Leadership in the Modern Academe: Knowledge Management and Curriculum Delivery in Multigenerational Professional Learning Communities

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Abstract

This study was conducted to look into the different perceptions and assessments of multigenerational professional learning communities as regards to knowledge management and curriculum delivery among their school leaders.

The study follows a sequential explanatory mixed methods design. The study was done in two phases. In the first phase, a survey was conducted to gather quantitative data to assess the extent of knowledge management and the level of observance of curriculum delivery in multigenerational professional learning communities among their school leaders. A test of difference was then carried out to see if there is a difference between the perceptions multigenerational professional learning communities as regards to knowledge management and curriculum delivery. The result showed that there is no significant difference between the assessments of multigenerational professional learning communities. In the second phase, interviews were conducted to gather qualitative data and then themes were exposed. The qualitative results build on the initial quantitative results wherein the quantitative results inform the secondary qualitative results.

The respondents of the study were the 14 Baby Boomer teachers, 61 generation Xs and 65 millennial teachers from the elementary schools in East 2. The co-researchers of the study were 2 teachers from each generations.

In conclusion, this thesis has exposed that there is no difference in the assessment of multigenerational professional learning communities as regards to knowledge management and curriculum delivery among school leaders. Their perspectives also the same quantitatively and qualitatively. Meanwhile, the themes that emerged after gathering the data were: Principals' Own Knowledge Management, Principals' Personal Curriculum Delivery Initiatives, Generational Edge as to Experience, Technology, Discipline, Flexibility, Willingness to Learn and Exposure, and lastly, Positive Reaction to Principals' Leadership.

For the output of the study, a compendium of best practices for knowledge management and curriculum delivery was provided in the study for the school leaders to further enhance their capabilities in leading the modern academe in multigenerational professional learning communities.

Keywords: Knowledge Management, Curriculum Delivery, Multigenerational, Professional Learning Community, Generational Edge

Introduction

Leadership according to Thomas & Bainbridge (2002) is an art and science of inspiring and enabling others to accomplish shared dreams. It is the process by which an agent induces a subordinate to behave in a desired manner, the process of influencing an organized group toward accomplishing its goals, directing and coordinating the work of group members, and transforming followers, creating vision of the goals that may be attained and articulating for the followers the ways to attain those goals. Leadership encompasses different management skills, and one of these is knowledge management.

As it is, knowledge management is the systematic management of an organization's knowledge assets for creating value and meeting tactical & strategic requirements. It consists of the initiatives, processes, strategies, and systems that sustain and enhance the storage, assessment, sharing, refinement, and creation of knowledge. Moreover, knowledge management is a strategy in which the conceptual investment of an organization including registered information and talents of their members is applied in order to increase productivity, gain new values, increase competitiveness, educate managers and the organization to create skills and optimize the activities.

Additionally, according to Uriarte Jr. (2008) knowledge is increasingly being recognized as the new strategic imperative of organizations. The most established paradigm is that knowledge is power. Therefore, one has to hoard it, keep it to oneself to maintain an advantage. The common attitude of most people is to hold on to one's knowledge since it is what makes him or her an asset to the organization. Today, knowledge is still considered power – an enormous power in fact – but the understanding has changed considerably, particularly from the perspective of organizations. The new paradigm is that within the organization knowledge must be shared in order for it to grow. It has been shown that the organization that shares knowledge among its management and staff grows stronger and becomes more competitive. This is the core of knowledge management – the sharing of knowledge.

In addition, curriculum refers to what a learner is required to encounter, study, practice and master. It entails taking decisions about what should be taught, how it should be taught and when it should be taught. It is also a set of courses, and their content offered at a school or university. A curriculum is said to be prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. On the other hand, as an institution of learning, the Department of Education (DepEd) works to protect and promote the right of Filipinos to quality basic. The investment of the DepEd in the development of human potential is a commitment it makes not only to its learners but also its teachers. Towards this end, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and the view of the teaching profession as one that "requires teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study".

The DepEd also recognizes that the quality of learning is greatly influenced by the quality of teaching. Therefore, it is imperative for the DepEd to hire good teachers and to support their development in the teaching profession. Organizing professional learning communities will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning (Little 2003) to suit the present needs of learners. Attaining the goal of the curriculum is in the hand of the teachers, but ofcourse, their school heads will be the one to take charge in helping the teachers achieving the delivery of curriculum for the learners.

