Millennial Schoolheads' Attitudes and Leadership Style on Their Management Practices

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Abstract—The aim of this study is to determine the attitudes and leadership style on their management practices of the millennial schoolheads. The research explored various inquiries, including the level of millennial schoolheads' attitudes in terms of commitment to inclusivity, embrace of technology, growth mindset, flexibility, adaptability and creativity. The degree of millennial school heads' leadership style in relation to collaborative, proactive, intelligent, and adaptive leadership. The level of management practices exhibited by the millennial school heads in terms of collaborative leadership, leadership and vision, professional development, supportive environment. This study utilized a descriptive correlational research design to examine the relationship between millennial school heads' attitudes, leadership styles, and management practices. This approach enabled the researcher to analyze patterns and associations between these variables without establishing causation. The study focused on collecting and interpreting numerical data using statistical methods to provide objective insights into the leadership and management practices of millennial school heads. The study revealed that millennial school heads in the Division of Laguna demonstrate a strong commitment to inclusive, adaptive, and innovative leadership. They consistently integrate technology, creativity, and a growth mindset into their leadership practices. Their adaptability and flexibility allow them to welcome innovation and involve the school community in the decision-making process. In terms of leadership styles, millennial school heads exhibit adaptive, smart, proactive, and collaborative leadership, emphasizing data-driven decision-making, emotional intelligence, and transparent communication. Their management practices reflect a strong leadership vision, prioritizing professional development, mentorship, and a supportive school environment. Overall, the findings indicate that millennial school heads are forward-thinking leaders who foster inclusivity, innovation, and continuous improvement in their schools. Based in the findings, the following conclusions and recommendations were drawn: This study employed a descriptive-survey method to assess attitudes and leadership styles in relation to their management practices. In order to analyze and interpret the given data, mean, standard deviation, Pearson product moment correlation analysis (Pearson r) was used. The study also shows the significant relationship between the attitude, leadership style and management practices of the millennial schoolheads. It was found out that the researcher therefore concludes that the research hypothesis has no significant relationship between the attitudes and leadership style, on the management practices of millennial schoolheads. It was found out that the researcher therefore concludes that the research hypothesis has no significant relationship between the attitudes and leadership style, on the management practices of millennial schoolheads. Schools should provide tailored leadership programs for millennial schoolheads. School administrators should be encouraged to integrate digital tools and data-driven decision-making strategies to enhance efficiency and effectiveness in school management. Schools should promote a culture of teamwork and collaboration among school heads, teachers, and stakeholders to foster shared decision-making and continuous improvement. Implement periodic assessments and feedback mechanisms should be established to evaluate the effectiveness of leadership practices and identify areas for improvement. The Department of Education and other educational agencies should create policies that support leadership development programs and provide opportunities for millennial schoolheads to engage in continuous learning. Future studies should be conducted to explore the long-term impact of leadership styles on school performance and student outcomes, considering emerging trends in education and governance.

Keywords— Millenials' Schoolheads; Attitude; Leadership Style.

I. INTRODUCTION

As the world of education shifts, a new generation of school leaders' millennials is taking on critical positions. These millennial school leaders offer new perspectives on leadership, innovative ideas, and a thorough awareness of technology's role in current learning environments. However, their ascension to leadership positions presents a distinct set of obstacles. From managing various generational teams to successfully integrating technology, millennial school leaders must manage complex demands while balancing tradition and innovation. This research paper examines the major issues that millennial school leaders confront and provides insights into how they might overcome these obstacles to create more inclusive, successful, and forward-thinking educational institutions.

Rodriguez (2024), As millennials step into leadership roles within educational institutions, their influence is reshaping schools worldwide. Millennial school heads bring fresh perspectives, integrating technology and new pedagogical approaches to meet the demands of 21st-century learning.

However, alongside the potential for innovation, they face distinct challenges, balancing tradition, managing diverse workforces, and navigating the complexities of modern education. Millennial school heads often strive to introduce progressive teaching methods and digital tools, yet they must work within systems rooted in tradition. Many educators and parents, particularly from older generations, may resist rapid changes, preferring familiar approaches. School leaders face the challenge of ensuring innovation complements—not disrupts—time-honored educational practices. Leading a school today means managing teams composed of Baby Boomers, Generation X, Millennials, and Gen Z. Each generation brings unique working styles, expectations, and communication preferences. While younger teachers may embrace flexible schedules and digital communication, older

staff might prefer structured routines and face-to-face interactions. Successfully uniting these differing styles is critical for maintaining a harmonious and productive school environment. Though millennial leaders are often tech-savvy, they face hurdles when incorporating technology into education.

