

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: KOREA

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

- In **Korea**, teacher job satisfaction is at the TALIS average and teacher self-efficacy is low compared to other participating countries [Figure 4.15].

Quality of the classroom environment

- In **Korea**, the percentage of lesson time lost to disruptive student behaviour or administrative issues is slightly above the TALIS average [Figure 4.9] and classroom disciplinary climate is viewed rather negatively by teachers [Figures 4.9 and 4.11]. *Relation between both phenomenon is weak, coefficient correlation is amongst the lowest [Table 4.2].*

Professional development of teachers

- Almost 92% 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 30 days, well above the TALIS average of 15.3 days [Table 3.1].
- Hardly more than 27% of teachers in **Korea** paid nothing for the development they received (TALIS average= 65%) and a very low percentage - 24% - (the lowest amongst participating countries) received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is around the average for **Korea**: 58% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- Unlike in almost all countries, the areas of greatest development need for teachers in **Korea** are not teaching students with special learning needs (26% of teachers report this; TALIS average=31%), and ICT teaching skills (18% compared with TALIS average of 25%); but student counselling (41.5% of teachers report this; TALIS average=17%), instructional practices (40% of teachers report this; TALIS average=17%) and subject field (38% of teachers report this; TALIS average=17%). Other areas of need for teachers in **Korea** are student discipline and behaviour problems (35% of teachers report this; TALIS average=21%) and classroom management (30% of teachers report this; TALIS average=13%) [Table 3.4].
- The area of lowest development need for teachers in **Korea** is teaching in a multicultural setting (10% of teachers report this; TALIS average=14%) [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Korea** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a

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

role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs). The strength of preference in **Korea** is rather greater than the average [Figure 4.2].

- In terms of practices, teachers in **Korea** 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”). In Korea, the relative average frequencies of enhanced activities and student-oriented practices are very similar [Figure 4.4].
- In **Korea**, 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. The relative use of professional collaboration in **Korea** is high compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- 7.1% of teachers in **Korea** had not received feedback or appraisal in their school (8th lowest of the 23 countries) [Table 5.3] and only less than 1% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (1st lowest of the 23 countries) [Table 5.1].
- Of those teachers receiving appraisal/feedback, almost 50% reported that it resulted in a development plan to improve their teaching. This percentage is low compared with the TALIS average (37%) [Figure 5.8].
- In terms of the general impact of appraisal and feedback in their school, less than 12% of teachers in **Korea** report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, much below the TALIS average 26% [Table 5.9].
- Furthermore, 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

- Compared with the other TALIS countries, school principals in **Korea** tend towards a low indice of instructional style of leadership and an even lower administrative style of school. Principal involvement in decision making is lower than average [Table 6.3].
- In **Korea**, where instructional leadership is more frequently practiced, teacher appraisals and feedback are more likely to recognise teachers’ innovative teaching practices [Table 6.9].

Job experience for teachers

- Length of experience of teachers in **Korea** is about average: the percentage of teachers working for 20 years or more= 34%; TALIS average =36% [Table 2.3].

Teacher behaviours hindering instruction

- Teacher absenteeism is a relatively less serious problem in **Korea**: 23% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent (TALIS average 26%) while lack of pedagogical preparation is a more serious problem for 34% of teachers (TALIS average 24%) [Table 2.8].