



BABY BOOMER TEACHERS' GENERATIVE QUALITIES: THEIR DRIVE FOR SELF-ACTUALIZATION AND PUPILS' ACADEMIC PERFORMANCE

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ABSTRACT

This study investigated the generative qualities of baby boomer teachers that influence their drive for self-actualization and how it could impact pupils' academic performance. A quantitative research method was employed, with 571 teaching personnel aged 58 to 65 years old who taught straight classes being selected through purposive sampling. The data were collected using a questionnaire-checklist that assessed generative qualities and self-actualization, drawing on Erik Erikson's Theory of Psychosocial Development and Abraham Maslow's Hierarchy of Needs. Correlational analysis was conducted to establish the relationship between variables in the study. The results indicated that the generative qualities of the baby boomer teachers significantly impacted their drive for self-actualization and the academic performance of their pupils. The findings suggested that enhancing generative qualities among baby boomer teachers could lead to improved academic outcomes for pupils. These results have implications for developing targeted teacher development programs that promote generativity and foster positive outcomes in the classroom.

Keywords: *Baby Boomers' Teachers; Generative Qualities; Self-Actualization; Academic Performance*

INTRODUCTION

The Old age was when he/she first beheld the effects of competent care, the fruits of a few well-kept items, and a spectacular generativity in which adults demonstrate an active, though distant, concern for life itself, their kids, and the broader species (Schoklitsch, 2011).

Educators who were born during the Baby Boomer period are now the oldest generation actively employed by the Department of Education. School administrators look to the members in this group as a source of knowledge and experience, as well as models for colleagues of other generations and for the ethos of the school (Yildiz,2019). However, their voices are rarely heard nowadays, and they are considered as marginalized cluster in the educational system. In the context of the Philippine Education, baby boomer teachers at the present time receive less credit than they deserve in the realm of teaching.

The term "Baby Boomer" is commonly used to refer to those who were born in the decades following the end of World War II. Their birth years range from 1945 to 1964. They are identified by the traits of emotional attachment, contentment, and loyalty. They also have a strong commitment to authority figures, cultural norms, and traditions. This generation is known for living and breathing work, and they are also self-driven, resistive to change, devoted to their employers, idealistic, upbeat, and ambitious in their careers. They adhere to the motto "work hard now, receive due in the future" and think that improving one's level of life may be accomplished via hard labor. Baby Boomers put forth a lot of effort and are driven by their job status, earnings, and reputation. Other traits of this generation include their reputation as excellent mentors and their expectation to remain in the same location for the whole of their careers. (Polat et.al.,2019)

Erik H. Erikson, a psychologist, coined the term "generativity" to describe the main developmental job of the seventh stage of the life cycle, which is to take care of and contribute to the next generation. The developmental challenge for middle-aged individuals is to be productive, creative, and procreative while also overcoming a pervasive sense of self-indulgence or personal stagnation. Anything that benefits the growth of others and future generations is said to be generative. Erikson called the ego strength that results from the effective achievement of generativity the virtue of care. Based on the findings of several pieces of research, generative adults have a wide range of desirable characteristics, including a deep cultural awareness and a robust capacity for global adaptation (Peterson & Duncan, 2017). If we look at the Big Five personality qualities, we see that creative women and men excel at being conscientious, outgoing, pleasant, and receptive to new experiences while scoring low on neuroticism. In addition, women who scored well in generativity at age 52 also scored highly in effective aging at age 62, marital and maternal satisfaction, and positive personality qualities. Higher global cognitive functioning (including memory, attention, and calculation), higher executive functioning (including response inhibition, abstract thinking, and cognitive flexibility), and lower depression levels in late adulthood were all associated with higher scores in generativity among men during midlife. (Malone, Liu, Vaillant, Rentz, & Waldinger, 2016).

Self-actualization is the realization of one's full potential. Self-actualization has the same meaning as self-realization, self-reflection, and self-exploration. The phrase self-actualization was coined by the neurologist Kurt Goldstein. Self-actualization, as he defined it, is the realization of this innate motivation, which he asserted was present in everybody. Abraham Maslow further investigated and popularized the concept of self-actualization within the discipline of psychology. Today, most of the self-actualization literature adheres to Maslow's definition and conception of the term. The concept of self-actualization proposed by Maslow spawned the fields of humanistic psychology and positive psychology, which are widely used in counseling, education, organizational innovation, and enabling social and political change. This entry covers

the notion of self-actualization, how it is measured, how it develops across the life span, and how the concept has influenced humanistic and positive psychology. (D'Souza 2018)

The Professional Code of Ethics for Teachers' Article VIII, Section 9 expresses that "A teacher shall ensure that conditions contribute to the maximum development of learners are adequate and shall extend needed assistance in preventing or solving learner's problems and difficulties", serves as the touchstone of all educators to increase their drive for self-actualization.

Lack of a strong desire to improve oneself is associated with a shattered belief in one's own potential. A perception that people are "inferior" or "less than human" will have a detrimental effect on pupils' ability to learn.

To put it succinctly, one of the most fundamental responsibilities of a teacher is to organize a range of activities that, when combined, will enable pupils to fully enhance their academic performance. However, to transcend to his or her pupils, a teacher must first achieve self-actualization.

Every educational institution's success hinge on pupils' academic performance. Academic performance, as described by Narad and Abdullah (2016), is "the knowledge learned that is assessed by a teacher's grades" or "the educational goals established by pupils and instructors to be achieved over a certain period." The success of the students in the classroom is essential to the development of the country's future leadership and workforce, who will be responsible for the nation's social and economic development. Thus, this academic endeavor aims to maximize the academic performance of the pupils to produce highly competitive learners that will become highly competent leaders.

This research takes seriously the importance of determining the generative qualities of baby boomer teachers that influence their drive for self-actualization to maximize students' academic performance, as emphasized by the preceding studies. The researchers have observed that baby boomer teachers in the workplace where they belong are given less recognition, which has led to their stagnation and consequent inefficiency in the department. This inspired them to investigate their generative qualities to boost their capacity for self-actualization and thus better serve the learners. Furthermore, researchers hope that this study will shed light on the need for baby boomer teachers to be acknowledged for their contributions to academic circles and will serve as a reference point for enhancing pupils' academic performance. Pupils' academic performance depicts the outcome of education. The pursuit of academic performance serves multiple purposes. It is the standard of success in educational institutions for pupil's strong academic background provides more career options and job security.

Research Questions

The purpose of this study was to look into the baby boomer teachers' generative qualities and their drive for self-actualization and pupils' academic performance.

Specifically, this study sought answers to the following questions:

1. What is the demographic profile of the baby boomer teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 educational qualification;
 - 1.4 length of service;
 - 1.5 seminars/trainings attended?
2. What is the level of generative qualities of baby boomer teachers along:
 - 2.1 Parental Generativity;
 - 2.2 Biological Generativity;
 - 2.3 Technical Generativity;

- 2.4 Cultural Generativity;
 - 2.5 Social Generativity;
 - 2.6 Ecological Generativity?
3. Is there a significant difference in the level of generative qualities of baby boomer teachers when grouped according to profile?
 4. What is the level of drive for self-actualization of the baby boomer teachers?
 5. Is there a significant relationship between level of generative qualities of the baby boomer teachers and their level of drive for self-actualization?
 6. What is the pupils' academic performance?
 7. Is there a significant relationship between the baby boomer teachers' level of generative and pupils' performance?
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METHODOLOGY

Research Method

This study employed quantitative method with a descriptive survey research design to test the hypotheses and systematically analyze the data. A correlational analysis was performed to determine the significant relationship between variables in the study.

Research Environment

This study was conducted in the different public elementary schools of the province of Zamboanga del Norte comprising the three schools' divisions, namely: Schools Division of Zamboanga del Norte, Schools Division of Dapitan City and Schools Division of Dipolog City. Zamboanga del Norte is in Northern Mindanao. It is flanked on the north and west by the Sulu Sea, on the east by Misamis Occidental, and on the south by Zamboanga del Sur.

