

MOHOK

Teachers in Slovakia - personality, competencies and status from OECD surveys - PIAAC, TALIS

MONITOROVANIE A HODNOTENIE ÚROVNE KLÚČOVÝCH
KOMPETENCIÍ DOSPELÝCH (MOHOK)



Tento projekt je spolufinancovaný Európskou úniou v rámci Programu Slovensko



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Teachers in Slovakia - the aim

We would like to provide insight into cognitive and social and emotional skills of teachers in comparison with tertiary educated adults in Slovakia, because position and status of teachers is the lowest among European countries.

- We examine lower & upper secondary teachers' cognitive skills- LIT, NUM in Slovakia in comparison with tertiary educated adults.
- We explore the influence of BIG V, LIT, training on life and job satisfaction
- We add European teachers' status and salary (TALIS) to provide complex view on teachers in Slovakia

Findings about Slovak teachers can provide base for policymakers to improve the position, status and training of teachers and improve education in Slovakia



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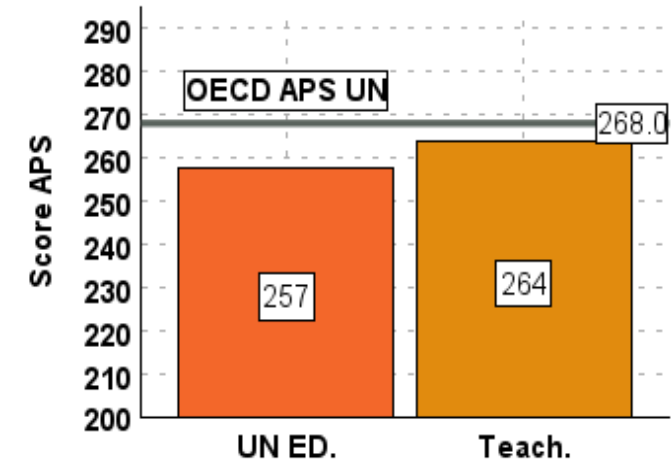
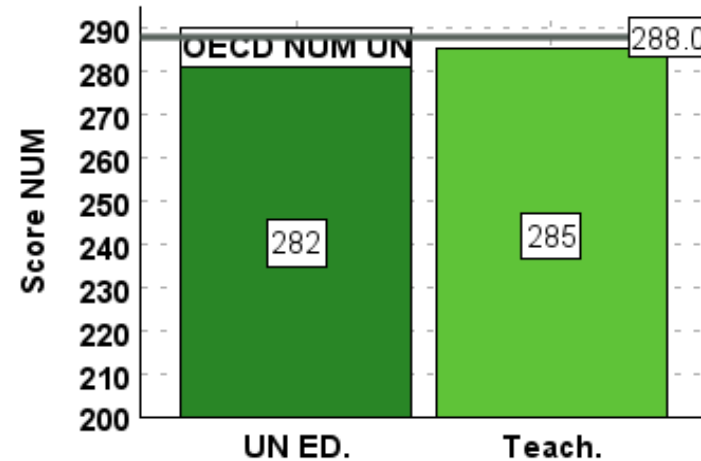
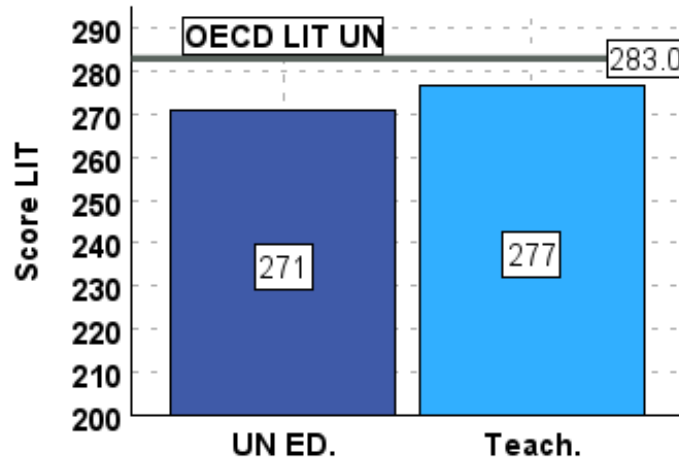
Sample

- We used **SVK PIAAC oversample of tertiary educated teachers, PIAAC 2023 data of tertiary educated adults** and **data from TALIS**.
- Slovak teachers (N=1049, ISCED II a ISCED III) and university-educated adults (N=989) aged 23-65 with a tertiary degree (ISCED 6,7,8).
- Teachers represented 41 648 of people, from which 55% were primary school teachers and 45% secondary school teachers.

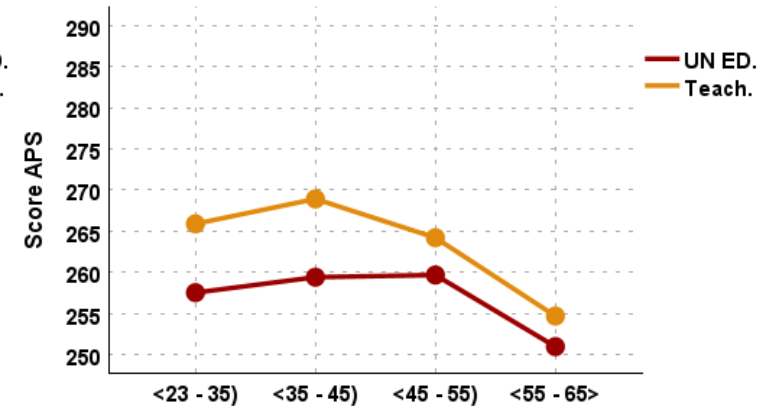
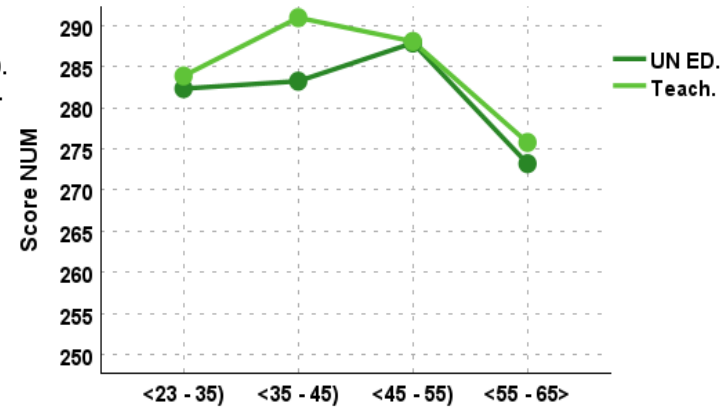
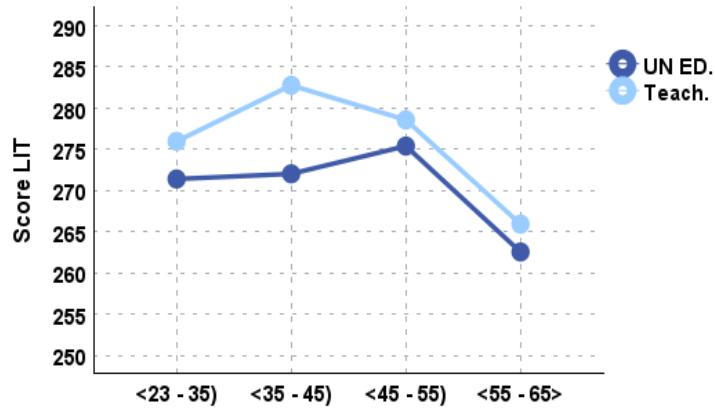
Gender	Teachers (N)	% Teachers	Tertiary educated (N)	% Tertiary educated
Male	10 878	26%	360 073	47%
Female	30 770	74%	411 760	53%
Sum	41 648	100%	771 833	100%

