



## Millennial Teachers' Leadership Styles and Instructional Practices Among the Public Elementary Schools

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### Abstract

The Department of Education (DepEd) emphasizes the importance of effective school leadership in improving learning outcomes and supporting educational reforms under the Basic Education Development Plan (BEDP) 2030. This study assessed the leadership styles of millennial teachers and instructional practices among the public elementary schools. The study employed a descriptive–correlational research design. Data was gathered through survey questionnaires administered to four school heads and one hundred twenty-five teachers in selected public elementary schools. The collected data were analyzed using mean, standard deviation, and Pearson r moment correlation. The results revealed that the extent of leadership style of millennial teachers was very high. Among the leadership styles, servant leadership ranked the highest, followed by democratic, transactional, and transformational leadership. Laissez-faire leadership was rated high, while autocratic leadership obtained the lowest rating but remained within the moderately high level. The instructional practices were very high across the indicators of monitoring and evaluation, curriculum enhancement, and teaching approaches, with monitoring and evaluation obtaining the highest rating. The correlation analysis revealed a moderate positive and significant relationship between millennial teachers' leadership styles and instructional practices among the public elementary schools. There is a significant difference in the leadership styles of millennial teachers across transformational, transactional, servant, democratic, autocratic, and laissez-faire. This study concludes that millennial teachers demonstrate strong leadership styles that support collaborative practices and structured professional processes within schools. These leadership styles were associated with school practices related to monitoring and evaluation, curriculum enhancement, and teaching approaches in public elementary schools.

**Keywords:** millennial teachers, leadership styles, instructional practices, public elementary schools

### Introduction

In contemporary educational systems, schools are now led by a diverse group of teachers from various generations. Teachers from different age groups possess distinct characteristics. Generation Y, or millennial

teachers are emerging leaders who tend to advance their careers through mentorship programs and skills-based training aligned with their interests, passions, and professional aspirations. Achieving the school's goals depends on the collective and collaborative efforts of all teachers. Despite their varied perspectives, teachers remain motivated to work together to provide full support to the school and its learners.

Globally, multigenerational workforces are transforming leadership dynamics into educational settings. With Baby Boomers nearing retirement and younger generations entering the profession, it becomes essential to examine how generational perspectives shape leadership expectations (Ng & Parry, 2020). Studies have shown that Millennials tend to prefer transformational and participative leadership styles, while older generations may lean toward more structured and directive approaches (Meier, 2021).

According to Carroll (2023), millennial teachers made up 75% of the education workforce by 2025, taking on increasing leadership roles. The millennial cohort, alternatively labeled as Generation Y, Echo Boomers, and Digital Natives, came of age between 1981 and 1996. This demographic group came of age during a period marked by rapid technological advancements, including the introduction of mobile phones, the internet, email, digital imagery, and other innovations (Badar & Lasthuizen, 2023).

In the Philippines, the Department of Education (DepEd) underscores the importance of school leadership in enhancing learning outcomes and implementing reforms such as the Basic Education Development Plan (BEDP) 2030 (DepEd, 2022). There is only limited evidence of a wider impact of master teachers through their leadership preferences (Acera, 2024).

However, millennials leadership effectiveness has an impact on the instructional practices (Castillo & Tuazon, 2021). Despite various leadership development programs offered by DepEd, research on the millennial teachers' leadership style at the school level remains limited (Sultan et al., 2022).

In the DepEd Tacurong City Division, there is no quantified evidence on the percentage of millennial teachers in Tacurong City who prefer specific leadership styles, such as transformational, transactional, servant, democratic, autocratic, and laissez-faire (DepEd Tacurong, 2025). However, there is a lack of empirical evidence on millennial teachers and their influence on leadership effectiveness and succession planning in the division (Magbanua & Reyes, 2022).

Millennial teachers encounter difficulties navigating diversity and fostering their leadership style within a dynamic workplace. While existing studies delineate specific leadership styles attributed to older generational cohorts currently serving in the force, a noticeable gap exists in prior research on identifying leadership style among millennial teachers (Mandap, 2023).

Therefore, this study aimed to assess millennial teachers' leadership styles and instructional practices in public elementary schools in the Tacurong City Division. The above situations provided empirical evidence for conducting such a study due to the limited literature. The researcher was motivated to conduct this study to determine the millennial teachers' leadership styles and their implications in public elementary schools.

## **Theoretical Framework**

Remarkably, this study is anchored in the following theories: the Path-Goal Theory of Leadership by House (1974), the Theory of Instructional Competence by De Corte (1995), and the Theory of the Generational Cohort (1991).

These three theories together offer a robust conceptual basis for investigating the leadership styles of millennial teachers in public elementary schools. The Path-Goal Theory of Leadership (House, 1974) describes how expert teachers select leadership styles that fit the requirements and drives of their peers. In contrast, the Theory of Instructional Competence (De Corte, 1995) emphasizes how their expertise, abilities, and teaching philosophies influence successful teaching and mentorship. At the same time, the Generational Cohort Theory (1991) explains how collective historical and cultural experiences shape teachers' values,

work attitudes, and leadership inclinations.

