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Research Article

Political Attributes of Millennials in A State University in Zambales, Philippines

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ABSTRACT

The study revisited the political culture of millennials, promising citizens, and leaders of the country. It described and explored the perceptions and outlooks of millennials towards knowledge, involvement, and values as attributes of political culture. The study was a descriptive survey and correlational design. The study revealed that most millennials depend on TV and social media as sources of political information and consider integrity, honesty, intelligence, and experience to vote for a candidate in an election. Meanwhile, there is a significant difference among the three political attributes as shown in the computed *F*-value of 56.94; millennials have the highest level of attributes in political values compared with political knowledge and involvement. Interestingly, the result indicates no significant difference between the male and female levels of political attributes. On the other hand, the computed *F*-value of 3.05 showed an apparent significant difference in political attributes of millennials when grouped according to religion. Generally, millennials have a high level of political attributes; this indicated that despite that millennials were in the midst of the fast-changing world brought by media and technology, they stay active citizens as seen in their political values that remain highly intact.

Keywords: Millennials, political attributes, political knowledge, values.

Introduction

Politics is as old as civilization. The state where our political system is seen today can be traced back to politics that history had before. As society progressed, politics became more complex. Today, talking about politics is as timely as fashion and economy. It is at an all-time inclusive that everyone is involved in

policymaking, election, and power struggle. As Aristotle highlighted in his natural theory of the state, it is natural to be political, pointing out that man is a social and political being. For as long as people exist together in an organization and one sets the rule to follow, politics exists (Lazo, 2009). Acquaintance to politics starts at

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home. When the authorities (parents) decide and set rules to follow by the subject (children), politics exists.

The right and privilege of becoming a citizen are more than just having a name or a title; it involves making decisions for society (Atienza et al., 2016). Through active participation in matters of public welfare that encompass sound involvement in political processes, citizens become active rather than passive (Atienza et al., 2016). In addition, political participation goes beyond the four corners of bureaucratic offices. In the words of Reichert (2010), political participation is relative to the different approaches such as; resource approach (individual profile), personal motives (perceptions on political culture), and social capital approach (network and social contacts) (Reichert, 2010).

Political culture refers to the outlook and perception of a group that resulted from their "social orientation and political socialization," this includes; values, attitudes, ideologies, religions, political experiences, and other related matters (Kintanar & Associates, 2009). The political actions in nature of an individual are shaped by its political culture (Mendoza, 1999). In this study, political knowledge, involvement, and values served as attributes of the political culture of millennials. Knowledge of politics is associated with the ideas on the fundamental operations of the government processes and lawmaking. Political involvement includes participation in civic activities. Meanwhile, political values involve the outlooks towards politics.

Education as a social institution plays a role in developing patriotism among young citizens. Education assures the acquisition of necessary information about politics. It also transforms learners to become full-fledged citizens to know their purpose of living together in their community. In addition, becoming a responsible and participating citizen does not take place automatically; through education, students experience democracy (Corpuz & Salandanan, 2015). Further, for Henslin et al. (2007), education is a process of political socialization. Through education, the learner-citizens learn to embody the dominant values, ideas, experi-

ences, and civic responsibilities that ensure social development, reflected in having a stabilized political system and obvious civil order (Henslin et al., 2007).

For pragmatists, schools represent society in a simplified form; it acquaints the learners to the community (Butler, 1968; Duka, 1999). Meanwhile, existentialists stress the educational implications of schools to develop a learning environment that stimulates awareness, essential to make sound decisions (Zulueta, 2010). Thus, Article XIV, Section 3 of the 1987 Philippine constitution, provides the fundamental legal basis of the study of the Constitution (politics) as this shall include in all curricula to inculcate the values of nationalism and patriotism (De Leon & De Leon Jr., 2011).

However, despite the discourses on man's instinctive inclination to politics and the state's mandate of studying politics, there are several adverse implications to the science of politics or politics by itself. In Jose Naguit's (2004) study, the problem lies in the predetermined association of science of politics in absurd expressions that imply indifference in politics. In addition, the youth sector, which is considered an influential group (Lazo, 2009), once gave lesser importance to politics (Sandoval, Mangahas & Guerrero, 1998). As a result, social apathy is possible, given that society possibly influences the perceptions of youth, millennials, those born in the 1980s or 1990s (Merriam-Webster Dictionary, 2018).

