Aging In Teaching: What Does It Bring?

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Abstract: This descriptive-correlation study inquires on the influence of length of experience in teaching on the organization values and on the teaching-related emotions of 251 public school teachers in a rural district in Southern Luzon, Philippines. The respondents were conveniently selected (participants in a district-wide in-service training). Data gathering was done during an in-service training using two scales: a 30-item scale that measures their and their perception of their colleagues' and superiors' adherence to organizational values and a 75-item scale that measures their teaching-related emotions. Spearman Rank Correlation was used to test the direction and magnitude of relationship between variables. Findings suggest the need to consider the affective aspects of the teachers in policy and program making as well as institution-based professional development program for teachers.
Keywords:

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1. Introduction

An adage says "Experience is the best teacher". Work experience equips a beginner with certain soft skills such as team working, communication skills and commercial awareness, all of which are sought after by employers, especially at a graduate level. Work experience also helps to differentiate oneself, an important thing to factor in when competition for jobs is so fierce (2011-2020, 2020). It is seen by many as a double edged sword. With work experience, there is the chance to gain valuable on the job training and inside knowledge of a job that one would not be able to achieve in a college course or learning establishment (Wormley, 2019). Work experience should primarily be seen as the chance to gain an insight into the working environment (Westcott, 2015). As an individual ages in his or her work, he/she finds the same work getting better ("Levels of Personality", 2020).

But recently, the topic of teacher experience is getting a lot of attention in educational debates (Di Carlo, 2010) thereby indicating that there are conflicting views on the importance and impact of teaching experience. Microsoft founder Bill Gates, for one, discounts the weight of teaching experience and advanced academic degree in determining how well as teacher performs. Earlier, US Secretary of Education Anne Duncan made a similar pronouncement disregarding teaching experience in ranking, promoting and compensating teachers. This appears to corroborate the assertion that teachers' advantage declines as they stay longer in the profession (South African Council on Education, 2010).

Stinebrickner (2001), on the other hand, contends that, in addition to graduate education, teaching experience is a significant determinant of teaching salary, which in turn, has a positive effect on teacher retention. This finds supports from Strauss (2010) who asserts that experience in classroom does matter. This is one of the few observable teacher characteristics that are consistently correlated with (student or pupil) achievement (Mujis et al., 2014; Di Carlo, 2012; Heck, 2009)). Jacobson (2016) and Rice (2010) found out that teachers with longer years of teaching experience tend to have lower level of burn-out. As employees, they tend to have fewer avoidable absences, are more committed to their work and are less likely to quit (Robbins, 2009).

Length of teaching experience was also found to have significant direct effect on teacher's self-efficacy (Guo et al., 2012; Klassen & Chiu, 2010) in that it develops self-knowledge that grows stronger through the years

There is a wide range of findings on the relationship between years of teaching experience and student outcomes (Ladd & Sorenson, 2017; Papay and Kraft, 2015; Wiswall, 2013; Chetty, Friedman, & Rockoff, 2014; Johnson, 2012). Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers (Blazar, 2016; Kini & Podolsky, 2016). Other studies show a stronger positive relationship between teacher experience and student outcomes in some, but not all (Irvine, 2018) suggests that the typical teaching learning curve peaks in a

teacher's first few years (estimated at year two for reading and year three for Math (Darling-Hammond, Hyler & Gardner, 2017). Other studies, however, were not able to identify consistent and statistically significant associations between student achievement and teacher experience (Blomeke et al., 2016; Gustaffsson and Nilson 2016; Luschei & Chudgar, 2011).

Length of experience in teaching was also found to significantly and directly bear on job satisfaction (Mocheche, Raburu & Bosire, 2018). As teachers age in teaching, they tend to develop clearer idea of their vital role in the society (Devlin & Samarawickrema, 2018). They also have a more intensifying orientation towards teaching career (Doyle, Seery & Cantyl, 2016), 1996). More so, control over and better use of one's emotions tends to improve over time (Kumar & Muniandy, 2012).

