# Determinants of Bangsamoro Teacher's Identity

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*Abstract*—**This study sought to determine the identity of the teachers and the influence of socio-demographic characteristics to their identity. The study used the descriptive research design. The survey was used to gather the teacher's identity. Regression Analysis was used to measure the relationship of variables in this study. A sample of 445 teachers filled out the survey questionnaire in determining the teacher's identity. Results revealed that most of the respondents indicated personal identity orientation. Moreover, result also indicated that of the variables, sex and civil status were found out to be the best predictors of teacher's identity.**

*Keywords*—**Bangsamoro, determinants, teacher's identity.**

## I. INTRODUCTION

Teacher's professional identity is an emerging research field that is attracting an increasing amount of research attention (Akkerman & Meijer, 2011). This is hardly surprising as the concept of teacher's professional identity addresses: the complex nature of the teaching profession by taking both its personal and professional sides into account, our understanding of teacher professional learning by acknowledging that learning is directed both externally and internally, and that professional development or learning is to a large extent influenced by who one is as a person. Professional identity is often interpreted in terms of individuals' perceptions of themselves as a teacher and as the teacher they wish to become.

Forming a teaching identity is a complex and culturally-based process, which occurs within a specific context, time, and place within multiple learning institutions (Danielewicz, 2001.

Over the last two decades, the issue of teacher identity has developed into a distinct area of research (Pillen, Beijaard, & den Brok, 2013). Though fairly recent, a rich body of literature has sprung approaching varying aspects of teacher identity such as the conceptualization and characterization of its features (Akkerman & Meijer, 2011; Day, Kington, Stobart, & Sammons, 2006). Teacher identity merits attention justifiably. One primary reason is that teacher identity is held accountable for the overall landscape of education including, for example, curriculum reformations (Stenhouse, 1975), pupils' achievement (Day, Sammons, Stobart, Kington, &Gu, 2007), and policy implementation (Robinson & McMillan, 2006).

Measuring teacher identity is in the meantime a longstanding issue. Unfortunately, all due to the fact that the construct of teacher identify has been inconsistently conceptualized and measured from varying perspectives, a comprehensive picture of teacher has not yet been captured and agreed upon (Findlay, 2006). On the other hand, among the myriad of studies addressing teacher identity in the literature, attempts to quantify teacher identity are still lacking (Cheung, 2008).

More importantly, of the handful of quantitative studies, no conceptualization of teacher identity has been held to in more than one study, nor has the instrument measuring teacher identity. This brings the research area of teacher identity into a predicament where researchers interested in quantifying teacher identity are either bewildered by and lost in the sheer variety of components chosen as representatives, or those researchers just quit the idea of depicting teacher identity in a quantifiable way. The present study thus intended to determine teacher's identity.

### Statement of Objectives

The general objective of the study was to determine the identity of the teachers in Cotabato Division.

### Specifically, this study aimed to:

1. Describe the socio-demographic profile of the respondents according to:

a) Age
b) Civil Status
c) Sex
d) Position/Rank
e) Salary
f) Length of Service
g) Educational Attainment

2. Determine the identity of the respondents in terms of:

a. Personal Identity Orientation
b. Relational Identity Orientation
c. Social Identity Orientation
d. Collective Identity Orientation

3. Determine whether the socio-demographic characteristics of the respondents significantly influence their identity.

## II. METHODOLOGY

This study used the descriptive research design. The survey was used to gather the teacher's identity. The Aspect of Identity Questionnaire (AIQ-IV) by Cheek, J. M. & Briggs,. R. (2013) was used. The data gathered were statistically treated using the frequency count and percentages for the profile of the

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respondents. The mean computation was used on the teacher identity. Regression Analysis was used to measure the relationship of variables in this study.

## III. RESULTS AND DISCUSSIONS

### Socio-demographic Characteristics of the Teacher-respondents

#### Age

The ages of the teachers ranged from 21 years old to 61 years old above. Table 1 shows that 166 (37.3 %) were in the age bracket of 29 to 36 years old, 103 or 23.1 % were in the age bracket of 37-44 years old, 90 (20.2 %) were 21-36 years old. There were 62 (13.9 %) who were in the age bracket of 45-52 years old, 22 or 4.9 % were 53-60 years old and 2 (0.4%) were in the age bracket of 61 years old above.

