

Classroom Management Styles in a Multigenerational District

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INTRODUCTION

Background of the Study

Classroom management is a foundational component of quality teaching that significantly influences the effectiveness of instruction and student learning outcomes. It encompasses the systems and strategies educators use to foster a structured, respectful, and engaging learning environment, including organizing routines, maintaining behavioral norms, and creating spaces where learners can thrive academically and socially (Alsubaie, 2021).

Effective classroom management has been shown to improve student achievement, increase instructional efficiency, and reduce teacher stress and burnout (Korpershoek et al., 2020). It is also closely aligned with Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global initiatives such as UNESCO's Education 2030 Framework further emphasize the importance of responsive and inclusive pedagogy, particularly in managing culturally and generationally diverse classrooms (UNESCO, 2021).

Despite these efforts, classroom management remains a persistent challenge across educational systems worldwide. In the United States, there has been a marked increase in behavioral issues following the pandemic, prompting teachers to call for greater support in trauma-informed practices (McDaniel et al., 2023). In the United Kingdom, educators report difficulties in maintaining authority and sustaining student engagement due to digital distractions and shifting learner attitudes (Smith & Rees, 2022). Similarly, in South Africa, teachers face challenges related to overcrowded classrooms, multilingual instruction, and insufficient training in classroom management (Jansen, 2021). In Japan, although classrooms are generally orderly, teachers experience high levels of stress due to long working hours and societal expectations to maintain harmony (Yamamoto & Fukuda, 2020). These international contexts demonstrate that classroom management issues are universal, though shaped by specific local conditions.

In the Philippines, the Department of Education (DepEd) has implemented several policies and programs to strengthen classroom management and improve teaching practices. DepEd Order No. 18, s. 2025 introduced the Academic Recovery and Accessible Learning (ARAL) Program, which emphasizes differentiated instruction and learner-centered strategies. DepEd Order No. 49, s. 2022 reinforces professional conduct and ethical standards, contributing to well-managed classroom environments. The Philippine Professional Standards for Teachers (PPST), institutionalized through DepEd Order No. 42, s. 2017, highlights competencies related to creating safe and inclusive learning spaces, while the Revised School-Based Management (SBM) System under DepEd Order No. 7, s. 2024 promotes localized and participatory approaches to school management (DepEd, 2022; 2023; 2024; 2025).

Despite these initiatives, teachers continue to face significant challenges in managing classrooms effectively. Issues such as overcrowded classrooms, limited training in behavior management, and increasing administrative workloads hinder the implementation of responsive teaching strategies (Carreon & Peña, 2021). The COVID-19 pandemic further exposed gaps in teacher preparedness for distance and blended learning, resulting in increased student disengagement and reduced opportunities for proactive classroom management (Barbour, M. K., et al. (2024).

Local studies support these findings, with research in Cebu City identifying areas for improvement in handling student behavior (Resojento *et al.*, 2021) and studies in Baguio City highlighting concerns related to behavioral disruptions, limited parental involvement, and challenges in aligning the K to 12 curriculum with effective classroom management practices (Balmeo *et al.*, 2024). These issues illustrate that classroom management challenges persist at both national and local levels.

While numerous studies have examined classroom management practices and challenges across various educational contexts (Resojento *et al.*, 2021; Balmeo *et al.*, 2024; Carreon & Peña, 2021; (Barbour, M. K., *et al.* (2024).there remains a significant gap in understanding how generational classification influences teachers' classroom management styles, particularly within the Philippine elementary school context. Teachers from different generations may possess varying beliefs, professional experiences, and approaches to managing classrooms however, this dimension remains underexplored in existing literature.

Without a clear understanding of these generational differences, schools may continue to implement generalized or one-size-fits-all interventions that fail to address the diverse needs of a multigenerational teaching workforce, potentially limiting the effectiveness of classroom management strategies and inclusive educational practices (McGuire & Meadan, 2024).

This study aimed to examine classroom management by analyzing how teachers from different generational groups in Cervantes District manage their classrooms. It sought to identify the generational classification of teachers, describe their classroom management styles when grouped according to generation, and determine whether significant differences exist in their management approaches.

Furthermore, the study intended to assess whether generational classification influences classroom management practices and to develop a training design based on the findings to support teachers in enhancing their classroom management strategies. Through this, the study aimed to provide practical and context-responsive insights that can improve teaching effectiveness and promote inclusive learning environments.

Theoretical Framework

This study is anchored on theories that explain how teachers' generational backgrounds and experiences influence their classroom management practices. Specifically, it uses Generational Cohort Theory, Life Course Theory, Operant Conditioning Theory, Sociocultural Theory, Humanistic Theory, and the Theory of Multiple Intelligences to understand how classroom management styles differ across generations.

Generational Cohort Theory. This theory explains that individuals born within the same historical period share common values, beliefs, attitudes, and behaviors shaped by their collective experiences. These shared traits influence how individuals perceive authority, respond to change, and interact in professional and social contexts (Mannheim, 1952; Strauss & Howe, 1991).

Generational Cohort Theory is used to examine how teachers' generational classifications influence their classroom management styles. It provides a framework for identifying and grouping teachers into generational categories such as Baby Boomers, Generation X, Generation Y (Millennials), and Generation Z (Strauss & Howe, 1991). Understanding these generational groupings is essential for investigating how differences in historical experiences, exposure to technology, and educational trends shape teachers' approaches to classroom management.

The theory supports the investigation of teachers' generational classifications and how these classifications affect their classroom management strategies. It also provides the basis for analyzing whether significant differences exist in classroom management approaches across generations. By applying this theory, the study can link generational characteristics to specific patterns in teaching practices, discipline approaches, and student engagement techniques, illustrating how historical and cultural experiences shape professional behavior in the classroom.

Life Course Theory. This theory explains that individuals' behaviors, roles, and perspectives are shaped by their unique life experiences and the historical context in which they live (Elder, 1998). The timing of significant life events, such as entering a career or experiencing societal changes, influences attitudes, decisions, and professional practices.

Life Course Theory is applied to investigate how teachers from different generations such as Generation X, Millennials, and Generation Z develop distinct classroom management styles. Teachers' approaches to discipline, student engagement, and instructional strategies are influenced not only by personal preference but also by the societal norms and professional transitions they have experienced.

Life Course Theory provides a foundation for examining how generational experiences shape classroom management practices and how these experiences contribute to variations in teaching strategies. Specifically, it supports the investigation of how teachers' life histories influence their classroom control, engagement approaches, and responsiveness to student behavior. By using this theory, the study can identify the relationship between generational experiences and classroom management styles, offering insights for designing training programs tailored to teachers' developmental and professional trajectories.

Operant Conditioning Theory. This theory explains that learning occurs through observable behavior changes shaped by reinforcement and consequences (Skinner, 1953). Behaviors followed by positive consequences are more likely to recur, while those followed by negative consequences are less likely to occur.

Operant Conditioning underpins interventionist classroom management strategies, where teachers maintain control by establishing clear rules and consistently reinforcing desired behaviors. Positive reinforcement strategies, such as verbal praise, recognition, and tangible rewards, encourage attentiveness, participation, and task completion. Negative reinforcement, which removes undesirable stimuli, is also applied to strengthen desired behaviors.

The theory supports the investigation of how teachers implement reinforcement strategies and how these strategies influence student behavior and classroom order. It also frames the analysis of potential differences in reinforcement practices across generational groups, illustrating how structured behavior control can lead to improved student engagement and academic performance.

Sociocultural Theory. This theory emphasizes that learning and development occur through social interaction, cultural context, and guidance from more knowledgeable others (Vygotsky, 1978). Individuals acquire knowledge, skills, and behaviors through collaboration, modeling, and scaffolding within their social environment.

Sociocultural Theory is applied to explore how teachers facilitate classroom management through social engagement and interactive teaching strategies. Teachers act as guides, providing scaffolding to support students' development of self-regulation, social skills, and academic competencies.

This theory supports the investigation of how teachers' generational experiences influence their approaches to classroom interaction, collaboration, and student guidance. It frames the analysis of whether differences in cultural and historical exposure among teachers affect how they create interactive, socially rich learning environments. Moreover, it informs the development of training programs that enhance collaborative and culturally responsive teaching practices.

Humanistic Theory. This theory posits that learning is a personal process driven by the desire for self-actualization and personal growth (Rogers, 1969; Maslow, 1943). It emphasizes addressing students' psychological needs, such as autonomy, belongingness, and self-worth, to foster motivation, engagement, and a positive learning environment.

Humanistic Theory informs non-interventionist classroom management strategies, where teachers prioritize empathy, active listening, and respect for students' autonomy. These strategies encourage students to take responsibility for their behavior while developing intrinsic motivation and social-emotional competence.

The theory provides a basis for examining how teachers’ approaches to emotional support and student-centered management vary across generations. It supports the analysis of how humanistic strategies influence classroom harmony and student engagement and informs the design of training programs aimed at fostering teacher practices that meet students’ social and emotional needs.

Theory of Multiple Intelligences. The Theory of Multiple Intelligences, developed by Howard Gardner (1983), proposes that intelligence is not a single general ability but consists of multiple distinct types, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. This theory recognizes that learners possess diverse strengths and ways of processing information.

The Theory of Multiple Intelligences is applied in this study to understand how teachers accommodate diverse learners through varied classroom management and instructional strategies. Teachers from different generations may differ in how they recognize and address students’ multiple intelligences, influencing their approaches to engagement, participation, and behavior management.

This theory supports the investigation of how classroom management practices align with differentiated instruction and learner diversity. It provides a framework for analyzing how teachers create inclusive learning environments that cater to varied student abilities and learning preferences. Furthermore, it informs the development of training programs that encourage teachers to use flexible, student-centered strategies that enhance participation and reduce behavioral issues.