The leadership style and decision-making strategies of millennial school heads are influenced by their generational experiences, values, and the needs of contemporary educational systems. Millennial School have been shaped by rapid technological advancements, increased global connectivity, and evolving workplace dynamics. These elements affect their leadership and decision-making approaches, especially in education. Millennial school heads' leadership styles and techniques substantially impact school management. Their emphasis on collaboration and inclusivity produces a healthy school atmosphere where everyone involved feel appreciated and heard. Their data-driven and innovative decision-making ensures that school policies and practices are both effective and forward-thinking. By emphasizing student-centered approaches and embracing technology, millennial principals improve the learning experience, increase teacher satisfaction, and build a dynamic climate that encourages continual growth. They may confront problems, such as balancing diversity with fast decision-making or dealing with resistance to change from more traditional employees.

Overall, the leadership and decision-making styles of millennial school leaders are well-suited to the demands of modern education, allowing schools to efficiently adapt to a fast-changing world.

This research study was chosen because it is topical and significant, as many studies and research have shed light on millennial school leaders' leadership styles and practices. However, this study piques the researcher's interest because no one has conducted a survey on the attitudes of millennial school leaders and strategic decision making in school administration.

1.1 Statement of the Problem

Specifically, it sought to answer the following questions.
1. What is the level of millennial school heads' attitudes in terms of:
1.1 Commitment to inclusivity;
1.2 Embrace of technology;
1.3 Growth mindset;
1.4 Flexibility and adaptability; and
1.5 Creativity?
2. What is the level of millennial school heads Leadership style in terms of:
2.1 Adaptive leadership;
2.2 Smart leadership;
2.3 Proactive leadership; and
2.4 Collaborative leadership?
3. What is the level of management practices exhibited by the millennial
school heads in terms of:
3.1 Collaborative leadership;

3.2 Leadership and Vision;
3.3 Professional development; and
3.4 Supportive environment?
4. Do the millennial schoolheads' attitudes have significant relationship to their management practices?
5. Does millennial school heads' leadership style have significant relationship to their management practices?

II. METHODOLOGY

In order to systematically describe a phenomenon, population, or circumstance without manipulating variables, a descriptive research design is used. Its objective is to present a true picture of traits, actions, or trends within a particular community.

According to Burns and Grove (2020), descriptive research is designed to "gain more information about characteristics within a particular field of study, describing what exists in a natural setting without influencing it." It focuses on collecting quantifiable data to analyze relationships, patterns, and frequencies among variables.

This study uses a descriptive-correlational research design to investigate the mindsets, leadership strategies, and management methods of millennial school leaders. It seeks to determine how these factors relate to one another while presenting an objective and detailed analysis of the leadership approaches in educational institutions.

III. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the findings obtained from analyzing the data collected in this research study.

Level of Millennial School Heads' Attitudes

Table 1 illustrates that Millennial Schoolheads demonstrate a strong commitment to inclusivity, as evidenced by the overall weighted mean of 6.39 (SD = 0.42). The verbal interpretation of "Strongly Agree" suggests that respondents consistently integrate inclusive practices into their leadership roles. The highest-rated statement (M = 6.45, SD = 0.56) highlights that school heads highly prioritize providing equal access to educational resources and opportunities for all students, regardless of background or ability. The lowest-rated statement (M = 6.33, SD = 0.51) pertains to engagement with families,

community organizations, and local stakeholders, indicating that while still a strong priority, there may be slightly more variation in how it is implemented. The relatively low standard deviation values (ranging from 0.41 to 0.77) indicate a high level of agreement among respondents, suggesting that inclusivity-related attitudes and actions are consistently embraced by millennial school heads.

The findings on the level of millennial school heads' attitudes regarding commitment to inclusivity highlight their role in fostering an equitable and supportive learning environment.

This implies the need for continuous training and policy support to strengthen inclusive leadership practices, ensuring that all students and staff feel valued and empowered within the school community.

