

School Head's Leadership Style on Cross – Generational Collaboration and Organizational Output: A Comparative Study

Joel Ayala Porta

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: joel.porta@deped.gov.ph

Abstract—This study aimed to determine the comparative effectiveness of school heads' leadership styles on cross-generational collaboration and organizational output in public elementary schools in the Division of Quezon during the School Year 2025–2026. Specifically, it sought to identify the generational cohort profile of school heads; assess their leadership styles in terms of transformational, transactional, servant, participative, visionary, and situational leadership; evaluate the level of cross-generational collaboration in terms of team cohesion, communication effectiveness, conflict management, knowledge sharing, and mentoring; and determine the level of organizational output in terms of school performance improvement and workplace satisfaction. Moreover, the study examined significant differences across generational cohorts and tested the significant relationships among leadership styles, cross-generational collaboration, and organizational output. A quantitative-comparative correlational research design was employed. Data were collected from 420 teachers who evaluated their school heads equally distributed among Baby Boomers (1946–1964), Generation X (1965–1980), and Millennials (1981–2000) using a validated seven-point Likert scale questionnaire. Descriptive statistics such as mean and standard deviation were utilized to describe the variables, while Analysis of Variance (ANOVA) and Pearson's Product-Moment Correlation were applied to test differences and relationships among variables. The findings showed that school heads across generational cohorts exhibited high levels of leadership, collaboration and organizational output. No significant differences were found in leadership styles, cross-generational collaboration, and organizational output when grouped by generation. Leadership styles had no significant positive relationships with collaboration and organizational outcomes. Transformational, servant, and participative leadership were strongly linked to better team cohesion, communication, mentoring, school performance, and workplace satisfaction. Overall, results indicate that leadership style plays a vital role in strengthening intergenerational collaboration and improving school outcomes. No significant differences and relationships existed between leadership styles and cross-generational collaboration, and between leadership styles and organizational output. Thus, the null hypotheses were accepted. The findings imply that adaptive, inclusive, and relational leadership approaches are essential in managing generational diversity and improving school effectiveness. In essence, the study recommends the development of generationally responsive leadership training programs, the institutionalization of structured mentoring systems, and the integration of cross-generational collaboration strategies into leadership development and succession planning initiatives within the Department of Education.

Keywords— Leadership Styles, Generational Cohorts, Cross-Generational Collaboration, Organizational Output, School Performance, Workplace Satisfaction

I. INTRODUCTION

Education systems in the 21st century operate in complex social, technological, and demographic contexts. Schools are expected to deliver quality learning while responding to rapid policy reforms, digital transformation, and workforce challenges such as declining teacher recruitment and rising turnover. In this environment, the school head plays a pivotal role in shaping instructional conditions and organizing resources that influence school performance and staff wellbeing (Day, Gu, & Sammons, 2016).

Leadership research identifies several dominant styles in schools: instructional leadership (focused on curriculum and teaching), transformational leadership (vision and empowerment), servant leadership (prioritizing followers' growth and wellbeing), and distributed leadership (shared leadership functions). These approaches are complementary, and effective school heads adapt them to contextual needs (Day et al., 2016). Evidence indicates that school leadership has an indirect impact on student results through teacher commitment, teaching strategies, and school culture. Instructional, transformational, and distributed practices enhance teacher performance, job satisfaction, and collective efficacy, while servant leadership strengthens trust and retention.

At the same time, the school workforce has become increasingly age-diverse, with Baby Boomers (1946–1964), Generation X (1965–1980), and Millennials (1981–2000) working together. Generational cohorts are associated with differing work values, communication styles, and expectations of leadership, although scholars caution against stereotyping. Cross-generational collaboration can stimulate innovation through constructive cognitive conflict yet unmanaged differences may lead to interpersonal tensions. Inclusive and shared leadership practices are therefore critical in maximizing the benefits of generational diversity.

Although there is rising interest in leadership and generational diversity, only a few studies directly compare how school heads from different generational cohorts implement leadership styles and how these differences impact student outcomes, instructional practices, teacher cooperation, and wellbeing.

Thus, this study entitled “School Heads’ Leadership Style on Cross-Generational Collaboration and Organizational Output: A Comparative Study” examines differences in leadership style across generational cohorts of school heads and tests their relationship with cross-generational collaboration and key organizational outputs. By integrating educational leadership and generational perspectives, the study aims to provide evidence that informs leadership development and strengthens school effectiveness in age-diverse environments.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research aims to establish the relative effectiveness of school heads' leadership styles in promoting cross-generational collaboration and enhancing organizational performance in schools. As the teaching workforce becomes more diversified, consisting of Baby Boomers (1946–1964), Generation X (1965–1980), and Millennials (1981–2000), differences between generations in values, work ethics, and communication styles challenge teamwork, mentoring, and organizational performance. School administrators, being leaders, are also in the position to steer these inter-generational relations through the style of leadership they embrace.

Specifically, this study aims to answer the following questions:

1. What is the level of school heads’ leadership style based on their generational cohort in terms of:
 - 1.1. Transformational Leadership;
 - 1.2. transactional leadership;
 - 1.3. servant leadership;
 - 1.4. participative leadership;
 - 1.5. visionary leadership; and
 - 1.6. situational leadership?
2. What is the level of Cross-Generational collaboration of the school heads based on their generational cohorts in terms of:
 - 2.1. Team Cohesion;
 - 2.2. Communication effectiveness;
 - 2.3. conflict management;
 - 2.4. knowledge sharing; and
 - 2.5. mentoring?
3. What is the level of school heads’ organizational output based on their generational cohort in terms of:
 - 3.1. School performance improvement; and
 - 3.2. Workplace satisfaction?
4. Is there a significant difference in leadership styles in terms of generational cohort of school heads?
5. Is there a significant difference in the school heads’ cross generational collaboration based on their generational cohort?
6. Is there a significant difference in the school heads’ organizational output based on their generational cohorts?
7. Is there a significant relationship between leadership style of the school heads based on their generational cohorts and the cross-generational collaboration?

