

## Communication styles, cultural diversity practices and classroom management techniques of millennial teachers

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**Abstract:** This study focused on the communication styles, cultural diversity practices, and classroom management techniques of millennial teachers, examining their frequency of use and possible interrelationships. Specifically, it investigated how these were employed by millennial English teachers in selected secondary schools in the First District of Capiz and the Division of Roxas City. From a total population of 462, 210 millennial English teachers voluntarily responded to a researcher-made survey questionnaire. Using a descriptive-correlational research design, the study aimed to assess the extent to which these variables were practiced and explore any potential correlations. Mean was used to determine the frequency of use, while Pearson  $r$  tested for relationships among the variables. Findings revealed that assertive communication was the most commonly used style, though overall usage of communication styles was moderate. Respondents also demonstrated active integration of cultural diversity practices in their teaching. For classroom management, the authoritative style emerged as the most preferred. Despite these patterns, statistical analysis showed no significant correlation among the variables. This suggests that these aspects operate independently within the pedagogical approaches of millennial English teachers and are not necessarily predictive of one another.

**Keywords:** Work-related stress factors, Recreational sports engagement, Teaching effectiveness, MAPEH Teachers and Wellness Program

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## INTRODUCTION

Teaching in today's generation demands a more advanced and nuanced set of skills, especially when delivering English instruction in culturally diverse classrooms. The role of teachers has evolved from mere knowledge transmission to facilitating a learning experience that requires constructive communication, a deep understanding of cultural diversity, and strong classroom management techniques. These elements are critical in delivering quality education that meets the diverse needs of learners. The shift has been particularly evident as millennial teachers—those born between 1980 and 2000—now dominate the teaching workforce, bringing with them not only a natural affinity for technology but also new approaches to communication, cultural engagement, and classroom discipline.

Millennial teachers, as digital natives, face unique challenges and opportunities in their teaching practices. They are tasked with bridging the gap between traditional instructional methods and modern technological advancements while fostering inclusive and respectful classroom environments. For English language classrooms, this involves not only adapting communication styles to meet learners' linguistic needs but also recognizing the importance of

cultural diversity in shaping educational experiences. Research underscores the significance of assertive, inclusive, and adaptable communication, which promotes student engagement, enhances participation, and supports language acquisition (Barrett & Baker, 2017). Teachers' ability to tailor their interactions to the cultural and social expectations of their students fosters a more engaging and collaborative classroom environment.

Moreover, cultural diversity practices are crucial in supporting learners from varied backgrounds. English teachers, in particular, must navigate distinct cultural values, traditions, and perceptions within their classrooms. Culturally responsive teaching and multicultural educational frameworks play essential roles in fostering inclusivity, equity, and mutual respect (Barrett et al., 2017). The integration of diverse cultural perspectives not only enriches classroom discussions but also promotes innovation and creativity (Audretsch et al., 2010; Mickiewicz et al., 2019), as learners and teachers alike are exposed to a wide range of ideas, beliefs, and problem-solving approaches.

Effective classroom management remains a foundational component in ensuring successful teaching outcomes, especially in increasingly complex educational settings. Modern classroom management extends beyond traditional discipline, encompassing strategies that address inclusion, bilingualism, disability accommodations, and culturally sensitive interactions. Research shows that structured and well-organized classrooms not only foster academic success but also enhance students' emotional well-being and motivation (Saifi et al., 2018; Aliakbariand, 2015). For millennial teachers, this complexity demands flexibility, adaptability, and continuous reflection on how communication, cultural engagement, and management techniques intersect to shape classroom dynamics.

Millennial teachers are often characterized by their flexibility, innovation, and emphasis on mutual respect and collaboration. They make use of technology, project-based learning, and differentiated instruction to create dynamic and student-centered learning environments. By adapting communication styles and employing culturally inclusive practices, they can bridge generational and cultural gaps, ensuring that students from all backgrounds feel valued and engaged. This aligns with the broader educational goal of promoting sustainable development through inclusive and equitable quality education, fostering peaceful and just societies.

Recognizing the significance of these skills, the study aims to explore how communication styles, cultural diversity practices, and classroom management techniques are employed by millennial English teachers. It seeks to identify which strategies are most effective in enhancing learner engagement, managing classroom behavior, and promoting instructional efficiency. By examining the interplay between these factors, the research hopes to provide actionable insights that can help educational institutions support millennial teachers in creating inclusive, effective, and culturally responsive learning environments. Ultimately, this study underscores the importance of equipping millennial teachers with the tools and training necessary to meet the evolving needs of today's diverse student populations, ensuring that all learners have the opportunity to succeed.

