
RESEARCH ARTICLE

Intergenerational Variations of Soft Skills Among Secondary Public School Teachers and its Contribution to School Based Management (SBM)

Quennie B. Ybañez

School Principal, Tabogon Roosevelt High School, Cebu, Philippines

Corresponding Author: Quennie B. Ybañez, **E-mail:** quennieybanez0211@gmail.com

ABSTRACT

The study examined intergenerational differences in soft skills among secondary public-school teachers and their contributions on the implementation of School-Based Management (SBM) in Districts 1 and 2 of San Remigio, Cebu. A convergent parallel research design was employed. Quantitative data were collected from 187 secondary public-school teachers using an adapted questionnaire. Most respondents were female, identified as Generation Y or Millennials, had 1 to 10 years of teaching experience, held Master's units, and were ranked Teacher 1. The respondents exhibited a *Very High Level of Soft Skills*. Among the evaluated dimensions, work ethics ranked highest, followed by teamwork and time management. Problem-solving received the lowest ranking, although it was still classified as *High Soft Skills*. Teachers faced several main challenges when trying to use soft skills, such as: difficulty in finding solutions without revisiting underlying causes; difficulty in expressing thoughts clearly, leading to misunderstandings; and difficulty in providing motivating and effective criticism. Overall, there was no significant relationship between the respondents' profile variables and their soft skills levels. However, there was a slight relationship between length of service and adaptability or flexibility, as well as between rank and problem-solving skills. No significant variation in perceived soft skills was observed among teachers across generational cohorts. Teachers from different generations demonstrated comparable abilities in communication, teamwork, leadership, adaptability, time management, and work ethics.

KEYWORDS

Soft skills, intergenerational collaboration, school-based management, convergent parallel design

ARTICLE INFORMATION

ACCEPTED: 09 June 2026

PUBLISHED: 02 July 2026

DOI: 10.32996/jlds.2026.6.8.4

1. Introduction

Today's educators require further than subject knowledge; they must also master indispensable soft skills. The skills that meet the changing needs of the workforce (Manpower Group, 2018). As schools move to a decentralized framework, teachers assume greater responsibility for both academic and social aspects. Success in these roles relies on strong soft skills because a lack of them can greatly undermine a person's professional self-realization.

Additionally, there is an exceptional generational variation in today's teaching workforce, typically spanning Generations X, Y (Millennials), and Z. Diverse social and cultural experiences mold each generation and influence how they understand collaboration, use communication styles, hold professional values, and demonstrate flexibility. These distinctions between generations can either cause conflict that could hamper organizational coherence and collective functioning, or they can foster and develop the school environment through complementary strengths.

Every generation has distinctive characteristics that strengthen school-based management. Misunderstandings can make it difficult to navigate generational differences in the workplace, and possible conflicts may arise because different age group often have diverse capacities and preferences concerning job duties. Therefore, efficient school-based management requires all-inclusive conception of the soft skills of various teacher generations. Educators can lead diverse teams, resolve conflicts harmoniously, and foster an inclusive environment where all viewpoints are respected and acknowledged.

Copyright: © 2026 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

An OECD report in 2019 found that over half of teachers were between 30 and 49, and a sizable portion were over 50. There were relatively few teachers under the age of thirty. Meanwhile, The Future of Jobs in 2020 revealed the relevance of soft abilities in the professional environment relating towards future employment, soft abilities, like being able to think critically and unravel varied problems, as well as self-control abilities such as resilience, flexibility, lowering stress levels, and hands-on instruction are probably the most visible and necessary skills by 2025. In the Philippine educational system, teachers and school administrators adapt their pedagogies, attitudes, and behaviors to meet the distinct ideals for various generations while also meeting DepEd standards. As educational institutions have become more diverse in terms of teachers' ages and experiences, intergenerational workplaces are emerging (Edge, 2014).

Although wide-ranging implications of soft competencies through decentralized educational management and leadership are acknowledged, little is known about how these aspects differ across teacher generations and how these variations directly influence School-Based Management's (SBM) overall implementation. At the same time, numerous studies have emphasized the crucial role of soft skills in boosting teacher effectiveness as well as, institutional performance in schools. However, there might still be a few studies that systematically examine these competencies through an intergenerational lens and in a wider perspective.

Teachers are frequently treated as a homogeneous group in the existing literature, overlooking how generational differences may shape variations in soft skills competencies. Because of this, not much has been linked on multifaceted techniques in which generational cohorts affect the application and progress of soft skills in learning situations—proficiency in soft skills is among the features that educators should possess. The teachers' high degree of proficiency in soft skills indicates that they are adept at fulfilling their duties and raising academic achievement (Lavilles Jr & Robles, 2017).

Furthermore, despite the prevalent implementation of school-based administration as a decentralized context in decision-making and fostering shared leadership, there is not adequate empirical data connecting the attainment of the whole operation of School Based Management (SBM) to the challenges to teachers' soft skills, especially across generations. Most School-Based Management (SBM) related studies focus on structural, administrative, or policy dimensions, with minimal attention given to the human relational factors that drive its effectiveness.

This research was intended to ascertain whether institutional efficiency and teacher effectiveness needed improvement. By analyzing how generational differences shape soft skills and how these variations can inform more responsive and effective school management, it aimed to expand the quantity of information on teacher development.

Literature Review

Beginning immediately following World War II in 1946, generations are divided into four groups: Baby Boomers (born 1946–1964); Gen X (born 1965–1980); Gen Y (Millennials) (born 1981–1996); and Gen Z (born 1997–2012). Teachers from different generations have different traits: Millennials (Generation Y) are goal-oriented and cooperative; Baby Boomers are diligent and appreciate interpersonal relationships; Gen X is devoted and upholds autonomy; and Gen Z is adept at multitasking, embraces the advantages of technology, and thrives in class discussions (Maibi, 2020).

Ruiz et al. (2021) noted that generational diversity among teachers is commonly associated with its influence on professional relationships and outcomes. This variety influences learning in ways that affect teachers' behavior and mental processes, which change over time. Despite the recognition of a diverse workers, most academic institutions do not fully understand how generational cohorts, in terms of motivational needs, may directly affect institutional performance and motivational tactics. The pursuit of performance excellence requires awareness of performance enablers (Lazaro et al., 2024). Several of the most crucial soft skills include the capacity to oversee interpersonal connections, make sound judgments, converse proficiently and make a favorable impression and influence to advance professionally (Vasanthakumari, 2019). For teachers, hard skills make up 15% of career success, whereas soft skills account for 85 % (National Soft Skills Association, 2015).

