



AMERICAN JOURNAL OF INTERDISCIPLINARY RESEARCH AND INNOVATION (AJIRI)

ISSN: 2833-2237 (ONLINE)

VOLUME 1 ISSUE 2 (2022)



PUBLISHED BY: E-PALLI, DELAWARE, USA

Exploring the Impact of Leadership Styles on the Motivation of Millennial Teachers

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Article Information

Received: August 14, 2022

Accepted: August 18, 2022

Published: August 22, 2022

Keywords

Leadership Styles, Motivation, Transformational, Transactional, Laissez-Faire Extrinsic Motivation, Intrinsic Motivation, Millennials

ABSTRACT

The way a leader gives guidance, implements plans, and motivates people to achieve their goals is referred to as their leadership style. At this juncture, the exploration of leadership styles and its impact on the motivation of millennial teachers was considered a relevant discourse for the time being. The objective of the research is to assess the impact vis-a-vis the leadership style and motivation, mainly, for the purpose of establishing baseline data which may be beneficial to the players of the educational system. The anticipated outcome, on the other hand was, enhancement of leadership styles of educational leaders by proposing an action plan or program. In effect, the millennial teachers themselves would be guaranteed with a healthier functional and professional environment, to which, would also lead them to be educational leaders thereon. Using descriptive correlational design as method, a total of 105 elementary public-school teachers were identified through purposive sampling technique. All these respondents were stationed in various 21 elementary schools in the SDO Palayan City Annex, Province of Nueva Ecija, Philippines. Results revealed that preferred type of leadership by the respondents, the transformational leadership style's item-statements dealing on idealized influence got the highest general weighted mean of 4.04., described as Fairly Often. In terms of the intrinsic and extrinsic motivational factors of teaches, they emphasized on their work as very fundamental reason for defining who they are and because they need it, as their external motivational factor. A Professional Development Plan on Leadership Style and Motivation was crafted and recommended.

INTRODUCTION

With the kind of leadership that school leaders in the education sector exhibit, the work landscape has witnessed a lot of changes throughout the years. How teachers are managed and led by their superiors is somehow a big deal on their part. Teachers of all ages have characteristics distinct from one another. Generation Y or the millennial generation are emergent leaders who prefer to develop their careers through different mentorship programs and skills-training suited to their needs, passion, and desire." The success of achieving desired goals of the school is through the joint and cooperative effort of all educators concerned. Educators, though of different perceptions, are motivated to be of full support to the school and students.

On the other hand, the millennial generation covers most of the population of the teaching force. Millennial teachers are characterized by being motivated at work since they value meaningful motivation. As technology continues to evolve, more and more companies and institutions depend on online tools to manage tasks more effectively and efficiently. In this kind of millennial-oriented work environment, people usually see baby boomers as traditional employees who are not very open to change. This is why millennials are given much consideration in all aspects of work performance since they possess qualities/characteristics suited to a very demanding bulk of work.

"In today's world of work, millennials, when asked what they most wanted from a leader; listed some traits: mentor them with feedback, appreciated their good actions,

and coached or trained them how to improve; gentle spirit wherein they want to work for respectful, flexible, grounded leaders. When asked to describe leaders they wanted to follow, one word came up almost nonstop: "real Millennials seek leaders they can put their trust in." "At the onset, the researcher on this study is sometimes uplifted that her study of this generation is one of the most exciting and most encouraging research studies wherein herself is associated." She believes that she will continuously find hope in the millennials, "a promise of bright future, and continually finding among them a hunger to learn from leaders they respect."

LITERATURE REVIEW

On Leadership

Leadership means many things to different individuals. The definition is influenced by the viewpoints, thoughts, aims, and vocations of people who define it all. Leadership is described as the act of encouraging others to strive toward a common goal in its most basic form. As a result, a leader is someone who can inspire, motivate, and influence others. Because leaders can be found in so many various places, there are many distinct definitions of leadership. A prevalent misconception is that being a leader necessitates being in a position of elected or appointed authority. Some of the most powerful and influential individuals have never had a position of authority.

A well-known example is Mohandas Gandhi. Leadership capacity is determined by one's ability to put together the right set of characteristics and abilities to be able to create

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and communicate meaning, genuinely care about people, communicate clearly and honestly, be aware of the larger context of situations, and foster relationships with others. Although there is no set of abilities that a person must possess in order to be a leader, there are some that are vital for any leader's crucial relationship-building: Active listening, Conscientiousness, Empowerment, Effective communication, Persistence and Consistency. Relationships, team building, goal setting, creating communicating a vision, delegating a task, decision making are a few vital characteristics of leadership that a leader must keep in mind in his or her work. In effect, leadership development aims to better understand, anticipate, and intervene in how people and groups build leadership potential. These concerns have piqued the interest of academics interested in the elements and processes that influence the development of leaders and leadership (Day et al., 2021). "There is a large debate among theorists on how leadership should be perceived. Traditionally a trait perspective was used suggesting that leaders are born with special leadership qualities.

