

A ROMANIAN RADIOGRAPHY OF MILLENNIALS' MOTIVATIONAL LANDSCAPE TO ENTER AND GRADUATE FROM COLLEGE

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Abstract. *Though recent studies have shown that young adults are highly motivated by extrinsic rewards, the same studies revealed that some of them are less likely to change jobs on account of pay, in certain areas. Millennials are depicted to be highly interested and great consumers of new technology. According to a Romanian study on the grounds of selecting a faculty, the students-subjects have listed as being important, first ranked, the fact that the profile of the faculty must be considered important for the future, followed secondly by attractive courses available and third by the need to be able to take the admission exam in their favorite subject. The methodology is based on an online questionnaire survey applied on students of various profiles from Romania and of various levels, including bachelor, masters, Ph.D. or another high education type of studies. The items analyzed and the indicators chosen to measure them have been analyzed by using SPSS, having also tested the hypotheses with statistical correlations. The findings obtained revealed the fact that Millennial students' degree of satisfaction is quite good as regards the faculty they go to and it strongly correlates with the content of the course. Also, the professors' degree of preparation and training were rated to be the most important to them. Besides, the degree of their satisfaction strongly correlates with the adaption of the study curricula to the current professional needs. As regards the way they choose their faculty, their main focus turned out to be the importance of the field in the future. Referring to the motivation to attend a faculty in Romania, Millennials ranked first the desire to evolve and develop personally and most of them replied that for them, intrinsic gratifications prevail, such as the sentiment of pride, acknowledgment, common mission, professional achievement, finding and exercising their own vocation.*

Keywords: *millennial; motivational landscape; intrinsic motivation; gratification; college; higher education.*

Introduction

While there have been studies performed in Romania on local students' online identity management (Frunzaru & Garbasevschi, 2016) or the use of ICT in students' learning activities (Ivan & Frunzaru, 2014), some others concerning the drive high-school students have when choosing their future educational path (Cismaru, 2013; Frunzaru, Ivan & Pricopie, 2008, 2009; Ivan et al., 2012), yet little focus has been placed on an in-depth depicted motivational landscape of Millennials in Romania when they enter and graduate from college.

Pew Internet and the American Life Project have defined in 2010 the Millennials as being the first generation always connected and have studied the implications of this permanent connection upon education, which put in such a light can itself suffer modifications of its definition, as well as other professions nowadays. Also, the study clearly shows in schematic manners, which are the main differences between the generations, namely:

Millennial	Gen X	Boomer	Silent
1. Technology use (24%)	Technology use (12%)	Work ethic (17%)	WW II, Depression (14%)
2. Music/Pop culture (11%)	Work ethic (11%)	Respectful (14%)	Smarter (13%)
3. Liberal/tolerant (7%)	Conservative/Trad'l (7%)	Values/morals (8%)	Honest (12%)
4. Smarter (6%)	Smarter (6%)	"Baby boomers" (6%)	Work ethic (10%)
5. Clothes (5%)	Respectful (5%)	Smarter (5%)	Values/morals (10%)

Source: Pew Research Center, 2010

Mainly, according to Leung (2004), Millennials are characterized as having the main following characteristics: 1) they prove a global orientation and being emotionally disinhibited, having raised understanding the need of interconnection of a global community, they find it very easy to express their thoughts and feelings online, under the illusion of a certain anonymity; 2) they consider that they are entitled to information and education, they are supporters of a continuous learning process because they know they will have along their lives more jobs or even careers and thus, they want to increase the degree of employability; 3) they are technology specialists, innovative and have a deep investigation spirit, are passionate by the way technology works and they want a world full of unlimited available number of choices; 4) they are preoccupied with maturity and adulthood, wanting to be treated like adults and judged according to their contribution, not to their age (see also Buckley & Doyle, 2016; McGinnis Johnson & S. Ng, 2015).

Having in mind all above depicted aspects, the current paper aims at describing the motivational landscape of Romanian Millennials to enter and graduate a faculty, being state or privately-owned, with a focus on what drives them to strive through all exams and projects to be delivered, how they appreciate the faculty environment, splitting the concept of liking or disliking their faculty (last entered or graduated) in a series of indicators, as to better analyze their opinions and radiate them into a series of conclusions.

