachers' influence as a source of knowledge and as a mentor may be dependent upon how the teacher's attire is perceived (Carr et al.)

The results of a study by Workman and Freeburg (2010) revealed that students learn attitudes and behaviors by observing teachers; therefore, teachers should be concerned about every facet of the modeling effect, including attire they wear in the classroom

Whereas research has documented variance in negative attitudes about tattooed individuals in comparison to non-tattooed individuals as a function of the perceiver's occupation (Lin, 2002; Stuppy, Armstrong, & Casals- Ariet, 1998; Swami et al., 2012), few studies have empirically assessed what specific characteristics are associated with tattooed individuals compared to non-tattooed individuals. The research that has been conducted suggests that tattoos operate as a proxy indicator for factors that are commonly associated with the criminal stereotype and that also inform punitiveness in juror decisionmaking, such as lower socio-economic status (Devine et al., 2001; Esqueda, Espinoza, & Culhane, 2008; Hoffman, 1981), masculinity (DeMello, 2000; MacLin & Herrera, 2006), and lower attractiveness (Degelman & Price, 2002; Resenhoft, Villa, & Wiseman, 2008; Swami & Furnham, 2007).

There is no scientific study that correlates academic performance with hair color. The brain does not absorb the colors dyed on a student's hair to cause its malfunction. (Sigue 2017)

According to most school boards having non normal things at school is distracting, like pajamas or in this case dyed hair. Having dyed hair can be a distraction for the person and the students around him or her.

STRATEGIES OF MILLENNIAL TEACHERS

The study revealed that there is a positive impact of effective teaching strategies on producing good and fast learning outcomes. (Raba 2017)

STUDENTS PREFERENCES ON TEACHERS ATTRIBUTES

Seemiller and Grace (2016) report that these Digital Natives comprise the dominant generation of students' currently entering college. In their study, GenZers described themselves as loyal, thoughtful, compassionate, open-minded, and responsible a rather affable self-description.

Students of different generations have different motivations and learning styles. (Worley, 2011)

The findings of the study indicate that personality and ability traits are what students based their views of good and poor teachers. Given the flawed system of faculty hiring in higher education in Pakistan, teacher induction programs need to be developed, faculty must be made aware of the importance of students' views of teaching, and renewal of faculty contracts must be linked to performance evaluations. Policy makers need to be equipped with effective evaluation instruments to gauge faculty performance, which includes characteristics of effective teachers. This would help keep abreast of the progressive demands of the changing classroom climate. Additionally, teacher training could be tailored to equip teachers with the appropriate mindsets and skills to meet the challenges in their profession. This study could serve as a basis for determining teacher effectiveness hitherto unexplored in the Pakistan context. (Ibad, 2018)

Students center with a multitude of background characteristics, individual attributes and expectational and motivational attributes that influence their satisfaction with the collegiate environment and their decision to persist or withdraw from a particular institution. (Tinto, 2007)

METHODOLOGY

RESEARCH DESIGN

This study will utilize the descriptive research design that attempts to describe, explain, and interpret the present conditions of the target participants. According to Kendra Cherry (2013), descriptive research seeks to depict what already exists in a group or population. The study adopts a descriptive approach in order to understand and assess the impact of the Attributes of the Millennial Teachers to Senior High School Generation Z Learners of Samuel Christian College.

In this study, descriptive research method was used by performing a survey to the Senior High School students with the survey questionnaires provided by the researchers. This study was used to gain understanding from the objectives provided.

SOURCES OF DATA

Primary data sources are derived from the answers of the participants in the survey questionnaires provided by the researchers. The secondary data sources on the other hand, are derived from the findings stated in published documents and related literatures align with the said subject. A wide range of references, internet, data and other related studies are also used.

PARTICIPANTS OF THE STUDY

The research study is focused to the assessment on the impact of the Attributes of the Millennial Teachers to Senior High School Generation Z Learners of Samuel Christian College. The participants of this research study are the senior high school students. The researchers will choose 15 students in every strand in each grade level for a total of 105 participants.

SAMPLING TECHNIQUES

The study utilized cluster sampling in choosing the participants of the study. This method was utilized due to the accessibility of the data in Samuel Christian College.