TABLE 1. *Level of Millennial School heads' Attitudes in terms of Commitment to Inclusivity*

The Millennial Schoolheads……	MEAN	SD	REMARKS
prioritized providing equal access to educational resources and opportunities for all students, regardless of their backgrounds or abilities.	6.45	0.56	Always
incorporate multicultural perspectives, literature, and history to create a more inclusive learning environment.	6.40	0.55	Always
create a welcoming and inclusive school culture where all students, staff, and families feel valued and respected.	6.38	0.78	Always
actively engage with families, community organizations, and local stakeholders to foster partnerships that support student learning and well-being.	6.33	0.51	Always
prioritized professional development that focuses on inclusivity, equity, and culturally responsive teaching.	6.38	0.70	Always
Weighted Mean	6.39		
SD	0.42		
Verbal Interpretation	*Strongly Agree*		

Table 2 shows the level of millennial Schoolheads' attitudes in terms of embrace of technology. It also shows the statements, mean, standard deviation and remarks.

TABLE 2. *Level of Millennial School Heads' Attitudes in terms of Embrace of Technology*

The Millennial Schoolheads…	MEAN	SD	REMARKS
promote the integration of technology into the curriculum, encouraging teachers to use digital tools and resources to enhance instruction and engage students in active learning.	6.45	0.63	Always
support blended learning approaches that combine traditional face-to-face instruction with online learning components, allowing for more personalized and flexible educational experiences.	6.46	0.59	Always
give emphasis on the importance of digital literacy, ensuring that students develop essential skills for navigating the digital world, including information evaluation, online communication, and responsible use of technology.	6.50	0.63	Always
promote the inclusion of digital citizenship and technology-related skills in the curriculum, preparing students for the demands of the 21st century.	6.45	0.61	Always
prioritize technology that optimizes tasks, reduces redundancy, and saves time.	6.29	0.79	Always
Weighted Mean	6.43		
SD	0.47		
Verbal Interpretation	*Strongly Agree*		

The millennial schoolhead gives emphasis on the importance of digital literacy, ensuring that students develop essential skills for navigating the digital world, including information evaluation, online communication, and responsible use of technology. The mean (M = 6.50) suggests a high level of attitudes in terms of embrace of technology. While the mean is slightly lower (M = 6.29), the millennial school heads prioritize technology that optimizes tasks, reduces redundancy, and saves time.

The level of millennial Schoolheads' attitudes in terms of embrace of technology attained a weighted mean score of 6.43 and a standard deviation of 0.47 and was verbally interpreted as *Strongly Agree* among the respondents.

The findings suggest that millennial schoolheads are proactive in embracing technology, particularly in promoting digital literacy, blended learning, and digital citizenship. Their commitment to integrating technology into the curriculum reflects their forward-thinking approach to preparing students for the demands of the 21st century.

The level of millennial school heads' commitment to inclusivity implies the importance of fostering a school culture that embraces diversity and equitable opportunities for all students and staff, highlighting the need for continuous professional development and policy reinforcement to enhance inclusive leadership practices.

TABLE 3. *Level of Millennial School heads' attitudes in terms of Growth Mindset*

The Millennial Schoolheads…	MEAN	SD	REMARKS
prioritize ongoing professional development for themselves and the staff, recognizing that learning does not stop after formal education.	6.53	0.59	Always
demonstrate a commitment to personal growth by sharing their own learning experiences, challenges, and successes with their staff and students, encouraging a culture of learning.	6.46	0.59	Always
approach obstacles as opportunities for growth rather than setbacks.	6.49	0.59	Always
encourage staff and students to give and receive feedback openly, focusing on how it can support growth.	6.50	0.56	Always
create a safe environment for risk-taking, encouraging staff and students to step outside their comfort zones in pursuit of new learning experiences.	6.31	0.80	Always
Weighted Mean	6.46		
SD	0.44		
Verbal Interpretation	*Strongly Agree*		

Table 3 shows the level of millennial Schoolheads' attitudes in terms of growth mindset. It also shows the statements, mean, standard deviation and remarks.

From the statements, *"I prioritize ongoing professional development for themselves and the staff, recognizing that learning does not stop after formal education"* yielded the highest mean score (M=6.53, SD=0.59) and was remarked as Always.

On the other hand, *"I create a safe environment for risk-taking, encouraging staff and students to step outside their comfort zones in pursuit of new learning experiences."* received the lowest mean score of responses with (M=6.31, SD=0.80) yet was also remarked Always.

The level of level of millennial Schoolheads' attitudes in terms of growth mindset attained a weighted mean score of 6.46 and a standard deviation of 0.44 and was *Strongly Agree* among the respondents.

The level of growth mindset attitudes among millennial school leaders suggests the importance of cultivating continuous learning, adaptability, and resilience in leadership, as well as professional development programs that encourage innovation and a positive approach to challenges in the educational setting.

