

Generation Cohorts and Their Relationship to Instructional Work Dynamics and Teaching Strategies: A Comparative Study

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Abstract— This study explored the relationship of generational cohorts—Generation X, Generation Y, and Generation Z—on instructional work dynamics and teaching strategies among principals, head teachers, master teachers, and proficient teachers in the educational system, employing a descriptive research design. A structured survey questionnaire was administered to gather data on these characteristics, focusing on their correlation to Instructional Work Dynamics such as Workplace Dynamics, Technology Adaptation and Use, Health and Wellness, Social and Political Attitudes, and Education and Learning, and Teaching Strategies relative to Collaborative Learning, Project-Based Learning, and Differentiated Learning when grouped by generational cohort. The study's respondents were principals, head teachers, master teachers, and proficient teachers from twelve (12) large schools in the Division of Laguna. Their experiences, skills, and school data related to the survey yielded good results. The number of the study was then decided using large schools in the Division of Laguna, with 443 respondents. The researcher used descriptive and inferential statistics to highlight the differences among Generation Cohorts and their instructional work dynamics and teaching strategies. Descriptive statistics included the mean and standard deviation. Regression analysis was used to check the impact of one or more factors by comparing the means of different aspects and identifying the significant difference of generation cohorts among teachers' workplace dynamics and teaching strategies. Based on the results of the comparative study, Generation X possessed a well-rounded set of skills, allowing them to effectively address the challenges of modern education while ensuring both personal well-being and professional growth. In addition to encouraging the integration of innovative teaching approaches and projects across various disciplines, Generation Y also maintained motivation and morale while promoting diversity and inclusivity. Generation Z actively encouraged and supported teachers in developing their technological proficiency, fostered a culture of innovation within their schools, promoted international collaboration, and demonstrated flexibility in their leadership by adapting to the diverse needs of students, staff, and the broader school community. In light of the findings, the following conclusions were drawn: The null hypothesis was accepted since generational cohorts are typically classified based on the period in which individuals are born, and each cohort tends to share common cultural, technological, and social experiences that influence their values, behaviors, and attitudes. There was no significant difference in the Teaching Strategies when grouped according to Generation Cohorts, since generational preferences informed instructional design strategies, necessitating differentiated learning approaches that catered to diverse competencies and learning styles. There was a significant relationship between the Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies, since instructional work dynamics and teaching

strategies were crucial in enhancing student learning outcomes across various educational contexts. Considering the findings from this study, several key recommendations were proposed to support and enhance teaching effectiveness across generational lines within the educational setting. These recommendations aimed to address the evolving needs of both educators and students by promoting professional growth, collaboration, and well-being among teachers while also ensuring instructional strategies remained adaptive and student-centered. The following suggestions guided school leaders, policymakers, and researchers in fostering a more inclusive, effective, and sustainable teaching and learning environment: School leaders are encouraged to enhance professional development programs focusing on universal pedagogical strategies and skills that benefit educators across generational groups, emphasizing technology integration, innovative teaching methods, and effective classroom management. Schools may also foster intergenerational collaboration among teachers to promote the sharing of best practices and experiences, enrich instructional approaches, and create an inclusive work culture. Additionally, teachers are encouraged to adopt flexible and student-centered teaching strategies, such as project-based and collaborative learning, to cater to their students' learning styles and preferences. Resources supporting teachers' work-life balance, mental health, and well-being may help improve retention and instructional effectiveness. Lastly, students are encouraged to become active participants in the learning process by embracing the diverse teaching styles of their teachers.

Keywords— Generation cohorts, instructional work dynamics, teaching strategies, adaptability, technology integration.

I. INTRODUCTION

In today's constantly shifting educational landscape, creating an atmosphere that supports effective learning and continuous improvement requires understanding the dynamics at play in instructional work. Not only does the curriculum's structure affect the quality of education, but so do the educators who carry it out—teachers, administrators, and other members of the school community. Leaders in these groups are crucial in determining the methods and results of education. Their leadership style affects the teachers' tactics and the school's effectiveness. Understanding the dynamics within instructional work has become essential for fostering an environment. However, such dynamics are not uniform; they are shaped by various factors, including generational cohort differences.

In addition, the curriculum's structure affect the quality of education, but so do the educators who carry it out—teachers, leaders, and other school stakeholders. According to a 2015 study by Sessa et al. that examined generational differences among American managers and professionals, leaders are crucial to these groups. According to this study, different generational cohorts have different perspectives on teamwork dynamics and leadership qualities, such as Gen X, Millennials, and Generation Z. The study stressed how generational viewpoints can affect workplace relationships and preferences for leadership styles, affecting team cohesion and ability to resolve problems. This relates to the subject selected, instructional work dynamics and teacher strategies in an educational setting because it shows how different generational traits influence workplace effectiveness and leadership interactions.

Additionally, Kirschner (2015) noted that Millennials prioritize work-life balance and seek flexible work environments compared to previous generations, such as Baby Boomers and Gen X, who often emphasize traditional work structures more.

Like many other countries, the Philippines is experiencing generational diversity within its school systems. With the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), educational institutions are mandated to strengthen curriculum development and instructional leadership. School leaders, therefore, must adapt their strategies to align with the needs and preferences of teachers from various generations. This generational variation among school leaders and teachers can pose challenges and opportunities for developing innovative teaching strategies and practices.

This study endeavors to explore these complexities, offering a comparative study of generational influences on instructional work dynamics and teaching strategies. It aims to contribute to a more adaptable and resilient educational framework.

This study aimed to provide insights that can help school leaders, teachers, and policymakers better understand the role of generational dynamics in shaping educational practices.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The main purpose of this study is to determine the differences in Instructional work dynamics and teaching strategies of Generation Cohorts:

Specifically, it sought answers to the following questions:

1. What is the level of Generation Cohorts of Generation X relative to
 - 1.1 Adaptability.
 - 1.2 Classroom Management;
 - 1.3 Mentorship;
 - 1.4 Critical Thinking; and
 - 1.5 Work-Life Balance?
2. What is the level of Generation Cohorts of Generation Y relative to
 - 2.1 Technology Integration;
 - 2.2 Collaborative Learning;

- 2.3 Creativity
- 2.4 Communication and Feedback; and
- 2.5 Inclusive Practices?
3. What is the level of Generation Cohorts of Generation Z in terms of:
 - 3.1 Technology Proficient;
 - 3.2 Innovation;
 - 3.3 Flexibility
 - 3.4 Global Awareness;
 - 3.5 Data Driven – Instruction?
4. What is the level of Instructional Work Dynamics in terms of:
 - 4.1 Workplace Dynamics;
 - 4.2 Technology Adaptation and Use;
 - 4.3 Health and Wellness;
 - 4.4 Social and Political Attitudes; and
 - 4.5 Education and Learning?
5. What is the level of Teaching strategies relative to:
 - 5.1 Cooperative Learning;
 - 5.2 Project- Based Learning; and
 - 5.3 Differentiated Learning?
6. Is there a significant difference in the Instructional Work Dynamics of the teachers when grouped according to Generation Cohorts
7. Is there a significant difference in the Teaching Strategies of the respondents when grouped according to Generation Cohorts
8. Is there a significant relationship between the Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies.

II. METHODOLOGY

A structured survey questionnaire was administered to gather data on these characteristics, focusing on their correlation to Instructional Work Dynamics such as Workplace Dynamics, Technology Adaptation and Use, Health and Wellness, Social and Political Attitudes, and Education and Learning, and Teaching Strategies relative to Collaborative Learning, Project-Based Learning, and Differentiated Learning when grouped by generational cohort. The study's respondents were principals, head teachers, master teachers, and proficient teachers from twelve (12) large schools in the Division of Laguna. Their experiences, skills, and school data related to the survey yielded good results. The number of the study was then decided using large schools in the Division of Laguna, with 443 respondents. The researcher used descriptive and inferential statistics to highlight the differences among Generation Cohorts and their instructional work dynamics and teaching strategies. Descriptive statistics included the mean and standard deviation. Regression analysis was used to check the impact of one or more factors by comparing the means of different aspects and identifying the significant difference of generation cohorts among teachers' workplace dynamics and teaching strategies.

III. RESULTS AND DISCUSSION

This chapter comprehensively discusses the collected data and its analysis and interpretation. The data is systematically

arranged using tables, graphs, and descriptive narratives to ensure clarity and coherence. In this chapter, all of the specific questions from Chapter 1 that were raised under the problem statement were answered with the aid of tables. It presents the data gathered about the significant relationship between Generation Cohorts of Generation X, Generation Y, and Generation Z and Instructional Work Dynamics and Teaching strategies. In particular, the study sought to address the following:

Level of Generation Cohorts of Generation X

In this study, the level of Generation Cohorts of Generation X refers to adaptability, classroom management, mentorship, critical thinking, and work-life balance.

The statement, Mean, and standard deviation are displayed in the following tables, along with comments and verbal analysis from the respondents' point of view.

Table 1 shows the level of Generation X's Generation cohorts relative to adaptability. It also shows the statements, Mean, standard deviation, and remarks.

TABLE 1. Level of Generation Cohorts of Generation X relative to adaptability

Statement	Mean	SD	Remarks
Adaptability of Generation X...			
...demonstrate a high level of adaptability when implementing new educational policies and technologies in their schools.	6.67	0.64	Strongly Agree
...able to effectively manage generational differences among staff, balancing the needs of both younger and older teachers	6.65	0.59	Strongly Agree
...view challenges such as budget constraints, policy changes, and technological integration as opportunities for growth and innovation.	6.81	0.48	Strongly Agree
...rely heavily on professional development programs and mentorship to enhance leadership adaptability in response to changing educational environments.	6.67	0.53	Strongly Agree
...evolved to better align with the demands of the modern educational system.	6.93	0.29	Strongly Agree
Weighted Mean	6.77		
SD	0.53		
Verbal Interpretation	Very Great Extent		

Generation X's adaptability evolved to better align with the demands of the modern educational system. The mean (6.93) suggests a high level of adaptability. While the mean is slightly lower (6.65), it still indicates that Generation X can effectively manage generational differences among staff, balancing the needs of younger and older teachers.