Age groups	Teachers (N)	% Teachers	Tertiary educated (N)	% Tertiary educated
1 <23 - 35)	6 773	16%	223 241	29%
2 <35 - 45)	12 664	30%	229 739	29%
3 <45 - 55)	12 889	31%	183 263	24%
4 <55 - 65>	9 322	22%	135 591	18%
Sum	41 648	100%	771 833	100%

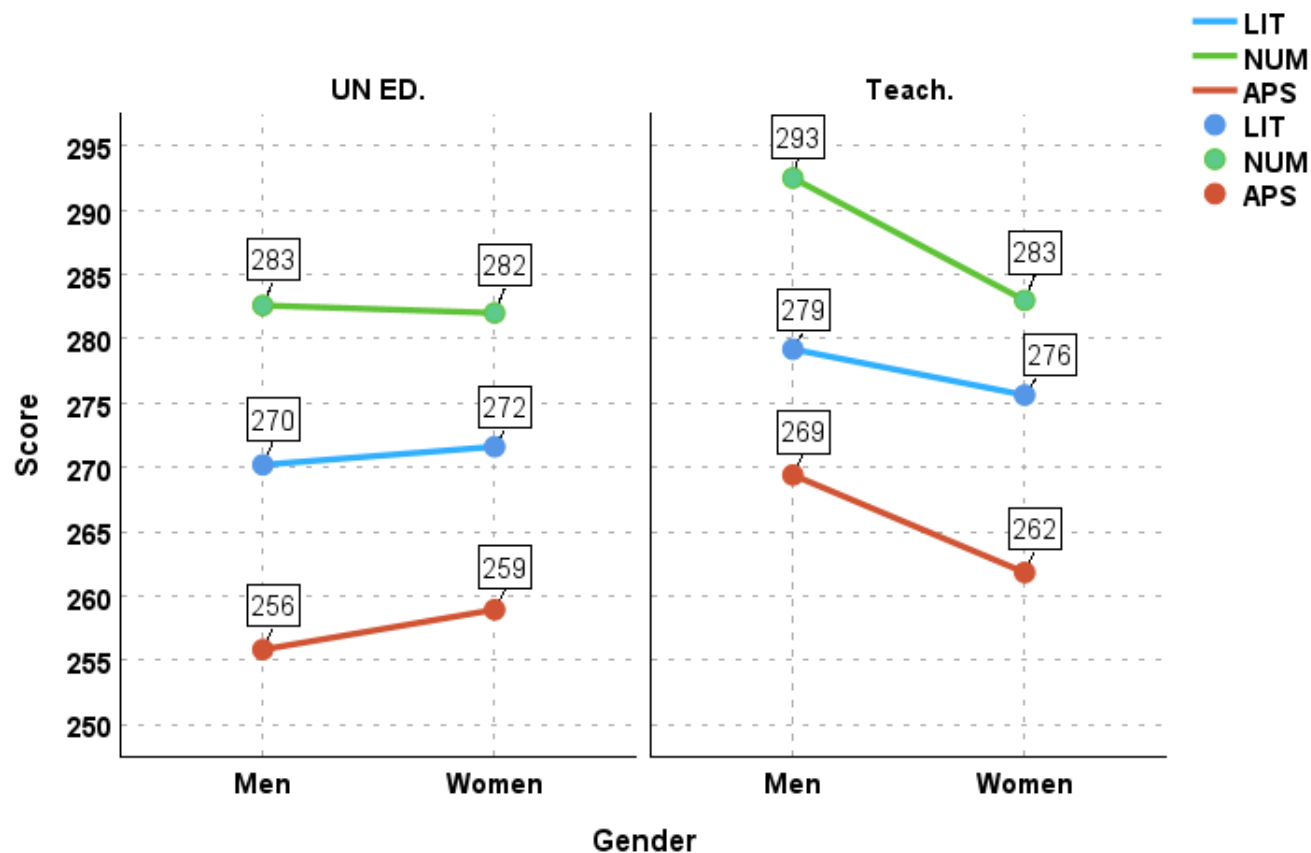
Average proficiency in LIT, NUM & APS of SVK tertiary educated adults and teachers