1.1.The Present Study

Evidences from studies conducted in the recent past point out that the influence of the length experience in teaching has been well researched especially on its influence on student achievement (Podolsky, Kini and Darling-Hammond, 2018), on professional development of teachers (Broad & Evans, 2006), on teachers' pays (Ordway, 2020) and on becoming vested in the defined benefit aspect of retirement plans (Loeb, Miller & Strunk, n. d.) but there is hardly a research on the influence of length of experience in teaching on teachers' emotions (Hayes, 2003) and teachers' value system. Hence, this study was proposed.

This study is anchored to the Disengagement Theory of Cumming and Henry (1961) which postulates that aging (in teaching) causes knowledge and skill to deteriorate. The subsidiary idea of the postulate is that aging (in teaching and in any other occupations) has negative psychosocial repercussions, emotions and value system included. On the other hand, the study is anchored to the assumption that as individuals gain life experiences, the more they become intellectually autonomous and prepared to cope with uncertainty, able to tolerate ambiguity and not be driven by fear into a rigid single solution approach to problems, are rational and can control their behavior in the light of foreseen consequences, are altruistic and enjoy doing for others, and who understand social forces and trends. The two basic processes of education, knowing and valuing, lead them to be adept in figuring out philosophical outlooks, distilling their values (Kolzow, 2014) and learning organizational citizenship (Obiora, Obiora & Tokpu, 2014)); hence, this inquiry into the teachers' value system and teaching-related emotions.

2.Methods and Materials

2.1Research Design

This quantitative study employed the descriptive survey design, the purpose of which was to identify the direction and measure the magnitude of the relationship of the length of experience in teaching to the organizational values and teaching related emotions of the respondents.

Participants

Two-hundred fifty one (251) public elementary school teachers (belonging to a district in a rural area in Southern Luzon, Philippines) who attended one session facilitated by the author during their week-long in-service served as respondents of the study. Majority of them were females (211 or 84%). Most of them were handling one grade level (213 or 85%) while the rest were either teaching in two or more grade levels, teaching in multi-grade classes, teaching in alternative learning system or did not indicate any response. Their average length of experience in teaching is 9.20 years SD = 8.78, the shortest barely a year and the longest being 36 years.

2.2.Data Gathering Instruments

Measure of Demographic Profile. This measure comes in the form of checklist (to elicit information on the respondents' sex and classes being handled) and fill-in-the-blank (to elicit information on the respondents' ages).

Measure of Value System. The researcher adopted the 10-item 5-point Likert-type questionnaire (strongly encourage it to strongly discourage as response anchor) of Robbins (2005) which was modified into 30 items such a way that teacher respondent would answer the question from his/her own viewpoint and from his/her perception of the viewpoint of his/her colleagues and immediate superior. Table 1 shows the psychometric properties of this scale as computed (based on the actual data of the study) using SPSS version 13. Results show that the whole scale and its subscales possess good internal reliability $(0.813 \le \alpha \le 0.943)$. More so, Table 1 displays the the concordance of each subscales of Value System with each other. Thirty seven out of 45 coefficients (82.22%) were found to be significant at .01 level, suggesting that the subscales correlate well with each other (Kolotkin, Head & Brookheart, 1997) and possess a good convergent validity.

Measure of Teaching-Related Emotions. The researcher adopted the Academic Emotion Questionnaire (AEQ) of Pekrun et al. (2005) whose items were contextualized in the field of teaching. It is a 75-item 5-point

Liker-Type scale, the response options ranging from most of the time true of me to most of the time not true of me. It measures three positive and five negative academic emotions. A recent study (Lumiqued, 2012) established the model fit indices as follows: CFI > .95 and RMSEA < .05, indicating the goodness of fit of the instrument.