These theories guided the study in identifying the generational classification of teachers and in describing their classroom management styles. They provided a basis for analyzing how different generations approach classroom management and for determining whether significant differences exist among these approaches. Furthermore, the integration of these theoretical perspectives supported the development of a training design that is responsive to the diverse management styles of teachers across generations. Thus, the theories served as a foundation for examining the influence of generational classification on classroom management and for interpreting the patterns observed in the study.

Figure 1 present the paradigm of the study that guided the researcher in conducting the study.

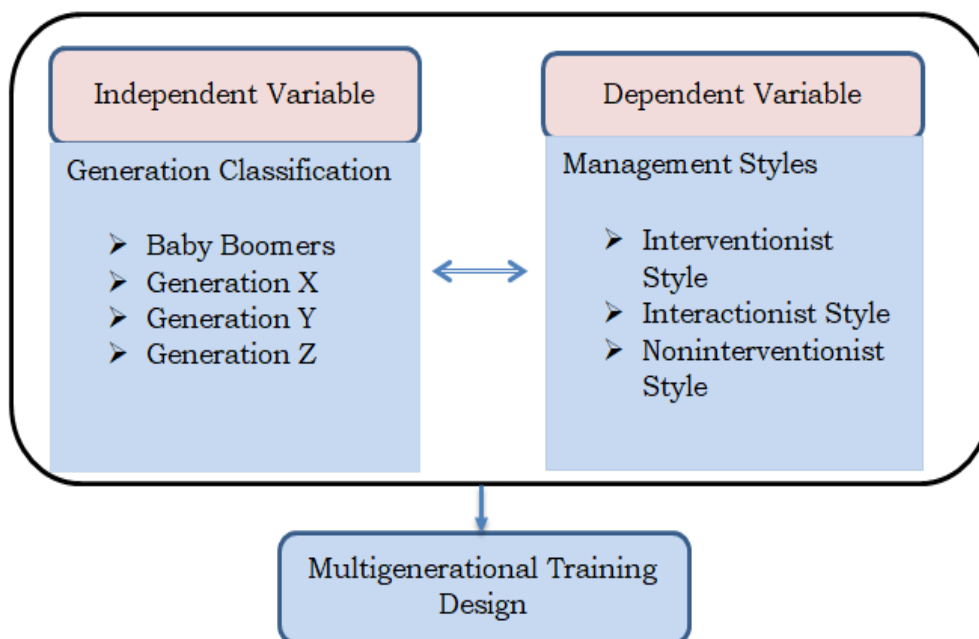


Figure 1. Research Paradigm

The research paradigm is structured around the relationship between two primary variables: the Independent Variable, which is the teachers’ generational classification, including Baby Boomers, Generation X, Generation

Y, and Generation Z, and the Dependent Variable, which is the classroom management styles of teachers, measured through their use of interventionist, interactionist, and non-interventionist approaches.

The horizontal, single-headed arrow from the Independent Variable to the Dependent Variable indicates a causal-correlational relationship, suggesting that the study examines how the generational background of teachers influences the way they manage their classrooms. Teachers' experiences, beliefs, and teaching practices differ across generations due to the unique social, cultural, and technological contexts in which they were raised. These differences shape how teachers control student behavior, organize classroom activities, and maintain a positive learning environment. Specifically, teachers from earlier generations may rely more on structured, teacher-centered methods, while younger teachers may emphasize collaborative and student-centered approaches. Thus, the generational classification of teachers is directly related to the style and strategies they use in classroom management, highlighting the influence of personal and historical context on professional practices.

The final component of the paradigm is the output of this research: a Multigenerational Training Program. This program will translate the study's findings into practical interventions aimed at enhancing teachers' understanding of diverse classroom management approaches across generations. It is designed to promote collaboration among teachers from different generational backgrounds, strengthen their management capabilities, and encourage the adoption of effective and consistent strategies in guiding student behavior and learning activities.

REVIEW OF RELATED LITERATURE

This section presents various studies and literature that help in conceptualization of the study. The study is categorized into theme namely, Generational Classification and Classroom Management Styles.

Generational Classification. This plays a significant role in shaping pedagogical approaches, classroom management strategies, and professional collaboration. Research highlights how generational differences influence teaching styles, attitudes toward technology, and student engagement.

Bennett and Lemoine (2021) examined generational differences in educators' instructional and professional development preferences across Baby Boomers, Generation X, Millennials, and Generation Z. Their study revealed distinct patterns: Baby Boomers favored structured teaching and face-to-face training; Generation X preferred independent, hands-on approaches; Millennials leaned toward collaborative, technology-integrated instruction; and Generation Z embraced mobile learning, gamification, and rapid feedback. Rejecting a one-size-fits-all model, the authors advocated for customized strategies tailored to generational needs. They proposed a differentiated, blended framework combining traditional workshops, digital modules, and collaborative methods to enhance training effectiveness, with clear implications for educational practice and future research.

Brown and Wilson (2020) examined generational attitudes toward technology integration among Baby Boomer, Generation X, Millennial, and Generation Z teachers. Younger cohorts Millennials and Gen Z adopted digital tools more readily than older ones, revealing comfort-level gaps. They recommend tailored professional development, mentorship pairing young tech-savvy teachers with veterans, and ongoing support like resources and experimentation time to improve classroom tech integration.

Mikušková (2023) explored the generational classifications commonly used for teachers in educational research. The method involved a review of socio-cultural and technological literature. The findings emphasize that teachers are grouped into Baby Boomers (born up to 1964), Generation X (1965–1980), Millennials or Generation Y (1981–1996), and Generation Z (1997 onward), each shaped by distinct socio-cultural and technological contexts. In conclusion, the study asserts that generational classification is a fundamental aspect of understanding teacher behaviors and preferences, recommending that educational research and professional development carefully consider these cohorts to optimize workforce dynamics.

Štemberger *et al.* (2023) examined generational differences in teachers' professional competencies and teaching styles among Baby Boomers, Generation X, Millennials (Y), and Generation Z. Findings showed Baby Boomers as knowledge-oriented, emphasizing content transmission, structured approaches, and high self-reflection and teaching realization scores; Generation X and Y as goal-oriented; and Generation Z favoring managerial styles,

with distinct profiles in interaction, teaching style, and didactic competencies. The study concluded that competency differences tie more to age and experience than generational labels, urging teacher education and professional development to focus on age- and experience-driven growth rather than stereotypes for better support of diverse teachers.

Abrar (2020) examined the characteristics, technological challenges, and adaptation needs of Baby Boomer teachers in modern educational contexts. This research utilized a qualitative analysis of teacher profiles and classroom behaviors, focusing on traits like structure, loyalty, and discipline alongside ICT integration struggles. The study found that Baby Boomers view teaching as a stable career with high commitment but often avoid or delegate ICT-intensive tasks due to low confidence, motivation, and energy particularly in Education 4.0 digital curricula leading them to rely on younger colleagues. Notably, challenges extend beyond technology to motivational and energy factors later in their careers. The study concluded that technological adaptation is hindered by these multifaceted issues for Baby Boomers. These findings recommend for targeted support, including competency-based training, certification, school-based capacity building, and peer collaboration, to facilitate their transition to technology-integrated teaching.

Martin and Roberts (2021) explored the legacy of the Baby Boomer generation, focusing on how public and media narratives shape perceptions of their societal role. The findings revealed significant exaggerations in portrayals of Boomers' advantages, such as access to welfare, education, and housing, alongside blame for inequality, housing unaffordability, and intergenerational conflict reproducing a generations at war discourse. Notably, these narratives overlook structural factors, policy choices, and intra-generational diversity, fixating responsibility on the entire cohort. The study concludes that Boomer legacy perceptions are shaped by oversimplified discourse. It demonstrates that such portrayals obscure broader economic and political arrangements, thus hindering nuanced intergenerational understanding. Also, recognizing cohort complexity significantly impacts equitable policy discussions, with balanced analysis conditions.

Dixit (2023) described Millennials as highly educated, self-reliant, and socially active, with a strong preference for teamwork and collaboration over rigid hierarchical structures. They value education and formal learning, feel confident, and take responsibility for their own growth. Growing up in a rapidly changing digital world, they are comfortable with technology, quick to adapt, and often engage in social and community activities, especially online. Millennials also show concern for global issues, fairness, and social responsibility. The study emphasized that they should not be dismissed as entitled or lazy, but understood as a generation shaped by strong schooling, close family support, and constant exposure to global information. It recommended that schools and workplaces foster active, technology-rich environments that encourage teamwork, feedback, and shared decision-making to align with Millennials' preferred ways of working.

Ansbacher (2025) explored Millennials' psychological traits, focusing on how independence, openness to new experiences, and self-assurance influence their approaches to work, relationships, and growth. The findings revealed high scores in these traits, with Millennials preferring self-directed choices, exuding confidence, and embracing new methods amid uncertainty. Notably, independence and openness foster careers and lives that prioritize personal meaning and flexibility over mere money or stability. The study concludes that these traits shape Millennials' meaningful professional and personal outcomes. It demonstrates that self-assurance enhances initiative-taking and adaptability, thus supporting innovative growth. Additionally, environments allowing exploration and experiential learning significantly impact their development, with openness-responsive conditions.

Deloitte (2025) explored Millennials' preferences in work, focusing on how work-life balance, flexibility, and mental well-being influence job expectations and organizational policies. This study used a global survey research design. The findings revealed strong priorities for time management, burnout prevention, and mental health over long hours for pay, with higher retention linked to flexible schedules, supportive managers, clear boundaries, and genuine mental-health support. Notably, these preferences are reshaping global work norms away from rigid structures. The study concludes that Millennials' focus on balance and purpose shapes future workplaces and outcomes. It demonstrates that flexible arrangements enhance engagement and productivity,

thus supporting organizational retention. Likewise, real mental-health services and growth opportunities significantly impact employee well-being, with value-aligned conditions.

