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Multi-Generational Differences and the Preferred Leadership Style of Public School Teachers of Claveria South District Through Core Behavioral Competencies

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Abstract

Aim: This study looked at the essential abilities and leadership of workers across four generations in relation to the teaching tactics used in workplace classrooms.

Methodology: The study compared and correlated the significance of core behavioral competencies and leadership traits as a function of respondents' age differences using cross-sectional, non-experimental methodologies. The Claveria South District public school teachers made up the study's population.

Results: According to the findings, the majority of respondents who identified as baby boomers mentioned the preferred leadership style component, with participative style scoring the highest mean of 6.39. Directive style received the highest mean score for generation X, 5.88. While directive style was also used the most and received the highest mean score in generation Y (6.27), it was also used the most and received the highest mean score in generation Z (6.51). This indicates that the Directive style was the most appropriate and efficient style that teachers may employ in all dimensions of preferred leadership style.

Conclusion: The results indicate that the Directive style was the most appropriate and efficient style that teachers may employ in all dimensions of preferred leadership style. Depending on the leadership style employed or accepted by the leaders, the outcome here could be either favorable or negative. Since directive leadership has a significant positive impact on teachers' effectiveness and school administrators are successful in carrying out their leadership responsibilities using directive leadership, better teacher collective efficacy and strong teacher commitment to the school's mission result.

Keywords: core behavioral competencies, generation, leadership, diversity, collaboration

INTRODUCTION

Multigenerational diversity is a reality in the workplace these days. According to Cekada (2012), the multigenerational workforce possesses a danger to the harmonious relationships that school administrators are tasked with creating in today's organizational structure of work. The present workplace consists of three primary generations including the Baby Boomers (born between 1946 and 1964), Generation X (born between 1965 and 1980), Generation Y (born between 1981 and 1994), and the Generation Z (born between 1995 and 2002). To maintain a healthy and encouraging work environment, school administrators should be able to meet the demands of each generation of teachers within their organization, as each has different needs in relation to performance, job satisfaction, and motivation. Consequently, public school teachers of Claveria South District need a leader who can mobilize and leverage the strengths of each generational cohort to achieve success while maintaining a strong sense of sensitivity towards the work environment.

Leadership is the practice of persuading members of an organization to work effectively toward the creation or realization of an organizational goal. To achieve organizational goals, it is essential to motivate, inspire, and guide personnel within the organization to perform at or beyond the expectations of the public teachers' generational cohort, leveraging core behavioral competencies. As a result, leaders must use one or a combination of styles to do this, which is referred to as leadership styles. Nanjundeswaras and Swamy (2014) examined how a good leader's



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influence is used in a way that is beneficial to attaining goals. As a result, different leadership styles have an impact on an organization's effectiveness.

According to Halvorsen and Emerman (2013), generational diversity is critical in ensuring that the elder generations are recognized for their abilities and contributions to the organization's culture. Each generation has evolved its own set of values, qualities, and worldviews as a result of sharing the same historical life events (Horeczy et al., 2012). The Traditionalists, the oldest generation in the workplace, are an excellent illustration. Employees from this generation were born before 1946 and lived through the start of WWII (Hobart, 2014). It may be argued that their experiences and emotions during WWII influenced their decision-making, how they deal with conflict, how they lead, and how adaptable they are to change.

The workforce in the United States (U.S.) is more diverse than ever. For the first time, according to Al-Asfour, et. al, (2014) the U.S. has four generations of people working alongside one another. Yunni (2018) states that in East Asia, the younger generation's "argumentative temperament" is mistakenly seen as disrespectful and impeding efficiency in the majority of East Asian organizations since they aren't equipped to operate alongside them as equals. Recognizing one of the fundamental tenets of change management is the first step in developing initiatives to manage generational disparities in East Asia.

In the education sector, Crisanta Gutierrez-Atienza (2021) explored how school principals in Laguna's Basic Education Department managed multigenerational teaching staff amidst the challenges posed by the "new normal." Through qualitative methods, the study emphasized the need for leaders to understand and leverage generational differences to create a supportive work environment. According to Corwin (2015), generational cohort are critical to the organization's success, and contingencies should be in place to capture their skills. This can be accomplished by creating a culture of sharing, implementing a system to reduce turnover, and encouraging knowledge transfer through reciprocal relationships within the team.

In the Philippines, according to the Philippine Statistics Authority (2018), majority of employed persons were in the age group of 25-34 years with 27.1% of the total employed. On the other hand, in the aged group of 35 to 44 comprised the second largest group 23.1% followed by the age group 45 to 54 years at 18.4%. This tendency has led to the rise of new occurrence, different generations coexisting in the same workforce.

According to Ferrari (2018), due to high public expectations, as well as changing and essential duties, school leaders are prone to burnout. Before or after they start working, they should have the greatest degree possible. According to one study, the leadership styles of principals have no bearing on their qualifications (Sawati, Anwar & Majoka, 2013). Furthermore, school leaders' perceptions of leadership competencies are unaffected by their degree of education.

