

Generational Cohorts as Correlates to Working Values among Selected Public Secondary Teachers: Insights for Policy Implications across Generations

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.914MG00128>

Received: 05 July 2025; Accepted: 14 July 2025; Published: 18 August 2025

ABSTRACT

In every workplace setting, leadership styles, preferences, and practices can be influenced by the viewpoint that each generation brings to the table on work. Among a selection of public secondary school teachers, this study investigates the relationship between generational cohorts and workplace values. The study examines how various generations, especially Generation X, Millennials, and Generation Z, perceived and prioritized work-related values, including work environment, management, and professional growth, acknowledging that these values are often shaped by the socio-historical circumstances of their developmental periods.

This research utilized a descriptive-correlational methodology to survey an intentionally selected group of teachers from several public secondary schools, which assessed the generational patterns and value orientations. Statistical analyses have been implemented to investigate the strength and significance of relationships among generational affiliation, satisfaction, as well as particular workplace values. The research provides insights into the management of a multigenerational workforce in education, highlighting the necessity for flexible leadership methods and value-oriented organizational policies.

This study discussed the significant disparities in working values preferences throughout generations, such as with older cohorts emphasizing achievement while establishing loyalty, highlighting safety, stability, and autonomy. And with younger cohorts fostering autonomy while expanding personal development, boosting altruism, developing stress flexibility, and comfort in collaborative settings. This affects school management, leadership styles, and strategies for promoting intergenerational collaboration in the workplace.

Keywords: Generational diversity, multigenerational workforce, workplace values, workplace preferences

INTRODUCTION

The workplace is a dynamic environment where all individuals from different generations are interconnected with one another, sharing and offering unique values, work ethics, and expectations. Each generation's perspective toward work may influence leadership perceptions and experiences in the workplace. For example, leadership styles have been influenced by outcomes like workforce well-being, attitude, and success within an organization. They are usually operationalized through followers' perceptions of their leaders (Hancock et al., 2023). Including beliefs about loyalty and authority, communication techniques, values, and acceptance of change (Oliveira, 2021; Hu, Herrick, and Hodgin, 2004). Although there is some evidence of generational differences, the scholarly research is still conflicting, indicating that situational conditions and age may also have a significant impact on how people value their jobs. (Parry & Urwin, 2011, mentioned by Schramm & Schlese, 2024). The inconsistent findings have been attributed to the failure to investigate mediating mechanisms and a fragmented comprehension of moderating variables in the age–age-leadership process (Scheibe et al., 2021).

In the field of education, like many others, the teaching profession is increasingly characterized by a diverse workforce that includes multiple generational cohorts. Additionally, each generation has its ideas and

expectations of what a leader should be, including leadership styles and preferred management practices. Generational cohorts in the teaching profession may have a direct and indirect impact on the learning and participation of students' academic performance, including the stakeholders' relations. Once a teacher brings his/her unique experiences and perspectives inside the classroom, they have an impact already on the educational environment and, by extension, student willingness to learn and stakeholders' engagement to participate.

Furthermore, there are currently four generations working side-by-side in many workplaces; some researchers—demographers (William Strauss & Neil Howe, 1991) from the book *Generations the History of America's Future, 1584 To 2069*, classify this Millennials (born between 1981 and 1996), Baby Boomers (born between 1946 and 1964), Generation X (born between 1965 and 1980), and Generation Z (born after 1997) are the four generations that make up the current generation (Bourne, 2015) as cited by (Somerville, 2021). Each generation grew up in a different cultural, social, and economic setting. Therefore, their values and attitudes toward work varied. (Konrad, 2006; as cited by Ramos, 2020) For example, Baby Boomers are known for their work ethic, loyalty, and respect for hierarchy, whereas Millennials place a premium on work-life balance, flexibility, and social impact. These fundamental differences can cause misunderstandings and conflicts, especially in areas such as technology, career advancement, and job expectations (Jarrin, 2021; Mensik, 2007).

The Governance of Basic Education Act of 2001, Republic No. 9155, Chapter 1 Section 7 mandates that school principals implement school curricula and be accountable for higher learning outcomes, develop school education programs and school improvement plans, introduce new and innovative modes of instruction to achieve higher learning outcomes and promote staff personal and professional development. In addition, school principals are mandated to be accountable for higher learning outcomes. A leader who can recognize these qualities and modify their leadership style to be more inclusive and responsive is more suited to managing team members, particularly multicultural teachers (Bwalya, 2023).

The present study aims to examine how generational cohorts may influence the working values within an organization with a focus on the education sector to enhance teacher performance, collaboration, and job satisfaction despite the diverse generations of teachers. On the other hand, understanding and managing generational diversity is one of the crucial challenges for today's leaders and administrators since it can have a significant implication on organizational atmosphere, performance, and outcome (Dida et al., 2021; Jonck et al., 2017). Since generational differences are likely one of the key factors affecting the work environment, employee satisfaction, and organizational success due to the various generations in every workplace setting. Leadership and management styles of the school leaders may differ from different backgrounds (O'Leary et al., 2024; Boyle, 2018). It is essential to recognize that each generation has its unique values, expectations, capabilities, and communication styles. This may lead to either conflict among generations or foster collaboration and innovation (Pagayanan, 2021).

In this sense, it would be fascinating to investigate and quantify the association between various working value metrics, level of satisfactoriness, and generational cohorts among selected secondary public-school teachers in Valenzuela City. It is also important to determine preferred leadership styles across generational cohorts and study how their perspectives and perceived working values influence their performance and relationships in educational settings. Thus, the researcher conceptualizes this study as an insight' foundation for leadership development, to provide meaningful leadership programs to cultivate a culture in the workplace that values diversity, inclusion, and intergenerational collaboration; it is important to adhere to the particular demands and preferences of different generations. Additionally, this is an enhancement of the culture of the organization across all generations. It may serve as a foundation for policy modifications aimed at informing educational policies and practices concerning teacher collaboration, effective communication, and retention.

METHODOLOGY

Research Design

This study utilized descriptive-correlational research. It is the most appropriate since the study tried to determine the practiced work values as correlates to the generational cohorts of the secondary school teachers.

As Devi et al. (2023) define, the correlational design is one study method for analyzing the connections between or among variables. Several factors in one group can happen on multiple levels. It is one kind of design that looks at the link between two or more variables without using experiments. The researcher is not examining the cause-and-effect link, so keep that in mind.

A correlational research design examines connections between variables without including any manipulation or control on the researcher's part. A correlation shows how strongly two or more variables are related and in which direction. According to Arcite (2024), a connection can either be positive or negative in the direction that it points.