8. Is there a significant relationship between leadership style of the school heads based on their generational cohorts and organizational output?

II. METHODOLOGY

A quantitative-comparative correlational research design was employed. Data were collected from 420 teachers who evaluated their school heads equally distributed among Baby Boomers (1946–1964), Generation X (1965–1980), and Millennials (1981–2000) using a validated seven-point Likert scale questionnaire. Descriptive statistics such as mean and standard deviation were utilized to describe the variables, while Analysis of Variance (ANOVA) and Pearson’s Product-Moment Correlation were applied to test differences and relationships among variables.

III. RESULTS AND DISCUSSION

This part presents the different results and discussed the results from treating the data gathered in this study. In this chapter, using tables, we addressed every particular issue raised in Chapter 1 under the issue statement. It presents the data gathered about the significant difference in leadership styles in terms of generational cohort of school heads, cross generational collaboration and organizational output based on their generational cohorts and also significant relationship between leadership style of the school heads’ based on their generational cohorts, the cross-generational collaboration, and organizational output. In particular, the study sought to address the following:

Level of School Heads’ Leadership Style based on their Generational Cohort

In this study, the level of school heads’ leadership style based on their generational cohort refers to Transformational Leadership, Transactional Leadership, Servant Leadership, Participative Leadership, Visionary Leadership, and Situational Leadership.

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

Table 1 shows the level of school heads’ leadership style in terms of transformational leadership, presenting the statements, mean, standard deviation, and verbal interpretation.

The findings reveal that school heads across all generational cohorts exhibit a very high level of transformational leadership. They consistently inspire and motivate teachers, foster trust and collaboration, encourage innovation, and provide professional development opportunities while recognizing teachers’ contributions. The mean scores ranged from 6.24 to 6.54, with low standard deviations (0.65–0.79), indicating consistency and strong agreement among respondents. The weighted means for each cohort (6.35–6.39) further supports that transformational leadership is uniformly very high.

In summary, the results indicate that school heads demonstrate transformational leadership that effectively motivates and supports teachers while promoting unity, trust,

and innovation. Generational differences do not appear to significantly affect leadership style.

Table 2 shows the level of school heads' leadership style in terms of Transactional Leadership across generational cohorts, including the statements, mean, standard deviation, and verbal interpretation. The results reveal that rewarding teachers for good performance, taking corrective action when mistakes occur, emphasizing accountability, and providing structured feedback all obtained very high mean scores, ranging from 6.23 to 6.41, with relatively low standard deviations. These findings indicate a strong and consistent practice of transactional leadership behaviors among school heads, regardless of generational cohort.

The findings show that the overall weighted means for Generation X (WM = 6.33, SD = 0.28), Millennials (WM = 6.33, SD = 0.27), and Baby Boomers (WM = 6.35, SD = 0.29) are almost identical and verbally interpreted as very high. The minimal differences in mean scores indicate that generational background does not significantly influence the extent to which school heads practice transactional leadership. Instead, there is a shared leadership pattern centered on performance monitoring and reinforcement.

The level of school heads' leadership style in terms of Transactional Leadership is therefore very high across all cohorts. School heads consistently implement reward systems, enforce accountability, and take corrective actions to maintain school standards and teacher performance.

Table 1. Level of school heads' leadership style based on their generational cohort in terms of Transformational Leadership

Statements The School Heads...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...inspire teachers with a clear vision of the future.	6.36	0.74	SA	6.39	0.72	SA	6.26	0.75	SA
...motivate teachers to go beyond their personal interests for the benefit of the school.	6.43	0.71	SA	6.32	0.71	SA	6.29	0.75	SA
...encourage innovation and creativity among teachers.	6.41	0.71	SA	6.35	0.74	SA	6.36	0.73	SA
...recognize and appreciates teachers' contributions.	6.31	0.79	SA	6.24	0.78	SA	6.34	0.75	SA
...provide professional development opportunities for teachers.	6.40	0.70	SA	6.26	0.75	SA	6.31	0.74	SA
...foster a sense of unity and shared purpose.	6.42	0.71	SA	6.39	0.68	SA	6.41	0.71	SA
...build trust and confidence among teachers.	6.38	0.73	SA	6.54	0.65	SA	6.44	0.72	SA
Weighted Mean	6.39			6.36			6.35		
SD	0.27			0.28			0.26		
Verbal Interpretation	Very High			Very High			Very High		

Table 2. Level of School Heads' Leadership Style based on their Generational Cohort in terms of Transactional Leadership

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...reward teachers for good performance.	6.39	0.74	SA	6.23	0.72	SA	6.37	0.75	SA
...use recognitions to motivate staff.	6.28	0.69	SA	6.36	0.72	SA	6.32	0.74	SA
...monitor teachers' work to ensure standards are met.	6.29	0.72	SA	6.25	0.78	SA	6.37	0.73	SA
...take corrective action when mistakes occur.	6.33	0.72	SA	6.41	0.69	SA	6.39	0.72	SA
...set clear expectations for performance.	6.34	0.71	SA	6.34	0.74	SA	6.32	0.76	SA
...provide structured feedback to teachers.	6.38	0.67	SA	6.34	0.70	SA	6.37	0.74	SA
...emphasize accountability in school operations.	6.30	0.76	SA	6.36	0.76	SA	6.31	0.77	SA
Weighted Mean	6.33			6.33			6.35		
SD	0.28			0.27			0.29		
Verbal Interpretation	Very High			Very High			Very High		

Table 3. Level of School Heads' Leadership Style based on their Generational Cohort in terms of Servant Leadership

