

TALIS 2018 Results

Explore how teachers, school conditions, and learning environments compared internationally in 2018!

The United States was one of 49 education systems that participated in the 2018 Teaching and Learning International Survey (TALIS). This study, sponsored by the Organization for Economic Cooperation and Development (OECD), asked nationally representative samples of lower secondary teachers (grades 7–9 in the United States) and their principals questions about their backgrounds, their work environments, professional development, and their beliefs and attitudes about teaching. For the United States, TALIS provides key information on teachers and principals and how they and their working and learning environments compare internationally. Highlights of the U.S. results are provided below, while the two volumes of the OECD international reports are available on the [OECD TALIS website](#).

Volume 1. As the 2018 results show, proportionately more U.S. lower secondary teachers held a bachelor’s degree or higher than their international peers. They also exceeded the TALIS average in the hours both teaching and working per week. Differences were also apparent in U.S. teachers’ perceptions of their professional development needs—with a lower-than-average percentage reporting a “high level of need” for each of 14 areas examined in the study. At the same time, a lower-than-average percentage of U.S. teachers reported that they can adapt their teaching to students’ cultural diversity “quite a bit” or “a lot.” Across TALIS education systems, teachers shared high job satisfaction despite the relatively low percentages who believe society values the teaching profession.

Volume 2. A second volume of TALIS 2018 results further examines lower secondary teachers’ and principals’ attitudes about their work. The results in this volume show that an above-average percentage of U.S. teachers report “a lot” of stress from their work. Two relatively more common sources of stress for U.S. teachers were too much grading and being held responsible for students’ achievement. In terms of satisfaction with their salaries, U.S. lower secondary teachers and principals expressed satisfaction at similar rates as their international peers. Additionally, relatively high percentages of U.S. lower secondary teachers felt they had control in most of the areas of responsibility examined in the study, and relatively small percentages of U.S. lower secondary principals reported feeling a lack of ability to influence important decisions about their work. As with the teacher results shown in Volume 1, U.S. lower secondary principals also shared high job satisfaction with their international peers but there was a relatively low percentage who believe society values the teaching profession.

Click on the questions below for details on these results and more—including results for principals. The [technical notes](#) for TALIS 2018 are also available.

Additional information [about TALIS](#), [questionnaires](#), [a list of participating countries](#), and [FAQs](#) are available.

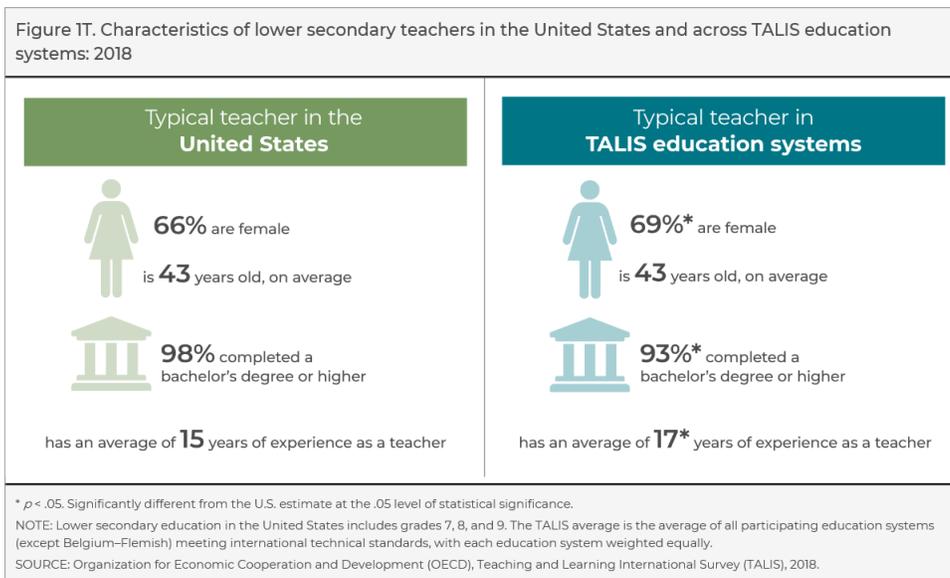
Selected Highlights

How does the typical U.S. lower secondary teacher and principal compare to teachers and principals in other TALIS education systems? Vol. 1

TEACHERS

The typical lower secondary teacher in the United States (and across TALIS education systems) is female with a bachelor’s degree or higher.

- Sixty-six percent of U.S. lower secondary teachers are female, which is lower than the TALIS average (69 percent).
- Nearly all U.S. lower secondary teachers (98 percent) have a bachelor’s degree or higher, which is higher than the TALIS average (93 percent).
- The average age of lower secondary teachers in both the United States and across TALIS education systems is 43 years old.
- U.S. lower secondary teachers have an average of 15 years of teaching experience, which is less than the TALIS average (17 years).



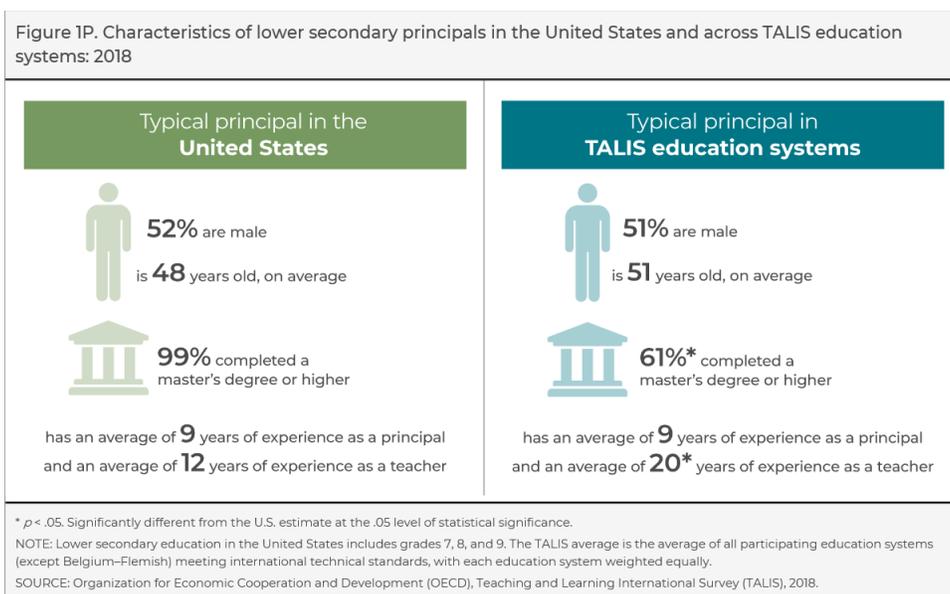
For More Information

- See corresponding data table ([Download Excel file](#))
- See [Technical Notes](#)
- More on international comparisons about teaching and learning is available on the [OECD TALIS website](#)

PRINCIPALS

The typical lower secondary principal in the United States has a master’s degree or higher, and 52% of principals are male. Similarly, across TALIS education systems the typical principal has a master’s degree or higher, and 51% are male.

- Nearly all U.S. lower secondary principals (99 percent) have a master’s degree or higher, which is higher than the TALIS average (61 percent).
- Fifty-two percent of U.S. lower secondary principals are male, which is not measurably different from the TALIS average (51 percent).
- The average age of U.S. lower secondary principals is 48 years old, not measurably different than the TALIS average (51 years old).
- On average, U.S. lower secondary principals both in the United States and across TALIS education systems have 9 years of experience working as principals. In contrast, U.S. lower secondary principals tend to have less teaching experience than their TALIS peers, with U.S. principals averaging 12 years and TALIS principals averaging 20 years of teaching experience.



For More Information

- See corresponding data table ([Download Excel file](#))
- See [Technical Notes](#)
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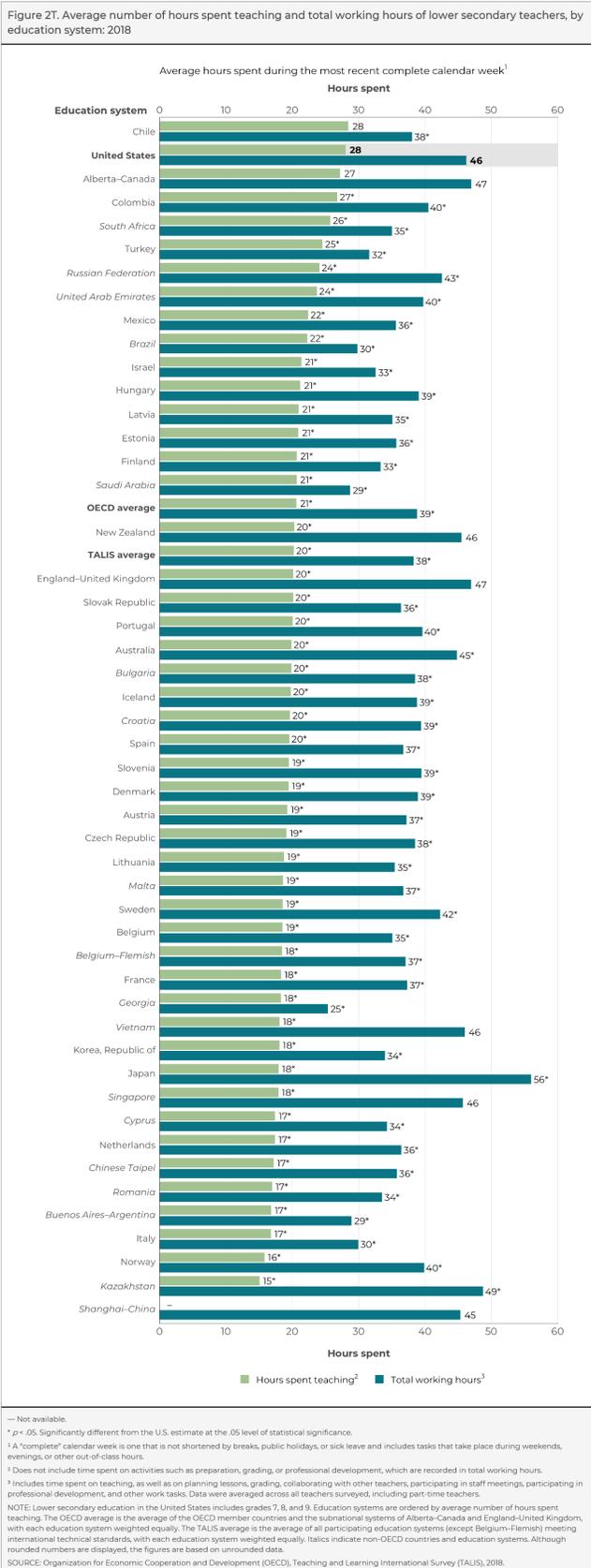
How do U.S. lower secondary teachers and principals spend their time compared to their peers in other TALIS education systems? Vol. 1