TABLE 4. *Level of Millennial Schoolheads' attitudes in terms of Flexibility and Adaptability*

The Millennial Schoolheads…	MEAN	SD	REMARKS
demonstrate willingness to adjust strategies and practices as needed.	6.53	0.59	Always
embrace new ideas and innovative practices, incorporating them into the school environment to enhance teaching and learning.	6.46	0.59	Always
assure to involve staff, students, and parents in decision-making processes, allowing for diverse perspectives and collaborative solutions.	6.49	0.59	Always
maintain open lines of communication, encouraging feedback and dialogue, which allows for adjustments based on community input.	6.50	0.56	Always
…foster a collaborative culture among teachers, encouraging them to share resources, strategies, and best practices to enhance instructional flexibility.	6.31	0.80	Always
Weighted Mean	6.46		
SD	0.44		
Verbal Interpretation	Strongly Agree		

Table 4 above shows millennial schoolheads exhibit a high level of flexibility and adaptability, as reflected in the overall weighted mean of 6.46 (SD = 0.44). The verbal interpretation of "Strongly Agree" suggests that respondents consistently demonstrate a willingness to adjust their strategies, embrace innovation, and involve the school community in decision-making. The highest-rated statement (M = 6.53, SD = 0.59) highlights that school heads demonstrate a strong willingness to adjust strategies and practices as needed, emphasizing their ability to adapt to changing educational demands and challenges. The lowest-rated statement (M = 6.31, SD = 0.80) pertains to fostering a collaborative culture among teachers, suggesting that while still a priority, there may be slightly more variability in how it is implemented across different schools.

The low standard deviation values (ranging from 0.44 to 0.80) indicate a high level of agreement among respondents, reinforcing the idea that millennial schoolheads.

The findings suggest that millennial schoolheads strongly value flexibility and adaptability in leadership, particularly in adjusting strategies, embracing innovation, involving stakeholders in decision-making, and fostering open communication. Their commitment to these qualities ensures that their schools can effectively navigate change and continuously improve educational practices.

A high level of flexibility and adaptability in millennial school heads implies they can effectively navigate and respond to changing educational environments, fostering a resilient and dynamic school culture.

TABLE 5. *Level of Millennial Schoolheads' attitudes in terms of Creativity*

The Millennial Schoolheads…	MEAN	SD	REMARKS
am comfortable with technology and integrate digital tools into both administrative and classroom settings.	6.37	0.53	Always
…am open to new ideas and are willing to experiment with novel educational methods or practices.	6.40	0.62	Always
extend beyond academic achievement to a focus on holistic development, including social, emotional, and mental health aspects.	6.49	0.58	Always
tend to prioritize inclusivity and diversity in my creative leadership approaches.	6.44	0.54	Always
often reflected in my adaptable and flexible approach to problem-solving.	6.40	0.72	Always
Weighted Mean	6.42		
SD	0.39		
Verbal Interpretation	Strongly Agree		

Table 5 indicates that millennial schoolheads exhibit a strong inclination toward creativity in their leadership approaches.

As reflected in the overall weighted mean of 6.42 (SD = 0.39). The verbal interpretation of "Strongly Agree" suggests that respondents consistently integrate creative thinking, adaptability, and inclusivity into their decision-making and school management. The highest-rated statement (M = 6.49, SD = 0.58) highlights that schoolheads extend beyond academic achievement to focus on holistic development, including social, emotional, and mental health aspects. This suggests that millennial schoolheads recognize the importance of student well-being alongside academic success. The lowest-rated statement (M = 6.37, SD = 0.53) pertains to comfort with technology and integrating digital tools, indicating that while still highly prioritized, there is slight variability in how different schoolheads implement technology in administrative and classroom settings.

The results suggest that millennial schoolheads strongly value creativity in leadership, particularly in embracing new ideas, prioritizing holistic development, fostering inclusivity, and maintaining a flexible approach to problem-solving. Their ability to think creatively ensures that their schools remain innovative, inclusive, and responsive to evolving educational needs.

This process helps identify challenges faced by teachers both inside and outside the classroom and enables principals to provide supportive solutions through positive and non-patronizing interactions.

The level of millennial school heads' attitudes toward creativity implies the importance of fostering innovative leadership approaches that enhance problem-solving, instructional strategies, and school management, highlighting the need for continuous training and a supportive environment that encourages creative decision-making.

