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THE RELATIONSHIP AMONG AGE, TEACHING EXPERIENCE, AND TEACHING PERFORMANCE OF COLLEGE OF MEDICINE PROFESSORS

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Abstract

This study examined the relationship between age, teaching experience, and teaching performance among College of Medicine (COM) faculty members. Guided by John Dewey's Theory of Experience, the research aimed to contribute to the understanding of how these variables influence teaching outcomes in higher education. Thirty-two COM faculty members were involved in the performance inventory survey during the first semester of Academic Year 23-24. Participants completed a self-reported questionnaire, providing information on age and years of teaching experience. Spearman's rank correlation coefficient analysis revealed no statistically significant correlation between age, teaching experience, and overall teaching performance. While the majority of faculty were aged 41-60 with over five years of experience and exhibited excellent teaching performance, the findings suggest that factors beyond these variables may significantly impact teaching effectiveness.

Keywords: Age, Teaching Experience, Teaching Performance, College of Medicine Faculty.

Introduction

There has been a growing emphasis on faculty development, with institutions investing heavily in training programs to enhance teaching capabilities. Research on faculty development has consistently highlighted the importance of experience in shaping effective teaching practices.

A study correlating the age and years of teaching experience to teaching performance has been conducted in the Early Childhood Education Graduate School at the Universitas Negeri Semarang in Indonesia (Pranoto, YKS et. al., 2021). In their study the data collection on teacher performance used a Likert scale questionnaire whose shortcomings, according to different authors, are unquestionable (Hornstein 2017). The result of their study, however, showed no significant correlation between teaching experience and age ranges to the quality of teaching performance.

This study seeks to delve deeper into these relationships within the context of higher education involving COM faculty members. Instead of a self-made Likert scale questionnaire that needs to be validated, teachers' performance inventory survey conducted by the LCUP guidance office among enrolled medical students during the first semester of AY23-24 was used in this study.

The findings of this study will contribute to a better understanding of the factors that influence teaching quality in higher education, particularly in the field of medicine. This knowledge can inform the design of effective faculty development interventions, support the formulation of evidence-based policies, and ultimately enhance the quality of medical education.

Theoretical Framework

This study is based on John Dewey's Theory of Experience as revisited by Ortiz in 2020. This concept addresses three essential perspectives: biological, psychological and social, bearing in mind that, according to Dewey, real experiences occur if "meaning" comes after. This concept of experience allows a holistic approach to education. Teachers' experience can be affected by several factors which may include demographic profile like age and sex.

Conceptual Framework

The importance to test whether certain personal variables like age and teaching experience matter for teaching performance in the medical school is the motivation for this study. Junior teachers tend to have less experiences but at every stage of teaching career, less experienced teachers are not always ineffective and vice versa (Nuraini, N et. al., 2019).

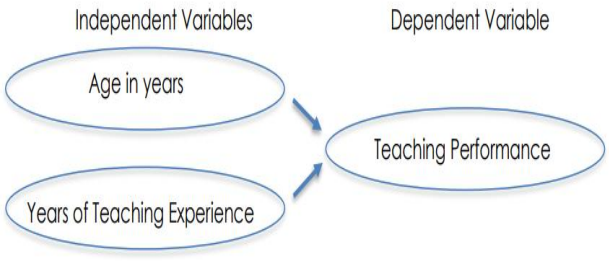


Figure 1: Conceptual Framework of the Study

*MD, FPCP, FPCCP, COM, La Consolacion University Philippines.

Statement of the Problem

The major concern of this study is to determine whether the profile of the respondents is correlated to their teaching performance.

Main Problem: Among the COM professors for AY 2023-24, do age and years of teaching experience correlate to teaching performance?

