An Emerging Leadership Model for Millennial Educators

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ABSTRACT

The study unveiled perceptions of school leaders and their expectations of millennial educators in terms of Drivers, Fit, Leadership Style and Culture, and Unconscious Biases with the endview of discovering an emerging leadership model for millennial educators. This employed explanatory-sequential design with two-phased, mixed-method approach. Results revealed that Drivers, Fit, Leadership Style and Culture, and Unconscious Biases and other leadership principles, school heads' consideration of these domains lead to better commitment and performance of their leadership roles, while millennial teachers' expectations of their school head's role can guide current and aspiring school heads in managing a growing millennial generation of educators. Hereafter, six key elements appeared include Professional Instigation, Personal Provocation, Leadership Direction, Cultural Condition, Self-Predilection, and Organizational Acclimation. These emerging leadership principles upheld by millennial educators may be considered priorities of Professional Development Programs across all levels.

Keywords:

Generational Leadership Practices; Leadership Model; Millennial Educators; School-Based Management.

ABSTRAK

Studi ini mengungkap persepsi para pemimpin sekolah dan harapan mereka terhadap pendidik milenial dalam hal Drivers, Fit, Gaya dan Budaya Kepemimpinan, dan Bias Bawah Sadar dengan tujuan menemukan model kepemimpinan yang muncul bagi para pendidik milenial. Penelitian ini menggunakan desain sekuensial penjelasan dengan pendekatan metode campuran dua fase. Hasil penelitian menunjukkan bahwa Faktor Penggerak, Kesesuaian, Gaya dan Budaya Kepemimpinan, dan Bias Tidak Sadar serta

prinsip-prinsip kepemimpinan lainnya, pertimbangan kepala sekolah terhadap domain-domain ini menghasilkan komitmen dan kinerja yang lebih baik dalam peran kepemimpinan mereka, sementara ekspektasi guru milenial terhadap peran kepala sekolah dapat memandu mereka. Kepala sekolah saat ini dan calon kepala sekolah dalam mengelola generasi pendidik milenial yang sedang berkembang. Selanjutnya, enam elemen kunci yang muncul meliputi Dorongan Profesional, Provokasi Pribadi, Arahan Kepemimpinan, Kondisi Budaya, Predileksi Diri, dan Aklimatisasi Organisasi. Prinsip-prinsip kepemimpinan baru yang dijunjung oleh para pendidik milenial ini dapat dianggap sebagai prioritas Program Pengembangan Profesional di semua tingkatan.

1.   Introduction

Millennials as a generational cohort has become the center of reconstructions, technological advancement, evolving behavioral approaches, and educational transformations. Their inexorable mushrooming prompted great influence in fields of education, business, and industry. In education, this scenario signifies reasonable adjustment to idiosyncratic school management. Consequently, millennials is one of the dominant provocations for reforms in which systems, processes, and goals are attuned. Otherwise, it would build meandering gaps between what is ideal and what is real.

Corollary, since seasoned teachers are heading to retirement, the Department of Education urged to accept neophyte teachers to remedy this plodding decrease of faculty. This anticipated that hiring young, new generation of educators may spell new culture, work behaviors, and management practice. Subsequently, aspiring to meet international standards has become major thrust of education hence, millennial teachers are in their most in-demand season. Miasco (2017) posited teacher preparation before were found inadequate and obsolete when confronted by modern standards on curriculum and pedagogies. Undeniably, knowledge and skills of millennial educators are opportune in the trending needs and issues that challenge school management and curriculum and instruction. Their ability to learn, collaborate, adjust, and cope make them internationally-acclaimed educators (Sodusta et al., 2019). The birth of multi-cultural organizations and counter-culture learning environment make them fit to the ultimate educational goal - to promote respect and harmony across all regions and minority groups.

Medallon (2020) stated that in the Philippines alone, millennials make up a third of the country's population, which means that these new breed of professionals already occupy a significant portion of the workforce. In fact, a survey from the Philippines Statistics Authority indicated that the almost 50% of the Philippine workforce in 2015 is composed of millennials aged 15 to 34 years old. However,

it can be presumed that Filipino millennials, in general, possess a different culture from millennials in other countries. mushrooming of millennial leaders is irresistible. Instead of blocking everyone's mind with the idea that best leaders are still the seasoned ones, embracing the reality that nothing is permanent, proper transition of authority can be done.

