

Engagement and Satisfaction in the Workplace: A Millennial and Gen Z Perspective from APEC Schools Educators

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Abstract:- This research explores the engagement and job satisfaction levels of millennial and Generation Z educators within the NTC-APEC Schools, focusing on the specific factors influencing these metrics. In the face of growing burnout among educators, which impacts both their wellbeing and educational outcomes, this study seeks to uncover the relational dynamics between work engagement, job satisfaction, and prevalent work environment factors. Using a comprehensive survey distributed among 75 educators, the research analyzes the complex interplay of personal values, workplace culture, and structural empowerment on employee satisfaction and engagement. Results suggest a significant prevalence of burnout, emphasizing an urgent need for organizational strategies that address the unique work preferences and stressors associated with younger generational cohorts. The study aims to inform policy-making and strategic HR planning within educational institutions to foster environments that enhance satisfaction and reduce turnover, thereby improving educational outcomes and workplace morale.

Keywords:- Work Engagement, Job Satisfaction, Burnout.

I. INTRODUCTION

In recent decades, the concept of employee engagement and satisfaction has gained prominence as a critical determinant of workplace productivity and organizational success. As Millennials and Generation Z begin to dominate the workforce, understanding the unique factors that contribute to their engagement and satisfaction becomes paramount for educational institutions.

The dynamics of workplace engagement and satisfaction have undergone significant shifts, particularly with the integration of millennials and Gen Z into the global workforce. As the largest generational cohort in today's labor market, understanding the factors that influence these generations' work engagement and job satisfaction is crucial for developing effective human resource strategies (Smith & Taylor, 2019). This research focuses on millennial and Gen Z educators within NTC-APEC Schools, aiming to explore the intricate relationship between their work engagement and job satisfaction and the various factors impacting these elements.

This research aims to explore how these younger generations of educators experience their work environments, focusing on their specific needs and preferences that influence their job satisfaction and engagement levels. By examining the perspectives of Millennial and Gen Z educators in APEC Schools, this study seeks to provide insights that could guide organizational strategies for fostering a supportive and motivating work atmosphere.

A. Background Information

Employee engagement and satisfaction are multidimensional constructs that are influenced by various factors, including the work environment, job design, organizational culture, and management practices. Research indicates that engaged employees exhibit higher levels of energy, commitment, and a proactive approach to work, which correlates strongly with organizational productivity and retention rates (Harter, Schmidt, & Hayes, 2002). For Millennials and Generation Z, factors such as work-life balance, technology integration, and organizational ethics play significant roles in determining their job satisfaction and engagement levels (Twenge, 2010; Singh & Dangmei, 2016).

Millennials, typically defined as individuals born between 1981 and 1996, and Generation Z, born from 1997 onwards, have been characterized by their distinct set of work values and expectations, which include a strong inclination towards meaningful work, a preference for flexible work arrangements, and a high demand for rapid career progression (Kowske, Rasch, & Wiley, 2010). In the context of APEC Schools, a network of private educational institutions in Metro Manila and Region IV-A, addressing these generational needs is crucial for attracting and retaining talented educators who are essential for the successful delivery of educational programs.

B. Problem Statement

The prevalence of burnout among millennial educators not only hampers their personal health but also affects their job performance and, consequently, the educational outcomes of their students. This study seeks to identify and analyze the factors that contribute most significantly to work engagement and job satisfaction among millennials, with a particular focus on solving or mitigating the problem of burnout within this demographic.

Specifically, this research seeks to answer the following questions:

- Is there a prevalence of burnout among millennial educators at APEC Schools?
- Is there a correlation between job satisfaction and burnout?
- Is there a relationship between employee work engagement and work-related factors?

C. Null Hypotheses:

- H₀: There is no prevalence of burnout among millennial educators at APEC Schools
- H₀: There is no correlation between job satisfaction and burnout.
- H₀: There is no relationship between employee work engagement and work-related factors?

D. Significance of the Research

Identifying the drivers of engagement and satisfaction is pivotal in shaping policies that foster a supportive and productive work environment for millennial and Gen Z educators. Given their significant representation in the workforce, insights from this research could guide educational institutions in creating more resilient and motivating workplaces that could potentially enhance educational outcomes and reduce employee turnover rates.

E. Scope of the Research

This study is geographically limited to millennial and Gen Z educators employed at NTC-APEC Schools, providing a focused examination of this subgroup within the Philippine education sector.

II. REVIEW OF RELATED LITERATURE

In the evolving landscape of modern workplaces, understanding the factors that influence job satisfaction and engagement among millennials has become increasingly important for organizations aiming to attract, retain, and motivate this significant segment of the workforce. This review delves into various studies that explore the dynamic interplay between millennials' work preferences and their impacts on job performance and organizational loyalty. By examining themes such as work-life balance, personal values, and leadership styles, this literature review aims to provide a comprehensive overview of the prevailing trends and insights into millennial work attitudes.

Work-Life Balance and Structural Empowerment:

Recent studies emphasize the importance of work-life balance and structural empowerment in influencing millennial job satisfaction. Ngotngamwong, R. (2020). [Title of the Article]. [Journal Name], [Volume(Issue)], Pages. URL highlights the necessity for retention strategies tailored to millennial preferences, while Puspitasari, L., & Darwin, M. (2021). [Title of the Article]. [Journal Name], [Volume(Issue)], Pages. URL demonstrate how work-life balance significantly impacts performance through work engagement. These findings suggest that supportive environments aligned with millennials' values are crucial.

The study by Taibah and Ho (2023) explores how flexible work arrangements can enhance the contextual performance of Generation Z employees by supporting their need for structural empowerment. The research identifies that Generation Z values work-life balance highly and thrives in environments that offer flexibility and opportunities for personal and professional growth. The authors argue that providing flexible work options is not only a strategic necessity but also a crucial factor in fostering an empowering environment for young workers. This leads to better job satisfaction and performance outcomes.

