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Modeling teaching experiences and its predictors among high school educators

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Abstract

Teaching experience is the key to becoming effective in imparting knowledge to students. This study aims to develop regression models to determine the various factors of teaching experiences among high school educators. A cross-section of teachers in a Vocational School in Hilongos, Leyte, Philippines was considered as participants in this study. Some descriptive measures and ordinary least square (OLS) regression were employed to describe and make inferences in the survey data, respectively. Results revealed that teachers are "very satisfied" in their teaching experiences on how routinely, challenging, enjoyable, and rewarding their job is. On the other hand, they are "satisfied" with how creative and logical they are in their teaching career. In addition, it is revealed that there are factors that significantly influence the teachers' experiences such as age, gender, civil status, educational attainment, income, room facilities, school compound, leisure, social relationships, and health. Hence, good compensation, support from the government, a conducive school environment, and health benefits for the teachers' hard work and dedication to their job will result in positive teaching experiences. Furthermore, relaxation and health activities, vacation, and good vibes from other teachers result to feel comfortable and confident in teaching.

Keywords: *Teaching experiences, determinants, regression models, high school teachers*

Introduction

In the aspect of education, being a teacher is a vocation since it requires hard work, time management, and dedication to provide quality information to their learners. Teachers' effectiveness in educating their students is developed through proper training and positive experiences (Friedrichsen et al., 2009). Shannon et al. (1998) stated that teachers' training and experience have a significant contribution to their teaching productivity and efficiency. According to Doherty and Jacobs (2013), teaching experience is a strong predictor of teaching effectiveness. Hence, the teachers' experience is positively linked to the student's academic achievement. In the study of Kini and Podolsky (2016), it is stated that more experienced educators progress at a higher rate as they impart knowledge in a supportive and friendly working atmosphere. The findings of Casinillo et al. (2020) revealed that teachers with an enjoyable experience in their career are more likely to learn new things and ideas which improves their strategies for students' quality information. It is worth noting that teachers' well-being and experience are affected by the decisions of the school administration. Hence, understanding the aspects of teachers' experiences is a big help for school leaders in implementing some educational policies.

One of the high schools in Hilongos, Leyte, namely Hilongos National Vocational

School (HNVS) is a vocational school in the Division of Leyte, Philippines. According to Casinillo et al. (2020), the school has been serving both the academic and vocational training needs of students in the town of Hilongos as well as the students in neighboring municipalities. It has a large number of teachers serving the school compared to other schools in Hilongos. Hence, the school has a richer source of information that may explain the nature of teaching experiences and the well-being of high school educators. Tsybulsky (2019) revealed that teachers underwent various experiential phases and each of which is characterized by a specific collection of experiences. Additionally, different aspects were determined at each phase between teachers' experiences that appear to be positive assessment and negative assessment in the teaching process. Exploring teachers' experiences, beliefs, and attitudes about their job is a good basis for a faculty development plan in any school (Ballantyne, 1995; Salend et al., 2002; Bryden et al., 2010). In the findings of Bryden et al. (2010), teachers have expressed that teaching and professionalism are challenging since there are lapses and failures encountered in the learning process of diverse students' capabilities. Thus, to recommend some inputs and culture changes for teachers' development in HNVS, it is essential to evaluate their various experiences in their teaching careers.

Evaluating the teaching experiences of high school educators is very limited in the literature. Modeling the different teaching experiences and their predictors was not yet done in HNVS. Hence, this study was realized. The results of this study may help school leaders in developing their faculty members. Additionally, this may aid high school educators to improve their teaching strategy and understanding the nature of their work. Furthermore, the current study may serve as a benchmark for some researchers in education.

Objectives of the study

Generally, this study aimed to predict some factors that significantly influence the different experiences in teaching by constructing regression models. The specific objectives are as follows:

1. to determine the socio-demographic profile of high school educators in HNVS;
2. to estimate the level of different teaching experiences of high school educators in HNVS; and
3. to construct regression models to determine some predictors of different teaching experiences of high school educators in HNVS.