With the abovementioned dilemmas, the researcher was motivated to study the different generational cohorts and their preferred leadership styles to provide individualize teacher support.

The purpose of this study is to investigate the preferred methods of leadership among public teachers at Claveria South District Claveria, Masbate. To maximize their contributions and maintain their motivation, rules and a conceptual framework about the desired leadership style and generational differences of public teachers belonging to the cohort generation are being proposed.

Objectives

This study looked into Multi-Generational Differences and the Preferred Leadership Style of Claveria South District Public School Teachers.

Specifically, it sought answers to the following questions:

1. What is the level of the professional practices through core behavioral competencies of the 4-generational respondents in terms of:

- 1.1 Self-Management;
- 1.2 Professionalism Ethics;
- 1.3 Result Focus;
- 1.4 Teamwork,
- 1.5 Service Orientation; and
- 1.6 Innovation?

2. How are the level of preferred leadership style of the Multi-Generational Differences of the respondents be described in terms of:

- 2.1 Directive Style;
- 2.2 Supportive Style;



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2.3 Participative Style;

2.4 Achievement-Oriented Style?

3. Is there a significant relationship between the Multi-generational Differences through core behavioral competencies and the preferred leadership style of public elementary teachers?
4. Is there a significant difference of means of the core competencies of teachers as group according to the generational cohort?

Hypotheses

In this research, the following null hypotheses were tested with a 0.05 level of significance:

Ho1: There is no significant relationship between the Multi-generational Differences of core competencies and the preferred leadership style of public elementary teachers.

Ho2: There is no significant difference in means of the core competencies of teachers as group according to the generational cohort.

METHODS

Research Design

The study used cross-sectional and non-experimental utilizing descriptive methods to compare and correlate the importance of leadership characteristics and core behavioral competencies as generational differences of the respondents.

Population and Sampling

The study was centered on public schools of Claveria South District. This was made up of total generational cohort teachers from elementary to secondary. The total respondents for the study were therefore 130 participants in all generation. Simple random sampling procedure was used to sample fourteen schools for the total.

Instrument

One hundred thirty participants in all generational cohort have received the demographic survey and the Path-Goal Leadership Questionnaire Scale and the Core Behavioral Competencies for Generational Cohort for public elementary and secondary school teachers via email, or Google form, or any form of tool that the participants participated even in the midst of pandemic new normal system.

The Path-Goal Leadership Questionnaire contained the following subscales: (1) Directive style, (2) Supportive Style, (3) Participative Style, (4) Achievement-oriented style. The participant will complete the PGLQ by using 7-point Likert-type scales where 1 = "Never"; 2 = "Hardly ever"; 3 = "Seldom"; 4 = "Occasionally"; 5 = "Often"; 6 = "Usually"; 7 = "Always". And for the core behavioral competencies for generational cohort contained questionnaire the following subscale: (1) Self-Management, (2) Professionalism and Ethics (3) Result Focus, (4) Teamwork, (5) Service Orientation, and (6) Innovation. The participants in this attribute will be using the 5-point Likert-type scales where 5 = "Strongly Agree"; 4 = "Agree"; 3 = "Neutral"; 2 = "Disagree"; 1 = "Strongly Disagree". It contains 30 statements in which respondents were asked to indicate how much they agreed or disagreed with each assertion.

Data Collection

The researcher asked the listed school teachers for the list of those teachers divided as to their generational cohort namely: (1) baby boomer, (2) generation x, (3) generation y, (4) generation z. The approval to conduct the study was asked to the concerned heads and authorities. The researcher asked permission from the Schools Division Superintendent and Schools District Supervisor to conduct the survey.

Treatment of Data

The most effective research strategy for this study was a correlational research design using an electronic survey. Furthermore, discriminant analysis was used to develop a prediction association between cohort features and leadership style. When it comes to evaluating participants' views, opinions, and beliefs, according to Creswell, survey research design is the best option. The cross-sectional survey approach is suited for this study since it aims to assess participants' attitudes, views, and beliefs based on their level of satisfaction with generational disparities and preferred leadership styles.



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Ethical Considerations

According to Saunders et al. (2012), research ethics referred to the rules of conduct that were followed throughout the study in order to preserve the rights of individuals who participated in it. The ethical considerations outlined in the statement below for methodology purposes contains Integrity and objectivity, Anonymity and confidentiality, Informed consent, Responsible analysis and reporting.

RESULTS and DISCUSSION

Level of the professional practices through core behavioral competencies of the 4-generational respondents

1. Description of the level of the professional practices through core behavioral competencies of the 4-generational respondents in terms of:

The dimensions of the professional practices through core behavioral competencies are as follows: Self-Management; Professionalism Ethics; Result Focus; Teamwork; Service Orientation; and Innovation.