But considering the problems encountered by the school heads that may affect the delivery of the curriculum and acquiring knowledge management, Fry (2007) stated that new teachers often report

difficult interactions with colleagues, ranging from "benign neglect" of administrators to lack of cooperation or even hostility from veteran teachers. More than anything else, novice teachers often appear to yearn for, yet seldom receive, meaningful feedback on their teaching from experienced colleagues and administrators. Moreover, Smith and Ingersoll (2004) stressed that new teachers bring energy and enthusiasm to their classrooms, but also a specific set of needs. Whereas experienced teachers might bristle at receiving classroom management tips, model lesson plans, and constructive feedback on instruction, new teachers appear to long for such supports. School administrators should recognize that, like students, new teachers need scaffolded assistance.

In line with this, many organizations are trying to manage a multigenerational workforce, or in the professional learning communities managing a multigenerational teaching force. According to Sprague (2008) organizations have begun to shift their focus from the aging worker to issues related to a multigenerational workforce. In fact, many workplaces now employ four different generations of workers (Hart, 2008) including traditionalists, baby boomers, generation X and millennials. As a result, schools need to holistically evaluate their workforces, as each group requires a unique approach.

Schools nowadays are consisting different teachers from different generations who have also different perceptions and beliefs with one another and different working styles that reflect on the generations they belong. They are all working together to achieve and to help school leaders attain the delivery of curriculum, which is the K to 12 Basic Education Curriculum and managing the organizations through knowledge management.

At this juncture, the researcher wanted to discern if there are any differences between the assessment of multigenerational professional learning communities which compose of baby boomers, generation X and millennial teachers on the extent of knowledge management among school leaders in terms of leadership, organization, technology and learning as related to the observance of curriculum delivery in terms of leading people, people development management, people development and creating professional learning communities. And the relationship between knowledge management and curriculum delivery among school leaders. Also, on how the co-researchers describe their experiences with regards to knowledge management and curriculum delivery. With that the researcher can be able to come up with an anthology of best practices of different school heads.

Methodology

The researcher found out an in-depth analysis of the study and it prompted her to apply this research design by using qualitative results to assist in explaining and interpreting the findings of a quantitative study which is applicable to the assessment of the school heads' leadership within the modern academe by determining knowledge management and curriculum delivery in multigenerational professional learning communities.

This study used simple random sampling due to the availability of the respondents. Each individual was chosen entirely by chance and each member of the population has an equal chance of being included in the sample. The target respondents of the study were the Elementary teachers of East 2 which comprised the different multigenerational professional learning communities such as the Baby Boomers, Generation X and the Millennials. There were 140 respondents for the questionnaire survey and 6 (six) individuals for the interviews. The respondents were given 5 days to complete the survey questionnaire upon request. After collecting the questionnaires, the responses were tallied, computed, analysed and recorded.

On the other hand, for the personal interviews, all the interviewees were given time according to their convenience. All the participants were asked if they are willing to undergo a recorded personal interview. There were five (5) participants, 14 from Baby Boomers, 61 from Generation X and 65 for Millennials, who were willing and/or to share their time and talk about their experience towards knowledge management and curriculum delivery among their school heads.

A researcher-made questionnaire was developed and used in the assessment of the extent of Knowledge Management and the level of observance of Curriculum Delivery among school leaders as assessed by the multigenerational professional learning communities. The questionnaire was divided into three parts. The first part concerned the profile of the respondents wherein they indicated their name, gender and age and also they specifed to which generations they belonged and their educational attainment.

The second part was on the assessment of the extent of knowledge management among school leaders as assessed by multigenerational professional learning communities in terms of leadership, organization, technology and learning. The third part was concerned with the level of observance of curriculum delivery as assessed by multigenerational professional learning communities in terms of leading people, people performance management, people development and creating professional learning communities.