### *Problem Statement*

Generally, this study sought to determine the frequency of communication styles, cultural diversity practices and classroom management techniques of millennial teachers and their relationship to one another.

Specifically, it aimed to answer the following questions:

1. How often do millennial teachers use communication styles in general and in terms of aggressive, assertive, manipulative, passive, and submissive?
2. How often do millennial teachers use cultural diversity practices in general and in terms of ethnicity, language, norm and religion?
3. How often do millennial teachers use classroom management techniques in general and in terms of authoritarian, authoritative, indulgent and permissive?
4. Is there a significant relationship among communication styles, cultural diversity practices and classroom management techniques of the millennial teachers?

### *Theoretical framework*

This study was anchored to Howard Giles' Communication Accommodation Theory (1973), which provided a crucial framework for understanding how individuals modify their communication styles to foster more effective interactions. According to this theory, speakers adjust their communication by either converging, adapting to align with their conversational partner's style, or diverging, emphasizing differences to maintain social or cultural identity. In a diverse classroom setting, teachers naturally encounter students with varying linguistic backgrounds, communication norms, and learning preferences.

At the same time, teachers may choose to diverge in certain situations, such as when reinforcing academic language or maintaining authority, ensuring that students also adapt to standardized communication practices necessary for academic success.

Applying CAT's principles in the classroom enables teachers to better navigate the social and cultural diversity present in modern educational settings, ultimately enhancing student engagement and comprehension. By acknowledging and accommodating students' unique communication styles, teachers foster an atmosphere of mutual respect, collaboration, and inclusivity, making students feel valued and understood. Moreover, accommodation extends beyond verbal interactions to include non-verbal communication, classroom management techniques, and instructional delivery methods, all of which contribute to an enriched learning experience.

Additionally, Lev Vygotsky's Sociocultural Theory (1978) emphasized that cognitive development is deeply embedded in social interactions and the cultural contexts in which individuals are immersed. According to this perspective, learning does not occur in isolation but is instead a socially mediated process where individuals acquire knowledge and skills through meaningful engagement with others, particularly within structured environments such as classrooms.

In the context of classroom instruction, Vygotsky's theory implied that teachers play a crucial role in fostering learning experiences that are not only academically enriching but also culturally responsive. For millennial teachers, this means employing pedagogical strategies that acknowledge and embrace the diverse cultural identities of their students. By designing lessons that reflect students' lived experiences, utilizing culturally relevant examples, and encouraging dialogue that respects multiple perspectives, teachers can bridge the gap between theoretical knowledge and real-world application.

In addition, James Banks and Geneva Gay's Multicultural Education Theory (1970) emphasized the importance of integrating diverse cultural perspectives into the educational framework to create an inclusive and equitable learning environment. This theory asserted that

education should not be limited to a dominant cultural narrative but should instead reflect the experiences, histories, and contributions of various cultural groups.

Integrating multicultural education principles into classroom management also enhanced teachers' ability to address the diverse needs of their students while maintaining an orderly and inclusive space for learning. By recognizing and respecting cultural differences in communication styles, behavioral expectations, and learning preferences, educators can implement strategies that are both effective and culturally responsive. Ultimately, applying Banks' and Gay's principles allows educators to develop a classroom management approach that is equitable, student-centered, and culturally affirming, ensuring that all learners thrive academically and socially in a diverse educational setting.

Moreover, this study was also anchored to B.F. Skinner's Behaviorist Theory (1953), particularly his concept of operant conditioning, highlighted the role of reinforcement and punishment in shaping behavior. According to Skinner, behaviors are learned and modified based on their consequences. Positive reinforcement strengthens desirable actions by providing rewards, while negative reinforcement removes unfavorable conditions to encourage appropriate behavior. Conversely, punishment is used to decrease undesirable behaviors. In a classroom setting, teachers can apply these principles to foster discipline, engagement, and positive learning habits. For instance, rewarding students with praise, privileges, or incentives for active participation and good behavior reinforces their motivation to continue performing well. Integrating Skinner's Behaviorist Theory into classroom management helps teachers maintain a productive and disciplined learning environment, ensuring that students stay engaged and focused.