The conditions for the answers to be taken into consideration and included in the analysis were the followings: the respondent must be part of the Millennial generation, i.e. be born between 1980 and 2000 and he/she has been a student in a faculty in Romania, state or privately-owned, this quality including all its possible stages, such as a) being a student in progress, b) having graduated the faculty or c) having been a student and leaving the faculty chosen before graduation, no matter the reasons. All respondents not matching the above criteria were deleted from our database.

The Questionnaire was applied in Romanian, according to the native language of the target respondents.

Literature review

A research conducted in the National University of Political Studies and Public Administration, Bucharest, focused on the use of ICT and the study activities of college students (Frunzaru & Ivan, 2014). The results showed that the level of satisfaction of students towards the computer knowledge obtained in the faculty years tends to be low and positively correlated to the number of courses they attended and negatively correlated to their level of expectations (Frunzaru & Ivan, 2014, pp.1-2).

As regards the value system and the behaviors, there is another important study that reveals the deficiencies of the access to and equity in higher education levels (Cismaru, 2013). Studying both students (high-school and university) and teachers, the study shows that high school students place an emphasis on qualities like ambition and intelligence, followed by family unity and education, yet assign very little time to read and study; also, especially in the rural area, they spend a lot of time helping with the house chores. Some students in this last sub-segment have admitted that they were forced to abandon school due to family issues and material problems (Pricopie et al., 2010; Frunzaru et al., 2013, pp.159-160).

A most recent study on failure applied to Millennials as regards study activities reveals very interesting conclusions on their motivational landscape and, better yet, on the impact, their parents' education pattern had on them and on the role a faculty can play to maintain the students engaged and aware that they can overcome any such unaccomplishments. That is to say when a student fails, the educator or the faculty, generally speaking, can help to understand the positive part of that experience, the self-discovery and push them to be better next time. Reframing failure is how they can be helped to understand it and both overcome it. All this put in the context of Millennials having grown educated by "helicopter parents" makes this equation even more complex (Ramirez et al., 2018, p.50).

The concept of "helicopter parents", defining a type of parenting accepted nowadays as rather harmful to the subject-children because of the amount of control exercised on them and the over-protectiveness manifested at all times, mainly depicts an approach in which failure is seen as fully negative, unacceptable, not an option, placing thus a larger pressure on children to always succeed in order to be appreciated. In such a general picture, the idea that the faculty, through its educators, has a very important role in supporting students to grow after each failure and even further, find their true calling in life, promoting personal development, is very interesting. Recognizing anxiety, building trust and commitment, developing healthy relationships, viewing failure as a symptom and normalizing failure represent a set of recommendations that the study authors indicate for the better outcome for both students and society (Ramirez et al., 2018, pp. 54-56). The potential to transform during faculty years anxious students, fearing failure, having self-doubts on their choices, finding it difficult to focus and maintain long-time efforts for the most desired result into emotionally healthy persons, well determined and aware that failure is just a learning opportunity is the key to understanding in fact which is the high role that a college can play in all this process.

Having been at least within the last 15 years under strong analysis by researchers, the Millennials have been observed through different lenses of the microscope. Called either Millennials or Generation Y (Howe & Strauss, 2000), Trophy Kids (Alsop, 2008) - name

derived from the habit of granting a trophy to all kids participating in a competition, no matter the result, Generation 9/11 or Homeland Generation (Horovitz, 2012) revealing the major impact terrorism has had on them, this strip of individuals have been depicted and analyzed both in negative and in positive frames. Thus, while some researches show them as neurotic, anxious and depressed (Twenge, 2000; 2006), others depict them as being ambitious, confident and optimistic (Howe & Strauss, 2000). Clearly, they can be both, different segments or even the same segment in different points in time and moments of their evolution, but the role of education on improving their background, no matter which, is the one worth a real focus (Buskirk-Cohen, Duncan & Levicoff, 2015, p.3).

There are studies that intend to show the important role that parent and family engagements in the college experience have (Kiyama et al., 2015), meaning seeing them as partners in this process of cultivating the right values to the college student and there are other studies focusing on how can library research be fun and on how using games can help nowadays information literacy instruction in higher education (Young, 2016), all trying to identify possible aids in making the college experience better for Millennial generation, aiming not at pleasing them, but yet at the core efficiency of the process.