Transformational Leadership Style

"Transformational leadership is the most preferred type of leadership theory by many organizations and it involves engaging everyone in the decision-making" (Bass, 2000). "Leaders who are transformational are aware of their subordinates and have the capacity to motivate them bringing the subordinates together to form a consensus. Such a leadership style is contingent on explaining the vision to subordinates in a way that motivates them to achieve the aims of the organization" (Bass, 2000). Leaders can use values and emotions to motivate their followers. "Researchers have revealed that transformational leadership outperforms transactional leadership in terms of leadership effectiveness" (Bass, 2000).

Transformational leaders mainly seek to motivate organizational members while they strive to implement and increase the perception of success within the organization. "These leaders motivate their followers toward the realization of the organizational goals by gaining their confidence" (Currie & Lockett, 2007).

Transformational leadership may be advantageous to a company. Transformational leadership, according to Afshari, Siraj, Ghani, and Alfashari (2011), "enhances creativity, intrinsic motivation, psychological empowerment, and fosters innovation, all of which are important in enhancing performance". A strong leader can inspire employees to articulate a clear future vision" (Rawung et al., 2015; Masa'deh et al., 2016). Employees are motivated to better both personally and professionally by the empowerment that transformative leaders radiate. (Trmal et al., 2015). Employees are intellectually engaged by a transformational leader who motivates them to be more inventive and creative. "Knowledge sharing can happen as a result of intellectual stimulation, which leads to improved creativity throughout an organization."

("Ghasabeh, Reaiche, & Soosay, 2015"). Transformational leaders, like ethical leaders, encourage people to express their own opinions and ideas, which the Millennial employee values.

The leader must have a high level of integrity to appropriately utilize this leadership style" (DuBois et al., 2015). "A competent communicator is required of a transformative leader. The capacity to recognize and control one's own emotions as well as the emotions of others to maintain a positive relationship," according to the definition of emotional intelligence" (Mathew & Gupta, 2015).

Transactional Leadership Style

Transactional leadership is defined as a management style in which an employee is rewarded or punished for completing a task. Several leadership studies have indicated that when transactional leadership is used in an organization, mutual trust develops between the leader and the task-holder. Employees will be disciplined if subordinates make mistakes in their work. As a result, employees may not give their best effort because they are terrified of making a mistake. As a result, they are less inclined to take on new initiatives or acquire new abilities. Employees who perform at their best, on the other hand, are rewarded for their efforts, making them even more motivated to work harder.

A distinct hierarchy can be shown in transactional leadership. On an exchange basis, the leader drives his following. It's an obvious case of 'you do what I want, and I'll reward you for it.' If the required requirements are not reached, transactional leadership might involve 'punishments. "Transactional leaders work within the corporate culture as it exists; the transformational leader alters the organizational culture" according to Bass (1985), cited in Hay (2012).

According to Bass (2000), "The first characteristic of transactional leadership is active management by exception". This component entails acknowledging and accepting that managers' goals for achievement are not being attained, and hence remedial actions should be implemented. "The leader watches the workers' job performance and corrects their errors in active management by exception" (Bass, 2000). In addition, "the leader monitors the task's progress but rarely intervenes until it is absolutely necessary to avoid costly mistakes" (Bass, 2000). Active management by exception is utilized when there are limited resources, time to focus on all concerns, or if the subordinate is inexperienced in the subject matter.

The second feature of transactional leadership is exception management, in which an authority figure only intervenes to address an anomaly when a goal is not accomplished. "A leader does not intervene in organizational difficulties till the situation gets critical, and they do not take action unless an error happens. When the team is competent, mature, and experienced, the leader will adopt passive management by exception" (Bass, 2000). This manner

gives them the leeway to take proper measures and use their authority effectively.

The “third component of transactional leadership is *laissez-faire*”, in which a leader allows people to perform tasks in their own time frames. Employees are given total autonomy under *laissez-faire*. Those in positions of power are influenced by workplace circumstances. Cemaloglu, Sezgin, and Kilinc (2012) described “*Laissez-faire* leadership as a style of leadership in which the leader does not meddle with administrative operations and provides their subordinates complete autonomy”.

Conditional or contingent leadership is the fourth component of transactional leadership. Employees who have succeeded in their fields of employment are rewarded. “The rewards motivate employees intrinsically to continue working hard and realize the organization’s professional growth. The term contingent or conditional refers to a mutual transaction in which the leader strives to encourage subordinates by promises and rewards” (Nguni et al., 2006).

