Journal of Management and Technology

IDEAS: Journal of Management and Technology

Available at: http://e-journal.president.ac.id/presunivojs/index.php/IDEAS

MILLENNIAL ATTRIBUTES AND EDUCATIONAL MANAGEMENT IN THE SCHOOLS DIVISION OF ROXAS CITY

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ABSTRACT

The rise of millennials, and its various distinguishing characteristics are causing substantial changes in the workplace. A few of the traits typically associated with this generation include flexibility, self-confidence, and technological competence. This cohort further entails management and leadership styles akin to them. Through a descriptive correlational approach, this study explores the extent of the millennial attributes in terms of values and behaviors and to determine whether there is a correlation on the degree of educational management in terms of leadership and management styles in the Schools Division of Roxas City for school year 2022-2023 as perceived by the 247 out of 317 public elementary school teachers. The purpose of this study is to provide data on the academe on how elementary teachers perceived their school heads in dealing with the educational system in their respective schools whether they possess the millennial characteristics, skills, and competence that is needed in today's workplace, practically and timely. The sample size was taken from the total population with a margin of error set at 0.03 using the Slovin's formula. A researcher-made questionnaire, frequency count, percentage, mean, t-test, and Pearson r correlation coefficient were used in the collection and analysis of data. The findings showed that the extent of millennial attributes and the degree of educational management was found to be very highly evident. The extent of millennial attributes and degree of educational management have an insignificant effect on teachers' perception based on their socio-demographic profile. Finally, the extent of millennial attributes and educational management were significantly interconnected. It is imperative therefore that schools may consider the millennial attributes of human resource in the workplace. Future researchers are recommended to further the constructs of millennial attributes and educational management in the school.

Keywords: *Millennial attributes, Educational management, Administrators, Teachers*

1. Introduction

Generational cohorts – baby boomers or generation Jones, generation X or baby bust, generation Y or millennials, generation Z, generation Alpha – encompass the global population with different traits and personalities (Shiju, 2020). There are various characteristics of generational age groups: baby boomers refer to those post-war babies; generation X follows baby boomers born in the early to mid-1960s to 1980s; millennials; and, generation Z classified everyone who were born after 1996. This segmentation manifests different attributes that affect the overall climate of the workplace, community, institution, etc. The generation cohorts further entail management and leadership styles akin to them (Marzullo, 2019).

Those who were born between 1980 and 1993 are referred to as millennials or Generation Y; however, some were born before the year 2000 (Rappler, 2015; Frey, 2018, as cited in Rivera, 2021). According to Beresford Research (as cited in Hencht, 2022), millennials are at the dawn of the millennium. Millennials are also known as 'Generation Y' or 'Echo Boom','Peter Pan Generation' and the 'Boomerang Generation' (Main, 2017, as cited in Medallon, 2020). Exploring millennials' characteristics, values, and behaviors is one of the many ongoing debates arousing interest (Pyöriä, et al., 2017).

This cohort makes up a large group of today's active population. According to Brack and Kelly (2012), by 2022, millennials will make up for over half of the world's workforce, and to Neufeld (2021), millennials are the world's largest adult cohort in 2021. In Africa, millennials will reach 278 million; in North America, millennials are expected to grow by 10% by 2025; in China, a person under 40 holds two-thirds of the country's passports. Further, millennials and generation Z are projected to make up 75% of consumers in the Association of Southeast Asian Nations (ASEAN) by 2030 (Neufeld, 2021). This further strengthens the presence and dominance of millennials worldwide, as guaranteed by the data.

Millennials can be found in the field of education. For example, Shannon (2012) explored millennial teachers' educational management, leadership perceptions, and leadership style preferences at an American K-12 International School in Columbia, South America.

In Hendrick's 2013 study, as cited in Espejo (2021), leaders find it difficult to have working relationships with millennials. School administrators need to consider the rapidly growing millennial population and thus need to strengthen and develop their roles within their organizations. This is to ensure that they are performing their functions and skills at the expected level of performance to meet organizational goals. In Bangkok, Thailand, regional and national government officials working at international educational institutions are in an important position where they are required to improve management functions, provide appropriate styles, and provide management functions from stakeholders expected of academic endeavor.

