

A Portrait of Millennial Business Educators in the 21st Century: Opportunities and Challenges

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Abstract: *Millennial business educators are the people who were born in the early 80s and 2000s (Seppanen, S. & Gualtieri, W., 2012). This is the generation of people adept in advance technology. Therefore, it is imperative to identify the opportunities and challenges of educators in the 21st century business education and how the millennial business educators use the opportunities and overcome the challenges. This study is qualitative phenomenological where the researcher interviewed involving eight participants from a state university in Quezon Province. The researcher interviewed the participants and used the thematic inductive analysis to interpret the data. The study revealed the opportunities of millennial business educators, namely: global collaboration, being tech savvies and having greater access for professional growth and development. The identified challenges are global standards, lack of related industry experience and misrepresentation of information. The millennials take advantage of these opportunities by influencing and motivating students towards learning engagement and e-learning. To overcome the challenges, the business educators must adapt the changing environment by acquiring advanced education and having the right mindset to continuously develop their skills and abilities as business educators.*

Keywords: Millennials, Business Educators, Opportunities, Challenges

1. Introduction

Millennials are people who were born in the early 80s and 2000s (Seppanen, S. & Gualtieri, W., 2012). Millennials are the new generation consisting of the biggest labor workforce around the world. They have already overtaken the Generation X to become the largest ever generation in the American workforce. More than one in three American workers today are millennials (Fry, 2015). In the Philippines, majority of the population are relatively young and belong to the so-called millennials. Half of the population of the Philippines are aged 23 and below and the other half are 23 and above (Ordinario, Pillas, Marasigan & Cuaresma, 2015). Millennials are the most educated generation. According to PEW Research Center, in America, some 63% of millennials value college education. The 2010 reports of Philippine Statistics Authority (PSA) shows that 10.1 percent of those who have graduated from college are mostly with a median age of 23 years (Ordinario et al, 2015). Those who have graduated from college are mostly millennials, the so-called business educators, who are now lording it over in the world of academe.

The 21st century academe is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach help students thrive in today's world (Rich, 2010). Creating an aligned 21st century business educator is not a major issue since majority of the educators today are millennials, who are naturally tech savvy.

To work, the 21st century education will require keen attention to curriculum, teacher quality, and assessment. Millennials have an edge in the 21st century business education since they are the most promising generation in the world of advance technology today. Moreover, opportunities and challenges of business educators in 21st century should be looked into so that they can make the most out of the opportunities by overcoming the challenges.

This research would provide an understanding of the opportunities and challenges of the business educators in 21st century. Knowing the opportunities and challenges would help the business educators improve themselves for the benefit of their 21st century learners.

2. Purpose of the Study

This study identified the opportunities and challenges of business educators in the 21st century business education, determining how business educators use the opportunity and in the same view, analyzing how they overcome challenges brought by the rapidly changing times.

3. Review of Related Literature and Study

Millennials are people who were born between 1982 and 2002 (Seppanen, S. & Gualtieri, W., 2012). Millennials are sometimes referred to as Generation Y, since they come immediately after Generation X. They are considered to be among the most privileged generations on earth because they were born at a time of great technological advancement and general education. Millennials are said to be more technologically advanced because they were born in environments characterized by things, such as cell phones and computers, and technology is their way (Taylor, P., & Keeter, S., 2010).

People are now living in the integrated global economy. Friedman cited in the text of Lashbrooke (2010) that the "world is flat" which means business education must bridge the borders. Hence, the need for internalization or globalization of business schools is imperative. It is clearly stated that there is a need to globalize business education. Globalization must permeate the entire college and become a way of thinking about business education and business.

Technology is no longer a way to simplify teaching and learning, rather, it is a must in the classroom (Richardson,

2009). According to Sweeney (2006), millennials are digital natives who clearly adapt faster to computer and internet services because they have always had them. While they still clearly want and expect expert teachers in a face-to-face environment, they expect speed, convenience, flexibility and power provided by digitally provided services and resources.

4. Methodology

This research is a qualitative phenomenological study. The researcher used thematic inductive approach to analyze the data. The researcher conducted a one-on-one interview with the participants using predetermined open-ended questions to gather necessary data. The researcher identified the themes that were related to the questions asked of the participants. The eight (8) participants of this study were from a state university in Quezon Province.