Results of Discussion

1. Extent of Knowledge Management among School Leaders as assessed by Multigenerational Professional Learning Communities

Table 1.1 Extent of School Leaders' Knowledge Management as to Leadership

Indicators My School Head…	Respondents' Type	Mean	Int	Composite	
				Mean	Int
1. Maintains an open, positive, and encouraging attitude toward change.	Baby Boomer	3.79	HE	3.76	HE
	Generation X	3.8	HE		
	Millennial	3.69	HE		
2. Assists teachers in identifying strengths and growth areas through monitoring and observation.	Baby Boomer	3.69	HE	3.65	HE
	Generation X	3.67	HE		
	Millennial	3.60	HE		
3. Works with teachers in achieving goals, mission and vision.	Baby Boomer	4.00	HE	3.82	HE
	Generation X	3.82	HE		
	Millennial	3.63	HE		
4. Provides expert technical assistance and instructional support to teachers.	Baby Boomer	3.79	HE	3.70	HE
	Generation X	3.69	HE		
	Millennial	3.62	HE		
5. Establishes and implements strategy and nourishes the culture and climate which the strategy necessitates.	Baby Boomer	3.79	HE	3.67	HE
	Generation X	3.66	HE		
	Millennial	3.57	HE		
General Assessment				**3.71**	**HE**

Legend: 3.50 – 4.00 Highly Evident (HE) 2.50 – 3.49 Evident (E) 1.50 – 2.49 Slightly Evident (SE) 1.00 – 1.49 Not Evident (NE)

Table 1.1 shows the extent of knowledge management evident among school leaders in terms of Leadership. The general assessment is 3.71 and interpreted as Highly Evident. "The school head works with teachers in achieving goals, mission and vision" has the highest mean which is 3.82 and interpreted as Highly Evident. "The school head assists teachers in identifying strengths and growth areas through monitoring and observation" has the lowest mean which is 3.65 and interpreted as "Highly Evident".

As can be deemed from the results, the school heads manifest knowledge management in terms of leadership as seen in the responses of the teachers. These school leaders have a very strong, clear vision and set of values for their schools and established a clear sense of direction and purpose for the school through achieving goals, mission and vision of the Department of Education. Multigenerational teachers observed that school leaders continuously look for new ways to improve teaching, learning and achievement. Through classroom observations, leaders give technical assistance and support to the teachers to develop their strategies used in teaching.

Table 1.2 Extent of School Leaders' Knowledge Management as to Organization

Indicators My School Head…	Respondents' Type	Mean	Int	Composite Mean	Composite Int
1. Collaborates with concerned staffs on the planning and implementation of programs and projects.	Baby Boomer	3.71	HE	3.58	HE
	Generation X	3.56	HE		
	Millennial	3.48	E		
2. Advocates and executes plans for changes including culture and generation change in the workplace.	Baby Boomer	3.79	HE	3.60	HE
	Generation X	3.52	HE		
	Millennial	3.49	HE		
3. Assigns teachers and other personnel to their area of competence.	Baby Boomer	3.79	HE	3.62	HE
	Generation X	3.57	HE		
	Millennial	3.51	HE		
4. Empowers teachers and personnel to identify, initiate and manage changes.	Baby Boomer	3.64	HE	3.55	HE
	Generation X	3.46	E		
	Millennial	3.55	HE		
5. Transfers knowledge to the team to grow stronger and become more competitive.	Baby Boomer	3.71	HE	3.60	HE
	Generation X	3.56	HE		
	Millennial	3.54	HE		
General Assessment				**3.59**	**HE**

Legend: 3.50 – 4.00 Highly Evident (HE) 2.50 – 3.49 Evident (E) 1.50 – 2.49 Slightly Evident (SE) 1.00 – 1.49 Not Evident (NE)

Table 1.2 shows the extent of school leaders' knowledge management as to organization. It has a general assessment of 3.59 interpreted as Highly Evident which shows that "the school heads have a high manifestation of organization in knowledge management. Empowers teachers and personnel to identify, initiate and manage changes" has the lowest mean which is 3.55 and interpreted as Highly Evident. "The school heads assigns teachers and other personnel to their area of competence" has a mean of 3.62 interpreted as Highly Evident which is having a high extent of knowledge management as to organization.

As revealed in the results, school leaders' management of organization can be seen through their active involvement in the planning, development and implementation of projects and programs. They collaborate with one another as part of the team. Also, it is evident that school leaders know the capabilities of their teachers wherein they recognize each one of them by assigning them in the area of their competence for them to be more competitive and to grow stronger.