The province covers an area of 6,618 square kilometers. It has an average elevation of 243.8 meters, with the highest peak, Mt. Dabiak in Katipunan, standing at 2,600 meters. Plains can also be found along the beaches. The irregular coastline of the province covers 400 kilometers from north to south.

The Spaniards formerly occupied the province of Zamboanga del Norte through Dapitan in the north and Siocon in the south, where an old Spanish fort on a hill by the sea survives today, Port Santa Maria, a natural port.

Long before Spanish colonialism, Zamboanga del Norte was a "calm paradise" for the meek and timid Subanens who resided along the river's or "suba" banks. For food, they went fishing, hunting, and planted field crops. They created their own garments from plant fibers.

The first documented Visayan colonization occurred in 1563, with 800 families from Bohol led by chieftain Pagbuaya. Dapitan quickly rose to prominence as a Christian bastion in Mindanao. Six years later, during the restoration and rehabilitation era, it became clear that controlling the whole 16,532 square kilometers of the Zamboanga Peninsula was a monumental challenge for any administration. By virtue of Republic Act 711, enacted into law by late President Elpidio Quirino and authored by late Congressman Roseller T. Lim, the vast Zamboanga

Province was divided into two (2) provinces, namely, Zamboanga del Norte and Zamboanga del Sur, with Dipolog City and Pagadian City as capitals, respectively, on June 6, 1952.

The expansion of the educational sector has gone hand in hand with the province's political and social development. There are already several public elementary schools that support boosting literacy.

Zamboanga del Norte is a province with an area of 720,594 ha. It consists of two component cities, the trading and commercial hub of Dipolog City and the tourist hotspot of Dapitan City, as well as 25 municipalities, including Baliguian, Godod, Gutalac, Jose Dalman, Kalawit, Katipunan, Labason, La Libertad, Leon B. Postigo, Liloy, Manukan, Mutia, Pian, Polanco, Rizal, Manuel A. Roxas, Salug. The province is located on the northwest tip of the Zamboanga Peninsula, close to Mindanao's western border. It is bordered by the provinces of Zamboanga del Sur and Zamboanga Sibugay in the east, Misamis Occidental in the north, Zamboanga City in the south, and more than 400 kilometers of irregular coastline that faces the Sulu Sea. In relation to the other islands in the Philippine Archipelago, it is strategically located. As of August 1, 2015, Zamboanga del Norte had a total population of 1,011,393, or 140 people per square kilometer.

Additionally, based on the Division Enrolment Report from June 2019 and out of the 25 municipalities in the province, this study identified thirty-five (35) school districts with six hundred thirty-seven (637) public elementary schools. One hundred forty-four (144) public elementary schools are in the first congressional district, two hundred eighty (280) schools are located in the second congressional school district and there are two hundred thirteen (213) public elementary schools located in the third congressional school district.

Moreover, Dapitan City is located on the northwestern coast of Mindanao, on the northern tip of Zamboanga del Norte. It is a twin wedge-shaped landmass that is bordered on the north by the Sulu Sea and on the south by the municipalities of Mutia and La Libertad. On the east, it is bordered by the municipalities of Sibutad and Rizal, while on the west, it is bordered by Dipolog City and the municipalities of Polanco, Sibutad, La Libertad, and Rizal, all of which are in the province of Zamboanga del Norte.

As of August 1, 2015, the city has a total land area of 39,053.1267 hectares, or 390.5313 square kilometers, and a population of 82,418 people. There are 50 barangays in all, with eight (8) classified urban and located in the poblacion, namely: Bagting, Banonong, Cawa-Cawa, Dawo, Linabo, Potol, Santa Cruz, and Talisay. Twenty seven (27) are interior, namely: Antipolo, Aseniero, Ba-ao, Barcelona, Burgos, Dampalan, Daro, Diwaan, Hilltop, Ilaya, Kauswagan, Larayan, Liyang, Ma. Cristina, Ma. Uray, Masidlakon, Opao, Owaon, Oyan, Potungan, San Francisco, San Nicolas, Santo Niño, Sigayan, Sinonoc, Sulangon, and Tamion.

On the other hand, Dipolog City Division has had a rich, multi-decade history. It has witnessed the ups and downs of the city from what it was in 1969, when it was just a regular chartered city, to what it is now, when it is a leading business hub and a thriving city in the entire province of Zamboanga del Norte.

Sitio Tulwanan was the original location of the entire Dipolog town site where it is now. Tulwanan was founded in the 14th century six kilometers inland, next to the river, not far from the current barangay center of Lugdungan. In what is now Barangay Lugdungan, was the Old Sitio Tulwanan.

The Spanish Provincial Government of Misamis, to which Dipolog belonged, established a Civil Government in 1834. Don Domingo Ruiz, the town's executive, served as its first leader. Since Cagayan de Oro in Misamis Province's Dapitan District, which included Dipolog and a neighboring township, was far away, Judge William H. Taft, President of the Second Philippine Commission, ordered the District's separation in 1903.

Today, Dipolog City is considered as the educational hub for Zamboanga del Norte, one of the educational hubs for Northwestern Mindanao, and the sub-convention hub for Region IX.

the Dipolog City DEPED Division has generally been regarded as one of the most effective divisions in Region IX since its creation in 1975 up to the present. All public educational facilities and activities in Dipolog City were governed by the Zamboanga del Norte Provincial Schools Division prior to the establishment of the Dipolog City Division. Sadly, the search team was unable to find the original document that established the City Division on December 31, 1975. It was only mentioned on page 14 of the July 1, 1993, 80th Adlaw sa Dipolog Report as one of the highlights. Regarding the closest source for the creation date, this is it. The change began on July 1, 1974, according to the resource person's service records, Mrs. Narcisa M. Ortega. The separation from the Zamboanga del Norte Provincial Schools Division appeared to occur on this day, but the actual effective date was December 31, 1975.

Research Respondents and Sampling

This study involved five hundred seventy-one (571) teaching personnel ages 58 years old to 65 years old handling straight teaching classes.

Purposive sampling method was used to select the respondents of the study. Research Instruments and Validity

This study employed a questionnaire-checklist to obtain the necessary data. The questionnaire for Generative Qualities was extracted from Erik Erikson's Theory of Psychosocial Development developed by A. Schoklitsch & U. Baumann: Measuring Generativity in Older Adults, while the checklist for Self-Actualization was drawn from Abraham Maslow's Hierarchy of Needs developed by Kaufman's Characteristics of Self-Actualization Scale.

The questionnaire was consisted of three (3) parts. The first part consisted of the profile of the teachers in terms of age, sex, educational qualification, length of service and seminars and trainings attended.

The second portion of the questionnaire involved items that assessed the generative traits of baby boomer teachers, and the third part focused on the level baby boomer teachers' drive for self-actualization.

For validation, the questionnaire was presented to experts in the field of education. Those that were determined to be irrelevant were discarded and replaced with items that were more crucial.

Research Procedure Gathering of Data

The researchers had obtained permission from the division authorities of the three schools division of the province of Zamboanga del Norte to collect data for their study.

After the approval of the permit, they proceeded with the distribution of questionnaires to all selected respondents. Responses were retrieved promptly and tabulated, calculated, analysed, and interpreted.

Treatment of Data

Frequency Counting and Percent. The tools used to quantify the profile of the respondents in terms of sex, age, educational qualification, designation, length of service, and

seminars and trainings attended. Percent was calculated by getting the frequency of each category divided by the total number of respondents.

Weighted Mean. It was used to quantify the respondents' ratings along with the generative qualities of the baby boomer teachers, their drive for self-actualization and the pupils' academic performance.

Standard Deviation. It was used to determine the degree of homogeneity and heterogeneity of the responses where $SD < 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Mann-Whitney U Test. It was used to test the significant difference in the level of generative qualities of the baby boomer teachers when respondents were grouped according to age and sex.

