



Global Affairs
Canada



QUEEN RANIA
FOUNDATION
مؤسسة الملكة رانيا



Jordan's Teachers in a Global Landscape

2020



Global Affairs
Canada



Authors

Ghalia Ghawi – Queen Rania Foundation for Education and Development

Najwa AlQbeilat – Ministry of Education

Acknowledgements

The authors would like to thank the schools, principals and teachers for opening their doors and allowing the research team to conduct the survey. Secondly, we would like to thank the Ministry of Education and the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) who approved of and facilitated the research in their schools. Additionally, the authors thank to the team at Ipsos, who worked diligently to collect the data.

The authors would like to thank the survey committee at the MoE, including Dr. Yousef AbuShaar, Dr. Ahmad Qawasmeh, Dr. Yaser AlOmari, Dr. Yaser AlOtoom, Dr. Ghada AlAqoul, Dr. Khawla Hattab and Mr. Hafs Mallouh, who enriched the survey findings through several in-depth discussions around their meaning and implications for Jordan's education system.

The authors would also like to thank the Organisation for Economic Cooperation and Development, who allowed QRF the use of its Teaching and Learning International Survey (TALIS) trend questions, in addition to their methodology and design, in order to run a comparable teacher survey in Jordan. The authors would also like to extend their gratitude to Jean Dumais, who guided the design, methodology and sampling of the survey and ensured its alignment with OECD's TALIS, in addition to John Hew Gough, who conducted the sampling for the study and developed the survey weights.

The authors would like to thank current and previous members of the QRF staff, including Dr. Robert Palmer who provided oversight and support to the research efforts, Helena Pylvainen, who heavily supported in the management of the survey and its design, and Farah Abu Safe, who supported QRF with the survey's data collection efforts. Finally, the authors would like to thank the Foreign, Commonwealth and Development Office (formerly the Department for International Development) in the United Kingdom and Global Affairs Canada that funded this research effort.

Disclaimer

The views expressed are solely those of the authors and do not represent the views of the Ministry of Education, the funders of the project, the Queen Rania Foundation for Education and Development or its affiliations. This publication may include views on policy or policy recommendation, but QRF does not take any institutional policy positions.

Suggested citation

Ghawi, G., AlQbeilat, N. (2020). Jordan's Teachers in a Global Landscape. Ministry of Education – Queen Rania Foundation: Amman.



Jordan's Teachers in a Global Landscape

Executive summary

This brief highlights some of the main findings from Jordan's 2018 National Teacher Survey, with a focus on teachers and the schools they work in, and compares them with benchmark data from the OECD's 2018 Teaching and Learning International Survey (TALIS) from the same year. The key findings of which are highlighted below.

The profile of the teaching workforce

1. The majority (more than 6 in 10) of the teaching workforce in Jordan and TALIS participating countries is female.
2. Jordan's teachers were younger, by an average of 8 years, than OECD teachers, and had less classroom experience, by an average of 7 fewer years.
3. The majority of teachers in Jordan, OECD and other Arab countries participating in TALIS (including Saudi Arabia and the United Arab Emirates), were qualified with a bachelor's degree or equivalent. However, when compared to Jordan, more than five times as many teachers in the OECD held master's degrees or equivalent.

Continuous professional development and mentorship

4. More than 9 in 10 teachers in Jordan and OECD countries reported participating in at least one form of continuous professional development in the year prior to the survey administration.
5. However, a larger percentage of teachers in Jordan agreed that they face multiple various barriers that hinder their participation in professional development when compared to OECD teachers. One of the main barriers to professional development reported by teachers in Jordan was the lack of incentives for participation (66%), an issue which was less prominently reported by OECD teachers (48%).
6. More teachers in Jordan have access to mentoring programs, when compared to OECD country teachers. In Jordan, such programs were commonly provided to all teachers at the school, while OECD principals were more likely to report that mentoring programs were provided to novice teachers.

Teacher appraisals and feedback

7. Teacher appraisal is commonplace across schools in Jordan and OECD countries, with various individuals or bodies being involved in teacher appraisal. However, in Jordan and OECD countries, principal reports suggest they were the most frequently involved in teacher evaluations (as opposed to other members of the school management team, teachers' mentors, other teachers or external bodies or individuals).
8. In Jordan and the OECD, activities commonly reported by principals to occur following appraisals were discussions with teachers to remedy weaknesses, or creating teacher development plans. Meanwhile, increases in teachers' pay and dismissal of underperforming teachers were much less commonly reported by Jordan's principals when compared to OECD.
9. Nine in 10 teachers in Jordan and the OECD reported receiving feedback in their school. The most commonly used source of information to provide feedback was classroom observations.



