

Original Article

The Moderating Effect of Generational Differences on Leadership Styles of Organizational Heads and Employee Commitment in a Government Agency

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Received: 06 February 2024

Revised: 03 March 2024

Accepted: 20 March 2024

Published: 05 April 2024

Abstract - This study explores the moderating role of generational differences on the relationship between leadership styles of organizational heads and employee commitment in a government agency. Using a quantitative method and correlational research design and moderation technique, the study collected survey data from 138 respondents, selected using Yamani's statistical sampling technique. Data were collected through an e-survey and analyzed using multiple regression. The study reveals that directing, coaching, facilitating and delegating leadership styles are perceived as moderately effective, with coaching receiving slightly higher scores compared to others. Employees have a high level of commitment towards their organization, services, work, and career development. The majority of the respondents belong to the Millennial cohort. The findings make known that all four leadership styles have significant effects on overall employee commitment. It is worth to note also that Generational Differences have significant effects on overall employee commitment as well. Further, the study shows that Generational Differences do not significantly moderate the relationship of the three leadership styles which are directing, facilitating and delegating to the overall employee commitment. However, the main effect of coaching leadership style on employee commitment is consistent across both generations. Thus, Generational Differences significantly moderate the interaction between coaching leadership style and employee commitment. This indicates that coaching leadership style can be an effective way to improve overall employee commitment regardless of generational differences.

Keywords - Employee commitment, Generational differences, Leadership style, Moderation, Public administration, Philippines.

1. Introduction

The influence of generational differences continues to profoundly influence workplaces around the world, impacting leaders' abilities to navigate diverse work values. (Hansen & Leuty, 2021). As new generations enter the workforce, leaders and managers are often faced with challenges in navigating the differences in work values, aspirations, and expectations of the multigenerational workforce. This has become particularly significant with the increasing presence of Generation Z in the workforce, who bring with them distinct expectations and work values shaped by their unique socio-cultural and economic experiences (Kowske, Rasch, & Wiley, 2022).

Conflict and misunderstandings may arise between generations. Millennials and Generation Z are perceived as impatient and with a sense of entitlement, while Baby Boomers and Generation X, being the older generation, are considered inflexible and resistant to change (Benson & Brown, 2023). These generational tensions can have implications for workplace collaboration, employee engagement, and overall organizational performance.

In light of these generational differences, there is a need to reevaluate leadership styles and approaches, recognizing that different generations may respond differently to various leadership approaches (Pilcher, 2023). Understanding these generational preferences can enable leaders to adapt their leadership styles to better meet the needs of their diverse workforce, thereby promoting greater employee commitment and motivation.

Research showed that there is a positive relationship between leadership styles and employee commitment (Abasilim, Gberevbie & Osibanjo, 2019). Leaders play an important role in influencing overall employee commitment, which may come in many forms, such as recognition and appreciation, clear communication, gearing towards development and growth opportunities, establishing a conducive and supportive working environment, and sharing values and organizational culture.

Material rewards have traditionally been considered motivators in various government settings; however, research has suggested that individuals across generations also seek



meaningfulness and purpose in their work, which can often be overlooked by leaders (Cox & Blake, 2022). Given the complexity of today's multigenerational workforce, leaders need to understand that effective leadership goes beyond a one-size-fits-all approach.

Limited research exists on how leadership styles influence employee motivation and commitment across different generations within the government sector, highlighting a significant gap. This gap in research underscores the need for this current study, which aims to examine the impact of leadership styles on employee motivation and commitment in the context of a multigenerational workforce within a government agency, providing valuable insights for leaders to navigate a diverse workforce effectively.

The main thrust of this study is to determine how generational differences moderate the relationship between leadership styles and employee commitment in a government agency. It aims to characterize generational differences, describe leadership styles, assess employee commitment and establish relationships between leadership styles, generational differences and employee commitment. There are three null hypotheses formulated and tested at 0.05 level of significance.

In the context of this study, the moderating effect refers to the influence that generational differences have on the relationship between leadership styles and employee commitment. Generational differences include distinct behaviors, values and expectations across different cohorts. Leadership styles represent various approaches employed by government heads, while employee commitment shows the psychological attachment of employees to the agency. The study focuses on a government agency where organizational heads are beckoned by inspiration and play a crucial role in guiding teams to accomplish their mandates.

2. Review of Literature

Generational differences (Baby Boomers, Generation X, Millennials, Generation Z) encompass the unique attitudes, behaviors, expectations, habits and motivational triggers observed among different generational cohorts, shaped by their collective historical and social backgrounds (Ryder, 2021). Leadership Styles refers to the varying approaches and manners employed by organizational heads for providing direction, implementing plans, and motivating employees. Common styles include transformational, transactional, and laissez-faire leadership (Ahn, Sung & Shin, 2020). Organizational heads are individuals who hold leadership or decision-making positions within a government agency, tasked with establishing strategic objectives, supervising day-to-day operations, and providing guidance to their teams to fulfill organizational objectives. Employee commitment is characterized by the psychological bond or degree of

allegiance an employee has toward their organization, which significantly influences their inclination to stay with the agency (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Government agency pertains to a public sector organization that is responsible for specific administrative functions at a local, regional, or national level.

As workplaces adapt to include a range of generational groups, it has become progressively vital to comprehend both the distinctions and fundamental similarities among them (Birkman, 2019). McCrindle and Wolfinger (2021) bring forth the concept of Generation Alpha in their research. They depict this generation as digital natives, poised to revolutionize the workplace with their fluency in technology and capacity for rapid change.

This digital fluency of newer generations, such as Generation Z, starkly differs from older generations, like Baby Boomers and Generation X. Hershatter and Epstein (2020) suggest that these older generations lean towards traditional, formal, and structured communication methods. They postulate that these variations in communication preferences can lead to varied interpretations of organizational norms, potentially inciting tension in multigenerational teams.

Contrary to generalization based on generations, Costanza et al. (2022) argue that individual factors play a more substantial role in shaping workplace attitudes and behaviors. Their research underscores the danger of over-reliance on generational stereotypes, indicating the risk of inducing bias within organizational contexts.

Furlong's (2019) research emphasizes the significance of understanding generational requirements in the workplace, particularly as they relate to the evolving definitions of work-life balance. While younger cohorts like Generation Z and Millennials often blend their professional and personal lives, older generations tend to prefer distinct boundaries (Lyons & Kuron, 2020).

Joshi et al. (2021) contribute to this body of literature by examining how generational differences impact collaborative decision-making within organizations. Their findings suggest that generational diversity can contribute to decision-making quality if properly managed.

Moreover, Lee et al. (2023) emphasize the contrasting expectations regarding job satisfaction across generations. They suggest that organizations should take into account these divergent viewpoints when structuring job roles and duties.

In their study, D'Amato and Herzfeldt (2018) stress the importance of generational intelligence in leadership. They suggest that leaders should adjust their leadership styles to cater to the unique needs and preferences of different generations to maintain high levels of employee engagement and commitment.