A recent study on Singapore Millennial students show an important trend through those being at a certain point out of school and later on trying to catch up with their studies in order to learn to be competitive in the workforce market, meet a professional request or enrich themselves intellectually (Chong, Loh & Babu, 2015), all this revealing a new enlarged boundary to this schooling process as one longer than 18 to 24 years of age, thus having to deal with a very diverse profile of the students (from married, single or divorced to full time employees or never having worked and being out of school for some years or just continuing naturally the years of study), fact which makes the education process more complicated and difficult to adjust all such backgrounds (Chong, Loh & Babu, 2015, p.1).

As regards the Millennials perspectives and preferences, it was revealed that first of all they claim a certain approach and behavior from educators, such as care, passion, enthusiasm, communication of clear expectations and duties, courses applicability by matching the information taught with the tests applied eventually, a high desire for real-world examples or models to learn from and applied exercises to practice, i.e. as many active learning opportunities as possible (Dunneback & Therrell, 2015). All the above claims would then turn into their attention and focused improved, as well as the ability to stay engaged also at school and at home for individual study (Dunneback & Therrell, 2015, p.49).

Methodology

The current analysis is testing three hypotheses, namely: H1 – Romanian Millennial students have a low satisfaction degree regarding the faculty attended in Romania, H2 – Romanian Millennial students choose the faculty to attend in Romania mainly according to degree of importance of the field studied in the current society and H3 – The main motivational indicator for them to go to college is to get a higher education diploma.

Around the three hypotheses indicated above, a set of questions were elaborated as to split the items desired to be measured. Thus, there were four parts in the online questionnaire elaborated, with the following structured design:

Table 1. Questionnaire structure design

Part of the questionnaire	Dedicated to	Item
1/4	n.a. (opening questions)	Q1 - Q4
2/4	H1 (RQ1)	Q5 - Q6
	H3 (RQ3)	Q7 - Q10
3/4	H1 (RQ1)	Q11
	H2 (RQ2)	Q12 - Q14
4/4	n.a. (demographics)	Q15 - Q18

The research was run in June 2018 and it gathered a total of 102 responses. After eliminating the respondents who exceeded the age margins (over 38 years of age), 11 in total, and them those not being a student actually (including the uncertain ones, meaning those replying with a simple “No” to the question asking them to name the last faculty attended and/or graduated, which could have been an error of judgment from their part, for the sake of an accurate interpretation), another 5 in total, the number of respondents actually being part of the research remained 86.

Results

For these eligible respondents, ages varied between 19 and 38, and 62 respondents were female (72.09%). In fact, most of them are ranged between 19 and 29, i.e. 74.42%, the rest is up to 38 years of age (25.58%).

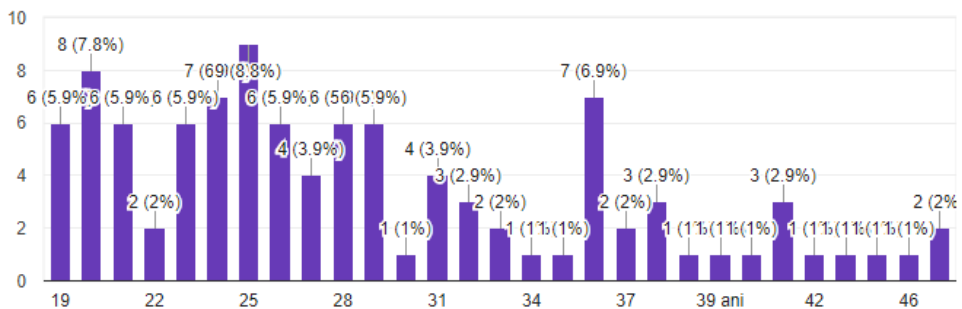


Figure 1. Chart with the distribution of all respondents' ages, before due eliminations

Only 12 respondents do not have a job at all, nor attend any internship with any employer, meaning that the vast majority of 86.05% have a job of some kind, be it part-time, full-time, internship or other such programs, or even have more jobs at once (0.1%).

Out of the total respondents under analysis, 51.16% are or were students at the bachelor's degree level, 43.02% at the masters' degree and only 5.82% had Ph.D. studies or others alike, finalized or ongoing. Moreover, only 4.65% are or were students in privately-owned faculties, the vast majority of 95.35% attending a state faculty.

Also, only 3 respondents were from rural areas, meaning that the rest of 83 were from urban areas, Bucharest or other cities in Romania. Bucharest faculties analyzed represented yet the major part, with 72 respondents (83.72%). Having only 11 respondents from other cities in Romania than Bucharest, the results cannot be spread to the entire country surface, thus the study will remain with its core reference to Bucharest students, as described.