For schools to achieve their objectives, teachers' motivation levels must be sufficiently high. School administrators need to lead their workforce to help academic institutions achieve their mission and vision, which boosts teacher morale (Kazak & Polat, 2018). Curriculum, professional development, and staffing decisions are all made by school administrators. Their judgments can either help or hinder instructors, particularly skilled ones, in carrying out their duties (Lazaro et al., 2024).

Caliba (2022) noted that teachers can make effective policy decisions that have a broad impact on the entire building and district. Collaboration among classroom teachers is vital to the successful implementation of any program initiatives. As a result, integrating teachers in curriculum formulation and development is an excellent way to ensure successful implementation. Teachers have

firsthand experience with instruction and learning in educational environments, and their contributions and perspectives on curriculum decisions help ensure instruction is delivered efficiently. SBM provides teachers with professional development opportunities to strengthen their decision-making skills. More teachers must be proactive in policy decisions that affect education.

Methodology

This study utilized a convergent parallel research design. A quantitative, descriptive, correlational, and comparative research method using adapted and modified questionnaires was utilized. The descriptive method was utilized to gather the profile of the respondents and to measure their level of soft skills among teachers, using frequency counts, percentages, and weighted means to analyze and interpret the data.

A correlational design was employed to ascertain whether respondents' profiles and secondary public school teachers' perceived levels of soft skills were significantly correlated. Meanwhile, a comparative design was employed to determine whether teacher perceptions differed significantly across generational cohorts.

Results

As shown in Table 2, 75.94% of respondents were female, and 24.06% were male, with females representing the largest proportion. Looking at generational categories, 64.71% of respondents belonged to Generation Y/Millennials, 18.18% to Generation Z, and 17.11% to Generation X. The length of service also revealed that most respondents had 1-10 years of service at 75.40%. In comparison, 17.11% had 11 to 20 years, with smaller proportions having 21 to 30 years (3.74%) and 31 years or more (3.74%). Most respondents have Master's Units (48.66%), followed by 37.97% with a Bachelor's Degree and 10.16% with a Master's Degree. A minority holds doctoral units at 2.67%, while a small portion holds doctoral degrees at 0.53%. In terms of rank, most respondents (58.29%) are Teacher 1, followed by Teacher 2 (20.86%) and Teacher 3 (20.32%).

This finding implies that the teaching workforce is predominantly female, reflecting a broader trend in basic education. UNESCO (2025) supports this finding by emphasizing that teaching is regarded increasingly as a feminized profession. It is evident both demographically, due to the rising proportion of female educators, and qualitatively, as the profession is culturally associated with women.

Regarding length of service, most teachers are relatively new to the profession. It indicates a dynamic, energetic workforce; it may also suggest limited experience with long-term mentoring, leadership, and advanced pedagogy. Sustained professional development and mentoring programs, therefore, enhance instructional and leadership skills. Regarding educational attainment, the data show that while teachers are pursuing further studies, many are still working to improve their academic qualifications. This ongoing effort could affect their readiness for higher-level instructional leadership roles, underscoring the value of supporting graduate education and ongoing professional development.

Table 2
Profile of the Respondents

Profile	Frequency	Percentage
Sex assigned at birth		
Male	45	24.06
Female	142	75.94
Generational Category		
Generation X	32	17.11
Generation Z	34	18.18
Generation Y/Millennials (1981 to 1996)	121	64.71
Length of service		
1 to 10 years	141	75.40
11 to 20 years	32	17.11
21 to 30 years	7	3.74
31 and above	7	3.74
Educational attainment		
Bachelor's Degree Holder	71	37.97
with Master's Units	91	48.66

Master's Degree Holder	19	10.16
with Doctoral Units	5	2.67
Doctoral Degree Holder	1	0.53
Rank		
Teacher 1	109	58.29
Teacher 2	39	20.86
Teacher 3	38	20.32
Master Teacher 1	1	0.53

Respondents' Level of Soft Skills

This section presents data on respondents' levels of soft skills, including communication, problem-solving, teamwork, leadership, adaptability and flexibility, time management, and work ethic.

Communication Skills. The respondents' communicative proficiency is shown in Table 3. Data indicate the respondents' exceptionally high degree of proficiency in *communicating using clear and simple language* with a mean of ($\bar{x}$ = 3.59) interpreted as *Very High Soft Skills*, followed by their competence to *willingly consider criticism and have conversation about it* with a mean of ($\bar{x}$ = 3.57) interpreted as *Very High Soft Skills*, and their ability in *making an effort to ensure others understand at the end of a discussion* with a mean of ($\bar{x}$ = 3.55) interpreted as *Very High Soft Skills*. All the top 3 ranked are interpreted as having *Very High Soft Skills*.

Overall, this shows that teachers possess a very high communication skill ($\bar{x}$ = 3.37). This level of proficiency reflects a willingness to engage in meaningful discussion, collaborate, and participate in shared governance within the framework of decentralized school management.

The finding suggests that educators' communication skills constitute a critical part in cultivating teaching, teamwork, and shared leadership. These skills also support the success of School-Based Management, as good communication helps build trust, encourage participation, and support joint decision-making in schools.