This review thus underlines the multifaceted and complex nature of generational differences and their impact on the workplace. It is essential to acknowledge these distinctions while focusing on individualized leadership and management practices, thereby fostering a harmonious and committed work environment.

1.1. Leadership Styles

Navigating the diverse generational cohorts in the modern workplace presents complex challenges to leaders. Recognizing these challenges, Clifton and Harter (2020) posited that leaders must adapt their approaches to foster an environment conducive to productivity and innovation. Van Wart, Roman, Wang, and Liu (2019) echoed this sentiment, highlighting the benefits of participatory decision-making and active engagement in boosting employee performance.

A leader's effectiveness is contingent upon the generational makeup of their workforce. Some generations may favor a more autocratic style, while others prefer a more laissez-faire approach. Consequently, a nuanced understanding of generational preferences is key for leaders seeking to promote a bias-free and inclusive workplace environment (Chung, Jung, Kyle and Petrick, 2020).

Leadership styles are commonly categorized as transformational, transactional, or laissez-faire. Transformational leaders inspire and motivate employees, fostering a culture of innovation and change (Breevaart & Zacher, 2021). Transactional leaders, often considered managerial leaders, use rewards and punishments to motivate their team, focusing on supervision and organizational processes (Koppula, 2020). Conversely, Laissez-Faire leadership, known for its hands-off approach, encourages decision-making freedom within the team, reducing micromanagement (Skogstad, Aasland, Nielsen, Hetland, Matthiesen, & Einarsen, 2022).

In an era of rapid technological advancement, leaders must also adapt their competencies to the evolving demands of a digital workforce. Strategic leadership, as discussed by Olson and Simerson (2018), can be classified into visionary, directive, incubating, and collaborative types. Each type provides a different approach to leadership, from the personal insights of visionary leaders to the process improvement focus of directive leaders, to the team development emphasis of incubating leaders, to the co-creation and cooperation of collaborative leaders.

In the works of Joseph (2019), he expands on this concept by introducing four situational leadership styles: coaching, directing, delegating, and facilitating. Each style provides a unique approach to leadership that can be deployed depending on the situation and the specific needs of the team.

It's clear that there is no universally superior leadership style. Effective leadership requires an array of strategies that can be employed based on the specific circumstances. In the context of the Philippine government sector, the relevance of leadership styles and the consideration of generational differences are often overlooked. This research aims to explore the leadership styles prevalent in this sector, considering their influence on civil servant commitment against the backdrop of generational differences.

1.2. Employee Commitment

In understanding employee commitment, motivation theories have proven to be valuable. In this context, Kriek (2019) pointed out seven key theories. The first three—Maslow's Hierarchy of Needs, Alderfer's Existence-Relatedness-Growth (ERG) theory, and Herzberg's Two-Factor theory—emphasize the dynamic relationship between an individual's changing needs and their motivation. Specifically, Maslow's theory suggests that people are motivated by a hierarchy of needs, ranging from basic physiological requirements to self-actualization. Alderfer's ERG theory distills this into three categories: existence, relatedness, and growth. Herzberg's Two-Factor theory distinguishes between 'hygiene' factors, which are related to the working environment, and motivating factors like rewards and recognition.

The remaining theories underscore the notion that motivation extends beyond personal needs. The Expectancy Theory suggests that motivation is a dynamic and evolving process. The Self-Determination Theory differentiates between extrinsic motivation (external factors) and intrinsic motivation (personal drives). The Equity Theory emphasizes the importance of perceived fairness in the workplace. Lastly, the Nudging Theory proposes that the work environment, not only rational decision-making processes, can influence employee motivation (Kriek, 2019).

HR teams face the complex challenge of motivating multigenerational workforces. Extrinsic motivators, such as competitive wages and performance-based bonuses, can enhance commitment out of a sense of obligation. On the other hand, intrinsic motivators, which stem from personal values and ethics, can foster a higher level of commitment perceived as a moral duty (Krajcsak, 2019).

Studies indicate a direct relationship between leadership styles and employee commitment (Abasilim, Gberevbie, & Osibanjo, 2019; Pahi et al., 2020). Factors such as gender, age, marital status, academic status, and employment status can affect this relationship. For instance, a Nigerian study revealed a significant positive correlation between transformational leadership and employee commitment (Abasilim, Gberevbie & Osibanjo, 2019). This finding was confirmed in a study of Pakistani hospitals, where transformational leadership positively influenced commitment to service quality (Pahi et

al., 2020). Therefore, across different organizational contexts, leadership styles have a significant impact on fostering employee commitment.

Various theories intersect with the focus of this study, exploring the impact of leadership styles on employee commitment, the effects of life events on employee behavior, and the generational influences on societal traits.

One of the key theories anchoring this study is the Strauss-Howe Generational Theory, which delineates different generational cohorts based on age groups. Conceived by sociologists William Strauss and Neil Howe, this theory, initially published in 1991, posits a cyclical pattern in US history, occurring in approximately 80-year cycles, with each cycle comprising four 'turnings' or generational periods of about 20 years each (Dimock, 2019). According to this theory, each generational cohort possesses unique characteristics shaped by their historical and social contexts.

The Affective Events Theory (AET), originally proposed by organizational psychologists Weiss and Cropanzano in 1996, provides a theoretical framework for understanding the dynamic interplay between emotions, mood, and job performance. This theory underlines how an individual's personality traits and moods can influence their perceptions of work-related events, consequently impacting their job satisfaction and performance (Yang, 2019). In essence, AET suggests that various aspects of work, including job tasks, leadership styles, coworker behavior, and job pressures, can elicit emotional responses, which in turn can have significant positive or negative effects on employees' work outcomes.

Finally, the Transformational Leadership Theory, developed by Bass in 1985 and later revised by Bass and Riggio in 2006, postulates that leaders can inspire followers to exceed expected performance by instilling a sense of purpose and promoting values-based decision-making. More recently, Ahn, Sung, and Shin (2020) expanded upon this theory to discuss its impact on employee commitment across different generations.

This research aims to confirm whether the leadership styles of officials in the government sector directly influence employee commitment, taking into account the generational diversity present in today's workplaces dominated by Generation X and Millennials. Assessing the relationship between leadership style and employees' motivation and commitment is crucial in any organization. This descriptive study primarily focuses on examining the impact of leadership styles on employee commitment in a workforce comprised of different generational cohorts.

The findings of this study may be beneficial for current officials as well as aspiring leaders in the government sector. The study may validate or challenge existing theories and

assumptions, providing crucial insights for designing strategies to address potential issues related to leadership styles and commitment levels among employees. These results could serve as the foundation for developing long-term strategies aimed at enhancing commitment levels within an organization. It could also inform current leaders about the importance of adaptability and embracing change to ensure efficient service delivery. This understanding could instigate social and operational changes within organizations, such as targeted leadership trainings.