The study revisits the political culture of millennials, specifically the values as a political attribute about knowledge and involvement. Results of the study are likely to be instrumental in the continuous development of the social studies curriculum amid this fast-changing world.

Methods

Research design

The study is a descriptive survey and correlational design. A survey was administered to gather data that describe the demographics, perceptions, and outlooks of the respondents and determine the influence of profile variables on political attributes. Meanwhile, the researcher determined the extent to which vari-

ants on sex, religion, and voting status correspond to levels of political attributes by using the correlation method of research.

Research population and locale

The study profiled and surveyed the ninety-eight students of the College of Education, Arts and Sciences, composed of seventy-three females and twenty-five males, all of legal age. The study was conducted in Ramon Magsaysay Technological University, San Marcelino Campus, located at Nagbunga, San Marcelino, Zambales.

Research sampling

The respondents were selected using comprehensive-purposive sampling. The age was considered a prerequisite in identifying the respondents to assure that they are 18 years old and above, which is regarded as the age of maturity (De Leon & De Leon Jr., 2011) to participate in various political activities and to make decisions like casting votes in an election.

Instrumentation

The survey questionnaire has three parts. The first part intends to gather demographic information of the respondents. The second part aims to measure the level of political attributes of the respondents based on knowledge, involvement, and values. Items 1-6 are concerned with knowledge on politics, 7-12 are items for political involvement, while items 13-18 are intended for political values. Meanwhile, the last part seeks to validate and support the objective responses of respondents through open-ended questions that center on the importance of voting and their interest in going into politics.

Validation

The instrument was subjected to validation by experts in public administration and legal management. Further, to ensure utmost validity, this was also subjected to spontaneous validation by the researcher's colleagues in the academe. In addition, the instrument was subjected to pilot testing before its administration. The computed Cronbach's alpha of 0.877 using the MS Excel 2016 implies high-reliability features of the research instrument with its

internal consistency, dependability, and stability.

Data gathering

At the start, the prerequisite data were gathered through participant observation. Moreover, to gather sufficient and relevant data, the researcher sought the approval of the program Chairpersons for the conduct of the study.

A profile sheet was initially circulated among the potential respondents to validate that they are of legal age and seek their informed consent to be part of the study. The administration of the survey took place as scheduled in different classes of BEED and BSED. It was after the retrieval of all survey questionnaires that the gathered data were collated and analyzed.

Analysis of the data

The data gathered were treated through MS Excel 2016 that used the following statistical tools: Percentage that shows the part of a given value in a whole, Mean that measures the central tendency of a given array of values, Standard Deviation that measures the homogeneity of the responses of respondents in the survey, T-test, measures the level of differences between two means. In the study, the independent T-test was used to determine the significant differences between males and females and the voters' and non-voters' levels of political attributes, Analysis of Variance (ANOVA) (Single Factor) that measures the level of differences of three or more means. This tool was used to determine the significant differences in political attributes (political knowledge, political involvement, and political values) in the study, and Chi-Square that tests the dependency of variables on one another. In the study, respondents' level of political attributes concerning their profile variables such as sex, religion, and voting status were treated to test the existence of dependency.

Ethical consideration

The researcher discussed the purpose of the study among the prospective respondents. After, the informed consent of the students to serve as respondents of the study was sought.

In collation and analysis of the data gathered, the coding was used to keep the confidentiality of the respondents' identities.

Result and Discussion

The succeeding tables present the study results, which are discussed thoroughly in corroboration with the previous studies.

Females comprised more than half of the voters' population. They had actively exercised voting rights in the previous election (PCW Statement on the Occasion of the 81st Anniversary of Women's Suffrage in the Philippines 2009). In Table 1, the respondents were grouped according to sex.

Table 1. Frequency and Percentage Distribution of Respondents according to Sex

| Sex | Frequency | Percent |
|--------|-----------|---------|
| Male | 25 | 25.51 |
| Female | 73 | 74.50 |
| Total | 98 | 100 % |

Table 1 shows that more than half of the sample are females (75%) while only 26% are males, all of legal age.

In the following table, the respondents were grouped according to their religions. The

study respondents are affiliated with various religions such as Roman Catholic, Born Again Christians, Iglesia ni Cristo, Aglipayan, and Baptist.