The current study was able to establish the internal consistency of the whole instrument as well as its subscales. The coefficients range from $0.741 \leq \alpha \leq 0.967$, indicating a good internal consistency. Construct validity indices showing the concordance among the positive emotion subscales (Enjoyment, Hope and Pride) range from $0.321 \leq r_{xy} \leq 0.481$, prob. < 0.01. This indicates that these subscales correlate or converge well with each other (Kolotkin, Head & Brookheart, 1997) . The negative emotion subscales (Anger, Anxiety, Shame, Hopelessness and Boredom) also correlate well with each other ($.430 \leq r_{xy} \leq .729$, prob. $\leq$ .01). Finally, the evidences of the discriminant validity of the measure are shown by coefficients of concordance among the positive emotion subscales and the negative emotion subscales. As expected,coeffciients are negative and insignificant (-.09 $\leq r_{xy} \leq$ -.115, prob. > .05) or if significant, the coefficients are noticeably smaller (-.154 $\leq r_{xy} \leq$ -.111, .01 $\leq$ p $\leq$ .05) when compared to their indices of convergent validity (Hubley, 2014).

Table 1

Reliability and Construct Validity Indices of the Research Instruments

Subscales/Whole Scale	Cronbach's alpha [a] (and number of items)	Construct Validity Indices									
Value System		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
(1) Candor or Openness	0.849 (3)	xx									
(2) Organizational Pride	0.864 (3)	.559**	xx								
(3) Performance or Excellence	0.813 (3)	.407**	.469**	xx							
(4) Teamwork or Communication	0.909 (3)	.447**	.528**	.454**	xx						
(5) Leadership or Supervision	0.835 (3)	.290**	.283**	.342**	.422**	xx					
(6) Cost Effectiveness	0.874 (3)	.486**	.455**	.463**	.576**	.405**	xx				
(7) Colleague or Associate Relations	0.874 (3)	.448**	.457**	.341**	.481**	.322**	.533**	xx			
(8) Client Relations	0.822 (3)	.309**	.386**	.194**	.444**	.333**	.429**	.528**	xx		
(9) Innovations or Creativity	0.943 (3)	-0.041	-0.021	0.092	-0.042	.307**	0.100	0.023	0.109	xx	
(10) Training and Development	0.887 (3)	.406**	.427**	.295**	.434**	.292**	.452**	.563**	.476**	0.089	xx
(11) Whole Scale - Value System	0.917 (3)										
Emotions		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
(1) Enjoyment	0.830 (10)	xx									
(2) Hope [b]	0.797 (5)	.481**	xx								
(3) Pride	0.741 (6)	.358**	.321**	xx							
(4) Anger	0.930 (9)	-0.100	-.181**	0.097	xx						
(5) Anxiety	0.911 (11)	-.176**	-.170**	0.069	.543**	xx					
(6) Shame	0.922 (11)	-0.104	-.161*	0.026	.527**	.657**	xx				
(7) Hopelessness	0.905 (11)	-0.115	-0.114	-0.053	.430**	.460**	.530**	xx			
(8) Boredom	0.967 (11)	-.154*	-0.090	-0.017	.524**	.492**	.562**	.729**	xx		
(9) Whole Scale - Emotions	0.942 (75)										

[a] α coefficient between 0.65 and 0.8 (or higher in many cases); α coefficients that are less than 0.5 are usually unacceptable   (https://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/)

[b] original Cronbach's alpha was 0.456 (based on 6 items) but the removal of item 1 of the subscale increased the coefficient to 0.797

note: Negative coefficients of construct validity are discriminant validity indices and demonstrated by evidence that measures of constructs that theoretically should not be highly related to each other and are, in fact, not found to be highly correlated to each other. Practically speaking, discriminant validity coefficients should be noticeably smaller in magnitude than convergent validity coefficients.