According to Devi et al. (2023), in a correlation design, the researchers examine the impact of a possible cause outside their control. They employ designs that look at how variables relate to one another. It is impossible to control many of the variable's researchers are interested in. It is common to think of attitudes, beliefs, or behaviors as causal factors in health, sickness, treatment response, and other outcomes. A correlation denotes a link or interrelationship between two variables, indicating that alterations in one variable are likely to correspond with modifications in another, such as the relationship between individuals' height and weight (Quinterno, 2017).

Looking at the numbers can help us see connections. Just because two things happen at the same time doesn't mean one causes the other. That's a basic idea in science. This study mainly used numbers and statistics, but it also included some descriptive research, which means it looked at things carefully without changing any factors. After giving out the research questionnaire, we will use simple statistics like averages, standard deviations, and frequency counts to summarize and explain the characteristics of the study variables (Malang, 2024).

Research Locale

The research was conducted just inside the Schools Division of Valenzuela City, more precisely within the Secondary High Schools located within Congressional District I of Valenzuela City. The Schools Division Office in Valenzuela supervises a variety of small, medium, large, and mega schools throughout the two congressional districts. The districts are District One and District Two. The population of the research will consist of teachers working in public schools at the secondary education level. When it came to the public secondary high school and senior high school levels in the aforementioned district and specified unit, there were a total of four schools, which included two large schools and two smaller ones.

Respondents of the Study

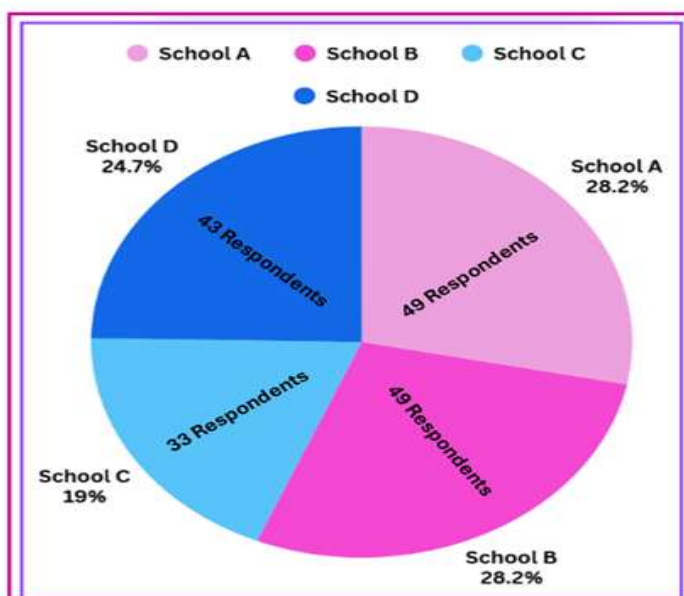


Figure 1. The Respondents of the Study

The group of participants in this study included public high school teachers from Valenzuela City. There are four secondary schools in the city, and they have a total of 174 public secondary teachers working there right now. About 515 teachers were surveyed for this study, according to the Raosoft sample size calculator, which used a 95% confidence level, a 5% margin of error, and a 50% response rate. The researcher used a simple method to pick participants for the study. People who took part came from both Junior High Schools and Senior High Schools in Valenzuela City.

Respondents who could take part were public secondary teachers and master teachers because they usually had been in their jobs for a long time and had a lot of direct experience with workplace values and the culture of the institution. We collected data by using a simple sampling method with an online survey that was shared through Google Forms to the schools involved. We got 174 valid responses from this process. The table below shows how the participants in the study are spread out.

Research Instrument

The researcher created the Person-Environment Correspondence Theory-inspired "Generational Cohorts' Satisfactoriness and Work Values Scale" survey. Lucy K. Cennamo utilized it in 2005 to study Generational Differences in Work Values, Work-Related Outcomes, and Person-Organization Values Fit in New Zealand. Rene Dawis, George England, and Lloyd Lofquist from the University of Minnesota created it in 1964. The "Generational Cohorts' Satisfactoriness and Work Values Scale" assessed secondary school teachers' generational cohort-related satisfaction and working values. Online questionnaires, especially Google Forms, make it easier to reach respondents and collect data for the study without compelling them to fulfill their commitments.

Part I of the Generational Cohorts' Satisfactoriness and Work Values Survey-Questionnaire collected categorical data from respondents. Three factors categorized respondents' generational groups: Generation Z. They were 22–28, Generation Y/Millennials. Generation X was last, aged 29–44. About 45-60 years old. The Generational Cohorts' Satisfactoriness and Work Values Survey Questionnaire's *Part II* assessed respondents' workplace values satisfaction. They rated each other on work environment, management, and professional growth. A 4-point Likert scale measured respondents' satisfaction or discontent with these aspects: (3) as Satisfied, (2) as Dissatisfied, and (1) as Very Dissatisfied. *Part III*, Generational Cohorts' Satisfactoriness and Work Values, assessed respondents' educational working values in terms of Achievement, Comfort, Status, Altruism, Safety, and Autonomy. These elements reflected the instructors' current workplace values and examined them to see how often they practiced each value. Using a 4-point Likert scale, (4) is Very Much Observed, (3) is Much, (2) is Moderate, and (1) is Slightly.

A panel of experts—an Education Program Supervisor (EPS), a Research Coordinator who was also a public-school master teacher and a Doctor in Education Management (DEM), and a School Head: DEM—provided professional advice and criticism to assess the research survey instruments' face, language, format, and content validity. Validation form comments and recommendations were considered throughout the survey questionnaire.

Using the same criteria as the selection requirements, the Generational Cohorts' Satisfactoriness and Work Values Survey-Questionnaire was piloted in one of Valenzuela's public secondary schools, particularly in another Congressional district. The Cronbach's Alpha Test of Reliability yielded a score of "0.97," indicating "Excellent Reliability." Online distribution helped authorized institution staff access the Generational Work Values Survey questionnaire.

Data Gathering Procedure

The researcher meticulously adhered to all protocols for data collection and analysis. It began with the preliminary pre-operation, which was the first phase. From establishing up to building and organizing the study questionnaires to collecting surveys from respondents, the researcher was also accountable for ensuring the reliability and validity of the instrument. After the validation of the survey questionnaire, the pilot testing was conducted. Starting the communication with the target schools and respondents as soon as the researcher

got the approval letter from the Dean of the Graduate School and the endorsement letter from the Schools Division Office (SDO) of Valenzuela City, as recommended by the researcher's adviser.

Afterwards, to move on with the research, the Division Office had to approve the request and provide endorsement letters to notify the principals of each school. The researcher was formally asking for their assistance and consent to distribute the validated survey questionnaire to the designated respondents, accompanied by the approval letter from Graduate Studies, the approval letter from SDO Valenzuela, and a letter requesting permission to conduct the study at their respective school with a QR code and link to the forms.