Table 3

Respondents' Level of Soft Skills in terms of Communication Skills

Indicators	Mean	Description	Interpretation	Rank
Spending much time listening to others.	3.20	Often	High Soft Skills	13
Pleased when there are inquiries about the topic and can explain during a training activity.	3.37	Always	Very High Soft Skills	8
Willingly consider criticism and have a conversation about it.	3.57	Always	Very High Soft Skills	2
Constantly exchanging ideas with others.	3.32	Always	Very High Soft Skills	11
Engaging in self-reflection by comparing perspectives with the diverse viewpoints of those conversed with.	3.31	Always	Very High Soft Skills	12
Communicating using clear and simple language.	3.59	Always	Very High Soft Skills	1
Willing to communicate to help others by going beyond the required commitment.	3.41	Always	Very High Soft Skills	6
Making an effort to ensure others understand at the end of a discussion.	3.55	Always	Very High Soft Skills	3
Striving to understand the intentions of others, even when it is challenging.	3.35	Always	Very High Soft Skills	9

Using a specialized language with distinctive terminology that is highly valued.	2.94	Often	High Soft Skills	14
Expressing appreciation in ways other than gestures.	3.42	Always	Very High Soft Skills	5
Focusing on solutions rather than dwelling on problems that hinder progress.	3.44	Always	Very High Soft Skills	4
Communicating with others during the designated times in the daily schedule.	3.35	Always	Very High Soft Skills	10
Using verbal communication over nonverbal gestures.	3.38	Always	Very High Soft Skills	7
Overall	3.37	Always	Very High Soft Skills	

The finding suggests that educators' communication skills constitute a critical part in cultivating teaching, teamwork, and shared leadership. These skills also support the success of School-Based Management, as good communication helps build trust, encourage participation, and support joint decision-making in schools.

Problem Solving. The respondents' degree of problem-solving proficiency is shown in Table 4. Respondents possess a high capacity for solving problems, *believing that taking direct action is key to solving a problem* ($\bar{x}=3.47$), which is described as *Very High Soft Skills*. Their competence follows this in *prioritizing quick resolution when a problem arises* ($\bar{x}=3.39$), described as *Very High Soft Skills*, and in *emerging stronger and acquiring unique coping mechanisms for change because of life changes* ($\bar{x}=3.37$), also described as *Very High Soft Skills*. In general, this directs that the respondents possess *High Soft Skills* in problem-solving ($\bar{x} = 3.20$). Overall, respondents' problem-solving abilities are frequently developed, indicating a high degree of soft skills ($\bar{x}=3.20$).

The finding implies that educators demonstrate strong problem-solving abilities. However, the school may require further support and professional development to enhance its capacity to address a wide range of challenges. This competency is especially valuable in educational settings where timely responses are critical for managing instructional and administrative issues.

Table 4

Respondents' Level of Soft Skills in terms of Problem Solving				
Indicators	Mean	Description	Interpretation	Rank
Emerging stronger and having acquired unique coping mechanisms for change because of life changes.	3.37	Always	Very High Soft Skills	3
Organizing settings and prioritizing responsibilities, even when things are stressful.	3.24	Often	High Soft Skills	7
Finding and mobilizing required resources in conflicts or new situation.	3.17	Often	High Soft Skills	8
Thinking of numerous changes to resolving a problem.	3.26	Always	Very High Soft Skills	5
When facing stress in one area of life, I can contain it personally.	3.11	Always	Very High Soft Skills	11
Making decisions when solving problems that are later found satisfactory.	3.28	Always	Very High Soft Skills	4
Prioritizing resolving a problem as quickly as possible when it arises.	3.39	Always	Very High Soft Skills	2
Relying on familiar strategies when considering how to manage a problem.	3.26	Always	Very High Soft Skills	5
Believing that direct intervention is key to successfully solving a problem situation.	3.47	Always	Very High Soft Skills	1
Focusing on finding solutions without needing to revisit the causes that created the problem.	2.83	Often	High Soft Skills	14
Implementing the first solution that comes to mind when a problem arises.	3.07	Often	High Soft Skills	12
Focusing on the bigger picture rather than getting caught up in the details when analyzing a problem.	3.14	Often	High Soft Skills	9
Taking immediate action when faced with a problem instead of overthinking.	3.14	Often	High Soft Skills	10
Trusting instincts when solving a problem instead of considering potential outcomes.	3.04	Often	High Soft Skills	13
Overall	3.20	Often	High Soft Skills	

As a result, educators are well-equipped to manage unexpected situations, apply existing knowledge to new problems, acquire additional knowledge, and respond effectively to change. The result aligns with Orgoványi-Gajdos's (2016) idea that teachers conceptualize teaching as a means of addressing real-world problems through critical thinking and practical application. They demonstrate readiness to manage unforeseen circumstances, adapt existing knowledge to new challenges, acquire additional knowledge as needed, and respond constructively to change.

Teamwork. Table 5 presents the respondents' levels of soft skills in teamwork. It shows that respondents exhibit a very high level of teamwork skills, with an overall mean ($\bar{x} = 3.46$) interpreted as *Very High Soft Skills*. Specifically, respondents exhibit strong capabilities in *valuing others' opinions, which enrich discussions and strengthen collective understanding, thereby fostering a collaborative environment among teachers* ($\bar{x} = 3.70$) and are also classified as *Very High Soft Skills*. The ability is reflected in *promoting a positive workplace atmosphere* ($\bar{x} = 3.59$) and in *valuing projects that encourage teamwork, enhance professional relationships, and create opportunities for shared learning and growth* ($\bar{x} = 3.58$). In summary, respondents possess *Very High Soft Skills* ($\bar{x} = 3.46$) in the context of teamwork.

The findings indicate that respondents demonstrate strong teamwork skills, including mutual respect, effective working relationships, and a collective focus on shared objectives. While these attributes support cooperative projects and efficient school-based management, they also highlight opportunities for targeted interventions, such as collaborative reflection and leadership development, to further enhance teamwork. Contrastingly, Ayeni & Fakunle (2021) found that teachers were unable to fully participate in performance reviews and evaluations due to a lack of authority delegation to team members. Therefore, to enhance teamwork, management, and productivity in schools, training workshops that update teachers' knowledge and skills in curriculum delivery should be given priority.