The level of Generation Cohorts of Generation X relative to adaptability attained a weighted mean score of 6.77 and a standard deviation of 0.53. It was verbally interpreted to a very great extent among the respondents.

Generation X demonstrates a high level of adaptability when implementing new educational policies and technologies in their schools, able to effectively manage generational differences among staff, balance the needs of both younger and older teachers, view challenges such as budget constraints, policy changes, and technological integration as opportunities for growth and innovation, rely heavily on professional development programs and mentorship to enhance their leadership adaptability in response to changing educational

environments, and lastly, evolved over time to better align with the demands of the modern educational system, as perceived by the respondents, suggest a high level of adaptability. This implies that Generation X actively demonstrates new educational policies and technologies in their schools to enhance their leadership adaptability in response to changing educational environments and aligns with the demands of the modern educational system.

In a similar vein, Cheng (2024) emphasizes cultivating adaptability in students, focusing on fostering this trait rather than specifically exploring the adaptability of Generation X within teaching contexts.

Contrary to this, Sari (2023) highlights that Generation X English high school teachers demonstrated limited adaptability in integrating technology into their teaching, underscoring the necessity for professional training and support to utilize digital tools effectively.

Table 2 shows the level of Generation X cohorts relative to classroom management. It also shows the Mean, standard deviation, and remarks.

TABLE 2. Level of Generation Cohorts of Generation X relative to Classroom Management

Statement	Mean	SD	Remarks
Classroom Management of Generation X...			
...consistently promote effective classroom management strategies to ensure a positive learning environment in their schools.	6.77	0.61	Strongly Agree
...emphasize the importance of building strong teacher-student relationships as a key component of successful classroom management.	6.70	0.60	Strongly Agree
...proactive providing ongoing professional development for teachers to enhance their classroom management skills.	6.81	0.56	Strongly Agree
...adaptable in responding to disruptive behavior in the classroom, using a variety of approaches to maintain order and discipline.	6.88	0.41	Strongly Agree
...encourage using technology and modern tools to support classroom management and student engagement.	6.78	0.44	Strongly Agree
Weighted Mean	6.79		
SD	0.53		
Verbal Interpretation	Very Great Extent		

Generation X classroom management is adaptable in responding to disruptive behavior, using a variety of approaches to maintain order and discipline. The mean (6.88) suggests a high level of classroom management. The mean is slightly lower (6.70), emphasizing the importance of building strong teacher-student relationships as a key component of successful classroom management.

Classroom management of Generation X consistently promotes effective classroom management strategies to ensure a positive learning environment in their schools, emphasizes the importance of building strong teacher-student relationships as a key component of successful classroom management, and is proactive in providing ongoing professional development for teachers to enhance their classroom management skills, adaptable in responding to disruptive behavior in the classroom, using a variety of approaches to maintain order and discipline, and lastly, encourage the use of technology and modern tools to support classroom management and student

engagement as perceived by the respondents, suggest a high level of classroom management. This implies that Generation X actively promotes classroom management strategies to ensure a positive learning environment in their schools and uses a variety of approaches to maintain order and discipline.

The level of Generation Cohorts of Generation X relative to classroom management attained a weighted mean score of 6.79 and a standard deviation of 0.53. It was verbally interpreted to a very great extent among the respondents.

Similarly, Liu et al. (2020) indicate that Generation X educators prioritize structured classroom management and clear rules, which aligns with the findings of this study. Both highlight that Generation X teachers actively promote effective classroom management strategies to ensure a positive learning environment, emphasizing the importance of clear rules, strong teacher-student relationships, and adaptability in responding to classroom disruptions. Additionally, both studies underscore the importance of ongoing professional development and modern tools to support classroom management and student engagement.

In contrast, a study by Johnson (2021) found that Millennial teachers, unlike Generation X educators, tend to favor more flexible and student-centered approaches to classroom management. Johnson's research highlights that Millennial teachers are more inclined to focus on collaborative learning environments, where students have a greater role in setting classroom expectations. This contrasts with the structured, rule-based approaches preferred by Generation X teachers, as noted in the previous studies. While Generation X emphasizes clear rules and authority, Millennial educators are more likely to integrate restorative practices and social-emotional learning strategies to manage behavior and foster engagement.

Table 3 shows the level of Generation Cohorts of Generation X relative to mentorship. It also shows the statements, mean, standard deviation, and remarks.

TABLE 3. Level of Generation Cohorts of Generation X relative to mentorship

Statement	Mean	SD	Remarks
Mentorship of Generation X...			
...actively engage in mentorship programs to support their teaching staff's professional growth and development.	6.78	0.61	Strongly Agree
...prioritize providing mentorship opportunities for new or less experienced educators to ensure their success in the classroom.	6.68	0.61	Strongly Agree
...view mentorship as a key strategy for fostering leadership skills within their schools.	6.77	0.53	Strongly Agree
...committed to cultivating a mentorship culture where staff collaboration and support are encouraged and valued.	6.82	0.45	Strongly Agree
...believe that mentorship relationships significantly improve teacher retention and overall school performance.	6.79	0.44	Strongly Agree
Weighted Mean	6.79		
SD	0.53		
Verbal Interpretation	Very Great Extent		

Generation X actively engages in mentorship programs to support their professional growth and development of their

teaching staff, prioritizes providing mentorship opportunities for new or less experienced educators to ensure their success in the classroom, views mentorship as a key strategy for fostering leadership skills within their schools, committed to cultivating a culture of mentorship, where collaboration and support among staff are encouraged and valued, and lastly, believe that mentorship relationships contribute significantly to improving teacher retention and overall school performance, as perceived by the respondents, suggest a high level of mentorship.

Generation X is committed to cultivating a mentorship culture where staff collaboration and support are encouraged and valued. The mean (6.82) suggests a high level of mentorship. While the mean is slightly lower (6.68), prioritizing provided mentorship opportunities for new or less experienced educators to ensure their success in the classroom.

The level of Generation Cohorts of Generation X relative to mentorship attained a weighted mean score of 6.79 and a standard deviation of 0.53. It was verbally interpreted to a very great extent among the respondents.

Similarly, Mara et al. (2024) emphasize that mentoring fosters a cooperative atmosphere where teachers can exchange tactics and experiences, ultimately enhancing their effectiveness. This aligns with the idea that Generation X is actively committed to cultivating a culture of mentorship. Both studies suggest that through mentorship programs, Generation X educators can support their colleagues' professional growth and development, ensuring a positive learning environment and promoting various approaches to classroom management. By fostering collaboration and knowledge-sharing, Generation X teachers enhance their ability to maintain order and discipline while improving their teaching strategies.

Students are a core aspect of their leadership.

Table 4 shows the level of Generation Cohorts of Generation X relative to critical thinking. It also shows the statements, mean, standard deviation, and remarks.

TABLE 4. Level of Generation Cohorts of Generation X relative to Critical Thinking

Statement	Mean	SD	Remarks
Critical thinking of Generation X...			
...consistently encourage the development of critical thinking skills among teachers and students as a core aspect of their leadership.	6.81	0.60	Strongly Agree
...prioritize fostering an environment where teachers are encouraged to engage in reflective practices and critical thinking when making instructional decisions.	6.74	0.56	Strongly Agree
...use critical thinking to solve complex challenges in school management, including curriculum development and resource allocation.	6.78	0.53	Strongly Agree
...promote integrating critical thinking activities into the school curriculum to help students become independent, problem-solving learners.	6.86	0.42	Strongly Agree
...view critical thinking as an essential skill for adapting to changes and addressing the evolving needs of the education system.	6.85	0.39	Strongly Agree
Weighted Mean	6.83		
SD	0.51		
Verbal Interpretation	Very Great Extent		

Generation X promotes integrating critical thinking activities into the school curriculum to help students become independent, problem-solving learners. The mean (6.86) suggests a high level of critical thinking. The mean is slightly lower (6.74), prioritizing a foster environment encouraging students to engage in reflective practices and critical thinking when making instructional decisions.

The level of Generation Cohorts of Generation X relative to critical thinking attained a weighted mean score of 6.83 and a standard deviation of 0.51. It was verbally interpreted to a very great extent among the respondents.

Generation X consistently encourages the development of critical thinking skills among both teachers and students as a core aspect of their leadership, prioritizes fostering an environment where teachers are encouraged to engage in reflective practices and critical thinking when making instructional decisions, use critical thinking to solve complex challenges in school management, including curriculum development and resource allocation, promote the integration of essential activities of thinking into the school curriculum to help students become independent, problem-solving learners, and lastly, view critical thinking as a necessary skill for adapting to changes and addressing the evolving needs of the education system, as perceived by the respondents, suggest a high level of critical thinking.

This implies that Generation X actively promotes the integration of critical thinking activities into the school curriculum, adapting to changes, addressing the evolving needs of the education system, and consistently encourages the development of critical thinking skills among both teachers and

Table 5 shows the level of Generation Cohorts of Generation X relative to work-life balance. It also shows the statements, mean, standard deviation, and remarks.

TABLE 5. Level of Generation Cohorts of Generation X relative to Work-Life Balance

Statement	Mean	SD	Remarks
Work-Life Balance of Generation X...			
...prioritize maintaining a healthy work-life balance to ensure sustained effectiveness in their leadership roles.	6.76	0.63	Strongly Agree
...actively promote work-life balance among their staff by encouraging flexible schedules and manageable workloads.	6.83	0.51	Strongly Agree
...recognize the importance of personal time and self-care, and they model these practices for their school communities.	6.81	0.53	Strongly Agree
...face significant challenges balancing their professional responsibilities with personal life demands, often leading to stress and burnout.	6.89	0.38	Strongly Agree
...implement strategies to prevent burnout, such as delegating responsibilities and fostering a collaborative work environment.	6.79	0.44	Strongly Agree
Weighted Mean	6.84		
SD	0.51		
Verbal Interpretation	Very Great Extent		

Generation X teachers face significant challenges balancing their professional responsibilities with personal life demands, often leading to stress and burnout. The mean (6.89) suggests a high level of work-life balance. While the mean is

slightly lower (6.76), prioritizing maintaining a healthy work-life balance to ensure sustained effectiveness in their leadership roles.