The next stage in the procedure is that the researcher distributed the initial questionnaires online, particularly via Google Forms. Finally, the researcher collected the responses that came from the cooperative respondents. When the surveys were returned from the respective schools, the gathered data were ready for tabulation and analysis. The researcher properly organized the data in a table for statistical analysis, enabling interpretation and understanding. To ensure an appropriate utilization of the statistical treatment of data, the researcher engaged the statistician to formally analyze the topic and meticulously address the problems that were presented.

RESULTS AND DISCUSSION

This part presents the gathered information and clearly explains what the results indicate. It highlights essential patterns, similarities, and differences, relating these findings to the research questions and concepts we began with. The study evaluated the statistical methods used to analyze the data, helping us to define and discuss the results. The information collected enhances our understanding of the respondents' backgrounds, which is crucial for interpreting the overall results.

Table 1 Generational Cohort Membership Frequency and Percentage Distribution of Secondary School Teachers.

GENERATIONAL COHORT MEMBERSHIP	<i>f</i>	%
<i>Generation X</i>	36	20.69
<i>Generation Y</i>	98	56.32
<i>Generation Z</i>	40	22.99
TOTAL	174	100.00

Table 1 groups secondary school instructors by generation. The majority of poll respondents are Generation Y, with “98 teachers” making up “56.32%”. This reveals that over half of instructors are Millennials, who are younger and more inclined to favor technology, cooperation, meaningful careers, and good feedback, which fosters collaboration. Focusing on what makes workers happy and what they need can enhance productivity, but it puts strain on standard corporate setups, requiring new employee management tactics (Stead, 2022; Calk, 2017). Young individuals want meaningful, demanding careers (Stead, 2022; Calk & Patrick, 2017). This generation is willing to work harder even without trusted leaders; therefore, they may work differently. Millennials' goals shape workplace culture and productivity. They influence companies with their own features and expectations.

With 40 instructors, Generation Z is the second largest group at 23% of the survey. This suggests that more young individuals are joining the teaching industry with new ideas and the latest instructional technologies. Researchers describe the crystal production as “deep emotional” (Pintaric, 2023; Celik & Gurcuoğlu, 2016). Generation Z's values affect workplace productivity and morale. This generation, noted for their unique communication styles and digital upbringing, seeks personal growth, mentoring, and work-life balance. Generation Z is skilled at utilizing technology to communicate, but they know they need to separate work and life. Awareness of disruptive communication behaviors improves workplace communication (Janssen & Carradini, 2021).

Generation X is the smallest generation, with 36 instructors (20.69%). Though small, this group may provide valuable experience and information to the institution. Many call this generation the Xers, Post Boomers, or Shadow Generation. They are friendly and polite, want to succeed in the organization, and respect authority. Although their parents strived for perfection, this generation has learnt independence and self-reliance. Generation Xers value steady careers and work-life balance for job satisfaction. They are happier and healthier at work because they pick employment aspects that complement their values and lifestyle (Berglund & Esser, 2019).

The data shows an intergenerational teaching staff, with Millennials dominating, suggesting a dynamic and possibly collaborative school environment. For effective management and teamwork, managers must understand each generation's strengths and weaknesses (Fennelly & Perry, 2024). According to (McCabe et al., 2024) and (Chiwisa and Mpundu, 2024), students receive a well-rounded education when teachers from different generations share their perspectives, experiences, and teaching methods. They also noted the diverse skill sets in these cohorts and suggested ways to boost employee engagement and manage educational partnerships.

Table 2.1 Level of Satisfactoriness on the Current Workplace Value of the Teachers in terms of Work Environment

WORK ENVIRONMENT ASPECT	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Physical Work Environment (Health and Safety)	3.31	3.37	3.23	3.32	Very Satisfied
2. Industrial Relations (Fair and Balanced Work Environment)	3.25	3.26	3.10	3.22	Satisfied
3. Social Interactions and Communication	3.28	3.40	3.48	3.39	Very Satisfied
4. Relationship with Immediate Supervisor	3.31	3.47	3.33	3.40	Very Satisfied
5. Standard Working Hours	3.50	3.43	3.38	3.43	Very Satisfied
AVERAGE WEIGHTED MEAN	3.33	3.38	3.30	3.35	Very Satisfied

Table 2.1 shows how satisfied secondary school teachers are with their work environment based on different age groups.

In general, instructors from Generation X, Y, and Z are quite happy, with an average score of 3.35, showing that they have a nice work atmosphere. We looked into "Standard Work Hours." The top average score was 3.43, showing that people were "Very Satisfied." All age groups liked the current work hour system, and Generation X rated it 3.50. Next is your "Connection with Your Boss." Teachers of all ages are quite happy, scoring an average of 3.40, with how their bosses handle problems at work. Next: "Talking and Interacting with Others." One of the top scores, 3.39, indicated that teachers are "Very Satisfied" with how they communicate at work. At 3.48, Generation Z got the best satisfaction score.

Next, "Workplace Conditions (Health and Safety):" Teachers were quite happy, particularly those from Generation Y (3.37), Generation X (3.31), and Generation Z (3.23). The average score of 3.32 means people are "Very Satisfied". The final one is "Industrial Relations (Fair and Balanced Work Environment):" This part got an average score of 3.22, which means people were "Satisfied." This indicates that teachers think industrial relations could get better, particularly for Generation Z, 3.10. Lots of research shows that a positive and cheerful workplace makes workers happier, which leads to lower turnover rates, particularly in schools.

Table 2.2 Level of Satisfactoriness on the Current Workplace Value of the Teachers in terms of Management

MANAGEMENT ASPECT	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Managing Performance and Adapting to Change	3.36	3.39	3.35	3.37	Very Satisfied
2. Delegation of Tasks and Skill Development	3.47	3.36	3.28	3.36	Very Satisfied
3. Unlocking Professional Potential	3.28	3.36	3.25	3.32	Very Satisfied
4. Task Setting and Performance Expectations	3.36	3.36	3.23	3.33	Very Satisfied
5. Attention to Detail and Adherence to Guidelines	3.28	3.29	3.25	3.28	Very Satisfied
AVERAGE WEIGHTED MEAN	3.35	3.35	3.27	3.33	Very Satisfied

Table 2.2 shows secondary school teachers' workplace management satisfaction, by generation. Generation X, Y, and Z are pleased, according to data. When examined individually, each statement shows: Starting with "Handling Performance and Adjusting to Change." All ages were satisfied, with an average score of 3.37, indicating that management is improving productivity and flexibility. After that, assign projects and improve skills: Teachers liked assignments that advanced their careers. Generation X scored 3.47, averaging 3.36, indicating "Very Satisfied." Third, "Setting Tasks and What to Expect from Performance." Across age groups, responsibilities, deadlines, and expectations averaged 3.33. Second-to-last is "Unlocking Professional Potential." People loved the possibility to enhance productivity and potential, especially Generation Y, who scored it 3.36. The average score was 3.32, indicating "Very Satisfied." Finally, "Paying Close Attention and Following the Rules." Though it earned 3.28 out of five, people are "Very Satisfied" with it.