Apparently, this study wants to reveal the existence of gap between the insistent increase of new generation of teachers and the management practices of non-millennial school principals in working with millennials as new set of workforce. With the hope of uprooting the notions how non-millennial school leaders perceive and perform their roles while also noting the experiences and expectations of millennial teachers concerning leadership practices, this research highlighted Hogan (2016) leadership domains namely, Drivers, Fit, Leadership Style and Culture, and Unconscious Biases. This was accounted over other existing leadership theories and principles due to its prevalent, contextualized, and more direct approach to leading a changing organizational culture brought by generational background. Focused on determining the issues and challenges faced by educational leaders in managing generationally diverse workforce and how these can contribute to existing body of knowledge in leadership and management, the researcher ventured in another interesting argument - the trending, persistent thriving of 21st century educators reshaping the workforce. In relation to context, Hogan's leadership principles stirred the researcher's cautiousness to work on experiences of school leaders caught in the middle of cultural dichotomies brought by millennial workforce. Hence, the following are the research questions:

1. How may the school leaders be described in managing the millennial educators in terms of the following:
   1.1 drivers,   1.3 leadership style and culture, and
   1.2 fit,   1.4 unconscious biases?
2. What do the millennial educators expect from their school leaders in the same domains for leadership?

Based on the findings of the study, what emerging leadership model for millennial educators may be derived from it?

2.   Methods

2.1. Research Design

The study employed explanatory-sequential design. This is a two-phased, mixed-method approach that sought to develop knowledge from Quantitative (Phase 1) and Qualitative (Phase 2). Creswell (2014) explained that effective combination of these two approaches can provide in-depth and comprehensive understanding of a research problem than either approach alone.

2.2 Population and Sample

Purposive sampling was used to determine participants that yielded to 10 school principals, a blend of millennial and non-millennial school leaders. Also, 30 millennial teachers were chosen and

were employed for three consecutive school years. They represent the 10 schools where the select principals were currently holding leadership position

2.3 Data Collection

In quantitative phase, digital survey questionnaire was developed based on relevant literatures on School Leadership, Characteristics of Millennials, School-Based Management (SBM), as well as references on Leadership Models of various pillars in school leadership. In qualitative phase, literatures done by research enthusiasts were consulted to craft interview guide necessary for collecting unnumeric data. Both phases were fulfilled through online platforms as confronted by limiting circumstances of COVID 19 pandemic

2.4 Data Analysis

Consequently, SPSS version 22 was used for systematic coding and proper statistical treatment of data. SPSS v.22 as a software innovation helps researchers in analyzing data statistically and presenting research findings in graphical formats. Such followed by an in-depth analysis of perceptions, interests, values, attitudes, preferences, and experiences anchored to Hogan's leadership assessments. Significant factors like demographics, behaviors, attitudes, and experiences were scrutinized through thematic analysis.

3. Results and Discussion

How may the school leaders be described in managing the millennial educators in terms of drivers, fit, leadership style and culture, and unconscious biases?

Drivers, as a dimension of the study refers to things that motivate school heads like desires and aspirations in performing their leadership role. From the findings in Table 1, school heads admit that good results and goals achieved give them the highest level of motivation. Indicator 4 *"get things done with excellence"*, Indicator 5 *"maintain a well-planned and organized workplace"*, and Indicator 14 *"generate clear results and expectations"* with weighted mean of 4.0 indicated that good results and excellent performance inspire them to become better school leaders. Vikaraman et al. (2021) advocated that leaders must be strongly motivated to achieve goals to inspire followers.

Also, Serin and Akkaya (2020) confirmed that self-motivation can be a powerful tool in stirring productivity and good performance at work. When subordinates desire to accomplish predetermined goals, so much more is expected among leaders. However, the findings also revealed that school heads desire to indoctrinate equilibrium. School heads ensure balance between personal life goals and professional growth. Walker (2019) mentioned that developed nations believed that intensification of school principal's work can negatively impact their well-being. This is highly evident to school principals with increased workload and demanding responsibilities. Hence, they believe that pushing teachers to achieve career targets while preserving their well-being may bring better outcomes. They emphasized that if getting challenging work done is their top priority, boosting the morale of teachers is next in rank.

