

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: TURKEY

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

- In **Turkey**, teacher self-efficacy is equal to the TALIS average; job satisfaction is below the TALIS average [Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather negatively by teachers in **Turkey** compared to other 23 countries and the percentage of lesson time lost to disruptive student behaviour or administrative issues is just above the TALIS average [Figures 4.9 and 4.11].

Professional development of teachers

- Almost 75% of teachers participated in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 11.2 days, below the TALIS average of 15.3 days [Table 3.1].
- Almost 83% of teachers in **Turkey** paid nothing for the development they received (TALIS average= 65%) while the percentage receiving scheduled time allocation for undertaking development was just under the TALIS average at 61% (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is below the average for **Turkey**: about 48% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The area of greatest development need for teachers in **Turkey**, as in almost all other countries, was teaching students with special learning needs (28% of teachers report this; TALIS average = 31%). Other areas with relatively high reported needs were ICT teaching skills (just over 14% of teachers report this, below the TALIS average of 25%), teaching in a multicultural setting (14.5% of teachers, close to the TALIS average of 14%) and student discipline and behaviour problems (13% of Turkish teachers compared to a TALIS average of 21%) [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Turkey** 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). Strength of preference in **Turkey** is close to average compared to the other TALIS countries [Figure 4.2].
- In terms of practices, teachers in **Turkey**, 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"). Teachers' use of structuring practices is relatively less pronounced in **Turkey** than in most other countries [Figure 4.4].

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

- In **Turkey**, 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. However, the difference between these two types of co-operation in **Turkey** is smaller than in all other TALIS countries with the exception of the Slovak Republic [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- Fewer than one in ten teachers in **Turkey** had received no feedback or appraisal in their school and fewer than 2% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years [Figure 5.3].
- Of those teachers receiving appraisal/feedback, about 40% reported that it resulted in a development plan to improve their teaching. This percentage is just above the TALIS average [Figure 5.6].
- In terms of the general impact of appraisal and feedback in their school, in **Turkey** around 32% 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, a percentage above the TALIS average of 26% [Table 5.9].
- In contrast, only 10% 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 **Turkey** tend towards a more administrative style of school leadership rather than an instructional style of leadership. The extent to which instructional leadership is reported (supervision of instruction, supporting teachers' professional development, setting the school goals) is relatively strong in **Turkey** compared with most of the other TALIS countries [Table 6.3].
- **Turkey** is one of a group of five countries where it is significantly more likely that an external evaluation will have taken place at schools where instructional leadership is more frequently practiced [Table 6.14]. In such schools teacher appraisals and feedback are also more likely to recognise teachers' participation in professional development and innovative teaching practices [Table 6.9].

Job experience for teachers

- Length of experience of teachers in **Turkey** differs considerably from the TALIS average, with more teachers than average being in their first 2 years of teaching (18%, compared to the TALIS average of 8%) or having between 3 and 10 years of experience (51%, compared to the TALIS average of 29%). In contrast, only 12% of teachers have been working for 20 years or more (TALIS average = 36%) [Table 2.3].

Teacher behaviours hindering instruction

- In all three measures of teacher behaviour hindering instruction (arriving late at school, absenteeism, lack of pedagogical preparation) teachers in **Turkey** have higher percentages than TALIS averages. Specifically, 43% of teachers are in schools where the principal reports that lack of pedagogical preparation is a factor hindering instruction a lot or to some extent (TALIS average = 24%); 31% of teachers are in schools where the principal reports that teachers arriving late hinders instruction a lot or to some extent (TALIS average = 15%); and 35% of teachers are in schools where absenteeism is reported by principals as hindering instruction a lot or to some extent (TALIS average 26%) [Table 2.8].