

The Millennial Students: A Phenomenological Study Exploring the Implications of Millennial Behaviors in Teaching Filipino

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Abstract: *This study aims to explore the prominent behaviors of millennial students and their implications on the teaching of Filipino. The participants are the students, teachers, and parents selected using Purposive Criterion Sampling. Data were collected through interviews and Focused Group Discussion (FGD). Data saturation was used as the basis for stopping the collection of qualitative data. Using Colaizzi's Phenomenological Descriptive Method, significant statements were extracted and themes were identified. The findings revealed that millennials are modern, innovative, creative, and gadget-oriented. It was also discovered that millennials have weaknesses in the Filipino subject, particularly in vocabulary, study habits, lack of self-confidence, and focus on learning due to technology and various social media platforms. The behaviors discovered require additional support from the education sector and their parents. It is recommended that teachers improve their teaching methods to enhance the interest and abilities of millennial students in academic performance, particularly in hybrid (hyflex) face-to-face and online learning.*

Keywords: *characteristics and behaviors, filipino, implications, , millennials, teaching .*

INTRODUCTION

The Millennial generation, born between 1981 and 1996, has become a subject of interest for many researchers worldwide (Twenge, 2017). This generation is unique in that they have grown up in a rapidly changing technological and cultural landscape, which has influenced their attitudes, beliefs, and behaviors. In the Philippines, Millennials make up a significant portion of the student population, and their behaviors in the classroom have implications for teaching and learning (Pascual & Robles, 2017).

The phenomenon of Millennial behaviors in the classroom has been a global issue, as educators face the challenge of adapting their teaching methods to meet the needs and expectations of this generation. The emergence of new technologies, social media, and other digital platforms has changed the way Millennial students process information, interact with their peers, and engage with their teachers (Junco, 2012).

Education, meanwhile, is a vital need in society that promotes knowledge, self-care, and success, and serves as a means of bringing people of different races together (Bhardwaj, 2016). However, if student performance and quality of learning keep declining, the value of education becomes a concern in all fields. According to Mani and Mohamedayupkhan's (2014) study, in addition to academic issues, students also struggle with distractions, a lack of focus, memory loss, an inability to study effectively, difficulty remembering material, an inability to connect with a subject, a lack of interest in learning, and a lack of language proficiency.

One of the subjects where students perform poorly is language. This is contrary to the promotion of improving the use of Filipino alongside the improvement of English. The usage of the Filipino language in communication makes it significant. In the Philippines, the Filipino language is regarded as the country's native tongue (Delos Reyes, 2021). On the other hand, it's essential to aid students in comprehending the significance of the subject and the Filipino language as a part of the curriculum, in their lives, and in their academic performance within the school.

The decline in the academic performance of students can also be observed in Nasipit National Vocational School. This was shown by the decrease in the school's marks in the National Achievement Test (NAT). In the annual school years 2016-2018, the marks for each subject, particularly in the Filipino subject, decreased by two (2) to five (5) points based on the recorded Mean Percentage Scores for the third quarter. There is a 0.83% failure rate or poor academic performance in Senior High School, and there were non-readers or those still at the frustration level at 22.63%, instructional level at 44.53%, and independent level at 32.85% in the Filipino subject (SMEA, NNVS).

Millennials, also known as Generation Y, have been linked to the decline in academic performance among students. According to Rouse (2019), millennials grew up during the 21st century and are known to be heavily dependent on modern technology. This exposure to English and their mother tongue has caused their Filipino language skills to be underdeveloped, leading to poor academic performance in the subject.

According to Bernamer's (n.d.) study, the negative behavior of millennials can be attributed to the distraction of social media caused by modern technology (Siddiqui & Singh, 2016), which is supported by the observation of Albright (2020) that parents' negligence towards their children contributes to their neglect. The family has a significant role in shaping one's character and behavior.

Further, Philippine Digest (2019) also states that, millennials are often labeled as lazy, selfish, and lacking in commitment, and have a tendency to rush things or avoid hard work. However, there are also optimistic and open-minded millennials who embrace modern ideas and express their grievances. Overprotective parenting can be detrimental to their future.