The level of Generation Cohorts of Generation X relative to work-life balance attained a weighted mean score of 6.84 and a standard deviation of 0.51, which was verbally interpreted to a great extent among the respondents.

Generation X prioritizes maintaining a healthy work-life balance to ensure sustained effectiveness in their leadership roles, actively promote work-life balance among their staff by encouraging flexible schedules and manageable workloads, recognize the importance of personal time and self-care, and model these practices for their school communities, face significant challenges in balancing their professional responsibilities with personal life demands, often leading to stress and burnout, and lastly, implement strategies to prevent burning out, such as delegating responsibilities and fostering a collaborative work environment, as perceived by the respondents, suggest a high level of work-life balance.

This implies that Generation X actively promotes work-life balance among its staff by encouraging flexible schedules and manageable workloads, recognizing the importance of personal time and self-care, implementing strategies to prevent burnout, and fostering a collaborative work environment.

Similarly, Edge (2014) notes that generational cohorts in teaching exhibit differing views on work-life balance, authority, collaboration, and career advancement, significantly influencing their workplace dynamics and interactions. This aligns with the broader understanding that generational differences shape teaching approaches, priorities, and relationships within the educational environment, affecting how educators collaborate and advance in their careers.

Level of Generation Cohorts of Generation Y

In this study, the level of Generation Cohorts of Generation Y refers to technology integration, collaborative learning, communication and feedback, and inclusive practices.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 shows the level of Generation Cohorts of Generation Y, which refers to Technology Integration. It also shows the statements, mean, standard deviation, and remarks.

Generation Y faces challenges in ensuring equitable access to technology for all students and teachers, particularly in under-resourced schools. The mean (6.83) suggests a high level of technological integration. The mean is slightly lower (6.64), as Generation Y effectively uses technology to streamline school management, including communication with staff, students, and parents and data analysis for decision-making.

The level of Generation Cohorts of Generation Y relative to technology integration attained a weighted mean score of 6.75 and a standard deviation of 0.44. It was verbally interpreted to a very great extent among the respondents.

Generation Y actively leads the integration of technology into school curricula and administrative processes to enhance educational outcomes, prioritizes providing professional

development opportunities for teachers to improve their technological skills and integrate digital tools into their classrooms, views technology as an essential component of modern education, and actively seek innovative ways to incorporate it into their schools, effectively use technology to streamline school management, including communication with staff, students, and parents, as well as data analysis for decision-making. Lastly, challenges in ensuring equitable access to technology for all students and teachers, particularly in under-resourced schools, as perceived by the respondents, suggest a high level of technological integration. This implies that Generation Y actively prioritizes providing professional development opportunities for teachers to improve their technological skills, integrate digital tools into their classrooms, and actively lead technology integration into school curricula and administrative processes to enhance educational outcomes.

TABLE 6. Level of Generation Cohorts of Generation Y relative to Technology Integration

Statement	Mean	SD	Remarks
...actively lead technology integration into school curricula and administrative processes to enhance educational outcomes.	6.73	0.45	Strongly Agree
...prioritize providing professional development opportunities for teachers to improve their technological skills and integrate digital tools into their classrooms.	6.79	0.41	Strongly Agree
...view technology as an essential component of modern education and actively seek innovative ways to incorporate it into their schools.	6.74	0.44	Strongly Agree
...effectively use technology to streamline school management, including communication with staff, students, and parents and data analysis for decision-making.	6.64	0.48	Strongly Agree
...face challenges in ensuring equitable access to technology for all students and teachers, particularly in under-resourced schools.	6.83	0.38	Strongly Agree
Weighted Mean	6.75		
SD	0.44		
Verbal Interpretation			Very Great Extent

Generation Y supports using technology to facilitate collaborative learning, enabling students and teachers to collaborate across different platforms and in virtual settings. The mean (6.86) suggests a high level of cooperative learning. The mean is slightly lower (6.74), as Generation Y actively promotes collaborative learning environments that encourage student teamwork and peer-to-peer interaction.

Similarly, Seemiller (2016) highlights that Generation Y teachers often utilize creative instructional methods, such as project-based learning and gamification, to align with students' interests and learning preferences, resulting in heightened motivation and engagement. This approach reflects Generation Y educators' tendency to innovate and adapt their teaching strategies to better connect with and inspire their students.

Table 7 shows the level of Generation Cohorts of Generation Y relative to collaborative learning. It also shows the statements, mean, standard deviation, and remarks.

The level of Generation Cohorts of Generation Y relative to collaborative learning attained a weighted mean score of

6.80 and a standard deviation of 0.41. It was verbally interpreted to a very great extent among the respondents.

TABLE 7. Level of Generation Cohorts of Generation Y relative to Collaborative Learning

Statement	Mean	SD	Remarks
Collaborative Learning of Generation X...			
...actively promote collaborative learning environments that encourage student teamwork and peer-to-peer interaction.	6.74	0.45	Strongly Agree
...prioritize fostering a culture of collaboration among teachers, encouraging them to work together to improve instructional practices and share resources.	6.77	0.42	Strongly Agree
...believe that collaborative learning strategies are essential for developing critical thinking, problem-solving, and communication skills in students.	6.77	0.44	Strongly Agree
...utilize collaborative learning methods to build strong relationships between students, teachers, and parents, enhancing the educational experience.	6.83	0.38	Strongly Agree
...support using technology to facilitate collaborative learning, enabling students and teachers to collaborate across different platforms and in virtual settings.	6.86	0.35	Strongly Agree
Weighted Mean	6.80		
SD	0.41		
Verbal Interpretation			Very Great Extent

Generation Y actively promotes collaborative learning environments that encourage teamwork and peer-to-peer interaction among students, prioritizes fostering a culture of collaboration among teachers, encouraging them to work together to improve instructional practices and share resources, believes that collaborative learning strategies are essential for developing critical thinking, problem-solving, and communication skills in students, utilize collaborative learning methods to build strong relationships between students, teachers, and parents, enhancing the overall educational experience, and lastly, support the use of technology to facilitate collaborative learning, enabling students and teachers to work together across different platforms and in virtual settings, as perceived by the respondents, suggest a high level of cooperative learning.

Similarly, Mónica et al. (2021) highlight that Generation Y teachers contribute to professional learning through collaboration, offering unique perspectives that enrich teaching practices and promote intergenerational relationships within educational settings. This implies that Generation Y actively prioritizes fostering a collaborative culture among teachers, encouraging them to work together to improve instructional practices. Both studies underscore the importance of collaboration in building strong relationships between students, teachers, and parents, ultimately enhancing the overall educational experience and fostering a supportive learning environment.

Table 8 shows the level of Generation Cohorts of Generation Y relative to creativity. It also shows the statements, mean, standard deviation and remarks.

Generation Y models creativity in their leadership by adopting innovative problem-solving and school management approaches and providing ample opportunities for teachers to

experiment with new ideas, tools, and teaching strategies to cultivate creativity in their classrooms. The mean (6.83) suggests a high level of creativity. The mean is slightly lower (6.77), as Generation Y prioritizes fostering a creative and innovative environment within their schools to encourage students and teachers to think outside the box.

TABLE 8. Level of Generation Cohorts of Generation Y relative to Creativity

Statement	Mean	SD	Remarks
The creativity of Generation X...			
...prioritize fostering a creative and innovative environment within their schools to encourage students and teachers to think outside the box.	6.77	0.42	Strongly Agree
...actively support and encourage the integration of creative teaching methods and projects across different subjects to enhance student engagement and learning outcomes.	6.79	0.41	Strongly Agree
...believe that creativity is a key skill that students must develop to succeed in the 21st century and actively promote its inclusion in the curriculum.	6.82	0.40	Strongly Agree
...model creativity in their leadership by adopting innovative problem-solving and school management approaches.	6.83	0.38	Strongly Agree
...provide ample opportunities for teachers to experiment with new ideas, tools, and teaching strategies to cultivate creativity in their classrooms.	6.83	0.38	Strongly Agree
Weighted Mean	6.81		
SD	0.40		
Verbal Interpretation	Very Great Extent		

Generation Y actively seeks and values feedback from teachers and staff to improve school policies, teaching practices, and overall school management. They are skilled at delivering constructive feedback to teachers, helping them grow professionally while maintaining motivation and morale. The mean (6.84) suggests a high level of communication and feedback. The mean is slightly lower (6.72), as Generation Y prioritizes open and transparent communication with staff, students, and parents to foster a positive school culture

The level of Generation Cohorts of Generation Y relative to creativity attained a weighted mean score of 6.81 and a standard deviation of 0.40. It was verbally interpreted to a very great extent among the respondents.

Generation Y prioritizes fostering a creative and innovative environment within their schools to encourage both students and teachers to think outside the box, actively support and encourage the integration of creative teaching methods and projects across different subjects to enhance student engagement and learning outcomes, believe that creativity is a key skill that students must develop to succeed in the 21st century and actively promote its inclusion in the curriculum, model creativity in their leadership by adopting innovative approaches to problem-solving and school management, and lastly, provide ample opportunities for teachers to experiment with new ideas, tools, and teaching strategies to cultivate creativity in their classrooms, as perceived by the respondents, suggest a high level of creativity. This implies that Generation Y actively supports and encourages the integration of creative teaching methods and projects across different subjects to enhance student engagement and learning outcomes and adopt innovative problem-solving and school management

approaches. Lastly, it provides ample opportunities for teachers to experiment with new ideas, tools, and teaching strategies to cultivate creativity in their classrooms.

Similarly, Friedman (2016) emphasizes the importance of creativity in teaching, particularly among Generation Y teachers, who excel in collaborative and dynamic learning environments. Their imaginative approaches enable them to address the diverse needs of students and create inclusive classrooms. This aligns with the broader understanding that Generation Y teachers are skilled at fostering engaging and adaptable learning environments, where creativity plays a key role in ensuring that all students feel supported and involved in the learning process.