Specifically, the researcher will seek answers to the following:

1. How may the faculty respondents be classified in terms of (SOP#1)

a) age
b) years of teaching experience

2. What is the level of teaching performance of the COM faculty? (SOP#2)
3. Is there a significant relationship between age of the faculty and their teaching performance? (SOP#3)
4. Is there a significant relationship between the number of years in teaching of COM faculty and their teaching performance? (SOP#4)
5. What insights may be derived from the results of this study that may contribute to the improvement of the COM faculty teaching performance? (SOP#5)

Scope and Delimitation

This study covers the faculty members of the College of Medicine evaluated by the medical students during the teachers' performance inventory survey conducted by the LCUP guidance office during the first semester of AY23-24. Those faculty members involved who will give their informed consent will serve as the study population excluding the author of this study. It is not the objective of this study to come up with the evaluation of each faculty but to establish a correlation among age, years of teaching experience and their teaching performance. Teacher evaluation by students is one of the best systems to evaluate teacher performance because students are the only ones capable of evaluating whether teachers have helped them learn. Despite this view, however, questionnaires cannot be the only source of information for teacher evaluation. (Gómez, 2019)

Methodology

Research Design

This research used a descriptive correlational design that examines the relationship of age in years and years of teaching experience with teaching performance. It does not intend to manipulate any variables but simply observe and measure them as they exist. The focus is on determining whether a relationship exists between variables and how strong or weak it is using a correlation coefficient. It aims to provide a detailed description of the variables and their relationships but does not aim to establish cause and effect.

Three available studies conducted on the same topic of interest used survey and data analysis (Stonebraker, 2015), survey and meta-analysis (Meshkani 2003), and comprehensive review (Feldman, 1983).

Participants/Respondents of the Study

All COM faculty members involved in the performance inventory survey with concealed data from the guidance office who have given their informed consent were the participants of the study. This includes the faculty members during 1st semester of Academic Year 23-24 who were evaluated by the medical students enrolled during that academic year excluding the author of this study.

Instruments of the Study

The instrument used in this study was a self-administered Google form designed to collect data on the age and teaching experience of College of Medicine (COM) professors. The form included the following sections:

I. **Faculty Information:** This section required participants to provide their name and email address.
II. **Age Category:** Participants were asked to select their age category from the following options:

- < 25
- 25-40
- 41-60
- >60

III. **Years in Teaching Experience Category:** Participants were also asked to indicate their years of teaching experience by selecting one of the following categories:

- < 5 years
- 5-10 years
- 11-15 years
- > 15 years

Data Collection and Analysis

Following approval from the Office of the Vice President for Research and Innovations (OVPRI) and the Research Ethics Committee (REC), data collection commenced as follows:

1. After securing the list of COM faculty members involved in the performance inventory survey during the first semester of Academic Year 23-24 from the Dean, copies of the Approved Research Proposal as well as the form for Informed Consent were sent to their respective LCUP/personal email.
2. All COM faculty members involved in the performance inventory survey who have given their informed consent were given the link to answer the

google form entitled: "COM Professor's Age and Years of Teaching Experience." The form collected information on participants' names, ages, and years of teaching experience (not limited to LCUP).

3. The Dean's Office provided the values of "overall rating performance" of the faculty members with informed consent obtained from the concealed data of the performance inventory survey conducted among College of Medicine faculty members during the first semester of Academic Year 23-24.

After the closure of receiving responses on google form set last April 13, 2024, data analysis was started as follows:

1. Descriptive statistics were employed to summarize the data for the variables of age, years of teaching experience, and teaching performance.
2. Correlational analysis, specifically Spearman's rank correlation coefficient, was conducted to investigate the relationships between age, years of teaching experience, and teaching performance.
3. Final analysis aimed to determine if there were any significant associations between the variables of age, years of teaching experience, and teaching performance and to assess the strength and direction of the relationships.

Ethical Considerations

1. After OVPRI approval of the Research Capsule Proposal, it was submitted to the Research Ethics Committee (REC) for approval.