Global Affairs
Canada



School profiles

10. Jordan's teachers were the most likely to work in schools where more than 30% of students come from disadvantaged backgrounds, when compared to the OECD, the UAE and Saudi Arabia. However, they were much less likely than OECD teachers to work in schools that have children with special needs or non-native speakers.
11. Principal reports suggest that there are resource shortages in Jordan's schools, which were much more prominent than in OECD countries. These include shortage of qualified teachers, support personnel or even access to the internet. Student to teacher ratios in Jordan were also much higher than in the OECD; 21:1 in Jordan, when compared to 12:1 in the OECD.

What happens in the classroom?

12. Jordan's teachers had among the lowest total average number of working hours per week, and spent the lowest average time on teaching per week, when compared to the OECD, UAE and Saudi Arabia.
13. Teacher reports reveal Jordan's teachers are spending the least amount of time on teaching and learning during lessons when compared to all TALIS countries. They reported spending an average of 58% of lesson time on teaching and learning, while OECD teachers spent 78%.
14. Teachers in Jordan had higher reported self-efficacy beliefs when compared to teachers in the OECD. This was across self-efficacy areas including classroom management, instruction, and student engagement. For example, 92% of Jordan's teachers reported being able to motivate students who show low interest in school work quite a bit or a lot, in comparison to 68% of OECD's teachers
15. The reported frequency of implementing specific forms of formative and summative student assessment types was high in Jordan and OECD countries, such as student observations and teachers administering their own student assessments. Meanwhile, teachers in Jordan and the OECD were less likely to report that they let students evaluate their own progress.

Teachers perceptions of the profession

16. Most teachers believe the profession is undervalued in society; with 2 in 3 teachers in Jordan and 3 in 4 teachers in the OECD disagreeing that "the profession is valued in society".
17. Jordan's teachers were the least satisfied with the teaching profession, in comparison to other Arab and OECD countries. For example, more than twice as many teachers in Jordan agreed that they regret becoming a teacher, when compared to OECD teachers (23% and 9%, respectively).
18. Teacher retention in Jordan is higher than in the OECD; with 20% of teachers in Jordan reporting plans to leave the profession within the next 5 years, compared to 25% of teachers in the OECD. This difference may largely be due to the age demographic of teachers in Jordan and the OECD; with teachers in Jordan being younger by 8 years on average.



Introduction

International benchmarking is common practice in the education field. Data from international assessments or surveys can provide important learning from other countries, in addition to guidance for policy and decision making (National Governors Association, 2008).ⁱ This data may also highlight expectations for student or school performance, based on the performance of other countries (Phillips, 2014).ⁱⁱ The Organization of Economic Cooperation and Development (OECD) have comprehensive education benchmarks, whether regarding student performance or school conditions. One such survey providing comprehensive benchmarks is the Teaching and Learning International Survey (TALIS), conducted every 5 years since 2008 with lower secondary teachers and principals across many countries. Jordan was not one of the 48 participating countries and economies in the 2018 TALIS cycle. However, the OECD allowed Jordan the use of their methodology and questionnaires to develop a Jordan-specific teacher survey that was also run in 2018. The methods, sampling and 50% of questions used in the Jordan Teacher Survey were identical to TALIS.

This brief “**Jordan’s Teachers in a Global Landscape**” compares Jordan’s lower secondary education (or ISCED level 2) teachers and schools globally, in terms of demographics, experience, perceptions, practices and school climates.ⁱⁱⁱ While TALIS 2018 surveyed 48 countries and economies worldwide, comparisons in this brief are made with data from OECD countries’ averages and the other Arab countries that participated in the 2018 TALIS, including the United Arab Emirates (UAE) and Saudi Arabia.^{iv} Direct comparisons are also made with Turkey because, similar to Jordan, it hosts a large population of refugees; despite the countries’ different economic profiles.

The profile of the teaching workforce

The teaching profession is mostly female.