Therefore, classroom management serves as a fundamental pillar in shaping and reinforcing positive student behavior, directly influencing the overall learning environment. Grounded in established theoretical frameworks, such as Communication Accommodation Theory, Behaviorist Theory, and Multicultural Education Theory, classroom management strategies provide structured and research-based approaches to fostering discipline, engagement, and inclusivity. These theories offer valuable insights into how millennial teachers can effectively navigate the complexities of modern classrooms, ensuring that instructional delivery, student interactions, and behavioral expectations align with best educational practices. By integrating these theoretical perspectives, teachers can develop evidence-based management strategies that not only enhance academic achievement but also create a supportive and culturally responsive learning space where students feel respected, motivated, and empowered to succeed.

Moreover, the ability of teachers to modify their communication styles, implement culturally responsive teaching strategies, and employ reinforcement techniques significantly impacts their ability to manage student behavior and learning outcomes effectively. Thus, understanding and applying these theoretical foundations equips educators with the necessary tools to cultivate a well-structured, inclusive, and dynamic classroom setting that meets the diverse needs of 21st-century learners.

## METHODOLOGY

### *Research design*

A descriptive-correlational research design was used in this study. According to Christensen et al. (2015) descriptive-correlational research is a research design that described the variables and examines the relationships between them without manipulating any variables. It was utilized to

better understand the characteristics of the variables at a specific point in time and to explore possible relationships among them.

The descriptive approach was used to determine the frequency of use of millennial teachers in secondary schools within the Division of Roxas City and the First District of Capiz as it applied three key aspects of teaching: (1) communication styles, (2) cultural diversity practices, and (3) classroom management techniques. By analyzing these factors, the study aimed to provide a clearer picture of how these teachers interact with students, manage diverse classrooms, and maintain an effective learning environment.

In addition, the correlational aspect of the study sought to examine the connections between these three variables. Specifically, it investigated whether communication styles influenced classroom management, if cultural diversity practices played a role in shaping teaching strategies, and how these elements interacted in a real-world teaching setting.

### *Locale of Study*

The focus of the study was on the communication styles, cultural diversity practices and classroom management techniques of millennial English teachers in the Secondary Schools of the Division of Roxas City and the First District of Capiz

### *Respondents of the study*

Specifically, the participants of the study were the millennial English teachers of the Secondary Schools from the Division of Roxas City and the First District of Capiz

### *Selection and Description of Respondents*

The participants of the study were the 210 millennial English teachers out of 462 in both Junior High School and Senior High School in the Division of Roxas City and in the First District of Capiz on Academic Year 2024-2025. In the Division of Roxas City, there were 87 English teachers and 375 English teachers from the First District of Capiz.

The sample size was calculated using Raosoft Sample Size Calculator. It is a sample size calculator used in survey research to determine the number of participants needed to achieve a desired level of accuracy (Raosoft, Inc., 2004). This calculator is especially helpful in ensuring that survey results accurately represent the target population.

Raosoft Sample Size Calculator was used in this study and the stratification was done by municipalities. Stratified random sampling is a sampling technique in which the population is divided into distinct subgroups, or strata, that share similar characteristics (Cochran, 1977). Random samples were then selected from each stratum to analyze the different experiences or outcomes associated with each demographic groups represented by the strata.

To randomly select the sample, a lottery method was used. In the lottery method, choose the sample at random by using a computer program that will simulate the same action.

### *Data Gathering Instruments*

The current study utilized a researcher-made questionnaire to determine the frequency of using the communication styles, cultural diversity practices, and classroom management techniques of the millennial English teachers. Likert Scale was then used to rate the responses of the participants in each question.

The research instrument used in this study was divided into three (3) parts. Part I of the instrument was the questionnaire gathering the responses about communication styles of the

participants. The questionnaire was composed of five (5) components: Statements 1 to 10 was about aggressive style, from 11 to 20 was assertive style, statements from 21 to 30 focused on manipulative style, from 31 to 40 was about submissive style and statements from 41 to 50 was focused on passive style. Each of the components composed 10 statements which described the frequency of using the communication styles by the participants inside the classroom.

Part II of the research instrument was composed of statements about cultural diversity practices which was given to the participants to measure the frequency of their cultural diversity practices inside the classroom. The instrument was composed of four (4) components: The statements from 1 to 10 focused on the first components which was ethnicity, the statements from 11 to 20 was about language, from 21 to 30 statements focused on religion and statements from 31 to 40 was about norm.