Table 5
Respondents' Level of Soft Skills in terms of Teamwork

Indicators	Mean	Description	Interpretation	Rank
Engaging actively in varied work groups.	3.40	Always	Very High Soft Skills	11
Communicating effectively and constructively when collaborating in a group.	3.41	Always	Very High Soft Skills	10
Valuing the diverse perspectives of each group member in collaborative work.	3.52	Always	Very High Soft Skills	5
Promoting a positive atmosphere at work.	3.59	Always	Very High Soft Skills	2
Valuing projects that promote teamwork among teachers, enhance professional relationships, and create opportunities for shared learning and growth.	3.58	Always	Very High Soft Skills	3
Collaborates with fellow teachers and actively shares insights on progress, fostering open communication and collective improvement.	3.42	Always	Very High Soft Skills	9
Collaborating work with fellow teachers, delegating tasks when appropriate, and trusting colleagues' expertise to contribute to the success of shared goals.	3.46	Always	Very High Soft Skills	6
Encouraging teamwork among teachers fosters collaboration and allows us to share our strengths for greater collective success.	3.54	Always	Very High Soft Skills	4
Valuing the opinions of others enriches our discussions and strengthens our collective understanding, fostering a more collaborative environment among teachers.	3.70	Always	Very High Soft Skills	1
Guiding discussions and encouraging collaboration to achieve our goals effectively.	3.29	Always	Very High Soft Skills	13
Sharing personal progress fosters transparency and encourages accountability.	3.22	Often	High Soft Skills	14
Valuing sharing personal progress in group work among teachers, as it fosters transparency, promotes accountability, and enhances collaboration for the benefit of our students.	3.37	Always	Very High Soft Skills	12
Believing that integrating work with others' work is essential for creating a cohesive, effective outcome.	3.43	Always	Very High Soft Skills	8
Emphasizing and providing constructive feedback to support each other's growth and foster a collaborative environment.	3.46	Always	Very High Soft Skills	6
Overall	3.46	Always	Very High Soft Skills	

Leadership. Table 6 presents the respondents' levels of soft skills, specifically leadership. The data reveal that respondents are often *willing to focus on the positive aspects of work, using them as motivation to continue improving and achieving goals* ($\bar{x}=3.48$), which is rated as *Very High in Soft Skills*. They are also *focusing on goals while making sure to embrace the activities they enjoy, creating a fulfilling balance between achievement and passion* ($\bar{x}=3.47$), which is also rated as *Very High Soft Skills*.

Additionally, they are *encouraging open discussion and collaboration, allowing the group to explore multiple solutions before reaching a decision* ($\bar{x}=3.44$). *Believing it is vital to stabilize both short-term and long-term goals, as directing exclusively on short-term achievements will overlook the broader vision and sustainable success in our work* ($\bar{x}=3.44$). All these are considered as *Very*

High Soft Skills. These findings imply that, within the context of school-based administration, educators are well-prepared to be both collaborators and leaders.

This result is consistent with the study conducted by Caga-anan and Valle (2024), who accentuated that educators frequently demonstrate strong leadership qualities in classroom management and student interactions. Such qualities are essential for sustaining school initiatives, improving teaching practices, and maintaining faculty morale across generations. The idea of leadership, typically associated with hierarchical management, has a substantial influence on the pedagogical field. Teachers' capacity to lead and influence extends beyond the classroom, affecting organizational growth and student outcomes (Bahram, 2025). Characterized by influence rather than formal authority, this type of leadership is closely linked to collaborative activities and has an impact at different educational levels (Grădinariu & Vechiu, 2025).

The paradigm shift in education emphasizes the role of empowered teachers, eschewing traditional top-down institutions in favor of a model in which educators actively participate in systemic change and school development (Lager, 2025)

Table 6
Respondents' Level of Soft Skills in terms of Leadership

Indicators	Mean	Description	Interpretation	Rank
Using imagination to envision oneself in important tasks enhances a teacher's leadership abilities and inspires colleagues and students.	3.25	Often	High Soft Skills	12
Setting high expectations for success before starting any task, motivating both colleagues and students to strive for excellence in our work and in the classroom.	3.14	Often	High Soft Skills	14
Overcoming challenges, using them as opportunities to strengthen leadership and resilience as a teacher.	3.27	Always	Very High Soft Skills	10
Making an effort to anticipate the needs of each group member, fostering a supportive and collaborative environment for effective teamwork among teachers.	3.27	Always	Very High Soft Skills	10
Setting goals with emphasis on the immediate, medium, and long term to ensure continuous progress and sustained success in teaching and leadership.	3.30	Always	Very High Soft Skills	7
Using written notes to organize the phases of work, ensuring tasks are completed efficiently and effectively.	3.18	Often	High Soft Skills	13
Focusing on the positive aspects of activities helps maintain motivation and a constructive mindset.	3.41	Always	Very High Soft Skills	5
Helping guide the group in setting goals, fostering collaboration, and leadership among teachers to achieve shared success.	3.30	Always	Very High Soft Skills	7
Encouraging open discussion and collaboration, allowing the group to explore multiple solutions before reaching a decision.	3.44	Always	Very High Soft Skills	3
Recognizing that goals are often achieved through a combination of chance and commitment, we emphasize the need for both strategic planning and flexibility in our efforts.	3.40	Always	Very High Soft Skills	6
Believing it is vital to stabilize both short-term and long-term goals, as directing exclusively to short-term achievements will overlook the broader vision and sustainable success in work.	3.44	Always	Very High Soft Skills	3
Motivating oneself to improve when not performing at best, using those moments as opportunities for growth and learning.	3.30	Always	Very High Soft Skills	7
Willing to concentrate on the optimistic facets of work, using them as drive to remain refining and accomplishing goals, using them as motivation to continue cultivating and realizing goals.	3.48	Always	Very High Soft Skills	1
Focusing on aims while also embracing enjoyable activities creates a fulfilling balance between achievement and passion.	3.47	Always	Very High Soft Skills	2
Overall	3.33	Always	Very High Soft Skills	

Adaptability and Flexibility. Table 7 presents respondents' soft skills in adaptability and flexibility, with an overall mean of $\bar{x} = 3.27$, indicating *Very High Soft Skills*. The highest-rated aspect is *having a meaningful and purposeful vision for life* ($\bar{x} = 3.53$), followed by *knowing what matters and applying that knowledge to decision-making* ($\bar{x} = 3.50$), and *seeing how the profession aligns with life's larger plans* ($\bar{x} = 3.39$). All areas are rated as *Very High Soft Skills*.

These findings indicate that educators are more inclined to support educational initiatives and align organizational goals with personal objectives, thereby increasing their openness to adopting new ideas. In intergenerational school environments, where educators must navigate differing perspectives, such flexibility proves particularly beneficial. Educators who recognize their roles within a broader, both specialized and individual trajectory are more probable to demonstrate adaptability and resilience during institutional changes.

These findings align with research showing that teachers effectively fulfill their responsibilities due to their adaptability to the developing process of teaching and learning (Perez et al., 2023).