House's (1974) Path-Goal Theory of Leadership addresses the role of millennial teachers as a form of leadership. De Corte's (1995) Theory of Instructional Competence focuses on enhancing learning by creating supportive and engaging environments. It integrates behaviorist, cognitive, and constructivist approaches to explain how learners respond to stimuli, process information, and actively construct knowledge (Federico & Francisco, 2024).

The Generational Cohort Theory explains that people born within the same time period share common experiences that shape their values, attitudes, and behaviors. These traits tend to remain consistent over time. In education, such generational characteristics influence how teachers lead, collaborate, communicate, and adapt to change (Mannheim, 1952; Strauss & Howe, 1991).

For instance, Millennials tend to favor transformational leadership that promotes innovation, while Baby Boomers often prefer structured, transactional styles. Generation X typically values independent, self-directed learning, whereas Generation Z leans toward collaborative and tech-based platforms for professional growth (Ng & Parry, 2020). Recognizing these differences allows school leaders to tailor succession planning by aligning leadership roles with generational strengths and ensuring smoother leadership transitions (Meier, 2021).

## Conceptual Framework

Leadership styles have a direct impact on important instructional practices tasks, such as assessment and evaluation, curriculum development, and teaching methods, which are vital for enhancing teaching quality and student achievement (Hallinger et al., 2020; Gurr, 2021). Analyzing the connection between leadership styles and instructional practices through a quantitative approach provides the empirical support needed to create tailored, evidence-based professional development initiatives that accommodate generational diversity in public elementary education (OECD, 2020).

On the other hand, the millennial generation comprises most of the teaching force. Millennial teachers are characterized by being highly motivated at work, as they value meaningful motivation. As technology continues to evolve, more and more companies and institutions depend on online tools to manage tasks more effectively and efficiently. In this millennial-oriented work environment, people often see baby boomers as traditional employees who are not very open to change. This is why millennials are given much consideration in all aspects of work performance, since they possess qualities suited to the very demanding bulk of work. The conceptual framework, as shown in the figure, presents the variables in the study. The study's framework discusses the relationship between the independent and dependent variables. The following figure shows the schematic diagram of the conceptual framework.

The independent variable includes the millennial teachers' leadership styles and the instructional practices among the public elementary schools serve as dependent variable. The leadership styles include transformational, transactional, servant, democratic, autocratic, and laissez-faire (Tadeo, 2021). Seemingly, the instructional practices among the public elementary schools include monitoring and evaluation, curriculum enhancement, and teaching approaches (Federico & Francisco, 2025) served as dependent variables. The relationships among the variables were illustrated using the conceptual framework shown on the next page.

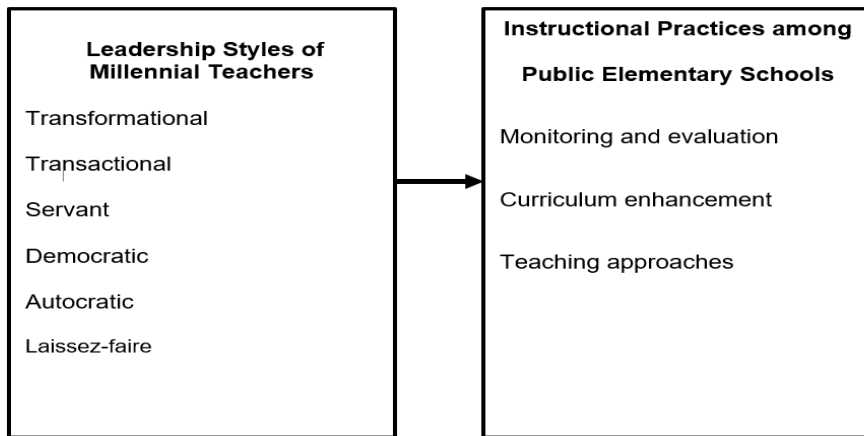


Figure 1: Conceptual Framework of the Study

### Statement of the Problem

This study assessed millennial teachers' leadership styles and instructional practices among the public elementary schools. It answered the following questions:

What is the extent of leadership styles perceived by millennial teachers and school heads in terms of:

- 1.1 transformational;
- 1.2 transactional;
- 1.3 servant;
- 1.4 democratic;
- 1.5 autocratic; and
- 1.6 laissez-faire?

2. What is the level of instructional practices of millennial teachers among the public elementary schools in terms of:

- 2.1 monitoring and evaluation;
- 2.2 curriculum enhancement; and
- 3.3 teaching approaches?

3. Is there a significant relationship between the leadership styles of millennial teachers and instructional practices among the public elementary schools?

4. Is there a significant difference in the leadership styles of millennial teachers?

### Related Literature and Studies

#### *Leadership Styles of Millennial Teachers*

The results of the study are consistent with the ideas of Nolker et al. (2020), who argue that transformational leadership generally resonates with younger generations due to its focus on empowerment and vision. In contrast, older generations may prefer transactional leadership that emphasizes structure and established procedures. Transformational leadership focuses on inspiring and motivating followers through a shared vision, intellectual stimulation, and individual consideration (Santana-Martins et al., 2024).