Level of Leadership Style of a Millennial School heads

TABLE 6. Level of Leadership style of a Millennial Schoolheads In terms of Adaptive Leadership

The Millennial Schoolheads...	MEAN	SD	REMARKS
am willing to change my approaches based on the needs of the situation, demonstrating an ability to pivot when new challenges arise.	6.58	0.57	Always
have a clear vision of the future of education and the goals of their school, allowing them to guide their teams toward long-term success while being responsive to immediate needs.	6.40	0.65	Always
recognize the importance of diverse perspectives in problem-solving and decision-making.	6.49	0.68	Always
promote a culture of lifelong learning, encouraging both personal and professional development among staff and students.	6.51	0.54	Always
demonstrate high emotional intelligence, enabling them to connect with others, understand their needs, and manage conflicts effectively.	6.49	0.70	Always
Weighted Mean		6.49	
SD		0.63	
Verbal Interpretation		Strongly Agree	

Table 6 shows the level of millennial Schoolheads' leadership style in terms of adaptive leadership. Also shows the statements, mean, standard deviation and remarks.

The millennial schoolhead *willing to change my approaches based on the needs of the situation, demonstrating an ability to pivot when new challenges arise.* The mean (M = 6.58) suggests a high level of attitudes in terms of embrace of technology. While the mean is slightly lower (M = 6.40), the millennial schoolheads *have a clear vision of the future of education and the goals of their school, allowing them to guide their teams toward long-term success while being responsive to immediate needs.*

The level of millennial Schoolheads' leadership style in terms of adaptive leadership attained a weighted mean score of 6.49 and a standard deviation of 0.63 and was verbally interpreted as *Strongly Agree* among the respondents.

The findings suggest that millennial schoolheads exhibit strong adaptive leadership skills, particularly in their ability to pivot in response to challenges, value diverse perspectives, foster lifelong learning, and demonstrate emotional intelligence. Their leadership approach ensures that schools remain resilient, innovative, and responsive to both immediate and long-term educational needs.

A high level of adaptive leadership in millennial school heads suggests they are proficient in adjusting their strategies to meet evolving challenges, thereby enhancing the school's ability to thrive in diverse and changing circumstances.

Additionally, the authors emphasize a fourth key skill: modeling creative working processes to effectively teach and foster creativity in students.

Table 7 shows that millennial schoolheads exhibit a strong inclination toward Smart Leadership, as reflected in the overall weighted mean of 6.37 (SD = 0.42). The verbal interpretation of "Strongly Agree" suggests that respondents consistently incorporate data-driven decision-making,

technological integration, emotional intelligence, adaptability, and innovation in their leadership styles. The highest-rated statement (M = 6.45, SD = 0.58) highlights that millennial schoolheads rely on data and evidence to guide their decisions, ensuring that their leadership strategies are based on objective insights rather than assumptions. This suggests that they prioritize informed, analytical approaches to school management. The lowest-rated statement (M = 6.23, SD = 0.80) pertains to encouraging creativity and innovation in teaching and administrative practices. While still highly rated, this may indicate that there is some variability in how creativity and innovation are promoted within different schools.

TABLE 7. Level of leadership style of a millennial schoolheads in terms of Smart Leadership

The Millennial Schoolheads...	MEAN	SD	REMARKS
utilize data and evidence to inform their decisions, ensuring that strategies and initiatives are grounded in objective insights rather than assumptions.	6.45	0.58	Always
utilize technology to enhance teaching, learning, and administrative processes.	6.34	0.61	Always
demonstrate strong emotional intelligence, allowing them to connect with students and staff on a personal level, understand their needs, and manage relationships effectively.	6.41	0.60	Always
am flexible and responsive to changing circumstances, able to adjust strategies and practices based on new information or shifting needs within the school community.	6.42	0.57	Always
encourage creativity and innovation in teaching and administrative practices, fostering an environment where new ideas are welcomed and explored.	6.23	0.80	Always
Weighted Mean		6.37	
SD		0.42	
Verbal Interpretation		Strongly Agree	

The low standard deviation values (ranging from 0.42 to 0.80) suggest a high level of agreement among respondents, reinforcing the idea that Smart Leadership is a defining characteristic of millennial schoolheads.

The results suggest that millennial schoolheads strongly embody Smart Leadership, particularly in their use of data for decision-making, technological integration, adaptability, emotional intelligence, and openness to new ideas. Their leadership approach ensures that schools are efficient, forward-thinking, and responsive to evolving educational needs.

A high level of smart leadership in millennial school heads indicates they effectively leverage technology and data-driven insights to make informed decisions, enhancing the overall efficiency and effectiveness of school operations.