Part III of the research instrument was about the classroom management techniques of the participants. The researcher utilized this questionnaire, which was composed of four (4) components: Statements from 1 to 10 focused on authoritarian management, from 11 to 20 was about authoritative management, on items twenty-one 21 to 30, it focused on permissive management and on items 31 to 40 focused indulgent management.

#### *Data Gathering Procedure*

The researcher secured a letter to conduct the study in the Division of Roxas City and in the First District of Capiz from the Schools Division Superintendent.

The data in this study were gathered after administering the questionnaire to the millennial English teachers of the secondary schools in the First District of Capiz including the Division of Roxas City. The researcher used both Google Forms and face-to-face survey to gather the data needed. Google Forms were administered to collect the data from the different schools which were far from the city.

Before the research instrument was disseminated, it underwent first a rigorous validation and reliability testing. The researcher accompanied the questionnaire with a detailed explanation of its mechanics, the procedures to be involved, and the potential benefits of participation. The completed forms undergone a thorough review to ensure that all the necessary data was accurately captured. Responses were then meticulously encoded and prepared for processing. The researcher utilized the IBM SPSS Statistics 28 software to analyze and derive meaningful insights from the gathered data. This software aided in conducting quantitative analyses to explore the correlational relationships among the variables under investigation, ultimately providing valuable insights into the research objectives. The results of the analysis were then discussed and interpreted.

#### *Data Analysis Procedure*

The gathered data were analyzed using appropriate computer software. For descriptive data, the following statistical tool was used: Mean was utilized to analyzed the data collected in addressing problems 1, 2 and 3. Additionally, it was applied to assess the frequency of use of communication styles, cultural diversity practices and classroom management techniques of the millennial English teachers. The Pearson correlation measures the strength of the linear relationship between two and among variables. It has a value between -1 to 1, with a value of -1 meaning a total negative linear correlation, 0 being no correlation, and + 1 meaning a total positive correlation. This was used to determine the relationship between and among

communication styles, cultural diversity practices and classroom management techniques of the millennial English teachers.

## DISCUSSION OF FINDINGS

### *Communication styles of millennial teachers*

Table 2 reveals that millennial English teachers in secondary schools across the First District of Capiz, including the Division of Roxas City, sometimes apply different communication styles in their professional interactions, with an overall mean score of 3.01. This suggests that while communication strategies are occasionally used, they are not consistently or systematically applied, which highlights a crucial area for improvement given the essential role of communication in effective teaching. The findings point to the need for teachers to strengthen their communication skills to foster meaningful relationships with students, colleagues, and administrators, as effective communication supports conflict resolution, collaboration, and student academic success.

Notably, assertive communication emerged as the most dominant style, with a mean of 4.72, interpreted as almost always used by millennial teachers. This finding is highly positive, as assertive communication reflects a balance between authority and empathy, allowing teachers to express their thoughts and maintain classroom respect while encouraging student participation. It aligns with Sochukwum et al. (2020), who emphasized that assertive communicators model self-confidence and healthy interpersonal interactions, thus fostering student growth, inclusion, and academic engagement.

In contrast, aggressive communication was rated as sometimes used (mean = 2.81), signaling occasional use of confrontational or overly authoritative behaviors. While occasional, such communication can negatively affect classroom climate, creating tension, reducing student participation, and potentially lowering student confidence, as Agarwal (2019) suggests. Aggressive communication may trigger defensive or disengaged student responses, reinforcing the importance of millennial teachers adopting more constructive and emotionally supportive communication techniques.

Manipulative communication was reported as rarely used (mean = 2.35), reflecting a positive trend where teachers largely avoid controlling or deceptive tactics. This aligns with Carion (2022), who noted that manipulative strategies can erode trust and undermine open classroom dynamics. The low use of manipulation indicates that millennial educators prioritize ethical, transparent, and student-centered approaches, contributing to authentic learning relationships and positive educational outcomes.

Similarly, passive communication was also rarely employed (mean = 2.57), indicating that millennial teachers generally avoid withholding opinions or yielding to others to avoid conflict. While occasional passive communication may arise in sensitive situations, over-reliance on it can create misunderstandings, weaken classroom authority, and lead to professional dissatisfaction, as Bevan and Sole (2017) highlight. The findings suggest that these teachers recognize the importance of confident and clear communication in maintaining effective classroom management.

