

Teaching Performance of Novice Teachers: Its Relationship with Academic Achievement and Teacher Testing

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Abstract: This study discusses the relationship of Teaching Performance with Academic Performance and Teacher Testing Scores of the novice teachers who graduated from a sampled institution in the years 2007-2010. The respondents are novice teachers or those who have 0-5 years of teaching experience. Their teaching performance has been gauged using a common tool adopted from the Philippine Association of State Universities and Colleges (PASUC) accomplished by their Immediate Supervisor in private and public academic institutions from regions where they teach. The teacher test scores were obtained from the Professional Regulation Commission (PRC). The results indicate that there is a negligible link between the Teaching Performance and Academic Achievement; and between Teaching Performance and Teacher Testing Scores of the respondents. The “Very Satisfactory” or “Outstanding” teaching performance evaluation rating earned by the respondents indicates the knowledge, skills and philosophies learned during the pre-service training. Finally, this research posits that an emerging paradigm of teaching performance must be progressively developed.

Keywords: academic performance, teaching performance, teacher testing, novice teachers

Introduction

Studies on novice teachers, who they are and what they can do, abound. Research looked into their teaching styles, pedagogical content knowledge (PCK) and their teaching efficacy, to name a few (NCCTQ issue no. 3, 2008). Some efforts on documenting training programs and mentoring sessions to aid them in their teaching practices are also available (http://www.nola.com/news/index.ssf/2009/01/novice_teachers_trained_under). Over all, literatures talk about the level of preparedness of novice teachers to manage classroom teaching-learning experience, which include their knowledge of the pedagogical content knowledge (PCK) (Villani, 2009; Williamson, McDiarmid & Clevenger-Bright, 2008). This paper adds to the growing discussion on how selected novice teachers conduct classroom learning experiences and which specific component of their training as preservice teachers aided them in their becoming ‘good’ teachers. Descriptions and connections of teaching performance with quality is also underscored.

Teacher Quality and Teaching Performance

Many studies point to teacher quality as the most important gauge in determining success of educational policies. To Darling Hammond (2006), the quality of teachers remains to be the most important determiner of student outcome. In fact, teachers have more impact on student learning than any other factor controlled by the school system (Rivkin, Hanushek and Kain, 2005). While it cannot be denied that there are other important factors such as curriculum, assessment, congested classrooms, high student teacher ratios, poor infrastructure, availability and quality of teaching and learning materials, student nutrition, and student home and community environment influence quality of learning (Berliner, 2014; Fantuzzo, LeBoeuf, & Rouse, 2014), instructional quality is widely recognized as a strong determinant. To put simply, students learn because their teachers want them to learn. Thus, it is important to begin discussions with a reminder of the reality of what teaching and learning looks like inside the different classrooms. Such clarification points to the teacher as not only the main source of learning but also the only point by which the ‘control’ for the learning process takes into force.

When teachers are better prepared, they are more effective teachers (Ball & Bass, 2000). In fact, Ball & Cohen (1999), and Hill, Rowan and Ball (2005) all agree that better prepared teachers are more effective. As summarized by Baturo and Nason (1994), effective teaching emerges from extensive repertoire of three core areas of knowledge: content knowledge, pedagogical content knowledge and lesson structure knowledge. Teacher quality and teacher performance, therefore, are interrelated. Understanding one may possibly lead to a clear comprehension of the other. The variable of teacher quality, in this study, is a reflection of the teaching performance, which is influenced by academic achievement and teacher testing.

The relationship of three variables in determining quality: academic achievement, teacher testing and teaching performance is anchored on this framework:

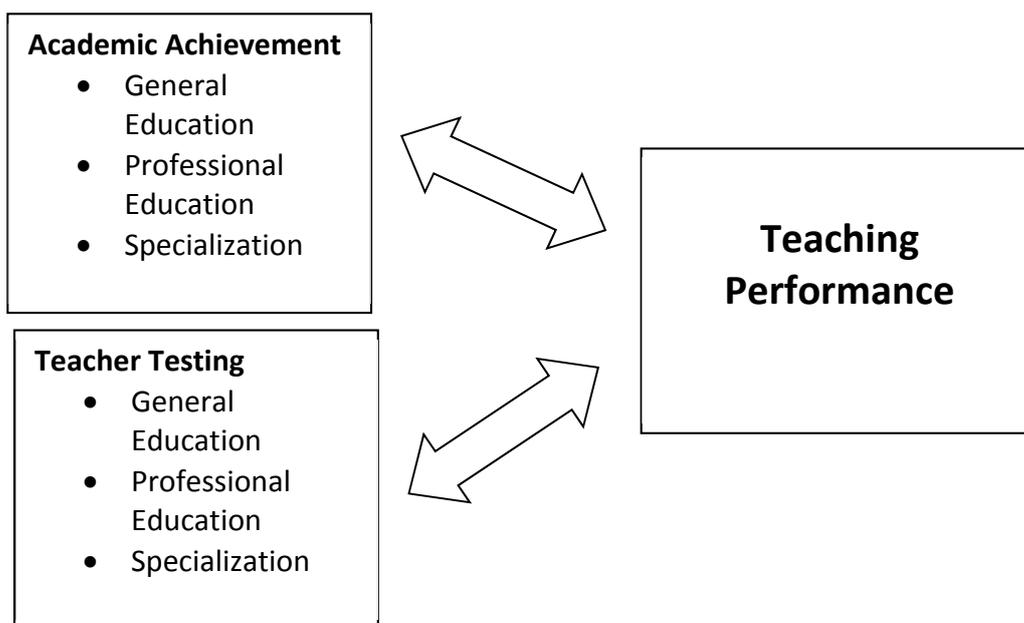


Figure 1

The framework shows the relatedness of the two variables: academic performance and teacher testing with the teaching performance. This study gives emphasis on the specific roles each variable has on the overall description of the teaching performance of novice teachers.

Novice Teachers and the K to 12 reform

Several factors may prod the need to assess novice teachers in relation to their teaching processes. In the Philippines, one of the important factors is the enactment into law of the K to 12 curricular reform. More than ever, there is a great need to revisit all factors that affect teacher quality and teaching performance because teachers are considered as the most vital part of the delivery of the new curriculum. The importance of the government's K to 12 agenda to the economic development and the social and cultural life of the Philippines is as enormous as the challenge it represents. Schools and teachers are confronted with the need to understand and be able to implement well the curriculum reform.

Novice teachers, as defined in this study, are those who have 0-5 years of teaching experience. They are expected to enter the teaching profession with knowledge of the new curriculum. This study looked into the possible variables which may help understand who they are and what they can offer in the classroom.

Methodology

This study was intended to underscore the relationship of academic achievement and teacher testing with teaching performance of the respondents. Specifically, the study sought answers to the following questions:

1. What is the teaching performance of the respondents?
2. Is there a relationship between the teaching performance evaluation results and academic performance of the novice teacher-respondents?
3. Is there a relationship between the teaching performance evaluation results and teacher testing scores of the novice teacher-respondents?
4. Are academic achievement and teacher testing scores predictors of success of teaching performance of the respondents?

The respondents of this study were 405 novice teachers who graduated from a sampled institution in the years 2007-2010. Their academic achievement, as shown by their average grades in the courses taken in the pre-service training, was computed. The academic courses are classified under General Education (GE) courses, Professional Education (PE) courses, and Specialization courses.

The Teacher Testing Score, on the other hand, was derived from the scores in the three sub-components of the Licensure Examination for Teachers (LET) mandated by the Philippine government through the

Professional Regulation Commission (PRC). The sub components are General Education Professional Education and Specialization.

The Teaching Performance Evaluation Result was derived from the evaluation ratings given by the Immediate Supervisors of the respondents. A common tool prescribed by the Philippine Association of State Universities and Colleges (PASUC) was used for the purpose.

A team of field researchers traced the 405 novice teachers to 256 private and public schools in Regions 3,4,5 and NCR, and obtained the consent of the said novice teachers to be participants of this study. Then, a novice teacher, together with a field researcher requested the novice teacher's Immediate Supervisor to rate him/her using a Teaching Performance Evaluation Tool. In some cases, the Immediate Supervisor rated the novice teacher and gave the filled up rating sheet right away to the Field researcher. In some cases, the immediate supervisor requested that the filled up instrument, in a sealed envelope, be picked up on an agreed time.

To describe the teaching performance of the novice teachers, the mean score of their teaching performance evaluation results, as rated by their immediate supervisors, were computed and interpreted using the following continuum:

Table 1. Continuum of Teaching Performance

Mean Rating	Interpretation
4.51 – 5.00	Outstanding
3.51 – 4.50	Very Satisfactory
2.51 – 3.50	Satisfactory
1.51 – 2.50	Fair
1.00 – 1.50	Poor

To determine the coefficients of correlations of teaching performance with academic achievement and with teaching testing, Pearson r was used. While in determining if academic achievement and teacher testing are good predictors of success of teaching performance, linear regression is used. All computations were done using SPSS software.

Results and Discussions

The Teaching Performance of the respondents

This section presents the results of the immediate supervisors' evaluation of the respondents' teaching performance.