Table 1. Weighted Means on Drivers

	Principals ($\bar{x}$)	Interpretation	Teachers ($\bar{x}$)	Interpretation
(I am personally motivated by my desire to…)				
1. have others notice my achievements	3.00	H	3.33	VH
2. be approved and respected by my colleagues	3.30	VH	3.70	VH
3. set my own agenda and define by my own goals	3.90	VH	3.70	VH
4. get things done with excellence	4.00	VH	3.77	VH
5. maintain a well-planned and organized workplace	4.00	VH	3.80	VH
6. promote civility and good manners at work	3.90	VH	3.83	VH
7. balance my drive for results and concern for others	3.90	VH	3.70	VH
8. find some private time at work	3.70	VH	3.50	VH
9. solve problems by myself	3.10	H	3.13	H
10. seek novelty, innovation, and creativity	3.60	VH	3.63	VH
11. pursue non-traditional work or careers	3.70	VH	3.33	VH
12. be seen as sensible and practical	3.60	VH	3.50	VH
13. be known as assertive but practical	3.80	VH	3.33	VH
14. generate clear results and expectations	4.00	VH	3.67	VH
15. achieve and succeed	3.90	VH	3.80	VH
16. be competitive	3.80	VH	3.27	VH
17. gain status and control of resources	3.70	VH	3.27	VH
18. work on tasks that have financial implications	3.40	VH	3.07	VH
19. be specific, concrete, and functional	3.80	VH	3.70	VH
20. know, understand and analyze facts	3.90	VH	3.67	VH
OVERALL MEAN	**3.70**	**VH**	**3.54**	**VH**

*Description: VH-very high, H-high, L-low, VL-very low

Furthermore, Indicator 13 *"be known as assertive but practical"*, Indicator 16 *"be competitive"*, and Indicator 19 *"be specific, concrete, and functional"* that obtained a weighted mean of 3.80 identified that pragmatic and competitive nature of principals contribute to their motivation. According to Holm and Lundström (2011), competition increases staff efforts. Connected to being goal-oriented, their realistic viewpoint with reasonable competitiveness allow them to endure challenges and pressure. Hence, they adhere that having a viable nature is more of an advantage than a disadvantage because healthy competition drive enthusiasm and creativity.

Similarly, Indicator 10 *"seek novelty, innovation, and creativity"* and Indicator 12 *"be seen as sensible and practical"* gained a weighted mean of 3.60 showed that present school leaders have high regard for continuous improvement. They embody no complacency thus, engage to incessant quest for new learning experience. Nooruddin and Bhamani (2019) claimed that education leaders in this technological era are required to capacitate themselves and do regularly upgrade. Also, Shava et al. (2021) stated that school heads are to be the most responsible persons who should motivate staff for continous pursuit for professional development; hence, making themselves as living pattern. Though the shadow of traditional principle and practice still remains, principals realized the need for innovation and adaptation to changes.

Fit, as a second dimension refers to things that determine suitability to organizational culture and values that identify the preferred kind of work environment. In Table 2, Indicator 11 *"are democratic and consultative"* and Indicator 19 *"focus on what can be done with the resources available"* with obtained mean of 4.0 inferred that principals work best in democratic and fair work environment. Freeman and Randolph (2013) stated that when principals actually pay attention to teachers, they promote openness to communication and confidence that foster shared responsibility. Evidently, they consider managerial tasks like planning, organizing, implementing programs, and monitoring success need involvement of others. Ladd (2011) emphasized that among working conditions, one dominant factor is the quality of school leadership wherein the role of principal is pivotal in creating and maintaining positivity in the workplace.

Table 2. Weighted Means on Fit

	Principals ($\bar{x}$)	Interpretation	Teachers ($\bar{x}$)	Interpretation
(I am most comfortable working in environments that…)				
1. Acknowledge good performance	3.90	HS	3.80	HS
2. Offer opportunities to work on high profile projects	3.70	HS	3.47	HS
3. Value hard work and productivity	3.90	HS	3.97	HS
4. Allow you to take initiative	3.80	HS	3.67	HS
5. Feature well-defined and well-structured roles	3.60	HS	3.73	HS
6. Are serious, businesslike, and professional	3.20	S	3.50	HS
7. Use consensus based decision making	3.80	HS	3.67	HS
8. Are concerned with humanitarian issues	3.70	HS	3.77	HS
9. Encourage people to stick to their roles	3.70	HS	3.57	HS
10. Minimize gatherings after work	3.20	S	3.37	HS
11. Are democratic and consultative	4.00	HS	3.73	HS
12. Challenge, innovate, and experiment	3.80	HS	3.77	HS
13. Contain leaders who are pragmatic and cautious	3.60	HS	3.57	HS
14. Minimize politics and emphasize accountability	3.90	HS	3.70	HS
15. Are hardworking and competitive	3.50	HS	3.47	HS
16. Favor high risk and high reward strategies	3.50	HS	3.40	HS
17. Work with tangible products and goals	3.60	HS	3.63	HS
18. Are practical and action-oriented	3.90	HS	3.80	HS
19. Focus on what can be done with the resources available	4.00	HS	3.77	HS
20. Emphasize action over contemplation	3.70	HS	3.70	HS
OVERALL MEAN	**3.70**	**HS**	**3.65**	**HS**

