

CHAPTER 2

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INTRODUCTION

TALIS examines key policy issues such as teachers' professional development; teachers' teaching practices, beliefs and attitudes; teacher appraisal and feedback; and school leadership. Data have been collected on a number of characteristics of schools and teachers which provide not only essential background information for analysis of these issues but also school- and system-level factors that are important for teachers and teaching. This chapter presents analyses of these characteristics, and helps set the scene for the following analytical chapters.

The chapter is divided into two sections. The first section presents a profile of lower secondary teachers and concentrates on their formal education and demographic and employment profile. The demographic profile focuses on the age and gender of teachers and school principals. Discussion of teachers' employment profile includes data on teachers' contractual status and job experience, including the contrast between permanent and short-term or temporary contract employment.

The second section provides a profile of the schools in which teachers work. It gives information on their personnel, resources, admission policies, autonomy and climate. TALIS includes this background information because of the influence of such factors on student learning and attainment, as a number of studies have demonstrated (OECD, 2007). TALIS does not collect data on student outcomes, but it has included variables which previous research has found to affect student learning, many of which are policy-relevant aspects of education systems.

In reading this chapter, it should be borne in mind that TALIS focuses on teachers. Therefore, most of the tables and charts refer to teachers and their distribution among various types of schools. For example, Table 2.4 presents data of, among other things, the sector to which the school belongs and presents the *percentages of teachers* working in public schools across education systems rather than the *percentage of public schools*. Therefore, TALIS figures may not correspond to other, perhaps official statistics which are expressed in terms of the percentage of public schools or the percentage of students in public schools. They are intended to complement rather than contradict the official statistics.

A PROFILE OF LOWER SECONDARY EDUCATION TEACHERS

The demographic profile of teachers provides information on basic characteristics which are of interest in their own right and as a context for later analysis. For example, the amount of appraisal and feedback a teacher receives may be associated with such characteristics as age or length of employment as a teacher (see Chapter 5). In addition, a teacher's formal education can influence their professional development (Chapter 3) and their response to leadership opportunities in their schools (Chapter 6).

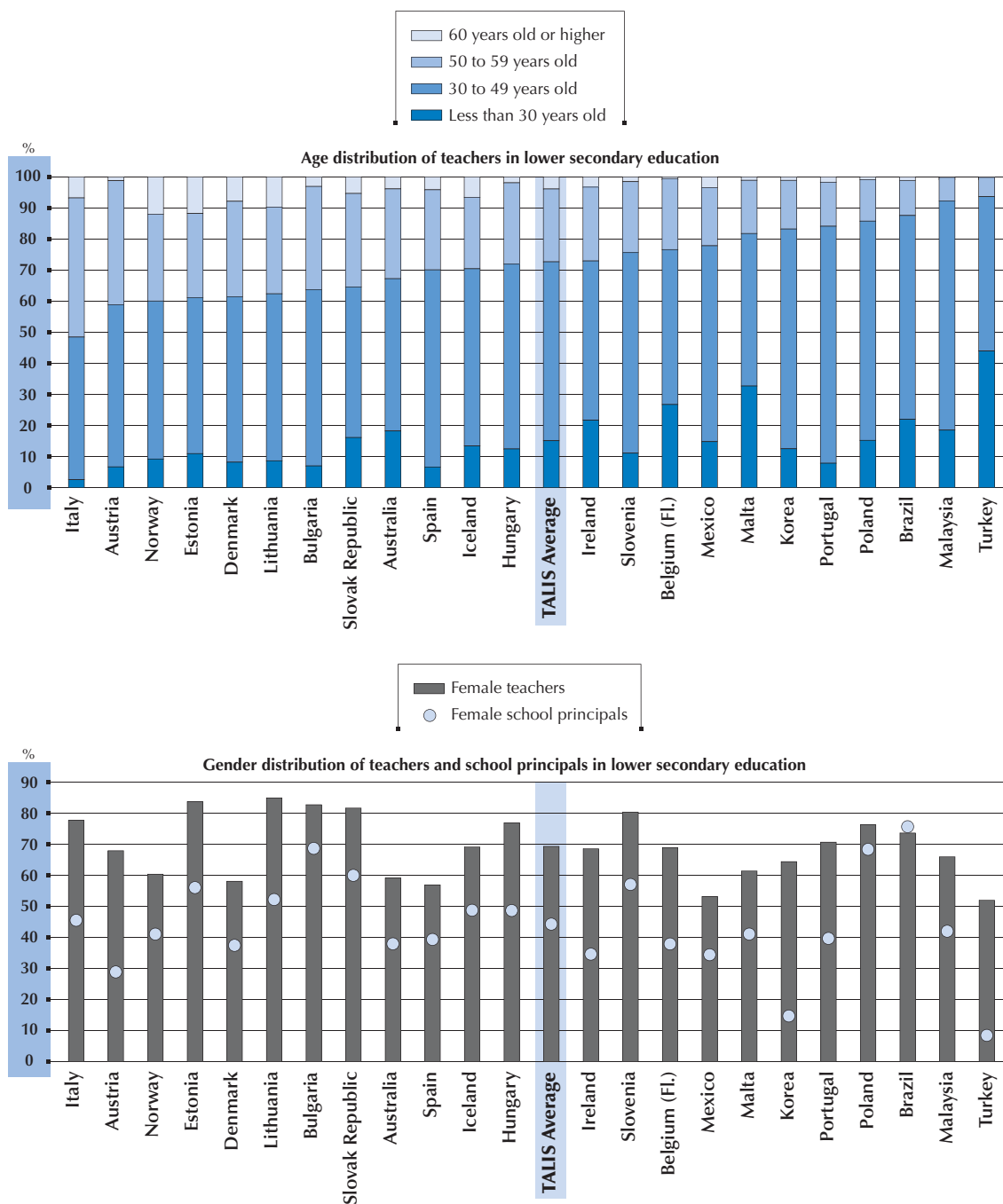
Demographic profile of teachers

Table 2.1 shows gender differences across countries. On average across TALIS countries, almost 70% of teachers were female, and in every TALIS country the majority were female. Females dominated particularly in Bulgaria, Estonia, Lithuania, the Slovak Republic and Slovenia, with between 80 - 85% of the teacher workforce. In these countries, concerns about the effects of the feminisation of teaching on education are potentially greater (OECD, 2005). In addition, when males only represent 15 to 20% of the teacher workforce, the potential supply of teachers could be broadened with greater gender equality.

Given the substantial gender gap in the distribution of teachers across TALIS countries, it is interesting to compare this with the gender distribution among school principals, as this provides insight into issues of gender equality in senior management and promotion opportunities. On average across TALIS countries, 45% of school principals were female compared to just fewer than 70% of teachers (Table 2.1). While TALIS data does not allow for identifying the source of this discrepancy, it seems clear that males far more readily move up the career ladder to become school principals. In this sense, a "glass ceiling" may exist in most TALIS countries, and particularly in Austria, Belgium (Fl.), Ireland, Italy, Korea, Lithuania, Portugal, and Turkey where the percentage of female school principals is over 30 percentage-points below the percentage of female teachers.

Figure 2.1

Gender and age of teachers (2007-08)



Countries are ranked in descending order, based on the percentage aged 50 or higher.

Source: OECD, Table 2.1.

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As Figure 2.1 and Table 2.1 show, more than half of teachers across TALIS countries are aged from 30 to 50 years old. Given concerns about an ageing teacher population it is significant that, on average, only 15% of teachers are less than 30 years of age and few teachers were under 25 years of age, perhaps owing to the education and qualification requirements that apply in most countries. That over one-quarter of teachers are over 50 years old is evidence of an ageing teacher population. Indeed in Austria, Italy and Norway at least 40% of teachers are over 50 years old, and in Estonia, Lithuania and Norway, around 10% of teachers are aged 60 or more (Figure 2.1).

An important aspect of an ageing teacher population is the budgetary impact. Staff remuneration is the largest component of education expenditure. In 2005 (the latest year for which data are available), on average across OECD countries, compensation paid to teachers represented 63% of current expenditure on secondary education institutions (OECD, 2008a). In most education systems, teachers with more experience receive a higher salary. In 2006 (the latest year for which data are available), the statutory salaries of teachers with 15 years of experience were, on average across OECD countries, 35% higher than starting salaries for lower secondary teachers (OECD, 2008a). For countries with a substantial proportion of teachers close to retirement age, total staff remuneration may, depending on the nature of the pension system, reduce over the coming years as these teachers are replaced by younger less expensive teachers.

Nevertheless, not all school systems have an ageing teacher population. The teacher population is slightly younger in Belgium (Fl.), Brazil, Ireland, Malaysia, Malta, Poland and Turkey with 50% or more of teachers below the age of 40 (compared to the TALIS average of 43%). Both Malta and Turkey have greater percentages of young teachers, with almost 33 and 44%, respectively, of teachers less than 30 years of age. In these countries, opportunities clearly exist to structure policies for a young teacher workforce (Boyd *et al.*, 2008). Indeed, in Turkey, almost 80% of teachers were under the age of 40 years (Table 2.1).

Teachers' educational attainment

The level of teachers' educational attainment is a combination of their pre-service training and additional qualifications they may have acquired in-service. The quantity and quality of teachers' initial education is clearly important in shaping their work once they begin teaching in schools and should influence their further education and training requirements (see Chapter 3) and other aspects of their development. For example, a low level of formal education or one of poor quality may increase teachers' need for professional development once they enter the profession. On the other hand, extensive formal education may spur greater interest in further education and training to further develop skills obtained during extensive formal education.

Table 2.2 summarises the highest level of formal education successfully completed by teachers and thus provides a context for interpreting teachers' professional development and on-the-job training. Table 2.2 gives the percentages of teachers with various levels of formal education, defined according to the International Standard Classification of Education (ISCED) which identifies comparable levels of education across countries. ISCED level 5 represents the first stages of tertiary education and is split between ISCED levels 5A and 5B. ISCED level 5B programmes are generally more practically oriented and shorter than programmes at ISCED level 5A. ISCED level 5A can be further divided into first and second programmes, typically a Bachelor's degree and a Master's degree from a university or equivalent institution. ISCED level 6 represents further education at the tertiary level which leads to an advanced research qualification such as a PhD.

Very few teachers have not had at least some tertiary education. On average across TALIS countries, the highest level of education completed was below the tertiary level for only 3% of teachers. However, qualifications below ISCED level 5 were more common in Brazil (9% of teachers), Iceland (12%) and Mexico (10%). Differences among countries in the proportion of teachers with different levels of formal education can reflect both the

current and past structure of a country's formal education system as well as the requirements for entering the teaching profession. The highest level of tertiary education completed was ISCED level 5B for over half of teachers in Austria (59%) and Belgium (Fl.) (84%) and reflects these countries' qualification requirements. In Belgium (Fl.) an ISCED level 5B qualification is required to be fully certified to teach at ISCED level 2. On average across TALIS countries, just under one-third of teachers had completed a Master's degree and just 1% had completed formal education above this level (Table 2.2).

Large majorities of teachers in Bulgaria (64%), Italy (77%), Poland (94%), the Slovak Republic (96%), and Spain (79%) have completed a Master's degree (Table 2.2); this may reflect these countries' qualification requirements for becoming a teacher or for progressing through the teaching career structure (e.g. a requirement for a specific promotion). Teachers' levels of education may also reflect broader education trends within countries and the extent to which formal education is encouraged in schools and in the teaching profession. Chapter 3 also shows the extent to which teachers engage in qualification programmes as part of their ongoing professional development.

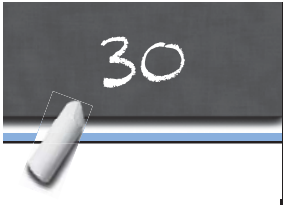
Teachers' job experience and contractual status

In general, teaching can be viewed as a relatively stable career with strong job security (OECD, 2005). This can be attractive for those in the profession and those wishing to join it, but it can also create a risk of inertia and lack of flexibility if the teacher workforce becomes comprised largely of older and more risk-averse workers (Atkinson, 2005; Dixit, 2002; Ballou & Podgursky 1997; McKewen, 1995). At the same time, a number of countries are concerned about the decline in teachers' job security and the increase in contract-based employment, particularly of a short-term nature (OECD, 2005), and the impact of teacher turnover (Boyd *et al.*, 2008; Podgursky *et al.*, 2004; Rockoff, 2004).

