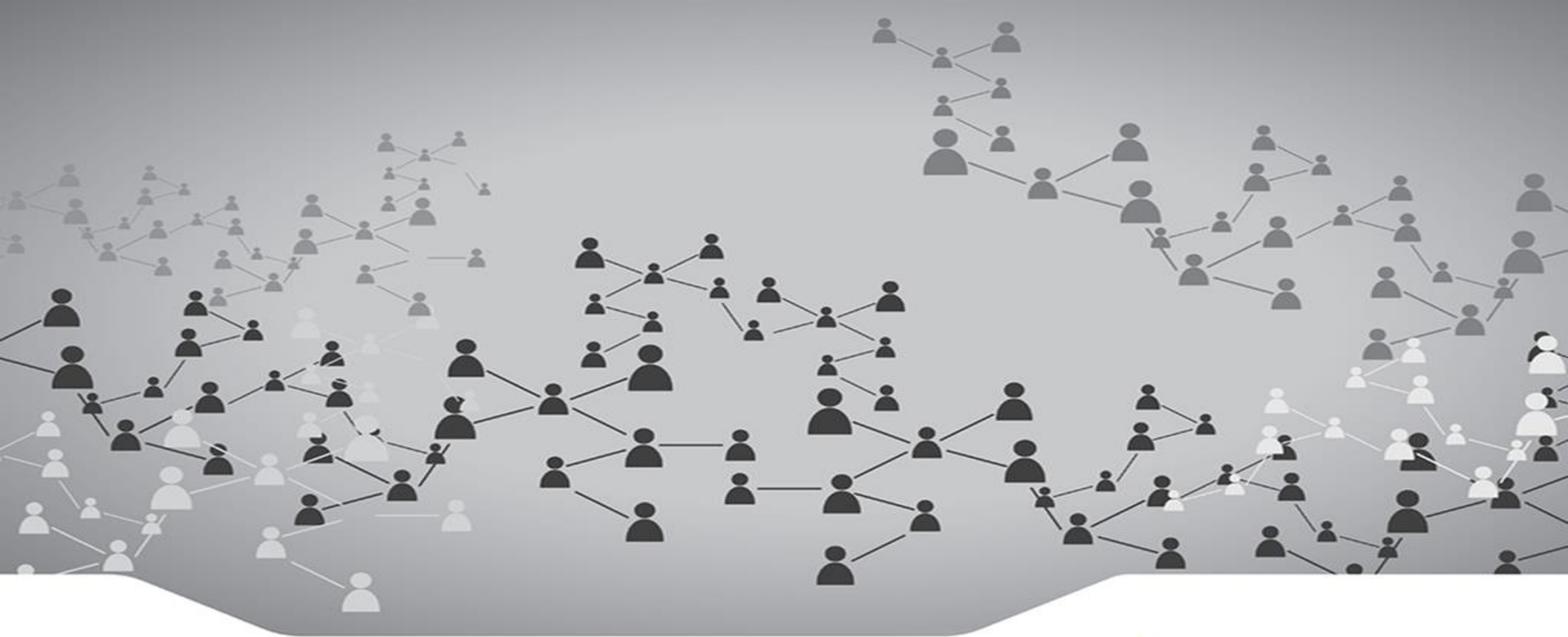




Knowing teacher's skills in Slovakia: Summary of research results of lower and upper secondary teachers

Olga Zelmanová, Zuzana Wirtz, NICEM, 24.3. 2022



EURÓPSKA ÚNIA
Európsky sociálny fond
Európsky fond regionálneho rozvoja



OPERAČNÝ PROGRAM
ĽUDSKÉ ZDROJE

OECD Education and skills Online (PIAAC online)

A. Cognitive skills:
Literacy, Numeracy
and PSTRE

B. Non cognitive skills:
Behavioral competencies,
Career interest (RIASEC)
and intentionality

GOAL -To grasp deeper view of competencies of Slovak lower and upper secondary teachers aged up to 65 years using OECD tool Education and Skills online tool (PIAAC online) and then to recommend Ministry of Education how to improve education and lifelong training of teachers.

Cognitive items include existing PIAAC items as well as newly developed items (40 %)

Behavioral competencies: personality assessment, 208 statements – 13 personality traits – 5 dimensions of the Big Five.

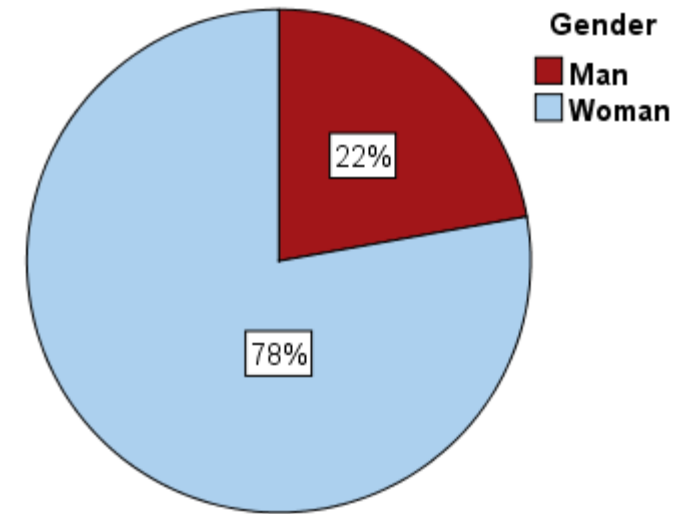
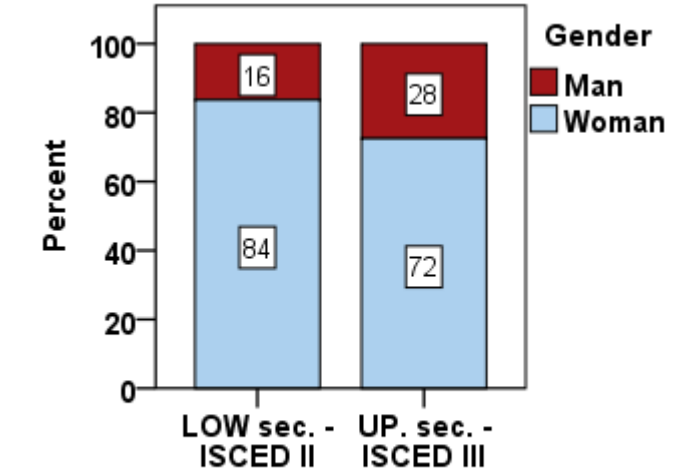
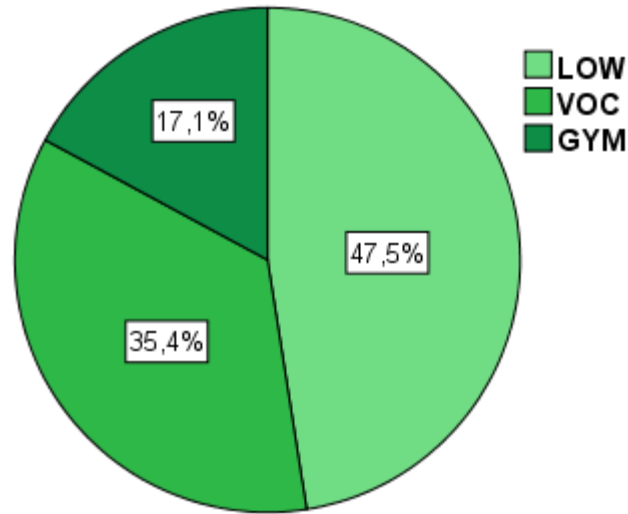
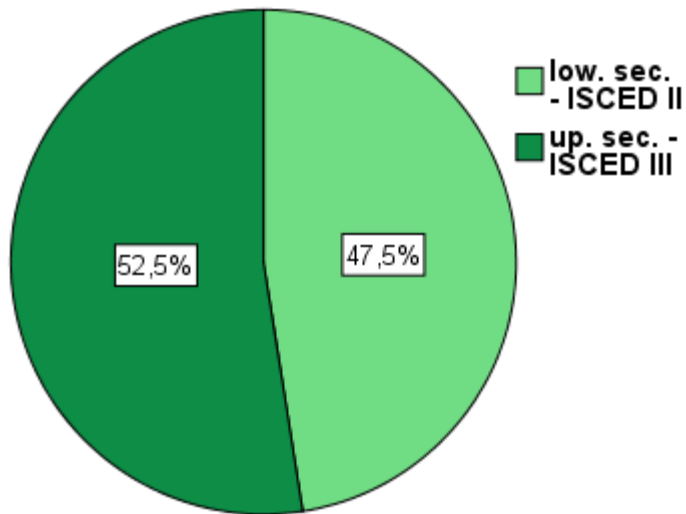
Career interests (RIASEC): *O*NET Interest Profiler Short Form*, 60 items – 6 RIASEC profiles

Career intentionality: 26 items, focused on job seek, active steps in job seeking

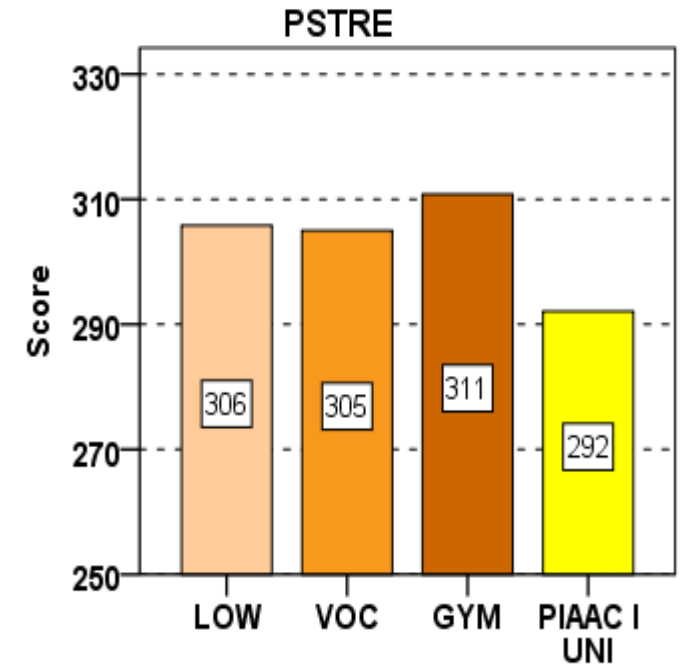
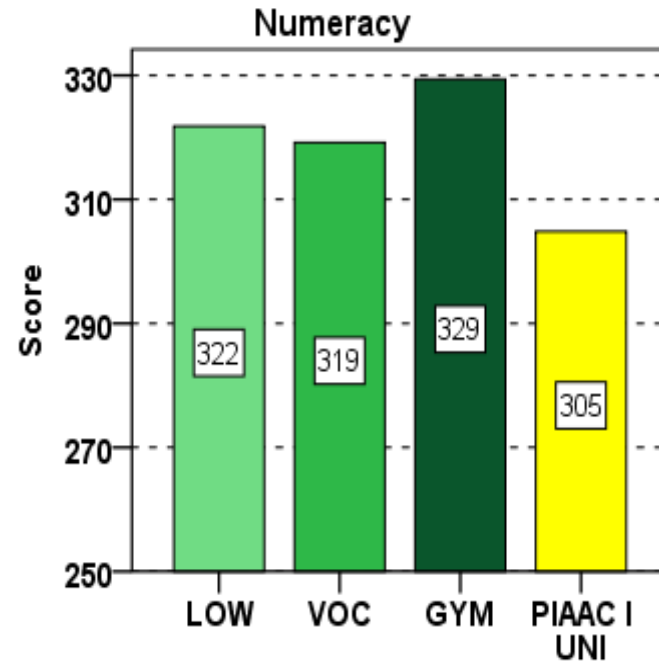
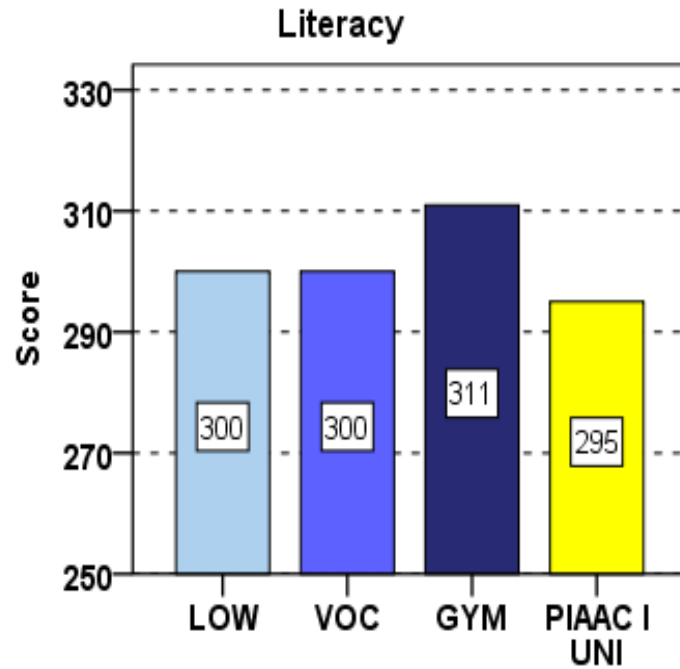
Slovak Sample