*Description: HS-highly suitable, S-suitable, LS-less suitable, NS-not suitable

Successively, Indicator 1 *"acknowledge good performance"*, Indicator 3 *"value hard work and productivity"*, Indicator 14 *"minimize politics and emphasize accountability"*, and Indicator 18 *"are practical and action-oriented"* with considerably high obtained means implied that principals delight in the working environment where people know their role and worth as members of the organization. Making co-workers feel they are valued and appreciated could create difference on how they look at their jobs. Whitaker (2012) affirmed that workers need to be appreciated for working responsibly and for contributing to attainment of institutional goals. Results also revealed that principals love to see hardworking, productive, and mobilized educators. In fact, Agustina et al. (2020) described principal

as mobilizer who manages activities of teachers and students while examining the problems in school environment to carry out solutions and strategies. Principals find confidence at work when teaching and non-teaching personnel are able to get the job done with minimal waste of time. Also, they prefer action-oriented staff who are willing to focus on answers, rather than questions, and allow more positive actions so as not to aggravate a problem or issue. In addirion, through understanding organizational structure, teachers can be more accustomed to their functions which could lead to success. Besides, they consider the importance of departmentalization in which teachers are placed according to area of specialization. They learn this as a strategic direction in tracing the skills and abilities of teachers when the need calls for it.

Moreover, Leadership Style and Culture, as the third domain reflects on what leadership style and culture they create which they find either rewarding or disappointing. Accordingly, values shape the kind of culture that a leader create in the workplace. Table 3 shows that Indicator 5 *"treat people with respect"* and Indicator 15 *"hold people accountable for performance"* which got the highest obtained mean of 4.0 implied that school heads do not take position as an excuse to be prejudice. Rehman et al. (2019) posited that in order to promote and maintain harmonious, productive, work environment, leaders must understand people's needs, helping, developing and supporting them equally. Aydogdu and Sever (2020) highlighted that when school culture is considered as shared community, teachers develop confidence to participate in any school undertaking since their rights and identity are esteemed and accepted without preconceptions.

Table 3. Weighted Means on Leadership and Style and Culture

	Principals (x̄)	Interpretation	Teachers (x̄)	Interpretation
(The culture I create tends to..)				
1. Define tangible measures of achievement	3.60	HE	3.47	HE
2. Recruit high potential staff	3.70	HE	3.40	HE
3. Emphasize getting things done	3.80	HE	3.73	HE
4. Reward people who have contributed the most to success	3.90	HE	3.67	HE
5. Treat people with respect	4.00	HE	3.87	HE
6. Ensure that workflow is organized and predictable	3.90	HE	3.87	HE
7. Feature consensual and inclusive decision-making	3.60	HE	3.70	HE
8. Encourage mutual support and understanding	3.90	HE	3.90	HE
9. Require teamwork only when necessary	3.30	HE	3.40	HE
10. Permit people to get on with their own work	3.30	HE	3.47	HE
11. Encourage spontaneity, openness, and initiative	3.80	HE	3.83	HE
12. Empower staff	3.90	HE	3.73	HE
13. Value stability and long-term planning	3.80	HE	3.83	HE
14. Focus on compliance and process following	3.80	HE	3.70	HE
15. Hold people accountable for performance	4.00	HE	3.60	HE
16. Focus on the competitive landscape	3.70	HE	3.47	HE
17. Make decisions based on facts rather than feelings	3.90	HE	3.67	HE
18. Avoid endless discussions of possible solutions	3.60	HE	3.47	HE
19. Prefer quick and intuitive decision making	3.10	E	3.30	HE
20. Focus on outcomes over process	3.20	E	3.40	HE
OVERALL MEAN	**3.69**	**HE**	**3.62**	**HE**