Table 9 shows the level of Generation Cohorts of Generation Y relative to communication and feedback. It also shows the statements, mean, standard deviation and remarks.

Table 9. Level of Generation Cohorts of Generation Y relative to Communication and Feedback

Statement	Mean	SD	Remarks
Communication and Feedback Generation X			
...prioritize open and transparent communication with staff, students, and parents to foster a positive school culture.	6.72	0.45	Strongly Agree
...actively seek and value feedback from teachers and staff to improve school policies, teaching practices, and overall school management.	6.84	0.37	Strongly Agree
...use regular feedback mechanisms, such as surveys or meetings, to ensure that all voices are heard and that continuous improvement is encouraged.	6.83	0.38	Strongly Agree
...skilled at delivering constructive feedback to teachers, helping them grow professionally while maintaining motivation and morale.	6.84	0.38	Strongly Agree
...use digital tools and platforms to enhance communication and streamline feedback processes between staff, students, and parents.	6.82	0.38	Strongly Agree
Weighted Mean	6.81		
SD	0.40		
Verbal Interpretation	Very Great Extent		

The level of Generation Cohorts of Generation Y relative to communication and feedback attained a weighted mean score of 6.81 and a standard deviation of 0.40. It was verbally interpreted to a very great extent among the respondents.

Generation Y prioritizes open and transparent communication with staff, students, and parents to foster a positive school culture, actively seeks and values feedback from teachers and staff to improve school policies, teaching practices, and overall school management, uses regular feedback mechanisms, such as surveys or meetings, to ensure that all voices are heard and that continuous improvement is encouraged, skilled at delivering constructive feedback to teachers, helping them grow professionally while maintaining motivation and morale, and lastly, use digital tools and platforms to enhance communication and streamline feedback processes between staff, students, and parents, as perceived by the respondents, suggest a high level of communication and feedback. This implies that Generation Y actively seeks and values feedback from teachers and staff to improve school policies, teaching practices, and overall school management

by delivering constructive feedback and helping them grow professionally while maintaining motivation and morale.

Moreover, Kotz (2016) emphasized ongoing communication and shared objectives, particularly for general education teachers who work with students with disabilities. Generation Y teachers are encouraged to adapt their instructional methods to foster collaboration and incorporate feedback, ensuring their lessons resonate with millennial students.

Generation Y is committed to implementing inclusive practices that ensure all students, regardless of their background or ability, have equal access to quality education and using data and feedback to identify and address gaps in inclusivity, ensuring that students with disabilities, language barriers, or other challenges are supported and engaged, the mean (6.84) both suggests a high level of inclusive practices. The mean is slightly lower (6.72), as Generation Y collaborates with staff, parents, and community members to create an inclusive environment that supports all students' social and emotional well-being.

Table 10 shows the level of Generation Cohorts of Generation Y relative to inclusive practice. It also shows the statements, mean, standard deviation and remarks.

TABLE 10. Level of Generation Cohorts of Generation Y relative to Inclusive Practices

Statement	Mean	SD	Remarks
Inclusive practices of Generation X			
...committed to implementing inclusive practices that ensure all students, regardless of their background or ability, have equal access to quality education.	6.84	0.36	Strongly Agree
...actively promote diversity and inclusivity in their school culture by celebrating different perspectives and encouraging respect for all students.	6.80	0.40	Strongly Agree
...provide professional development opportunities for teachers to improve their skills in differentiating instruction and meeting the needs of diverse learners.	6.82	0.40	Strongly Agree
...collaborate with staff, parents, and community members to create an inclusive environment that supports all students' social and emotional well-being.	6.72	0.45	Strongly Agree
...use data and feedback to identify and address gaps in inclusivity, ensuring that students with disabilities, language barriers, or other challenges are supported and engaged.	6.84	0.27	Strongly Agree
Weighted Mean	6.80		
SD	0.40		
Verbal Interpretation	Very Great Extent		

The level of Generation Cohorts of Generation Y relative to inclusive practice attained a weighted mean score of 6.80 and a standard deviation of 0.40. It was verbally interpreted to a very great extent among the respondents.

Generation Y is committed to implementing inclusive practices that ensure all students, regardless of their background or ability, have equal access to quality education, actively promote diversity and inclusivity in their school culture by celebrating different perspectives and encouraging respect for all students, provide professional development opportunities for teachers to improve their skills in

differentiating instruction and meeting the needs of diverse learners, collaborate with staff, parents, and community members to create an inclusive environment that supports the social and emotional well-being of all students, and lastly, use data and feedback to identify and address gaps in inclusivity, ensuring that students with disabilities, language barriers, or other challenges are supported and engaged, as perceived by the respondents, suggest a high level of inclusive practices. This implies that Generation Y actively promotes diversity and inclusiveness in their school culture and provides professional development opportunities for teachers to improve their skills in differentiating instruction and meeting the needs of diverse learners, collaborating with staff, parents, and community members.

Hershatter et al. (2014) indicate that Generation Y educators are recognized for their imaginative and innovative classroom practices. They utilize technology and cooperative learning techniques, which boost student involvement and cultivate a creatively stimulating educational atmosphere.

Level of Generation Cohorts of Generation Z

In this study, Generation Z's level of Generation Cohorts refers to technology proficiency, innovation, flexibility, global awareness, and data-driven instruction.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 11 shows the level of Generation Cohorts of Generation Z relative to technology proficiency. It also shows the statements, mean, standard deviation, and remarks.

TABLE 11. Level of Generation Cohorts of Generation Z relative to Technology Proficient

Statement	Mean	SD	Remarks
Technology proficiency of Generation Z...			
...highly proficient in using technology to manage school operations, including communication, data analysis, and administrative tasks.	6.74	0.50	Strongly Agree
...actively encourage and support teachers in developing technology proficiency, ensuring they integrate digital tools effectively into their teaching practices.	6.55	0.50	Strongly Agree
...utilize technology to enhance student learning experiences through blended learning, online resources, and educational apps.	6.72	0.45	Strongly Agree
...prioritize staying up to date with emerging technologies to ensure their schools remain innovative and competitive in the digital age.	6.68	0.53	Strongly Agree
...create more efficient feedback and assessment systems, allowing personalized learning and timely student interventions.	6.74	0.44	Strongly Agree
Weighted Mean	6.69		
SD	0.49		
Verbal Interpretation	Very Great Extent		

Generation Z was highly proficient in using technology to manage school operations, including communication, data analysis, and administrative tasks, and in creating more efficient feedback and assessment systems, allowing for more personalized learning and timely interventions for students, the mean (6.74) both suggests a high level of technology proficiency. The mean is slightly lower (6.55), as Generation

Z actively encourages and supports teachers in developing their technology proficiency, ensuring they integrate digital tools effectively into their teaching practices.

The level of Generation Z cohorts relative to technology proficiency attained a weighted mean score of 6.69 and a standard deviation of 0.49. The respondents verbally interpreted this score to a great extent.

Generation Z was highly proficient in using technology to manage school operations, including communication, data analysis, and administrative tasks; actively encouraged and supported teachers in developing their technology proficiency, ensuring they integrated digital tools effectively into their teaching practices, utilized technology to enhance student learning experiences, such as through blended learning, online resources, and educational apps, prioritize staying up to date with emerging technologies to ensure their schools remain innovative and competitive in the digital age, and lastly, create more efficient feedback and assessment systems, allowing for more personalized learning and timely interventions for students, as perceived by the respondents, suggest a high level of technology proficiency.

Similarly, Bucăța (2023) highlights that Generation Z values self-directed learning, creativity, and the use of technology and online resources, encouraging educators to adapt their teaching strategies to improve engagement and learning outcomes. This implies that Generation Z actively supports and enables teachers to develop their technological proficiency, ensuring the effective integration of digital tools into teaching practices. Both studies emphasize the role of technology in enhancing student learning experiences, promoting more efficient feedback and assessment systems, and fostering an environment where students are actively engaged in their learning process.

Table 12 shows the level of Generation Z cohorts relative to innovation. It also shows the statements, Mean, standard deviation, and remarks.

TABLE 12. Level of Generation Cohorts of Generation Z relative to Innovation

Statement	Mean	SD	Remarks
...actively foster a culture of innovation within their schools, encouraging teachers and students to explore new ideas and creative approaches to learning.	6.76	0.49	Strongly Agree
...prioritize using innovative teaching methods and technologies to enhance student engagement and improve educational outcomes.	6.59	0.49	Strongly Agree
...open to experimenting with new school management strategies and models to improve efficiency, collaboration, and overall performance.	6.68	0.47	Strongly Agree
...support the professional growth of their staff by providing opportunities for innovation through workshops, resources, and collaboration with other educators.	6.68	0.53	Strongly Agree
...view innovation as essential to adapting to the changing demands of education, and they encourage risk-taking and continuous improvement within their schools.	6.77	0.42	Strongly Agree
Weighted Mean	6.69		
SD	0.48		
Verbal Interpretation	Very Great Extent		

Generation Z views innovation as essential to adapting to the changing demands of education, and they encourage risk-taking and continuous improvement within their schools. The mean (6.77) suggests a high level of innovation. The mean is slightly lower (6.59), as Generation Z prioritizes using innovative teaching methods and technologies to enhance student engagement and improve educational outcomes.

The level of Generation Cohorts of Generation Z relative to innovation attained a weighted mean score of 6.69 and a standard deviation of 0.48. It was verbally interpreted to a very great extent among the respondents.

Generation Z actively fosters a culture of innovation within their schools, encouraging teachers and students to explore new ideas and creative approaches to learning, prioritize the use of innovative teaching methods and technologies to enhance student engagement and improve educational outcomes, and be open to experimenting with new school management strategies and models to improve efficiency, collaboration, and overall school performance, support the professional growth of their staff by providing opportunities for innovation through workshops, resources, and collaboration with other educators, and lastly, view innovation as essential to adapting to the changing demands of education. They encourage risk-taking and continuous improvement within their schools, as perceived by the respondents, suggesting a high level of innovation.

