RESULTS FROM TALIS 2018: VOLUME II

The OECD Teaching and Learning International Survey (TALIS) is an international, large-scale survey of teachers, school leaders and the learning environment in schools. This note presents findings based on the reports of lower secondary teachers and their school leaders in mainstream public and private schools.

Saudi Arabia

I.   What teachers and school leaders say about their jobs

- The status of the teaching profession can be an important factor for recruiting and retaining teachers. To get a sense of the perceived status of the teaching profession, TALIS 2018 asked teachers whether the teaching profession is valued in society. In Saudi Arabia, 52% of teachers "agree" or "strongly agree" with the statement that their profession is valued in society, which is higher than the average across OECD countries and economies participating in TALIS (26%).

Figure 1. Teachers' and school leaders' satisfaction with their jobs

Results based on responses of lower secondary teachers and principals
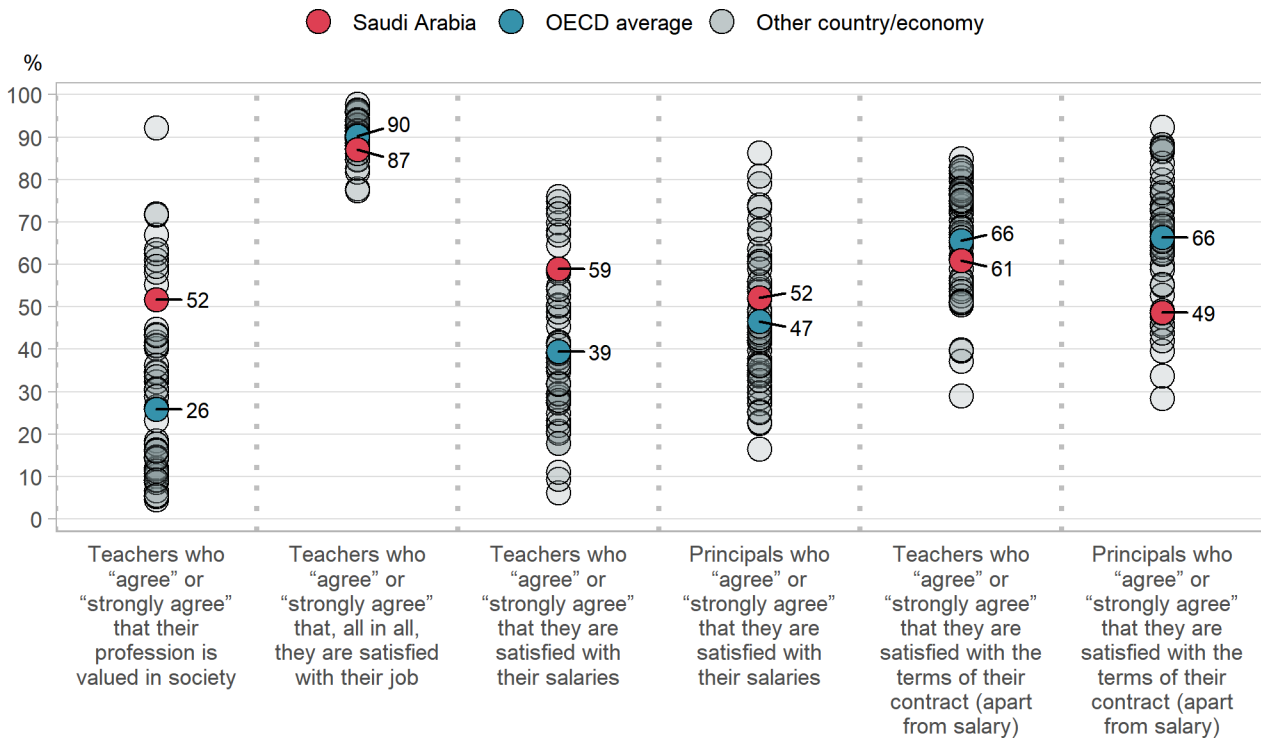
Note: Only countries and economies with available data are shown.
Source: OECD, TALIS 2018 Database, Tables II.2.1, II.2.16, II.3.56, II.3.65, II.3.59 and II.3.66.

- Between 2013 and 2018, the percentage of teachers reporting that the profession is valued in society has increased in almost half of the countries and economies with available data.