2. Upon the approval of REC after the submission of the needed requirements, data gathering was started.

3. Only data from the faculty members with informed consent were collected.

4. The data on the performance inventory survey provided by the Dean's office were treated with utmost confidentiality.

All data gathered will be kept confidential in compliance with the Republic Act 10173 otherwise known as the Data Privacy Act of 2012 and shall only be used for school record purposes and shall be accessed only by authorized school personnel.

Results and Discussion

Results

The major concern of this study is to determine whether the profile of the respondents such as age and years of teaching experience is correlated to their teaching performance.

SOP#1 There was a total of 32 respondents with informed consent out of the 48 faculty who were evaluated by the students during the first semester of AY 23-24. Table 1a below summarized the age in years of the respondents. Table 1b below summarized the teaching performance of the respondents. The majority of COM faculty members fall within the 41-60 age range (53.1%) and have teaching experience exceeding 5 years (68.8%).

Table 1a: Characteristics of Respondents by Age (N=32)

Age	Frequency	Percentage
< 25 years	1	3.1%
25-40 years	8	25.0%
41-60 years	17	53.1%
>60 years	6	18.8%
TOTAL	32	100%

Table 1b: Characteristics of Respondents based on Teaching Experience (N=32)

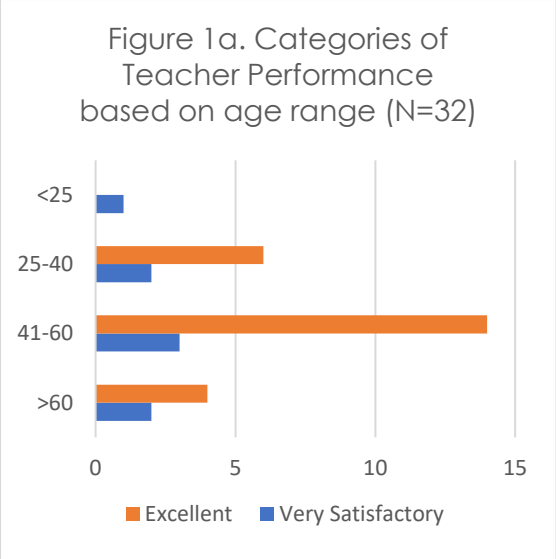
Experience	Frequency	Percentage
< 5 years	10	31.25%
5-10 years	10	31.25%
11-15 years	4	12.50%
>15 years	8	25.00%
TOTAL	32	100%

SOP#2 Table 1c below summarized the level of teaching performance of the COM faculty obtained from an inventory survey of the students during the first semester of AY 23-24 provided by the Dean's Office. A significant proportion of faculty members (71.87%) exhibit "Excellent" teaching performance, with an additional 28.13% demonstrating "Very Satisfactory" performance.

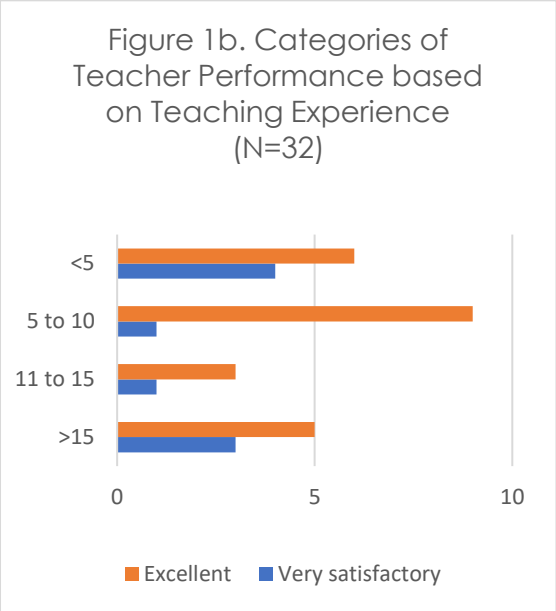
Table 1c: Level of Teaching Performance of Faculty who consented for the study. (N=32)

Performance Level	Frequency	Percentage
Very Satisfactory (3.50-4.49)	9	28.13
Excellent (4.50-5.00)	23	71.87
TOTAL	32	100%

Based on data in Figure 1a below, teachers aged 41-60 years old possessed an excellent teaching performance. One respondent age <25 had very satisfactory teaching performance.