Conceptual framework of the study

According to Kini and Podolsky (2016), teaching experiences are important elements in improving teachers' capability in imparting their knowledge to students. In the study of Nazari et al. (2019), it is indicated that experienced teachers have higher pedagogical knowledge which equipped them to be more likely efficient and productive in teaching. However, Casinillo et al. (2020) stated that several factors are influencing their teaching experiences. Hence, teachers' socio-demographic profile, school environment, leisure activities, social relationships, and health aspects were considered as independent variables in the study. Furthermore, the dependent variables of this study are the different teaching experiences such as routinely, creative, challenging, enjoyable, logical, and rewarding. To capture the objectives of this study, some descriptive statistics and regression analysis were employed. Figure 1 shows the conceptual framework of the study.

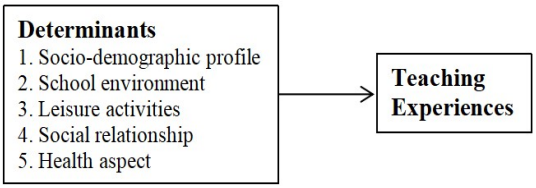

Figure 1. Conceptual Framework Model

Methodology

Research design

This study adopted the research design of Casinillo and Aure (2018), i.e., descriptive-correlational. The design was used to describe the different teaching experiences of high

school teachers and capture some significant determinants of it. Here, a cross-sectional study design was adopted to analyze information at one given point in time among teachers. Data gathered was summarized using descriptive measures and drawn some inferences with the aid of regression analysis.

Respondents of the study and sampling method

In this study, the population of interest comprised all active teachers in Hilongos National Vocational School, Hilongos, Leyte, Philippines. Additionally, the population of interest must be a regular faculty during the conduct of the study in the Academic Year 2019-2020. A simple random sampling method was used in selecting the desired participants so that every teacher in the population has an equal chance. Moreover, the sample size was determined using the formula of Yamane (1967).

Furthermore, this study deliberated an ethical procedure, hence, permission was asked from the school head through a letter before gathering information to teachers. In addition, participants were informed that the involvement was voluntary and the information gathered will be treated with confidentiality. Table 1 shows the sample size and corresponding percentage of the participants.

Table 1. Distribution of participants and their percentage.

Number of Teachers (Population)	Participants (Sample Size)	Percentage (%)
138	122	88.41

Research instrument and data collection

This study employed a developed structured questionnaire to gather primary data on the participants' socio-demographic profile, work environment, social life, health aspect, and teaching experiences. The questionnaire was adopted from the study of Casinillo et al. (2020). In the questionnaire, the participants were questioned about their socio-demographic profiles such as age (in years), gender, place of hometown (urban or rural), level of education (in years), civil status, household size, and monthly net income. The participants were also asked about their work environment and personal profile such as classroom facilities (scale of 1 to 10), school library (scale of 1 to 10), school compound (scale of 1 to 10), leisure time (scale of 1 to 10), social relationship (scale of 1 to 10) and health issues (scale of 1 to 10). Lastly, another 6-item scale was used to capture the participants teaching experience such as routinely (scale of 1 to 10), creative (scale of 1 to 10), challenging (scale of 1 to 10), enjoyable (scale of 1 to 10), logical (scale of 1 to 10) and rewarding (scale of 1 to 10) as the dependent variable. The 10-point Likert scale has the following implications: 1-very unsatisfied and 10-very satisfied. The 6-item scale for teaching experiences has undergone a reliability test and it was found that Chronbach's alpha is equal to 0.897. This suggests that the said instrument is reliable. Table 2 shows the range of perception scores and their corresponding interpretation.

Table 2. Perception scores and their interpretation.