Both private and government organizations can derive benefits from the study's outcomes. They may use the insights to develop effective employee retention strategies, such as revising benefit packages, designing succession plans, and implementing learning and development programs.

As stated by Babakus, Yavas, and Ashill (2019), organizations that maintain an employee retention rate of 80% are considered successful. Increased employee commitment often correlates with higher retention rates, which in turn leads to numerous advantages such as reduced upfront training costs for new hires, fewer instances of poor job fit, and overall workforce stability.

The results of this study can assist organizations in planning and implementing effective retention programs. Retaining experienced and qualified junior executives can increase an organization's bottom line. By serving as a resource for junior executives, business organization leaders, company stakeholders, and government agencies, this study could foster meaningful social change.

3. Research Methodology

This study is set within the Philippine Statistics Authority (PSA) – Davao Region. The PSA in Davao hosts a diverse workforce comprising both permanent staff occupying regular plantilla positions and contract-based service workers. The regional structure of the PSA – Davao Region encompasses six provincial statistical offices. The Regional Statistical Services Office XI is located in the Ango Building, Cabaguio Avenue, Davao City. The Davao Del Sur Provincial Statistical Office is located on Sales Street in Davao City. Another office, the Davao Del Norte Provincial Statistical Office, is situated in Tagum City. The Davao Oriental Provincial Statistical Office is based in Mati City. The Davao De Oro Provincial Statistical Office is stationed in Nabunturan, while the Davao Occidental Provincial Statistical Office is located in Malita. This study aims to capture a comprehensive representation of the diverse workforce across these varied locations within the Philippine Statistics Authority in the Davao Region. As of December 31, 2021, the Philippine Statistics Authority – Davao Region had a total of 191 personnel, comprising 90 regular plantilla employees (out of a total of 106) and 101 Contract Service Workers (COSWs). The study aims to encompass the entire body of PSA–Davao Region personnel.

A total of 138 government personnel were surveyed for this study. The sample size for the study was determined using Taro Yamane's Formula [$n=N/1+N(e)^2$]. Upon applying this formula, the computed sample size stands at 130, accounting for approximately 68% of the overall population. Accordingly, the study will sample 68% of the personnel from each office to provide a representative data set across the entire organization. A stratified random sampling method was applied.

The research design for this study is quantitative and correlational, employing the moderation technique. The focus of this study is to explore the relationship between leadership styles, employee commitment and generational differences. A quantitative method enables the measurement of interactions between these variables, thereby facilitating the answering of the research questions (Gelo, Braakmann, & Benetka, 2018). This chapter elaborates on the reasons behind selecting the quantitative method as the most fitting research design for this study, as compared to qualitative or mixed-method approaches.

The research instruments employed in this study were designed to analyze the relationship between leadership style (independent variable) and employee commitment (dependent variable), with generational differences acting as the moderating variable.

The study made use of three main instruments to conduct the survey: the Leadership Styles Questionnaire, the Questions to Measure Commitment and the demographic characteristic questions of the respondents.

The Leadership Styles Questionnaire, which was adapted from Crowe Associates Ltd, helps assess the tendencies in leadership styles. Meanwhile, the Instrument to measure employee commitment was borrowed from the tool made by Sue Hayday of The Institute for Employment Studies (IES Fellow). Questions pertaining to the generation of each respondent were obtained through their demographic characteristics.

Data for the moderating variable, generational differences, was collected through demographic data based on the respondents' birth years.

The principal method for data collection in this study is a cross-sectional survey, selected for its appropriateness given the research's objectives. First, a survey provides more direct and comprehensive insight into the measures of social capital, which are often insufficiently documented in secondary research. Second, the research question centers on the existence of a relationship rather than the causes behind the relationship's existence, making surveys more suitable than interviews.

In this particular study, data were gathered using a digital Survey Questionnaire Platform, promoting accessibility and

efficient processing of responses. Cronbach's alpha was calculated using a threshold of 0.70 as the criterion for acceptable internal consistency to assess the internal consistency of the questionnaire used in the study.

Following the coding and transformation of data into a Microsoft Excel file, SPSS (Statistical Package for the Social Sciences) will be utilized for comprehensive data analysis. SPSS is a user-friendly, menu-driven statistical software package extensively employed in academic research owing to its powerful functionality and ease of use (Baškarada, Koronios, & Gao, 2020).

The primary analytical technique employed in this study will be Multiple Regression Analysis, a method enabling the understanding of the relationship between one dependent variable and multiple independent variables. Given the presence of three variables in this study, including an intervening or moderator variable, several regression analyses will be conducted.

A statement of informed consent appears on the initial page of the survey, elucidating the purpose of the study, the voluntary nature of participation, and the confidentiality protocols for the collected data. The consent form asserts that participants can discontinue their involvement at any point by simply returning the questionnaire. Moreover, the survey platform employed replaces personally identifiable information with unique codes, further protecting participants' identities and ensuring the collected responses cannot be linked back to the individual contributors. The informed consent form assures participants that their personal details will remain confidential and no identifiable data will be collected during the survey process. The consent form also communicates that there are no anticipated risks associated with participating in this study and that the completion of the survey may contribute to better practices in organizations, including businesses and government offices. Participant involvement in the study is strictly voluntary, underscoring the respect for individual autonomy and the principle of 'no harm' that this study adheres to. The study focuses on maintaining the highest level of ethical conduct. This study not only respects the rights and dignity of all participants but also significantly contributes to the integrity and validity of the research outcomes.

It is worth noting that participating in the study would lead to self-awareness. Respondents will gain insights into their own generational characteristics, values and behaviors. Understanding the context of generational differences will foster open communication, teamwork and collaboration as well. Understanding generational differences will help build a more inclusive society and can contribute to a strong social bond across different generations.

4. Results and Discussion

This part of the paper presents the analysis and interpretation of the data gathered. The presentation of findings was anchored on the sequential display of the study's objectives.

4.1. Leadership Styles of Organizational Heads

The results in Table 1 show the level of leadership styles of organizational heads in terms of directing, coaching, facilitating and delegating. The results reveal the mean score for directing is 22.35, with a standard deviation of 4.108. This indicates that participants perceive the directing style of leadership as moderately effective, with a fair amount of variation in individual perceptions.

The mean score for coaching is 22.80, with a standard deviation of 4.070. This implies that, on average, participants perceive the coaching style of leadership as moderately effective, with a slightly smaller variation in individual perceptions compared to directing.

The mean score for facilitating is 21.81, with a standard deviation of 4.182. This denotes that participants perceive the facilitating style of leadership as somewhat less effective than directing or coaching, with a greater amount of variation in individual perceptions. The mean score for delegating is 22.71, with a standard deviation of 4.028.

This suggests that, on average, participants perceive the delegating style of leadership as moderately effective, with a similar level of variation in individual perceptions compared to directing and coaching. Interpretation of these mean scores revealed that there may be some variability in how participants perceive different leadership styles. However, on average, all four styles are perceived as moderately effective, with the coaching style receiving slightly higher scores compared to the others.