*Description: HE-highly evident, E-evident, LE-less evident, NE-not evident

Moreso, Indicator 4 *"reward people who have contributed the most to success"* and Indicator 12 *"empower staff"* focus on esteeming morale and confidence of people in the workplace. School heads consider that there must enough cognizance when to admonish and recognize people. According to Elyashiv (2019), the use of the language of emotions is a significant leadership resource for it builds trust, collaboration and support thus, increases teachers' sense of belongingness that lead to continuous pursuit in the teaching profession. Dayanandan (2013) highlighted that school governance is basically about effective leadership that can be a mechanism to create processes, systems, and controls that apply appropriate behavior to ensure long-term sustainability. Barber (2014) stated that great sports coaches focus on player growth and development to win, so as in education. Since school heads have that leadership acumen, they have the bird's eye view of calculated risks that might happen along the way. Pont et al. (2010) discussed that school leaders have discretion in setting strategic directions and optimize capacity to plan and monitor progress using facts to improve practice. Meanwhile, Indicator 2 *"recruit high potential staff"* and Indicator 16 *"focus on the competitive landscape"* both have an obtained mean of 3.70 indicated that having fine roster of teachers can go with the competitive nature of the job. It is their concern to fill in positions with credible teaching staff. Principals should be intentional in developing a leadership-supportive culture by identifying teachers' needs through assessment that lead to opportunities.

Uncoscious Biases, as the fourth domain refers to values that typically operate outside conscious awareness and bias both in thoughts and actions. These are values that filter perceptions of experience, especially about what is desirable or undesirable that influence decisions on school plans, programs, and projects. In Table 4, Indicator 17 *"appreciate symbols of success"*, Indicator 18 *"focus on hard facts and prior experience"*, and Indicator 20 *"make decisions based on standard operating procedure"* got obtained mean of 3.10 implied that principals focused on symbols of success especially when these are tangible as classified evidences of accomplishments. According to Day (2007), school leaders draw upon the same repertoire of basic practices and one of which is to build vision and setting directions that lead to continuous achievement. This behavior is highly evident in schools for instance, visitors can clearly see the showcasing of the school's achievements in the forms of trophies, plaques, citations, certificates of recognition displayed mostly in the principal's office. Day (2007) also mentioned that school leaders apply contextually sensitive combinations of convincing strategies to gain attention and win favors. Although the results implied that school heads are less conscious about appreciating symbols of success that affects decision-making, they internalize it crystal clear in their daily leadership practices.

Table 4. Weighted Means on Unconscious Biases

(I may not be aware that I…)	Principals (x̄)	Interpretation	Teachers (x̄)	Interpretation
1. demotivate more modest employees by overusing public praise and recognition	2.50	LAND	2.67	LAD
2. tend to seek the attention of senior management	2.70	LAD	2.53	LAD
3. do not always share credit for accomplishments with colleagues/staff	2.30	LAND	2.27	LAND
4. assume that other people want to work as hard as you do	2.60	LAD	2.63	LAD
5. often overestimate the likelihood of success	2.40	LAND	2.50	LAND
6. prefer to observe status and hierarchy distinctions	2.70	LAD	2.43	LAND
7. resent those who don't give work the consistent attention it deserves	2.90	LAD	2.60	LAD
8. sometimes treat morale as more important than productivity	2.70	LAD	2.73	LAD
9. am being reluctant to give negative feedback to staff and subordinates	2.50	LAND	2.73	LAD
10. believe people will do their best work on their own	3.00	LAD	2.83	LAD
11. believe that highly social environments waste time	2.30	LAND	2.33	LAD
12. make decisions that promote autonomy and self-direction	2.60	LAD	2.77	LAD
13. make decisions that reduce hierarchy	2.70	LAD	2.73	LAD
14. avoid decisions based on sentiment and feelings	2.70	LAD	2.90	LAD
15. trust action and mistrust intuition	2.80	LAD	2.97	LAD
16. favor high risk and high reward strategies	2.40	LAND	2.83	LAD
17. appreciate symbols of success	3.10	LAD	3.10	LAD
18. focus on hard facts and prior experience	3.10	LAD	3.10	LAD
19. tend to be impatient with hypothetical problems	2.50	LAND	2.63	LAD
20. make decisions based on standard procedures	3.10	LAD	3.00	LAD
OVERALL MEAN	**2.68**	**LAD**	**2.72**	**LAD**

*Description: NAD-not aware they are doing, LAD-less aware they are doing it, LAND-less aware they are not doing it, HAD-highly aware they are not doing it

Similarly, school principals tend to become dogmatic specially when their own preference is at stake. Their prior know-how and facts which they believe to be true at the current scenario affects how they perceive and respond to problems and issues. Jordan (2010) explained that expression of an educational impartial mindset manifests in partaking to evidence-based decision making. Connected to this, Hammond (2015) argued that school heads should be prudent in finding ways how broad programs and policies can be trimmed down and fit to more specific, well-defined needs of local schools. Arrieta (2021) said that by not taking advantage of opportunities to develop critical thinking and problem-solving habits, schools are supporting conditions of educational freedom.