5. Results and Discussion

Table 1: Illustration of Sorting and Coding of Interview Data for Objective, “To identify the Opportunities of Business Educators in the 21st Century Business Education”

Theme	Cut-and-Paste Portions of Individual Interviews of Business Educators
Global Collaboration	<p>Participant #1. It gives us the chance to participate in the global economy by providing equal access to internationally acclaimed industries where education and skills are integral part of the criteria to part of it. This is also the advantage of business educators to prepare, stay viable and be competitive enough.</p> <p>Participant #4. Empowered them so that they can be globally competitive, maximize their full potentials so that they could respond with the rapid phase of industrialization and innovation.</p> <p>Participant #7. The delivery of the 21st century business education requires greater collaboration and coo-petition in local and global ties.</p> <p>Participant #8. Since the connectivity between countries has expanded, educators may connect globally. Thus, opportunity to grasp trends internationally is possible.</p>
Tech Savvy	<p>Participant #1. ...can easily use technology and various teaching gadgets...</p> <p>Participant #3. Efficient and effective information technology...</p> <p>Participant #5. In the 21st century, technology infrastructure is essential in the workplace especially in the academe where teaching and learning experience is made efficient and effective between the educators and learners. With the advent of technology, teachers are now defines schools, universities as learning places where before it was perceived only as places of teachers. Being computer literate is important in the academe because students are much ahead when it comes to computer and technology...</p> <p>Participant #6. ...most importantly that we are known to tech-savvy people, in which we have the opportunity to use technology effectively and easily cope up with the innovations and trends of the industry.</p> <p>Participant #7. ...with the rapid technological change, the availability of facilities to advance student learning and the upgraded skills of the faculty to use such facilities are imperative to be considered...</p> <p>Participant #8. Due to more access to literatures online, the educators are able to gather data that could be disseminated to the students. This may enhance both educators and students’ understanding on business matters...</p>
Greater Access for Professional Growth and Development	<p>Participant #3. ...greater access on training seminars and other professional development...</p> <p>Participant #8. ...Theses/papers are presented, online/open universities are offered, and seminars are conducted...</p>

Table 1. shows the opportunities of business educators in the 21st century. Using the thematic analysis, the following are the identified opportunities: global collaboration, digital experts, and greater access for growth and development. Business schools around the world are working to have unified and excellent business education. Through global collaboration business educators can easily access network opportunities around the world. Globalization must permeate the entire college and become a way of thinking about business education and business (Lashbrooke, 2010). The

millennial business educators are tech savvy. As pointed out by Sweeney (2006), millennials are digital natives who have always had computer and internet services. Business educators, as tech savvies, have access to opportunities to answer the rapid change in the nature and application of technology in schools. Moreover, greater access for professional growth and development is also considered as opportunities for millennials as well as access to different professional opportunities including trainings and seminars.

Table 2: Illustration of Sorting and Coding of Interview Data for Objective, “To identify the Challenges of Business Educators in the 21st Century Business Education”

Theme	Cut-and-Paste Portions of Individual Interviews of Business Educators
Global Standards	Participant #2. ...different standards set by international organizations for ASEAN educator, since educators are more on facilitator rather than instructor in 21 st century, we must ensure a great output of students.
Lack of Related Industry Experience	Participant #6. As part of the millennial business educator, there are a lot of challenges that have to overcome in order to provide students the right with enough learning, to get them ready for the industry. The huge part of these challenges is having little or no experiences regarding certain subject matters. Our aim as business educators is to bridge the gap between the academe and the industry. However, it is a hard task for me to bridge the gap when I as an educator do not have enough experience about the practices done specifically in my field of study... Participant #7. ...a challenge for business educators university non-conforming products such as to prepare the students in joining the real world. In addition, graduates skills mismatch to what the industry demands is of great concern to attend to...
Misrepresentation of Information	Participant #3. An environment where almost everything are done on an instant, too much consumption of time for social media and misrepresentation of information. Participant #7. I see opportunities and challenges in the 21 st century business education are enveloped in “disruption”...

Table 2. shows the opportunities of business educators in the 21st century. Using thematic analysis, the following challenges are identified: global standards, lack of industry experience, and misrepresentation of information. Education for a globally connected world is a challenge to the business educators because of the global business education standard. There are international acclaimed organizations that accredit schools of business; they set standards for faculty/educators to be accredited and recognized. Furthermore, the lack of work related experience is one of the challenges of millennial

business educators. Some of the business educators in a state university in Quezon Province are relatively young because the university where they graduated from hired them right after graduation. Furthermore, they started teaching without any work experience. Thus, they are not able to share knowledge and skills based on real world scenarios. In the world where almost everything is done in an instant, there is misinterpretation of some information due to advance technology. Some of the information given online is disruptive.