Based on the data in Figure 1b below, the excellent teaching performance category was dominated by the teachers with five to 10 years of teaching experience. The low teaching performance category was from teachers with 11-15 years of teaching.



SOP#3 The Spearman's rank correlation coefficient between faculty age and overall teaching performance is -0.05, indicating an extremely weak negative correlation-almost no relationship-between the two variables. This means that teaching performance does not consistently increase or decrease with age. However, professors aged 41-60 tend to have the highest ratings, suggesting they might be particularly effective. Still, since the correlation is so weak and not statistically significant ($p > 0.05$), there's no strong evidence that age influences teaching performance overall.

Correlation: Overall Rating VS Age Range in Years	
Coefficient (rs):	-0.051212632
N:	32
T Statistic:	0.280871708
DF:	30
P value:	0.390368423

SOP#4 The Spearman's rank correlation coefficient between faculty experience and teaching performance is -0.104, indicating a weak negative correlation. This suggests a slight tendency for teaching performance ratings to decrease as experience increases, but the relationship is weak and may be due to random variation. There is no strong evidence that experience significantly affects teaching performance ($p > 0.05$).

Correlation: Overall Rating VS Years of Experience	
Coefficient (rs):	-0.10434772
N:	32
T Statistic:	0.574673212
DF:	30
P value:	0.284898566

SOP#5 While the results of this study did not reveal a significant correlation between age, teaching experience, and teaching performance among College of Medicine faculty members, it is important to interpret these findings cautiously. The non-significant correlation could be attributed to several factors, such as the limited sample size and the influence of other factors beyond age and experience. Further research with a larger sample size and a broader range of variables is recommended to gain a more comprehensive understanding of the factors influencing teaching effectiveness in the LCUP College of Medicine context. Implementing a mixed-methods approach, a qualitative study, such as in-depth interviews or focus groups, can provide valuable insights into the experiences, perspectives, and challenges faced by faculty members. This can complement the quantitative findings of the current study.

Discussion

From the Consensus search engine, there are three studies suggesting that age and teaching experience generally have a weak negative correlation with teaching performance as perceived by students,

although some studies find no significant relationship.

In the study by Meshkani and Abadie (2004) of 91 medical science faculty members in Iran, a weak negative correlation was found, indicating that younger, less experienced faculty received higher student ratings. Similarly, Stonebraker (2015) found that while age has a minor effect on teaching effectiveness as perceived by students, this effect can be influenced by factors like physical appearance and perceived ease. Feldman's (1983) comprehensive review also showed an inverse relationship between teachers' age and experience and their evaluations, with a positive association between academic rank and evaluations.

Age and Teaching Performance

Research indicates that age influences teaching performance in educational settings, particularly following the elimination of mandatory retirement, which has increased the average age of college and university faculty. This demographic shift raises concerns about its impact on teaching effectiveness. A study using data from RateMyProfessors.com found that age negatively affects student ratings of faculty, with the impact beginning in faculty members' mid-forties. However, this effect does not increase significantly even at ages previously associated with retirement (Stonebraker, 2015).
In this study, teachers aged 41-60 years old possessed an excellent teaching performance but it does not imply a general trend across all age groups. Since no clear link exists between age and teaching performance, professional development efforts should target all faculty, regardless of age. Providing continuous support in teaching strategies, technology integration, and pedagogical innovations may help improve teaching quality across all age groups.

Teaching Experience and Performance

The relationship between teaching experience and performance, especially in medical education, is complex and involves the concept of "tacit knowledge." Tacit knowledge is the intuitive, experiential know-how that is hard to articulate or transfer through writing or speech; it is gained through personal experience rather than formal instruction (Elliott, 2011). Findings suggest that while experience can enhance tacit knowledge and skills, it may also lead to a decline in performance if not supported by ongoing professional development.