TEACHERS

U.S. lower secondary teachers, on average, spent 28 hours teaching out of 46 total working hours per week—both of which were more than their peers in a majority of education systems.

- U.S. lower secondary teachers spent an average of 28 hours teaching and 46 hours working in total, per week.
- U.S. lower secondary teachers, on average, taught more hours per week than teachers in all but two education systems: Chile (28 hours) and Alberta-Canada (27 hours).
- U.S. lower secondary teachers, on average, reported more total working hours per week than teachers in 40 of the 48 other education systems. Teachers from two TALIS education systems—Japan (56 hours) and Kazakhstan (49 hours)—had a higher average number of total working hours per week than teachers in the United States.

See next page for **figure 2T**.



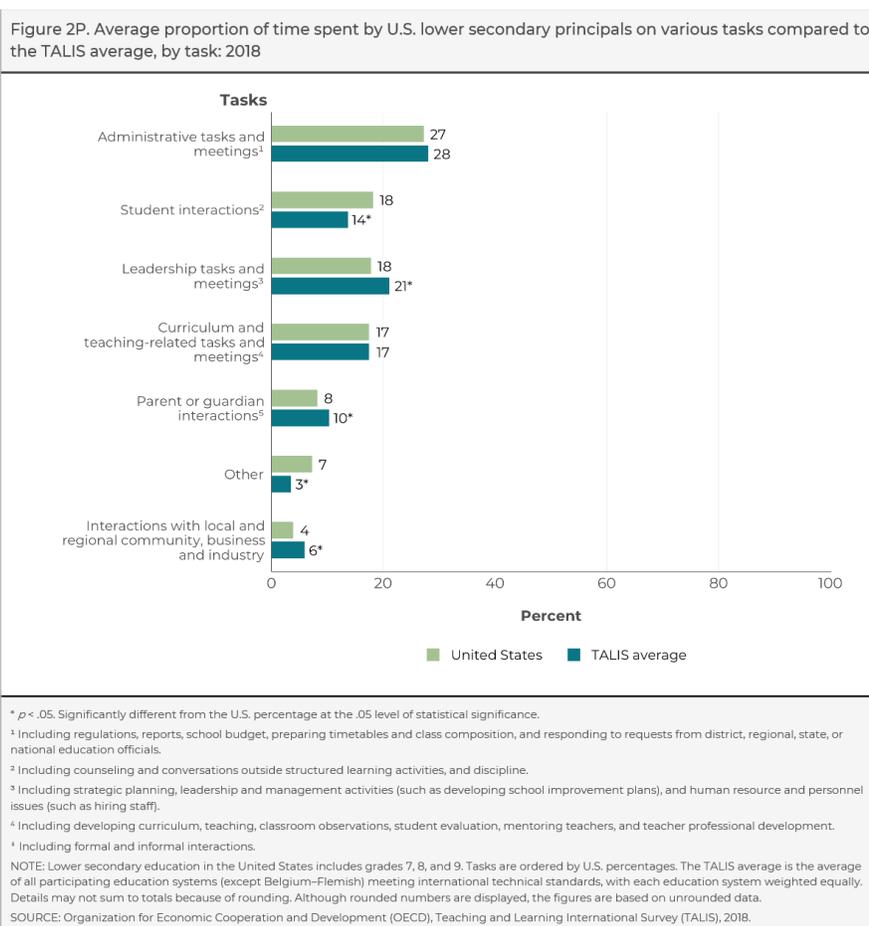
For More Information

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PRINCIPALS

In the United States, an average of 27 percent of lower secondary principals' time is spent on administrative tasks and meetings, which is not measurably different from the TALIS average (28 percent).

- U.S. lower secondary principals spent proportionately more of their time on administrative tasks and meetings (27 percent, on average) than on any other task. The average proportion of time spent on other tasks ranged from 4 percent on interactions with local and regional community, business, and industry to 18 percent each on leadership tasks and meetings and on student interactions.
- The average proportion of time that U.S. lower secondary principals spent on student interactions was greater than that spent by principals across TALIS education systems (18 percent vs. 14 percent).
- U.S. lower secondary principals spent 17 percent of their time, on average, on curriculum and teaching-related tasks and meetings, which was not measurably different from the TALIS average (17 percent).
- The average proportion of time that U.S. lower secondary principals spent on leadership tasks and meetings (18 percent), parent or guardian interactions (8 percent), and interactions with local and regional community, business, and industry (4 percent) was less than that spent by principals across TALIS education systems (21, 10, and 6 percent, respectively).



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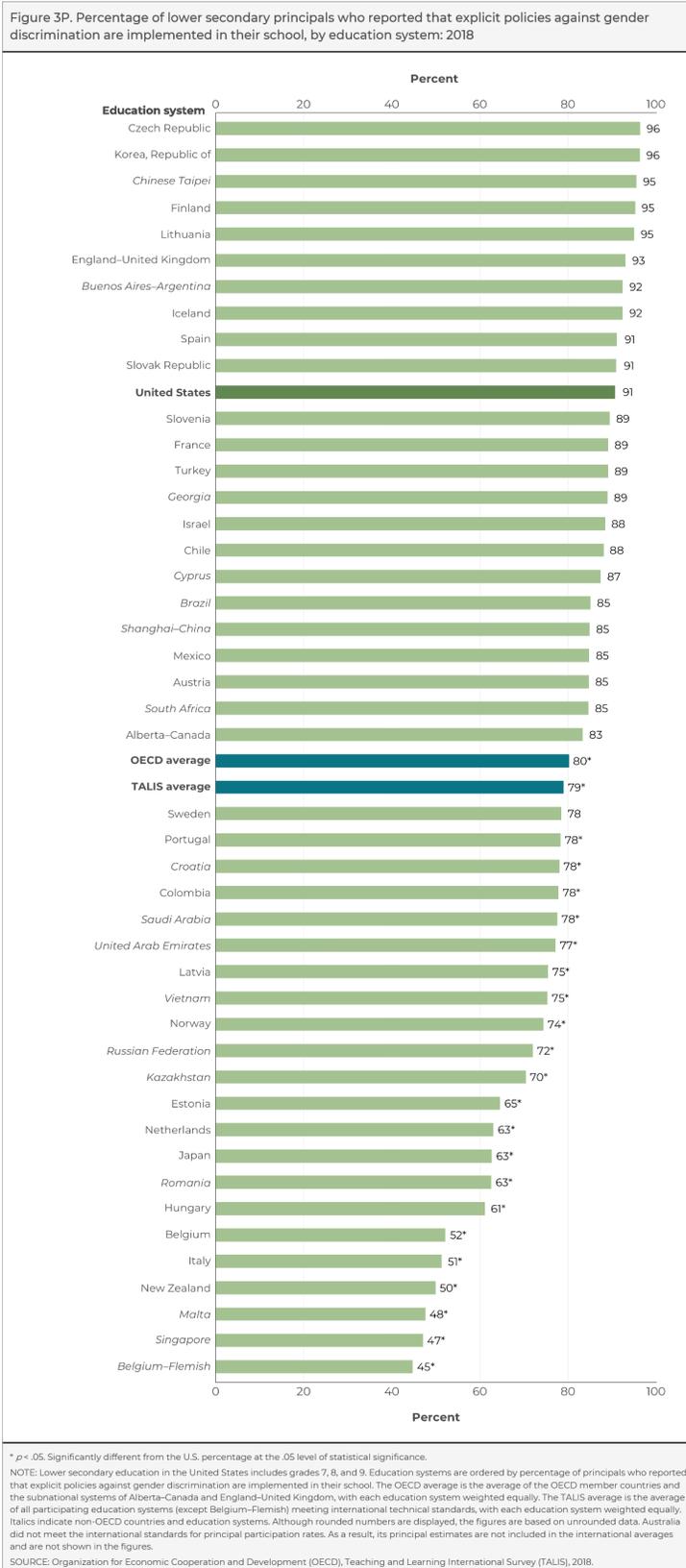
How common are school policies against gender discrimination in lower secondary schools in the United States and other TALIS education systems? Vol. 1

PRINCIPALS

Approximately 9 in 10 U.S. lower secondary principals reported that their schools implemented explicit policies against gender discrimination—higher than both the TALIS and OECD averages.