3.Data Analysis

The researcher conducted an exploratory data analysis to test the normality of the data and to identify appropriate the statistical test considering its normality of the data distribution. Results are shown on Table 2 and they suggest that the data set departs from normality. A Kolmogorov-Smirnov test indicates that the whole scales as well as their respective subscales do not follow a normal distribution, $D(242) = .121 \leq D \leq .298$, $p < .000$ (Field, 2000). In addition, a Shapiro-Wilk test indicates a significant departure from normality, $W(242) = .635 \leq W \leq .949$, $p < .000$ (van den Berg, n. d.). Therefore, a nonparametric statistical test is appropriate and in this instance, it is the Spearman Rank Correlation Coefficient.

Table 2

Test of the Normality of the Data Set

SUBSCALES	Normality Statistics					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VALUE SYSTEM						
Candor or Openness	0.298	242	0.000	0.711	242	0.000
Organizational Pride	0.209	242	0.000	0.849	242	0.000
Performance or Excellence	0.182	242	0.000	0.848	242	0.000
Teamwork or Communication	0.225	242	0.000	0.836	242	0.000
Leadership or Supervision	0.248	242	0.000	0.871	242	0.000
Cost Effectiveness	0.164	242	0.000	0.866	242	0.000
Colleague or Associate Relations	0.239	242	0.000	0.819	242	0.000
Client Relations	0.233	242	0.000	0.807	242	0.000
Innovations or Creativity	0.195	242	0.000	0.910	242	0.000
Training and Development	0.285	242	0.000	0.785	242	0.000
TEACHING-RELATED EMOTIONS						
Enjoyment	0.136	242	0.000	0.941	242	0.000
Hope	0.184	242	0.000	0.914	242	0.000
Pride	0.121	242	0.000	0.949	242	0.000
Anger	0.159	242	0.000	0.879	242	0.000
Anxiety	0.126	242	0.000	0.769	242	0.000
Shame	0.126	242	0.000	0.819	242	0.000
Hopelessness	0.135	242	0.000	0.841	242	0.000
Boredom	0.240	242	0.000	0.635	242	0.000

a. Lilliefors Significance Correction

4. Results

Descriptive summary using mean and standard deviations for the 10 indicators of the value system and the 8 indicators of the teaching-related emotions of the teacher respondents were computed. Likewise, correlation coefficients between the length of experience in teaching and value system as well as teaching-related emotions were also obtained.

Table 3

Descriptive Summary of the Value System and Teaching-Related Emotions

of the Teacher Respondents

INDICATORS	Mean	Std. Deviation
Value System [a]		
Candor or Openness	4.62	0.55
Organizational Pride	4.51	0.58
Performance or Excellence	4.38	0.63

Teamwork or Communication	4.48	0.60
Leadership or Supervision	4.06	0.94
Cost Effectiveness	4.36	0.61
Colleague or Associate Relations	4.55	0.63
Client Relations	4.52	0.58
Innovations or Creativity	3.45	1.27
Training and Development	4.50	0.65
Teaching-Related Emotions [b]		
Enjoyment	3.65	0.39
Hope	3.60	0.44
Pride	3.34	0.53
Anger	1.71	0.69
Anxiety	2.06	0.91
Shame	2.22	1.08
Hopelessness	1.86	0.77
Boredom	1.86	1.33

[a] 1.00 – 1.79 = strongly discourage it   3.40 – 4.19 = simply encourage it

1.80 - 2.59 = discourage it   4.20 – 5.00 = strongly encourage it

2.60 - 3.39 = consider it unimportant

[b] 1.00 – 1.74 = most of the time not true of me   2.50 – 3.24 = occasionally true of me

1.75 – 2.49 = occasionally not true of me   3.25 – 4.00 = most of the time true of me

Table 3 shows the means and standard deviations for the 10 subscales of the value system. Mean scores range from the lowest of 3.45 for innovation or creativity (SD = 1.27) to the highest of 4.62 for openness or Candor (SD = 0.55). This evidences that teacher respondents moderately uphold the importance of spontaneous creativity, ingenuity and information processing. Creativity and innovation enable a person to look at all sides of a problem or an issue and comes up with a solution that is entirely new and interesting (Schwarz, 2015) and has been highlighted as essential skills for the 21st century, especially if one has to consider that both skills can promote human potential by eliciting positive aspects of the individual (Nakano & Wechsler, 2018). While teachers vary in their beliefs about creativity (Bereczki & Kampati, 2018), its application to the teaching learning process yields results which are more or less the same as evidenced by several recent studies such as those by Saad (2019), Study International Staff (2019 and Davis (2018) among others.