Laissez Faire Leadership Style

“The full-range leadership model” (Avolio, 2011), “which includes both transformational and transactional features, is one of the most well-known” (Den Hartog, Van Muijen, & Koopman, 1997) “and commonly used models of leadership” (Dumdum, Lowe, & Avolio, 2002; Judge & Piccolo, 2004; Lowe, Kroeck, & Sivasubramaniam, 1996). “The *laissez-faire* management approach has repeatedly been shown to be the least satisfying and successful” (Hinkin & Schriesheim, 2008b; Skogstad, Hetland, et al., 2014).

It’s characterized as a pattern of avoiding and abdicating one’s responsibilities (Hinkin & Schriesheim, 2008b; Skogstad, Hetland, et al., 2014). (P. 145, Bass & Bass, 2008). “However, because most research has focused on the direct consequences of *laissez-faire* leadership” (Bass & Bass, 2008; Hinkin & Schriesheim, 2008a), “little attention has been paid to the mechanisms and contextual boundaries associated with these effects, which is a gap we hope to fill with this study. Our attempt mirrors Wong and Giessner’s call for a more nuanced approach to *laissez-faire* leadership” (Wong & Giessner, 2018), “because the implications vary depending on the situation” (Yang, 2015; Yang & Li, 2017). We take a step toward understanding how the negative consequences of *laissez-faire* leadership might be reduced by throwing light on these processes and providing guidance for practitioners.

The *laissez-faire* leadership style is a delegated and non-authoritarian leadership style in which the leader gives subordinates only limited instruction. This is the sort of approach that individuals respond to and do well when they are left alone to accomplish their obligations. In this method, the leader must employ other forms of control, such as limited advice and total flexibility, to allow subordinates to solve issues and make judgments.

When subordinates are extremely talented and motivated, this technique works well. For advice and comments, the leader remains available to the subordinates. When group members lack the requisite knowledge or experience to make choices or when they are unable to meet deadlines, this technique is ineffective. Furthermore, this approach can result in low production. This leadership style requires the leader to instill trust and confidence in his or her employees.

Leadership Styles and Employee Motivation

“Leadership and motivation are inextricably linked. To lead has been defined by researchers in a variety of ways, including to conduct, guide, show the way, escort, steer, cause to follow, induce, to tend toward a specific purpose or outcome, direct or point the way by being the first to go, or by setting an example” (Majeed, Bhatti, Nemat, Rehman, & Rizwan, 2010). All of these concepts involve motivation in some way. According to Majeed et al. (2010), “Any institution’s capacity to drive its employees to better levels of performance is tied to the organization’s compensation schemes. It is critical to acknowledge the efforts made to achieve excellent performance as well as the many sorts of rewards provided to employees with varying demands or attitudes”. Majeed et al. stressed that businesses must experience a transformational change in order to attain strategic goals and superior performance. “This transformation necessitates new behaviors and characteristics among employees and their leaders. Different leadership styles, as well as tactics that will lead subordinates to higher organizational performance, are required for the organization’s or institution’s management and leaders” (Majeed et al., 2010). Any leader of a particular company must be conscious that they play a critical role in the organization’s success or failure. The leadership strategy is important in inspiring people to perform well and achieve company goals. Furthermore, leadership must be adaptable in order to engage personnel and improve performance.

The Millennials

Having established the discussions on leadership above, as a very particular denotation of the teachers, works about the millennials were also provided with related literature as presented below.

“The Millennial Report” by Inkling (2016) suggested that “there will be 17 million Millennials in the UK in 2019, making up a quarter of the population, Millennial are set to become the most prevalent generation in the workforce. Research shows that 90% of Millennials won’t stay with the same employer for more than five years, and 37% for more than two years” (CIPD, 2014). A survey by Deloitte (2016) showed that “44% of millennials have intent to leave their current organizations within two years. This growth in the current labor market and high intention to leave makes it critically important for organization to adapt policies, culture and leadership to

Millennials characteristics, requirements and inclinations”. “Employees will increasingly contribute time and effort if their roles and environment are consistent with their values” (Macey and Schneider, 2008).”

It was important for the millennials to be rewarded along the way in their work. It is contingent upon behaviors that are of importance to the organization, perceive the rewards as equitable, and of value to the employee. Lardner (2015) said, “A key element to design effective rewards strategies is to reward high-quality performance that is directly linked to the business success while not rewarding poor performance.”

According to Hoole and Hotz (2016), “Organizational rewards should affect behaviors such as performance, productivity, engagement, and commitment”. Langove and Isha (2017) submitted that “rewards should minimize turnover behavior”. Okinyi (2015), found, “A strong relationship between rewards and employee commitment to their organization. Okinyi findings indicate the more satisfied employees are with rewards the more committed and motivated they are.” Nazir et al., (2016) also found “a significant relationship between rewards and commitment. Nazir et al. findings revealed that as rewards increased, commitment increased and as a result, turnover intention decreased”.