Proficiency in LIT, NUM & APS by age groups

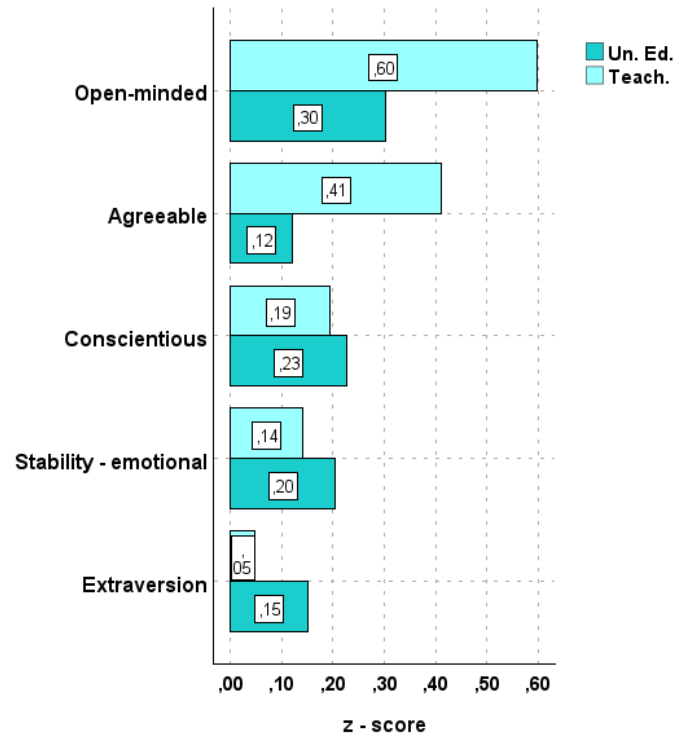


Gender differences in LIT, NUM & APS

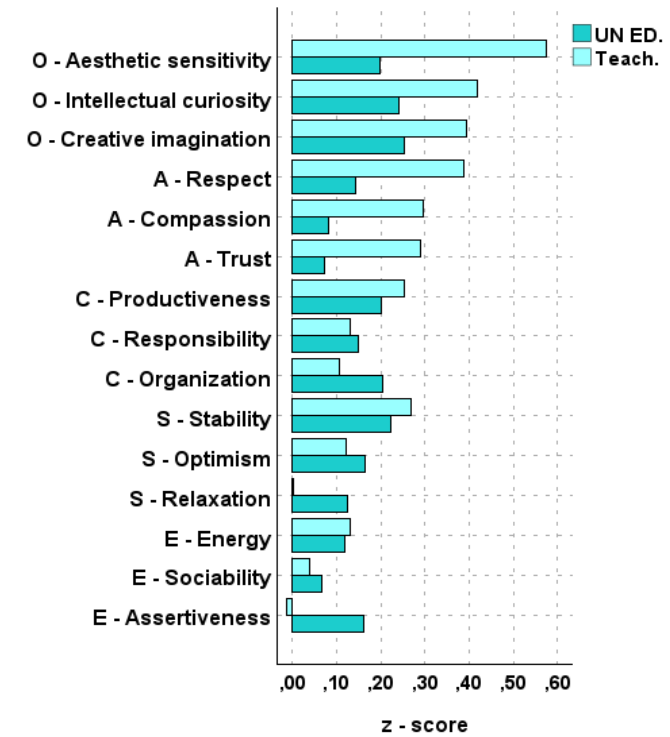


BIG V - Personality dimensions & traits

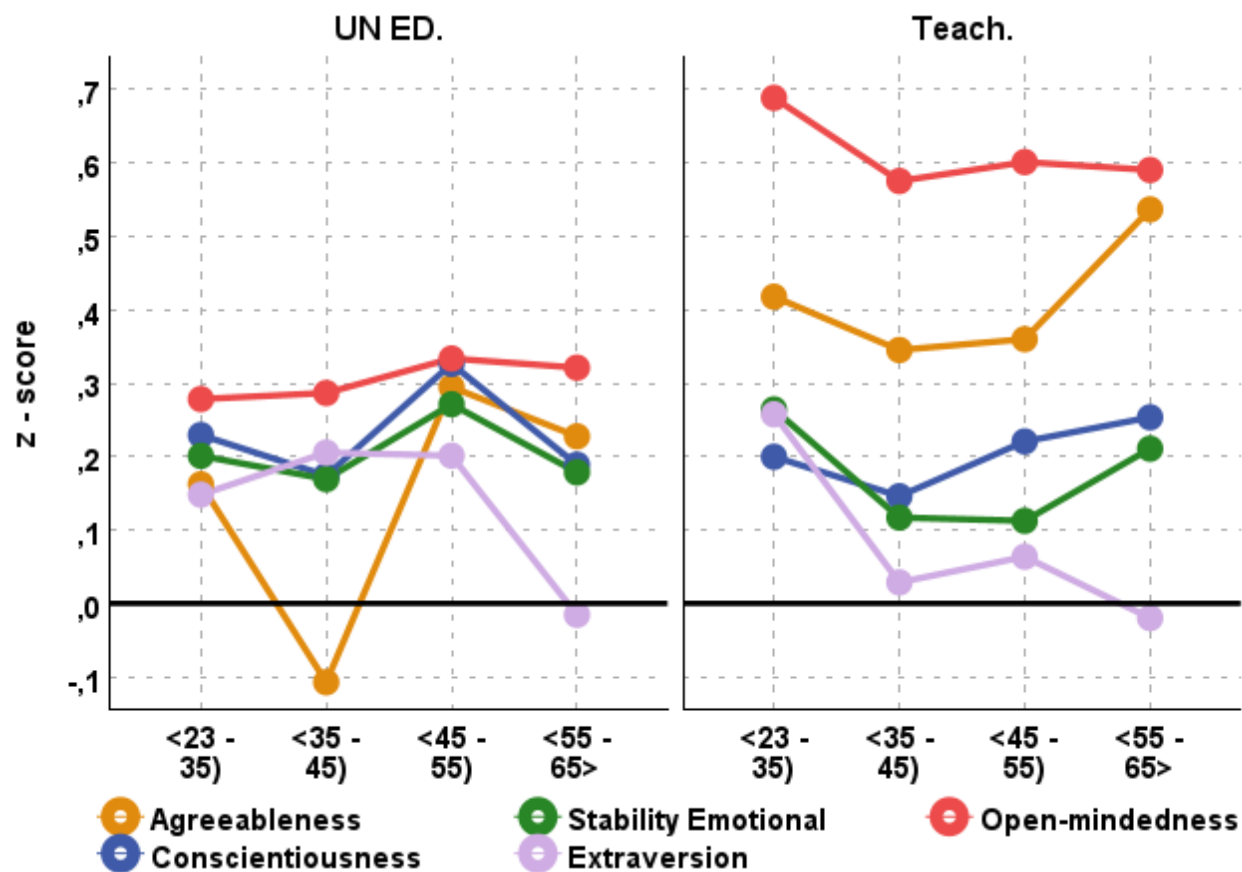
Personality dimensions



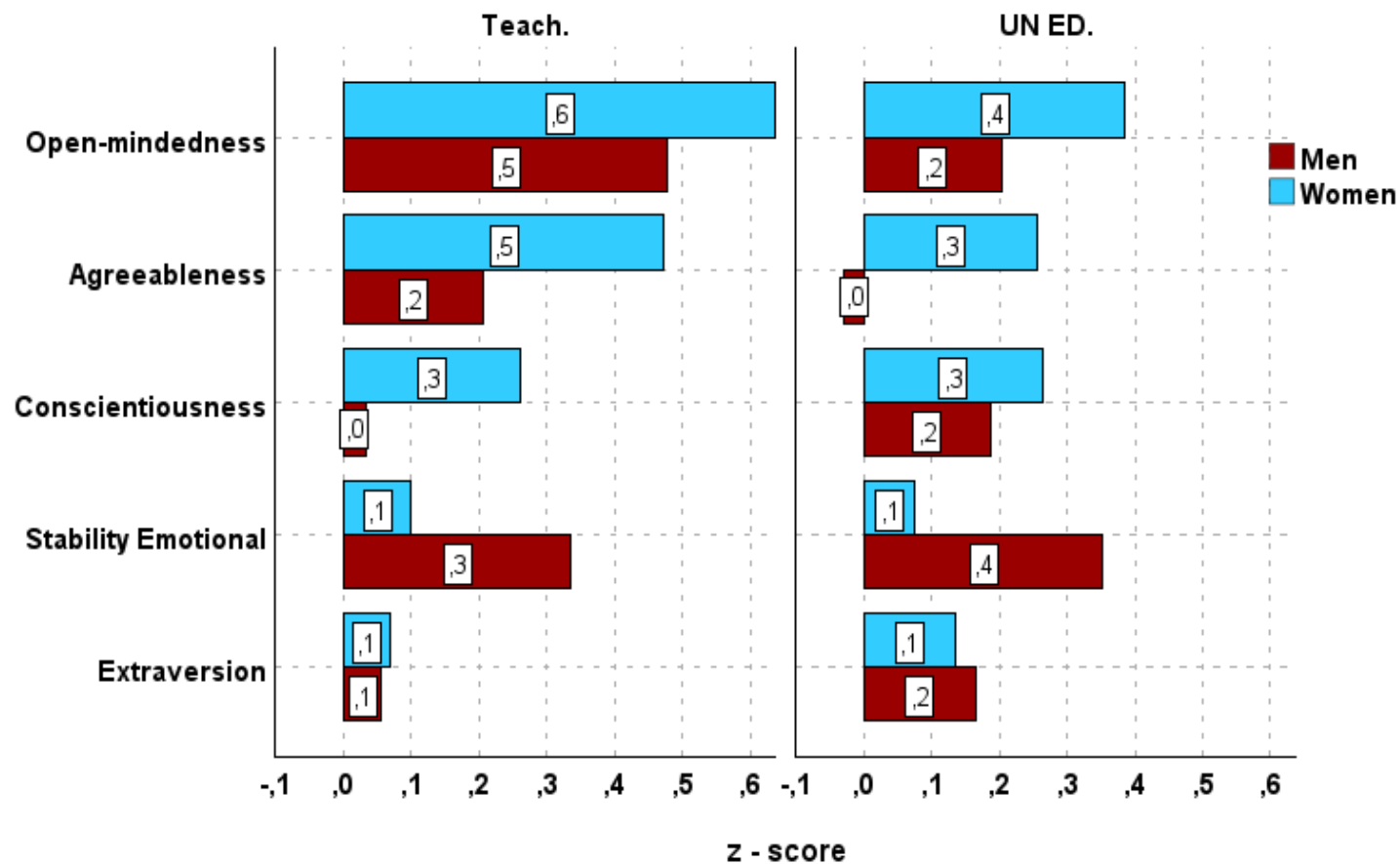