Table 1

Descriptive Statistics for
Generational Cohort in terms of Core Behavioral Competencies

Generational Cohort	Core Behavioral Competencies					
	Self-Management	Professionalism and Ethics	Result Focus	Teamwork	Service Orientation	Innovation
Baby Boomer	4.8467	4.8533	4.6533	4.6733	4.5667	4.5067
Generation X	4.7533	4.62	4.4533	3.7533	4.4133	3.6467
Generation Y	4.415	4.345	4.135	4.49	4.25	4.325
Generation Z	4.4267	4.1467	4.0533	4.52	4.2333	4.4533

This table shows the result of Generational Cohort in terms of professional practices through core behavioral competencies. In terms of Self-Management, Baby boomer got the highest mean score of 4.8467, followed by generation x with 4.7533 mean score. While in terms of Professionalism and Ethics, baby boomer still got the highest mean score having 4.8533 followed by generation x with 4.62 mean score. Result focus got the highest mean score in the group of baby boomer having 4.6533, followed by also generation x with 4.4533. In terms of teamwork, baby boomer got the highest mean score with 4.6733 followed by generation z with 4.52. Service orientation revealed that baby boomer got the highest mean score with 5.5667 followed by generation x with 4.4133 mean grade. And lastly for innovation, baby boomer and generation z got the highest mean score with 4.5067 and 4.4533 respectively.

According to the proponent's interview, in terms of professionalism ethics, majority of the respondents preferred to act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness and demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). While in terms of self-management, display emotional maturity and enthusiasm for and is challenged by higher goals and set high quality, challenging, realistic goals for self and others most of the respondent answered.

Boomers are comfortable with the power structure. This indicates that people look on their supervisors to provide guidance and direct them toward organizational objectives (Abenojar, 2024). Baby boomers also lack a strong technological education and typically dislike change. This generation is concerned with doing the job quickly



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and is reliant on technology and multitasking to achieve so. Flexible work hours, the newest technology, and chances to express innovative and creative ideas are what drive them (Tyler, 2007). According to Sujansky and Ferri-Reed (2009), Generation Y is capable of working in a flexible setting and wants to. Generation Y exhibits several characteristics, attitudes, and viewpoints that are attributed to work that are not displayed by other generations, according to communicators for the Council of Graduate Schools from 2007 and their findings in the associated literature. They have a reputation for being confident, visual, multitasking, and highly tech savvy, among other things. They are reported to be more structured, self-disciplined, and focused on striking a balance between work and life than their parents' generation.

Levine and Dean (2012) claim that today's youth are more career-focused, act more pragmatically, and focus on concerns rather than ideas. The youth view education as a set of duties to do in order to acquire the desired employment. The youthful generation shifts toward becoming more individualistic and less community-minded as they become more pragmatic and career-focused. Individualism coexists with isolation and increased passivity in Generation Z. (Gardner & Davis, 2013; Twenge & Foster, 2010).

2. Description of the preferred leadership style of the 4-generational respondents in terms of:

The dimensions of the professional practices through core behavioral competencies are as follows: Directive Style; Supportive Style; Participative Style; and Achievement-Oriented Style.

Table 2
Descriptive Statistics for
Generational Cohort in terms of Preferred Leadership Style

Generational Cohort	Preferred Leadership Style			
	Directive Style	Supportive Style	Participative Style	Achievement-oriented Style
Baby Boomer	6.36	5.96	6.3933	6.36
Generation X	5.8867	5.5467	4.5267	4.78
Generation Y	6.27	6.01	5.84	6.055
Generation Z	6.5133	6.12	6.0667	5.7

This table shows the result of Generational Cohort in terms of preferred leadership style. In terms of Directive Style, generation got the highest mean score of 6.5133, followed by baby boomer with 6.36 mean score. While in terms of Supportive Style, generation z got the highest mean score having 6.12 followed by generation y with 6.01 mean score. Participative style got the highest mean score in the group of baby boomer having 6.3933, followed by also generation z with 6.0667. In terms of achievement-oriented style, baby boomer got the highest mean score with 6.36 followed by generation y with 6.055.

According to Buengler, Homan, and Voelpel (2016), baby boomers' leaders differ from typical leader prototypes in terms of (older) age and (high) position. Furthermore, these researchers discovered that contingent incentive behavior was more successful at predicting turnover among younger leaders than it was among older ones. Contrarily, participative leadership was ineffectual among leaders in the baby boomer generation, ostensibly because it calls for leaders to be role models and of great stature.

Ismail (2012) claims that leaders obtain "management power" under the autocratic leadership style from legislation. The leader makes all decisions for the company, and employees are required to carry them out. Stakeholders are expected to simply obey commands without waiting for an explanation from managers who do not contact them before making organizational choices. Autocratic leaders keep a careful eye on their team members' performance; they promote competition among them, reward excellence, and penalize failure. Additionally, according to J.W. (2011), directive and goal-oriented behavior is typical of autocratic leaders.