DATA TO BE GATHERED

Survey questionnaires were distributed to assess the Generation Z Learners Preferences in Millennial Teachers Attributes as perceived by the participants. Part I of the questionnaire was dealt with the demographic profile of the participants such as age, gender, strand, and year. Part II

is the attributes of millennial teachers. Part III that dealt with the students' preferences in having a Millennial Teachers. And Part IV the impact of age to the student-teacher relationship.

DATA GATHERING PROCEDURES

The researchers gave a letter to the principal of the school requesting to conduct a survey. It was signed by the research adviser, school principal and researchers themselves. After the letter was signed and approved, the researchers will prepare the self-made questionnaires. The researchers selected 3 experts to evaluate the questionnaires for it to be validated and approved as reliable. Furthermore, the researchers distributed the self-made questionnaires to 105 participants. After the distribution, the questionnaires will be collected and tabulate by the researchers.

RESEARCH INSTRUMENT

Survey questionnaires will be used as an instrument in this study. It is personally constructed by the researchers. The items or concepts that will be used in constructing the research instruments are from the books and internet and these are all related to the attributes and perception. In addition, for the participants to clearly understand the provided questions, these will be translated from English into Filipino language. The constructed research instrument will be evaluated by 3 experts to be valid and reliable.

STATISTICAL TREATMENT OF DATA

The data gathered is carefully evaluated and analyzed by the researcher through the assistance of a statistician.

The following statistical tools were used.

Frequency

The actual response to a specific item/question in the questionnaire where the participants stick choices.

Percentage

The used as descriptive statistics that describes a part of a whole.

Mean

The average and is a basic mathematical function which allows us to be better understand populations.

RESULT AND DISCUSSION

Demographic Profile

Age

Table 1 presents the frequency and distribution of the senior high school generation Z learners in terms of age. The data shows that most number of the learners fall under the age bracket of 17-18. It has a frequency score of 78 which constitute the 74.29 percent of the entire sample population. Next to it is the age bracket of 15-16 years old with a total of 21 frequency score and percentile of 20 percent. Only six (6) or 5.71 percent comprises the ages between 19-20 years old. Table 1: Age profile of the respondents.

Table 1. Age profile of the respondents

AGE	FREQUENCY	PERCENTAGE
15-16	21	20%
17-18	78	74.29%
19-20	6	5.71%
TOTAL	105	100%

Gender

The table 2 presents the frequency and distribution of the senior high school generation Z learners in terms of gender. The data clearly shows that, out of 105 learners, 69 or 65.71 percent

were female and only 36 or 34.29 percent were male. This indicates that majority of the learners were female.

Table 2. Gender profile of the respondents

GENDER	FREQUENCY	PERCENTAGE
Male	36	34.29%
Female	69	65.71%
Total	105	100%

Strand

The table 3 presents the frequency and distribution of the senior high school generation Z learners in terms of strand. The data given reveals that most number of learners comes from the ABM and STEM strand with the frequency score of 30 and percentile of 28.57 percent. Next to it is the GA, HUMMS, and ICT strand with the frequency score of 15 and percentile of 14.29 percent.

Table 3. Strand of the respondents

STRAND	FREQUENCY	PERCENTAGE
ABM	30	28.57%
GA	15	14.29%
HUMMS	15	14.29%
ICT	15	14.29%
STEM	30	28.57%
TOTAL	105	100

d. Grade

The table 4 presents the frequency and distribution of the senior high school generation Z learners in terms of grade level. As shown in the table, it is clearly stated that the most number of

learners were grade 11 with the frequency score of 60 and a percentile of 57.14 percent. While a total of 45 frequency score and 42.86 percent were grade 12.