In addition, the focus on collaboration in both studies reflects the growing recognition of the value of teamwork in educational settings. Generation Z teachers foster a collaborative approach, encouraging peer learning among educators, strengthening their teaching methods, and building a more cohesive school culture. Such an environment promotes the sharing of best practices and the continuous adaptation of teaching strategies to meet the diverse needs of students. By integrating innovative tools and collaborative techniques, schools can support the professional development of teachers while simultaneously improving student engagement and achievement. Ultimately, the findings from both studies suggest that embracing innovation, collaboration, and professional growth is essential for creating effective learning environments that meet the needs of today's diverse and technology-driven classroom.

Table 13 shows the level of Generation Cohorts of Generation Z relative to flexibility. It also shows the statements, mean, standard deviation and remarks.

Generation Z embraces flexibility in scheduling and instructional approaches, allowing teachers to personalize learning and respond to the unique needs of their students; the mean (6.84) suggests a high level of flexibility. The mean is slightly lower (6.61). Generation Z was open to adjusting school policies and practices in response to feedback from teachers, parents, and students to create a more supportive and effective learning environment.

The level of Generation Cohorts of Generation Z relative to flexibility attained a weighted mean score of 6.72 and a standard deviation of 0.47. It was verbally interpreted to a very great extent among the respondents.

TABLE 13. Level of Generation Cohorts of Generation Z relative to Flexibility

Statement	Mean	SD	Remarks
Innovation of Generation Z...			
...demonstrate flexibility in their leadership by adapting to the diverse needs of students, staff, and the broader school community.	6.73	0.45	Strongly Agree
...open to adjusting school policies and practices in response to feedback from teachers, parents, and students to create a more supportive and effective learning environment.	6.61	0.54	Strongly Agree
...embrace flexibility in scheduling and instructional approaches, allowing teachers to personalize learning and respond to the unique needs of their students.	6.84	0.37	Strongly Agree
...balance the need for structure with the flexibility required to foster creativity, collaboration, and problem-solving among staff and students.	6.69	0.47	Strongly Agree
...quick to adapt leadership styles in response to unexpected challenges, such as changes in educational policy, school crises, or technological disruptions.	6.76	0.49	Strongly Agree
Weighted Mean	6.72		
SD	0.47		
Verbal Interpretation	Very Great Extent		

Generation Z demonstrates flexibility in their leadership by adapting to the diverse needs of students, staff, and the broader school community, open to adjusting school policies and practices in response to feedback from teachers, parents, and students to create a more supportive and effective learning environment, embrace flexibility in scheduling and instructional approaches, allowing teachers to personalize learning and respond to the unique needs of their students, balance the need for structure with the flexibility required to foster creativity, collaboration, and problem-solving among staff and students, and lastly, quick to adapt leadership styles in response to unexpected challenges, such as changes in educational policy, school crises, or technological disruptions, as perceived by the respondents, suggest a high level of flexibility. This implies that Generation Z actively demonstrates flexibility in their leadership by adapting to the diverse needs of students, staff, and the broader school community, open to adjusting school policies and practices, and lastly, adapting leadership styles in response to unexpected challenges to balance the need for structured required to foster creativity, collaboration, and problem-solving among staff and students.

According to Miller (2020), Generation Z teachers prioritize personal growth and self-reflection, contributing to their adaptability and resilience in educational environments. As supported by Chen (2022), the role of personal skills development in fostering effective communication and collaboration among Generation Z educators ultimately improves student-teacher relationships.

Table 14 shows the level of Generation Cohorts of Generation Z relative to global awareness. It also shows the statements, mean, standard deviation and remarks.

Generation Z promotes international collaboration through partnerships with schools, organizations, and educators from other countries to enrich the learning experience for students and staff; the mean (6.82) suggests a high level of global

awareness. The mean is slightly lower (6.65), as Generation Z actively incorporates global issues, diverse cultures, and international perspectives into the school curriculum to prepare students for a connected world.

TABLE 14. Level of Generation Cohorts of Generation Z relative to Global Awareness

Statement	Mean	SD	Remarks
Global Awareness of Generation Z...			
...actively incorporate global issues, diverse cultures, and international perspectives into the school curriculum to prepare students for a connected world.	6.65	0.48	Strongly Agree
...prioritize fostering a global mindset in students, encouraging them to engage with global challenges, perspectives, and ideas beyond their local communities.	6.74	0.50	Strongly Agree
...promote international collaboration through partnerships with schools, organizations, and educators from other countries to enrich the learning experience for both students and staff.	6.82	0.38	Strongly Agree
...use technology to broaden students' understanding of global issues, providing them opportunities for virtual exchanges, online learning, and cross-cultural dialogue.	6.72	0.45	Strongly Agree
...encourage their school communities to participate in global initiatives, such as sustainability projects, cultural exchanges, or international service learning, to develop students' sense of global citizenship.	6.78	0.41	Strongly Agree
Weighted Mean	6.74		
SD	0.45		
Verbal Interpretation	Very Great Extent		

The level of Generation Cohorts of Generation Z relative to global awareness attained a weighted mean score of 6.74 and a standard deviation of 0.45. It was verbally interpreted to a very great extent among the respondents.

Generation Z actively incorporates global issues, diverse cultures, and international perspectives into the school curriculum to prepare students for a connected world, prioritize fostering a global mindset in students, encouraging them to engage with global challenges, perspectives, and ideas beyond their local communities, promote international collaboration through partnerships with schools, organizations, and educators from other countries to enrich the learning experience for both students and staff, use technology to broaden students' understanding of global issues, providing them with opportunities for virtual exchanges, online learning, and cross-cultural dialogue, and lastly, encourage their school communities to take part in global initiatives, such as sustainability projects, cultural exchanges, or international service learning, to develop students' sense of global citizenship, as perceived by the respondents, suggest a high level of global awareness. This implies that Generation Z actively promotes international collaboration through partnerships with schools, organizations, and educators by prioritizing a global mindset to engage in global challenges, perspectives, and ideas beyond local communities and, lastly, to use technology to understand global issues.

Table 15 shows the level of Generation Cohorts of Generation Z relative to data-driven instruction. It also shows the statements, mean, standard deviation, and remarks.

TABLE 15. Level of Generation Cohorts of Generation Z relative to Data-Driven – Instruction

Statement	Mean	SD	Remarks
Data-Driven Instructions of Generation Z...			
...prioritize using data to inform instructional decisions, ensuring teaching strategies align with students' learning needs and progress.	6.73	0.45	Strongly Agree
...actively support teachers in using student performance data to adapt and personalize instruction, aiming to improve outcomes for all learners.	6.74	0.47	Strongly Agree
...regularly analyze school-wide data to identify trends, monitor progress, and implement targeted interventions for students who are struggling academically.	6.51	0.60	Strongly Agree
...encourage a culture of continuous improvement by using formative assessments and real-time data to adjust teaching methods and provide timely feedback to students.	6.74	0.44	Strongly Agree
...leverage data-driven instruction to set clear academic goals, track achievement, and ensure all students are held to high learning standards.	6.82	0.38	Strongly Agree
Weighted Mean	6.71		
SD	0.48		
Verbal Interpretation	Very Great Extent		

Generation Z leverages data-driven instruction to set clear academic goals, track achievement, and ensure all students are held to high learning standards. The mean (6.82) suggests a high level of data-driven instruction. The mean is slightly lower (6.51), as Generation Z regularly analyzes school-wide data to identify trends, monitor progress, and implement targeted interventions for struggling students.

The level of Generation Cohorts of Generation Z relative to data-driven instruction attained a weighted mean score of 6.71 and a standard deviation of 0.48. It was verbally interpreted to a very great extent among the respondents.

Generation Z prioritizes the use of data to inform instructional decisions, ensuring that teaching strategies are aligned with students' learning needs and progress, actively supporting teachers in using student performance data to adapt and personalize instruction, aiming to improve outcomes for all learners, regularly analyze school-wide data to identify trends, monitor progress, and implement targeted interventions for students who are struggling academically, encourage a culture of continuous improvement by promoting the use of formative assessments and real-time data to adjust teaching methods and provide timely feedback to students, and lastly, leverage data-driven instruction to set clear academic goals, track achievement, and ensure that all students are held to high standards of learning, as perceived by the respondents, suggest a high level of data-driven instruction. This implies that Generation Z actively supports teachers in using student performance data to identify trends, monitor progress, and implement targeted interventions for students who are struggling academically, and prioritize the use of data to inform instructional decisions, ensuring that teaching strategies are aligned with students' learning needs and progress by promoting the use of formative assessments and real-time data to adjust teaching methods and provide timely feedback to students.

According to Seemiller (2016), Generation Z teachers are characterized by their digital fluency, strong collaborative

skills, and social awareness. They tend to embrace technology as an integral part of their teaching, fostering engagement and promoting inclusivity in the classroom. As supported by Palfrey (2015), Generation Z is a digital natives, focusing on their ability to navigate and utilize technology effectively in educational contexts.

Level of Instructional Work Dynamics

In this study, the level of instructional work dynamics refers to workplace dynamics, technology adaptation and use, health and wellness, social and political attitudes, and education and learning.

The following tables show the statement, Mean, and standard deviation. Statements and verbal interpretation from the viewpoint of the respondents.

Table 16 shows the level of instructional work dynamics in terms of workplace dynamics. It also shows the statements, mean, standard deviation and remarks.

TABLE 16. Level of Instructional Work Dynamics in terms of Workplace dynamics

Statement	Mean	SD	Remarks
Workplace dynamics of Generation X...			
Foster a collaborative workplace dynamic by encouraging open communication, teamwork, and shared decision-making among teachers and staff.	6.77	0.42	Strongly Agree
prioritize creating a positive and inclusive school culture where all staff members feel valued, respected, and empowered to contribute to the instructional process.	6.76	0.44	Strongly Agree
support a flexible and adaptive work environment that allows teachers to collaborate on instructional strategies and innovate without fear of failure.	6.61	0.49	Strongly Agree
actively work to resolve conflicts and address challenges in the workplace by promoting a solution-focused, professional approach to communication and collaboration.	6.60	0.49	Strongly Agree
emphasize the importance of work-life balance and well-being in the workplace, recognizing that a healthy staff dynamic is essential for high-quality instructional delivery.	6.60	0.49	Strongly Agree
Weighted Mean	6.77		
SD	0.42		
Verbal Interpretation	Very Great Extent		

The respondents' workplace dynamics foster a collaborative workplace dynamic by encouraging open communication, teamwork, and shared decision-making among teachers and staff. The mean (6.77) suggests a high level of workplace dynamics. The mean is slightly lower (6.60), as the respondents actively work to resolve conflicts and address challenges in the workplace by promoting a solution-focused, professional approach to communication and collaboration and emphasizing the importance of work-life balance and well-being in the workplace, recognizing that a healthy staff dynamic is essential for high-quality instructional delivery, teachers, and staff, the mean (6.77) suggests a high level of workplace dynamics. The mean is slightly lower (6.60), as the respondents actively work to resolve the issue.