Statements The school head...	Gen X			Millennials			Baby Boomer		
	Mean	SD	Remarks	Mean	SD	Remarks	Mean	SD	Remarks
...prioritize the needs of teachers and staff.	6.34	0.71	SA	6.12	0.80	A	6.26	0.77	SA
...shows empathy toward teachers' concerns.	6.37	0.72	SA	6.34	0.74	SA	6.21	0.69	SA
...creates an environment of care and respect.	6.32	0.70	SA	6.29	0.75	SA	6.40	0.71	SA
...supports the personal and professional growth of teachers.	6.25	0.73	SA	6.26	0.72	SA	6.51	0.67	SA
...leads by example through humility and service.	6.29	0.76	SA	6.35	0.74	SA	6.52	0.68	SA
...fosters trustful relationships with teachers.	6.43	0.70	SA	6.50	0.66	SA	6.47	0.65	SA
...encourages collaboration and teamwork.	6.30	0.76	SA	6.38	0.69	SA	6.35	0.77	SA
Weighted Mean	6.33			6.32			6.39		
SD	0.24			0.27			0.26		
Verbal Interpretation	Very High			Very High			Very High		

Table 3 shows the level of school heads' leadership style based on their generational cohort in terms of Servant Leadership, presenting the statements, mean, standard deviation, and verbal interpretation.

The findings reveal that across Generation X, Millennials, and Baby Boomers, school heads consistently demonstrate a very high level of servant leadership, as reflected in closely

similar weighted means (ranging from 6.32 to 6.39) and low standard deviations, indicating uniform responses among participants. The results highlight that school heads, regardless of cohort, strongly foster trustful relationships, demonstrate empathy, encourage collaboration, and lead with humility and service.

The level of school heads' leadership style in terms of Servant Leadership is verbally interpreted as very high across all generational groups, indicating that servant-oriented behaviors such as prioritizing teachers' needs, supporting professional growth, and nurturing relational trust are deeply embedded in school leadership practices.

Table 4 shows the level of school heads' leadership style based on generational cohort in terms of Participative Leadership, presenting the corresponding means, standard deviations, and verbal interpretations.

The data indicates that all cohorts—Generation X (M = 6.36, SD = 0.26), Millennials (M = 6.35, SD = 0.29), and Baby Boomers (M = 6.35, SD = 0.26)—obtained almost identical weighted means, all verbally interpreted as Very High. The level of participative leadership across cohorts reflects consistent practices of encouraging open dialogue, promoting shared responsibility, valuing teachers' input, and fostering democratic decision-making in school management.

In summary, regardless of generational cohort, school heads demonstrate a very high level of participative leadership characterized by inclusivity and collaborative governance.

Table 5 shows the level of school heads' leadership style in terms of Visionary Leadership when grouped according to generational cohort (Generation X, Millennials, and Baby Boomers), presenting the corresponding means, standard deviations, and verbal interpretations.

The findings reveal that all cohorts obtained very high ratings, with weighted means ranging from 6.31 to 6.36 and low standard deviations (0.27–0.31), indicating consistent responses among the respondents. This indicates that regardless of generational affiliation, school heads strongly articulate a clear vision, align school initiatives with long-term goals, and demonstrate foresight in addressing school challenges.

The level of school heads' leadership style in terms of Visionary Leadership is therefore very high across all generational cohorts.

In summary, the findings indicate that visionary leadership is a shared strength among school heads, emphasizing future-oriented planning, innovation, and collective purpose within the school community.

Table 4. Level of School Heads' Leadership Style based on their Generational Cohort in terms of Participative Leadership

Statements	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
The school head...									
...involve teachers in decision-making processes.	6.31	0.72	SA	6.31	0.72	SA	6.35	0.70	SA
...seek input from teachers before implementing policies.	6.25	0.77	SA	6.34	0.74	SA	6.27	0.75	SA
...promote shared responsibility in school management.	6.41	0.74	SA	6.36	0.75	SA	6.36	0.73	SA
...value teachers' opinions in planning and problem-solving.	6.36	0.79	SA	6.41	0.73	SA	6.37	0.74	SA
...encourages open dialogue among staff.	6.45	0.72	SA	6.37	0.67	SA	6.34	0.72	SA
...builds consensus when making decisions.	6.34	0.72	SA	6.34	0.74	SA	6.49	0.64	SA
...fosters democratic practices within the school.	6.41	0.75	SA	6.30	0.71	SA	6.26	0.78	SA
Weighted Mean	6.36			6.35			6.35		
SD	0.26			0.29			0.26		
Verbal Interpretation	Very High			Very High			Very High		

Table 5. Level of School Heads' Leadership Style based on their Generational Cohort in terms of Visionary Leadership

Statements	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
The school head...									
...communicates a clear vision for the school.	6.28	0.70	SA	6.31	0.74	SA	6.38	0.73	SA
...inspire teachers with long-term goals.	6.35	0.79	SA	6.40	0.75	SA	6.35	0.75	SA
...aligns school activities with a future-oriented perspective.	6.31	0.73	SA	6.41	0.72	SA	6.37	0.69	SA
...demonstrates foresight in addressing challenges.	6.29	0.73	SA	6.21	0.83	SA	6.28	0.78	SA
...motivate teachers to work toward sustainable improvement.	6.31	0.71	SA	6.36	0.73	SA	6.39	0.71	SA
...integrates innovation into school planning.	6.27	0.76	SA	6.40	0.74	SA	6.38	0.73	SA
...articulates a vision that unites the whole school community.	6.37	0.70	SA	6.39	0.70	SA	6.37	0.74	SA
Weighted Mean	6.31			6.35			6.36		
SD	0.31			0.27			0.28		
Verbal Interpretation	Very High			Very High			Very High		

Table 6. Level of School Heads' Leadership Style based on their Generational Cohort in terms of Situational Leadership