Table 2. Frequency and Percentage Distribution of Respondents according to Religion

| Religion | Frequency | Percent |
|--------------------------------|-----------|---------|
| Roman Catholic | 42 | 42.86 |
| Born Again Christians | 21 | 21.43 |
| Iglesia ni Cristo | 16 | 16.33 |
| Iglesia Filipina Independiente | 9 | 9.18 |
| Baptist | 3 | 3.06 |
| Others | 7 | 7.14 |
| Total | 98 | 100 |

Table 2 shows that nearly half (43 %) of the sample are Roman Catholic, few are Born Again Christians (21 %), Iglesia ni Cristo (16 %), and Iglesia Filipina Independiente (9 %). In contrast, only three of them are Baptist, and others are not specified.

In Table 3, the frequency and percentage distribution of respondents when grouped

according to voting status. Results show that more than half of the sample has no experience of voting in a local or national election (Table 3); the reason that stood out was that when they turned 18-years old, there were no local and national elections conducted yet.

Table 3. Frequency and Percentage Distribution of Respondents according to Voting Status

| Voting Status | Frequency | Percent |
|--|-----------|---------|
| Have experience of voting in an election | 26 | 26.53 |
| No experience of voting in an election | 72 | 73.47 |
| Total | 98 | 100 |

The media serves to improve the political life of the governments, elites, and public. Reflected in the work of Atienza et al. (2016),

the e-democracy as a result of the use of media gives a new dimension in the flow of the politi-

cal processes, whether initiated by the government or by the public. The new media has changed the political world as it already simplified elections, activated political discussion, and increased political and social groups' effectiveness (Atienza et al. 2016).

In Table 4, the frequency and percentage distribution of the respondents' various

sources of political information. It reveals that most respondents (24 %) seem to rely on TV and social media as their sources of political information, while only 5.10% of the sample tend to depend on other sources such as household members' parents, cellphone, internet, and school.

Table 4. Frequency Analysis for a Multiple Response Question of the Respondents' Sources of Political Information

| Sources of Information | f | % | Cf | Cp |
|---|----|-------|----|-------|
| TV & Social Media | 24 | 24.49 | 24 | 24.49 |
| Newspaper, TV, Radio & Social Media | 22 | 22.45 | 46 | 46.94 |
| TV, Radio & Social Media | 18 | 18.37 | 64 | 65.31 |
| Newspaper, TV & Social Media | 10 | 10.20 | 74 | 75.51 |
| TV | 8 | 8.16 | 82 | 83.67 |
| Social Media | 4 | 4.08 | 86 | 87.76 |
| No answer | 3 | 3.06 | 89 | 90.82 |
| TV & Radio | 2 | 2.04 | 91 | 92.86 |
| Radio & Social Media | 1 | 1.02 | 92 | 93.88 |
| Newspaper, TV & Radio | 1 | 1.02 | 93 | 94.90 |
| Newspaper, TV, Radio & Social Media & others (Household, parents, cellphone, internet, School) | 5 | 5.10 | 98 | 100 |

*Cf- Cumulative Frequency; Cp-Cumulative Percent

It corroborates the study of Campus, Pasquino & Vaccari (2008); Pabjan & Pekalski (2008); Schmitt-Beck & Mackenrodt (2010) as cited by Reizebos et al. (2011) that pointed out that strengthening democracy is channeled through mass media, "it influences political perceptions and determines voting behavior" (p. 12). In addition, it engages citizens to get active in civic and political activities (Lazo, 2009).

On the other hand, political participation is a product of civic knowledge; to participate politically is to know structure (polity), process

(politics), and content (policy) (Reichert, 2010). Election (voting) is the "heart process" of democracy; to vote is to practice democracy (Lazo, 2009). In the words of Lawson (1989), as man acquires his/her view of he/she experiences the processes of political socialization.

In the following table, most respondents (24%) seem to consider integrity, honesty, intelligence, and experience as the basis of voting for a candidate in an election.