- Ninety-one percent of U.S. lower secondary principals reported that their schools implemented explicit policies against gender discrimination.
- The percentage of U.S. lower secondary principals reporting that their schools implemented policies against gender discrimination was comparatively high—exceeding that of 21 education systems as well as the TALIS (79 percent) and OECD (80 percent) averages. No education system that participated in TALIS had a measurably higher percentage of principals reporting the implementation of such policies.
- The percentage of lower secondary principals reporting that their schools implemented explicit policies against gender discrimination ranged from 45 percent (in Belgium–Flemish) to 96 percent (in the Czech Republic and the Republic of Korea).

See next page for **figure 3P**.



For More Information

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To what extent do U.S. lower secondary teachers think they need professional development? Vol. 1

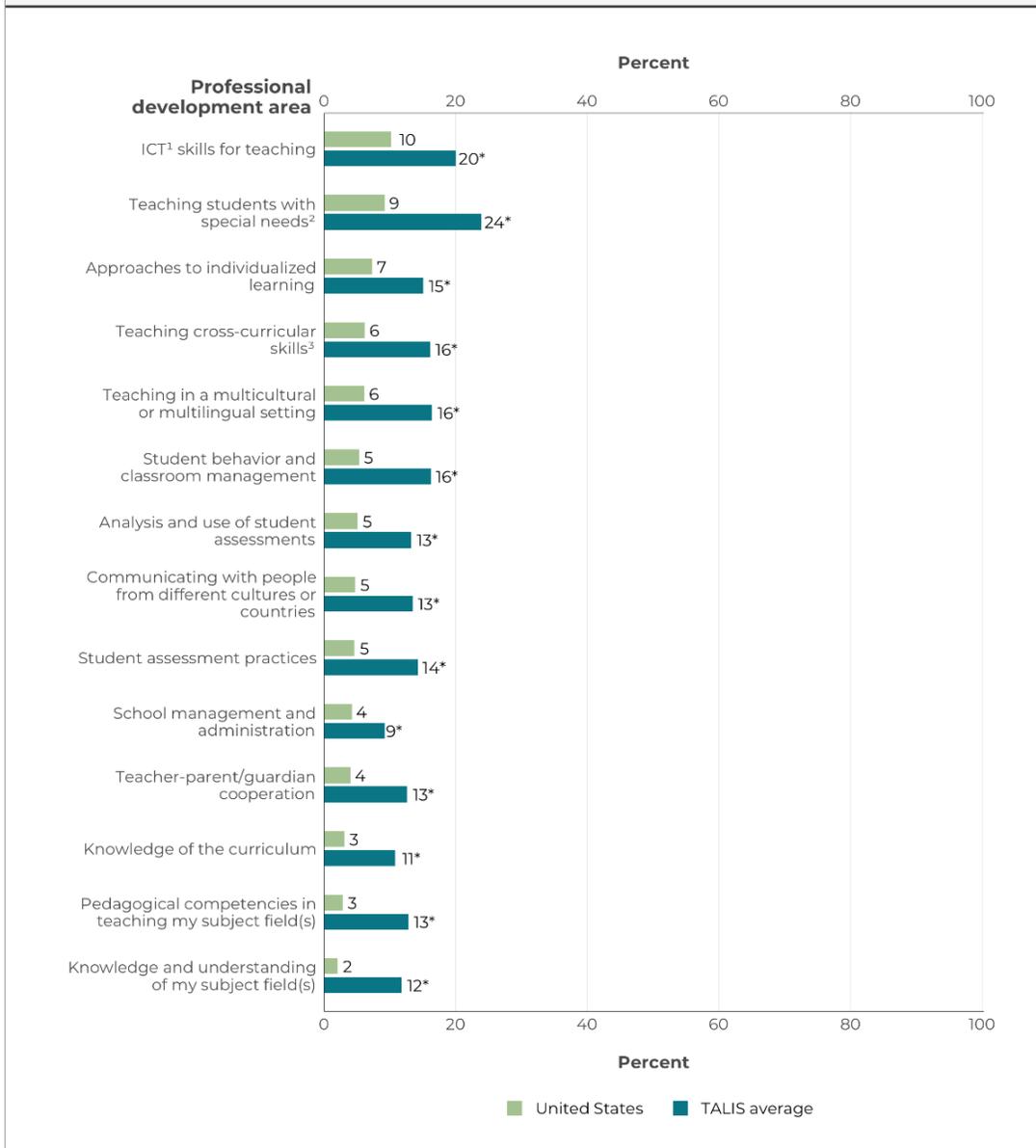
TEACHERS

Approximately 1 in 10 U.S. lower secondary teachers reported a high level of need for professional development in technology for teaching and in teaching students with special needs.

- The percentage of U.S. lower secondary teachers reporting a high level of need for professional development was lower than the TALIS average for each of 14 areas of professional development.
- Ten percent of U.S. lower secondary teachers reported a high level of need for professional development focused on information and communication technology (ICT) skills for teaching, and 9 percent reported a high level of need for professional development for teaching students with special needs. These percentages were 10 and 15 percentage points below the respective TALIS averages (20 percent for ICT skills for teaching and 24 percent for teaching students with special needs).
- Few U.S. lower secondary teachers reported a high level of need for professional development in knowledge and understanding (2 percent) or pedagogical competencies (3 percent) in their subject fields and in knowledge of the curriculum (3 percent). In contrast, across TALIS education systems, more than 10 percent of teachers reported a high level of need for professional development in each of these three areas.

See next page for **figure 4T**.

Figure 4T. Percentage of U.S. lower secondary teachers who reported a “high level of need” for professional development compared to the TALIS average, by area of professional development: 2018



* $p < .05$. Significantly different from the U.S. percentage at the .05 level of statistical significance.

¹ ICT stands for information and communication technology.

² “Students with special needs” are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged.

³ For example, creativity, critical thinking, and problem solving.

NOTE: Lower secondary education in the United States includes grades 7, 8, and 9. Areas of professional development are ordered by U.S. percentages. The TALIS average is the average of all participating education systems (except Belgium–Flemish) meeting international technical standards, with each education system weighted equally. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018.

For More Information

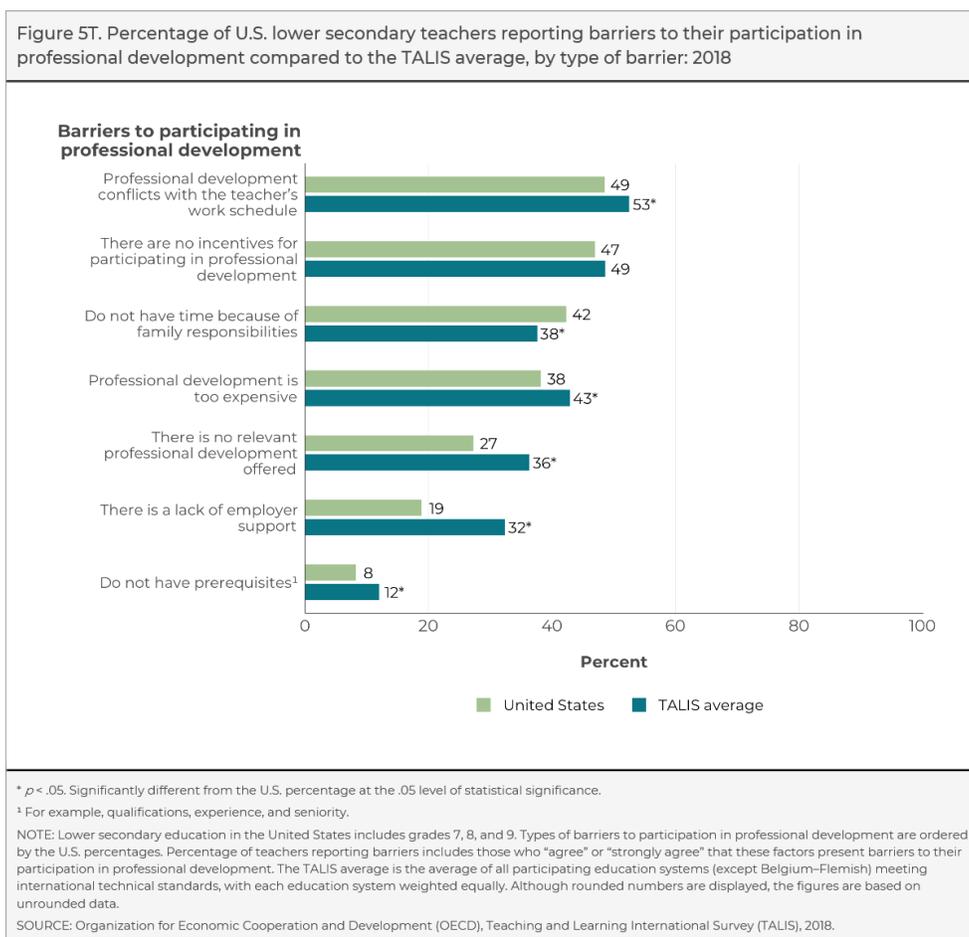
- See corresponding data table ([Download Excel file](#))
- See [Technical Notes](#)
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What barriers do U.S. lower secondary teachers and principals face in accessing professional development opportunities? Vol. 1

TEACHERS

The most commonly reported barriers to professional development among U.S. lower secondary teachers were work schedule conflicts (49 percent) and a lack of incentives (47 percent).