Another interesting result is that only 3 respondents out of the 86 eligible (3.49%) have abandoned the faculty they were admitted to, before graduating it.

The experience with the faculty chosen and degree of satisfaction

When asked if they think that the higher education in Romania is going on a good direction or a wrong one, 33.72% replied that the direction was good and 53.49% considered that the direction was wrong.

Yet, as we will see further on, the degree of satisfaction directly related to the faculty attended is quite good, as the mean for Q5 measuring how satisfied they were with the courses conducted so far in their faculties was of 3.08 ($\sigma = 1.01$). As regards the degree of satisfaction related to other several indicators revealing their overall faculty experience (Q6), the segment that brings them the greatest satisfaction resulted to be the relation with their faculty colleagues.

Correlating the item measuring the overall degree of satisfaction towards the courses they had so far (Q5) with the item revealing their overall faculty experience (Q6), it clearly resulted that their degree of satisfaction strongly correlates with the content of the course ($r = 0.62$), with their relationship with the professors ($r = 0.57$) and thirdly, with the courses schedule ($r = 0.55$).

		RQ1						
		Q5. How satisfied are you, in general (1 – very unsatisfied, 5 – very satisfied), with the courses conducted so far in your faculty?	Q6. How satisfied are you as regards (5 – very satisfied, 1 – very unsatisfied): Your relation with your faculty colleagues?	Q6. [...] Your relation with your professors?	Q6. [...]: Your relation with the faculty personnel (secretaries, etc.)?	Q6. [...]: The courses schedule?	Q6. [...]: The courses content?	Q6. [...]: The faculty building and the course rooms?
Average	3,08	3,93	3,58	3,23	3,64	3,30	3,51	
St. Dev.	1,01	0,90	0,96	0,97	0,97	1,04	1,23	
Pearson Correlation		0,19	0,57	0,28	0,55	0,62	0,23	

Figure 2. Correlation between the overall satisfaction degree towards the courses and items revealing the faculty experience

Moreover, the current and/or former students were asked to rate from 1 – very weak to 5 – very good a series of items constructing the faculty experience they had so far, among which the professors' degree of preparation and training, the interactivity of the courses and seminars, the courses quality, both theoretically and practically, the use of new technologies in the courses, the adaption of the study curricula to the current professional needs, the support and guidance provided to students, partnerships between the faculty and employers in the market to hire students (part-time, full-time,

internship, etc.) and the modernity and equipment of the faculty building and courses rooms.

The professors' degree of preparation and training was rated to be the most important to them, followed by the quality of the course at the theoretical level, the interactivity engaged in courses and seminars and the support and guidance provided to students during the faculty years. Unexpectedly, the use of new technologies only ranked sixth in this top.

Yet, correlated with the item measuring the overall satisfaction degree (Q5), it resulted that their degree of satisfaction strongly correlates with the adaption of the study curricula to the current professional needs ($r = 0.61$) and with the quality of the course at the theoretical level ($r = 0.54$).

RQ1										
	Q5. How satisfied are you, in general (1 – very unsatisfied, 5 – very satisfied), with the courses conducted so far in your faculty?	Q11. In your opinion, in the faculty you attend now or you last graduated, the following aspects were rated as follows (1 - very weak, 5 - very good): The professors' preparation and training	Q11. [...] The interactivity in courses and seminars	Q11. [...] The courses quality (at the theoretical level)	Q11. [...] The courses quality (at the applied level)	Q11. [...] The use of new technologies in courses	Q11. [...] The adaption of the study curricula to the current professional needs	Q11. [...] The support and guidance provided to students	Q11. [...] Partnerships with employers in the market to hire students (part-time, full-time, intemship, etc.)	Q11. [...] The modernity and equipment of the faculty building and courses rooms
Average	3,08	3,91	3,43	3,70	3,02	2,80	2,87	3,26	2,71	3,07
St. Dev.	1,01	0,88	1,20	0,99	1,18	1,24	1,17	1,20	1,30	1,39
Pearson Correlation		0,47	0,50	0,54	0,42	0,50	0,61	0,50	0,40	0,37

Figure 3. Correlation between the overall satisfaction degree towards other courses and items revealing the faculty experience

Observing figures 2 and 3 above, one can understand the main indicators that are important to Millennial students (current or former) are the quality of the courses and their content adapted to the current market needs, the relation with the professors and also the timetable they have to insert into their programs, maybe because, as seen in the introductory part of our analysis above, most of them are already working.