Table 1. Perceived leadership styles of organizational heads

Leadership Style	Mean	SD
Directing	22.35	4.108
Coaching	22.80	4.070
Facilitating	21.81	4.182
Delegating	22.71	4.028

The study on leadership styles found that participants had varying perceptions of different styles, with mean scores indicating moderate effectiveness for all four styles and slightly higher scores for the coaching style. It is worth noting that individual differences and contextual factors may also impact the effectiveness of a leadership style, requiring leaders to be aware of these factors and adjust their style accordingly to achieve desired outcomes.

4.2. Employee Commitment

The mean score and standard deviation for each type of commitment are presented in Table 2, respectively. Organizational commitment has a mean score of 4.10 and a standard deviation of .579, indicating a high level of commitment among employees towards the organization's work. Service commitment has a mean score of 4.25 and a standard deviation of .468, indicating a very high level of commitment among employees towards the services they provide to clients. Work commitment has a mean score of 3.53 and a standard deviation of .855, indicating a high level of commitment among employees towards the work they do. For the career commitment has a mean score of 3.65 and a standard deviation of .463, indicating a high level of commitment among employees towards their career development. Overall commitment has a mean score of 3.88 and a standard deviation of .492, indicating a high level of commitment among employees towards their jobs and the organization they work for.

In general, the interpretation of these scores specifies that employees have a high level of commitment towards their organization, the services they provide, and their work and career development. This high level of commitment can be beneficial for the organization in terms of employee engagement, retention, and productivity.

Yet, it is important for the organization to maintain and foster this commitment through effective management practices and employee engagement initiatives.

Table 2. Level of employee commitment

Indicators	Mean	SD	Descriptive Level
organizational	4.10	.579	high
service	4.25	.468	very high
work	3.53	.855	high
career	3.65	.463	high
Overall	3.88	.492	high

The study found that employees exhibited a high level of commitment towards their organization, the services they provided, and their career development. This level of commitment can have positive effects on employee engagement, retention, and productivity, all of which are crucial for organizational success. However, to sustain and enhance this commitment, organizations must implement effective management practices and employee engagement initiatives. By prioritizing employee commitment and investing in initiatives that promote it, organizations can reap the benefits of a committed workforce.

Shown in Table 3 is the distribution of respondents according to generation type; based on the given information, we can interpret the distribution of respondents according to

generation type as follows: Out of the total 144 respondents, 6 belong to the Baby Boomer generation, 37 belong to Generation X, and 101 belong to Generation Y (millennials). Percentages indicate the proportion of respondents in each generation type out of the total 144 respondents. For instance, 4.2% of the respondents are Baby Boomers, 25.7% are Generation X, and 70.1% are Generation Y (millennials).

This distribution states that the majority of the respondents (70.1%) are from the Generation Y (millennial) cohort, which is not surprising considering that this group makes up a large proportion of the workforce today.

The relatively smaller proportion of Baby Boomers (4.2%) may reflect their decreasing numbers in the workforce as they reach retirement age, while the proportion of Generation X (25.7%) is more reflective of their presence in the workforce. This information can be useful for understanding the composition of the respondents and interpreting their perceptions or attitudes in the context of their generational background.

Table 3. Distribution of respondents according to generation type

Profile	f	%
Generation X	37	26.8
Generation Y (millennials)	101	73.2
Overall	138	100.0

4.3. Correlation Between Leadership Style Of Organizational Heads And Employee Commitment

The results of the hierarchical regression analysis show in Table 4 that generational differences significantly moderate the relationship between directing leadership style and overall employee commitment.

In the first step, the model with only the main effects of directing leadership style and generational differences has an R² value of 0.283, indicating that these two variables can explain 28.3% of the variance in overall employee commitment.

Individually directing leadership style (B = 0.062, and p < .001) and generational differences with (B = -0.254, and p = .002) have significant negative coefficients, indicating that higher levels of directing leadership style and younger generations are associated with higher levels of overall employee commitment.

In the second step, the model with the addition of the interaction term between directing leadership style and generational differences has an R² value of 0.290, indicating that only 0.7% additional variance is explained by the interaction term. The interaction term with (B = 0.022, p = .258) is not significant, indicating that generational differences do not significantly moderate the relationship between directing leadership style and overall employee

commitment after controlling for the main effects of directing leadership style and generational differences.

The findings reveal that directing leadership style and generational differences both have significant main effects on overall employee commitment. However, the relationship between directing leadership style and overall employee commitment does not significantly vary depending on generational differences.

Table 4. Hierarchical regression to assess if generational differences significantly moderate the relationship between the directing leadership style and overall employee commitment

Model		Unstandardized Coefficients		t	Sig.	R ²
		B	S.E.			
Step 1	(Constant)	2.682	.203	13.205	.000	0.283
	directing	0.062	.009	6.978	.000	
	generation	-.254	.082	-3.103	.002	
Step 2	(Constant)	3.008	.351	8.561	.000	0.290
	directing	.047	.016	2.920	.004	
	generation	-.245	.082	-2.980	.003	
	direct*gen	.022	.019	1.137	.258 ^{ns}	

In addition, Table 4.2 shows the summary of the mean on the effect of directing leadership style on employee commitment as seen on generation types; it appears that the directing leadership style has a positive effect on employee commitment for both millennial and Gen X generations. As the level of directing leadership increases from low to high, employee commitment also increases. Specifically, for the millennial generation, the mean employee commitment score increases from 4.02 to 4.59 as the directing leadership style goes from low to high. For the Gen X generation, the mean employee commitment score increases from 3.86 to 4.25 as the directing leadership style goes from low to high.

Table 4.2. Summary of mean on the effect of directing leadership style on employee commitment as seen on generation types

	Low directing	Medium directing	High directing
millennial	4.021698	4.30515	4.588602
Gen X	3.865374	4.05845	4.251526

Presented in Table 4.3 and Figure 2, the data and graph of the main effects of directing leadership style and generation type and their interaction on employee commitment. Mean employee commitment scores for each level of directing leadership style (low, medium, high) for each generation type (millennial, Gen X). The regression coefficients for the main

effects of directing leadership style (directing), the moderator (generation), and the interaction term (directing * generation) from the regression model were used to estimate the effect of these variables on employee commitment. Results show that the coefficients of the following are: The coefficient for directing is 0.047, indicating that as directing leadership style increases, employee commitment increases by 0.047 points, on average, holding all other variables constant. The coefficient for the moderator (generation) is -0.245, indicating that the effect of directing leadership style on employee commitment differs between generations.