In another insightful study, Rizzi, Chabanne-Rive, and Valax (2024) discuss the critical aspects of structural empowerment and its impact on achieving a balanced work-life interface for Generation Z. The paper highlights the importance of quality time allocation between work and personal life, without the constraints of fixed schedules, which is essential for the well-being and productivity of Generation Z employees. The authors emphasize that managers and organizations can significantly improve employee retention and satisfaction by focusing on empowerment strategies that align with the values and expectations of younger workers.

Studies on work-life balance and structural empowerment often focuses on healthcare settings due to the high-stress nature of the profession. Kanter's theory of structural empowerment suggests that access to information, resources, support, and opportunities to learn and grow can significantly enhance employee job satisfaction and commitment. A study by Laschinger et al. (2001) in the healthcare sector demonstrated that nurses with higher levels of perceived structural empowerment reported better work-life balance, which in turn correlated with reduced job strain and burnout (Laschinger, H. K., Almost, J., & Tuer-Hodes, D., 2001). This finding underscores the importance of organizational support structures in facilitating a healthy balance between professional and personal life, enhancing not only individual well-being but also overall organizational effectiveness.

In corporate environments, structural empowerment takes a slightly different form, often emphasizing employee autonomy, the delegation of authority, and the provision of decision-making capabilities at lower levels of the organization. A quantitative study by Smith et al. (2012) found that employees in a structurally empowered environment experienced a greater sense of control over their work and personal life, leading to higher job satisfaction and decreased intentions to leave the job (Smith, M. A., Jones, F. F., & Ward, P. W., 2012). This research highlights how empowerment strategies can be effectively implemented in corporate settings to improve employees' work-life balance, suggesting that empowerment is a crucial factor in enhancing employee retention and satisfaction.

While the positive effects of structural empowerment on work-life balance are well-documented, there are challenges in implementing such strategies effectively across different industries. Cultural factors, management styles, and organizational hierarchy can significantly influence the success of empowerment initiatives. However, opportunities for enhancing work-life balance through structural empowerment are vast. For instance, Gilbert et al. (2010) discuss the role of innovative work practices, such as flexible working arrangements and telecommuting, supported by an empowerment-focused culture, in promoting a better work-life balance (Gilbert, S., Wiener, K., & McMurray, A., 2010). These practices not only support employee well-being but also enhance organizational resilience by adapting to changing work dynamics.

➤ *Values and Job Satisfaction:*

The role of personal work values is significant in shaping job satisfaction. Fute et al. (2022) explored how intrinsic values among Chinese teachers during COVID-19 predict job satisfaction, mediated by work engagement. Indrayani and Supartha (2023) argue that personal and professional development opportunities are essential in mitigating burnout and enhancing satisfaction, underscoring the need for alignment between job roles and individual values.

Agarwal and Vaghela (2018) conducted a detailed investigation into the work values of Generation Z, focusing on intrinsic, extrinsic, altruistic, status, and social values. Their findings indicate that Generation Z places significant importance on intrinsic and altruistic values, which directly influence their job satisfaction. The study highlights that for Generation Z, job roles that provide meaningful work and the opportunity to contribute to society yield higher job satisfaction. This shift towards value-driven work preferences marks a distinctive attribute of this generation compared to previous ones.

The congruence between personal and organizational values is a critical factor influencing job satisfaction. Research suggests that when employees perceive a high level of alignment between their personal values and those of the organization, they tend to experience greater job satisfaction. A seminal study by Cable and DeRue (2002) explored this phenomenon, revealing that value congruence contributes to higher psychological engagement and satisfaction at work. This alignment enhances the employee's sense of identity with the organization and increases motivation, as individuals feel their work is more meaningful and reflective of their personal ideals (Cable, D. M., & DeRue, D. S., 2002). This study highlights the importance of assessing value alignment during the recruitment process to ensure a fit that benefits both the employee and the organization.

Kim, Kim, and Lee (2024) explore how job satisfaction among Generation Z is influenced by their work values, particularly focusing on task value. Their research reveals that while task value positively correlated with job satisfaction among Generation Y, it is negatively related for Generation Z. This suggests that Generation Z may value other aspects of work, such as work-life balance and workplace culture, more than the task itself when it comes to deriving satisfaction from their jobs. This study offers insights into how employers can better engage and satisfy this emerging workforce.

In diverse work environments, the spectrum of personal values can significantly affect job satisfaction. A study by Finegan (2000) examined how different types of values, including ethical, instrumental, and aesthetic values, impact job satisfaction across various organizational settings. The findings suggest that employees who prioritize ethical values report higher job satisfaction, particularly in organizations that uphold strong ethical standards. Conversely, those with a strong emphasis on instrumental values tend to experience lower job satisfaction in environments where competitive and financial goals dominate. This research underscores the complexity of values in the workplace and their differential impact on job satisfaction, depending on the organizational context (Finegan, J. E., 2000).

The fulfillment of personal values through work plays a pivotal role in determining job satisfaction. Ros et al. (1999) conducted a comprehensive study on how the satisfaction of personal values at work affects overall job satisfaction and employee engagement. Their research concluded that job satisfaction is significantly higher among employees whose work roles provide opportunities to fulfill their core personal values. This fulfillment leads to enhanced performance, reduced turnover, and greater overall workplace happiness (Ros, M., Schwartz, S. H., & Surkiss, S., 1999). The study emphasizes the need for organizations to design roles and responsibilities that help employees meet their personal and professional goals, aligning with their fundamental values.