Range of Perception Scores	Interpretation
1.00 – 2.80	Very unsatisfied
2.81 – 4.60	Unsatisfied
4.61 – 6.40	Neutral
6.41 – 8.20	Satisfied
8.21 – 10.00	Very satisfied

Data analysis

Concerning data management and analysis, information gathered from participants was encoded in excel and formatted for statistical software called STATA version 14.0. Some descriptive measures were calculated such as minimum, maximum, mean, and standard deviation to evaluate the variables of interest. The dependent variables of this study are the perception scores of the different teaching experiences. The perception scores were treated as continuous variables. Moreover, in the study of Carifio and Perla (2008), and Norman (2010), it is stated that parametric methods are safe to use with Likert scale data. Hence, ordinary least square (OLS) regression models were constructed to identify some significant predictors that influence the different teaching experiences of high school educators. Furthermore, a heteroscedasticity test and

multicollinearity test were performed to ensure the validity of the models.

Results and discussion

Profile of High School Teachers

Table 3 presented the socio-demographic profile of high school teachers. On average, the teachers' age is closed to 37 years old and the majority of the teachers were female (65%). About 65% of the teachers were married and the number of household sizes is closed to 4. In regards to their hometown, 45% of them were living in urban places and 55% were living in rural places. Approximately, teachers' years in education are closed to 15, and years in teaching are closed to 10. On average, the monthly net income of the teachers was 23,208 PHP (min=2,217, max=45,000). It is also revealed that teachers were satisfied with their respective room facilities ($\bar{x} = 6.93, s = 2.04$) and school compound ($\bar{x} = 6.92, s = 2.02$). Additionally, teachers were satisfied with their leisure activities ($\bar{x} = 7.34, s = 1.85$) in school, social relationships with other teachers ($\bar{x} = 7.89, s = 1.58$), and their health aspects ($\bar{x} = 8.06, s = 1.52$).

Table 3. Descriptive statistics for teachers' socio-demographic profile.

Variables	min	max	Std dev	Mean
Age (in years)	22	61	11.19	37.22
Male (dummy)	0	1	0.48	0.35
Married (dummy)	0	1	0.48	0.65
Urban (dummy)	0	1	0.50	0.45
Household size	1	11	1.83	4.33
Education (in years)	14	20	1.64	15.37
Years in Teaching	1	36	10.04	9.54
Monthly Net Income[a]	2217	45000	4859.74	23208.47
Room Facilities[b]	1	10	2.04	6.93
School Compound[b]	1	10	2.02	6.92
Leisure[b]	1	10	1.85	7.34
Social Relationship[b]	1	10	1.58	7.89
Health[b]	1	10	1.52	8.06

Note: a - Philippine Peso.
b - Scale 1 to 10.

Teaching experiences

Teachers were "very satisfied" (See Table 2 for details) on how routinely ($\bar{x} = 8.53, s = 1.45$) is their work (Table 4). This implies that teachers follow classroom procedures that students may familiarize the daily activities involved in the teaching-learning process. This result is following some studies in the literature that establishing routines in the classroom may students have more possibility to learn their lessons and teachers may consecrate more time to teaching (Leinhardt et al., 1987; Colvin & Lazar, 1995; Wilson, 2016). In table 4, it is shown that teachers are being creative ($\bar{x} = 7.87, s = 1.68$) in the teaching process which is rated as "satisfactory" (See Table 2 for details). It is worth noting that being a creative teacher results in active learning in which teachers express new ideas and transport opinions that light up the student's brain. Assigning activities involving creativity has a higher chance of developing students' higher-order cognitive skills (Mayer, 1989; Beghetto, 2017; Gordon, 2020). Hence, a creative way of teaching improves students' critical thinking to make connections between various subjects.

On average, as shown in Table 4, teachers' job is quite challenging ($\bar{x} = 7.87, s = 1.68$) and rated as "very satisfactory" (See Table 2 for details). Teachers' responsibility is to know their students' learning capabilities under the dynamic behavior and rapidly changing learning technologies. Hence, teaching is a difficult task and sometimes teachers have to face parental issues as well as peer pressure. It can be gleaned that the result is parallel to the studies of McDiarmid (1990) and Wilhelm et al. (2008) that deal with the challenges of being a teacher. However, teachers are enjoying ($\bar{x} = 7.87, s = 1.68$) their work as their profession and rated it as "very satisfactory" (See Table 2 for details). Teachers are fond of evaluating students' progress given their intellects and strengths in class. In that case, teachers are contented and happy if their students are learning various skills and knowledge (Marbán et al., 2021). It is worthy to note that teaching is an exciting job since it's not predictable due to different scenarios encountered day by day (Frenzel et al., 2020).

