

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: SLOVAK REPUBLIC

Teachers' perceptions of their own effectiveness (self efficacy) and job satisfaction

- In **Slovak Republic**, teacher self-efficacy and job satisfaction are below the TALIS average [Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather negatively by teachers in **Slovak Republic**, however, the percentage of lesson time lost to disruptive student behaviour or administrative issues is relatively low compared to other 23 countries [Figures 4.9 and 4.11].

Professional development of teachers

- Almost 75% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 7.2 days, well below the TALIS average of 15.3 days [Table 3.1].
- 70% of teachers in **Slovak Republic** paid nothing for the development they received (TALIS average= 65%) and 69% received scheduled time allocation for undertaking the development, which is slightly above the TALIS average (63%) [Table 3.5].
- Unsatisfied demand for more development is below the average for **Slovak Republic**: 43% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Slovak Republic**, as in almost all other countries, were teaching students with special learning needs (20% of teachers report this; TALIS average=31%) and student discipline and behaviour problems (19% compared with TALIS average of 21%); other area of need for teachers in **Slovak Republic** is subject field [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Slovak Republic** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs); the strength of preference in **Slovak Republic** is similar to the TALIS average [Figure 4.2].
- In terms of practices, teachers in **Slovak Republic** as in all countries reported using practices aimed at ensuring learning is well structured ("structuring practices") more often than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities"). [Figure 4.4].

¹ Based on reports from teachers of lower secondary education and the principals of their schools.

- In **Slovak Republic**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as team teaching. Even so the relative use of professional collaboration in **Slovak Republic** is higher than in other countries (the highest compared to the other countries) [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Only 4% of teachers in **Slovak Republic** had not received feedback or appraisal in their school (TALIS average = 13%) and just 2% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (TALIS average = 14%) [Figure 5.3].
- Of those teachers receiving appraisal/feedback, one third reported that it resulted in a development plan to improve their teaching or a change to aspects of their teaching. This is similar to the TALIS averages, however, percentages of teachers having actual feedback or evaluation are higher [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Slovak Republic** nearly half of teachers report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, among the highest percentages of the 23 countries [Table 5.9].
- Furthermore, nearly 42% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

School leadership

- School principals in **Slovak Republic** tend to combine an administrative style of school leadership with an instructional style of leadership, while in most of the countries one of the styles prevails [Table 6.3].
- When instructional leadership is practiced in **Slovak Republic**, it is more likely that a school self-evaluation will have taken place [Table 6.14] and teacher appraisals and feedback are more likely to recognise teachers' participation in professional development [Table 6.9].

Job experience for teachers

- Length of experience of teachers in **Slovak Republic** is slightly above the average: the percentage of teachers working for 20 years or more= 42%; TALIS average =36% [Table 2.3].

Teacher behaviours hindering instruction

- Relatively to other countries, principals in Slovak Republic rarely reported any teacher-related problems hindering instruction (as arriving late at school, absenteeism, or lack of pedagogical preparation) [Table 2.8].