Table 1.3 Extent of School Leaders' Knowledge Management as to Technology

Indicators My School Head…	Respondents' Type	Mean	Int	Composite	
				Mean	Int
1. Manages knowledge innovation and enrichment with the use of technology.	Baby Boomer	3.93	HE	3.70	HE
	Generation X	3.61	HE		
	Millennial	3.57	HE		
2. Applies Information Technology (IT) plans for online communication.	Baby Boomer	3.71	HE	3.64	HE
	Generation X	3.66	HE		
	Millennial	3.55	HE		
3. Uses IT to facilitate the operations of school management system.	Baby Boomer	3.79	HE	3.66	HE
	Generation X	3.7	HE		
	Millennial	3.49	E		
4. Shares with the teachers the new information and technology innovations.	Baby Boomer	3.71	HE	3.59	HE
	Generation X	3.64	HE		
	Millennial	3.43	E		
5. Improves organizational performance through the use of ICT.	Baby Boomer	3.79	HE	3.67	HE
	Generation X	3.64	HE		
	Millennial	3.57	HE		
General Assessment				3.64	HE

Legend: 3.50 – 4.00 Highly Evident (HE) 2.50 – 3.49 Evident (E) 1.50 – 2.49 Slightly Evident (SE) 1.00 – 1.49 Not Evident (NE)

Table 1.3 shows the extent of knowledge management as to technology. The general assessment is 3.64 interpreted as Highly Evident. "The school head manages knowledge innovation and enrichment with the use of technology" has the highest mean which is 3.70 and interpreted as Highly Evident. "The school head shares with the teachers the new information and technology innovations" has the lowest mean which is 3.59 and interpreted as Highly Evident.

As can be gleaned in the findings, Calamba City East 2 school leaders as assessed by the teachers from different generation continuously use ways to improve teaching and through the use of technology. Technology plays a vital role in addressing the needs for having a 21st century learners and to continue improving the organizational performance with the help of new innovations in teaching. As the school leaders empower the use of technology, the teachers and learners will be the one to benefit. Moreover, since most of the school leaders came from the Generation X and Baby Boomer generation, it is evident that they lack in new information and technology innovation to share with the teachers but still trying to do their best and to improve the organizational performance with the use of new trends.

Table 1.4 Extent of School Leaders' Knowledge Management as to Learning

Indicators My School Head…	Respondents' Type	Mean	Int	Composite Mean	Int
1. Improves effectiveness and efficiency of lessons to be learned.	Baby Boomer	3.79	HE	3.70	HE
	Generation X	3.69	HE		
	Millennial	3.62	HE		
2. Manages the processes and procedures in monitoring students' achievements.	Baby Boomer	3.64	HE	3.64	HE
	Generation X	3.64	HE		
	Millennial	3.65	HE		
3. Utilizes assessment results to improve learning.	Baby Boomer	3.71	HE	3.67	HE
	Generation X	3.69	HE		
	Millennial	3.62	HE		
4. Creates and manages school process to ensure student progress is conveyed to students and parents regularly.	Baby Boomer	3.64	HE	3.62	HE
	Generation X	3.61	HE		
	Millennial	3.62	HE		
5. Mentors colleagues by using a variety of different media like conversations, meetings, data bases etc.	Baby Boomer	3.64	HE	3.63	HE
	Generation X	3.69	HE		
	Millennial	3.57	HE		
General Assessment				3.64	HE

Legend: 3.50 – 4.00 Highly Evident (HE) 2.50 – 3.49 Evident (E) 1.50 – 2.49 Slightly Evident (SE) 1.00 – 1.49 Not Evident (NE)

Table 1.4 shows the extent of school leaders' knowledge management as to learning. It has a general assessment of 3.64 interpreted as Highly Evident. "The school heads improve effectiveness and efficiency of lessons to be learned" has the highest mean which is 3.70 and interpreted as Highly Evident while the lowest mean is 3.62 interpreted as Highly Evident for "school heads create and manage school process to ensure student progress is conveyed to students and parents regularly".

It goes to show that school leaders have already identified the need to improve the conditions in enhancing quality of teaching and maximized the students' learning and performance. They develop strategies to improve the school performance through the utilization of assessment in monitoring pupils' achievement results for a better learning. It is also evident that school leaders according to the assessment of the teachers, mentor them to improve learning. However, school leaders find difficulty in conveying to parents the progress of the learners due to the unwillingness of the parents to participate in the school quarterly summit.

