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## Age Diversity among Faculty Members of MSU-Sulu College of Education: Its Impact on Their Teaching Efficiency

Fermina O. Anuddin<sup>1\*</sup>

<sup>1</sup> Faculty member, MSU-Sulu College of Education, Jolo, Philippines

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#### \*Corresponding author:

Fermina O. Anuddin

#### E-mail address:

[omarfermina@gmail.com](mailto:omarfermina@gmail.com)

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### ABSTRACT

Unmanaged age diversity in the workplace might become an obstacle to achieving organizational goals. This study was aimed to identify the age profile, teaching efficiency rating (TER), and significance difference between the efficiency of senior and junior faculty members of teachers in MSU-Sulu, College of Education. This study utilized the quantitative method of research where the teaching efficiency rating of both senior and junior faculty members rated by their students was tabulated and interpreted. The research instrument used is the teaching efficiency rating (TER) of the teachers where students are raters. This study employs random sampling where teachers were selected randomly. Data were analyzed with SPSS version 25.0. Based on results, it was found out that age does not interfere with teacher efficiency in teaching. Both senior and junior faculty members of the college of education are performing at their utmost potential, whether they are young or old members of the institution of higher learning. Stereotypes on senior faculty might not exist in the College of Education.

### 1. Introduction

As the only premier university in the Sulu archipelago, Mindanao State University-Sulu is composed of different or diverse personalities/groups working together, studying and striving for the common good of the constituents. It is believed that this university has a diverse culture as to the mixed Islamized ethnolinguistic groups such as Tausug, Badjao, Jama-Mapun from Pangutaran, Christians from Dumaguete and Butuan, and other people from all corners of the diversified Philippine nation. This higher learning institution comprises six colleges: College of Agriculture, College of Arts and Sciences, College of Fisheries, College of Education, College of Business Administration and Computer Studies, and College of Public Affairs. College of Education, as the

focus of this study, aims to produce quality graduates and future teachers that will serve in the province of Sulu and will mould the younger generation of this beloved homeland.

Like any other institution, College of Education (COED) is diversified by the blend of people; the teachers, students, administrators, staff, and the community to which the college belongs. Speaking of "diversity" is a relatively recent term in management vocabulary. In practice, being a synonym for "mixture" or "multiplicity" means that every team member is different in their way by character traits, age, religion, origins, opinions, sexual orientation, educational background, and professional experience, or social status (Goethe et al, 2018). The mixture is getting even more unusual and complicated when, in addition to



the habitual individual differences, team members come from different cultural backgrounds, represent rare ethnical races, speak other languages and live in different countries (Abdulrahman et al., 2016). However, all these people have unique qualities to bring to the work process and be treated equally.

Considering the age diversity among faculty members of the College of Education, it has undoubtedly a significant impact on the teaching-learning process as such older faculty has a wide array of experience than younger ones (Lehman, 2022). Yet, young faculty has more stamina than the latter. But of course, the combination of both will lead to the success of their organization. However, unmanaged diversity in the workplace might become an obstacle to achieving organizational goals. This study was aimed to identify the age profile, teaching efficiency rating (TER), and significance difference between the efficiency of senior and junior faculty members of teachers in MSU-Sulu, College of Education.

## 2. Literature Review

A review of the literature on age and work shows a clear theoretical emphasis on pessimistic predictions. The predominant theoretical models are older workers' stereotypes, social identity and relational demography, age discrimination, career timetables, and prototype matching (Cavanagh et al., 2019). Some studies examined the role of age perceptions (rather than chronological age), including self-perceptions of age or perceived age relative to the workgroup or manager (Kulik et al., 2000; Bryson et al., 2020). An underlying theme in these studies is that age discrimination or at least unfair treatment is likely to occur for older workers. The inherent assumption seems to be that when decisions are made about individuals (e.g., performance ratings, hiring decisions, and salary decisions), young employees are preferred over middle-aged or older employees. These effects are especially likely when employees are relatively older than other employees in their group, organizational level, or

manager. Such ageism is predicted for both observers (individuals in the work environment whose age is not the focal point) and focal employees (via self-perceptions of age) (Milliken et al., 1996).

An essential issue in the age diversity literature is the role of stereotypes. Stereotypes about older workers have been primarily negative, including such views as older people are less productive, flexible, creative, and harder to train, more rigid and resistant to change and less comfortable with technology. However, more recent research suggests that some of these stereotypes may no longer be as strong or impactful. Related to the issue of stereotypes, assumptions about age-related declines may influence the treatment of older workers relative to younger workers. However, Kollmann et al., concluded that most age-related declines in skills and capacities that might substantially affect performance did not occur during standard working ages (Kollmann et al., 2019).

The remaining research uses theoretical paradigms that yield mixed (neutral and negative), neutral, or positive (only one paper) theoretical predictions. These include social identity and relational demography, organizational demography, social categorization, information and decision making, career development, uncertainty reduction theory, and social support. These studies focus primarily on work processes (e.g., communication, socialization, mentoring) rather than decision-making outcomes (which is the focus of much of the "negative predictions" research described above). Another theme in this category is the potential for positive social relations within workgroups to increase the positive effects of age diversity or prevent adverse effects. For example, older employees are likely to have knowledge and experience that is useful within a group. Positive relations among members are conducive to appreciating different types of contributions (Starkey, 2020).

