

Exploring the impact of intergenerational communication in managing the learning environment

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Abstract

In today's classroom, where education has been shaped by technology, Generation Alpha meets its Millennial teacher. These two generations communicate differently, which can affect how they interact and connect inside the classroom. This study explores the impact of intergenerational communication on managing the learning environment. Using a qualitative exploratory design, the study was conducted in two phases: classroom observation at a university in Manila, recognized as a Center for Teaching and Learning, and interviews with Millennial teachers and Generation Alpha students from two different schools in Manila and Cavite. The study revealed that positive communication fosters a safe and motivating learning space. However, barriers persist due to generational differences in language, digital habits, and sense of humor. These findings emphasize the need for teachers to adopt flexible communication strategies to bridge the gap and build stronger relationships with students across generational differences.

Keywords: intergenerational communication, generation Alpha, generational differences; millennials, learning environment

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1. Introduction

The generation gap is an important topic to discuss, as teachers and students often belong to different generations, each with their own experiences, values, and communication styles. Teachers from generations of Millennials are now teaching students from Generation Alpha, leading to a potential generation gap that can affect learning environments. The communication barrier includes differences in languages, phrases, or the use of words that are not comprehended by the participants, such as differences in concepts of meaning (Wibisino et al., 2025). In Brazil, teachers implement various models and strategies for each teaching model in the classroom, which can create a conducive learning environment that fosters different generations that leads to learners' engagement (Suharsono et al., 2024). While in cross-generation, the teaching requires adjusting the teaching models; it includes the learning environment and teaching structure to meet the needs of the student generation (Lase and Daeli, 2020). In the context of Generation Alpha in Brazil, the learning environment is shaped by a social system of internal and external collaborators. Internal collaboration occurs between students and teachers, rather than students-students, due to Generation Alpha tendencies of limited student interaction and informational sharing (Suharsono et al., 2024).

While in the Philippines, those who were born in different years can be distinguished by their unique traits. "Generation" means persons who are born in the same year and location. Two or three generations were existing inside the classroom, and one of those was Generation Alpha. The slang terms were used by the students in social media, inside the classroom, and in communication. The learners actively utilize slang words, while teachers encounter difficulties in understanding the terminology (Madrideo, 2025). To support the study, as stated by Cuncic (2024), asking questions with the students not only shows interest but also strengthens the connection with the learners, and this can help in preventing miscommunication.

As the world changes, people find ways on how to communicate, especially with the influence of technology. In the new normal, individuals became dependent on digital platforms, and their language is often shaped by the trends they encounter online. Many students learn slang and colloquial terms from the internet, which they use in how they communicate with other people. This creates a communication barrier in the classroom, as teachers from older generations, who may not be as familiar with these trends or slang terms, struggle to keep up with the changing language. On the other hand, students face similar challenges when trying to understand their teachers, who tend to use more formal or complex academic language. This is evident especially when the Filipino language is used, as students find it difficult to comprehend some terms that are not aligned with their generation's terminology. They often have to search online to understand the meaning of the words that they have.

This research study is important for different groups of people. First, it aims to help know the communication gap between teachers and students from different generations. This can lead to better classroom management and stronger teacher-student relationships. When students feel understood and supported, they are more likely to join class discussions, improve their communication, think more critically, and do better in school. Teachers can also benefit from this study. It gives them ideas on how to connect and communicate better with students, especially those from Generation Alpha. This can help them manage their classes more effectively and create fun and engaging lessons that students enjoy. Lastly, future researchers can use the results of this study as a guide for their work. It can help them come up with new ways to improve how teachers and students interact. It can also be useful in creating policies or training programs that help teachers communicate better with their students, leading to better teaching and learning in the long run.

Statement of the Problem - This study aims to answer the following questions:

- How do generational differences in communication styles between Araling Panlipunan teachers and students affect the teaching and learning of societal concepts?
- What are the key challenges posed by the intergenerational gap in managing the learning environment?
- To what extent do effective classroom management practices, incorporating intergenerational communication strategies, impact learners' academic performance in Araling Panlipunan?
- Based on the findings, what specific classroom management strategies can be recommended to enhance intergenerational communication and foster a more effective teaching and learning environment in Araling Panlipunan?

2. Methodology

Research Design - Qualitative research was the methodology utilized to explore individuals' insights through the examination of human experience and perspective. Data were collected through qualitative methods, such as observations and interviews (Larson, 2025). This study employed a qualitative research approach to gather in-depth information and formulate potential assumptions (USC Libraries, 2025). To ensure a structured approach, the researchers chose an exploratory research design, which allowed them to gain a deeper understanding of the identified problem (Saka et al., 2023). In this study, data were collected through one-on-one interviews with participants. This method helped explore their classroom experiences and gathered insights into their thoughts, challenges, and communication practices. These interviews also allowed for follow-up questions, leading to clearer and more detailed responses that aided in understanding the participants' viewpoints (Saha, 2024).