Bass and Riggio (2022), who emphasized that transformational and servant-oriented leadership behaviors positively influence organizational performance by promoting collaboration, accountability, and professional growth. Similarly, Greenleaf (2021) stated that leadership principles emphasize that leaders who prioritize service, mentorship, and professional development create environments in which individuals are more likely to improve their performance and contribute to organizational success.

Reyes et al. (2021) found that millennial teachers accept transactional leadership when it is linked to clear expectations and rewards. Dizon et al. (2022) noted that this leadership style is effective in maintaining discipline and meeting performance targets.

Cruz et al. (2022) found that servant leadership promotes trust, respect, and collaboration in schools. Bautista et al. (2023) emphasized that teachers feel more supported when leaders prioritize their welfare. Navarro et al. (2024) also reported that servant leadership improves teacher morale and teamwork.

Villanueva et al. (2020) found that teachers perform better when their opinions are considered in school policies. Cruz et al. (2022) noted that participative leadership increases job satisfaction. Garcia et al. (2022) emphasized that it builds stronger professional relationships. Thus, democratic leadership supports positive school dynamics.

Ramirez et al. (2021) found that strict top-down leadership reduces teacher autonomy and lowers morale in public schools. Navarro et al. (2022) emphasized that autocratic leadership limits participation in decision-making processes, which millennial teachers value highly. Santiago et al. (2023) further reported that rigid leadership structures often result in dissatisfaction and disengagement among teachers.

In support, laissez-faire Leadership involves minimal intervention from the leader, allowing followers to operate with a high Degree of autonomy. While some individuals thrive in this environment, it can lead to a lack of direction, accountability, and motivation if not managed effectively (Hafeez et al, 2023). Millennial teachers are teacher leaders, hence in the absence of the school head, there is always someone who assumes the principal's role and functions. They serve as expert teachers (Bush, 2020).

Millennial teachers, like other professionals, exhibit varying leadership preferences influenced by generational differences. While transformational leadership generally resonates with younger generations due to its focus on empowerment and vision, older generations may prefer transactional leadership that emphasizes structure and established procedures (Nolker et al, 2020). Servant and democratic leadership styles are generally favored across generations for their focus on collaboration and employee well-being. However, autocratic and laissez-faire leadership style, which can stifle motivation and growth, are generally less preferred (Seemillir & Grace, 2020).

However, the dimensions of teacher leadership that could be measured and correlated to their practices, such as monitoring and supervision of teachers (Donato, 2021). Teachers' leadership style, instructional competence correlated with student performance (Mendoza & Bautista, 2022). Leadership preferences among millennial teachers in the Philippines generally lean toward transformational, servant, and democratic styles due to their emphasis on collaboration, empowerment, and professional growth. These teachers tend to favor leaders who are supportive and participative rather than controlling or passive, while transactional, autocratic, and laissez-faire approaches are less preferred as they are often associated with limited autonomy, weaker engagement, and reduced instructional innovation (Santiago et al., 2023).

### ***Instructional Practices Among Public Elementary Schools***

According to Koehler et al. (2022), effective teaching in the 21st century requires teachers to integrate technological knowledge with pedagogy and content to enhance learners' understanding and engagement. Similarly, Trust and Whalen (2021) highlighted that teachers who actively integrate digital tools and collaborate with colleagues are more likely to improve instructional quality and support innovative teaching approaches in schools.

Pasiquee & Maguate (2023). As leaders in the classroom, teachers are responsible for monitoring the classroom, providing examples, holding conferences, and holding seminars. The headmaster of the school, the instructors, and the department heads can supervise millennial teachers' duties (Suele et al., 2020).

Further studies highlight that effective monitoring and evaluation improve instructional decision-making and student outcomes. Dela Peña et al. (2020) reported that teachers who consistently assess learner performance adjust their teaching strategies more effectively. Hernandez et al. (2022) found that school-based monitoring systems enhance teacher accountability and instructional quality. Navarro et al. (2024) emphasized that millennial teachers value feedback mechanisms that support professional growth. Millennial teachers are highly receptive to data-driven evaluation practices in classroom instruction.

The finding that millennial teachers highly value collaboration in reviewing and improving curriculum content is supported by recent literature. According to Borko et al. (2021), professional collaboration among teachers strengthens curriculum implementation. Hargreaves (2022) emphasized that collaborative professional cultures among teachers foster innovation in curriculum development.

Effective teacher leadership contributes to improved instructional quality, collaborative curriculum implementation, and systematic monitoring of learning outcomes. Bernardo (2021) noted that teachers who actively engage in collaborative instructional practices and reflective monitoring help strengthen teaching effectiveness and learner achievement in basic education. Similarly, Ocampo (2022) emphasized that Filipino teachers who demonstrate leadership in curriculum implementation and instructional innovation contribute significantly to school improvement and the achievement of national education goals. These perspectives support the present findings that millennial teachers exhibit strong leadership influence in improving teaching practices and learning outcomes in public elementary schools.