- TALIS defines job satisfaction as the sense of fulfilment and gratification that teachers get from their work. Job satisfaction may have a positive association with teachers' attitudes towards their work and with their performance. In Saudi Arabia, 87% of teachers report that, all in all, they are satisfied with their job (OECD average 90%). Moreover, 61% of teachers are satisfied with the terms of their teaching contract (apart from salary) (OECD average 66%). In Saudi Arabia 59% of teachers report being satisfied with their salaries, which is higher than the OECD average (39%).

- In Saudi Arabia, 92% of school leaders report that, all in all, they are satisfied with their job (OECD average 95%). Moreover, 49% of school leaders report being satisfied with the terms of their contract (apart from salary) (OECD average 66%). In Saudi Arabia 52% of school leaders are satisfied with their salaries, which is statistically not significantly different from the OECD average (47%).

II. Working conditions, career mobility and risk of attrition

- What factors could be shaping teachers' satisfaction? As well as career stability, mobility and working conditions could be playing a large role in teachers' reported levels of satisfaction. Regarding career stability, commitments to increase the financial remuneration of teachers and principals and to secure it through permanent contracts can compete with the need to limit costs and ensure flexibility in government expenditure.

Figure 2. Teachers' working conditions, mobility and risk of attrition

Results based on responses of lower secondary teachers
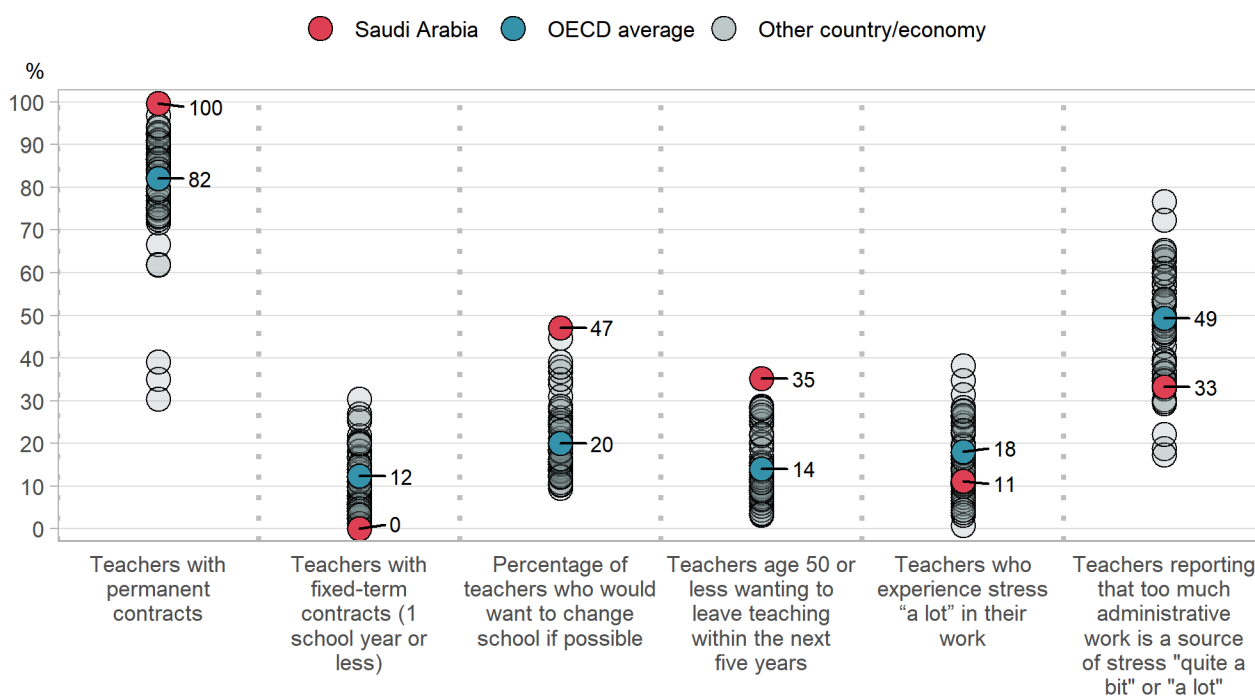
Note: Only countries and economies with available data are shown.
Source: OECD, TALIS 2018 Database, Tables II.3.1, II.2.16, II.2.63, II.2.36, and II.2.43.