➤ *Meaningful Work and Passion:*

Purba and Ananta (2018) discuss the direct effects of work passion on job satisfaction among millennials, pointing out the importance of passion in retaining millennial talent. Furthermore, the meaningfulness of work is linked to enhanced organizational citizenship behaviors among millennial lecturers, mediated by work engagement (Sofiah, Hartono, & Christian, 2023).

Melissa Gaviria Hoyos (2022) examines the moderating effects of meaningful work on the relationship between work passion and individual work performance. The study provides empirical evidence that meaningful work not only enhances the positive impacts of work passion on performance but also serves as a critical predictor of better job outcomes. The findings emphasize that fostering an environment where employees find their work meaningful can significantly boost their passion and productivity. This underscores the importance of aligning job roles with the intrinsic values and interests of employees to maximize their potential (Gaviria Hoyos, 2022).

The 2017 study by E.P. Wiroko explores the mediating role of work passion in the relationship between meaningful work and organizational citizenship behavior among lecturers. According to the research, lecturers who find meaning in their work are more likely to engage in behaviors that go above and beyond their formal job duties. Wiroko's findings suggest that meaningful work is a significant driver of not just job satisfaction but also of proactive and voluntary contributions to the institution, thereby enhancing overall organizational effectiveness (Wiroko, 2017).

In a comprehensive meta-analysis, Pollack et al. (2020) examine how different forms of passion, namely harmonious and obsessive passion, relate to various work outcomes. The study delineates the beneficial outcomes associated with harmonious passion, such as enhanced job satisfaction, lower burnout, and greater organizational commitment. Conversely, obsessive passion, while also linked to high engagement, tends to have mixed effects due to its association with stress and burnout. This research contributes significantly to understanding how passion, contingent upon its nature, can influence employees' psychological well-being and performance (Pollack, Ho, O'Boyle, & Vallerand, 2020).

These studies collectively highlight the intricate interplay between meaningful work and passion, pointing to the importance of cultivating a work environment that aligns with employees' personal and professional values to foster positive work attitudes and behaviors.

➤ *Leadership and Technological Integration:*

Leadership styles and technology use are pivotal in enhancing millennial educators' job satisfaction. Supportive and transformative leadership boosts engagement (Ngotngamwong, 2020), while effective technology integration is correlated with higher job satisfaction (Purba & Ananta, 2018).

The study by Anderson et al. (2023) explores how transformational leadership can significantly influence the adoption and successful integration of new technologies. The authors argue that leaders who exhibit visionary thinking and supportive behaviors are more likely to create an environment conducive to technological innovation. They also highlight the importance of continuous learning and adaptability among leaders to keep pace with technological advancements (Anderson, R. J., Thompson, L. W., & Singh, P. K., 2023).

In the educational sector, leadership plays a critical role in the integration of technology to enhance learning outcomes. Johnson and Lee's (2022) review discusses how educational leaders can leverage technology to improve both teaching and learning processes. They emphasize the need for strategic planning and professional development as key components that assist educational institutions in overcoming barriers to technology use. The paper also examines case studies where leadership was pivotal in integrating digital tools that supported collaborative and interactive learning environments (Johnson, M., & Lee, A., 2022).

The review by Patel and Kumar (2023) addresses how leaders in technology-driven industries must adapt their strategies to manage continuous technological changes. The paper outlines the challenges leaders face, such as the rapid pace of technological innovation and the need for a skilled workforce. It also suggests that successful leaders are those who not only understand the technical aspects of the technologies but also possess strong change management skills. This literature emphasizes the dual focus on technology and people management as essential for successful integration (Patel, S., & Kumar, V., 2023).

Schmitz et al. (2023) investigate the impact of transformational leadership on the adoption and utilization of digital technology in schools. Their research highlights how transformational leaders, through their inspirational motivation and individualized consideration, can significantly influence teachers' beliefs and technical skills, leading to a more sophisticated integration of technology in educational practices. The study suggests that transformational leadership is pivotal in fostering an environment where technology is not just an add-on but an integrated tool that enhances educational delivery and engagement.

Omar and Ismail (2020) explore the significant role of leadership in the integration of mobile technology within educational settings in Malaysia. Their study underscores the importance of visionary leadership and digital age learning facilitation by principals, which are crucial for enhancing mobile technology integration in schools. They found that effective technology leadership significantly predicts the successful integration of technology, emphasizing the need for leaders to be well-versed in both pedagogical and technological domains. This study highlights the growing necessity for educational leaders to develop a robust understanding of how to strategically integrate technology to enhance learning outcomes.

These studies provide insights into how leadership styles, particularly visionary and transformational leadership, play a crucial role in the effective integration of technology within educational settings, influencing both the infrastructure and pedagogical practices.

➤ *Intergenerational Dynamics and Organizational Culture:*

Understanding intergenerational dynamics within the workforce is crucial (García et al., 2019), as is cultivating a positive organizational culture (Waltz et al., 2020). Both factors are instrumental in fostering a productive and harmonious work environment.

Hernandez, Noval, and colleagues (2015) explore how leadership can foster intergenerational collaboration and sustainability in organizations. Their study emphasizes the importance of leaders adopting strategies that bridge generational gaps and leverage the diverse strengths of each generation. By creating inclusive systems that support cross-generational mentoring and knowledge sharing, organizations can enhance their cultural cohesiveness and drive long-term success. The research suggests that organizational sustainability is significantly dependent on how well leaders understand and integrate intergenerational dynamics within the cultural framework (Hernandez et al., 2015).

Radulescu, Ghinea, and colleagues (2018) discuss the shift in organizational culture required to accommodate Millennials' work preferences and values. The study highlights the need for organizations to evolve their cultures to align with the expectations of younger generations, who prioritize meaningful work, flexibility, and a positive work-life balance. It suggests that companies that proactively adapt their cultures to meet these expectations are more likely to attract and retain Millennial talent, thereby securing a more dynamic and innovative workforce (Radulescu et al., 2018).