The purpose of this phenomenological study is to explore the implications of Millennial behaviors in teaching Filipino, a subject that is central to the Philippines' cultural identity (de Guzman, 2015). By examining the lived experiences of Millennial students in the Philippines, this study aims to shed light on the challenges and opportunities presented by this generation's unique characteristics and behaviors in the classroom. Understanding these implications can help educators design more effective teaching strategies that meet the needs of Millennial students and promote their success in the classroom (Dela Cruz & Dumlao, 2021).

To achieve the overall objective, the following specific questions will be answered:

1. What are the distinguishing characteristics of millennial students?
2. What are the participant's experiences and observations in the learning and teaching of Filipino inside and outside the school?
3. What are the effects of millennial characteristics on learning Filipino?
4. What are the implications of the discovered characteristics of millennial students on teaching Filipino?

Anchored in the Social Learning Theory and the Connectivism Learning Theory (Siemans & Downes, 2009), the concept of teaching and learning language is explained. Bandura's Social Learning theory is based on the idea that we learn from our interactions with others in a social context. By observing the behavior of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive or associated with rewards. However, Bandura believes that direct reinforcement is not applicable to all learning. For this reason, he added a social element that argues that people can learn new information and behavior by watching others. Therefore, this theory has three contexts in which people learn through observation, imitation, and modeling.

Another perspective that explains how people learn in their environment in the present time is the Connectivism Learning Theory by Siemans and Downes (2009). Connectivism provides a new model of learning and sufficient social knowledge, where "learning is a process of connecting special nodes or information sources" because the internet has brought significant changes in understanding the nature of knowledge.