Chardonens (2025) explored the optimal learning environments for Generation Z learners. The method involved an analysis of metacognitive strategies and AI-supported tools in educational contexts. The findings emphasize that Gen Z thrives with combined metacognitive approaches such as planning, self-checking, and method adjustment alongside AI-driven personalization, interactivity, and real-time feedback, specifically highlighting flexible, technology-rich lessons matched to individual pace and goals. In conclusion, the study asserts that Gen Z teaching must shift from one-size-fits-all lectures to digital-AI integrations with self-regulation, recommending that schools design activities blending AI personalization, instant feedback, and human guidance to foster independence, motivation, and structured support.

Ajdi *et al.* (2025) explored the key characteristics of Generation Z, focusing on their digital orientation, multitasking, creativity, inclusivity, and social engagement. The method involved a review of educational, cultural, and behavioral studies. The findings emphasize that Gen Z relies heavily on digital tools for learning, communication, and leisure boosting multitasking and creativity but risking tech dependence and reduced face-to-face interactions while aligning well with diverse Philippine school contexts for engaging, inclusive spaces. In conclusion, the study asserts that Gen Z traits demand tailored teaching blending digital tools with real-world discussions, recommending that educators adopt tech-based lessons like online group work, train for inclusivity and multitasking management, and urge policymakers to update curricula for digital fluency and social values.

Reyes *et al.* (2020) examined teaching styles among Generation X, Y, and Z teachers in relation to classroom management needs. The findings revealed distinct generational approaches that enrich Philippine education. High-scoring styles included Generation X's flexible blending of methods, Generation Y's (Millennials) empathetic student care with tough love for strong bonds, and Generation Z's technology-driven creative strategies for digital-native learners. In contrast, uniform styles across generations were deemed insufficient, highlighting the value of variety. The study highlighted specific generational teaching profiles in Philippine schools that need attention to foster balanced strengths. The implications for practice and future research directions recommends that targeted training tech for Gen Z, empathy for Gen Y, and flexibility for Gen X could enhance teaching teamwork and management. Generational classification plays a significant role in shaping teachers' pedagogical approaches, classroom management strategies, and professional collaboration. Research indicates that Baby Boomers tend to adopt structured, teacher-centered methods, emphasizing discipline and knowledge transmission, but often face challenges integrating technology into their classrooms (Abrar, 2020; Bennett & Lemoine, 2021; Martin & Roberts, 2021).

Generation X teachers balance independence with goal-oriented instruction, blending traditional methods with selective technological use, while Millennials (Generation Y) favor collaborative, student-centered, and technology-integrated approaches, supported by their adaptability, social awareness, and preference for teamwork (Dixit, 2023; Ansbacher, 2025; Deloitte, 2025). Generation Z, as digital natives, demonstrates a strong orientation toward technology, multitasking, creativity, and personalized learning environments, requiring flexible, AI-supported, and interactive teaching strategies (Chardonens, 2025; Ajdi *et al.*, 2025). These generational differences manifest in classroom management styles, with older cohorts more inclined toward interventionist approaches and younger cohorts leaning toward interactionist or non-interventionist methods that promote student autonomy and collaborative learning (Reyes *et al.*, 2020; Štemberger *et al.*, 2023).

The literature underscores the relevance of this study, as it systematically investigates how generational classification influences classroom management styles in the Cervantes District. By focusing on measurable variables generational group and classroom management style the study addresses a gap in local educational research and provides a basis for developing a program aims to enhance teacher collaboration, foster effective classroom management practices across generations, and translate empirical findings into practical interventions that support both professional growth and student learning outcomes

Classroom Management Styles. The following studies and literature are about classroom management styles of teachers.

Wehby and Lane (2019) highlight the importance of structured behavioral interventions, showing that proactive classroom management techniques greatly improve student outcomes. The study found that antecedent-based strategies, like offering instructional choices and boosting student participation, cut disruptions and raise engagement by creating clear rules and active supervision. The study concluded that these methods build positive learning spaces that support better behavior and academic success. The study recommends that teachers use pre-corrections, praise good conduct, and move around the room often to prevent issues and foster well-managed classrooms.

Marquez and Oropa (2025) examined classroom management challenges in the Philippine context, focusing on strategies for fostering inclusivity and promoting positive discipline in multigenerational classrooms. This study explored real-world issues faced by teachers in diverse Philippine schools with teachers from different generations. It found that teachers struggle with behavior control, low student engagement, and varied learner needs, but effective strategies like inclusive spaces, positive discipline methods, student-centered activities, and equity-focused approaches lead to better classroom harmony and outcomes. The study concluded that successful management in multigenerational settings blends traditional discipline with modern, learner-first techniques to meet diverse needs. It recommends ongoing teacher training on innovative methods, integration of digital tools for behavior tracking and interactive lessons, and building school cultures that prioritize inclusivity and student well-being.

Emmer and Evertson (2021) provide a comprehensive review of classroom management models, emphasizing the importance of structured routines and teacher-student relationships in maintaining an effective learning environment. This review analyzed established models from various educational settings to identify core practices for success. It found that clear routines reduce disruptions by setting predictable daily flows, while strong teacher-student bonds boost engagement through trust, respect, and consistent support. A significant link was established between these elements and improved student behavior and academic focus. The study concluded that blending structured routines with positive relationships creates orderly, supportive classrooms that enhance learning for all. It recommends teachers establish routines from day one with regular practice, build daily connections via one-on-one check-ins and praise, and consistently model expected behaviors to sustain effective management.

Wang (2022) explored the integration of technology in classroom management, demonstrating how digital tools enhance student participation and streamline administrative tasks. This research reviewed practical applications of edtech in diverse classrooms, involving case studies from multiple schools. The findings indicated that tools like interactive apps, real-time polling, and automated grading systems significantly boost engagement and reduce teacher workload. Digital platforms foster active learning through gamification and instant feedback, while simplifying roll calls, attendance, and progress tracking. Thus, technology integration improves classroom dynamics and efficiency. Schools can adopt affordable digital tools, provide teacher training on platforms like Google Classroom or Kahoot, and set clear guidelines for screen time to optimize participation and management in modern learning environments.

Brannon and Clark (2024) explored distinct profiles of teacher behavior management ranging from punitive to positive, based on teachers' perceptions of school climate, occupational stress, and self-efficacy. The method involved surveying teachers to analyze these factors across various school settings. The findings revealed that teachers with higher self-efficacy and positive views of school climate adopt constructive strategies like positive reinforcement, while high stress leads to punitive approaches such as strict punishments. In conclusion, the study asserts that self-efficacy and supportive climates drive effective, positive management over reactive methods. It recommends schools provide stress reduction programs, self-efficacy training, and climate improvement initiatives to encourage constructive behavior strategies.

Obispo *et al.* (2021) aimed to examine classroom management styles among Filipino educators, focusing on how authoritative and democratic approaches impact student-teacher relationships and classroom anxiety. This mixed-methods study surveyed and interviewed teachers across Philippine schools to assess style variations. The study found that authoritative and democratic styles were most common, fostering stronger bonds and lower anxiety levels compared to other approaches, with styles shifting based on context like class size and personal

traits. Notably, these flexible styles improved engagement and emotional safety in diverse settings. The study concluded that management style is dynamic, shaped by situational and individual factors, making it key to effective Philippine classrooms. This means that schools should train educators in adaptive authoritative-democratic methods to build trust and reduce stress for better learning outcomes.

Karim and Matiman (2025) aimed to examine how school heads' leadership styles affect teacher satisfaction and classroom dynamics, particularly through transformational and democratic approaches. This research surveyed teachers and school leaders across multiple institutions to assess motivation and management impacts. The study found that transformational leadership inspired higher motivation by promoting vision and growth, while democratic styles boosted autonomy through shared decisions, both indirectly improving classroom practices like engagement and discipline. Notably, these styles reduced turnover and enhanced teaching quality compared to authoritarian methods. The study concluded that positive leadership directly shapes satisfied teachers who manage classrooms better. The means schools should train heads in transformational-democratic methods to elevate teacher morale and student outcomes.

Altamerano and Galarosa (2024) examined classroom management styles among kindergarten teachers in Lucena City, focusing on how the interactionist approach balances teacher authority with student autonomy. This was a study of local kindergarten educators assessing style prevalence and emotional impacts. The study found that the interactionist style was most commonly practiced, with a positive correlation between this balanced method and learners' emotional engagement, leading to more responsive and participatory classroom environments. A significant link was established between interactionist practices and higher student involvement compared to stricter or laxer styles. The study concluded that balancing authority and autonomy fosters emotionally healthy early learning spaces. It recommends training kindergarten teachers in interactionist techniques to boost engagement and emotional well-being in young learners.

Miljenović (2023) examined how teachers adopting an interactionist style maintain classroom order while respecting students' individual needs. This was an analysis of teaching practices across various educational settings. The study found that interactionist teachers balance structure with flexibility, leading to improved discipline through consistent rules and personalized support, while building stronger teacher-student rapport via trust and communication. A significant correlation was established between this style and better behavioral outcomes compared to rigid authoritarian methods. The study concluded that interactionist approaches create harmonious classrooms where order supports individual growth. It recommends training programs focused on balancing authority with student-centered responsiveness to enhance discipline and relationships.

Bozkus (2021) examined the growing global interest in classroom management, revealing shifts in methodological approaches and the need for more widespread and diverse investigations. This was a review of international research trends in teaching practices and management strategies. The study found that recent works show movement from traditional behavior-focused methods to holistic, student-centered models, with increasing use of mixed methods and technology integration, yet gaps remain in non-Western contexts and longitudinal studies. A significant trend was established toward inclusive, evidence-based practices that address diverse learner needs. The study concluded that evolving classroom management requires broader, varied research to meet modern educational demands. It recommends expanding investigations across cultures, incorporating digital tools in studies, and prioritizing long-term outcome tracking to advance global teaching effectiveness.