Jordan’s and the OECD’s averages show only 1 in every 3 teachers is male (Table 1Table 1). For Jordan, these results are unsurprising; 41% of employed females in Jordan were employed in the education sector, compared to only 6% of employed males (Kasoolu, Hausmann, O’Brien & Santos, 2019).^v Several reasons may explain this gender imbalance in Jordan and internationally, including gender stereotypes regarding ‘suitable’ professions and the roles of males and females within different professions, the prestige of the occupation, social and cultural norms, in addition to pay and pay expectations (Van Damme, 2017).^{vi vii}

Table 1: Percent of female teachers, by country

Country	Percent of female teachers
Japan	43%
Jordan	67%
OECD	68%
Saudi Arabia	52%
Turkey	56%
United Arab Emirates (UAE)	62%

Jordan’s teachers were, on average, younger with fewer years of teaching experience than OECD teachers.

The average teacher age in Jordan was 36 years, with an average of 10 years of experience working as a teacher (Table 2). Their demographics were approximately similar to the demographics of teachers in Turkey, Saudi Arabia and the UAE. However, teachers in OECD countries had an average of 7 more years of experience in comparison to Jordan’s teachers. While this difference may seem large, research suggests that the benefits of experience are most observed during the first years of teaching. Marginal gains in teacher effectiveness are found after 5 years of teaching (Darling-Hammond, 2000).^{viii} This stresses the need to ensure active learning experiences for novice teachers early on in their careers, and the provision of continuous professional development throughout their careers.

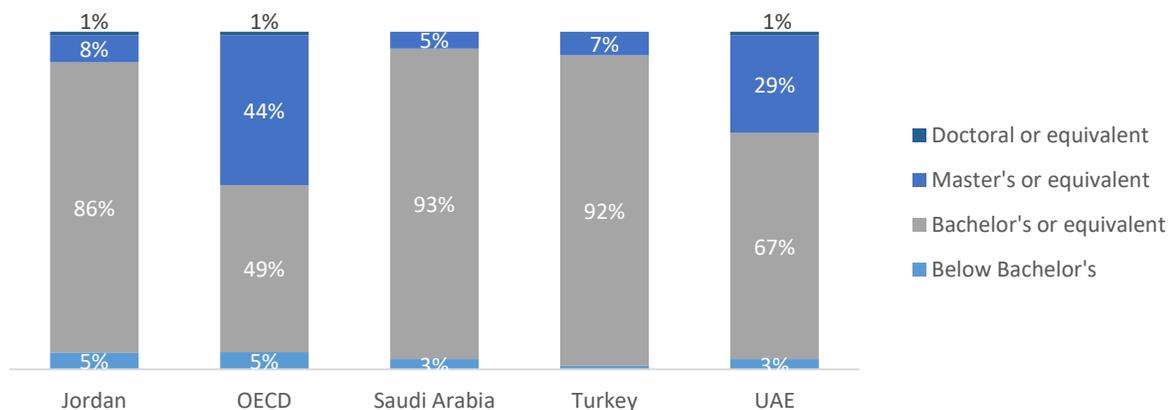
Table 2: Average teachers’ age, years of experience as a teacher in total, by country

Country	Average age	Average years as a teacher in total
Jordan	36	10
OECD	44	17
Saudi Arabia	38	13
Turkey	36	11
UAE	39	13

Jordan’s teachers were less qualified than teachers in the UAE and OECD.

The majority of teachers in Arab and OECD countries were qualified with Bachelor’s degrees or equivalent. However, more than five times as many OECD teachers reported having master’s degrees or equivalent in comparison to Jordan’s teachers; 44% and 8% respectively (Figure 1).^{ix} UAE’s teachers were also more likely than teachers from other Arab countries to report holding master’s degrees. Jordan’s teachers were roughly as likely to report having master’s degrees or equivalent when compared to Turkey’s teachers.

Figure 1: Teacher-reported highest level of education, by country^x



Continuous professional development and mentorship

The vast majority of teachers in Jordan reported receiving some form of continuous professional development in the 12 months prior to survey administration.

More than 9 in 10 teachers in Jordan and the OECD reported receiving at least one form of professional development in the 12 months prior to the survey. Teachers in the UAE were most likely between teachers from OECD countries, Saudi Arabia and Jordan, to report receiving any form of professional development in the year prior to the survey (98%), while teachers in Saudi Arabia were the least likely (86%). These results are positive as continuous professional development is crucial for the ongoing development of teachers' skills, teaching practices and beliefs (Day & Sachs, 2005).^{xi}

More than 7 in 10 teachers in Jordan and the OECD reported participating in courses or seminars, which was the most common form of professional development received.