Table 5. Frequency Analysis for a Multiple Response Question of Respondents' Basis of Voting a Candidate in an Election

| Qualities for Voting a Candidate in an Election | f | % | Cf | Cp |
|---|----|-------|----|-------|
| Integrity, Honesty, Intelligence & Experience | 24 | 24.49 | 24 | 24.49 |
| Not specified | 11 | 11.22 | 35 | 35.71 |
| No Answer | 9 | 9.18 | 44 | 44.90 |
| Honesty, Intelligence & Experience | 9 | 9.18 | 53 | 54.08 |
| Integrity, Honesty & Intelligence | 6 | 6.12 | 59 | 60.20 |
| Honesty | 5 | 5.10 | 64 | 65.31 |
| Integrity, Honesty, Intelligence, Charisma & Experience | 3 | 4.08 | 67 | 68.37 |

| Qualities for Voting a Candidate in an Election | f | % | Cf | Cp |
|---|---|------|----|-------|
| Integrity, Intelligence & Experience | 3 | 3.06 | 70 | 71.43 |
| Experience | 3 | 3.06 | 73 | 74.49 |
| Honesty & Intelligence | 3 | 3.06 | 76 | 77.55 |
| Integrity, Honesty & Experience | 3 | 3.06 | 79 | 80.61 |
| Integrity & Honesty | 3 | 3.06 | 82 | 83.67 |
| Integrity & Experience | 3 | 3.06 | 85 | 86.73 |
| Integrity & Intelligence | 2 | 2.04 | 87 | 88.78 |
| Choice of Religion | 2 | 2.04 | 89 | 90.82 |
| Honesty & Experience | 1 | 1.02 | 90 | 91.84 |
| Honesty, Intelligence, Charisma & Experience | 1 | 1.02 | 91 | 92.86 |
| Intelligence, Charisma & Experience | 1 | 1.02 | 92 | 93.88 |
| Intelligence & Experience | 1 | 1.02 | 93 | 94.90 |
| Integrity, Honesty & Charisma | 1 | 1.02 | 94 | 95.92 |
| Integrity | 1 | 1.02 | 95 | 96.94 |
| Intelligence | 1 | 1.02 | 96 | 97.96 |
| Intelligence, Experience & Integrity | 1 | 1.02 | 97 | 98.98 |
| Integrity, Honesty, Intelligence, Charisma, Experience & Kindness | 1 | 1.02 | 98 | 100 |

*Cf- Cumulative Frequency; Cp-Cumulative Percent

Results reflected in Table 5 indicate that most respondents are looking for political leaders who possess the qualities of a public servant, such as honesty and integrity (De Leon & De Leon Jr., 2011).

Seemingly, among the predetermined basis of voting a candidate in an election, experience is one of the most preferred qualities of millennials. It is parallel to the study of Murcia & Bolo (2016), where the respondents, who are also millennials, considered political experience as the most important attribute of a candidate.

Meanwhile, knowledge of politics is formally acquired in the school. Despite that man is a "natural political being," political competencies are still taught officially at school. Civic education functions more than the transfer of knowledge of politics but develops both objective and subjective political competencies essential for an "active political participation" (Reichert, 2010, 76). To become politically competent is to influence politics out of one's understanding of facts and processes of politics (Gabriel, 2008; Vetter, 1997; Reichert, 2010).

Moreover, the degree of man's political participation is relative to what he/she values and what he/she considers as ethical or standard. The set of political values are just the same as the standards of society. Political values determine the rightness and wrongness of human conduct (Zulueta, 2011). In the words of Kintanar and Associates (2009), political values refer to the "governance that is held high, for instance, right of suffrage, the rule of law and promotion of good governance."

In addition, Lawson (1989) indicated that "political values are bonded with cultural values," which are influenced by social institutions, religious affiliations, ethnicity, and national interests and are resonated in the kind of political response by the people.

In Table 6, the level of the respondents' political attributes as to political knowledge, involvement, and values is presented. In the said table, six indicators for each attribute are included.