Jones and Toshalis (2024) examined proactive, student-centered approaches to classroom management that build supportive communities through shared behavioral expectations and high student engagement. This was a comprehensive review of effective teaching practices across diverse school settings. The study found that co-created rules with students reduce conflicts and foster ownership, while active participation through group work and discussions boosts motivation and accountability. A significant correlation was established between these community-building methods and sustained positive behavior alongside academic gains. The study concluded that proactive, relational management transforms classrooms into collaborative spaces where students thrive emotionally and intellectually. It recommends teachers implement daily community circles, involve students in rule-setting from day one, and prioritize engagement activities to cultivate lasting supportive environments.

Burden (2025) emphasizes the creation of inclusive K–12 learning communities by equipping educators with practical strategies to manage diverse classrooms, promote equity, and support student well-being. This research provides actionable tools and case examples from real schools to address generational and cultural differences. The findings indicated that strategies like flexible grouping, culturally responsive rules, and well-being check-ins significantly reduce disruptions while boosting belonging and academic effort across diverse groups. Thus, inclusive practices transform management challenges into strengths for equity. Schools can implement daily equity training, student-led inclusion activities, and well-being protocols to foster thriving, supportive K–12 environments.

Wolff *et al.* (2021) explored the concept of classroom management scripts and how expert teachers differ from novices in perceiving, interpreting, and responding to classroom events. The method involved observational studies and cognitive analysis of teaching practices. The findings emphasize that experts use mental scripts to quickly spot disruptions, understand student cues, and apply tailored responses, while novices struggle with reactive measures, leading to better flow and engagement in expert-led classes. In conclusion, the study asserts that cognitive scripting is a fundamental skill for effective management, recommending teacher training programs focus on developing these scripts through simulations and mentorship to bridge the expert-novice gap.

Özen and Yıldırım (2020) explored classroom management as a skill essential for creating effective learning environments. The method involved teacher interviews and surveys assessing key competencies. The findings emphasize that professional experience enables anticipation of challenges, pedagogical knowledge structures engaging lessons, and communication skills foster cooperation and trust for smooth classroom operations. In conclusion, the study asserts that these integrated skills are fundamental to successful management. It recommends teacher training programs emphasize practical experience, pedagogy development, and communication practice to optimize learning environments. Research shows that generational classification among teachers plays a pivotal role in shaping pedagogical approaches, classroom management strategies, and professional collaboration. Generational differences spanning Baby Boomers, Generation X, Millennials (Generation Y), and Generation Z impact teaching practices, classroom management styles, communication preferences, and approaches to professional development, as each group is shaped by distinct experiences, values, and levels of exposure to technology (Bennett & Lemoine, 2021; Mikušková, 2023; Reyes *et al.*, 2020).

Baby Boomers often prefer structured, traditional methods and face-to-face training, Generation X leans toward independent, hands-on learning and flexibility, Millennials emphasize collaboration, empathy, and technology-integrated instruction, and Generation Z gravitates toward mobile learning, gamification, and real-time feedback systems (Abrar, 2020; Dixit, 2023; Chardonens, 2025). In contrast, lack of studies indicates that generational traits alone cannot fully predict teaching styles, emphasizing the combined role of age, experience, and context in professional competencies (Štemberger *et al.* 2023)

Although previous research has established that generational traits can significantly influence teachers' instructional and management practices (Reyes *et al.*, 2020; Wajdi *et al.*, 2025), some studies report non-significant relationships or overlaps between generations, indicating inconsistent findings that require further investigation (Ansbacher, 2025; Martin & Roberts, 2021).

The findings of the studies means that teaching effectiveness is a multidimensional outcome shaped by generational, experiential, and contextual factors within the educational setting.

All the reviewed literature (Bennett & Lemoine, 2021; Abrar, 2020; Mikušková, 2023; Martin & Roberts, 2021; Dixit, 2023; Ansbacher, 2025; Deloitte, 2025; Chardonens, 2025; Ajdi *et al.*, 2025; Reyes *et al.*, 2020; Štemberger *et al.*, 2023 collectively affirms that generational diversity and teacher psychology play a critical role in shaping classroom management outcomes. Baby Boomers often adopt structured, teacher-centered approaches emphasizing discipline and content transmission, but face challenges integrating technology (Abrar, 2020; Bennett and Lemoine, 2021; Martin and Roberts, 2021).

Generation X teachers balance independence with goal-oriented instruction and selective use of technology (Bennett & Lemoine, 2021; Reyes *et al.*, 2020). Millennials (Generation Y) favor collaborative, student-centered,

and technology-integrated practices, reflecting their adaptability, social awareness, and preference for teamwork (Dixit, 2023; Ansbacher, 2025; Deloitte, 2025). Generation Z, as digital natives, demonstrates strong technological orientation, multitasking, creativity, and preference for personalized, interactive learning environments (Chardonnens, 2025; Ajdi et al., 2025). These generational differences manifest in classroom management styles, influencing whether teachers adopt more interventionist approaches, promote student autonomy, or foster collaborative learning (Reyes et al., 2020; Štemberger et al., 2023). Collectively, the literature highlights that factors such as structure, flexibility, technological competence, and empathy are crucial in shaping not only teaching methods but also professional collaboration, teacher motivation, and student engagement (Wehby & Lane, 2019; Marquez & Oropa, 2025; Altamerano & Galarosa, 2024; Jones & Toshalis, 2024; Emmer & Evertson, 2021; Wolff et al., 2021).

On the other hand gaps still remain particularly in localized research on multigenerational faculties in Philippine schools, including the Cervantes District. Existing studies show inconsistencies, such as overlapping generational behaviors, the influence of experience versus generational identity, and limited exploration of how these factors shape management strategies in diverse educational settings (Ansbacher, 2025; Martin & Roberts, 2021). Addressing these gaps, the study systematically examines the relationship between generational classification and classroom management styles, providing empirical evidence to inform a multigenerational teacher training program that enhances professional collaboration, teaching effectiveness, and student learning outcomes.

Statement of the Problem

This study aimed to analyze the influence of generational classification on classroom management styles of teachers in Cervantes District.

Specifically the study aimed to answer the following:

1. What are the generational classifications of teachers?
2. What are the classroom management styles of teachers considering their generation classification?
3. Is there a significant difference on the classroom management style when grouped according to classification?
4. What training design can be developed based on the findings?

Hypothesis

1. There is no significant difference in the classroom management styles of teachers when grouped according to generational classification.

Importance of the study

The result of the study maybe valuable to the following stakeholders:

Students. This study may help students to make learning more engaging by understanding how different age groups learn best. It may also encourage respect and teamwork between younger and older students. By using effective classroom strategies, teachers may create a positive and inclusive space where every student feels valued and supported.

Teachers. Teachers may improve their classroom management skills by understanding the needs of students from different age groups and applying strategies that foster inclusivity. By using adaptive instructional methods that blend traditional and modern approaches, they may create a supportive learning environment while minimizing conflicts and strengthening relationships with their students.

Future Researchers. This research may serve as a basis of new research on multi-generational classroom management style. The future researchers can find out the missing points provided by this study, work out better methodologies or delve further into the realm of literacy development.

Researchers. This study may valuable data on generational teaching behaviors, providing a foundation for further exploration into teacher-student interactions, classroom engagement, and instructional effectiveness. By analyzing the classroom management preferences of different generational cohorts, the study strengthens theoretical perspectives on educational psychology and teaching methodologies.

Pre-Service Teacher. This study may provide critical insights into generational differences in classroom management, helping them refine their teaching strategies to better align with diverse student needs and learning environments.

Definition of Terms

The following key terms are defined to clarify their usage with the context of the study.

Generational Classification. This refers categorization of teachers into distinct groups based on their birth years. This include the Baby Boomers, Generation X, Millenials, and Generation Z.

Baby Boomers. This refers to teachers born between 1946 and 1964, characterized by their strong work ethic, preference for structured environments, and traditional communication style and teachers who often emphasize discipline, direct instruction, and hierarchical classroom management, relying on experience driven teaching methodologies.

Generation X. This refers to teachers born between 1965 and 1980, characterized by their independent, adaptable, and pragmatic approach to work and leadership and refers to teachers who balance structured classroom management with flexibility, allowing students to engage in self-directed learning while maintaining clear expectations.

Millennials. This refers to a group of teachers born between 1981 and 1996, characterized by their adaptability, technological proficiency, and collaborative mindset and this refers to teachers who integrate student centered learning, emphasize interactive and digital based instruction, and foster inclusive classroom environments.

Generation Z. This refers to teachers born between 1997 and 2012, characterized by their adaptability to digital environments, preference for interactive learning, and emphasis on collaboration and refers to teachers who integrate technology driven strategies, foster student-centered classrooms, and prioritize social emotional learning.

Classroom Management Style. This refers to the strategies teachers use to engage students and create a productive learning environment. These include the interventionist style, interactionist style, and non-interventionist style.

Interactionist Management Style. This refers to a way of managing the classroom where the teacher and students share control and responsibility for what happens in the learning environment.

Interventionist Management Style. This refers to a way of managing a classroom where the teacher where the teacher actively directs and controls classroom processes and decisions, with little transfer of responsibility to the students.

Non-Interventionist Style. This refers to a classroom approach where the teacher gives students the highest level of freedom and responsibility, with minimal direct control.

Combined Management Style. This refers to a situation where a teacher does not strictly follow only one style but instead shows characteristics of two or more styles at the same time.

Training Design. This refers to the structured planning of professional development programs for teachers that take into account their generational classification and preferred classroom management styles.

METHODOLOGY

This chapter presents the procedures undertaken to achieve the objectives of the study. It includes the research design, locale and population, research instruments, data gathering procedure, data categorization, statistical treatment, and ethical considerations.

Research Design

This study specifically examined differences in classroom management styles among teachers from distinct generational groups Baby Boomers, Generation X, Millennials, and Generation Z to determine if statistically significant variations exist across these cohorts in their approaches in engaging students, maintaining order, and fostering productive learning environments.