According to the findings, democratic leadership practices helped head teachers improve teacher morale at work. This is in line with a recent study by Machumu et al. (2014) that suggested a directive leadership style causes teachers to have a high level of job satisfaction. The earlier study by Pareek (2007), which revealed that "teachers raise their morale to work when their head teachers offered them the opportunity to work cooperatively and engaged



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in decision-making," was used as additional support for this analysis. This indicates that all head teachers who employed a directed style of management created spaces for their staff members to work effectively because they had a significant impact on staff morale.

3. Is there a significant relationship between the Multi-generational Differences through core behavioral competencies and the preferred leadership style of public-school teachers?

Table 3

1st Generation relationship between core behavioral competencies and the preferred leadership style

		GL_DS1	GL_SS1	GL_PS1	GL_AS1	GL_Overall
CB_SM1	Pearson Correlation	-.066	.091	-.115	-.316	-.163
	Sig. (2-tailed)	.727	.632	.544	.089	.389
	N	30	30	30	30	30
CB_Prof1	Pearson Correlation	-.131	.040	.003	-.303	-.142
	Sig. (2-tailed)	.491	.834	.988	.103	.455
	N	30	30	30	30	30
CB_RF1	Pearson Correlation	.225	-.340	.139	.124	.072
	Sig. (2-tailed)	.232	.066	.462	.515	.705
	N	30	30	30	30	30
CB_TW1	Pearson Correlation	-.222	.018	.081	.124	.024
	Sig. (2-tailed)	.238	.925	.671	.515	.902
	N	30	30	30	30	30
CB_SO1	Pearson Correlation	.043	.133	.376	.431	.376
	Sig. (2-tailed)	.822	.482	.040	.017	.041
	N	30	30	30	30	30
CB_Inno1	Pearson Correlation	.021	.179	.419	.549	.447
	Sig. (2-tailed)	.914	.344	.021	.002	.013
	N	30	30	30	30	30
CB-Overall	Pearson Correlation	.159	.222	.533	.534	.541
	Sig. (2-tailed)	.402	.237	.002	.002	.002
	N	30	30	30	30	30

As shown in table 3, in terms of baby boomer, all the four (4) dimensions of preferred leadership style are not significantly related to core behavioral competencies in terms of Self-Management at above 0.05 level: Directive Style, Supportive Style, Participative Style, and Achievement-Oriented Style. Also, the same result was recorded to core behavioral competencies in terms of Self-Management, Result focus, Teamwork, all the four (4) dimensions of preferred leadership style are not also significantly related.

On the other hand, in terms of Service orientation and Innovation, the preferred leadership style such as Participative Style and Achievement-Oriented Style are significantly related got a varying level at 0.05 significance, while Directive Style and Supportive Style were not significantly related at above 0.05 level.

This denotes organizations as an education system that highly depends on core behavioral competencies and leadership style. Just like education firms, collaboration between school heads and teachers is highly regarded to learn, improve and develop an organization that keeps on achieving higher heights or better results.



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Table 4

2nd Generation relationship between core behavioral competencies and the preferred leadership style

		GL_DS2	GL_SS2	GL_PS2	GL_AS2	GL-Overall
CB_SM2	Pearson Correlation	.564	.505	-.308	-.016	.396
	Sig. (2-tailed)	.001	.004	.098	.931	.030
	N	30.	30	30	30	30
CB_Prof2	Pearson Correlation	.679	.530	-.212	-.060	.457
	Sig. (2-tailed)	.000	.003	.260	.752	.011
	N	30	30	30	30	30
CB_RF2	Pearson Correlation	.301	.241	-.159	-.077	.176
	Sig. (2-tailed)	.107	.199	.400	.684	.352
	N	30	30	30	30	30
CB_TW2	Pearson Correlation	-.262	-.391	-.012	.389	-.185
	Sig. (2-tailed)	.162	.033	.952	.034	.328
	N	30	30	30	30	30
CB_SO2	Pearson Correlation	.699	.671	.052	-.055	.600
	Sig. (2-tailed)	.000	.000	.786	.774	.000
	N	30	30	30	30	30
CB_Inno2	Pearson Correlation	-.352	-.591	.407	.177	-.296
	Sig. (2-tailed)	.056	.001	.026	.348	.112
	N	30	30	30	30	30
CB-Overall	Pearson Correlation	.855	.693	.005	.284	.760
	Sig. (2-tailed)	.000	.000	.979	.129	.000
	N	30	30	30	30	30

As shown in table 4, in terms of generation x, the two dimensions of preferred leadership style are significantly related to core behavioral competencies in terms of Self-Management, Professional Ethics, and Service orientation at 0.05 level: Directive Style, Supportive Style, while Participative Style and Achievement-Oriented Style are not significantly related got a level above 0.05 significance. While core behavioral competencies in terms of result focus all the four dimension of preferred leadership style are not significantly related at above 0.05 level: Directive Style, Supportive Style, Participative Style, and Achievement-Oriented Style. In addition, core behavioral competencies in terms of Teamwork, the dimension of preferred leadership style is not significantly related at above 0.05 level: Directive Style, and Participative Style, while Supportive Style and Achievement-Oriented Style are significantly related having 0.05 level of significance.

