

Do Teachers' Experiences and Ages Contribute to Their Teaching Performance?

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Abstract

The study aimed to determine the contribution of kindergarten teachers' teaching experiences and age ranges to their teaching performance. It applied a quantitative approach with a limited sample survey to test the hypothesis that teaching experiences and ages positively affected teaching performance. The data were collected through a purposive sampling technique involving 137 teachers. The teaching performance variable was measured through several indicators, including the teachers' abilities in planning, implementing, and evaluating the learning process. The data collection used a Likert scale questionnaire ranging from 1 to 4 that consisted of nine questions to measure the teachers' teaching performance. The instrument signified a Cronbach's Alpha coefficient value $>.8$. The findings showed the Corrected Model had the significance value of .312 or greater than .05, implying no significant correlation between teaching experiences and ages to the teaching performance. The research findings offer meaningful suggestions to produce a recruitment policy for educators based on the need analysis of specific schools that should refer to the length of the educators' teaching experiences and ages. The study also suggests improving teaching performance through the provision of support in the form of professional learning for all teachers, such as teacher training and workshops. The government should seriously consider the welfare of kindergarten teachers, as an attempt to boost their teaching performance. The provision of support and professional learning activities should be available for all teachers, not only for beginners.

Keywords: kindergarten teacher, teaching performance, years of experience.

1. Introduction

Being a teacher is a serious responsibility that requires high-quality resources. Qualified, dedicated, and professional teachers are urgently demanded in education sector (Berns 2004). Teachers, especially those specializing in Early Childhood Education (ECE), should have a strong commitment, assertiveness, and patience (Puspitarani and Masykur 2018). Kindergarten teachers perform nine roles during their teaching activities, including interacting, nurturing, managing pressures, facilitating, planning, enriching, problem-solving, learning, and guiding and maintaining (Sujiono 2009).

ECE teachers play their role as a guide to guide the students to the right path of learning. They are responsible to fostering children's intellectual and social development (Phajane, 2014), knowledge and skills (Berns 2004), and achievements. Kindergarten teachers deal with the children with their aspects of characteristics, uniqueness, and special care needs. Those teachers should understand the stages of early childhood development, master learning methods by referring to scientific principles and compile a certain evaluation of learning outcomes (Puspitarani and Masykur 2018).

The low abilities of producing, analyzing, and performing based on the professional principles indicate the teachers' lack of professionalism (Been 2012). Their abilities determine the success of their performance in managing the learning process. Broadly speaking, their performance is determined by their capabilities in working (Harahap 2019). Their abilities should be balanced with their responsibilities.

Teaching performance refers to the teacher's ability to manage a learning process at school through a certain action in setting the learning activities. A teacher's performance is determined by competence that consists of knowledge, skills, and attitudes. A good performance will result in a good result (Gewasari, Manullang, and Subuea 2017). Other than competence, the teachers' teaching performance will also depend on their experiences, in addition to their ages that may affect their career opportunities (Chen, Shui, and Sun 2012).

Teachers' experiences become a key factor that can affect their performance (Rice 2010). Teaching experience refers to how long a teacher has professionally taught (Burroughs, Gardner, and Lee 2019). A number of dimensions in measuring teaching experiences include tenure, levels of knowledge, and skills at work (Foster and Seeker 2001). Teaching experiences define the success of educational process and is associated with the effectiveness of teaching activities.

Teaching performance is an important aspect that should be considered (Whitebook 2014) since it affects the learning effectiveness and quality; and encourages the students' motivation, attitude, behavior, and development. An effective teaching performance derives from the teachers' inner motivation in managing their knowledge mastery and appropriate pedagogical competence to guide their students (De Guzman 2000; The Organisation for Economic Co-operation and Development (OECD) 2018).

Well-trained teachers effectively guide students in the learning process by recognizing the students' characteristics and needs, leading to an optimal teaching performance. Teaching skills are cultivated through a long process from several years of practice that enhance expertise and professionalism, so the teachers can consistently manifest their skills (Anif, Utama, and Prayitno 2019; Mansur 2017).

A number of studies related to ECE revealed that the effective teachers possessed exceptional levels of education and training in ECE sector that could potentially affect their performance and competence (Nainggolan 2016; Strategies for Children 2010). Teachers are responsible for improving their knowledge and skills in educating their students by implementing a number of strategies, including collaboration, communication, and advocacy in encouraging parents' involvement in children's education (Phajane 2014).