Anderson et al. (2017), as cited in Hamade (2021) in his study conducted in Lebanon, emphasized that millennials are young workers with diverse aspirations, views, personalities, and attitudes, posing particular challenges for leaders. These variations necessitate constant evaluation of management theory, practice, and leadership. Likewise, a study explored by Noordiana et al. (2019) in Malaysia regarding the leadership attributes among Generation X and millennials leaders shows five similar characteristics: rewards, passion, collaboration, ability to innovate, and willingness to change.

In the Philippine setting, Medallon (2020) reported on the dearth in the literature describing millennials in the country. This challenges researchers to search sources and other literature to base their research. Studies show millennials as part of the literature topics: schools are dominated by millennial teachers (Lacdo-O et al., 2018); millennials as driven by technology (Spiegel, 2013); Philippine millennial characteristics (Natividad, 2016 & Medallon, 2020); leadership behaviors of millennial leaders, showed responsibility and accountability to their tasks and functions (Antonio et al., 2020).

With the dearth of literature regarding Filipino millennials, the researcher, a teacher of this generation, attempts to further explore the characteristics of the school administrators and their educational management in the Schools Division of Roxas City having different types of subordinates in their respective school assignment. The study helps provide data and opportunities to explore the variables regarding millennial characteristics of today;s school

heads that they manifest in dealing with all the educative endeavour in the school assigned to them. Likewise, the researcher aims to determine the extent to which millennial attributes, values, and behaviors correlate with the educational management in terms of leadership styles and management styles exhibited by school administrators and perceived by public elementary school teachers.

Literature Review

Millennial Values. Millennials are people born between 1981 and 1997. Ages 18-24 represent the millennial generation, and ages 25-34 represent the young adult cycle (Fray, 2018). Other researchers such as Twenge et al., 2012; Weber, 2017; Akers, 2018; as cited in Črešnar et al., 2019, this generation, often born between 1980 to 2005, is taking on an increasingly important role in society.

As their name suggests, they are the first cohort to reach adulthood in the new millennium, signifying that later generations will initiate changes that will last into this century (Fray, 2018). This generational cohort is gifted, moves into adulthood at the beginning of the new millennium, begins to have its likes and dislikes and values concerning specific things and situations, confident, expressive, liberal and open and fulfilling to change their role in society. Millennials are estimated to be the largest generation ever born, numbering around 80 million. This generation grew up in an era of rapid digital and computing technology advances, offering a unique information-based life experience that previous generations did not have (Weber, 2017). These vastly different life experiences have shaped millennials' personal values differently than previous generations. As Weber (2017) argues, specific personal values often differ across generations due to the other life experiences mentioned above. This generational cohort has distinct values and traits that indicate positive and negative characteristics.

Psychologists view values as aspects of personality that underlie and motivate attitudes and behaviors (Cieciuch & Schwart, 2017) as the principles and beliefs that inform decisions, judgments, and actions along the path to personal, social, and environmental well-being. Values are the guidelines people consider important in making decisions in all areas of their private and public lives. They determine what priorities people set when making decisions and what they strive to improve (Haste, 2018, as cited in OECD, 2019). Similarly, values are the principles and priorities that guide the behavior of an organization. It represents a fundamental commitment and deeply rooted beliefs that enable an organization to navigate complex situations while keeping its identity and culture at the forefront (Reiners & Koss, 2022).

Furthermore, values are characteristics or qualities that are valuable and represent top priorities, deeply held beliefs, and fundamental driving forces of an individual or organization. They are at the heart of what an organization and its people stand for worldwide. This is the basis for attracting and retaining good employees. These aspects of values exist among millennials in today's workplace.

The millennial generation has witnessed the growth and development of technology. As a result, they are considered more progressive, creative, and visionary than previous generations. Many millennials may be more concerned with intrinsic moral values than external material ideologies (Indeed Editorial Team 2020). Traits attributed to millennials include ambitious, optimistic, civic, value parental involvement, work-life balance, multitasking, and being team-oriented (Devaney, 2016).