Slovak voluntary teachers up to age of 65 years (N = 2016)

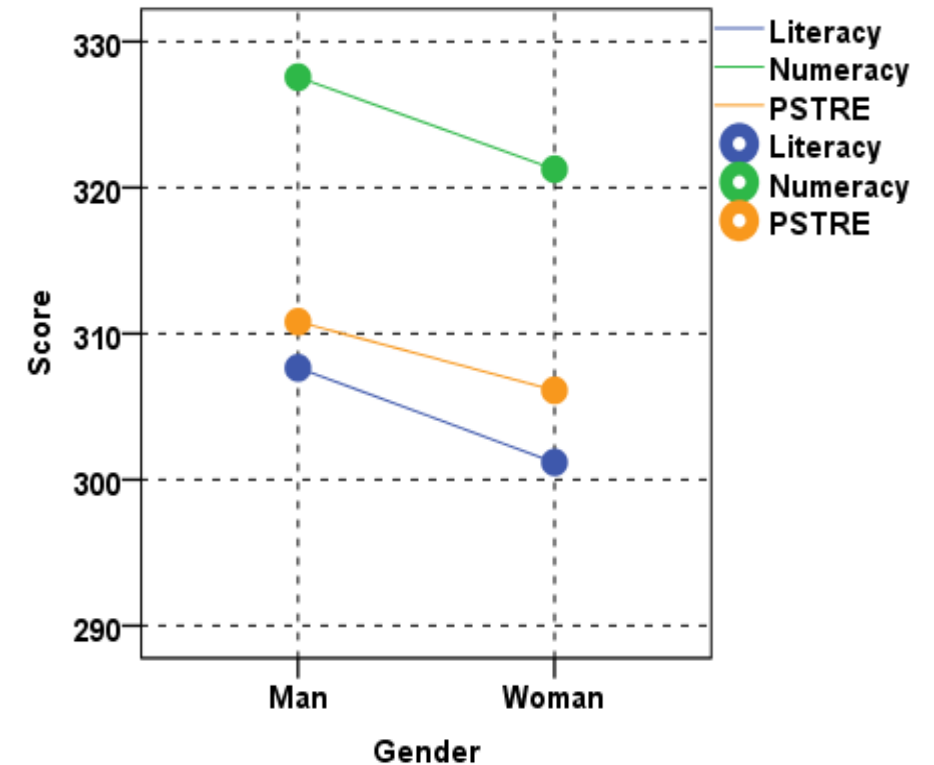
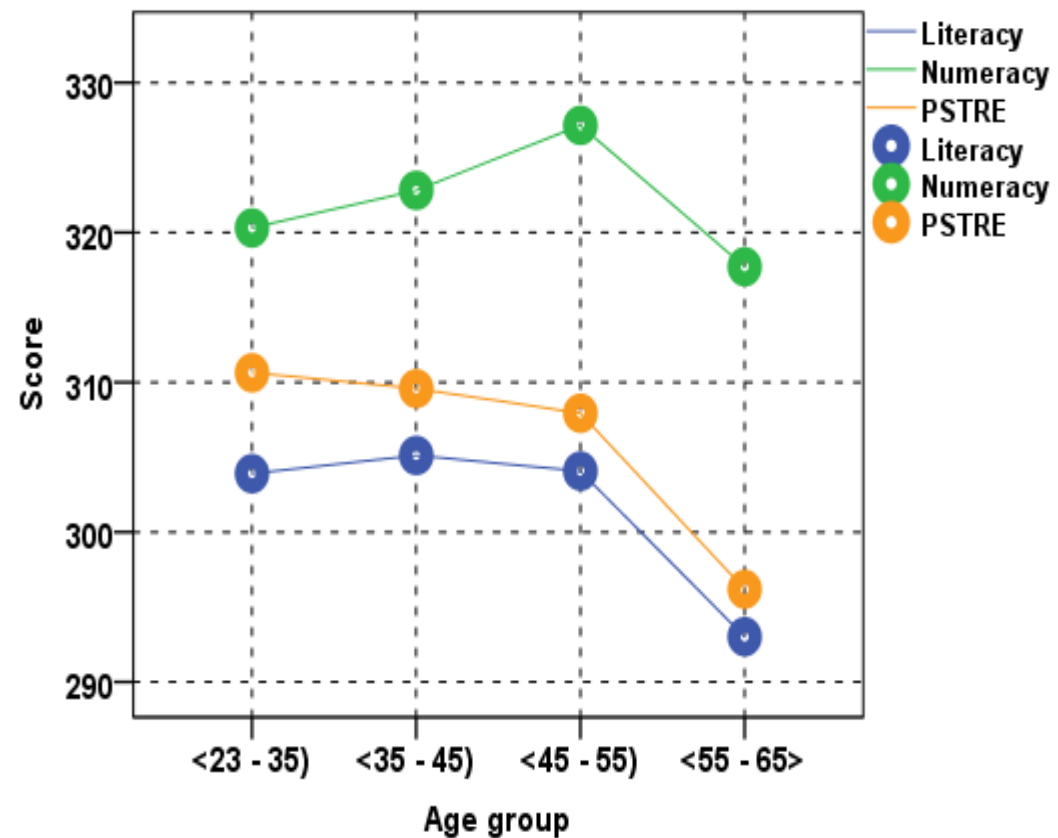
- LOW. SEC – ISCED II (958): Lower secondary
- UP. SEC – ISCED III (1 058): VOC Vocational upper secondary (713) and GYM general upper secondary (345)
- 22% Men (447), 78% Women (1569)



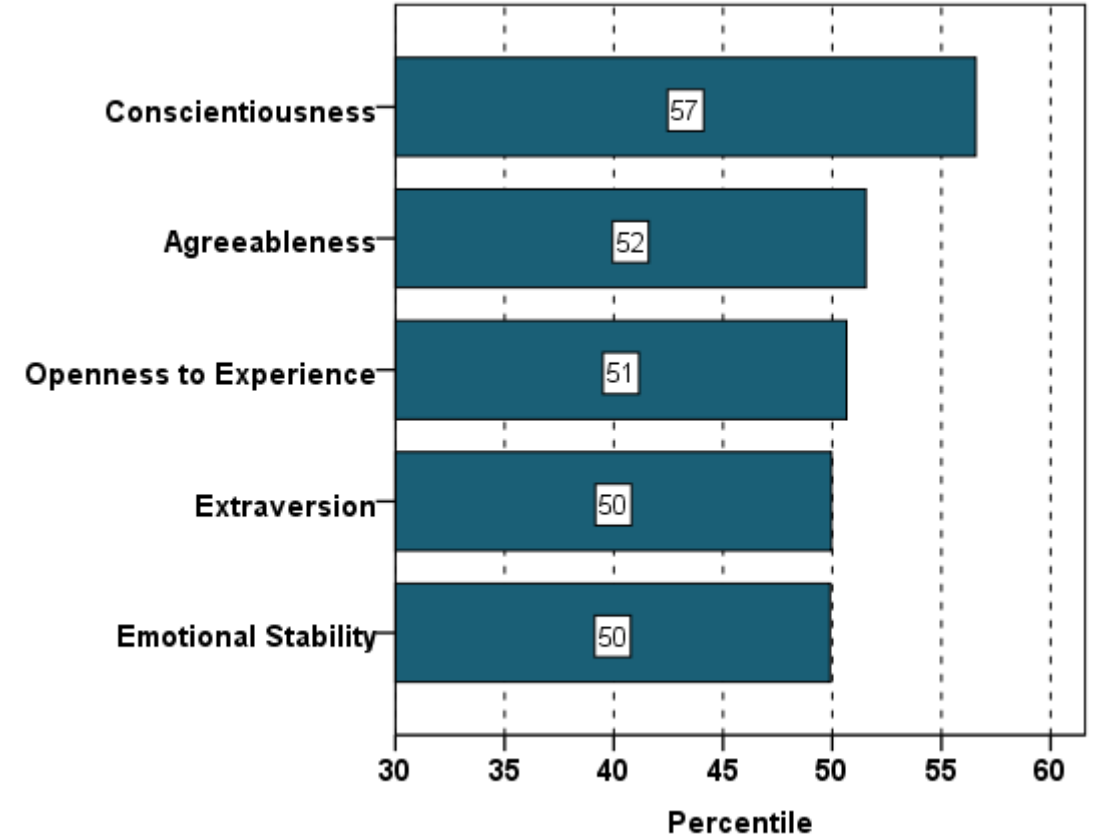
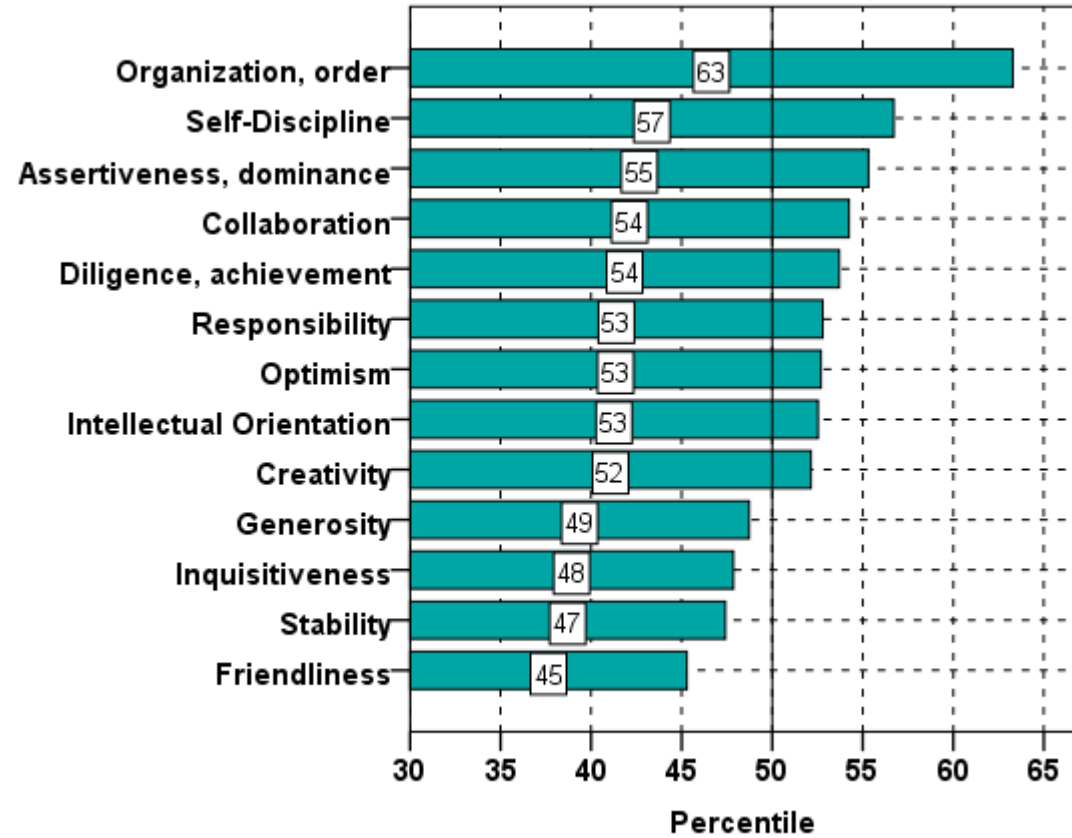
Cognitive skills of teachers by type of schools