Specifically, for each increase in directing leadership style, employee commitment decreases by 0.245 points, on average, for the millennial generation compared to the Gen X generation. The coefficient for the interaction term (directing * generation) is 0.022, indicating that the effect of directing leadership style on employee commitment differs depending on the generation type. With this information, you can plot the main effects and interactions using a line graph. The x-axis represents the levels of directing leadership style (low, medium, high), and the y-axis represents the mean employee commitment score. To plot two lines, one for each generation type, showing the mean employee commitment score at each level of directing leadership style. Plotting the interaction effect by showing how the lines for the two generation types differ in their slopes at each level of directing leadership style.

Table 4.4 presents the results of the hierarchical regression analysis, indicating that generational differences significantly moderate the relationship between coaching leadership style and overall employee commitment. In the first step of the analysis, coaching leadership style and generation were both significant predictors of employee commitment, with coaching leadership style showing a positive effect with (B = 0.063, SE = 0.009, t = 7.316, p < 0.001) and generation showing a negative effect with (B = -0.216, SE = 0.080, t = -2.693, p = 0.008). This model explained 30.2% of the variance in employee commitment. In the second step of the analysis, the interaction term between coaching leadership style and generation (coach*gen) was added. The results indicate that this interaction term was not significant with values of (B = 0.007, SE = 0.019, t = 0.359, p = 0.720), indicating that the

relationship between coaching leadership style and employee commitment does not significantly differ between generations. The complete model still explained 30.2% of the variance in employee commitment.

Table 4.3. Statistical outputs are necessary to graph the main effects of directing leadership style and generation type and their interaction on employee commitment

Variable	B	Mean	SD
(Constant)	3.008		
Main Effects (directing)	.047	22.35	4.108
Moderator (generation)	-.245		
Interaction Term (direct*gen)	.022		

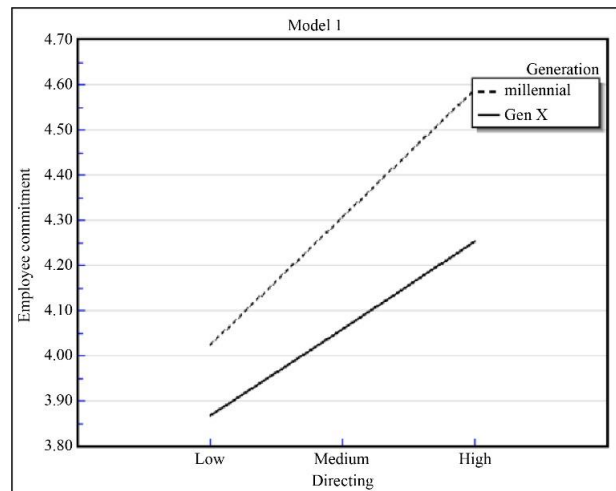


Fig. 2 Graphical depiction of the moderating effect of generational differences on directing leadership style-employee commitment relationship

Therefore, the main effect of coaching leadership style on employee commitment is consistent across both generations. This indicates that coaching leadership style can be an effective way to improve overall employee commitment regardless of generational differences.

Table 4.4. Hierarchical regression to assess if generational differences significantly moderate the relationship between the coaching leadership style and overall employee commitment

Model		Unstandardized Coefficients		t	Sig.	R ²
		B	S.E.			
Step 1	(Constant)	2.597	.205	12.639	.000	0.302
	coaching	.063	.009	7.316	.000	
	generation	-.216	.080	-2.693	.008	
Step 2	(Constant)	2.710	.377	7.189	.000	0.302
	coaching	.058	.017	3.517	.001	
	generation	-.214	.081	-2.658	.009	
	coach*gen	.007	.019	.359	.720 ^{ns}	

Table 4.5. Summary of mean on the effect of coaching leadership style on employee commitment as seen on generation types

	Low Coaching	Medium Coaching	High Coaching
millennial	3.71	3.98	4.24
Gen X	3.80	4.03	4.27

It shows in Table 4.5 the means for the effect of coaching leadership style on employee commitment for both millennials and Gen X. It shows that as coaching leadership style increases (from low to high), employee commitment also tends to increase. For millennials, the mean employee commitment scores were 3.71 for low coaching, 3.98 for medium coaching, and 4.2 for high coaching. For Gen X, the mean employee commitment scores were 3.80 for low coaching, 4.03 for medium coaching, and 4.27 for high coaching. However, without additional statistical tests to determine the significance of these differences, we cannot conclude that the means are significantly different from each other.

The study aimed to measure the percentage of the government workforce in terms of generations. The results showed that the majority of respondents were from the Generation Y (millennial) cohort, which is not surprising given their large representation in the workforce. The smaller proportion of Baby Boomers reflects their decreasing presence due to retirement, while Generation X's presence in the workforce is more accurately reflected. This information can help in understanding the respondents' attitudes and perceptions in the context of their generational background.

The statistical outputs provided are for a regression model that aims to examine the main effects of coaching leadership style and generation type, as well as their interaction, on employee commitment. Presented in Table 4.6 and Figure 3 the interpretation of the output: The constant value (2.710) is the predicted value of employee commitment when all other variables in the model are zero. The main effect of coaching leadership style (0.058) indicates that, on average, for each one-unit increase in coaching leadership style, employee commitment is predicted to increase by 0.058 units, controlling for other variables in the model.

The main effect of generation type moderator (-0.214) indicates that, on average, the predicted employee commitment is 0.214 units lower for participants from generation type 1 (millennial) compared to participants from generation type 2 (Gen X) when coaching leadership style is held constant. The interaction term (0.007) indicates that the effect of coaching leadership style on employee commitment is moderated by generation type.

Specifically, for each one-unit increase in coaching leadership style, the increase in employee commitment is

predicted to be 0.007 units larger for generation-type Gen X participants than for generation-type millennial participants.

To visualize the interaction, it would be necessary to plot the predicted values of employee commitment for different combinations of coaching leadership style and generation type shown in Figure 3. The direction and strength of the interaction can be further interpreted by looking at the differences in the slopes of the lines representing each generation group.

If the lines are parallel, it indicates no interaction. If the lines are not parallel, it indicates an interaction, and the direction of the effect (positive or negative) can be determined by examining the difference in the slopes. The constant represents the intercept of the regression equation and is 2.710 in this case.

The main effect of the coaching leadership style is represented by the coefficient of 0.058. This means that for every one-unit increase in coaching leadership style, employee commitment is predicted to increase by 0.058 units, holding all other variables constant. The mean of the coaching variable is 22.80, and the standard deviation is 4.07. The moderator effect of generation type is represented by the coefficient of -0.214.

This indicates that the effect of coaching leadership style on employee commitment varies depending on the generation type of the employee. The interaction term coefficient of 0.007 indicates the strength and direction of the interaction between coaching leadership style and generation type on employee commitment.

To interpret the graph, the x-axis represents different levels of coaching leadership style, the y-axis represents different generations of employees, and the y-axis represents employee commitment. The main effect of the coaching leadership style is represented by a slope on the graph, indicating the predicted increase in employee commitment as the coaching leadership style increases.