Table 6. Political Attributes of Respondents

| Indicators of Political Attributes | Mean | SD | Descriptive Rating |
|--|------|------|--------------------|
| 1. Knowledge of political operations (Executive, Legislative and Judicial) of the government | 3.87 | 0.79 | Knowledgeable |

| Indicators of Political Attributes | Mean | SD | Descriptive Rating |
|---|------|------|------------------------|
| 2. Knowledge of the elected officials and their responsibilities | 3.50 | 0.88 | Knowledgeable |
| 3. Knowledge of the local laws that the government passes | 3.26 | 0.73 | Somewhat Knowledgeable |
| 4. Knowledge of the implementation of laws | 3.49 | 0.94 | Somewhat Knowledgeable |
| 5. Knowledge of the political issues and their impact on society (e.g., federalism) | 3.42 | 0.90 | Somewhat Knowledgeable |
| 6. Awareness that politics is everywhere | 4.27 | 0.91 | Knowledgeable |
| Mean | 3.63 | 0.58 | Knowledgeable |
| 7. Exercise rights and privileges as a citizen | 3.88 | 0.84 | Involved |
| 8. Attend to civic activities | 2.96 | 1.08 | Barely Involved |
| 9. Initiate programs and projects for community | 2.98 | 1.05 | Somewhat Involved |
| 10. Obey the laws of the land | 3.96 | 1.01 | Involved |
| 11. Express political opinions based on truths | 3.79 | 0.98 | Involved |
| 12. Work with the government for the development of the community | 3.13 | 1.09 | Somewhat Involved |
| Mean | 3.45 | 0.69 | Somewhat Involved |
| 13. Value the things done for the community | 4.46 | 0.63 | Valued |
| 14. Believe that good politics results in good policies | 4.53 | 0.75 | Strongly Valued |
| 15. Believe that better politics leads to a better economy | 4.59 | 0.61 | Strongly Valued |
| 16. Believe that civic participation improves politics | 4.34 | 0.77 | Valued |
| 17. Find happiness and fulfillment in extending help to the community | 3.98 | 0.88 | Valued |
| 18. Envision a stronger republic and better politics for the country | 3.98 | 0.93 | Valued |
| Mean | 4.31 | 0.51 | Valued |
| Overall Mean | 3.80 | 0.48 | HIGH LEVEL |

Legend: (4.50-5.00) Very High Level; (3.50-4.49) High Level (2.50-3.49) Moderate Level (1.50-2.49) Low Level (1.00-1.49) Very Low Level

Table 6 shows that among the indicators, the highest mean score of 4.59 is in terms of political values, while the lowest mean score of 2.96 is in terms of political involvement. It implies that the respondents strongly valued the importance of politics in improving the economy but were somewhat involved in civic activities in their community.

Generally, the 3.80 overall mean score with a standard deviation value of 0.48 shows that

respondents have a high level of political attributes regarding their political knowledge, involvement, and values.

Reflected in Table 7 is the result of the Analysis of Variance (ANOVA) that examines the difference among the level of political attributes of the respondents.

Table 7. Differences of Political Attributes as to Political Knowledge, Involvement, and Values

| Source of Variation | Sum of Squares | df | MSS |
|---------------------|----------------|-----|-------|
| SSb (column) | 40.60 | 2 | 20.30 |
| SSw (rows) | 103.76 | 291 | 0.36 |
| Total | 144.36 | 293 | 56.94 |

The 98 respondents had a mean score of 3.63 in political knowledge ($SD=0.58$); $M= 3.45$ ($SD=0.69$) in political involvement and mean score of 4.31 ($SD=0.51$) in political values. The difference was significant, $F(2,291) = 56.94$, $p=1.35413E-21$

The computed F -value of 56.94 is greater than the F -critical value of 3.03, and the computed p -value is less than the 0.05 level of significance with a degree of freedom of 293; hence it is significant. It indicates that among the political attributes, respondents give much importance to their political values.

The study's result reveals that the highest mean score was 4.31 with a standard deviation value of 0.51 in terms of political values. It indicates that respondents valued the political values; meanwhile, the lowest mean score was 3.45. A standard deviation value of 0.69 in political involvement shows that the respondents are somewhat involved in political activities (Table 6). In between political values and involvement is political knowledge with a mean score of 3.63 and a standard deviation value of 0.58; this implies that respondents know politics. Further, the typical values of standard deviation, which is less than 1, indicate the homogeneity of the respondents in terms of the given attributes.

In addition, the result shows that despite that this generation is in the era of rapid social and cultural change brought by technology, such as the world's use of social media (Atienza et al. 2016), the political values of respondents are still valued. Suppose there are changes in

values that are inevitable. In that case, these changes are significant additions such as "values that appreciate diversity among individuals" in response to the complex societies they are living in (Atienza et al., 2016).