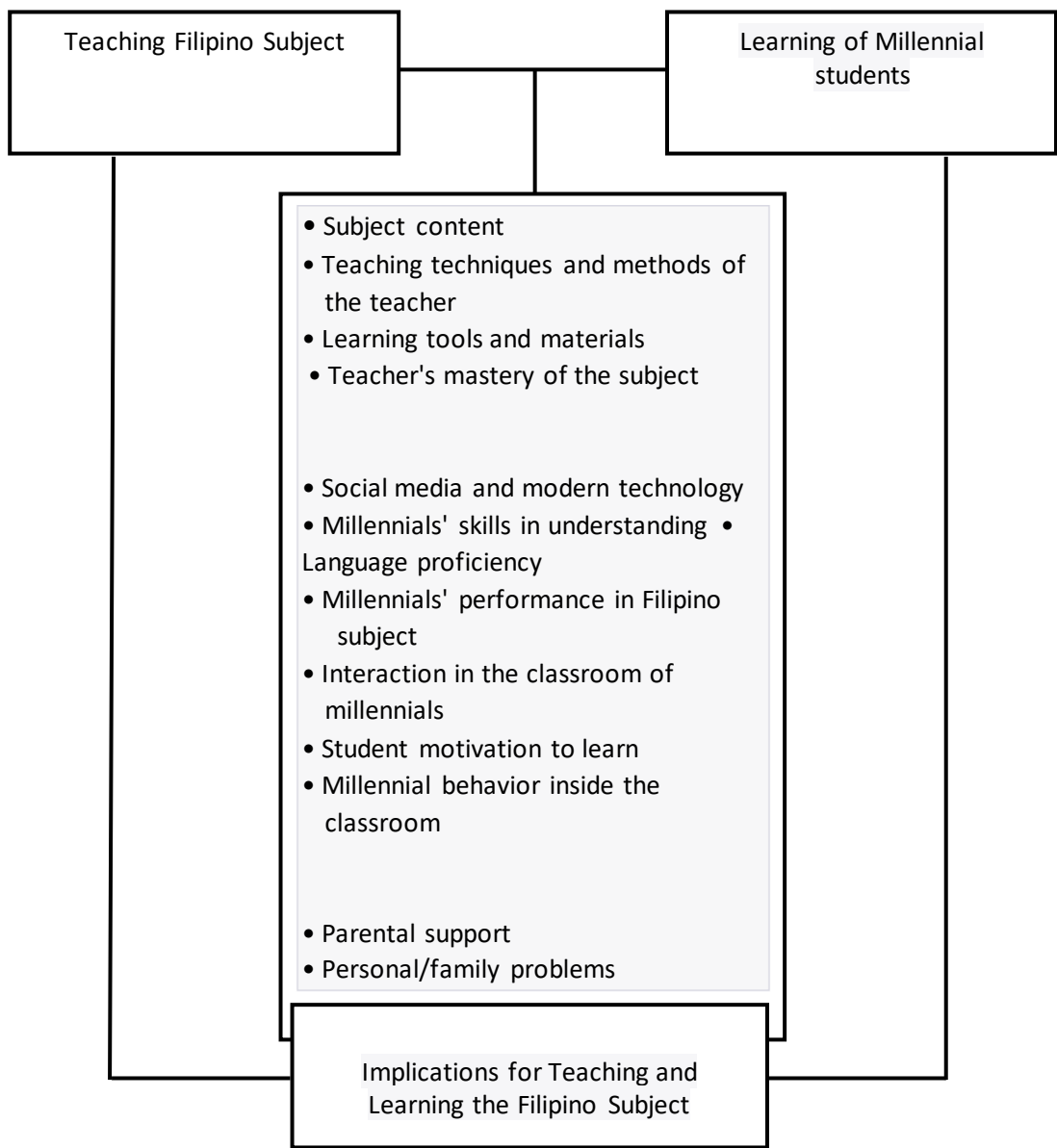


Figure 1 shows how a millennial's learning is affected by their environment and how teaching is a crucial factor in learning the Filipino subject. Teaching and learning are influenced by various positive and negative intervening factors that affect concepts, methods, networks, and millennials' responses to their environment. These factors have implications for teaching and learning Filipino among millennials. The intervening factors grouped by concepts, meanings, and content can have various effects on teaching and shaping the millennial's learning within the school.

METHODOLOGY

Research Design

This research is a qualitative study that used the Phenomenological Descriptive Method. It is a method that focuses on identifying common and similar themes from the experiences and responses of individual or group participants. According to Moustakas (1994), this involves interviewing a group of individuals who are aware of the issues, situations, and experiences. The goal is to obtain the most prominent phenomena from the large data that can be obtained as a whole.

The Phenomenological Approach is a qualitative research method that aims to capture the natural descriptions of each experience. Other data such as documents and observations will also be used. Responses will be classified according to similar meanings and themes to derive a universal meaning of events, situations, or experiences (Creswell & Poth, 2018).

This method was applied to students, parents, and teachers to gather data on their experiences and observations. It was used to identify similarities among students' experiences on a specific subject matter, parents' observations of their children's interactions, and teachers' analysis of students' interactions inside and outside the classroom.

In analyzing the data, the responses of the participants were thoroughly examined to immerse and identify specific themes for each experience. The logical and systematic analysis of the data collected through this method proved to be truly helpful in the study. The researcher believes that this is the most effective and appropriate approach in examining and identifying themes in the prominent millennial behaviors and its effects on the learning and teaching of the Filipino subject.

Setting of the Study

The study was conducted at Nasipit National Vocational School (NNVS) where the teachers and parents of the students come from Nasipit, Agusan del Norte. It is a vocational school and one of the largest empowered schools in the entire division of Agusan del Norte. It has a total population of one thousand four hundred and forty (1440) students in the Junior High School and Senior High School for School Year 2019-2020. The Junior High School Department has a total of twenty-eight (28) academic teachers and there are fourteen (14) teachers in the vocational department. The Senior High School Department has a total of twenty (20) academic teachers and there are also seven (7) in the vocational department. There are a total of twelve (12) Facilitative Staff, so there are a total of eighty-one (81) employees in Nasipit National Vocational School.