As shown also in table 14, the dimensions of preferred leadership style are significantly related to core behavioral competencies in terms of Innovation at 0.05 level: Supportive Style, Participative Style, while Directive Style and Achievement-Oriented Style are not significantly related got a level above 0.05 significance.

This result shows that the overall findings of the significance level of generation X, the dimensions of preferred leadership style such as Directive style and Supportive style got the most significant relationship to the dimensions of core behavioral competencies.

In a broad sense, leadership style goes through a process that includes learning new things, understanding things better, and performing better. This is a worry for teachers who continuously improve their ability to produce the outcomes they want, where new and extensive patterns of thought are fostered, and who continuously discover how to foster collaborative learning. Change coexists with companies' desire to learn. The learning process in organizations is connected to the process of change. It involves the top management level's sincerity in bringing about change, the communication efforts it makes to reach out to the lower ranks, the degree of readiness among instructors to accept the change, and the level of trust they place in their leader.



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Table 5

3rd Generation relationship between core behavioral competencies and the preferred leadership style

		GL_DS3	GL_SS3	GL_PS3	GL_AS3	GL_Overall
CB_SM3	Pearson Correlation	.122	.285	.309	.300	.298
	Sig. (2-tailed)	.452	.075	.052	.060	.062
	N	40	40	40	40	40
CB_Prof3	Pearson Correlation	.224	.328	.394	.210	.334
	Sig. (2-tailed)	.165	.039	.012	.194	.035
	N	40	40	40	40	40
CB_RF3	Pearson Correlation	.310	.337	.467	.397	.441
	Sig. (2-tailed)	.052	.033	.002	.011	.004
	N	40	40	40	40	40
CB_TW3	Pearson Correlation	.162	.314	.267	.304	.304
	Sig. (2-tailed)	.318	.049	.096	.056	.056
	N	40	40	40	40	40
CB_SO3	Pearson Correlation	.174	.279	.305	.426	.349
	Sig. (2-tailed)	.282	.081	.056	.006	.027
	N	40	40	40	40	40
CB_Inno3	Pearson Correlation	.167	.194	.308	.336	.297
	Sig. (2-tailed)	.303	.231	.053	.034	.063
	N	40	40	40	40	40
CB_Overall	Pearson Correlation	.337	.437	.497	.485	.512
	Sig. (2-tailed)	.033	.005	.001	.001	.001
	N	40	40	40	40	40

As shown in table 5 of generation Y, all the six (6) dimension of core behavioral competencies are not significantly related to Directive Style at above 0.05 level: Self-Management; Professionalism Ethics; Result Focus; Teamwork; Service Orientation; and Innovation.

This indicates that involving teachers in the organization's leadership style and bridging the gap between higher and lower ranks are crucial to the development of possibilities for continuous learning. More learning opportunities can be found, which will ultimately be advantageous to both the individual teacher and the business as a whole, the more teachers are involved. Collaboration is essential if learning is to be promoted and attained.

Table 5 revealed that Supportive leadership style is not significantly related to the following dimensions of core behavioral competencies: Self-Management, Service Orientation, and Innovation with their recorded above 0.05 level of significance. On the other hand, Professionalism Ethics, Result Focus, Teamwork are significantly related to supportive leadership style having below 0.05 level of significance.

Teachers in varied workplaces come from various backgrounds with a range of intellectual processes, emotions, and behaviors, and they all contribute to the organization's diversity. The management is unable to avoid using force, sometimes only to institutionalize change so that the company would finally learn and change.

This table also revealed that most of the dimensions of core behavioral competencies are significantly related to Participative Style at below 0.05 level: Self-Management, Professionalism Ethics, Result Focus, and Innovation. While Teamwork and Service Orientation were recorded as not significantly related to Participative Style at above 0.05 level.

Lastly, the result revealed that the dimensions of core behavioral competencies such as Result Focus, Service Orientation and Innovation are significantly related to Achievement-Oriented Style with 0.05 level of significance, while Self-Management, Professionalism Ethics, and teamwork were recorded as not significantly related to Achievement-Oriented Style at above 0.05 level.

The justification and logic for changes being made in regard to the status quo must be clearly communicated to instructors, as this is of utmost importance. This enables everyone involved to play a proactive role in assisting the business in achieving its goals and objectives. Additionally, when teachers are aware of what is going on in their particular business, they feel more in control, which promotes teacher engagement and benefits the schools.