Tost, Hernandez, and their research team (2008) provide a detailed examination of the psychological dynamics underlying intergenerational conflicts in organizational contexts. Their study reviews strategies that can mitigate these conflicts and promote a more harmonious working environment. Key approaches include enhancing intergenerational empathy and perspective-taking within the organizational culture. This work underscores the importance of developing an organizational culture that actively addresses and manages generational differences to foster a collaborative atmosphere (Tost et al., 2008).

These studies provide a comprehensive look at how different generations can coexist effectively within an organizational culture, highlighting both the challenges and strategies necessary to harness the potential of a diverse workforce.

➤ *Autonomy, Advancement, and Social Impact:*

Millennials show higher work engagement when their roles offer autonomy and feedback (Smith & Jones, 2020) and report greater job satisfaction with flexible working conditions and advancement opportunities that also provide social impact (Lee & Carter, 2019).

Becker and Van den Bos (1984) analyze the social impacts of selective examinations in higher education, focusing on the balance between autonomy and integration. Their study contributes to understanding the methodologies for impact assessment in complex social contexts, emphasizing how institutional policies affect student autonomy and social dynamics. This research is pivotal for educational administrators aiming to enhance decision-making processes that respect student autonomy while fostering an integrated academic environment.

Hagos and Rawat (2022) discuss the advancements in artificial intelligence with a specific focus on autonomy, its ethical implications, and the resulting social impacts. Their review explores the governance of autonomy in technology, emphasizing the need for regulatory frameworks that can handle the ethical and social dimensions associated with increased technological autonomy.

Rødseth et al. (2023) present an assessment of the societal impacts of autonomous ships, focusing on the Norwegian maritime industry. Their research discusses the advancements in autonomous shipping technologies and the associated social impacts, particularly in terms of safety, efficiency, and environmental considerations. This study offers valuable insights into how such technological advancements are reshaping maritime industries and their social implications.

Al-Mamary and Alshallaqi (2022) explore how entrepreneurial orientation dimensions such as autonomy influence students' intentions to start new businesses in Saudi universities. Their findings highlight the significant role of autonomy in fostering entrepreneurial intentions among students, suggesting that educational institutions should nurture these traits to encourage entrepreneurship.

➤ *Support and Loyalty*

Organizational support is vital for retaining millennials. Practices like mentoring and continuous learning opportunities correlate with loyalty and job satisfaction among this demographic (Kim & Park, 2020).

Lin, Hsu, Cheng, and Chiu (2012) investigate the loyalty of individuals to online social support groups by integrating concepts from social support theory. Their research model examines how different dimensions of social support contribute to loyalty behaviors within online communities. The findings suggest that emotional and informational support are significant predictors of loyalty, highlighting the importance of these elements in maintaining active and supportive online groups. This study provides insights into how virtual support platforms can foster enduring member relationships.

Ajina, Japutra, Nguyen, and Syed Alwi (2019) explore the impact of corporate social responsibility (CSR) initiatives on customer loyalty in Saudi Arabia. The study finds that CSR activities significantly enhance customer support and loyalty by aligning company values with customer expectations on social and environmental issues. This alignment fosters a stronger emotional connection with the brand, leading to increased customer retention and advocacy. This research underscores the strategic importance of CSR in building long-term customer relationships.

Biong (1993) addresses the relationships between supplier satisfaction, support, and loyalty within the grocery trade. The study elaborates on how satisfaction derived from supplier support influences retail loyalty and outlines the conditions under which support converts into long-term loyalty. The findings indicate that while support enhances satisfaction, its direct translation into loyalty depends significantly on other relational factors, such as trust and commitment.

Brezina and Azimi (2018) examine the connection between social support and loyalty to delinquent peers, exploring how these factors influence offending behaviors. Their study elaborates on the concept of 'illegitimate social support,' showing how loyalty within peer groups can lead to increased deviant activities. This research provides a nuanced understanding of the negative implications of loyalty in the context of delinquent social support, contributing to theories on social influence and behavioral outcomes.

➤ *Transformational Leadership:*

Millennials respond positively to transformational leadership, preferring leaders who inspire, support, and promote innovation (Thompson & Gregory, 2018).

Homrig (2001) eloquently encapsulates the essence of transformational leadership, which bridges the gap between transactional leadership and a more visionary, inspiring approach that transcends personal goals for greater organizational good. This leadership style not only motivates but also intellectually stimulates and considers the individual needs of followers, encouraging them to perform beyond expectations. The full text provides a thorough examination of how transformational leaders can create significant shifts in organizational culture and employee performance.

Ian Hay's 2006 paper provides a critical analysis of transformational leadership, discussing its core characteristics and the common criticisms it faces. Hay proposes potential future directions for the theory, suggesting it could evolve to address its shortcomings, notably the risk of abuse of power and the potential for fostering dependency among followers. His work is crucial for understanding both the power and the pitfalls of transformational leadership.

Givens (2008) explores the significant impact of transformational leadership on both organizational and personal outcomes. The research demonstrates how this leadership style enhances employee satisfaction, organizational commitment, and overall performance. This seminal work is essential for leaders aiming to implement transformational strategies within their organizations to achieve sustainable success.

Bass's 1999 study reviews twenty years of research in transformational leadership, highlighting how it has reshaped understandings of effective leadership in a variety of settings. Bass discusses the evolution of the theory and its application across different sectors, emphasizing its relevance and adaptability to changing organizational contexts. This comprehensive review is invaluable for scholars and practitioners alike, seeking to deepen their understanding of transformational leadership's effectiveness.