Table 2.3 shows that on average across TALIS countries, 85% of teachers were employed on a permanent basis. Portugal was the only country in which less than 70% of teachers were permanently employed, followed by Ireland, Brazil and Iceland, with less than 75%. Virtually all teachers were permanently employed in Denmark, Korea, Malaysia and Malta. Permanent employment can be viewed as a benefit of choosing a teaching career and could be linked to the issues discussed in chapter 5 such as the recognition they receive for their efforts and their motivation to improve their effectiveness as teachers.

On average across TALIS countries, only 16% of teachers were employed on fixed-term contracts, and over two-thirds of these teachers were on contracts of less than one year (Table 2.3). This contractual status may affect teachers' job security and how they carry out their work as teachers. Among teachers on fixed-term contracts, all countries except Italy, Korea, Lithuania and Malaysia have more teachers on contracts of less than one year than on longer contracts. Contractual employment of teachers for less than one year was more common in Brazil, Iceland, Ireland, Italy, Poland, Portugal and Spain. A possible explanation for this short-term contractual employment is an effort to increase flexibility in the teacher labour market and to assign teachers to fulfil specific short-term needs. It may also be an aspect of a system which monitors the performance of younger teachers before granting permanent employment. In fact, among the teachers on fixed-term contracts of less than one year, over one-quarter were in their first two years of teaching and three-quarters were in their first ten years of teaching (OECD, *TALIS Database*). This is consistent with the approach adopted by systems which do not grant permanent employment until at least some fixed-term contract employment has been undertaken (OECD, 2005).

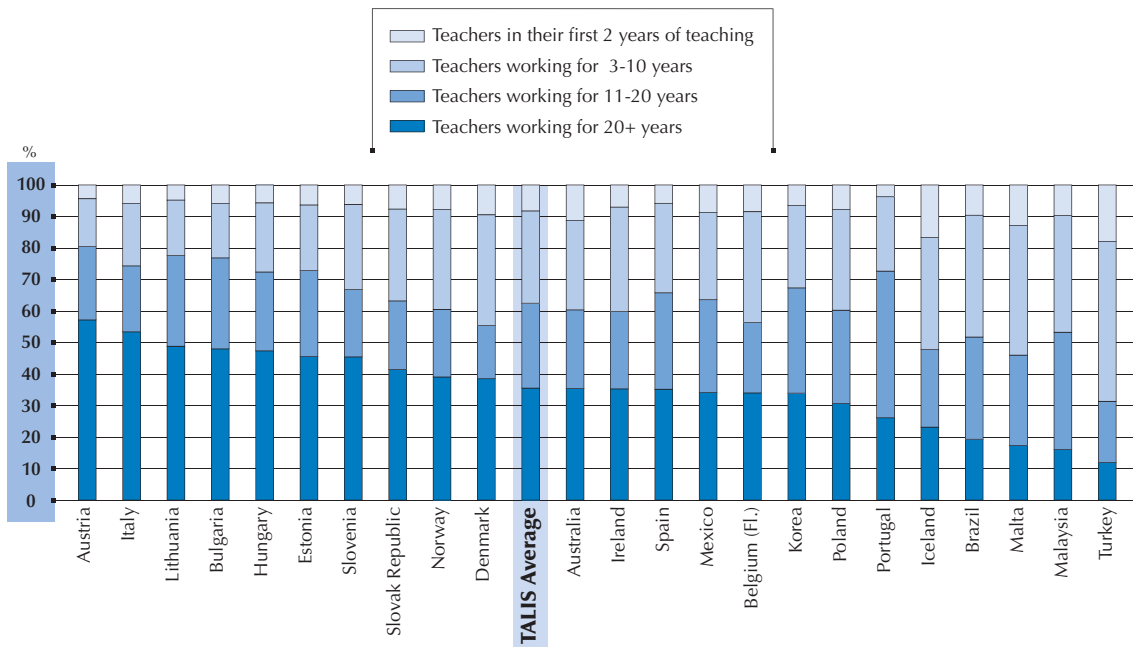
Given the ageing teacher population in some countries and the predominance of permanent employment, it is not surprising to find lengthy experience in the teaching profession. Just under two-thirds of teachers had at least 10 years experience (Table 2.3). On average across TALIS countries, 29% of teachers had worked as



teachers for 3 to 10 years, while 27% had taught for 11 to 20 years (Figure 2.2 and Table 2.3). Over one-third (36%) had taught for more than 20 years. This represents a substantial proportion of teachers with considerable experience. While experience can bring important benefits to the job of teaching, owing to greater maturity in the job and increased levels of on-the-job learning, it can also create problems of inertia, lack of innovation and resistance to change which may not occur with a younger teacher population (OECD, 2005; Dixit, 2002; Mante & O'Brien, 2002). This may be particularly apparent in countries whose teachers have been in their positions for a particularly long period of time. For example, in Austria and Italy more than half of teachers have taught for more than 20 years (57 and 53%, respectively), while in Austria, Lithuania and Portugal, fewer than 5% of teachers were in their first two years of teaching.

Figure 2.2

Job experience of teachers (2007-08)



Countries are ranked in descending order of the percentage of teachers who have worked for 20 years or longer.

Source: OECD, Table 2.3.

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A lack of experience was more common in some countries than in others. In Turkey (18%) and Iceland (17%), over 15% of teachers were in their first two years of teaching (Table 2.3 and Figure 2.2). These countries also have relatively large percentages of teachers below the age of 30. Large proportions of teachers with relatively little experience may point to a need for more training and professional development (Rockoff, 2008). Problems may exist if such teachers are concentrated in particular schools or groups of schools (Boyd *et al.*, 2008). However, this situation also provides opportunities to reinvigorate the teaching profession and school education.

A PROFILE OF THE SCHOOLS IN WHICH TEACHERS WORK

This section looks at the aspects of schools in which teachers work including the sector and size of schools and the composition of school personnel, as well as data collected from school principals concerning schools' admission policies, resources, climate and autonomy.

School sector

Some TALIS countries have sizeable private sectors, with schools that are either privately owned, operated and funded (independent private) or are privately run but receive most of their funds from public sources (government-dependent private) as in Belgium (Fl.). Sectoral differences can affect various aspects of teachers' careers and working lives. There may be differences in salaries and working conditions and differences in the operation and management of schools may lead to differences in teaching practices. Systems in which teachers are appraised and receive feedback on their work may also differ between sectors as teachers in private schools may not be subject to the same regulations and career structure as teachers in public schools.

Table 2.4 shows that, on average across TALIS countries, 83% of teachers worked in public schools yet substantial differences exist across countries. In Ireland and Belgium (Fl.), for example, fewer than 50% of teachers work in public schools. In Belgium (Fl.), private schools are government-dependent. In Ireland private schools are normally not fee-paying and are privately managed. In contrast, over 95% of teachers in Bulgaria, Estonia, Iceland, Italy, Lithuania, Malaysia, Norway and Slovenia work in public schools.

School size

Data collected on teachers' working conditions include the size of schools in which they work and the number and type of colleagues employed to facilitate various management and administrative functions within schools or to support teaching more directly. Table 2.4 presents the average school size in TALIS countries expressed by the average number of students. Information on the type and number of personnel is presented as the ratio of teachers to pedagogical support personnel (such as teacher's aides or other non-professional personnel who either provide or support instruction, professional curricular/instructional specialists, and educational media specialists) and of the ratio of teachers to school administrative or management personnel. These data cover personnel employed by the school and do not include personnel employed outside the school who may offer support in these areas. In Table 2.4, the data correspond to the whole school in which lower secondary teachers work and thus may cover education in addition to the lower-secondary level if schools offer other levels (e.g. upper secondary). However, the fourth column of Table 2.4 is an exception as it presents lower secondary teachers' average class size. Teachers provided information about a class they currently teach which was randomly chosen from their weekly timetable.

Teachers worked in schools with an average of 489 students, but there was considerable variation among countries. For example, Malaysia, with a mean of 1 046 students per school, has an average school size just over double the TALIS average. Teachers in Australia, Portugal, and Turkey also worked in relatively large schools with an average number of students ranging from 754 to 800 students. In contrast, smaller schools were more common in Iceland, Norway and Poland, where the average number of students was less than 300. There was thus a difference of over 800 students between the country with the largest average number of students (Malaysia) and the country with the smallest (Poland). In general, the ratio of teachers to pedagogical support personnel (TALIS country average of 13) was higher than the ratio of teachers to administrative support personnel (TALIS country average of 8) showing a greater emphasis on providing administrative rather than pedagogical support. There is less variation among countries in terms of the ratio of teachers to administrative support personnel (Table 2.4).

School resources

The physical, human and financial resources invested in schools influence not only the education provided to students but also aspects of teachers and their teaching that are the focus of this report. The OECD's Programme for International Student Assessment (PISA) shows that the more resource shortages are perceived to hinder instruction, the lower student performance (OECD 2007, p. 263). In addition, inequalities in student's educational performance often reflect disparities in their individual resources and socio-economic status and in the resources invested in schools (OECD, 2008b). In some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, particularly those from disadvantaged backgrounds and those with special learning needs, but that schools with more students from disadvantaged backgrounds may have fewer resources with which to educate their students than those with students from more privileged backgrounds (OECD, 2008b).

Data were collected from school principals concerning the extent to which a lack of resources hindered instruction for students. These data are presented in Table 2.5. School principals were asked to consider eight categories: (availability of) qualified teachers; laboratory technicians; instructional support personnel; other support personnel; instructional materials; computers for instruction; other equipment; and library materials. On average across TALIS countries, between one-third and one-half of teachers taught in schools whose school principal felt that shortages in one or more of these areas hindered their school's capacity to provide instruction "to some extent" or "a lot". This ranged from 33% of teachers whose school principal reported that instruction was hindered to this extent by a lack of laboratory technicians to 50% of teachers whose school principal reported that instruction was hindered to this extent by a shortage of other equipment.

In regard to teachers and support personnel, on average across TALIS countries, 38% of teachers were in schools whose capacity to provide instruction was hindered "to some extent" or "a lot" by a shortage of qualified teachers. This concerned only 12% of teachers in Poland but almost two-thirds of teachers in Estonia and over three-quarters in Turkey (Table 2.5). It is important to recognise that it is not only because of widespread teacher shortages that school principals may report a lack of qualified teachers. The labour market for teachers is complex and multidimensional and shortages can arise in specific subject areas, for particular types of teachers, for teaching of a specific duration, or in certain localities (OECD, 2005). Matters internal to the school such as sudden resignations, unforeseen increases in student numbers, or administrative requirements for the teaching of specific subjects can also lead to a lack of qualified teachers that may affect instruction. Teacher shortages should therefore not be considered homogenous, as the labour market for teachers is affected by the subject area and the year or grade in which they teach. The structure of the labour market and the degree of flexibility in hiring and firing teachers can also create situations that affect instruction within schools. For example, a lack of labour market flexibility may restrict schools' ability to employ teachers to fill short-term vacancies or vacancies that arise at short notice. In addition, a lack of flexibility in teachers' career structure may restrict school principals' ability to differentiate salaries or payments offered to teachers (see Table 2.7) to fill difficult positions or positions that are less attractive to teachers and therefore receive fewer applicants.

On average across TALIS countries, 48% of teachers are in schools whose school principal reported that instruction was hindered "to some extent" or "a lot" due to a lack of instructional support personnel, and 46% taught in schools whose school principal reported that instruction was hindered by a lack of other support personnel. School principals' reports for both of these personnel categories reveal differences among countries. One-third or fewer of teachers worked in schools whose school principal reported that instruction was hindered "to some extent" or "a lot" by lack of instructional support personnel in Bulgaria (15%), Denmark (25%), Malaysia (31%), Poland (21%), and the Slovak Republic (33%). In contrast, a lack of instructional support personnel was reported to hinder instruction in schools in which two-thirds or more of teachers worked in Austria (69%), Portugal (79%), Spain (81%) and Turkey (70%). Over two-thirds of teachers in these countries

worked in schools whose school principal also reported that the school's capacity to provide instruction was affected by a lack of other support personnel (Table 2.5).