Criteria of faculty choice

But how did Millennials choose their faculty initially? According to the data recorded, their main focus was on the importance of the field in the future. Thus, a significant pragmatic factor is involved in their selection process, a factor which is already agreed to be part of the Millennial matrix. Also, the curricula must attract them, because Millennials rarely do things they do not like. Moreover, the fame and reputation of the faculty and of the professors teaching there are also important to Millennials when choosing where to study after high-school (Frunzaru, Ivan & Pricopie, 2008).

Millennials do not pay so much attention to the admission exam, whether it is just a file with registration documents or a specific exam to be taken, nor are they focus to choose a faculty where they should study as little as possible, where the demands to pass are low, so that their efforts would be as low as possible.

RQ2

Q12. How important (1 – not important at all, 5 – extremely important) are the criteria below in your opinion when deciding to attend a specific faculty?

	Q12. [...] Choosing a field of importance in the future	Q12. [...] Choosing a very attractive study curricula	Q12. [...] Choosing a faculty where the admission exam is taken at my favourite subject/s	Q12. [...] Choosing a faculty where the admission is based on a registration file, without an actual admission exam	Q12. [...] Choosing a famous faculty, well-known professors and exceptional results	Q12. [...] Choosing a faculty as non-demanding as possible for students
<i>Average</i>	3,95	3,85	3,23	2,12	3,49	2,19
<i>St. Dev.</i>	0,91	0,82	1,04	1,20	1,26	1,09

Figure 4. The choice criteria involved in choosing a specific faculty

The motivation for attending a faculty in Romania

In the last section of our research, it was intended to lay a closer look at the motivational landscape that Millennials inhabit. What keeps them going through the faculty years and why they study and pass exams, and finally graduate? As seen above, only 3% abandoned faculty, this meaning that most of them, after selecting their faculty according to their criteria, justify their admission efforts further on and continue to study and accomplish the mission they took on initially.

Asked why they took an admission exam to a faculty in the first place, Millennials ranked first in their motivational landscape the desire to evolve and develop personally, followed by the intention to study what they like and to become specialized in that field and also, again the pragmatism feature arising, to have a well-paid job in the future. For them, it is not so important to just obtain a diploma, neither to relate to youths with the same interests as them (professional networking) nor to please their parents. Millennials are no longer those kids in previous generations who followed a study path imposed by their parents’ judgments rather than following their own inner wishes and dreams.

RQ3

Q7. Which was your motivation to seat for a faculty admission exam? On a scale from 1 (not important at all) to 5 (extremely important), please note the variants below, according to the importance they hold for you.

	To obtain a higher education degree	To evolve and develop personally	To study what I like and specialize	To relate to other youths same interests (networking)	To have in the future a well-paid job	To please the parents
<i>Average</i>	3,57	4,08	3,93	3,01	3,84	2,33
<i>St. Dev.</i>	1,10	0,98	1,08	1,09	1,13	1,32

Figure 5. The motivation radiography related to seating for a faculty admission (self-evaluation)

But how do they evaluate the same motivational landscape for their generation peers? When asked to answer to the same question as above, but applied to their colleagues and friends, Millennials believe that for the others the desire to have a well-paid job and to get a diploma are the most important, followed by the desire to evolve and develop personally and the desire to study what they like and get specialized in that field. Millennials appreciate that for their generation peers the networking with youths having a similar interest is not so important and neither the desire to please the parents, which remains a feature applicable both to respondents involved and to their peers.