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Table 6

4th Generation relationship between core behavioral competencies and the preferred leadership style

		GL_DS4	GL_SS4	GL_PS4	GL_AS4	GL_Overall
CB_SM4	Pearson Correlation	.503	.062	.182	.139	.268
	Sig. (2-tailed)	.005	.745	.337	.337	.152
	N	30	30	30	30	30
CB_Prof4	Pearson Correlation	.171		.099	-.150	-.007
	Sig. (2-tailed)	.366		.601	.430	.969
	N	30		30	30	30
CB_RF4	Pearson Correlation	.352		.127	-.074	.082
	Sig. (2-tailed)	.057		.505	.698	.666
	N	30		30	30	30
CB_TW4	Pearson Correlation	.570		.028	.051	.209
	Sig. (2-tailed)	.001		.883	.788	.268
	N	30		30	30	30
CB_SO4	Pearson Correlation	.571		.251	.108	.321
	Sig. (2-tailed)	.001		.182	.569	.084
	N	30		30	30	30
CB_Inno4	Pearson Correlation	.568		-.013	.052	.169
	Sig. (2-tailed)	.001		.945	.785	.371
	N	30		30	30	30
CB-Overall	Pearson Correlation	.598		.226	.134	.318
	Sig. (2-tailed)	.000		.230	.481	.087
	N	30		30	30	30

As shown in table 6 of generation Y, most of the dimension of core behavioral competencies such as Self-Management, Teamwork, Service Orientation and Innovation are significantly related to Directive Style at below 0.05 level, while Professionalism Ethics; Result Focus were recorded as not significantly related to Directive Style due to mark at below 0.05 level. On the other hand, all the six (6) dimension of core behavioral competencies are not significantly related to Supportive Style at above 0.05 level: Self-Management; Professionalism Ethics; Result Focus; Teamwork; Service Orientation; and Innovation. When it comes to the basic behavioral characteristics of self-management, professionalism ethics, result focus, teamwork, service orientation, and innovation, Participative Style and Achievement-Oriented Style was also shown to be insignificant.

It works well in these situations because leaders maintain control by defining what is expected of staff members, which results in increased production (De Hoogh et al., 2015). Although it could be argued that from a post-modern point of view, this style is unfavorable because autocratic leadership does not support individuality and subjective inputs from employees, the rigid approach of an autocratic leadership style tends to oppress creativity and enthusiasm (Adams & Galanes, 2009). These leaders are more concerned with getting the job done and seeing results than they are with addressing issues. They are more concerned with coordinating human capital and other resources to accomplish clearly defined goals (Brown et al., 2014).



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4. Is there a significant difference of means of the core competencies of teachers as group according to the generational cohort?

Table 7

Analysis of Variance on the significant difference of means of the core competencies of teachers in terms of Self-Management as group according to the generational cohort

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.798	3	1.599	5.265	.002
Within Groups	38.279	126	.304		
Total	43.077	129			

*. The mean difference is significant at the 0.05 level.

Dependent Variable: Self-Management

Tukey HSD

(I) Generation	(J) Generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st Generation	2nd Generation	.09333	.14231	.913	-.2772	.4639
	3rd Generation	.43167*	.13312	.008	.0851	.7783
	Generation	.42000*	.14231	.020	.0495	.7905
2nd Generation	1st Generation	-.09333	.14231	.913	-.4639	.2772
	3rd Generation	.33833	.13312	.058	-.0083	.6849
	Generation	.32667	.14231	.105	-.0439	.6972
3rd Generation	1st Generation	-.43167*	.13312	.008	-.7783	-.0851
	2nd Generation	-.33833	.13312	.058	-.6849	.0083
	Generation	-.01167	.13312	1.000	-.3583	.3349
Generation	1st Generation	-.42000*	.14231	.020	-.7905	-.0495
	2nd Generation	-.32667	.14231	.105	-.6972	.0439
	3rd Generation	.01167	.13312	1.000	-.3349	.3583

*. The mean difference is significant at the 0.05 level.

The F-test of an ANOVA, which evaluates the significance of multiple linear regressions, is displayed in the table. The null hypothesis for the F-test is that the variables do not have a linear relationship ($R^2=0$). Given that the value of $F=5.265$ is highly significant ($\text{sig}=0.002$), it can be said that the variables in this model have a linear relationship.

Since there is a linear relationship between the variables, the following table showed which constant predictors had the highest ratings and were therefore the most significant for the respondents' generational cohort who practiced self-management.

Table 8

Analysis of Variance on the significant difference of means of the core competencies of teachers in terms of Professionalism Ethics as group according to the generational cohort

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.832	3	2.944	7.869	.000
Within Groups	47.136	126	.374		
Total	55.968	129			

*. The mean difference is significant at the 0.05 level.



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Multiple Comparisons
Dependent Variable: Professionalism
Tukey HSD

(I) Generation	(J) Generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st Generation	2nd Generation	.23333	.15792	.454	-.1778	.6445
	3rd Generation	.50833*	.14772	.004	.1237	.8930
	Generation	.70667*	.15792	.000	.2955	1.1178
2nd Generation	1st Generation	-.23333	.15792	.454	-.6445	.1778
	3rd Generation	.27500	.14772	.250	-.1096	.6596
	Generation	.47333*	.15792	.017	.0622	.8845
3rd Generation	1st Generation	-.50833*	.14772	.004	-.8930	-.1237
	2nd Generation	-.27500	.14772	.250	-.6596	.1096
	Generation	.19833	.14772	.538	-.1863	.5830
Generation	1st Generation	-.70667*	.15792	.000	-1.1178	-.2955
	2nd Generation	-.47333*	.15792	.017	-.8845	-.0622
	3rd Generation	-.19833	.14772	.538	-.5830	.1863

*. The mean difference is significant at the 0.05 level.