Sampling and Participants - The study utilized a purposive sampling method, which allowed the researchers to select participants with characteristics relevant to the research goals (Palinkas et al., 2015). This method was selected because the study specifically focused on Millennial teachers and Generation Alpha students. This approach also permitted the deliberate selection of participants who could provide relevant and meaningful insights through the generational lens of the study, aligning with the context of the modern educational setting. Participants were identified and selected based on their direct involvement in classroom interactions where intergenerational dynamics could be observed. In the first phase of data collection, participants consisted of Grade 5 students and their teacher from the Philippine Normal University – Center for Teaching and Learning. In the second phase, the participants included Millennial teachers and Generation Alpha students from Gov. D.M. Camerino Integrated School and Manuel Roxas National High School.

The number of participants was limited to five Millennial teachers and 15 Generation Alpha students due to the small population of Millennial teachers available in the selected schools. Additionally, only 15 students were selected to ensure manageable and focused data collection. This sample size aligned with qualitative research guidelines, which suggested that 20 to 30 interviewees were sufficient to reach data saturation and provide meaningful insights (Creswell, 1998). Despite the limited number, these participants were considered sufficient to provide in-depth insights into the intergenerational challenges experienced in classroom settings. The purposive sampling approach was connected to the study as it ensured that only participants who belonged to the target generations were involved. This alignment supported the research focus on exploring generational differences, communication gaps, and their implications for classroom management in the evolving educational setting of the time.

Target Participants	Number of Participants	Criteria
Millennial AP Teachers	5	Age 29-44, teaching Grade 7
Generation Alpha Students	15	Age 15 below, Grade 7

Instrumentation - The researchers utilized two distinct instruments: Observation and Key Informant Interviews. In Phase 1, an observation was conducted with Grade 5 students to identify and record their behaviors within the classroom. In Phase 2, Key Informant Interviews were employed, involving qualitative sessions with individuals who possessed a deeper understanding of the specific dynamics being studied, as discussed by Muellmann (2021). The instruments used were developed by the researchers and validated by professionals in the field of Araling Panlipunan.

Data Gathering Procedure - This study explored the impact of intergenerational communication on managing the learning environment by utilizing a qualitative-exploratory research design, which was conducted in two phases: observation and interviews. In the first phase, classroom observation was conducted at the Philippine Normal University – Center for Teaching and Learning. The researchers observed the teacher-student interactions that occurred within the classroom. Notes were taken during the observation, which served as the initial data for the study. The second phase involved key informant interviews with selected participants from two public secondary schools: Gov. D.M. Camerino Integrated School and Manuel Roxas National High School. The participants included five (5) Millennial teachers and fifteen (15) Generation Alpha students. Participants were purposively chosen based on their respective generations to align with the study’s focus on intergenerational communication within the learning environment. The interview instrument was validated by professionals in the field of Araling Panlipunan to ensure content validity and reliability. Prior to data collection, informed consent forms were distributed to both students and teachers. These forms outlined the purpose of the study, emphasized confidentiality, and informed participants that their involvement was entirely voluntary. The interviews were audio-recorded with the participants’ permission and transcribed for data analysis. The collected data were securely stored and remained accessible only to the researchers.

Ethical Consideration - The researchers placed great importance on obtaining consent from participants and their guardians, emphasizing voluntary participation and the right to withdraw at any time without negative consequences. To reduce potential risks, participants and their guardians were provided with clear information regarding the study’s purpose, procedures, and rights. All data were anonymized and securely stored, with access limited to the researchers to protect the confidentiality of participants’ views and responses. Academic integrity was maintained through proper citation and acknowledgment of all contributions. The rights and well-being of participants were prioritized by strictly following ethical guidelines throughout the data collection process. Measures were also taken to ensure the accuracy and honesty of the data, avoiding any fabrication or falsification. The study offered a balanced analysis, addressed both positive and negative effects, and included recommendations to reduce any harmful outcomes. Research findings were shared in accessible formats to support fair and inclusive participation and benefit.