Analysis of the interaction of these characteristics can indicate the extent to which schools' capacity to provide instruction is hindered by a lack of personnel in a single area (e.g. qualified teachers) or in other categories of school personnel. There is a significant and quantitatively important relationship across TALIS countries between school principals' reports that instruction was hindered by a lack of qualified teachers and by a lack of instructional support and other support personnel. For example, just under half of teachers whose school principal reported that instruction was hindered "a lot" by a lack of qualified teachers also reported this for a lack of instructional support personnel. The relationship was slightly weaker between a lack of qualified teachers and a lack of other support personnel. But was stronger between a lack of instructional support personnel and a lack of other support personnel, with 70% of teachers working in schools whose school principal reported that instruction in their school was hindered "a lot" by a lack of instructional support personnel also reporting that instruction in their school was hindered "a lot" by a lack of other support personnel. The strength of this relationship implies that a distinction between these types of personnel may not be particularly pertinent to decisions made at the school level (OECD, *TALIS Database*). A situation may exist whereby most resources are devoted to teaching staff and that there are minimal additional resources to allocate for school staff other than qualified teachers. Such an assertion could be reflected in OECD national statistics which showed that in 2005, 63% of current expenditure on educational institutions in secondary education was allocated to the compensation of teachers and 16% was allocated to other staff (OECD, 2008a). Given this figure and the basic requirements or positions that must be filled within schools, perhaps there are few decisions that can be made to, for example, increase the number of instructional support personnel at the expense of teaching personnel. It should also be noted that such decisions can be made at different levels of the education system and are therefore not necessarily school-level decisions.

More than half of teachers in Brazil, Bulgaria, Ireland, Lithuania, Mexico and Turkey worked in schools whose school principal reported that a lack or inadequacy of materials in at least three of four kinds of resources (instructional materials, computers for instruction, library materials and other equipment) hindered instruction. More than half worked in schools where the school principal reported that instruction was hindered "to some extent" or "a lot" by a shortage or inadequacy of instructional materials in Lithuania (62%), Mexico (61%), Poland (52%), and Turkey (61%). More than half worked in schools where the school principal reported that a shortage or inadequacy of library materials hindered instruction in Brazil (58%), Bulgaria (56%), Ireland (66%), Mexico (69%), the Slovak Republic (54%) and Turkey (62%). More than half also worked in schools where the school principal reported that a shortage of computers hindered instruction in Brazil (59%), Bulgaria (51%), Ireland (63%), Lithuania (66%), Mexico (68%), Portugal (67%), the Slovak Republic (57%) and Turkey (57%) (Table 2.5).

Given issues of school resources and tradeoffs in decision making, it is worth noting that countries with higher ratios of teachers to pedagogical or administrative personnel are not necessarily those in which school principals consider that this hinders instruction. Among countries with a relatively high average class size (Table 2.4), an above-average percentage of school principals considered a lack of qualified teachers as a factor hindering instruction in Malaysia (46%) Mexico (64%) and Turkey (78%). In Korea, another country with a high average class size (35 students), only about 19% of teachers worked in schools whose school principal reported that a lack of qualified teachers hindered instruction, one of the lowest percentages among TALIS countries. However, in certain countries with smaller than average class sizes, a large percentage of teachers worked in schools whose school principal reported a lack of qualified teachers which hindered instruction. In Austria, Estonia, Italy, and Lithuania, with average class sizes of less than 22 students, around one-half to two-thirds of teachers' school principals considered that a lack of qualified teachers hindered instruction in their school to at least some extent (Tables 2.4 and 2.5).

Schools in Austria, Ireland, Italy, Spain and Turkey have ratios ranging from 16 to 24 teachers to one person providing pedagogical support (Table 2.4) and a percentage of teachers above the TALIS average who worked in schools whose school principal reported that a lack of instructional support personnel hindered instruction to at least some extent. Conversely, Mexico had a comparatively low average ratio of almost eight teachers to one pedagogical support person, but the school principals of 65% of teachers report that a lack of pedagogical support hindered instruction at least to some extent. Mexico also has one of the lowest ratios of teachers per administrative or management staff but also one of the highest percentages of teachers (almost 70%) whose school principals reported that a lack of support personnel hindered at least to some extent the school's capacity to provide instruction. The pattern is similar, but less striking, for Brazil and Italy. In addition, except for Belgium (Fl.) and Poland, all countries with an above-average ratio of teachers to school administrative or management personnel also had above-average percentages of teachers in schools whose school principals reported that a lack of support personnel hindered the school's capacity to provide instruction.

School admission policies

Admission policies may constitute an important element of the functioning of a school. Such policies can influence the profile of the school's students as well as the type of school or its focus. This can affect teachers in terms not only of their students and their teaching practices, but also their working conditions and the school's requirements and expectations with regard to the teaching staff. School admission policies indicate the extent to which a school selects its students and the extent to which parents and families can choose among schools. Schools with selective admission policies may only allow better-performing students to enter their school and this can help to ensure the school's high performance. Teachers may therefore be required to place a greater emphasis on maintaining or increasing such high performance. They may also face challenges that are different from those in schools with students who perform less well or come from disadvantaged backgrounds. School admission policies that focus on the decisions and needs of students and parents may operate in a system or area that has a greater amount of school choice. Such schools, and teachers working within them, may have to fashion the education they offer to better attract families and meet the specific requirements of students.

Data were collected from school principals on six elements of their school's admission policies: residence in a particular area; students' academic record; recommendation of feeder schools; attendance of other family members at the school; parents' endorsement of the educational or religious philosophy of the school; and students' need or desire for a specific programme. The use of admissions policies varies within and between countries, and in some instances these policies may not apply to all students. For example, in Italy, families are free to choose where they want to send their children, and schools generally have to accede to their request. Specific admission criteria can only be applied when there are specific limitations (e.g. buildings, staff) because enrolments exceed the school's capacity.

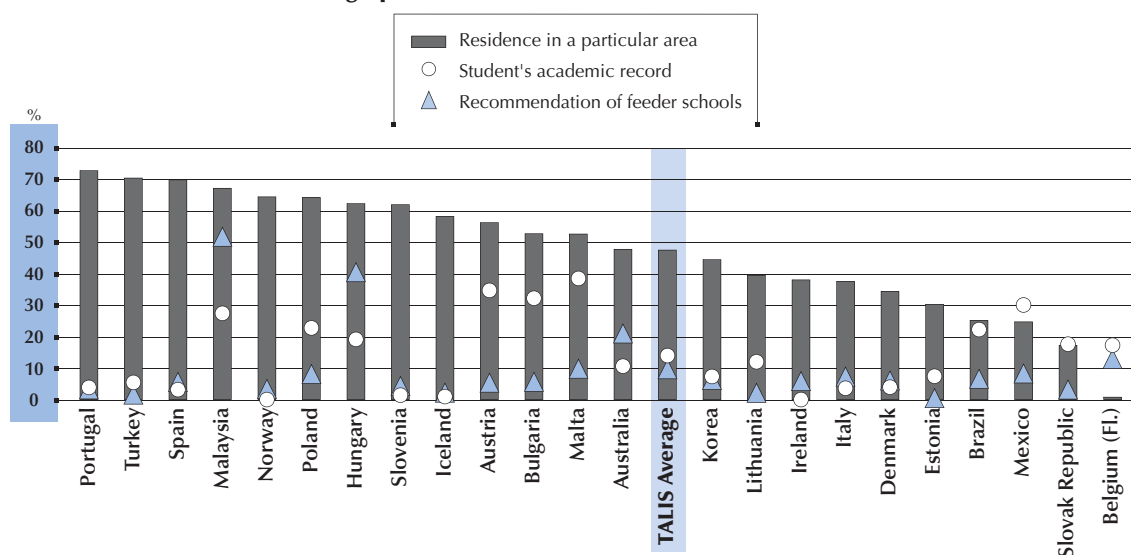
As Table 2.6 and Figure 2.3 show, on average across TALIS countries, students' residence was the main deciding factor in admission to a school. Fewer than half of teachers worked in schools whose school principal reported that this was either a pre-requisite or a high priority for admittance; slightly more than 70% of teachers in Portugal and Turkey worked in such schools but less than 25% in Mexico and the Slovak Republic, and less than 1% in Belgium (Fl.).

Belgium (Fl.) is the only country whose school principals did not generally consider students' place of residence a pre-requisite or a high priority (Table 2.6). Following place of residence, an average of 20% of teachers worked in schools where the school principal reported students' desire or need of a special programme as a pre-requisite or a high priority in their school admission policy. This criterion was most prominent in Austria (40% of teachers worked in schools where this was a pre-requisite or a high priority), Belgium (Fl.) (57%),

Bulgaria (43%), and Hungary (58%). Next in order of importance was the attendance of other family members at the school (18% of teachers worked in schools whose school principal reported this as a pre-requisite or a high priority), students' academic record (14%), and the recommendation of feeder schools (10%). In Australia (30%), Belgium (Fl.) (61%), Bulgaria (41%), Denmark (35%) and Hungary (35%), parents' endorsement of the school's instruction or religious philosophy has considerably greater importance than in other TALIS countries (Table 2.6).


Figure 2.3

Percentage of teachers in schools where the principal reported the following as pre-requisites or high priorities for admittance to school (2007-08)



Countries are ranked in descending order of importance attributed by school principals to residence in a particular area.

Source: OECD, Table 2.6.

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School admission criteria that are selective consider students' academic record and the recommendations of feeder schools important. Attendance of other family members at the school might be included in the admission policies of a selective school and can increase the homogeneity of the student population. However, this criterion does not apply exclusively to selective schools. Non-selective schools may also use it to assist families in the education their children receive. For example, it may be complementary to a policy of giving preference to students who reside in a specific local area. As Table 2.6 shows, 14% of teachers worked in schools which used students' academic records as either a pre-requisite or with a high priority in admission decisions. Such schools are clearly selective and may be more likely to have a higher-performing student population. A greater proportion of teachers worked in these schools in Austria (35% of teachers), Bulgaria (32%), Malta (39%) and Mexico (30%). In addition, the recommendation of feeder schools was considered important in Australia (21% of teachers worked in schools which considered this a pre-requisite or a high priority) but especially in Hungary (41%) and in Malaysia (52%).

School autonomy

A growing belief that schools need to be empowered to better meet the needs of students and families has led to increasing attention on the issue of school autonomy (OECD, 2006a). In a number of education systems, schools have been granted greater autonomy in recent years as decision-making power has been decentralised (OECD 2008a). A key aspect of the underlying rationale for greater school autonomy is the information asymmetries in the education system (Hoxby, 2003). In centralised systems, decisions concerning the provision of specific education programmes are the domain of a central authority rather than individual schools. Similarly, the philosophy underlying the provision of instruction, the allocation of personnel, and a variety of education policies may be mandated centrally. However, information about students' needs and educational demands from parents and local communities are best obtained at the school-level. School principals, teachers and other school staff have the most interaction with these stakeholders and are therefore likely to have the most information on their needs and demands. Furthermore, decisions on appointing teachers and assigning them teaching tasks in a school can be better informed if made at the school level where there is more information on how teachers' skills and abilities match the educational requirements of the school's students.