Kruskal-Wallis H test. It was used to test the significant difference in the level of generative qualities of the baby boomer teachers when respondents were grouped according to the length of service, educational attainment and seminar and trainings attended.

Spearman Rank-Order Correlation Coefficient. It was used to find the impact on the level of generative qualities of the baby boomer teachers to their level of drive for self-actualization and pupils' performance.

The following guide for interpreting the value of p , suggested by Cohen, West, and Aiken (2014), was used.

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

The data for this study were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS version 27.0), Jamovi and Microsoft Excel Data Analysis ToolPak. Hence, posting the statistical formulas would not be necessary. The statistical test was performed at the 0.05 level of significance.

The following statistical continuum was used to interpret the level of generative qualities of baby boomer teachers along with Parental Generativity, Biological Generativity, Technical Generativity, Cultural Generativity, Social Generativity and Ecological Generativity.

STATISTICAL CONTINUUM

LEVEL OF THE GENERATIVE THE QUALITIES OF THE BABY BOOMER TEACHERS

1.0 – 1.75	Never/Very Poor
2.0 1.76 – 2.50	Rarely/Poor
3.0 2.51 – 3.25	Sometimes/Good
4.0 3.26 – 4.00	Very Often/Very Good

The following statistical continuum was used to interpret the level of Drive for Self-Actualization of Baby Boomer Teachers.

STATISTICAL CONTINUUM

LEVEL OF DRIVE FOR SELF-ACTUALIZATION OF BABY BOOMER TEACHERS

1.0 – 1.75	Strongly Disagree/Very Weak – Least Driven
2.0 1.76 – 2.50	Disagree/Weak- Driven
3.0 2.51 – 3.25	Agree/Average- Highly Driven
4.0 3.26 – 4.00	Strongly Agree/Strong – Very Highly Driven

RESULTS

Demographic Profile of Baby Boomer Teachers

Table 1

The Demographic Profile of Baby Boomer Teachers

PROFILE	Frequency	Percent
Age		
58 – 59 years old	347	60.8
60 – 61 years old	174	30.5
62 – 63 years old	39	6.8
64 – 65 years old	11	1.9
Total	571	100.0
Sex		
Male	73	12.8
Female	498	87.2
Total	571	100.0
Educational Qualification		
Bachelor's Degree	117	20.5
With Master's Degree units	374	65.5
Master's Degree	63	11.0
With Doctorate Degree units	0	0.0
Doctorate Degree	17	3.0
Total	571	100.0
Length of Service		
11 – 15 years	60	10.5
16 – 20 years	93	16.3
21 – 25 years	140	24.5
26 – 30 years	124	21.7
31 – 35 years	145	25.4
36 years or over	9	1.6
Total	571	100.0
Seminars/Training Attended		
5 times or less	83	14.5
6 – 10 times	116	20.3
11 – 15 times	54	9.5
16 – 20 times	148	25.9
21 – 25 times	28	4.9
26 times or more	142	24.9
Total	571	100.0

Table 1 presents the demographic profile of baby boomer teachers. The table shows the profile, frequency, and percentage.

The table demonstrates that for age group classification, three hundred forty seven (347) or 60.8% were between 58 – 59 years old, one hundred seventy four (174) or 30.5% were between 60 – 61 years old, thirty nine (39) or 6.8% were between 62 – 63 years old, and eleven (11) or 1.9% were 64 – 65 years old. About forty percent of the teachers were at the retirement age.

Of these baby boomer teachers, seventy-three (73) or 12.8% were males and four hundred ninety-eight (498) or 87.2% were females. About ninety percent of the baby boomer teachers in the three school divisions were females.

There were one hundred seventeen (117) or 20.5% teachers were bachelor's degree holder, three hundred seventy-four (374) or 65.5% have master's degree units, sixty three (63) or 11.0% were master's degree holder, and seventeen (17) or 3.0% were doctorate degree holder. More than a majority of the baby boomer teachers have earned master's degree units or master's degree holder.

Regarding to baby boomer teachers length of service, there were sixty (60) or 10.5% teachers have served 11 – 15 years, ninety three (93) or 16.3% have served between 16 – 20 years, one hundred forty (140) or 24.5% have served between 21 – 25 years, one hundred twenty four (124) or 2.7% have served between 26 – 30 years, one hundred forty five (145) or 25.4% have served 31 – 35 years, and nine (9) or 9.6% have 36 years or over in the service. About fifty percent (26 years or over) of the baby boomer teachers have lots of experience in teaching.

With reference to seminars/training attended, eighty three (83) or 14.5% have attended 5 times or less, one hundred sixteen (116) or 20.3% have attended 6 – 10 times, fifty four (54) or 9.5% have attended 11 – 15 times, one hundred forty eight (148) or 25.9% have attended 16 – 20 times, twenty eight (28) or 4.9% have attended 21 – 25 times, and one hundred forty two (142) or 24.9% have attended 26 times or more. About sixty percent of the baby boomer teachers have attended seminars/training 16 times or more.

Kramer (2020) mentioned that researchers doing studies on boomers have centered their attention on the size of their generation. Given that births had been dropping before World War II and demographers had predicted a continuous decline in population, Moreover, Paniale (2013) revealed in her study entitled, "An Analysis Of Generational Differences And Their Effects On Schools And Student Performance" that a degree can lead to a promotion or income raise, but baby boomers attend college for personal reasons. They believed they might achieve more in life and saw higher education to escape working-class, married life and use higher education to mark a move from a family role to a personal one. They hope to gain self-confidence, self-fulfillment, and change careers.

Generative Qualities of Baby Boomer Teachers

Table 2

The Level of Parental Generativity of Baby Boomer Teachers

Items	Weighted Mean	Standard Deviation	Level/Implication
1. Support friendships	3.65	.630	Very Often/Very Good
2. Deal with achievement	3.35	.595	Very Often/Very Good
3. Pass on values	3.46	.610	Very Often/Very Good
4. Encourage partnerships	3.50	.563	Very Often/Very Good

5. Support leisure activities	3.55	.548	Very Often/Very Good
6. Be a role model to deal with work	3.71	.461	Very Often/Very Good
7. Read or tell stories	3.62	.551	Very Often/Very Good
8. Support career decision	3.63	.548	Very Often/Very Good
9. Mind to whom friendships	3.46	.613	Very Often/Very Good
10. Pass on experiences	3.52	.613	Very Often/Very Good
Grand Weighted Mean	3.55	.584	Very Often/Very Good
1.00 – 1.75 Never/Very Poor		1.76 – 2.50 Rarely/Poor	
2.51 – 3.25 Sometimes/Good		3.26 – 4.00 Very Often/Very Good	

Table 2 presents the level of parental generativity of baby boomer teachers. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of frequency, and implication.

The table exhibited that the baby boomer teachers believed that all the above indicators were very true to them. This implies that the teachers were engaged in the realization of developmental tasks to their pupils.

The grand weighted mean 3.55 and standard deviation .584 indicated, in general, that the baby boomer teachers' level of parental generativity was very good. This means that they acted as parents to their pupils and show interest as they mature and providing concrete help to prepare them for adulthood.

The findings backed up Stevens' (2015) study, "Underlying Factors of Parent Involvement", which claimed that parental influence is also a common expression of generativity, as outlined in Erik Erikson's theory of psychosocial development. Adults that are generative produce resources for the future. Generative development is typically linked to parenting (Erikson, 1963). High-generativity parents are more compassionate, effective, and involved in their children's education.

The findings presented above added legitimacy to Peterson's (2006) assertion that baby boomers who were considered as high-generativity parents reported higher levels of positive emotions, higher levels of self-esteem, greater involvement in their families' religious practices, and lower levels of religious rejection.