Millennial Behaviors. They have unique traits and behaviors. This generation has often been described in a negative light. Conversely, millennials are said to be among the most adaptable and creative generations. When these qualities are expressed positively and confidently, they are more likely to impress potential employers (Indeed Editorial Team, 2020).

Caraher (2015) wrote about millennials thinking that they believe they are capable and don't like climbing ladders. Many millennials prefer working at smaller companies where they believe they can play a hands-on role and make a bigger impact. Millennials tend to say they intend to change jobs frequently. Young people, including millennials and students, are an important part of the Finnish workforce and possess important skills and the right attitudes. A distinctive feature of the Finnish education system is that many students gain valuable work experience during their studies. On average, young people in Finland complete their education (especially tertiary education) more

slowly than in Europe. Still, they quickly find career paths that match their skills and qualifications (Kivinen & Nurmi, 2014). Millennials are digital natives who are completely changing their approach to flexibility and productivity in the workplace. Millennials believe workplace flexibility should be defined by the freedom to work when, where, and how. At the same time, productivity is measured by how well a person completes tasks, not by the amount of time spent in the office (Todd, 2022). Workplace flexibility should be viewed as an essential part of the overall organizational structure as it significantly impacts productivity levels rather than as a benefit provided to a particular employee. Organizations with flexible work environments, such as millennials, are considered more attractive to potential talents.

According to a Deloitte report, millennials show flexibility and adaptability as the most important traits contributing to organizational success. Millennials grew up in a world of rapid changes in technology and business models, and are known for their flexibility to change based on the needs of the workplace.

Educational Management. Education is one of the most diverse and agile industries in an ever-changing environment, requiring decision-makers at all levels to make careful, calculated, and well-planned decisions. Furthermore, all educational institutions need efficient and reliable management to ensure productive work and optimal organizational functioning. The scope of educational management is therefore very broad. It aims at linking society and education and includes activities such as key academic performance, evaluation of student performance, monitoring of student activities, scheduling of classes, training, exhibitions, seminars, presentations, ensuring discipline, synchronizing work in all departments and educational authorities, Curriculum preparation for classes, tests, internal assessments, final exams, etc., as well as managing funds, budgets, community services, and general health for all within the system (Bharti, 2022).

Millennial learners dominate schools worldwide, and school organizations consider millennial teachers to be passionate about teaching and learning. Equipped with the latest skills, these teachers are highly influenced by current social change trends. Millennial students have been observed to want a closer relationship with their teachers, with more guidance and personal attention. Millennials have a wide range of talents and seek creative opportunities in art, hands-on activities, interactive games, video lectures, educational demonstrations, colored worksheets, and projects. They also desire to learn more competitively through interactive media (Kotz, 2016). Millennials can experience all this in a school atmosphere where their skills, talents, and abilities are nurtured.

Millennials have challenged traditional leadership styles by imposing different values and expectations on leaders. Communication, relationship building, and empowerment are some of the key elements of the leadership style millennials prefer. Millennials want leaders who assign roles based on mission, recognize their lives outside of work, pay attention to themselves as individuals rather than groups, and are encouraged to work towards something greater than themselves (Post, 2022). Additionally, Driscoll (2019) pointed out millennial leaders who are highly proficient with skills showing the values of being creative, critical thinkers, collaborators, and communicators**.** The millennial leaders of today's generation possess the 21st century skills that is necessary for organizational success.

Additionally, millennials prefer a teamwork approach versus authoritarian management. One of the core values of millennials is the need to build relationships. Millennial leaders prefer a team approach to an individualistic approach to achieving organizational goals and missions. Millennial leaders seek input from their teams before making important decisions. Like millennials in general, this generation of teachers enters the workplace looking for a manager to work with to set clear goals and priorities. They want constant communication and feedback, and they want consistent accountability. In many ways, they want to be known - managers who understand who they are when they are at their best and who guide them to understand and utilize their strengths (Hodges, 2022).