The level of instructional work dynamics in terms of workplace dynamics attained a weighted mean score of 6.77

and a standard deviation of 0.42. It was verbally interpreted to a very great extent among the respondents.

Workplace dynamics of the respondents foster a collaborative workplace dynamic by encouraging open communication, teamwork, and shared decision-making among teachers and staff, prioritizing creating a positive and inclusive school culture where all staff members feel valued, respected, and empowered to contribute to the instructional process, support a flexible and adaptive work environment that allows teachers to collaborate on instructional strategies and innovate without fear of failure, actively work to resolve conflicts and address challenges in the workplace by promoting a solution-focused, professional approach to communication and collaboration, and lastly, emphasize the importance of work-life balance and well-being in the workplace, recognizing that a healthy staff dynamic is essential for high-quality instructional delivery, as perceived by the respondents, suggest a high level of workplace dynamics of the respondents.

This implies that the respondents actively foster a dynamic, collaborative workplace, prioritize creating a positive and inclusive school culture, and support a flexible and adaptive work environment that promotes a solution-focused, professional approach to communication and collaboration.

Table 17 shows the level of instructional work dynamics in terms of technology adaptation and use. It also shows the statements, Mean, standard deviation and remarks.

TABLE 17. Level of Instructional Work Dynamics in terms of Technology adaptation and use

Statement	Mean	SD	Remarks
Technology Adaptation and Use...			
I am encouraged to communicate openly and collaborate with colleagues in selecting and using technology for instructional purposes.	6.77	0.42	Strongly Agree
All staff members are supported and empowered to integrate technology into their teaching practices, regardless of their familiarity with the tools.	6.78	0.41	Strongly Agree
The school environment supports me in trying new educational technologies and adapting instructional strategies without fear of failure.	6.62	0.49	Strongly Agree
When I encounter technology-related challenges, the school fosters a solution-focused approach to resolving issues.	6.62	0.49	Strongly Agree
The school supports a balance between the use of technology and my well-being, ensuring that technology does not negatively affect my work-life balance.	6.62	0.49	Strongly Agree
Weighted Mean	6.68		
SD	0.33		
Verbal Interpretation	Very Great Extent		

The respondents believe that all staff members are supported and empowered to integrate technology into their teaching practices, regardless of their familiarity with the tools; the mean (6.78) suggests a high level of technological adaptation and use. While the mean is slightly lower (6.62), as the school environment supports new educational technologies and adapting instructional strategies without fear of failure, the school fosters a solution-focused approach to resolving issues encountering technology-related challenges. Lastly, the school supports a balance between the use of technology and personal

well-being, ensuring that technology does not negatively affect the work-life balance.

The level of instructional work dynamics in terms of technology adaptation and use attained a weighted mean score of 6.68 and a standard deviation of 0.33, and it was verbally interpreted widely among the respondents.

Communicate openly and collaborate with colleagues in the selection and use of technology for instructional purposes; staff members are supported and empowered to integrate technology into their teaching practices, regardless of their familiarity with the tools; the school environment supports new educational technologies and adapting instructional strategies without fear of failure, the school fosters a solution-focused approach to resolving issues encountering challenges related to technology, and lastly, the school supports a balance between the use of technology and personal well-being, ensuring that technology does not negatively affect the work-life balance as perceived by the respondents, suggest a high level of technology adaptation and use of the respondents. This implies that the respondents actively foster a solution-focused approach to resolving technology-related issues and challenges. They also collaborate with colleagues in selecting and using technology for instructional purposes to adopt instructional strategies without fear of failure.

According to Doshi (2017), technological adoption rates vary, with younger generations adopting innovations quickly. These insights emphasize recognizing generational differences in technology adaptation and usage patterns.

Table 18 shows the level of instructional work dynamics regarding health and wellness. It also shows the statements, mean, standard deviation and remarks.

TABLE 18. Level of Instructional Work Dynamics in terms of Health and Wellness

Statement	Mean	SD	Remarks
Health and Wellness...			
Clear policy and practice for supporting the emotional well-being of students within the classroom environment.	6.76	0.43	Strongly Agree
Teachers, counselors, and health professionals collaborate continuously to create a holistic approach to student wellness.	6.77	0.42	Strongly Agree
The school's leadership team prioritizes health and wellness initiatives when planning school-wide goals and activities.	6.62	0.48	Strongly Agree
Physical education and wellness programs are integral to our school's instructional offerings and are valued by students and staff.	6.62	0.49	Strongly Agree
Mental health and stress management are essential in our school's academic and extracurricular programs.	6.62	0.49	Strongly Agree
Weighted Mean	6.68		
SD	0.34		
Verbal Interpretation	Very Great Extent		

Ongoing collaboration among teachers, counselors, and health professionals is needed to create a holistic approach to student wellness, and the mean (6.77) suggests a high level of health and wellness among the respondents. While the mean is slightly lower (6.62), to the following statements: school's leadership team prioritizes health and wellness initiatives when planning for school-wide goals and activities; physical

education and wellness programs are integral parts of our school's instructional offerings and are valued by both students and staff; mental health and stress management are emphasized as essential skills within our school's academic and extracurricular programs.

The level of instructional work dynamics in terms of health and wellness attained a weighted mean score of 6.68 and a standard deviation of 0.34. It was verbally interpreted to a very great extent among the respondents.

Clear policy and practice for supporting the emotional well-being of students within the classroom environment, ongoing collaboration among teachers, counselors, and health professionals to create a holistic approach to student wellness, school's leadership team prioritizes health and wellness initiatives when planning for school-wide goals and activities, physical education and wellness programs are an integral part of our school's instructional offerings and are valued by both students and staff and lastly, mental health and stress management are emphasized as essential skills within our school's academic and extracurricular programs, as perceived by the respondents, suggest a high level of health and wellness of the respondents. This implies that ongoing collaboration among teachers, counselors, and health professionals creates a holistic approach to student wellness and develops clear policies and practices for supporting the emotional well-being of students within the classroom environment.

Table 19 shows the level of instructional work dynamics in terms of social and political attitudes. It also shows the statements, mean, standard deviation and remarks.

TABLE 19. Level of Instructional Work Dynamics in terms of Social and political attitudes

Statement	Mean	SD	Remarks
Social and political attitudes			
Political beliefs influence the educational policies implemented at my school, particularly about inclusivity and student welfare.	6.77	0.42	Strongly Agree
Social issues such as inequality, poverty, and access to education significantly shape my school's instructional strategies and priorities.	6.77	0.42	Strongly Agree
Prioritize creating an inclusive and equitable learning environment by promoting policies that address the diverse needs of students from various social and political backgrounds.	6.62	0.49	Strongly Agree
Believes that political debates about education policy (e.g., curriculum content, funding) significantly affect my school's instructional strategies and teaching methods.	6.59	0.49	Strongly Agree
The school provides professional development opportunities for staff to engage with social and political issues in the classroom, such as equity, justice, or inclusion.	6.60	0.49	Strongly Agree
Weighted Mean	6.77		
SD	0.42		
Verbal Interpretation	Very Great Extent		

The respondents' social and political attitudes and political beliefs influence the educational policies implemented in their schools, particularly regarding inclusivity and student welfare. Their social issues, such as inequality, poverty, and access to education, significantly shape my school's instructional strategies and priorities; the mean (6.77) of both statements

suggests a high level of social and political attitudes. While the mean is slightly lower (6.59), as the respondents believe that political debates about education policy significantly affect the instructional strategies and teaching methods used at their schools.

The level of instructional work dynamics in terms of social and political attitudes attained a weighted mean score of 6.77 and a standard deviation of 0.42. It was verbally interpreted to a very great extent among the respondents.

Social and political attitudes of the respondents political beliefs influence the educational policies implemented at their school, particularly in relation to inclusivity and student welfare; social issues such as inequality, poverty, and access to education play a significant role in shaping the instructional strategies and priorities at their school, prioritize creating an inclusive and equitable learning environment by promoting policies that address the diverse needs of students from various social and political backgrounds, believes that political debates about education policy significantly affect the instructional strategies and teaching methods used at their school, and lastly, the school provides professional development opportunities for staff to engage with social and political issues in the classroom, such as issues of equity, justice, or inclusion, as perceived by the respondents, suggest a high level of social and political attitudes of the respondents. This implies that the school actively provides professional development opportunities for staff to engage with social and political issues in the classroom and to address social problems such as inequality, poverty, and access to education in shaping instructional strategies.

According to Boggs (2015) highlights that generational cohorts display unique social and political attitudes, which influence their teaching strategies. This divergence often results in miscommunication and differing work habits between preservice teachers and their mentor teachers.

Technology plays a crucial role in enhancing teaching and learning at school and supporting integration into the classroom. The mean (6.77) suggests a high level of education and learning. The mean is slightly lower (6.62), as the respondents' collaboration among teachers is encouraged in the school to share best practices and ensure consistency in instructional approaches across subjects and grade levels.

Table 20 shows the level of instructional work dynamics in terms of education and learning. It also shows the statements, mean, standard deviation and remarks.

Technology plays a crucial role in enhancing teaching and learning at school and supporting integration into the classroom. The mean (6.77) suggests a high level of education and learning. The mean is slightly lower (6.62), as the respondents' collaboration among teachers is encouraged in the school to share best practices and ensure consistency in instructional approaches across subjects and grade levels.