The Participants/Respondents of the study

The study involved fifteen (15) participants, consisting of students, teachers, and parents. The method utilized to identify the participants who concur with the selection criteria is known as Purposive Criterion Sampling. In selecting the student participant, they must have Filipino subjects in Senior High School at Nasipit National Vocational School. He was born in the period 2000–2004, along with his parents. In choosing the teacher participant, they taught Filipino subjects in Division of Agusan del Norte in both private and public schools and are majoring in the language. In selecting the parent participant, they actively participated in school events like Parents' Day and the annual PTA meeting and lived in the province of Agusan del Norte.

Data Collection

In gathering data using Phenomenological study, Waters (2017) suggested to use an indirect method of questioning or obtaining information from participants. If possible, allow them to speak about their experiences and encourage them to provide a complete description, as well as their emotions, thoughts, memories, and awareness of the situation when and where it happened.

The researcher obtained consent from participants using forms and letters. Personal interviews were conducted with audio and video recording as evidence. Notes were taken on environmental observations, and social media platforms were used for clarification. Responses were encoded and transcribed into Filipino language.

The researcher analyzed the obtained answers from the interviews. The transcripts were read repeatedly, and the responses were carefully examined until there was a recurring context or theme. Once the researcher obtained meaningful statements from the fifteen participants (students, parents, and teachers), data collection stopped because there was already a recurring theme from the responses.

The information collected was synthesized into a comprehensive conclusion, and a Focus Group Discussion (FGD) was held to confirm the findings. The interview questions were open-ended, and additional questions were asked to clarify the participants' responses.

Data Analysis

After recording all the gathered data, a transcription was created to produce information from the participants and other personalities related to the prominent millennial traits and its implications on their learning. Using the Colaizzi Descriptive Phenomenological Method, the data analysis for the research was initiated. (Figure 2 shows the seven processes of the descriptive phenomenological approach followed in data analysis.)

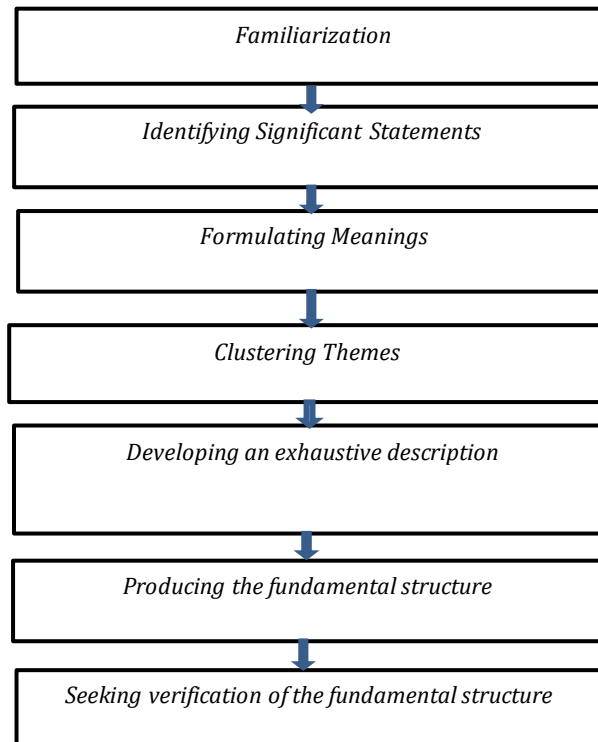


Figure 2 Colaizzi Descriptive Phenomenological Method

The first process is Familiarization with the transcripts and data. The researcher read and re-read each interview transcript to gain an overall context of the responses. The researcher analyzed each participant's response multiple times and recorded, categorized, and stopped collecting data once the researcher obtained repeated responses and added the participant to the study.

Next, the researcher identified significant statements from the transcripts in the process of Identifying significant statements. The researcher took note of the significant statements or the similar responses from each participant's transcript. The third process was Formulating Meanings, where the researcher formed meanings from the significant statements to develop new emerging themes.