Table 8 illustrates the level of leadership style of a millennial schoolheads in terms of Proactive leadership. From the statements, "*I am capable of adjusting my strategies and approaches as new information or circumstances arise.*" yielded the highest mean score (M=6.57, SD=0.59) and was remarked as Always.

TABLE 8. Level of Leadership Style of a Millennial School Heads in terms of Proactive Leadership

The Millennial School Heads…	MEAN	SD	REMARKS
practice resourcefulness to implement changes or improvements without waiting for external prompts.	6.48	0.59	Always
implement measures to prevent issues from arising, focusing on risk management and mitigation strategies.	6.42	0.60	Always
am capable of adjusting my strategies and approaches as new information or circumstances arise.	6.57	0.59	Always
am responsible for my actions and decisions, fostering a culture of accountability within the organization where team members also own their contributions.	6.49	0.52	Always
am knowledgeable about trends and shifts in their environment.	6.46	0.66	Always
Weighted Mean	6.48		
SD	0.39		
Verbal Interpretation	Strongly Agree		

On the other hand, "*I implement measures to prevent issues from arising, focusing on risk management and mitigation strategies.*" received the lowest mean score of responses with (M=6.42, SD=0.60) yet was also remarked Always.

The level of leadership style of a millennial school heads in terms of proactive leadership attained a weighted mean score of 6.48 and a standard deviation of 0.39 and was strongly agree among the respondents.

The results suggest that millennial schoolheads strongly embody proactive leadership, particularly in being resourceful, accountable, adaptable, and well-informed about emerging trends. Their leadership approach ensures that schools are well-prepared for future challenges and continuously improving.

A high level of proactive leadership in millennial school heads implies they are forward-thinking and take initiative to anticipate and address potential challenges, thereby fostering a culture of preparedness and continuous improvement within the school.

Table 9 indicate that millennial schoolheads strongly exhibit collaborative leadership, as reflected in the overall weighted mean of 6.43 (SD = 0.40). The verbal interpretation of "Strongly Agree" suggests that respondents consistently demonstrate a shared vision, trust-building, transparent communication, empowerment, and a culture of innovation in their leadership practices. The highest-rated statement (M = 6.47, SD = 0.56) emphasizes that millennial school heads prioritize transparent and honest communication, ensuring open dialogue among staff, students, and parents. This highlights their commitment to fostering a communicative and inclusive school environment. The lowest-rated statements (M = 6.41, SD = 0.55 and 0.68) relate to cultivating a shared vision and empowering teachers and staff by giving them autonomy. While still highly rated, these results suggest that variability may exist in how leadership distributes decision-making power and involves staff in shaping the school's direction.

TABLE 9. *Level of Leadership style of a Millennial School Heads in terms of Collaborative Leadership*

The Millennial Schoolheads…	MEAN	SD	REMARKS
cultivate a shared vision for the school, ensuring that all stakeholders are aligned and motivated towards achieving common goals.	6.41 00	0.55	Always
establish and maintain trust among team members, creating a supportive environment where individuals feel safe to express their ideas and concerns.	6.42 00	0.61	Always
create a culture that encourages creativity and experimentation, allowing team members to explore new ideas and teaching methods.	6.45 00	0.63	Always
promote transparent and honest communication, creating channels for feedback and dialogue among staff, students, and parents.	6.47 00	0.55	Always
empower teachers and staff by giving them the autonomy to take initiative and contribute to school initiatives, fostering a sense of ownership and accountability.	6.41 00	0.68	Always
Weighted Mean	6.43		
SD	0.40		
Verbal Interpretation	Strongly Agree		

Table 9 indicate that millennial schoolheads strongly exhibit collaborative leadership, as reflected in the overall weighted mean of 6.43 (SD = 0.40). The verbal interpretation of "Strongly Agree" suggests that respondents consistently demonstrate a shared vision, trust-building, transparent communication, empowerment, and a culture of innovation in their leadership practices. The highest-rated statement (M = 6.47, SD = 0.56) emphasizes that millennial school heads prioritize transparent and honest communication, ensuring open dialogue among staff, students, and parents. This highlights their commitment to fostering a communicative and inclusive school environment. The lowest-rated statements (M = 6.41, SD = 0.55 and 0.68) relate to cultivating a shared vision and empowering teachers and staff by giving them autonomy. While still highly rated, these results suggest that variability may exist in how leadership distributes decision-making power and involves staff in shaping the school's direction.

The low standard deviation values (ranging from 0.40 to 0.68) suggest a high level of agreement among respondents, reinforcing the idea that collaborative leadership is a defining characteristic of millennial school heads.