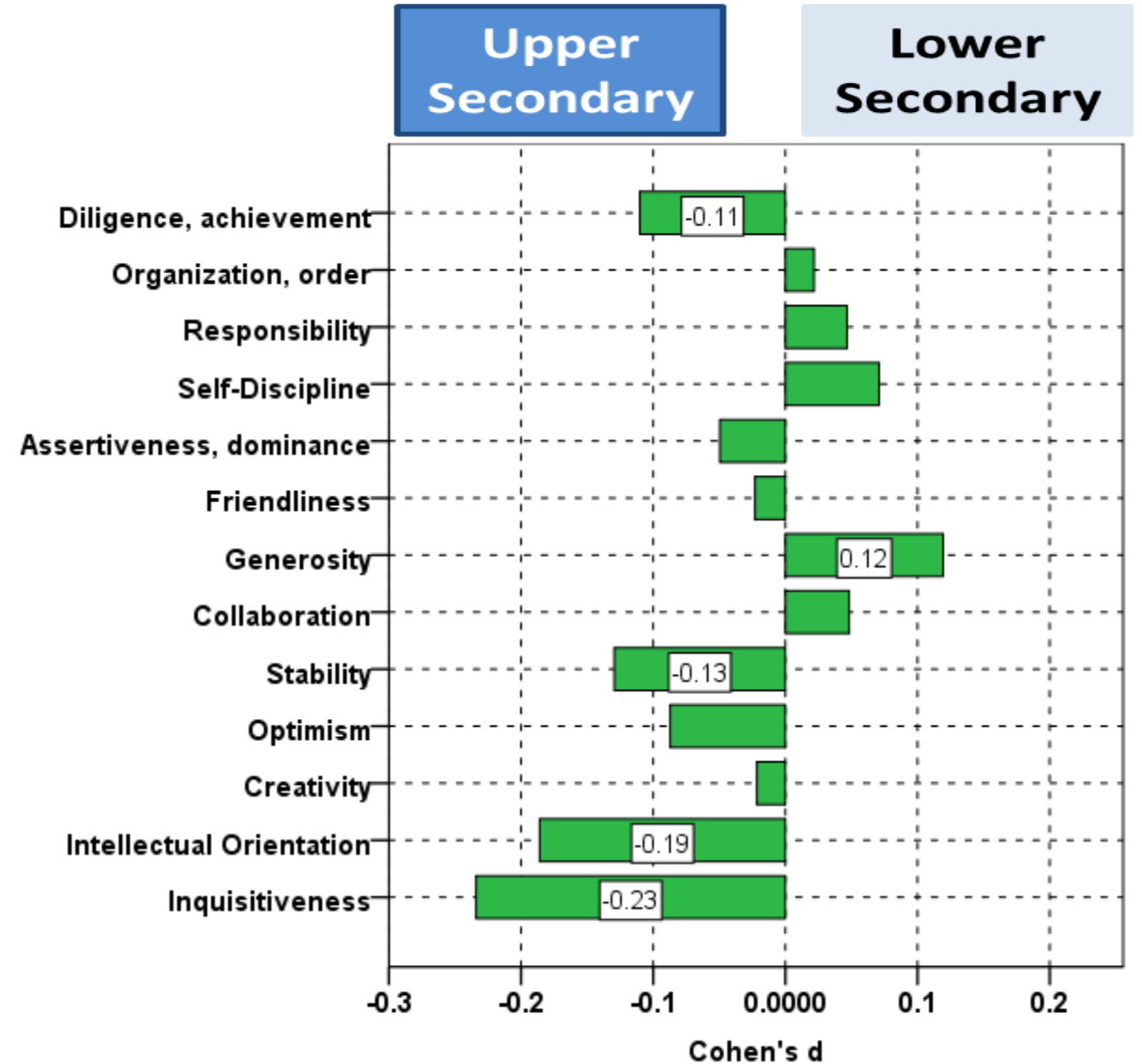
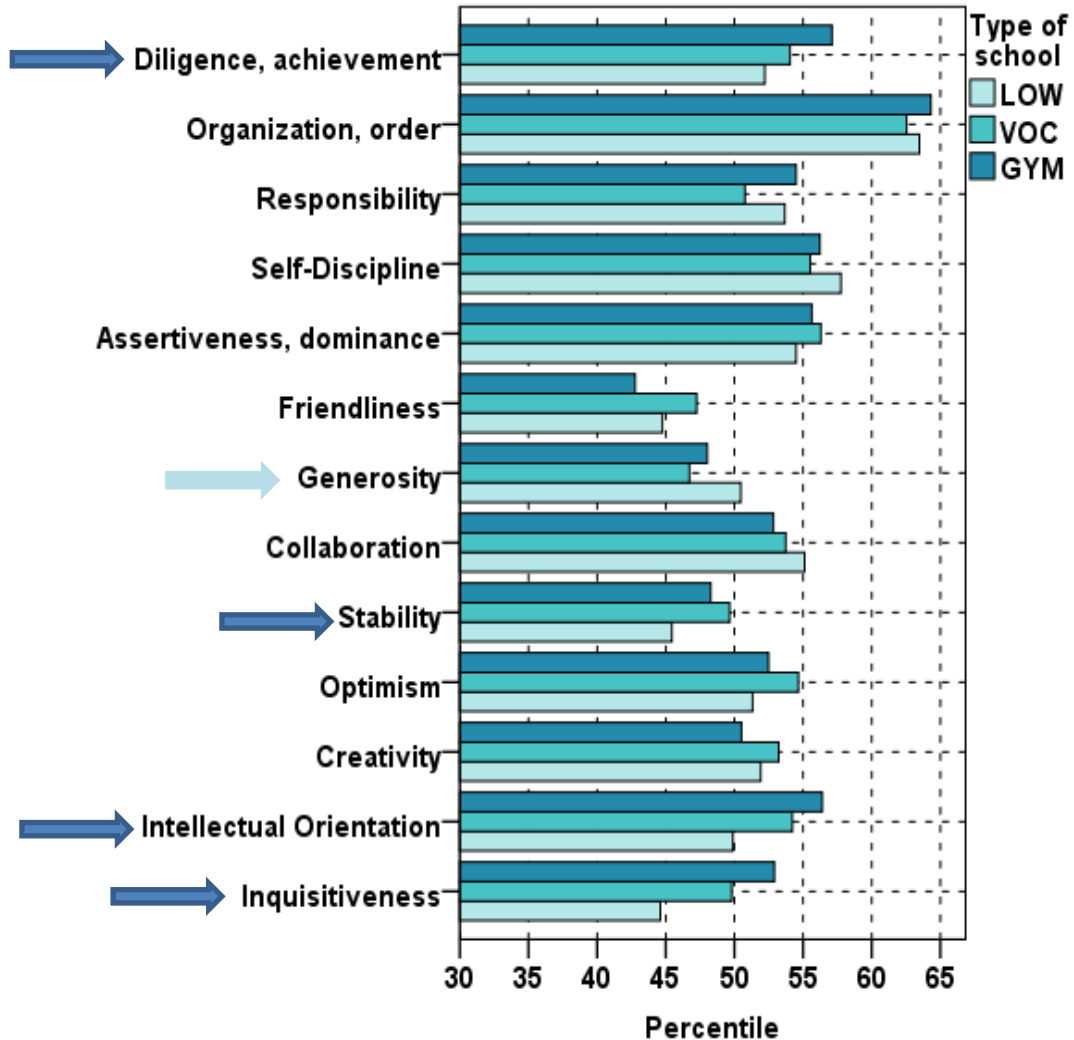
Cognitive skills by age and gender of all teachers



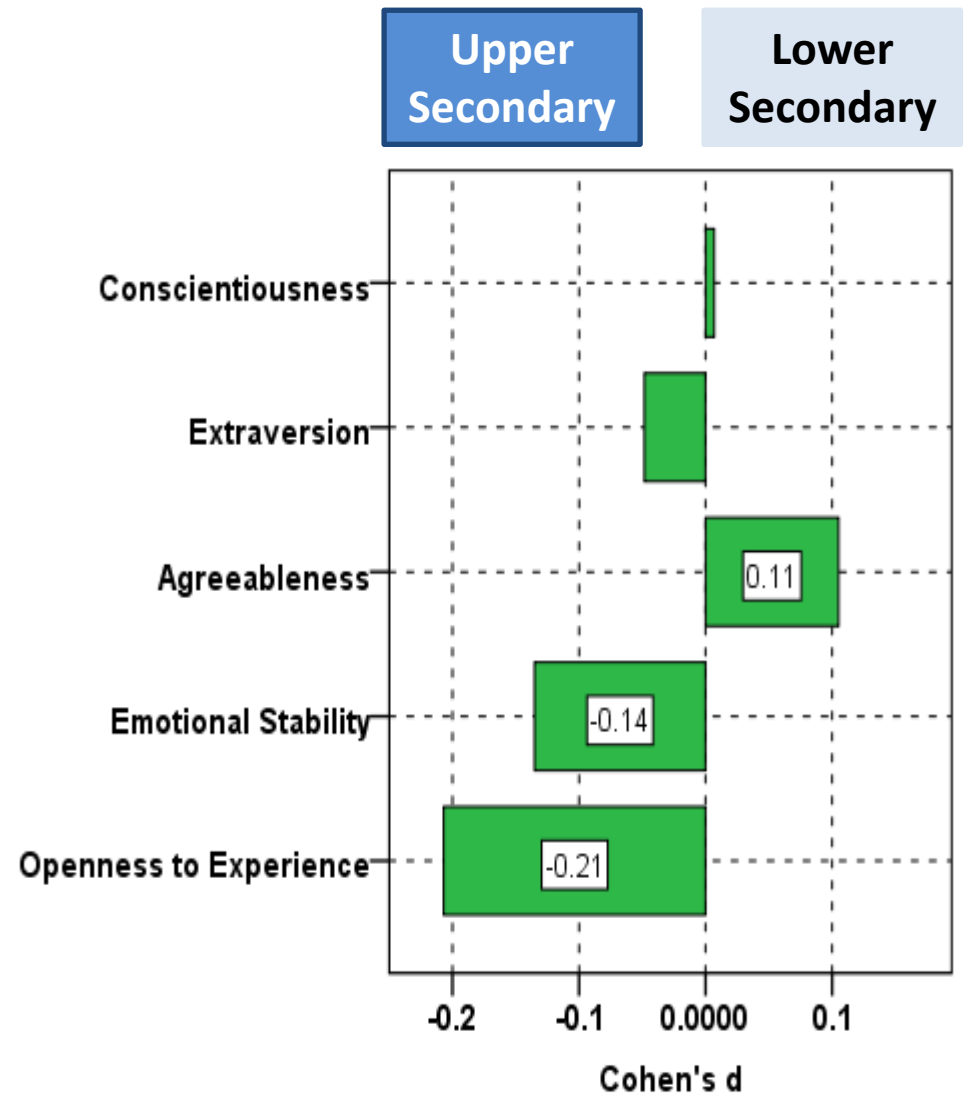
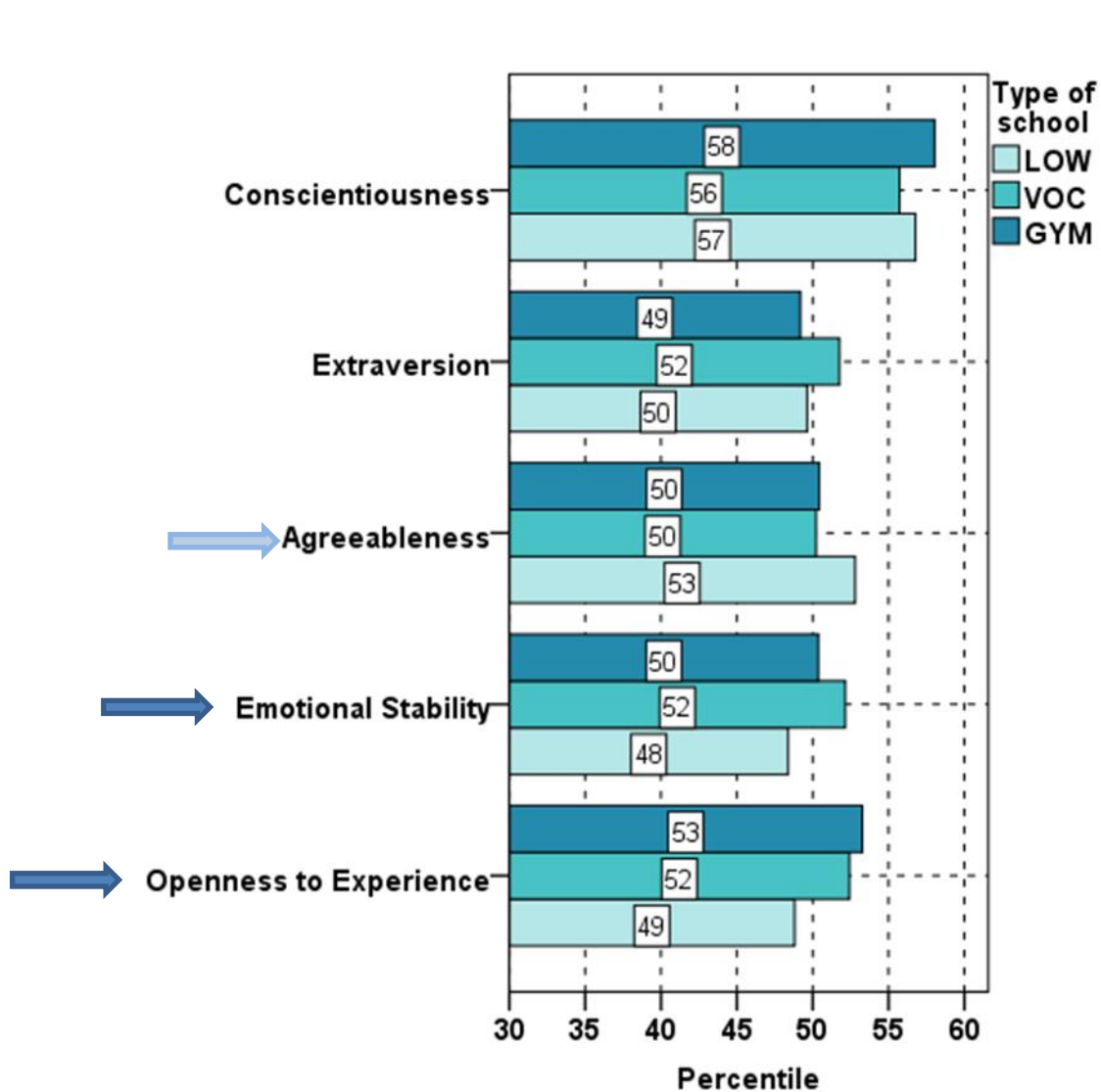
Behavioral characteristics of all teachers