2. On the Significant Difference on the Assessments of Multigenerational Professional Learning Communities as regards Knowledge Management

Table 2 Test of Significant Difference on the Assessments of Multigenerational Professional Learning Communities as regards Knowledge Management

Indicators		Sum of Squares	Df	Mean Square	F	Sig.	Remarks	Decision
Leadership	Between Groups	.698	2	.349	2.073	.130	Not Significant	Accept Ho
	Within Groups	23.063	137	.168				
	Total	23.761	139					
Organization	Between Groups	.537	2	.269	1.196	.306	Not Significant	Accept Ho
	Within Groups	30.786	137	.225				
	Total	31.323	139					
Technology	Between Groups	1.042	2	.521	2.779	.066	Not Significant	Accept Ho
	Within Groups	25.683	137	.187				
	Total	26.725	139					
Learning	Between Groups	.071	2	.036	.191	.826	Not Significant	Accept Ho
	Within Groups	25.475	137	.186				
	Total	25.546	139					

Table 2 shows the test of significant difference on the assessments of multigenerational professional learning communities as regards knowledge management. The respondents have similar assessments on knowledge management as to professional learning communities. As displayed in the probability values of .130, .306, .066 and .086 which are all greater than the level of significance at .05. Therefore, it can be concluded that there is no significant difference in the respondents' assessments.

The result connotes that the teachers from multigenerational professional learning communities have the same perceptions as to how they assess their school heads as regards knowledge management. Regardless of what generations they belong, they have similar assessments in terms of the management of school leaders pertaining to leadership, organization, technology and learning. The multigenerational

workplace brings together valuable organizational knowledge as well as new ideas from different generations.

3. On the Level of Observance of Curriculum Delivery among School Leaders

Table 3.1 Level of Observance of School Leaders' Curriculum Delivery as to Leading People

| Indicators | Respondents' | Mean | Int | Composite | |
My School Head…	Type			Mean	Int
1. Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids	Baby Boomer	3.64	HO	3.63	HO
	Generation X	3.67	HO		
	Millennial	3.58	HO		
2. Persuades, convinces or influences others, in order to have a specific impact or effect.	Baby Boomer	3.57	HO	3.63	HO
	Generation X	3.64	HO		
	Millennial	3.68	HO		
3. "Sets a good example", is a credible and respected leader; and demonstrates desired behavior.	Baby Boomer	3.93	HO	3.77	HO
	Generation X	3.70	HO		
	Millennial	3.69	HO		
4. Forwards personal, professional and work unit needs and interests in an issue.	Baby Boomer	3.86	HO	3.72	HO
	Generation X	3.74	HO		
	Millennial	3.57	HO		
5. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.	Baby Boomer	3.79	HO	3.72	HO
	Generation X	3.74	HO		
	Millennial	3.62	HO		
General Assessment				3.71	HO

Legend: 3.50 – 4.00 Highly Observed (HO) 2.50 – 3.49 Observed (O) 1.50 – 2.49 Moderately Observed (MO) 1.00 – 1.49 Not Observed (NO)

Table 3.1 shows the level of observance of curriculum delivery among school leaders in terms of leading people. The general assessment is 3.71 interpreted as Highly Observed. The school heads "set a good example, are credible and respected leaders; and demonstrate desired behavior" has the highest mean of 3.77 which is interpreted as Highly Observed. The school heads "use basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids and persuades, convince or influence others, in order to have a specific impact or effect" has the lowest mean of 3.63 interpreted as Highly Observed.

This evaluation verified that school leaders provide individualized support and consideration and modelling appropriate values and behaviors for the teachers to emulate. Teachers observed that school

heads lead people to create an effective work environment and in the delivery of the curriculum. Also, school heads made a significant contribution to motivation school heads' primary goal is building not only the knowledge and skills that teachers and other staffs need in order to accomplish the goals, their commitment and capacity. They have a big impact or effect to the teachers as to influencing them through the desired behaviours.

