Membership in Professional Organizations: an Exploration of Teachers' Benefits, Attitude and Motivations

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ABSTRACT

Professional associations offer great options for teachers to acquire experiences and skills they can use to improve the educational system that is more supportive of teachers and students. This study investigated the benefits, attitude, and motivations of higher education teachers in joining professional organizations. It employed the descriptive research design. Data were elicited from the regular faculty of the Cagayan State University-Sanchez Mira in Cagayan Valley, Philippines through sets of questionnaire, and were analyzed using descriptive statistics. The study finds that the respondents ascertain their membership as an opportunity for promotion. They feel very strongly about their professional affiliations. They are highly motivated in joining professional associations because it is supportive to their professional education and preparation, an environment for information dissemination, access and retrieval, an opportunity to take leadership role and lead an initiative, and in promoting professional interests. They see how exceedingly important to be part of a network of educators. However, they commonly perceive *member discount benefits as sometimes available to them. The study concludes professional association membership as an avenue for self-improvement and professional development. It addresses the need of teachers for promotion. It facilitates frequent exchange of current information, maintains contacts with other professionals, and fosters advocacy and leadership services to members.*

KEYWORDS: *professional organization membership, benefits, attitude, motivations, Cagayan Valley, Philippines*

INTRODUCTION

It is generally acknowledged that promoting teacher quality is a key element in improving education at all stages from pre-school to college and even graduate school. Indeed, one of the primary goals in all schools is to have a "highly qualified teacher" in every classroom (Eppley, 2009). Despite decades of research, however, there is no common consensus on the factors that enhance, or even signal teacher quality.

Previous researches find that formal education is important, and this has been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training (Harris & Sass, 2007). Several studies have found a positive effect of experience and pedagogical coursework to teacher effectiveness at all grade levels, particularly when coupled with content knowledge (Rice, 2003). Likewise, there is some evidence indicating that teacher training is a significant factor that determines teacher quality. (Myrberg & Rosén, 2004). Equally common, however, is the finding that joining a professional body has yielded consistent result (Ross, 2009).

Teachers, like any other group of professionals, need to keep informed as to what is happening in all areas of their chosen field. Educationally, they need to keep current with all developments in the scope of their work, create professional relationships or advance their career. They require support from multiple areas in order to effectively grow, teach, and perform to the best of their abilities, since learning new models and methods does not stop in college or graduate school.

One way to further these goals is through becoming a member of a professional organization. It provides not only information about their chosen field but also endless networking opportunities. From this, they can support and help one another in reaching their professional goals. Associations sponsor plethora of events, from local to international, throughout the year that allow them to connect with their peers. They can share ideas, ask for advice, volunteer to be a speaker or become a member of a committee. They can participate and have the opportunity to learn about breaking news in their career, learn "best practices" or new ideas, hear about key achievers in their field and also meet and brainstorm with others who are also looking to share and learn new information. When they need continuing education, there are quality seminars, workshops and conferences to choose from. Their affiliation does not only provide a value to them, but it enhances or maximizes their performance to ultimately benefit the organization.

When teachers come together as fellow members of a specific organization, they adopt similar values and goals pertaining to their specific area of education. With a common purpose, they pursue excellence in their area by striving to promote excellence in the students they teach and excellence in professionalism. As teachers participate in professional learning communities, they not only sharpen their specific group of students, but they also sharpen who they are as professional teachers (Holland, 2005), as colleagues, and as partners in their area of education ((Umapathy et al., 2010; Cherwin, 2010).

This is possibly the reason why teachers who join teachers' associations are the teachers who are always willing to seek what is best for their learners. It is likely, therefore, that students who have been the students of teachers who participate in such associations are better prepared than students whose teachers do not take part in such associations. And the better prepared their students are, the easier their job is.

Professional organization membership can be a great option for teachers. In enhances not only their personal development but also their professional growth. In fact, it has been included as a criterion governing the implementation of the position classification and compensation scheme for faculty positions in State, Colleges and Universities (SUCs). As such, it has been considered as a basis for promotion of a faculty.

This paper therefore explored the factors that affect the teachers' decision to join professional membership with an overarching goal of offering valuable information for career enhancement.