- Nearly half of U.S. lower secondary teachers reported work schedule conflicts (49 percent) and a lack of incentives (47 percent) as barriers to their participation in professional development. The percentage who reported work schedule conflicts as a barrier was lower than the TALIS average (53 percent), whereas the percentage who reported a lack of incentives was not measurably different from the TALIS average (49 percent).
- Forty-two percent of U.S. lower secondary teachers reported that they did not have time to participate in professional development because of family responsibilities—the only barrier reported at a higher rate than the TALIS average (38 percent).
- Other barriers that U.S. lower secondary teachers reported were professional development being too expensive (38 percent), a lack of relevant professional development being offered (27 percent), a lack of employer support (19 percent), and not having the prerequisites (8 percent). The percentage of U.S. teachers finding each of these to be a barrier, like the percentage who reported work schedule conflicts, was less than the TALIS average.



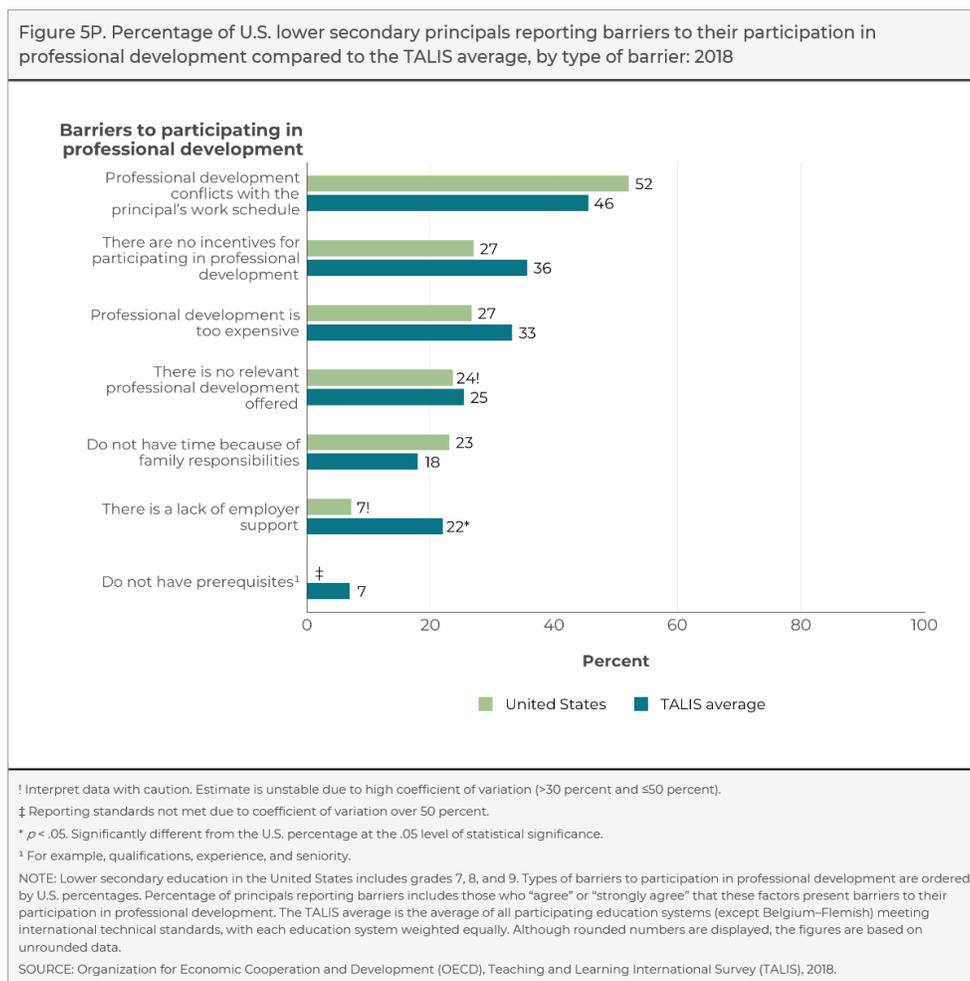
For More Information

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PRINCIPALS

The most commonly reported barrier to professional development among U.S. lower secondary principals was work schedule conflicts (52 percent).

- Fifty-two percent of U.S. lower secondary principals reported that work schedule conflicts were a barrier to their participation in professional development, which is not measurably different from the TALIS average (46 percent).
- Other barriers that U.S. lower secondary principals reported were a lack of incentives for participating in professional development (27 percent), professional development being too expensive (27 percent), and a lack of time because of family responsibilities (23 percent). None of these percentages were measurably different from the TALIS average.
- Only one percentage differed measurably between U.S. lower secondary principals and the TALIS average. The percentage of U.S. lower secondary principals who reported a lack of employer support as a barrier was 7 percent, compared to an average of 22 percent across the TALIS education systems.



For More Information

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Do U.S. lower secondary teachers feel able to adapt their teaching in multicultural environments compared to teachers from other TALIS education systems? Vol. 1

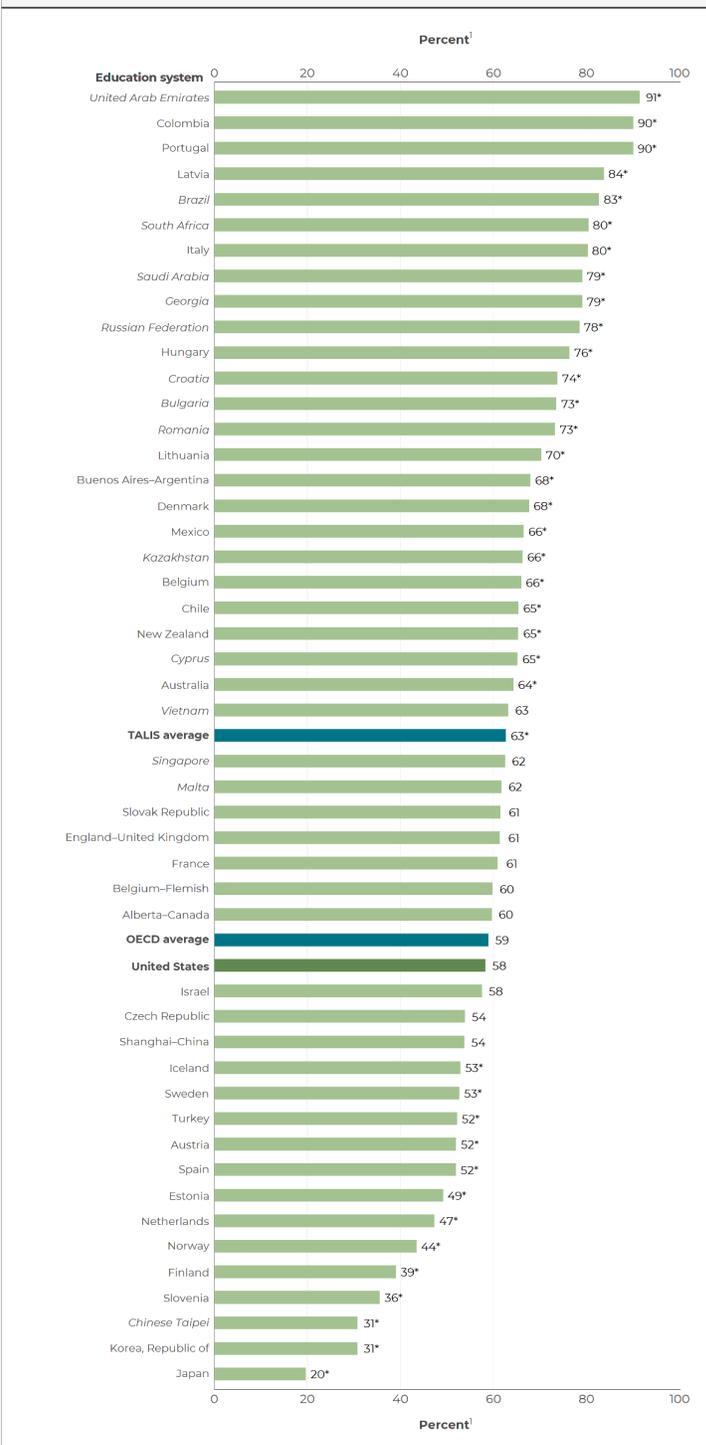
TEACHERS

Of U.S. lower secondary teachers who have taught in a multicultural classroom, the percentage who feel they can adapt their teaching to students' cultural diversity is lower than the TALIS average but not measurably different from the OECD average.

- Fifty-eight percent of U.S. lower secondary teachers who have taught a classroom with students from different cultures reported that they can adapt their teaching to the cultural diversity of students “quite a bit” or “a lot,” which is lower than the TALIS average (63 percent) but not measurably different from the OECD average (59 percent).
- The percentage of lower secondary teachers reporting that they can adapt their teaching to the cultural diversity of students ranged from 20 percent in Japan to 90 percent or more in Portugal, Colombia, and the United Arab Emirates.

See next page for **figure 6T**.