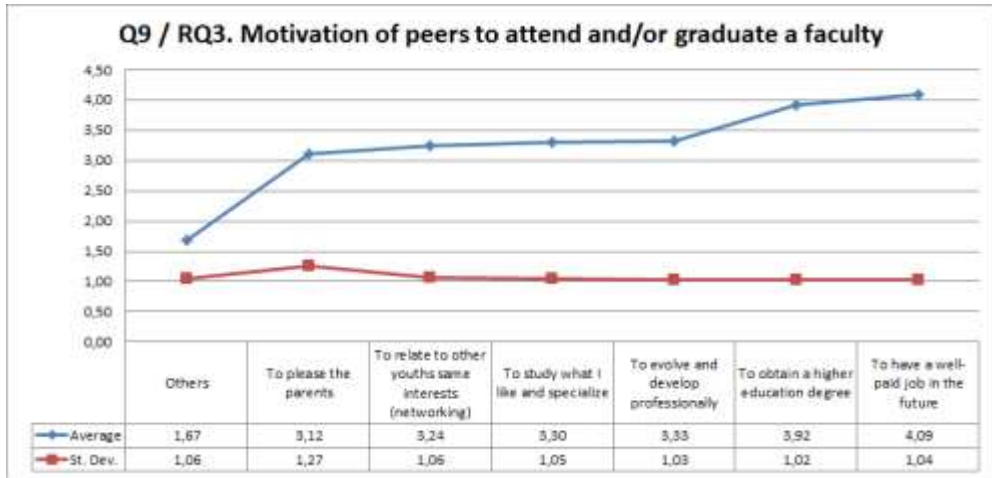


Figure 6. The motivation radiography related to seating for a faculty admission (group-evaluation)

Also, it was our intention to see what kind of gratifications or rewards are mostly in their focus, intrinsic or extrinsic. According to the scores obtained, most of Millennials participating to this study replied that for them, intrinsic gratifications prevail, such as the sentiment of pride, acknowledgment, common mission, professional achievement, finding and exercising their own vocation.

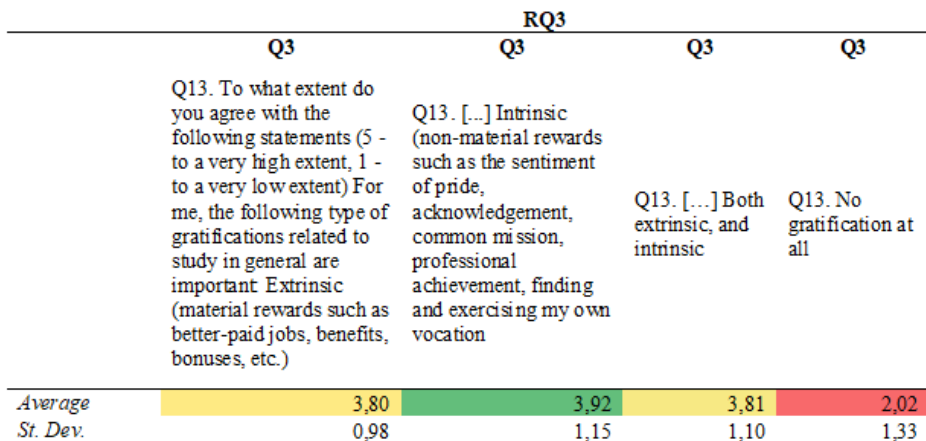


Figure 7. The type of rewards that prevail (self-evaluation)

As regards their generation peers, the answers indicated that for the others in their groups of colleagues and friends, they find that the most important gratifications are those of an extrinsic nature, in opposition with their own views. Obviously, a degree of desirability could bias the answers to this group of question, a fact which could be further researched in a new study.

	RQ3			
	Q3	Q3	Q3	Q3
	Q14. To what extent do you agree with the following statements (5 - to a very high extent, 1 - to a very low extent) For my colleagues and friends in the same generation as me, the following type of gratifications related to study in general are important: Extrinsic (material rewards such as better-paid jobs, benefits, bonuses, etc.)	Q14. [...] Intrinsic (non-material rewards such as the sentiment of pride, acknowledgement, common mission, professional achievement, finding and exercising their own vocation	Q14. [...] Both extrinsic, and intrinsic	Q14. [...] No gratification at all
<i>Average</i>	4,19	3,55	3,64	1,97
<i>St. Dev.</i>	1,20	1,28	1,29	1,29

Figure 8. The type of rewards that prevail (group-evaluation)

Conclusions and implications

As shown by the data gathered, when talking about higher education degrees, Millennials are motivated mostly by the quality of both the courses and of the professors. Either is it about the training and expertise or about the kind and depth of relationship they develop together, Millennials appreciate more than anything real guidance, experience, and knowledge, but also a warm relation with those in charge with that education they seek. Thus, it is only true capable and well-prepared professors that will keep them in school, this main idea revealing a most important point to keep in mind for any future education plans or reforms at the level of our country.