The level of instructional work dynamics in terms of education and learning attained a weighted mean score of 6.68 and a standard deviation of 0.35. It was verbally interpreted to a very great extent among the respondents.

Student-centered teaching practices, which focus on individual student needs, technology in enhancing teaching

and learning that support its integration into the classroom, prioritizing continuous professional development for teachers in enhancing instructional skills and improving student engagement in the learning process, collaboration among teachers is encouraged in the school to share best practices and ensure consistency in instructional approaches across subjects and grade levels, and lastly, focuses on building a strong school culture where academic excellence is encouraged. Every student is expected to succeed, as perceived by the respondents, suggesting a high level of education and learning. This implies that technology, collaboration with teachers, and continuous professional development enhance instructional skills to improve student engagement in the learning process.

TABLE 20. Level of Instructional Work Dynamics in terms of education and learning

Statement	Mean	SD	Remarks
Education and learning...			
My school prioritizes student-centered teaching practices, which focus on individual student needs.	6.76	0.43	Strongly Agree
Technology is crucial in enhancing teaching and learning at my school, and I support its integration into the classroom.	6.77	0.43	Strongly Agree
Prioritize continuous professional development for teachers in enhancing instructional skills and improving student engagement in the learning process.	6.64	0.48	Strongly Agree
The school encourages collaboration among teachers to share best practices and ensure consistency in instructional approaches across subjects and grade levels.	6.62	0.49	Strongly Agree
It focuses on building a strong school culture where academic excellence is encouraged, and every student is expected to succeed.	6.63	0.48	Strongly Agree
Weighted Mean	6.68		
SD	0.35		
Verbal Interpretation			Very Great Extent

According to Manokha (2019), distinct generational cohorts demonstrate specific didactic and technological inclinations that shape their teaching methods, aiming to improve the relevance and effectiveness of the learning experience by each generation's attributes.

Level of Teaching Strategies

In this study, the level of teaching strategies refers to cooperative learning, project-based learning, and differentiated learning.

The following tables show the statement, mean, and standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 21 shows the level of teaching strategies in terms of cooperative learning. It also shows the statements, mean, standard deviation and remarks.

Cooperative learning is regularly incorporated into the instructional strategies used at school to encourage student collaboration and active learning, with the mean (6.77) suggesting a high level of cooperative learning. While the mean is slightly lower (6.73), in the following statements, collaborative learning strategies contribute significantly to student engagement and the overall effectiveness of classroom instruction; schools provide sufficient professional

development opportunities for teachers to enhance their skills in implementing cooperative learning strategies, teachers in the school actively use group activities and collaborative projects to improve students' communication, problem-solving, and teamwork skills.

TABLE 21. Level of Teaching strategies in terms of Cooperative learning

Cooperative learning	Mean	SD	Remarks
Cooperative learning is regularly incorporated into the instructional strategies used at my school to encourage student collaboration and active learning.	6.77	0.42	Strongly Agree
Cooperative learning strategies contribute significantly to student engagement and the overall effectiveness of classroom instruction.	6.73	0.44	Strongly Agree
School leadership supports cooperative learning as an essential teaching strategy for fostering student success and collaboration in the classroom.	6.75	0.43	Strongly Agree
Schools provide sufficient professional development opportunities for teachers to enhance their skills in implementing cooperative learning strategies.	6.73	0.45	Strongly Agree
The school's teachers actively use group activities and collaborative projects to enhance students' communication, problem-solving, and teamwork skills.	6.73	0.45	Strongly Agree
Weighted Mean	6.77		
SD	0.42		
Verbal Interpretation			Very Great Extent

The level of level of teaching strategies in terms of cooperative learning attained a weighted mean score of 6.77 and a standard deviation of 0.42 and was verbally interpreted as a very great extent among the respondents.

Cooperative learning is regularly incorporated into the instructional strategies used at school to encourage student collaboration and active learning, contributes significantly to student engagement and the overall effectiveness of classroom instruction, and is supported by school leadership as an essential teaching strategy for fostering student success and collaboration in the classroom, the school provides sufficient professional development opportunities for teachers to enhance their skills in implementing cooperative learning strategies, and lastly, teachers in the school actively use group activities and collaborative projects to improve students' communication, problem-solving, and teamwork skills, as perceived by the respondents, suggest a high level of cooperative learning of the respondents. This implies that school leadership actively supports cooperative learning as an essential teaching strategy for fostering student success and collaboration in the classroom to enhance students' communication, problem-solving, and teamwork skills.

According to Aroca (2022), the importance of intergenerational collaboration suggests that diverse generational perspectives enhance teaching strategies and foster innovative educational practices in collaborative settings.

Table 22 shows the level of teaching strategies in terms of project-based learning. It also shows the statements, mean, standard deviation and remarks.

Project-based learning is an integral part of the instructional strategies used at school to promote student-

centered learning and critical thinking. The mean (6.77) suggests a high level of project-based learning, while the mean is slightly lower (6.72). Project-based learning enhances student engagement by allowing them to take ownership of their learning and explore subjects in depth.

TABLE 22. Level of Teaching Strategies in Terms of Project-Based Learning

Project-based learning	Mean	SD	Remarks
Project-based learning is an integral part of the instructional strategies used at my school to promote student-centered learning and critical thinking.	6.77	0.42	Strongly Agree
Project-based learning is supported by school leadership as a key strategy for fostering innovation, creativity, and critical thinking in students.	6.74	0.44	Strongly Agree
School provides sufficient resources and professional development opportunities to help teachers effectively integrate project-based learning into their classrooms.	6.74	0.44	Strongly Agree
Project-based learning enhances student engagement by allowing them to take ownership of their learning and explore subjects in depth.	6.72	0.45	Strongly Agree
Teachers actively design and implement projects encouraging students to work collaboratively, solve real-world problems, and apply their knowledge in practical contexts.	6.74	0.44	Strongly Agree
Weighted Mean	6.77		
SD	0.42		
Verbal Interpretation	Very Great Extent		

The level of teaching strategies in terms of project-based learning attained a weighted mean score of 6.77 and a standard deviation of 0.42 and was verbally interpreted to a very great extent among the respondents.

Project-based learning is an integral part of the instructional strategies used at school to promote student-centered learning and critical thinking. It is supported by school leadership as a key strategy for fostering innovation, creativity, and critical thinking in students. Also, the school provides sufficient resources and professional development opportunities to help teachers effectively integrate project-based learning into their classrooms. Project-based learning enhances student engagement by allowing them to take ownership of their learning and explore subjects in depth. Lastly, teachers actively design and implement projects that encourage students to work collaboratively, solve real-world problems, and apply their knowledge in practical contexts, as perceived by the respondents, suggesting a high level of project-based learning of the respondents. This implies that project-based learning promotes student-centered learning and critical thinking to enhance student engagement. It also provides sufficient resources and professional development opportunities to help teachers integrate project-based learning into their classrooms.

Project-based learning is an integral part of the instructional strategies used at school to promote student-centered learning and critical thinking. It is supported by school leadership as a key strategy for fostering innovation, creativity, and critical thinking in students. Also, the school provides sufficient resources and professional development

opportunities to help teachers effectively integrate project-based learning into their classrooms; project-based learning enhances student engagement by allowing them to take ownership of their learning and explore subjects in depth. Lastly, teachers actively design and implement projects that encourage students to work collaboratively, solve real-world problems, and apply their knowledge in practical contexts, as perceived by the respondents, suggesting a high level of project-based learning of the respondents.

This implies that project-based learning promotes student-centered learning and critical thinking to enhance student engagement. It also provides sufficient resources and professional development opportunities to help teachers integrate project-based learning into their classrooms.

According to Jäggle et al. (2019), Project-based learning is an instructional strategy that promotes active engagement through real-world challenges. It enhances students' understanding and develops essential skills like collaboration and problem-solving.

Differentiated learning is consistently incorporated into instructional practices in the school to meet the diverse needs of all students. The mean (6.80) suggests a high level of differentiated learning. The mean is slightly lower (6.72), as teachers in the school use a variety of instructional strategies, such as flexible grouping and varying content delivery, to accommodate students' different learning styles and abilities.

Table 23 shows the level of teaching strategies in terms of differentiated learning. It also shows the statements, mean, standard deviation and remarks.

TABLE 23. Level of Teaching strategies in terms of Differentiated learning

Statement	Mean	SD	Remarks
Differentiated learning			
Teachers in the school use various instructional strategies, such as flexible grouping and varying content delivery, to accommodate students' different learning styles and abilities.	6.73	0.45	Strongly Agree
Believes that differentiated learning enhances student success by addressing individual needs, interests, and readiness levels within the classroom.	6.76	0.43	Strongly Agree
Differentiated learning is consistently incorporated into instructional practices in the school to meet the diverse needs of all students.	6.80	0.40	Strongly Agree
Differentiated learning is supported by school leadership as an essential approach to ensuring that every student achieves their full academic potential.	6.76	0.43	Strongly Agree
The school provides adequate resources and professional development opportunities to support teachers in effectively implementing differentiated learning strategies.	6.77	0.42	Strongly Agree
Weighted Mean	6.76		
SD	0.34		
Verbal Interpretation	Very Great Extent		

Differentiated learning is consistently incorporated into instructional practices in the school to meet the diverse needs of all students, the mean (6.80) suggests a high level of differentiated learning. While the mean is slightly lower (6.72), as teachers in the school use a variety of instructional

strategies, such as flexible grouping and varying content delivery, to accommodate students' different learning styles and abilities.

The level of teaching strategies in terms of differentiated learning attained a weighted mean score of 6.76 and a standard deviation of 0.34. It was verbally interpreted to a very great extent among the respondents.

Teachers in the school use a variety of instructional strategies, such as flexible grouping and varying content delivery, to accommodate students' different learning styles and abilities; differentiated learning enhances student success by addressing individual needs, interests, and readiness levels within the classroom, and consistently incorporated into instructional practices in the school to meet the diverse needs of all students, also differentiated learning is supported by school leadership as an essential approach to ensuring that every student achieves their full academic potential. Lastly, the school provides adequate resources and professional development opportunities to support teachers in effectively implementing differentiated learning strategies, as perceived by the respondents, suggesting a high level of differentiated learning of the respondents. This implies that school leadership actively supports differentiated learning as an essential approach in using various instructional strategies to accommodate students' different learning styles and abilities and by addressing individual needs, interests, and readiness levels within the classroom.