Millennial teachers show varying leadership preferences, with stronger inclination toward transformational, servant, and democratic leadership compared to autocratic and laissez-faire styles (Santos et al. 2021). These studies highlight that leadership effectiveness in schools depends on alignment with teacher values, motivation, and professional needs (Cruz et al. 2022).

### **Methodology**

#### ***Research Design***

This study utilized the descriptive and correlational research methods. In this study, the descriptive method was used to assess the leadership styles of millennial teachers and instructional practices among the public elementary schools. As cited by Stangor and Walinga (2020), descriptive research gathers information about prevailing conditions or situations for description and interpretation. This method was not simply tabulating facts but included proper analyses, interpretations, comparisons, and the identification of trends and relationships.

Also, the correlational research method was applied to determine the relationship between leadership styles of millennial teachers and instructional practices among public elementary schools. Apparently, the correlational method, according to Quaranta (2016), measures two or more relevant variables and assesses relationships among them. The variables were presented in a scatter plot to illustrate the relationships.

### ***Respondents***

The researcher utilized teachers and school heads as respondents in the study. For teachers, the inclusion criteria were those who currently hold a permanent plantilla position as Teachers I to III, Master Teacher I to IV, or Master Teacher I to III. The teachers belong to the age group of 29 to 44 years old, or Generation Z or millennials. Must have at least three (3) years of teaching experience in their current school.

Ary et al. (2010) conclude that a sample is a small group that is observed. Besides, Creswell (2012) says that a sample is a subgroup of the target population that the researcher plans to study to generalize about the target population.

### ***Sampling***

This study employed complete enumeration sampling to determine the number of respondents among the school heads and teachers. Using the total enumeration, all school heads and teachers who met the criteria were included as respondents in this research.

Sugiyono (2013) supports complete or total sampling as a technique for collecting data in which the total sample size is similar to the total population. Since the total number of learners and teachers was selected, the population became the sample of this study. Thus, the total population served as the study's representative. The use of complete enumeration sampling provided several advantages to the researcher. It enabled the generalization of findings from the collected data, facilitated the inclusion of multiple interconnected stages in the research process, and promoted efficiency in time, resources, and effort during data collection. Moreover, it enabled the researcher to focus on specific demographics to obtain particular data points, capture significant variation within the sample, compute weighted mean averages, and effectively address niche groups within the population.

### ***Data Gathering Instrument***

Part 1 described the level of leadership styles of millennial teachers. The research instrument was conceptualized by the researcher. The research tool has six subparts: transformational, transactional, servant, democratic, autocratic, and laissez-faire. Each subpart has five statements. This tool was answered by millennial teachers and school heads. A 5-point Likert-type scale that measures the degree of agreement with the statement: (5) Strongly agree, (4) agree, (3) moderately agree, (2) disagree, and (1) strongly disagree.

Numerical Rating	Verbal Description	Qualitative Interpretation
4.20 – 5.00	Very High	This kind of leadership style is highly preferred by the millennial teachers.
3.40 – 4.19	High	This kind of leadership style is frequently preferred by millennial teachers.
2.60 – 3.39	Moderately High	This kind of leadership style is occasionally preferred, indicating moderate acceptance and relevance.
1.80 – 2.59	Low	This kind of leadership style is rarely preferred, seen as less relevant and effective.
1.00 – 1.79	Very Low	This kind of leadership style is highly rejected or seen as inappropriate.

Part 2 described the instructional practices among the public elementary schools. The survey questionnaire was adapted from Fedrico and Francisco (2024). It has 3 sub-indicators. This tool was answered by school heads and millennial teachers. A 5-point Likert-type scale that measures the degree of agreement with the statement: (5) very high, (4) high, (3) moderately high, (2) low, and (1) very low.

Numerical Rating	Verbal Description	Qualitative Interpretation
4.20 – 5.00	Very High	The impact of leadership preference among teachers is very highly significant.
3.40 – 4.19	High	The impact of leadership preference of teachers is highly significant.
2.60 – 3.39	Moderately High	The impact of leadership preference of teachers is moderately significant.
1.80 – 2.59	Low	The impact of leadership preference of teachers has low significant.
1.00 – 1.79	Very Low	The impact of leadership preference of teachers has no significant.

### Statistical Treatment

The data were gathered, immediately encoded, processed, and analyzed. It was computed using the appropriate statistical tools. The mean and standard deviation were used to determine leadership styles and instructional practices. Pearson’s r was used to assess the relationship between leadership styles and the instructional practices among the public secondary schools. Analysis of Variance (ANOVA) was used to determine the significant difference among the leadership styles of millennial teachers across indicators.

### Results and Discussion

#### *Leadership Styles of Millennial Teachers*

This section determines the leadership styles of millennial teachers relative to transformational, transactional, servant, democratic, autocratic, and laissez-faire leadership to identify which leadership approaches they perceive as most effective for their professional engagement and performance in the actual school setting.