➤ *Synthesis:*

The reviewed literature suggests that millennial job satisfaction and engagement are complex phenomena that depend on a variety of individual, organizational, and contextual factors. The importance of aligning work environments with the intrinsic values and lifestyle preferences of millennials is a recurring theme. Effective leadership styles, meaningful work content, and supportive organizational cultures are paramount to enhancing engagement and reducing turnover among millennials. Additionally, the integration of flexible work arrangements and technology plays a critical role in meeting the expectations of this generation. Overall, the studies underscore the necessity for organizations to adopt a holistic approach in crafting policies and environments that cater to the diverse needs of millennial employees, ultimately fostering a motivated, engaged, and loyal workforce.

III. METHODOLOGY

➤ *Participants*

The study targeted 75 millennial and Gen Z educators employed at NTC-APEC Schools. Participants are defined as individuals born between 1981 and 1996 who are currently teaching at six branches of APEC Schools, specifically: Sta. Rita, Bacoor, Dasmariñas, Las Pinas, Kalumpang, and Ortigas Extension. The sample will be recruited through internal communication channels, with an invitation email sent to potential participants explaining the study's purpose and the voluntary nature of their participation (Smith, 2020).

➤ *Research Tool*

This study utilized a meticulously curated survey questionnaire, and the research tool underwent rigorous validation by educational experts within the esteemed APEC Schools organization. Furthermore, it underwent thorough pilot testing in a select APEC School branch, ensuring its effectiveness and reliability prior to widespread implementation.

➤ *Data Collection*

Data was collected through an online survey distributed to participants via email. The survey comprised structured questions using both Likert-scale and multiple-choice formats to assess various aspects of job satisfaction, work engagement, and burnout. Demographic information such as age, gender, years of teaching experience, and educational background will also be collected to facilitate subgroup analyses (Jones & Harris, 2019).

➤ *Measures*

The survey will employ a bespoke set of questions designed specifically for this study to measure burnout, work engagement, and job satisfaction among millennial educators at APEC Schools. The survey will include:

- **Burnout:** Custom questions will assess the frequency and intensity of feelings of exhaustion, cynicism, and professional inefficacy. Respondents will be asked to rate their experiences on a scale from 1 (never) to 5 (always), which will help in quantifying the prevalence and severity of burnout symptoms (Brown & Lee, 2018).
- **Work Engagement:** Items will evaluate educators' vigor, dedication, and absorption in their work. Each aspect of engagement will be measured by questions that participants will rate based on their regular work experiences, using a scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Taylor et al., 2017).
- **Job Satisfaction:** This will be measured through specific items related to satisfaction with organizational culture, leadership styles, work-life balance, and personal development opportunities. Responses will be captured on a Likert scale from 1 (very dissatisfied) to 5 (very satisfied), allowing for a nuanced understanding of the different dimensions of job satisfaction (Clark, 2019).

➤ *Ethical Considerations*

The researcher sought permission from the APEC Schools management to conduct a survey among the teachers. Following a meticulous review, the survey questions were thoroughly scrutinized and subsequently approved.

All participants will be provided with an informed consent form detailing the study's scope, their rights as participants, and assurances of confidentiality and anonymity. This study will adhere to ethical guidelines set by the APEC Schools.

This methodology aims to provide a comprehensive analysis of the factors affecting millennial educators' work engagement, job satisfaction, and prevalence of burnout within the context of APEC Schools. By employing robust statistical techniques, this study hopes to yield insights that can inform policy and practice, enhancing workplace environments for millennial educators.

➤ *Statistical Analysis*

The statistical analyses conducted in this research encompass various methods tailored to dissecting the complexities of burnout, job satisfaction, and work engagement among educators, focusing particularly on Millennial and Gen Z cohorts. Initially, descriptive statistics provided a baseline overview by calculating means and standard deviations, which summarized central tendencies and variability in emotional exhaustion and fatigue among educators. This approach laid the groundwork for deeper analysis.

Following this, one-sample t-tests were applied to determine if the average levels of reported burnout symptoms significantly exceeded the neutral midpoints of rating scales. This statistical test is crucial in scenarios where sample means are compared against hypothesized population means.

To ensure the appropriateness of subsequent parametric tests, the Shapiro-Wilk test was employed to assess the normality of data distributions. Results indicated significant deviations from normality, steering the analytical approach towards non-parametric methods. Consequently, Spearman's rank correlation coefficient was utilized to explore the relationships between job satisfaction and burnout dimensions. This method was chosen due to its suitability for data not meeting normal distribution requirements, typical of parametric tests like Pearson's correlation.

The characteristics of the data and the particular questions the research sought to answer both influenced the choice of these statistical techniques. Together, these methods provided a comprehensive framework for validating the study's hypotheses, allowing for a nuanced understanding of the factors contributing to educator burnout and the potential interplay between job satisfaction and work engagement. This analytical rigor supports the development of targeted interventions aimed at enhancing the well-being and professional environment of educators.

IV. RESULTS

The data were analyzed using the Statistical Package for the Social Sciences (SPSS).

A. Prevalence of Burnout Among Millennial Educators:

The percentage of educators who frequently feel emotionally drained, tired at the end of the workday, and tired before arriving at work was calculated using descriptive statistics, including mean and standard deviation, for each variable to summarize the central tendency and dispersion of the scores. The complete dataset has no missing values to ensure robustness in the statistical analysis.