Teachers are mainly "Very Satisfied" with workplace management. This shows that administration and leaders aid teachers of all ages with their tasks, obligations, and advancement. The empowerment and work satisfaction of teachers might improve their participation in school improvement programs (Melnikova, 2024).

Table 2.3 Level of Satisfactoriness on the Current Workplace Value of the Teachers in terms of Professional Growth

PROFESSIONAL GROWTH ASPECT	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Opportunities for Promotion	2.78	3.19	3.10	3.09	Satisfied
2. Morale and Workplace Recognition	3.22	3.32	3.20	3.27	Very Satisfied
3. Compensation and Entitled Benefits	3.14	3.21	2.90	3.13	Satisfied
4. Alignment of Skills and Professional Role	3.28	3.34	3.28	3.31	Very Satisfied
5. Job Security	3.53	3.35	3.35	3.39	Very Satisfied
AVERAGE WEIGHTED MEAN	3.19	3.28	3.17	3.24	Satisfied

Table 2.3 shows how pleased teachers are with their existing positions' professional advancement opportunities, by generation. Teachers are "Satisfied" with their professional development opportunities, scoring 3.24 on average. Closer inspection of each indication shows: The highest-rated is "Job Security." The highest satisfaction score was 3.39, meaning "Very Satisfied." Teacher job security and lack of concern for layoffs are evident. Next, match your abilities to your employment. Teachers were 3.31 "Very Satisfied" with how their credentials and skills meet their job duties, suggesting a solid fit between their training and their profession. The third is "Feeling Good at Work and Getting Recognized." Regarding recognition and appreciation, teachers were "Very Satisfied" with a 3.27 score. At 3.32, Generation Y showed the most appreciation for workplace incentive and recognition. The fourth is "Pay and Benefits You Should Get." People were "Satisfied" with their earnings, commissions, and bonuses, ranking it 3.13. Generation Z's lower score of 2.90 may indicate larger aspirations or financial concerns when they start their professions. "Opportunities for Promotion" is sixth and lowest-rated. Teachers are "Satisfied" with promotional opportunities, averaging 3.09. Generation Y had the greatest satisfaction score (3.19), whereas Generation X scored 2.78. This shows that older populations may benefit from clearer promotion chances. This suggests that professional development opportunities improve job satisfaction and teamwork. Simply put, fair and equal chances can contribute to success, especially in schooling.

Table 2.4 Summary of the Level of Satisfactoriness on the Current Workplace Value of the Secondary Teachers

ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
Work Environment	3.33	3.38	3.30	3.35	Very Satisfied
Management	3.35	3.35	3.27	3.33	Very Satisfied
Professional Growth	3.19	3.28	3.17	3.24	Satisfied
OVERALL WEIGHTED MEAN	3.29	3.34	3.25	3.31	Very Satisfied

Table 2.4 shows how pleased secondary school teachers are with their work environment, management, and professional growth. Generations X, Y, and Z provide answers. All scores average 3.31, indicating "Very Satisfied." This suggests instructors typically like their workplace. Teacher satisfaction with safety, relationships, and communication was highest in the "Work Environment" category at 3.35. Interestingly, Generation Y awarded this segment the highest score of 3.38. "Management" scored 3.33, meaning "Very Satisfied." This suggests that all ages value performance management, work assignment, and role clarity. "Professional Growth," albeit still positive, received a somewhat lower average score of 3.24, indicating "Satisfied." The majority of teachers are satisfied with opportunities to grow, such as promotion, recognition, and job security, but Generation X and Generation Z, who were less satisfied than Generation Y, could improve.

The findings show that teachers' work environments and management are excellent. Addressing professional growth concerns—especially for older and younger generations—could boost satisfaction. Discussing professional advancement is crucial to creating successful and collaborative educational settings. Several research have illuminated the complexity of these issues, which can affect instructional professionals' development and efficacy. Once educators recognize and solve these problems, they may generate development and progression possibilities.

Table 2.5 Rank between Generational Cohort and Workplace Satisfaction

Generation	Work Environment	Management	Professional Growth
Generation X	2	1	3
Generation Y	1	2	3
Generation Z	1	2	3

Table 2.5 presents the ranks of Generation X, Generation Y, and Generation Z job satisfaction across three dimensions: work environment, management, and professional progress.

Generation Y and Generation Z put work environment first, management second, and professional progress third. In contrast, Generation X places management first, work environment second, and professional advancement third.

This shows that Generation X prioritizes management satisfaction above Generation Y and Z, who value work environment. Professional growth consistently ranked lowest across generations, showing a feeling of inadequate advancement or development.

These rankings reveal generational variances and parallels in employment happiness, which may help school administrators and lawmakers enhance work conditions and professional development possibilities for each age. These findings can help leaders and HR professionals customize engagement and support methods to generational preferences, particularly to improve Generation Z's working experience.

Table 3 Test Statistics for Kendall's Tau between Generational Cohort and Workplace Satisfaction

Comparison	τ	Z-score	Conclusion
Work Environment vs Management	-0.6667	-1.0447	Not significant ($p > 0.05$)
Work Environment vs Prof. Growth	0	0	Not significant ($p > 0.05$)
Management vs Prof. Growth	0	0	Not significant ($p > 0.05$)

Table 3 shows the results of Kendall's Tau correlation analysis assessing the relationship between generational cohort and the dimensions of workplace satisfaction, namely work environment, management, and professional growth.

The correlation results indicate that: a) The comparison between Work Environment and Management yielded a moderate negative correlation ($\tau = -0.6667$), with a Z-score of -1.0447, and b) Both Work Environment vs Professional Growth and Management vs Professional Growth yielded no correlation ($\tau = 0$, $Z = 0$).

Despite some moderate correlation coefficients, all Z-scores were below the critical threshold, and the corresponding p-values were greater than 0.05, indicating that none of the relationships were statistically significant.

These findings suggest that there is no significant association between generational cohort and the dimensions of workplace satisfaction. In other words, perceptions of work environment, management, and professional growth appear to be relatively consistent across Generation X, Y, and Z, with no generational group showing significantly different satisfaction patterns in these areas. This result supports the idea that while generational identity may influence individual expectations, it may not play a dominant role in determining overall workplace satisfaction among teachers.