The result shows that the respondents who are in the age bracket of 29-36 years of age constituted the most number. This indicates that the respondents of this study were relatively not very young though variation in age was high.

#### Sex

Of the 445 respondents, majority or 317 (35.5%) were female; 128 or 28.8% of the respondents were male.

#### Civil Status

Of the 445 respondents, majority or 325 (73 %) were married; 109 (24.5 %) were single; 6or 76 % of the respondents were divorced and there were 5 (1.1%) who were widow/widower.

#### Monthly Income

Majority (320 or 71.9 %) of the respondents had monthly income of P19,620-P21,000; there were 58(13 %) who had monthly income of P22,620-P22,000; 49 or 11% had monthly

### Identity of the Bangsamoro teacher-respondents

Table 2 reflects the identity of the teacher-respondents. Most of the teachers (50.6 %) have personal identity

income of P21,120-P22,000 and there were very few or 18 (4.0 %) who had monthly income of P24,120 and above.

This implies that the teachers do not have the difficulty in meeting their households' needs because they live above the poverty line.

### Educational Attainment

When grouped by the highest degree attained, 165 (37.1%) of the teachers had completed a Bachelor's degree with Master's units;156 (35.1 %) had Master's degree; 96 or 21.6 % had earned AB or BS degree; 22 (4.9 %) had completed Master's degree with Doctoral units and only 6 or 1.3 % had a EdD or PhD degree.

Fulleros (2009) stressed that the educational attainment of an individual is seen as a means of character formation of the people which is considered to be the most important asset of the nation. It is the main instrument for generating productive human resources. The higher education level the group tended to face better than with lower level of education.

### Length of Service

The respondents had been employed for varying lengths of time: 260 (58.4%) had been employed for one to seven years; 87 (19.6%) for 8-14 years, 64 (14.4%) for 15-21 years, 25 (5.6%) for 22-28 years and 9 or 2% for 29-35 years. The result shows that the teachers who are in the service for 1-7 years constituted the most number.

### Position

Of the 445 respondents, 320 or 71.9% were Teacher I; 58 (13%) were Teacher III; 49 or 11% were Teacher II; while 15 (3.4%) were Master Teacher I and only 3 or 0.7% were Master Teacher II. Result shows that Teacher I constituted the most number of the respondents.

orientation. About 49.4 % of them have relational identity orientation while no one has social identity orientation and collective identity orientation. This implies that the teachers manifested personal values and moral standards.

TABLE II. IDENTITY OF THE BANGSAMORO TEACHER-RESPONDENTS. COTABATO DIVISION. SY 2016 - 2017.

| IDENTITY | FREQUENCY (n=445) | PERCENT |
|---|---|---|
| Personal Identity Orientation | 225 | 50.6 |
| Relational Identity Orientation | 220 | 49.4 |
| Social Identity Orientation | 0 | 0.0 |
| Collective Identity Orientation | 0 | 0.0 |

### Relationship between the teachers' socio-demographic characteristics and their personal identity orientation

As shown in Table 3.1, the combined contribution of age, sex, civil status, salary, highest educational attainment, length of service, and teaching position does not significantly influence the teacher's personal identity orientation (F-value =1.822, P=0.0812), thus the hypothesis which states that "the socio-demographic characteristics of the respondents do not significantly influence their identity in terms of personal identity" is accepted. However, taken

singly, the teacher's civil status is found as the best significant predictor of the said identity (t-value= -2.488, p=0.013). This result further reveals that the teachers whose status is single, have more pronounce personal identity than their counterparts.

This conforms to Harding (1986) that marital status is an important part of identity. Marital status influences identity orientations (Chompookum and Derr, 2004). People who have a stable relationship report significantly greater satisfaction and happiness with life than do others particularly the divorced/separated and widowed.