3. Results and Discussion

3.1 Teacher Results

In-Vivo Statements	Code	Theme
Mahalaga sa akin ang two-way communication. Hindi lang ako ang nagsasalita—gusto ko active din ang participation ng mga estudyante.		
<i>“Two-way communication is essential to me. I’m not the only one talking; I also want my students to participate actively.”</i>		
Gumagamit din ako ng humor o memes para mas relatable sa kanila.		
<i>“I also use humor or memes to make it more relatable to them.”</i>		
hindi lang basta definitions ang binibigay ko. Tinutulungan ko silang i-connect ito sa		

real life , tanungin ko sila kung paano nakakaapekto ang klima sa daily life nila.

"I don't just give definitions. I help them connect it to real life. For example, I will ask them how the climate affects their daily lives."

Way of Communication

Ang communication ko sa kanila ay kombinasyon ng storytelling, visuals, at simpleng tanungan. Para kaming nagkukwentuhan.

"My communication with them combines storytelling, visuals, and simple questions. It's like we're having a conversation."

Minsan may mga wikang Filipino na hindi masyadong familiar ang mga bata kaya ,sinasalin ko naman ito sa wikang Ingles.

"Sometimes, there are Filipino words that the children are not familiar with, so I translate them into English."

Communication Experience

Yung mga estudyante noon ay tahimik, mas pasensyoso, at mas bihasa sa pakikinig. Ngayon, iba na talaga si Generation Alpha—mas maingay, mas assertive, at mas exposed sa technology. Kailangan na ngayon ng interactive strategies.

"Students back then were quiet, patient, and better at listening. Generation Alpha is entirely different today—louder, more assertive, and more exposed to technology. Interactive strategies are now needed."

Generation communication gap

Sobrang malaki ang pagkakaiba ng henerasyon noon sa generation Alpha ngayon kung kaya,dapat bilang guro dapat nalalaman mo din ang mga bagong salitang ginagamit nila nang sa gayon makasabay ka ,nakakatulong ito para mas maunawaan mo sila.

"The difference between the previous generation and the current Alpha generation is that as a teacher, you should also be aware of the new words they use so that you can keep up with them; it helps you understand them better."

"Gen Z students are more independent learners than Gen Alpha. Though Gen Alpha is more technologically dependent, they have difficulties in communication."

Halimbawa, may mga terms silang ginagamit na bago sa akin—like "rizz" o "ikyky"—na hindi ko agad naiintindihan. Kaya tinatanong ko sila o minsan nagre-research din ako. Mahalaga kasi na nauunawaan ko rin ang lengguwahe nila para mas epektibo ang communication.

"For example, they use unfamiliar terms—like "rizz" or "ikyky"—that I don't immediately understand. So I ask them questions or sometimes do some research. It's essential that I understand their language so that communication is more effective."

Isa sa mga hamon ay ang pagiging tech-dependent ng mga bata ngayon. Madali silang ma-distract sa gadgets. May mga pagkakataon din na nahihirapan silang sumunod sa routine kasi sanay sila sa multitasking. Kailangan ng consistent na classroom management at malinaw na expectations.

Teachers challenges in the classroom

"One of the challenge is that Generation Alpha is tech-dependent. They are easily distracted by gadgets and have difficulty following a routine because they used to multitask. Consistent classroom management and clear expectations are needed."

Karamihan sa Grade 7 ngayon ay short ang attention span, at mabilis ma-distract—lalo na kung may gadget. Minsan kahit nasa gitna ng discussion about Kabihasnang Indus, may biglang tatayo o magsisigaw ng walang dahilan.

"Most of the Grade 7 students today have short attention spans and are easily distracted, especially if they have gadgets. Sometimes, even in the middle of a discussion about Kabihasnang Indus, someone will suddenly stand up or shout for no reason."

"Kids are very sensitive. Sometimes our way of reprimanding them made them feel offended so you always choose the right words to say."

Unang hamon na nakikita ako sa kasalukuyang mga mag-aaral ay ang impluwensya ng paggamit ng social media, online games at applications.

"The first challenge I see among current students is the influence of using social media, online games, and applications."

"Dinidisciplina ko sila sa paraang positive reinforcement. Kapag may good behavior, binibigyan ko ng reward or recognition. Kapag may kailangan i-correct, ginagawa ko through private conversation para hindi sila ma-embarrass. Sa tingin ko effective ito kasi mas responsive sila sa approach na may empathy."

Teachers discipline student behavior

Managing the learning environment and learner behavior

"I discipline them through positive reinforcement. When they behave well, I give them a reward or recognition. When I need to correct something, I do it through private conversation so they don't get embarrassed. I think this is effective because they are more responsive to an approach with empathy."

Likas sa generation Alpha ang pagiging malambing, kung kaya ako bilang guro bawat katagang binibitawan ko ay ginagamitan ko rin ng lambing at pagmamahal.