Table 7
Respondents' Level of Soft Skills in terms of Adaptability and Flexibility

Indicators	Mean	Description	Interpretation	Rank
Knowing what to do to improve self-confidence when momentarily losing it.	3.15	Often	High Soft Skills	8
Having a durable sense of self-worth and feeling upright about oneself in general.	3.10	Often	High Soft Skills	9
Having a meaningful and purposeful vision for life.	3.53	Always	Very High Soft Skills	1
Knowing what matters and applying the information to decision-making.	3.50	Always	Very High Soft Skills	2
Seeing how the profession corresponds to life's larger plans.	3.39	Always	Very High Soft Skills	3
Assessing benefits as well as drawbacks, describe strategies for expansion, and create short and long-term objectives for work.	3.33	Always	Very High Soft Skills	4
Maintaining regularly the expertise and abilities in the advancement of knowledge for progress	3.28	Always	Very High Soft Skills	7
Knowing the competencies that will be necessary for work over the coming years.	3.32	Always	Very High Soft Skills	5
Knowing what others in our school anticipate.	3.03	Often	High Soft Skills	11
Knowing which behaviors and mindsets are encouraged in school.	3.32	Always	Very High Soft Skills	5
Knowing how superiors and co-teachers view current skills.	3.07	Often	High Soft Skills	10
Overall	3.27	Always	Very High Soft Skills	

Time Management. An additional key aspect examined in this study was the respondents' soft skills, with a particular focus on time management. As illustrated in Table 8, the overall mean score ($\bar{x} = 3.46$) was classified as *Very High Soft Skills*, signifying that respondents established a solid aptitude to excellently manage time in school environments. Specifically, respondents *providing a durable capability to assign responsibilities and tasks to students* ($\bar{x} = 3.56$), *prioritizing desired goals corresponding to their significance* ($\bar{x} = 3.54$), and *following school calendar and classroom activities* ($\bar{x} = 3.53$), all of which were interpreted as *Very High Soft Skills*.

Table 8

Respondents' Level of Soft Skills in terms of Time Management

Indicators	Mean	Description	Interpretation	Rank
Following the school calendar and classroom activities.	3.53	Always	Very High Soft Skills	3
Setting desired goals and making an effort to fulfill those goals.	3.51	Always	Very High Soft Skills	4
Prioritizing desired goals corresponding to their significance.	3.54	Always	Very High Soft Skills	2
Making a daily schedule of classroom activities.	3.42	Always	Very High Soft Skills	8
Creating a list of things to do to accomplish	3.34	Always	Very High Soft Skills	10
Listing a regular duty list to accomplish goals.	3.40	Always	Very High Soft Skills	9
Providing responsibilities and tasks to students.	3.56	Always	Very High Soft Skills	1
Avoiding lengthy teaching sessions.	3.34	Always	Very High Soft Skills	11
Establishing a deadline for tasks.	3.49	Always	Very High Soft Skills	5
Utilizing transition time effectively.	3.42	Always	Very High Soft Skills	7
Improving student attendance.	3.44	Always	Very High Soft Skills	6
Overall	3.46	Always	Very High Soft Skills	

These findings support the idea of Khan et al., (2020) that there is potential for improvement in daily scheduling, task monitoring, and instructional pacing, even though teachers are very good at organizing and planning their time.

Work Ethics. Table 9 presents respondents' soft skills levels regarding work ethics. The overall mean score ($\bar{x} = 3.65$) indicates *Very High Soft Skills*. These results show that teachers generally demonstrate strong ethical awareness. Respondents showed competence in *interacting with learners, parents, and administrators in a vibrant, dutiful, and culturally aware way* ($\bar{x} = 3.71$), also *respecting fellow professionals as colleagues and preserving respect when changes arise* ($\bar{x} = 3.71$), as well as *treating learners fairly by taking into account their age, gender, culture, environment, and socioeconomic background* ($\bar{x} = 3.70$). All are interpreted as *Very High Soft Skills*.

Following school regulations enhances professionalism, strengthens instructional quality, and fosters trust among students, parents, and administrators. As per Sudirman et al. (2019), a solid commitment to work ethic positively influences teachers' performance. Adhering to rules of conduct strengthens a positive school climate, fosters cooperation, and supports teachers as moral role models in the educational community. A study conducted by Dasalla & Guevara (2024) further supports this result, highlighting the worth of preserving the pride of teaching as a career and upholding strong ethical standards.

Funding professional development programs is essential, as these initiatives support educators and school administrators in setting and achieving meaningful career advancement goals. Consistent with professional standards, schools should provide opportunities and resources for ongoing education and skill enhancement.

Table 9

Respondents' Level of Soft Skills in terms of Work Ethics

Indicators	Mean	Description	Interpretation	Rank
Advocating to guarantee impartial opportunities in education for all.	3.68	Always	Very High Soft Skills	4
Treating learners fairly by taking into account their age, gender, culture, environment, and socioeconomic background.	3.70	Always	Very High Soft Skills	3

Cooperating with students, parents, and administrators and being transparent in appropriate settings.	3.67	Always	Very High Soft Skills	5
Interacting with learners, parents, and administrators in a vibrant, dutiful, and culturally aware way.	3.71	Always	Very High Soft Skills	1
Avoiding multiple connections with learners that might jeopardize impartiality, raise the possibility of harm to students' learning or wellbeing, or reduce the efficacy of educators.	3.62	Always	Very High Soft Skills	9
Interacting with the parents or guardians in a prompt, courteous manner that puts the students' highest priority first.	3.64	Always	Very High Soft Skills	8
Displaying a dedication to inclusion, equity, and equality while also appreciating and taking into account the diversity of the school community.	3.66	Always	Very High Soft Skills	7
Respecting fellow professionals as colleagues and preserving respect when changes arise.	3.71	Always	Very High Soft Skills	1
Settling disagreements in private, politely, and in compliance with district policy whenever feasible.	3.56	Always	Very High Soft Skills	12
Representing the school or district in the community while upholding the highest professional standards of truthfulness, accuracy, and appropriate information disclosure.	3.61	Always	Very High Soft Skills	10
Using social networks in an ethical, open, and primarily educational manner as specified by district and school policies.	3.57	Always	Very High Soft Skills	11
Respecting the privacy of students' social media accounts unless they have been given permission to view such content, or if there may be proof that the student or others could be harmed.	3.67	Always	Very High Soft Skills	5
Overall	3.65	Always	Very High Soft Skills	