Locale and Population of the Study

This study was conducted in Cervantes District, Ilocos Sur, Philippines, which included the 23 public schools. Ninety-six teachers served as the respondents in the study. Stratified random sampling was used to determine the number of participants in each school and to allow proportional representation and unbiased selection within each stratum.

Below shows the distribution of the respondents.

Name of Schools	Number of respondents	Sample	Actual Respondents
1.Aluling Elementary School	7	5	5
2.Bissayot Elementary School	8	6	5
3.Biwak Elementary School	5	3	1
4.Cabaroan Elementary School	8	6	5
5.Cervantes Central School	8	6	6
6.Comillas North Integrated School	8	6	6
7.Comillas South Elementary School	12	9	6
8.Daing Integrated School	8	6	5
9.Dinwede West Elementary School	4	3	1
10.Libang Elementary School	7	5	3
11.Lamagan Primary School	4	3	3
12.Liqueo Elementary School	2	2	2
13.Malaya Elementary school	3	2	2
14.Namaligan Elementary School	3	2	2
15.Naiba Elementary School	3	2	1
16.Pautan Elementary School	2	2	2

17.Pilipil Elementary School	4	3	3
18.Quinayad Elementary School	3	2	2
19.Rosario Elementary School	7	5	5
20.San Juan Elementary School	11	8	5
21.Tagpeo Elementary School	4	3	1
22.Tam-awan Elementary School	2	2	2
23.Zigzag Elementary School	7	5	4
TOTAL	127	96	77

This study initially targeted 96 teachers across 23 public schools in the Cervantes District, Ilocos Sur, Philippines but during the data collection phase, the final sample was reduced to 77 respondents. This decrease was due to uncontrollable field constraints, specifically instances where teachers did not return distributed survey questionnaires despite follow-up reminders and cases where some teachers refused to participate due to heavy workloads or time constraints during the busy academic term.

Research Instrument

This study utilized a modified survey questionnaire based on Djigic (2014), which consisted of two sections. The first section categorized respondents according to their generational classification, while the second section was designed to identify their classroom management styles. Specifically, items numbered 2, 5, 9, 11, 13, 16, 17, 22, 25, and 30 measured interventionist management styles; items numbered 1, 4, 8, 10, 12, 18, 20, 27, 28, and 29 measured interactionist styles; and items numbered 3, 6, 7, 14, 15, 19, 21, 23, 24, and 26 assessed non-interventionist styles. The questionnaire underwent a validity test to ensure accuracy and reliability. For data analysis, the classroom management style of each teacher was determined by the highest weighted mean among the three styles, indicating the predominant approach employed in their classroom.

Data Gathering Procedures

The researcher sought permission from the school principals in Cervantes District through a formal request explaining the purpose and process of the study. Once approval was granted, a schedule for administering the questionnaire was coordinated with the participating teachers to ensure convenience, preferably during non-teaching hours or scheduled school meetings. The researcher personally distributed the questionnaires and provided clear instructions. Teachers were given enough time to answer, and any questions were addressed. Confidentiality was strictly maintained, with no identifying information collected to protect respondents' privacy. After gathering the completed questionnaires, the researcher carefully reviewed the responses, checked for any missing or unclear data, and organized them for analysis. All collected information was securely stored and used only for research purposes, ensuring ethical compliance and reliability of findings.

Statistical Treatment

The following statistical tools were employed to analyze the data: Frequency count was used to determine the generational classification of teachers based on their birth years.

Analysis of Variance (ANOVA) was applied to identify if significant differences exist on the classroom management styles when grouped according to generations.

Fisher's Exact Test was used due to small frequency of responses to determine the connection between the generational classification of teachers and classroom management styles.

Ethical Considerations

This study upheld ethical standards to protect the rights, dignity, and well-being of all participants. Prior to data collection, respondents were fully informed about the purpose, procedures, and potential risks or benefits of the study. Consent form was obtained, and participation was voluntary, with no coercion or pressure applied to the participants at any stage (See appendix C).

The confidentiality and anonymity of all participants were strictly maintained. To ensure privacy, participants in the interview are referred to using codes, such as T, T2, and so on, throughout the report. Personal information and responses were kept private and were used solely for research purposes. The data were stored securely and were not disclosed to unauthorized individuals.

The researcher followed all institutional ethical guidelines and secured the necessary ethical clearance or approval from the appropriate review board before conducting the study.

To ensure the academic integrity of the research, all sources were properly cited and acknowledged, avoiding any form of plagiarism. The researcher commits to presenting findings honestly and objectively, without fabrication or manipulation of data, and was disclose any potential conflicts of interest that may affect the credibility of the study.

FINDINGS AND DISCUSSION

This chapter presents the findings, interpretation, conclusion, and recommendation.

Table 1. Generational classification of teachers

Generation Classification	Frequency	Percentage
1 Baby boomers	1	1.3 %
2 Generation X	38	49.1%
3 Millennial /Gen Y	35	45.1%
4 Generation Z	3	3.9%
Total	78	100%

The findings indicate that the teaching workforce in Cervantes District is predominantly composed of Generation X and Millennial educators, reflecting a balance between experiences and emerging innovation. This composition means that a stable yet evolving professional environment, where seasoned teachers provide continuity while younger educators contribute to the integration of modern and technology-driven practices. The limited presence of Baby Boomers and Generation Z further highlights a transitional phase in the profession, characterized by the gradual retirement of older teachers and the ongoing entry of newer ones.

The highest proportion of teachers belongs to Generation X, accounting for 49.1 percent. This indicates that most educators are in a stage of career maturity characterized by professional stability, extensive teaching experience, and strong classroom management skills.

This aligns with the study of Lagmay and Florendo (2025), revealed that these educators, shaped by economic stability and professional experience, exhibit higher levels of job loyalty and resilience in classroom management compared to younger cohorts, with data showing retention rates exceeding 85% over two decades. The study concluded that Generation X teachers serve as stable anchors in educational institutions, fostering mentorship and institutional knowledge transfer essential for sustained school performance. As a recommendation, school administrators should prioritize targeted professional development programs for Generation X educators, such

as leadership training and flexible work arrangements, to further leverage their strengths and mitigate burnout risks.

In addition, Ertan and Ökten (2020) found that Generation X educators report higher levels of meaningful work and intrinsic motivation compared to younger generations, reflecting deeper professional engagement. The study recommends that while younger cohorts prioritize flexibility, Generation X's commitment drives long-term retention and mentorship, underscoring the need for tailored professional development to harness generational strengths in education.

Similarly, Bugnos (2025) found that Generation X educators demonstrate notable resilience and adeptly blend traditional pedagogical approaches with modern teaching strategies, enabling effective adaptation to diverse classroom dynamics. This means that while younger generations bring innovation, Generation X's hybrid expertise bolsters instructional quality and mentorship, with academic outcomes more directly influenced by resilience building professional development and intergenerational collaboration.

Additionally, Mikušková (2023) emphasized that Generation X are motivated by clear objectives, measurable outcomes, and professional achievement, which shape their lesson planning, classroom management, and commitment to continuous development. This study implies that while intrinsic factors drive engagement across generations, Generation X's structured goal-setting enhances teaching efficacy and long-term retention, with professional growth more directly tied to targeted achievement based incentives and structured career pathways.

On the other hand, Calderon (2025) found that Generation X educators are perceived as organized and disciplined leaders who provide stability in the classroom. The study concluded that these traits foster a reliable learning environment, enhancing student focus and teacher retention. The study recommended leadership training programs that emphasize discipline and organization to strengthen their role as stable classroom anchors.

In addition, Richter *et al.* (2025) found that Generation X teachers actively engage in professional development, driving school innovation through sustained skill updates. This positions them as key adapters in evolving educational landscapes, and schools should prioritize accessible training to leverage their ongoing contributions.

The finding implies that schools should prioritize leveraging Generation X educators' dedication, adaptability, and strong leadership by assigning them targeted mentoring and leadership roles. Providing these mid-career professionals with tailored professional development including leadership programs, skill updates, and flexible arrangements can harness their hybrid expertise, mitigate burnout, and foster intergenerational collaboration, which supports sustained retention, resilience, and school excellence.

The second highest group consists of Millennials or Generation Y, comprising 45.1 percent of the teaching population. This indicates that a substantial portion of teachers are in their early to mid-career stage, bringing energy, innovation, and technological competence into the classroom. Their presence reflects a shift toward more modern, student-centered, and technology-integrated teaching practices.

According to Galván, (2023) Millennials strengthen schools through digital competence and meaningful student connections. These contributions enhance instructional innovation and classroom engagement. School leaders should therefore promote digital training and student centered initiatives to maximize Millennial teachers' strengths.

Similarly, according to the study of Kurniawati *et al.*, (2024) affirmed that millennial teachers exhibit high digital literacy, with 77.5% understanding digital concepts, 90% willing to advance their tech skills, and 85% believing digital tools enhance teaching. These competencies drive instructional innovation and teaching effectiveness. School leaders should therefore provide targeted digital training programs to leverage Millennial teachers' tech proficiency.

In addition, Doğan and Arslan (2025) note that Millennials collaborate effectively with Generation X teachers contribute their experience, practical classroom management skills, and professional stability, resulting in a more balanced and effective teaching approach. The study determined that such intergenerational teamwork boosts on

the whole instructional quality and school harmony. They recommend structured pairing programs and joint training sessions to foster ongoing collaboration and maximize combined strengths.

Likewise, (2025) Kutsyuruba *et al.* (2025) found that mentoring partnerships between Millennials and veteran teachers foster knowledge sharing, professional support, and collaboration. These partnerships reduce teacher turnover and enhance teaching quality. Educational leaders should therefore promote structured mentoring programs pairing experienced educators with younger teachers to leverage intergenerational strengths.