Finally, submissive communication was sometimes used (mean = 2.64), showing that while not dominant, some teachers occasionally hesitate to assert themselves, especially in conflict

situations or interactions with authority figures. According to Kudesia (2023), this style can lead to feelings of being undervalued or overlooked, and over time, it can undermine teachers' sense of agency and contribute to emotional exhaustion. While occasional submissive behavior might support harmony, its long-term use risks diminishing professional confidence and effectiveness.

Overall, the findings underscore that although millennial teachers demonstrate a strong preference for assertive communication, which promotes positive learning environments, there remains occasional use of less effective styles like aggressive and submissive communication. Strengthening communication skills, ensuring the consistent application of constructive strategies, and reducing reliance on less effective approaches could significantly enhance teaching performance, student outcomes, and job satisfaction. These insights point to the importance of ongoing professional development and institutional support to help millennial teachers maximize their impact in increasingly diverse and dynamic classroom settings.

### *Cultural diversity practices of millennial teachers*

The findings revealed that millennial English teachers in secondary schools within the First District of Capiz, including the Division of Roxas City, almost always apply culturally responsive teaching practices, as reflected by a total mean score of 4.72. This high rating highlights a deep and intentional commitment among teachers to fostering an inclusive, supportive, and respectful classroom environment where cultural diversity is not only acknowledged but actively embedded in daily teaching practices. These teachers go beyond mere awareness of diversity; they deliberately create spaces where every student feels valued, respected, and empowered to express their identity, promoting unity within diversity and enhancing both academic and social development.

The findings demonstrate that cultural diversity is deeply woven into teaching strategies, classroom interactions, and learning experiences. Teachers who prioritize inclusivity model open-mindedness, critical thinking, and adaptability—essential skills for students living in an increasingly interconnected and multicultural world. By integrating cultural perspectives into lessons and encouraging respectful dialogue, these educators help students develop empathy, cross-cultural communication abilities, and an appreciation for different worldviews, shaping them into socially responsible and culturally competent individuals.

Specifically, the mean score for ethnicity was 4.79, indicating that teachers show strong sensitivity and responsiveness to students' diverse cultural backgrounds. This approach not only affirms students' identities but also fosters a sense of belonging, enhancing engagement and participation. The result aligns with Given Martinez's (2019) assertion that ethnicity, shaped by shared cultural elements such as language, religion, and traditions, should be reflected meaningfully in pedagogical practices. By doing so, teachers create authentic, inclusive learning experiences where students feel seen and appreciated.

Similarly, the mean for language was 4.75, reflecting teachers' attentiveness to how they use language as both an instructional tool and a medium for promoting inclusivity. Language in this context becomes more than just a means of delivering content—it becomes a bridge connecting diverse perspectives and traditions. This finding aligns with Robins and Crystal (2021), who define language as a key system through which individuals express themselves within cultural and social groups. By mindfully using language, teachers strengthen clarity, engagement, and cultural appreciation in the classroom.

The mean for norms was 4.67, showing that millennial teachers intentionally establish positive classroom norms that support inclusivity, respect, and student collaboration. These social norms, as Cole (2018) suggests, act as guiding principles that regulate behavior and create social cohesion. Teachers who successfully embed inclusive norms foster classroom environments where students feel safe to share, question, and collaborate, ultimately reinforcing both academic success and social growth.

Finally, religion was also rated at a high mean of 4.65, demonstrating teachers' strong respect for the diverse religious beliefs represented in their classrooms. This aligns with Durkheim's (2018) perspective that religion serves as a unifying system of beliefs and practices, contributing to moral and social unity. By respecting religious diversity, teachers promote tolerance, empathy, and global awareness, helping students navigate a world where cultural and religious differences can often be sources of division.

Overall, the results emphasize that millennial teachers in these schools play a pivotal role in advancing culturally responsive education. Their practices not only improve academic engagement but also prepare students to become empathetic, open-minded, and globally aware citizens. These findings reinforce the evolving role of teachers as cultural facilitators who shape inclusive, respectful, and harmonious learning spaces, ensuring that education extends beyond academic achievement to encompass the nurturing of socially responsible and culturally competent individuals ready to contribute meaningfully to an increasingly diverse world.