Recently, candor or openness was considered to be the new metric of corporate leadership (which in the past was creating wealth for the investors) and this means *the extent to which executives create organizations that are economically, ethically, and socially sustainable (O'Toole & Bennis, 2009).* Candor implies that ideas put forth will be dealt with in an honest and straightforward way (Quick, 2006).. Candor was found to be positively and significantly related to students' interest in lesson and their focusing of attention to the lesson and the teaching process (Reber, Ridge & Down, 2017). Teaching is a matter of building credibility to others while exposing the teacher to vulnerability and one means of embracing this tension between expressing vulnerability and appearing credible 'intellectual candour', an improvisational expression of doubts, thoughts and problems with the dual purpose of learning and promoting others' learning (Molloy & Bearman, 2018). The remaining eight values were perceived to be strongly encouraged, (M = 4.06 ≤ M ≤ 4.55, SD = 0.55 ≤ SD ≤ 1.27). Research literature provide evidence that these eight values were found to be influencing the dynamics in the school system such as the

influence of concern for colleague on fostering a sense of ownership and purpose in the way that teachers approach their jobs as teachers (Eller & Eller, 2013) and how it manifests in passion in teaching which consequently influence teachers' performance and motivation as well as successful student learning (Mart, 2013) among others.

Considering teaching-related emotions, the teacher respondents reported all the three positive emotions to be true of them most of the time: Enjoyment (M = 3.65, SD = 0.39), Hope (M = 3.60, SD = 0.44) and Pride (M = 3.34, SD = 0.53). Four of the five negative emotions were reported to be occasionally not true of them with Shame leading (M = 2.22, SD = 1.08) while Anger was reported to be not true of them most of the time(M = 1.71, SD = 0.69),

The role of emotions in the teaching-learning process cannot be relegated to the background. Previous research highlighted that emotions are; 1) essential for student learning, the quality of teaching and the well-being of both the teachers and the learners (Mendzheritskaya & Hansen, 2019), 2) are prime drivers of students' and academics' engagement, performance, and interpersonal perceptions (Pekrun, 2019). and 3) have an impact on student's use of technology (Stefan, Markus & Glaiser-Zikuda, 2019). Emotions played an important role in teachers' engagement in professional development program and triggered changes in teachers' thinking and implementation of their science teaching practices. Positive correlations were found among teachers' motivations and emotions about their professional development experience, as well as changes to their teaching practices (Thomson & Turner, 2019). Positive emotions such as Enjoyment of teaching can positively impact student enjoyment of learning, energize teachers in their desire to improve the quality of their instruction, and protect teachers against burn-out and attrition (Frenzel et al., 2016). Teachers' negative emotions like anxiety was found to alter girls' gender ability beliefs in such a way that their mathematical scores are inferior to those other female students whose math teachers do not present anxiety toward the subject matter (Ruiz, 2016). Negative emotions from the teacher (specifically anger) may interfere with the children's ability to process emotional information (Morris et al., 2013)

Table 4

Spearman Rank Correlations of Length of Experience in Teaching and Value System

Scale	Cndr [a]	Org PrId [b]	Perf [c]	Tm Wrk [d]	Ldrshp [e]	Cst Effct [f]	Cllg [g]	ClntRl [h]	Innov [i]	Trng & Dev't [j]
Length of experience in teaching	-.22**	-.17*	-.03	-.16*	-.05	-.08	-.17*	-.09	.03	.01