Additionally, principals have greater confidence in knowledge applied rather than acuity unrealized. They find better reasons to believe in finished businesses in school instead of relying on mere clairvoyance which make not easily compelled by time and circumstance. On the other hand, no matter how school heads deny that rank or position does not determine teacher's identity and capability, hierarchical structure unintentionally build demarcation lines among people in the workplace. According to Yilmaz and Ilhan (2017) declared that educators have high regard for their position in the status hierarchy which they adopt moral identity. Therefore, status hierarchy separates a novice Teacher I from an experienced Teacher III. Definitely, all of them are tasked to be exemplary

classroom teachers yet, they have a sizable salary difference. However, school heads also innovate effective ways to minimize high expectations brought by hierarchy. Tosh and Doss (2020) conjectured that effective school leaders improve school organization by framing and communicating school's vision, mission, and goals with subordinates, creating shared expectations of high performance, clarifying roles and objectives, and promoting professional development. In relation, Simbre et al. (2021) shared that principals foster equity to staff that though there is ranking, their knowledge and skills are not determined by position. In the interim, basing decisions on predetermined should be a taboo because leaders should be pragmatists personified. Militello and Rallis (2009) claimed that pragmatists are good collaborators, hence, school heads are expected to focus on concerns that require immediate and appropriate action rather than being paranoid by hypothetical issues and problems.

What do the millennial teachers expect from their school leaders in the same domains for leadership?

Expectation versus reality is not only a trending connotation of comparison and contrast being used by millennials today. It is also an effective association of matchup between two philosophies - idealism and realism. As idealism looks at what a situation can be and what it seems like based on an individual's mental construct, realism looks into the actual view of the situation.

Consequently, the continuously evolving landscape of management practices and the changing nature of the workforce in educational institution stirred the curiosity of the researcher to develop a model that may contribute to the existing leadership principles. Amanchukwu et al. (2015) probed that the incessant advancement of technology in this 21st century era has high impact on leadership practices of school heads worldwide. Such brought school leader to reflection as to what management style could be effective and appropriate to the present condition. Vikaraman et al. (2021) speculated that seasoned school heads and new breeds of principals are taking different routes in performing their roles and responsibilities. They are liberated to choose the leadership styles they prefer due to some factors like hasty societal changes, technological innovations, and trends in the educational system. Hence, these gave empirical foundations for further research endeavors to improve school leadership.

As depicted in Table 5, millennial teachers strongly believed that it is an imperative among prinicpals to manifest steadfastness at work because people look up to them as models (Dee, 2022). They associate success of the instution to the amount of their devotion since these empowered individuals are regarded as "captain of the ship". In line with this, they mentioned that school heads must consider that leading people begins and ends with right motives. Macadatar (2020) claimed that a performing school is a reflection of a good school head. Logically, when aspirations of school leaders are not self-serving and egotistical, capacitating teachers would lead to achievements that yield satisfaction and fulfillment. Dharani (2021) agreed that happiness at work can greatly reinforce teachers to become productive and efficient. Meaning to say, good school heads are not leading out of ulterior motives but rather by passion and transparency.

Table 5. Key elements of the leadership model for millennial educators based on practices and expectations