"Generation Alpha is naturally affectionate, so as a teacher, every word I utter is filled with affection and love."

pamamagitan ng pagbibigay ng mas malinaw at epektibong routinary activities sa klase.

"by providing clearer and more effective routine activities in class."

firm sa classroom rules upang mapanatili ang kaayusan at disiplina sa klase. Naniniwala ako na walang pagkatuto kapag hindi disiplinado at out of focus ang mag-aaral.

"firm in classroom rules to maintain order and discipline in the class. I believe that there is no learning when students are undisciplined and out of focus."

ang paggamit ko ng "check-in questions" bago magsimula ng klase ay epektibo.

Classroom management in students learning

"The use of "check-in questions" before starting class is effective."

Ginagawa kong two-way ang discussion. Halimbawa, sa lesson sa Kabihasnang Tsino, tatanungin ko sila kung anong similarities nito sa family structure nila ngayon.

"I make the discussion two-way. For example, in a Kabihasnang Tsino lesson, I will ask them what similarities it has to their family structure today."

ang positibong komunikasyon kung saan may naibibigay nila ang kanilang opinion, saloobin, may paggalang at napakahalaga din na sa bawat sagot nila ng tama ay bigyan sila ng compliment.

"Positive communication, where they share their opinions and thoughts and respect, is also essential. It is also very important to give them a compliment for every correct answer."

"I am creative story teller, I love changing the dynamics of my voice when telling a story. It's a good and creative approach."

Ang pagkakatatuto sa Araling Panlipunan ay hindi lamang sa pagsasaulo ng mga detalye bagkus nararapat lamang mapag-usapan ng guro at mag-aaral ang kanilang natutunan mula sa aralin, iugnay kung paano nila ito magagamit sa pang-araw-araw na pamumuhay.

"Learning Araling Panlipunan is not just about memorizing details. Instead, the teacher and students should be able to discuss what they learned from the lesson and connect it to how they can use it in daily life."

continuous learning. Pinag-aaralan ko ang trends at interest nila. Pangalawa, paggamit ng visuals at storytelling. Pangatlo, openness—pinaparamdam ko na safe space ang classroom para magtanong o mag-share sila. Panghuli, digital tools na interactive tulad

Strategies to address communication gaps

ng Canva, Padlet, at Quizziz—nakakatulong ito sa bridging ng gap.

“continuous learning. I study their trends and interests. Second, using visuals and storytelling. Third, openness—I make the classroom feel like a safe space for them to ask questions or share. Finally, interactive digital tools like Canva, Padlet, and Quizziz—help bridge the gap.”

sinubukan kong matutunan ang language nila. Sa simpleng paggamit ng memes, inside jokes ng Gen Alpha, at pag-refer sa mga popular content—mas nakaka-connect ako

“I tried to learn their language. By simply using memes, Gen Alpha inside jokes, and referencing popular content—I was able to connect more.”

Strategies and
Advices

“Allow them to express themselves and let them feel heard. Understand where they are all coming from and be an active listener.”

Ang guro ay dapat magkaroon ng kamalayan sa pagbabago na komunikasyon sa iba't ibang henerasyon upang maging epektibo ang pagtuturo.

“The teacher must be aware of the changes in communication among different generations for effective teaching.”

Be flexible and stay curious. Hindi sapat ang kaalaman lang sa subject matter—kailangan din ng empathy, patience, at creativity. Ipakita nating mahalaga ang boses ng mga bata. Maging handa tayong matuto mula sa kanila habang tinuturuan natin sila.

Advice to the future
teachers

“Be flexible and stay curious. Knowledge of the subject matter is not enough—empathy, patience, and creativity are also needed. Let's show that children's voices matter. Let's be willing to learn from them as we teach them.”

Huwag matakot mag-adjust. Second, be present and authentic. Kapag nakita nilang totoo kang nagmamalasakit, susunod at makikinig sila. Lastly, teach beyond the textbook. mahalaga ring turuan sila ng values, empathy, at paano makitungo sa iba.

“Don't be afraid to adjust. Second, be present and authentic. When they see that you truly care, they will follow and listen. Lastly, teach beyond the textbook. It's also important to teach them values, empathy, and how to deal with others.”

ipagpatuloy ang pagtuturo na may kaakibat na PAGMAMAHAL at MALASAKIT sa bawat mag-aaral. Iba iba ang pangangailangan at sitwasyon ng mga mag-aaral kaya laging tatandaan na tayo bilang guro ang kanilang SAFE SPACE.

“continue teaching with LOVE and CARE for each student. Students have different needs and situations, we as teachers will always be their SAFE SPACE.”