Note. Cndr = Candor   Org Prid = Organizational Pride   Perf = Performance   TmWrk = Teamwork
Ldrshp = Leadership   Cst Effct = Cost Effectiveness   Cllg = Colleague   ClntRel = Client Relations
Innov = Innovations   Trng & Dev't = Training & Development
[a] n = 201   [b] n = 201   [c] n = 200   [d] n = 199   [e] n = 196   [f] n = 201   [g] n = 195   [h] n = 199   [i] n = 198   [j] n = 199

* ρ < .05   ** ρ < .01

Four of the ten values significantly correlated with the length of experience in teaching. The strongest Spearman rank correlation coefficient for the length of experience in teaching was with Candor: $r(199) = -.22$, ρ < .01.This was followed by Colleague: $r(193) = -.17$, ρ <.05. Next was Organizational Pride: $r(199) = -.17$, ρ < .05. Finally, the length of experience significantly correlated with Teamwork at $r(197) = -.16$, ρ <.05. Therefore, evidences from the sample partially rejected the hypothesis which states that the length of the teaching experience of teacher does not significantly relate with their value system.

Table 5

Spearman Rank Correlations of Length of Experience in Teaching and Teaching Related Emotions

Scale	Enjoy-ment [a]	Hope [b]	Pride [c]	Anger [d]	Anxiety [e]	Shame [f]	Hopeless-ness [g]	Bore-dom [h]
Length of experience in teaching	0.06	-0.04	0.10	0.17*	0.12	0.20**	0.18*	0.12

[a] n = 201   [b] n = 200   [c] n = 201   [d] n = 201   [e] n = 201   [f] n = 201   [g] n = 200   [h] n = 201

* ρ < .05   ** ρ < .01

Table 5 shows that the length of experience in teaching correlated significantly with three of the five negative teaching-related emotions. The strongest Spearman Rank Correlation Coefficient was with Shame: $r(199) = .20$, ρ < .01. Length of experience in teaching also correlated significantly with Hopelessness: $r(198) = .18$, ρ < .05 and with Anger: $r(199) = .17$, ρ < .05. None of the positive teaching-related emotions significantly correlated with

length of experience in teaching. Evidences from the sample partly rejected the null hypothesis which states that the length of experience is teaching does significantly correlated with teaching-related emotions.

5.Discussion and Conclusions

The present study's alternate hypothesis states that the length of experience in teaching significantly relates with the organizational values and teaching-related emotions. Statistical evidences from the sample of the study partly confirm the hypothesis. The length of experience in teaching is inversely but significantly related to the values Candor, Colleague, Organizational Pride and Teamwork.

Recently, candor or openness was considered to be the new metric of corporate leadership (which in the past was creating wealth for the investors) and this means *the extent to which executives create organizations that are economically, ethically, and socially sustainable (O'Toole & Bennis, 2009).* Candor implies that ideas put forth will be dealt with in an honest and straightforward way (Quick, 2006). Candor was found to be positively and significantly related to students' interest in lesson and their focusing of attention to the lesson and the teaching process (Reber, Ridge & Down, 2017). Teaching is a matter of building credibility to others while exposing the teacher to vulnerability (or bullying by students, parents, co-teachers among others) and one means of embracing this tension between expressing vulnerability and appearing credible 'intellectual candour', an improvisational expression of doubts, thoughts and problems with the dual purpose of learning and promoting others' learning (Molloy & Bearman, 2018). Candor is considered one of the ten universal traits of an effective educational leadership.

The current study found out that as the teachers stay longer in teaching, the less they become candid and less open to new experiences. This finding confirms previous studies such as those of Donellan & Lucas (2011, 2008). There is this tendency, as they age, to be more complacent with what they have had for quite a long period of time and see things as what they have been in the past. This confirms what Pikence's (2010) study found out. Teachers who have 1 to 5 years of teaching experience value most the sense of accomplishment among others compared to those who have 6 to 15 and those who have 16 or more years of experience in teaching. It can be construed that the sense of accomplishment emanates from being open to new experiences (Nieβ & Zacher, 2015 which appears to diminish over time. However, the finding of the current study runs contrary to that of Taneva, Arnold and Nicolson (2016).