Table 4.1 Level of Perceived Workplace Values of Secondary School Teachers in Terms of Achievement

ACHIEVEMENT ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Sense of Accomplishment and Personal Growth	3.31	3.29	3.03	3.23	Much Observed
2. Opportunity for Advancement in Work	3.08	3.11	2.93	3.06	Much Observed
3. Acquiring New Skills and Knowledge	3.31	3.27	3.13	3.24	Much Observed
4. Identifying Workplace Gaps	3.25	3.18	3.18	3.20	Much Observed
5. Innovative Ways in Approaching Problems	3.28	3.30	3.15	3.26	Very Much Observed
6. Adaptive Workplace Strategy	3.33	3.21	3.15	3.22	Much Observed
7. Provision of Technology	2.97	2.94	2.90	2.94	Much Observed
AVERAGE WEIGHTED MEAN	3.22	3.19	3.06	3.16	Much Observed

Table 4.1 shows how secondary school teachers from different generations—Generation X, Generation Y, and Generation Z—view their workplace values in terms of Achievement. Achievement is when you feel successful and like you're making progress. It involves recognizing specific goals along with the observations and feelings about the workplace. The answers were looked at using a four-point scale, and all the individual statements, along with the overall averages, are between 2.50 and 3.24, which means they are considered “Much Observed.”

This indicates that teachers from different age groups mostly saw their work environment as helpful for achieving success and growing professionally, having chances to move up, learning new skills and knowledge, and using flexible work strategies. The top-rated item was the “new and creative ways to handle problems,” which received an overall score of 3.26, categorized as “Very Much Observed.” On the other hand, the “provision of technology” got the lowest average score of 2.94, showing that it is still “Much Observed” but not as much as other related achievement areas. The average score of 3.16 shows that, overall, people in the workplace tend to agree on the importance of achievement-related values. Doing well at work is a tricky part that greatly affects how well someone performs their job, how successful they are in their career, and how happy they feel about their work relationships (Tigard, 2021).

Table 4.2 Level of Perceived Workplace Values of Secondary School Teachers in Terms of Comfort

COMFORT ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Flexible Work Schedules / Workloads	3.11	3.10	3.00	3.08	Much Observed
2. Positive and Supportive Workplace	3.14	3.22	3.23	3.21	Much Observed
3. In line with my Personal Values (Sense of Purpose)	3.00	3.23	3.18	3.17	Much Observed
4. Work-Life Balance, and Positive Cultures	2.97	3.11	3.00	3.06	Much Observed
5. Align with my Personal Work-Ethics (Commitment)	3.14	3.29	3.10	3.21	Much Observed
6. Generally Happy (Strives and thrives)	3.08	3.18	3.20	3.17	Much Observed
AVERAGE WEIGHTED MEAN	3.07	3.19	3.12	3.15	Much Observed

Table 4.2 shows how secondary school teachers from three different generations—Generation X, Generation Y, and Generation Z—view their workplace values in terms of Comfort. Every item and the overall average are between 2.50 and 3.24, which means they are seen as “Much Observed”. This shows that teachers from different generations consistently notice and appreciate comfort-related factors in their workplaces. These include things like flexible work hours, friendly and supportive colleagues, shared personal values and ethics, a good work-life balance, and a positive workplace culture. The average score of 3.21 was noted for both how people view a positive and supportive workplace and how it matches their work values, indicating that these are the most noticeable comfort factors. The average score of 3.15 shows that most people agree that comfort in their workplace is being looked after and kept up well.

Table 4.3 Level of Perceived Workplace Values of Secondary School Teachers in Terms of Status

STATUS ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Sense of Pride and Aspiration	3.08	3.20	3.05	3.17	Much Observed
2. Providing a Constructive Feedback	3.17	3.33	3.25	3.28	Very Much Observed
3. Practice Verbal Praise or Small Appreciation	2.81	3.04	2.78	2.93	Much Observed
4. Sense of Management without Stress or Burnout	3.03	3.09	2.93	3.04	Much Observed
5. Sense of Fulfillment (Wholeness and Contentment)	2.92	3.13	3.15	3.09	Much Observed
6. Sense of Accomplishment (Progress)	2.83	3.04	2.90	2.97	Much Observed
AVERAGE WEIGHTED MEAN	2.97	3.15	3.01	3.08	Much Observed

Table 4.3 shows how secondary school teachers view their workplace values regarding Status, based on the perspectives of Generations X, Y, and Z. The answers show that all statements and the overall averages are between 2.50 and 3.24, which means they are considered “Much Observed.” This indicates that values related to status—like feeling accomplished and fulfilled, having pride and aspirations, giving helpful feedback, and offering verbal praise and small acknowledgments—were typically recognized and appreciated in the teachers’ work environment. The top-rated statement was about giving helpful feedback, scoring 3.28. This was the only item that made it into the “Very Much Observed” category, showing a clear strength in this area. At the same time, saying nice things and showing appreciation, like giving formal recognition or awards, got the lowest score of 2.93, but it was still considered “Much Observed.” The average score of 3.08 shows that there are some noticeable values related to status, but there might still be chances to do better, particularly when it comes to clear recognition and reward systems.

Status is very important in the workplace, impacting employee behavior, motivation, and overall organizational dynamics. It may boost performance and creativity while also adding complications like jealousy and interpersonal strife. (Keshabyan and Day, 2020) distinguished the issue that personal beliefs of status have a distinctive impact on total job satisfaction.

Table 4.4 Level of Perceived Workplace Values of Secondary School Teachers in Terms of Altruism

ALTRUISM ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Help Lives and Address Community Needs	3.08	3.05	2.98	3.04	Much Observed
2. Influence Collaboratively (Not Manipulating or Not Coercing)	3.03	3.10	3.18	3.10	Much Observed
3. Considered Ideas, Proposals, and Suggestions	2.94	3.20	3.23	3.18	Much Observed
4. Enhances Communal and Personal Relationships	3.08	3.16	3.20	3.16	Much Observed
5. Encourage Diversity and Inclusion	2.86	3.09	3.20	3.07	Much Observed
6. Prioritize Organization over Feelings	2.92	3.14	3.05	3.07	Much Observed
AVERAGE WEIGHTED MEAN	2.99	3.13	3.14	3.10	Much Observed

Table 4.4 shows how secondary school teachers from Generations X, Y, and Z regard workplace altruism. Every item and the average of 3.10 are between 2.50 and 3.24, indicating that workplace values are “Much Observed.” This suggests that the instructors perceived their workplace as supportive of cooperation, community involvement, accepting everyone, and considering others' opinions. Best statements were getting along with the community (3.16), and thinking about ideas for learners and stakeholders (3.18). This

emphasizes social responsibility and open communication. The lowest score was 3.07 for leveraging diverse teams to promote inclusivity, but it was still good. The findings suggest that instructors reward kindness, which fosters a supportive and caring environment.

Altruism promotes positive behavior in the workplace, improving job satisfaction and pleasure. Selfless leadership creates a friendly and collaborative environment, which boosts employee happiness, according to the study. Organizational performance and staff retention may improve. Altruistic leadership may create a good workplace culture that benefits employees and the company (Amdanata et al. 2023).