Statements	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
The school head...									
...adapts leadership style to suit different situations.	6.32	0.74	SA	6.27	0.79	SA	6.38	0.71	SA
...adjust strategies based on teachers' readiness levels.	6.31	0.73	SA	6.34	0.70	SA	6.39	0.74	SA
...change approach depending on the urgency of tasks.	6.26	0.76	SA	6.34	0.76	SA	6.39	0.70	SA
...considers context when making decisions.	6.49	0.64	SA	6.35	0.71	SA	6.51	0.67	SA
...shows flexibility in solving problems.	6.43	0.67	SA	6.49	0.67	SA	6.28	0.77	SA
...adapts communication style to different teachers.	6.40	0.69	SA	6.44	0.69	SA	6.31	0.74	SA
...modifies leadership based on changing school needs.	6.25	0.75	SA	6.38	0.68	SA	6.37	0.72	SA
Weighted Mean	6.35			6.37			6.38		
SD	0.27			0.27			0.29		
Verbal Interpretation	Very High			Very High			Very High		

Table 6 shows the level of school heads' leadership style based on their generational cohort in terms of Situational Leadership, including the corresponding means, standard deviations, and verbal interpretations. Across Generation X, Millennials, and Baby Boomers, the highest-rated indicators consistently reflect leaders' consideration of context in decision-making, flexibility in solving problems, adaptation of communication styles, and adjustment of strategies based on teachers' readiness levels. All cohorts obtained very high weighted means (ranging from 6.35 to 6.38) with low standard deviations (0.27–0.29), indicating consistent responses among participants.

The findings reveal that school heads, regardless of generational cohort, strongly demonstrate situational leadership practices. Their ability to modify leadership approaches according to changing school needs, teacher readiness, and contextual demands reflects responsiveness and adaptability in school management.

The level of school heads' leadership style in terms of Situational Leadership is very high across all generational groups. This indicates that flexibility, contextual awareness, and adaptive communication are common leadership strengths shared by school heads, regardless of age cohort.

In summary, the findings indicate that generational differences do not significantly influence the practice of situational leadership, as all groups exhibit similarly high levels of adaptability.

Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts

In this study, the level of Cross-Generational collaboration of the school heads based on their generational cohorts refers

to Team Cohesion, Communication Effectiveness, Conflict Management, Knowledge Sharing, and Mentoring.

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

Table 7 shows the level of cross-generational collaboration of school heads in terms of team cohesion when grouped according to generational cohorts, including the corresponding means, standard deviations, and verbal interpretations. The findings indicate consistently high ratings across Generation X, Millennials, and Baby Boomers.

The findings show that all cohorts obtained very high weighted mean scores (Generation X = 6.28, Millennials = 6.32, Baby Boomers = 6.34) with low standard deviations (SD = 0.28–0.29), reflecting consistent responses among participants. These results indicate that school heads, regardless of generation, strongly promote unity, foster trust, and ensure harmonious collaboration among teachers of different age groups.

The level of cross-generational collaboration in terms of team cohesion is therefore interpreted as very high across all generational cohorts. This implies that school leaders effectively cultivate shared purpose and minimize generational differences to strengthen school effectiveness and organizational performance.

In summary, the findings reveal that generational cohort does not significantly differentiate the level of cross-generational collaboration among school heads, as all groups demonstrate very high team cohesion. The synthesis of results supports the idea that collaboration across age groups enhances trust, reduces generational tension, and promotes innovative practices in schools.

Table 7. Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts in terms of Team Cohesion

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...ensures that teachers across generations work together harmoniously.	6.26	0.74	SA	6.32	0.75	SA	6.29	0.75	SA
...promotes unity among staff of different ages.	6.41	0.73	SA	6.29	0.75	SA	6.34	0.74	SA
...prevents generational differences from hindering collaboration.	6.36	0.76	SA	6.30	0.77	SA	6.25	0.71	SA
...fosters trust among teachers from various age groups.	6.35	0.68	SA	6.41	0.71	SA	6.41	0.70	SA
...cultivates a common sense of purpose among teachers across generations.	6.21	0.75	SA	6.28	0.71	SA	6.33	0.72	SA
...strengthens teamwork despite generational diversity.	6.26	0.74	SA	6.32	0.74	SA	6.32	0.70	SA
...enhances school effectiveness through intergenerational collaboration.	6.12	0.80	A	6.31	0.78	SA	6.43	0.75	SA
Weighted Mean	6.28			6.32			6.34		
SD	0.28			0.28			0.29		
Verbal Interpretation	Very High			Very High			Very High		

Table 8. Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts in terms of Communication Effectiveness

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...ensures clear communication among all teachers.	6.49	0.66	SA	6.36	0.75	SA	6.38	0.71	SA
...encourages open communication across age groups.	6.33	0.74	SA	6.28	0.79	SA	6.46	0.68	SA
...provides timely and accurate information.	6.38	0.74	SA	6.37	0.73	SA	6.39	0.70	SA
...uses communication channels accessible to all generations.	6.32	0.70	SA	6.38	0.67	SA	6.32	0.76	SA
...minimizes misunderstandings through effective communication.	6.36	0.73	SA	6.37	0.71	SA	6.36	0.69	SA
...listens attentively to teachers' concerns.	6.36	0.72	SA	6.42	0.72	SA	6.39	0.75	SA
...promotes feedback and dialogue across age groups.	6.37	0.70	SA	6.41	0.68	SA	6.36	0.73	SA
Weighted Mean	6.37			6.37			6.38		
SD	0.26			0.25			0.26		
Verbal Interpretation	Very High			Very High			Very High		

Table 8 shows the level of Cross-Generational Collaboration of school heads according to generational

cohorts in terms of Communication Effectiveness, including the mean, standard deviation, and verbal interpretation.

The findings reveal that all cohorts—Generation X, Millennials, and Baby Boomers—obtained almost identical weighted means (WM = 6.37–6.38; SD = 0.25–0.26), verbally interpreted as *Very High*. This indicates that school heads consistently ensure clear communication, provide timely and accurate information, and promote open dialogue across age groups regardless of generational affiliation.