Teacher reports reveal the most common form of professional development in Jordan, the OECD and other Arab countries was participation in courses or seminars (Table 3). The second most commonly reported form of professional development was reading of professional literature; the rate at which teachers in Jordan reported receiving this form of professional development was roughly similar to Turkey and only marginally less than OECD teachers as a whole. The least commonly reported form of professional development across the aforementioned countries was observation visits to business premises, public or non-governmental organizations. Overall, teacher reports reveal the UAE's teachers were the most likely to experience a greater variety of professional development opportunities. Different forms of professional development foster different skillsets (OECD, 2019).^{xii} Hence, it is essential for teachers to participate in various forms of professional development to nurture these varying skills.

Table 3: The percent of teachers who reported receiving this form of professional development in the 12 months prior to survey administration, by country^{xiii}

	Jordan	OECD	Saudi Arabia	Turkey	UAE
Courses/seminars attended in person^{xiv}	70%	76%	73%	86%	88%
Reading professional literature^{xv}	66%	72%	43%	69%	75%
Participation in a network of teachers formed specifically for the professional development of teachers	47%	40%	43%	43%	70%
Education conferences where teachers and/or researchers present their research or discuss educational issues	42%	49%	25%	52%	62%
Observation visits to other schools	36%	26%	45%	26%	41%
Observation visits to business premises, public organizations or non-governmental organizations	27%	17%	21%	19%	37%

The main barrier to professional development reported by teachers in Jordan was the lack of incentives for participation, an issue which was less prominently reported by OECD teachers.

Teachers in Jordan were the most likely to agree that there were barriers to their participation in professional development, when compared to OECD and UAE teachers (Table 4). For instance, two in three teachers in Jordan agreed there were no incentives for participating in professional development, which was the top barrier among teachers in Jordan. Teachers from OECD countries and the UAE were less likely to agree with this statement (48% and 55%; respectively). Additionally, more than half of teachers in Jordan agreed that no relevant professional development is offered to them, compared to 38% of teachers in the OECD and 1 in 3 teachers in the UAE.

Finally, twice as many teachers in Jordan agreed that “a lack of employer support” is a barrier to them (61%),^{xvi} when compared to OECD teacher reports (32%). It is essential that in designing professional development activities, these barriers are considered in order to support and facilitate teachers’ participation in professional development (OECD, 2019).^{xvii}

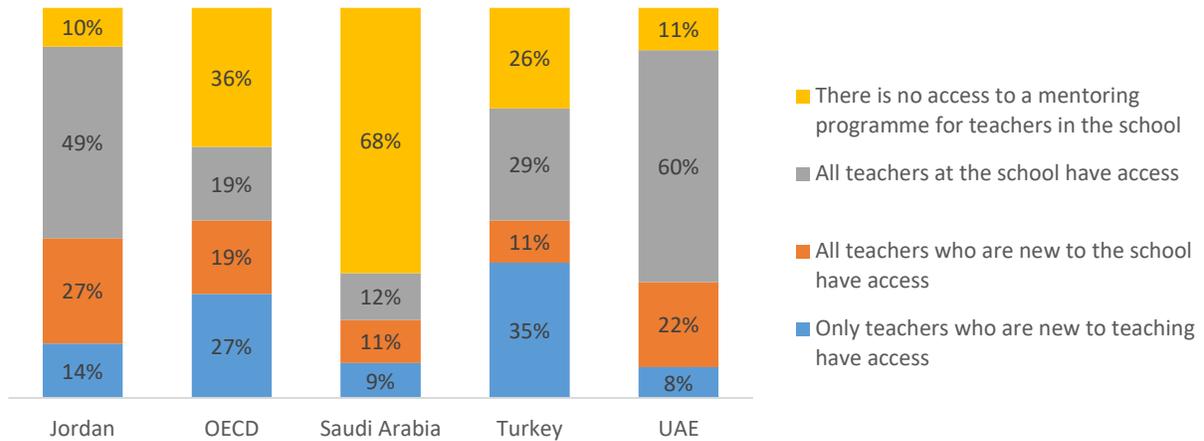
Table 4: The percent of teachers who agreed or strongly agreed with the following statements regarding barriers to participating in professional development, by country

	Jordan	OECD	Saudi	Turkey	UAE
There are no incentives for participating in professional development	66%	48%	85%	69%	55%
There is a lack of employer support	61%	32%	71%	55%	34%
Professional development conflicts with the teacher's work schedule	60%	54%	68%	56%	43%
Do not have time because of family responsibilities	55%	37%	54%	39%	32%
There is no relevant professional development offered	55%	38%	65%	51%	32%
Professional development is too expensive	54%	45%	49%	41%	42%
Do not have the prerequisites	13%	11%	29%	8%	8%

A larger percent of teachers in Jordan have access to mentoring program,^{xviii} when compared to the OECD and Saudi Arabia.