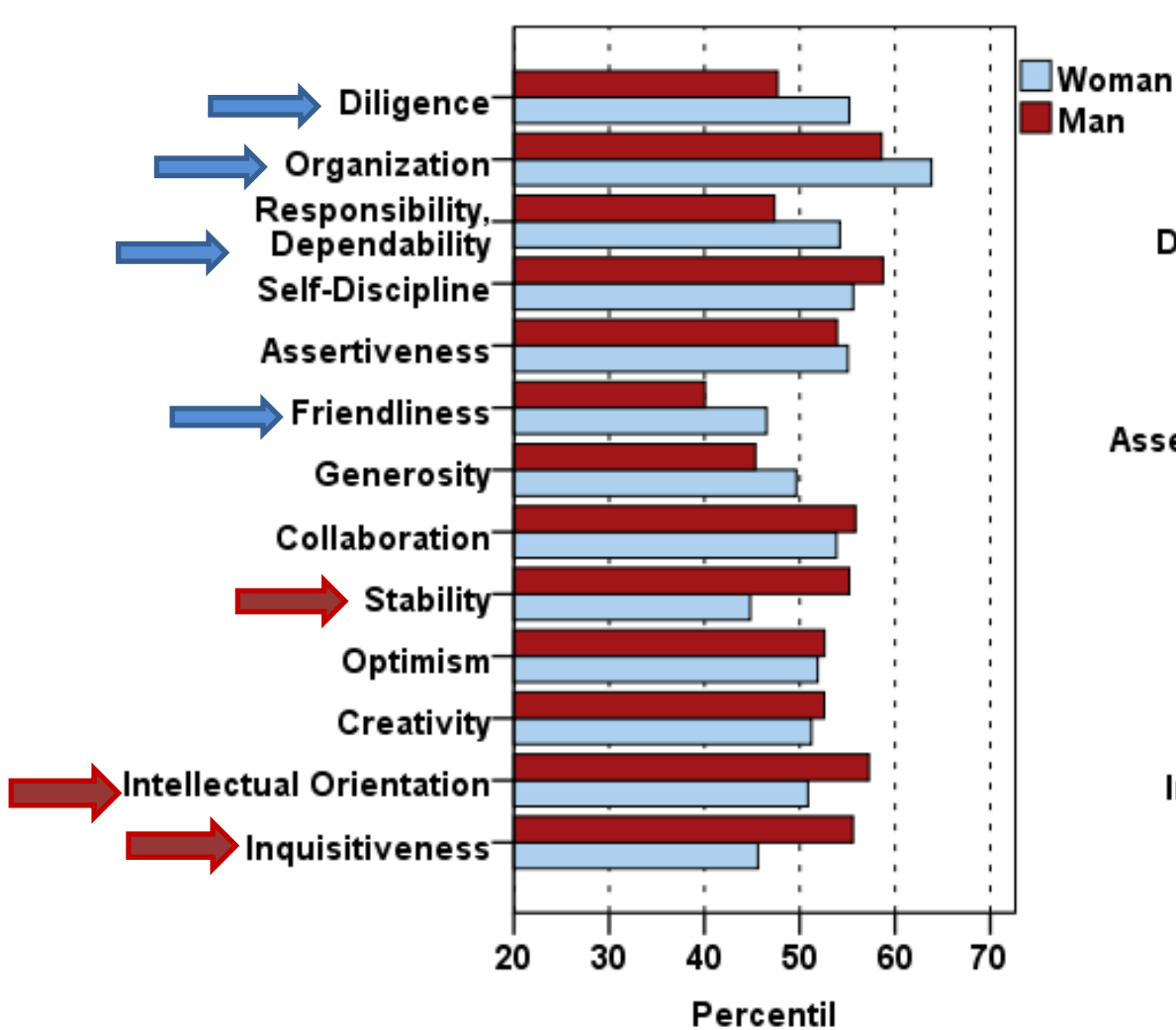
Behavioral characteristics by type of schools



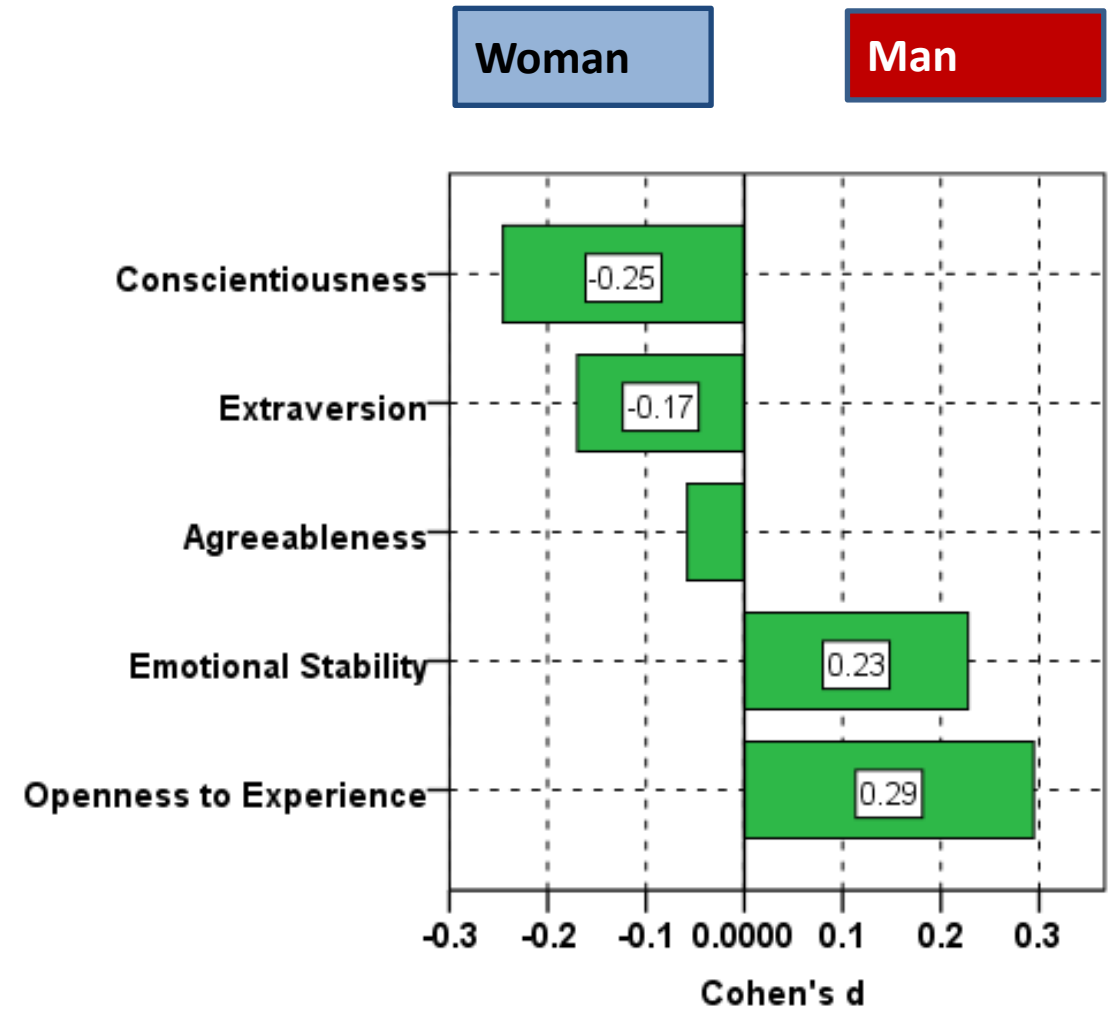
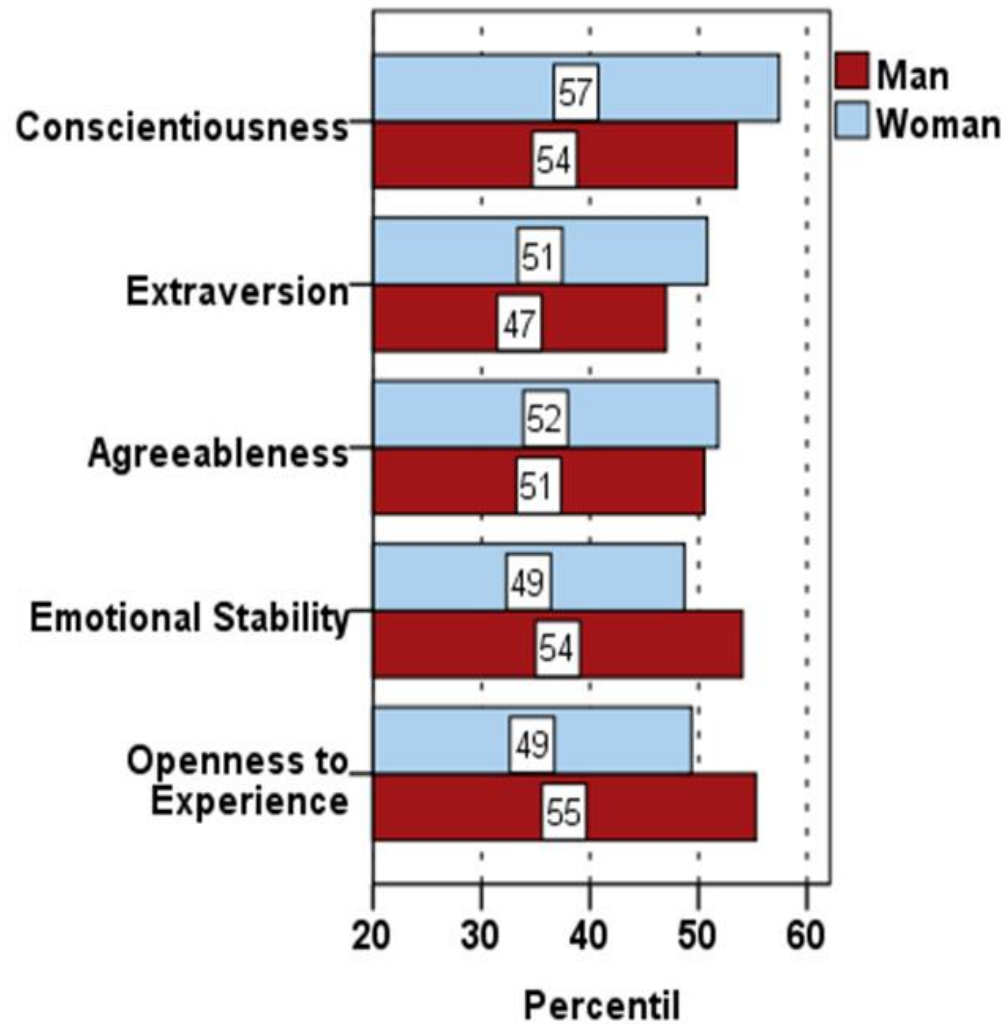
Behavioral dimensions by type of schools