Mahirap maging guro pero kailangan nating matutunang iadjust yung sarili natin para sa kakayahan or level ng students natin without compromising the standards. No curriculum or perfect formula to be an effective teacher.

“It's hard to be a teacher but we have to learn to adjust ourselves to the ability or level of our students without compromising the standards. No curriculum or perfect formula to be an effective teacher.”

Kilalanin ng guro ang kapasidad, pag-uugali at background ng mag-aaral upang maibigay ang nararapat ng gawain na higit silang matututo.

“The teacher should identify the student's capacity, behavior, and background in order to provide appropriate work that will help them learn the most.”

Theme 1: Communication Experience

The researchers have found that most teachers' strategies to communicate with Generation Alpha are through trends and humor. This can help students enjoy and relate to the discussion and their teacher. This can prove the claim from the study of Huss (2023), which tells the importance of humor in teaching. This can help with the

interactions with the students and help in teaching presence, how the teachers create a positive atmosphere, and how students connect. Meanwhile, two (2) of the teacher participants employed different strategies. The teacher participants shared that they wanted to make their teaching more engaging. They use a storytelling tone, especially in Araling Panlipunan, where lessons are rich in information and history. By varying their voice, students become more interactive and involved in the discussion. According to Toma (2021), storytelling is another form of teaching that provides a meaningful and fun tool to transfer knowledge to the students. Furthermore, five (5) of the teacher's participants stated they are student-centered and want students to participate during the discussion. One of the strategies the researcher found is that the lessons should be connected to their daily lives to be more interesting.

However, all of the teacher participants say there are generational differences, especially with the language used by Generation Alpha, supported in the study by Katz and Sophia (2021), stated that the new generation communicates in new forms of slang that leads to a communication barrier between the teacher and the students. It also shows considerable differences in handling students in each generation. One of the teachers stated that Generation Z is more independent learners while Generation Alpha is more technologically dependent and has communication difficulties. This can be linked to the study of McCrindle and Fell (2020), who stated that Generation Alpha students are more dependent on technology and are more engaged and comfortable with digital learning resources. The teacher adjusted their approaches to meet the needs of Generation Alpha. According to one of the teachers who handled students' generation before, her approach was formal and traditional. In contrast, in handling Generation Alpha, the teachers utilized different strategies that the students used, such as visual aids, video, and group activities, to be more interactive with the students. This can also be linked with the study of Mulyawati et al. (2022). In understanding student needs and their generation, the teachers create and develop strategies to unlock and enhance students' potential in learning.

Theme 2: Managing the learning environment and learner behavior

The participants also stated what communication was effective with the Generation Alpha students; the teacher indicated that check-in questions before the class started could help build rapport among the students and activate their interest during the discussion. It also stated that the way of discussing was conversational to help students easily connect with the discussion. Which can be aligned with the claims of Suharsono et. al. (2024) that teacher-student interaction was vital and effective to the learning of the students. In addition, positive communication, where the students had their own opinions and ideas in discussion, also needed to be validated by giving compliments to motivate them more. According to Gan Z et. al. (2021) the teacher feedback promotes students' motivations in participating in discussion that links students learning and academic improvements.

Establishing clear classroom routines and rules emerged as an effective strategy for maintaining discipline and managing the learning environment among Generation Alpha students. According to two (2) of the respondents said that she employs positive reinforcement; when the students show good behavior, the teacher gives a reward or recognition, but if it needs to be corrected, the teacher communicates through private conversation to avoid embarrassment. These results were connected to the study of Hasanah et. al (2024) through positive reinforcement, rules, and classroom routines the teacher can establish authority inside the classroom this can help students to be more aware and respect the teacher-students' boundaries. One teacher stated that the law of proximity is one of her best classroom management practices highlighting that maintaining eye contact and moving around the classroom fosters a sense of connection and interaction among students.

Despite these strategies, the respondents acknowledged that managing the behavior of Generation Alpha learners presents significant challenges faced by the respondents, the Generation Alpha students, with a high level of dependence on technology, which often leads to being easily distracted by gadgets and difficulty in following instructions. The influence of social media, online games, and mobile applications affects the disciplining of learners. The researcher also found out that students are very sensitive. Teachers need to be more careful in words when communicating because they can possibly trigger student emotional well-being.

The participants also stated what communication was effective with the Generation Alpha students; the teacher indicated that check-in questions before the class started could help build rapport among the students and activate their interest during the discussion. It also stated that the way of discussing was conversational to help students easily connect with the discussion. Furthermore, fostering positive communication by validating students' ideas and opinions through compliments was seen as a way to boost motivation and reinforce active participation in discussions.

