



**EXPERIENCES OF ZILLENNIAL TEACHERS IN WORKING WITH
OTHER GENERATIONS ON SCHOOL-RELATED ACTIVITIES:
BASIS FOR INTERVENTION PROGRAM**

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ABSTRACT

This qualitative study aimed to determine the experiences of Zillennial teachers in working with other generations on related school activities as basis for intervention program in the schools District of Sara during the school year 2023-2024. The research method utilized in this study was qualitative method using in-depth interview and the research design is phenomenology. A researcher made questionnaire was used to conduct the study of 15 teachers in the schools District of Sara who were born between the year 1991-1999 and active in service during the conduct of the study. It was found out that the experiences of Zillennial teachers were easy to work with, supportive to others, and difficult to adjust. It was also found that the challenges they encountered as Zillennial teachers were dependent on younger generations, resistance to change, and lack of computer skills. Further, the management of challenges were to think positive, open for change, and learn to understand people. Ultimately, this study provides valuable insights and recommendations for the improvement of the study.

Keywords: *Zillennial Teachers, Other*

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INTRODUCTION

The education field is transforming as the teaching profession welcomes a new wave of educators from the Zillennial generation, born between the mid-1990s and early 2000s. Zillennials, often characterized by their tech-savvy nature, diverse perspectives, and a unique blend of Generation Z and Millennial attributes, are now finding their place in classrooms around the world. As these young educators take on teaching roles, they are faced with the challenge of collaborating and working effectively with colleagues from the different generational cohorts, including Baby Boomers, Generation X and even their fellow Millennials (Anderson & Dron, 2018).

This study endeavors to fill the existing gap in the literature, shedding light on the experiences and challenges faced by the Zillennial teachers in multigenerational educational settings and providing a basis for the development of targeted interventions to enhance collaboration and promote a positive work environment.

Furthermore, the results of this study will also form the basis for an intervention program that aims to improve connections between teachers from different generations in terms of communication, teamwork, and general working relationships. By fostering a more welcoming and encouraging learning atmosphere, the intervention program hopes to enhance students' and teachers' educational experiences.

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MATERIALS AND METHODS

Research Method

The research method used in this study is qualitative using in-depth interview. Qualitative research is appropriate for exploring the lived experiences, perceptions, and beliefs of the Zillennial teachers, which are the primary focus of the study.

Research Design

The study used qualitative research design using Phenomenology. Phenomenological approach seeks to understand and describe the universal essence of a phenomenon (Groenewald, 2004).

This approach will allow the researchers to delve into the experiences of Zillennial teachers and uncover the essence of their experiences in working with their colleagues from other generations in school-related activities.

Participants of the Study

The participants of the study were the selected fifteen (15) elementary school teachers in the Schools District of Sara who were born between the year 1991-1999, teachers who are parts of the Zillennial generation.

Also, the participants were chosen regardless of their number of years in the teaching profession. Moreover, participants were selected considering that they are both capable and

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interested in answering the interview questions restricted by ethical considerations and consent of the respondents.

Research Instrument

The researcher used a researcher-made interview guide questions and interview schedule. This aimed to gather relevant information about the phenomenological experience of Zillennial teachers. The researcher asked the participants to answer the interview questions and then follow up with relevant questions that arose from the responses of the participants.

A voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

A thematic analysis was used to summarize the results of the study.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the research instrument was subjected to face and content validation by a panel of experts to guarantee that it included the topics and areas that the study was designed to examine. Face and content validity are questionnaire measurement techniques used to judge and quantify measurements that appear acceptable to the public and highly qualified experts. Face validity was used to determine whether an item accurately portrayed the terms listed on its description,

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content validity is concerned with how closely the test items reflect the field the test is attempting to measure (Nikolopoulou, 2022).

Each item was assessed by the jurors composed of experts in the fields of research, test and measurements, and evaluation.

Data Gathering Procedure

Upon conducting the research, the researcher secured a letter of permit to the Schools District Supervisor and letter of consent to the participants of the study. In-depth interviews were conducted using the approved interview guide. Interview data were gathered and documented with the participants' consent ensuring accuracy and confidentiality.

Data Analysis

Thematic Analysis was used for identifying, analyzing, and reporting patterns (themes) within data. According to Boyatzis (2018), thematic analysis organizes and describes the data set in detail. It includes a systematic guide which comprise of familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report.

The researcher extracted what he considered relevant statements from each participant's description of the phenomenon and then integrates these themes into a narrative description of the phenomenon and then clusters those into themes. He or she then integrates these themes into a narrative description of the phenomenon.

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RESULTS AND DISCUSSIONS

Based on the information gathered through in-depth interview with the participants, it was found out that the experiences of Zillennial teachers working with other generation in some other related activities were easy to work with them, supportive to others, and difficult to adjust.

Based on the information gathered through in-depth interview with the participants, it was found out that the challenges encountered by Zillennial teachers working with other generations on school-related activities were dependent on the younger generations, resistance to change, and lack of computer skills.

Based on the information gathered during the in-depth interview, the management of the challenges they encountered were always think positive, open for change, and learn to understand people.

Based on the findings, the following insights were drawn:

Zillennial teachers bring new perspectives, challenges, and opportunities for the education program. They are shaking up their classrooms with their technological expertise, inclusivity, mental health understanding, advocacy, and work ethics. Gaining experience for a teaching role can help them convey their abilities to instill knowledge in other generations working in the same system.

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Zillennial teachers within the organizations feel substantial anxiety and apprehension about their present position. They want their work environment infused with innovation and opportunity. They want to explore flexible working practices and work with the other generations.

Zillennial teachers' collaboration and communication don't always have to take place face-to-face. These teachers are just as happy connecting with their colleagues over video conferences and phone calls, and they like having access to instant messaging applications.

CONCLUSION

Based on the results of the study, a Intervention Program was proposed focusing on the experiences of Zillennial teachers in working with other generations on school related activities in the Schools District of Sara during the school year 2023-2024.

The proposed intervention program focuses on two key areas:

1. Creating a more resilient and strong school environment; and
2. Professional Growth and Development of Teachers.

A list of objectives was crafted according to these key areas. It includes a set of activities and strategies to be conducted, persons involved, time frame, and sources of funds. Monitoring and evaluation as well as the sustainability of the program were also stated to ensure effective and successful implementation.

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