CONCEPTUAL FRAMEWORK

For most people, creating professional relationships is important, and joining a professional association is a good start. There are organizations for nearly every profession or area of interest, and many have international, national, regional, and local chapters available to join.

From this, Cherwin (2010) expounded that the members can participate and have the opportunity to learn about breaking news in their career, learn "best practices" or new ideas, hear about key achievers in their field and also meet and brainstorm with others who are also looking to share and learn new information.

Throughout the year, professional organizations host numerous events that allow the members to connect with peers. The affiliation does not only provide a value to the members, but it also promotes organizational identification to ultimately benefit the organization. Organizational identification—the perception of oneness with or belongingness in an organization— among members is, therefore, essential to the success of many organizations.

Current research in organizational identification is anchored in and builds upon social identity theory whereby individuals classify themselves and others in various social categories such as organizational membership, gender, race, age cohort, or religious affiliation and view their membership in particular groups based on social roles and role relationships (Jones and Volpe, 2010).

Social Identity Theory was developed by Tajfel and Turner in 1979 (Ashforth, et al., 1989). The theory was originally developed to understand that a person has not one, "personal self", but rather several selves that correspond to widening circles of group membership.

Core to the social identity perspective is the notion that the more people identify with a group or organization, the more the group's or organization's interest is incorporated in the self-concept and the more likely the individual is to act with the organization's best interest in mind. Identification engenders a motivation to further the interest of the group. Identification has been shown to be related to such behaviors as contributions to a public good support for the organization, in-role performance, and extra-role behavior. People desire internal consistency and continuity over time in their self-concept. They are motivated to behave in ways that are consistent with their sense of self (e.g., pursue goals that are consistent with their values and the way they see themselves), and may resist changes to valued aspects of the self. Therefore, withdrawal of the job is an action that is less likely to be taken the more people's sense of self is tied to the organization. It can be assumed that withdrawal from the organization typically would be perceived as going against the organization's interest, and organizational identification motivates individuals to pursue that very interest (Knippenberg, et al., 2007).

Since common goals and vision are vital to the organization, inducing employee identification with the organization is absolutely beneficial. It is therefore hypothesized that the strength of the organization is related to the attitude, needs and motivations of the individual members. Witting (2006) explained that as employees identify more strongly with the organization, their beliefs about the organization are likely to become more positive. They will make decisions that are consistent with the organizational objectives, will self-consciously direct their efforts towards the organizational objectives and gain intrinsic satisfaction through the perception of movement toward relevant objectives. Employees with a high organizational identification are generally more productive, better motivated and rewarded, more satisfied, and have fewer propensities to leave the organization than employees with a low organizational identification.

METHODOLOGY

This study employed the descriptive research design to determine the benefits that the faculty of CSU-Sanchez Mira in Cagayan Valley, Philippines gains from professional organization membership as well as their attitude and motivations from joining such. Data were drawn from the regular faculty members of the campus who are currently employed this School Year 2016-2017 and who gave consent to participate in this research themselves.

Prior to the conduct of the study, the researcher ensured that the study complied with all the rules, norms and values of the Code of Ethics in Academic Research and any relevant academic or professional guidelines. This includes providing appropriate information sheets and consent forms, ensuring confidentiality in the storage and use of data, and examining specific research activities for ethical soundness.

The study utilized the following instruments for research work to obtain the necessary information or data for this study: Questionnaire on Respondents' Profile to gather the socio-demographic and occupational background of the respondents, Rating Scale on Respondents' Needs for Professional Organization Membership to determine the benefits the respondents have of joining and maintaining professional organization membership, Attitude Inventory to assess the behavior of the respondents about the professional membership, and Motivations Inventory to measure the respondents' extent of motivation on the perceived opportunities provided by professional organization membership along: professional development, information and dissemination services, professional networks, leadership and community services, advocacy services and member discount services. The researcher adopted some indicators from the instruments prepared and used by Ritzhaupt et al., (2008). However, she felt a need to modify some indicators to suit the objectives of this study.

To have an in-depth analysis, and interpretation of data in the light of the problems and objectives of the study, descriptive statistics, to include frequency count, mean and standard deviation, was used to describe and analyze the respondents' profile as well as their benefits, attitude and motivations.