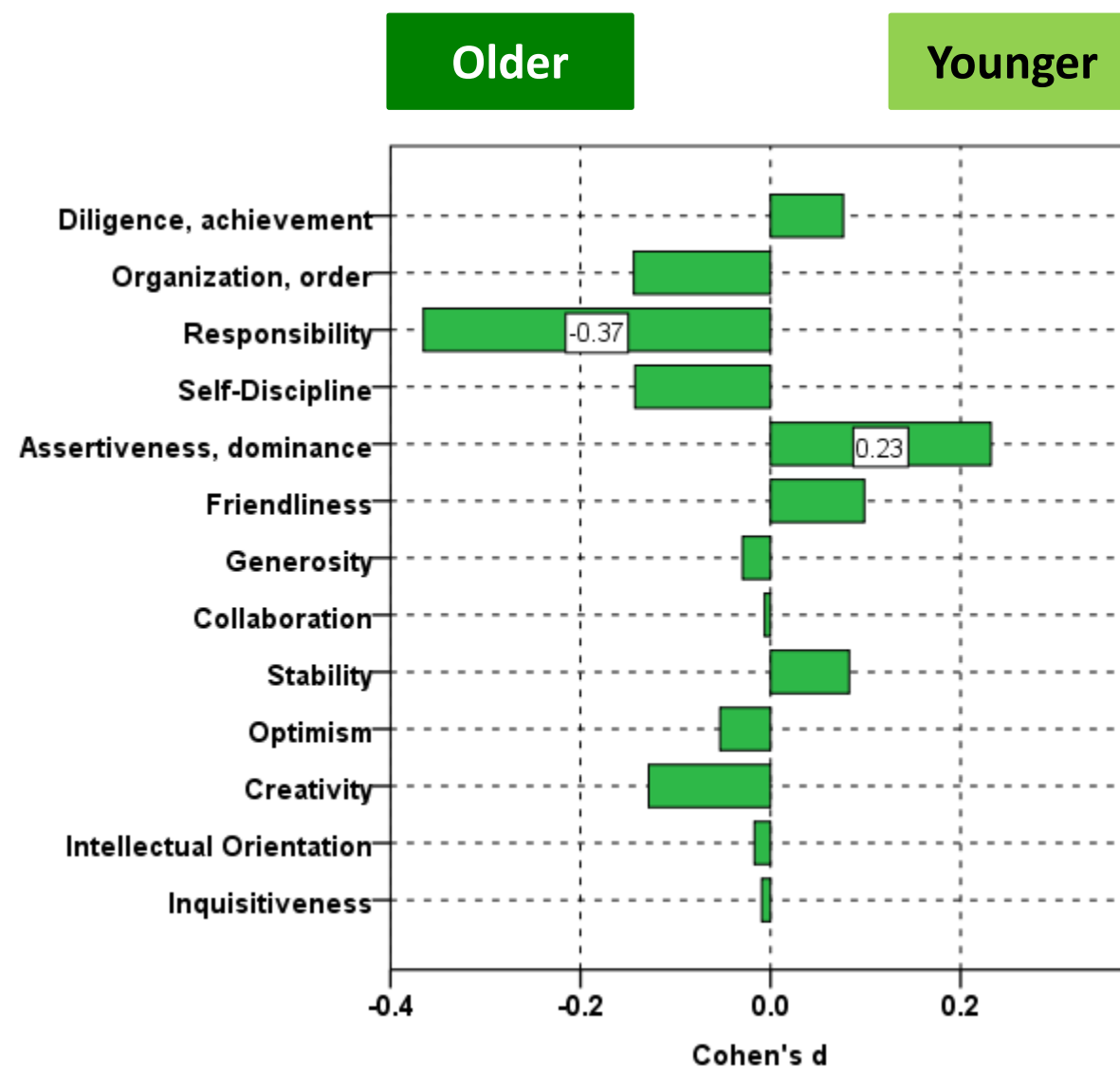
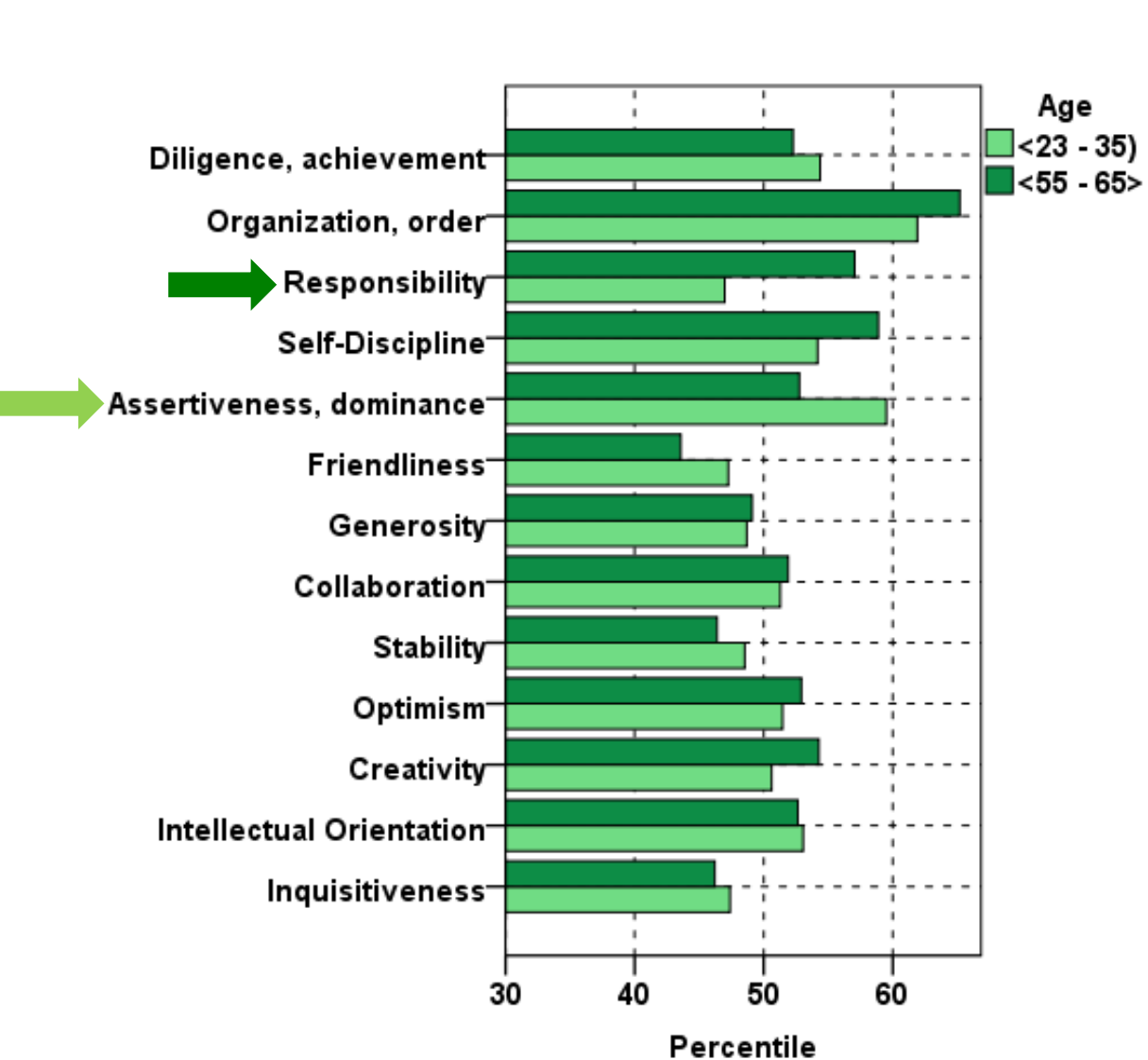
Behavioral characteristics by gender of all teachers



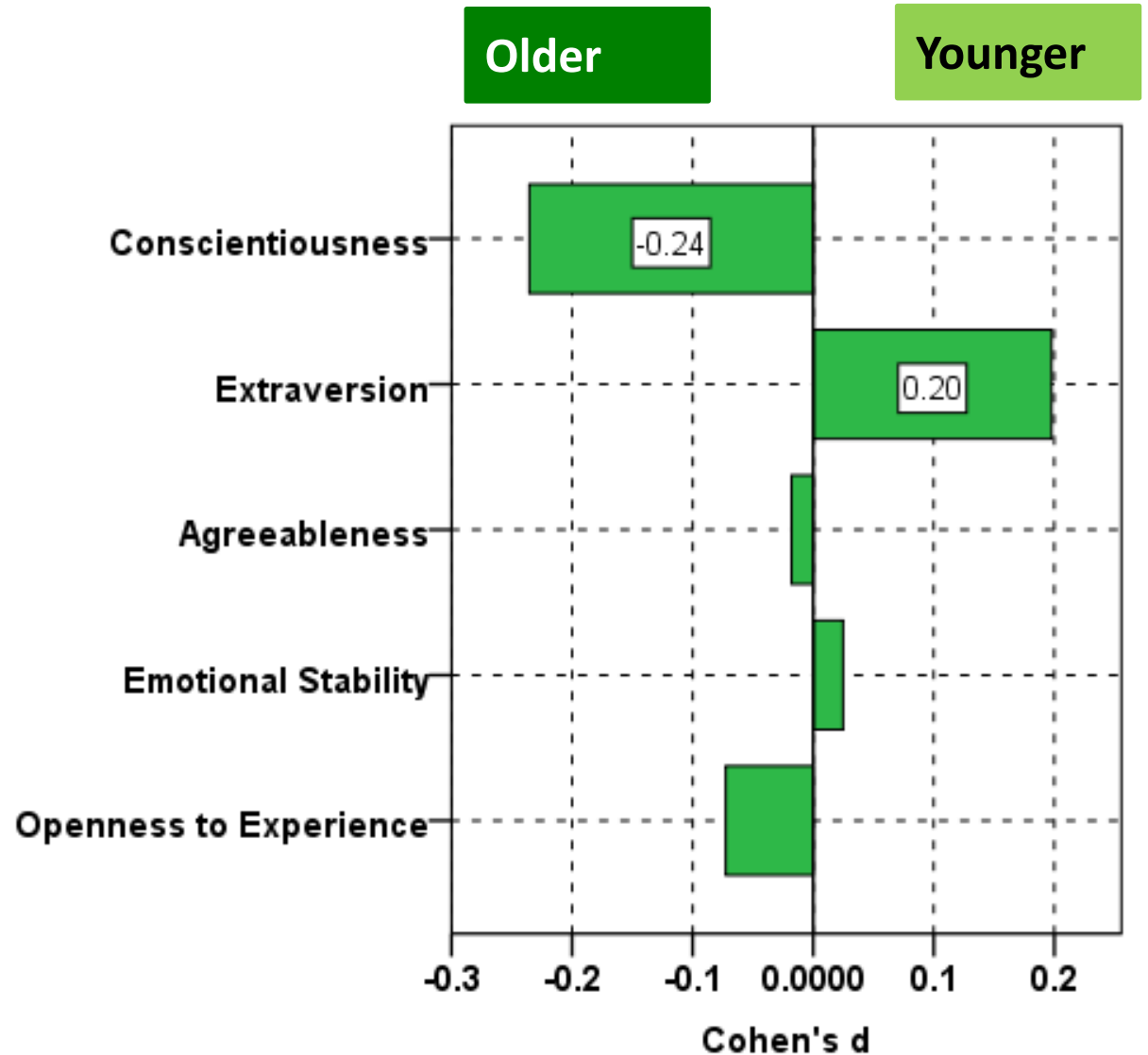
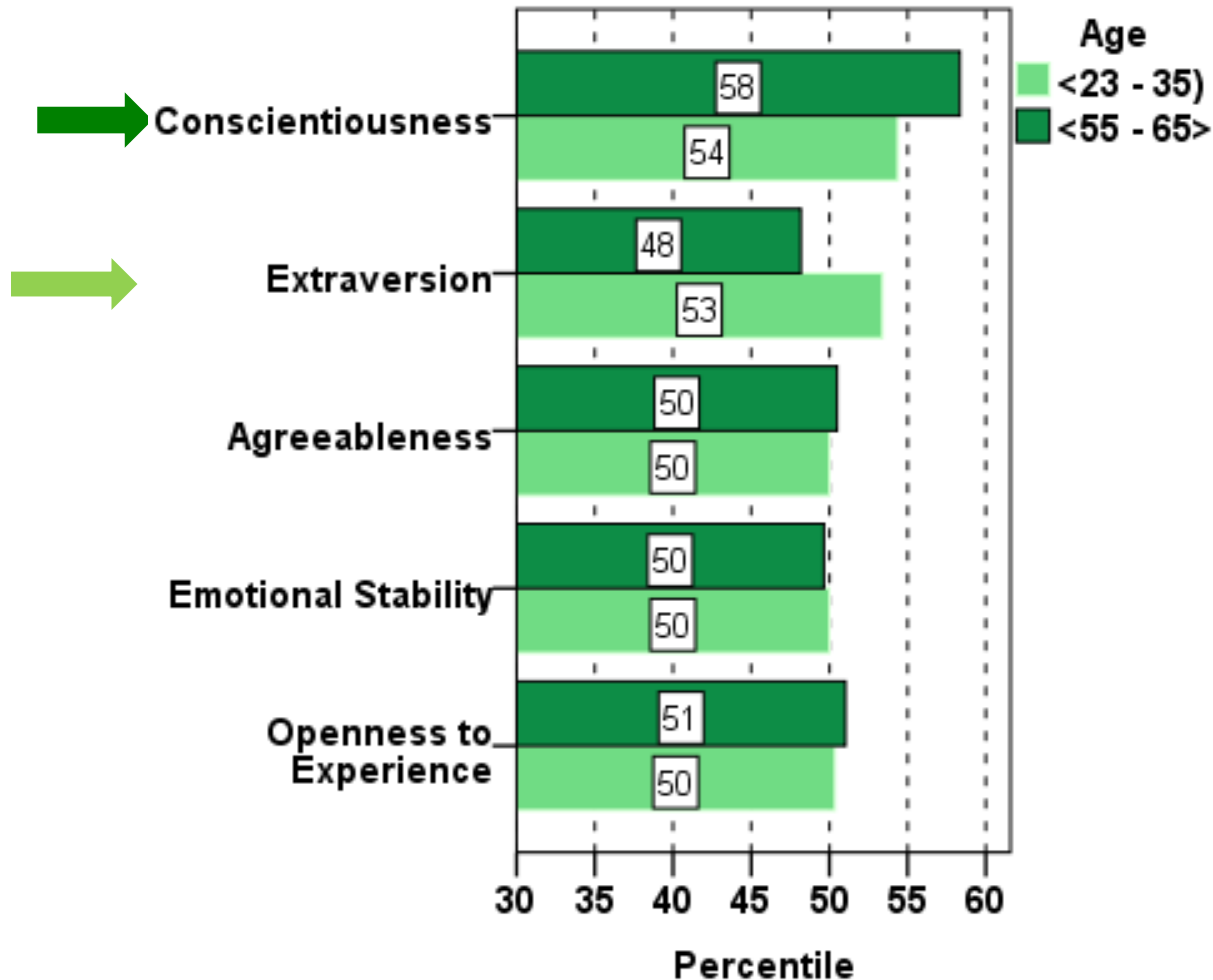
Behavioral dimensions by gender of all teachers