**Table 1:** Summary on the Extent of Leadership Styles of Millennial Teachers

	Indicators	Mean	SD	Interpretation
1	Transformational	4.52	0.60	Very High
2	Transactional	4.57	0.58	Very High
3	Servant	4.69	0.52	Very High
4	Democratic	4.64	0.53	Very High
5	Autocratic	3.88	1.09	Moderately High
6	Laissez-Faire	4.15	0.95	High
	<b>Grand Mean</b>	<b>4.40</b>	<b>0.70</b>	<b>Very High</b>

Table 1 summarizes the extent of leadership styles among millennial teachers. In total, the grand mean of leadership styles is 4.40 (SD = 0.70), which is interpreted as Very High. The results reveal that millennial teachers generally prefer leadership styles that support collaboration, professional growth, and effective school management. This overall result indicates that millennial teachers value leadership styles that promote both supportive relationships and structured organizational practices within the school environment.

Among millennial teachers' leadership styles, servant leadership had the highest mean score of 4.69 (SD = 0.52) and was described as Very High. This indicates that millennial teachers prefer and highly value leaders who demonstrate empathy, humility, and genuine concern for the well-being and development of teachers and students. This is followed by democratic leadership with a mean of 4.64 (SD = 0.53). The democratic leadership of millennial teachers strongly appreciates participative decision-making and collaborative leadership within the school community.

The next rank is transactional leadership, with a mean of 4.57 (SD = 0.58), which is described as Very High. This means that millennial teachers also value leadership that provides clear expectations, structured performance monitoring, and accountability. Transformational leadership follows with a mean of 4.52 (SD = 0.60), highlighting the importance of inspirational leadership, mentoring, and the promotion of innovation among teachers.

Meanwhile, laissez-faire leadership style obtained a mean of 4.15 (SD = 0.95), interpreted as High. The results indicate that some millennial teachers value professional autonomy and independence in performing their tasks, though they still recognize the need for appropriate guidance. Lastly, the preference for autocratic leadership received the lowest mean score of 3.88 (SD = 1.09) and was interpreted as Moderately High. The findings imply that while authority and discipline remain relevant in certain situations, millennial teachers are less inclined toward leadership styles that rely heavily on strict control and centralized decision-making.

The findings suggest that millennial teachers typically favor leadership styles that emphasize people, participation, and collaboration, particularly those that highlight service and professional empowerment. Simultaneously, they continue to recognize the significance of organized leadership methods that promote accountability and set clear expectations. These findings indicate that school leaders could benefit from implementing a balanced, flexible leadership style that combines servant, democratic, transformational, and transactional techniques to effectively meet the needs and expectations of millennial educators while ensuring organizational effectiveness.

Millennial teachers, like other professionals, exhibit varying leadership preferences influenced by generational differences. While transformational leadership generally resonates with younger generations due to its focus on empowerment and vision, older generations may prefer transactional leadership that emphasizes structure and established procedures (Nolker et al, 2020). Servant and democratic leadership styles are generally favored across generations for their focus on collaboration and employee well-being. However, autocratic and laissez-faire leadership style, which can stifle motivation and growth, are generally less preferred (Seemillir & Grace, 2020).

However, the dimensions of teacher leadership that could be measured and correlated to their practices, such as monitoring and supervision of teachers (Donato, 2021). Teachers' leadership style, instructional competence correlated with student performance (Mendoza & Bautista, 2022). Leadership preferences among millennial teachers in the Philippines generally lean toward transformational, servant, and democratic styles due to their emphasis on collaboration, empowerment, and professional growth. These teachers tend to favor

leaders who are supportive and participative rather than controlling or passive, while transactional, autocratic, and laissez-faire approaches are less preferred as they are often associated with limited autonomy, weaker engagement, and reduced instructional innovation (Santiago et al., 2023).

### Level of Instructional Practices Among Public Elementary Schools

This section discusses the instructional practices of teachers among the public elementary schools. It is based on monitoring and evaluation indicators, curriculum enhancement, and teaching approaches.

**Table 2:** Summary on the Level of Instructional Practices among the Public Elementary Schools

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1	Monitoring and Evaluation	4.62	0.53	Very High
2	Curriculum Enhancement	4.48	0.57	Very High
3	Teaching Approaches	4.45	0.59	Very High
	<b>Grand Mean</b>	<b>4.52</b>	<b>0.56</b>	<b>Very High</b>

Table 2 presents a summary of the instructional practices of public elementary schools. In general, the grand mean is 4.52 (SD = 0.56), which is described as very high. The findings indicate that millennial teachers' leadership preferences strongly influence various aspects of school practices, particularly in monitoring and evaluation, curriculum enhancement, and teaching approaches. They have shown active involvement in leadership roles that promote instructional enhancement, collaborative professional practices, and data-informed decision-making within the school setting. Their leadership styles play a crucial role in enhancing the quality of teaching and learning in public elementary schools.