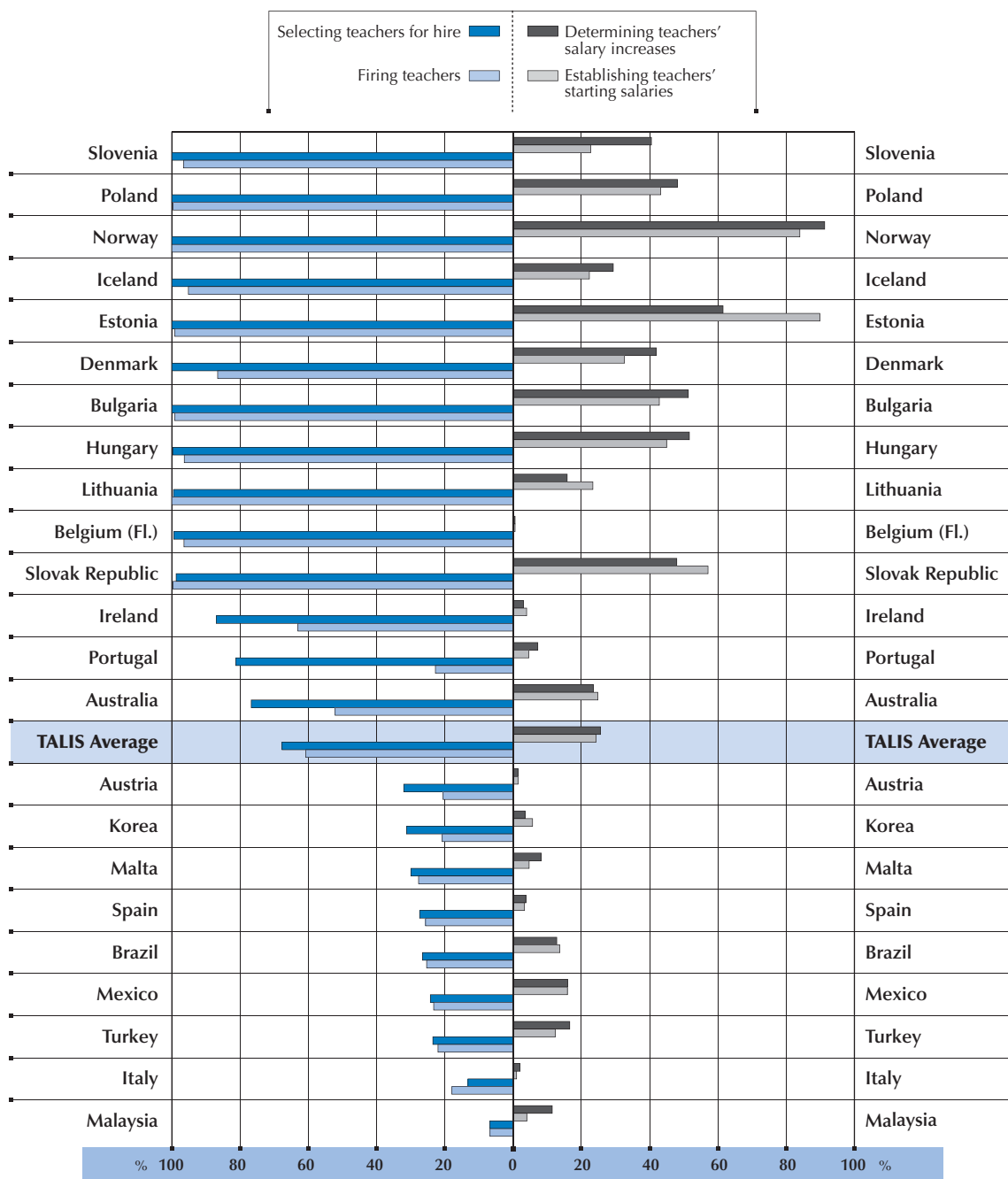
Data were gathered from school principals on 13 decision-making areas: selecting teachers to hire; firing teachers; establishing teachers' starting salaries; formulating the school budget; deciding on budget allocations within the school; establishing student disciplinary policies; establishing student assessment policies; approving students for admission to the school; deciding which courses are offered; determining course content; choosing appropriate textbooks; and allocating funds for teachers' professional development. The percentage of teachers working in schools whose school principal reported considerable responsibility at the school level for these areas are presented in Table 2.7 and Figure 2.4. It should be noted that considerable responsibility at the school level does not preclude considerable responsibility elsewhere. Considerable responsibility can exist both at the school level and also, for example, with a regional or national education authority. Of most importance to TALIS is decision making that directly affects teachers and their careers. A number of these areas have a direct impact upon teachers' work and their teaching and, as discussed in Chapter 6, the degree of school autonomy will affect school principals' responsibilities within their schools.

Of the 13 areas, the least responsibility at the school level concerned teachers' remuneration. Only around one-quarter of teachers worked in schools whose school principal reported considerable school-level responsibility for establishing teachers' salaries and determining teachers' salary increases. There was considerably more school-level decision-making responsibility in Bulgaria, Estonia, Hungary, Norway, Poland and the Slovak Republic, where over 40% of teachers worked in schools with considerable decision-making power in these areas. In Denmark and Slovenia, over 40% of teachers worked in schools with considerable decision-making power for teachers' salary increases but less responsibility for establishing teachers' starting salaries. Very few teachers (5% or fewer) in Austria, Belgium (Fl.), Ireland, Italy and Spain worked in schools with considerable responsibility for teacher remuneration (Table 2.7). This may have a direct impact upon the form and nature of appraisal and feedback that teachers receive in schools in these countries.

A greater proportion of teachers worked in schools with considerable responsibility for hiring and firing teachers than for decisions concerning teachers' salaries. On average across TALIS countries, 68% of teachers worked in schools whose school principal reported that the school had considerable responsibility for hiring teachers and 61% worked in schools with considerable responsibility for firing teachers. Over 90% of teachers worked in schools with considerable responsibility for hiring and firing teachers in Belgium (Fl.), Bulgaria, Estonia, Hungary, Iceland, Lithuania, Norway, Poland, the Slovak Republic and Slovenia (Table 2.7). In light of this, such schools may also have considerable responsibility for factors affecting teachers' careers, such as teacher appraisal and feedback.

Figure 2.4

School autonomy factors (2007-08)



Countries are ranked in descending order of the percentage of teachers whose principal reported considerable responsibility held at the school for selecting teachers for hire.

Source: OECD, Table 2.7.

StatLink <http://dx.doi.org/10.1787/607784618372>

On average across TALIS countries, the percentage of teachers working in schools with considerable responsibility for hiring and firing teachers was over twice the percentage of teachers in schools with considerable responsibility for establishing and determining teachers' salaries (Table 2.7). Given this difference, it is apparent that there is a split in decision-making responsibilities concerning the teacher labour market and the career structure for teachers. School-level responsibilities are restricted when it comes to teacher salaries but there is more wide-spread school autonomy in hiring and firing teachers. This split may indicate a centrally determined career structure with a relatively tight control over teacher salaries but greater school autonomy for hiring and firing decisions which are at the interface with the teacher labour market. The split is particularly pronounced in Belgium (Fl.), Iceland and Lithuania where there is widespread school autonomy in hiring and firing teachers but considerably less responsibility for teachers' salaries. For example, 100% of teachers in Belgium (Fl.) worked in schools with considerable responsibility for hiring; virtually none worked in schools with considerable responsibility for establishing or determining teachers' salaries.

With regard to teachers' professional development, school autonomy can be defined in terms of the degree to which decisions concerning the funding of different types of professional development are made at the school-level or centrally. As teachers' development is a focus of TALIS, it is important to note the substantial variation in this area. On average across TALIS countries, just over 60% of teachers worked in schools whose school principal reported considerable responsibility at the school level for allocating funds for teachers' professional development. Countries in which a large percentage of teachers worked in schools with responsibility for allocating professional development funds include Australia (98% of teachers), Denmark (90%), Estonia (87%), Iceland (94%), Ireland (86%), Norway (98%), Poland (97%), the Slovak Republic (86%) and Slovenia (96%). There was less school autonomy in Austria (18%), Mexico (21%), Portugal (23%), and Spain (17%) (Table 2.7). These issues are discussed further in Chapter 3, which focuses on teachers' professional development, and in Chapter 6, which covers school leadership.

For budgetary decisions, there was considerably more decision-making authority within schools across TALIS countries. The majority of teachers in all TALIS countries worked in schools with considerable responsibility for formulating the school budget and deciding on the allocation of the budget within schools. In fact, except in Brazil, Malaysia, Mexico and Spain, more than 85% of teachers worked in schools with considerable decision-making power in this area, an indication of a high degree of school autonomy (Table 2.7).

Information was collected from school principals on the level of school autonomy in six areas covering school policies on student discipline, student assessment, and courses offered, including the types of courses and their content. The great majority of teachers worked in schools where the school principal reported that the school has considerable responsibility for establishing school policies on student discipline and student assessment. As Table 2.7 shows, in all TALIS countries but Malaysia, Portugal and Turkey, over nine out of ten teachers worked in schools with considerable responsibility for student disciplinary policies. However, the same is true in regard to student assessment policies for only 15 TALIS countries, even though on average 89% of teachers worked in schools with considerable responsibility for establishing these policies. On average across TALIS countries, teachers are less likely to work in schools with considerable responsibility for deciding the courses offered. Fewer than three-quarters of teachers worked in schools with considerable responsibility for deciding which courses their school offers. However, while less than half of teachers work in such schools in Brazil (49%), Malaysia (35%), Malta (43%), Mexico (35%), Spain (37%), and Turkey (41%), over 90% worked in schools with considerable responsibility for deciding the courses offered in Australia (100%), Austria (94%), Denmark (91%), Estonia (100%), Hungary (91%), Iceland (98%), Ireland (98%), Italy (100%), and Portugal (94%) (Table 2.7). It should be noted that these decisions may take place within a framework in which some compulsory subjects are determined centrally.

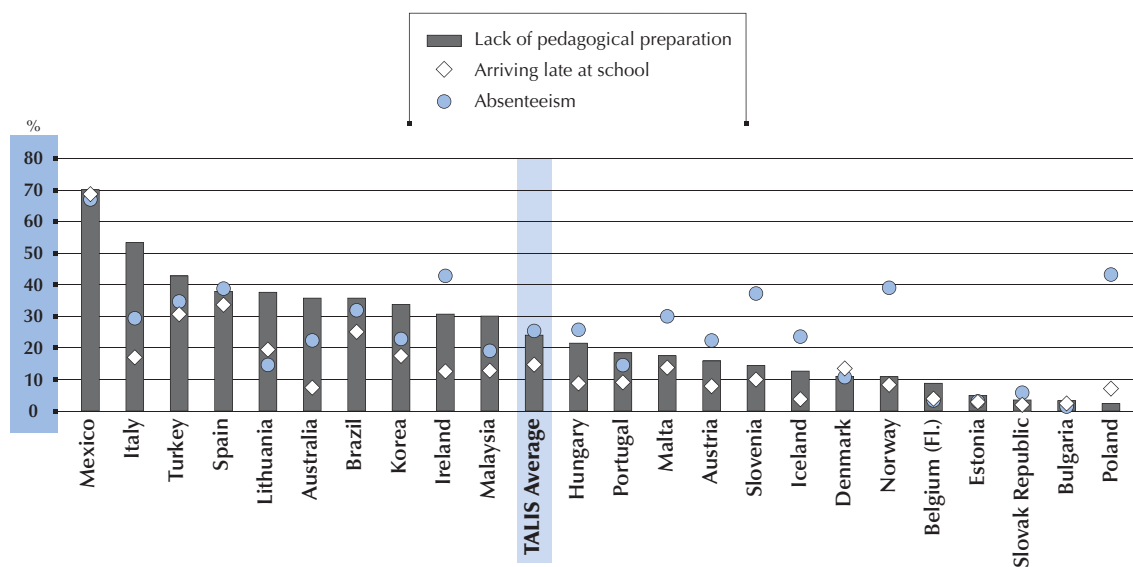
In addition to deciding which courses are offered within schools, decisions on course content and textbooks used by students shed further light on the degree of school autonomy. In all but four TALIS countries (Malaysia, Malta, Mexico and Turkey) over 90% of teachers worked in schools with considerable responsibility for choosing the textbooks used in the courses they teach, and of these four countries, only in Malaysia and Turkey did fewer than 60% of teachers work in such schools. Fewer teachers in TALIS countries worked in schools whose school principal reported considerable school-level responsibility for determining course content. On average across TALIS countries, 66% of teachers worked in schools which had this responsibility. This was more common in Denmark, Hungary and Italy where over 95% of teachers worked in schools with considerable responsibility in determining the content of courses they teach but is found less frequently in Bulgaria (28%), Malaysia (33%), Mexico (33%) and Turkey (27%).

School climate

An important aspect of both the working lives of school principals and teachers and of the education provided to students is school climate, as indicated by the actions of the students and professionals in schools. As previous research has shown, school climate can influence student attainment and learning. For example, analysis of PISA data showed that a positive school climate was associated with higher levels of student achievement (OECD, 2004). A positive school climate can also have a positive impact on teachers and their working lives just as a positive organisational climate can benefit employees, increase their job satisfaction and affect their productivity (Lazear, 2000).


Figure 2.5

Percentage of teachers whose school principal reported that the following teacher behaviours hindered the provision of instruction in their school a lot or to some extent (2007-08)



Countries are ranked in descending order of the percentage of teachers whose school principal reported a lack of pedagogical preparation as a factor hindering instruction.

Source: OECD, Table 2.8.

