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**TEACHERS IN INSTANT GRATIFICATION GENERATION: THEIR  
WORK ETHICS AND COMMUNITY INVOLVEMENT AS BASES  
FOR HUMAN RESOURCE DEVELOPMENT PROGRAM**

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**ABSTRACT**

The descriptive-qualitative study determined teachers in instant gratification: their work ethics and community involvement as bases for human resource development program in Cabatuan National Comprehensive High School during the school year 2022-2023. It was found out that their views on instant gratification generation was a generation who lived with internet and technology, answered questions in mind instantly, had one satisfaction right away, and loved to get right feedbacks. It was also found out that as to the characteristics of instant gratification generation teachers, they wanted feedback for improvement, looked for ways to achieve and worked with technology and social media. During the in-depth interview with the participants, it was found out that Science teachers' ways on how to value work were to learn new things and find opportunities, value the love of work, and give the best in everything. Their ways on how to involve themselves were joining voluntarily, organizing community activities, and participating

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and supporting community activities. These were all manifested during the conduct of the in-depth interview with the participants.

**Keywords:** *Instant Gratification Generation, Work Ethics, Human Resource Development Program*

## INTRODUCTION

Technology in education, through discussion and collaboration tools, connects learners who may not have thought of or have no opportunity to help one another. This is one of the main advantages of technology in education which indeed benefits teachers.

Teachers can use online collaboration tools and course management systems to organize learners' materials and give feedback. This makes it easier for teachers to keep an eye on data regarding learners' performance and analyze trends over time to figure out what aspects of the course that need to be changed.

Technology can also be used to support teachers. For example, if teachers encounter technical issues during the discussion of the lesson, they can use digital methods to get in touch with it. Subsequently, it can establish a remote connection with educators' computers and promptly resolve issues, thereby averting half of the class period spent on problem-solving.

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ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



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Teachers can work with other academic staff members and educators to make sure the department continues to move in the direction of its objectives (Chazen, 2023).

Teachers live in the times of technology in which every daily routine seems automatic to them. Cellular phones enable them to communicate anytime and anywhere compared to the classic mailing system which takes days to deliver the message. Also, the internet makes tedious trips to libraries unnecessary as they can access a variety of information using the computers, laptops, tablets, and smartphones.

Most of the things teachers want are almost acquired instantly, which is good in the times where everything must be fast including the attainment of their wants and needs. However, the growth of automated systems in this generation fostered the powerful drive in them to attain everything they want immediately. It nourishes their sense of instant gratification (Hreha, 2023).

Instant gratification is not necessarily a bad thing, since in primordial times, it is essential to people's survival. However, it is opposite to the value being taught to us by our parents and ancestors such as delaying gratification which is related to self-control (Kendra, 2018).

This value taught them to delay immediate reward with the goal of the achievement of better rewards later on. This is related also to an adage, "Patience is a virtue" but thanks to technology, they are gradually running out of patience and sense of self control (Alsop, 2012).

The researcher personally observes that teachers who belong to this generation are relatively unique, useful and productive.

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The group of Science teachers who belong to this generation are considered assets of the department and the school as a whole if they properly utilize and manage themselves well by effectively knowing the characteristics and ways of controlling themselves for the benefit of the learners and to the majority of the entire teachers of the school.

Due to these observations and in depth-interview with the Science teachers of Cabatuan National Comprehensive High School, Cabatuan, Iloilo, the researcher would like to determine the instant gratification generation teachers, their work ethics and community involvement as bases for human resource development program.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research design, research method, participants of the study, data gathering procedures, research instrument, and data analysis used in this study.

### Research Method

The research method utilized in this study was qualitative research using in-depth interview.

According to Tenny (2020), numerous methods are used in qualitative research, such as focus groups, observation, and interviews. Unstructured interviews are possible where the interviewer asks open-ended questions about a subject and responds to the answers. The

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interviewer with the interviewee during the in-depth interview was allowed to sit together to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

## Research Design

Phenomenological research design was employed in the study. Phenomenology was regarded as a philosophical method for carrying out qualitative investigations. By concentrating on an individual's subjective interpretations of experiences, phenomenology aims to comprehend how others see the world and how this view may differ from widely held beliefs. Phenomenology is widely used in disciplines like psychology, sociology, and social work. It involves interviewing subjects to find out about their impressions.

According to Smith (2013), phenomenology is the study of conscious structures from first-hand experience. An experience's intention and direction toward something make up its basic structure, since an experience is an encounter with or knowledge of an object. An experience is focused on an object because of its meaning or content, which symbolizes the object, and the right enabling factors.

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## Participants of the Study

The participants of the study were the ten (10) purposely selected Science teachers, whose ages ranged from 27 to 42 years old and with regular-permanent status, at Cabatuan National Comprehensive High School, Cabatuan, Iloilo during school year 2022-2023.

A researcher-made interview schedule or guide was used as an instrument to gather data. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

## Sampling Design

Purposive sampling design was used in the study. In order to choose a particular set of people or units for analysis, purposeful sampling is a technique used in qualitative research. The participants are not picked at random, but rather "on purpose." A non-probability sample chosen with consideration for the study's purpose and population characteristics is known as a purposive sample. Judging, selecting, or subjective sampling are other names for purposeful sampling (Dove Tail Editorial Team, 2023).

## Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule or guide.

The interview schedule or guide had four questions focusing on the purpose of study.

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With the participants' consent, voice and video recorders were also used for data collection and documentation.

Following a series of interviews, the researcher consolidated all of the collected data. The interview proceeded successfully with the cooperation and dedication of the teachers to share their experiences on the study.

### **Validity of the Research Instrument**

Panel of jurors, chosen for their qualifications in research, English, and testing and assessment, was asked to validate each question for revision and review before the validity of the interview schedule or guide created by the researcher, adviser, and Graduate School Dean was established.