- In Saudi Arabia, all teachers have a permanent contract (an ongoing contract with no fixed end-point before the age of retirement) (OECD average 82%). At the same time, a negligible percentage of

teachers in Saudi Arabia are employed on contracts of one year or less, which is lower than the average in the OECD countries and economies participating in TALIS (OECD average 12%).

- Regarding teacher mobility, in Saudi Arabia, 47% of teachers would like to change to another school if that were possible (OECD average 20%). On average across the OECD, teachers who would like to change to another school are less satisfied with the profession, did not pick teaching as a first-choice career and are slightly younger and less experienced in their current school than other teachers. They are also more likely to work full-time and to report teaching in a target class with a slightly higher concentration of disadvantaged students, low academic achievers and students with behavioural problems.

- Attrition is another factor related to teachers' mobility. Attrition among teachers may affect student achievement by having a negative impact on the school climate and on implementation of the curriculum. Attrition can also lead to significant financial costs for educational systems brought by the need to replace qualified teachers in affected schools. As a proxy measure for the risk of attrition, TALIS uses the intention of teachers to remain in teaching. In Saudi Arabia, 35% of teachers report that they would like to leave teaching within the next five years (OECD average 25%). Furthermore, 35% of teachers age 50 or less in Saudi Arabia would like to leave teaching in the next five years, which is higher than the OECD average (14%).

- Acute stress at work can be associated with teachers' job satisfaction and their intention to continue teaching. Furthermore, stressful environments and situations may affect the practices and motivation of teachers and principals, and even student achievement. In Saudi Arabia, 11% of teachers report experiencing stress in their work "a lot", which is lower than the OECD average (18%).

- Almost half of the teachers in the OECD countries and economies participating in TALIS report that having too much administrative work is a source of stress they experience at work "quite a bit" or "a lot". In Saudi Arabia, the three most prevalent sources of stress teachers experience at work "quite a bit" or "a lot" are being held responsible for students' achievement, having too much marking and keeping up with changing requirements from local, municipal/regional, state or national/federal authorities. For principals, the three most prevalent sources of stress are being held responsible for students' achievement, having too much administrative work to do and maintaining school discipline.

- On average across the OECD countries and economies in TALIS, teachers who report experiencing stress in their work "a lot" are twice as likely as colleagues with lower levels of stress to report that they will stop working as teachers in the next five years. In Saudi Arabia, teachers who report experiencing stress at their work "a lot" are equally more likely to want to leave teaching in the next five years.

III. Supporting professional autonomy, collegiality and collaboration

- TALIS shows promising directions to take to make the job of teachers more rewarding and fulfilling. Teachers' autonomy is an important factor for promoting experimentation in the classroom. In Saudi Arabia, 92% of teachers report having control over determining course content in their class, compared to 84% on average across the OECD countries and economies participating in TALIS. In Saudi Arabia, teachers reporting higher levels of control over their class are more likely to report working in innovative school environments.

- Opportunities for teachers to have a voice in developing the school vision and goals are an integral component of teacher leadership. In Saudi Arabia, 0% of principals report that their teachers have significant responsibility for the majority of the tasks related to school policies, curriculum and instruction, which is lower than the OECD average (42%).