Summary of the Respondents' Level of Soft Skills. Table 10 presents the summary of the respondents' level of soft skills. As displayed in Table 10, among the seven soft skills that were focused, work ethics ranked first among the assessed soft skills, with a mean score of 3.65 described as *Very High Soft Skills*, reflecting strong professional values, ethical conduct, respect, and fairness, followed by teamwork and time management which both ranked second, each with a mean of 3.46, and were classified as *Very High Soft Skills*. Communication skills ranked fourth ($\bar{x} = 3.37$), followed by leadership skills in fifth ($\bar{x} = 3.33$), and adaptability and flexibility in sixth ($\bar{x} = 3.27$); all were rated as *Very High Soft Skills*. Problem-solving skills ranked seventh, with a mean of 3.20, and were interpreted as *High Soft Skills*. The overall grand mean was 3.22, also classified as *Very High Soft Skills*.

Table 10

Summary Table of the Respondents' Level of Soft Skills

Soft Skills	Overall Mean	Interpretation	Rank
1. Communication skills	3.37	Very High Soft Skills	4
2. Problem solving	3.20	High Soft Skills	7
3. Teamwork	3.46	Very High Soft Skills	2
4. Leadership	3.33	Very High Soft Skills	5
5. Adaptability and flexibility	3.27	Very High Soft Skills	6
6. Time management	3.46	Very High Soft Skills	2
7. Work ethics	3.65	Very High Soft Skills	1
Grand Mean	3.22	Very High Soft Skills	

Challenges Participants Face in Applying Soft Skills in Their Profession. Table 11 presents the challenges respondents encountered when applying their soft abilities in their professional context. The findings direct that the greatest substantial challenge is the *difficulty of finding solutions without revisiting the underlying causes*, with 94 respondents (50.27 percent) ranking it as the primary concern. This result suggests that many teachers struggle to identify efficient and sustainable solutions to workplace problems.

While teachers may recognize the sources of problems, translating this understanding into immediate and practical solutions remains challenging. These difficulties may adversely affect decision-making efficiency, classroom organization, and the capacity to take action promptly to professional concerns. The second most significant challenge identified is the *difficulty in expressing thoughts clearly, which frequently leads to misunderstanding*, as reported by 59 respondents (31.55 percent).

Communication is a critical soft skill in the teaching profession, as teachers regularly interact with students, colleagues, parents, and administrators. The findings suggest that certain respondents encounter barriers in articulating ideas, instructions, or concerns effectively.

Misunderstandings arising from unclear communication may adversely affect collaboration, instructional delivery, and professional relationships within the school environment.

The third most frequently reported challenge among respondents is the *difficulty of providing criticism that is both motivating and effective*, reported by 58 individuals (31.02%). This finding indicates that educators often encounter obstacles in delivering constructive feedback that promotes improvement while maintaining positive relationships with students and colleagues.

Table 11
Challenges Participants encounter when applying their Soft Skills in their Profession.

Indicators	Frequency	Percentage	Rank
It is difficult to fully engage with and understand students' and coworkers' opinions during interactions.	51	27.27	7
It is difficult to express thoughts clearly, which often results in misunderstandings.	59	31.55	2
It is difficult to offer helpful, motivating, and effective criticism.	58	31.02	3
It is difficult to contemplate numerous choices to solve a problem frequently.	56	29.95	5
It is difficult to find solutions without revisiting the causes of the problem.	94	50.27	1
It is difficult to take immediate action when faced with a problem.	57	30.48	4
It is difficult to value each group member's diverse perspectives in collaborative work.	48	25.67	8
It is difficult to guide discussions and encourage collaboration to achieve our goals effectively.	34	18.18	13
It is difficult to provide constructive feedback that supports each other's growth and fosters a collaborative environment.	34	18.18	13
It is difficult for to imagine important tasks, which enhances leadership abilities as a teacher and inspires colleagues and students.	45	24.06	9
It is difficult to set goals with an emphasis on the short-, medium-, and long-term to ensure continuous progress and sustained success in teaching and leadership.	44	23.53	10
It is difficult to help guide the group in setting goals, fostering collaboration, and leadership among teachers to achieve shared success.	38	20.32	11
It is difficult to constantly adapt to new teaching strategies, technological advancements, or curricular modifications.	53	28.34	6
It is difficult to recognize how a profession fits into larger life goals.	32	17.11	15
It is difficult to evaluate strengths and weaknesses, describe how to progress, and set both immediate and long-term goals for work.	36	19.25	12
It is difficult to adhere to the instructional activities and the institution's calendar.	29	15.51	17
It is difficult to create a daily schedule for classroom activities.	19	10.16	19
It is difficult to set a deadline for finishing tasks.	30	16.04	16
It is difficult to demonstrate professionalism in all interactions consistently.	18	9.63	20
It is difficult to take responsibility for actions and decisions made in the classroom.	13	6.95	21
It is difficult to be inspired and dedicated to teaching commitments.	22	11.76	18

As feedback is essential in teaching, mentoring, and teamwork, difficulties in this area may hinder professional development, student progress, and collaborative efforts among educators. While teachers consistently exhibit professionalism, accountability, and dedication, they frequently face challenges in problem-solving, communication, and adaptability.

Significant Relationship between the Respondents' Profile and Level of Soft Skills

Table 12 exhibited no significant connection between respondents' profiles and their perceived levels of soft skills. Table 12 showed no significant connection between teachers' sex assigned at birth and their soft skills, including communication, problem-solving, teamwork, leadership, adaptability, flexibility, time management, and work ethic. This suggests that male and female educators are equally proficient in such domains, indicating that teacher-developed soft skills are molded by professional involvement and workshops rather than by sex.

Additionally, there was no significant relationship between generational category and levels of soft skills, including communication, problem-solving, teamwork, leadership, adaptability, flexibility, time management, and work ethic. It indicates that teachers' soft skills remain consistent across generations, likely due to shared organizational cultures, ongoing professional development, and uniform standards within the teaching profession.