Table 3
The Level of Biological Generativity of Baby Boomer Teachers

Items	Weighted Mean	Standard Deviation	Level/Implication
1. Continuity of family through offspring	3.45	.669	Very Often/Very Good
2. Similar character of child/children	3.30	.753	Very Often/Very Good
3. Similar profession	3.20	.789	Sometimes/ Good
4. Be a role model concerning marriage	3.56	.733	Very Often/Very Good

5. Procure family identity	3.50	.750	Very Often/Very Good
6. Prepare for own family life	3.47	.784	Very Often/Very Good
7. Have own biological child/children	3.68	.698	Very Often/Very Good
8. Care for relationships to relatives	3.69	.530	Very Often/Very Good
Grand Weighted Mean	3.48	.734	Very Often/Very Good
1.00 – 1.75 Never/Very Poor		1.76 – 2.50 Rarely/Poor	
2.51 – 3.25 Sometimes/Good		3.26 – 4.00 Very Often/Very Good	

Table 3 presents the level of biological generativity of baby boomer teachers. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of frequency, and implication.

It can be seen in the table that the baby boomer teachers rated item #3 (Similar profession) the lowest with weighted mean 3.20 and standard deviation .789. This means that they sometimes inspire their children to follow their career. The baby boomer teachers rated item #8 (Care for relationships to relatives) the highest with weighted mean 3.69 and standard deviation .530. This suggested that they inculcate in the minds of their children the importance of family relationships.

The summarized data presented above produced a grand weighted mean 3.48 and standard deviation .734 that described the baby boomer teachers' level of biological generativity as very good.

The results of the study regarding the Biological Generativity of Baby Boomer Teachers corroborated the findings of Kramer's (2020) study, "The Impact of Career Experiences on Generativity and Postretirement Choices for Intelligence Community Baby Boomers," which asserted that Baby Boomers who successfully resolve the crisis of middle adulthood to establish a relationship, family, and career can now begin to consider their role in the next generation. This definition captures the essence of generativity as exemplified by the virtue of care, which is most frequently manifested in care for their immediate family (though not limited to parenthood), which can also include work, volunteerism, political and religious organizations, friends and associations, and other similar groups. The antithesis of creativity is stagnation, which occurs when an individual fails to overcome the current situation satisfactorily

Table 4
The Level of Technical Generativity of Baby Boomer Teachers

Items	Weighted Mean	Standard Deviation	Level/Implication
1. Teach how to repair certain things	3.50	.787	Very Often/Very Good
2. How to work with certain materials	3.46	.744	Very Often/Very Good
3. Teach how to deal with technical devices	3.23	.763	Sometimes/ Good
4. Pass on skills	3.35	.655	Very Often/Very Good

5. Care for young people.	3.64	.598	Very Often/Very Good
6. Teach how to play certain games	3.32	.791	Very Often/Very Good
Grand Weighted Mean	3.43	.708	Very Often/Very Good
1.00 – 1.75 Never/Very Poor		1.76 – 2.50 Rarely/Poor	
2.51 – 3.25 Sometimes/Good		3.26 – 4.00 Very Often/Very Good	

Table 4 presents the level of technical generativity of baby boomer teachers. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of frequency, and implication.

As displayed in the table, the baby boomer teachers rated item #3 (Teach how to deal with technical devices) the lowest with weighted mean 3.23 and standard deviation .763. This implies that they sometimes taught their children the importance of technologies and how to deal with them. They rated item #5 (Care for young people) the highest with weighted mean 3.64 and standard deviation .598. This means that they provided knowledge on how to treat their fellow children.

The grand weighted mean 3.43 and standard deviation .708 indicate, in general, that the level of technical generativity of baby boomer teachers was very good. They share personal knowledge and skills to benefit the children.

The findings above supported Chang's (2020) study on "Generativity and Shared Agency With Foster Youth For Education", which pointed out that the concept of generativity helps explain why unrelated adults, like volunteer advocates, may desire to help non-kin youngsters. Generativity was first defined by Erik Erikson as "procreativity, production, and inventiveness" fresh viewpoints, new possessions, and motherhood. According to Erikson's theory of psychosocial development, adults must balance generativity and stagnancy to foster the next generation. Technical Generativity means passing on information and skills, improving the community, being remembered, and taking responsibility for others. Individuals strong in generativity are focused on future generations and want to leave a constructive legacy. Midlife, when active parenting declines and employment become more stable, volunteering can support adults' generative concerns. So, biological generative concerns can push baby boomer teachers to mentor as they advance.

Table 5

The Level of Cultural Generativity of Baby Boomer Teachers

Items	Weighted Mean	Standard Deviation	Level/Implication
1. Pass on political values	3.07	.878	Sometimes/ Good
2. Get involved politically	2.88	.903	Sometimes/ Good
3. Support cultural facilities	3.21	.766	Sometimes/ Good
4. Take on responsibility	3.46	.621	Very Often/Very Good
5. Positive changes in society	3.54	.621	Very Often/Very Good
6. Support social institutions	3.55	.623	Very Often/Very Good

7. Create enriching works	3.54	.565	Very Often/Very Good
8. Impart cultural values	3.64	.605	Very Often/Very Good
9. Talk with young people about future of humankind	3.65	.500	Very Often/Very Good
10. Assist young people	3.57	.496	Very Often/Very Good
Grand Weighted Mean	3.41	.710	Very Often/Very Good
1.00 – 1.75 Never/Very Poor		1.76 – 2.50 Rarely/Poor	
2.51 – 3.25 Sometimes/Good		3.26 – 4.00 Very Often/Very Good	

Table 5 presents the level of cultural generativity of baby boomer teachers. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of frequency, and implication.

The baby boomer teachers were good at these indicators: passing on political values, getting involved in politics, and supporting cultural facilities. It was also found that they were very good at these indicators: taking on responsibility, being optimistic in societal changes, creating enriching works, imparting cultural values, talking about the future of mankind to the children, and assisting the children.

In general, the level of cultural generativity of baby boomer teachers was very good as indicated by the grand weighted mean 3.41 and standard deviation .710. This suggests that they were very good at teaching the children in passing down one's culture to the next generation.

The results affirmed Hofer et al. (2016) study on generativity in Cameroon, Germany, China, and the Czech Republic. Researchers measured internalized cultural need for generativity using self-transcendence values. Hofer et al. were the first to empirically support the idea that internalized cultural need for generativity causes generative concern. As in prior investigations, absence of longitudinal data limited impact and generativity (Hofer et al., 2016)

The data shown on the table validate O'Dea's (2021) assertion concerning elder Jewish volunteers' intentions. Her study discovered three themes related to cultural generativity: volunteering to preserve and pass down Jewish traditions and beliefs, a Jewish ethic of giving back as a duty, and anti-Semitism and prejudice prompting Jewish participants to volunteer. Findings imply volunteerism can express cultural generativity.

Table 6

The Level of Social Generativity of Baby Boomer Teachers

Items	Weighted Mean	Standard Deviation	Level/Implication
1. Pass on experiences	3.32	.635	Very Often/Very Good
2. Impart social values	3.39	.566	Very Often/Very Good
3. Pass on knowledge	3.40	.631	Very Often/Very Good

4. Be a role model	3.57	.549	Very Often/Very Good
5. Help young people to develop	3.71	.463	Very Often/Very Good
6. Guide young people	3.79	.460	Very Often/Very Good
7. Show how to handle money	3.74	.496	Very Often/Very Good
Grand Weighted Mean	3.56	.564	Very Often/Very Good
1.00 – 1.75 Never/Very Poor		1.76 – 2.50 Rarely/Poor	
2.51 – 3.25 Sometimes/Good		3.26 – 4.00 Very Often/Very Good	

Table 6 presents the level of social generativity of baby boomer teachers. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of frequency, and implication.

As reflected in the table, the baby boomer teachers were very good in all indicators of social generativity. The grand weighted mean 3.56 and standard deviation .564 described the level of social generativity of baby boomer teachers as very good. This implies that they can enlighten the children on the importance of personal development and its relation to social changes.

The findings reinforced the research conducted by Magatti (2019) and titled "Social Generativity: A Relational Paradigm for Social Change" referred to the social generativity of the baby boomer as a model of self-realization. This model incorporates the findings of five years' worth of interdisciplinary empirical research into a framework in which creativity, empowerment, and human flourishing are essential components of revolutionary social transformation.