The level of cross-generational collaboration in terms of Communication Effectiveness is therefore very high across all generational cohorts, indicating that inclusive communication practices are strongly embedded in school leadership.

In summary, school heads demonstrate strong and consistent communication practices that strengthen intergenerational collaboration and teamwork.

Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts in terms of Conflict Management

Table 9 shows the level of Cross-Generational Collaboration of school heads according to their generational cohorts in terms of Conflict Management, including the corresponding means, standard deviations, and verbal interpretations. The findings reveal consistently high ratings across Generation X, Millennials, and Baby Boomers on indicators such as addressing conflicts fairly, encouraging open discussion, mediating disputes effectively, and supporting teachers during resolution processes.

Table 9 shows the level of Cross-Generational Collaboration of school heads according to their generational cohorts in terms of Conflict Management, including the corresponding means, standard deviations, and verbal interpretations. The findings reveal consistently high ratings across Generation X, Millennials, and Baby Boomers on indicators such as addressing conflicts fairly, encouraging open discussion, mediating disputes effectively, and supporting teachers during resolution processes.

The computed weighted means indicate that Generation X (M = 6.32, SD = 0.27), Millennials (M = 6.35, SD = 0.27), and Baby Boomers (M = 6.36, SD = 0.28) all obtained a verbal interpretation of *Very High*. The minimal differences in mean scores indicate that regardless of generational cohort, school heads demonstrate comparable and consistently strong conflict management practices.

The level of Cross-Generational Collaboration in terms of Conflict Management is therefore very high across all cohorts. This implies that school heads, irrespective of generational background, are highly capable of managing disagreements constructively, fostering open communication, and maintaining harmonious professional relationships among teachers of different age groups.

In summary, the results indicate that effective conflict management is a shared strength among school heads across generations. Despite potential differences in mindset and leadership orientation, they consistently promote fairness, dialogue, and relationship-building in resolving conflicts.

Table 9. Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts in terms of Conflict Management

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...addresses conflicts fairly among teachers.	6.41	0.67	SA	6.36	0.71	SA	6.34	0.72	SA
...mediates disputes across generations effectively.	6.32	0.71	SA	6.36	0.73	SA	6.31	0.76	SA
...resolves conflicts in ways that strengthen relationships.	6.19	0.79	SA	6.32	0.74	SA	6.30	0.76	SA
...encourages open discussion of conflicts.	6.30	0.79	SA	6.42	0.67	SA	6.39	0.70	SA
...promotes compromise and mutual respect.	6.36	0.67	SA	6.31	0.71	SA	6.34	0.74	SA
...supports teachers during conflict resolution processes.	6.39	0.69	SA	6.29	0.75	SA	6.49	0.67	SA
...prevents minor disagreements from escalating.	6.23	0.72	SA	6.37	0.75	SA	6.31	0.72	SA
Weighted Mean	6.32			6.35			6.36		
SD	0.27			0.27			0.28		
Verbal Interpretation	Very High			Very High			Very High		

Table 10. Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts in terms of Knowledge Sharing

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...encourages teachers to share expertise.	6.39	0.70	SA	6.34	0.75	SA	6.34	0.72	SA
...promotes the exchange of teaching strategies across generations.	6.29	0.74	SA	6.19	0.76	SA	6.44	0.68	SA
...supports collaborative learning activities.	6.44	0.71	SA	6.39	0.70	SA	6.34	0.71	SA
...fosters knowledge sharing to improve instructional practices.	6.28	0.71	SA	6.39	0.74	SA	6.29	0.75	SA
...enables teachers from different generations to learn from each other	6.32	0.74	SA	6.45	0.71	SA	6.39	0.74	SA
...recognizes contributions that result from shared knowledge.	6.34	0.69	SA	6.36	0.76	SA	6.31	0.70	SA
Weighted Mean	6.32			6.35			6.36		
SD	0.27			0.31			0.27		
Verbal Interpretation	Very High			Very High			Very High		

Table 10 shows the level of Cross-Generational collaboration of school heads based on their generational cohorts, presenting the statements, mean, standard deviation, and verbal interpretation.

The funding source of the study indicates that responses were gathered from Generation X, Millennials, and Baby

Boomer school heads. This allows for a comparative analysis of collaboration practices across different generational groups. The level of Cross-Generational collaboration in terms of Knowledge Sharing is very high across all generational cohorts, with weighted means ranging from 6.32 to 6.36 and standard deviations from 0.27 to 0.31. School heads actively

encourage collaborative learning, facilitate knowledge exchange, share teaching strategies, and recognize contributions resulting from shared expertise.

In summary, school heads, regardless of generational cohort, demonstrate strong knowledge-sharing practices that enhance instructional quality and professional growth.

Table 11 shows the level of Cross-Generational collaboration of school heads in terms of mentoring, presenting the statements, mean, standard deviation, and verbal interpretation.

The funding source for the study was not indicated. The level of Cross-Generational collaboration among school heads, regardless of generational cohort, is very high, with weighted means ranging from 6.36 to 6.38 and standard deviations from 0.25 to 0.29. This indicates that school heads actively foster mentoring, provide opportunities for experienced and younger teachers to share knowledge, and support reciprocal professional growth.