In particular, monitoring and evaluation obtained the highest mean of 4.62 (SD = 0.53), described as Very High. This signifies that millennial teachers are highly involved in activities related to tracking learners' progress, participating in professional discussions, and improving instructional practices. Seemingly, the second-highest indicator is curriculum enhancement, which is rated very high (Mean = 4.48, SD = 0.57). This means that millennial teachers dynamically contribute to improving curriculum implementation through collaborating with colleagues, supporting curriculum practices, and participating in curriculum review and development.

Moreover, teaching approaches obtained the lowest mean of 4.45 (SD = 0.59) and were also described as Very High. Millennial teachers strongly support the use of varied teaching strategies, innovative instructional methods, and the integration of technology to enhance classroom instruction. This indicates their openness to adopting modern pedagogical approaches that improve learner engagement, understanding, and participation in the learning process.

The evidence suggests that millennial teachers act as important instructional leaders in public elementary schools. Their leadership choices positively affect monitoring activities, curriculum design, and instructional methods, thus contributing to school advancement and student success. The findings emphasize the need to empower millennial teachers with leadership roles, professional growth initiatives, and collaborative environments that enable them to improve their contributions to school advancement.

The instructional practices of millennial teachers in public elementary schools are generally observed to a moderate to high extent, particularly in monitoring and evaluation, curriculum enhancement, and teaching approaches. These practices reflect their adaptability and responsiveness to learner needs, with stronger emphasis on learner-centered strategies, continuous assessment, and improved curriculum implementation aligned with 21st-century learning demands.

Effective teacher leadership contributes to improved instructional quality, collaborative curriculum implementation, and systematic monitoring of learning outcomes. Bernardo (2021) noted that teachers who actively engage in collaborative instructional practices and reflective monitoring help strengthen teaching effectiveness and learner achievement in basic education. Similarly, Ocampo (2022) emphasized that Filipino teachers who demonstrate leadership in curriculum implementation and instructional innovation contribute significantly to school improvement and the achievement of national education goals. These perspectives support the present findings that millennial teachers exhibit strong leadership influence in improving teaching practices and learning outcomes in public elementary schools.

**Relationship Between the Leadership Styles of Millennial Teachers and Instructional Practices Among the Public Elementary Schools**

Leadership styles play a vital role in shaping teachers’ instructional practices and classroom management approaches. Among millennial teachers, leadership behaviors may influence how they deliver instruction, engage learners, implement teaching strategies, and create a positive learning environment. Examining the relationship between leadership styles and instructional practices provides a deeper understanding of how leadership characteristics contribute to effective teaching and improved educational outcomes in public elementary schools.

**Table 3:** Results of Correlation Analysis between Leadership Styles of Millennial Teachers and Instructional Practices among Public Elementary Schools

Indicators	Monitoring and Evaluation	Curriculum Enhancement	Teaching Approaches	Implications
<b>Transformational</b>	.545**	.570**	.584**	.624**
	.000	.000	.000	.000
<b>Transactional</b>	.524**	.714**	.645**	.692**
	.000	.000	.000	.000
<b>Servant</b>	.622**	.711**	.652**	.728**
	.000	.000	.000	.000
<b>Autocratic</b>	.600**	.623**	.580**	.661**
	.000	.000	.000	.000
<b>Democratic</b>	.164	.248	.087	.183
	.246	.076	.538	.176
<b>Laissez-Faire</b>	.108	.196	.213	.190
	.447	.164	.130	.176
<b>Millennial Leadership Preference</b>	.496**	.614**	.536**	.605**
	.000	.000	.000	.000

\*\*Significant at the .05 level.

Table 3 presents the results of the correlational analysis between millennial teachers' leadership styles and instructional practices among the public elementary schools on monitoring and evaluation, curriculum enhancement, and teaching approaches. Thus, the overall correlation shows a moderate positive and

significant relationship between the millennial leadership styles and instructional practices among the public elementary schools ( $r = .605$ ,  $p = .000$ ). The results denote a varying degree of relationships between leadership styles and the identified instructional practices and stronger leadership styles among millennial teachers were associated with higher levels of instructional practices in terms of monitoring and evaluation, curriculum enhancement, and teaching approaches. The leadership styles of millennial teachers contributed to the development of school monitoring, instructional practices, and collaborative professional engagement. In particular, among the leadership styles, servant leadership exhibits the strongest association with the implications of public elementary schools ( $r = .728$ ,  $p = .000$ ). This indicates that millennial teachers who demonstrate servant leadership style contribute significantly to improving school practices. Similarly, transactional leadership shows a strong, significant relationship with implications for public elementary schools ( $r = .692$ ,  $p = .000$ ). This reveals that structured guidance, clear expectations, and performance monitoring help strengthen instructional processes and curriculum implementation.

Continually, autocratic leadership also shows a significant, moderate relationship ( $r = .661$ ,  $p = .000$ ), suggesting that decisive leadership and clear direction may influence school practices, particularly in ensuring compliance with school goals and standards. Meanwhile, transformational leadership demonstrates a moderately significant relationship ( $r = .624$ ,  $p = .000$ ), indicating that inspiring and motivating colleagues also contribute positively to school monitoring systems, curriculum development, and teaching approaches.