Figure 6T. Percentage of lower secondary teachers who have taught in a multicultural classroom reporting that they can adapt their teaching to the cultural diversity of students "quite a bit" or "a lot," by education system: 2018



* $p < .05$. Significantly different from the U.S. percentage at the .05 level of statistical significance.
¹ The sample is restricted to teachers who reported having ever taught a classroom with students from different cultures.
 NOTE: Lower secondary education in the United States includes grades 7, 8, and 9. Cultural diversity refers to differences in cultural or ethnic backgrounds. Education systems are ordered by percentage of teachers who can adapt their teaching to the cultural diversity of students "quite a bit" or "a lot." The OECD average is the average of the OECD member countries and the subnational systems of Alberta-Canada and England-United Kingdom, with each education system weighted equally. The TALIS average is the average of all participating education systems (except Belgium-Flemish) meeting international technical standards, with each education system weighted equally. Italics indicate non-OECD countries and education systems. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018.

For More Information

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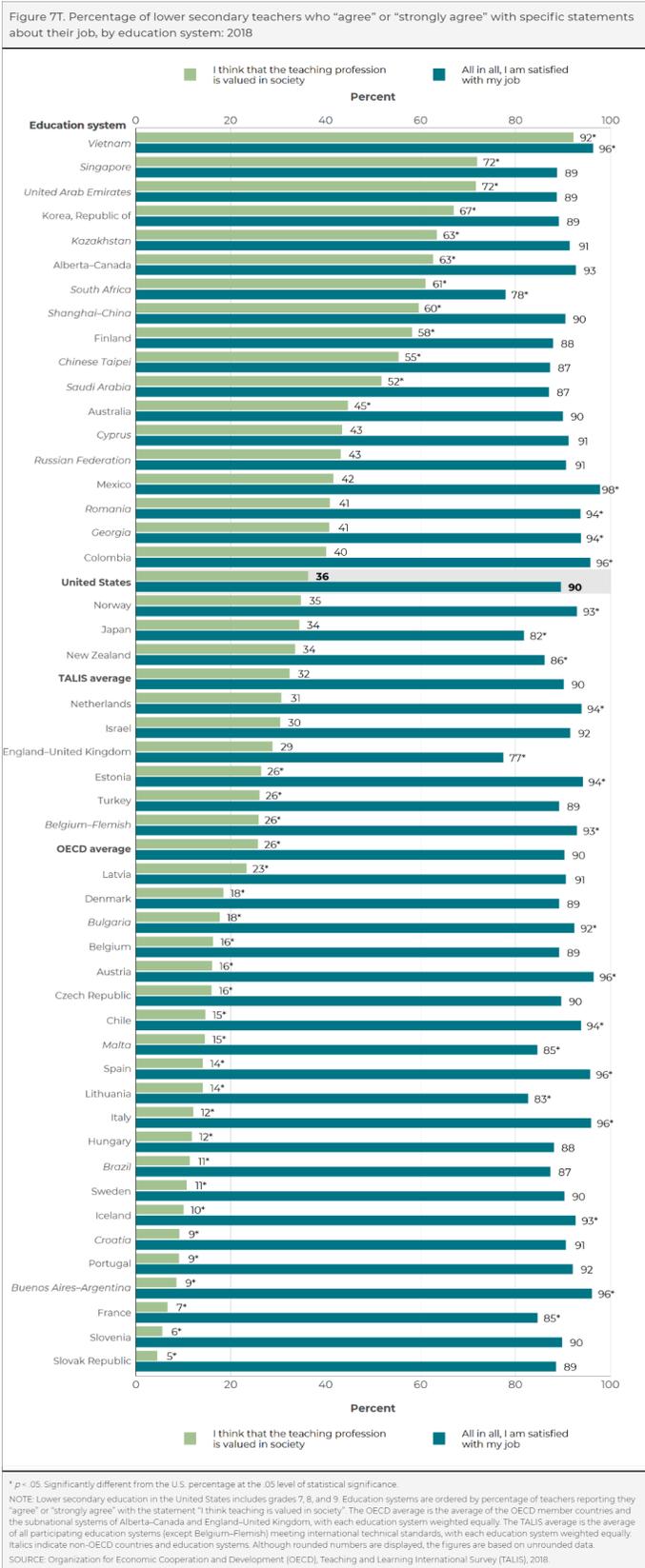
Are U.S. lower secondary teachers and principals happy with their jobs, and do they think society values the teaching profession? Vol. 1, Vol. 2

TEACHERS

Ninety percent of U.S. lower secondary teachers reported that they are satisfied with their jobs, while 36 percent think that society values the teaching profession.

- Ninety percent of U.S. lower secondary teachers “agree” or “strongly agree” that they are satisfied with their jobs, which is not measurably different from the TALIS or OECD averages (both 90 percent).
- In contrast, 36 percent of U.S. lower secondary teachers “agree” or “strongly agree” that society values the teaching profession, which is higher than the OECD average (26 percent) but not measurably different from the TALIS average (32 percent).
- Job satisfaction was generally high across education systems, ranging from 77 to 98 percent of lower secondary teachers who “agree” or “strongly agree” that they are satisfied with their jobs. The belief that society values the teaching profession varied more widely across TALIS education systems, ranging from 5 to 92 percent of lower secondary teachers who “agree” or “strongly agree” with this sentiment.

See next page for **figure 7T**.



For More Information

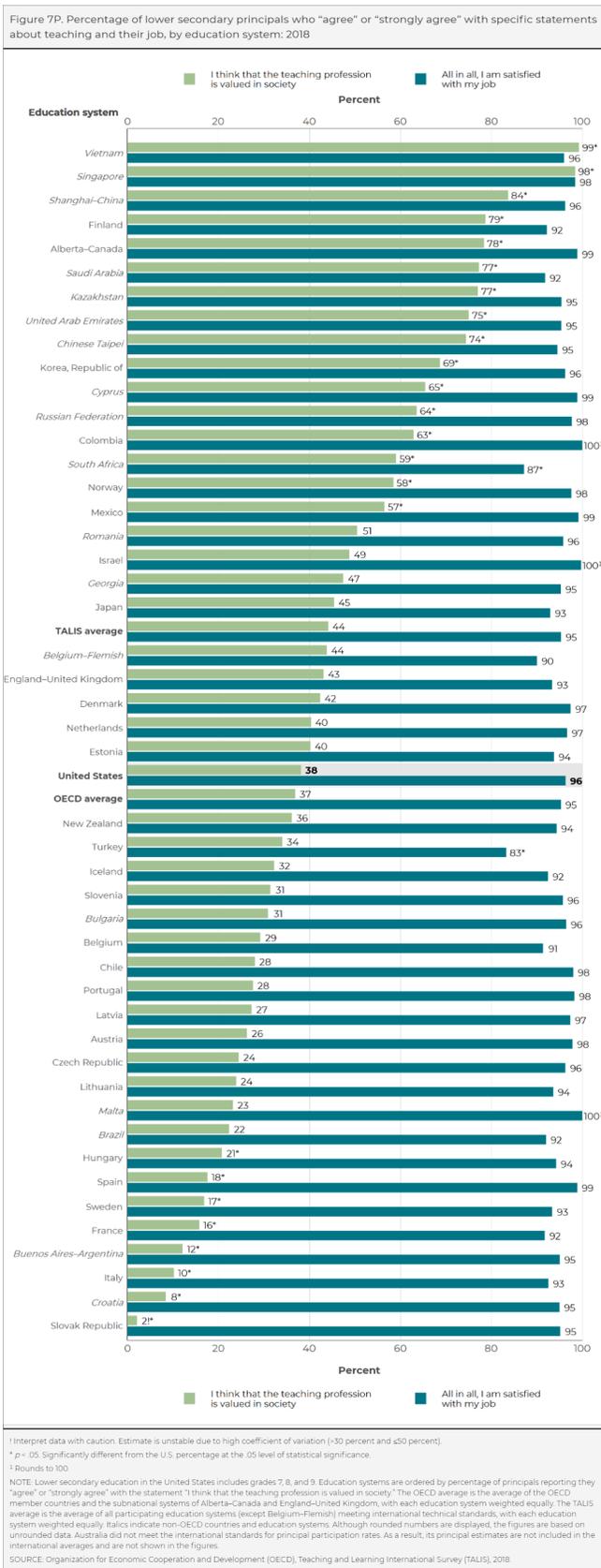
- See corresponding data table ([Download Excel file](#))
- See [Technical Notes](#)
- More on international comparisons about teaching and learning is available on the [OECD TALIS website](#)

PRINCIPALS

Ninety-six percent of U.S. lower secondary principals reported that they are satisfied with their jobs, while 38 percent think that society values the teaching profession.

- Ninety-six percent of U.S. lower secondary principals “agree” or “strongly agree” that they are satisfied with their jobs, which is not measurably different from the TALIS or the OECD average (both 95 percent).
- Thirty-eight percent of U.S. lower secondary principals “agree” or “strongly agree” that society values the teaching profession, which again is not measurably different from the TALIS (44 percent) or the OECD (37 percent) average.
- As with teachers, principals’ job satisfaction was generally high across education systems, ranging from 83 to 100 percent of lower secondary principals who “agree” or “strongly agree” that they are satisfied with their jobs. The belief that society values the teaching profession varied more widely across TALIS education systems, ranging from 2 to 99 percent of lower secondary principals who “agree” or “strongly agree” with this sentiment.

See next page for **figure 7P**.