Though they answered at the first question opening the survey that the higher education system in Romania is going in a wrong direction, Millennials participating in our survey stated they were quite satisfied with the courses attended so far. As regards their general experience with the faculty attended and/or graduated, Millennial students were mostly satisfied with their relationships with their colleagues and with the courses schedule, which, most probably, allows them also to work, since we have seen that most of them already have a job.

Moreover, for them, the degree of preparation and training, the real expertise of the professors, as well as the quality of the courses are ranked first, so this means that they have high expectations from a faculty, once they chose to attend it. They want quality above all, but also warmth, guidance and, why not, leadership and mentorship.

When choosing the faculty, the Millennials first make sure that the field they will study has a significant importance in the future. Being important, it somehow also results that those jobs will be well paid. Also related to this, the study curricula must be attractive,

because it is well known that they get bored very fast, they need to be gained and kept engaged throughout the study years by means of quality and attractiveness.

As regards the motivation, the drive they have when studying in a faculty, Millennials clearly stated that their main focus is to evolve and develop personally, followed by the desire to learn more in the subject they prefer and to be able to get afterward a well-paid job in the market.

In opposition to these answers, their opinion about their peers' motivation is a little reversed, meaning that they feel that their colleagues and friends in the same generation are focused on getting a well-paid job and a diploma more. So, the main vision about themselves is that they aim at more immaterial, personal, vocational objectives, while the others only, not them, are more pragmatic and materialistic.

This last discovery is also verified by the fact that when asked about what prevails for them in general, as regards the study activity, the intrinsic rewards or the extrinsic ones, they do the same switch of mirrors, and again they state that they respond and focus more on intrinsic gratifications (finding their true calling and vocation, having a common mission, feeling accomplished, etc.), yet their generation peers respond more and better to extrinsic gratifications (material ones, bonuses, benefits, etc.).

As regards the three hypotheses tested by the current research, we have only one confirmed (H2), namely that regarding the college choice patters. Find here below the general overview:

No.	Hypothesis	Expectation	Result	Confirmed?
H1	<i>Degree of satisfaction on the college attended</i>	Low	"Quite good" (38.2%)	NO
H2	<i>College choice pattern</i>	Studied field importance degree	Studied field importance degree	YES
H3	<i>Motivation to go to college</i>	To get a diploma	To evolve personally (personal development)	NO

Figure 9. General overview of the hypotheses tested

The limitations of the current research could stem from the particularity of the sample, namely from the fact that most of the respondents were residing in Bucharest (78.4%) and most of them were female (69.6%), thus the results recorded could mostly represent a radiography of women living in the capital city of Romania and could not be extended at the level of the entire country.

Yet, the implications resulted from this study must be taken very seriously since we should all focus on a better education system in general in this country. The current study results must be related to the reality of our current society. It is not meant to keep the conclusions reached an idealistic level, nor to abandon them because they may be hard or even impossible to implement in faculties across Romania, yet we consider that they should at least be kept in all educators in higher education systems fierce focus as to come to them as close as possible, as the current social and political trends allows them.

It is the only way in which, by processing the feedbacks from our students, the universities can improve their services – as ultimately, this is what they are, service providers to citizens and society in general – and meet the real needs and requirements imposed not only by this new generation, Millennials, which is the current largest workforce population worldwide as compared to previous generations but by the features of our current lifestyle and degree of development as a society, as a whole.

The faculties' mission to meet their education targets towards the beneficiaries must not be forgotten, nor abandoned, no matter the hardships or obstacles met on the way. The ideal must keep its place in our minds and function as a compass to guide all our actions, day by day, course by course, project by project.

Our further set of recommendations is to support as much as possible the professors to keep training and learning about the latest discoveries in their field, on the one hand, and encourage students to learn by granting them as many scholarships as possible, on the other hand. The real support towards students in their everyday life hardships, including finding a decent job, should not be overlooked. And last, but not least, the teaching methods and the curricula must be, no matter the field taught, passed through the filter of the new technologies and dressed into modern clothes for the students to be able to better digest the new information and see it, keep it and perceive it like a real, big, important benefit that has a concrete, positive impact on his/her life.

In other words, professors individually and faculties as an organization should always measure their results and see if the activities they run, the classes they teach and the projects they coordinate really have the desired quality and impact and always adjust the objectives and the measurements next time, so that constant improvement of the education process and permanent contact with the students remain always in full emphasis.

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