TABLE 3.1. REGRESSION ANALYSIS ON THE RELATIONSHIP BETWEEN THE TEACHERS' SOCIO-DEMOGRAPHIC CHARACTERISTICS AND THEIR PERSONAL IDENTITY ORIENTATION. SY 2016 - 2017.

| SOCIO-DEMOGRAPHIC CHARACTERISTICS | | **DEPENDENT VARIABLE** | |
| --- | --- | --- | --- |
| | Coefficient β | t-Value | p-Value |
| | | Personal Identity Orientation | |
| **Model 1** | 42.621 | 14.576 | 0.000 |
| *Constant* | -0.005 | -0.078 | 0.938 |
| Age | -0.719 | -1.392 | 0.165 |
| Sex | -1.541 | -2.488* | 0.013 |
| Civil Status | 0.000 | -0.135 | 0.892 |
| Salary | -0.149 | -0.504 | 0.615 |
| Highest Educational Attainment | 0.032 | 0.441 | 0.659 |
| Length of Service | 0.276 | 0.460 | 0.646 |
| Teaching Position | 42.621 | 14.576 | 0.000 |
| *Model Statistics* | | *(R-Square = 0.168, F-Value = 1.822[ns], p-Value = 0.0812)* | |

ns = not significant

* = significant at 5% level

## Relationship between the teachers' socio-demographic characteristics and their relational identity orientation

Table 3.2 indicates that the combined contribution of the socio-demographic characteristics of the teachers does not significantly influence their relational identity orientation (F-value=1.770, p-value=0.0916), thus the hypothesis which states that "the socio-demographic characteristics of the respondents do not significantly influence their identity in terms of relational identity is accepted. Of these variables, civil status is found the best predictor of social identity orientation (t-value=2.445, p-value=0.015). This result

implies that teachers whose status is single are more oriented to relational identity than their counterparts.

For instance, relationship satisfaction could be strengthened by providing or enhancing a supportive environment, making sure teachers feel they are listened to by the school board, and developing a strong feeling of relatedness between team-members. Retaining and strengthening teachers' sense of their relational identity is important as it is relevant to the way they function in practice (Day, Elliot, & Kington, 2005), as well as how they respond to educational reforms.

TABLE 3.2. REGRESSION ANALYSIS ON THE RELATIONSHIP BETWEEN THE TEACHERS' SOCIO-DEMOGRAPHIC CHARACTERISTICS AND THEIR RELATIONAL IDENTITY ORIENTATION. SY 2016 - 2017.

| SOCIO-DEMOGRAPHIC CHARACTERISTICS | | **DEPENDENT VARIABLE** | |
| --- | --- | --- | --- |
| | Coefficient β | t-Value | p-Value |
| **Model 2** | | **Relational Identity Orientation** | |
| *Constant* | 40.686 | 13.070 | 0.000 |
| Age | 0.016 | 0.268 | 0.789 |
| Sex | -0.888 | -1.617 | 0.107 |
| Civil Status | -1.616 | -2.445* | 0.015 |
| Salary | 0.000 | 0.204 | 0.839 |
| Highest Educational Attainment | 0.030 | 0.096 | 0.924 |
| Length of Service | 0.042 | 0.545 | 0.586 |
| Teaching Position | -0.307 | -0.481 | 0.631 |
| *Model Statistics* | | *(R-Square = 0.166, F-Value = 1.770[ns], p-Value = 0.0916)* | |

ns = not significant

* = significant at 5% level

## Relationship between the teachers' socio-demographic characteristics and their social identity orientation

Table 3.3 shows that the combined contribution of the socio-demographic characteristics of the teachers significantly influence their social identity orientation (F-value=3.120, p-value=0.0032), thus the hypothesis of the study which states that "the socio-demographic characteristics of the respondents do not significantly influence their identity in terms of social identity" is rejected. Of these variables, sex is found the best predictor of social identity orientation (t-value=3.044, p-value=0.002). This result implies that males are more oriented to social identity than females. This is supported by the Social

Dominance Theory (SDT) which states that men have more power and higher status than women. Consistent with the observation that, in patriarchal societies, males tend to be more dominant than females, SDT predicts that males will tend to have a higher social dominance orientation (SDO). As such males will tend to function as hierarchy enforcers, that is, they will carry out acts of discrimination such as the systematic terror by police officers (Sidanius, 1992) and the extreme example of death squads and concentration camps. This is supported by evidence such as police officers possessing measurably higher levels of SDO. SDT also predicts that males that carry out violent acts have been

predisposed out of a conditioning called prepared learning. This learned fear readily enables males to commit acts to

groups they fear.