For More Information

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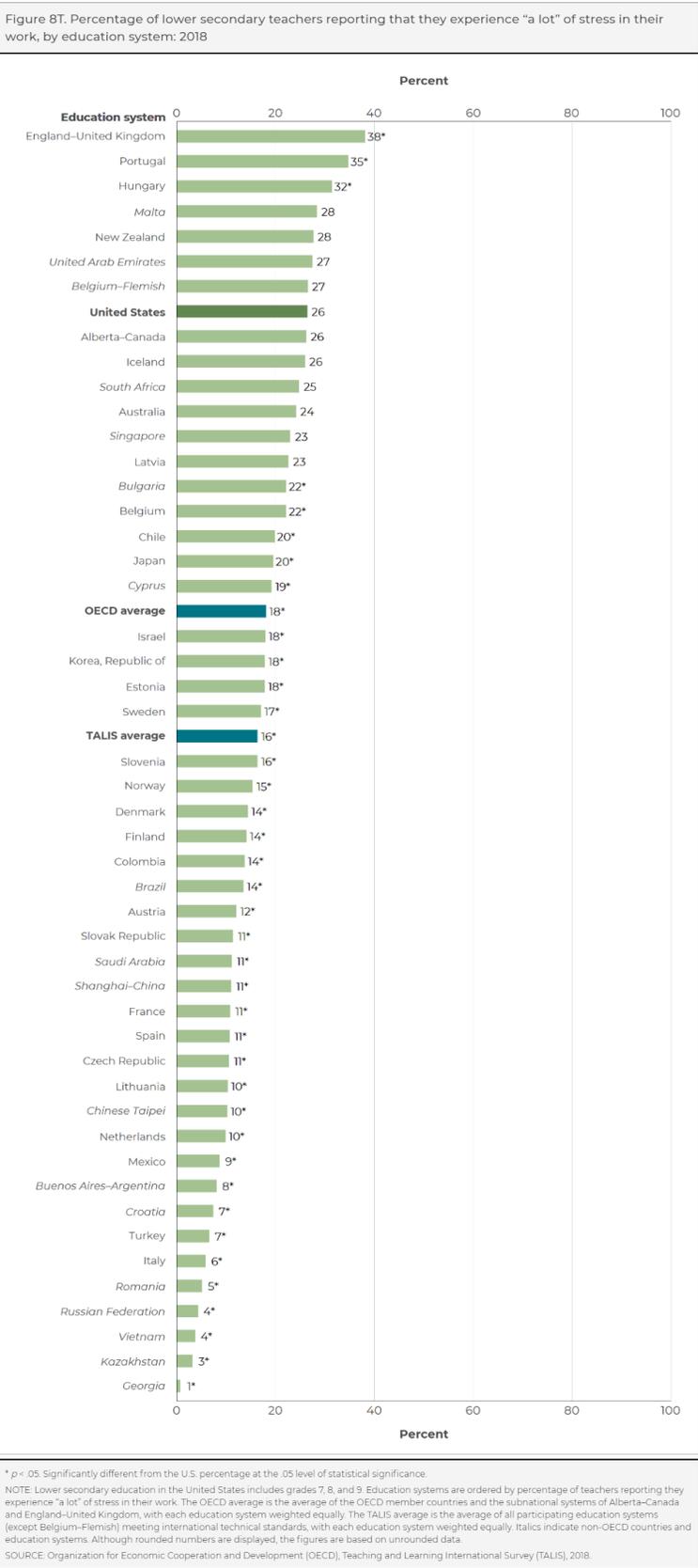
To what extent do U.S. lower secondary teachers experience stress in their work compared to their peers in other TALIS education systems? Vol. 2

TEACHERS

Compared to their peers in other education systems, proportionately more U.S. lower secondary teachers reported that they experience “a lot” of stress in their work.

- Twenty-six percent of U.S. lower secondary teachers reported that they experience “a lot” of stress in their work, which was higher than both the TALIS (16 percent) and OECD (18 percent) averages.
- The U.S. percentage of lower secondary teachers who reported experiencing “a lot” of stress in their work was lower than in 3 education systems and higher than in 35 education systems. The U.S. percentage was not measurably different from the percentage in 10 education systems.
- The percentage of lower secondary teachers who reported experiencing “a lot” of stress in their work ranged from 1 percent in Georgia to 38 percent in England–United Kingdom.

See next page for **figure 8T**.



For More Information

- See corresponding data table ([Download Excel file](#))
- See [Technical Notes](#)
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What are sources of stress for U.S. lower secondary teachers in their work? Vol. 2

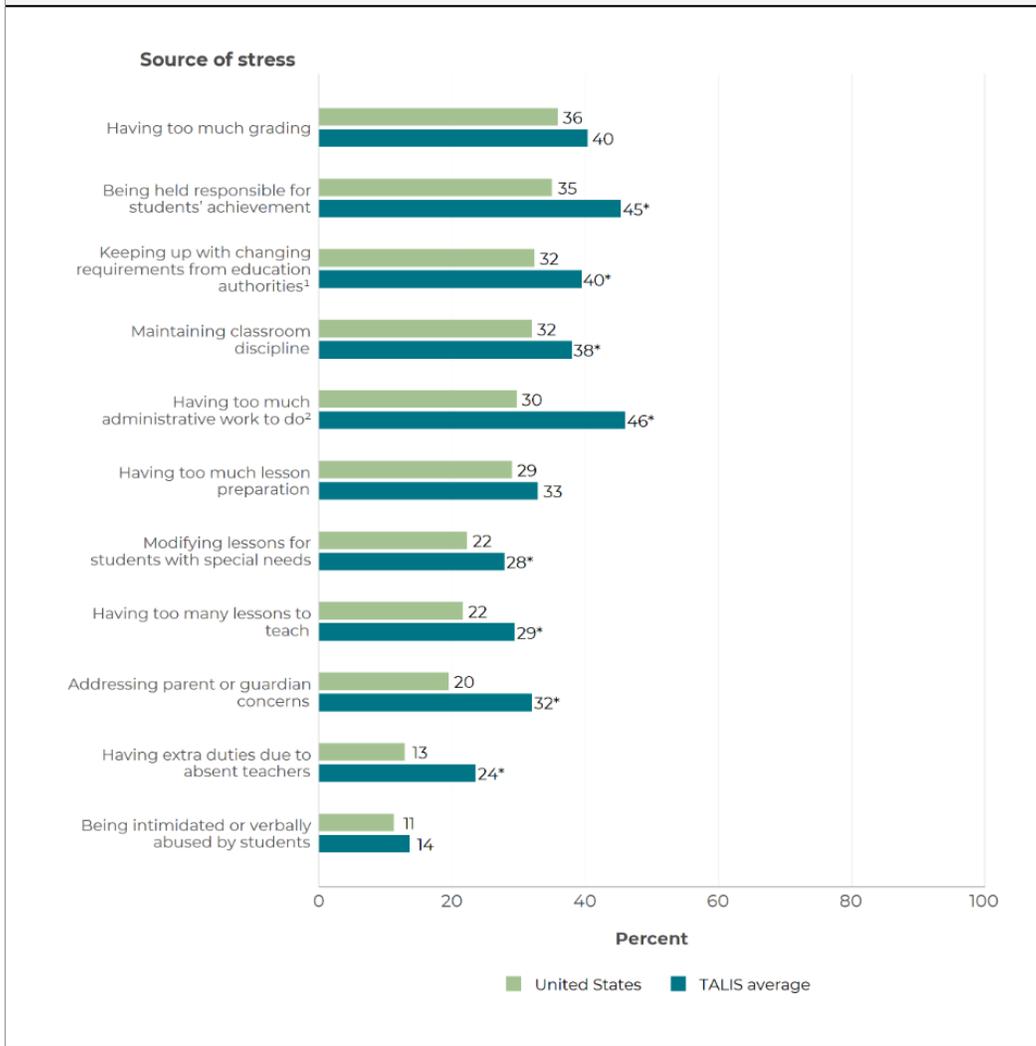
TEACHERS

About one-third of U.S. lower secondary teachers reported that having too much grading and being held responsible for student's achievement were sources of "quite a bit" or "a lot" of stress in their work.

- Too much grading was reported as a source of "quite a bit" or "a lot" of stress by 36 percent of U.S. lower secondary teachers, which was not measurably different from the TALIS average (40 percent). Being held responsible for students' achievement was a source of "quite a bit" or "a lot" of stress for 35 percent of U.S. teachers, which was lower than the TALIS average (45 percent).
- Other sources of "quite a bit" or "a lot" of stress that were reported at similar rates by U.S. lower secondary teachers were: keeping up with changing requirements from education authorities (32 percent), maintaining classroom discipline (32 percent), having too much administrative work to do (30 percent), and having too much lesson preparation (29 percent).
- The least common sources of "quite a bit" or "a lot" of stress for U.S. lower secondary teachers were having extra duties due to absent teachers (13 percent) and intimidation or verbal abuse by students (11 percent).
- Besides too much grading, there were two other sources of stress for U.S. teachers that were not measurably different from their TALIS peers: too much lesson preparation and intimidation or verbal abuse by students. Too much lesson preparation was a source of "quite a bit" or "a lot" of stress for 29 percent of U.S. teachers and 33 percent of TALIS teachers; intimidation or verbal abuse from students was a source for 11 percent of U.S. teachers and 14 percent of TALIS teachers.
- For 8 of the 11 sources examined, the percentage of U.S. lower secondary teachers reporting "quite a bit" or "a lot" of stress was lower than the TALIS average.

See next page for **figure 9T**.

Figure 9T. Percentage of U.S. lower secondary teachers reporting various sources of “quite a bit” or “a lot” of stress in their work compared to the TALIS average, by source of stress: 2018



* $p < .05$. Significantly different from the U.S. percentage at the .05 level of statistical significance.

¹ Education authorities may include authorities at the local, municipal/regional, state or national/federal level.