On the other hand, democratic leadership ( $r = .183$ ,  $p = .176$ ) and laissez-faire leadership ( $r = .190$ ,  $p = .176$ ) show no significant relationship with the overall instructional practices. Curriculum enhancement shows the strongest relationships across most leadership styles, particularly with transactional leadership ( $r = .714$ ) and servant leadership ( $r = .711$ ). Meanwhile, monitoring and evaluation and teaching approaches have moderate relationships with several leadership styles, demonstrating that leadership styles among millennial teachers influence instructional practices and school monitoring processes.

This implies that millennial teachers' leadership styles play a crucial role in enhancing school practices, particularly in areas such as monitoring and evaluation, curriculum improvement, and instructional methods. Leadership styles that focus on collaboration, support, organization, and motivation seem more effective at enhancing instructional practices. Consequently, the school head focused on fostering and enhancing these leadership skills in millennial educators through professional development, mentoring programs, and leadership roles that enable them to actively engage in school improvement efforts.

These findings are consistent with the work of Bass and Riggio (2022), who emphasized that transformational and servant-oriented leadership behaviors positively influence organizational performance by promoting collaboration, accountability, and professional growth. Similarly, Greenleaf (2021) stated that leadership principles emphasize that leaders who prioritize service, mentorship, and professional development create environments in which individuals are more likely to improve their performance and contribute to organizational success.

### ***Significant Difference in the Leadership Styles of Millennial Teachers***

Leadership styles among millennial teachers may vary depending on their personal characteristics, professional experiences, and workplace responsibilities. Understanding these variations is important in identifying how different leadership approaches are manifested in the educational setting. Hence, the One-way Analysis of Variance was utilized to determine whether significant differences exist in the leadership styles of

millennial teachers across the identified indicators.

**Table 4:** Results of the one-way Analysis of Variance on the Leadership Styles of Millennial Teachers

Source	Sum of Squares	df	Mean Square	F	p-value	Remarks
Intercept						
	6065.170	1	6056.170	5217.637	>0.000	Significant
Error	59.196	51	1.161			

Table 4 demonstrated the significant difference in the leadership styles of millennial teachers across indicators. The results of the One-Way Analysis of Variance show that there is a statistically significant difference in the leadership styles of millennial teachers, as indicated by the significant F-value ( $F = 5217.637, p = 0.000 < 0.05$ ). This indicates that millennial teachers exhibit different leadership styles across the different indicators, implying variability in how they value transformational, transactional, servant, democratic, autocratic, and laissez-faire leadership styles. Furthermore, certain leadership styles are significantly preferred than others depending on teachers’ experiences and professional contexts.

This implies that there is a significant variation in the leadership styles of millennial teachers, indicating that they do not uniformly favor a single leadership style across all indicators. Millennial teachers’ leadership styles differ depending on the leadership dimension, with stronger inclination toward participative and supportive leadership approaches.

This finding is supported by studies emphasizing that millennial teachers show varying leadership preferences, with stronger inclination toward transformational, servant, and democratic leadership compared to autocratic and laissez-faire styles (Santos et al. 2021). These studies highlight that leadership effectiveness in schools depends on alignment with teacher values, motivation, and professional needs (Cruz et al. 2022).

**Table 5:** Results of ANOVA Repeated Measures between Leadership Styles of Millennial Teachers

Indicators	Mean	SD
<b>Transformational</b>	4.515 <sup>a</sup>	0.482
<b>Transactional</b>	4.565 <sup>a</sup>	0.505
<b>Servant</b>	4.688 <sup>a</sup>	0.429
<b>Democratic</b>	4.642 <sup>a</sup>	0.446
<b>Autocratic</b>	3.876 <sup>b</sup>	0.940
<b>Laissez-Faire</b>	4.146 <sup>b</sup>	0.59

ANOVA ( $p\text{-value} 9.632 < 0.0001$ )

Table 5 shows the results of a repeated measures ANOVA on the leadership styles of millennial teachers. The results indicate a statistically significant difference among the leadership styles ( $F = 9.632, p < 0.0001$ ), meaning that millennial teachers exhibit different levels of leadership across the styles measured.

Among the leadership styles, Servant leadership obtained the highest mean score ( $M = 4.688^a, SD = 0.429$ ), followed by Democratic leadership ( $M = 4.642^a, SD = 0.446$ ), Transactional leadership ( $M = 4.565^a, SD = 0.505$ ), and Transformational leadership ( $M = 4.515^a, SD = 0.482$ ). Since these leadership styles share the same superscript “a,”

the results indicate that they are statistically comparable. This indicates that millennial teachers strongly exhibit leadership styles characterized by service, collaboration, participation, motivation, and accountability. The millennial teachers value teamwork, shared decision-making, support for others, and the achievement of organizational goals.