Very little has examined antecedents of age diversity in the work setting. Unlike race or gender diversity, organizations rarely undertake initiatives to increase



age diversity. Traditional age distributions within organizational structures (younger at the bottom and older in the middle and top) were derived from hiring employees at a young age and retaining them through most of their working lives. Age distributions were aligned with societal expectations of orderly career progression, similarly aged workgroups, and "appropriate" age differences between employees and managers. The last twenty years have seen an erosion of such traditions as increased competition and expansion of the global economy has contributed to a trend for organizations to become flatter and leaner. These environmental forces have undermined traditional career paths and associated age norms in organizations, contributing to more age diversity effects. Another societal trend related to age composition in organizations is the impending retirement of the baby boom generation. There is increasing concern that the loss of baby boomers will lead to critical labour shortages. Thus, organizational leaders are beginning to focus on retaining older workers. However, there is not much evidence that organizations are proactively addressing these issues. At the same time, there has been a recent trend of these baby boomers coming out of their retirement, and such a trend represents an additional complicating factor in understanding age-related diversity in organizations.

Much of the research on age has focused on outcomes such as selection, performance appraisal, training and development, and career opportunities. One theme that seems to predominate is that older employees are disadvantaged when they are in the minority compared with younger employees. For selection, the evidence suggests that when older and younger and older applicants are in the same applicant pool, younger applicants are preferred over older applicants. In the same vein, age is not generally associated with lower performance ratings, as do employees older than their workgroup. Furthermore, more senior employees receive more severe

consequences for poor performance than their younger counterparts (Kulik et al., 2000).

Older workers tend to receive fewer training and development opportunities than younger employees, especially when they are older than their workgroup or manager. Similarly, research on promotion opportunities has shown a decrease in upward mobility due to age norms associated with career progression. This is especially likely when the employee is older than their manager or workgroup. Research associating age with work processes is much more equivocal. Mentoring studies suggest that both younger and older protégés consider such activities beneficial, with the younger group reporting more frequent career-related mentoring and more senior reporting higher relationship quality with their mentors and more mutual learning. Research on age in socialization suggests that older workers are less likely to use covert forms of information seeking and that this was associated with higher levels of role clarity and job satisfaction.

### **3. Methods**

This study utilized the quantitative method of research where the teaching efficiency rating of both senior and junior faculty members rated by their students was tabulated and interpreted. The research instrument used is the teaching efficiency rating (TER) of the teachers where students are raters. This study employs random sampling where teachers were selected randomly. Data were analyzed with SPSS version 25.0.

### **4. Results and Discussion**

The age of senior faculty members ranges from 41 – 65 years old with 20 to 30 years in teaching, while junior faculty members from 21 – 40 years old with 1 to 10 years in education. In this study, random sampling was used wherein ten students per class were taken as raters for their teachers in 10 different subjects. The teachers were also randomly selected,



five senior and five junior faculty.

Table 1. The age profile of teachers in College of Education MSU Sulu

Senior Faculty	Age	Junior Faculty	Age
Teacher A	58	Teacher F	36
Teacher B	60	Teacher G	34
Teacher C	55	Teacher H	35
Teacher D	48	Teacher I	26
Teacher E	61	Teacher J	30

Table 2. Analysis of teaching efficiency rating of teachers

	College of Education teachers	Mean±SD	p-value
Teacher efficiency rating (TER)	Senior teachers	3.400± 0.548	0.580
	Junior teachers	3.600± 0.548	0.580

Based on the result of the T-test conducted to get the significant difference between the teaching efficiency rating of senior and junior faculty, it must be noted that under Leven's Test, the significant value is greater than 0.05. And in this case, the p-value 1 is greater than 0.05. Therefore, there is no significant difference between the teaching efficiency of the senior and junior faculty members of the College of Education, Mindanao State University-Sulu. In other words, age does not affect the teaching efficiency of the teacher. Both junior and senior faculty are performing efficiently.

Teaching efficiency rating forms of teachers are the basis for measuring the efficiency of teachers as rated by their students. In this study, the researcher found out that the senior faculty still cares about teaching despite ageing, and they don't decline precipitously in their effectiveness. Junior faculty also has the stamina and drive to teach is not lag by the more experienced seniors. Socioemotional selectivity theory was first introduced in 1995 by psychologist Laura Carstensen to describe changes in people's motivations over their lifespan. The theory suggests that as a person ages, they become more selective in spending their

resources (time, money, energy, etc.). When they are older, they are more likely to participate in meaningful activities on an emotional level.

## 5. Conclusion

Some people say that age is just a number. This study attests to the truthfulness of this adage. Because in this research, it was found out that age does not interfere with teacher efficiency in teaching. Both senior and junior faculty members of the college of education are performing at their utmost potential, whether they are young or old members of the institution of higher learning. Researchers in the business sector might be different from the teaching profession. Some of the stereotypes on older workers may no longer be as strong or impactful. Stereotypes on senior faculty might not exist in the College of Education.

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