

Table SK12-21

Lower secondary mathematics and science teachers who agreed with various statements about the teaching profession, by education system: 2018

(Percent)

Education system	Mathematics teachers				Science teachers				OECD country and education system
	Teachers' views are valued by policymakers	Teachers can influence policy in this country (region)	Teachers are valued by the media in this country (region)	Teaching profession is valued in society	Teachers' views are valued by policymakers	Teachers can influence policy in this country (region)	Teachers are valued by the media in this country (region)	Teaching profession is valued in society	
TALIS average ^a	19	27	24	30	18	28	24	30	na
Alberta (Canada)	39	43	49	60	28	34	40	52	No
Australia	32	36	37	49	23	28	30	36	Yes
Austria	19	6	8	11	24	10	7	11	Yes
Belgium	10	15	13	14	9	12	14	12	Yes
Brazil	6	52	12	9	5	59	14	13	No
Bulgaria	16	15	14	11	15	14	13	15	No
Chile	9	45	10	16	4	47	6	13	Yes
Chinese Taipei	18	12	25	54	13	12	21	52	No
Ciudad Autónoma de Buenos Aires (Argentina)	8	23	10	5	8	24	15	9	No
Colombia	13	55	23	36	16	48	23	38	Yes
Croatia	1	6	4	7	2	6	5	8	No
Cyprus	26	36	21	43	18	24	20	39	No
Czechia	7	8	16	17	7	9	22	17	Yes
Denmark	4	9	11	17	7	13	8	16	Yes
England (United Kingdom)	7	4	14	27	11	9	17	26	No
Estonia	17	22	18	22	19	21	22	25	Yes
Finland	24	26	52	57	22	24	47	56	Yes
France	6	7	7	4	7	6	6	6	Yes
Georgia	29	27	23	31	37	34	34	35	No
Hungary	11	7	5	10	19	15	7	11	Yes
Israel	14	43	18	30	12	41	20	30	Yes
Italy	6	29	10	7	13	22	7	7	Yes
Japan	12	10	9	31	8	6	7	33	Yes
Kazakhstan	34	41	58	55	33	48	63	62	No
Latvia	10	7	23	19	9	8	24	20	Yes
Lithuania	4	5	15	10	7	10	22	13	Yes
Malta	11	26	12	11	13	23	14	13	No
Mexico	10	45	13	42	11	46	16	44	Yes
Netherlands	16	30	37	36	12	24	32	28	Yes

Table SK12-21

Lower secondary mathematics and science teachers who agreed with various statements about the teaching profession, by education system: 2018

(Percent)

Education system	Mathematics teachers				Science teachers				OECD country and education system
	Teachers' views are valued by policymakers	Teachers can influence policy in this country (region)	Teachers are valued by the media in this country (region)	Teaching profession is valued in society	Teachers' views are valued by policymakers	Teachers can influence policy in this country (region)	Teachers are valued by the media in this country (region)	Teaching profession is valued in society	
New Zealand	18	32	32	39	10	26	23	29	Yes
Norway	22	20	21	33	19	22	21	27	Yes
Portugal	4	31	5	6	3	35	6	8	Yes
Romania	19	29	25	39	24	37	28	38	No
Russia	20	18	20	36	24	24	22	43	No
Saudi Arabia	28	48	35	46	34	56	38	41	No
Shanghai (China)	57	44	59	60	53	43	54	61	No
Singapore	44	40	58	69	49	43	59	70	No
Slovakia	2	6	14	2	5	10	12	6	Yes
Slovenia	3	12	6	4	4	14	7	7	Yes
South Africa	44	55	28	58	25	52	30	46	No
South Korea	23	16	16	64	19	16	16	62	Yes
Spain	5	11	13	14	6	16	15	14	Yes
Sweden	7	7	13	8	13	15	14	8	Yes
United Arab Emirates	60	55	69	68	54	50	68	65	No
Turkey	13	40	11	23	17	44	16	22	Yes
United States	20	31	31	31	21	40	42	35	Yes
Vietnam	82	87	91	91	77	79	86	90	No

na = not applicable.

OECD = Organisation for Economic Co-operation and Development; TALIS = Teaching and Learning International Survey.

^a The TALIS average is the average of all education systems listed in the table, with each education system weighted equally.**Note(s):**

Lower secondary education in the United States includes grades 7–9. Mathematics and science teachers are identified through teacher reports of the subject taught in their *target class*, which is defined as the first class that teachers taught in their school after 11 a.m. Tuesday in the week before the interview. If a teacher did not teach on Tuesday, the target class can be a class taught on a day following the last Tuesday. Teachers whose target class consisted of entirely or mainly special needs students were not asked about the subject taught in their target class and were, therefore, excluded in the table. The table does not include teachers from Belgium-Flemish and Iceland because the Belgium-Flemish data do not meet international technical standards, and Iceland does not permit secondary data analyses unless the data files are obtained directly from the country.

Source(s):

National Center for Science and Engineering Statistics, special tabulations (2020) of the OECD, TALIS, 2018.

Science and Engineering Indicators