StatLink  <http://dx.doi.org/10.1787/607784618372>

School climate is the result of a variety of factors and actions that affect both students and teachers. School principals reported on the extent to which 14 aspects of teacher and student behaviour hindered instruction in their school. Information was collected on three types of teacher behaviour which can hinder instruction: teachers arriving late at school, teacher absenteeism, and teachers' lack of preparation. Information from school principals on the extent to which such behaviour hindered instruction in their school is presented in Table 2.8 and Figure 2.5. Information on student behaviour, which was more generally considered as hindering student learning, is presented in Table 2.8a and includes: students arriving late at school; absenteeism; classroom disturbances; cheating; profanity/swearing; vandalism; theft; intimidation or verbal abuse of other students; physical injury to other students; intimidation or verbal abuse of teachers or staff; and use or possession of drugs and/or alcohol.

Countries varied markedly in the extent to which school principals reported that teachers' actions hindered instruction. While on average across TALIS countries around one-quarter of teachers work in schools whose school principal reported that teacher absenteeism and lack of preparation hindered instruction "to some extent" or "a lot", the problem was greater in certain countries. Over half of teachers worked in schools whose school principal reported a lack of preparation by teachers in Italy (53% of teachers) and Mexico (70%) (Table 2.8). In Mexico, the problem appears to be compounded by a similar proportion of teachers in schools whose school principal reported that instruction was hindered "to some extent" or "a lot" by teacher absenteeism and by teachers arriving late at school. On average across TALIS countries, only 15% of teachers worked in schools whose school principal reported that teachers arriving late at school hindered instruction.

Students' actions were reported to hinder instruction to a greater degree than teachers' actions. The most important were classroom disturbances (60% of teachers worked in schools whose school principal reported that instruction was hindered "to some extent" or "a lot" by classroom disturbances), student absenteeism (46%), students arriving late at school (39%), profanity and swearing (37%), and intimidation or verbal abuse of other students (35%). School principals reported that intimidation or verbal abuse of teachers and other staff (17%), physical injury to other students (16%), theft (15%), and use or possession of drugs and alcohol (11%) were not considered problems to the same extent (Table 2.8a).

Given the cultural context of school principals' reports, it is important to look at differences both within and between countries. Of the student actions reported by school principals as being most important in terms of their impact upon instruction in their school, classroom disturbances, student absenteeism and arriving late at school were the three most frequently reported student-related factors that hinder instruction in Australia, Bulgaria, Estonia, Iceland, Ireland, Lithuania, Malaysia, Mexico, Spain and Turkey (Table 2.8a).

Table 2.1

Gender and age distribution of teachers (2007-08)

Percentage of teachers of lower secondary education with the following characteristics

	Female teachers		Female school principals ¹		Percentage of teachers in each age group											
					Teachers aged under 25 years	Teachers aged 25-29 years	Teachers aged 30-39 years	Teachers aged 40-49 years	Teachers aged 50-59 years	Teachers aged 60 years or more						
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)				
Australia	59.2	(1.14)	38.2	(4.80)	4.5	(0.53)	13.7	(0.74)	22.6	(1.09)	26.5	(0.99)	28.9	(1.16)	3.8	(0.43)
Austria	67.9	(0.74)	29.2	(3.54)	0.7	(0.12)	6.0	(0.48)	15.4	(0.71)	36.9	(0.96)	39.9	(1.12)	1.2	(0.17)
Belgium (Fl.)	68.9	(1.45)	38.2	(4.29)	8.3	(0.67)	18.4	(0.78)	26.3	(0.85)	23.6	(1.18)	22.9	(0.86)	0.5	(0.20)
Brazil	73.6	(1.00)	76.0	(2.76)	6.1	(0.80)	15.9	(0.92)	34.1	(1.10)	31.5	(1.00)	11.2	(0.62)	1.2	(0.19)
Bulgaria	82.7	(1.02)	69.0	(5.98)	1.7	(0.57)	5.2	(0.94)	23.9	(1.17)	32.9	(1.99)	33.2	(1.37)	3.1	(0.44)
Denmark	58.1	(1.22)	37.8	(5.33)	0.9	(0.25)	7.3	(0.64)	30.0	(1.29)	23.3	(1.53)	30.8	(1.31)	7.8	(0.80)
Estonia	83.7	(0.55)	56.4	(3.25)	2.5	(0.34)	8.4	(0.49)	18.2	(0.78)	32.0	(0.87)	27.1	(1.00)	11.7	(0.64)
Hungary	76.9	(1.30)	49.0	(5.40)	1.4	(0.36)	11.0	(1.08)	24.5	(1.07)	35.0	(1.18)	26.2	(1.17)	1.9	(0.35)
Iceland	69.1	(1.46)	49.1	(5.15)	2.6	(0.44)	10.9	(0.88)	26.0	(1.17)	31.0	(1.21)	23.0	(1.13)	6.6	(0.68)
Ireland	68.6	(1.24)	34.9	(4.40)	4.4	(0.48)	17.3	(0.98)	29.2	(1.17)	22.0	(1.06)	23.8	(1.19)	3.3	(0.37)
Italy	77.7	(0.68)	45.8	(4.93)	0.1	(0.08)	2.4	(0.26)	17.2	(0.83)	28.7	(0.77)	44.8	(1.06)	6.7	(0.44)
Korea	64.4	(1.33)	15.0	(4.16)	0.6	(0.14)	11.9	(0.85)	25.4	(0.97)	45.4	(1.23)	15.7	(0.89)	1.1	(0.22)
Lithuania	84.9	(0.60)	52.5	(4.30)	2.3	(0.32)	6.4	(0.50)	21.3	(0.79)	32.4	(0.92)	27.9	(0.88)	9.7	(0.70)
Malaysia	66.0	(0.97)	42.3	(3.68)	1.6	(0.33)	16.9	(0.74)	42.2	(0.92)	31.5	(0.80)	7.6	(0.51)	0.1	(0.13)
Malta	61.4	(1.74)	41.4	(6.45)	10.6	(1.07)	22.1	(1.33)	35.9	(1.78)	13.2	(1.13)	17.1	(1.30)	1.1	(0.28)
Mexico	53.2	(1.26)	34.7	(5.11)	3.0	(0.47)	11.7	(1.01)	25.8	(1.01)	37.3	(1.14)	18.7	(0.94)	3.5	(0.49)
Norway	60.4	(1.07)	41.4	(4.14)	0.8	(0.21)	8.4	(0.66)	31.1	(1.12)	19.8	(0.90)	27.9	(1.10)	12.0	(0.71)
Poland	76.3	(0.68)	68.7	(3.69)	1.7	(0.29)	13.5	(0.72)	36.0	(0.91)	34.5	(1.05)	13.4	(0.66)	0.9	(0.25)
Portugal	70.7	(0.92)	40.0	(4.11)	0.5	(0.14)	7.4	(0.55)	40.0	(1.22)	36.3	(1.15)	14.2	(0.98)	1.7	(0.31)
Slovak Republic	81.7	(0.80)	60.3	(4.86)	3.4	(0.49)	12.7	(0.82)	25.6	(1.16)	22.8	(0.94)	30.1	(1.11)	5.3	(0.66)
Slovenia	80.4	(0.68)	57.4	(3.95)	0.5	(0.13)	10.6	(0.65)	28.1	(0.93)	36.5	(0.91)	22.8	(0.83)	1.5	(0.20)
Spain	56.9	(0.97)	39.6	(5.25)	0.4	(0.17)	6.2	(0.46)	29.7	(1.06)	33.8	(0.95)	25.8	(1.06)	4.1	(0.45)
Turkey	52.0	(2.27)	8.8	(6.30)	10.1	(1.47)	33.8	(2.25)	35.0	(1.33)	14.7	(1.35)	6.2	(0.72)	0.1	(0.08)
TALIS average	69.3	(0.24)	44.6	(0.98)	3.0	(0.11)	12.1	(0.19)	28.0	(0.23)	29.6	(0.23)	23.5	(0.21)	3.9	(0.09)

1. Percentage of principals of schools providing lower secondary education.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607784618372>

Table 2.2

Teachers' educational attainment (2007-08)

Percentage of teachers of lower secondary education by highest level of education completed

	Below ISCED level 5	ISCED level 5B ¹	ISCED level 5A (Bachelor degree)	ISCED level 5A (Master degree)	ISCED level 6					
	%	(S.E.)	%	(S.E.)	%	(S.E.)				
Australia	0.3	(0.10)	1.0	(0.25)	82.8	(0.96)	13.7	(0.83)	2.2	(0.33)
Austria	3.1	(0.30)	59.3	(0.78)	1.3	(0.25)	33.6	(0.74)	2.6	(0.29)
Belgium (Fl.)	3.4	(0.38)	84.2	(0.96)	4.2	(0.42)	8.1	(0.73)	0.1	(0.07)
Brazil	8.6	(1.00)	0.2	(0.08)	89.3	(1.02)	1.8	(0.25)	0.1	(0.05)
Bulgaria	3.7	(1.06)	15.7	(1.69)	16.4	(1.21)	64.0	(2.64)	0.2	(0.06)
Denmark	1.9	(0.37)	0.2	(0.10)	90.3	(1.00)	7.5	(0.89)	0.0	(0.03)
Estonia	7.0	(0.51)	6.5	(0.46)	40.3	(1.15)	46.0	(1.15)	14.2	(0.11)
Hungary	0.2	(0.10)	0.1	(0.08)	71.5	(2.13)	27.8	(2.09)	0.4	(0.08)
Iceland	12.1	(0.79)	20.8	(1.15)	60.6	(1.22)	6.3	(0.70)	0.2	(0.12)
Ireland	0.6	(0.20)	3.4	(0.33)	79.4	(0.70)	15.9	(0.78)	0.8	(0.19)
Italy	5.3	(0.30)	9.4	(0.42)	6.9	(0.37)	77.4	(0.58)	0.9	(0.19)
Korea	0.3	(0.11)	0.3	(0.14)	64.7	(1.39)	33.9	(1.35)	0.7	(0.16)
Lithuania	4.1	(0.38)	13.0	(0.77)	47.0	(1.46)	35.7	(1.39)	0.1	(0.07)
Malaysia	1.0	(0.12)	12.1	(0.60)	79.4	(0.79)	7.5	(0.55)	0.0	(0.00)
Malta	3.7	(0.50)	13.3	(1.11)	71.9	(1.50)	10.7	(1.11)	0.4	(0.22)
Mexico	10.4	(0.94)	3.0	(0.43)	75.6	(1.05)	10.7	(0.72)	0.3	(0.11)
Norway	0.9	(0.19)	0.0	(0.00)	76.5	(0.92)	22.5	(0.92)	0.0	(0.04)
Poland	0.3	(0.11)	1.2	(0.27)	4.1	(0.42)	94.0	(0.46)	0.5	(0.18)
Portugal	0.4	(0.11)	4.3	(0.43)	84.4	(0.76)	10.7	(0.71)	0.2	(0.09)
Slovak Republic	2.5	(0.36)	0.0	(0.00)	0.5	(0.15)	96.2	(0.43)	0.8	(0.20)
Slovenia	3.7	(0.34)	41.9	(1.04)	52.9	(1.05)	1.4	(0.20)	0.1	(0.04)
Spain	3.5	(0.35)	1.6	(0.22)	11.4	(0.85)	78.8	(0.89)	4.7	(0.41)
Turkey	0.0	(0.00)	6.0	(0.57)	88.2	(0.96)	5.6	(0.90)	0.2	(0.11)
TALIS average	3.4	(0.10)	12.9	(0.14)	52.1	(0.22)	30.9	(0.22)	0.7	(0.04)

Note: Education categories are based on the International Standard Classification of Education (ISCED).

– ISCED level 5A programmes are generally longer and more theoretically based, while 5B programmes are typically shorter and more practical and skills oriented.

A distinction was made between ISCED level 5A (Bachelor) and ISCED level 5A (Master).

– ISCED level 6 is the second stage of tertiary education and leads to an advanced research qualification (e.g. PhD).

1. Includes Bachelor degrees for some countries.

Source: OECD, TALIS Database.