Table 7
The Level of Ecological Generativity of Baby Boomer Teachers

Items	Weighted Mean	Standard Deviation	Level/Implication
1. Live ecology-minded	3.58	.644	Very Often/Very Good
2. Avoid garbage	3.65	.543	Very Often/Very Good
3. Be thrifty with energy	3.71	.491	Very Often/Very Good
4. Leave behind an intact environment	3.66	.625	Very Often/Very Good
5. Protect animals	3.73	.480	Very Often/Very Good
6. Buy organic food	3.73	.476	Very Often/Very Good
Grand Weighted Mean	3.69	.513	Very Often/Very Good
1.00 – 1.75 Never/Very Poor		1.76 – 2.50 Rarely/Poor	
2.51 – 3.25 Sometimes/Good		3.26 – 4.00 Very Often/Very Good	

Table 7 presents the level of ecological generativity of baby boomer teachers. The table shows the items, weighted mean, standard deviation, grand weighted mean, level of frequency, and implication.

We can also see in this table that the baby boomer teachers indicated that they were very good in all indicators of ecological generativity. The grand weighted mean 3.69 and standard deviation .513 suggest that the level of ecological generativity of baby boomer teachers was very good. This means that they have a very good dispositional tendency to be committed to future generations to leave the environment in pristine condition.

In their work on "exploring the idea of environment generativity," Milfront et al. (2013) quoted Erikson's theory of human development, which explains the connection between parental status and environmental care. The findings confirm this theory, and they give credibility to Milfront et al. (2013). The baby boomers who were in the middle of their lives demonstrated the connections that may be made between environmental conditions and the ability to procreate. Even after taking into consideration demographics, outlook, and altruism, the number of children a Baby Boomer couple had was a significant predictor of both their conservationist sentiments and the self-reported ecological behavior they engaged in.

Table 8

The Summary of the Level of Generative Qualities of Baby Boomer Teachers

Dimensions	Mean	Standard Deviation	Implication
Parental Generativity	3.55	.584	Very Often/Very Good
Biological Generativity	3.48	.734	Very Often/Very Good
Technical Generativity	3.43	.708	Very Often/Very Good
Cultural Generativity	3.41	.710	Very Often/Very Good
Social Generativity	3.56	.564	Very Often/Very Good
Ecological Generativity	3.69	.513	Very Often/Very Good
Overall	3.52	.651	Very Often/Very Good
1.00 – 1.75	Never/Very Poor	1.76 – 2.50	Rarely/Poor
2.51 – 3.25	Sometimes/Good	3.26 – 4.00	Very Often/Very Good

Table 8 presents the summary of the level of generative qualities of baby boomer teachers. The table shows the dimensions, mean, standard deviation, overall, and implication.

The summary of the baby boomer teachers' responses indicated that their level of generative qualities along all dimensions were very good. The overall mean 3.52 and standard deviation .651 confirmed that as well. This suggests that the baby boomer teachers were willing to engage in acts that promote the well-being of the children as a way of ensuring their survival in the future generations.

The outcome validated Schoklitsch's study, "Measuring Generativity in Older Adults: The Growth of New Scales," which investigated the concept of generativity as an important component of human development that has a significant impact on an individual's capacity to age well. She interviewed baby boomer employees and discovered that a sense of purpose or generativity was crucial to their perception that they were aging successfully. Through acquired idealism (i.e., experience, knowledge, and time) and material resources, old age allows for the

actualization of generativity. They describe it as an aspect of aging that has not yet been recognized for its significant contributions.

Difference in the Generative Qualities of Baby Boomer Teachers When Grouped According to Profile

Table 9

The Difference in the Level of Generative Qualities of Baby Boomer Teachers When Grouped According to Age

Dimension	H-Value	P-Value	Interpretation
Parental Generativity	37.877	.000	Significant
Biological Generativity	65.061	.000	Significant
Technical Generativity	56.405	.000	Significant
Cultural Generativity	72.598	.000	Significant
Social Generativity	47.007	.000	Significant
Ecological Generativity	1.033	.793	Not Significant

Table 9 presents the difference in the level of generative qualities of baby boomer teachers when grouped according to age. The table shows the profile, H-value, P-value, and interpretation.

The computed H-values 37.877 for Parental Generativity, 65.061 for Biological Generativity, 56.405 for Technical Generativity, 72.598 for Cultural Generativity, and 47.007 for Social Generativity produced P-values that are less than 0.05 level of significance. This means that there was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, cultural, and social, generativity when grouped according to age. This implies that the generative qualities of baby boomer teachers were dependent on their age. Baby boomer teachers who are 62 to 65 years old have better generative qualities along these dimensions.

However, the computed H-value 1.033 for Ecological Generativity found a P-value that is greater than .05 level of significance. This means that there was no significant difference in the level of generative qualities of baby boomer teachers along ecological generativity when grouped according to age. The willingness of baby boomer teachers to engage in acts that benefits the physical surroundings were at similar level.

Cherry's (2022) definition of generativity as caring for others while also creating and finishing worthwhile projects is borne out by these findings. Building relationships, keeping promises, mentoring, and leaving a legacy are all essential aspects of being a generative person. Having children and caring for them can often achieve this goal. People that make it in this day and age are those who take an active role in both their family and neighborhood.

Table 10

The Difference in the Level of Generative Qualities of Baby Boomer Teachers When Grouped According to Sex

Dimension	U-Value	P-Value	Interpretation
Parental Generativity	6104.000	.000	Significant
Biological Generativity	16741.500	.271	Not Significant
Technical Generativity	13564.500	.000	Significant
Cultural Generativity	17567.500	.641	Not Significant
Social Generativity	16540.500	.209	Not Significant

Ecological Generativity	16293.000	.137	Not Significant
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Table 10 presents the difference in the level of generative qualities of baby boomer teachers when grouped according to sex. The table shows the profile, U-value, P-value, and interpretation.

The computed U-values 16741.500 for Biological Generativity, 15567.500 for Cultural Generativity, 16540.500 for Social Generativity, and 16293.000 for Ecological Generativity produced P-values that are greater than 0.05 level of significance. This means that there was no significant difference in the level of generative qualities of baby boomer teachers along biological, cultural, social, and ecological generativity when grouped according to sex. This implies that male and female baby boomer teachers' generative qualities along these dimensions were at similar level.

However, the computed U-values 6104.000 for Parental Generativity and 13564.500 for Technical Generativity found P-values that are less than .05 level of significance. This means that there was a significant difference in the level of generative qualities of baby boomer teachers along parental and technical generativity when grouped according to sex. Female teachers were found to have better generative qualities along these dimensions.

However, the results contradict Sagara's (2017) study, entitled "The Structure of Generativity and the Gender Differences in Middle Age" which examined the development of a generativity scale and gender disparities among 649 Japanese men and women. Men have greater generative consciousness, whereas women possessed greater social will.

Table 11

The Difference in the Level of Generative Qualities of Baby Boomer Teachers When Grouped According to Educational Qualification

Dimension	H-Value	P-Value	Interpretation
Parental Generativity	23.389	.000	Significant
Biological Generativity	80.580	.000	Significant
Technical Generativity	41.364	.000	Significant
Cultural Generativity	20.516	.000	Significant
Social Generativity	6.921	.074	Not Significant
Ecological Generativity	3.283	.350	Not Significant

Table 11 presents the difference in the level of generative qualities of baby boomer teachers when grouped according to educational qualification. The table shows the profile, H-value, P-value, and interpretation.

The computed H-values 23.389 for Parental Generativity, 80.580 for Biological Generativity, 41.364 for Technical Generativity, and 20.516 for Cultural Generativity produced P-values that are less than 0.05 level of significance. This means that there was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, and cultural when grouped according to educational qualification. This suggests that the educational qualification is a factor that enhanced the generative qualities of baby boomer teachers along these dimensions.