Theme 3: Strategies and Advices

The third theme focused on strategies to bridge the communication gap between teachers and Generation Alpha learners. It also included insights, suggestions, and advice for future teachers who would be dealing with this generation. According to the teacher participants, one key approach to addressing the communication gap was continuous professional growth. This included staying updated with current trends and adapting to students' evolving interests. Respondents emphasized the importance of utilizing visual aids and storytelling techniques to make lessons more engaging. In support of these results, the study by Saena and Misra (2021) found that Generation Alpha learners, as digital natives, were more interested in gamification to enhance their learning. Creating a safe and supportive classroom environment was also highlighted, where students felt valued and respected. Additionally, interactive applications such as Canva, Padlet, and Quizizz were identified as tools that helped bridge the gap between students.

The teacher participants also noted that these strategies allowed students to express themselves and become active listeners, helping teachers understand their students' backgrounds. Such efforts contributed to stronger student-teacher relationships and more meaningful learning experiences. Furthermore, the participants offered suggestions for future educators; to communicate effectively, they noted that future teachers needed to be flexible and stay curious. In the context of teaching Araling Panlipunan, they suggested that educators should not only focus on content but also employ empathy, patience, and creativity. Teaching aimed to focus on fostering values, interpersonal communication, and mutual respect. This aligned with the study by Hasanah et al. (2024), which discussed numerous strategies teachers could utilize to provide effective behavioral and values management systems. Teachers were encouraged to recognize that education was a two-way process, where students offered insights that contributed to the teachers' professional growth. Furthermore, the findings revealed that understanding each learner's capacity, attitude, and background was essential in designing appropriate and meaningful learning activities. Teachers had to be willing to adjust to their learners and meet the diverse needs of Generation Alpha to ensure both academic and personal development. This correlated with the research of Munna et al. (2021), which stated that teachers should utilize various teaching strategies to cater to students' specific learning needs.

3.2 Students Results

In-Vivo Statements	Code	Theme
Super approachable tapos pag may hindi po ako naiintindihan sa mga tinuturo niya ay tinatanong ko naman po tapos ginuguide niya po ako sa mga hindi ko po kayang gawin tapos nagamit po sila ng "Po" at "Opo".		
<i>"She is super approachable. If I don't understand her discussion, I ask her questions, and Ma'am guides me through things I can't do. Then, she used "Po" and "Opo."</i>		
Karaniwan, maayos naman silang makipag-usap. Malinaw silang magpaliwanag pero minsan may mga terms silang ginagamit na medyo mahirap intindihin agad.		
<i>"They usually communicate well and explain things clearly, but sometimes, they use terms that are a little difficult to understand right away."</i>		
Parang soft yung pakikipag-usap, tapos tuwing may lesson ma'am sinasabi po agad kung may magaganap na mga quizzes and something like that.	Teachers' communication towards students	

"My teacher's voice was soft, but every time there was a lesson, she immediately asked me if there would be quizzes or something similar."

sobrang ganda mag turo ni Ma'am kasi minemake sure niya po ang kaniyang students na matawag para alam niya po kung maiintindihan po namin o hindi.

"The teaching of my teacher is excellent because she makes sure her students are called so she knows if we understand or not"

More friendly yung pakikitungo po sa amin ni Ma'am madaling malapitan kapag may problema pokami sa subject na AP

"Our teachers are more friendly and approachable when we have a problem with the AP subject."

Communicatio
n Experience

Very understanding and considerate po si Ma'am. Para po walang ma-pressure. Tropa na mother figure

Learning gaps between students and their teacher

"Ma'am is very understanding and considerate, so no one feels pressured. Our teacher also serves as our friend and mother."

Kapag serious po yung lesson, nagpapatawa po siya para walang antukin

"When the lesson is serious, he makes it funny so no one gets sleepy."

Meron po kaso po yung matatandang teacher hindi po sila nakakasunod sa humor naming Gen Alpha lalo na po pag nag jojoke kami tapos ang dating ay parang disrespectful po sa kanila.

"There's a problem with older teachers. They can't keep up with our Gen Alpha humor, especially when we joke with our teachers; they think we disrespect them."

Meron po pero kapag may hindi naman po ako naiintindihan sinasabi niya naman po agad para mas maintindihan po namin

Language utilization

"Yes, but when we don't understand a particular word, she immediately explains to us so we can better understand the discussion."

Minsan po nahihirapan po akong sundan ang lesson ng teacher kasi po mabilis siyang magsalita at madalas po siyang gumamit ng terminolohiya na mahirap na hindi ko po maintindihan kasi malalim.