Key Elements	Practices	Expectations
Drivers It refers to the things that motivate school heads like their desires and aspirations as they perform their leadership role in the school organization.	Internal	Dedication Commitment School Obligations Personal and Professional Growth
	External	School's Achievements Teacher's Accomplishments Students' Performance Awards and Recognition
Fit It refers to things that determine their suitability with any organizational culture and values that identify the kind of environment they are comfortable working with.	Social	Harmonious Collaborative Life-Work Balance
	Conventional	Systematized Organized Goal-oriented
	Enterprising	Appreciative Motivating Fulfilling
Leadership Style and Culture It reflects on what leadership style and culture they tend to create which they find rewarding and pay attention to what they dislike and avoid.	Strategic School Governance	Realistic Goals Clear Directions Democratic
	School Resources Management	Transparent Accountable Impartial
	Attention to Quality Instruction	Teacher Empowerment Instructional Support Quality Student Outcomes
	Advancement of Oneself and Others	Leading by Example Learning Opportunities for Teachers Respect and Trust of Diversified Workforce
	Establishment of Networks	Positive Relations Openness of Communication
Unconscious Biases It refers to values that filter perceptions of experience, especially about what is desirable or undesirable which influence decisions leaders make about people, projects, plans, and strategies.	Objectivity of Decision	School Head's Preferences Lack of Fairness
	Adjustment to Staff	Affinity and Ageism Lack of Empathy
	Self-management	Emotion Over Rational Thinking

As environment is one of the contributing factors in harmonizing social relations in the organization, millennial educators understood that a healthy work environment builds up a strong workforce. Hughes (2019) stressed that principals should ensure diverse culture would not be a conflict. Although, alongside the increasing complexity of school is the visible discord knotted to differing identities, principles and values, it is still one of the challenging roles of school heads to cultivate respect in the organization. Elyashiv (2019) probed that decision of teachers to stay in the

profession are influenced by positive work environment and desirable job conditions. Aside from organizational harmony and positive climate, millennial teachers also confessed that recognition does a lot of good than harm, however, it does not necessarily mean it should always be grand, huge, or highly-publicized. Given the renowned nature of millennials who love being appreciated and morally uplifted, exercising such valuing make them more inspired and hoisted at work.

Even school heads knew that millennial teachers are risk-takers, highly-spirited, and multi-talented individuals. They cannot be repressed by instilling fear or austerity. As conjectured by Aydogdu and Sever (2020), principalship is a position learned in the field through experience hence, managing new generation of teachers requires a perfect blend of courage and compassion. They should not be too harsh that may lead to defiant attitude but not too liberated that they may be unruly. Meanwhile, there have been numerous researches related to improving leadership practice of principal and majority of them highlighted communal aspects including human resource, finance, instruction, and partnership. What could possibly make the emerging leadership model distinctive is that the reality of committing subjectivity of school heads whether intentional or unintentional is considered thus, creating such leadership model balanced and well-rounded.

Based on the findings of the study, what emerging leadership model for millennial educators may be derived from it?

According to Militello and Rallis (2009), experienced principals will retire and leave their positions, thus millennial teachers will replenish the workforce who are newbies and have limited experience in management. Indeed, perfection is not the aim of this study. Counting on Buffalo et al. (2019) that leadership is not a one-size-fits-all thing, therefore, two different perspectives were considered - the leader's viewpoint and the millennial teacher's standpoint. This concept led to revolutionizing a model that highlights the needs and expectations of millennials educators. Therefore, the six key elements of the leadership model emerged namely, Drivers, Fit, Leadership Style and Culture and Unconcious Biases are good enough as starting point. Though anchored on Hogan (2016), Picture 1 displays six themes emerged as key elements of the leadership model.

Professional Instigation

This refers to outward stimuli that motivate individuals to perform roles and responsibilities. It also pertains to peripheral values and concrete motivating factors that drive school leaders to become better principals. Tangible forms of motivation include Awards and Recognitions, Accomplishments, and Honoraria. Swaffield and Macbeath (2013) assumed that to ensure teachers are performing educational advancement, principals must also prove they engage to continuous learning as well. Nasreen and Odhiambo (2018) emphasized that school heads have to focus on developing their own capacity to lead and effect change. Explicitly, proper incentive and rewarding system can heighten enthusiasm and productivity, such is still anchored on Transactional Leadership.

Personal Provocation

This refers to inward stimuli that motivate individuals to perform roles and responsibilities. It also pertains to intangible motivational factors which they identified as dedication and commitment to profession. Personal Provocation serves as fuel that enable millennial teachers to go extra mile for nothing can extinguish the fire that aflames from within. Grissom et al. (2013) mentioned that effective school heads are leaders who exhibit interpersonal skills that aim to support and empower others. In other words, there is no room for complacency.