Table 4. Grade level of the respondents

GRADE LEVEL	FREQUENCY	PERCENTAGE
Grade 11	60	57.14%
Grade 12	45	42.86%
TOTAL	105	100%

ATTRIBUTES OF MILLENNIAL TEACHERS AS PERCEIVED BY THE EFFECTIVENESS OF TEACHING

The table 5 below presents the frequency score and ranks of the senior high school generation Z learners according to the characteristics of their millennial teachers possess as an effective teacher. The result shows that 97 is the highest frequency score which obtained in the statement "Enjoy acquiring new knowledge and are enthusiastic about new experiences." It was followed by 87 frequency score for the statement "Positive and confident about their work." The statement "Value working with others and comfortable in contributing unique ideas and perspective within the team" has the frequency score of 86. These are the top three (3) attributes of the millennial teachers of Samuel Christian College which indicates that more effort for learning, dedication and expert in teaching. They also value working with others and create a positive environment that makes students more comfortable and enjoy their learnings. Similar to the study from Ahmedabad International School entitled "The Five Characteristics of a 21st Century Educator" includes love for learning, emphatic, tech-savvy, collaborative, and creative. Meanwhile, the statement "Creates an environment that promotes fairness" has the lowest rank with the frequency score of 68. Next to it is the statement "Communicates higher learning expectations to each learner" which is the lower rank 2.5 and got a score of 71. Similar to the

statement "Able to integrate technology in the classroom to truly inspire and advance student learning."

Table 5. Attributes of millennial teacher: Effectiveness of teaching

STATEMENT	FREQUENCY	RANK
1. Enjoy acquiring new knowledge and are enthusiastic about new experiences	97	1
7. Positive and confident about their work	87	2
3. Value working with others and comfortable in contributing unique ideas and perspective within the team.	86	3
5. Expert on the subject or knowledgeable	81	4
4. Prioritize to motivate children to be inventive, resourceful and expressive	77	5.5
10. Teacher's action demonstrates value for learning	77	5.5
6. Used their knowledge and skills to help improve the human condition and make a positive	76	7

contribution to their students.

2. Able to integrate technology in the classroom to truly inspire and advance student learning	71	8.5
9. Communicates higher learning expectations to each learner	71	8.5
8. Creates an environment that promotes fairness	68	10

ATTRIBUTES OF MILLENNIAL TEACHERS AS PERCEIVED BY APPEARANCE

The table 6 below presents the frequency score and ranks of the participants according to the appearance of their millennial teachers. The result shows that 97 is the highest frequency score which obtained in the statement, wears appropriate clothing in classroom. It was followed by 89 frequency score for statement, must be presentable. The statement dress up for formal events at school and neat appearance ranked 3 with the frequency score of 79. This indicates that physical appearance is still valued by the students. The same with the study of Workman and Freeburg (2019) students learned attitude, behavior by observing teachers, therefore teachers should be concerned about every facet of the modeling effect including attire they wear in the classroom. Meanwhile, the lower rank one (1) obtained the statement, avoid getting hair color with a frequency score of 41. Followed by the statement, avoid getting tattoos for both male and female teacher and maintain stature and behavior that uphold the dignity with similar frequency of 65. This indicates that some of the learners do not agree that their millennial teachers have hair colors, tattoos, and are not maintaining stature and behavior that uphold the dignity of teaching. It might not affect their learning's but it can change the way they view their millennial teachers. According

to most school boards having non normal things at school is distracting, like pajamas or in this case dyed hair. Having dyed hair can be a distraction for the person and the students around him or her.

Table 6. Attributes of Millennial Teachers: Appearance

STATEMENT	FREQUENCY	RANK
1.Wears appropriate clothing in classroom	97	1
2.Must be presentable	89	2
3.Should dress up formal for events at school	79	3.5
5. Must have neat appearance	79	3.5
4. Avoid low cut or skin-revealing clothing	70	5
10.Maintain appropriate appearance and composure	69	6
8.Wear Minimal jewelry	68	7
9.Maintain stature and behavior that uphold the dignity	65	8.5
6. Avoid getting tattoos for both male and female teacher	65	8.5

7. Avoid getting hair color	41	10
-----------------------------	----	----

ATTRIBUTES OF MILLENNIAL TEACHERS AS PERCEIVED BY STRATEGIES

The table 7 below presents the frequency score and ranks of the senior high school generation Z learners of Samuel Christian College according to the strategies of the millennial teachers. The result shows that 89 is the highest frequency score which obtained in the statement” Makes use of various learning experiences and resources.” It was followed by 84 frequency score for the statement” Allows uses group learning strategies “The statement “Integrates use of multimedia presentation in to the lesson” ranked 3 with the frequency score of 82. This indicates that the millennial teachers tend to manifest new learning strategy through incorporating innovation and their experiences. Meanwhile, the statement “Acts as facilitator rather than lecturer” got the lower score with the frequency of 58. Next to it is the frequency score of 71 which obtained in the statement “Provide assessment for performance and feedback. “