RESULTS AND DISCUSSION

Profile of the Respondents

Sex

There are 28 or 56 percent who are females while 22 or 44 percent are males. This manifests that there are more female teachers than males. The findings go along with the report of Rich (2014) that teaching is an overwhelmingly female profession, and in fact has become more so over time. Keheller (2011) likewise reported that women, representing a significant majority of the teaching workforce, is often associated with education systems that have achieved or nearly achieved universal basic education. In the report of the Department of Education, the current administration of the Philippines has pushed for educational reforms to promote universal basic education in its effort to enable more learners to have access to free, quality, equitable, and inclusive education (DepEd boosts innovative strategies to achieve universal basic education, 2016).
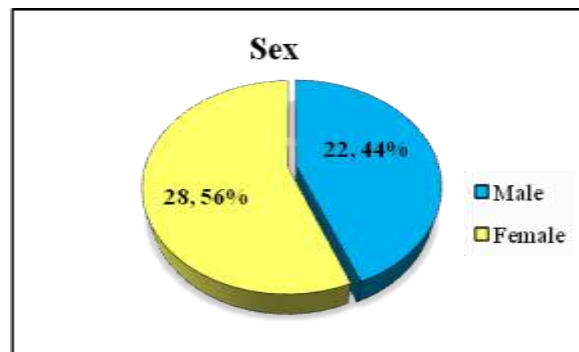
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Fig. 1. Sex of respondents.

Age

Results reveal that as to age, the greatest number (25 or 50%) ranged from 25-34 years old. This is followed by those ranging from 35-44 (12 or 24%), 55-64 (9 or 18%) and 45-54 (4 or 8%) years old, with a mean age of 38.16 years old. The set of respondents are at their midlife stage. This marks the stage during which they pick up a great number of responsibilities, and the focus now lies on the growth of one's career (Mueller, 2017).
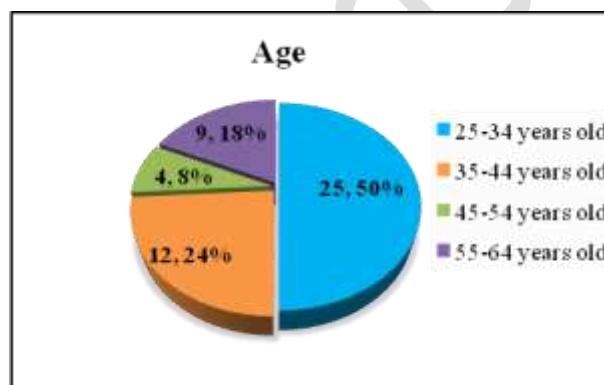
Fig. 2. Age of respondents.

Civil Status

The respondents were predominantly married (32 or 64%). Sixteen or 32 percent are single while two or four percent are widowed. The fact that the mean age of the respondents is 38.16 years old, they have already exceeded the average age at marriage in the Philippines which is 25.6. The data comes from the United Nations World Marriage Data 2015. Yet the data still captures the fact that people enter marriage at different periods in their lives (Mayyasi, 2016).
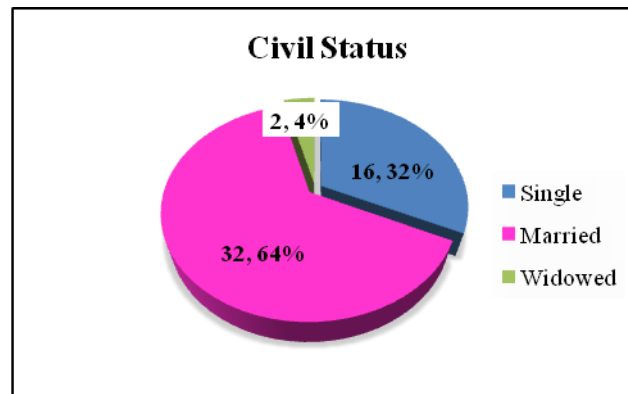
Fig. 3. Civil status of respondents.

