

Abstract

Roles of Teachers from the Perspective of Teacher Value-Added: Evidence from Elementary School Students in Japan

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Researchers and policymakers have studied the influence teachers have on the development of children. On the other hand, very few analyses have been conducted on teachers in Japan, and the influence they have on the development of children's abilities is unclear. In this paper, we estimated the teacher value-added in a municipality in Japan using individual data and descriptively analyzed their influence on the development of children's abilities. We evaluated the teacher value-added not only from the children's cognitive skills but also from their learning strategies, non-cognitive skills, and relationship with the teacher. The results indicate that the influence teachers have varied greatly depending on the educational outcomes. For example, the influence on children's cognitive skills and learning strategies was around 2 to 5% among the variations. Meanwhile, the influence on non-cognitive skills and their relationship with the teacher was around 13 to 16%. Thus, it is implied that individual differences among teachers have a greater effect on children's non-cognitive skills, rather than their academic abilities. However, we did not observe a strong correlation between these estimates of teacher value-added and specific characteristics of teachers.