#### *Classroom management techniques of millennial teachers*

The findings revealed that millennial teachers in secondary schools across the First District of Capiz and the Division of Roxas City often use a variety of classroom management techniques, reflected by a total mean score of 3.74. This suggests that these educators actively apply multiple strategies to create structured, engaging, and productive learning environments. Rather than relying on a single method, they blend different approaches—balancing discipline, student involvement, and positive teacher-student relationships—to meet the diverse academic and personal needs of their learners. This adaptability highlights the evolving role of teachers not just as instructors, but as facilitators of students' holistic development, nurturing critical thinking, collaboration, and responsibility.

The findings indicate that while some gaps may exist in teacher preparation, millennial teachers effectively refine their management skills through direct classroom experience, professional development, and mentorship. As Goodwin et al. (2014) noted, classroom management is a fundamental component of professional growth, and its successful application plays a pivotal role in ensuring both academic success and student well-being. These teachers demonstrate a proactive commitment to fostering environments where students feel supported, engaged, and guided.

Among the techniques examined, authoritative classroom management emerged as the most frequently used, with a mean of 4.40 (almost always). This approach reflects a balanced style where teachers set clear rules and expectations while remaining supportive and responsive to students' academic and emotional needs. Authoritative management encourages open communication, student participation, and the development of critical thinking, as Saxena (2023) explained, creating a classroom culture grounded in respect, empathy, and collaboration. This balance of structure and autonomy helps students build confidence, motivation, and a sense of

belonging, which contributes to both immediate academic performance and long-term positive attitudes toward learning.

On the other hand, authoritarian classroom management was rated at 3.80 (often), indicating that many teachers employ strict, teacher-centered strategies focused on discipline and control. While this approach is effective for maintaining order, especially in large or potentially disruptive classes, it may limit student autonomy and engagement if overused. As Saxena (2023) noted, an overly rigid framework can hinder creativity, critical thinking, and the development of independent learning skills. Therefore, while authoritarian strategies serve an important purpose, they must be balanced with more student-centered methods to avoid creating a restrictive classroom atmosphere.

Indulgent classroom management also received an often rating, with a mean of 3.51, reflecting the teachers' emphasis on fostering positive relationships, open discussions, and collaborative learning. This approach promotes inclusivity and encourages students to take an active role in their education. However, as Saxena (2023) cautioned, indulgent management must be paired with clear boundaries to prevent classrooms from becoming unstructured or unproductive. Millennial teachers' ability to integrate indulgent techniques alongside authoritative practices indicates a sophisticated understanding of how to balance freedom with academic responsibility.

Finally, permissive classroom management was rated at 3.25 (sometimes), indicating that only a few millennial teachers occasionally adopt highly unstructured, student-led approaches. While limited permissiveness can foster creativity and independent thinking, Baumrind (2023) emphasized that excessive permissiveness can lead to disengagement, lack of accountability, and chaotic classroom dynamics. The relatively low use of permissive strategies among millennial teachers suggests that most recognize the importance of maintaining structure and consistency while still allowing room for student autonomy and voice.

Overall, the findings show that millennial teachers are not only effective in employing a mix of classroom management strategies, but they also demonstrate the ability to adapt these approaches to the complex, diverse needs of modern learners. By blending authoritative, authoritarian, indulgent, and limited permissive techniques, they create environments that are both structured and dynamic—spaces where students can thrive academically, socially, and emotionally. This balanced approach ultimately fosters a culture of mutual respect, engagement, and personal growth, preparing students not just for classroom success but also for the challenges and opportunities of life beyond school.

### *Communications styles, cultural diversity practices and classroom management techniques of millennial teachers*

The researcher found that there is no significant relationship among the three core variables examined in the study—communication styles, cultural diversity practices, and classroom management techniques—used by millennial teachers in secondary schools across the First District of Capiz and the Division of Roxas City. The data indicate that changes or improvements in one variable do not reliably predict increases or decreases in the others, suggesting that these components operate independently within the teaching environment rather than directly influencing each other in meaningful or measurable ways.

Statistically, the correlations among the variables were very weak: the correlation between communication styles and cultural diversity practices was -0.084 (a very weak negative

relationship) with a p-value of 0.206; between communication styles and classroom management techniques was 0.077 (a very weak positive relationship) with a p-value of 0.243; and between cultural diversity practices and classroom management techniques was 0.060 (another very weak positive relationship) with a p-value of 0.369. All p-values were far above the commonly accepted significance threshold of 0.05, meaning the null hypothesis—that no significant relationships exist among these variables—was not rejected.