In this study among COM professors, there is a weak negative correlation between faculty experience measured in years and overall teaching performance ratings. This means that as the range of experience increases, there is a slight tendency for teaching performance ratings to decrease. While experience alone has a weak and insignificant relationship with teaching performance, the focus should shift toward developing faculty through targeted professional development, promoting a culture of continuous learning, and exploring other factors that may better predict or influence teaching quality.

Age and Teaching Experience on COM Professors' Performance

While this study did not find a significant correlation between age, years of experience, and teaching performance among College of Medicine faculty members, it highlights the complexity of factors influencing teaching effectiveness. A variety of factors, beyond age and experience, can contribute to or hinder successful teaching.

Individual factors such as pedagogical skills, subject matter expertise, passion for education, and professional development can significantly impact teaching performance (Kanya, 2021). For instance, effective classroom management, clear communication, and appropriate assessment strategies are essential for creating a positive and productive learning environment. Additionally, a deep understanding of the subject matter allows faculty members to provide insightful explanations and answer students' questions effectively.

Institutional factors can also play a crucial role in shaping teaching effectiveness. (Godbout-Kinney and Watson, 2023). Adequate administrative support, access to resources, and opportunities for collaboration can significantly impact faculty morale and effectiveness. A supportive and collaborative institutional culture can foster professional growth and development.

Student factors can also influence the teaching experience and, consequently, faculty performance (Burroughs et.al, 2019). Students' motivation, interest, and engagement can affect the overall teaching experience. For instance, students who are motivated and engaged are more likely to participate actively in class and seek clarification when needed.

While age and experience can offer certain advantages, such as a wealth of knowledge and a strong professional network, they are not the sole determinants of teaching quality. Effective teaching requires a combination of factors, and it is essential to support and empower faculty members at all stages of their careers.

Conclusion

1. While there appears to be a group (aged 41-60) with high ratings, the overall correlation between age and teaching performance is very weak and not statistically significant. Therefore, age does

not reliably predict teaching performance based on this analysis. (SOP#3)

2. While there is a weak trend suggesting that more experience might be associated with slightly lower ratings, this trend is not strong enough to be considered reliable or significant based on the analysis. Therefore, the range of experience does not have a meaningful impact on overall teaching performance ratings. (SOP#4)

3. Contrary to expectations, the findings did not reveal a significant correlation between age, teaching experience, and teaching performance among College of Medicine (COM) professors. While these results may challenge conventional assumptions, it is important to interpret them cautiously. The study's limitations, such as the relatively small sample size and the reliance on self-reported data, may have influenced the outcomes. (SOP#5)

Recommendations

Based on the study's findings, the following recommendations are proposed:

1. Age should not be used to assess or predict faculty teaching performance. Instead, evaluations should focus on direct measures like student feedback and peer evaluations. While professors aged 41-60 tend to receive the highest ratings, this is not enough to make age a meaningful predictor. Investigating factors that contribute to the success of this age group, such as experience, professional development, or teaching methods, could help improve teaching quality across all age groups. (SOP#3)

2. Given the weak correlation between experience and teaching performance, institutions should offer tailored professional development programs for faculty at all experience levels. Fostering a culture of continuous learning, encouraging self-reflection, gathering student feedback, and adopting new teaching methods can help all faculty members improve their classroom effectiveness. (SOP#4)

3. Future research with a larger sample size, more participant diversity, and additional variables is recommended to better understand factors influencing teaching effectiveness in the College of Medicine. Examining variables like teaching styles, pedagogical skills, institutional support, and student feedback could offer insights for improving faculty development. Implementing these recommendations would help the College create a stronger faculty development framework, supporting high-quality medical education. Successful teaching likely results from a mix of passion, dedication, and ongoing professional growth. (SOP#5)

Conflict of Interest

The author declares that there is no conflict of interest in this manuscript.

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