Table 3: Illustration of Sorting and Coding of Interview Data for Objective, “To determine how business educators use the opportunities in the 21st Century Business Education”

Theme	Cut-and-Paste Portions of Individual Interview of Business Educators
Influencing and Motivating Students in Learning Engagement	Respondent #2. I can use those different advantages of influencing my students and teach them the latest trends in business, make everything more fun while learning. Respondent #3. The Internet also provide wide variety of resource materials that are useful in improving and the skills of the students, social media also provide data and information which useful on knowing the interest and perception of each students. Respondent #4. I use these opportunities for my absolute advantage by collaborating with the students in increasing their knowledge and technical know-how in designing processes that can be used in improving the system of an entity. Respondent #6. I acquainted with some people who are part of the industry, to inquire about certain information and experience in the industry which I can also share to my students or sometimes invite them to conduct seminars/lecture regarding certain topics.
Utilization of E-learning	Respondent #8. ...the proper usage of technology helps enhance the knowledge-based education system in different countries. Therefore, the educators may take advantage to this advancement to promote their way of teaching Respondent #6. ...I always take time to explore the use of technology in teaching and how can I effectively communicate to students where both of us can find it convenient...
Enhance Teaching Strategies	Respondent #7. These opportunities have enabled me to review teaching methodologies and strategies. I have considered various approaches in delivering the course which has driven me to find the latest insights and developments in the field of business...

Table 4. shows how the business educators use the identified opportunities in 21st century business education. Business educators are using their identified opportunities to influence and motivate students in learning engagement because they have incorporated up-to-date trends in business education within the context of the students’ learning

engagement. They utilize e-learning by allowing the students to access learning through online, educators give assignments and activities to be done through the internet. Also, they enhance their teaching strategies by considering various approaches relevant to the 21st century education.

Table 4: Illustration of Sorting and Coding of Interview Data for Objective, “To analyze business educators overcome challenges brought by the 21st century”

Theme	Cut-and-Paste Portions of Individual Interview of Business Educators
Adaptation to the Changing Environment by Acquiring Advance Education	<p>Respondent #1. By means of being competitive, studying a lot became more productive and updated with what is needed in the 21st century educators.</p> <p>Respondent #2. Adapt the ever changing environment, learn to those challenges by keeping updated, always prepared and keep knowledgeable all the times.</p> <p>Respondent #4. I overcome these challenges brought by the 21st century by means of continuous education so that I can be efficient and competent educators.</p> <p>Respondent #5. ...business educators must be vigilant with the information being proliferated from online resources always improve the craft. Be driven and be passionate about teaching...</p>
Right Mindset	<p>Respondent #6. As much as possible I fill my mind with enthusiasm and always prepare myself for future challenges as business educator.</p>

Table 5. shows how the business educators overcome the challenges brought by the 21st century business education. Using thematic analysis, the following are the ways of business educators to overcome challenges: adaptation to the changing environment by acquiring advance education and having the right mindset. Most of the business educators in a state university in Quezon Province are currently pursuing their master’s and doctorate degrees. Moreover, the millennial business educators overcome challenges by adopting the right mindset to the 21st century business education.

6. Conclusion and Recommendation

Evidence from this study shows that millennials business educators in the 21st century opportunities are the global collaborators of the universities - working towards unified excellence, the knowledge on the nature and application of technology in school, and the availability of learning resources that provide a greater access for personal and professional growth and development. Furthermore, this study reveals the challenges of millennial business educators and these are: the requirements of global standards, lack of experience in the field and misinterpretation of information. Moreover, the millennials employ and take advantage of the opportunities to influence and motivate students regarding learning engagement, utilizing e-learning, improving and enhancing their teaching strategies. Also, millennials identify ways to overcome the challenges brought about by 21st century business education, and these are: adaptation to the changing environment by advanced education and having the right mindset. Based on the results of this study, it is recommended that millennial business educators must continuously adapt to the changing world of technology and such changes must be integrated into the learning engagement of the student. In addition, they must continue improving their educational qualification and harnessing their potentials by enrolling in advanced education and post graduate education.

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