These findings challenge widely held assumptions in both educational practice and research. Although previous studies, such as those by Cardenas and Cerado (2016), Lee and Ahn (2020), Khan et al. (2017), and Geneva (2013), have emphasized the interconnections between communication, cultural responsiveness, and classroom management, the current study's results suggest that, statistically, these elements may not be as closely linked as previously believed. For example, while Lee and Ahn (2020) found that blended communication styles enhance multicultural classroom effectiveness, this study's findings indicate that communication styles do not have a measurable influence on diversity practices. Similarly, despite Khan et al.'s (2017) assertion that communication is key to effective classroom management, the data here do not support a strong or significant connection between these two areas.

The implications are important for educators and administrators alike. It suggests that efforts to improve classroom management, cultural responsiveness, or communication should not rely on the assumption that progress in one area will automatically enhance the others. Instead, schools and training programs may need to address these components individually, ensuring that targeted strategies are developed for each domain. For example, improving classroom management may require a focus on setting clear behavioral expectations, establishing consistent routines, and using student engagement techniques, rather than simply refining communication styles or adding cultural content.

Moreover, the findings point toward the influence of other factors—such as school policies, student demographics, classroom size, teacher experience, and instructional design—that may play a more decisive role in shaping effective classroom management and culturally responsive teaching. This suggests that educational institutions should adopt a holistic approach that combines policy reforms, professional development, and curriculum integration, rather than assuming that teacher behavior alone can drive comprehensive change across all areas. Finally, these results open important avenues for future research. There is a need to explore the specific conditions or contexts in which communication styles, diversity practices, and classroom management might interact more strongly, or to identify additional variables that might mediate or moderate these relationships. Understanding these complexities can help educators and leaders design more effective interventions that strengthen not only individual teaching practices but also the broader educational environments in which they operate.

## CONCLUSION

Based on the findings, the following conclusions were drawn:

The findings of this study highlight key insights into the communication styles, cultural diversity practices, and classroom management techniques of millennial teachers in secondary schools within the First District of Capiz and the Division of Roxas City.

This research reveals that assertive communication style is the most commonly used by millennial teachers. This allows them to express their thoughts and emotions openly and honestly while fostering a respectful and comfortable learning environment. Assertive communication

remains the most commonly practiced style, reflecting millennial teachers' ability to communicate clearly while maintaining respect for their students. Conversely, the minimal use of passive communication indicates a clear preference for active interaction over silence or avoidance. This behavior demonstrates millennial teachers' commitment to building open, inclusive, and responsive educational spaces that prioritize student engagement and mutual understanding.

Additionally, cultural diversity practices are consistently implemented in classroom interactions and teaching strategies. This indicates that teachers actively create inclusive and welcoming environments where students can appreciate differences and diverse perspectives. Ultimately, these practices reflect a strong commitment to inclusivity and respect. By valuing diverse perspectives, teachers foster a sense of belonging and acceptance among students, promoting mutual understanding, reducing cultural barriers, and nurturing a more empathetic and socially aware learning community.

Regarding classroom management techniques, the study shows that the authoritative management is the most dominant style among millennial teachers. Permissive classroom management appears at an average level, suggesting that while some teachers allow student autonomy, it is not the prevailing method. Most millennial teachers lean toward an authoritative style, balancing firm guidance with genuine support. This approach helps create structured learning environments where expectations are clear and students feel encouraged and understood. While some permissive management, such as accommodating student input, are present, they are not dominant. This indicates that millennial teachers value both structure and flexibility, aiming to maintain order while honoring student voice and individuality.

Lastly, the study finds no significant relationship among the three variables: communication styles, cultural diversity practices, and classroom management techniques. Variations in one aspect do not necessarily influence the others. Each functions independently, indicating that teachers may communicate in one style, manage classrooms in another, and address diversity differently based on what they believe works best in each context. This highlights the complexity of teaching, where different strategies can coexist without being directly connected.

Overall, millennial teachers demonstrate a strong commitment to assertive communication, cultural inclusivity, and effective classroom management. While practices vary in consistency, their overall approach fosters supportive, engaging, and adaptable learning environments for students.

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