The fourth process was Clustering Themes, where the contexts of each new emerging theme were organized into categories to facilitate grouping of similar lived experiences. To further clarify the meaning of the new emerging themes, the fifth process performed by the researcher was Developing an exhaustive structure. After clarifying the meaning and categories of the new emerging themes from each of the participants' responses, the next step is to Produce a Fundamental Structure. The researcher consolidates the emerging themes to produce a general theme that identifies the prominent traits of millennial students to condense and understand the overarching relevance of millennial's worth of lived experiences.

The final process conducted by the researcher was Seeking Verification of the Fundamental Structure, which involved going back to the analyzed data from the participants to validate, confirm the accuracy and correctness of the observed behaviors, and explain the themes based on their experiences.

RESULTS AND DISCUSSION

In clarifying the presentation of the data, the transcriptions of the participating students, parents, and teachers who used both vernacular and English languages were presented and translated into Filipino. Each line of discussion was numbered for easy reference and cross-referenced to the relevant page. In introducing the participants, their identities were kept private, with their gender and year of birth provided.

The discovered data were discussed one by one and presented through tables, with accompanying explanations to facilitate understanding. Below are the discussions of the transcriptions, the formation of themes, the individualization of themes, and the overall theme, including the validation of the Focus Group Discussion.

In analyzing the millennial characteristics, they were presented in Table 2 below and divided into three categories. The first category is that millennials, when it comes to technology and social media, are dependent, digital natives, open minded, innovative, resourceful, and creative. According to the participants in the interviews conducted, they became dependent on social media because they were exposed at a young age to the usage and capabilities of technology. They use social media platforms as a resting place for resentment, so they become open and emotional as well. They also become innovative, resourceful, and creative because of what is seen and observed in the environment. What is seen around is imitated to keep up with the majority or trend of society. Kaife et. al., (2012), explained that they are called "millennials" because of their proximity to the new millennium and being raised in a more digital age. This generation is influenced by computers and accepted by non-traditional families and values (Andert 2011). Millennials enjoy using technology, and this generation has always relied on technology at a younger age than other generations, (Deal et al. 2010).

In the second category, it turns out that millennials are becoming sensitive because, according to the participants, they become careful with the words they say so as not to hurt others or themselves. According to them, they become more open with their friends than with their parents in dealing with family problems, opposite sex relationships, and themselves because, they are not comfortable with their parents and fear that they might be reprimanded. In Geronimo's (2016) statement, expressing feelings and using expressions has become a part of millennials' lives as a trend. Millennials who are going through or have been unlucky in love tend to pull and vent. Bernamer (w.p) added that young people today become emotional or sensitive due to early relationships, being hurt again, and falling in love. In this way, they express their feelings to friends and on social media. They are also students who are connected to trends as a result of social media and are united in carrying out tasks because they have their own gadgets.

The last category is all about millennials' academic performance. It turns out that millennials don't have a study habit and are divided in their attention to learning as a result of social media. According to the participants, because of their gadgets, they did not develop their "study habit" because it got their attention, so they did not immediately finish the work in the set time. They are obsessed with technology, as a result of which there is poor performance because the submitted tasks are only copied and pasted according to the participating teachers, and the comprehension of the Filipino subject is not developed. In this regard, they have a weakness in language and vocabulary because English and Vernacular are more commonly used languages that are often used on different platforms. This proves the truth of what Daza (2021) said, that language teaching is a thorough discussion because there are words with the same pronunciation and stress and the same spelling, but there is a difference in meaning and sometimes a difference in interpretation. Because of this, it is necessary for students to pay attention to the use of language in their communication, not only in school but also in communicating in the community, in order to develop their vocabulary.