In terms of the millennial leaving their job, they also manifest various styles. “The prerequisite to an individual leaving their job is their intention to leave, which is referred to as turnover intention” (Belete, 2018). “Turnover intention is considered a crucial organizational topic by both scholars and practitioners” (Jung et al., 2017). “Research on turnover intention often focuses on the influences of organizational or individual/employee characteristics and may depend on the ways in which organizational and individual factors influence employees’ physical and psychological status” (Kim, 2015). “A large amount of literature emerging during the last three decades has identified a range of antecedents of turnover intention and actual turnover, including individual characteristics, employee attitudes, organizational conditions, and managerial practices” (Kim & Fernandez, 2017).

On Motivation

Another key concept that is pursued in this paper is on motivation. The thoughts of intrinsic and extrinsic motivation of millennial teachers. Millennials were found to vary in their motivations especially when being compared to older generations. Even in terms of gender, millennials were found to differ in their motivation especially when it comes to work and career and leadership styles in an organization. Even in retention, millennials manifested varying preferences in terms of motivation. Indeed, it is worth exploring how authors have determined these complexities in the millennial’s motivation.

Intrinsic Motivation. Basically, what motivates an individual coming from within their personhood

defines their intrinsic motivation which was very much correlated to their identities. The data analysis penned by revealed four major themes in identity work: limiting the ideal self, reasserting the ideal self, updating the ideal self, and re-exploring potential selves. Participants’ flexibility, self-drive, and intrinsic motivation appeared to improve. Hence, determined that when it comes to work, there is not much difference between the intrinsic and extrinsic motivation of the millennial workers. But, in terms of retention or millennial staying longer in an employment, reported that only transformational leadership was shown to be strongly associated to Generation X employee retention, and only work-life balance was found to be significantly connected to intrinsic motivation. Transformational leadership was the only factor impacting Generation Y employees’ retention, but both transformational leadership and autonomy had a substantial influence on their intrinsic drive.

Extrinsic Motivation. “Government bureaucracies are increasingly dominated by millennials. The number of Generation Y personnel in the public sector has increased by 24% as a result of recent public service recruiting. These younger generations are exposed to a bureaucratic culture that is distinct from their own, favoring flexibility in terms of working hours and location, as well as technology expertise. Public sector leaders, on the other hand, are mostly from Generation X and have a leadership style that is incompatible with the millennial work culture, resulting in a generation gap”. These public servant millennials would be affected by extrinsic motivation particularly with the way the leaders treat them in their jobs. For their leaders to become their extrinsic motivators, four factors were needed to consider. First, rather than managers, millennials desire their bosses to be coaches who help them discover answers to their difficulties. Second, millennial want to work together to complete things. Third, they want their superiors to evaluate their work in a fair and impartial manner. Finally, millennial want motivation from their bosses. Hence, “found that millennial job satisfaction was highly correlated with their job satisfaction. Meaning that, they are most likely become motivated by those factors outside of them, particularly their immediate supervisors.

Objectives

The study aimed to determine the “preferred leadership styles and motivational factors” of millennial teachers. Specifically, it answered the following questions:

1. How may the teacher-respondents describe their preferred type of leadership:
 - 1.1. Transformational Leadership;
 - 1.2. Transactional Leadership; and
 - 1.3. Laissez-Faire?
2. How may the millennial teachers’ motivations be described in terms of:
 - 3.1 Intrinsic Motivation
 - 3.2 Extrinsic Motivation
3. Is there a significant relationship between the preferred

leadership style and the teacher’s motivation?

4. Based on the result of the study, what professional development plan may be proposed to further enhance millennial teachers’ motivation toward work?

METHODOLOGY

This chapter presents the methodology of the study, as well as the sampling process, data collection procedure, tools used, and statistical treatment of data.

Research Design

In this study, the descriptive correlation approach was used as the research design, with the questionnaire serving as the primary tool for acquiring data. The descriptive method is a scientific method that involves observing and describing the behavior of the subject. Descriptive research describes the “what Is” in the study. In this study, the profile of the respondents, their leadership preference and motivation factors were being compared and related to each other.

As such, descriptive correlations design entails describing, recording, analyzing, and interpreting the current state of a phenomenon’s nature, composition, or process. Descriptive research is defined as fact-finding with adequate interpretation, and the true meaning of data collected is reported from the viewpoint of the objective and basic assumption of the research. Campbell (2015) stated that this method is concerned with ascertaining the condition that prevails and deals primarily with data gathering procedures and instruments to secure information.

Data and features regarding the population or phenomenon being examined are described in descriptive research, also known as statistical research. Frequencies, averages, and other statistical computations are based on the description. Conducting a survey investigation is often the ideal strategy before producing a descriptive study.

Research Locale

The study was conducted in all elementary schools in SDO Palayan City Annex.

