

A Correspondence Article On "Leading the New Generation: Understanding the Leadership Styles of a Millennial School Head"

Petchie T. Aguinaldo

National Teachers College, Quiapo, Manila, Philippines

Corresponding author email: aguinaldopetchie@gmail.com

Dated Submitted: December 13, 2023

Date Revised: December 18, 2023

Date Accepted: December 20, 2023

Originality: 97%

Grammarly Score: 98%

Similarity: 3%

Recommendation citation:

Petchie T. Aguinaldo. (2023). A Correspondence Article On "Leading the New Generation: Understanding the Leadership Styles of a Millennial School Head". *Journal of Interdisciplinary Perspectives*, 2(1), 50 – 53.
<https://doi.org/10.5281/zenodo.10405791>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

ABSTRACT

The objective of this review or correspondence article is to reiterate the main points of the study to shed light on what can make it more constructive or valid as a source of information. This article evaluates the research's purpose, argument, presentation, and organization of information, methods, and data. Although this research was keen on supporting its claim through literature and increasing its validity, it needed more logic in forming its research questions, bridging assumptions, and the like.

Keywords: Millennial leadership, Leadership style, School head, Philippine education, New leadership.

Introduction

Leadership is one of the most controversial topics in education. Even more so, millennial leadership has become one of the most anticipated topics, given that the number of millennial leaders is rising. The study entitled "Leading the New Generation: Understanding the Leadership Styles of a Millennial School Head" by Ma'am Angelica Mandap was written to appease the claim that there is almost no study on the leadership of millennials; however, it is also noted in this correspondence article that a current one should be exempted from scrutiny.

Methodology

The study design is qualitative with a sub-type of descriptive single-case study design. Considering the case, this study design is appropriate given that the respondent is only one school head. Also, noting that this research delves into a specific case, the qualitative research design is the proper method because it zeroes in on the phenomenon, giving importance to the quality and depth of the topic rather than the numbers. Despite the situation being focused on the qualitative, the researcher ensured the research was studied scientifically. A priori (deductive) coding was applied as the data analysis treatment for the study. Since this deductive approach focused on the general before going into the specifics, it aligned well with the orientation of the research questions. However, the research presentation did not disclose the verbatim coding process of the study.

Results and Discussion

The validity of the research is of utmost importance. This research can be deemed credible because it doesn't only cite its findings but backs them up with literary claims. It was able to gather similar and contradictory findings, which supplement the existing claims and balance the scale of what the readers should think for themselves.

However, there were instances where the author may have over-calculated or over-presupposed the connotation of the findings without providing evidence. For example, in the part of transformational leadership style, the author derived the following claim:

"The data implies that a millennial school head possesses a leadership style that mobilizes teachers to actively contribute to developing the educational mission and objectives."

From the succeeding data from the respondents:

"I constantly push them to adapt because they have to deal with the shifting demands of the 21st-century educational system and the demands of time. They must also cope with the learners and, of course, with technology."

The author implied a clear connection and derivation between the two. However, it can be deemed that it might be a long shot. For example, questions such as: How can the mobilization of teachers be a topic, given that the succeeding data is greatly generalized? There must be added and verified claims to bridge the assumptions.

Despite this, there were also areas in the literature where the author proved comprehensive. For example, the author iterated that:

"This data means that as the school improves and advances its educational endeavors, a millennial school head still considers what others might feel about these changes."

A finding from the respondent stated:

"They should not be pressured, and I am not giving them abrupt instructions."

Instances like this, from the research, don't only expound upon the finding but emphasize and affirm the reality of the matter. The author must have done this consistently instead of taking leaps and making conclusions.

Implications

The article's purpose was well-articulated, leaving no room for speculations of the study's objective or intention. All the more, the abstract represented and summarized the article's major points and argument, said in a concise yet comprehensive manner. The objective of the study was clear and well-thought-out.

However, from a reader's point of view, it left the reader to piece everything together. For example, the author may have specified that there needs to be more studies about the leadership styles of millennial leaders. The author went on and on about how there are studies about previous generations on the matter, but not on the millennial generation. However, there needs to be more reasoning and justification as to why there is a need to know such leadership styles. What could've been more conducive is stating and elaborating on how a study on the millennials' leadership styles would benefit educational stakeholders. Hence, there was room for speculation as to why there was a need for the study in the first place. Despite this, the research maintained a very orderly narration of the survey, with the discussion able to maintain cohesion.

There is also a need for knowledge of the school's issues to navigate the role of the school head in the given manner or how leadership styles fit the issue. The need for more knowledge was presented, which withheld a crucial context for the reader. Despite this, the research mediocly achieved its objective of describing the phenomenon by itself.

The title gave off the impression that by understanding the leadership style of the millennial school head, it also achieves the objective of leading the new generation. This can be a very ambitious objective, given the scope of the study. Hence, the title can be misleading to the general public.

All the more, the author would have benefited from being more spot-on with the research objectives. To note, the study's first two research objectives complement each other: 1) Are there challenges you encounter in managing your school as a millennial school head (what are these challenges?) and 2) What are the leadership styles you employ in managing your school? These two balance because they revolve around the central research question: What leadership styles do millennial school heads use to deal with the challenges of running the school? However, the discussion was

derailed, and the intention remained unclear when the researcher asked the third sub-question: 3) How does being a millennial school head provide future differences and benefits in a school organization?