In general, the respondents are hopeful of having a stronger republic and a better politics in the coming years, as reflected in the mean score of 3.98 ($SD=0.93$) as shown in one of the indicators of political values. They have positive outlooks on politics as reflected on their answers when asked of their intention to go into politics once given a chance, "yes, not only for pushing myself to show my potential and ability but also to give my knowledge in planning and executing agenda that benefit all the citizens. Politics is not an easy world, but I think all of us have the quality to be a leader."

Moreover, politics involves everyone, but men are thought to be more superior than women for the longest time. In the words of Lazo (2009), voting as a civic exercise is practiced often by men than women.

Reflected in Table 8 is the respondents' level of political attributes according to sex. A mean score ranges from 4.50 to 5.0, indicates a very high level of political attribution, opposite of a mean score between 1.0 to 1.49, which implies a very low level of attribution.

Table 8. Frequency and Percentage Distribution of Respondents' Level of Political Attributes according to Sex

| Class Interval | Male | | Female | | Descriptive Rating |
|----------------|------|-------|--------|-------|--------------------|
| | f | % | f | % | |
| 4.50-5.00 | 0 | 0 | 7 | 9.72 | Very High Level |
| 3.50-4.49 | 23 | 88.46 | 47 | 65.28 | High Level |
| 2.50-3.49 | 3 | 11.54 | 18 | 25.0 | Moderate Level |
| Total | 26 | 100 | 72 | 100 | |

Table 8 reveals that more than half of the male and the female respondents have a high level of political attributes, as indicated by eighty-eight and sixty-five percent distribution, respectively.

The result of the t -test reveals a mean difference of 0.02 in the mean scores of female and

male respondents (Table 9). Further, the responses of both male and female respondents are homogenous, as indicated in the computed standard deviation values of 0.34 and 0.52, respectively.

Table 9. Difference in the Level of Political Attributes of Respondents according to Sex

| | Male | Female | <i>p</i> -value | <i>t</i> -computed | <i>t</i> critical |
|--------------------|------|--------|-----------------|--------------------|-------------------|
| Mean | 3.79 | 3.80 | 0.89 | 0.14 | 1.98 |
| Standard Deviation | 0.34 | 0.52 | | | |
| Sample Size | 25 | 73 | | | |
| Mean Difference | 0.02 | | | | |

There is a significance between the female mean score and the male mean score of respondents $t(96)=0.14$, $p > 0.05$. The female mean score is higher ($M=3.80$) than the male mean score ($M= 3.79$). The difference of 0.02 indicated no significance.

As shown in Table 9, the computed *t*-value of 0.14 is less than the critical value of 1.98, while the computed *p*-value is greater than the given significance level of alpha 0.05 and 96 as the degree of freedom. Interestingly, the result shows that the difference between male and female political attributes is not significant.

The result challenges the study of Barabas et al. (2014), where men were seen as more politically active than women, which resulted in a "gender gap" (p. 843). It implies that nowadays, in the generation of millennials, sex does not matter in politics. Like in the US, as indicated by Lazo (2009), the assumption that women were traditional and conservative was now reversed. On the other hand, the result of the study perhaps corroborates the work of Barabas et al. (2014) that pointed out that the "gender gap disappears" (p.843) when women have higher (political) knowledge than men. In addition, a small number of the female respondents expressed their intention to enter politics if given a chance. Most of the reasons for their interest

in going into politics is their eagerness to help their community, one of them said, "Yes, I will run in politics because I want to help our community and to show my ability if given a chance," the other added, "Yes because I want to contribute a big impact to our community."

The result of the study is evidence of the changes in values that brings a shift in social structure. This shift recognizes the value of equity between men and women in politics, which implies "tolerance and acceptance" (Atienza et al., 2016) and the empowerment of every individual.

In history, politics was once influenced by religion. As reflected in the report of Mc Dermott (2009), religion seems to be "intertwined with politics" (Reizebos et al. 2011, 13). Moreover, in this generation, religion remains strong even among the youth (Henslin et al., 2007).

Table 10 reveals the Analysis of Variance (ANOVA) results from testing the difference in respondents' level of political attributes when grouped according to religion.