2. Method

This study utilized the descriptive-correlational design in treating the quantitative data. The identified two hundred forty-seven (247) out of three hundred seventeen (317) public elementary school teachers in District 1 of Roxas City's Schools Division participated in the study whom Generation X aged 41-55 years old has the highest population (117 or 47.37 %); mostly were female (213 or 86.23%); married (172 or 69.64%); has master's degree

units (116 or 46.96%); and has 6-10 years teaching experience (60 or 24. 29 %). The sample size was taken from the total population with a margin of error set at 0.03 using the Slovin's formula. Since the number of teachers differed per elementary school, this study used proportional sampling. The schools with more teachers had more samples. Accordingly, respondents were allocated through the proportional formula (Pagoso, 1987, as cited in Vasquez, 2016). For the quantitative data required by the study, a questionnaire created by the researcher served as the main research instrument. Two (2) parts made up the research instrument. Part I gathered information on the demographic profile of the respondents in terms of age generation group, sex, civil status, highest educational attainment, and years of teaching experience. Part II gathered responses about the extent of millennial attributes in terms of values and behaviors and on the degree of educational management of school administrators in terms of management and leadership styles. A researcher-made questionnaire, frequency count, percentage, mean, t-test, and Pearson r correlation were used in the collection and analysis of data. The research instrument consisted of forty (40)-item liker-type questions clustered into four (4) components, two (2) sub-components for millennial attributes with twenty (20) questions and two (2) sub-components for educational management having twenty (20) responses with one (1) as not evident, two (2) as hardly evident, three (3) as averagely evident, four (4) as highly evident, and five (5) as very highly evident. The questionnaire was subjected to content validation. The panel of experts rated each item of the questionnaire according to its relevance to the variable being studied. Further, suggestions, comments, and recommendations given by the panel of experts were noted and considered to ensure the validity of the questionnaire. The questionnaire was pilot tested to test its reliability. It was administered to thirty (30) teachers who were not participants in the survey. Data from the pilot test were tabulated, and the reliability coefficient will be computed using Cronbach Alpha. Results of the pilot test (.985) were computed using Cronbach Alpha, and the reliability coefficient of (not lower than .80 and not more than 1) is considered reliable.

3. Results and Discussion

Extent of Millennial Attributes of School Administrators

The extent of millennial attributes of school administrators in terms of values and behaviors is shown in Table 1.

Table 1. Extent of Millennial Attributes of School Administrators.

Components	Mean	Verbal Interpretation
Millennial Values	4.44	Very Highly Evident
Millennial Behaviors	4.42	Very Highly Evident
Grand Mean	4.43	Very Highly Evident

Legend: 4.21-5.00 = Very Highly Evident; 3.41-4.20 = Highly Evident; 2.61-3.40 = Averagely Evident; 1.81-2.60 = Hardly Evident; 1.00-1.80 = Not Evident

NOTE: Statements are presented from highest to lowest-maintaining the actual statement number as indicated in the research instrument.

The finding shows that the extent of millennial attributes with a grand mean of 4.43 verbally interpreted as "very highly evident" is outstandingly manifested among public elementary school administrators in the Schools Division of Roxas City, particularly in Roxas City District 1. Furthermore, in terms of millennial values, data reveal a mean of 4.44, and in terms of millennial behavior, it has a mean of 4.42 which both are verbally interpreted as "very highly evident". This indicates that the public elementary school administrators possessed and exhibited Generation Y or millennial characteristics, qualities, beliefs, actions, and behaviors toward their work, and in dealing with the educative processes as being influenced by their millennial subordinates in the workplace, who work together as a team.

The result of the study finds support with the analysis of Driscoll (2019) regarding millennial leaders who are highly proficient with skills showing values of being creative, critical thinkers, collaborators, and communicators. They are not daunted by the growth of technology in today's working world because they are also effective problem solvers. Millennial leaders value inclusion, diversity and prioritize ethics, values, flexibility, and feedback. Furthermore, Culiberg and Mihelič (2016 as cited in Shannon, 2022) discuss the

importance of having leaders who are aware of and responsive to millennials' ideals in the workplace. Madlock (2008); Meister and Willyerd (2010), as cited in Shannon (2022) added that leaders may have a deeper knowledge of millennial employees' own ideas and values by cultivating relationships in order to appreciate their perspectives.