To delineate, the orientation of the latest question may veer from the point of being too consultative rather than objective. It diverts attention from the problem by being a stand-alone question in itself. The phrasing of the question may have caused this misunderstanding. Furthermore, the problem may lie in the error of phrasing itself.

The case of the research objectives is separate. Throughout, there was also ambiguous content in that research. For instance, "instructional leadership" was interchanged with "developmental leadership." There would've been no issue with the manner only if there was a discussion on how the author deemed both intertwined. Questions like: "How can leadership be instructional and developmental at the same time?" are asked. The section itself sent forth an impression of being rushed and abrupt. It needed more discussion to be clear.

At the start, there was an impression that the author wanted to highlight the leadership styles of the millennial school heads. At first read, one might think that this was the author's bias. Despite this, the author was not biased based on her research findings. There was a healthy balance between the research's findings and what the existing literature had to say (i.e., millennial leadership is collaborative rather than authoritative). Instead of being counterproductive, the present research can be studied based on context relevance and findings.

Conclusion

Throughout, the research proved to be very interesting in terms of content and explanation. However, insufficiency in accuracy made up for such success. The article entitled "Leading the New Generation: Understanding the Leadership Styles of a Millennial School Head" by Angelica Mandap must be reviewed for further improvement.

Contributions of Authors

The author of this study is the sole contributor to the entire research process, including data collection, analysis, and the development of this work. The author, Ms. Angelica Mandap, who did the research "Leading the New Generation: Understanding the Leadership Styles of a Millennial School Head," has reviewed and approved the final version of the correspondence article.

Funding

No specific grant or external funding source directly supported this research endeavor. Researchers paid for the study all by themselves. I paid for any expenses related to gathering, analyzing, and publishing the data. This funding arrangement guarantees that the results and conclusions reported here are free from any potential conflicts of interest or outside influence, underscoring her research's independent and unbiased character. This study attempt is based on the essential premise of impartial and rigorous scientific examination, which the researcher acknowledges with great passion and commitment.

Conflict of Interests

The author declares that no conflict of interest is associated with this research study.

Acknowledgment

The researcher expresses gratitude to the research author, Ma'am Angelica C. Mandap, for sharing valuable insights and experiences as a millennial school head for this research.

References

Mandap, A. (2023). Leading the New Generation: Understanding the Leadership Styles of a Millennial School Head. *Journal of Interdisciplinary Perspectives*, 1(3), 16-23. <https://doi.org/10.5281/zenodo.10154522>

- Appelbaum, S. H., Bhardwaj, A., Goodyear, M., Gong, T., Sudha, A. B., & Wei, P. (2022). A study of Generational conflicts in the workplace. *European Journal of Business and Management Research*, 7(2), 7–15. <https://doi.org/10.24018/ejbmr.2022.7.2.1311>
- Badar, K., & Lasthuizen, K. (2023). Twenty years of Research on Millennials At Work: A Structural review using bibliometric and content analysis. *Sustainability*, 15(9), 7058. <https://doi.org/10.3390/su15097058>
- Batanero, J. M. F., Graván, P. R., Reyes-Rebollo, M. M., & Rueda, M. M. (2021). Impact of Educational Technology on Teacher stress and Anxiety: A literature review. *International Journal of Environmental Research and Public Health*, 18(2), 548. <https://doi.org/10.3390/ijerph18020548>
- Brown, M., Altrichter, H., Shiyan, I., Rodríguez-Conde, M., McNamara, G., Herzog-Punzenberger, B., Воробьева, И. B., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G., & Sánchez, L. P. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. *Policy Futures in Education*, 20(5), 580–607. <https://doi.org/10.1177/14782103211040909>
- Carroll, A. (2023, January 30). 6 Ways Millennials are Transforming Leadership Roles. About Leaders. <https://aboutleaders.com/millennials-transforming-leadership/>
- Dsals, D. (2022, October 27). How Important Is Technology in Education? | American University. School of Education Online. <https://soeonline.american.edu/blog/technology-in-education/>
- Duraku, Z. H., & Hoxha, L. (2021). Impact of transformational and transactional attributes of school principal leadership on teachers' motivation for work. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.659919>
- Dyhrkopp, C. (2021). Technology Use in Education by Students and Teachers. Northwestern College, Iowa NWCommons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1337&context=education_masters
- Easton, C. (2023, February 24). Millennial leaders and leadership styles displayed in the workplace. Easton | South African Journal of Business Management. <https://sajbm.org/index.php/sajbm/article/view/3139/2365>
- Farhan, B. Y. (2021). Customizing leadership practices for the millennial workforce: A conceptual framework. *Cogent Social Sciences*, 7(1). <https://doi.org/10.1080/23311886.2021.1930865>
- Fries, K. (2018, January 18). 7 Ways Millennials Are Changing Traditional Leadership. Forbes. <https://www.forbes.com/sites/kimberlyfries/2018/01/18/7-ways-millennials-are-changing-traditional-leadership/?sh=547782807dae>
- Folarin, K. (2021). Cultivating Millennial Leaders. *American Journal of Leadership and Governance*, 6(1), 1–7. <https://doi.org/10.47672/ajlg.727>
- Garvey, J. (2019, February 25). Leadership Styles of Millennials: What is their Style? <https://www.peoplegoal.com/blog/leadership-styles-and-the-millennial-what-is-their-leadership-style>
- Hunziker, S., & Blankenagel, M. (2021). Single case Research design. In Springer eBooks (pp. 141–170). https://doi.org/10.1007/978-3-658-34357-6_8