"Sometimes, I have difficulty following the teacher's lesson because our teacher talks so fast and often uses deep terminology that is difficult for me to understand."

Yes po, mas namomotivate po ako makinig sa mga klase dahil po sa pakikipag usap nila ng maayos at energetic

Way of communication

"Yes, I am more motivated to listen to the discussion because they communicate well and energetic"

Mas inspired po ako pag approachable yung teacher kasi pag may di ka naiintindihan madali lang po syang tanungan at malapitan, pero yung masungit po nakakatakot lapitan

"I am more inspired when the teacher is approachable because if you don't understand something, it's easy to ask them questions and approach them, but when they are rude, it's scary to approach them."

If galit po yung nagtuturo o yung teacher parang serious po, mejo hindi na po ako nakikinig, kasi po wala na po ako maintindihan

"If the teacher is angry or seems serious in discussion, I kinda stop listening because I can no longer understand what's our teacher being said"

Effects on
learning and
behavior

Mas naiinspire ako maam kapag yung teacher namin parang tinuturing lang po kami tropa tas anak. Kasi parang mas mag eenjoy ka po kausap yung teacher niyo kapag nagbibiro siya ganon, pero yung biro ay may kasamang aral pa rin

“I’m more inspired, ma’am when our teacher treats us like troops and kids. Because you seem to enjoy talking to your teacher more when she’s joking, but the joke still has a lesson in it.”

kinakausap niya yung mga students na hindi nakikinig. tinatanong niya kung ano yung reason kung bakit sila nag iingay at kung naiintindihan po ba nila yung lesson

Students’ behavior

Feeling ko talaga nakaka-cause ng misbehavior ang poor communication. Like kapag di malinaw ang instructions o kapag feeling ng estudyante na di sila pinapakinggan, nagkakaroon ng frustration at minsan nauuwi sa pasaway na behavior.

Yung ibang students po they have a hard time adjusting with some lesson’s kaya parang nawawalan po sila ng gana makinig and matuto

Casual po kasi normal talkings lang po. Casual na may pagka-strict po or serious. Mas gusto ko po kasi face-to-face yung competitive po talaga yung taas kamay.

Students’ preference in learning

Casual and formal at the same time calm and funny. Mas maganda kasi malakas yung boses tapos may pagka-strict ma’am para lahat ng estudyante ay nakikinig sa tinuturo ng teacher.

Mas madali po akong matuto pag po may visuals! Yung po mga videos, pictures, memes, effective po ‘yun. Mas engaging po din yung mga digital resources.

Students’ preference and suggestions

Sumabay po sila sa mga teens po ngayon like yung mga jokes ng mga gen alpha kasi po mas nagiging fun po yung mga lessons, may kasabay na jokes at sarcasm ganon tapos yung mga games po maam, yung makikipagunahan sumagot, yung pagiging competitive po.

Students’ suggestions to Teachers

By games na natuto yung mga students, fun activities and learning.

Mas effective po kung gagamit sila ng simple at relatable na salita. Iwasan po sana ang sobrang pormal at matutong makinig rin sa perspective ng estudyante.

Theme 1: Communication Experience

The first theme showed the communication experiences of students with their teachers inside the classroom. Many students described their teachers as approachable and friendly; they felt comfortable asking questions when they did not understand a concept, and their teachers were willing to guide them. This experience built a safe learning space and encouraged the students’ active participation. This result supported the study of Jalongo (2021), which emphasized that a supportive and approachable teacher-student relationship fosters student engagement and reduces classroom anxiety. The students also appreciated it when their teachers maintained a soft and kind tone. When their teachers provided clear explanations, it helped them understand the lessons better, although there were instances when teachers utilized difficult terms that students could not immediately comprehend.

These findings suggested that while communication was generally effective, there was still a need for teachers to be mindful of their vocabulary, especially when dealing with Generation Alpha learners. This aligned with the findings of Ghorbani et al. (2021), who emphasized that the clarity of teacher communication affected comprehension, particularly among digital-native learners. Furthermore, humor and empathy played a significant role in classroom interactions. Students enjoyed it when teachers incorporated jokes during discussions, as this helped them stay alert and engaged. However, some students noted that their teachers sometimes struggled to relate to the humor of Generation Alpha. Consequently, jokes made by students were sometimes misinterpreted as “disrespect,” which led to misunderstandings. This highlighted a gap in intergenerational communication styles

that required further attention.

Theme 2: Effects on learning and behavior

The second theme revealed how communication experiences affected student learning and behavior in the classroom. Based on the students' responses, three major aspects emerged: language utilization, methods of communication, and student behavior.