The appropriateness, meaningfulness, accuracy, and utility of the conclusions, that the researcher had drawn, were all considered aspects of validity. The definition of variables and the sample of subjects to be measured must be followed in the content and format of content-related evidence of validity. It also aids in the validation of the questionnaire's items (Fraenkel & Wallen, 2007).

Using the appropriate form of Good and Scates, the panel of validators' comments, corrections, and suggestions regarding the interview schedule or guide were taken into consideration (Appendix B).

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## Data Gathering Procedures

To conduct the study, the researcher obtained permissions from the adviser, the Graduate School Dean, the Office of the Schools Division Superintendent, the Office of the District Supervisors, school heads, and individual participants. In order to make an interview convenient for the participants, the researcher conducted it in person at the school.

The questionnaire went through content validation by the panel of experts. The Criteria for the Content Validation by Fraenkel and Wallen (2007) were utilized to determine the validity of the questions in the interview schedule or guide.

The researcher examined all comments and suggestions correlative to the validation of the tool. After the questionnaire had been established valid, permits were produced to allow the researcher to start conducting the in-depth interview.

The researcher conducted an interview to the participants but prior to this, the researcher encouraged first the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder were provided to completely capture the interviewees' words. The researcher consolidated all the collected data after series of interviews. Thematic analysis, interpretation, and data collection were carried out.

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## Data Analyses

All the information gathered were analyzed using thematic approach. Thematic analysis is the process of identifying patterns or themes within qualitative data.

According to Maguire and Delahunt (2017), the purpose of a thematic analysis is to find themes that are significant or intriguing patterns in the data and then utilize those themes to discuss the research or make a point. Making sense of the collected data involves summarizing, evaluating, and interpreting it.

## RESULTS AND DISCUSSIONS

The study determined the instant gratification generation teachers, their work ethics and community involvement as bases for human resource development program in Cabatuan National Comprehensive High School, Cabatuan, Iloilo during the school year 2022-2023.

The research method utilized in this study was qualitative method using in-depth interview and the research design was phenomenology.

The participants of the study were the ten (10) purposely selected Science teachers of Cabatuan National Comprehensive High School whose ages ranged from 27 to 42 years old.

A researcher-made interview schedule or guide was used as an instrument to gather data. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

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The questionnaire underwent content validation by the panel of experts. The Criteria for the Content Validation by Fraenkel and Wallen (2007) were used to determine the validity of the questions in the interview schedule or guide. The researcher considered all comments and suggestions relative to the validation of the tool. After the questionnaire had been found valid, permits were prepared to allow the researcher to start conducting the in-depth interview.

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, School Head, and individual participants were obtained to allow the researcher to conduct the study.

The researcher consolidated all the data after series of interviews. The information was gathered, analyzed, and interpreted using thematic approach.

The following were the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the Science teachers viewed instant gratification generation as a generation in which millennials lived with internet and technology, answered questions in mind instantly, gratified one's satisfaction right away, and loved to get feedbacks right away.

It was also found out that as to the characteristics of instant gratification generation teachers, they wanted feedback for improvement, looked for ways to achieve goals, and worked with technology and social media.

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ISSN: 2704-3010

Volume V, Issue III

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During the in-depth interview with the participants, it was found out that the Science teachers' ways on how to value work were to learn new things and find opportunities, value the love of work, and give the best in everything.

Science teachers' ways on how to involve themselves in community activities were to join voluntarily, organize community activities, and participate and support community activities. These were all manifested during the conduct of the in-depth interview with the participants.

Based on the findings, the following insights were drawn:

Teachers who belonged to instant gratification generation were computer literate. They worked independently by using the technology and wanted to have a fast output every time there was something to be done. They wanted to have the results immediately for them to know the feedback of their actions. Therefore, teachers from the generation that demands quick gratification ought to be employed in tech-related jobs. They must be used to their fullest potential on jobs that call for quick responses and feedback.

Teachers in this generation were open-minded for change for a better. They had always a solution to offer every time they needed it. The use of technology was always their partner in everything they did. Therefore, teachers from the generation that demands instant satisfaction should participate in all committees and tasks in order to provide them with plenty of chances to showcase their skills and knowledge to future generations, thereby benefiting the school.

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Teachers who belonged to this generation valued their work religiously. They were responsible in everything they did and they could be trusted of. They did the best they could and showed to others that they're useful and considered assets to the organization. Therefore, teachers from this age deserve praise and recognition for their prompt and excellent work. Teachers and other staff members who have demonstrated exceptional performance should be given formal awards and recognition from the school.

Teachers under the instant gratification generation were humble individuals and were willing to help anyone. They're very active to school and community activities with good performance outputs. Therefore, teachers of this generation should take an active role in all school-related activities, such as community extension programs.

## CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations were forwarded:

Teachers who belong to instant gratification generation should be utilized to work related to and used with technology. They must be maximally employed to tasks that require fast results and feedbacks.

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Instant gratification generation teachers should be involved in all committees and assignments to give them ample opportunities to show what they have and what they could share to other generations for the betterment of the school.

Teachers who belong to this generation should be recognized and awarded for their fast and good performances. Awards and recognition of the school should be institutionalized for teachers and other school personnel with outstanding performances.

Teachers who belong to this generation should be involved in all school-related activities including community extension services. They should be guided properly and motivated so that they will sustain the feeling of being useful to the school.

A copy of the human resource development program should be given to the Schools Division Office, Regional Office, and Central office, for them to approve and implement.

If a copy of this proposed human resource development program would not be approved, school heads are encouraged to implement these in a local arrangement bases only.

A similar study is also encouraged to be conducted in the future and considers other variables not used nor mention in the study.

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