Table 10. Difference of Respondents' Level of Political Attributes according to Religion

| Source of Variation | Sum of Squares | df | MSS | <i>F</i> -critical |
|---------------------|----------------|----|------|--------------------|
| SSb (column) | 2.55 | 4 | 0.64 | 2.47 |
| SSw (rows) | 19.45 | 93 | 0.21 | |
| Total | 22.00 | 97 | 3.05 | |

Legend: RC (Roman Catholic), BAC (Born Again Christian), INC (Iglesia ni Cristo), IFI (Iglesia Filipina Independiente) The 98 respondents grouped according to religion had mean scores of $M=3.92$ ($SD=0.38$) for RC, $M=3.74$ ($SD= 0.50$) for BAC, $M=3.59$ ($SD=0.64$) for INC, $M=3.97$ ($SD= 0.34$) for IFI, and $M=3.52$ ($SD=0.45$) for other religions. The difference was significant, $F(5, 92)=3.05$, $p=0.02$

Given the significance level of 0.05 and 97 as the degree of freedom, the computed *F*-value of 3.05 is greater than the critical value of 2.47, while the *p*-value is less than the 0.05 level of significance (Table 10). Both the computed *F*-

value and computed *p*-value indicate a significant difference in political attributes of respondents when grouped according to religion.

The result indicates that the Aglipayans have the highest level of political attributes

among the respondents with a mean score of 3.97 and a standard deviation value of 0.34; next was Roman Catholics with a mean score of 3.92 ($SD=0.38$) (Table 10).

In the words of Mendoza (1999, 50), political culture "influences political conduct." Almost all aspects of man's life, such as "the aspirations and fears, the preferences and prejudices, the priorities and expectations," are shaped by the political culture amid the challenges brought by the changing world (Pye, Mendoza, 1999). Political experience is considered one of the political culture components (Kintanar & Associates, 2009), and voting is the universal and perfect political experience.

Voting is more than a right, it "is a civic duty and a moral responsibility" of the citizens but not all who are entitled to this right do vote (Lazo, 2009).

Reflected in Table 11 is the result of the t -test that examines the difference between the voting and non-voting respondents' level of political attributes. The result shows a mean difference of 0.03 in the mean scores of non-voting and voting respondents. Further, the responses of both the voting and non-voting respondents are homogenous, as indicated in the computed standard deviation values of 0.47 and 0.48, respectively.

Table 11. Difference in the Level of Political Attributes of Respondents according to Voting Status

| | Voting | Non-Voting | p -value | t -computed | t critical |
|--------------------|--------|------------|------------|---------------|--------------|
| Mean | 3.78 | 3.81 | 0.78 | 0.28 | 1.98 |
| Standard Deviation | 0.47 | 0.48 | | | |
| Sample Size | 26 | 72 | | | |
| Mean Difference | 0.03 | | | | |

There is a significance between the non-voting mean score and voting mean score of respondents $t(96)=0.28$, $p > 0.05$. The non-voting mean score is relatively higher ($M=3.81$) than the voting mean score ($M= 3.78$). The difference of 0.03 indicated no significance.

Given the significance level of alpha 0.05 and 96 as the degree of freedom, the computed t -value of 0.28 is less than the critical value of 1.98. In contrast, the computed p -value is greater than the 0.05 level of significance. The computed t -value and p -value indicate no significance in the difference in voting and non-voting respondents (Table 11).

Some of the respondents indicated that through voting, they could voice their opinions and help the country by choosing the right people who will lead the country. One of the respondents said, "I must exercise my right and privilege of suffrage because, for me, it is one of the ways how I voice out my opinion and sympathy. And I want to be part of producing or electing people who make our country more productive and progressive." The other respondent added, "Para maipaglaban ang nais kong iboto at mapili ang nararapat na maupo sa gobyerno."

The respondents have different outlooks of going into politics; most of the respondents are

not interested in going to politics because they believe that going into politics is complex and challenging. Some respondents indicated that becoming a responsible citizen will be enough to contribute to developing the country. One of them pointed out, "No, because being in politics makes your life more public and open to all, even you are not in politics, you can help others" the other added, "No, because I believed that I could help in changing our country even if I am not going to be a politician through exercising my rights in voicing out my opinion and choosing the right politician through voting." Meanwhile, some of the respondents indicated that they would just perform their teaching call to serve the country, "I don't want to enter politics, because being a teacher is my task. I only want to focus on my teaching so I will become a better teacher. In that way, I can help my community even I will not enter politics." On the other hand, a few of the respondents expressed their interest in going into politics. One of them said, "Yes, para matulungan ko ang mga

kabataan na imbes magkaroon ng bisyo ay ilaan na lang ang oras para sa sports at pagtulong sa gawaing barangay."

