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**LEVEL OF INVOLVEMENT BY GENERATION Z AMIDST THE PANDEMIC AT ST.**

**THERESE-MTC COLLEGES**

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**Abstract**

*This study examined the Involvement of Generation Z students during the pandemic at St Therese MTC Colleges during the Academic Year 2020-2021. Information has been collected online through google forms and was analyzed using the SPSS. The descriptive research method involved 109 respondents selected through purposive random sampling. The study showed the respondent's level of Involvement amidst the pandemic at St. Therese MTC Colleges during the Academic Year 2020-2021; when taken as a whole in terms of Personal Involvement, School – Based Involvement, and Community Involvement, Generation Z was involved. There is no significant difference in the level of Involvement by Generation Z during the pandemic at St Therese MTC Colleges during the Academic Year 2020-2021 when grouped according to sex and socio-economic status in terms of Personal Involvement, School – Based Involvement, and Community Involvement.*

**Keywords:** *COVID 19, Generation Z, St. Therese-MTC Colleges, Level of Involvement, Personal Involvement, School-based Involvement, Community Involvement*

## Introduction

Involvement is a process of involving individuals in the institutions and decisions that affect their lives. It includes initiatives that emphasize educational reform, juvenile justice, environmental quality, and other issues; that involve populations distinguished by class, race, gender, and other characteristics; and that operate in rural areas, small towns, suburbs, and neighborhoods of large cities in developing areas and industrial nations worldwide. As an expression of participation, individuals organize groups for social and political action, plan programs of their own choice, and advocate their interests in the community. They are raising consciousness, educating others on matters that concern them, and providing services of their choice. No single strategy characterizes all approaches to participation. Activities like these can be conceptualized in various ways. Roger Hart (1997) identified activities and placed them on the rungs of a vertical "ladder of participation" following the power they exercise; Danny HoSang (2003) organizing, development, and other models on a continuous horizontal activity.

David Driskell (2002) described several "steps in the process" from gathering information to program evaluation. These activities have the potential to produce outcomes at multiple levels. Studies of several population groups showed that participation could strengthen social development, build organizational capacity, and create environmental changes. There had been relatively little systematic study of involvement outcomes at multiple levels. However, the research on other populations suggests that youth studies will positively affect such measures as personal confidence, social connectedness, civic competencies, and leadership development. However, systematic research has not identified the potential benefits of youth participation. Involvement is about the real influence of individuals in institutions and decisions, not their passive presence as human subjects or service recipients.

Although involvement studies often assess activities in terms of their scope—such as their number, frequency, and duration—quality is their most significant measure. Just because several individuals attend several meetings and speak, several times is no measure of their effect. Quality participation shows some effect on outcomes, including its effect on community change.

Involvement includes efforts by individuals to plan programs of their own choice, by adults to involve individuals in their agencies, and by youth and adults to work together in intergenerational partnerships. However, the issue is not whether the effort is youth-led, adult-led, or intergenerational, but rather whether the individuals have an actual effect.

Generation Z was concerned about their future, family, and broader society, consistent with a high level of moral development. They want to be active participants in social recovery, including concepts around return to school but require appropriate information and means by which their voices can be heard.

This study was conceived to pursue a more profound thought on Generation Z's Involvement in the society in which they play a significant role. The youth can determine the success of a nation in combating the recent pandemic.

The study was conducted in St. Therese-MTC Colleges, a private school in Iloilo. It has three sites in different parts of the province offering baccalaureate programs. The La Fiesta Site where the study was conducted boasts of its Hotel and Tourism Management and Cruise Line Services. St. Therese- MTC Colleges continue to spread its generosity and service among the communities in its nearby barangays through various programs and activities. Among the yearly events of the school are gift giving to the adopted barangays, mangrove planting, tree planting, clean up-drive, livelihood training, and seminars.

### **Statement of the Problem**

This study aims to determine the level of Involvement by Generation Z amidst the pandemic at St. Therese-MTC Colleges.

Specifically, this study sought to answer the following questions:

1. What is the level of Involvement by Generation Z amidst the pandemic at St Therese MTC Colleges when taken as a whole and when classified according to sex and socio-economic status in terms of (a) Personal Involvement, (b) School – Based Involvement, (c) Community Involvement?
2. Is there a significant difference in the level of Involvement by Generation Z amidst the pandemic at St Therese MTC Colleges when taken as a whole and when classified according to sex and socio-economic status in terms of (a) Personal Involvement; (b) School – Based Involvement; (c) Community Involvement?