According to the study of Mahmoud *et al.*, (2021) Millennials value professional growth, work-life balance, and participative leadership, which can influence school policies toward more supportive and collaborative practices. These preferences can influence school policies toward more supportive and collaborative practices. Educational leaders should therefore adapt policies to prioritize these values for greater teacher engagement.

Additionally, according to Delawder (2024) Millennials' drive for career advancement, purpose-driven work, and inclusive decision-making and work-life balance to sustain engagement and motivation in the workplace, which can contribute to improved performance and long-term commitment in the teaching profession. These factors contribute to improved performance and long-term commitment in teaching. School leaders should therefore implement professional development and inclusive practices aligned with these priorities to retain Millennial educators.

Furthermore, Gumba and Mone (2019) found very high work values among millennial teachers, particularly in professional growth, interpersonal relations, and challenges, alongside strong intrinsic extrinsic motivation and self-efficacy. These attributes drive sustained teacher motivation and effectiveness. School administrators should therefore cultivate environments emphasizing growth opportunities and collaborative relationships to maximize Millennial teachers' potential.

The findings imply that schools should prioritize leveraging Millennial teachers' digital literacy, high motivation, and collaborative energy by integrating their technological expertise with structured intergenerational mentoring programs. Providing these early-to-mid-career educators with targeted digital training, work-life balance policies, participative leadership opportunities, and purpose-driven professional development can harness their strengths in innovation, student engagement, and interpersonal relations, fostering reduced turnover, enhanced instructional quality, and sustained school harmony through balanced teamwork with veteran Generation X colleagues.

In contrast, the lowest proportions are observed among Generation Z and Baby Boomers, with Generation Z accounting for only 3.9 percent and Baby Boomers representing 1.3 percent of the teaching population. This means that Generation Z teachers are still in the early stages of entering the profession, while Baby Boomers are nearing retirement or have already exited the workforce.

This is supported by the study of Venida (2022) that Generation Z comprises a small portion of the Philippine workforce around 14.7% per Philippine Statistics Authority data and often faces early adaptation challenges in structured roles such as classroom teaching. These challenges highlight their need for targeted support to build confidence and effectiveness as novice educators. School leaders should therefore implement structured onboarding, mentorship programs, and skill-building workshops to facilitate Generation Z teachers' smooth integration and long-term success.

In addition according to the study of Benítez Márquez *et al.* (2022) Generation Z (born 1997-2012) represents minimal workforce participation due to their recent labor market entry post-2018, with most still in education or minors through 2020, compounded by pandemic disruptions that limited formal employment before age 22-25. Their bibliometric analysis emphasizes that a surge in Gen Z workplace research only emerged after 2018, reflecting their gradual integration amid technological and economic challenges.

Furthermore, according to Seemiller and Grace (2020) Generation Z educators are underrepresented compared to older cohorts. In addition, according to Marin, (2019) Gen Z pre-service teachers require targeted support to build confidence in behavior management, while SREB (2024) reports that 63% of Gen Z teachers-in-training

and 80% of new Gen Z teachers feel unprepared for behavioral issues in their first years. Despite their limited number, they bring digital fluency, adaptability, and innovative teaching approaches.

Similarly, Pham (2024) confirm that Generation Z will comprise approximately 27% of the workforce by 2025 primarily as career starters, facing delayed formal role entry due to COVID-19-induced job losses, cancelled internships, and extended higher education pursuits. Their analysis highlights how these disruptions substantially extended Gen Z's education-to-employment transition relative to earlier generations.

In addition, according to Schroth (2019) Generation Z was just entering the labor market as the newest workforce cohort, with employers largely unprepared for their tech-native traits and digital-first expectations, contributing to slower integration into formal roles. The study emphasizes that this transitional phase creates unique onboarding challenges, requiring organizations to adapt workplace structures, communication styles, and technology infrastructure to accommodate Gen Z's preferences for immediate feedback, purpose-driven work, and collaborative digital environments.

According to Quimpan and Bauyot (2024) highlight Gen Z teachers, as digital natives, leverage technology-driven methods like blended learning and gamification to boost student engagement and equity. Similarly, these early-career educators emphasize interactive tools and collaboration, disrupting traditional practices for better outcomes. School leaders should therefore provide tech infrastructure and training to empower Gen Z educators' innovative methods and ensure equitable technology integration.

Additionally, Salvadorinho (2025) confirm that Generation Z's motivation differs significantly from prior cohorts, emphasizing purpose-driven work and well-being over traditional career progression, contributing to their minimal current workforce presence. The literature synthesis reveals that these unique drivers lead Gen Z to delay formal employment in favor of skill development and meaningful opportunities.

Similarly, Zahra (2025) confirm that Generation Z enters the workplace with distinct expectations around technology integration, work-life balance, and intergenerational collaboration, contributing to their limited current representation as recent entrants. The scoping review emphasizes that organization unprepared for these traits experience higher Gen Z turnover, particularly in structured sectors requiring adaptation to traditional hierarchies.

According to the study of Rani (2025) Generation Z prioritizes digital training, work-life balance, and employee well-being, which delays their entry into traditional full-time roles as they selectively pursue value-aligned employers. Their research highlights that high expectations for modern workplace practices result in prolonged job search periods and preference for flexible career starts over immediate permanent positions.

The findings imply that schools should prioritize targeted onboarding and mentorship for Generation Z teachers through structured programs. These initiatives should include tech training tailored to their digital-native strengths and support for intergenerational collaboration. Providing such resources can build their pedagogical confidence while improving retention rates and this fosters a balanced generational workforce and promotes innovative teaching practices.

Table 2. Classroom Management Style of teachers based on their generation classification.

Management Style	Generational Classification				
	Baby Boomer	Gen X	Gen Y	Gen Z	Total
1.Interventionist			1		1
2.Interactionist	1	36	33	3	73
3.Non interventionist					

Combined		2	1		3
Total	1	38	35	3	77

The data shows that the interactionist classroom management style is the most dominant approach, with a total of 73 responses, largely coming from Generation X with 36 responses and Generation Y with 33 responses. This finding means that teachers across generations generally favor balanced and cooperative strategies, rather than purely authoritarian or laissez-faire approaches.

This findings is supported by Jennings et al., (2022) identified interactionist approaches such as teacher caring, student autonomy, and collaborative social dynamics as key to enhancing school connectedness and engagement, which aligns directly with Gen X and Y teachers' preference for shared responsibility over authoritarian or permissive styles. These strategies foster positive teacher-student relationships and reduce behavioral issues more effectively than traditional methods. It means that educators adopt high-dosage tutoring, mindfulness training, and relational practices in professional development to build emotionally supportive classrooms. Similarly, Ogena (2024) confirmed that interactionist strategies, favored in both online and traditional settings, promote academic performance through interactive teacher-student cooperation. These approaches enhance engagement and learning outcomes by fostering collaborative dynamics over rigid control. The study implies that school administrators provide training in interactionist methods and integrate them into teacher evaluation systems to sustain cooperative classroom environments.

According to Martin and Baldwin (2020) stated that interactionist styles create optimal classroom climates, leading to the highest student satisfaction and achievement compared to more rigid interventionist or hands-off non-interventionist methods. Their study emphasizes that these styles excel by balancing teacher guidance with student autonomy, particularly benefiting diverse learners through relational trust and flexibility. The findings highlight interactionist approaches as ideal for modern classrooms facing behavioral and engagement challenges.

Additionally, Korpershoek *et al.* (2021) found through a comprehensive meta-analysis that balanced, cooperative approaches such as interactionism significantly reduce classroom disruptions and increase student engagement, particularly among mid-career educators from Generation X and Generation Y. Their findings show that these approaches have the strongest positive effects on student behavior and academic outcomes by promoting teacher student collaboration rather than authoritarian control. Therefore, integrating cooperative strategies into teacher professional development and classroom policies to maximize these benefits were recommended. Furthermore, Aelenei et al., (2023) reported that these relational strategies among Gen X and Y teachers correlate with improved behavioral outcomes and academic gains across diverse educational contexts.

This implies that Gen X and Y teachers strongly favor interactionist styles for cultivating classroom behavior via teacher-student cooperation; eventually, this approach fosters stronger school connectedness, elevates academic performance, and creates engaging classrooms where behavior improves through teamwork, effectively avoiding the pitfalls of strict control or total freedom. On the other hand, the lowest indicator with at least one response is the interventionist style reported by only one Baby Boomer teacher. This result implies that highly directive and control-oriented approaches are becoming less prevalent, especially as older teachers approach retirement. Interventionist strategies are typically characterized by strict rules, teacher authority, and behavior control through reinforcement or punishment.

The findings is supported by the study of Seemiller and Grace (2025) highlight that Generation Z prefers classroom management approaches that incorporate technology-integrated and autonomous strategies, such as gamification and digital tools, rather than conventional interactionist methods that emphasize structured teacher-student collaboration. These preferences stem from their digital-native upbringing, which leads to higher engagement when innovation is prioritized over hierarchy. Therefore, educators should redesign professional development programs to include digital literacy training, gamified pedagogy workshops, and hybrid technology policies to better accommodate Generation Z's needs and improve retention in education roles.

Similarly, Muncada (2024) noted that Generation Z educators frequently employ transformational and democratic leadership styles infused with technology and learner autonomy, diverging from the balanced mutual respect characteristic of interactionism favored by older generations. These styles boost student motivation and innovation, especially post-pandemic. Gen Z thus modernizes education through digital tools while upholding relational equity. School leaders should provide technology resources and transformational training to bridge generational gaps.