In Table 12, respondents' political attributes are grouped according to their profile variables such as sex, religion, and voting status. The computed Chi-square value of 5.58 in

terms of sex is less than the critical value of 5.99, while the computed p -value is greater than the 0.05 level of significance with 2 as a degree of freedom; hence it is not significant. It shows no relationship between the sex of the respondents and their political attributes (Table 11).

Table 12. Differences of Political Attributes of Respondents according to Sex, Religion, and Voting Status

| Variables | df | Computed Value | Critical Value | p -value |
|---------------|----|----------------|----------------|------------|
| Sex | 2 | 5.58 | 5.99 | 0.06 |
| Religion | 10 | 23.77 | 18.31 | 0.008 |
| Voting Status | 2 | 1.23 | 5.99 | 0.54 |

Legend: S (Significant) NS (Not Significant)

Level of political attributes was not equally distributed in the population, $X^2(10, N=98) = 23.77, p < 0.05$. The relation between these variables was significant.

Meanwhile, the computed Chi-square value of 23.77 in terms of religion is greater than the critical value of 18.31. The computed p -value is less than the 0.05 level of significance with the degree of freedom of 10; hence it is significant. It indicates that the religion of the respondents is related to their political attributes.

On the other hand, Table 12 shows that the computed Chi-square value of 1.23 in terms of voting status is less than the critical value of 5.99. In contrast, the computed p -value of 0.06 is greater than the 0.05 level of significance given two as the degree of freedom; hence it is not significant. It implies that the voting status of the respondents has no relationship with their political attributes.

The result shows that among the three independent variables, only religion has a relationship with the political attribute respondents. It corroborates the study of Lazo (2009), which looks into religion as a powerful institution that contributes to the public's opinion. Lazo (2009) added that religion greatly impacts the political viewpoints of the people of all the sectors of society.

Conclusion

More than half of the sample are females. In addition, the majority of millennials seem to rely on TV and social media as their sources of political information. Integrity, honesty, intelligence, and experience are the qualities that

most millennials consider as the basis of voting for a candidate in an election. Meanwhile, millennials have the highest attributes to political values. In contrast, they have the least attribution to political involvement, which indicates that millennials are only somewhat involved in political activities. In general, millennials have a high level of political attributes. It implies that millennials are active citizens of this generation. Their values on democracy and good governance remain intact.

In addition, the difference is significant among political knowledge, involvement, and values. Among the three political attributes, millennials have the highest level of attributes in political values. The result shows that despite that millennials are in the era of the rapid spread of worldwide ideas through the use of technology, such as the use of various forms of social media such as Facebook, Instagram, and Twitter, their political values are still highly intact. The difference between male and female political attributes is not significant. Moreover, the result indicates that millennials value equality between sexes as reflected in the non-significant difference between male and female respondents, opposite the norms decades ago. It implies acceptance of social diversity that promotes the empowerment of every citizen (Atienza et al., 2016). Besides, there is an obvious significant difference observed in the political attributes of respondents when grouped

according to religion. The difference in political attributes is not significant between the voting and non-voting millennials. Among the independent variables, only religion is related to the political attributes of millennials as revealed.

Recommendations

The recommendations of this study can be contributory to the continuous development of the social studies curriculum.

1. Teachers must use technology and media more often to teach polity, politics, and policies. Develop several teaching plans or learning materials that promote collaboration through social media between and among learners and teachers. Part of this is to guide the millennials in the ethical use of social media.
2. Teachers must develop a curriculum for Political Science education that is more relevant and meaningful for learners.
3. Curriculum developers and teachers must design programs and projects that encourage prospective leaders to engage more in civic affairs.
4. School administrators must create strong linkages to the government (local and national) to develop feasible school-community-based activities that involve more millennials in the practice of democracy.
5. Political leaders and decision-makers may formulate policies that foster patriotism and leadership at all levels and across sectors of society.
6. A parallel study shall be conducted across curricular programs to develop relevant social studies curricula appropriate for specified fields and disciplines.

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