Highest Educational Attainment

The greatest percentage of the respondents (31 or 62 %) have finished their master's degree. This is followed by those who finished their Ph.D. degree (15 or 30%) and the least are BS degree holders (5 or 10%). This somehow complies the mandate of the Commission on Higher Education (CHEd) of requiring teachers of tertiary schools to acquire master's degree to become tenured or regular employees.
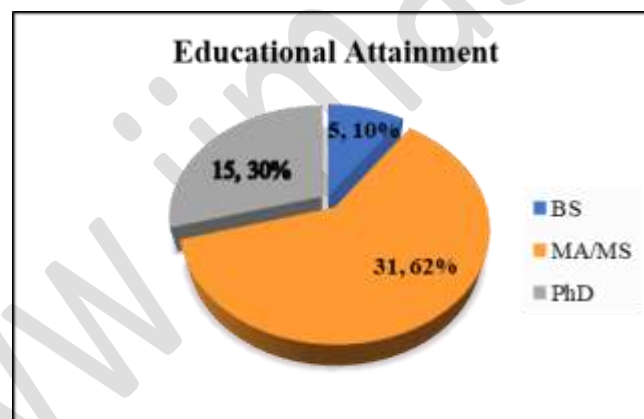

Fig. 4. Educational attainment of respondents.

Length of Service

Data present that more than one-half (28 or 56%) of the respondents have teaching experience ranging from 1-10 years. The other groups were those with 11 to 20 years, (8 or 16%), 21 to 30 years (6 or 12 %) and 31-40 years (8 or 16%); together these groupings comprised 44 % of the respondents. The mean length of service of 14.44 years reflects that they are already quite long in the service which implies that they may have belonged to various professional organizations which contributed to their career advancement
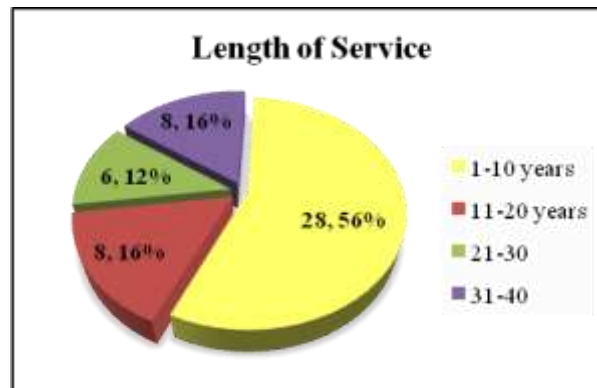
Fig. 5. Length of service of respondents.

Current occupational position

The largest group of teachers (32 or 64%) were those holding an Instructor position. This is expected because of the dire need of the university to fill the shortage of full time teachers to cope with a ratio of one teacher for every 42 students or way above the desired ratio of 1:25. Recently, there is a pool of teachers in SUCs who were given permanent positions because the DBM has allocated a budget for the creation of such (Cabacungan, 2015).
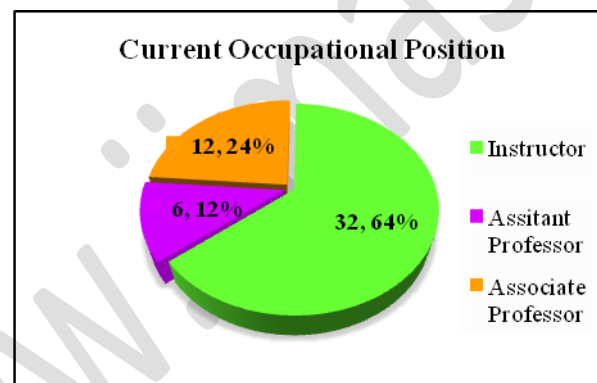

Fig. 6. Current occupational position of respondents.

Annual Occupational Earning

Thirty-two or 64 percent, 3 or 6 percent, 7 or 14 percent, and 8 or 16 percent earn an annual income of ₱200,000.00-299,000.00 ($3,921.57-5,862.75), ₱300,000.00-399,000.00 ($5,882.35-7,823.53), ₱400,000.00-499,000.00 ($7,843.14-9,784.31), and ₱500,000.00-599,000.00 ($9,803.92-11,745.10), respectively. Conversion is based from the exchange rate of 1 USD = 51 PHP. The mean annual family income of the respondents is ₱327,766.64 ($6,426.80). This is in accordance with their qualifications. It should be noted that 31 or 62 percent of the respondents are holders of the entry level position of Instructor 1 earning ₱247,812.00 annually ($4,859.06). The finding reveals that their salary does not compare favorably with other occupations in government. This confirms the statement of Sen. Poe who said that the current pay of teachers is unable to ensure a reasonable standard of life for themselves and their families (Ager, 2014).