Additionally, teachers are enjoying their company because they can share ideas and experiences which uplifts their well-being (Wager et al., 2016). In addition, teachers' job is logical ($\bar{x} = 7.87, s = 1.68$), and it is rated as

"satisfactory" (See Table 2 for details). In a subject matter, concepts and some theories are introduced to students, which involve explaining, defining, classifying, enumerating, and comparing. These various teaching strategies influence the learning process and the whole thing is governed by critical and logical thinking (Hirst, 2010). Thus, teaching follows reasoning to make a better strategy in imparting knowledge to their students. Lastly, teaching is a rewarding job ($\bar{x} = 7.87, s = 1.68$) and teachers rated this as "very satisfactory" (See Table 2 for details). Seemingly, teaching and supporting students to their academics can be difficult yet rewarding and satisfying (Palmer & Collins, 2006; Ingvarson, 2009). A teacher that expresses a sense of accomplishment has a strong likelihood to have the highest morale.

Table 4. Descriptive statistics for the perception of different teaching experiences.

Teaching experience	Standard deviation	Mean	Description[b]
Routinely[a]	1.45	8.53	Very satisfied
Creative[a]	1.68	7.87	Satisfied
Challenging[a]	1.60	8.45	Very satisfied
Enjoyable[a]	1.81	8.26	Very satisfied
Logical[a]	1.67	7.95	Satisfied
Rewarding[a]	1.87	8.22	Very satisfied
Over-all Perception	**1.68**	**8.21**	**Very satisfied**

Note: a - Scale 1 to 10.
b - See Table 2 for details.

Regression models

Table 5 shows the six (6) regression models as teaching experiences such as routinely, creative, challenging, enjoyable, logical, and rewarding are dependent variables. These regression models have undergone diagnostic tests such as the heteroscedasticity test and multicollinearity test. Thus, by the Breusch-Pagan test, it is revealed that the six regression models had no problem in their variances (p-value>0.05). This implies that the models are homoscedastic. In addition, according to Allison (2012), the models are safe from multicollinearity problems if the variance inflation factor (VIF) is lesser than 10. In this case, the 6 models satisfy the given condition, i.e., VIF<10. This means that no significant correlation exists between the independent variables among the six models, that is, no multicollinearity exists. The six regression models are significant at most 10% level, which means that there exist some predictors that significantly influence the teaching experience of high school educators. In addition, the coefficient of determination (goodness-of-fit, $R^2 > 0.15$) shows that the six models have fitted the data sets and predicted some significant factors of the perception scores of teaching experiences.

First, model V reveals that younger teacher has a logical experience in teaching (Table 5). This implies that logical procedure in a class setting is applied by the younger teacher as they are idealistic in that stage. Seemingly, it is necessary for education that logical reasoning must be developed for both teachers and students to learn effectively given higher-order thinking skills (Yenilmez & Turgut, 2016; Liu et al., 2015). Females tend to be routinely in the teaching process (Table 5). The classroom routines aim to lessen the disruptive behavior of the students which maximizing the classroom instructions and activities. Classroom routine involves the integration of planning, time management, and scheduling of activities to achieve the goals in the teaching-learning process (Leinhardt et al., 1987; Shepard, 2019; Zhang & Bingham, 2019). Additionally, Table 5 shows that female teachers are more creative in teaching. This result is inconsonant to the findings of Baer and Kaufman (2008) which shows that gender is divergent in creativity. In that case, female teachers tend to show *creative* ways of critical thinking and express novel ideas to students which outcomes in a fresh work that is acknowledged and are found useful by students (Stein, 1953; Kinai, 2013; Lasky & Yoon, 2020; Toropova et al., 2021). Meanwhile, married teachers express their careers as more rewarding and satisfying (Table 5). This implies that married teachers are more likely to find themselves as successful in imparting knowledge to their students as well as observing a good academic achievement (Johnson & Birkeland, 2003; Loeb & Myung, 2020). Perhaps, married teachers are more experienced compared to young teachers who are still building their teaching strategies.