Table 3.2 Level of Observance of School Leaders' Curriculum Delivery as to People Performance Management

Indicators My School Head…	Respondents' Type	Mean	Int	Composite Mean	Int
1. Makes specific changes in the performance management system or in own work methods to improve performance.	Baby Boomer	3.43	O	3.55	HO
	Generation X	3.62	HO		
	Millennial	3.60	HO		
2. Sets performance standards and measures progress of employees based on office and department targets.	Baby Boomer	3.43	O	3.52	HO
	Generation X	3.56	HO		
	Millennial	3.58	HO		
3. Provides feedback and technical assistance such as coaching for performance improvement and action planning.	Baby Boomer	3.71	HO	3.62	HO
	Generation X	3.57	HO		
	Millennial	3.58	HO		
4. States performance expectations clearly and checks understanding and commitment.	Baby Boomer	3.64	HO	3.56	HO
	Generation X	3.54	HO		
	Millennial	3.51	HO		
5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms.	Baby Boomer	3.64	HO	3.58	HO
	Generation X	3.57	HO		
	Millennial	3.54	HO		
General Assessment				3.57	HO

Legend: 3.50 – 4.00 Highly Observed (HO) 2.50 – 3.49 Observed (O) 1.50 – 2.49 Moderately Observed (MO) 1.00 – 1.49 Not Observed (NO)

Table 3.2 shows the level of observance of school leaders' curriculum delivery as to people performance management. It has a general assessment of 3.57 interpreted as Highly Observed. "The school leaders set performance standards and measures progress of employees based on office and department targets" has the lowest mean of 3.52 and interpreted as Highly Observed. On the other hand, "the school leaders provide feedback and technical assistance such as coaching for performance improvement and action planning" has the highest mean of 3.62 and interpreted as Highly Observed.

The above-mentioned findings revealed that the respondents highly observed their school heads that they are aware that performance management can be the stepping stone to improve performance and to achieve school improvement since it is a means of leading school improvement. They are setting high expectations and monitoring and evaluating the effectiveness of learning outcomes through coaching and

providing feedback and technical assistance. It is also observed that with help of the school leaders, teachers can be able to provide all the necessary documents needed for the school performance management system.

Table 3.3 Level of Observance of School Leaders' Curriculum Delivery as to People Development

| Indicators | Respondents' | Mean | Int | Composite | |
My School Head…	Type			Mean	Int
1. Improves the skills and effectiveness of individuals through employing a range of development strategies.	Baby Boomer	3.64	HO	3.59	HO
	Generation X	3.61	HO		
	Millennial	3.51	HO		
2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	Baby Boomer	3.71	HO	3.61	HO
	Generation X	3.56	HO		
	Millennial	3.55	HO		
3. Conceptualizes and implements learning interventions to meet identified training needs.	Baby Boomer	3.64	HO	3.57	HO
	Generation X	3.62	HO		
	Millennial	3.45	O		
4. Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.	Baby Boomer	3.79	HO	3.62	HO
	Generation X	3.59	HO		
	Millennial	3.48	O		
5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.	Baby Boomer	3.79	HO	3.64	HO
	Generation X	3.59	HO		
	Millennial	3.55	HO		
General Assessment				3.61	HO

Legend: 3.50 – 4.00 Highly Observed (HO) 2.50 – 3.49 Observed (O) 1.50 – 2.49 Moderately Observed (MO) 1.00 – 1.49 Not Observed (NO)

Table 3.3 shows the level of observance of school leaders' curriculum delivery as to people development. It has a general assessment of 3.61 interpreted as Highly Observed. "The school heads cultivate a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals" has the highest mean of 3.64 which is interpreted as Highly Observed while "the school heads improve the skills and effectiveness of individuals through employing a range of development strategies" has the lowest mean of 3.59 and interpreted as Highly Observed.

It implies that school heads manifest people development to help teachers and support them in achieving career growth, fostering the acceptance of group goals and aiming for a high performance expectations

as well as working together for the future opportunities. They enhance teachers' works and individual development for the success of teaching-learning process which can affect the delivery of the curriculum in aiming for the quality education. Teachers highly appreciate school leaders who are supportive when it comes to the personal learning and development of each individual. School leaders who encourage them to have professional growth.

Table 3.4 Level of Observance of School Leaders' Curriculum Delivery as to Creating Professional Learning Communities

| Indicators | Respondents' Type | Mean | Int | Composite | |
My School Head…				Mean	Int
1. Assesses and analyzes the needs and interests of teachers and other school personnel.	Baby Boomer	3.71	HO	3.66	HO
	Generation X	3.66	HO		
	Millennial	3.60	HO		
2. Mentors and coaches employees and facilitates the induction of new ones.	Baby Boomer	3.50	HO	3.52	HO
	Generation X	3.57	HO		
	Millennial	3.49	O		
3. Recognizes potential of staffs and provides opportunities for professional development.	Baby Boomer	3.71	HO	3.61	HO
	Generation X	3.61	HO		
	Millennial	3.52	HO		
4. Ensures that the objective of the school development plan are supported with resources and development programs.	Baby Boomer	3.71	HO	3.62	HO
	Generation X	3.61	HO		
	Millennial	3.54	HO		
5. Prepares, implements, and monitors school based INSET for all teaching staffs.	Baby Boomer	3.86	HO	3.75	HO
	Generation X	3.73	HO		
	Millennial	3.65	HO		
General Assessment				3.62	HO