Fig. 7. Annual occupational earning of respondents.

Number of Professional Organization Affiliations

There are so many professional organizations available to join from small, local organizations, to large, international ones. However, findings disclose that majority of the teachers join organizations related to instruction. Following are some of the professional organizations they joined into: Philippine Association for Teachers and Educators, State Universities and Colleges for Teacher Education Association, Philippine Society of Biochemistry and Molecular Biology, Southeast Asian Mathematical Society, Philippine Association of Chemistry Teachers, Philippine Society of Information Technology Educators, Samahan ng mga Edukador sa Filipino, Council of Management Educators and Practitioners of the Philippines, Dance Educators Association of the Philippines, Philippine Association for Early Childhood Education, and Philippine Association for Vocational Teachers.

Their membership involvement along research are: Nakem Conference International, Alliance for Dreamers and Leaders for Excellence, Association of Educators for Interrelated Research and Studies, Research and Education Development Training Institute, Philippine Association of Research Managers, PanAsia Training and Research Institute, Philippine Statistics Association, Transcendence Academic Organization, Inc., and Asian Intellect for Academic Organization and Development, Inc.

As to extension, their membership association includes: Philippine Extension and Advisory Services Network, Beekeepers Association of the Philippines, Inc., and Philippine Association of Agriculturists.

Most likely, they find joining professional organization along instruction more as an opportunity for professional growth and as a helpful tool to keep them the most up to date practice which they can apply in their classroom and assist their students.
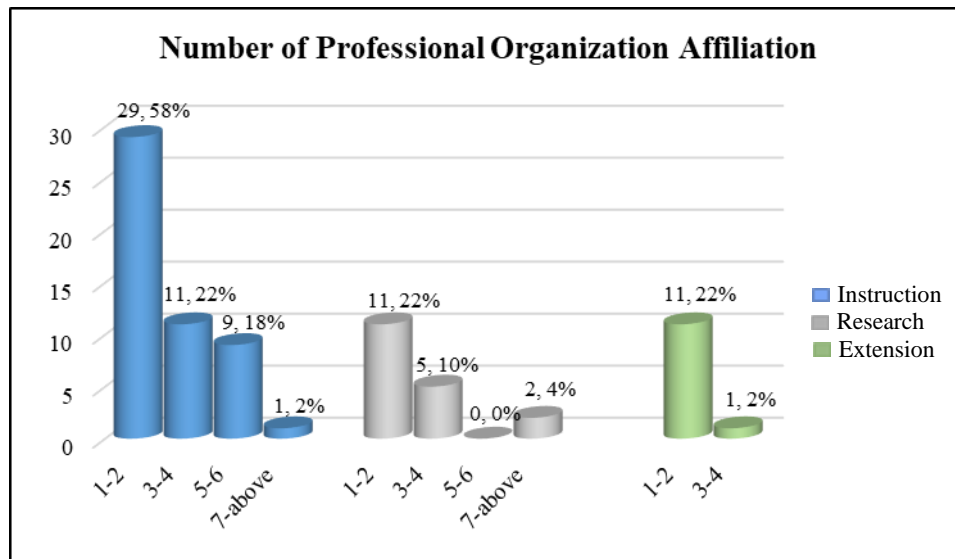
Fig. 8. Number of professional organization affiliation of respondents.

Benefits of Respondents for Joining Professional Organizations

Table 1 presents that educational qualification is not the only basis for professional growth. The respondents chiefly recognize membership in professional organizations as an opportunity for promotion as this is included in the guidelines in determining points for NBC 461. Additionally, organizational membership is an indicator in the rating scale of the IPCR based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. It is not very surprising, therefore, for teachers to get organizational membership for them to rise up the professional ladder. The findings is in support to the contention of Hartman (2017) that promotion is the ultimate desire for an employee for the service rendered by him in the organization, and this is the only way for an employee career development in the government sector. Promotion is the most important motivating factor for any employee because it moves employee forward in the organizational hierarchy added with additional responsibility, higher respect, honor, with increase in grade pay and compensation (Hartman, 2017). Teachers will work hard in order to get promotions and maintain high performance standards (Wanzala, 2016).