Personality traits



Personality dimensions by age

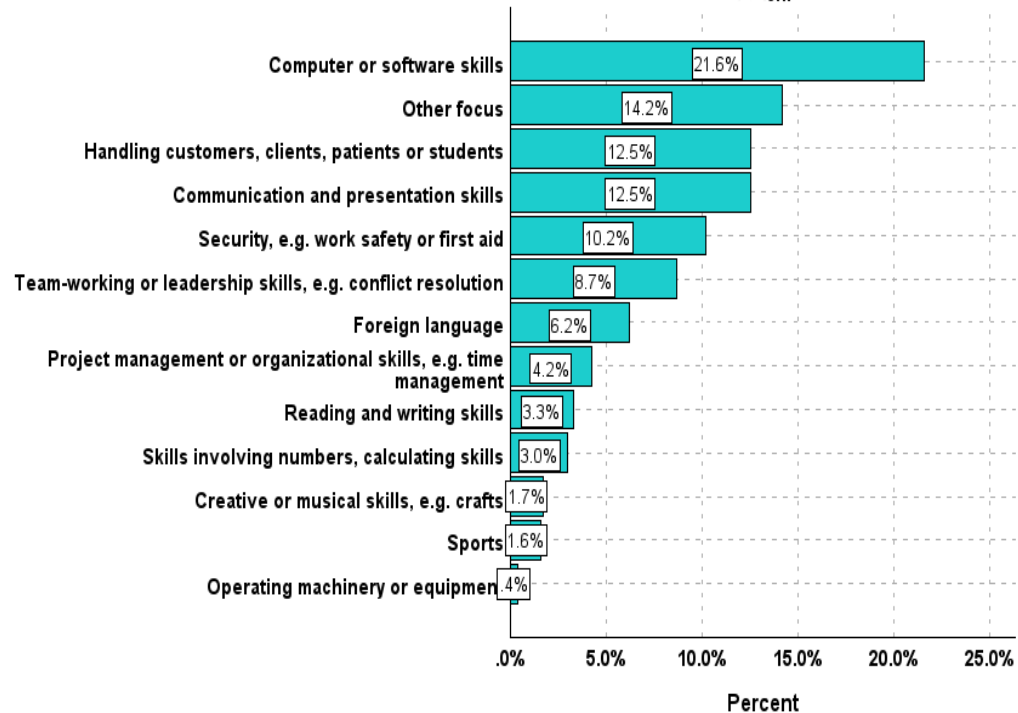


Personality dimensions by gender

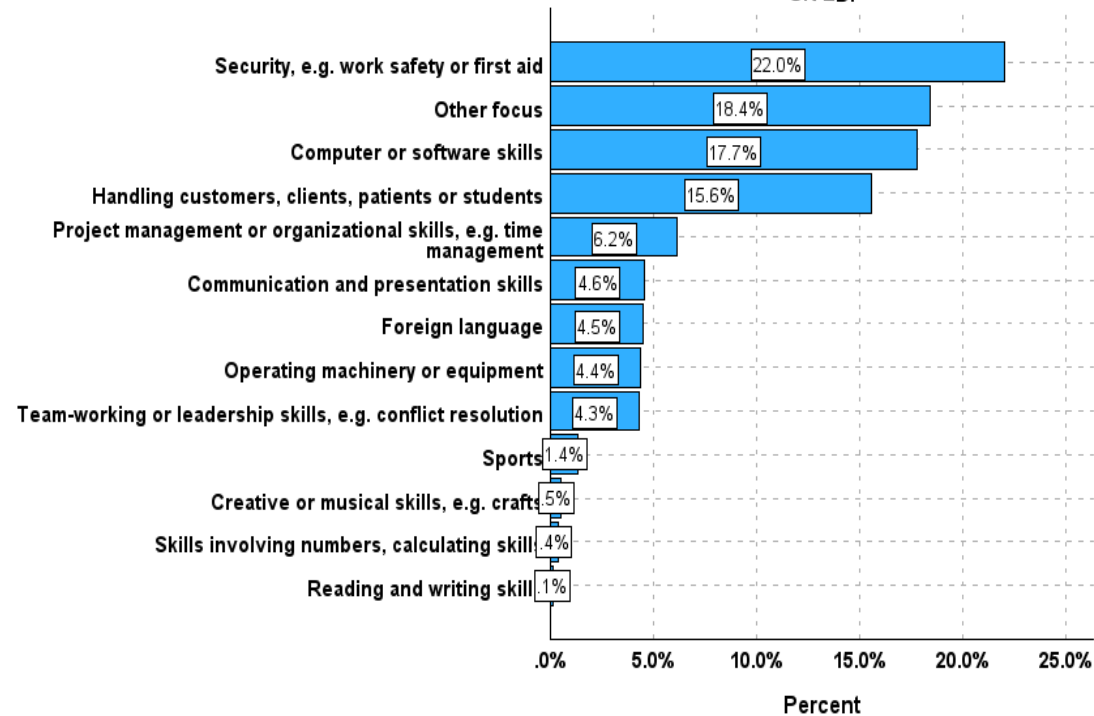


Participation in training (non-formal education)

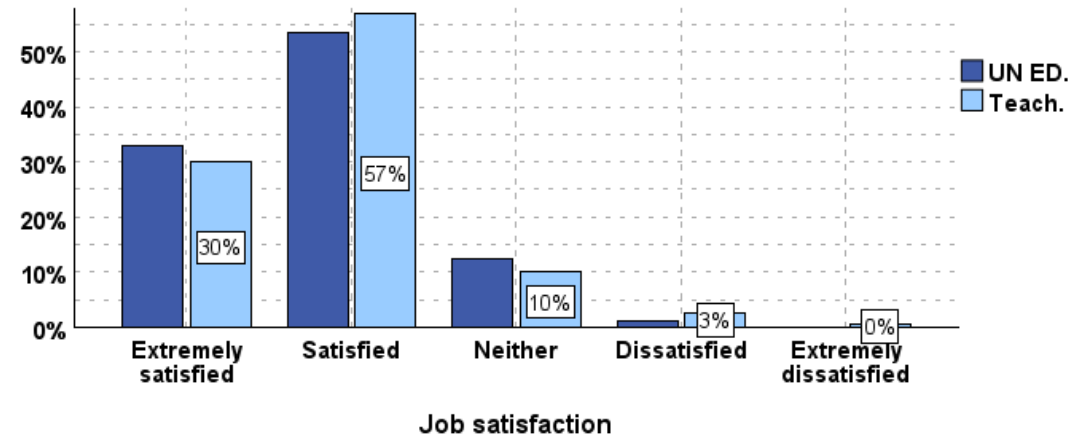
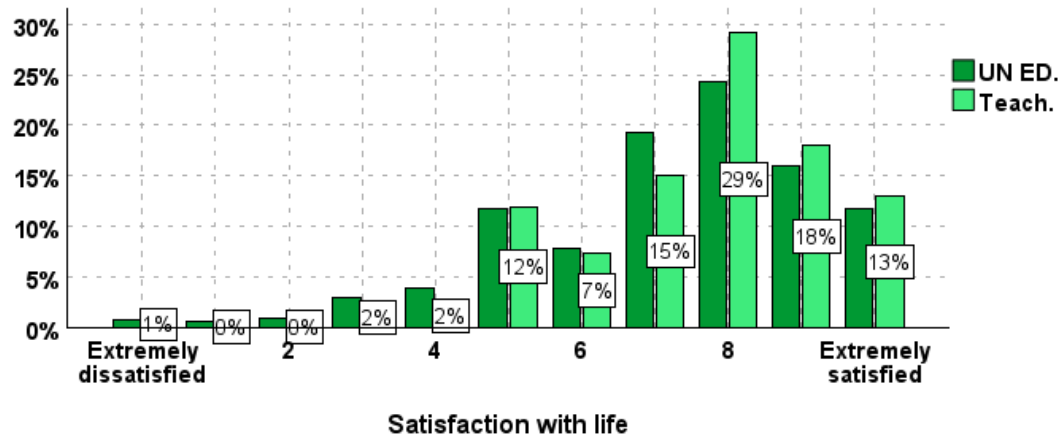
Teach.