There was a slight correlation between length of service and perceived soft skills in adaptability and flexibility. However, the findings found no significant association between length of service and other soft abilities, such as communication, problem-solving, teamwork, leadership, time management, and work ethic. Regarding the observed educational attainment and soft skills, there is no significant relationship. It demonstrates that higher academic credentials do not substantially impact the degree of soft abilities. The expansion of soft skills seems to depend more on actual teaching practice, even though advanced education may improve theoretical knowledge and technical proficiency. There is a slight but significant relationship between rank and perceived problem-solving skills.

Table 12
Significant Relationship between the Respondents' Profile and Level of Soft Skills

Variables	Df	Computed Value of X^2	Critical Value	Decision on Ho	Interpretation
Sex assigned at birth in relation to:					
• Communication skills	2	1.631	5.991	Failed to Reject Ho	Not Significant
• Problem solving	2	0.888	5.991	Failed to Reject Ho	Not Significant
• Teamwork	2	1.567	5.991	Failed to Reject Ho	Not Significant
• Leadership	2	0.377	5.991	Failed to Reject Ho	Not Significant
• Adaptability and flexibility	2	2.801	5.991	Failed to Reject Ho	Not Significant
• Time management	2	1.458	5.991	Failed to Reject Ho	Not Significant
• Work ethics	2	0.865	5.991	Failed to Reject Ho	Not Significant
Generational category in relation to:					
• Communication skills	4	3.995	9.488	Failed to Reject Ho	Not Significant
• Problem solving	4	0.81	9.488	Failed to Reject Ho	Not Significant
• Teamwork	4	1.691	9.488	Failed to Reject Ho	Not Significant
• Leadership	4	4.271	9.488	Failed to Reject Ho	Not Significant
• Adaptability and flexibility	4	2.534	9.488	Failed to Reject Ho	Not Significant
• Time management	4	1.434	9.488	Failed to Reject Ho	Not Significant
• Work ethics	4	1.954	9.488	Failed to Reject Ho	Not Significant
Length of service in relation to:					
• Communication skills	6	6.635	12.592	Failed to Reject Ho	Not Significant
• Problem solving	6	6.707	12.592	Failed to Reject Ho	Not Significant
• Teamwork	6	8.206	12.592	Failed to Reject Ho	Not Significant
• Leadership	6	8.931	12.592	Failed to Reject Ho	Not Significant
• Adaptability and flexibility	6	14.849	12.592	Reject Ho	Significant; C=0.23 (Slight)
• Time management	6	2.838	12.592	Failed to Reject Ho	Not Significant
• Work ethics	6	10.816	12.592	Failed to Reject Ho	Not Significant
Educational attainment in relation to:					

• Communication skills	8	3.494	15.507	Failed to Reject Ho	Not Significant
• Problem solving	8	7.718	15.507	Failed to Reject Ho	Not Significant
• Teamwork	8	5.825	15.507	Failed to Reject Ho	Not Significant
• Leadership	8	5.791	15.507	Failed to Reject Ho	Not Significant
• Adaptability and flexibility	8	4.555	15.507	Failed to Reject Ho	Not Significant
• Time management	8	10.869	15.507	Failed to Reject Ho	Not Significant
• Work ethics	8	5.674	15.507	Failed to Reject Ho	Not Significant
Rank in relation to:					
• Communication skills	6	6.678	12.592	Failed to Reject Ho	Not Significant
• Problem solving	6	14.943	12.592	Reject Ho	Significant; C=0.14 (Slight)
• Teamwork	6	11.415	12.592	Failed to Reject Ho	Not Significant
• Leadership	6	5.395	12.592	Failed to Reject Ho	Not Significant
• Adaptability and flexibility	6	8.939	12.592	Failed to Reject Ho	Not Significant
• Time management	6	6.204	12.592	Failed to Reject Ho	Not Significant
• Work ethics	6	2.323	12.592	Failed to Reject Ho	Not Significant

Other soft skills, including communication, teamwork, leadership, adaptability, time management, and work ethic, show no significant relationship with rank. Differences in problem-solving skills may result from varying responsibilities, decision-making roles, and exposure to challenging tasks among teachers at different ranks. The lack of correlation in other soft skill domains suggests that most competencies remain consistent across positions.

Significant Variation between the Perceptions in the Level of Soft Skills among Teachers across Generational Cohorts

Table 13 indicated no significant differences in teachers' perceptions of their communication skills across generational cohorts. Therefore, teachers across generations generally assess their communication skills similarly. There are no significant differences in teachers' perceptions of soft skills across generational cohorts, including problem-solving, teamwork, leadership, adaptability, flexibility, time management, and work ethic. These findings suggest that teachers of all ages demonstrate similar levels of soft skills. Therefore, professional development programs in schools do not need to be differentiated by generation. Instead, inclusive training programs focusing on improving soft skills as a group can be created.

The common perception across generations may result from standardized training, a shared professional culture, or similar work experiences within the educational system. These factors contribute to aligning teachers' competencies across generational categories. Teachers' perceptions of their soft skills are not significantly affected by generational cohort, suggesting that soft skills are developed and used by individuals of all ages. In connection, Calderon (2025) highlighted that each generational group demonstrates unique strengths; their soft skills are more complementary than different.

Table 13

Significant Variation between the Perception of the Level of Soft Skills among Teachers across Generational Cohorts

Variables	Group	Mean Rank	χ^2	Df	p-value	Decision on Ho	Interpretation
Communication Skills	Gen X	84.69	2.348	2	0.309	Fail to Reject Ho	Not Significant
	Gen Y	97.76					
	Gen Z	89.38					
Problem Solving	Gen X	91.98	0.628	2	0.73	Fail to Reject Ho	Not Significant
	Gen Y	95.95					
	Gen Z	88.97					
Teamwork	Gen X	90.88	0.697	2	0.706	Fail to Reject Ho	Not Significant
	Gen Y	96.08					
	Gen Z	89.53					
Leadership	Gen X	89.88	0.364	2	0.834	Fail to Reject Ho	Not Significant
	Gen Y	94.29					

Adaptability and Flexibility	Gen Z	96.87					
	Gen X	93.08	1.475	2	0.478	Fail to Reject Ho	Not Significant
	Gen Y	96.66					
Time Management	Gen Z	85.41					
	Gen X	92.34	0.058	2	0.972	Fail to Reject Ho	Not Significant
	Gen Y	94.54					
Work Ethics	Gen Z	93.65					
	Gen X	89.09	0.591	2	0.744	Fail to Reject Ho	Not Significant
	Gen Y	94.67					
	Gen Z	96.24					