The table shows the F-test of ANOVA which is a test of significance of the multiple linear regressions. The F-test has the null hypothesis that there is no linear relationship between the variables (in other words $R^2=0$). The value of $F=7.869$ is highly significant ($\text{sig}=0.000$) thus, it can be concluded that there is a linear relationship between the variables in this model.

The figure makes it abundantly evident that the generational cohort has an impact on the essential competences of teachers in terms of professionalism and ethics. This indicates that the teachers who have spent time considering them also have an influence on their use of ethical and professional behavior and conduct that takes into account the consequences of actions and judgments. Giving each other frank and candid feedback is necessary for teamwork as trust grows. Even so, there are times when bosses act as the ones who give orders and threaten their workers.

Table 9
Analysis of Variance on the significant difference of means of the core competencies of teachers in terms of Result Focus as group according to the generational cohort

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.354	3	2.451	6.205	.001
Within Groups	49.775	126	.395		
Total	57.129	129			

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons
Dependent Variable: Result-Focus
Tukey HSD

(I) Generation	(J) Generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st Generation	2nd Generation	.20000	.16228	.608	-.2225	.6225
	3rd Generation	.51833*	.15180	.005	.1231	.9136
	Generation	.60000*	.16228	.002	.1775	1.0225
2nd Generation	1st Generation	-.20000	.16228	.608	-.6225	.2225
	3rd Generation	.31833	.15180	.160	-.0769	.7136
	Generation	.40000	.16228	.071	-.0225	.8225
3rd Generation	1st Generation	-.51833*	.15180	.005	-.9136	-.1231
	2nd Generation	-.31833	.15180	.160	-.7136	.0769



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	Generation	.08167	.15180	.950	-.3136	.4769
	1st Generation	-.60000*	.16228	.002	-1.0225	-.1775
Generation	2nd Generation	-.40000	.16228	.071	-.8225	.0225
	3rd Generation	-.08167	.15180	.950	-.4769	.3136

*. The mean difference is significant at the 0.05 level.

The table shows the F-test of ANOVA which is a test of significance of the multiple linear regressions. The F-test has the null hypothesis that there is no linear relationship between the variables (in other words $R^2=0$). The value of $F=6.205$ is highly significant ($\text{sig}=0.001$) thus, it can be concluded that there is a linear relationship between the variables in this model.

As seen in the tables above, teachers who are informed about the result focus develop greater levels of comprehension, empowerment, engagement, and teamwork. This is due to the influence of accurate and pertinent information on behavior. Once knowledge has been shared with them or they have obtained enough information, individuals within groups or teams alter their thinking and conduct. Additionally, knowledgeable staff members can confidently recommend or make suggestions to the school administration when judged essential because they have better ideas and information.

Table 10

Analysis of Variance on the significant difference of means of the core competencies of teachers in terms of Service Orientation as group according to the generational cohort

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.331	3	.777	1.965	.123
Within Groups	49.828	126	.395		
Total	52.159	129			

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons

Dependent Variable: Service_Orientation

Tukey HSD

(I) Generation	(J) Generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st Generation	2nd Generation	.15333	.16237	.781	-.2694	.5761
	3rd Generation	.31667	.15188	.164	-.0788	.7121
	Generation	.33333	.16237	.174	-.0894	.7561
2nd Generation	1st Generation	-.15333	.16237	.781	-.5761	.2694
	3rd Generation	.16333	.15188	.705	-.2321	.5588
	Generation	.18000	.16237	.685	-.2428	.6028
3rd Generation	1st Generation	-.31667	.15188	.164	-.7121	.0788
	2nd Generation	-.16333	.15188	.705	-.5588	.2321
	Generation	.01667	.15188	1.000	-.3788	.4121
Generation	1st Generation	-.33333	.16237	.174	-.7561	.0894
	2nd Generation	-.18000	.16237	.685	-.6028	.2428
	3rd Generation	-.01667	.15188	1.000	-.4121	.3788

The table shows the F-test of ANOVA which is a test of significance of the multiple linear regressions. The F-test has the null hypothesis that there is no linear relationship between the variables (in other words $R^2=0$). The value of $F=1.965$ is highly significant ($\text{sig}=0.123$) thus, it can be concluded that there is a linear relationship between the variables in this model.

For the straightforward reason that training will aid the organization in improving operations or resolving issues, if any, core skills of teachers in terms of service orientation frequently measures the outcomes of time and



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resources spent on training. In addition, specialists justify and choose the programs or trainings that are offered to teachers.