The results suggest that millennial schoolheads strongly embody collaborative leadership, particularly in promoting transparent communication, fostering creativity, and building trust within their teams. Their leadership approach ensures that stakeholders feel valued, empowered, and aligned toward common educational goals.

A high level of collaborative leadership in millennial school heads suggests they effectively foster teamwork and shared decision-making, creating an inclusive environment where all stakeholders feel valued and engaged in the school's success.

The Level of Management Practices Exhibited by the Millennial School Heads

TABLE 10. *The Level of Management Practices Exhibited by the Millennial School Heads in terms of Collaborative leadership*

The Millennial Schoolheads…	MEAN	SD	REMARKS
value diverse perspectives and make collective decisions that benefit the entire school community.	6.46	0.56	Always
give emphasis on group collaboration, encouraging staff to work together on school initiatives, curriculum development, and problem-solving, fostering a sense of shared ownership.	6.39	0.62	Always
use modern communication tools (e.g., school apps, messaging platforms, and virtual meetings) to ensure that information flows freely between administrators, teachers, staff, and the wider community.	6.41	0.67	Always
foster an environment where teachers feel safe to try new teaching methods, adopt new technologies, and experiment with innovative practices to improve student outcomes.	6.58	0.50	Always
build strong, positive relationships with staff, students, and parents is central to the collaborative leadership style.	6.50	0.61	Always
Weighted Mean		6.47	
SD		0.32	
Verbal Interpretation		Strongly Agree	

Table 10 illustrates the level of management practices exhibited by the millennial schoolheads in terms of Collaborative leadership.

From the statements, "*I foster an environment where teachers feel safe to try new teaching methods, adopt new technologies, and experiment with innovative practices to improve student.*" yielded the highest mean score (M=6.58, SD=0.50) and was remarked as Always. On the other hand, "*I use modern communication tools (e.g., school apps, messaging platforms, and virtual meetings) to ensure that information flows freely between administrators, teachers, staff, and the wider community*" received the lowest mean score of responses with (M=6.41, SD=0.67) yet was also remarked Always.

The level of management practices exhibited by the millennial schoolheads in terms of collaborative leadership attained a weighted mean score of 6.47 and a standard deviation of 0.32 and was strongly agree among the respondents.

The findings suggest that collaborative leadership is a defining characteristic of millennial schoolheads, particularly in promoting teamwork, effective communication, innovation, and strong relationships within the school community. Their leadership style creates a supportive and inclusive environment that encourages shared responsibility and continuous improvement.

A high level of collaborative leadership in millennial school heads indicates they excel in fostering teamwork and shared decision-making, which enhances the overall effectiveness and cohesion of the school's management practices.

TABLE 11. *The level of Management Practices Exhibited by the Millennial Schoolheads in terms of Leadership and Vision*

The Millennial Schoolheads…	MEAN	SD	REMARKS
often delegate responsibilities, empowering others to take leadership roles within the school. This promotes a culture of shared ownership and accountability.	6.50	0.59	Always
clearly articulate goals, expectations, and feedback.	6.49	0.61	Always
focus on motivating my staff by fostering a growth mindset, encouraging professional development, and supporting my team in achieving their personal and professional goals.	6.50	0.63	Always
promote a culture of lifelong learning where both students and staff are encouraged to continuously learn and improve.	6.53	0.58	Always
create a school environment where teachers and staff feel empowered and supported to take on leadership roles, collaborate, and contribute to the school's overall vision.	6.35	0.85	Always
Weighted Mean		6.47	
SD		0.46	
Verbal Interpretation		Strongly Agree	

Table 11 shows the millennial schoolheads exhibit a strong leadership vision in their management practices.

The "Strongly Agree" verbal interpretation indicates that respondents consistently practice delegation, clear communication, motivation, continuous learning, and empowerment in their leadership roles. The highest-rated statement (M = 6.53, SD = 0.58) highlights that millennial schoolheads strongly promote a culture of lifelong learning, ensuring that both students and staff are continuously growing and improving.

The lowest-rated statement (M = 6.35, SD = 0.85) pertains to creating an environment where teachers and staff feel empowered to take on leadership roles and contribute to the school's vision. While still rated highly, the slightly higher standard deviation (SD = 0.85) suggests some variability in how consistently this is implemented across different schools.

The moderate standard deviation values (ranging from 0.46 to 0.85) indicate that, while agreement is strong, some variations exist in leadership vision practices among millennial schoolheads.