### **Scope and Limitation of the Study**

The study focused on Generation Z's involvement level amidst the pandemic at St Therese-MTC Colleges, La-Fiesta, during the Academic Year 2020-2021. The respondents were male and female students enrolled at St. Therese MTC Colleges La-Fiesta AY 2020-2021. The researchers used the quantitative research design. A random sampling design was used, which is a way of selecting a sample of observations from a population in order to make inferences about the population. The statistical tools used mean to determine the level of Involvement of the respondents and ANOVA to determine the significant differences in the respondent's Involvement when classified according to sex and socio-economic status.

## Review of Related Literature

### Conceptual Literature

Community engagement of youth and adolescents is a set of processes by which young people become involved and constructively exercise agency in their surrounding environments. Young people can become engaged through Involvement with existing organizations and government institutions and the establishment and leadership of new organizations. Community engagement is consistently regarded as an essential facilitator of youth development. Less frequently recognized are how youth community engagement contributes positively to adult development, community development, and a functioning civil society. This makes the case that youth community engagement is essential from a civil society perspective, a social justice perspective and that multigenerational partnerships are particularly critical in contemporary society. Recent literature is synthesized, drawing particularly on examples of youth-adult partnerships, youth involvement in governance, and community organizing involving young people. Finally, it provides recommendations for future research, policy, and practice.

Young people's engagement in communities has become a topic of interest from many perspectives in research and practice. Early research centered on political socialization, intergenerational stability, and adolescents' cognitive development (Flanagan 2016). In recent decades, community engagement of young people has been studied from civic engagement and social capital perspectives (Coleman, 2018; Jarrett et al., 2015). The term "youth" for us includes adolescents and those in their early to mid-20s. "Community" can have a variety of meanings ranging from neighborhoods and organizations to larger (even global) collectives (Kadushin et al., 2015). Drawing on these components, youth community engagement is defined as a set of nested processes through which young people become involved and constructively exercise

agency in their surrounding environments, primarily through organizations and civic life (formal/informal) in their communities. This essay presents a pragmatic case involving youth in organizational and community change. Next, three models of youth community engagement are considered: volunteerism, youth in governance, and community organizing that involves young people. Youth–adult partnerships are discussed as a core element of each model. Within this frame, nested processes of youth community engagement are described: as individual, interpersonal, organizational, and cultural.

At a societal level, there have been several prominent themes in arguments for the importance of youth community engagement. Many of them hinge on the concept of civil society, which can be understood as a society in which citizens are active in ensuring that rights are upheld, and responsibilities met – one that is constantly working on balancing public interests with the interests of individuals (Hunter and Milofsky, 2017). Civil society encompasses public, quasi-public, and independent spaces and institutions and serves associational, representational, and contestatory functions.

Generation Z has risk-averse characteristics that would lead Gen Z students to be more prone to changes after a community-based learning experience because this type of experience would force them to try something they may otherwise not have experienced on their own. In 2015, less than 40% of teens liked to take risks or get a kick out of doing dangerous things (Twenge, 2017). Being risk averse has its positives since students are more cautious and the safest generation. Making safety the priority also has its negatives, however, because Gen Z focuses on avoiding potentially harmful experiences and uncomfortable situations, which can also mean missing out on formative learning experiences (Twenge, 2017).

Personal Development community-based learning is a formative experience necessary in this period of the lifespan when identity development is the period of focus. Identity development is accomplished after establishing a clear sense of self, which occurs after exploring various experiences (Kuther, 2017). Research demonstrates that empathy is seen in the early years of one's life but does not develop in more complex forms until adolescence and emerging adulthood. Empathy development during adolescence and emerging adulthood are crucial as it predicts social competencies in adulthood approximately two decades later (Allemand et al., 2015; Smits, Doumen, Luyckx, Duriez, & Goossens, 2011).