TABLE 3.3. REGRESSION ANALYSIS ON THE RELATIONSHIP BETWEEN THE TEACHERS' SOCIO-DEMOGRAPHIC CHARACTERISTICS AND THEIR SOCIAL IDENTITY ORIENTATION. SY 2016 - 2017.

| SOCIO-DEMOGRAPHIC CHARACTERISTICS | DEPENDENT VARIABLE | | |
|---|---|---|---|
| | Coefficient β | t-Value | p-Value |
| **Model 3** | | **Social Identity Orientation** | |
| *Constant* | 26.781 | 11.174 | 0.000 |
| Age | 0.038 | 0.793 | 0.428 |
| Sex | -1.288 | -3.044* | 0.002 |
| Civil Status | -0.285 | -0.562 | 0.574 |
| Salary | 0.000 | -0.105 | 0.916 |
| Highest Educational Attainment | 0.235 | 0.968 | 0.333 |
| Length of Service | 0.043 | 0.728 | 0.467 |
| Teaching Position | -0.016 | -0.032 | 0.975 |
| Model Statistics | *(R-Square = 0.218, F-Value = 3.120\*, p-Value = 0.0032)* | | |

\* = significant at 5% level

The table shows an F-value =1.229, p-value = 0.285. Testing at an alpha level of .05, the p-value is less is than the alpha level of .05. Thus, the null hypothesis which states that "the socio-demographic characteristics of the respondents do not significantly influence their identity in terms of collective identity" is rejected. Of these variables, sex is found the best predictor of social identity orientation (t-value=2.045, p-value=0.041). The result indicates that male teachers are more oriented to collective identity than their counterpart.

Gabriel and Gardner (1999) obtained a variety of support for the existence of gender differences in relational versus collective identity orientation. Women showed better selective for relational while men showed better for collective.

TABLE 3.4. REGRESSION ANALYSIS ON THE RELATIONSHIP BETWEEN THE TEACHERS' SOCIO-DEMOGRAPHIC CHARACTERISTICS AND THEIR COLLECTIVE IDENTITY ORIENTATION. SY 2016 - 2017.

| SOCIO-DEMOGRAPHIC CHARACTERISTICS | DEPENDENT VARIABLE | | |
|---|---|---|---|
| | Coefficient β | t-Value | p-Value |
| **Model 4** | | **Collective Identity Orientation** | |
| *Constant* | 34.816 | 14.501 | 0.000 |
| Age | -0.019 | -0.391 | 0.696 |
| Sex | -0.867 | -2.045* | 0.041 |
| Civil Status | -0.533 | -1.047 | 0.296 |
| Salary | 0.000 | -0.405 | 0.686 |
| Highest Educational Attainment | -0.165 | -0.676 | 0.499 |
| Length of Service | 0.039 | 0.671 | 0.503 |
| Teaching Position | 0.244 | 0.496 | 0.620 |
| Model Statistics | *(R-Square = 0.139, F-Value = 1.229$^{ns}$, p-Value = 0.285)* | | |

ns = not significant
\* = significant at 5% level

people regarding teacher's identity i.e. through conduct of seminars on social and relational identity orientations.

## IV. CONCLUSIONS

Based on the result of the study, it is concluded that most of the respondents have personal identity orientation. The best predictors of teacher's identity were sex and civil status.

The teachers manifested personal identity orientation. This implies that the teachers considered personal values and moral standards; emotions and feelings; knowledge, thoughts and ideas as important aspects of who they are.

## V. RECOMMENDATIONS

Based on the result, it is strongly recommended that Department of Education should prioritize the need of continuing orientation or education of the faculty and staff on teacher identity orientation. This can be attributed to the activities to be initiated by the Department to acquaint its

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This author became a member of the Philippine Society for the Study of Nature, Philippine Association of Research Managers, Inc., and Philippine Association of Extension Programs Implementers (PAEPI), Inc.. She is currently designated as Research Chairman of the Senior High School Department of the Cotabato Foundation College of Science and Technology prior to her teaching experience at the Department of Education. Other designations include: School Paper Adviser of the News Letter of the Senior High School Department of CFCST and Chair of the Master of Arts in Education of the Graduate School of the Cotabato Foundation College of Science and Technology.