Sampling Procedure

The respondents of the study were the 105 millennial teachers teaching in elementary schools in SDO Palayan City Annex. Total sampling was employed. Table 1 shows the respondents of the study.

Research Instrument

The study used the questionnaire as the main tool for gathering data. The questionnaire is divided into three parts: Part I is the profile of the respondents as to age, sex, civil status, highest educational attainment, designation and length of service; Part II is the preferred type/s of the leadership style of the respondents, and the last part is the teacher’s motivation towards work.

Questionnaires on Types of leadership Styles used

Table 1: Distribution of Respondents

School	No. of Respondents Teachers
AtateES	8
AuloES	3
Bagong BuhayES	4
BlissES	3
CaimitoES	6
Fort Magsaysay ES	8
Imelda Valley I ES	5
Imelda Valley IIES	4
Kalikasan ES	3
LangkaES	3
Malate ES	4
Maligaya ES	4
Mangahan ES	3
Marcos Village ES	6
Palayan City CS	13
Pedro Valenzuela ES	8
Pinaltakan ES	3
Popolon ES	3
Sandelain ES	3
SapangBuho ES	8
Singalat ES	3
Total	105

Multifactor Leadership Questionnaire-5X (MLQ) by Avolio & Bass (2004). This questionnaire assesses the transformational leadership style, transactional leadership, and laissez-faire leadership. While in motivational factors, the Work Extrinsic and Intrinsic Motivation Scale (WEIMS) was used.

These questionnaires on types of leadership and motivational factors were adopted by the researcher and revised in accordance to what is existing nowadays especially during this challenging time. As per the validity and reliability of the instrument, the process was not conducted considering that the tools, per se, was adopted. Below is an overview of the adopted tool where it highlighted the item analysis and descriptions.

Scoring: The MLQ scale scores are average for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

For clearer grasp of the instruments, the matrices below show the specifications of the tools in reference to the domain characteristics, the scale name and its corresponding abbreviation and the distribution of items with respect to the parameters and scale name. The researcher used statistical tools to classify, tabulate, analyze data. Frequency distribution used for the profile

Table 2: Specification of Tool for Leadership Style and Outcome Assessment

Characteristic	Scale Name	Scale Abbev	Items
Transformational	Idealized Influence (Attributes)	II (A)	10,18,21,25
Transformational	Idealized Influence (Behaviors)	II (B)	6,14,23,34
Transformational	Inspirational Motiva-tion	IM	9,13,26,36
Transformational	Intellectual Stimulation	IS	2,8,30,32
Transformational	Individual Considera-tion	IC	15,19,29,31
Transactional	Contingent Reward	CR	1,11,16,35
Transactional	Mngt by Exception (Active)	MBEA	4,22,24,27
Passive Avoidant	Mngt by Exception (Passive)	MBEP	3,12,17,20
Passive Avoidant	Laissez-Faire	LF	5,7,28,33
Characteristic	Scale Name	Scale Abbev	Items
*Outcomes Leadership	Extra Effort	EE	39,42,44
*Outcomes Leadership	Effectiveness	EFF	37,40,43,45
*Outcomes Leadership	Satisfaction	SAT	38,41

**As the term connotes, the Outcomes of Leadership are not Leadership styles, rather they are outcomes or results of leadership behavior.*

Table 3: Specification of Research Instrument for Teacher’s Motivation

Characteristic	Scale Abbev	Items
Intrinsic Motivation	IM	4,8,15
Integrated Regulation	INTEG	5,10,18
Identified Regulation	IDEN	1,7,14
Introjected Regulation	INTRO	6,11,13
External Regulation	EXT	2,9,16
Amotivation	AMO	3,12,17

of the respondents. For the types of leadership styles and teachers and motivation, frequency count, weighted mean, and ranking were applied.

Meanwhile, the scale below was applied to interpret the data gathered.

Transformational, Transactional and Laissez-Faire Data Analysis

The researcher used the following statistical tools to

Weight	Range	Verbal Description
5	4.20-5.0	Frequently, if not Always
4	3.40-4.19	Fairly Often
3	2.60-3.39	Sometimes
2	1.80-2.59	Once in a while
1	1.0-1.79	Not all

Motivational Factors

Weight	Range	Verbal Description
7	3.25 to 4.00	Corresponds exactly
4	2.5 to 3.24	Corresponds moderately
1	1.75 to 2.49	Does not correspond at all

classify, tabulate, and analyze data:

1. To identify the preferred type of leadership styles of the respondents, the frequency count and weighted mean formula will be used.

2. To establish the significant relationship between the preferred type of leadership style and motivational factors, Pearson Product Moment of Correlation will be used.

3. The findings of the study will serve as a basis for the proposed Professional Development Plan for teachers. To further enhance teachers’ motivation toward work.