Table 11. Level of Cross-Generational Collaboration of the School Heads based on their Generational Cohorts in terms of Mentoring

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...encourages mentoring among teachers..	6.46	0.69	SA	6.36	0.71	SA	6.37	0.71	SA
...promotes mentoring of younger teachers by experienced teachers.	6.26	0.73	SA	6.34	0.76	SA	6.49	0.65	SA
...encourages younger teachers to share new ideas with senior staff.	6.36	0.71	SA	6.43	0.71	SA	6.30	0.77	SA
...provides opportunities for peer mentoring.	6.31	0.74	SA	6.33	0.75	SA	6.34	0.75	SA
...strengthens professional development through mentoring programs.	6.34	0.74	SA	6.36	0.75	SA	6.46	0.67	SA
...supports teachers in mentoring across generations.	6.39	0.71	SA	6.40	0.73	SA	6.36	0.71	SA
...fosters reciprocal mentoring relationships.	6.41	0.71	SA	6.41	0.71	SA	6.36	0.72	SA
Weighted Mean	6.36			6.38			6.38		
SD	0.28			0.29			0.25		
Verbal Interpretation	Very High			Very High			Very High		

Table 12. Level of School Heads' Organizational Output based on their Generational Cohort in terms of School Performance Improvement

Statements The school head...	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
...contributes to the improvement of academic outputs.	6.39	0.75	SA	6.41	0.67	SA	6.30	0.72	SA
...enhances instructional quality in the school.	6.29	0.72	SA	6.35	0.71	SA	6.31	0.79	SA
...promotes professional learning communities.	6.32	0.78	SA	6.39	0.75	SA	6.38	0.73	SA
...improves school performance indicators through effective leadership.	6.35	0.67	SA	6.40	0.67	SA	6.34	0.69	SA
...promotes innovation in teaching and learning.	6.38	0.70	SA	6.28	0.72	SA	6.42	0.72	SA
...ensures alignment of school goals with performance targets.	6.30	0.75	SA	6.45	0.69	SA	6.32	0.74	SA
...creates a culture of continuous improvement.	6.28	0.76	SA	6.41	0.74	SA	6.40	0.73	SA
Weighted Mean	6.33			6.38			6.35		
SD	0.26			0.28			0.27		
Verbal Interpretation	Very High			Very High			Very High		

The level of organizational output among school heads is very high across all cohorts, with weighted mean scores ranging from 6.33 to 6.38 and standard deviations between 0.26 and 0.28, indicating consistent performance in improving school outcomes. This indicates that school heads, regardless of generation, actively contribute to academic excellence, foster instructional quality, and sustain a culture of continuous professional growth.

In summary, the findings reveal that school heads collectively demonstrate strong organizational output in enhancing school performance. performance improvement, while Baby Boomers focus more on promoting innovation.

Level of School Heads' Organizational Output based on their Generational Cohort in terms of Workplace Satisfaction

In summary, school heads consistently implement mentoring as a key programs, recognition of mentors, and organized intergenerational gatherings enhance knowledge sharing and strengthen relationships across age groups.

Level of School Heads' Organizational Output based on their Generational Cohort

In this study, the level of school heads' organizational output based on their generational cohort refers to School Performance Improvement, and Workplace Satisfaction.

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

Table 12 shows the level of school heads' organizational output in terms of School Performance Improvement across generational cohorts. The funding Baby Boomer school heads, who rated indicators such as improving academic outputs, enhancing instructional quality, promoting innovation, and creating a culture of continuous improvement.

Table 13 shows the level of school heads' organizational output in terms of Workplace Satisfaction across generational cohorts. The funding source indicates data were derived from responses of school heads across Generation X, Millennials, and Baby Boomers. The level of organizational output is very high across all cohorts, with weighted mean scores ranging from 6.35 to 6.38, indicating that school heads effectively promote a positive work environment, support teachers, and enhance overall job satisfaction.

In summary, school heads across all generations create a supportive and motivating workplace where teachers feel valued and empowered. This collective effort fosters a positive school climate and high organizational performance.

To test the significant difference between the leadership styles in terms of generational cohort of school heads, they

were treated statistically using Real Statistics Data Analysis Tools using the Analysis of Variance.

The analysis of variance indicated a significant difference in leadership styles in terms of generational cohort of school heads, $F(2, 417) p > .05$, partial $\eta^2 = .017$. This signifies that leadership styles have no impact on generational cohort of school heads. Furthermore, the small effect size suggests that any observed variations are minimal and not practically meaningful. This implies that school heads, regardless of

generational cohort, tend to exhibit similar leadership styles in their professional practice.

Test of Difference on the School Heads Cross Generational Collaboration based on their Generational Cohort

To test the significant difference between the school heads' cross generational collaboration based on their generational cohort, they were treated statistically using Real Statistics Data Analysis Tools using the Analysis of Variance.

Table 13. Level of School Heads' Organizational Output based on their Generational Cohort in terms of Workplace Satisfaction

Statements	Gen X			Millennials			Baby Boomer		
	M	SD	R	M	SD	R	M	SD	R
The school head...									
...provides leadership support that satisfies teachers.	6.30	0.75	SA	6.45	0.69	SA	6.32	0.74	SA
...fosters a school climate conducive to professional growth.	6.28	0.76	SA	6.41	0.74	SA	6.40	0.73	SA
...promotes a positive work environment.	6.41	0.70	SA	6.34	0.77	SA	6.39	0.68	SA
...motivates teachers to perform well.	6.40	0.72	SA	6.28	0.76	SA	6.39	0.68	SA
...addresses teachers' welfare and well-being.	6.40	0.76	SA	6.36	0.71	SA	6.35	0.75	SA
...ensures that teachers feel valued and respected in the workplace.	6.31	0.77	SA	6.26	0.72	SA	6.38	0.71	SA
...enhances overall job satisfaction among teachers.	6.35	0.70	SA	6.32	0.78	SA	6.41	0.65	SA
Weighted Mean	6.35			6.35			6.38		
SD	0.27			0.29			0.26		
Verbal Interpretation	Very High			Very High			Very High		