² An example of administrative work is filling out forms.

NOTE: Lower secondary education in the United States includes grades 7, 8, and 9. Sources of stress are ordered by the U.S. percentages. The TALIS average is the average of all participating education systems (except Belgium–Flemish) meeting international technical standards, with each education system weighted equally. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018.

For More Information

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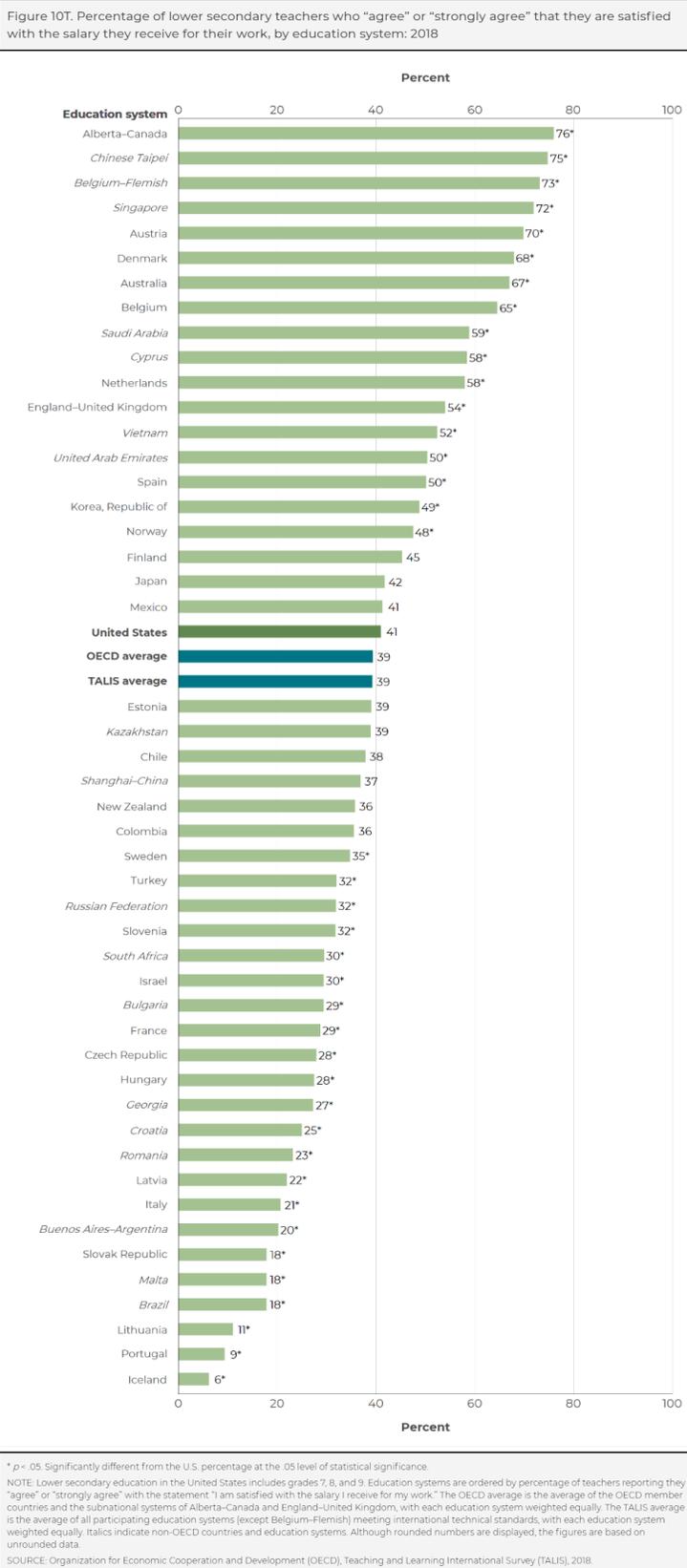
How satisfied are lower secondary teachers and principals in the United States and other TALIS education systems with their salaries? Vol. 2

TEACHERS

Forty-one percent of U.S. lower secondary teachers “agree” or “strongly agree” that they are satisfied with the salary they receive for their work—a percentage which was not measurably different from the TALIS and OECD averages (both 39 percent).

- The U.S. percentage of lower secondary teachers who “agree” or “strongly agree” that they are satisfied with the salary they receive for their work was lower than in 17 education systems and higher than in 22 education systems. The U.S. percentage was not measurably different from the percentage in 9 education systems.
- Across education systems, the percentage of lower secondary teachers who “agree” or “strongly agree” that they are satisfied with the salary they receive for their work ranged widely, from 6 percent in Iceland to 76 percent in Alberta–Canada.

See next page for **figure 10T**.



For More Information

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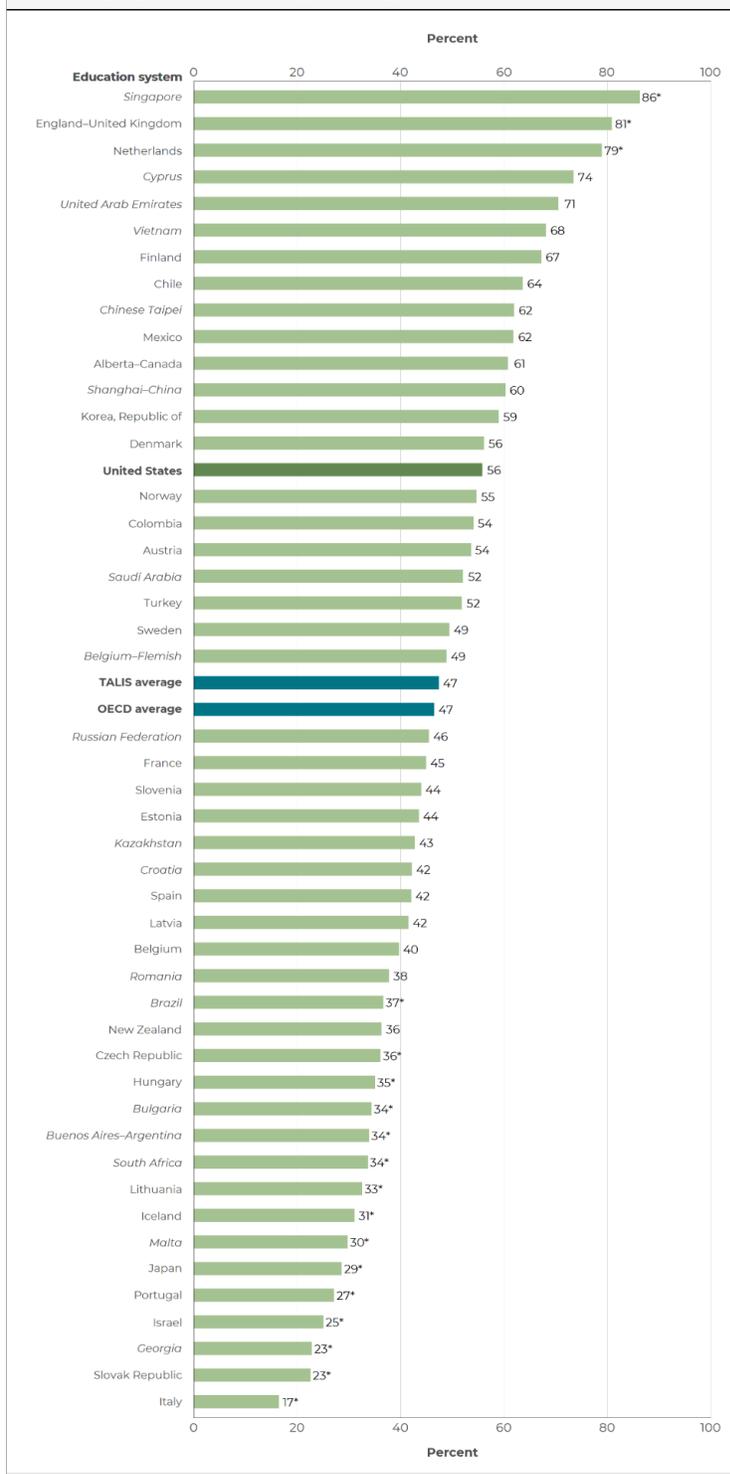
PRINCIPALS

About half of U.S. lower secondary principals (56 percent) “agree” or “strongly agree” that they are satisfied with the salary they receive for their work—a percentage which was not measurably different from the TALIS and OECD averages (both 47 percent).

- The U.S. percentage of lower secondary principals who “agree” or “strongly agree” that they are satisfied with the salary they receive for their work was lower than in 3 education systems and higher than in 15 education systems. The U.S. percentage was not measurably different from the percentage in 29 education systems.
- As with teachers, the percentage of lower secondary principals who “agree” or “strongly agree” that they are satisfied with the salary they receive for their work ranged widely across education systems, from 17 percent in Italy to 86 percent in Singapore.

See next page for **figure 10P**.

Figure 10P. Percentage of lower secondary principals who "agree" or "strongly agree" that they are satisfied with the salary they receive for their work, by education system: 2018



* $p < .05$. Significantly different from the U.S. percentage at the .05 level of statistical significance.
 NOTE: Lower secondary education in the United States includes grades 7, 8, and 9. Education systems are ordered by percentage of principals reporting they "agree" or "strongly agree" with the statement "I am satisfied with the salary I receive for my work." The OECD average is the average of the OECD member countries and the subnational systems of Alberta-Canada and England-United Kingdom, with each education system weighted equally. The TALIS average is the average of all participating education systems (except Belgium-Flemish) meeting international technical standards, with each education system weighted equally. Italics indicate non-OECD countries and education systems. Although rounded numbers are displayed, the figures are based on unrounded data. Australia did not meet the international standards for principal participation rates. As a result, its principal estimates are not included in the international averages and are not shown in the figures.
 SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018.