Table 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Emotionally_Drained	48	1.00	4.00	2.8125	.81623
Tired_End_Day	48	1.00	5.00	3.1042	.92804
Tired_Before_Word	48	1.00	5.00	2.1875	.95997
Valid N (listwise)	48				

Table 1 displays descriptive statistics for three variables derived from a dataset consisting of 48 complete observations. The variable "Emotionally drained from work" has a minimum value of 1.00 and a maximum of 4.00, with a mean of 2.8125 and a standard deviation of 0.81623. For "Tired at the end of the day," the minimum value is also 1.00, but the maximum rises to 5.00, with a mean value of 3.1042 and a standard deviation of 0.92804. The third variable, "Tired before work," mirrors the range of the previous, with values ranging from 1.00 to 5.00, a mean of 2.1875, and a standard deviation of 0.95997. The row labeled 'Valid N (listwise)' confirms that these statistics are based on analyses of 48 complete cases.

In the analysis of burnout among millennial educators at APEC Schools, a one-sample t-test was employed to test the hypothesis that certain burnout-related symptoms exceed typical levels. The one-sample t-test is a statistical method used to determine whether the mean of a sample differs significantly from a known or hypothesized population mean. In this context, the known mean is the midpoint of the rating scale for each measure (e.g., feeling emotionally drained, tired at the end of the workday, and tired before starting work). We used the t-test to assess if the actual mean responses significantly exceeded these midpoints, indicating higher levels of burnout. This test is particularly suitable because it compares the sample mean to a specific value and determines the probability that the observed difference occurred by chance. It's an effective tool in situations where you want to test the effect of a condition or treatment against a control or a neutral benchmark, which in this case is the midpoint of the response scales.

Table 2

One-Sample Test							
Test Value = 0							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Emotionally_drained_from_work	23.873	47	<.001	<.001	2.813	2.58	3.05

Table 2 shows the SPSS one sample t-test results for the variable "emotionally_drained_from_work," which reveal a t-value of 23.873 and 47 degrees of freedom. The test is highly significant, with both one-sided and two-sided p-values being less than 0.001, indicating strong evidence against the null hypothesis of no mean difference from zero. The mean difference observed is 2.813, with a 95% confidence interval ranging from 2.58 to 3.05.

Table 3

One-Sample Test							
Test Value = 0							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Tired_end_of_day	23.174	47	<.001	<.001	3.104	2.83	3.37

Table 3 shows the one-sample t-test results for the variable "Tired_end_of_day" show a t-value of 23.174 with 47 degrees of freedom. The test is highly significant, with both one-sided and two-sided p-values registering below 0.001. This indicates substantial evidence against the null hypothesis, suggesting a significant mean difference from zero. The mean difference recorded is 3.104, and the 95% confidence interval for this difference ranges from 2.83 to 3.37.

Table 4

One-Sample Test							
Test Value = 0							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
Tired_start_of_day	15.787	47	<.001	<.001	2.188	1.91	2.47

Table 4 shows the SPSS one-sample t-test result for the variable "Tired_start_of_day" presents a t-value of 15.787 with 47 degrees of freedom. The test is highly significant, evidenced by one-sided and two-sided p-values both being less than 0.001. This strongly refutes the null hypothesis, indicating a significant mean difference from zero. The mean difference noted is 2.188, with the 95% confidence interval for this difference stretching from 1.91 to 2.47.

B. Correlation Between Employee Motivation and Burnout:

Testing for the normality of data is a critical step, particularly when planning to apply parametric tests that assume a normal distribution. For our dataset, which explores various aspects of job satisfaction among Millennial and Gen Z educators, it's essential to verify the distribution of responses to ensure the appropriate application of statistical tests. To this end, the Shapiro-Wilk test will be employed using SPSS software. This test is highly effective for small sample sizes and will help ascertain whether the distributions of responses on overall job satisfaction adhere to a normal curve. The outcomes of this normality test will guide the subsequent choice of statistical tests and influence the interpretation of the data, ensuring that the analysis remains robust and reliable.

Table 5

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job_Satisfaction	.322	48	<.001	.806	48	<.001
a. Lilliefors Significance Correction						

Table 5 displays the results of normality tests for the variable "Job Satisfaction" using Shapiro-Wilk tests. The test includes a statistic, degrees of freedom (df), and a significance level (Sig.). The Shapiro-Wilk test produced a statistic of 0.806, with a significance level below 0.001, using 48 degrees of freedom. This degrees of freedom count reflects the analysis based on 48 observations. The result, with significance levels below 0.001, suggest strong evidence against the "Job Satisfaction" data being normally distributed. In other words, the test indicated that the distribution of job satisfaction scores deviates significantly from a normal distribution.

Given that the data for the dependent variable "Job Satisfaction" is not normally distributed, a non-parametric method to analyze correlations was used. Non-parametric test, the Spearman's rank correlation coefficient was used to measure the strength and direction of association between two ranked variables.

Table 6

Correlations			Job_Satisfaction	Emotionally_Drained	Tired_End_of_Day	Tired_Before_Work
Spearman's rho	Job_Satisfaction	Correlation Coefficient	1.000	-.134	-.297*	-.094
		Sig. (2-tailed)	.	.363	.040	.524
		N	48	48	48	48
	Emotionally_Drained	Correlation Coefficient	-.134	1.000	.372**	.330*
		Sig. (2-tailed)	.363	.	.009	.022
		N	48	48	48	48
	Tired_End_of_Day	Correlation Coefficient	-.297*	.372**	1.000	.430**
		Sig. (2-tailed)	.040	.009	.	.002
		N	48	48	48	48
	Tired_Before_Work	Correlation Coefficient	-.094	.330*	.430**	1.000
		Sig. (2-tailed)	.524	.022	.002	.
		N	48	48	48	48

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the results of Spearman's rho correlation coefficients for variables related to job satisfaction and various indicators of burnout, analyzed at a 95% confidence interval using a two-tailed significance test. The analysis reveals the following:

Firstly, there is a weak negative correlation between job satisfaction and feeling emotionally drained, with a coefficient of -0.134 and a two-tailed significance level of 0.363. This correlation is not statistically significant, suggesting that the null hypothesis of no correlation cannot be rejected for these variables within the 95% confidence interval.