The results suggest that millennial schoolheads demonstrate a strong leadership vision, characterized by empowerment, motivation, and fostering lifelong learning. Their ability to articulate goals, delegate responsibilities, and support staff development reinforces a collaborative and forward-thinking leadership approach.

A high level of leadership and vision in millennial school heads signifies they are adept at setting clear, strategic goals and inspiring their teams to work towards a shared future, thereby driving the school's long-term success and innovation.

Table 12 illustrates the level of management practices exhibited by the millennial schoolheads in terms of professional development. From the statements, "*I advocate for ongoing professional development, seeing it as a*

continuous process rather than a one-time event" yielded the highest mean score (M=6.55, SD=0.58) and was remarked as Always. On the other hand, "*I use online courses, webinars, and ed-tech tools to provide flexible, accessible learning opportunity'* received the lowest mean score of responses with (M=6.42, SD=0.67) yet was also remarked Always.

TABLE 12. *The Level of Management Practices Exhibited by the Millennial Schoolheads in terms of Professional Development*

The Millennial Schoolheads...	MEAN	SD	REMARKS
advocate for ongoing professional development, seeing it as a continuous process rather than a one-time event.	6.55	0.58	Always
encourage my staff to regularly attend workshops, seminars, and conferences to stay updated with the latest teaching practices and educational trends.	6.49	0.58	Always
use online courses, webinars, and ed-tech tools to provide flexible, accessible learning opportunity.	6.42	0.67	Always
implemented personalized professional development plans, ensuring that training and opportunities are tailored to individual teachers' strengths, needs, and areas for growth.	6.48	0.54	Always
implemented a session on work-life balance, stress management, and self-care to ensure that teachers are supported both professionally and personally.	6.46	0.69	Always
Weighted Mean	6.48		
SD	0.43		
Verbal Interpretation	Strongly Agree		

The level of management practices exhibited by the millennial schoolheads in terms of professional development attained a weighted mean score of 6.48 and a standard deviation of 0.43 and was *strongly agree* among the respondents.

The results suggest that millennial schoolheads strongly support continuous professional development by encouraging workshops, personalized training, and well-being initiatives. Their proactive approach to teacher growth and well-being contributes to a more effective and sustainable teaching environment.

A high level of professional development management practices in millennial school heads indicates they prioritize continuous learning and growth for their staff, fostering an environment where educators are encouraged to enhance their skills and stay updated with the latest educational trends and methodologies.

Table 13 shows the millennial schoolheads highly prioritize creating a supportive environment, as evidenced by the weighted mean of 6.57 (SD = 1.42). The "Strongly Agree" interpretation highlights their commitment to equity, collaboration, transparency, and mentorship within their schools. The highest-rated statement (M = 7.11, SD = 0.70) pertains to mentorship programs, demonstrating that millennial schoolheads recognize the value of experienced educators in guiding newer teachers. This suggests a strong culture of professional support and knowledge-sharing. The lowest-rated statement (M = 6.29, SD = 0.62) relates to policies promoting equity, which, while still rated highly,

suggests there may be room for improvement in ensuring equal access to resources for all students.

TABLE 13. *The level of Management Practices Exhibited by the Millennial Schoolheads in terms of Supportive Environment*

The Millennial Schoolheads...	MEAN	SD	REMARKS
ensure that all students and staff feel represented and valued, regardless of their backgrounds.	6.49	0.52	Always
implemented policies and practices that promote equity, ensuring that every student has access to the resources and support they need to succeed.	6.29	0.62	Always
foster a culture of collaboration, encouraging staff to work together on projects, share resources, and support one another.	6.53	0.54	Always
promote transparency in their decision-making processes, ensuring that staff and students are kept informed about school policies, changes, and initiatives.	6.45	0.54	Always
established mentorship programs that connect experienced educators with newer teachers, fostering growth and development while building strong professional relationships.	7.11	0.70	Always
Weighted Mean	6.57		
SD	1.42		
Verbal Interpretation	Strongly Agree		

The relatively high standard deviation (1.42) for the overall results could indicate some variation in how supportive environments are fostered across different schools.

Millennial school heads are strong advocates for inclusive, collaborative, and transparent school environments. Their emphasis on mentorship and teamwork supports both student success and teacher development. However, continued efforts in equity-focused policies could enhance resource accessibility for all students.

A high level of supportive environment management practices in millennial school heads indicates they are dedicated to fostering a nurturing and positive atmosphere, where both staff and students feel valued, supported, and motivated to achieve their best. This commitment can lead to improved morale, higher performance, and a stronger sense of community within the school.

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