Table 4.5 Level of Perceived Workplace Values of Secondary School Teachers in Terms of Safety

SAFETY ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Observes Work Policy, Programs, and Solutions	3.14	3.07	3.05	3.08	Much Observed
2. Sense of Security	3.19	3.18	3.13	3.17	Much Observed
3. Respect Employment Rights and Protections.	3.11	3.21	3.15	3.18	Much Observed
4. Interaction Decisions	2.92	3.02	2.88	2.97	Much Observed
5. Bias Awareness, and Conscious Language	3.22	3.31	3.25	3.28	Very Much Observed
6. Ensures Daily Compliance and Regulations	3.31	3.28	3.20	3.26	Very Much Observed
AVERAGE WEIGHTED MEAN	3.15	3.18	3.11	3.16	Much Observed

Table 4.5 shows how based on Generations X, Y, and Z scores, secondary school instructors respect workplace safety. Workplace safety is “Much Observed” across age groups, with an average score of 3.16 between 2.50 and 3.24. Teacher employment normally offer benefits, stability, rights, and fair compensation. Law and regulation compliance 3.26 and a helpful supervisor who appreciates diversity and justice 3.28 are the top-rated “Very Much Observed” comments. Legal safeguards and a safe workplace are essential while working with people. Pay had the lowest score, 2.97, suggesting room for improvement. Overall, the results demonstrate that resolving financial concerns might make teachers feel safer at work.

Safety encompasses stable and secure surroundings. A safe workplace enhances worker comfort, performance, and job satisfaction. Firm connection and safety regulations help retain this link, resulting in reduced incident rates and increased output. Barpanda and Unnithan (2019) found that workers' health and safety attitudes affect workplace satisfaction. Positive attitudes improve workplace performance by increasing work satisfaction. This shows the close correlation between employee safety and satisfaction.

Table 4.6 Level of Perceived Workplace Values of Secondary School Teachers in Terms of Autonomy

AUTONOMY ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
1. Sense of Appreciation (Eases Difficult Situations)	3.08	3.24	3.13	3.18	Much Observed
2. Allowing to make decisions and function with minimal supervisions.	3.28	3.26	3.25	3.26	Very Much Observed
3. Exercise and Celebrate wins	2.97	3.10	3.00	3.05	Much Observed
4. Entails Reliability and Accountability	3.17	3.23	3.15	3.20	Much Observed
5. Entails Completing Task and initially Work Management Practices	3.14	3.33	3.20	3.26	Very Much Observed
6. Allowing to “Work Alone” without much Relying on Others	2.94	3.17	3.35	3.17	Much Observed
GENERAL WEIGHTED MEAN	3.10	3.22	3.18	3.19	Much Observed

Secondary school teachers' perceptions of workplace values in terms of autonomy vary by generational cohort, as seen in Table 4.6. The aggregate weighted mean of 3.19 suggests that instructors from Generation X, Y, and Z strongly value workplace autonomy. The things that received the highest ratings—both understood as Very Much Observed—are the capacity to work alone with little supervision (3.26) and the difficulty of managing duties on one's own (3.26). These results show that instructors of all generations feel empowered to manage their tasks on their own, which is a sign of professional independence and trust in the workplace. Aspects like working independently without depending on others 3.17 and enlivening the day with modest team-building

activities 3.05, however, scored somewhat lower, indicating room for improvement in both individual flexibility and cooperation.

Overall, the data reveal that while autonomy is well recognized, integrating more structured support and recognition may further enhance teachers' experience of independence and value in the workplace. It is essential to provide employees with autonomy in the workplace to enhance their well-being, productivity, and overall job satisfaction. Research indicates that providing workers with a greater degree of autonomy leads to a rise in their motivation and engagement, which in turn leads to improved performance outcomes. It is essential to balance autonomy with appropriate help and training to prevent taking on too much responsibility.

To better represent their skills, they can try to alter the job's standards for behavior and, thus, its substance. The environment may actively adapt the individual by seeking to influence their expectations or values, or by teaching them to change their skills. Reactive adjustment may entail a person seeking to change their work ideals or personal goals, or adjusting their actions to better suit their circumstances. Similarly, the environment may change the tasks of a position to better match a person's intrinsic talents or adjust the incentives to increase job happiness (Maltseva, 2020). Consequently, excessive autonomy without sufficient direction might cause tension and uncertainty among workers (David, 2023). Providing autonomy requires sufficient training to guarantee that staff can successfully handle their duties (David, 2023).

Table 4.7 Summary of the Level of Perceived Workplace Values of Secondary School Teachers

ASPECTS	GEN X	GEN Y	GEN Z	OVERALL	VERBAL INTERPRETATION
<i>Achievement</i>	3.22	3.19	3.06	3.16	Much Observed
<i>Comfort</i>	3.07	3.19	3.12	3.15	Much Observed
<i>Status</i>	2.97	3.15	3.01	3.08	Much Observed
<i>Altruism</i>	2.99	3.13	3.14	3.10	Much Observed
<i>Safety</i>	3.15	3.18	3.11	3.16	Much Observed
<i>Autonomy</i>	3.10	3.22	3.18	3.19	Much Observed
OVERALL WEIGHTED MEAN	3.08	3.18	3.10	3.14	Much Observed

Based on six specified workplace aspects—accomplishment, comfort, status, altruism, safety, and autonomy—Table 4.7 summarizes the degree of perceived workplace values among secondary school teachers across several age cohorts, including Generation X, Generation Y, and Generation Z.

In comparison to Generation X (3.08) and Generation Z (3.10), Generation Y had the highest total weighted mean of 3.18 among the three generations, indicating a somewhat higher observance of workplace values. All generations gave the workplace values a "Much Observed" rating, despite minor variations, suggesting a consistent and favorable opinion across age groups.

The greatest mean across all categories was 3.19 for autonomy, 3.16 for safety, and 3.16 for accomplishment. All generations of teachers value autonomy, security, and success at work. Status, remaining in the "Much Observed" interpretation, earned the lowest grade (3.08), suggesting recognition and reward systems need development. The overall weighted mean of 3.14 shows that secondary school teachers value and respect workplace standards, producing a positive and encouraging workplace. Recent research by Sarraw et al. (2018) found that an organization's success depends on personnel motivation, effort, and satisfaction. To encourage desirable behavior toward the organization's goals, motivate and wisely allocate human resources, especially teachers. This requires understanding team members' motivations, desires, and happiness, as well as their diverse actions. Then, using the data, manage practices to accomplish organizational goals.

Per Consiglio et al. (2017) and Batinic (2022), work values encompass societal norms, morality, and personal preferences as evaluating criteria for work or the workplace. This broad concept came from labor value taxonomies and measuring tools.