However, the computed H-values 6.921 for Social Generativity and 3.283 for Ecological Generativity found P-values that are greater than .05 level of significance. This means that there was no significant difference in the level of generative qualities of baby boomer teachers along social and ecological generativity when grouped according to educational qualification.

Educational qualification has no bearing in the social and cultural generative qualities of baby boomer teachers.

The findings of this research endeavor matched Ball's (2019) study on "Theories of Generative Change in Teacher Education," which said generativity theories evolved from psychological development to education, teacher education, and 21st century classrooms. In education and the development of teachers to teach in culturally and linguistically complex classrooms, it's important to note that teachers—many of whom have never worked with diverse student populations—must develop the ability to translate their desire to teach into a conscious concern to serve the next generation—into a generative commitment to teach all students. Educational qualification influences baby boomer teachers' generativity because they must decide on generative behavior goals and turn them into successful instructional solutions for their students. Generativity conducts "births" inventive pedagogical problem-solving. Generativity entails creating a product or legacy, according to research. Generativity theory encourages diverse teaching. Generative behavior includes caring for infants and developing intergenerational traditions. Bad reflection, passion, belief, concern, inner drive, and cultural necessity should motivate innovation. Generosity builds and gives. Generative narratives and writing as pedagogy address demand, want, worry, belief, internalization, commitment, and action.

Table 12

The Difference in the Level of Generative Qualities of Baby Boomer Teachers When Grouped According to Length of Service

Dimension	H-Value	P-Value	Interpretation
Parental Generativity	32.225	.000	Significant
Biological Generativity	44.689	.000	Significant
Technical Generativity	18.054	.003	Significant
Cultural Generativity	70.546	.000	Significant
Social Generativity	54.127	.000	Significant
Ecological Generativity	5.225	.389	Not Significant

Table 12 presents the difference in the level of generative qualities of baby boomer teachers when grouped according to length of service. The table shows the profile, H-value, P-value, and interpretation.

The computed H-values 32.225 for Parental Generativity, 44.689 for Biological Generativity, 18.054 for Technical Generativity, 70.546 for Cultural Generativity, and 54.127 for Social Generativity produced P-values that are less than 0.05 level of significance. This means that there was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, cultural, and social, generativity when grouped according to length of service. This implies that the baby boomer teachers who stayed longer in teaching have better generative qualities along these dimensions.

However, the computed H-value 5.225 for Ecological Generativity found a P-value that is greater than .05 level of significance. This means that there was no significant difference in the level of generative qualities of baby boomer teachers along ecological generativity when grouped according to length of service. The ecological generativity of baby boomer teachers was at similar level regardless of how long they have been teaching.

This study's findings mirrored those of Doerward, et.al (2021)'s paper entitled "Generativity at work: A meta-analysis", which said that generativity is adaptive and increases well-being. The length of service has a correlation with educators' procreation. Similar findings

have been extended to the workplace over the past three decades, where generativity has been associated to job satisfaction, work engagement, leadership effectiveness, and work participation beyond retirement age (Clark & Arnold, 2008; Kooij et al., 2013; Zacher, Rosing, Henning, et al., 2011; Zhan et al., 2015). According to research, generativity may be developed and demonstrated in the workplace through coaching, mentoring, and leadership (Chaudhry et al., 2017; Passmore et al., 2013; Wanberg et al., 2006; Zacher, Rosing, Frese, et al., 2011).

Table 13

The Difference in the Level of Generative Qualities of Baby Boomer Teachers When Grouped According to Seminars/Training Attended

Dimension	H-Value	P-Value	Interpretation
Parental Generativity	46.730	.000	Significant
Biological Generativity	111.362	.000	Significant
Technical Generativity	51.871	.003	Significant
Cultural Generativity	84.496	.000	Significant
Social Generativity	58.840	.000	Significant
Ecological Generativity	1.116	.953	Not Significant

Table 13 presents the difference in the level of generative qualities of baby boomer teachers when grouped according to seminars/training attended. The table shows the profile, H-value, P-value, and interpretation.

The computed H-values 46.730 for Parental Generativity, 111.362 for Biological Generativity, 51.871 for Technical Generativity, 84.496 for Cultural Generativity, and 58.840 for Social Generativity produced P-values that are less than 0.05 level of significance. This means that there was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, cultural, and social, generativity when grouped according to seminars/training attended. This implies that the baby boomer teachers who attended more seminars/training have better generative qualities along these dimensions.

However, the computed H-value 1.116 for Ecological Generativity found a P-value that is greater than .05 level of significance. This means that there was no significant difference in the level of generative qualities of baby boomer teachers along ecological generativity when grouped according to length of service. The ecological generativity of baby boomer teachers was at similar level despite of the number of seminars/training they attended.

This research reinforced Rodriguez et.al's (2019) study "Generativity and life satisfaction of active older people: Advances (keys) in educational perspective" which stated that understanding generativity or a generative action from an educational perspective requires the length of professional development attended. Education builds identity and empowers (Gonçalves Barbosa & Garcadel Dujo, 2016). This need addresses generative action pedagogy. First, identity depends on unfinished schooling. To speak about an older person's identity is to allude to numerous identities, a self-fashioned by varied locations and people with whom they've coexisted, where the older person attempts to respond to personal and social contributions that generativity refers to (Miralles, & Alfageme, 2015). Throughout their lives and in a shared journey with identity building, baby boomers have experienced a double process: an original, almost inalterable one of building an idea of oneself; the other, changing, discontinuous, in that becoming a person is not set in stone, inalterable, but instead requires minor processes of identity rebuilding, where the generative aspect in baby boomer lies at the core of understanding their existence. Not only about the individuals with whom they coexist and for whom they hope to bequeath worthy futures, but also about older people's social participation, interaction, and activity.

Drive for Self-Actualization of Baby Boomer Teachers

Table 14

The Level of Drive for Self-Actualization of Baby Boomer Teachers

Statements	Weighted Mean	Standard Deviation	Level/ Implication	Meaning
1. I can appreciate again and again, freshly and naively, the basic goods of life, with awe, pleasure, wonder, and even ecstasy, however stale these experiences may have become to others.	3.64	.492	Strongly Agree/Strong	Very Highly Driven
2. A sunset looks just as beautiful every time I see one.	3.71	.465	Strongly Agree/Strong	Very Highly Driven
3. I often feel gratitude for the good in my life no matter how many times I encounter it.	3.83	.443	Strongly Agree/Strong	Very Highly Driven
4. I accept all sides of myself, including my shortcomings.	3.84	.424	Strongly Agree/Strong	Very Highly Driven
5. I accept all of my quirks and desires without shame or apology.	3.79	.496	Strongly Agree/Strong	Very Highly Driven
6. I have unconditional acceptance for people and their unique quirks and desires.	3.65	.605	Strongly Agree/Strong	Very Highly Driven
7. I can maintain my dignity and integrity even in environments and situations that are undignified.	3.72	.516	Strongly Agree/Strong	Very Highly Driven
8. I can stay true to my core values even in environments that challenge them.	3.71	.548	Strongly Agree/Strong	Very Highly Driven
9. I take responsibility for my actions.	3.58	.525	Strongly Agree/Strong	Very Highly Driven
10. I am often undisturbed and unruffled by things	3.34	.601	Strongly Agree/Strong	Very Highly Driven