### **Theoretical Framework**

Participating in empowering activities can help youth avoid risky behaviors and become productive, healthy adults. This study was anchored upon the **Theory of Empowerment**, which provides a unique conceptual framework for developing programs to enhance positive youth development because it incorporates the notion that health promotion requires not only that youth develop specific skills and positive assets but also that they become motivated to actively apply these skills and knowledge to become agents of positive change for themselves and in their communities (Zimmerman, 1995; Zimmerman, Rappaport, Seidman, Rappaport & Seidman, 2000). Thus, programs based on Empowerment Theory focus on building positive assets, connecting youth with local resources and adult role models, and engaging youth in community service activities. It is also related to the Ecological Theory. It complements Empowerment Theory because it focuses on the social contexts in which youth develop, their interactions, and the roles youth can play within these contexts (e.g., schools and communities). An intervention approach informed by these two theories enhances positive youth development by engaging youth in relevant ecological settings where they can learn skills.

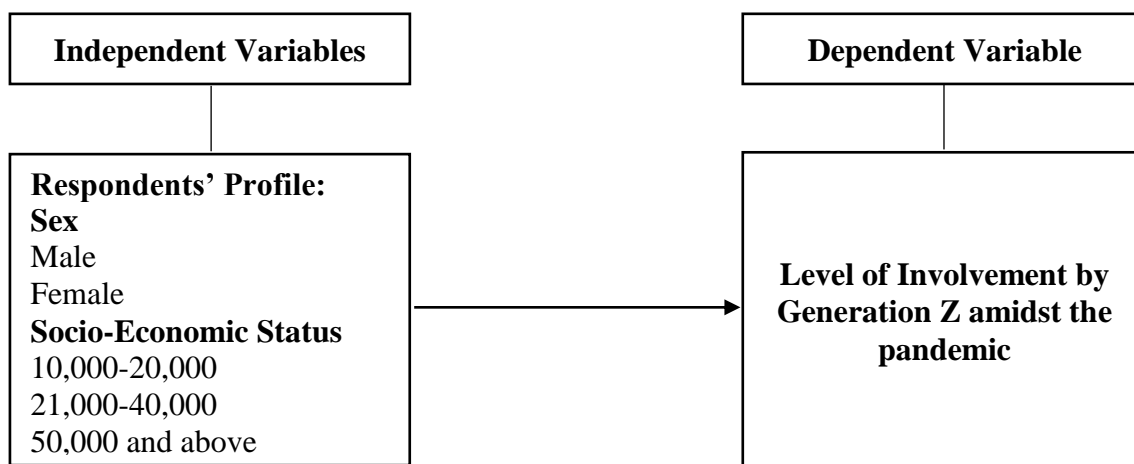
### Conceptual Framework

The framework was based on the research paradigm, which covered the independent and dependent variables. The table showed if sex, and socio-economic status, which was based on the monthly income of the respondents, affected the level of Involvement by Generation Z amidst the pandemic.

### Research Paradigm

**Figure 1**

*A Schematic Diagram Illustrates the Relationship of the Variables*



### Methodology

#### Nature of Research Design

This study utilized the quantitative method of research, which first carried a method of research that relies on measuring variables using a numerical system, analyzing these measurements using various statistical models, and reporting relationships and associations among the studied variables.



**Respondents of the Study**

The study's respondents covered 109 St. Therese-MTC College La Fiesta, Iloilo City students.

Purposive/random sampling was used to select the subjects in this study. The sample size was determined using Slovin's formula incorporating a .05 margin of error.

$$\text{Slovin's Formula: } n = N / (1 + Ne^2)$$

Where: n is the samples;

N is the total population

e is the error of tolerance

**Table 1**

*Respondent's Profile*

<b>Category</b>	<b>Frequency (N)</b>	<b>Percentage%</b>
<b>Sex</b>		
Male	42	38.53%
Female	67	61.47%
<b>Socio Economic Status</b>		
10,000– 20,000	87	79.82%
21,000– 40,000	16	14.68%
50,000 and above	6	5.50%
<b>Entire Group</b>	<b>109</b>	<b>100%</b>

### **Instrumentation**

The instrument used in the study was a researcher-made questionnaire divided into two parts: The demographic and the question proper. The questions prepared are related to the student's personal, community, and school-based involvements.

### **Validity of the Instrument**

The research instrument was presented to these three members of the validators to ensure the acceptability of the content validity of the instrument, and their variable comments and suggestions for its improvement are the revisions that were incorporated in the final instrument.

### **Reliability of the Instrument**

The questionnaire was tested for its reliability using the SPSS program. The Cronbach alpha result was .731, confirming the questionnaire's reliability.