For More Information

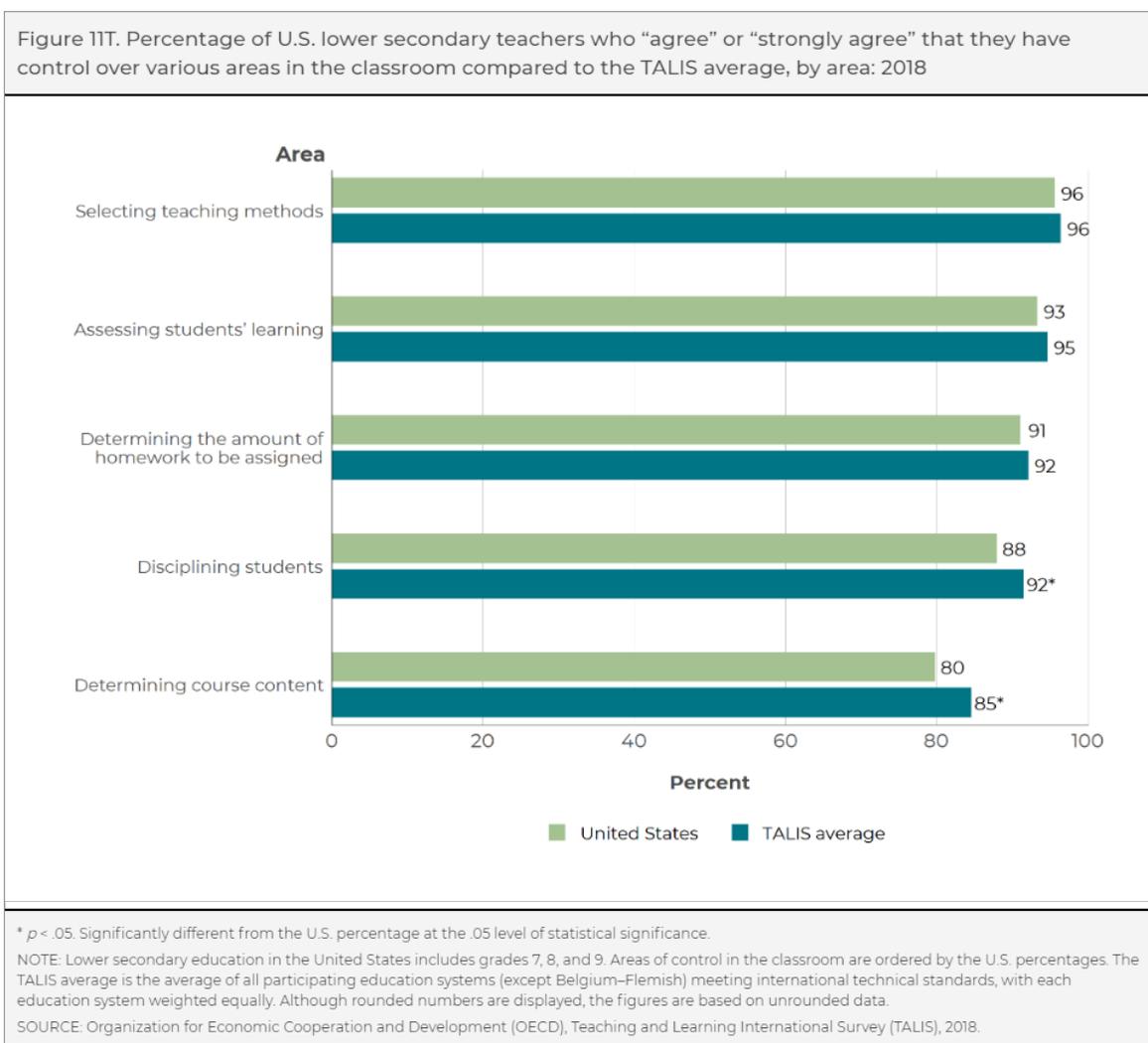
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To what extent do U.S. lower secondary teachers feel they have control in their classroom? Vol. 2

TEACHERS

In all areas examined in TALIS, at least 8 out of 10 U.S. lower secondary teachers felt they have control in the classroom.

- Ninety-one percent or more of U.S. lower secondary teachers “agree” or “strongly agree” that they have control in three areas in the classroom: selecting teaching methods (96 percent), assessing students’ learning (93 percent), and determining the amount of homework to be assigned (91 percent). These percentages were not measurably different from the respective TALIS averages (96, 95, and 92 percent).
- Proportionately fewer U.S. lower secondary teachers “agree” or “strongly agree” they have control in disciplining students (88 percent) and in determining course content (80 percent) than their TALIS peers (92 and 85 percent, respectively, on average).



For More Information

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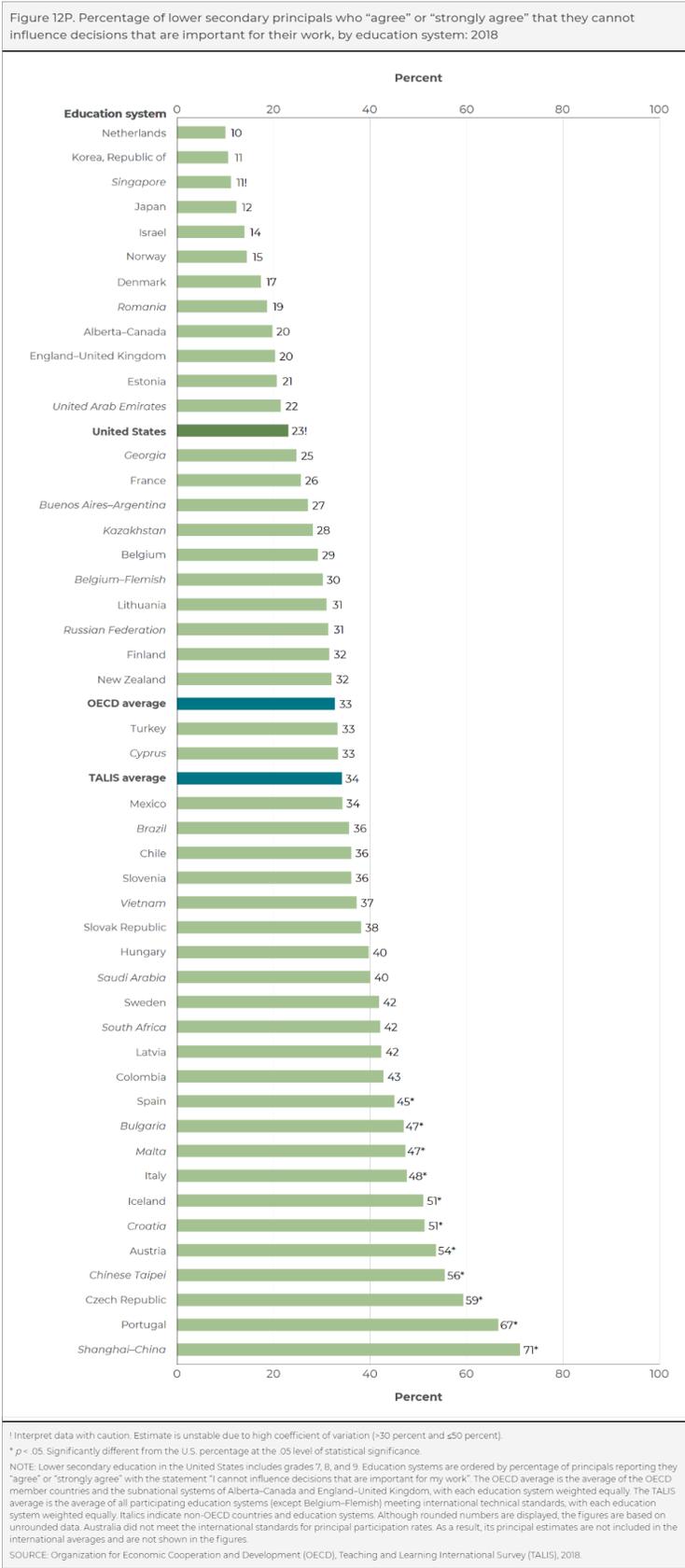
To what extent do U.S. lower secondary principals feel they cannot influence decisions important for their work? Vol. 2

PRINCIPALS

Just one in five U.S. lower secondary principals felt they cannot influence decisions that are important for their work.

- Twenty-three percent of U.S. lower secondary principals “agree” or “strongly agree” that they cannot influence decisions that are important for their work. This percentage was not measurably different from the OECD or TALIS averages (33 and 34 percent, respectively).
- The percentage of U.S. lower secondary principals who “agree” or “strongly agree” that they cannot influence decisions that are important for their work (23 percent) was lower than in 11 education systems and not measurably different from the percentage in 36 education systems.
- The percentage of lower secondary principals who “agree” or “strongly agree” that they cannot influence decisions that are important for their work ranged from 10 percent in the Netherlands to 71 percent in Shanghai–China.

See next page for **figure 12P**.



For More Information

- See corresponding data table ([Download Excel file](#))
- See [Technical Notes](#)
- More on international comparisons about teaching and learning is available on the [OECD TALIS website](#)