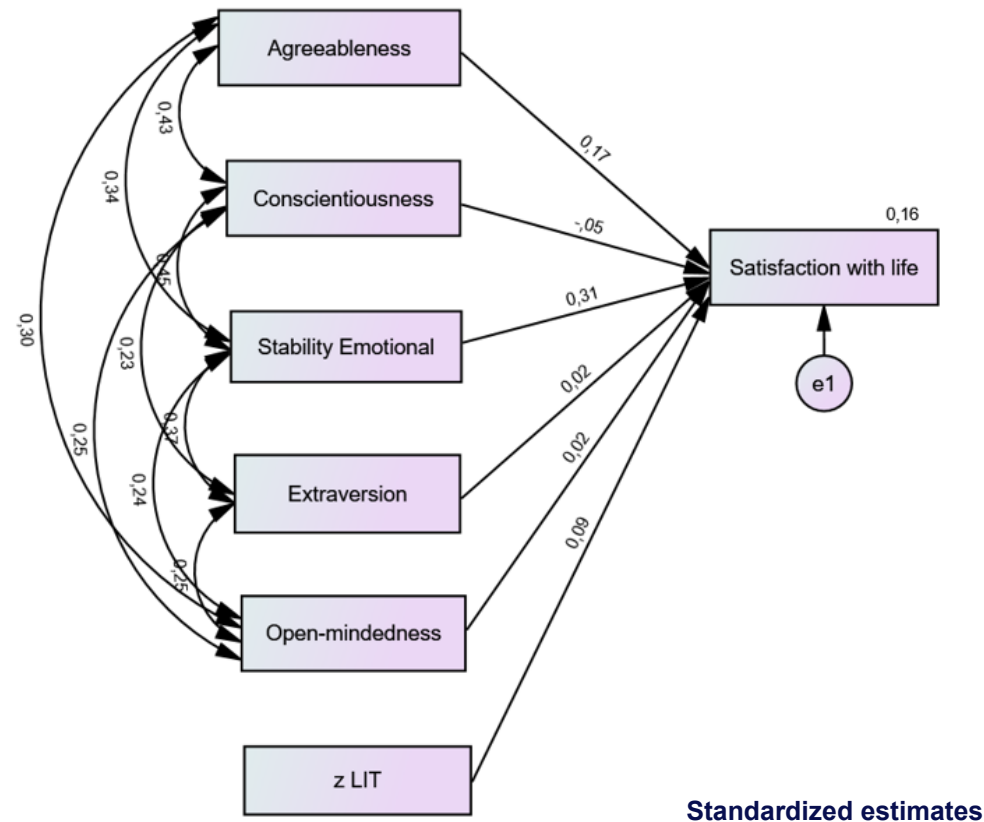
UN ED.