Table 2:
Consolidation of the Identified Categories of Prominent Millennial Traits

| <i>Millennials and Social Media/Technology</i> | <i>Millennials and Self-Reliance and Interpersonal Relationships</i> | <i>Millennials in their Academic Performance</i> |
|--|--|---|
| <ul style="list-style-type: none"> • Dependent on social media • Digital natives • Open-minded and fond of "emotional diversion" • Innovative, resourceful, and creative | <ul style="list-style-type: none"> • Sensitive • Emotionally open with friends • Unified in academic activities • Connected to what's current and trendy | <ul style="list-style-type: none"> • Divided attention in their studies and lack of "study habit" • Exhibits "Ningas Cogon" attitude (starts strong but loses enthusiasm easily) • Becomes more confident and motivated to study without pressure from parents • Weak academic performance and comprehension • Weak in Filipino language proficiency, vocabulary, and communication skills • Visual and kinesthetic learners • Enjoys engagement and prefers trying out different types of activities. |

The understanding of millennials in terms of community trends driven by modern technologies is comprehensive when we look at the developing millennial traits in Table 2. This is a significant benefit that parents, teachers, and other education stakeholders may leverage to provide a high-quality education. The emergence of millennials' positive views and the incorporation of technology into the teacher's teaching strategy are the solutions to the problems caused by negative views of the Filipino language and its subjects.

Teachers' pedagogy and method of selecting materials and activities are crucial in the learning process of millennials, as stated in the DepEd's Most Essential Learning Competencies (MELCs), which includes skill codes to guide teaching strategies. Knowledge and mastery of teaching methods are significant factors that drive interaction between teachers and students.

Millennials have been identified as innovative, and their learning response is also innovative. Teachers and educational administrators must pay attention to this to address the learning gap. Using modern technology or cybergogy in learning is one way to address current educational problems and provide easily accessible learning tools. Yusuf (2018) states that digital learning helps develop students' Higher Order Thinking Skills (HOTS), improving their organization of ideas and opinions. It trains students to search, analyze, and act on information from various network resources. Rheingold (2014) adds that digital learning can also develop skills such as critical thinking, collaboration, conflict resolution, decision-making, analytical skills, patience in problem-solving, and goal awareness.

Incorporate modern technology by using applications or social media platforms as teaching strategies to adapt to the modern approach of millennials. Blend traditional and modern learning through the internet to change the classroom setting. Teachers should use millennials' creativity and resourcefulness to develop their learning. As the source of students' knowledge, teachers should adapt and change their teaching strategies as part of 21st-century teaching and learning practices. Improve millennials' language skills and performance in Filipino subject through appropriate teaching styles and assessments such as context clues, spelling bees, word association, and identifying antonyms/synonyms. Use reporting and oral recitation after discussions to measure their comprehension skills. Mastery of the subject before starting new lessons is crucial for long-term retention in learning.

The study used the Phenomenological Method of Colaizzi to identify distinct characteristics of millennials and analyzed their effects on language learning and teaching. The groupings made in the study provided significant answers to the research objectives. The discussion is presented below.

Effects of Millennial Student Characteristics on Learning Filipino

This study aims to determine the effects of millennial behaviors on learning the Filipino subject. After identifying the prominent characteristics of millennials, the effects of these behaviors were analyzed using Colaizzi's method. Data was collected from student participants, parents, and teachers. Significant statements were explained, and themes were collected until two final themes were formed and presented in a table.

Table 3

Consolidation of Identified Effects of Millennial Student Characteristics on Learning Filipino Subject

| <i>Cluster of Themes</i> | <i>General Theme</i> |
|--|---|
| <ul style="list-style-type: none"> • Observant of the surroundings, resourceful, and having inferences about what is happening in the environment | <ul style="list-style-type: none"> • <i>Observant and resourceful</i> |
| <ul style="list-style-type: none"> • No continuity in activities or becoming careless | <ul style="list-style-type: none"> • <i>Procrastination and neglect of tasks</i> |

It has emerged that the effect of millennial habits on the learning of the Filipino subject, as seen in Table 23 is becoming "resourceful and observant". As a result of modern technology and social media, the participants said that it has a great impact on their learning of the subject because they can use it to research information and become innovative in the development of things that help their performance in school. In this regard, due to their awareness of the use of modern technologies, they become creative in doing their work.

This is consistent with Smith's (2015) discovery that millennials enjoy using modern technology, which they are dependent on from a young age, leading to quicker language learning (Deal et al., 2010). Additionally, millennials are known for being skilled and innovative due to the integration of technology, becoming excellent in exceeding goals and aspirations (Kaife et al., 2012). Therefore, technology integration allows millennials to explore, conduct research, and search for relevant information.