The order of management to keep track of transaction records for future reference or usage had an impact on these competencies. It was noted that businesses have developed systems to monitor gaps between current and future performance. Teachers are not allowed to refuse this because high management has already established its significance.

Table 11

Analysis of Variance on the significant difference of means of the core competencies of teachers in terms of Innovation as group according to the generational cohort

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	14.349	3	4.783	11.807	.000
Within Groups	51.043	126	.405		
Total	65.392	129			

*. The mean difference is significant at the 0.05 level.

Multiple Comparisons
Dependent Variable: Innovation
Tukey HSD

(I) Generation	(J) Generation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1st Generation	2nd Generation	.86000*	.16434	.000	.4321	1.2879
	3rd Generation	.18167	.15372	.639	-.2186	.5819
	Generation	.05333	.16434	.988	-.3745	.4812
2nd Generation	1st Generation	-.86000*	.16434	.000	-1.2879	-.4321
	3rd Generation	-.67833*	.15372	.000	-1.0786	-.2781
	Generation	-.80667*	.16434	.000	-1.2345	-.3788
3rd Generation	1st Generation	-.18167	.15372	.639	-.5819	.2186
	2nd Generation	.67833*	.15372	.000	.2781	1.0786
	Generation	-.12833	.15372	.838	-.5286	.2719
Generation	1st Generation	-.05333	.16434	.988	-.4812	.3745
	2nd Generation	.80667*	.16434	.000	.3788	1.2345
	3rd Generation	.12833	.15372	.838	-.2719	.5286

*. The mean difference is significant at the 0.05 level.

The table shows the F-test of ANOVA which is a test of significance of the multiple linear regressions. The F-test has the null hypothesis that there is no linear relationship between the variables (in other words $R^2=0$). The value of $F=11.807$ is highly significant ($\text{sig}=0.000$) thus, it can be concluded that there is a linear relationship between the variables in this model.

The result implies that the organization's vision expressly takes instructors' inventiveness into account as well. Leaders thereby enhance both the teaching process and its outcomes. Innovation seeks to improve teaching and learning activities through higher motivation, more content covered in a course, quicker learning, and better time management. Regular areas of innovation include the use of more modern techniques, the use of active teaching methods, and new training technologies. By insisting on teachers that Pedagogical innovation necessitates the replacement of educational paradigms since they are employees of the firm, leaders have an impact on the empowerment of people towards a collaborative goal.

Conclusions

The first research question aimed to ascertain how the 4-generational cohort's fundamental behavioral abilities described the level of professional practices. Results showed that, among baby boomers, the majority of respondents indicated that the fundamental behavioral competency of self-management had the highest mean score of 4.85. Self-management received the greatest mean rating for generation X at 4.75, while teamwork, one of the



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fundamental behavioral abilities, received the highest mean grade for generation Y at 4.49. Teamwork also received the highest mean score (4.52) for generation Z. This leads us to the conclusion that, among their generational cohort, baby boomers and members of generation X believe self-management to be one of the most crucial basic behavioral characteristics that teachers should take into account while assisting students with daily tasks. Teamwork, which came in second place to self-management on the list of generation Y and Z's most popular core behavioral competencies, indicates that school administrators' leadership styles have an impact on teachers' effectiveness. It is noteworthy that almost all studies have found that these core behavioral competencies have an impact on work effectiveness.

According to the findings, the majority of respondents who identified as baby boomers mentioned the preferred leadership style component, with participative style scoring the highest mean of 6.39. Directive style received the highest mean score for generation X, 5.88. While directive style was also used the most and received the highest mean score in generation Y (6.27), it was also used the most and received the highest mean score in generation Z (6.51). This indicates that the Directive style was the most appropriate and efficient style that teachers may employ in all dimensions of preferred leadership style. Depending on the leadership style employed or accepted by the leaders, the outcome here could be either favorable or negative. Since directive leadership has a significant positive impact on teachers' effectiveness and school administrators are successful in carrying out their leadership responsibilities using directive leadership, better teacher collective efficacy and strong teacher commitment to the school's mission result. This was discussed in the available literature review.

Recommendations

Based on the findings of this study, it is recommended that:

Teachers in Claveria South District should uphold and employ a directive style of leadership. In order to affect teachers' working morale, the researcher chose public elementary schools. The approach appears to have greater benefits, particularly in terms of raising teachers' morale and increasing their effectiveness in their respective workplace.

School Head must consult with teachers when making decisions about various matters at the school. In order to easily fulfill school objectives and to improve the morale of teachers at work, they must also take into account the requirements and concerns of the teachers.

The school heads of the schools run by the District and Division Offices need to learn management and leadership skills. The Head Teachers would then be empowered and able to effectively run their schools.

The Department of Education should strategically plan routine school inspections to keep an eye on the Head Teachers' leadership philosophies and how they affect teachers' job satisfaction. This would guarantee that only positive leadership philosophies are taught in schools. Additionally, they would be in a position to revoke destructive behavior before it damages teachers' morale at work and overall academic achievement.

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