We appreciate employee motivation and believe the generational cohort distribution determines which generations are more and less desired. The teacher's working values should include additional characteristics

of a job or organization than these essential aims. The diverse generation's working ideals emphasize job-specific behaviors. Internal cultural values vary since every company is different. Leadership principles strongly impact university stakeholder, employee, and institutional culture. Culture greatly affects staff productivity. Multifaceted staff work values also affect stakeholder values and productivity (Wen Lin et al., 2015; Tsai, 2022).

Table 4.8 Rank between Generational Cohort and Perceived Working Values of Teachers

Generation	Achievement	Comfort	Status	Altruism	Safety	Autonomy
Generation X	1	4	6	5	2	3
Generation Y	2.5	2.5	5	6	4	1
Generation Z	5	3	6	2	4	1

Table 4.8 shows the rankings of perceived working values among teachers from three generational cohorts—Generation X, Generation Y, and Generation Z—across six value dimensions: achievement, comfort, status, altruism, safety, and autonomy.

The data reveals distinct preferences among generational groups:

Generation X prioritized achievement the most (rank 1), followed by safety (2) and autonomy (3). This suggests a strong orientation toward professional accomplishment and stability. They ranked status (6) lowest, indicating it is the least valued among this group.

Generation Y placed the highest value on autonomy (rank 1), followed by achievement and comfort (both ranked 2.5), reflecting a desire for independence and personal success. Similar to Generation X, they assigned the lowest rank to altruism (6) and status (5), possibly pointing to a more individual-focused work ethic.

Generation Z, on the other hand, showed the highest preference for autonomy (rank 1) and altruism (2), suggesting a blend of independence and a desire to contribute meaningfully to others. Status (6) and achievement (5) were ranked lowest, possibly indicating that external recognition or professional accolades are less central to their value system.

Across all generations, status consistently received the lowest rankings, suggesting it is the least prioritized working value among the teachers surveyed, regardless of generational cohort. In contrast, autonomy emerged as a commonly highly ranked value, particularly among Generation Y and Z, emphasizing the growing importance of self-direction and flexibility in the workplace for younger cohorts.

These generational differences in value orientation imply that teaching professionals may be motivated by varying factors depending on their generational identity. As such, educational leaders and administrators should consider differentiated strategies for motivation, professional development, and retention that align with the values and expectations of each group.

Table 5 Test Statistics for Kendall's Tau between Generational Cohort and Perceived Working Values of Teachers

Comparison	τ	Z-score	Conclusion
Achievement vs Comfort	-0.3333	-0.5223	Not significant ($p > 0.05$)
Achievement vs Status	0.0000	0.0000	Not significant ($p > 0.05$)
Achievement vs Altruism	-0.3333	-0.5223	Not significant ($p > 0.05$)
Achievement vs Safety	-0.1165	-1.2795	Not significant ($p > 0.05$)
Achievement vs Autonomy	-0.1165	-1.2795	Not significant ($p > 0.05$)
Comfort vs Status	-0.1165	-1.2795	Not significant ($p > 0.05$)
Comfort vs Altruism	-0.3333	-0.5223	Not significant ($p > 0.05$)
Comfort vs Safety	-0.1165	-1.2795	Not significant ($p > 0.05$)
Comfort vs Autonomy	-0.1165	-1.2795	Not significant ($p > 0.05$)
Status vs Altruism	-0.1165	-1.2795	Not significant ($p > 0.05$)
Status vs Safety	-0.5000	-0.7833	Not significant ($p > 0.05$)
Status vs Autonomy	-0.5000	-0.7833	Not significant ($p > 0.05$)
Altruism vs Safety	0.0000	0.0000	Not significant ($p > 0.05$)
Altruism vs Autonomy	0.0000	0.0000	Not significant ($p > 0.05$)
Safety vs Autonomy	-0.6667	-1.5447	Not significant ($p > 0.05$)

Table 5 shows Kendall's Tau correlation coefficients and Z-scores that assess generational cohort (Generation X, Y, Z) and teacher working values. Success, comfort, prestige, altruism, safety, and autonomy are these values. None of the pairwise comparisons were statistically significant at 0.05. All p-values exceeded 0.05, while Z-scores were below significance.

As an example:

Achievement vs Comfort had a modest negative connection ($\tau = -0.3333$, $Z = -0.5223$), whereas Achievement vs Safety had a greater positive correlation ($\tau = +0.8165$, $Z = +1.2795$). Safety vs Autonomy had a fairly significant inverse link ($\tau = -0.6667$, $Z = -1.0447$).

In spite of their intensity and direction, these relationships were all nonsignificant. No data suggests a generational cohort affects how instructors rank or prioritize their professional ideals. The data suggest that generational groups may have value ranking preferences, although they are not statistically significant. Thus, individual, institutional, and cultural variables may influence teachers' professional ideals including accomplishment, autonomy, and altruism more than generational identification.

These supports developing research that generational stereotypes should be taken cautiously and that workplace attitudes can be very customized, especially in service-oriented occupations like teaching. The lack of statistical significance suggests that age differences do not greatly impact how secondary school teachers in this sample view workplace values. This trend matches the findings that generational cohorts and workplace values had comparable relationships but no statistically significant link. Despite not being statistically significant, our findings align with other research on generational differences in work values among Baby Boomers, Generation X, and Generation Y (Munnich, 2025; Westerman, & Yamamura, 2008). Younger generations valued prestige and independence more, but the impact sizes were small, indicating little practical change. In addition, organizational ideals were not age-specific.

Similar results to "Nurses' Work Values in an Acute Hospital" (Goh, Tan, & Chong, 2023) There was no association in job centrality, leadership, or power values among acute hospital nurses of different generations. However, Generation X showed higher conformity while younger generations showed less recognition.

A similar conclusion to the Global Study on Job Satisfaction (Radey, 2025; Badger et al., 2012) on "Generational differences in work-related attitudes" A global study of job satisfaction and work quality features across generations showed no association. The results suggest that cultural and organizational factors may affect work satisfaction more than generational identity.

Kim (2023) made a similar discovery. Research on clinical nurses' communication methods across generations found no significant differences. The most popular kind was rhetorically sensitive across all age groups, demonstrating that generational identity may not affect communication choices. These studies reveal that generational variations in workplace attitudes and actions are generally small and statistically inconsequential. This suggests that temperament, corporate culture, and life stage may influence workplace values more than generational cohort.

Summary

The goal of this study was to determine the perceived working values and satisfaction of public-school teachers in Valenzuela City, specifically at the secondary level, as well as to investigate their multigenerational preferences and which of these factors influence their distinct motivation that leads to more communicative and collaborative workplace settings. Here is a summary of the findings:

1. The study found that 98 out of 174 participants (56.32%) are part of Generation Y, also known as Millennials, which makes them the biggest group of secondary school teachers in the survey. This noticeable presence indicates that the teachers are quite young, tech-savvy, and appreciate teamwork, doing meaningful work, and collaborating with one another. Generation Z has 40 teachers, which is 21.9% of the total, making them the second biggest group. This shows that more and more younger teachers are entering the field, and

they may be more skilled at using new teaching tools and bringing in new ideas. There are 36 professors from Generation X, making up 20.69% of the whole group. Even though they are the smallest group, what they know and have experienced is very valuable.