The length of working period will provide signify different levels of experiences among teachers. Experience is an important that reflects the teachers' career (Burroughs, Gardner, and Lee 2019) and determines the success of education (Rakib, Rombe, and Yunus 2017). The longer a teacher has been working in the teaching sector, the more experience the teacher has had, so someone with a long working period is different from a new teacher (Rakib, Rombe, and Yunus 2017). Other studies mentioned that the more teaching experiences, the more teaching methods implemented during the learning process to boost an active and pleasant interaction between teachers and students.

Age will also affect the teachers' experiences. Junior teachers tend to have less experiences compared to the senior teachers. Moreover, senior teachers are considered more matured and stable with a more qualified and balanced perspective, so they are not vulnerable to undergo mental pressure at work (Almutahar, Wardhani, and Rafie 2015). Within a political and public discourse framework, there is a tendency to presume a straightforward linear relationship between the teachers' years of experience and their teaching quality (Brandenburg et al. 2016). However, other studies mentioned a number of variations that defined the teachers' abilities and effectiveness, leading to a different teaching performance. At every stage of teaching career, less experienced teachers are not always ineffective and vice versa (Kanto et al. 2020; Kini and Podolsky 2016; Nuraini et al., 2019). Observable teacher characteristics, such as education and experiences after the first few years do not correlate with the improvement of their productivity. It is consistent with the previous study that found no differences between the beginning/novice and experienced teachers (Stuhlman and Pianta 2009). Other studies even revealed a decline of teaching quality after the first three years. The previous studies aforementioned show a huge gap. Meanwhile, the current study is expected to bridge the gap study by examining teachers' teaching performance in terms of their teaching experiences and ages.

2. Research Methods

The current research was initiated to analyze the differences of teaching experiences and ages to teaching performance. It adopted a quantitative approach with an ex post facto research design. The research used a limited

sample survey to test the hypothesis. A total of 173 teachers were involved. The teachers' teaching performance was measured through a number of indicators, including their skills of planning, implementing, and evaluating the learning process in terms of the gap between their ages and teaching experiences. The data were collected through a questionnaire. The instrument of teaching performance signified the range of validity from .661 to .891 and a reliability of .717. the instrument reliability test can be seen at table 1.

Table 1. Instrument Reliability Test Results

Variable	Cronbach Alpha Value
Teaching Performance	.717

Schematically this research can be illustrated in Figure 1.

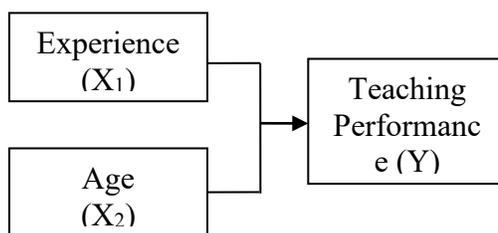


Figure 1. Research Framework

The questionnaire used a Likert scale pattern from 1 to 4, in which (1) marks *very inappropriate*, (2) *inappropriate*, (3) *appropriate*, and (4) *very appropriate*. The instrument signified the Cronbach's Alpha value of 0.92, indicating a strong accuracy of the instrument. The data were analyzed using descriptive statistics and multiple regression analysis through the SPSS 23 for Windows program.

3. Results

The data from respective variables were tabulated based on the purpose of the analysis. The analysis through descriptive statistics aimed to obtain an overview of the data. The data description included the number of respondents (N), mean (M), standard deviation (SD), minimum score (Min), and maximum score (Max). The details of the data are shown in Table 2.

Table 2. Descriptive Statistics

Statistics	Experience	Age	Performance
N	173	173	173
M	2.03	1.51	27.97
SD	.59	.52	2.95
Min	1	1	19
Max	3	3	35

The descriptive statistics signified the variables of teaching experiences (M = 2.03; SD = .59), ages (M = 1.51; SD = .52), and performance (M = 27.97; SD = 2.95). The results of the analysis in Table 2 show that respective variables generated a greater mean (M) than the Standard Deviation (SD), implying a well-represented data distribution.

The data descriptions of the characteristics of the respondents were compiled based on the teaching experiences and ages, as presented in Table 3.