Concern for colleagues' well-being is not only about their physical health. Colleagues' well-being holds a much bigger significance in the workplace -- how employees envision their future, goals, overall outlook and attitude (Huhman, 2016). Concern for colleague was found to be beneficial to the workplace as it promotes teamwork, leads to more amicable settle of conflicts and strengthening mutuality of interest as Rajgopal (201) suggests. In the current study, concern for colleagues seems to be diminishing as the teacher respondents age in teaching, however, there is not much empirical support to this finding. In fact, it disconfirms the finding that older workers are more likely to want opportunities to work in teams, collaborate with colleagues or have a lot of contact with clients or members of the public (Marvell & Cox, 2017). For many older workers, one of the main benefits from working in later life is the social side of work: contact with others, team-based working and forming professional and personal relationships formed through work (CIPD, 2014; Boot et al, 2016; Oude Hengel et al, 2012; Duffield et al, 2015; YouGov, 2015; Buckle, 2015; Boumans et al, 2011; Carmichael et al, 2013).

Perhaps, this tendency of diminishing concern for colleagues (as the current study pointed out) springs from the self-perception of increasing uselessness due to decreasing physical and cognitive abilities over time which is reinforced by the culture of Ageism practices in the organization such as offering l**earning opportunities offered to younger employees — not older ones, overlooking or passing over older workers for challenging assignments, leaving out older worker** of client meetings or company activities, **a spoken or unspoken assumption** that aging workers are not entitled to take time off for family commitments because they do not have young kids at home anymore, **disparaging comments and remarks about age** and aging workers b**eing passed over for raises and promotions**; Authenrieth, n. d.). In addition, this finding maybe accounted for by the so called Intergenerational Divide (between Generation X, those born between 1965 and 1977, and the millennials, born after that) which is increasingly becoming evident in the workplace and where once revered older workers and novice younger employees are less likely to form mentor-mentee relationships (Wessel, 2015). Intergenerational divide is also characterized by the divergence of values between older workers characterized by work ethics (Emma, 2019) and work wisdom distilled by long years of experience and younger workers' digital savviness that gives them the confidence that they can know almost everything in their sphere of interest as long as there is gadget and connectivity that is reinforced by the Do-It-Yourself culture.

Organizational Pride, at its simplest, is having high esteem in a respectful manner for the organization an employee is part of and it is or must be seen at all levels of any organization (McGillicuddy, 2010). It has direct, positive effect on commitment to customer service and creativity as found out by Goutheir and Rhein (2010) and

to the intent to remain with the organization (Helm, 2013). The current study pointed out that there is an inverse relationship between length of experience in teaching and organizational pride which confirms the study of Gardner and Macky (2012) and Twenge, Campbell, Hoffman and Lance (2010), However, there is not much literature running contrary to the finding of the study save for the one conducted by Federico (1996). This confirms Ferreira-Vasconcelos' (2017) finding that there are scant research efforts toward aging theorizing, particularly concerning to the usage of older workers'value, i.e., focusing on their potentialities, capabilities and skills.

Why organizational pride declines with age as this study found out maybe attributed to the postulate of the Disengagement Theory of Cummins and Henry (1961) which states that as one ages, one's abilities will likely deteriorate over time and as a result, every person will lose ties to others in his or her society including his/her connection to work. As an offshoot, the sense of personal accomplishment derived from work also decreases. In addition, the practice of Ageism (Psychology Today, 2019; Authenrieth, n. d) as cited earlier in this paper, may account for this finding.