The result of the study was anchored on Ecological Systems Theory developed by Uri Bronfenbrenner (1979, as cited in Smith, 2021) which consists of macrosystem that refers on the ideologies and attitudes reflected on the school culture and environment, exosystem includes the technology, organizational structure, and support extended in the organization and other factors that impact the organization.

Degree of Educational Management of School Administrators

The degree of educational management of school administrators in terms of leadership style and management style is shown in Table 2.

Table 2. Degree of Educational Management of School Administrators.

Components	Mean	Verbal Interpretation
Leadership Style	4.41	Very Highly Evident
Management Style	4.32	Very Highly Evident
Grand Mean	**4.37**	**Very Highly Evident**

Legend: 4.21-5.00 = Very Highly Evident; 3.41-4.20 = Highly Evident; 2.61-3.40 = Averagely Evident; 1.81-2.60 = Hardly Evident; 1.00-1.80 = Not Evident

NOTE: Statements are presented from highest to lowest-maintaining the actual statement number as indicated in the research instrument.

n general, school administrators' levels of educational management had a mean of 4.37, verbally interpreted as “very high evident”. This implies that school administrators’ educational management is outstandingly manifested, showing extra evidence as perceived by their teachers. The result also proved that school administrators exhibit different styles in leading the school, in dealing with the different groups, in carrying out all academic activities in conformity with the department's laws and regulations, as well as other students, faculty, staff, and members of the school community.

Moreover, in terms of leadership style data reveal a mean of 4.41 which is verbally interpreted as “very high evident” and in terms of management style has a mean of 4.37 verbally interpreted as “very high evident”. This implies that elementary school administrators in the Schools Division of Roxas City, specifically in Roxas City District I, had explored different leadership and management characteristics needed in educational organizations’ management and culture of learning in the digital age. They have taken the initiative when required and led developments with collaboration and reflection.

Like millennials, teachers of this generation generally come to work looking for a manager to work with to set clear goals and priorities. They want constant communication and feedback as well as consistent accountability. In many ways, they want to be known - managers who understand who they are when they are at their best and who guide them to understand and utilize their strengths. Therefore, school administrators must have flexible leadership and management styles to meet organizational challenges and maintain a positive working environment in schools.

The study's findings are corroborated by the results of Shannon (2022), to better leverage the global workforce of the future, Shannon said, education leaders must adapt to the millennial teacher's perspective and develop a different understanding. Millennial leadership can establish a contemporary model for their style preferences. In this case, it can help improve leadership practices and positive attitudes, increase job satisfaction among millennial teachers, and improve job outcomes.

The result of the study finds support with the study of Wachira et al. (2017, as cited in Long, 2017), who asserted that school principals practice various leadership styles that affect teachers’ performance. This indicates a positive result regarding managerial leadership style.

The study is also supported by the study of Farver (2014), which highlights that school leaders are more capable of achieving goals and developing effective strategies after participating in leadership coaching. increase. Trust is everything and ultimately what makes executive coaching successful.

School administrators rated leadership coaching highly in building leadership competencies and supporting leadership practice. Leadership coaching for principals provided targeted support in a safe, trusted and confidential environment.

Additionally, Calk and Patrick (2017), as cited in Hamade (2021), argued that managers or leaders must face the challenge of managing and leading a various workforce. Thomson and Gregory (2013) shared that organizations must adopt leadership and management styles. Effective leadership styles develop a healthy work atmosphere that consider the worth of human resources and influence organizational performance (Jelača et al. 2016).

The theory used in the conduct of the study supported the result which gave focused on Ecological System Theory of Uri Bronfenbrenner's mesosystem factor that deals with the relationship between teachers and school administrators and the leadership and management style demonstrated by school administrators, which focuses on the educational management.

Difference in the Extent of Millennial Attributes of School Administrators in the Schools Division of Roxas City when grouped according to their Socio-demographic Profile

The data presented on Table 3 offers the results showing the number or the scores of the compared variables utilized in the conduct of the study, the mean difference, the p-value, and the description or remarks that determines if the variables or the profiles which includes the age generation group, sex, civil status, highest educational attainment, and years of teaching experience are significantly different in terms of the extent of millennial attributes in which displays the school administrators' distinct qualities, characteristics, personalities, ideologies, and their actions demonstrated towards work in terms of values which focused on the beliefs of millennial generation guided with the principles in making judgement and decisions and behaviors described as any observable action towards leading and managing the school setting as perceived by their subordinates who are the public elementary school teachers in the Schools Division of Roxas City-District 1.