RESULTS AND DISCUSSIONS

This chapter presents the findings on the profile of the respondents, their preferred type of leadership, their intrinsic and extrinsic motivational factors, and the relationship that existed between and among major variables.

Respondents’ Preferred Type of Leadership

In presenting the results of respondents preferred Leadership Style, a summary of mean distribution as respondents preferred type of leadership was presented below.

Ranking of Preferred Leadership Styles

Overall, the three leadership styles were ranked based from the results as shown below:

The transformational type of leadership topped the rank with a weighted mean of 3.92 verbally described as Fairly Often Preferred. It was followed by transactional style of leadership with a weighted mean of 3.63 with a verbal description of Fairly Often Preferred. The last in rank was Laissez-Faire with a weighted mean of 2.74 and verbally described as Sometimes preferred. Results revealed that majority of the participants have

Table 4: Ranking of Preferred Leadership Styles

Type of Leadership Style	Weighted Mean	Rank	Verbal Interpretation
Transformational	3.92	1	Fairly Often Preferred
Transactional	3.63	2	Fairly Often Preferred
Laissez-Fair	2.74	3	Sometimes Preferred

preferred transformational leadership as compared with the other two. This finding can be associated with the study of Jarrett (2021) where it was concluded that “transformational leaders focus on employee motivation, encourage communication, and improve workplace culture.”

This was derived from teachers; responses when they asserted that such style was complimented with those variables. Perhaps, teachers who were mostly millennial just wanted to be motivated, properly informed and heard and live with a healthy and peaceful school culture. Given this, the relevance of the leadership styles can come into play. Although there was ranking, it does not follow that it would be the order of utilizing the style in a given situation. The best significant would be the decisiveness when and how the particular leadership style will be applied.

On the part of the teachers, higher level of awareness as to which style they prefer can lead to better relations

with their superiors, which eventually enable them to improve in the ways they perform their tasks. Needless to say, teachers themselves can start honing their leadership styles based on their preference.

Lastly, these finding on the leadership styles can also provide benefit to future researchers. They can either validate or pursue a more in-depth analysis of these findings. Hence, the continuous dynamic movement within the landscape of educational leadership actually necessitates corresponding empirically established information. These can be used towards developing one’s leadership style.

Millennial Teachers’ Intrinsic and Extrinsic Motivational Factors

Table presents the millennial teachers’ intrinsic and extrinsic motivational factors.

As shown, the intrinsic motivation ranked higher with a weighted mean of 5.44 and verbally interpreted as

Table 5: Ranking for Motivational Factors of Teachers

Characteristic	Weighted Mean	Rank	Verbal Interpretation
Intrinsic Motivation	5.44	1	Corresponds Exactly
Extrinsic Motivation	5.11	2	Corresponds Exactly
Laissez-Fair	2.74	3	Sometimes Preferred

corresponds exactly. On the other hand, the extrinsic motivation was ranked lower with a weighted mean of 5.11 and verbally interpreted as corresponds exactly. Results revealed that teachers were more on what motivates them inside of them rather than what motivates them coming from factors incidental to them.

This leads to reflecting that millennial teacher still considered their profession as inner calling. The classic saying that teaching is a noble profession may indeed contribute with this factor of internal inspiration, embracing the thought that the professions must be anchored from deep-seated discernment of committing oneself to serving the younger generation. Further, this confirms a common belief that teaching have to come from deep conviction and should be by heart, heart being the symbolic representation of intrinsic realities of the individual. Given this, an educated heart could be best advocated especially among millennial teachers who group side by side with less-hearted digital technology revolution.

Significant Relationship between the Preferred Leadership Style and the Millennial Teachers Motivation

The succeeding tables illustrate the significant relationship between the preferred leadership style and the millennial teacher’s motivation.

From among the motivational factors leading millennials to deliver work better and to perform satisfactorily, integrated regulation had significant relationship to transformational leadership focusing on attributes. This denotes that self-regulated motivation allows one to become a transformed leader having the qualities of being a good communicator who normally talks and communicates with the followers. They keep on tracking how their followers have been doing so far with the tasks and activities assigned to them.

“Transformational leadership has been identified as a successful leadership technique to deploy inside public and private sector companies during the previous 10 years” (Hassan & Hatmaker, 2014). By casting a vision for their followers, transformational leaders inspire and motivate them to change. Change is implemented by transformational leaders in collaboration with their workers. They are wonderful role models, and many of their followers follow in their footsteps. Where as on transformational leadership focusing on inspirational motivation, this was significantly related to motivational factors such as “integrated regulation, identified regulation, introjected regulation, and external regulation.

This relationship shows that when it comes to motivation, it all boils down to the idea of being inspired to work.