that seem to bother most people.				
11. I am relatively stable in the face of hard knocks, blows, deprivations, and frustrations.	3.44	.531	Strongly Agree/Strong	Very Highly Driven
12. I tend to take life's inevitable ups and downs with grace, acceptance, and equanimity.	3.58	.511	Strongly Agree/Strong	Very Highly Driven
13. I feel a great responsibility and duty to accomplish a particular mission in life.	3.65	.548	Strongly Agree/Strong	Very Highly Driven
14. I feel as though I have some important task to fulfill in this lifetime.	3.62	.527	Strongly Agree/Strong	Very Highly Driven
15. I have a purpose in life that will help the good of humankind.	3.61	.533	Strongly Agree/Strong	Very Highly Driven
16. I often have a clear perception of reality.	3.66	.484	Strongly Agree/Strong	Very Highly Driven
17. I am always trying to get at the real truth about people and nature.	3.61	.489	Strongly Agree/Strong	Very Highly Driven
18. I try to get as close as I can to the reality of the world.	3.56	.527	Strongly Agree/Strong	Very Highly Driven
19. I feel a deep sense of identification with all human beings.	3.56	.531	Strongly Agree/Strong	Very Highly Driven
20. I have a genuine desire to help the human race.	3.61	.499	Strongly Agree/Strong	Very Highly Driven
21. I feel a great deal of sympathy and affection for all human beings.	3.61	.493	Strongly Agree/Strong	Very Highly Driven
22. I often have experiences in which I feel new horizons and possibilities opening up for myself and others.	3.56	.573	Strongly Agree/Strong	Very Highly Driven
23. I often have experiences in which I feel a profound	3.46	.586	Strongly Agree/Strong	Very Highly Driven

transcendence of my selfish concerns.				
24. I often have experiences in which I feel one with all people and things on this planet.	3.45	.564	Strongly Agree/Strong	Very Highly Driven
25. I trust my moral decisions without having to deliberate too much about them.	3.57	.536	Strongly Agree/Strong	Very Highly Driven
26. I have a strong sense of right and wrong in my daily life.	3.61	.525	Strongly Agree/Strong	Very Highly Driven
27. I can tell "deep down" right away when I've done something wrong.	3.62	.517	Strongly Agree/Strong	Very Highly Driven
28. I have a generally creative spirit that touches everything I do.	3.58	.521	Strongly Agree/Strong	Very Highly Driven
29. I bring a generally creative attitude to all of my work.	3.66	.484	Strongly Agree/Strong	Very Highly Driven
30. I am often in touch with my childlike spontaneity.	3.59	.581	Strongly Agree/Strong	Very Highly Driven
Grand Weighted Mean	3.61	.534	Strongly Agree/Strong	Very Highly Driven

1.00 – 1.75 Strongly Disagree/Very Weak – Least Driven

1.76 – 2.50 Disagree/Weak - Driven

2.51 – 3.25 Agree/Average- Highly Driven

3.26 – 4.00 Strongly Agree/Strong – Very Highly Driven

Table 14 presents the level of drive for self-actualization of baby boomer teachers. The table shows the statements, weighted mean, standard deviation, grand weighted mean, level of agreement, and implication.

As reflected in the table, the baby boomer teachers have a strong drive for self-actualization in all the statements as indicated by their weighted means. The standard deviations also hinted that their perceptions on these indicators were similar. The grand weighted 3.61 and standard deviation .534 concretized the claim that the level of drive for self-actualization of baby boomer teachers was strong. This implies that they were determined to fully accept who they are despite their faults and limitations, and experience to be resourceful and creative in all aspects of their lives.

The result of this study corroborated Kaufman's (2018) study entitled "Self-Actualizing People in the 21st Century: Integration With Contemporary Theory and Research on Personality and Well-Being," self-actualization is associated with multiple measures of well-being, especially among baby boomers. Significant correlations were found between self-actualization and Ryff's

(1989) model of psychological well-being: self-acceptance, pleasant relationships, personal development, autonomy, environmental mastery, and purpose.

Also supported was Maslow's observation that self-actualized people are more likely to report self-transcendent experiences. Self-actualization was significantly linked to the unity component of self-transcendence, but not to loss of self. This granular finding in self-transcendence supports Maslow's contention that self-actualizing individuals can paradoxically blend with a common humanity while preserving a strong sense of uniqueness and self. Maslow defined peak experiences as intense identity experiences.

On the path to transcending identity, self-actualization appears to be both a destination and a rite of passage. It is equivalent to asserting that it erases itself. If our objective is ego-transcendence and obliteration, leaving self-consciousness and self-observation behind, then the best way for most people to achieve this objective is through identity, a strong actual self, and basic-need fulfilment.

Relationship Between Generative Qualities of Baby Boomer Teachers and Their Drive for Self-Actualization

Table 15

The Relationship between the Level of Generative Qualities of Baby Boomer Teachers and Their Level of Drive for Self-Actualization

Variables	Computed ρ	P-Value	Interpretation
Parental Generativity and Self-Actualization	.338	.041	Medium Positive Correlation/ Significant
Biological Generativity and Self-Actualization	.385	.023	Medium Positive Correlation/ Significant
Technical Generativity and Self-Actualization	.341	.029	Medium Positive Correlation/ Significant
Cultural Generativity and Self-Actualization	.306	.044	Medium Positive Correlation/ Significant
Social Generativity and Self-Actualization	.354	.034	Medium Positive Correlation/ Significant
Ecological Generativity and Self-Actualization	.411	.008	Medium Positive Correlation/ Significant

Table 15 presents the relationship between the level of generative qualities of baby boomer teachers and their level of drive for self-actualization. The table shows the variables, computed ρ , P-value, and interpretation.

The computed rho values .238 for Parental Generativity and Self-Actualization, .285 for Biological Generativity and Self-Actualization, .241 for Technical Generativity and Self-Actualization, .206 for Cultural Generativity and Self-Actualization, .254 for Social Generativity and Self-Actualization, and .311 for Ecological Generativity and Self-Actualization produced P-values that are less than .05 level of significance. This means that there was a significant relationship between the level of generative qualities of baby boomer teachers and their level of drive for self-actualization. The correlation coefficients values indicate a moderate correlation. This implies that the generative qualities of baby boomer teachers moderately affect their drive for self-actualization.

The study's findings substantiated those of Schwartz's (2015) study, "Motivating Factors of Elementary Teachers (K-5) in Illinois Who Belong to Veteran, Baby Boomer, Generation X, and Generation Y Age Bands: A Study of Ways in Which Improved Generational Intelligence Can Impact School Leaders," which found that the baby boomer generation had been raised with the idea that self-actualization is required to achieve one's goals. The baby boomer generation will keep moving their projects forward as much as they can. Due to their strong sense of independence, this group is ideal for various sectors.

While teamwork may be a part of modern workplaces, some elderly workers may choose to work alone, concentrate solely on the task at hand, and continue until the project is finished.

Additionally, some baby boomers can find it challenging to ask for help when they need it. This generation was taught to handle issues on their own, so some baby boomers might be less hesitant to seek help when one occurs.

Pupils' Academic Performance

Table 16

The Pupils' Academic Performance

Grade	Frequency	Descriptor
5 (90 or above)	11	Outstanding
4 (85 – 89)	249	Very Satisfactory
3 (80 – 84)	311	Satisfactory
2 (75 – 79)	0	Fairly Satisfactory
1 (74 or below)	0	Did not meet expectations
Total	571	-
Average Weighted Value	3.47	Very Satisfactory
Standard Deviation	.537	-

Table 16 shows the pupils' academic performance. The table shows the grade, frequency, descriptor, average weighted value, and standard deviation.

As displayed in the table, eleven (11) pupils have outstanding academic performance, two hundred forty-nine (249) have very satisfactory academic performance, and three hundred eleven (311) have satisfactory academic performance.

The average weighted value 3.47 and standard deviation .537 described the pupils' academic performance as very satisfactory.

Tadese's (2021) study On "Determinants Of Good Academic Performance Among University Students in Ethiopia: A cross-sectional Study" posited that Academic performance/achievement can be defined as the extent to which a student, teacher, or institution meets their immediate or long-term educational objectives, as measured by means such as ongoing assessment or a cumulative grade point average (CGPA). Strong academic performers in have higher earnings, more professional opportunities, and higher promotion chances, Pupils that excel in the classroom also tend to be more socially attuned, have lower rates of anxiety and despair, and are less likely to abuse drugs like alcohol.