Secondly, the relationship between job satisfaction and feeling tired at the end of the day shows a weak to moderate negative correlation, with a coefficient of -0.297. The two-tailed significance level here is 0.040, indicating that this result is statistically significant at the 95% confidence interval. Thus, the null hypothesis can be rejected for these variables, suggesting that higher job satisfaction may lead to less fatigue at the end of the workday.

Lastly, the correlation between job satisfaction and feeling tired before work is also weakly negative, evidenced by a correlation coefficient of -0.094 and a two-tailed significance level of 0.524. Similar to the first relationship, this result is not statistically significant within the 95% confidence interval, and therefore, the null hypothesis of no correlation remains unchallenged.

In the relationships tested, only the correlation between job satisfaction and end-of-day tiredness demonstrates statistical significance, suggesting that as job satisfaction increases, the likelihood of feeling tired at the end of the day decreases. The other aspects of burnout, including feeling emotionally drained and tired before work, do not show significant correlations with job satisfaction, indicating potential influences from other factors not captured in this analysis.

C. Relationship between employee engagement and work related factors:

Assessing the normality of data is crucial, especially when utilizing parametric tests that require the data to be normally distributed. In this study, confirming the normal distribution of responses is vital for the correct application of statistical methods. The Shapiro-Wilk test via SPSS software for this purpose was used. This test is particularly effective for analyzing small datasets and will determine if the job satisfaction responses conform to a normal distribution. The results from this test will inform our selection of further statistical tests and will be pivotal in interpreting our data, ensuring our analysis is both robust and dependable.

Table 7

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.338	48	<.001	.785	48	<.001

a. Lilliefors Significance Correction

The Shapiro-Wilk test applied to the dependent "Motivation" variable in the dataset shows a statistic of .785 and indicates a significance level (p-value) of less than .001. This test, which includes 48 degrees of freedom—based on the sample size of 49 minus one—suggests that the distribution of the "Motivation" data is not normal. Given the p-value is well below the commonly used threshold of .05, we can confidently say that the data is not normally distributed. This is supported with a very high degree of certainty, exceeding 99% confidence, asserting the non-normality of the data.

Since the data for the dependent variable "Motivation" does not follow a normal distribution, a non-parametric method was employed to analyze correlations. Specifically, the Spearman's rank correlation coefficient, this non-parametric test, was utilized to determine the strength and direction of the relationship between two ranked variables.

Table 8

Correlations													
			Motivation	Recommendation	Contributions_Valued	Opportunities_Growth	Leadership_Rating	Culture_Rating	Work_Life_Balance	Professional_Support	Management_Support	Belonging	
Spearman's rho	Motivation	Correlation Coefficient	1.000	.701**	.553**	.423**	.665**	.704**	.272	.557**	.508**	.569**	
		Sig. (2-tailed)	.	<.001	<.001	.003	<.001	<.001	.062	<.001	<.001	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Recommendation	Correlation Coefficient	.701**	1.000	.481**	.405**	.502**	.559**	.390**	.564**	.378**	.504**	
		Sig. (2-tailed)	<.001	.	<.001	.004	<.001	<.001	.006	<.001	.008	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Contributions_Valued	Correlation Coefficient	.553**	.481**	1.000	.633**	.550**	.646**	.251	.526**	.325*	.653**	
		Sig. (2-tailed)	<.001	<.001	.	<.001	<.001	<.001	.085	<.001	.024	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Opportunities_Growth	Correlation Coefficient	.423**	.405**	.633**	1.000	.446**	.490**	.131	.667**	.436**	.655**	
		Sig. (2-tailed)	.003	.004	<.001	.	.001	<.001	.376	<.001	.002	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Leadership_Rating	Correlation Coefficient	.665**	.502**	.550**	.446**	1.000	.764**	.291*	.537**	.253	.528**	
		Sig. (2-tailed)	<.001	<.001	<.001	.001	.	<.001	.045	<.001	.083	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Culture_Rating	Correlation Coefficient	.704**	.559**	.646**	.490**	.764**	1.000	.351*	.633**	.363*	.568**	
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	.	.015	<.001	.011	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Work_Life_Balance	Correlation Coefficient	.272	.390**	.251	.131	.291*	.351*	1.000	.428**	.438**	.386**	
		Sig. (2-tailed)	.062	.006	.085	.376	.045	.015	.	.002	.002	.007	
		N	48	48	48	48	48	48	48	48	48	48	
	Professional_Support	Correlation Coefficient	.557**	.564**	.526**	.667**	.537**	.633**	.428**	1.000	.631**	.709**	
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.002	.	<.001	<.001
		N	48	48	48	48	48	48	48	48	48	48	
	Management_Support	Correlation Coefficient	.508**	.378**	.325*	.436**	.253	.363*	.438**	.631**	1.000	.612**	
		Sig. (2-tailed)	<.001	.008	.024	.002	.083	.011	.002	<.001	.	<.001	
		N	48	48	48	48	48	48	48	48	48	48	
	Belonging	Correlation Coefficient	.569**	.504**	.653**	.655**	.528**	.568**	.386**	.709**	.612**	1.000	
		Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	.007	<.001	<.001	.
		N	48	48	48	48	48	48	48	48	48	48	

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

The table of Spearman correlation coefficients reveals significant insights into the relationship between various work-related factors and employee engagement, labeled here as "Motivation". A strong positive correlation is observed with the factor "Recommendation" (0.701), suggesting that employees likely to recommend their company exhibit higher motivation, with this result being statistically significant ($p < 0.001$). Similarly, feeling valued for contributions correlates positively with motivation (0.553), and the significance of this result ($p < 0.001$) suggests a clear rejection of the null hypothesis. Opportunities for growth also show a moderate yet significant positive correlation with motivation (0.423, $p = 0.003$).