Table 6: Significant Relationship between the Preferred Leadership Style in terms of Transformational Leadership and the Millennial Teachers Motivation

			Integrated Regulation	Identified Regulation	Introjected Regulation	External Regulation	Amotivation
Kendall's tau_b	Transformational Attributes	Correlation Coefficient	.190*	0.128	0.135	0.1	0.004
		Sig. (2-tailed)	0.014	0.096	0.077	0.191	0.963
		N	105	105	105	105	105
	Transformational Behaviors	Correlation Coefficient	0.127	0.149	0.149	0.102	0
		Sig. (2-tailed)	0.101	0.053	0.051	0.182	0.998
		N	105	105	105	105	105
	Transformational Inspiration Motivation	Correlation Coefficient	.226**	.212**	.187*	.215**	0.058
		Sig. (2-tailed)	0.003	0.006	0.014	0.005	0.45
		N	105	105	105	105	105
	Transformational Intellectual Stimulation	Correlation Coefficient	.232**	.167*	.201**	.205**	0.08
		Sig. (2-tailed)	0.002	0.029	0.008	0.007	0.29
		N	105	105	105	105	105
	Transformational Individual Consideration	Correlation Coefficient	.177*	0.125	0.142	0.119	0.01
		Sig. (2-tailed)	0.021	0.101	0.061	0.117	0.896
		N	105	105	105	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The more they get into different kinds of motivation, the more they wanted to become a transformed leader whose drive and desire to perform at its fullest is on their heart, and that is to achieve whatever goals and targets need to achieve.

Motivation is the core to being successful. It drives passion, gives joy when goals are met, and gives optimism in the face of failure.

Self-motivated leaders have a proclivity for pursuing goals

with vigor and perseverance. Strong desire, clear visions, and a resounding dedication to an organization are all characteristics of a self-motivated leader. "Self-motivated leaders are always striving to improve their performance and are competitive not just with themselves, but also with their colleagues" (Cebollero, 2014).

On the preferred leadership style in terms of transactional leadership (Contingent Rewards), it was significantly related to motivational factors such as integrated regulation, identified regulation, introjected regulation, and external motivation. This merely suggests that

Table 7: Significant Relationship between the Preferred Leadership Style in terms of Transactional Leadership and the Millennial Teachers Motivation

			Intrinsic Motivation	Integrated Regulation	Identified Regulation	Introjected Regulation	External Regulation	Amotivation
Kendall's tau_b	Transactional Contingent Reward	Correlation Coefficient	.326**	.288**	.231**	.249**	.189*	0.059
		Sig. (2-tailed)	0	0	0.003	0.001	0.013	0.439
		N	105	105	105	105	105	105
	Transactional Management By Exception Active	Correlation Coefficient	0.132	0.093	0.093	0.097	-0.002	.219**
		Sig. (2-tailed)	0.082	0.219	0.217	0.197	0.979	0.004
		N	105	105	105	105	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

respondents are motivated enough to perform when they are given rewards for a job well done. Such motivating aspects encourage students to put forth greater effort in order to deliver their best, but this conclusion also emphasizes that the focus should be on completing specific tasks. Subordinates must be closely watched to ensure that goals are met. Leaders can ensure that these tasks are completed by allocating clearly defined responsibilities to certain personnel. Leaders that utilize this style of leadership, according to Cherry (2020), “focus on specific tasks and use incentives and penalties to drive followers”. She thought that individuals perform best when the line of command is

defined and unambiguous; rewards and punishment drive employees; and followers’ primary aim is to accept the leader’s instructions and directives”.

According to Khan & Yadav (2016), “leaders have an impact on the efficiency with which their people work to achieve corporate goals”.

Some transactional leaders utilize rewards and recognitions to inspire their staff to reach higher end goals, but managers who manage with exception encourage people by moving their attention from self-interest to the group’s common interests.

When it came to the relationship between passive avoidance (management by exception) and millennial

Table 8: Significant Relationship between the Preferred Leadership Style in terms of Passive Avoidant (Management by Exception) and Passive Avoidant (Laissez Faire) and the Millennial Teachers Motivation

			Intrinsic Motivation	Integrat-ed Regulation	Identified Regulation	Introject-ed Regulation	External Regulation	Amotiva-tion
Kendall's tau_b	Transactional Contigent Reward	Correla-tion Co-efficient	-0.028	0.009	0.04	0.042	-0.102	.237**
		Sig. (2-tailed)	0.71	0.903	0.59	0.577	0.171	0.001
		N	105	105	105	105	105	105
	Transactional Management By Exception Active	Correla-tion Co-efficient	-0.089	-0.073	-0.039	-0.076	-.161*	.237**
		Sig. (2-tailed)	0.234	0.331	0.6	0.311	0.032	0.002
		N	105	105	105	105	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

motivational variables, amotivation was shown to be strongly linked to being passive avoidant (management by exception). This means that when their leaders take remedial action when issues or discrepancies become substantial, their followers/subordinates are less motivated.