Table 1. Benefits of Respondents for Joining Professional membership.

Indicators	Raw Score	Rank
1. enhances career prospects	130	2
2. provides leadership experience	670	13
3. assures support from colleagues	385	8
4. increases opportunity for promotion	70	1
5. offers professional certification opportunities	310	7
6. creates and disseminates standards of practice	525	11
7. represents the field within the discipline or academe	454	9
8. provides timely information to members about the field	149	3

9. affords members to interact with their fellow professionals	260	6
10. offers chance to travel in attendance to meetings/conferences	530	12
11. provides opportunity for research presentations and publications	680	14
12. connects professionals within the field to each other (networking)	470	10
13. offers training/seminars/conferences/ workshops/ symposia to members	230	5
14. grants significant discounts on training/seminars/ conferences/workshops/ symposia offered	715	15
15. qualifies members to be formally recognized as a professional within the field or discipline	160	4

Attitude of the Respondents towards Professional Membership

Table 2 shows the attitude of the respondents towards professional membership. Of the 20 indicators, 17 were rated "strongly agree" with a transposed value of "highly favorable" and three were rated "agree" or "favorable." Their over-all weighted mean of 4.22 means that in general, the respondents feel very strongly about their professional associations. This means that the professional organizations, of which they are members, fulfill their desires and they generate enough leadership to identify evolving needs of the members. As Coash-Johnson (2011) reported, members benefit much from collective activities provided by professional organizations.

Moreover, their great interest towards professional organizations means that the respondents consider it as part of their identity as a teacher (Everette, 2016). As teachers identify more strongly with the organization, their beliefs about the organization are likely to become more positive (Witting, 2006).

However, they have favorable attitude on talking about their membership to colleagues and on getting satisfaction and value from their affiliations. Their affiliation to professional organizations provide them the opportunities to talking out about what is happening and making sense to work out more about what they are dealing with.

Table 2. Respondents' attitude towards professional membership.

Indicators	Weighted Mean	Descriptive Value	Descriptive Equivalent
1. I experience enjoyment and fulfillment in my professional association.	4.2	Strongly Agree	Highly Favorable
2. It is very important to me to feel that I am a member of professional organizations.	4.46	Strongly Agree	Highly Favorable
3. Joining professional organizations helps me succeed in my career.	4.32	Strongly Agree	Highly Favorable
4. Being a member of professional body looks good on my resume.	4.24	Strongly Agree	Highly Favorable

5. I find it satisfying to talk about my organization membership to my colleagues.	3.96	Agree	Favorable
6. I believe that membership to professional organizations is a success factor for my job promotion.	4.24	Strongly Agree	Highly Favorable
7. I learn well by becoming a member of professional organizations.	4.2	Strongly Agree	Highly Favorable
8. I think that I am better prepared for my profession by being a member of professional bodies.	4.22	Strongly Agree	Highly Favorable
9. I feel a sense of community and camaraderie as a result of my membership in professional organizations.	4.28	Strongly Agree	Highly Favorable
10. I enjoy building ties and making connections with the other members in the organizations.	4.38	Strongly Agree	Highly Favorable
11. With my professional association, I stay up-to-date as to what is happening in my chosen field.	4.2	Strongly Agree	Highly Favorable
12. It is a justifiable requirement to join professional organizations.	4.3	Strongly Agree	Highly Favorable
13. I feel that my membership to professional organizations gives me an opportunity to develop my skills as a leader.	4.42	Strongly Agree	Highly Favorable
14. I find that the organizations I chose provide sufficient experiences for meaningful service and contribution.	4.3	Strongly Agree	Highly Favorable
15. I believe my professional membership association is effective in representing my field.	4.28	Strongly Agree	Highly Favorable
16. I think that professional organizations benefit not only the teachers who have long been in the service but also the new ones.	4.3	Strongly Agree	Highly Favorable
17. I believe I can contribute my expertise to my organization associates.	4.24	Strongly Agree	Highly Favorable
18. Joining professional organizations is a way to collaborate and step out of my comfort zone to help others.	4.38	Strongly Agree	Highly Favorable
19. Joining professional organizations is just adding to the stress of keeping up on things.	2.16 (3.84)	Disagree (Agree)	Unfavorable
20. I think I am not getting the value of my money from my membership in professional organizations.	2.34 (3.66)	Disagree (Agree)	Unfavorable
Over – All Weighted Mean	**4.22**	**Strongly Agree**	**Highly Favorable**