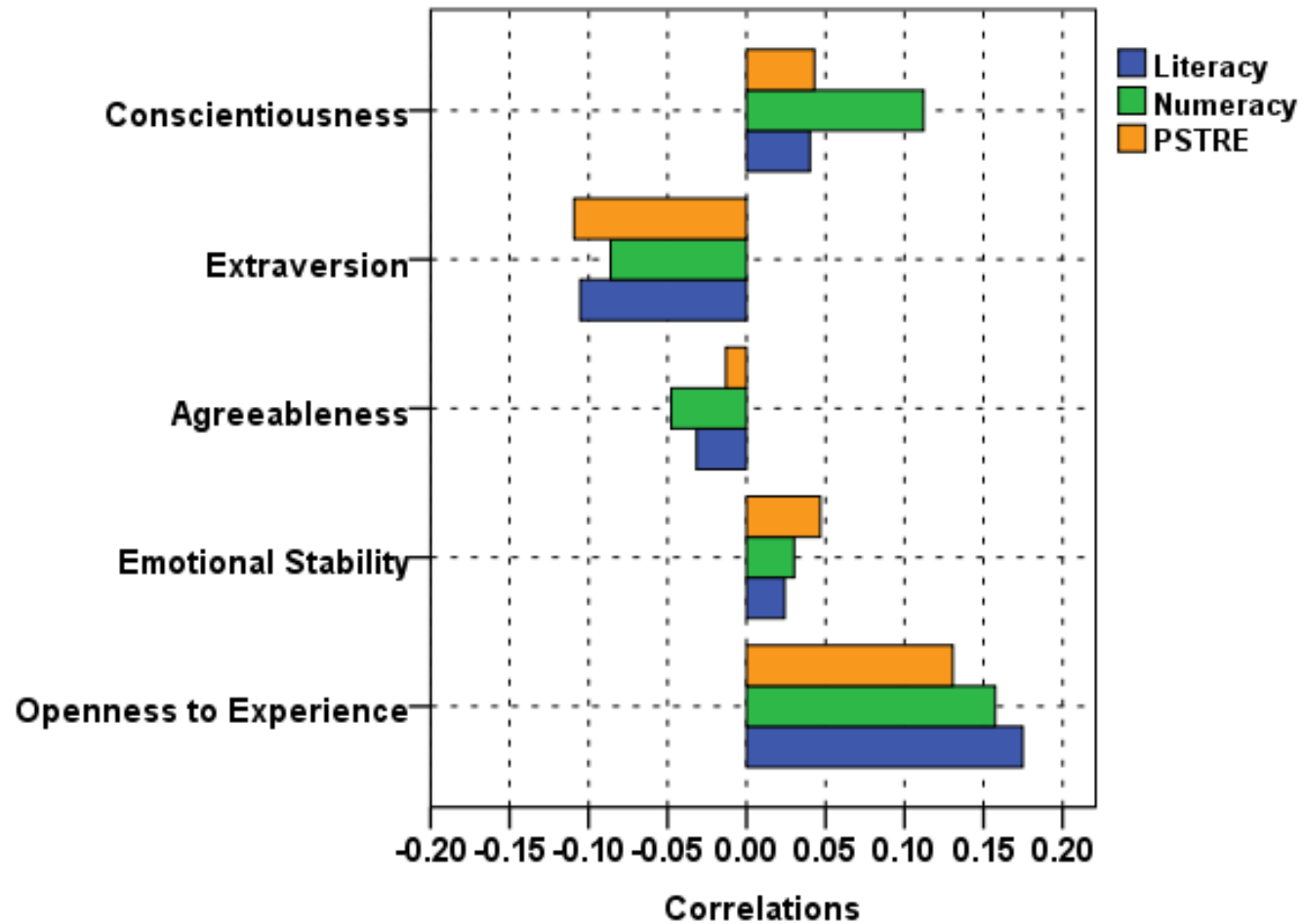
Behavioral characteristics by age of all teachers



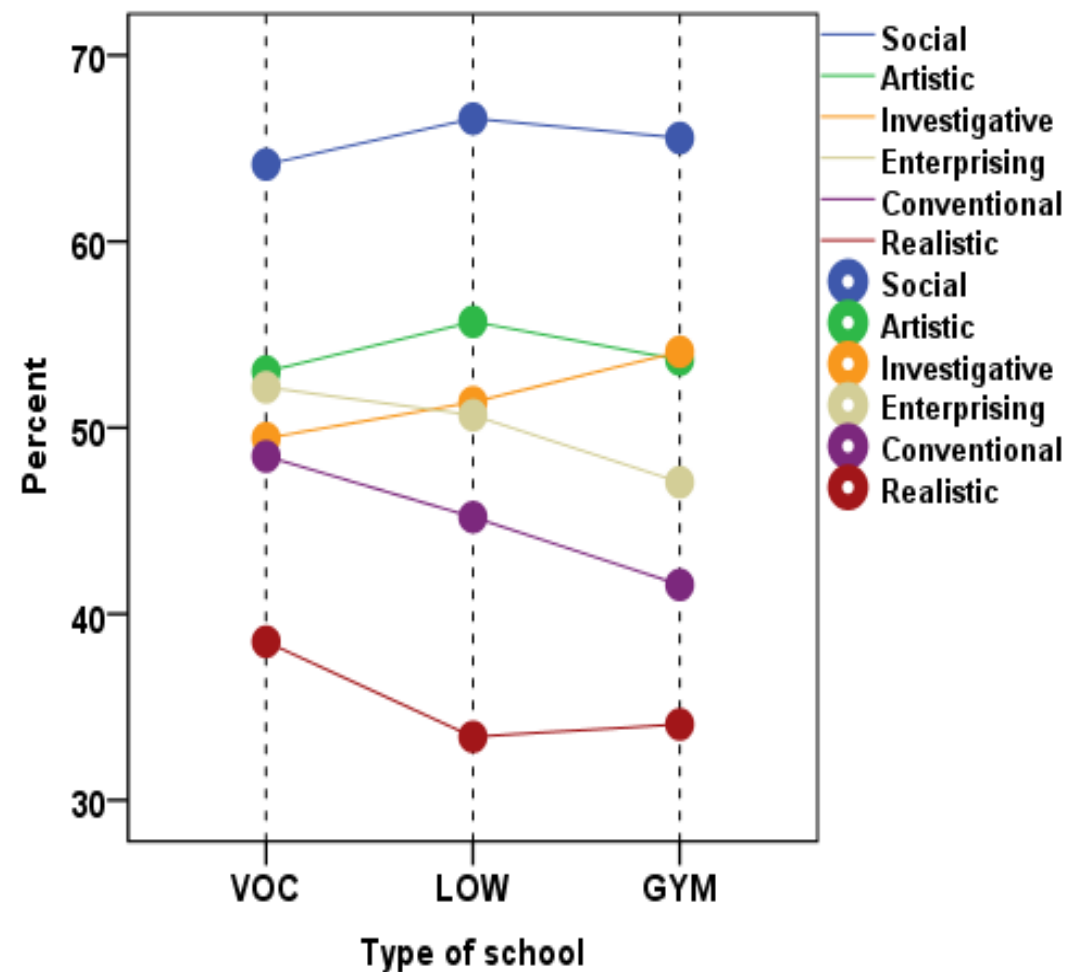
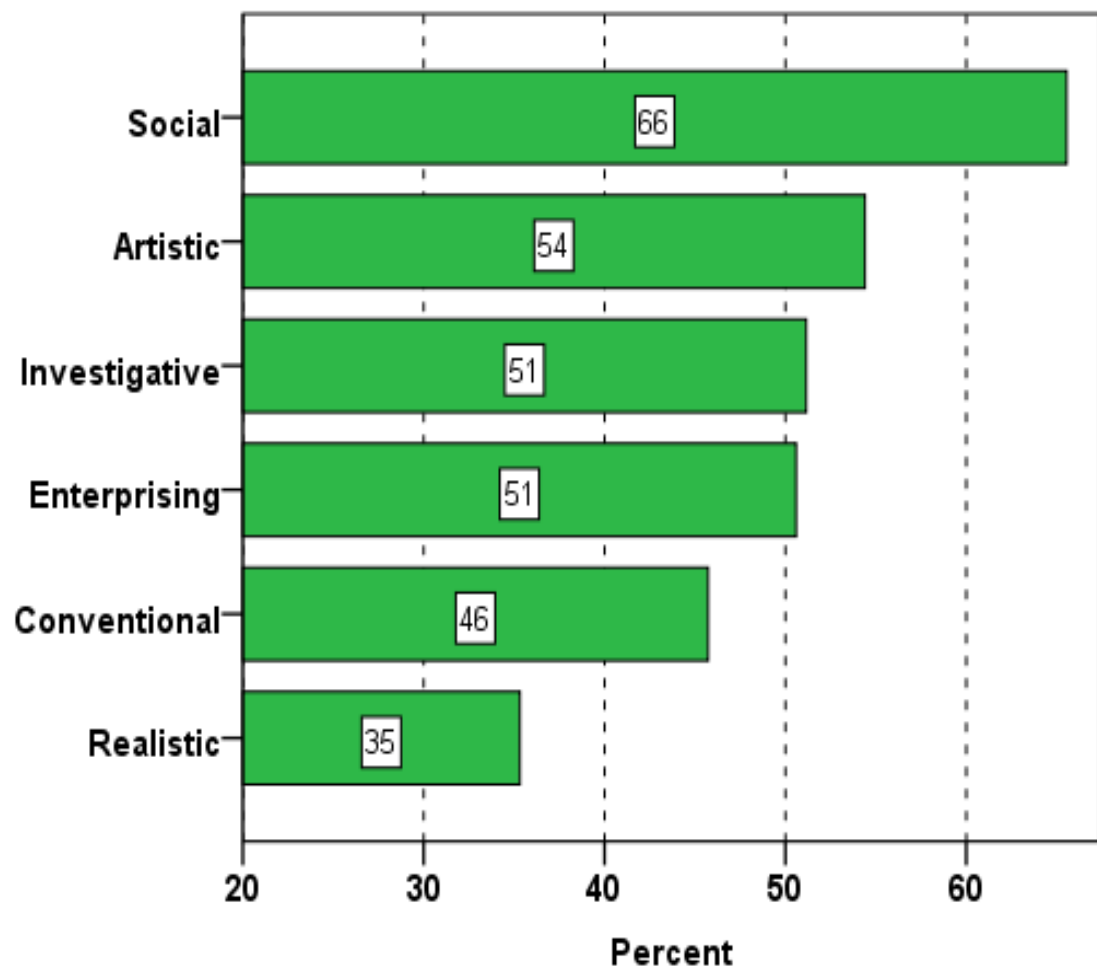
Behavioral dimensions by age of all teachers