Figure 3. Autonomy, collegiality and collaboration

Results based on responses of lower secondary teachers and principals
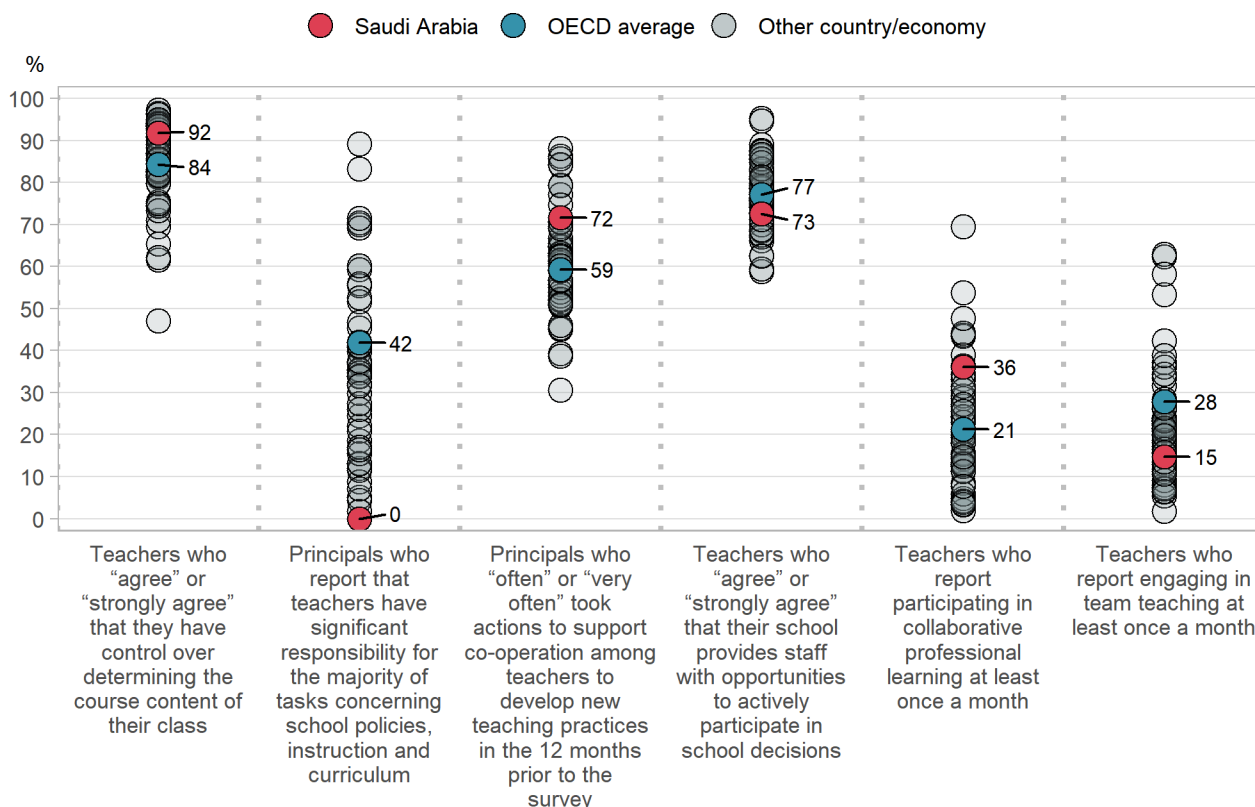
Legend: ● Saudi Arabia ● OECD average ○ Other country/economy