2. Teachers from Generations X, Y, and Z said they were "Very Satisfied" with their jobs, giving an average score of 3.31 based on three key workplace values: work environment, management, and professional growth. The work environment received the highest score of 3.35, and Generation Y rated it even higher at 3.38. This shows how pleased they were with aspects like getting along with others, chatting with each other, and feeling secure at work. Management got a solid score of 3.33, indicating that teachers of all ages value performance reviews, fair task assignments, and clear job responsibilities. Generation X rated their job progress at 3.19, while Generation Z rated theirs at 3.17. This indicates that Generation Z is a bit less satisfied, scoring 3.24 on the satisfaction scale. This means they are looking for more stable jobs, appreciation for their work, and chances to move up in their careers.

3. Teachers from the younger generations, like Millennials and Gen Z, focus first on their work environment, then think about how they are managed, and finally consider opportunities for moving up in their careers. In short, Generation X puts management first, followed by the work environment, and then career growth. This shows that Generation X cares more about being happy with their bosses than Generation Y and Z, who are more concerned with the workplace itself.

4. When examining how individuals perceive workplace values in six different areas Independence, Security, Kindness, Ease, and Prestige People from Generation Y had the best overall awareness, scoring an average of 3.18. Generation Z came next with a score of 3.10, and Generation X followed closely with a score of 3.08. Each generation cares about being independent, staying safe, and reaching their personal goals, which shows they all want to take care of themselves and succeed. Status got a score of 3.08, which is the lowest, but it was still marked as "Much Observed," indicating that there's a chance to do better with rewards and recognition. The average score of 3.14 indicates that teachers generally value workplace principles, leading to a friendly and encouraging work environment.

5. The link between Generation X and Z was very low, with a score of 0.029, and the connection between Generation Y and Z was also low at 0.329, neither showing any significant importance. No research examining the relationship between people's perceptions of workplace values and various generations found any significant links. The connection between Generation X and Y was solid, with a score of 0.586. This means that even if there are some differences, the generation a person is part of doesn't change how they see workplace values.

6. Lastly, the study highlights seven important suggestions to make work better for everyone: providing flexible work hours, creating tailored training options, setting up mentorship programs, encouraging inclusive decision-making, improving reward and recognition systems, assisting with technology use, and holding regular seminars and workshops. These ideas focus on what each generation needs, creating a learning environment that is friendlier, more supportive, and more effective, which can help keep teachers satisfied and performing at their best.

CONCLUSIONS

In conclusion, this study aimed to assess the values and job satisfaction of public-school teachers in Valenzuela City. The findings reveal a complex relationship between the values teachers prioritize and how well their work environment meets those values, affecting their overall job satisfaction.

1. The study highlights a predominantly young teaching workforce, with Millennials (56.32%) forming the largest group, indicating strong tech skills and a collaborative mindset. Generation Z (21.9%) follows, suggesting a growing presence of fresh, tech-savvy educators. Although Generation X (20.69%) is the smallest group, their experience remains essential for stability and mentorship. This generational mix creates a balanced environment that supports both innovation and continuity in education.

2. Teachers from Generations X, Y, and Z generally reported high job satisfaction, especially with their work environment and management. Generation Y showed the highest satisfaction, particularly with workplace relationships and communication. However, slightly lower scores in professional growth—especially from Generations X and Z—highlight a need for more support in career advancement, recognition, and job stability.
3. People from Generations Y and Z care about having a good work atmosphere, while those in Generation X think that strong management is the most important thing. Career growth is the least important factor for everyone, showing that different generations have different priorities. This suggests that we might need to find specific ways to make people happy at work.
4. All generations of teachers highly value autonomy, safety, and personal achievement, with Generation Y showing the strongest overall awareness of workplace values. While status ranked lowest, it remains important, suggesting a need for better recognition and reward systems. Overall, the strong emphasis on workplace values supports a positive and motivated teaching environment.
5. The research showed that there wasn't a notable relationship between different age groups and their opinions on workplace values, except for a clear connection between Generation X and Generation Y. This means that differences between generations don't affect how teachers view important workplace values.
6. The study suggests seven important strategies such as flexible hours, mentorship, and tech support to meet the needs of different generations and enhance working conditions. These efforts are designed to build a friendlier, more welcoming, and interactive space that boosts how happy and effective teachers feel in their jobs.

RECOMMENDATIONS

Based on the study findings regarding generational composition, workplace satisfaction, and perceived values among public secondary school teachers, the following recommendations are proposed to enhance teacher well-being, performance, and retention across generations:

1. To make teaching better and more helpful, schools should take specific actions to address the different needs of staff from various age groups. Trying out flexible work options—like mixing remote and in-office days or focusing on specific tasks—can be tested in certain teams or jobs, making it easier for employees to balance their work and personal lives. Professional development should provide tech-focused learning for younger teachers and practical workshops for those with more experience.
2. Schools can pair up mentors and mentees from different age groups and promote reverse mentorship. This helps older staff become more comfortable with technology while also building respect between generations. Inclusive leadership can be done by creating teacher advisory groups that include people from different generations to help make decisions.
3. We can make recognition systems better by giving out regular awards, publicly acknowledging achievements, and showing personal appreciation that matches what each generation values. Schools can provide tech coaching led by fellow teachers and set up support sessions to assist all teachers in using digital tools effectively.
5. To fix issues with professional growth, it's important to share individual career plans and promotion paths and to make advancement opportunities easier to access. Schools can hold regular workshops on understanding different generations to help staff get along better, communicate more effectively, and work together as a team.
6. School leaders and researchers are urged to keep looking into how different generations interact in schools by using more detailed methods of study. These ongoing efforts will help create a learning environment that appreciates inclusivity, growth, and working together towards a common goal. Additionally, future studies may consider longitudinal designs to examine how generational perceptions evolve over time with policy changes, technological advancements, and shifting educational demands. Expanding the sample size or

conducting comparative studies across regions or countries may also strengthen the generalizability of findings. Researchers could also explore how intersectional factors such as gender, years of experience, or leadership roles interact with generational identity to shape workplace satisfaction and values.

7. Finally, integrating psychological constructs such as motivation, resilience, or professional identity into future studies could provide a more holistic understanding of what drives generational attitudes in the teaching profession. These insights will be invaluable in crafting education policies that are responsive to a changing workforce.

By implementing these recommendations, education leaders and policymakers can build a more adaptive, inclusive, and motivated teaching workforce that recognizes the unique contributions of each generation while working toward shared educational goals.

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