In model III, it reveals that teachers who spent more years in their education are

more likely to perceive that teaching is challenging (Table 5).

This goes to infer that a teacher with higher educational attainment is given tough tasks and responsibilities by their school head to achieve educational goals (Berdrow, 2010; Casinillo & Suarez, 2021). The model I shows that a teacher with a higher monthly net income process (Glackin, 2018). Model III and IV further reveal that room facility is a significant predictor of teaching as a challenging job yet enjoyable (Table 5). Complete room facilities for the learning process will lead to more opportunities and a competitive environment (Price et al., 2003; Weerasinghe & Fernando, 2018). Quality and quantity of room facilities

Table 5. Regression models for the different teaching experiences and their influencing determinants.

Independent Variables	OLS Models					
	Routinely[b] *(I)*	Creative[b] *(II)*	Challenging[b] *(III)*	Enjoyable[b] *(IV)*	Logical[b] *(V)*	Rewarding[b] *(VI)*
Age (in years)	-0.0265^{ns}	-0.0424^{ns}	-0.0405^{ns}	0.0054^{ns}	-0.0505*	-0.0028^{ns}
	(0.0293)	(0.0297)	(0.0302)	(0.0315)	(0.0309)	(0.0316)
Male (dummy)	-0.5297*	-0.7786**	-0.3121^{ns}	-0.5042^{ns}	-0.2845^{ns}	-0.4331^{ns}
	(0.2811)	(0.3078)	(0.2995)	(0.3336)	(0.3153)	(0.3123)
Married (dummy)	-0.0128^{ns}	0.2897^{ns}	0.3718^{ns}	-0.0245^{ns}	0.5042^{ns}	0.8964**
	(0.3062)	(0.3531)	(0.3656)	(0.4065)	(0.3740)	(0.3805)
Urban (dummy)	0.0842^{ns}	-0.0479^{ns}	0.1362^{ns}	0.3069^{ns}	0.1458^{ns}	-0.0269^{ns}
	(0.2374)	(0.3154)	(0.2836)	(0.2798)	(0.3268)	(0.3224)
Household size	0.0428^{ns}	0.0143^{ns}	0.1146^{ns}	0.0974^{ns}	0.0745^{ns}	0.1119^{ns}
	(0.0941)	(0.1015)	(0.0967)	(0.1002)	(0.1011)	(0.1082)
Education (in years)	-0.0258^{ns}	0.0466^{ns}	0.1426*	0.0170^{ns}	0.0924^{ns}	0.0124^{ns}
	(0.0848)	(0.0876)	(0.0781)	(0.0919)	(0.0961)	(0.0930)
Years in Teaching	0.0268^{ns}	0.0250^{ns}	0.0173^{ns}	0.0038^{ns}	0.0356^{ns}	-0.0224^{ns}
	(0.0294)	(0.0331)	(0.0302)	(0.0323)	(0.0313)	(0.0335)
Monthly Net Income	0.00004*	0.000006^{ns}	0.000007^{ns}	-0.00005^{ns}	0.00002^{ns}	-0.00001^{ns}
	(0.00002)	(0.00003)	(0.00002)	(0.00006)	(0.00003)	(0.00003)
Room Facilities[b]	0.0917^{ns}	0.1305^{ns}	0.2336*	0.2941**	0.1894^{ns}	0.1663^{ns}
	(0.1019)	(0.1391)	(0.1334)	(0.1255)	(0.1478)	(0.1461)
School Compound[b]	0.1698***	0.0042^{ns}	0.0416^{ns}	0.0185^{ns}	-0.0399^{ns}	-0.0130^{ns}
	(0.0582)	(0.1138)	(0.0947)	(0.1003)	(0.1148)	(0.1238)
Leisure[b]	-0.0627^{ns}	0.1764^{ns}	-0.0124^{ns}	-0.0229^{ns}	0.1015^{ns}	0.1829*
	(0.0950)	(0.1281)	(0.1105)	(0.1194)	(0.1207)	(0.1381)
Social Relationship[b]	-0.1245^{ns}	-0.2618*	-0.0411^{ns}	0.0219^{ns}	-0.1099^{ns}	-0.0829^{ns}
	(0.1387)	(0.1489)	(0.1525)	(0.1538)	(0.1738)	(0.1785)
Health[b]	0.3060***	0.2769**	0.1490^{ns}	0.3096**	0.2238*	0.2137^{ns}
	(0.0929)	(0.1235)	(0.1358)	(0.1272)	(0.1323)	(0.1701)
Constant	5.9170***	5.9983***	4.0273***	3.7904**	4.2459**	4.1490**
	(1.3939)	(1.4148)	(1.3511)	(1.6196)	(1.6718)	(1.7286)
Observation	122	122	122	122	122	122
F-computed	4.49	1.62	2.20	4.56	1.65	2.69
p-value	<0.001	0.0847	0.0119	<0.001	0.0773	0.0020
R-squared	0.2519	0.2005	0.1999	0.2945	0.1522	0.2149