Table 3. Significant difference in the extent of millennial attributes in terms of values and behavior of school administrators as perceived by the respondents and when grouped according to socio-demographic

Variables	Mean Difference	P-value	Remarks
Millennial Attributes and Age Generation Group	0.489	0.690	not significant
Millennial Attributes and Sex	0.777	0.065	not significant
Millennial Attributes and Civil Status	0.492	0.688	not significant
Millennial Attributes and Highest Educational Attainment	1.577	0.181	not significant
Millennial Attributes and Years of Teaching Experience	0.356	0.840	not significant

Legend: p-value > 0.05 = not significant (ns); p-value < 0.05 =significant (s)

Based on the table presented, the results affirm that there was no significant differences in the extent of millennial attributes of school administrators in the Schools Division of Roxas City-District 1 as a whole and when they are

grouped according to their age generation group, sex, civil status, highest educational attainment, and years in teaching experience.

The results present that the extent of millennial attributes of school administrators does not differ as a whole and when respondents are grouped according to their age generation group, sex, civil status, highest educational attainment, and years in teaching experience. This implies that the millennial attributes of the school administrators as perceived by the respondents are not affected by the profile.

Thus, the null hypothesis stating that there is no significant difference in the extent of millennial attributes of school administrators in the Schools Division of Roxas City when grouped according to their generation age group, sex, civil status, highest educational attainment, and years of teaching experience, is hereby accepted.

Difference in the Degree of Educational Management of School Administrators in the Schools Division of Roxas City when grouped according to their Socio-demographic Profile

The difference in the degree of educational management in terms of leadership styles and management styles of school administrators in the Schools Division of Roxas City-District 1, when they are grouped according to socio-demographic profile in terms of generation age group, sex, civil status, highest educational attainment, and years of teaching experience is presented in Table 4.

Table 4. Results for significant difference in the degree of educational management of school administrators as perceived by the respondents when grouped according to socio- demographic profile.

Variables	Mean Difference	P-value	Remarks
Educational Management and Age Generation Group	0.860	0.463	not significant
Educational Management and Sex	1.181	0.088	not significant
Educational Management and Civil Status	0.015	0.998	not significant
Educational Management and Highest Educational Attainment	2.202	0.069	not significant
Educational Management and Years of Teaching Experience	0.137	0.968	not significant

Legend: p-value > 0.05 = not significant (ns); p-value < 0.05 =significant (s)

Based on the table presented, the results affirmed that there was no significant differences in the degree of educational management of school administrators in the Schools Division of Roxas City-District 1 as a whole and when the respondents are grouped based on their age generation group, sex, civil status, highest educational attainment and years in teaching experience.

The results clearly present that the degree of educational management of school administrators does not differ as a whole and when respondents are grouped according to age generation group, sex, civil status, highest educational attainment, and years in teaching experience. This implies that the educational management of the school administrators as perceived by the respondents is not affected by the profile.

Thus, the null hypothesis which claims that there is no significant difference in the degree of educational management of school administrators in the Schools Division of Roxas City when grouped according to generation age group, sex, civil status, highest educational attainment, and years of teaching experience, is hereby accepted.

Relationship between the Millennial Attributes and the Degree of Educational Management of School Administrators in the Schools Division of Roxas City

The result of the computed Pearson-r for the relationship between the extent of millennial attributes and the degree of educational management of school administrators in the Schools Division of Roxas City was formed and expressed in Table 5. The computed r-value was 0.850 with a significant value of 0.000. The result showed that there was a significant relationship between the extent of millennial attributes and the degree of educational management in the Schools Division of Roxas City specifically in District 1. It revealed that the extent of millennial attributes in terms of values and behaviors were demonstrated by school administrators, which affects their educational management in school in terms of leadership and management styles. This also proved that millennial attributes of school administrators and their degree of educational management are very highly correlated.