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Table 2.3

Employment status and job experience of teachers (2007-08)
Percentage of teachers of lower secondary education with the following characteristics

	Employment status						Job experience							
	Permanently employed		Fixed-term contract: More than 1 school year		Fixed-term contract: 1 school year or less		Teachers in their first 2 years of teaching	Teachers working for 3-10 years		Teachers working for 11-20 years	Teachers working for 20+ years			
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)		
Australia	86.8	(1.00)	4.3	(0.73)	8.9	(0.71)	11.3	(0.85)	28.4	(1.22)	24.9	(0.98)	35.4	(1.33)
Austria	89.3	(0.64)	2.0	(0.28)	8.7	(0.55)	4.4	(0.40)	15.1	(0.78)	23.3	(0.81)	57.2	(1.17)
Belgium (Fl.)	80.7	(0.90)	4.8	(0.41)	14.6	(0.83)	8.5	(0.76)	35.1	(1.38)	22.4	(0.94)	34.0	(1.09)
Brazil	74.2	(1.46)	7.1	(0.79)	18.7	(1.41)	9.6	(0.77)	38.6	(1.24)	32.4	(1.09)	19.3	(1.00)
Bulgaria	84.6	(1.25)	4.4	(0.67)	11.0	(1.10)	5.9	(0.69)	17.2	(0.69)	28.9	(1.27)	48.0	(1.53)
Denmark	96.6	(0.63)	0.3	(0.15)	3.1	(0.62)	9.5	(0.84)	35.1	(1.46)	16.9	(1.16)	38.5	(1.38)
Estonia	84.2	(1.12)	5.0	(0.46)	10.8	(0.91)	6.4	(0.51)	20.7	(0.83)	27.3	(1.06)	45.6	(1.09)
Hungary	86.1	(1.75)	2.9	(0.49)	11.0	(1.52)	5.7	(1.76)	21.9	(1.12)	25.0	(0.82)	47.4	(1.41)
Iceland	74.6	(1.12)	6.2	(0.67)	19.2	(0.98)	16.7	(0.99)	35.5	(1.19)	24.6	(1.21)	23.2	(1.06)
Ireland	73.4	(1.10)	7.8	(0.67)	18.8	(1.00)	7.1	(0.60)	33.1	(1.10)	24.6	(1.04)	35.3	(1.35)
Italy	80.6	(0.85)	a	a	19.4	(0.85)	5.9	(0.51)	19.8	(0.87)	20.9	(0.76)	53.4	(1.10)
Korea	95.6	(0.41)	4.2	(0.42)	0.2	(0.08)	6.5	(0.70)	26.2	(1.09)	33.4	(1.01)	33.9	(1.12)
Lithuania	92.4	(0.56)	4.2	(0.40)	3.4	(0.38)	4.8	(0.48)	17.6	(0.76)	28.8	(0.94)	48.8	(1.22)
Malaysia	97.8	(0.29)	1.9	(0.33)	0.4	(0.20)	9.7	(0.63)	37.0	(0.97)	37.2	(0.95)	16.1	(0.68)
Malta	96.3	(0.55)	1.2	(0.34)	2.5	(0.46)	12.8	(1.00)	41.2	(1.42)	28.6	(1.41)	17.4	(1.29)
Mexico	86.8	(1.88)	5.0	(0.56)	8.2	(1.74)	8.7	(1.05)	27.7	(1.15)	29.4	(1.27)	34.2	(1.63)
Norway	89.9	(0.88)	1.8	(0.35)	8.3	(0.80)	7.8	(0.80)	31.7	(1.10)	21.4	(0.98)	39.1	(1.49)
Poland	77.1	(1.11)	5.1	(0.67)	17.8	(0.93)	7.8	(0.64)	31.9	(0.95)	29.6	(0.78)	30.7	(0.97)
Portugal	67.6	(1.39)	15.0	(0.88)	17.4	(0.99)	3.7	(0.34)	23.6	(1.13)	46.5	(1.21)	26.1	(1.60)
Slovak Republic	82.1	(1.09)	3.8	(0.48)	14.1	(1.02)	7.7	(0.82)	29.1	(1.25)	21.7	(0.92)	41.5	(1.41)
Slovenia	82.8	(0.79)	2.2	(0.34)	15.0	(0.78)	6.2	(0.45)	27.0	(1.04)	21.3	(0.94)	45.4	(1.13)
Spain	75.6	(1.06)	6.5	(0.41)	17.9	(1.01)	5.8	(0.49)	28.4	(1.02)	30.6	(0.91)	35.2	(1.36)
Turkey	88.3	(1.32)	4.6	(0.79)	7.0	(0.95)	18.0	(1.85)	50.7	(2.11)	19.4	(1.37)	12.0	(1.26)
TALIS average	84.5	(0.23)	4.6	(0.11)	11.1	(0.20)	8.3	(0.18)	29.2	(0.24)	26.9	(0.22)	35.5	(0.26)

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/607784618372>

Table 2.4

School personnel characteristics and the percentage of teachers in public schools (2007-08)
Average numbers of students and average staff ratios in schools in which teachers of lower secondary education work (includes both public and private schools), and percentage of lower secondary teachers in public schools

	Number of students in schools ¹		Ratio of teachers to number of personnel for pedagogical support		Ratio of teachers to number of school administrative or management personnel		Average class size (Lower secondary education only)		Public schools	
	Mean	(S.E.)	Mean	(S.E.)	Mean	(S.E.)	Mean	(S.E.)	%	(S.E.)
Australia	754.0	(49.85)	8.3	(0.61)	5.5	(0.30)	24.6	0.20	56.1	(1.80)
Austria	300.6	(9.84)	24.1	(1.08)	22.6	(0.82)	21.1	0.14	89.1	(1.91)
Belgium (Fl.)	491.2	(20.15)	20.5	(1.63)	11.7	(0.73)	17.5	0.27	27.6	(1.39)
Brazil	601.2	(16.90)	11.9	(0.72)	6.9	(0.30)	32.2	0.35	84.9	(0.81)
Bulgaria	314.7	(16.22)	12.3	(1.31)	4.8	(0.42)	20.7	0.35	99.1	(0.54)
Denmark	340.4	(20.69)	9.1	(0.97)	7.5	(0.38)	20.0	0.22	71.5	(1.65)
Estonia	361.3	(8.35)	10.4	(0.69)	7.6	(0.21)	20.5	0.32	97.2	(1.49)
Hungary	394.3	(23.16)	7.3	(0.69)	8.3	(0.48)	20.2	0.57	81.3	(4.03)
Iceland	266.5	(12.57)	5.7	(0.60)	6.3	(0.22)	18.6	0.02	98.3	(0.06)
Ireland	454.5	(11.51)	15.8	(1.06)	11.1	(0.41)	21.9	0.18	45.2	(2.54)
Italy	617.9	(30.35)	20.4	(3.22)	7.5	(0.32)	21.3	0.16	96.1	(1.14)
Korea	646.6	(41.75)	14.0	(1.12)	4.9	(0.32)	34.6	0.43	82.1	(2.91)
Lithuania	381.9	(10.11)	16.7	(1.10)	8.3	(0.23)	19.3	0.24	98.5	(0.93)
Malaysia	1046.0	(25.94)	12.4	(1.01)	7.5	(0.45)	34.9	0.28	98.8	(0.57)
Malta	495.8	(20.83)	7.9	(0.74)	8.7	(0.57)	19.6	0.01	67.5	(0.16)
Mexico	436.0	(19.09)	7.9	(0.68)	5.0	(0.34)	37.8	0.55	83.0	(1.20)
Norway	243.0	(10.11)	7.0	(0.41)	8.3	(0.31)	21.4	0.29	96.3	(1.90)
Poland	242.2	(13.35)	9.4	(0.56)	9.0	(0.48)	20.8	0.27	94.4	(1.48)
Portugal	800.8	(33.65)	10.8	(1.64)	10.5	(0.59)	21.3	0.21	89.3	(0.73)
Slovak Republic	351.8	(14.52)	14.3	(1.15)	4.7	(0.17)	21.1	0.26	87.8	(3.03)
Slovenia	377.1	(6.56)	18.3	(1.16)	7.8	(0.34)	18.8	0.18	100.0	(0.00)
Spain	536.7	(25.78)	19.0	(0.91)	8.8	(0.68)	21.7	0.26	75.6	(2.34)
Turkey	795.5	(53.98)	22.2	(2.53)	10.4	(0.49)	31.3	0.75	92.5	(1.16)
TALIS average	489.1	(5.21)	13.3	(0.27)	8.4	(0.09)	23.5	(0.07)	83.1	(0.37)

1. These data are means and percentages of characteristics of the schools where lower secondary teachers worked. The education provision in these schools may extend across ISCED levels (e.g. in schools that offer both lower and upper secondary education) and therefore may not apply only to teachers or students of lower-secondary education.

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/607784618372>

Table 2.5

School resources (2007-08)

Percentage of teachers of lower secondary education whose school principal reported that the following resource issues hinder instruction "a lot" or "to some extent" in their school

	A lack of qualified teachers		A lack of laboratory technicians		A lack of instructional support personnel		A lack of other support personnel		Shortage or inadequacy of instructional materials		Shortage or inadequacy of computers for instruction		Shortage or inadequacy of library materials		Shortage or inadequacy of other equipment	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	40.5	(4.73)	14.0	(3.25)	38.1	(4.17)	40.4	(4.24)	15.5	(3.13)	32.2	(4.56)	20.9	(3.67)	31.7	(4.36)
Austria	48.8	(3.12)	21.3	(2.66)	68.7	(3.08)	77.5	(2.82)	12.2	(2.30)	25.5	(2.90)	16.8	(2.55)	35.0	(3.44)
Belgium (Fl.)	31.5	(3.76)	7.3	(2.14)	36.7	(3.89)	35.5	(4.11)	13.7	(2.74)	33.2	(3.78)	23.9	(3.43)	29.7	(3.78)
Brazil	31.1	(3.08)	65.1	(3.03)	61.1	(2.98)	63.1	(3.19)	28.6	(2.73)	59.2	(3.18)	57.9	(2.61)	64.1	(2.75)
Bulgaria	25.2	(4.18)	17.8	(2.99)	15.2	(2.92)	13.3	(2.46)	44.7	(3.99)	51.0	(5.60)	55.6	(5.62)	67.0	(5.18)
Denmark	28.2	(4.44)	3.3	(1.84)	25.4	(4.13)	17.5	(3.77)	23.1	(4.10)	22.6	(4.13)	25.5	(4.55)	27.5	(5.01)
Estonia	65.6	(3.58)	17.1	(2.96)	51.6	(3.85)	41.0	(4.12)	36.4	(4.03)	27.1	(3.66)	44.2	(4.36)	45.3	(4.50)
Hungary	22.1	(5.03)	29.6	(6.57)	48.5	(6.36)	36.2	(3.77)	39.4	(4.09)	47.0	(6.26)	37.8	(6.64)	62.9	(5.83)
Iceland	39.0	(0.18)	30.8	(0.18)	36.8	(0.19)	34.1	(0.17)	15.8	(0.13)	27.6	(0.15)	24.6	(0.15)	20.4	(0.15)
Ireland	38.4	(4.63)	82.6	(3.64)	63.6	(5.00)	62.7	(4.69)	34.2	(4.44)	62.5	(4.42)	66.3	(4.78)	62.6	(4.63)
Italy	51.9	(3.45)	53.6	(3.09)	56.6	(3.34)	54.8	(3.41)	42.9	(3.39)	41.6	(3.03)	45.9	(3.13)	46.4	(3.37)
Korea	18.6	(3.36)	39.6	(4.28)	45.2	(4.59)	43.9	(4.28)	27.8	(3.90)	28.4	(3.97)	39.5	(4.30)	41.9	(4.11)
Lithuania	60.6	(3.77)	40.2	(3.91)	47.3	(3.91)	38.9	(4.34)	61.6	(3.72)	66.0	(3.46)	49.3	(3.86)	71.3	(3.79)
Malaysia	45.9	(4.05)	23.8	(2.80)	31.0	(3.46)	32.0	(3.63)	26.2	(3.53)	36.6	(3.83)	36.9	(2.98)	30.3	(3.19)
Malta	26.2	(0.22)	32.8	(0.23)	34.4	(0.18)	51.0	(0.20)	30.1	(0.23)	41.9	(0.20)	28.4	(0.21)	43.8	(0.19)
Mexico	63.8	(4.00)	64.9	(3.39)	64.9	(3.32)	69.2	(3.37)	60.6	(3.37)	68.0	(3.33)	69.3	(3.58)	70.5	(3.35)
Norway	29.7	(3.71)	29.6	(4.14)	51.1	(4.97)	43.7	(5.08)	43.1	(4.50)	41.1	(4.59)	37.3	(4.03)	53.1	(4.85)
Poland	11.8	(2.85)	21.0	(3.50)	21.3	(3.16)	19.0	(2.71)	51.7	(4.38)	35.8	(4.18)	46.5	(4.57)	54.4	(4.56)
Portugal	15.9	(3.23)	47.6	(3.73)	78.5	(3.08)	80.0	(3.18)	36.6	(4.30)	67.3	(3.57)	39.1	(4.33)	70.3	(3.60)
Slovak Republic	30.5	(3.87)	24.9	(4.10)	33.1	(4.57)	23.8	(3.54)	38.7	(4.69)	57.1	(4.27)	53.5	(4.51)	64.1	(4.06)
Slovenia	24.6	(3.34)	17.9	(3.09)	33.9	(3.85)	29.8	(3.41)	18.5	(2.95)	25.0	(3.15)	20.4	(3.07)	33.7	(3.35)
Spain	34.0	(3.40)	13.6	(2.76)	80.5	(3.00)	75.7	(2.61)	24.4	(3.62)	41.0	(3.41)	37.3	(3.62)	50.1	(3.55)
Turkey	78.1	(4.98)	58.7	(4.80)	69.5	(4.55)	72.0	(4.32)	61.3	(4.98)	56.6	(5.88)	61.9	(5.30)	67.0	(5.67)
TALIS average	37.5	(0.77)	32.9	(0.72)	47.5	(0.80)	45.9	(0.74)	34.2	(0.76)	43.2	(0.83)	40.8	(0.83)	49.7	(0.84)