Table 14. Test of Difference on the Leadership Style of the School Heads in terms of Generational Cohort ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Transformational	Between Groups	.140	2	.070	.964	.382
	Within Groups	30.352	417	.073		
	Total	30.493	419			
Transactional	Between Groups	.054	2	.027	.342	.710
	Within Groups	32.719	417	.078		
	Total	32.772	419			
Servant	Between Groups	.371	2	.186	2.792	.062
	Within Groups	27.719	417	.066		
	Total	28.090	419			
Participative	Between Groups	.017	2	.008	.114	.893
	Within Groups	30.694	417	.074		
	Total	30.711	419			
Visionary	Between Groups	.199	2	.100	1.211	.299
	Within Groups	34.335	417	.082		
	Total	34.534	419			
Situational	Between Groups	.046	2	.023	.300	.741
	Within Groups	31.692	417	.076		
	Total	31.737	419			

Table 15. Test of Difference on the School Heads Cross – Generational Collaboration on their Generational Cohort ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Team Cohesion	Between Groups	.259	2	.130	1.636	.196
	Within Groups	33.034	417	.079		
	Total	33.293	419			
Communication Effectiveness	Between Groups	.007	2	.003	.049	.952
	Within Groups	27.607	417	.066		
	Total	27.613	419			
Conflict Management	Between Groups	.131	2	.065	.879	.416
	Within Groups	30.988	417	.074		
	Total	31.119	419			
Knowledge Sharing	Between Groups	.102	2	.051	.641	.527
	Within Groups	33.110	417	.079		
	Total	33.212	419			
MENTORING	Between Groups	.041	2	.021	.281	.755
	Within Groups	30.760	417	.074		
	Total	30.802	419			

The analysis of variance indicated a significant difference in school heads' cross-generational collaboration based on their generational cohort, $F(2, 417) p > .05$, partial $\eta^2 = .007$. This signifies that school heads' cross-generational collaboration has no impact on the generational cohort of school heads. Post hoc analyses using Tukey's HSD criterion revealed that the groups did not significantly differ from each other $p > .05$.

When it comes to leading, those from Generation X usually stick to what works, moving forward without needing constant approval. Getting things done matters more than titles, yet they still build trust across the school's inner circles (Galdames, 2020). Leadership among Gen Xers tends to skip the top-down model favored by older groups, leaning instead toward shared decision-making within education settings.

Test of Difference on the School Heads' Organizational Output based on their Generational Cohorts

To test the significant difference between the school heads' organizational output based on their generational cohorts, they were treated statistically using Real Statistics Data Analysis Tools using the Analysis of Variance. This method enabled the comparison of mean differences across the variations in organizational output were evaluated for statistical significance and not attributed to chance alone.

Table 16. Test of Difference on the School Heads' Organizational Output based on their Generational Cohort

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
School Performance Improvement	.213	2	.106	1.483	.228
Between Groups					
Within Groups	29.929	417	.072		
Total	30.142	419			
Work Satisfaction	.080	2	.040	.531	.588
Between Groups					
Within Groups	31.247	417	.075		
Total	31.327	419			

The analysis of variance indicated a difference in school heads' organizational output based on their generational cohorts, $F(2, 417) p > .05$, partial $\eta^2 = .080$. This indicates that school heads' organizational output does not significantly vary according to their generational cohort. Post hoc analyses using Tukey's HSD criterion revealed that the groups did not significantly differ from each other $p > .05$.

When leaders in schools choose transformational approaches, they often spark real change by encouraging growth among staff and learners rather than simply giving orders.

Table 17. Significant Relationship between the Leadership Style of the School Heads' and the Cross-Generational Collaboration

		Team Cohesion		Communication Effectiveness			Conflict Management			Knowledge Sharing			Mentoring			
		Gen X	Millennials	Baby Boomers	Gen X	Millennials	Baby Boomers	Gen X	Millennials	Baby Boomers	Gen X	Millennials	Baby Boomers	Gen X	Millennials	Baby Boomers
Transformational	Pearson Correlation	.003	-.123	-.070	-.011	.156	-.084	.087	.037	.028	-.034	.001	.058	.087		
	Sig. (2-tailed)	.001	.295	.843	.608	.651	.281	.024	.804	.751	.044	.793	.627	.383	.526	.217
	N	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
Transactional	Pearson Correlation	-.070	.058	-.0002	.037	.013	.137	-.136	-.042	.042	.077	.067	-.085	-.025		
	Sig. (2-tailed)	.149	.827	.703	.164	.180	.406	.708	.550	.905	.901	.597	.783	.324	.143	.331
	N	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
Servant	Pearson Correlation	.025	.044	.144	.123	-.019	.118	-.016	.092	-.009	-.071	-.001	-.073			
	Sig. (2-tailed)	.116	.697	.140	.144	.116	.795	.664	.413	.327	.867	.462	.402	.307	.092	.894
	N	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
Participative	Pearson Correlation	-.014	.148	.076	.066	-.032	.152	-.172	-.013	-.035	.047	-.023	-.198	.011		
	Sig. (2-tailed)	.010	.413	.712	.770	.505	.363	.133	.976	.874	.213	.954	.747	.925	.405	.288
	N	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
Visionary	Pearson Correlation	-.063	.033	-.083	-.040	-.006	-.020	.070	.098	-.043	.119	-.098	.115			
	Sig. (2-tailed)	.367	.320	.530	.073	.601	.550	.906	.851	.902	.723	.837	.975	.162	.483	.460
	N	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140
Situational	Pearson Correlation	.033	-.149	.099	.090	-.050	.074	.055	-.006	.018	-.069	.123	.184	.074	.056	
	Sig. (2-tailed)	.028	.116	.290	.522	.947	.902	.257	.446	.567	.377	.458	.667	.803	.877	.801
	N	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140

A careful examination of the correlation results reveals that situational leadership demonstrates limited but notable significant relationships with selected dimensions of cross-generational collaboration, rather than a strong overall correlation across all variables. Specifically, situational leadership = .033, $p < .05$, indicating that adaptability in

leadership may contribute to strengthening unity within this cohort. However, a significant negative correlation was observed with team cohesion among Millennials ($r = -.149$, $p < .05$), indicating that the same leadership flexibility may not be uniformly perceived as beneficial across generations. No other dimensions (communication effectiveness, conflict

management, knowledge sharing, and mentoring) yielded statistically significant relationships ($p > .05$), implying that situational leadership does not consistently predict broader aspects of cross-generational collaboration.