The teachers also emphasized that while millennials are good at using technology, the work they submit is just copied and pasted from the internet and is not inventive. Due to the fact that the work is internet-sourced, the projects are only "for compliance". If the millennial generation continues to behave in this way, their performance in Filipino subject will be affected. Teachers have also noticed that one of the issues with millennials is that they no longer take advice because they believe that they are always right. This will have negative effects, such as an early pregnancy. If millennials carry on doing things this way, they are going to become a problem for society.

Additionally, according to the participants' responses, one of the effects of millennial habits is "procrastination and neglect of tasks," which is also a result of their dominance in the use of modern technology. They put off doing their homework because they have access to networks and are exposed to many platforms' capabilities. Due to their divided attention, it can happen that millennials are unlikely to give their tasks their full attention as a result. Millennials rely on instant access to information on their gadgets and the internet, leading to procrastination in research tasks and multitasking (Taylor, 2012). Their continued interaction with a connected world causes distractions from assigned tasks. Millennials prioritize the time it takes to find and analyze information, and they prefer visual information over text (Harley et al., 2001).

The survey also found that because Filipino is not frequently used in social media communication and millennials appear to be poor speakers of the language. English and vernacular languages are often used in social and personal interactions as well as in the use of technology, especially by millennials. This creates difficulties in the comprehension, meaning, usage, and lexicon of the Filipino language, leading to declining academic performance. Without improvement in the integration of Filipino language into social media, communication barriers will persist, resulting in low grades, the submission of copied work, and dependency on others for assignments.

Teachers play a crucial role in guiding and imparting knowledge to millennials for their success in the classroom. Gloria (2021) emphasizes the importance of meticulous lesson planning, fostering student-teacher interaction, and using effective teaching strategies, including technology, to promote quality education.

This research sheds light on the effects of millennials' behaviors and habits on learning the Filipino subject, both positive and negative. It serves as a guide to develop positive behaviors and learn from negative ones. The following paragraphs discuss the implications for teaching the Filipino subject.

Implications of Discovered Millennial Behaviors on Teaching Filipino Subject

The effects of millennial behaviors were gathered from student and parent participants, and their implications on teaching the Filipino subject were analyzed using the Colaizzi method. The method involved extracting significant statements, grouping and condensing themes, and interpreting the final theme. Two themes were derived from the interviews, which are discussed below.

Table 4

Consolidation of the Identified Implications of Millennial Student Characteristics in Teaching Filipino

-
- *Effective and efficient learners with proficiency and capability in education*
 - *A Problem or responsibility of the community*
-

Participants suggest that emphasizing and developing positive millennial characteristics in teaching Filipino will result in effective and proficient students. These characteristics include creativity, innovation, and resourcefulness in researching and completing tasks, which have a positive impact on teaching the subject. To further cultivate these characteristics, parents should continue to support their children, and teachers should integrate technology and media into their teaching.

Millennials desire challenging tasks and interactive classes that match their abilities and want teachers to have sufficient knowledge and explain concepts clearly when teaching Filipino. They lose interest in copying tasks from the board or exams that are not discussed. Classes become boring without interaction or performance tasks, and they enjoy visual aids and participating in discussions. Zhang (2014) emphasizes that a teacher's expertise and dynamism in teaching influence student participation and engagement. Therefore, a teacher's knowledge and enthusiasm affect student motivation and interest in a subject.

Related to this, another issue that emerged is the negative millennial characteristics that will become the "community's responsibility." We will create students with poor performance and comprehension in Filipino because of the divided attention, lack of focus on academic tasks, and lack of self-development, according to the responses of parents and teachers.

It is important for teachers to address the weaknesses of millennials in Filipino and language proficiency to prevent further decline. The teaching method used also affects the development of their skills and interaction in class. Selecting effective and

interactive techniques encourages greater participation and interaction with each student, especially when various instructional methods are used.