Table 3. Characteristics of Respondents Based on Teaching Experience

Experience	Total	Percentage
< 5 years	28	16.2
6 – 15 years	112	64.7
> 15 years	33	19.1

Based on the length of their teaching experiences, the teachers were categorized into three groups, including newly experienced teachers with teaching experiences less than five years, moderate teachers that have served in education services for around six to 15 years; and highly skilled teachers with over 15 years of teaching experiences. Based on Table 3, most of the kindergarten teachers in Semarang District have worked for around six to 15 years (64.7%), implying the moderate category. Meanwhile, 19.1% of the teachers were categorized as highly experienced and the remaining 16.2% were newly experienced teachers. The characteristics of the respondents based on their ages are presented in Table 4.

Table 4. Characteristics of Respondents by Age

Age	Total	Percentage
18 - 40 years	87	50.3
41 - 60 years	84	48.6
> 60 years	2	1.2

Based on data of Table 4, the majority of kindergarten teachers in Semarang District were in the age range of 18 to 40 years (50.3%), 48.6% aged around 41 to 60 years, and 1.2% were over 60 years old. The ages between 18 and 40 were categorized as early adulthood, marked by certain physical and psychological changes that indicated the degrading reproductive abilities. Meanwhile, teachers in intermediate adulthood aged from 41 to 60 years, and those categorized as elderlies aged more than 60 years old.

The statistics description between the teaching experiences and ages toward the teaching performance is presented in Figure 2.

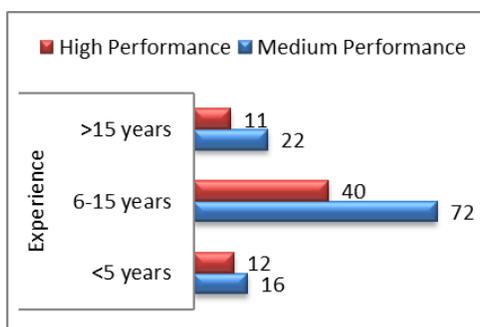


Figure 2. Categories of Teacher Performance Based on Teaching Experiences

Based on the data in Figure 2, the moderate and high teaching performance category was dominated by the teachers with six to 15 years of teaching experiences, with 40 teachers in a great variety and 72 in the moderate category. Twelve teachers followed up the next high teaching performance with less than five years and 11 teachers with more than 15 years of teaching experience. Meanwhile, the next moderate category came from 22 teachers with more than 15 years of teaching experience and 16 teachers with less than five teaching experiences.

The categorization of teaching performance based on ages is presented in Figure 3.

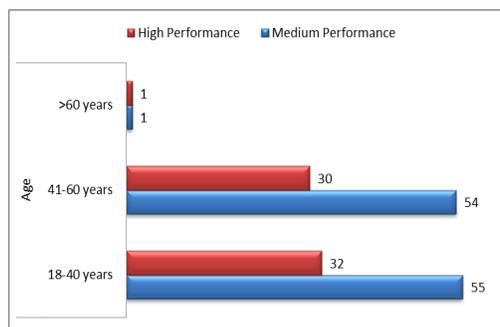


Figure 3. Categories of Teaching Performance Based on Age Range

Based on Figure 3, teachers aged 18 to 40 years old possessed a high teaching performance, from whom 32 teachers were in a high category and 55 were in a moderate variety. The findings were not different with those aged from 41 to 60 years old, from whom 30 were in a high category, and 54 were in a moderate variety. Among teachers aged more than 60, one teacher possessed a high teaching performance, and one teacher had a good teaching performance.

ANOVA analysis was performed to compare the differences of means between the groups to find out the correlation between the independent variables of teaching experiences and ages and dependent variable of teaching performance. The assumption of homogeneity of variance was met based on the Levene's Test with the significance value greater than .05 ($p = .464$). The results of the ANOVA test are presented in the table 5.