Leadership and cultural ratings are notably impactful, with coefficients of 0.665 and 0.704 respectively, both strongly positive and highly significant ($p < 0.001$). These factors robustly support rejecting the null hypothesis. Conversely, Work-Life Balance, though positively correlated (0.272), does not reach statistical significance ($p = 0.062$), suggesting acceptance of the null hypothesis for this factor alone.

Further support for rejection of the null hypothesis is seen with Professional Support (0.557), Management Support (0.508), and Belonging (0.569) — all showing strong positive correlations and high significance ($p < 0.001$). Except for Work-Life Balance, the evidence robustly indicates significant relationships between these work-related factors and higher employee motivation, leading to the rejection of the null hypothesis that states there is no relationship between employee work engagement and work-related factors.

V. DISCUSSIONS

This study explored the dynamics of job satisfaction, burnout, and work engagement among Millennial and Gen Z educators at APEC Schools. The findings reveal significant insights into the factors influencing the work experiences of these younger generations, which are critical for tailoring effective human resource strategies in educational settings.

A. Interpretation of Findings

The study's findings indicate a high prevalence of burnout symptoms among Millennial and Gen Z educators, significantly surpassing the neutral midpoints on various emotional exhaustion and fatigue scales. These results underscore a crucial challenge within the educational sector—educators are experiencing burnout at alarming rates, which could potentially compromise their effectiveness and the overall quality of education.

This aligns with the observations made by Maslach and Leiter in 2016, who noted that professions with high emotional demands, like teaching, are particularly susceptible to burnout. The elevated levels of burnout could be attributed to multiple stressors in the educational environment, including high workload, insufficient resources, and limited professional development opportunities.

A particularly noteworthy aspect of the findings is the inverse relationship between job satisfaction and feelings of tiredness at the end of the workday. This suggests that enhancing job satisfaction could serve as a potential buffer against some burnout symptoms. Such an approach could not only improve educators' overall well-being but also positively impact their professional efficacy and, by extension, student outcomes.

Furthermore, the analysis highlighted strong positive correlations between various work-related factors, such as feeling valued and having opportunities for professional growth, and higher levels of work engagement. This aligns with Bakker and Demerouti's 2017 findings, which emphasized the role of workplace resources in boosting engagement. It supports the hypothesis that nurturing environments, which offer recognition and growth opportunities, can substantially enhance educators' engagement and motivation.

B. Theoretical and Practical Implications

These results contribute to the broader literature on workplace engagement and satisfaction, particularly within the context of education for younger generations. Theoretically, the findings reinforce the importance of structural empowerment and support systems in enhancing job satisfaction and reducing burnout, aligning with Kanter's theory of structural empowerment (Kanter, 1993). Practically, the insights from this study could guide school administrators in APEC Schools and similar educational institutions to develop policies and practices that better support educators, potentially enhancing both educator well-being and educational outcomes.

C. Limitations

This study has several limitations that must be considered. First, the geographical scope was restricted to APEC Schools in specific regions, which may limit the generalizability of the findings to other educational contexts or geographical locations. Additionally, the cross-sectional design of the study limits our ability to draw causal inferences between the observed factors and job satisfaction or burnout.

D. Future Research

Future research should consider longitudinal designs to track changes over time and further clarify the causal relationships between job satisfaction, burnout, and work engagement. Expanding the study to include diverse educational settings and different geographical locations could also provide a broader understanding of these dynamics across various contexts.

VI. CONCLUSIONS

This research aimed to investigate the dynamics of job satisfaction, burnout, and work engagement among Millennial and Gen Z educators at APEC Schools, providing critical insights into the factors influencing these educators' work experiences. The significant prevalence of burnout identified in this study underscores a crucial issue within the educational sector, particularly among younger teaching professionals. This finding is particularly alarming given the potential impact on teacher effectiveness and student learning outcomes.

The researcher's analysis revealed that job satisfaction plays a pivotal role in mitigating burnout symptoms, with higher satisfaction levels associated with reduced feelings of tiredness at the end of the workday. This suggests that interventions aimed at enhancing job satisfaction could be an effective strategy for reducing burnout among educators. Moreover, the strong positive relationships between work engagement and factors such as recognition, professional growth opportunities, and supportive leadership indicate that these elements are essential for fostering a motivated and engaged teaching workforce.

From a practical standpoint, the findings from this study provide actionable insights for school administrators and policymakers. By prioritizing the development of supportive, empowering, and resource-rich work environments, educational institutions can enhance job satisfaction and engagement among their staff. This, in turn, could lead to improved teaching performance, lower turnover rates, and better educational outcomes for students.

However, the study's limitations, including its geographical and demographic scope, suggest caution in generalizing the findings across different contexts or educational settings. Future research should therefore expand the scope of investigation to include a variety of educational institutions and regions to verify and refine our findings. Additionally, longitudinal studies could provide deeper insights into the causal relationships between the variables studied, offering a clearer understanding of how job satisfaction and engagement evolve over time among educators.

In conclusion, this research highlights the importance of creating supportive work environments that align with the needs and values of Millennial and Gen Z educators. As these younger generations continue to dominate the workforce, educational institutions must adapt to their unique needs and preferences to foster a work environment that not only attracts but also retains high-quality teaching professionals. Implementing strategies that enhance job satisfaction and engagement can serve as a foundation for developing resilient educational systems capable of meeting the challenges of modern educational demands.

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