Discussion

Most respondents were female, identified as Generation Y or Millennials, had 1 to 10 years of teaching experience, held Master's units, and were ranked Teacher 1. The respondents displayed a *Very High Level of Soft Skills*. Among the evaluated dimensions, work ethic ranked highest, followed by teamwork and time management. Problem-solving received the lowest ranking, although it was still classified as *High Soft Skills*. Teachers faced several main challenges when trying to use soft skills, such as: *difficulty in finding solutions without revisiting underlying causes; difficulty in expressing thoughts clearly, leading to misunderstandings; and difficulty in providing motivating and effective criticism*. Overall, there was no significant relationship between the respondents' profile variables and their soft skills levels. However, there was a slight relationship between length of service and adaptability or flexibility, as well as between rank and problem-solving skills. No significant variation in perceived soft skills was observed among teachers across generational cohorts. Teachers from different generations demonstrated comparable abilities in communication, teamwork, leadership, adaptability, time management, and work ethics.

Conclusion

Most secondary public-school teachers were female Millennials with 1 to 10 years of teaching experience, Master's units, and a Teacher I position. Teachers displayed extremely high level of soft skills, particularly in work ethics, teamwork, and time management, although their problem-solving skills were relatively lower. Despite these high soft skills, teachers continued to face challenges in communication, problem-solving, and providing constructive feedback. The findings indicated minimal relationships between demographic variables and soft skills, with no significant intergenerational differences identified. Soft skills are crucial for improving teachers' effectiveness and ensuring the successful implementation of SBM.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers

ORCID Id: 0009-0007-9630-4306

References

- [1]. Ayeni, A. J., & Fakunle, A. F. (2021). *Teamwork Management and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria*. African Journal of Educational Management, 22(1), 49–69.
- [2]. Calderon, A. B. (2025). *The Soft Skills Divide: Comparing Student Perceptions on Gen X, Millennial, and Gen Z Teachers*. Interdisciplinary Research Review, 20(2). <https://ph02.tci-thaijo.org/index.php/jtir/article/view/258666>
- [3]. Caga-anan, M. P., & Valle, A. M. (2024). *Teachers' Soft Skills Practices and Performance*. <https://www.researchgate.net/profile/Azel-Valle-2/publication/381193761>
- [4]. Caliba, I. (2022). *Self-efficacy, working conditions, school-based management practices and performance of teachers*. Psychology and Education: A Multidisciplinary Journal, 1(2), 107–125.

- [5]. Dasalla, M., & Guevara, N. (2024). *Work ethics of elementary school teachers in relation to their professional development*. International Journal of Advanced Multidisciplinary Studies, 4(5). <https://www.ijams-bbp.net/wp-content/uploads/2024/06/5-IJAMS-MAY-2024-908-921.pdf>
- [6]. Edge, K. (2014). *A review of the empirical generations at work research: Implications for school leaders and future research*. School Leadership & Management, 34(2), 136–155. <https://doi.org/10.1080/13632434.2013.869206>
- [7]. Grădinariu, T., Maor, R., Rogoz, N., & Vechiu, A. P. (2025). *Creative and Metacognitive Strategies in Anti-Bullying Programs: A Systematic Review*. Education Sciences, 15(11), 1457.
- [8]. Kazak, E., & Polat, S. (2018). *School administrators' instructional leadership behaviors, intergenerational atmosphere, and intergenerational learning in schools: Research*. Journal of Intergenerational Relationships, 16(4), 441–462. <https://doi.org/10.1080/15350770.2018.1489330>
- [9]. Lager, P. (2025). *Occupancy Prediction using Temporal Fusion Transformer: A Deep Learning Approach for Office Occupancy Forecasting*.
- [10]. Lavilles Jr, H. L., & Robles, A. (2017). *Teachers' soft skills proficiency level and school performance of selected schools in Sultan Kudarat Division*. Journal of Advances in Humanities and Social Sciences, 3(1), 10–28.
- [11]. Lazaro, B. L. G., Castro, L. B. de, Henson, L. D., Cainglet, R. G., Rosario, L. Z. del, Buhain, V. I., & Tiratira, N. L. (2024). *Unveiling The Lived Experiences of School Heads in Managing Intergenerational Diversity among Proficient Teachers*. International Journal of Multidisciplinary: Applied Business and Education Research, 5(9), Article 9. <https://doi.org/10.11594/ijmaber.05.09.31>
- [12]. Maibi, M. E. K. (2020). *Developing a strategy to facilitate multigenerational collaboration of teachers to improve their communication skills for teaching* [PhD Thesis, University of the Free State]. <https://scholar.ufs.ac.za/items/589f75e5-a151-44a3-8869-1356c191c6ca>
- [13]. Manpower Group. (2018). *Solving the talent shortage. Build, Buy, Borrow and Bridge*.
- [14]. National Soft Skills Association. (2015, March 6). *Soft skills and emotional intelligence*
- [15]. Orgoványi-Gajdos, J. (2016). *Teachers' professional development on problem solving: Theory and practice for teachers and teacher educators*. Springer.
- [16]. Perez, R. B., Valera, J. S., & Limos-Galay, J. A. (2023). *Teacher learning skills and adaptability to change of secondary school teachers in Rizal District*. International Journal of Research Studies in Management, 11(2), 17–30.
- [17]. Ruiz, M. V., González, M. B. A., Cano, J. M. N., Soto, A. T., Pruaño, A. P., & Hernández, M. L. G. (2021). *Generational diversity among teachers in the workplace: Implications for teacher relationships, identity and development*. Journal of Intercultural Management, 13(2), 59–80.
- [18]. Sudirman, A., Lie, D., Sherly, S., & Dharma, E. (2019). *The impact of work discipline and work ethic on the teacher performance of Sultan Agung Pematangsiantar Private Middle School Teachers TA 2018/2019*. International Journal of Business Studies, 3(3), 125–135.
- [19]. UNESCO. (2025). *Global education monitoring report: Gender report—Women lead for learning*. <https://www.unesco.org/gemreport/en/publication/2025-gender-report>