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/607784618372>

Table 2.6

School admission policies (2007-08)

Percentage of teachers of lower secondary education whose school principal reported the following as pre-requisites or high priority for student admittance to the school

	Residence in a particular area		Student's academic record		Recommendation of feeder schools		Parents' endorsement of the instructional or religious philosophy of the school		Students' need or desire for a special programme		Attendance of other family members at the school	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	47.8	(3.80)	10.6	(2.57)	21.0	(3.59)	29.5	(3.33)	23.3	(3.26)	42.4	(3.47)
Austria	56.3	(2.92)	34.7	(2.30)	5.4	(1.74)	15.9	(2.53)	40.4	(3.44)	26.9	(2.91)
Belgium (Fl.)	0.8	(0.75)	17.3	(2.80)	12.9	(2.29)	60.6	(4.04)	57.4	(4.05)	12.6	(4.27)
Brazil	25.2	(3.00)	22.3	(3.03)	6.6	(1.68)	7.2	(1.49)	8.0	(1.85)	8.7	(1.90)
Bulgaria	52.7	(3.89)	32.2	(2.77)	5.6	(1.75)	41.0	(5.33)	43.4	(4.72)	50.2	(4.96)
Denmark	34.4	(3.98)	3.9	(1.51)	6.0	(2.56)	34.5	(3.76)	13.0	(2.63)	13.7	(3.17)
Estonia	30.3	(3.48)	7.4	(2.26)	0.4	(0.45)	5.6	(2.11)	15.0	(3.22)	0.4	(0.40)
Hungary	62.3	(5.04)	19.1	(3.38)	40.5	(6.80)	35.0	(4.97)	58.4	(6.63)	33.9	(4.02)
Iceland	58.2	(0.17)	0.9	(0.00)	2.2	(0.06)	3.3	(0.09)	11.5	(0.12)	1.2	(0.06)
Ireland	38.1	(3.75)	0.0	(0.00)	5.8	(2.29)	21.4	(3.17)	9.9	(2.39)	41.5	(4.50)
Italy	37.5	(3.18)	3.6	(1.24)	7.3	(1.54)	6.5	(1.63)	9.8	(1.84)	11.8	(2.02)
Korea	44.5	(4.31)	7.3	(2.36)	6.2	(2.08)	1.2	(0.82)	4.8	(1.79)	0.0	(0.00)
Lithuania	39.5	(3.82)	12.0	(2.84)	2.1	(0.85)	13.8	(2.98)	5.4	(1.85)	19.9	(3.33)
Malaysia	67.2	(3.81)	27.4	(3.41)	51.8	(3.30)	16.2	(2.61)	22.4	(3.32)	12.2	(2.38)
Malta	52.6	(0.23)	38.5	(0.20)	9.8	(0.10)	8.5	(0.06)	16.1	(0.08)	9.8	(0.09)
Mexico	24.7	(3.25)	30.1	(3.70)	8.3	(2.00)	14.0	(3.15)	12.1	(2.33)	16.7	(3.46)
Norway	64.5	(4.27)	0.0	(0.00)	3.4	(1.67)	2.4	(1.79)	7.7	(2.50)	2.8	(1.34)
Poland	64.3	(3.78)	22.8	(3.66)	8.1	(2.31)	11.9	(3.45)	20.9	(3.92)	6.4	(2.01)
Portugal	72.8	(3.70)	3.9	(1.64)	3.2	(1.56)	9.0	(2.36)	29.1	(3.56)	40.5	(3.71)
Slovak Republic	17.2	(3.19)	17.6	(2.69)	3.2	(1.34)	12.0	(3.42)	16.3	(3.48)	7.6	(1.93)
Slovenia	62.0	(3.59)	1.4	(0.98)	4.3	(1.56)	0.4	(0.44)	16.6	(2.71)	8.6	(2.24)
Spain	69.9	(3.52)	3.2	(1.29)	5.6	(1.78)	8.7	(1.97)	8.1	(2.19)	41.4	(3.83)
Turkey	70.4	(6.04)	5.4	(1.26)	1.5	(0.60)	16.9	(4.09)	20.1	(5.03)	11.9	(3.64)
TALIS average	47.5	(0.76)	14.0	(0.48)	9.6	(0.49)	16.3	(0.61)	20.4	(0.68)	18.3	(0.62)

Source: OECD, TALIS Database.


StatLink  <http://dx.doi.org/10.1787/607784618372>

Table 2.7

School autonomy (2007-08)

Percentage of teachers of lower secondary education whose school principal reported that considerable responsibility for the following tasks is held at the school level¹

	Selecting teachers for hire		Firing teachers		Establishing teachers' starting salaries		Determining teachers' salary increases		Allocating funds for teachers' professional development		Formulating the school budget		Deciding on budget allocations within the school	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	76.8	(3.10)	52.2	(3.57)	24.8	(3.50)	23.5	(3.35)	98.2	(1.11)	93.1	(2.56)	100.0	(0.00)
Austria	32.1	(2.95)	20.5	(2.52)	1.4	(0.50)	1.4	(0.51)	17.7	(2.59)	34.9	(2.85)	94.2	(1.65)
Belgium (Fl.)	99.5	(0.39)	96.5	(1.15)	0.3	(0.27)	0.3	(0.27)	73.9	(3.78)	79.6	(3.41)	94.3	(1.80)
Brazil	26.6	(2.32)	25.4	(2.08)	13.7	(0.99)	12.8	(1.04)	28.8	(2.38)	57.2	(3.40)	60.4	(3.09)
Bulgaria	100.0	(0.00)	99.2	(0.59)	42.8	(4.35)	51.3	(4.82)	43.2	(4.88)	86.8	(3.04)	93.4	(2.40)
Denmark	100.0	(0.00)	86.6	(2.67)	32.6	(3.86)	42.0	(4.04)	90.4	(2.74)	76.1	(4.07)	98.0	(1.99)
Estonia	100.0	(0.00)	99.2	(0.51)	89.9	(2.08)	61.5	(3.71)	87.0	(3.00)	88.6	(2.48)	96.5	(1.78)
Hungary	99.8	(0.24)	96.4	(1.77)	45.0	(4.29)	51.6	(4.31)	68.9	(3.79)	89.6	(3.02)	93.4	(2.92)
Iceland	100.0	(0.00)	95.2	(0.17)	22.3	(0.16)	29.3	(0.27)	93.9	(0.18)	71.9	(0.14)	87.3	(0.12)
Ireland	87.0	(2.77)	63.1	(3.63)	3.9	(2.20)	3.0	(2.11)	85.6	(3.19)	69.2	(3.74)	93.3	(1.94)
Italy	13.2	(2.02)	17.9	(2.75)	1.0	(0.59)	2.0	(1.06)	53.5	(2.79)	97.0	(1.06)	99.1	(0.64)
Korea	31.2	(3.67)	20.8	(3.15)	5.7	(2.00)	3.5	(1.55)	63.2	(4.09)	77.3	(3.44)	94.9	(1.86)
Lithuania	99.5	(0.34)	100.0	(0.00)	23.4	(3.39)	15.8	(2.99)	38.5	(3.96)	50.6	(4.28)	90.0	(2.44)
Malaysia	6.9	(1.56)	6.8	(1.66)	4.0	(1.29)	11.4	(2.38)	33.8	(3.28)	68.8	(3.16)	62.5	(3.56)
Malta	30.0	(0.15)	27.7	(0.15)	4.7	(0.09)	8.2	(0.13)	43.0	(0.21)	53.7	(0.21)	86.3	(0.11)
Mexico	24.3	(2.43)	23.3	(2.30)	15.9	(1.65)	16.0	(1.62)	21.1	(2.29)	51.4	(4.01)	45.0	(3.70)
Norway	100.0	(0.00)	100.0	(0.00)	84.0	(3.12)	91.3	(2.23)	98.0	(1.51)	100.0	(0.00)	100.0	(0.00)
Poland	100.0	(0.00)	99.6	(0.36)	43.2	(4.71)	48.2	(4.16)	97.3	(1.40)	99.4	(0.63)	100.0	(0.00)
Portugal	81.3	(3.48)	22.8	(3.03)	4.6	(1.03)	7.2	(1.59)	22.7	(3.01)	92.7	(2.14)	93.1	(2.10)
Slovak Republic	98.8	(0.76)	99.7	(0.33)	57.1	(4.54)	47.9	(4.20)	85.6	(3.15)	80.6	(3.11)	97.3	(1.09)
Slovenia	100.0	(0.00)	96.6	(1.41)	22.7	(3.27)	40.5	(3.86)	95.9	(1.31)	58.2	(3.48)	98.0	(0.99)
Spain	27.4	(2.49)	25.7	(2.30)	3.3	(1.37)	3.7	(1.43)	17.4	(2.66)	76.5	(3.53)	63.8	(3.81)
Turkey	23.5	(4.28)	22.0	(5.36)	12.4	(2.78)	16.6	(3.19)	28.0	(5.33)	79.7	(5.28)	87.9	(4.30)
TALIS average	67.7	(0.42)	60.7	(0.48)	24.3	(0.57)	25.6	(0.58)	60.3	(0.63)	75.3	(0.64)	88.2	(0.47)