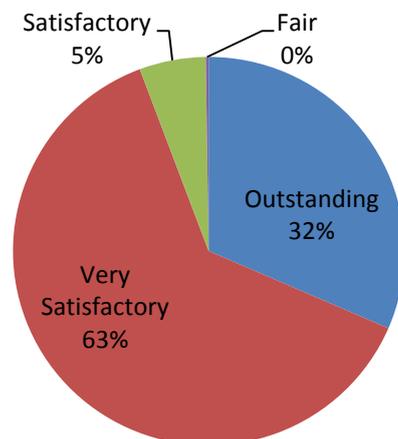


Figure 2. Teaching performance

Figure 2 shows that just less than one-third of the respondents were evaluated as "Outstanding" while about 63% were evaluated as "Very Satisfactory (VS)." This implies that the Immediate Supervisors of the 256 private and public schools where the respondents were employed, are generally satisfied with the performance of the novice teachers, all graduates of a sampled institution. This further implies that despite being new in the profession, almost all of the respondents are performing well as teachers in their respective schools. Their competence maybe attributed on the kind of training that they received during their pre service training.

Relationship of Teaching Performance (TP) and Academic Achievement

Coefficients of correlation between Teaching Performance (TP) and the average grades in General Education (GE), Professional Education (PE), Specialization, and General Weighted Average (GWA) were computed.

Table 2. Correlation between Teaching Performance and Average Grades

Respondents	Scores	r	p-value
Novice teachers (N = 405)	TP and Average in GE	0.083	0.096
	TP and Average in PE	0.082	0.099
	TP and Average in Specialization	0.059	0.234
	Teaching Performance and Average Grade	0.134	0.007**

** correlation is significant at the 0.01 level (two-tailed)

Legend: TP – teaching performance

Average GE – average grade in General Education courses

Average PE – average grade in Professional Education courses

Average Spec – average grade in Specialization courses

Average Grade – average grade in all academic courses

It can be inferred from Table 2 that for all 405 respondents, there is negligible correlation between the Teaching Performance and any of the Average Grades in either General Education (GE), Professional Education (PE) and Specialization. However, there is a weak but significant positive correlation between the Teaching Performance and General Weighted Average ($r = 0.134, p = 0.007$). This means that only about 1.8% of the Teaching Performance Evaluation score of the respondents can be explained by their Academic Achievement.

The positive significant correlation, although weak, between the Teaching Performance and GWA, which is not found when the TP is correlated with any of the sub-component of Academic Achievement, seems to suggest that teaching should be taken holistically and not as a compartmentalized combination of GE, PE and specialization.

Relationship of Teaching Performance and Teacher Testing Scores

Coefficients of correlation between Teaching Performance (TP) and the Teacher Testing (TT) score in General Education (GE), Professional Education (PE), Specialization, and Over all TT scores (TTS) were computed.

Table 3. Correlation between Teaching Performance and Teacher Testing scores

	Scores	r	p-value
Novice teachers (N = 405)	TP and TT Gen. Ed.	0.070	0.160
	TP and TT Prof. Ed.	0.074	0.136
	TP and TT Specialization	0.029	0.578
	Teaching Performance and Over-all TTS	0.067	0.176

Legend: TP – teaching performance

TT GE – Teacher Testing score in General Education component

TT PE – Teacher Testing score in Professional Education component

TT Spec – Teacher Testing score in Specialization component

TTS – over all Teacher Testing score

The results reveal that there is negligible correlation between the Teaching Performance and any of the TT components. This could be attributed to the homogeneity of this group of respondents where almost all have very satisfactory rating in their teaching performance as revealed in the previous discussion.

Academic Achievement and Teacher Testing as Predictors of Teaching Performance

To determine if academic achievement and teacher testing are good predictors of success of teaching performance, linear regression was used. The linear regression equation is $y = 0.022 x_1 - 0.001 x_2 + 2.444$

where y – teaching performance, x_1 – academic performance and x_2 – teacher testing. It can be inferred from the equation that the very small coefficients of the variables representing academic performance and teacher testing suggest very small contributions from the said variables. This is further supported by the table below.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.116(a)	.013	.008	.35561

a Predictors: (Constant), Teaching Testing Score, Grade Weighted Average

It can be inferred from Table 4, that only 1.3% of the Teaching Performance can be attributed to the Academic Performance and Teacher Testing and around 99% can be explained by other variables which are not included in this study. That is, in the case of Filipino novice teachers, their Undergraduate Academic Achievement and Teacher Testing Scores are not significant predictors of their Teaching Performance.

Implications

In the growing discussion of what predicts or what contributes for good teaching performance, this study found out that among the Filipino novice teacher-respondents, academic performance and teacher testing are not the main “contributors” of their good teaching performance. This result supports Shulman’s (1986) observation that “there is a possibility that teachers’ knowledge is not necessarily translated into teaching practices.”

As a way of recommendation, further studies be conducted that may probe the added contribution of in-service or induction programs over the knowledge and skills that beginning teachers bring with them; and how do these programs contribute to the quality of teaching performance. Other factors need to be considered to really examine what really contributes to good teaching performance of novice teachers.

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