Correlations of cognitive skills with behavioral dimensions

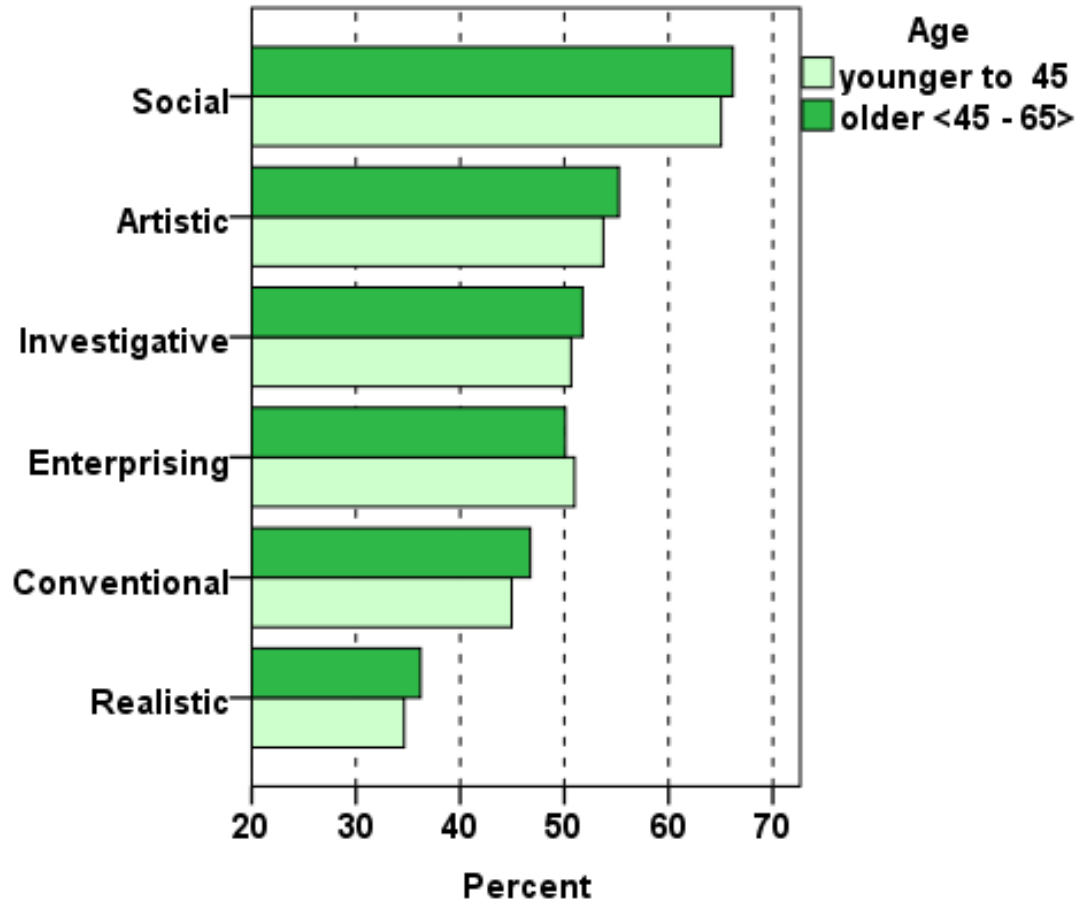


Career interest – RIASEC profiles of all teachers and comparison by type of schools