### **Data Gathering Procedure**

Upon the approval of the research proposal, necessary permits were secured for authorities, and then pilot testing was administered to test the reliability of the questionnaire. The questionnaire was sent to selected students through google forms to gather information.

The researchers then administered the questionnaire to the selected respondents using purposive random sampling. The respondents were given ample time to answer the necessary information asked in the questionnaire. The data obtained was classified, tallied, and subjected to appropriate computer-processed statistical tools using the SPSS Program.

### **Statistical Tools Used**

The quantitative data derived from this study were analyzed using the following:

**Frequency Count.** A representation, either in a graphical or tabular format, displays the number of observations within a given interval. This statistical tool was used to show the number

of respondents in the study. **Mean.** This descriptive statistical tool was used to describe the respondent's level of Involvement. **Percentage.** This descriptive tool was used to show the percentage of the total number of responses. **Standard Deviation.** A statistical tool that measures the dispersion of a dataset relative to its mean score. **T-test.** This statistical tool was used to determine the significant difference between means. **One-way ANOVA.** This statistical tool was used to determine the significant difference between the means of three or more independent groups. The statistical computations were computer processed using the Statistical Packages for Social Science version 24.0 (SPSS). SPSS is one of several computer packages that can do just about any calculation you want, using any statistical test.

### Results and Discussions

**Table 2.1** shows that the respondents were involved in terms of Personal Involvement ( $m=3.00$ ). One hundred nine respondents stated that they are involved in seminars and inquiries about training and are also involved in part-time and summer jobs for their personal growth. They were highly involved in sports for health development and investing in research to gain more knowledge, with a mean of 3.44, the highest among the personal involvement activities.

Regarding Community Involvement, the respondents were involved ( $m=2.94$ ) in joining community assistance programs and community meetings, volunteering in community work, and advocating activities for the community. They were highly involved in caring for those in need in the community, with a mean of 3.79, which garnered the highest score among the community involvement activities.

In terms of School-Based Involvement, the respondents were involved ( $m=3.21$ ). The respondents often joined in adopting an institution program and attended a seminar about COVID-19 awareness in school. They seldom participated in club activities or joined groups to

give goods to those in need. On the other hand, they always participated in an online webinar made by the school (4.01), which is the highest among the school-based Involvement activities.

**Table 2.1**

*Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when taken as whole*

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<b><i>Personal Involvement</i></b>	<b>3.00</b>	<b>0.69</b>	<b>Involved</b>
attended seminars for personal growth?	2.61	1.096	Involved
inquired about training to develop myself.	2.88	1.192	Involved
engaged in sports for my health development?	3.30	1.295	Involved
invested my time in research to gain more knowledge?	3.44	1.004	Highly Involved
tried part-time and summer jobs for my personal growth?	2.77	1.338	Involved
<b><i>Community Involvement</i></b>	<b>2.94</b>	<b>0.78</b>	<b>Involved</b>
joined community assistance programs?	2.69	1.095	Involved
participated in community meetings?	2.82	1.270	Involved
volunteered in community work?	2.78	1.197	Involved
advocated activities for the community?	2.64	1.244	Involved
cared for those who are in need in the community?	3.79	1.187	Highly Involved
<b><i>School-based Involvement</i></b>	<b>3.21</b>	<b>0.83</b>	<b>Involved</b>
joined an adopt an institution program?	2.83	1.494	Involved
participated in club activities to help the community?	3.17	1.175	Involved
joined a group to give out goods for those in need?	3.25	1.334	Involved
attended a seminar about COVID-19 awareness in school?	2.78	1.397	Involved
participated in an online webinar made by the school?	4.01	1.118	Highly Involved

*Legend: 4.21-5.00 Very Highly Involved (VHI); 3.41-4.20 Highly Involved (HI); 2.61-3.40 Involved (I) 1.81-2.60 Slightly Involved (SI); 1.00-1.80 Not Involved (NI)*

**Table 2.2** shows the Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to sex in terms of Personal Involvement, Community Involvement, and School-Based Involvement. Male respondents were involved in Personal Involvement (m=3.24), specifically in sports for health development, while the females were slightly involved (m=2.88); this showed that males are more active in personal Involvement than females.