On the other hand, Laissez-Faire leadership ( $M = 4.146^b$ ,  $SD = 0.590$ ) and Autocratic leadership ( $M = 3.876^b$ ,  $SD = 0.940$ ) obtained relatively lower mean scores compared with the other leadership styles. The shared superscript “b” indicates that these two leadership styles are statistically comparable with one another but significantly different from the leadership styles marked with superscript “a.” This implies that millennial teachers are less inclined to practice passive or highly authoritarian leadership approaches.

Overall, the findings indicate that millennial teachers predominantly favor servant, democratic, transformational, and transactional leadership styles, which emphasize collaboration, empowerment, motivation, and positive interpersonal relationships. In contrast, autocratic and laissez-faire leadership styles are less commonly practiced, suggesting a preference for balanced and participative leadership rather than rigid control or minimal supervision.

## Summary

The DepEd underscores the importance of school leadership in enhancing learning outcomes and implementing reforms such as the Basic Education Development Plan (BEDP) 2030. This study aimed to assess millennial teachers' leadership styles and instructional practices among the public elementary schools. A descriptive-correlational design was used. The survey questionnaires were the primary tool for collecting data from respondents, comprising 4 school heads and 125 teachers. The data were analyzed using mean, standard deviation, and Pearson  $r$  moment correlation.

The extent of leadership styles among millennial teachers was generally very high (Mean = 4.40,  $SD = 0.70$ ). Among the leadership styles, servant leadership was preferred by the majority of the millennial teachers (4.69,  $SD = 0.52$ ), followed by democratic leadership (4.64,  $SD = 0.53$ ), transactional leadership (4.57,  $SD = 0.58$ ), and transformational leadership (4.52,  $SD = 0.60$ ). Meanwhile, laissez-faire leadership had a mean of 4.15 ( $SD = 0.95$ ), interpreted as High, while autocratic leadership was preferred (Mean = 3.88,  $SD = 1.09$ ).

The instructional practices among public elementary schools were very high (Mean = 4.52,  $SD = 0.56$ ). Among the indicators, monitoring and evaluation recorded the highest mean of 4.62 ( $SD = 0.53$ ), followed by curriculum enhancement (Mean = 4.48,  $SD = 0.57$ ), while teaching approaches obtained the lowest mean of 4.45 ( $SD = 0.59$ ), all interpreted as Very High.

There was a moderate positive and significant relationship between millennial teachers' leadership styles and the instructional practices among public elementary schools ( $r = .605$ ,  $p = .000$ ). Among the leadership preferences, servant leadership shows the strongest relationship ( $r = .728$ ,  $p = .000$ ) followed by transactional ( $r = .692$ ,  $p = .000$ ), autocratic ( $r = .661$ ,  $p = .000$ ), and transformational ( $r = .624$ ,  $p = .000$ ), while democratic ( $r = .183$ ,  $p = .176$ ) and laissez-faire ( $r = .190$ ,  $p = .176$ ) show no significant relationship.

There is a statistically significant difference in the leadership styles of millennial teachers ( $F = 5217.637$ ,  $p = 0.000$ ) which vary across transformational, transactional, servant, democratic, autocratic, and laissez-faire leadership styles.

## Conclusions

Millennial teachers exhibit strong leadership styles that emphasize service, collaboration, and participation within the school environment. They recognize the importance of structured leadership styles that maintain accountability and

clear expectations in achieving school goals and integrate supportive and organized leadership styles that appear to be most responsive to the professional needs and working dynamics of millennial teachers.

A very high level of instructional practices among public elementary schools was observed in the areas of monitoring and evaluation, curriculum enhancement, and teaching approaches. Active participation in these areas contributes to improving instructional processes and strengthening collaborative professional practices in public elementary schools.

Several leadership styles of millennial teachers were significantly related to the instructional practices among the public elementary schools, particularly servant, transactional, autocratic, and transformational leadership styles. These leadership styles appear to be more connected with instructional practices in monitoring and evaluation, curriculum enhancement, and teaching approaches.

Millennial teachers exhibit significant variation in leadership styles across indicators, with a stronger inclination toward participative and supportive leadership styles rather than a single uniform leadership approach.

### **Recommendations**

1. School heads may adopt a balanced leadership style that integrates servant, democratic, transformational, and transactional leadership practices to effectively support millennial teachers.
2. It is recommended that instructional supervisors strengthen support for teaching approaches by providing more opportunities for professional development, peer coaching, and training on innovative, technology-integrated teaching strategies.
3. The Department of Education may design leadership development programs that strengthen adaptive and participative leadership styles in schools for all teachers. Schools may also provide opportunities for teachers to practice this leadership style through collaborative projects, mentoring roles, and participation in school decision-making processes.
4. The school heads may adopt flexible and adaptive leadership strategies that are responsive to the varying and context-specific preferences of millennial teachers.
5. The study was limited to millennial teachers' leadership styles and instructional practices among the public elementary schools. Future studies may expand the scope by including teachers from other generations, such as Generation Z and Generation X, to compare leadership styles and instructional practices among the public elementary schools. Researchers may also examine additional variables, such as school climate, teacher performance, and learner outcomes, to better understand how leadership preferences influence broader aspects of school effectiveness.

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