OVERVIEW OF COUNTRY RESULTS IN TALIS: 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].

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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].