As well as, Quimpan and Bauyot (2024) affirm that Gen Z teachers leverage gamification, collaborative digital platforms, and interactive apps to manage classrooms dynamically, emphasizing student ownership over traditional cooperative structures. Their study concludes that these technology-driven approaches significantly enhance engagement and promote equity in diverse Philippine classrooms. They also highlight the capacity of digital natives to challenge outdated teaching practices and achieve improved learning outcomes. Consequently, they recommend that school leaders invest in technological infrastructure and provide adequate training to fully support and empower Generation Z educators. Furthermore, according to Panturas (2025) Generation Z teachers demonstrate strong work values including self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. These work values significantly enhance their teaching performance across content knowledge, innovative strategies, positive ICT use, and creating safe, supportive learning environments. School leaders should therefore develop a "Work Values Formation Guide for Gen Z Teachers" alongside policies providing tech infrastructure, flexible environments, mentorship, and growth opportunities to optimize their retention and instructional impact.

Additionally, research by Sukmawati *et al.* (2024) revealed that Gen Z educators in Indonesia prioritize tech-savvy, flexible strategies like flipped classrooms and AI tools, which better suit their innovative mindset compared to rigid interactionist frameworks. Furthermore, a study on Gen Z teaching challenges underscores their use of YouTube, TikTok, and Quizizz for gamified engagement, further supporting their shift away from conventional cooperation toward autonomous, digital-first methods.

This implies additional benefits for blending generational styles in schools Gen Z teachers can inspire tech-savvy lessons that digitally motivate students, while learning interactionist basics from Generation X and Y to ensure steady cooperation that fosters diverse classrooms where innovation meets respect, enhancing behavior.

Meanwhile, the non-interventionist style represents the lowest indicator with zero responses across all generations. This means that teachers strongly reject a hands-off approach where students are left to self-regulate without guidance. The absence of this style indicates a consensus that effective classroom management requires active teacher involvement.

This is supported by the study of Guinontao and Fernal (2025) found that teachers favor interactive and balanced strategies over purely hands-off approaches, as non-interventionist methods alone fail to adequately support learning. The study concludes that while the mentoring style highest among authoritative, democratic, laissez-faire, transformational, and mentoring approaches positively influences learners' high intrinsic motivation, a variety of strategies is essential to meet diverse student needs. It recommends that teachers actively intervene in conflicts, engage students through discussions, projects, and presentations, encourage mentoring to foster exploration and learning from mistakes, and that school heads integrate mentoring into learning action cell (LAC) sessions. Likewise, Long (2023) reported that teachers most often use proactive and positive strategies instead of laissez-faire techniques, means that non-interventionist management is rarely adopted in practice.

Additionally, Putra (2025) emphasized that effective classroom management involves structured guidance and active teacher involvement, which aligns with the finding that educators prefer more directive or balanced styles. The study concludes that such structured approaches enhance student engagement and learning outcomes by providing clear expectations and consistent support in dynamic classroom environments. It recommends targeted training programs for teachers to refine directive strategies, integrate them with student-centered activities, and foster collaborative professional learning communities to sustain these practices.

This implies teachers from all generations reject the non-interventionist style, avoiding hands-off approaches where students self-regulate with minimal control or structure. Instead, they favor interactive, balanced, proactive, positive, directive, and structured strategies, as non-intervention alone fails to support learning and is rarely used in practice. In addition, the combined classroom management style, with 3 responses, represents another key indicator, particularly among Generation X and Generation Y teachers. This approach involves integrating elements from different management styles, such as combining structure with student participation. This reflects the adaptability of mid-career teachers who can balance traditional and modern practices.

This aligns to the study of Polat *et al.* (2019) portrayed Generation X as responsible "bridge" teachers balancing structure with problem-solving across generations, and Generation Y as dynamic, tech-savvy collaborators, enabling hybrid styles that merge control with student engagement. The study concludes that teachers from different generations contribute complementary strengths to classroom management, with Generation X providing structure, stability, and problem-solving abilities, while Generation Y brings adaptability, collaboration, and technological competence. This combination supports the development of hybrid classroom management approaches that effectively balance control and student engagement, leading to more dynamic and responsive learning environments.

Similarly, Yuzurika and Kurniawan (2023) found that teachers from different generations adapted to post-COVID hybrid learning by combining traditional structures with innovative, participatory methods, reflecting the mixed classroom management styles observed in this study. This demonstrates that generational differences do not limit adaptability; instead, they offer complementary strengths that enhance teaching effectiveness. Accordingly, educational institutions should implement professional.

Similarly, Yuzurika and Kurniawan (2023) found that teachers from different generations adapted to post-COVID hybrid learning by combining traditional structures with innovative, participatory methods, reflecting the mixed classroom management styles observed in this study. This demonstrates that generational differences do not limit adaptability; instead, they offer complementary strengths that enhance teaching effectiveness. Accordingly, educational institutions should implement professional development programs that promote intergenerational collaboration and integrate both structured and technology-driven, student-centered strategies to address evolving learning needs.

Additionally, Ballová Mikušková (2023) surveyed 462 Slovak teachers, revealing Baby Boomers' preference for singular "strict" interventionist styles ($M=3.14$) while Generations X and Y naturally blend multiple interaction approaches self-reflection (X: $M=3.89$), positive classroom climate (Y: $M=4.12$), and goal-oriented teaching (X: $M=3.95$)—perfectly explaining Table 2's 3 hybrid Gen X/Y teachers mixing strict rules with student ideas. The study concludes these differences stem more from career experience than generational cohort, positioning mid-career teachers as pragmatic style-blenders, and recommends researching student perceptions of generational approaches alongside systematic pre-service training to cultivate early hybrid competencies.

Additionally, Yabut (2025) mentioned that Millennial teachers' classroom management strategies in the Philippines, finding that they employ hybrid authoritative-permissive approaches. These dynamically balance strict boundaries with student autonomy, fostering consistency through relational equity and cultural responsiveness. The study concludes that Generation Y teachers effectively bridge traditional structure and modern student-centered practices in diverse classrooms. It recommends professional development focused on flexible strategy integration, cultural competence, and peer mentoring to strengthen these hybrid methods.

Furthermore, Huang *et al.* (2025) examined 10 primary school teachers and 475 students in China, finding authoritative classroom management blending high structure with teacher support produced superior student frustration resilience and language performance compared to authoritarian control, confirming hybrid approaches outperform singular styles. The study concludes Gen X/Y teachers' pragmatic mixing of strict rules with student autonomy. Therefore school leaders promote authoritative practices emphasizing equality, cooperation, and timely guidance over rigid authoritarianism to maximize classroom effectiveness.

In addition, Gonzales (2025) revealed that Generation X principals exhibit a high level of effectiveness in adaptable classroom management, characterized by their ability to integrate structured discipline with

supportive, relationship-based strategies. The study emphasizes that such a hybrid style combining authority with collaboration creates more productive learning environments compared to the more rigid approaches of Baby Boomers and the highly flexible tendencies of Millennials. The study highlights the importance of continuous professional development focused on modern instructional tools, fostering intergenerational mentoring, and maintaining a balance between structure and collaboration to strengthen instructional leadership.

This implies that Blended classroom management styles improve student engagement by mixing rules with input, while Gen X and Y teacher's model adaptability for younger educators, support diverse classrooms through flexible management, and encourage professional development on hybrid approaches. Furthermore, although the interactionist style is dominant it is noteworthy that Generation Z teachers contributed only 3 responses to this category indicating relatively lower preference compared to older generations. This means that Gen Z teachers may lean toward more technology integrated and student-driven approaches.

The findings is supported by Seemiller and Grace (2025) highlight that Generation Z prefers classroom management approaches that incorporate technology-integrated and autonomous strategies, such as gamification and digital tools, rather than conventional interactionist methods that emphasize structured teacher–student collaboration. These preferences stem from their digital-native upbringing, which leads to higher engagement when innovation is prioritized over hierarchy. Therefore, educators should redesign professional development programs to include digital literacy training, gamified pedagogy workshops, and hybrid technology policies to better accommodate Generation Z's needs and improve retention in education roles. Similarly, Muncada (2024) notes that Generation Z educators frequently employ transformational and democratic leadership styles infused with technology and learner autonomy, diverging from the balanced mutual respect characteristic of interactionism favored by older generations. These styles boost student motivation and innovation, especially post-pandemic. Gen Z thus modernizes education through digital tools while upholding relational equity. School leaders should provide technology resources and transformational training to bridge generational gaps.

As well as, Quimpan and Bauyot (2024) affirm that Gen Z teachers leverage gamification, collaborative digital platforms, and interactive apps to manage classrooms dynamically, emphasizing student ownership over traditional cooperative structures. Their study concludes that these technology-driven approaches significantly enhance engagement and promote equity in diverse Philippine classrooms. They also highlight the capacity of digital natives to challenge outdated teaching practices and achieve improved learning outcomes. Consequently, they recommend that school leaders invest in technological infrastructure and provide adequate training to fully support and empower Generation Z educators.

Furthermore, according to Panturas (2025) Generation Z teachers demonstrate strong work values including self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. These work values significantly enhance their teaching performance across content knowledge, innovative strategies, positive ICT use, and creating safe, supportive learning environments. School leaders should therefore develop a "Work Values Formation Guide for Gen Z Teachers" alongside policies providing tech infrastructure, flexible environments, mentorship, and growth opportunities to optimize their retention and instructional impact.

Additionally, research by Sukmawati *et al.* (2024) reveals that Gen Z educators in Indonesia prioritize tech-savvy, flexible strategies like flipped classrooms and AI tools, which better suit their innovative mindset compared to rigid interactionist frameworks. Furthermore, a study on Gen Z teaching challenges underscores their use of YouTube, TikTok, and Quizizz for gamified engagement, further supporting their shift away from conventional cooperation toward autonomous, digital-first methods.

This implies additional benefits for blending generational styles in schools Gen Z teachers can inspire tech-savvy lessons that digitally motivate students, while learning interactionist basics from Generation X and Y to ensure steady cooperation this fosters diverse classrooms where innovation meets respect, enhancing behavior

The findings reveal that classroom management practices in Cervantes District are shifting toward collaborative, flexible, and technology-supported approaches. Teachers from Generations X and Y play a significant role in promoting interactionist and hybrid strategies, while Generation Z introduces innovation through digital tools.