Leadership Direction

This refers to leadership values that school leaders set in the organization. It reflects what school leaders should consider in managing millennial workforce. According to Nasreen and Odhiambo (2018), effective principals equip teachers in times of change. As a result, personal values shape organizational culture. Pont et al. (2010) reiterated that it is a fundamental responsibility of the school head to set goals like a prize sought-after. Alongside is defining clear directions and guidelines would help realizing goals with minimal waste of time, energy, and resources. Sande (2019) indicated that a necessary ingredient for any collaborative effort is having a common set of goals. Corollary, it takes a wise, purpose-driven leaders to give adequate attention to quality instruction. Galang (2021) stated that although principals have indirect influence to student learning, they can be involve through providing consistent instructional support and opportunities to enrich content and pedagogies. Pont et al. (2010) mentioned that school leaders who value quality teaching and learning can leave with the most remarkable legacy for what makes the brand is excellent teachers and successful graduates.

Cultural Condition

This refers to organizational values known as norms. Muslim et al. (2021) described that richness and dynamism of an organization is shaped and improved through cultural diversity. Organizational culture continuously evolves so as opening further discoveries to cater the current needs of millennial workforce. Mizell (2010) stated that school heads have to establish harmonious connection with the community and stakeholders through open communication. Likewise, one of the seemingly significant influences of millennial generation is Life-Work Balance. Millennials value personal life while also preserving good performance which contradicts previous practice that devote more time to jobs compromising family and self-management.

Self Predilection

Furthermore, this refers to attitude of the mind that predisposes one in favor of something or someone out of preference. It is a depiction of the prejudices exemplified to prove that leadership is not only about success but also about downside and mishaps. Such considerations make the leadership model representational. Self predilection primarily targets mostly decision-making. Truthfully, unconscious biases can be highly evident in forms of selection and promotion of teachers. Likewise,

decisions can be irrational when triggered by emotion because impulsivity can prompt to illogical decisions. Meanwhile, affinity and ageism are also root causes of factions in the workplace. Buchanan (2014) posited that shared accountability nurtures sense of belongingness and camaraderie that result to collaboration amidst differences. According to Falqueza et al. (2021), good governance and sustainable development not only reinforce public policy and performance but also play a crucial role in preventing onset systemic corruption.
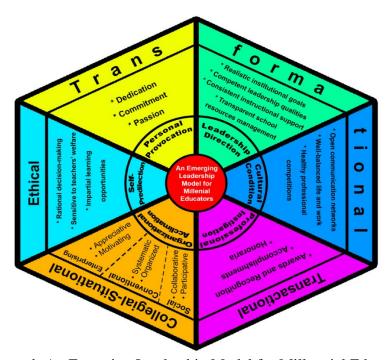

Figure 1. An Emerging Leadership Model for Millennial Educators

Therefore, principals should demonstrate understanding of policies and guidelines in managing school financial resources. Also, they should constantly innovate ways on how duties, and responsibilities can be equally disseminated to subordinates.

Organizational Acclimation

Lastly, this refers to suitability and adaptability of individuals to any organizational culture and values in the workplace. Mizell (2010) highlighted that leaders should foster sustaining relationships even if diversity is a challenge. School leaders need to be open-minded, fair, and considerate as effective collaborators. Bouchamma et al. (2018) stated that any organization aiming for advancement cannot sustain without collaboration. Though digital era keeps advancing, conservative, recognized practices in the organization remain. Although millennials are competitive and risk-takers, their sense of fulfillment are more on inner satisfaction rather than material rewards. Therefore, this leadership model connotes that millennials are not fanatics of Transformational Leadership. In that note, millennial teachers realize attributes from other known leadership principles.

4. Conclusion

Good leadership is determined by neither sound principles of the leaders nor by their length of years in the position. It is originated from the leaders' desire that ignited them to perform their roles and responsibilities with excellence amidst cultural orientation and generational background. With the help of the domains, this study underscored expectation on the true measure of good leadership which is not determined by neither achievements nor scholastics, but rather by judiciousness to empower others. For that reason, an emerging leadership model for the millennial educators was developed to serve as another turning point for school heads to ponder. Through this investigation, fact-based, authentic, contextualized, and timely leadership practices and principles of school heads were revealed and so to bridge the gap between theories and principles to realities and needs of the growing millennial workforce. This study served as offshoot of getting to know the new generation of teachers to contemplate on new strategies in catering their needs as professionals while also enhancing effective school leadership skills of principals. By means of this, millennial educators and leaders would be enlightened to the value of interdependence of multiple leadership ideologies. This study hopes to instill the truth that effective leadership could not only be attributed to one principle. As there is no such thing as impeccable work atmosphere and no one-size fits all leadership style, millennial educators manifest a perfect blend of conventional and contemporary leadership principles

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