Table 7. Attributes of Millennial Teachers: Strategies

STATEMENT	FREQUENCY	RANK
10. Make use of various learning experiences and resources	89	1
6. Uses variety of teaching approaches and techniques	84	2
2. Integrates use of multimedia presentation in to the lesson	82	3

5. Uses variety of teaching approaches and techniques	80	4
3. Change old lesson plans to be more suitable for today	79	5
9. Prepares formative and summative tests	75	6
1. Uses HOTS Approach (Higher Order Thinking Skills) in teaching	72	7.5
7. Creates question-answer session	72	7.5
4. Provides assessment for performance and feedback	71	9
8. Acts facilitator rather than lecturer	58	10

STUDENTS' PREFERENCES IN HAVING MILLENNIAL TEACHERS IN TERMS OF POSITIVE PREFERENCE

Table 8 reveals that having a millennial teacher who knows every student is unique and have their own learning style has very high impact to the senior high school generation Z learners of Samuel Christian College, this statement has the highest mean score of 4.29. There is also very high impact for the learners to have a millennial teacher who is known to be flexible both in and outside of school with a mean score of 4.25. A millennial teacher who is more understanding and show more empathy ranked 3 and has high impact to the students with a mean score of 4.10. Similar to this is the statement millennial teachers are approachable that is also high impact with

a mean score of 4.09. Millennial Teachers who typically appreciate new strategies rather than accepting tradition has highly impact to the students with a mean score of 3.95. Table 8 also shows that the overall positive statement has high impact to the senior high school generation Z learners of Samuel Christian College with a grand mean of 4.14.

Table 8. Students' preferences in having millennial teacher: Positive

POSITIVE STATEMENT	MEAN	DESCRIPTION
1. Millennial teachers know every student is unique and have their own learning style	4.29	Very High Impact
3. Millennial teachers are known to be flexible both in and outside of school	4.25	Very High Impact
5. Millennial teachers are more understanding and show more empathy	4.10	High Impact
7. Millennial teachers are approachable	4.09	High Impact
9. Millennial Teachers typically appreciate new strategies rather than accepting tradition	3.95	High Impact
Grand Mean	4.14	High Impact

STUDENTS' PREFERENCES IN HAVING MILLENNIAL TEACHERS IN TERMS OF NEGATIVE PREFERENCES

Table 9 shows that there is high impact to have a millennial teacher who has too high expectations towards their students with a mean score of 3.75. It is moderately impact for the

learners to have a millennial teacher who have less experience (2.85). Millennial teacher who has favoritism with a mean score of 2.59 has less impact. The same with the statement " Millennial teachers spoil their students" with a mean score of 2.40. The overall negative statement has moderate impact to the senior high school generation Z learners of Samuel Christian College, with a grand mean score of 2.79.

Table 9. Students' preferences in having millennial teacher: Negative

STATEMENT	MEAN	DESCRIPTION
8. Millennial teachers have too high expectations towards their students	3.75	High Impact
10. Millennial Teachers have less experience	2.85	Moderate Impact
2. Millennial teachers have favoritism	2.59	Less Impact
6. Millennial teachers spoil their students	2.40	Less Impact
4. Millennial teachers are not that supportive to their students	2.37	Less Impact
Grand Mean	2.79	Moderate Impact

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study was constructed to assess the attributes of the millennial teachers of Samuel Christian College to the generation Z senior high school learners. In addition, it intended to identify the impact of the students' preferences in having a millennial teacher.

The study was conducted from October 2019 to February 2020 in Navarro, specifically in Samuel Christian College.

Descriptive research design was used in the conduct of the study wherein, the researchers used a survey questionnaire to gather the information of the senior high generation Z learners about the attributes of the millennial teachers and students preferences in having them.

Statistical tools specifically, (1) Frequency, (2) Percentage, and (3) Mean,, were used in analyzing the data gathered to present the result of the study.

Based on the result of this study, it shows that most of the learners are aged 17-18 (74.29%) years old. Majority of the learners are female (65.71). Most of the learners are from ABM (28.57%) and STEM (28.57%) strand and majority are from the grade 11 (57.14%).