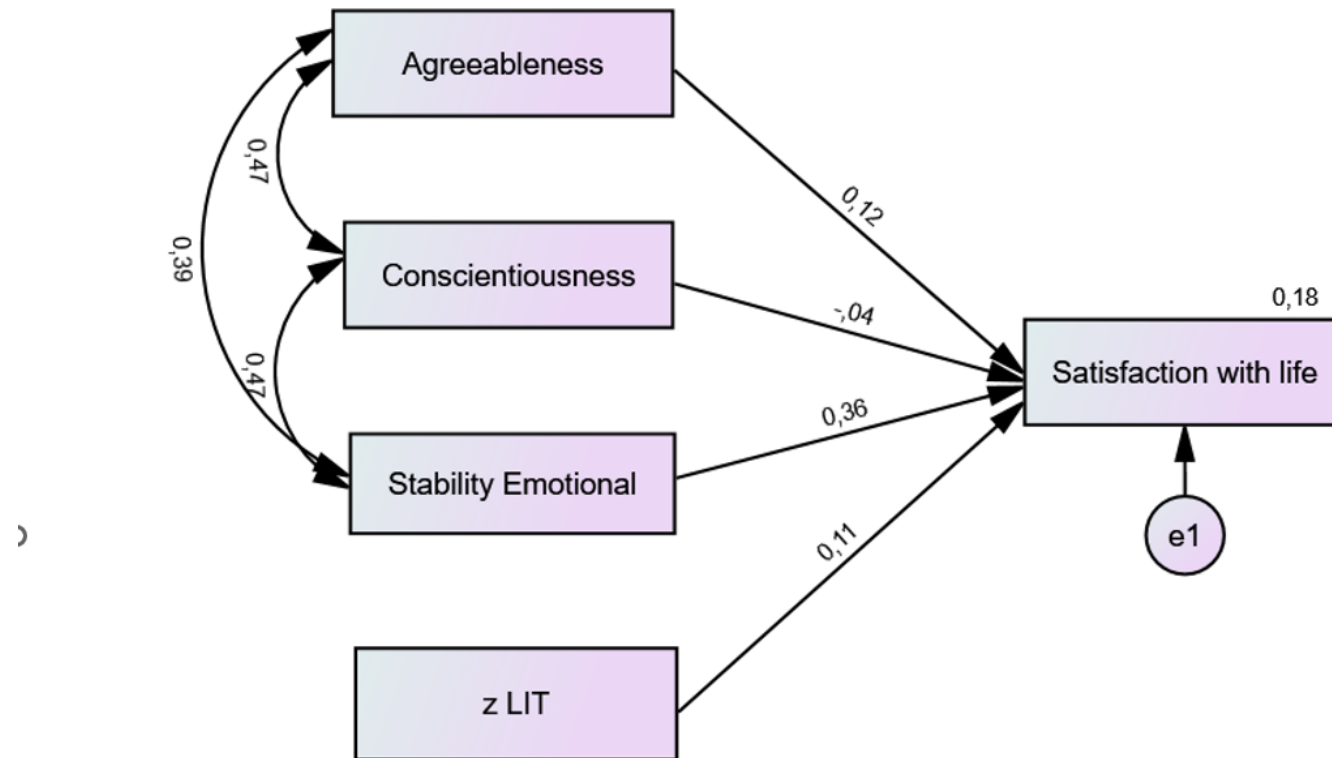
Life & Job satisfaction



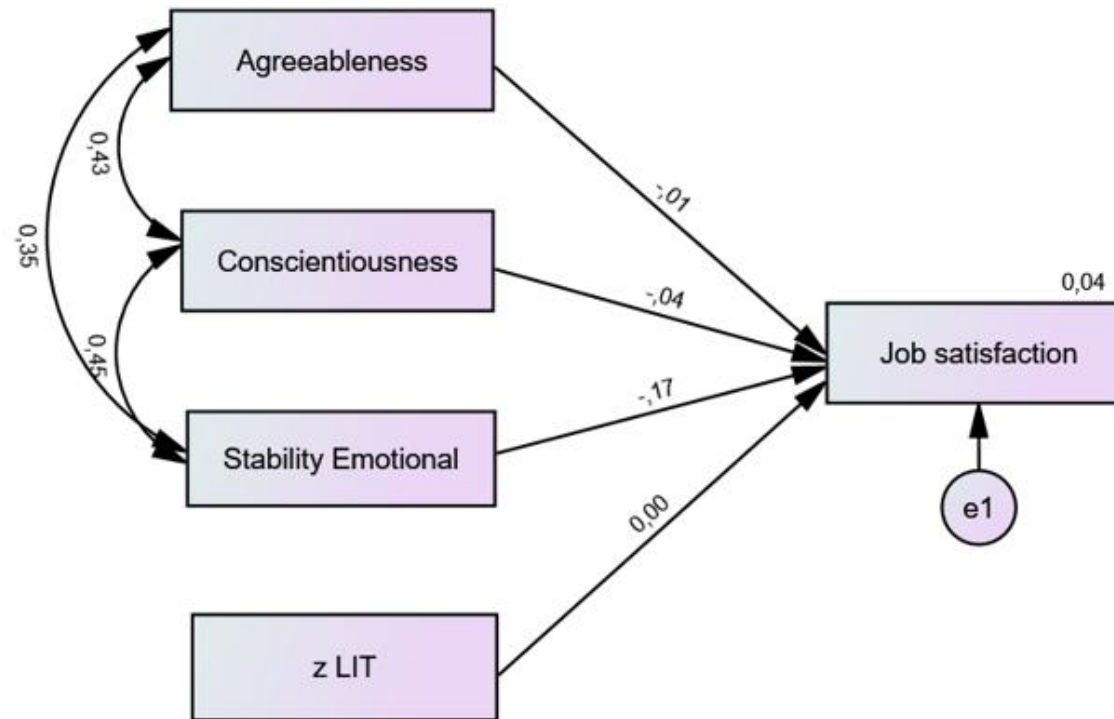
1. Model Teachers – Life satisfaction, BIG V, LIT



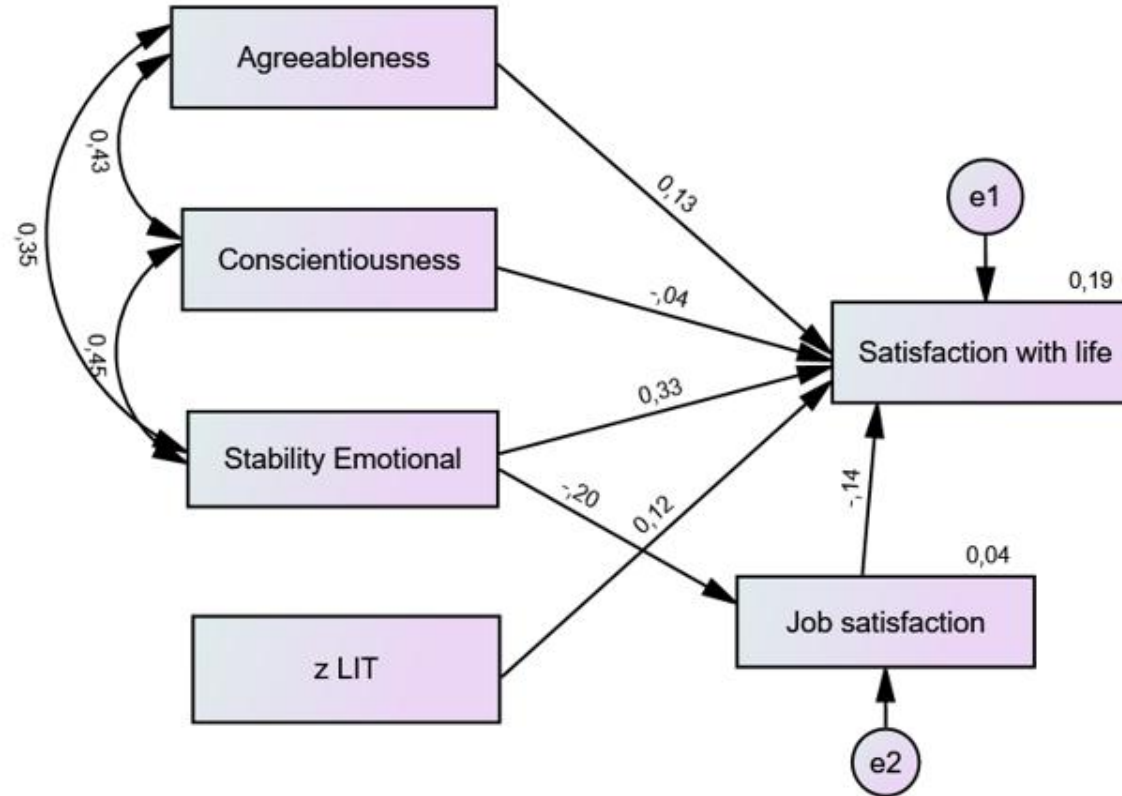
2. Model Teachers – Life satisfaction, BIG V, LIT



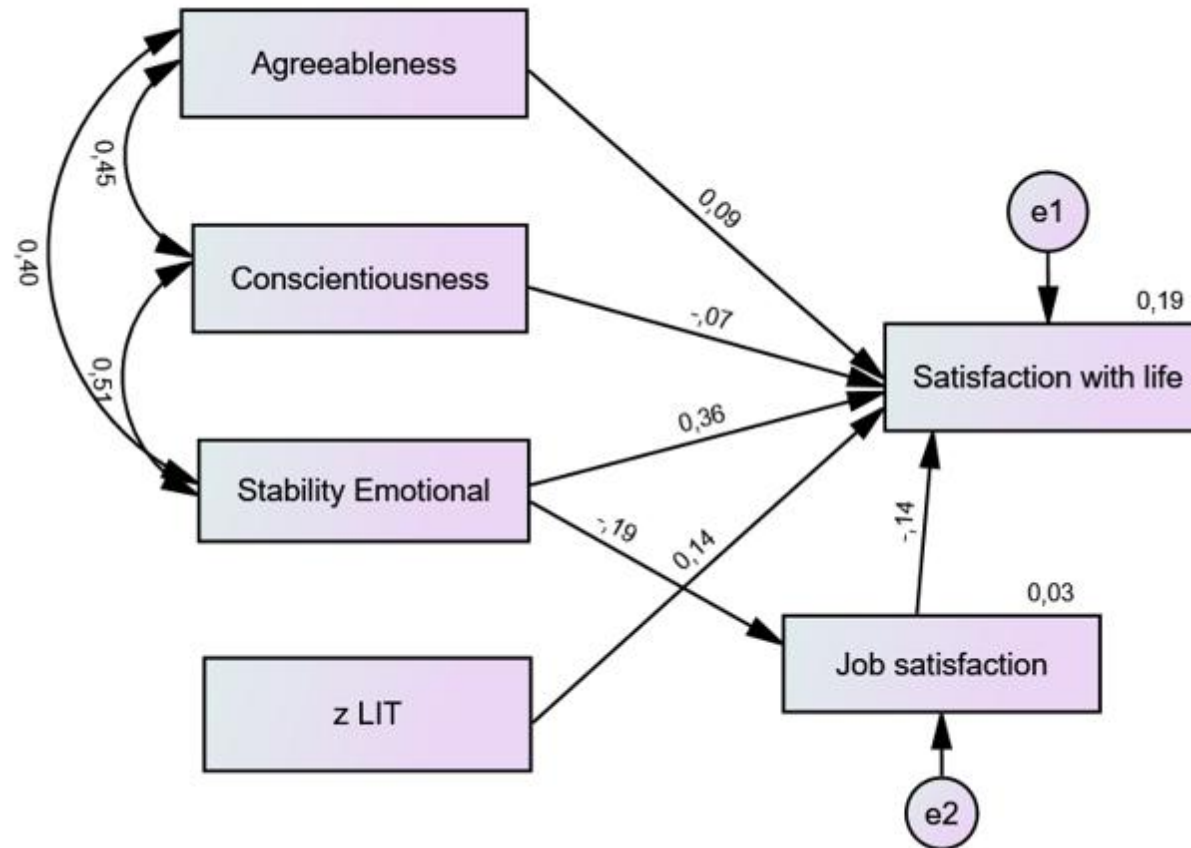
3. Model Teachers – Job satisfaction, BIG V, LIT