Table 17

The Relationship between the Level of Generative Qualities of Baby Boomer Teachers and Pupils' Academic Performance

Variables	Computed ρ	P-Value	Interpretation
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Parental Generativity and Pupils' Academic Performance	.349	.022	Moderate Positive Correlation/Significant
Biological Generativity and Pupils' Academic Performance	.327	.033	Moderate Positive Correlation/Significant
Technical Generativity and Pupils' Academic Performance	.352	.013	Moderate Positive Correlation/Significant
Cultural Generativity and Pupils' Academic Performance	.303	.038	Moderate Positive Correlation/Significant
Social Generativity and Pupils' Academic Performance	.306	.040	Moderate Positive Correlation/Significant
Ecological Generativity and Pupils' Academic Performance	.365	.007	Moderate Positive Correlation/Significant

Table 17 presents the relationship between the level of generative qualities of baby boomer teachers and their level of drive for self-actualization. The table shows the variables, computed ρ , P-value, and interpretation.

The computed rho values .349 for Parental Generativity and Pupils' Academic Performance, .327 for Biological Generativity and Pupils' Academic Performance, .352 for Technical Generativity and Pupils' Academic Performance, .303 for Cultural Generativity and Pupils' Academic Performance, .306 for Social Generativity and Pupils' Academic Performance, and .365 for Ecological Generativity and Pupils' Academic Performance produced P-values that are less than .05 level of significance. This means that there was a significant relationship between the level of generative qualities of baby boomer teachers and pupils' academic performance. This suggests that the generative qualities of baby boomer teachers have a moderate significant effect on their pupils' academic performance.

Teachers ensure the delivery of a top-notch education, according to Bonney's (2015) study on "The Relationship between the Quality of Teachers and Pupils Academic Performance in the STMA Junior High Schools of the Western Region of Ghana." They have a track record of instructing students. Teachers serve as role models, establish a welcoming environment, mentor, and develop pupils, and set the tone in the classroom. The generative traits of baby boomers have an impact on learners' holistic development. These qualities cater to the children's academic, social, and emotional requirements. Their zeal fuels their success. They use great classroom management techniques to adapt to different student types and classroom dynamics to create a secure, resourceful, and productive learning environment. The relationships between student engagement and perceived teaching quality act in the expected ways.

Conclusions

This study reported the baby boomer teachers' generative qualities and their drive for self-actualization and pupils' academic performance.

1. What is the demographic profile of baby boomer teachers in terms of:
 - 1.1 age;
 - 1.3 sex;
 - 1.3 educational qualification;
 - 1.4 length of service; and
 - 1.5 seminars/training attended?
2. What is the level of generative qualities of baby boomer teachers along:
 - 2.1 parental generativity;
 - 2.2 biological generativity;
 - 2.3 technical generativity;
 - 2.4 cultural generativity;
 - 2.5 social generativity; and
 - 2.6 ecological generativity?
3. Is there a significant difference in the level of generative qualities of baby boomer teachers when grouped according to profile?
4. What is the level of drive for self-actualization of baby boomer teachers?
5. Is there a significant relationship between level of generative qualities of baby boomer teachers' and their level of drive for self-actualization?
6. What is the pupils' academic performance?
7. Is there a significant relationship between the baby boomer teachers' level of generative qualities and pupils' academic performance?

This study used a standardized survey questionnaire as a primary for data collection. Descriptive statistics were used to summarize the data to describe the demographic profile of baby boomer teachers, their level of generative qualities, their drive for self-actualization, and the pupils' academic performance. Inferential statistics were employed to determine the relationship between the variables involved in this study. The effect of the independent variable on the dependent variable was determined by the strength of relationship of the variables.

The respondents of this study were the five hundred seventy-one (571) baby boomer teachers from Dipolog City, Dapitan City, and Zamboanga del Norte school divisions. Purposive sampling was applied in selecting the respondents which were identified using the criteria that the teachers' age should be between 58 to 65 years old. The researcher follow proper communication protocols before distributing the questionnaires to the teachers.

The statistical methods used to analyze and interpret the results were the frequency, percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman Rho Correlation Coefficient.

Findings

The following results were revealed in this study:

1. On the profile of baby boomer teachers

About forty percent of the teachers were at the retirement age. About ninety percent of the baby boomer teachers in the three school divisions were females. More than a majority of the baby boomer teachers have earned master's degree units or master's degree holder. About fifty percent (26 years or over) of the baby boomer teachers have lots of experience in teaching. About sixty percent of the baby boomer teachers have attended seminars/training 16 times or more.

2. On the generative qualities of baby boomer teachers

The baby boomer teachers' level of parental generativity was very good. The grand weighted mean and standard deviation described the baby boomer teachers' level of biological generativity as very good. The level of technical generativity of baby boomer teachers was very good. The baby boomer teachers' cultural generativity was very good as

indicated by the grand weighted mean and standard deviation. The grand weighted mean and standard deviation described the level of social generativity of baby boomer teachers as very good. The grand weighted mean and standard deviation suggest that the level of ecological generativity of baby boomer teachers was very good.

3. On the difference in the level of generative qualities of baby boomer teachers when grouped according to profile

There was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, cultural, and social, generativity when grouped according to age. There was a significant difference in the level of generative qualities of baby boomer teachers along parental and technical generativity when grouped according to sex. There was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, and cultural when grouped according to educational qualification. There was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, cultural, and social, generativity when grouped according to length of service. There was a significant difference in the level of generative qualities of baby boomer teachers along parental, biological, technical, cultural, and social, generativity when grouped according to seminars/training attended.

4. On the drive for self-actualization of baby boomer teachers

The grand weighted and standard deviation described the level of drive for self-actualization of baby boomer teachers as strong.

5. On the relationship between the generative qualities of baby boomer teachers and their drive for self-actualization

There was a significant relationship between the level of generative qualities of baby boomer teachers and their level of drive for self-actualization. The correlation coefficients values indicate a moderate correlation.

6. On the pupils' academic performance

Most of the pupils have a satisfactory academic performance but many also have a very satisfactory academic performance. The average weighted value and standard deviation, in general, described the pupils' academic performance as very satisfactory.

7. On the relationship between the generative qualities of baby boomer teachers and the pupils' academic performance

There was a moderate significant relationship between the level of generative qualities of baby boomer teachers and pupils' academic performance.

Conclusions

The researchers came to the conclusion that the generative qualities of baby boomer teachers at the schools divisions of Dipolog City, Dapitan City and Zamboanga del Norte influenced their drive for self-actualization and pupils' academic performance.

Specifically, this study concluded the following:

1. through baby boomer teachers have stayed long in teaching, many of them did not pursue a graduate study;
2. the baby boomer teachers were willing to engage in acts that promote the well-being of the children as a way of ensuring their survival in the future generations;
3. the baby boomer teachers who were in the retirement age have better generative qualities;
4. the baby boomer teachers were determined to fully accept who they are despite their faults and limitations, and experience to be resourceful and creative in all aspects of their lives;

5. the generative qualities of baby boomer teachers moderately influence their drive for self-actualization; and
 6. the generative qualities of baby boomer teachers have a significant effect on their pupils' academic performance.
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Recommendations

Through the findings and conclusions of this study, the following recommendations were made:

1. Inasmuch as the Technical Generativity of baby boomers is not yet powered up, restructured programs and activities should be designed to assist baby boomer educators in developing their technical ability like being a computer savvy to be more capacitated in cascading the skills to the younger generations.
 2. Educational administrators must create a positive workplace for baby boomer teachers to improve work relationships, productivity, and learners' achievement.
 3. This academic endeavor is believed to drive teachers from varied generations to connect with their baby boomer co-teachers for mentoring and coaching.
 4. Programs such as the Baby Boomer Teacher Award Ceremony should be launched to recognize baby boomer educators and make them worthy of emulation by teachers of other generations.
 5. This study may open the way for future research into the significance of assessing the generativity and self-actualization of baby boomer teachers and hearing their voices may validate and lend credence to the researcher's conclusions.
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Compliance with Ethical Standards

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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