According to student responses, selecting appropriate teaching strategies and methods is crucial in learning the Filipino subject. Learner-centered and collaborative learning strategies are effective approaches. For individual tasks, cyber pedagogy using social media or applications like Facebook, Twitter, and YouTube is suitable for 21st Century Learning. This approach improves language structure, grammar, and develops students' speaking abilities. Proper guidance from parents and teachers is required for effective implementation.

Collaborative activities such as role-playing, reporting, group work, and debates are effective in developing connections and cooperation among students and stimulating ideas. These strategies can enhance the proficiency and knowledge of millennials in language and structure. However, it is essential to choose appropriate strategies for the situation, level, and type of students.

Gannaban (2020) suggests that understanding language and grammar theories and applying them in teaching can be helpful for effective Filipino instruction. Providing step-by-step guidance, relevant questions, and examples can aid student comprehension. It is also important to use innovative assessment methods to keep up with modern teaching practices.

Another factor identified is the support and guidance provided by parents to their children to improve their learning. The study showed that millennials develop self-confidence because of the support they receive from their parents, who create a pressure-free environment. Regular monitoring by parents such as attending school meetings or school activities to have time to consult with counselors on the progress level of their children's academic performance will produce self-confidence of millennials and the feeling that there are parents who love and give "paki" to their performance is heartwarming. This is confirmed by Cabigao (2012), that no matter how effective the methods and tools of the teacher are in teaching, we should not forget the significant contribution of parents and the home in the comprehensive learning of students. While we strive to excel in imparting knowledge in the field of teaching, let us remember that the teacher's engagement with the students' homes is an important strategy to continually encourage students to meet the demands of their school subjects.

In general, the development and teaching of the Filipino subject should not only rely on the performance of millennials but also involve the parents and teachers. The language should be used in social interactions, social media, and technology to improve proficiency, as suggested by the participants. Parents need to be aware of their children's academic performance to identify areas for improvement. Teachers should continue to teach and use the language while enhancing their teaching methods to provide quality education.

CONCLUSION AND RECOMMENDATION

The study shows millennials are digital natives, highly dependent on social media for emotional diversion, and exhibit creativity and resourcefulness. They possess extensive knowledge of various social media platforms and are communicative, expressive, and open to making friends online. They exhibit creativity in tasks due to their familiarity with modern technologies, preferring interactive activities that test their skills. They are visual or kinesthetic learners and tend to struggle with the Filipino language due to its infrequent usage, challenging pronunciation, deep meanings, and limited vocabulary. Teachers play a significant role in helping Millennials develop proficiency in Filipino through effective teaching methods and strategies.

Moreover, millennials exhibit creativity and innovation, which positively affect their learning of the Filipino subject, making them resourceful and observant. They rely on modern technology and social media to research information and enhance their school performance. However, they tend to lack focus and study habits, resulting in poor comprehension and performance. This behavior leads to the postponement of school activities due to their excessive use of technology and exposure to various platforms. Overall, millennials are easily influenced by their environment, particularly in social media, communication, and academics.

To enhance the academic performance of millennials, parental support and guidance are crucial in building their self-confidence and self-reliance. Parents must allocate enough time to guide their children's social media activities, friendships, and studies. Motivation level is a critical factor affecting teaching methods and strategies. Therefore, teachers should prepare interactive activities and utilize cyber pedagogy strategies to engage millennial students in academic performance. Especially in hybrid face-to-face and online learning, which is a trend in 21st-century education.

The findings of this study provide valuable knowledge to address the significant problem of improving the performance of millennial students, especially in the field of Filipino language. However, one limitation of the study was the internet access of the participants during the conducted interviews through Google Meet and video call via Messenger. Some of the teacher participants were located far away and had weak internet signals, causing some participants to turn off their camera and suddenly disappear from the platform. In qualitative research, it is essential that the participants' cameras are open, and their body language and facial

expressions are recorded as additional sources of information. Therefore, conducting face-to-face interviews and FGDs is strongly recommended, but ensuring the safety of participants and researchers is crucial.

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