Note: Only countries and economies with available data are shown.
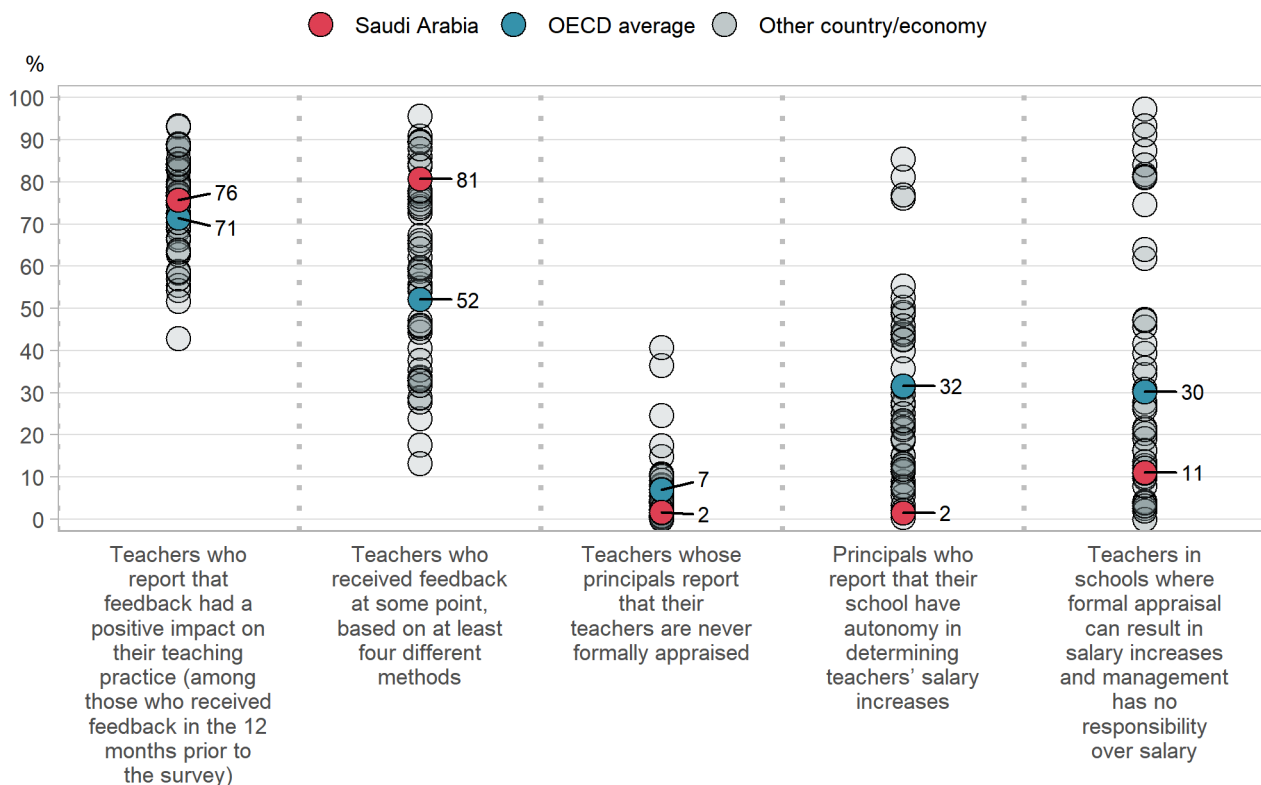Source: OECD, TALIS 2018 Database, Tables II.5.32, II.5.31, II.5.12, II.4.24 and II.4.1.

- Innovation in schools requires the support of peers and the guidance of school leaders. In Saudi Arabia, 82% of teachers say that they work in a collaborative school culture characterised by mutual support (OECD average 81%). Furthermore, 72% of principals in Saudi Arabia took actions on a regular basis to support co-operation among teachers to develop new teaching practices in the 12 months prior to the survey, which is higher than the OECD average (59%).

- School leaders can foster collegial and participative working environments. In Saudi Arabia, 73% of teachers report that their school provides staff with opportunities to actively participate in school decisions (OECD average 77%). On average across the OECD, teachers reporting that their school provides staff with opportunities to actively participate in school decisions tend to engage more often in some forms of collaboration.

- Professional collaboration can become a solid foundation for innovative and effective practices. On average across the OECD, teachers who engage in professional collaboration, which involves a higher degree of interdependence among teachers, also tend to report more frequent use of effective teaching practices such as cognitive activation. However, professional collaboration is not a frequent practice across the OECD countries and economies participating in TALIS. In Saudi Arabia, 36% of teachers report participating in collaborative professional learning at least once a month (OECD average 21%) and 15% engage in team teaching with the same frequency (OECD average 28%).

IV. Making the most of feedback and appraisal systems

- Teacher feedback is an important lever for improving teaching quality, since it aims to improve teachers' understanding of their methods and practices. Feedback can improve teachers' effectiveness by both recognising teachers' strengths and addressing weaknesses in their pedagogical practices. In Saudi Arabia, 6% of teachers report that they have never received feedback in their schools (OECD average 10%). On average across the OECD, the forms of feedback most commonly used are based on classroom observations and students' school-based and classroom-based results. In Saudi Arabia the forms of feedback most commonly used are based on observation of the teacher's classroom teaching, assessment of the teacher's content knowledge and school-based and classroom-based results.

- In Saudi Arabia, 76% of teachers who received feedback in the 12 months prior to the survey report that it had a positive impact on their teaching practice (OECD average 71%). In all countries and economies participating in TALIS, including Saudi Arabia, teachers who report receiving feedback based on multiple methods are more likely to find that the feedback they received had a positive impact on their teaching. Furthermore, 81% of teachers report having received feedback at some point, based on at least four different types of methods, which is higher than the OECD average (52%).