Legend: 3.50 – 4.00 Highly Observed (HO) 2.50 – 3.49 Observed (O) 1.50 – 2.49 Moderately Observed (MO) 1.00 – 1.49 Not Observed (NO)

Table 3.4 shows the level of observance of school leaders' curriculum delivery in terms of creating a professional learning communities which has a general assessment of 3.62 interpreted as Highly Observed. "The school heads prepare, implement, and monitor school based INSET for all teaching staffs" has the highest mean of 3.75 which is interpreted as Highly Observed. "The school heads mentor and coach employees and facilitate the induction of new ones" has the lowest mean of 3.52 interpreted as Highly Observed.

It shows that multigenerational teachers observed that their school heads empower professional learning communities through school based INSETS. East 2 school heads are also supportive, considerate and listen to teachers' ideas which can be used for analyzing their needs and interests. Moreover, school leaders provide a rich variety of professional learning and development opportunities for teachers as part of their drive to raise standards, sustain motivation and commitment and retain staff wherein they provide mentoring and coaching for professional growth. The teachers also observed that their school

leaders recognize the potentials and interests of each and every one and use them to create an active professional learning communities.

4. On the Significant Difference on the Assessments of the Multigenerational Professional Learning Communities as regards Level of Observance of Curriculum Delivery

Table 4 Test of Significant Difference on the Assessments of Multigenerational Professional Learning Communities as regards Level of Observance Curriculum Delivery

Indicators		Sum of Squares	df	Mean Square	F	Sig.	Re-marks	Deci-sion
Leading People	Be-tween Groups	.306	2	.153	.924	.399	Not Sig-nificant	Accept Ho
	Within Groups	22.675	137	.166				
	Total	22.980	139					
People Perfor-mance Manage-ment	Be-tween Groups	.033	2	.016	.083	.920	Not Sig-nificant	Accept Ho
	Within Groups	26.983	137	.197				
	Total	27.016	139					
People Develop-ment	Be-tween Groups	.643	2	.322	1.556	.215	Not Sig-nificant	Accept Ho
	Within Groups	28.308	137	.207				
	Total	28.951	139					
Creating Profes-sional Learning Communi-ties	Be-tween Groups	.323	2	.162	.731	.483	Not Sig-nificant	Accept Ho
	Within Groups	30.250	137	.221				
	Total	30.573	139					

Table 4 shows the test of significant difference on the assessments of multigenerational professional learning communities as regards curriculum delivery. The respondents have similar assessments on curriculum delivery as to professional learning communities as displayed in the probability values of .399, .920, .215 and .483 which are all greater than the level of significance at .05. Therefore, it can concluded that there is no significant difference.

It implies that teachers from different generations have the same observations and assessments as regards curriculum delivery among their school heads. They saw their principals observe leading people,

people performance, people development and creating professional learning communities regardless of the generations where the teachers belong. Their principals ensure that fair treatment and management of all teachers are manifested and practiced.

According to Strauss (2005), administrators should foster a climate of respect for each generation's strengths and of help and support for their weaknesses. They should encourage Gen-X teachers to appreciate the Boomer approach to curriculum, values and the civic purposes of their profession. Likewise, they should encourage boomers to appreciate how well Gen- Xers handle technology, parents and No Child Left Behind. Each generation brings something new and important to teaching and learning. That's why it's so important for school administrators to understand, respect and address the generational differences in today's schools.