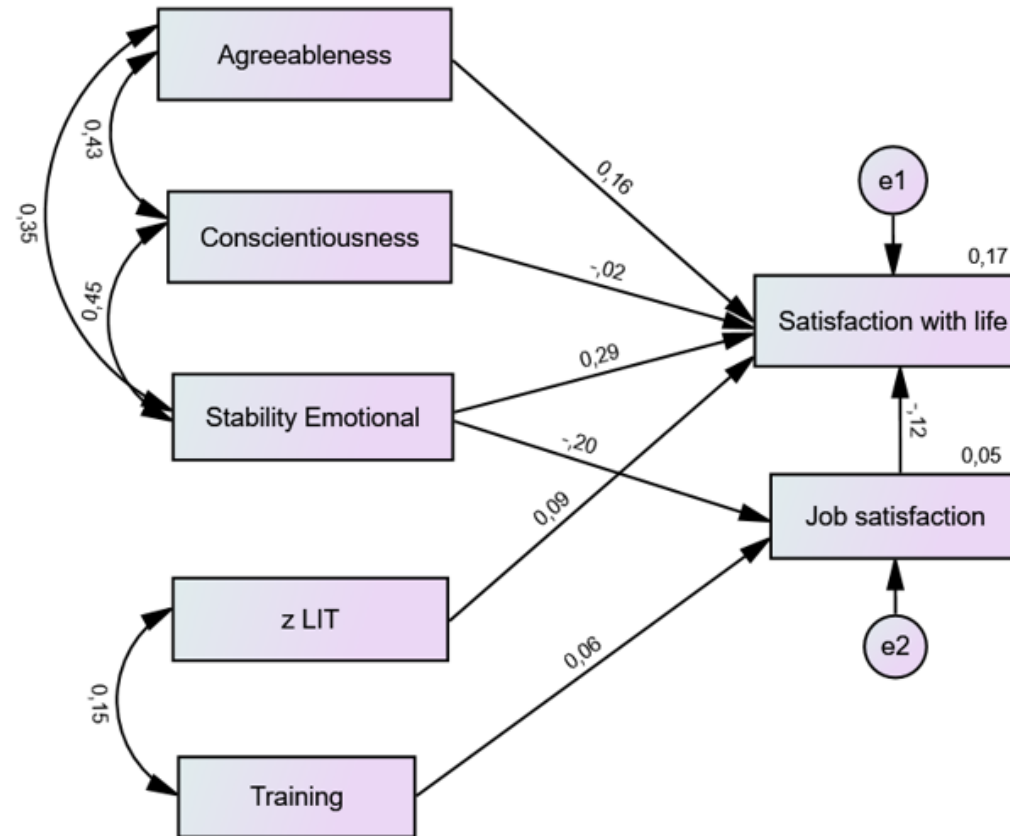
4a. Model Teachers – Life & Job satisfaction, BIG V, LIT



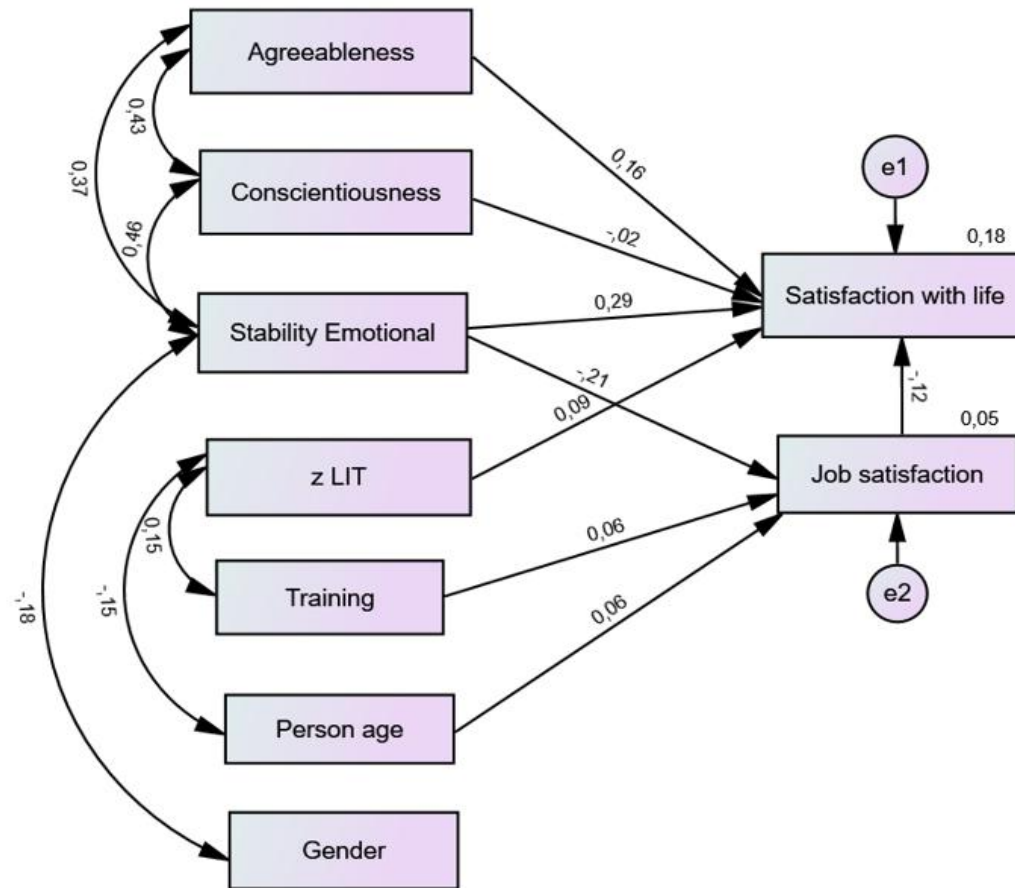
4b.Model UN ED – Life & Job satisfaction, BIG V, LIT