The main effect of generation type is also represented by a slope, indicating the predicted effect of generation type on employee commitment after controlling for coaching leadership style. The interaction between coaching leadership style and generation type is shown by the degree to which the slopes change as the levels of the other variable change. A significant interaction effect means that the slopes will not be parallel, indicating that the effect of coaching leadership style on employee commitment is different for different generations of employees.

Overall, the graph and statistical outputs can provide insight into the relative importance of coaching leadership style and generation type in predicting employee commitment, as well as the nature of their interaction.

Table 4.6. Statistical outputs are necessary to graph the main effects of coaching leadership style and generation type and their interaction on employee commitment

Variable	B	Mean	SD
(Constant)	2.710		
Main Effects (coaching)	.058	22.80	4.07
Moderator (generation)	-.214		
Interaction Term (coach*gen)	.007		

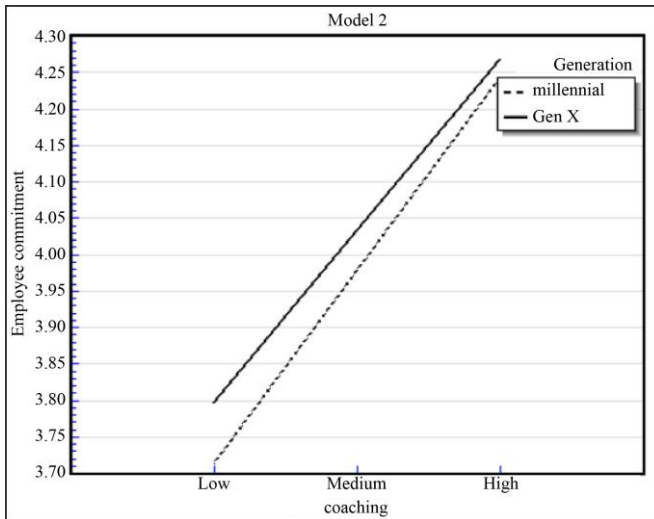


Fig. 3 Graphical depiction of the moderating effect of generational differences on coaching leadership style-employee commitment relationship

Table 4.7 presents the hierarchical regression analysis aimed to examine whether generational differences moderate the relationship between facilitating leadership style and overall employee commitment.

The results of the first step show that both the facilitating leadership style with ($B = 0.072$, $SE = 0.008$, $t = 8.852$, $p < 0.001$) and generation ($B = -0.252$, $SE = 0.076$, $t = -3.329$, $p = 0.001$) have a significant main effect on overall employee commitment.

In the second step, the interaction term of facilitating leadership style and generation was added, but it was not significant ($B = 0.001$, $SE = 0.019$, $t = 0.075$, $p = 0.941$). This implies that there is no significant moderating effect of generation on the relationship between facilitating leadership style and overall employee commitment.

In Step 1, the model includes the constant term, the main effects of facilitating leadership style and generation, and the R^2 value is 0.383. This means that the independent variables in Step 1 explain 38.3% of the variance in employee commitment. The coefficients for facilitating leadership style and generation are both significant ($p < .001$ and $p < .01$,

respectively), indicating that both variables have a significant relationship with employee commitment.

In Step 2, the interaction term between facilitating leadership style and generation is added to the model. The R^2 value remains the same at 0.383, indicating that the interaction term does not significantly improve the model's ability to explain variance in employee commitment. The coefficient for the interaction term is not significant since the p-value is ($p > .05$), signifying that generational differences do not significantly moderate the relationship between facilitating leadership style and overall employee commitment.

Overall, the R^2 value can be used to evaluate the overall goodness of fit of the regression model to the data. In this case, the model accounts for 38.3% of the variability in employee commitment, which is a moderate amount. However, adding the interaction term does not improve the model's ability to explain variance in employee commitment, saying that the moderating effect of generational differences is not significant.

In summary, the results indicate that both the facilitating leadership style and generation have a significant main effect on overall employee commitment, but generational differences do not significantly moderate the relationship between facilitating leadership style and overall employee commitment.

It shows in table 4.9 the summary of the mean effect of the facilitating leadership style on employee commitment for different generations. For millennials, the mean scores for low, medium, and high levels of facilitating leadership style were 3.54, 3.84, and 4.14, respectively. For Gen X, the mean scores for low, medium, and high levels of facilitating leadership style were 3.77, 4.07, and 4.37, respectively. This suggests that higher levels of facilitating leadership style are associated with higher levels of employee commitment across both generations' millennials and Gen X.

Table 4.10 shows the statistical outputs necessary to graph the main effects of facilitating leadership style and generation type and their interaction on employee commitment. To create a graphical depiction of the moderating effect of generational differences on the relationship between facilitating leadership style and employee commitment, a plot of the regression lines for each generation type is visualized.

First, plot employee commitment on the y-axis and facilitating leadership style on the x-axis. Then, plot three regression lines for each generation type: Baby Boomers, Gen X, and Millennials. The slope of each line represents the effect of facilitating leadership style on employee commitment for that generation.

Table 4.8. Hierarchical regression to assess if generational differences significantly moderate the relationship between the facilitating leadership style and overall employee commitment

Model		Unstandardized Coefficients		t	Sig.	R ²
		B	S.E.			
Step 1	(Constant)	2.500	.183	13.677	.000	0.383
	facilitating	.072	.008	8.852	.000	
	generation	-.252	.076	-3.329	.001	
Step 2	(Constant)	2.523	.358	7.052	.000	0.383
	facilitating	.071	.017	4.238	.000	
	generation	-.251	.077	-3.284	.001	
	facilitate*gen	.001	.019	.075	.941 ^{ns}	

Table 4.9. Summary of mean on the effect of facilitating leadership style on employee commitment as seen on generation types

	Low Facilitating	Medium Facilitating	High Facilitating
millennial	3.541216	3.84232	4.143424
Gen X	3.774588	4.07151	4.368432

The statistical outputs necessary for this graph include the B coefficients for the main effects of facilitating leadership style and generation, as well as the interaction term coefficient. From the outputs provided, we can see that the B coefficient for facilitating leadership style is .071, indicating that for every one-unit increase in facilitating leadership style, employee commitment increases by .071 units on average. The B coefficient for the generation moderator is -.251, indicating that the effect of generation on employee commitment is negative. The interaction term coefficient is .001, indicating that the effect of facilitating leadership style on employee commitment is moderated by generation. Specifically, this infers that the relationship between facilitating leadership style and employee commitment is stronger for some generations than others.

In the graph, you would see that the slope of the regression line for Millennials is steeper than that of Gen X, indicating that the relationship between facilitating leadership style and employee commitment is stronger for Millennials. Conversely, the slope of the regression line for Baby Boomers or Gen X is flatter, indicating that the relationship between facilitating leadership style and employee commitment is weaker for those generations, as shown in Figure 5, illustrated below. Overall, this graph would help to visually demonstrate how generational differences moderate the relationship between facilitating leadership style and employee commitment and how this relationship varies across different generations.