In terms of Community Involvement, both males and females (m=2.92, 2.96) are involved in a community assistance program, community meetings, volunteering in the community with and advocating activities for the community, caring for those who are in need in the community got the highest mean of 3.81 which is highly involved.

As for School-Based Involvement, both males and females are still involved (m=3.30, 3.31); however, participation in online webinars by the school males is highly involved while females are very highly involved.

This showed that in terms of Personal Involvement, the males are more active than the females, but in Community and School-Based Involvement, the females are more active than the males.

**Table 2.2**

*Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to sex in terms of Personal Involvement, Community Involvement, and School-Based Involvement*

Variables	Male			Female		
	Mean	SD	VI	Mean	SD	VI
<b><i>Personal Involvement</i></b>	<b>3.24</b>	<b>.707</b>	<b>I</b>	<b>2.88</b>	<b>.649</b>	<b>SI</b>
attended seminars for personal growth?	2.59	1.142	SI	2.62	1.080	I
inquired about training to develop myself.	2.89	1.390	I	2.88	1.087	I
engaged in sports for my health development?	3.78	1.272	HI	3.06	1.243	I
invested my time in research to gain more knowledge?	3.57	1.168	HI	3.38	.911	I
tried part-time and summer jobs for my personal growth?	3.38	1.163	I	2.46	1.321	I
<b><i>Community Involvement</i></b>	<b>2.92</b>	<b>.821</b>	<b>I</b>	<b>2.96</b>	<b>.764</b>	<b>I</b>
joined community assistance programs?	2.65	1.111	I	2.71	1.093	I
participated in community meetings?	3.00	1.312	I	2.72	1.247	I
volunteered in community work?	2.68	1.248	I	2.83	1.175	I
advocated activities for the community?	2.46	1.120	SI	2.74	1.300	I
cared for those who are in need in the community?	3.81	1.221	HI	3.78	1.178	HI
<b><i>School-based Involvement</i></b>	<b>3.00</b>	<b>.792</b>	<b>I</b>	<b>3.31</b>	<b>.830</b>	<b>I</b>
joined an adopt an institution program?	2.76	1.422	I	2.88	1.538	I
participated in club activities to help the community?	3.11	1.220	I	3.19	1.158	I
joined a group to give out goods for those in need?	3.00	1.453	I	3.37	1.261	I
attended a seminar about COVID-19 awareness in school?	2.54	1.192	SI	2.90	1.484	I
participated in an online webinar made by the school?	3.59	1.013	HI	4.22	1.116	VHI

**Table 2.3** shows the Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to socio-economic status in terms of Personal Involvement, Community Involvement, and School-Based Involvement. The categories given are Php 10,000-20,000, Php 21,000-40,000, and Php 50,000 and above all are involved.

**Table 2.3**

*Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to socio-economic status in terms of Personal Involvement, Community Involvement, and School-Based Involvement*

Variables	10,000-20,000			21,000-40,000			50,000 and above		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
<b><i>Personal Involvement</i></b>	<b>3.02</b>	<b>.684</b>	<b>I</b>	<b>2.92</b>	<b>.708</b>	<b>I</b>	<b>2.92</b>	.832	I
attended seminars for personal growth?	2.63	1.091	I	2.60	1.242	SI	2.40	.894	SI
inquired about training to develop myself.	2.91	1.231	I	2.73	1.033	I	2.80	1.095	I
engaged in sports for my health development?	3.36	1.236	I	3.00	1.604	I	3.20	1.483	I
invested my time in research to gain more knowledge?	3.47	.966	HI	3.40	1.298	I	3.00	.707	I
tried part-time and summer jobs for my personal growth?	2.73	1.363	I	2.87	1.407	I	3.20	.447	I
<b><i>Community Involvement</i></b>	<b>2.90</b>	<b>.772</b>	<b>I</b>	<b>3.24</b>	<b>.835</b>	<b>I</b>	<b>2.76</b>	<b>.684</b>	<b>I</b>
joined community assistance programs?	2.56	1.107	SI	3.33	.900	I	3.00	.707	I
participated in community meetings?	2.74	1.284	I	3.27	1.223	I	2.80	1.095	I
volunteered in community work?	2.73	1.175	I	3.13	1.356	I	2.60	1.140	SI
advocated activities for the community?	2.56	1.288	I	3.20	.941	I	2.40	.894	SI