Respondents' Extent of Motivation on the Perceived Opportunities Provided by Professional Organizations

Professional Development

The pool of respondents responded positively to all the items as regards professional development. They have high level of perception that professional teacher organizations support professional education, preparation, and credentialing for the effective provision of career development programs and services. This is supported by the total weighted mean of 4.11 or "high". Through courses, seminars, workshops, webinars, fora and other training opportunities, individual members can take advantage of the collective knowledge of their association membership. These prove invaluable for members. As Anderson (2011) and Umapathy, et al., (2010) reported, professional associations can keep members up to date on educational trends and can offer training to help their members gain new skills and experience to advance their career.

Information and Dissemination Service

Result shows that the total weighted mean of 3.93 or "high" indicates that the respondents recognize professional association membership as an environment for information dissemination, access and retrieval on extensive collections of educational resources, presentations, reports, updates, current issues, methods, latest development, or topics of top interest within their fields. They perceive to have access for resource information for continuing education. Various institutions can readily disseminate information to members who have access to their services, and members can easily get access to such information through online or print formats and use it for their own purposes. Needless to say, availability of online or print-based information is having a profound impact upon how they work and educate. (Yasar, 1995). At the very least, professional organizations disseminate for awareness, for understanding, and for action to those target audiences that require a detailed knowledge and right skills of their work (Harmsworth & Turpin, 2000).

Professional networks

The respondents see how exceedingly important it is for a teacher to see himself/herself as a professional who is part of a larger network of educators. This is proven by their very high assessment, with the total weighted mean of 4.22, on the perception that professional affiliations increase their chance to network with other professionals in their field. They have increasingly relied on membership affiliations to mingle with others in both professional and leisure settings (Anderson, 2011) build relationships, share resources, ask for advice, learn "best practices" or new idea, and work together in an organized way for personal and professional enhancement (Cherwin, 2010). These social connections allow individuals, groups, and organizations to find allies, access tools, share practical wisdom, and build collaborative strategies (Maiese, 2005). Organization membership thus helps teachers maintain professional contacts (Ross, 2009) with other agencies, groups, and individuals that might support their work in direct or indirect ways.

Leadership and Community Services

Based on the data gathered on leadership and community services, the total weighted mean of 4.03 or "high" means that the respondents perceive their professional affiliations as an avenue

for them to take a leadership role and lead an initiative including coaching, mentoring, sharing their knowledge to other professionals within their network, be active within the organization by serving as a committee/task force member and be an organizer or facilitator at conferences. This makes them and their abilities known within the organization, essential to getting elected or selected to a leadership position (Chatterjee, 2017). As Umapathy, et al., (2010) said, professional organizations can provide opportunities for their members to contact other members of similar interest and provide leadership opportunities to progress their professional interest within their community.

Advocacy Services

All the parameters along advocacy services were rated "high." The overall weighted mean of 4.14 which is also interpreted as "high," proves that the respondents see professional associations to be responsive in promoting professional interests through a wide range of activities including legal and ethical matters and developments that may affect their work. Today, professional organizations have networking information-sharing features and collaboration systems that strengthen their ability to advocate their services. Professional organizations and associations are important for generating the energy, flow of ideas, and proactive work needed to maintain a healthy profession that advocates for the needs of its members (Matthews, 2012).

Member Discount Services

The general trend shows an "average" rating for all the items with a total weighted mean of 3.31. The respondents' average level of perception on member discount opportunities means that in most cases, member discount benefits are not available to the respondents. They may not have received reduced fees to conferences, seminars, trainings and workshops organized by professional associations.

Table 3. Respondents' extent of motivation on the perceived opportunities provided by professional organizations.