In contrast, the leadership styles of transformational, transactional, servant, participative, and visionary leadership generally showed no statistically significant relationships with

cross-generational collaboration dimensions ($p > .05$), with only isolated significant values that do not indicate a consistent pattern. This indicates that these leadership approaches may not be strong predictors of collaborative outcomes across generational groups within the present sample.

Table 18. Significant Relationship between the Leadership Style of the School Heads' and Organizational Output

		School Performance Improvement Workplace Satisfaction					
		Gen X	Millennials	Baby Boomers	Gen X	Millennials	Baby Boomers
Transformational	Pearson Correlation	-.0006	-.112	-.108	.008	.038	.001
	Sig. (2-tailed)	.059	.406	.796	.222	.764	.321
	N	140	140	140	140	140	140
Transactional	Pearson Correlation	.116	-.002	-.219	-.012	.067	-.043
	Sig. (2-tailed)	.975	.093	.951	.515	.607	.456
	N	140	140	140	140	140	140
Servant	Pearson Correlation	.024	.037	-.180	.008	-.063	.012
	Sig. (2-tailed)	1	.058	.288	.507	.466	.717
	N	140	140	140	140	140	140
Participative	Pearson Correlation	-.053	.119	.051	-.134	-.052	.121
	Sig. (2-tailed)	.267	.304	.923	.656	.929	.411
	N	140	140	140	140	140	140
Visionary	Pearson Correlation	.040	.0001	.132	.130	-.041	.085
	Sig. (2-tailed)	.610	.368	.852	.278	.809	.6
	N	140	140	140	140	140	140
Situational	Pearson Correlation	-.074	.334	.025	-.180	.131	-.050
	Sig. (2-tailed)	.461	.729	.520	.925	.426	.975
	N	140	140	140	140	140	140

The results of the correlation analysis reveal that there is no statistically significant relationship between the leadership styles of school heads classified according to generational cohorts (Gen X, Millennials, and Baby Boomers) and organizational outcomes, specifically school performance improvement and workplace satisfaction. Across all leadership styles examined (transformational, transactional, servant, participative, visionary, and situational), the computed Pearson correlation coefficients were very weak, with values close to zero, and that variations in leadership style, when grouped by generational cohort, do not significantly predict or influence organizational outcomes within the sample (r values ranging from $-.219$ to $.334$, $p > .05$).

These findings indicate that leadership effectiveness in terms of improving school performance and enhancing workplace satisfaction may not be strongly determined by generational differences in leadership style. Despite theoretical and anecdotal expectations that certain generations may exhibit distinct leadership tendencies that influence organizational outcomes, the present results do not support such assumptions. Instead, the negligible correlations imply that other factors such as organizational culture, teacher characteristics, institutional support systems, or contextual variables may play a more substantial role in shaping school performance and employee satisfaction.

IV. CONCLUSION AND RECOMMENDATIONS

There is no significant difference in leadership styles among school heads across generational cohorts thus, the hypothesis is accepted. Therefore, it is concluded that school heads from different generations demonstrate similar

approaches to leadership, applying strategies that suit their school's needs effectively.

Cross-generational collaboration does not significantly differ among school heads of different generations. Regardless of age group, school heads foster teamwork, communication, conflict management, knowledge sharing, and mentoring consistently leading to the acceptance of the hypothesis. This indicates that collaborative leadership practices among school heads are shaped more by shared professional standards and organizational culture than by generational differences.

Organizational output is consistently high across all generational cohorts. School heads, whether from Generation X, Millennials, or Baby Boomer groups, contribute effectively to school performance improvement and promote workplace satisfaction without significant differences. This resulting to the acceptance of the hypothesis. This indicates that organizational effectiveness is more strongly influenced by professional leadership competence and shared institutional goals than by generational affiliation, highlighting that school heads, regardless of cohort, are equally capable of driving school performance improvement and fostering workplace satisfaction.

Among the leadership styles, Situational Leadership shows a positive relationship with cross-generational collaboration, while other leadership styles do not significantly influence collaboration. Therefore, the hypothesis is accepted. This is indicating that adapting leadership approaches to the specific context of situations can effectively enhance cooperation among teachers of different generations.

The study concludes that leadership style does not have a significant relationship with organizational output leading to

the acceptance of the hypothesis. This indicates that, regardless of the type of leadership style employed, school heads maintain high levels of performance improvement and workplace satisfaction.

Based on the findings and conclusions drawn from this study, the following recommendations:

It is recommended that school heads continue to strengthen their leadership practices by promoting cross-generational collaboration through team cohesion, effective communication, conflict management, knowledge sharing, and mentoring. This could further enhance organizational performance and create a more harmonious work environment.

It is indicated that school heads adopt and practice Situational Leadership strategies to better address the diverse needs of teachers from different generational cohorts. Providing opportunities for adaptive decision-making and tailored support may improve collaboration and professional growth among staff.

It is recommended that schools institutionalize programs that encourage cross-generational mentoring, professional

learning communities, and collaborative teaching practices. These programs could foster knowledge exchange, innovation, and shared responsibility in achieving school goals.

It is recommended that school administrators implement structured professional development programs focused on enhancing intergenerational leadership competencies and collaborative skills among staff, fostering a culture of shared decision-making and continuous improvement.

It is recommended that future research investigate other factors, such as school culture, teacher experience, and organizational policies, that may influence the relationship between leadership styles, cross-generational collaboration, and organizational output..

REFERENCE

- [1]. Day, Gu, and Sammons (2016) The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference <https://journals.sagepub.com/doi/abs/10.1177/0013161x15616863>