cared for those who are in need in the community?	3.92	1.120	HI	3.27	1.387	I	3.00	1.225	I
<b><i>School-based Involvement</i></b>	<b>3.24</b>	<b>.872</b>	<b>I</b>	<b>3.17</b>	<b>.590</b>	<b>I</b>	<b>2.80</b>	<b>.529</b>	<b>I</b>
joined an adopt an institution program?	2.81	1.529	I	3.13	1.457	I	2.40	.894	SI
participated in club activities to help the community?	3.18	1.202	I	3.20	1.082	I	2.80	1.095	I
joined a group to give out goods for those in need?	3.26	1.402	I	3.27	1.163	I	3.00	.000	I
attended a seminar about COVID-19 awareness in school?	2.85	1.403	I	2.47	1.407	SI	2.40	1.342	SI
participated in an online webinar made by the school?	4.08	1.140	HI	3.80	1.082	HI	3.40	.548	I

**Table 3.1** T-test Result on the significant difference in the Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to sex in terms of Personal Involvement, Community Involvement, and School-Based Involvement, there was a significant difference in the level involvement among male and female respondents in terms of personal Involvement. However, in terms of community and school-based Involvement, there are no significant differences between males and females in their Involvement during this pandemic.



**Table 3.1**

*T-test Result on the significant difference in the Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to sex in terms of Personal Involvement, Community Involvement, and School-Based Involvement*

	T	Df	p-value	Interpretation	Decision
Personal Involvement	2.701	107	.008	Significant	Reject Ho
Male					
Female					
Community Involvement	-.231	107	.818	Not Significant	Accept Ho
Male					
Female					
School-based Involvement	-1.899	107	.060	Not Significant	Accept Ho
Male					
Female					

*p > .05 not significant @ .05 alpha*

**Table 3.2** shows the one-way ANOVA test result on the significant difference in the Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to socio-economic status in terms of Personal Involvement, Community Involvement, and School-Based Involvement. The data showed no significant differences in the level of Involvement of the respondents when grouped according to socio-economic status in terms of personal, community, and school-based Involvement.

**Table 3.2**

*One-way ANOVA Test Result on the significant difference in the Level of Involvement by Generation Z during the pandemic at St. Therese-MTC Colleges when grouped according to socio-economic status in terms of Personal Involvement, Community Involvement, and School-Based Involvement*

	Sum of squares	Df	Mean square	F	Sig.	Interpretation	Decision
Personal Involvement	.164	2	.082	.170	.843	Not Significant	Accept Ho
Between Groups	50.996	106	.481				
Within groups							
Total	51.160	108					
Community Involvement	1.630	2	.815	1.347	.264	Not Significant	Accept Ho
Between Groups	64.137	106	.605				
Within groups							
Total	65.767	108					
School-based Involvement	.920	2	.460	.669	.515	Not Significant	Accept Ho
Between Groups	72.914	106	.688				
Within groups							
Total	73.834	108					

*p > .05 not significant @ .05 alpha*

### **Conclusions**

Students learn to achieve personal excellence through Involvement, their way of thinking is widened, and they can apply what they are learning in the real world.

In the light of the findings of the study, the following conclusions were drawn:

1. The level of Involvement by Generation Z Amidst the Pandemic at St. Therese-MTC Colleges, respondents were Involved when taken as a whole in terms of Personal, Community, and School-Based Involvement. However, they are highly involved in investing their time in research, caring for those in need in the community, and participating in an online webinar made by the school. In terms of personal Involvement, the males are more active than females.
2. When grouped according to their socio-economic status, respondents were involved in personal, community, and school-based Involvement.
3. There was no significant difference in the Level of Involvement among male and female respondents in terms of Personal Involvement, Community Involvement, and School-Based Involvement. There are no significant differences in the Level of Involvement of the respondents when grouped according to socio-economic status.

### **Recommendations**

The study recommends that Community Stakeholders work with the government to ensure that the next generation must be deeply involved in terms of personal, community, and school-based activities even during this time of the pandemic. The school should encourage the Students to volunteer or participate in community activities by showing videos of good deeds to inspire them to do the same. The school should increase awareness of Covid-19 by organizing events such as information dissemination about the pandemic and other related activities. Future researchers should get more information about studies related to Gen. Z, such as a comparative study on the

level of Involvement during and after the pandemic.

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