Conversely, traditional interventionist approaches are declining, and non-interventionist styles are not practiced at all.

Therefore, it is recommended that school administrators may strengthen professional development programs that focus on interactionist and hybrid classroom management strategies, as supported by extensive literature. Training may also integrate technology-based approaches to support Generation Z teachers while helping older generations adapt to modern teaching demands. Additionally, mentoring programs and intergenerational collaboration may be encouraged to allow the sharing of best practices across age groups. These initiatives may help create balanced classroom environments that promote student engagement, effective behavior management, and improved academic outcomes. Table 3 presents that classroom management styles and generation classification has no significant differences with the P value of 0.836. It means that teacher has a unique management styles to cater the needs of the students inside the classroom.

Table 3. Significant difference on the classroom management style when grouped according to classification.

Variables	P-value	Interpretation
Generational Classification and Management Style	0.836	Not Significant

This aligns with Abdullah (2020) who reported no significant variation in teaching strategies across age groups, explaining that demographic characteristics such as age have minimal influence on how teachers manage classrooms. The study concludes that teachers’ demographic characteristics, such as age, have minimal influence on their choice of teaching strategies and classroom management practices. This implies that factors other than generational differences such as personal teaching experience, professional development, school culture, or individual teaching philosophy may play a more decisive role in determining how teachers manage their classrooms. It is recommended that professional development and teacher training programs focus on enhancing teaching competencies, pedagogical skills, and classroom management strategies for all teachers, regardless of age.

Similarly, Tandih, (2025) found that elementary teachers’ practices were not affected by age, emphasizing that professional competencies, pedagogical knowledge, and teaching skills play a more important role in shaping instructional behavior. The study concludes that age does not significantly influence teachers’ instructional practices. Instead, professional competencies, pedagogical knowledge, and teaching skills are the primary factors shaping how teachers conduct instruction and manage classrooms. This highlights that effective teaching relies more on training, experience, and mastery of teaching strategies than on generational or age-related characteristics. Supporting this, Gumpal and Basmayor (2024), Alimahan and Ubayubay (2025) consistently demonstrated that age does not significantly relate to classroom management skills, behavioral strategies, or teaching practices. Instead, these studies identified teaching performance, adaptability, contextual understanding, training opportunities, and accumulated teaching experience as stronger predictors of effective classroom management. It is recommended that schools and educational institutions prioritize continuous professional development, skill enhancement, and pedagogical training for teachers across all age groups. Programs should focus on improving instructional effectiveness, classroom management techniques, and competency-based practices, ensuring that all teachers are equipped to deliver quality education regardless of their age.

Likewise, Singha and Fauzi (2023) reinforced that teachers across different age groups employ similar management approaches, further confirming that generational classification does not determine instructional style. The study concludes that generational classification does not significantly determine teachers’ instructional styles or classroom management approaches. Instead, teaching practices appear to be consistent across age groups, suggesting that other factors such as professional training, experience, and school context play a more influential role in shaping how teachers manage their classrooms. It is recommended that educational programs and school initiatives focus on strengthening teachers’ pedagogical competencies, classroom management skills, and professional development opportunities rather than emphasizing generational differences. Schools should promote collaborative learning environments and shared best practices among teachers to enhance instructional

effectiveness across all age groups. In addition, Reports from the Organization for Economic Cooperation and Development (OECD, 2019) indicate that teachers' instructional practices and classroom management are influenced more by continuous professional learning and strong school support systems than by age or generational differences. The findings emphasize that access to training, mentorship, and collaborative environments plays a crucial role in enhancing teaching effectiveness. Thus, it is recommended that educational institutions prioritize sustained professional development programs, including regular training, peer collaboration, and adequate resource support, to improve classroom practices and ensure high-quality instruction among teachers across all age groups.

Similarly, UNESCO (2021) highlighted that adaptive teaching skills, reflective practice, and lifelong learning enable teachers to respond effectively to diverse classroom situations regardless of generational background. Also according to Darling-Hammond et al, (2020) explained that sustained professional development enhances teachers' instructional decision-making and classroom management capabilities across all career stages.

Additionally, Hattie, (2019) emphasized that teacher expertise and evidence-based instructional practices have a greater impact on student outcomes than demographic variables such as age or generation. Global education analyses also indicate that adaptability and responsiveness to classroom context are essential competencies developed through experience and collaboration rather than inherited through generational identity (Schleicher, 2020; World Bank, 2020). During periods of educational change, OECD (2021) found that teachers who demonstrated flexibility and professional competence successfully managed classrooms regardless of age group.

The finding implies that teachers naturally develop individualized classroom management styles tailored to student needs, classroom dynamics, and learning environments. Since age and generational classification show little influence, educational institutions should prioritize strengthening professional competencies, providing continuous training, enhancing adaptability, and supporting experiential learning opportunities. Focusing on these areas can improve classroom practices among all educators, regardless of generation, promoting more effective and responsive teaching environments.

Proposed Output: Multigenerational Training Design

I. Rationale

Classroom management remains a critical component of effective teaching and learning. In multigenerational teaching environments, differences in experiences, teaching styles, and technological competencies may influence classroom practices. However, the findings of this study revealed that generational classification alone does not significantly determine classroom management styles. Instead, factors such as professional competencies, pedagogical knowledge, and continuous professional development play a more significant role. In response to these findings, this seminar is designed to strengthen interactionist classroom management approaches, which emphasize shared responsibility between teachers and students. It also promotes collaboration among teachers from different generations and aligns classroom practices with the Philippine Professional Standards for Teachers (PPST). The program aims to foster inclusive, student-centered learning environments by encouraging knowledge-sharing, reflective practices and the application of effective classroom management strategies across all generational groups.

II. Objectives

At the end of the seminar, the participants are expected to:

1. Enhance teachers' understanding of interactionist classroom management strategies.
2. Promote collaboration and knowledge-sharing among multigenerational teachers.
3. Align classroom management practices with PPST indicators.
4. Develop practical strategies for creating inclusive and student-centered classrooms.

5. Strengthen professional collaboration and reflective teaching practices.

III. Matrix of Activities

Objectives	Activities	Budget	Persons Involved
Enhance teachers’ understanding of interactionist classroom management	Lecture-discussion on interactionist strategies	Printing of materials, LCD, handouts	Resource Speaker, Program Coordinator
Promote collaboration among multigenerational teachers	Group discussion and sharing of teaching experiences	Snacks, activity materials	Facilitators, Participants
Align classroom management with PPST	Lecture-workshop on PPST-aligned practices	Training materials, certificates	Resource Speaker, Master Teachers
Develop practical classroom strategies	Workshop: Development of classroom management action plans	Bond paper, pens, templates	Facilitators, Participants
Strengthen reflective teaching and collaboration	Presentation of outputs and reflection session	Certificates, evaluation forms	School Head, Participants

IV. Target Participants

Public school teachers from different generational group(Generation X, Generation Y, and Generation Z) in the Cervantes District.

V. Duration and Venue

- **Duration:** One-day Seminar (8:00 AM – 5:00 PM)
- **Venue:** School Learning Resource Center

VI. Seminar Program Schedule

- **8:00 – 8:30 AM** – Registration
- **8:30 – 9:00 AM** – Opening Program and Overview of Seminar
- **9:00 – 10:30 AM** – Session 1: Interactionist Classroom Management Strategies
- **10:30 – 10:45 AM** – Break
- **10:45 – 12:00 NN** – Session 2: Multigenerational Collaboration in Teaching
- **12:00 – 1:00 PM** – Lunch Break
- **1:00 – 2:30 PM** – Session 3: PPST-Aligned Classroom Management Practices
- **2:30 – 2:45 PM** – Break
- **2:45 – 4:00 PM** – Workshop: Developing Classroom Management Action Plans
- **4:00 – 4:30 PM** – Presentation of Outputs

- **4:30 – 5:00 PM** – Synthesis and Closing Program

VII. Methodology

The seminar will utilize interactive lectures, collaborative discussions, group workshops, case analysis, and reflective sharing. Participants will engage in peer collaboration and develop action plans integrating interactionist strategies into classroom management practices.

VIII. Expected Outputs

- Improved knowledge on interactionist classroom management
- Developed classroom management action plans
- Enhanced alignment with PPST indicators
- Strengthened collaboration among teachers

IX. Evaluation Plan

Evaluation will be conducted through feedback forms, reflection journals, and assessment of action plans. The results will be used to improve future training programs.

X. Sustainability Plan

Follow-up Learning Action Cell (LAC) sessions will be conducted to monitor implementation, provide continuous support, and sustain collaboration among teachers from different generations.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The teaching workforce in Cervantes District reflects a diverse yet complementary professional environment, where varying levels of experience and adaptability contribute to a balanced and dynamic approach to teaching and learning.
2. Teachers demonstrate a preference for classroom management approaches that promote structure and student participation, indicating the importance of balanced, student-centered practices in creating effective learning environments.
3. Classroom management practices are shaped more by teacher's competencies, training, and responsiveness to learners than by generational classification, emphasizing the critical role of continuous professional development.
4. Professional development programs that encourage collaboration and shared learning among teachers are essential in enhancing classroom management practices and supporting inclusive and effective instruction.

RECOMMENDATIONS

Based on the conclusions, the following recommendations were formulated:

1. Cervantes district may provide regular training that strengthens interactionist and student-centered classroom management practices and focuses on improving teacher competencies rather than generational differences.
2. Teachers may continue applying cooperative and respectful classroom management strategies while balancing structure and student participation to address diverse learner needs.

3. Generation Z teachers may receive mentoring support from experienced teachers to improve classroom management skills and professional confidence.
4. Teacher education institutions may strengthen training and field experiences that develop adaptive classroom management skills for future teachers.

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