The analysis used hierarchical regression to examine the moderating effect of generational differences on the relationship between delegating leadership style and overall employee commitment is presented in Table 13.

Table 4.10. Statistical outputs are necessary to graph the main effects of facilitating leadership style and generation type and their interaction on employee commitment

Variable	B	Mean	SD
(Constant)	2.523		
Main Effects (facilitating)	.071	21.81	4.182
Moderator (generation)	-.251		
Interaction Term (facilitate*gen)	.001		

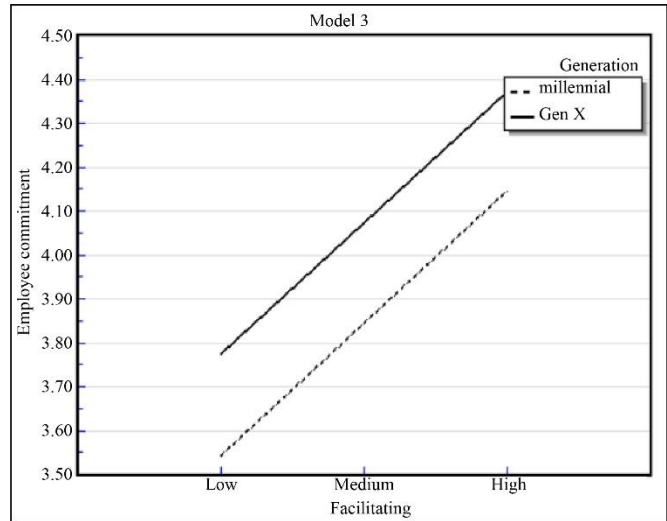


Fig. 4 Graphical depiction of the moderating effect of generational differences on facilitating leadership style-employee commitment relationship

The results of the analysis indicate that in Step 1, both delegating leadership style and generational differences were significant predictors of employee commitment. However, in Step 2, when the interaction term between delegating leadership style and generational differences was added to the model, it was not significant.

This means that generational differences do not significantly moderate the relationship between delegating leadership style and employee commitment.

Table 4.11. Hierarchical regression to assess if generational differences significantly moderate the relationship between the delegating leadership style and overall employee commitment

Model		Unstandardized Coefficients		t	Sig.	R ²
		B	S.E.			
Step 1	(Constant)	2.393	.194	12.348	.000	0.384
	delegating	.074	.008	8.867	.000	
	generation	-.273	.076	-3.596	.000	
Step 2	(Constant)	2.616	.353	7.415	.000	0.386
	delegating	.064	.016	4.031	.000	
	generation	-.265	.077	-3.453	.001	
	delegate*gen	.014	.019	.756	.451 ^{ns}	

Specifically, the unstandardized regression coefficient for the interaction term (delegate*gen) was positive (0.014) but not statistically significant (t = 0.756, p = 0.451). Therefore, we cannot conclude that there is a significant moderating effect of generational differences on the relationship between delegating leadership style and employee commitment.

Overall, the model explains a significant amount of variance in employee commitment, as indicated by the R² values (0.384 in Step 1 and 0.386 in Step 2). The findings suggest that delegating leadership style and generational differences are important predictors of employee commitment, but their interaction does not significantly affect the relationship.

Table 4.12, the summary of means provided, shows the effect of delegating leadership style on employee commitment across different generational groups. The means are presented for three levels of delegating leadership style: low, medium, and high.

For millennials, the mean score for employee commitment increases as the level of delegating leadership style increases. Specifically, the mean score for employee commitment is 3.808 for low delegating, 4.122 for medium delegating, and 4.437 for high delegating.

For Gen X, the pattern is similar, with higher mean scores for employee commitment as the level of delegating leadership style increases. The mean score for employee commitment is 3.812 for low delegating, 4.069 for medium delegating, and 4.327 for high delegating.

As a whole, the pattern reveals that delegating leadership style is positively associated with employee commitment, regardless of generational group. However, it is worth noting that the mean scores for employee commitment are generally higher for millennials than for Gen X across all levels of delegating leadership style. This may imply that millennials are generally more committed to their work or that they have different expectations or preferences for leadership styles compared to Gen X.

Table 4.12. Summary of mean on the effect of delegating leadership style on employee commitment as seen on generation types

	Low Delegating	Medium Delegating	High Delegating
Millennial	3.808196	4.12238	4.436564
Gen X	3.811648	4.06944	4.327232

The statistical analysis of the main effects of delegating leadership style and generation type and their interaction on employee commitment, a regression analysis with the following variables as shown in Table 4.13. As observed, the dependent variable is employee commitment, and the independent variables are delegating leadership style, generation type, and the interaction between delegating leadership style and generation type. Using the statistical outputs provided, we can interpret the regression equation as follows: Employee commitment = 2.616 + 0.064(Delegating leadership style) - 0.265(Generation type) + 0.014(Delegating leadership style x Generation type)

To analyse the main effects of each independent variable, we can hold the other variable constant and examine the change in the dependent variable for a one-unit increase in the independent variable. Based on the coefficients provided, we can interpret that delegating leadership style, for each one-unit increase in delegating leadership style, employee commitment increases by 0.064 units, holding generation type constant.

For each one-unit increase in generation type example from Baby Boomers to Millennials, employee commitment decreases by 0.265 units, holding the delegating leadership style constant. Interaction between delegating leadership style and generation type, the effect of delegating leadership style on employee commitment depends on the generation type of the employee. The positive coefficient (0.014) indicates that the effect of delegating leadership style on employee commitment is stronger for some generations than for others.

To graph the main effects and interaction, we can use the same approach as described in the data, with the y-axis representing employee commitment and the x-axis

representing the moderator variable (generation type). We can plot two lines for the main effect of delegating leadership style, one for each level of generation type, and then add points for the interaction effect at each level of delegating leadership style and generation type. The graph would show how the effect of delegating leadership style on employee commitment differs across generations.

Table 4.13. Statistical outputs are necessary to graph the main effects of delegating leadership style and generation type and their interaction on employee commitment

Variable	B	Mean	SD
(Constant)	2.616		
Main Effects (delegating)	.064	22.71	4.028
Moderator (generation)	-.265		
Interaction Term (delegate*gen)	.014		

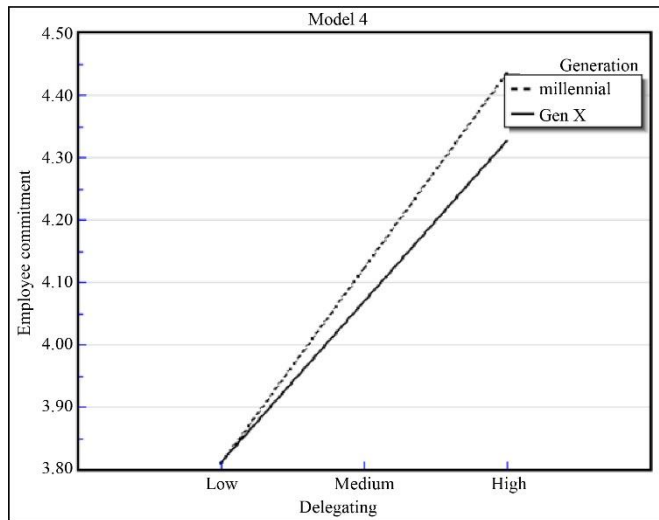


Fig. 5 Graphical depiction of the moderating effect of generational differences on delegating leadership style-employee commitment relationship

The relationship between leadership styles and employee commitment has been widely studied in the field of organizational behaviour. However, there is a gap in the literature regarding the moderating effect of generational differences on this relationship, particularly in the context of government agencies. The purpose of this study is to fill this gap by examining the moderating effect of generational differences on the relationship between the leadership styles of organizational heads and employee commitment in a government agency.