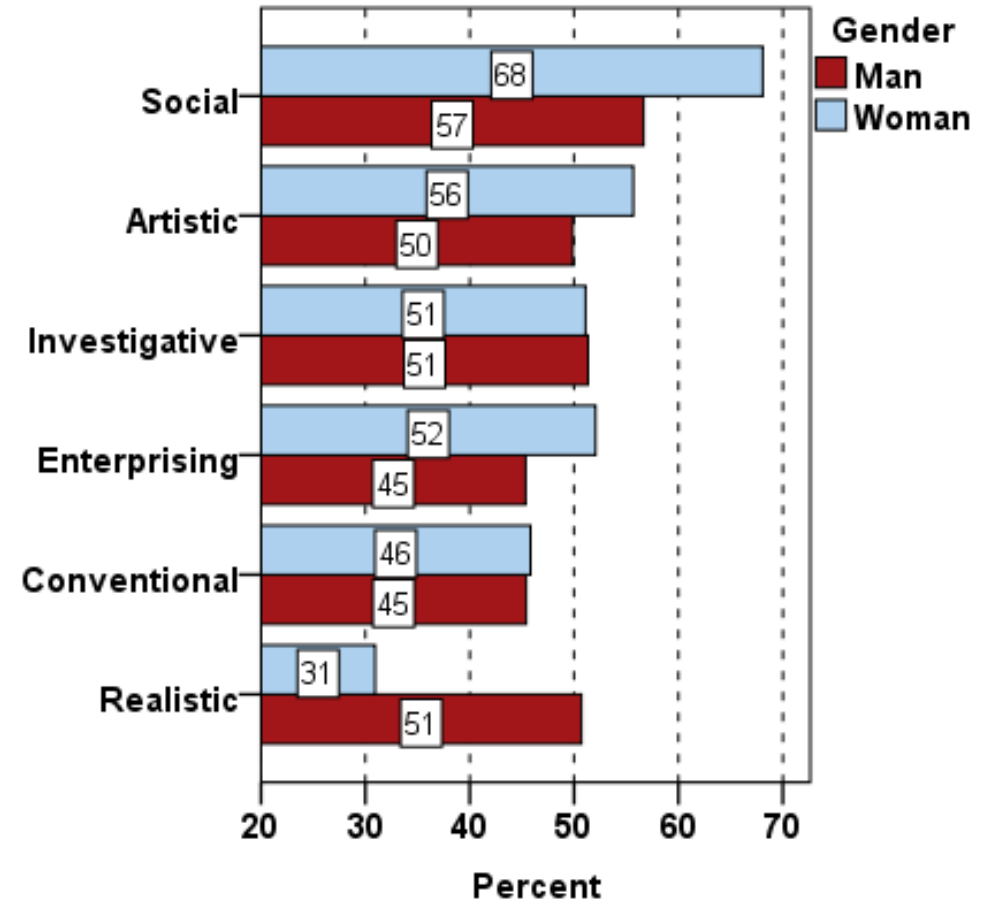


Career interest – RIASEC profiles by age and gender of all teachers

RIASEC profiles **by age**

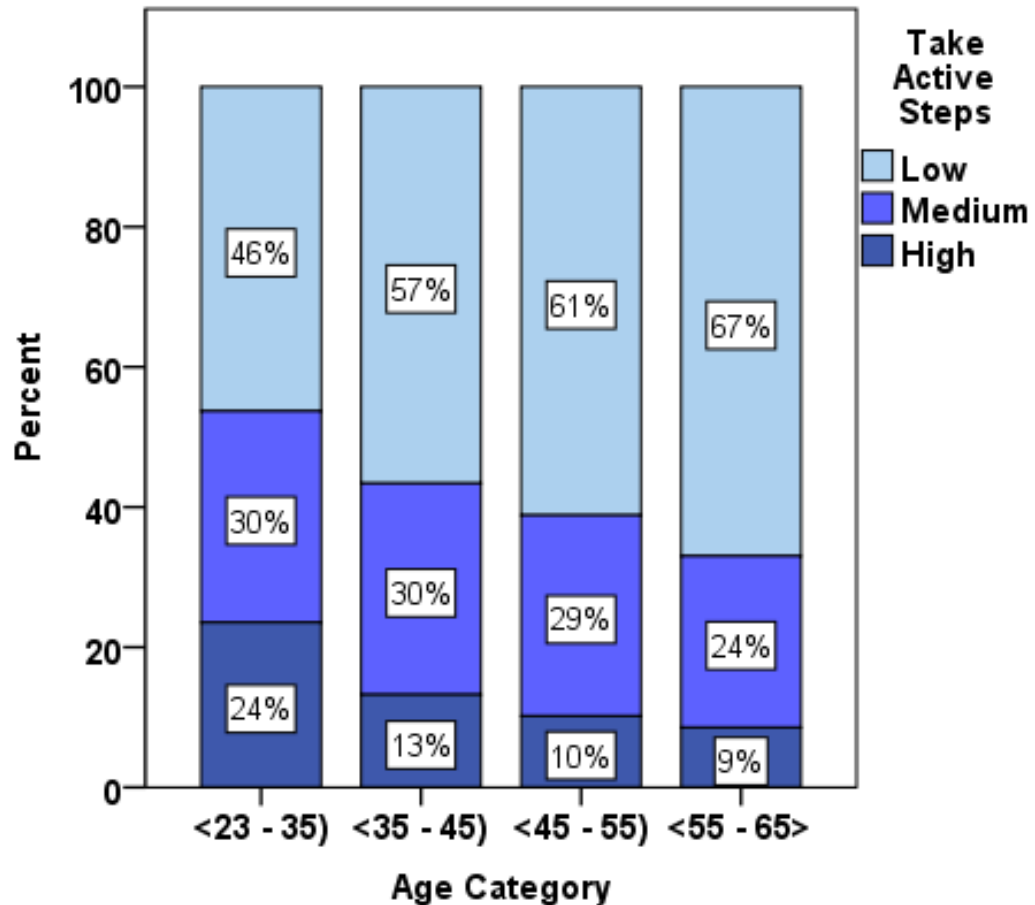


RIASEC profiles **by gender**

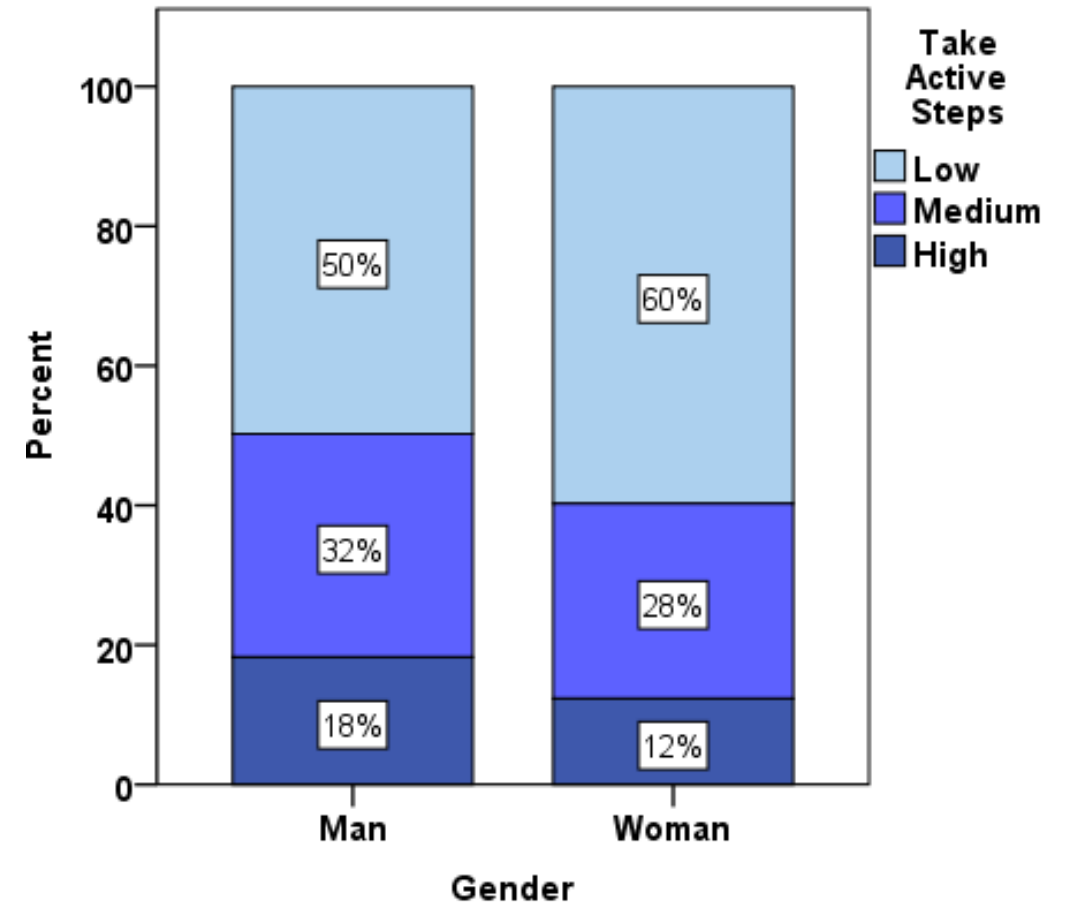


Career intentionality – Active job seeking

Level of taking active steps in job seek by age

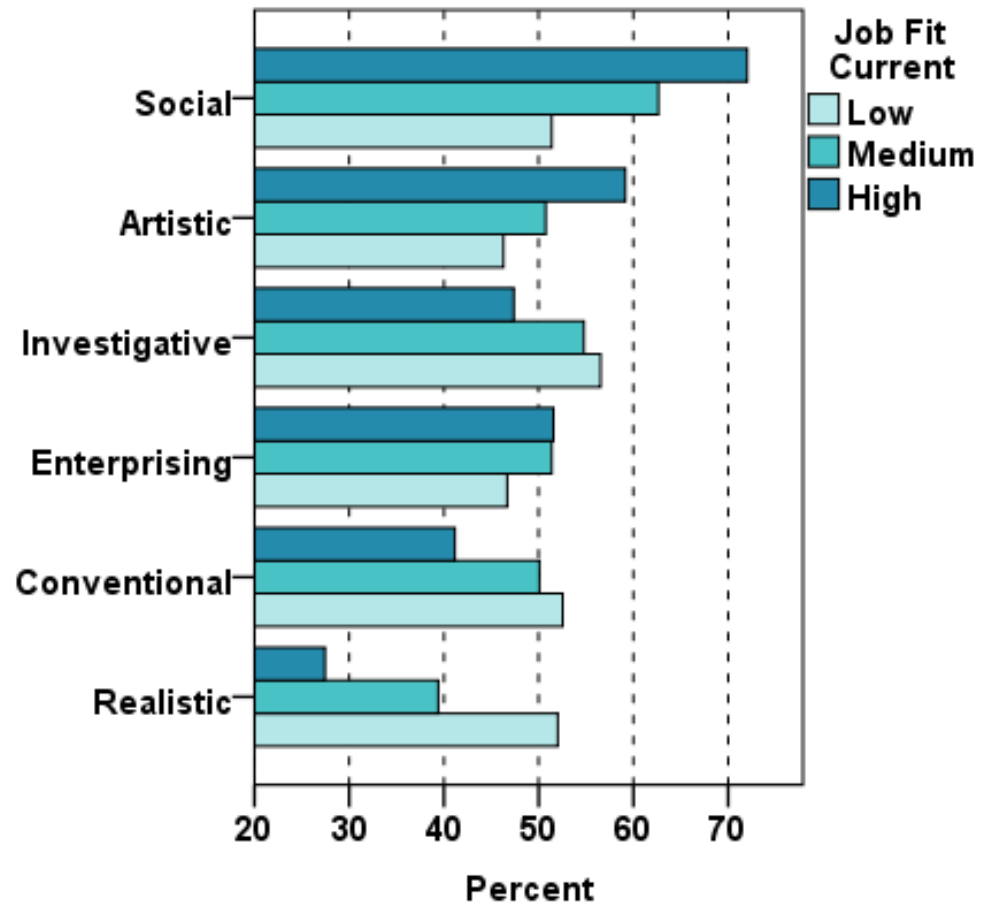


Level of taking active steps in job seek by gender

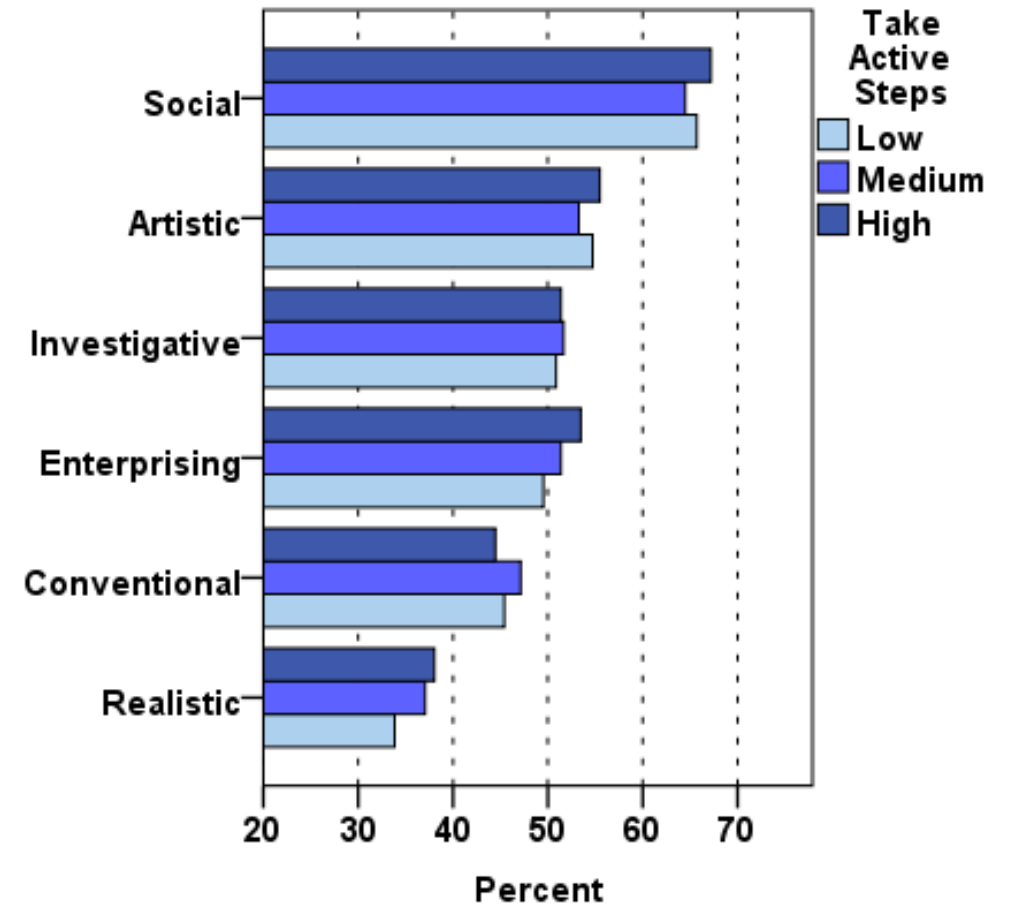


Relationships: Job fit and RIASEC, Job seek and RIASEC

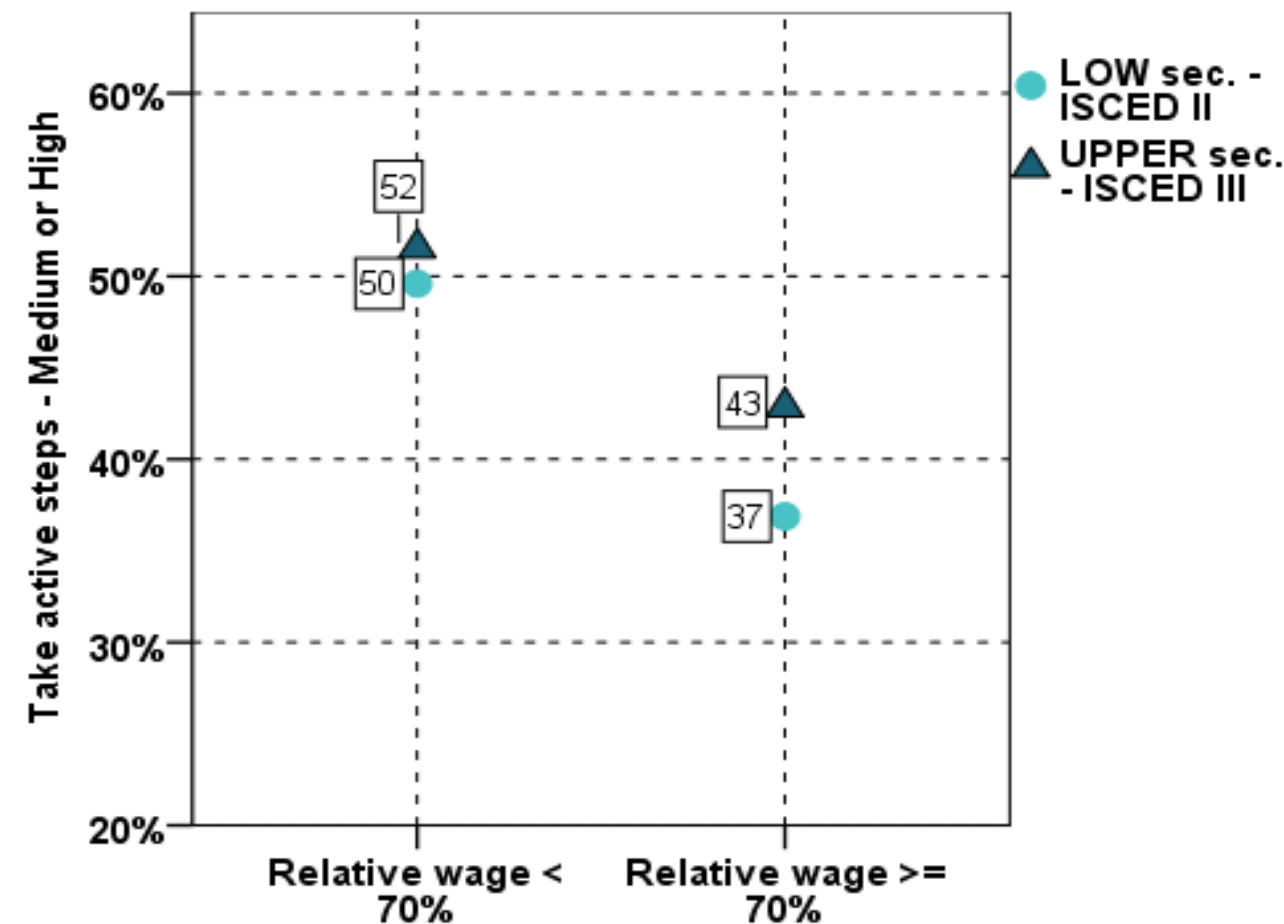
Job fit and RIASEC profiles (all teachers)



Job seek and RIASEC profiles (all teachers)



Active job seek and teacher's relative wage compared with wage of university educated people



Key findings and implications for policy makers in Slovakia

1.

Teacher's main personality characteristics were: **organization, self-discipline, assertiveness, collaboration and diligence (dim. Conscientiousness)** and less dominant were **friendliness (dim. Extroversion) stability (dim. Emotional Stability) inquisitiveness (dim. Openness to new experience)**.

Life long training and education of teachers should emphasize behavioral characteristics such as **inquisitiveness, creativity, intellectual orientation** especially in times of new digital era and online education as well as characteristics such as **emotional stability and generosity** (positive impact on teaching and students' achievement).

2.

The youngest teachers (up to 35 years of age) **didn't achieve significantly higher cognitive scores than older teachers** (no age acceleration)- necessity to strengthen the cognitive skills during preparation of new teachers.

It is important to make teaching profession and status of teachers in Slovakia more attractive so we can have the best possible students in teaching profession and then have good dedicated young teachers.

3.

Active steps in job seeking were taken predominantly by young teachers and males.

Higher activity in seeking new job was linked with men, young teachers and also those with Realistic and Enterprising profiles (least preferred by our teachers).

Teachers with higher job fit showed lower level of active job seeking. Only half of teachers had high job fit.

It is important for management of schools to create environment, conditions where teachers feel satisfied and appreciated, which is associated with further professional development and training.

Wage was also linked with active steps of seeking new job. In districts where wage of teachers was significantly lower than average wage of people with university education, teachers sought for new jobs more actively. To reduce fluctuation it would be helpful to adjust wages of teachers to a comparable level of average wages of people with university education.

4.

It is important to attract more men in teaching profession, as it was also indicated in international survey of teachers such as TALIS

Men manifested lower job fit and higher level of active job seeking. In comparison with women teachers, **men showed higher preference to inquisitiveness, intellectuality and stability**. They also **more inclined to technical skills**. manual work with material (Realistic profile). **Having more men as teachers can more motivate students for technical, scientific areas of studies (STEM subjects).**

Thank you for your attention

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