Indicators	Weighted Mean	Descriptive Value	Descriptive Equivalent
Professional Development			
1. opportunity to avail of scholarship grants	3.9	Agree	High
2. opportunity to attend seminars/training workshops/ conferences	4.24	Strongly Agree	Very High
3. opportunity to avail of short-term/certificate courses	4.06	Agree	High
4. opportunity to access to webinar (a presentation, lecture, workshop or seminar that is transmitted over the web using video conferencing software	4.06	Agree	High
5. opportunity to join fora that address policy issues of common concern related to the field	4.3	Strongly Agree	Very High
Total Weighted Mean	**4.11**	**Agree**	**High**
Information and dissemination services			
6. access to conference proceedings	4.02	Agree	High

7. access to journals, magazines and periodicals both print-based and online formats	3.40	Agree	High
8. access to resource speakers' presentation files	3.92	Agree	High
9. access to relevant listservs (method of communicating with a group of people via email)	3.80	Agree	High
10. access to current career-related topics	4.14	Agree	High
11. access to regular updates, current issues and methods related to the field	4.22	Strongly Agree	Very High
12. access to job listings	3.80	Agree	High
13. access to websites from which to refer to important topics within the field	3.94	Agree	High
14. access to latest research developments	4.0	Agree	High
15. access to conference call for papers	4.0	Agree	High
16. access to paper publication	3.94	Agree	High
Total Weighted Mean	**3.93**	**Agree**	**High**
Professional networks			
17. chance to increase network of contacts	4.26	Strongly Agree	Very High
18. chance to meet experienced professionals within the career field	4.28	Strongly Agree	Very High
19. chance to associate with others in the profession both socially and professionally	4.36	Strongly Agree	Very High
20. chance to work collaboratively with key individuals	4.24	Strongly Agree	Very High
21. chance to participate in meetings and related educational activities	4.24	Strongly Agree	Very High
22. chance to link in person or through electronic means with other teachers or professional groups	4.12	Agree	High
23. chance to observe specific practices in operation by visiting other institutions	4.04	Agree	High
Total Weighted Mean	**4.22**	**Strongly Agree**	**Very High**
Leadership and community services			
24. benefit to participate in committee work or task force groups	4.12	Agree	High
25. benefit to take part in mentoring & coaching	4.06	Agree	High
26. benefit to be trained up as a teacher trainer	4.08	Agree	High
27. benefit to sponsor programs/events	3.86	Agree	High
28. benefit to fulfill leadership position	4.02	Agree	High
Total Weighted Mean	**4.03**	**Agree**	**High**
Advocacy services			
29. privilege to promote the profession through shared learning, networking, & collaboration	4.1	Agree	High

30. privilege to consult experts promoting concerns of your interest	4.2	Very Agree	High
31. privilege to avail of information on latest advocacy efforts and on issues of education	4.16	Agree	High
32. privilege to receive professional etiquette tips	4.08	Agree	High
33. privilege to be given guidance on legal and ethical matters	4.18	Agree	High
Total Weighted Mean	**4.14**	**Agree**	**High**
Member discount services			
34. entitlement to special discounts on conferences, seminars, trainings and workshops offered	3.38	Weakly Agree	Average
35. entitlement to special discounts on continuing education courses	3.24	Weakly Agree	Average
Total Weighted Mean	**3.31**	**Weakly Agree**	**Average**

CONCLUSION

Professional organization membership could somehow, address the need of teachers for promotion. It provides teachers great prospects for self-improvement and professional development. There are motivations for professional organizations that expose their members to frequent exchange of new and current information, create and maintain professional contacts with other professionals, foster advocacy and leadership and community services. Professional associations are facilitators in these processes.

RECOMMENDATION

The research instruments were constructed purposely for higher education teachers. Future researchers might consider refining the instruments to make it relevant to a much larger cross professional populations who also have distinct needs, attitudes and motivations for joining and maintaining professional memberships. The researcher found association membership related to instruction to be the most. Increased membership in research and extension may provide teachers more opportunities to enhance their personal development and professional growth. A similar survey in a larger population sets may be conducted to have a more generalized insights for professional teaching organization membership.

ACKNOWLEDGMENT

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