This study shows that the top three (3) attributes of millennial teachers as perceived by the effectiveness of teaching was “Enjoy acquiring new knowledge and are enthusiastic about new experiences” (97) followed by “Positive and confident about their work” (87) and followed by “Value working with others and comfortable in contributing unique ideas and perspective within the team” (86). In terms of the top three (3) lowest rank attributes of millennial teachers as perceived by the effectiveness of teaching was “Creates an environment that promotes fairness” (68) followed by “Communicates higher learning expectations to each learner” and “Able to integrate technology in the classroom to truly inspire and advance student learning” (71).

This study also shows that the top three (3) attributes of millennial teachers as perceived by appearance was “Wears appropriate clothing in classroom” (97) followed by “Must be presentable” (89) followed by “Should dress up formal for events at school” and “Must have neat appearance” (79). For the top three (3) lowest rank attributes of millennial teachers as perceived by appearance was “Avoid getting hair color” (41) followed by “Avoid getting tattoos for both male and female teacher” and “Maintain stature and behavior that uphold the dignity” (65).

This study also shows that the top three (3) attributes of millennial teachers as perceived by strategies was “Make use of various learning experiences and resources” (89) followed by “Uses variety of teaching approaches and techniques” (84) and followed by “Integrates use of

multimedia presentation in to the lesson”(82). As of the top three (3) lowest rank attributes of millennial teachers as perceived by strategies was “Acts facilitator rather than lecturer” (58) followed by “Provides assessment for performance and feedback” (71) and followed by “Creates question-answer session” (72).

This study also shows that in terms of students’ preferences in having millennial teachers, a teacher who know every student is unique and have their own learning style (4.29) and who are known to be flexible both in and outside of school” (4.25) have a very high impact to the generation z learners. There is also high impact to the generation z learners to have a millennial teachers who are more understanding and show more empathy (4.10), approachable (4.09), and typically appreciate new strategies rather than accepting tradition (3.95). For the overall positive statement it shows that there is a high impact (4.14) to the generation z learners. Meanwhile, a millennial teachers who have too high expectation towards their students (3.75) have high impact to the learners. A millennial teachers who have less experience (2.85) have moderate impact to the students. A millennial teacher who have favoritism (2.59), spoil their students (2.40), and are not that supportive to their students (2.37) have less impact to the learners. For the overall negative statement it has moderate impact to the generation z learners.

CONCLUSION

Based on the data gathered from 105 respondents, the following conclusions were drawn:

The data collected only prove that most of the participants are aged 17-18. In terms of gender, majority are female. Most of the participants are from the strand of ABM and STEM. The remaining strands were all composed of 15 participants. Among the participants majority are from grade 11.

In terms of effective teacher, the millennial teachers of Samuel Christian College show more effort for learning, dedication and expert in teaching. They also value working with others and create a positive environment that makes students more comfortable and enjoy their learnings. Senior high students of Samuel Christian College less likely to experienced fair learning environment, integration of technology in teaching, and high learning expectations towards the learners.

For the category of appearance, the generation Z learners still valued the physical appearance including the dress codes and posture of the millennial teacher. It may not affect their learning's but it can change how they view and respect their millennial teacher.

In terms of strategies, millennial teachers tend to manifest new learning strategy through incorporating innovation and their experiences.

Based on the result of the study, the researchers conclude that there is a very high impact for the generation z learners to have a millennial teachers who knows their student is unique and have their own learning style and are flexible both in and outside of the school. There is high impact for generation z learners to have a millennial teachers who are more understanding and show more empathy, approachable, and typically appreciate new strategies rather than accepting tradition. For the overall, the positive statement have high impact for the generation Z learners. There is also high impact for the generation z learners to have a millennial teachers who have too high expectations towards their students. A moderate impact for the generation z learners to have a millennial teacher who have less experience. Meanwhile, a less impact for the generation z to have a millennial teachers who have favoritism, spoil their students, and are not that supportive to their students. For the overall negative statement, for the generation z learners there is moderate impact.