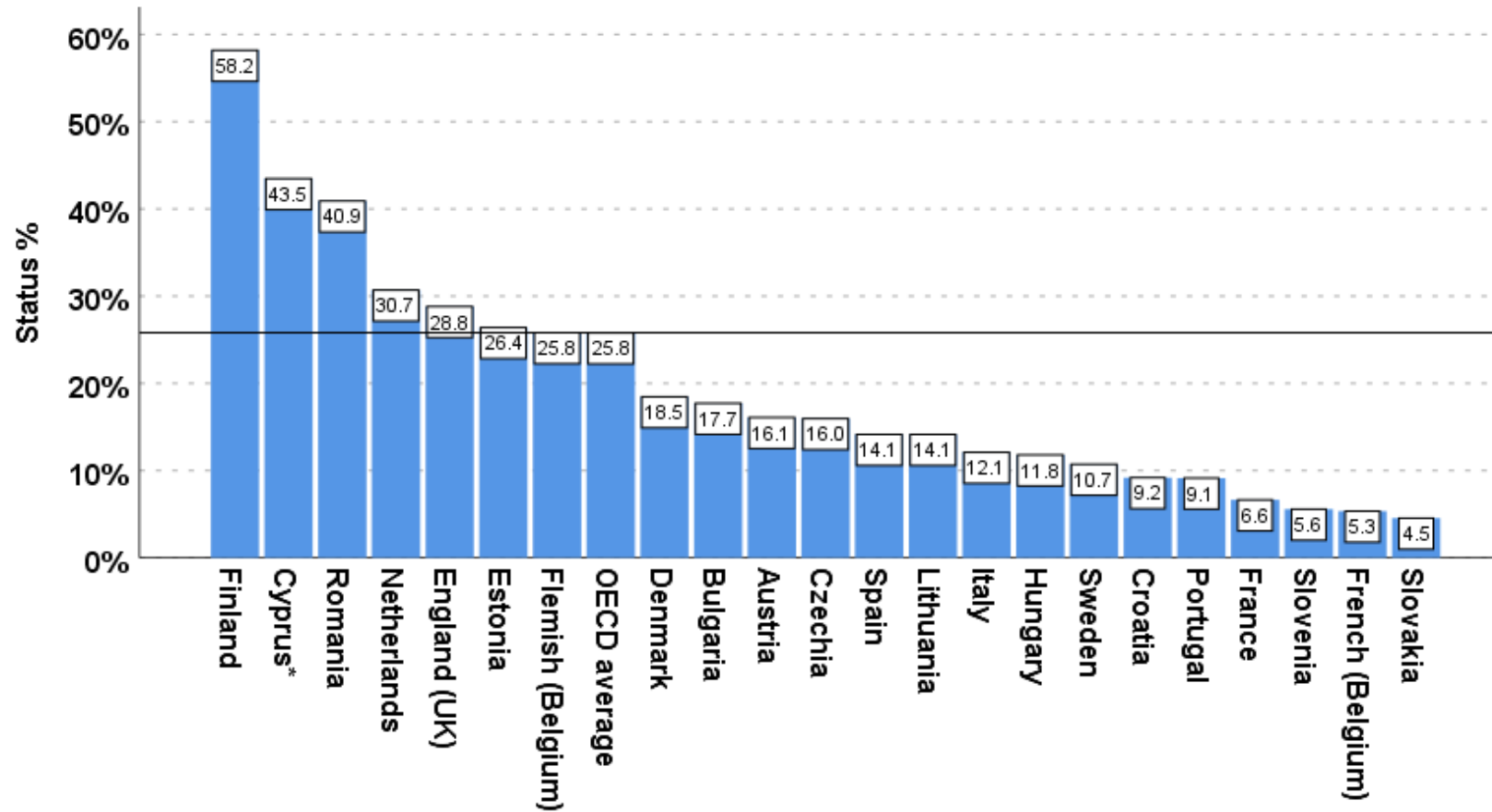
5. Model Teachers – Life & Job satisfaction, BIG V, LIT, Training



6. Model Teachers – Life & Job satisfaction, BIG V, LIT, Training, Age, Gender



Teacher's status



Source TALIS OECD 2018, Lower secondary teachers



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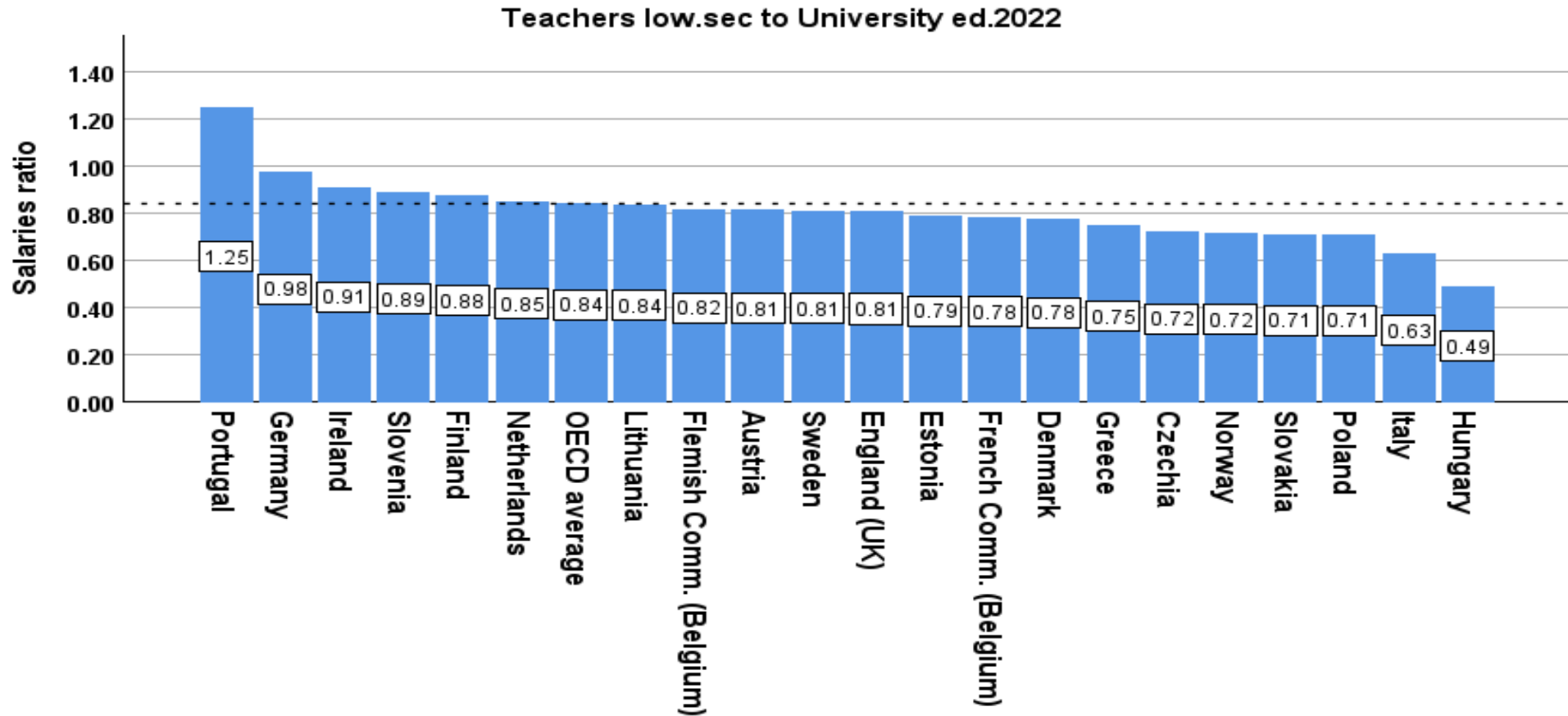


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Teacher's salaries in comparison with UN ED



Education at a Glance 2024: OECD table D3.2a



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Recommendations to support Slovak teachers

- **Support and strengthen cognitive and social emotional skills in teachers' tertiary and further education.**

Teachers achieved comparable cognitive results to Slovak tertiary educated, but lower scores than the average tertiary educated people across OECD. The youngest teachers didn't achieve higher scores than the older teachers (up to 55 years).

- **Increase the proportion of male teachers** - Male teachers achieved higher scores than female in NUM and from personality dimensions they had higher level of emotional stability than female.
- Support and develop teachers' personality dimensions - **the focus should be on developing of emotional stability** which was the strongest predictor of life and job satisfaction.
- **Reinforce the attractiveness of teachers' occupation– which can increase the engagement of youngest teachers.** Young teachers had higher extraversion (energy, assertiveness, sociability) and openness than older teachers
- **Increase the teachers' wages to the ratio of university educated people.**
- **Increase social status of teachers** (TALIS-2018 average appreciation of teachers' job 31%, SR 4%).



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