Table 5. Test of Between Subject Effect

Source	df	Mean Square	F	Sig.
Corrected Model	6	6.974	1.203	.312
Intercept	1	13458.1	2321.2	.000
Experience	2	4.781	.825	.442
Age	2	.390	.067	.935
Experience * Age	2	12,108	2.088	.130

Based on Table 5, the Corrected Model had a significance value of .312 or greater than .05. The result implied no correlation between the independent variables (teaching experiences and ages) and the dependent variable (teaching performance). In the intercept section, the value of the dependent variable changed without the influence from the prevailing independent variables. It implied that the independent variables did not affect the change of the value of the dependent variable. The significance value generated .000, which was less than .05, implying that the intercept was significant. The significance value of teaching experiences and ages was more than .05, indicating no significance between the teaching experiences and periods toward the teaching performance. The Tukey's Post Hoc test was performed to determine the value between the three categories of teaching backgrounds and ages. The trial aimed to compare the average score of teaching experiences and forever to the teaching performance, as shown in Table 6 and 7.

Table 6. Tukey's Post Hoc Test for Multiple Comparison of Teaching Experience with Teacher Performance

(I) Exp	(J) Exp	Mean Difference (I-J)	Std. Error	Sig.
<5 years	6-15 years	.92	.658	.348
	>15 years	1.09	.786	.350
6-15 years	<5 years	-.92	.658	.348
	>15 years	.17	.607	.955
>15 years	<5 years	-1.09	.786	.350
	6-15 years	-.17	.607	.955

The significance values of the two tables generated more than .05, implying that there were no significant differences between the variables. Likewise, Tukey's Post Hoc test calculation confirmed no significant difference between the teaching performance to the teaching experiences and age groups. As it presented at table 7.

Table 7. Tukey's Post Hoc Test for Multiple Comparison of Age with Teacher Performance

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
18-40	41-60	.07	.484	.989
	>60	.99	1.737	.836
41-60	18-40	-.07	.484	.989
	>60	.92	1.736	.857
>60	18-40	-.99	1.737	.836
	41-60	-.92	1.736	.857

4. Discussion

The current study confirmed no significant differences between the teachers' teaching experiences and age groups to the quality of their teaching performance.

In line with the previous studies that confirmed no correlation of the length of teaching service period and ages to the teaching performance (Fauziah et al. 2019; Palar, Rumayar, and Kolibu 2011; Pome and Feri 2018). The longer someone has been working, the more skilled they will be compared to those with a relatively newly working period (Pome and Feri 2018). However, their performance will decline in line with the increase of their ages (Robbins & Judge, 2014). Aging is a natural phenomenon for a person (Fitriantoro 2009). As people get older, their abilities, endurance, and memorization will decrease as time goes by. Without the equipment of self-development through training, learning, and experiences, their quality will not improve.

However, based on the descriptive statistics in Figure 2 and 3, the majority of the teachers based on their teaching experiences and age groups were in a moderate category of teaching performance. If the fact is associated to the teachers with more than 15 years of teaching experiences and more than 41 years of ages, the declining teaching performance might happen. The findings were in line with the previous studies mentioning that the longer the working period was, the more the skills, speed, intelligence, energy, and coordination might decrease (Fitriantoro 2009).

However, the current research signified no difference in teaching performance based on the teachers' experiences and ages. The length of teaching experiences could be one of many factors that affected the teaching quality (Brandenburg et al. 2016; Klassen and Chiu 2010), yet many other factors should also be considered. The decreasing teaching performance due to the increasing years of experiences was due to the loss of initial support structure and the increasing workloads, responsibilities, and emotional problems. A number of previous studies that investigated the correlation between teaching quality and years of experiences also questioned whether the previously detected post-five-year improvement might be associated with the early career degradation and less effective early career teachers.

Teachers' satisfaction might also be considered one of the influencing factors for their teaching performance (Anastasiou and Papakonstantinou 2014; Maqbool et al. 2017; Skaalvik and Skaalvik 2014). The salary was believed to influence their satisfaction. The findings were in line with the current issue of kindergarten teachers' salaries in Indonesia.

Regarding Indonesia teachers' economy welfare, many low economy range teachers are confirmed, especially in urban and rural areas. The issue has been raising concern of the Indonesian government.

5. Conclusion

In conclusion, there is no significant correlation between teaching experiences and age ranges to the quality of teaching performance. The research findings offer meaningful suggestions to produce a recruitment policy for educators based on the need analysis of specific schools that should not only refer to the length of the educators' teaching experiences and ages. The study also suggests improving teaching performance through the provision of support in the form of professional learning for all teachers, such as teacher training and workshops. The government should seriously consider the welfare of kindergarten teachers as well.

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