RECOMMENDATION

In line with the findings of this research study, the researchers recommended the following:

1. For Millennial Teachers. In terms of effective teaching, millennial teachers must be able to integrate more the use of technology in the classroom to truly inspire and advance student learning. And also, to communicate higher learning expectations to each learner. Most importantly is for the millennial teachers to create an environment that promotes fairness. For the appearance, millennial teachers must maintain stature and behavior that uphold the dignity. They must also observe their proper haircut.
2. For Samuel Christian Admin. The study can be a reference for curriculum planning inside the institution

3. For the Department of Education. A seminar about the proper appearance of the millennial teachers and the effects of this on the thinking of students
4. To strengthen the results of the study, a further study maybe conducted using a bigger number of respondents from different schools and grade level.
5. For the future researchers, a correlation study of classroom observation and set regarding the effects of using technology inside classroom.

REFERENCES

(2016) retrieved from 2019, Multi Cultural Perspective 15 (2), 65-67.

Retrieved from

<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Bartz,%20David%20Enhancing%20the%20Effectiveness%20of%20Millennial%20Teachers%20NFEASJ%20V35%20N4%202017.pdf>

(2016) retrieved from 2019, WKMG. Graham Media Group.

Retrieved from

<https://prezi.com/0k2goec0bp3x/are-there-rules-for-dyed-hair-in-school/>

(2017) retrieved from 2019, International Journal of Research.

Retrieved from

https://www.researchgate.net/publication/3131119495_THE_IMPACT_OF_EFFECTIVE_TEACHING_STRATEGIES_ON_PRODUCING_FAST_AND_GOOD_LEARNING_OUTCOME

Hallman, H. (n.d) retrieved from: University of Kansas KU Department of Curriculum and teaching.

Retrieved from

<http://www.depedne.net/?page=news&action=details&REFECODE=ARTHE2018080001>

[Asian Journal of Multidisciplinary Research & Review \(AJMRR\)](#)

ISSN 2582 8088

Volume 2 Issue 1 – March 2021

© 2015-2021 All Rights Reserved by [The Law Brigade Publishers](#)

Hodges, T. (2019) retrieved from: Managing Millennial Teachers: Major Challenges for Schools.

Retrieved from

<https://www.gallup.com/education/231749/managing-millennial-teachers-major-challenge-schools.aspx>

Abrahams, J. (2019) retrieved from: What matters to Millennial Teachers.

Retrieved from

<https://jenniferabrams.com/matters-millennial-teachers/>

Ekperi, P. (2018) retrieved from: International Journal of Research Innovation in Social Science.

Retrieved from

https://www.researchgate.net/publication/330452188_Impact_of_Teacher_Characteristics_on_Students_Academic_Performance_in_Public_Secondary_Schools

Abdon, J. (n.d) retrieved from: The requirements checklist for reclassification to master teacher.

Retrieved from

https://www.researchgate.net/publication/263269894_Millennial_Teacher_A_Storied_Landscape_of_Diversity_in_New_Times/link/555b86a808ae91e75e766463/download

Dr. Bartz (2016) retrieved from: International Journal of Research.

Retrieved from

<https://www.aischool.net/blog/index.php/2017/05/24/top-five-characteristics-of-a-21st-century-educator/>

Almedabad, R. (2017) retrieved from: Top five Characteristics of a 21st Century Educator.

Retrieved from

<https://www.aischool.net/blog/index.php/2017/05/24/top-five-characteristics-of-a-21st-century-educator/>

Solomon, M. (2016) retrieved from: You've got millennial employees all wrong.

[Asian Journal of Multidisciplinary Research & Review \(AJMRR\)](#)

ISSN 2582 8088

Volume 2 Issue 1 – March 2021

© 2015-2021 All Rights Reserved by [The Law Brigade Publishers](#)

Retrieved from

<http://www.forbes.com/sites/micahsolomon/2016/01/26/everything-youve-heard-about-millennial-employees-is-baloneyheres-the-truth-and-how-to-use-it/#2324d70254ee>

Cardenas, G.(2018) retrieved from: Importance of Millennial.

Retrieved from

<https://www.ccyp.wa.gov.au/media/2786/a-positive-and-fair-classroom-environment.pdf>

Palmer, T. (2015) retrieved from: 15 Characteristics of 21st Century Teacher.

Retrieved from

<https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher>



[Asian Journal of Multidisciplinary Research & Review \(AJMRR\)](#)

ISSN 2582 8088

Volume 2 Issue 1 – March 2021

© 2015-2021 All Rights Reserved by [The Law Brigade Publishers](#)