5. On the Themes Emerging from the Co-researchers' Lived Experiences

A figure of the themes that emerged from the study is presented before the tables of annotated exemplars and emerging themes.
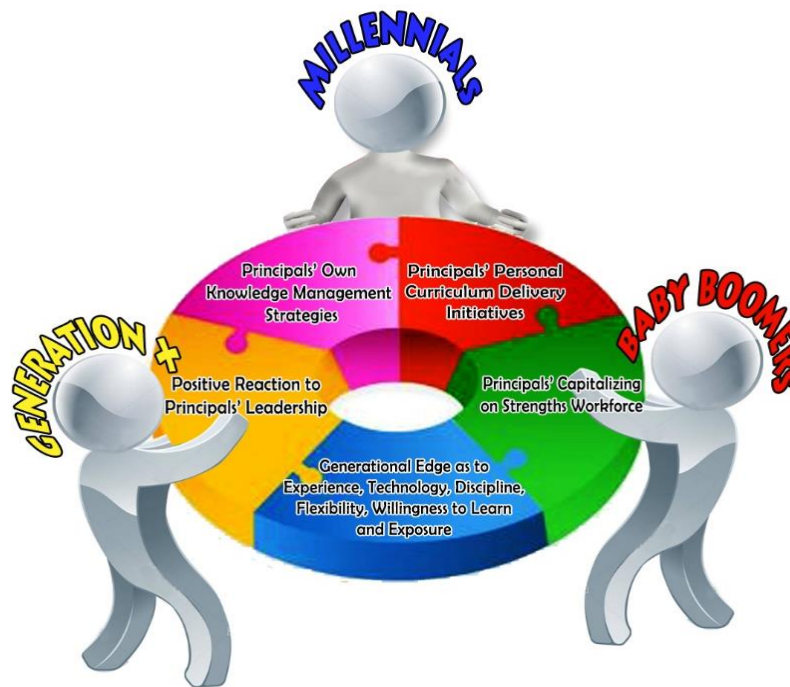

Figure 1. The Emerging Themes

Figure 1 shows the themes that emerged based on the in-depth interview of the researcher with the co-researchers. The Millennial teachers believe that principals have their own capabilities, initiatives and strategies when it comes to knowledge management and curriculum delivery. The generation X teachers consider their positive reaction to the principals' leadership because as to them, they can easily cope to the leadership style of the school heads because they came from the same generation. And Baby Boomers reflect more on how their school leaders capitalize the strengths of the workforce because they are also considered as the source of strength within the organization because of their long term in service. All the teachers from different generations have their own edge to others as to experience, technology, discipline, flexibility, willingness to learn, and exposure. Moreso, the emerging themes must

interconnect with one another to further attain a successful leadership in the modern academe through empowering knowledge management and curriculum delivery.

Conclusion

The researcher therefore conclude that the school leaders as assessed by multigenerational professional learning communities have a very strong, clear vision and set of values for their schools and established a clear sense of direction and purpose for the school through achieving the department's goals, mission and vision. They collaborate with one another as part of the team. Also, school heads continuously use ways to improve teaching and through the use of technology and lastly, they develop strategies to improve the school performance through the utilization of assessment. The the teachers from multigenerational professional learning communities have the same perceptions as to how they assess their school heads as regards to knowledge management in terms of leadership, organization, technology and learning. They observed that school heads lead people to create an effective work environment and in the delivery of the curriculum. They set high expectations and monitoring and evaluating the effectiveness of learning outcomes through coaching and providing feedback and technical assistance. Multigenerational professional learning communities also manifested that school leaders help and support them in achieving career growth, fostering the acceptance of group goals and aiming for a high performance expectations. And that they empower professional learning communities through school based INSETS.

Also, school leaders ensure fair treatment and management of multigenerational professional learning communities. Also, they exhibit leading people, people performance, people development and creating professional learning communities regardless of the generations where the teachers belong. Knowledge management as to leadership, organization and technology have bearing on curriculum delivery in terms of leading people. Moreover, curriculum delivery among school leaders in terms of people performance management is influenced by knowledge management as regards leadership, organization and learning. On the other hand, technology does not influence curriculum delivery as regards to people development. And lastly, technology and learning do not affect curriculum delivery in terms of creating professional learning communities.

The perception of the co-researchers on the extent of knowledge management and curriculum delivery and their edge to other generations do not merely depend on where generations they belong. Mostly believe in the capabilities of their school heads when it comes to leading the organization and setting as an example. Those reactions of them are the proofs that school leaders are doing their best in managing multigenerational professional learning communities. Broad yet related themes emerged from their experiences in assessing their school leaders. These are anchored on their testimonies and varied experiences of the co-researchers as teachers from different generations in Calamba East II.

Conflict of Interest

There were no conflicts of interest recorded among the authors and participants of the study.

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