According to Kohler (2015), differential instruction accommodates generational differences, enabling tailored learning experiences that enhance engagement and effectiveness, particularly for the millennial cohort in post-secondary education and the business world.

Test of Difference between the Instructional Work Dynamics of the respondents when grouped according to Generation Cohorts

To test the significant difference between the teachers' Instructional Work Dynamics, when grouped according to Generation Cohorts, they were treated statistically using Real Statistics Data Analysis Tools and the Test of Difference.

Presents the analysis of instructional work dynamics, focusing on the 95% confidence interval of the difference between two groups or conditions. It includes the mean (M), standard deviation (SD), and the lower (L) and upper (U) bounds of the confidence interval, providing a range within which the actual difference is expected to fall. The table also displays the t-value, degrees of freedom (df), and significance value (Sig 2-tailed) in order to determine the statistical significance of the observed differences.

This is shown in the test of difference on the Instructional Work Dynamics and the mean scores of the three groups. Data obtained through a paired t-test indicated that the increase in the scores is not significant ($p > 0.05$).

This implies that the respondents, according to Generation Cohorts, performed equally in their Workplace dynamics, Technology Adaptation and Use, Health and Wellness, Social and Political attitudes, and Education and Learning.

According to Reyes et al. 2020, Teachers across the three generations were described as "competence-centered" since all were believed to be well-qualified at their jobs.

Additionally, Jones & Miller (2018) highlighted that despite the varied technological preferences across generations, the overall impact of technology on teaching effectiveness was consistent, indicating that teachers from Gen X, Y, and Z equally adapt to and utilize digital tools in their practices.

TABLE 24. Test of Difference on the Instructional Work Dynamics of the Respondents when grouped according to Generation Cohorts

Instructional Work Dynamics	95% Confidence Interval of Difference				T	Df	Sig (2-tailed)	Analysis
	M	SD	L	U				
Workplace dynamics								
- Generation X	6.67	0.14	0.119	0.138	-0.140	360	0.891	NS
- Generation Y	6.67	0.12	0.110	0.119	0.915	153	0.362	NS
- Generation Z	6.62	0.11	0.110	0.138	1.083	129	0.281	NS
Technology adaptation and use								
- Generation X	6.70	0.11	0.108	0.116	0.840	381	0.401	NS
- Generation Y	6.67	0.12	0.107	0.116	0.007	138	0.994	NS
- Generation Z	6.70	0.11	0.107	0.108	-0.630	129	0.530	NS
Health and wellness								
- Generation X	6.68	0.12	0.116	0.123	-0.050	369	0.959	NS
- Generation Y	6.69	0.12	0.102	0.116	0.631	150	0.529	NS
- Generation Z	6.65	0.10	0.102	0.123	0.703	132	0.483	NS
Social and political attitudes								
- Generation X	6.68	0.11	0.107	0.129	-0.210	388	0.833	NS
- Generation Y	6.68	0.13	0.127	0.129	1.484	128	0.140	NS
- Generation Z	6.61	0.13	0.107	0.127	1.649	125	0.102	NS
Education and learning								
- Generation X	6.68	0.12	0.116	0.125	-0.240	381	0.808	NS
- Generation Y	6.68	0.13	0.124	0.125	-0.630	133	0.529	NS
- Generation Z	6.71	0.12	0.116	0.124	-0.470	125	0.641	NS

*Significant (S) *Not Significant (NS)

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis, "There is no significant difference between the Instructional Work Dynamics of the teachers when grouped according to Generation Cohorts," is

accepted, which implies that there is no significant difference between them. Instructional work dynamics have no significant difference from the dynamics of teachers since Generational cohorts are typically classified based on the

period in which individuals are born. Each cohort tends to share everyday cultural, technological, and social experiences that influence their values, behaviors, and attitudes.

Table 25 presents the analysis of Teaching Strategies, focusing on the 95% confidence interval of the difference between two groups or conditions. It includes the mean (M), standard deviation (SD), and the lower (L) and upper (U) bounds of the confidence interval, providing a range within which the actual difference is expected to fall. Additionally, the table includes the t-value, degrees of freedom (df), and the

significance value (Sig 2-tailed) to assess the statistical significance of the observed differences.

This implies that the respondents' Teaching strategies, when grouped according to Generation Cohorts, performed equally in Cooperative learning, project-based learning, and Differentiated learning, except for Generation Y.

Table 25 shows the test of difference in the Teaching Strategies of the teachers when grouped according to Generation Cohorts and the mean scores of the three groups. Data obtained through a paired t-test indicated that the increase in the scores is not significant ($p > 0.05$).

TABLE 25. Test of Difference on the Teaching strategies of the respondents when grouped according to Generation Cohorts

Instructional Work Dynamics	95% Confidence Interval of Difference				T	df	Sig (2-tailed)	Analysis
	M	SD	L	U				
Cooperative learning								
- Generation X	6.77	0.13	0.118	0.125	0.707	128	0.481	NS
- Generation Y	6.74	0.12	0.118	0.128	3.146	372	0.002	S
- Generation Z	6.66	0.13	0.125	0.128	1.659	142	0.099	NS
Project-based learning								
- Generation X	6.78	0.12	0.118	0.169	1.417	109	0.159	NS
- Generation Y	6.70	0.17	0.111	0.169	3.192	379	0.002	S
- Generation Z	6.67	0.11	0.111	0.118	0.624	116	0.534	NS
Differentiated learning								
- Generation X	6.79	0.11	0.113	0.133	1.187	116	0.238	NS
- Generation Y	6.74	0.13	0.110	0.133	1.564	376	0.119	NS
- Generation Z	6.74	0.11	0.110	0.113	-0.090	127	0.931	NS

*Significant (S)

*Not Significant (NS)

TABLE 26. Significant Relationship between the Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies.

Generation Cohorts		Instructional Work Dynamics					Teaching Strategies		
		WD	TAaU	HaW	SaPA	EaL	CL	PBL	DL
Generation X	Pearson Correlation Significance (2-Tailed)	0.102	0.030	0.009	0.015	-0.019	0.136	0.149	0.072
	N	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Generation Y	Pearson Correlation Significance (2-Tailed)	0.027	0.020	0.036	0.033	-0.010	0.124	0.142	0.080
	N	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig
Generation Z	Pearson Correlation Significance (2-Tailed)	-0.023	0.056	0.005	0.019	0.020	0.046	0.059	0.019
	N	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	Analysis	Sig	Sig	Sig	Sig	Sig	Sig	Sig	Sig

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis, "There is no significant difference between the teaching strategies of the teachers when grouped according to Generation Cohorts," is partially accepted, which implies that there is no significant difference between them. It can be concluded that Teaching Strategies have no significant difference when grouped according to Generation Cohorts since generational preferences inform instructional design strategies, necessitating differentiated learning approaches that cater to diverse competencies and learning styles.

Test of Relationship between the Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies of the Teachers

To test the significant relationship between the Generation Cohorts and the teachers' Instructional Work Dynamics and Teaching Strategies, they were treated statistically using Real

Statistics Data Analysis Tools and the Pearson product-moment correlation coefficient.

Table 26 presents the relationship between Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies.

It highlights how different generation cohorts engage with Instructional Work Dynamics (WD), such as Workplace Dynamics (WD), Technology Adaptation and Use (TAaU), Health and Wellness (HaW), Social and Political Attitudes (SaPA), Education and Learning (EaL) and Teaching Strategies such as Collaborative Learning (CL), Project-Based Learning (PBL), and Differentiated Learning (DL). From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies of the teachers" is rejected, which incites that there is a significant relationship between them. Generation Cohorts are significantly related to Instructional Work Dynamics and Teaching Strategies since

instructional work dynamics and teaching strategies are crucial in enhancing student learning outcomes across various educational contexts. These strategies encompass a range of methods, from traditional homework assignments to innovative active learning techniques. The effectiveness of these strategies is often linked to their ability to engage students and cater to their individual learning needs.

IV. CONCLUSION AND RECOMMENDATIONS

In the light of the findings, the following conclusions were drawn:

There is no significant difference in the respondents' Instructional Work Dynamics when grouped according to Generation Cohorts. Therefore, the null hypothesis is accepted since Generational cohorts are typically classified based on the period in which individuals are born, and each cohort tends to share common cultural, technological, and social experiences that influence their values, behaviors, and attitudes.

There is no significant difference in the Teaching strategies when grouped according to Generation Cohorts. Therefore, the null hypothesis is partially accepted since generational preferences inform instructional design strategies, necessitating differentiated learning approaches that cater to diverse competencies and learning styles.

There is a significant relationship between the Generation Cohorts and the Instructional Work Dynamics and Teaching Strategies. Therefore, the null hypothesis is rejected since instructional work dynamics and teaching strategies are crucial in enhancing student learning outcomes across various educational contexts.

In the light of the above findings and conclusions, the following recommendations are hereby endorsed:

School leaders may encouraged to Enhance their Professional

Development Programs that focus on universal pedagogical strategies and skills that can benefit educators across different generational groups. These programs should emphasize technology integration, innovative teaching methods, and effective classroom management techniques that all generations of teachers can adapt.

Schools may foster collaboration among teachers of different

generations. Teachers can learn from each other by sharing best practices and experiences, leading to more effective and diverse teaching strategies. This can also help create an inclusive work culture that values the strengths of each generation.

Teachers should be encouraged to adopt flexible and student-centered teaching strategies, such as project-based and collaborative learning, to accommodate their students' learning styles and preferences.

Schools may provide resources and programs to enhance teachers' work-life balance, mental health, and well-being. This will not only improve teacher retention but also strengthen their ability to effectively implement teaching strategies in the classroom.

Students are encouraged to participate actively in the learning process by embracing their instructors' diverse teaching styles.

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