In terms of language utilization, some students shared that when teachers used complex and sophisticated vocabulary, it became difficult for them to follow the lessons. In some cases, teachers spoke too fast or used unfamiliar terminology, which caused confusion. This demonstrated that the choice of words and the delivery of explanations could either facilitate or hinder student learning. According to Alsubaie and Alshammari (2022), the complexity of a teacher's language could serve as a barrier to comprehension and engagement in the classroom. Additionally, the methods of teacher communication proved to be a significant factor in student behavior. Students stated that they felt more motivated and inspired when their teachers were approachable, energetic, and kind. A soft and friendly tone made them feel safe to ask questions and participate in discussions (Hassan et al., 2020). On the other hand, students found it difficult to learn when teachers appeared angry when questioned or when they were excessively serious during discussions. In such cases, students tended to stop listening or lose interest. One student shared that they enjoyed learning when the teacher incorporated humor, especially when the jokes remained connected to the lesson. This highlighted how positive communication and student engagement led to a superior learning experience.

Finally, maintaining strong communication was essential, particularly when students became distracted. Teachers addressed distracted students calmly to understand the reasons for their behavior, which aided in managing classroom discipline. This was crucial because it allowed teachers to identify the underlying factors influencing student conduct rather than merely addressing the surface-level distraction.

Theme 3: Student's preference and suggestions

The third theme centered on student preferences in their learning experiences and the suggestions they offered for teachers to improve communication and engagement. The data showed that students valued a balance between professional teacher conduct and a sense of relatability, particularly in how lessons were delivered and how teachers interacted with them (Balakrishnan & Gan, 2021).

Students expressed a preference for a mix of casual and formal communication. They appreciated when teachers were calm and friendly but also knew when to be serious and firm. One student noted that a style that was "casual yet somewhat strict or serious" helped maintain order while still making the class feel light and enjoyable. A strong, clear voice and a degree of discipline were also mentioned as useful tools for helping students stay focused. This result was consistent with the study of Ahmad and Rao (2022), which demonstrated that a balanced communication style boosted classroom management and student engagement. Visual aids—such as videos, pictures, and the incorporation of trends and memes—were highlighted as effective tools for making lessons more engaging and relatable for Generation Alpha, given their daily exposure to digital content. The findings indicated that these students learned better when material was presented in an interactive and modern way.

Furthermore, students shared practical suggestions for their teachers. A common recommendation was for teachers to attempt to relate to students by learning current trends and understanding their humor and interests. According to the participants, when lessons were infused with jokes and games, learning became more enjoyable and engaging. Another suggestion involved the use of simple and relatable language, as complex vocabulary had been identified in previous themes as a hindrance to classroom communication. Additionally, students suggested that teachers should be open to listening to their opinions and perspectives, making the classroom environment more engaging and personalized to their specific needs.

4. Conclusion and Recommendation

Based on the results of the study, the following conclusions were drawn. In line with the foregoing findings, the following conclusions were drawn:

- Positive communication creates a psychologically safe learning environment where students feel motivated to learn.
- Communication barriers persist due to differences in generational language, digital immersion and humor interpretation. As noted by Katz & Sophia (2021), Generation Alpha's evolving slang and digital communication style create misunderstandings between traditional trained teachers. These were evident when teachers interpret student humor as disrespectful or when they struggle to follow the trends that can be related to student interest.

In view of the conclusions, the following recommendations are offered:

- To help teachers overcome the communication gap, they can expand their information on Generation Alpha by updating social media. They can continuously learn and adapt to the generation's trends and humor. By adapting to Generation Alpha, teachers can help students connect with them and engage during the discussion.
- The study revealed that Generation Alpha is more knowledgeable about advancing technology and applications. To resolve this, the teacher can implement more creative activities, such as gamification and creative applications, that can be utilized by the students in discussion.
- The researcher found that Generation Alpha was sensitive. To cater to the learners, one recommendation for the teacher was to listen to the students and provide a safe and positive environment to motivate them to learn.
- The researcher recommends that institutions provide a teacher seminar and intervention focused on learning and discipline strategies tailored to the needs of the new generation. This would improve intergenerational communication among teachers and students, fostering stronger connections and more effective learning interactions inside and outside the classroom.
- Future researchers should investigate other factors that influence the communication styles of students, such as the cultural background and socioeconomic status of the student. These aspects can significantly shape the communication of Generation Alpha and should be explored beyond the influence of social media.

AI declaration: Grammarly and Google Gemini, February 2026 – used to revise text and ChatGPT, February 2026 was used in fact checking, citation checks.

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