Figure 4. Feedback and appraisal

Results based on responses of lower secondary teachers and principals

Note: Only countries and economies with available data are shown.
Source: OECD, TALIS 2018 Database, Tables II.4.48, II.4.47, II.3.30, II.5.1 and II.3.48.

- Appraisal systems, used to formally evaluate teachers, encourage continuous improvement of their practice by providing opportunities to acknowledge and reward teachers for their efforts. In Saudi

Arabia, 2% of teachers are in schools where school principals report that their teachers are never formally appraised, which is lower than the OECD average (7%).

- For appraisal to be effective, it must lead to the right consequences. For example, consequences such as appointing a mentor to improve teaching or drafting a plan for professional development are well aligned with the formative function of appraisal. In Saudi Arabia, 98% of teachers work in schools where the elaboration of professional development or a training plan is a common occurrence after an assessment (OECD average of 90%), and 45% of teachers work in schools where the appointment of a mentor is a common occurrence after an assessment (OECD average of 71%).

- Based on principals' responses, in Saudi Arabia, 2% of schools have autonomy over determining salary increases or bonuses for teachers, which is lower than the OECD average (32%).

- In Saudi Arabia, in schools where management does not have autonomy over salaries, the proportion of teachers where appraisal can result in a salary increase or financial bonus is 11% (OECD average 30%).

V. Key features of TALIS 2018

TALIS uses questionnaires administered to teachers and their school principals to gather data. Its main goal is to generate internationally comparable information relevant to developing and implementing policies focused on school leaders, teachers and teaching, with an emphasis on those aspects that affect student learning.

First, TALIS helps policy makers to review and develop policies that promote the teaching profession and the best conditions for effective teaching and learning. Second, TALIS helps teachers, school leaders, and education stakeholders to reflect upon and discuss their practice and find ways to enhance it. Third, TALIS builds upon past research, while informing the future work of researchers.

- Nine main themes were selected for inclusion in the TALIS 2018 survey: teachers' instructional practices; school leadership; teachers' professional practices; teacher education and initial preparation; teacher feedback and development; school climate; job satisfaction; teacher human resource issues and stakeholder relations; and teacher self-efficacy. Two cross-cutting themes were added to this list: innovation; and equity and diversity.

- The international target population for TALIS is composed of lower secondary teachers and their school leaders in mainstream public and private schools. TALIS 2018 offered three additional options: 15 countries and economies also surveyed teachers and school leaders in their primary schools (ISCED level 1), 11 countries and economies did so in their upper secondary schools (ISCED level 3) and 9 countries and economies conducted the survey in schools that participated in the 2018 OECD Programme for International Student Assessment (PISA).

- In each country, a representative sample of 4 000 teachers and their school principals from 200 schools was randomly selected for the study. Across all survey components, approximatively 260 000 teachers responded to the survey, representing more than 8 million teachers in 48 participating countries and economies. In Saudi Arabia, 2 744 lower secondary teachers and 192 principals completed the TALIS questionnaires.

- The first volume of TALIS 2018, *Teachers and School Leaders as Lifelong Learners*, published on 19 June 2019, explored the knowledge and skills dimension of teachers and school leaders' professionalism. The second volume, *Teachers and School Leaders as Valued Professionals*, published on 23 March 2020, explored prestige, career opportunities, collaborative culture and autonomy.

- All data reported in this note comes from the second report. The additional sources of the data (besides the one shown on the figures) for Section I are: Tables II.2.5 and II.2.27; for Section II are: Tables II.3.6, II.2.22, II.2.63, II.2.43, II.2.47 and II.2.67; for Section III are: Tables II.5.37, II.4.24 and II.4.17; and for Section IV are: Tables II.4.37, II.4.44, II.4.55, II.3.42 and II.3.52.

References

OECD (2020), *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, TALIS, OECD Publishing, Paris, https://doi.org/10.1787/19cf08df-en.

For more information on TALIS 2018 visit http://www.oecd.org/education/talis/

Data can be found also on line by following the *StatLinks* 🔗 under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using: http://gpseducation.oecd.org/.

Questions can be directed to:	Country note authors:
TALIS team	Pablo Fraser, Gabor Fülöp, Massimo Loi and Markus Schwabe
Directorate for Education and Skills	Directorate for Education and Skills
TALIS@oecd.org	