The research questions and hypotheses were developed based on the following objectives: (1) to describe the level of leadership styles of organizational heads in terms of directing, coaching, facilitating, and delegating, (2) to measure the

percentage of government workforce in terms of generations, (3) to ascertain the level of employee commitment to the organization, to their services, to their work and career, (4) to establish the significance of the relationship between leadership style and employee commitment, as well as generational differences and employee commitment, and (5) to determine the moderating effect of generational differences on the relationship of leadership styles and employee commitment.

The findings of this study are significant for government agencies seeking to improve employee commitment and organizational performance through effective leadership practices. By identifying the moderating effect of generational differences on the relationship between leadership styles and employee commitment, this study can inform the development of leadership programs and policies that are tailored to different generational groups. Ultimately, this study contributes to the literature on leadership, employee commitment, and generational differences in the context of government agencies, which can benefit both researchers and practitioners.

The findings reveal that directing, coaching, facilitating and delegating leadership styles have significant main effects on overall employee commitment.

It is worth noting that generational differences have significant main effects on overall employee commitment.

The interaction term with ($\beta = 0.022$, $p = .258$) is not significant, indicating that generational differences do not significantly moderate the relationship between directing leadership style and overall employee commitment after controlling for the main effects of directing leadership style and generational differences.

Generational differences do not significantly moderate the relationship between facilitating leadership style and overall employee commitment also because the R^2 value remains the same at 0.383.

Interaction between delegating leadership style and generational differences does not significantly affect overall employee commitment as well since the difference in R^2 values (0.384 in Step 1 and 0.386 in Step 2) is not statistically significant enough to moderate the variable.

However, the main effect of coaching leadership style on employee commitment is consistent across both generations. This indicates that coaching leadership style can be an effective way to improve overall employee commitment regardless of generational differences. Specifically, for each one-unit increase in coaching leadership style, the increase in employee commitment is predicted to be 0.007 units larger for generation-type Gen X participants than for generation-type

millennial participants. Thus, generational differences significantly moderate the interaction between coaching leadership style and employee commitment.

5. Conclusion

According to the findings of the hierarchical regression analysis, the impact of coaching leadership style on overall employee commitment was moderated by generational differences. However, the main effect of the coaching leadership style on employee commitment remained consistent across both generations, suggesting that the coaching leadership style was an effective means of enhancing employee commitment regardless of generational diversity. In one of the studies of the new Chinese generation, employees positively impact their preference for high relationship-oriented leadership like coaching. A study also showed that there is a negative relationship between authoritative and coaching leadership styles and organizational constraints levels, which means that the more authoritative and the more coaching coaching-oriented the supervisors were, the less pronounced employees reported job-related impediments.

The impact of the coaching leadership style on employee commitment can be visualized through a slope on a graph, indicating the expected rise in commitment as the coaching leadership style increases. Similarly, the effect of generation type on employee commitment can also be represented by a slope on the same graph while taking into account the influence of coaching leadership style. The interaction between coaching leadership style and generation type is demonstrated by how the slopes change as the levels of each variable are changed.

This was supported in the study of Employee commitment greatly depends on the employed leadership style by heads. This was being affirmed by one study conducted among personnel of Pakistani Hospitals as to their commitment to service quality, where (Pahi et al., 2020) concluded that there is a direct relationship between transformational leadership to service quality commitment. Leadership styles bring impact to employees not only to their commitment but also to their trust.

In the context of generational differences and leadership styles in a government agency, Affective Events Theory (AET) can provide insights into how emotions may moderate the relationship between leadership styles and employee commitment. The theory suggests that different generational groups may respond differently to leadership styles, depending on their emotional reactions to specific events at work. For instance, a coaching leadership style may be effective in improving employee commitment among one generation. However, it may have a different impact on another generation, depending on their emotional reactions to the leadership style.

Therefore, understanding the emotional reactions of different generational groups to various leadership styles can help organizational leaders tailor their leadership approach to maximize employee commitment across all generations. Affective Events Theory (AET) provides a useful framework for understanding the complex interplay between emotions, leadership styles, and employee commitment in the context of generational diversity in the workplace.

Leaders need to recognize the potential impact of generational differences on the relationship between coaching leadership style and employee commitment. Leaders should be mindful of the unique perspectives, values, and expectations of different generations in the workforce and tailor their leadership approach accordingly. This can involve providing targeted training and development programs that address the specific needs and preferences of different generations. By doing so, leaders can create a more inclusive and supportive work environment that nurtures greater employee commitment and satisfaction.

Organizations should focus on developing coaching leadership styles as they are perceived as more effective in improving employee commitment across different generations. Leaders should be trained on how to effectively use coaching leadership styles, as well as other leadership styles, to better meet the needs of employees from different generations. Organizations should regularly assess employee perceptions of different leadership styles and their impact on employee commitment, as this information can be used to guide leadership development and decision-making.

Furthermore, it is recommended that organizations should pay attention to generational differences when implementing leadership styles. The study showed that generational differences significantly moderate the relationship between coaching leadership style and employee commitment. Therefore, leaders should tailor their leadership approach to meet the needs of different generations and ensure that the coaching leadership style is appropriately applied to maximize its impact on employee commitment.

Since the study is conducted within the Philippine Statistics Authority Davao Region, it would be beneficial for the organization to improve and put in place the coaching culture in tune also with the Quality Management System's continual improvement. Organizational heads are also encouraged to undergo training on managing performance and coaching for results. It would be better also if pieces of training will be provided not only for leaders or heads but also for all personnel for them to be oriented on how proper coaching will really help to develop everyone's full potential.

Finally, it is suggested that future research should explore how other variables, such as directing, facilitating, and delegating leadership styles, may influence the relationship

between employee commitment. This can help organizations develop a more comprehensive understanding of how different factors interact to affect employee commitment to services, work and career that will identify additional strategies for enhancing it.

Funding Statement

This research is fully funded by the authors.

Acknowledgements

This research paper is dedicated to our Almighty God for making all things perfect in due time in accordance with His most Holy Name. My deepest gratitude also goes to my husband for his encouragement and for always pushing me to my greatest extent.

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