	Establishing student disciplinary policies		Establishing student assessment policies		Approving students for admission to the school		Deciding which courses are offered		Determining course content		Choosing which textbooks are used	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	99.5	(0.37)	95.6	(1.99)	96.6	(1.53)	100.0	(0.00)	81.0	(3.25)	99.1	(0.87)
Austria	99.1	(0.62)	91.6	(1.89)	88.0	(1.90)	94.2	(1.46)	80.3	(2.67)	100.0	(0.00)
Belgium (Fl.)	100.0	(0.00)	100.0	(0.00)	89.3	(2.53)	75.9	(4.38)	59.9	(4.12)	100.0	(0.00)
Brazil	93.1	(1.56)	84.0	(2.08)	71.6	(3.11)	48.9	(3.02)	74.7	(2.88)	97.3	(0.91)
Bulgaria	98.4	(0.95)	73.2	(5.97)	91.3	(1.86)	56.3	(4.60)	28.1	(4.72)	98.9	(0.83)
Denmark	96.1	(2.02)	97.1	(1.68)	87.9	(3.18)	91.2	(2.99)	98.2	(1.31)	100.0	(0.00)
Estonia	100.0	(0.00)	100.0	(0.00)	100.0	(0.00)	100.0	(0.00)	89.6	(2.54)	97.2	(1.54)
Hungary	100.0	(0.00)	99.7	(0.27)	98.0	(1.20)	91.3	(2.22)	95.9	(1.91)	100.0	(0.00)
Iceland	100.0	(0.00)	98.7	(0.06)	96.1	(0.09)	98.1	(0.17)	87.9	(0.11)	98.8	(0.00)
Ireland	100.0	(0.00)	100.0	(0.00)	99.4	(0.58)	98.8	(1.15)	68.7	(4.44)	100.0	(0.00)
Italy	100.0	(0.00)	99.5	(0.41)	96.9	(1.00)	100.0	(0.00)	99.0	(0.59)	100.0	(0.00)
Korea	99.6	(0.37)	91.1	(2.40)	85.8	(2.86)	88.7	(2.73)	85.4	(2.87)	96.7	(1.61)
Lithuania	99.4	(0.64)	97.8	(1.18)	85.3	(2.68)	74.0	(3.88)	69.1	(3.88)	98.2	(1.11)
Malaysia	56.7	(3.61)	57.1	(3.43)	21.6	(2.80)	35.4	(3.46)	33.3	(3.12)	19.0	(2.90)
Malta	97.3	(0.01)	85.3	(0.19)	39.7	(0.19)	43.1	(0.22)	48.0	(0.21)	61.2	(0.23)
Mexico	95.8	(1.79)	74.7	(3.42)	74.4	(2.93)	35.3	(3.79)	33.0	(3.92)	68.5	(3.73)
Norway	97.0	(1.48)	79.6	(3.26)	97.2	(1.67)	60.9	(4.39)	78.5	(3.94)	100.0	(0.00)
Poland	100.0	(0.00)	97.3	(1.91)	98.0	(1.26)	59.7	(4.52)	63.9	(4.68)	99.5	(0.53)
Portugal	86.5	(2.85)	98.1	(0.82)	98.0	(1.15)	94.0	(1.77)	43.2	(4.19)	99.6	(0.44)
Slovak Republic	100.0	(0.00)	95.2	(1.97)	99.0	(0.78)	81.7	(2.86)	67.2	(3.67)	91.9	(2.28)
Slovenia	98.9	(0.77)	96.3	(1.51)	92.2	(2.20)	54.0	(3.87)	54.1	(3.70)	100.0	(0.00)
Spain	95.7	(1.62)	65.6	(3.87)	58.5	(3.77)	37.3	(3.47)	44.9	(3.86)	100.0	(0.00)
Turkey	71.5	(5.79)	65.9	(5.37)	91.0	(3.97)	41.2	(6.76)	27.2	(4.14)	43.9	(5.85)
TALIS average	95.0	(0.37)	88.9	(0.53)	85.0	(0.46)	72.2	(0.67)	65.7	(0.70)	90.0	(0.37)

1. School level includes either the school principal, teachers, or the school governing board.

Source: OECD, TALIS Database.


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Table 2.8

School climate – teacher-related factors (2007-08)

Percentage of teachers of lower secondary education whose school principal considered the following teacher behaviours to hinder instruction “a lot” or “to some extent” in their school

	Arriving late at school		Absenteeism		Lack of pedagogical preparation	
	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	7.8	(2.08)	22.8	(3.63)	35.8	(4.48)
Austria	8.2	(1.49)	22.7	(2.54)	15.9	(2.39)
Belgium (Fl.)	4.2	(1.53)	3.7	(1.33)	8.8	(2.10)
Brazil	25.5	(2.90)	32.3	(2.99)	35.8	(3.02)
Bulgaria	2.7	(1.19)	1.8	(1.05)	3.3	(1.07)
Denmark	13.8	(3.76)	11.1	(3.52)	11.0	(3.30)
Estonia	3.2	(1.50)	3.4	(1.64)	5.0	(1.76)
Hungary	9.1	(6.00)	26.1	(4.74)	21.5	(4.90)
Iceland	4.1	(0.09)	24.0	(0.12)	12.7	(0.14)
Ireland	12.9	(3.41)	43.3	(4.87)	30.8	(4.86)
Italy	17.4	(2.31)	29.8	(2.69)	53.4	(3.14)
Korea	17.8	(3.02)	23.2	(3.12)	33.8	(3.95)
Lithuania	19.8	(3.19)	15.0	(2.66)	37.7	(3.95)
Malaysia	13.2	(2.69)	19.5	(2.91)	30.2	(3.38)
Malta	14.1	(0.16)	30.4	(0.21)	17.6	(0.19)
Mexico	69.2	(3.93)	67.5	(4.08)	70.2	(3.97)
Norway	8.7	(2.63)	39.5	(4.59)	10.9	(3.09)
Poland	7.4	(2.75)	43.7	(4.14)	2.4	(1.10)
Portugal	9.4	(2.71)	14.9	(3.10)	18.5	(3.34)
Slovak Republic	2.3	(1.44)	6.2	(1.64)	3.5	(1.56)
Slovenia	10.3	(2.35)	37.7	(3.55)	14.5	(2.92)
Spain	34.1	(3.83)	39.2	(3.76)	38.0	(3.84)
Turkey	31.0	(4.45)	35.1	(4.96)	42.9	(5.83)
TALIS average	15.1	(0.61)	25.8	(0.68)	24.1	(0.69)

Source: OECD, TALIS Database.


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Table 2.8a (1/2)

School climate – student-related factors (2007-08)

Percentage of teachers of lower secondary education whose school principal considered the following student behaviours to hinder instruction “a lot” or “to some extent” in their school

	Arriving late at school		Absenteeism		Classroom disturbances		Cheating		Profanity/Swearing		Vandalism	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	43.4	(4.15)	48.2	(4.54)	43.9	(4.48)	6.5	(2.40)	17.0	(3.51)	10.5	(2.67)
Austria	19.1	(2.55)	25.2	(2.95)	61.4	(3.24)	11.1	(2.11)	44.6	(3.03)	30.8	(2.96)
Belgium (Fl.)	28.1	(3.80)	19.7	(2.57)	50.8	(5.01)	5.6	(1.75)	4.8	(1.68)	13.0	(2.81)
Brazil	35.1	(3.36)	50.6	(3.05)	60.2	(3.01)	31.2	(3.22)	40.8	(3.08)	29.3	(2.77)
Bulgaria	33.9	(3.42)	36.1	(4.33)	32.2	(3.89)	16.5	(2.93)	25.2	(3.37)	28.5	(3.74)
Denmark	37.0	(5.23)	26.8	(4.45)	57.3	(3.93)	6.8	(2.06)	42.1	(4.44)	13.8	(3.83)
Estonia	53.0	(3.71)	68.7	(3.71)	70.8	(3.52)	38.8	(3.95)	52.6	(3.59)	15.2	(2.81)
Hungary	36.4	(5.05)	42.7	(4.92)	67.8	(4.28)	26.8	(5.64)	77.2	(3.21)	54.0	(4.03)
Iceland	22.0	(0.17)	17.8	(0.15)	57.8	(0.18)	3.0	(0.04)	17.1	(0.11)	12.3	(0.12)
Ireland	57.7	(4.81)	70.9	(4.35)	53.6	(4.47)	2.9	(1.29)	21.6	(3.83)	10.6	(3.08)
Italy	25.5	(2.67)	37.1	(3.12)	71.6	(2.96)	24.3	(2.57)	22.8	(2.63)	16.2	(2.16)
Korea	35.2	(4.13)	39.7	(4.06)	43.1	(4.19)	25.3	(3.59)	34.3	(3.84)	32.5	(4.00)
Lithuania	65.2	(3.99)	88.5	(2.13)	66.9	(3.84)	38.8	(3.85)	48.5	(4.34)	28.9	(3.61)
Malaysia	34.8	(3.35)	40.7	(3.38)	39.4	(3.29)	14.4	(2.61)	13.5	(2.22)	28.0	(3.13)
Malta	24.7	(0.21)	44.5	(0.20)	57.8	(0.21)	22.9	(0.15)	21.0	(0.15)	24.7	(0.13)
Mexico	78.0	(3.59)	79.0	(3.49)	71.9	(3.60)	54.1	(4.10)	55.5	(4.27)	63.3	(3.93)
Norway	44.5	(4.33)	24.7	(3.91)	65.3	(4.41)	2.2	(1.31)	33.9	(4.47)	22.3	(3.79)
Poland	44.1	(4.12)	62.8	(3.93)	69.0	(3.72)	42.3	(4.48)	60.3	(4.11)	37.4	(4.18)
Portugal	40.8	(4.22)	50.8	(4.14)	69.1	(3.56)	11.2	(2.89)	42.8	(4.37)	20.5	(3.53)
Slovak Republic	13.0	(3.01)	39.8	(4.25)	71.6	(3.62)	38.5	(4.63)	40.1	(4.66)	32.3	(4.52)
Slovenia	23.9	(2.91)	20.7	(2.95)	67.3	(3.44)	13.2	(2.68)	37.5	(4.02)	29.8	(3.84)
Spain	53.3	(3.95)	52.9	(3.52)	70.5	(3.59)	21.6	(3.11)	43.5	(3.55)	28.0	(3.43)
Turkey	57.9	(6.12)	66.7	(5.66)	66.3	(5.99)	21.9	(4.34)	43.2	(3.96)	41.1	(5.62)
TALIS average	39.4	(0.80)	45.8	(0.77)	60.2	(0.79)	20.9	(0.66)	36.5	(0.74)	27.1	(0.72)

Source: OECD, TALIS Database.


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Table 2.8a (2/2)

School climate – student-related factors (2007-08)

Percentage of teachers of lower secondary education whose school principal considered the following student behaviours to hinder instruction “a lot” or “to some extent” in their school

	Theft		Intimidation or verbal abuse of other students		Intimidation or verbal abuse of teachers or staff		Physical injury to other students		Use/possession of drugs and/or alcohol	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	6.9	(2.02)	31.7	(4.19)	13.7	(3.04)	6.2	(1.87)	2.7	(1.45)
Austria	11.5	(2.11)	36.3	(3.22)	8.8	(1.67)	9.0	(1.87)	2.3	(0.99)
Belgium (Fl.)	7.7	(1.98)	39.3	(4.72)	12.2	(2.03)	3.1	(1.17)	7.5	(1.93)
Brazil	13.2	(1.91)	29.3	(2.91)	14.1	(2.17)	10.2	(1.71)	10.7	(2.06)
Bulgaria	4.4	(1.83)	24.2	(4.01)	5.6	(1.43)	7.7	(1.80)	1.6	(0.83)
Denmark	9.4	(3.27)	28.8	(4.66)	13.7	(3.31)	11.7	(3.57)	8.8	(3.06)
Estonia	4.3	(1.66)	47.2	(3.87)	25.6	(3.20)	2.3	(1.08)	10.7	(2.69)
Hungary	23.9	(4.45)	48.2	(4.70)	22.0	(3.99)	37.4	(4.51)	7.9	(6.00)
Iceland	6.9	(0.07)	11.1	(0.09)	8.0	(0.07)	6.9	(0.05)	4.8	(0.04)
Ireland	4.7	(1.85)	36.6	(4.71)	17.9	(3.62)	4.3	(2.08)	15.0	(3.95)
Italy	9.1	(1.74)	30.0	(2.74)	10.4	(1.89)	12.7	(2.19)	4.5	(1.20)
Korea	25.0	(3.54)	36.6	(3.86)	25.3	(3.21)	25.7	(3.20)	16.3	(2.87)
Lithuania	23.4	(3.68)	45.5	(4.24)	28.8	(3.57)	25.9	(3.42)	19.3	(3.02)
Malaysia	13.9	(2.14)	13.5	(2.32)	8.1	(2.09)	10.8	(2.30)	9.2	(2.17)
Malta	11.7	(0.05)	48.8	(0.20)	20.3	(0.14)	7.6	(0.08)	5.4	(0.02)
Mexico	56.0	(4.06)	61.2	(3.36)	47.2	(3.92)	57.1	(3.57)	51.0	(4.08)
Norway	9.5	(2.58)	23.3	(4.03)	10.2	(2.68)	2.7	(1.56)	1.8	(1.30)
Poland	12.1	(2.70)	29.4	(4.26)	5.9	(1.98)	25.3	(3.53)	5.1	(1.91)
Portugal	23.3	(3.30)	28.4	(4.00)	16.9	(2.98)	19.2	(3.18)	8.8	(2.48)
Slovak Republic	9.5	(3.28)	21.6	(3.85)	6.4	(2.81)	5.4	(2.70)	2.2	(2.01)
Slovenia	11.4	(2.47)	46.3	(4.06)	12.8	(2.57)	9.3	(2.37)	4.9	(1.73)
Spain	22.2	(2.91)	40.6	(3.83)	27.4	(3.53)	23.1	(3.11)	20.3	(3.00)
Turkey	32.8	(5.28)	37.0	(4.37)	25.5	(5.74)	42.6	(5.83)	25.9	(3.49)
TALIS average	15.3	(0.59)	34.6	(0.79)	16.8	(0.61)	15.9	(0.58)	10.7	(0.55)

Source: OECD, TALIS Database.

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