Length of Experience in Teaching in Relation to Teaching-Related Emotions

The length of experience in teaching was found to be directly proportional to Shame. As a self-conscious emotion, shame informs a person of an internal state of inadequacy, unworthiness, dishonor, regret, or disconnection (Lamia, 2011); inadequacy that may stem from external sources such as some observers' declaration that experienced teachers are not needed and their (observers) approval of the "greening " of the teacher force (Education, 2013) and/or from internal sources such as comparing the self with others who they believe are better than they are (Psychology Today, n. d.) This finding of the current study confirms previous studies which found out that the feeling that they, the older teachers, are not as adept as others especially the younger ones appears to be another source of shame, especially when it comes to the use of technology in the teaching learning process (Lee et al., 2019; Howard & Mosejko, 2015; Czaja et al., 2006).

Data from the sample also suggests that hopelessness is an outcome of aging. There is a significant relationship between the two construct. The declining physical strength and sensory sensitivity leads to decreased interaction with the social system, increasing preoccupation with the irreversible physical changes occurring in the body and the imminence of death (Lange & Grossman, n. d.). This is consistent with the idea of the Disengagement Theory of Cumming and Henry (1961) which states that society fosters this disengagement by providing fewer opportunities for older adults to participate in the workforce and in social situations (The Psychology of Aging, n. d.) Declining physical health exposes the elderly to greater vulnerability that generates the emotion of hopelessness (Hartmann et al., 2018). Furthermore, the decline in knowledge and skills brought about by aging is rapidly precipitated or reinforced by the mandatory retirement age.

Years of experience in teaching was also found to be directly proportional to the emotion of anger among the teacher respondents. Workers, especially women, in their 40s scored significantly higher on anger while at work compared to women from other age groups but no significant age differences were found in anger experienced at home (Thomas, 2002). Another study confirmed the finding that age is associated with anger but only if there is illness associated with aging (The Conversation, 2019). However, the finding of a study which found out that age is associated with lower anger (Shallcross, Ford, Floerke & Mauss, 2013) and that anger regulation improves with age (Phillips, Henry, Hosie and Milne (2007) were not confirmed by this study.

6.Limitations and Directions for Future Research

The present study has several limitations which offer avenues for future investigations. First, due to time constraints, the sampling techniques used was non probabilistic, therefore, the sample was not representative of the population of the study. Findings of the study could not be generalized to the population. Future research may consider probability sampling as a technique. Second, the current study focused on teacher respondents in a rural area, therefore, the findings could not be generalized to teachers in urban and highly urbanized settings. Widening the geographical scope of the study may provide better perspectives in viewing the differences between teachers in rural and urban areas. The use of correlation technique is another limitation in that it cannot infer causality between the variables of the study. Future research may consider additional variables to provide a multifactorial explanation of the phenomenon of the study. In addition, the study was cross-sectional which limits the ability to infer causality. A longitudinal study may provide richer and more valid connections between the constructs which could not be observed in a short period of time. Finally, the data generated by the study are self-reports. Future study may consider additional data such as those gathered by the use of interviews with the subjects, immediate heads, colleagues and students.

7. Implications

The findings of the present study indicate that school authorities and other pertinent sectors need to pay attention to and address the phenomenon in question. Proactive attention to the implications of the findings of the

study suggests that aging in teaching is not simply a matter of personal concern of individual teachers. In addition, findings suggest that preretirement programs may need to be instituted and these should focus on the holistic view and functional nature of aging. Experiences that accumulate in the course of teaching can be harnessed towards developing growth activities that will help in the development of positive image or sense of self or ego integrity as Erikson calls it. Likewise, post-retirement activities managed by the concerned agencies can be developed towards actively engaging the retired teachers in tasks that will optimize their engagement in the mainstream of the society. Media and literature and other vehicles of culture may need to cultivate sensitivity in portraying the phenomenon of aging. The negative affect and images that gradually build up due to aging may find reinforcement, and may even be intensified, by advertisements that are capitalizing on youthfulness, vigor and physical strength and are insensitive to the concerns of aging persons. Finally, regulatory bodies concerning aging persons may need to review the rationality of existing statutes such as retirement laws as they discriminate against the sector in question. Observations point out that many individuals past the retirement age are still capable of doing particular jobs.

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