Table 5. Results from Pearson-r regarding the relationship between the extent of millennial attributes and educational management in the Schools Division of Roxas City.

Variables	N	Pearson r-value	P-value	Remarks
Extent of Millennial Attributes	247	0.850	0.000	significant
Degree of Educational Management	247			

Legend: p-value > 0.05 = not significant (ns); p-value < 0.05 =significant (s)

The result implies that millennial attributes and educational management among school administrators show a significant relationship to fulfilling the basic mandate of the Department of Education towards their work in realizing the school's goals. This denotes that the millennial characteristics of school administrators in terms of the values that they believe what is good for the school, and the behavior they exhibit towards the quality of work significantly affects their ways of leading and managing the schools. While their organizational and management skills need to be maintained or even improved, managers must address planning and governance limitations when implementing millennial management functions, resulting in school performance is improved or degraded.

Therefore, the hypothesis stating that "there is no significant relationship between the extent of millennial attributes and the degree of educational management of school administrators in the Schools Division of Roxas City" was rejected. This implies that the extent of millennial attributes of school administrators affects their educational management.

The current result is in support of the study conducted by Hamade (2021) when she found out a lack of a connection between leadership styles demonstrated by school administrators who are considered to be millennials, their gender, and organizational results in terms of extra determination, success, and fulfilments.

4. Conclusion and Implications

Based on the above findings, the following conclusions were drawn: Public school administrators in the Schools Division of Roxas City District 1 outstandingly demonstrated millennial attributes and are excellent educational leaders and managers. The extent of millennial attributes of school administrators does not directly affect the perception of teachers in terms of their socio-demographic profile, such as age generation group, sex, civil status, highest educational attainment, and years of teaching experience. The degree of educational management of school administrators has an insignificant effect on teachers' perception in terms of their socio-demographic profile, such as age generation group, sex, civil status, highest educational attainment, and years of teaching

experience. The extent of millennial attributes in terms of values and behaviors and the degree of educational management in terms of leadership style and management style are significantly interconnected.

In the light of the study's significant findings and conclusions, the following recommendations are offered: The Schools Division Administration in both Curriculum and Instruction Division (CID) and Schools Governance Operation Division (SGOD) has to consider that the most vital resources of the department are its millennial workforce which dominates today's educational environment. Thus, the involvement of this generation cohort in making policies, planning, implementing, and evaluating of the programs, projects, and activities of the department may be considered. It is recommended that SDOs strengthen monitoring and evaluation, provide technical assistance, and provide constructive feedback to school administrators on the different ways to operate the school systematically. At school level, it is recommended that school administrators may consider in planning and implementing school's program the characteristics of the millennial teachers and even learners. Likewise, a training may be conducted focusing on decision making. Learning Action Cell (LAC), In-service trainings (INSET), and seminars will give attention to different learning pedagogies and character and behavior building. Further, it is recommended that school administrators be provided with sessions to enhance their skills in handling millennial teachers to identify the best move on how they will be motivated in the workforce that will lead to a more successful organization. The school administrators may welcome changes and adapt new trends and styles to innovate learning strategies and governance that is responsive to the organization's current needs. Thus, partnership with the stakeholders will be strengthened, which will consider the magnanimous role of the millennials in the school community through their linkages.

Further, the leadership and management styles of the school administrators will manifest an appreciation of the role, value, and functions of teachers in the organization. Thus, Program on Awards and Incentives for Service Excellence (PRAISE) program of the Department of Education, which strives to support, honor, and reward staff members for their creative suggestions, admirable conduct, and top-notch services shall continue. Strong intertwining between educational management and millennial attributes will be considered in the desirable operation of the schools that may benefit the school community. The results of this study are further recommended as a basis for future researchers evaluating school management, focusing on the leadership and management style and the millennial values and behaviors in the organization utilizing different variables for further data collection and investigation.

Acknowledgment

The researcher's unfathomable indebtedness is extended to Colegio de la Purisima Concepcion, School of Graduate Studies, to the Schools Division of Roxas City, President Manuel Roxas Memorial Integrated School South, school administrators, teachers, colleagues, family, friends, and above all the Divine Providence who have his boundless optimism because of their support and incomparable contributions that made this study possible.

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