Note: a - Philippine Peso.
b - Scale 1 to 10.
Standard error are enclosed by parentheses
ns- not significant.
** - significant at 10% level.*
*** - significant at 5% level.*
**** - significant at 1% level.*

has a higher likelihood of implementing the routine procedure in the classroom (Table 5). It is worthy to note that a teacher with a higher income is a higher-ranking teacher. Hence, the higher-ranking teacher has already developed a routine teaching strategy that is considered for them to be effective in the teaching-learning

are important to teachers and students to provide environments for developing contextual and visual learning processes.

Additionally, model I reveals that school compound influences teaching as routinely (Table 5). A conducive school compound allows teachers and students to

express their creative ideas, imaginative thoughts, and potential skills considering the physical and cultural attributes of both educators and learners (Kember & Leung, 2006; Hanselman, 2018; Lian, 2020). Thus, learning procedures and routine activities can be easily achieved in a conducive learning school compound. It is also shown in Model VI that leisure activities influence the teachers' perception of teaching jobs as rewarding (Table 5). This implies that leisure activities have an essential role in teachers' well-being because it provides a relaxing opportunity that might serve as a stress reliever (Brajša-Žganec et al., 2011). Model II reveals that social relationships contributed to the creativity of the teachers (Table 5). A teacher who learned from others is more likely to create new innovative ideas that might be useful in the learning environment (Avramidis & Kalyva, 2007; Beghetto & Karwowski, 2018). Lastly, health is a significant predictor of the teaching experiences such as routine, creativity, enjoyable and logical. In the study of Casinillo et al. (2020), it is stated that a healthy teacher is more likely productive in the teaching-learning process. It is worth noting that a healthy teacher is empowered and more confident in providing instructions as well as life lessons.

Conclusion and recommendations

The study aimed to estimate the level of different teaching experiences and determine its significant predictors among high school teachers in HNVS. Results showed that, on average, a high positive perception score was obtained from teachers in HNVS in regards to their teaching experiences. Hence, it is concluded that teachers are very satisfied and contented with their job. This further implies that teachers are happy in teaching and imparting knowledge to their students. In this case, there is a higher chance that quality instructions and better learning assistance will be offered to students in the learning environment. Additionally, satisfied teachers have a powerful commitment and passion to teaching, which indicates a lower chance of leaving his/her profession. It is also revealed that female and older teachers are more relating to the class procedure and strategic development. This implies that a series of routine activities were implemented to organize the lessons. Conducive school compound and facilities must be provided and developed by school leaders to improve routine and procedural learning for both teachers and students. Social and leisure activities like team-building and vacations must be implemented to relieve stressful paper works and burnout from teaching. Furthermore, health benefits and healthy activities are a good help to increase the teachers' well-being and satisfaction in teaching.

Limitation and future works

The study recommends that a similar survey should be conducted to other high school teachers in the country to improve and understand its importance in developing the educational system. For future research, one may consider teachers' economic well-being and access to credit which are possible limitations of the current survey.

Declaration of conflict of interest

In this current study, we the authors, declare that no conflict of interest exists.

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