The more this type of leadership is practiced the more the subordinates feel amotivated, and never would they have the desire to be committed and motivated toward work. They are not goal achievers since they are not inspired the way their leaders manage them and the entire organization.

Similarly, passive avoidant (Laissez Faire) was significantly related to being amotivated. This simply means that followers tend to be unmotivated when leaders practiced this kind of leadership. Employees and organizations may suffer as a result of leaders’ excessive passivity.

Subordinates and followers are less productive and motivated to complete tasks. Job satisfaction, leader effectiveness, and contentment with the leader were all found to be negatively correlated with laissez-faire leadership. Also, one study revealed that over a two-year period, “Laissez-Faire was the only negative leadership predictor of work satisfaction” (Judge & Piccolo, 2004).

Proposed Professional Development Plan

The proposed Professional Development Plan is intended for addressing the identified key areas of concerns in reference to indicators with rather lower rating from the participants. It consists of the Project Title, its objectives, the activities, time frame, the involved person/s and target output. The matrix below shows the gist of the proposed program.

CONCLUSIONS

The following conclusions were drawn based on the

Table 9: Matrix of the Proposed Professional Development Program

Program/Project	Objective	Activities	Timeline	Persons In-volved	Output/Outcome
1. Uses gratifying leadership strategies	To provide ac-tivities that will improve appre-ciation and recognition skills	1.1 One - day In-person Seminar on Recognizing Others’ Worth	First week of August 2022	School leaders and Teachers Resource Person	1.1 Positive work relations through being thankful and appreciative

2. Devotes all of his or her focus to dealing with mistakes, complaints, and failure. 3. Focus on irregularities, faults, exceptions, and deviations from standards	To provided activities that will promote being positive rather fault finder type of leadership	1.1 Establishing Positive Freedom Board where members of the school can freely post positive remarks	Year round	All members of the school including visitors and stakeholders	Active participation of members of school
4. Avoids becoming engaged when major situations developed	1. To provide awareness on managing stress in the workplace 2. To assess personal burn-out scale	1. Two day In-person Live-in Seminar	4th weekend of September 2022	School staff, teachers and school leaders Resource Persons	1. Personal Stress management Work Plan 2. Burn-out Scale
5. Fails to intervene until problems are extremely serious 6. Shows that problems must become chronic before action can be taken.	1. To conduct a seminar in negotiation skills	1. A one-day Seminar-workshop on negotiating and dialogue-based leadership	1st week of October 2022	Teachers Resource Person	1. 100% attendance 2. Identified best practices at least within district level regarding negotiation skills
7. I often ask this question myself if I can be able to manage the important tasks related to my work	1. to provide seminar workshop on managing priorities 2. To provide an activity on developing sense of urgency	1. one-day seminar workshop on managing priorities	1st week of October 2022	School Heads Teachers Parents	1.100 % attendance 2. Contextualized Priority Check List on Personal and School levels
8. We are provided an unrealistic working condition and I do not know why	1. To provide a venue towards improvement of work environment and delineations	Crafting a TWG for calibrating and crafting a plan towards improving work environment	Whole month of September	TWG composed of selected teachers	Internal plans and innovation for workplace improvement

results of the study:

Preferred leadership styles of the millennials are aligned with the way they are led by their superiors. For them, being a would-be transformational leader, they can easily carry out leadership skills they possess since most of them are eager learners who are driven by intense desire to perform and deliver tasks, discover something new that works best and that they play a big part in the success of school operation and performances.

Millennials' motivational factors correspond exactly to their preferred leadership style. These motivating factors give them an intense desire to perform successfully as they are being motivated to deliver roles assigned to them. Teachers' intrinsic and extrinsic incentives are affected by various leadership styles. The Intrinsic motivations was

favoured over extrinsic, meaning that teachers value their soul and inner realities.

All styles of leadership have correlations with teachers' motivation at varying levels. Transformational leadership had a strong and positive correlation with teachers' motivation at the workplace. Thus, this motivational factor must be followed if they want the millennials to get motivated. Transformational leadership style lets millennials get motivated to work. They seem to be more engaged and committed to visualizing themselves in the shoes of their superiors. Their drive to get there gives them a clear picture to go through, armed with ample knowledge and skills needed for an effective leadership. Teachers' self-motivation is increased when they collaborate with leaders on a transformational

course or objective. In transactional leadership, it has also positive impact on the respondents however, the impact on motivation is less compared to transformational leadership. On the other hand, laissez faire has the least impression on the motivation of millennial teachers and must be avoided. Motivation is mainly affected by transformational and transactional leadership styles. School leaders and their second liners, as well as their second liners, need to have a regular leadership training that will hone more their knowledge and skills for a more improved and better performance through the proposed development plan that they will use guiding posts toward effective leadership.

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