Nine in 10 principals in Jordan reported that teachers in their school have access to a mentoring system, compared to roughly 2 in 3 OECD principals and 30% of principals in Saudi Arabia who reported that such a program is offered. Priority of access to mentoring programs seems to be given to novice teachers in the OECD and Turkey; more principals reported there is access to mentoring systems for novice teachers when compared to teachers who are new to the school and all teachers in general (Figure 2).

Figure 2: Percent of principals who reported that teachers of different characteristics have access to a mentorship program at the school, by country



Teacher appraisals and feedback

Teacher appraisal is commonplace across schools in Jordan and the OECD, with various individuals or bodies being involved in teacher appraisal.

Very few teachers work in schools where appraisals never occur by any individual or body, across Jordan, OECD and other Arab countries participating in TALIS. Data from principals reveals 97% of teachers in Jordan work in schools where some form of appraisal takes place by any individual or body, compared to 93% of OECD teachers. The surveys also explored who is typically involved in teacher appraisal, such as school principals, other members of the school management team, external individuals or bodies, the teacher’s mentors or other teachers. Principal data shows the average number of individuals involved in teacher appraisals was 3 across schools in Jordan, the OECD as a whole, and in Turkey and Saudi Arabia. The average number of people involved in teacher appraisals in the UAE was slightly higher, at 4.

Principal reports suggest that they are the most common source of teacher appraisals in Jordan and the OECD.

While multiple entities are involved in teacher appraisals, principal reports suggest that they are the most involved in such appraisals, across Jordan, the OECD as a whole, Saudi Arabia and Turkey (Table 5). In Jordan (97%), Saudi Arabia (95%), the UAE (89%) and Turkey (87%), principal appraisals were more common than in the OECD (64%). Other members of the school management team were the second most likely appraisers of teacher performance in Jordan and the OECD; principal reports reveal 72% of teachers are appraised by other members of the school management team at least once a year in Jordan, compared to 51% in the OECD. In Jordan and the OECD and Jordan, principal reports reveal that

teachers appraising other teachers is the least commonly used method of appraisal. This is despite appraisals from colleagues offering many potential benefits such as, different insights on the same classroom or subject, and more honest self-reflection by the teacher being appraised (OECD, 2013).^{xix}

Table 5: Percent of teachers whose school principals report that their teachers are formally appraised at least once a year by the following individuals, by country

	School principal	Other members of the school management team	External individuals or bodies	Teacher's mentor	Other teachers
Jordan	97%	72%	54%	51%	38%
OECD	64%	51%	20%	34%	31%
Saudi	95%	57%	80%	28%	26%
Turkey	87%	46%	37%	29%	26%
UAE	89%	91%	58%	77%	63%

Measures commonly reported by principals in Jordan and the OECD to occur following appraisals were discussions with teachers to remedy weaknesses, or creating teacher development plans.

Nearly all principals in Jordan and the OECD reported that following appraisals, measures to remedy teaching weaknesses are discussed with the teacher most of the time, or always. In Jordan and the OECD, more than 9 in 10 principals also reported that development and training plans are also created most of the time or always following teacher appraisals. Common changes in Jordan and the OECD made in light of teacher appraisals were changing teachers' work responsibilities, and appointing mentors to support teachers. Practices less commonly reported included increases in teachers' salaries or bonuses (Jordan (32%), and OECD countries (41%)). However, twice as many principals in the OECD reported that dismissals, or non-renewal of contracts occurred following appraisals (51%), than did Jordan's principals (25%).

The majority of teachers in the OECD and Jordan reported receiving feedback in their school, and the most commonly used source of information to provide feedback was observation of classroom teaching.

Nine in 10 teachers in Jordan and the OECD reported receiving feedback in their school, following a variety of different methods. These methods included observation of their teaching in the classroom, self-assessment of teachers' work, assessment of teachers' content knowledge and student survey responses related to teachers' teaching. The most common method used to solicit feedback to teachers across Jordan, the OECD and other Arab countries was observation of classroom teaching (Table 6). Seventy-three percent of teachers in Jordan, and 80% of OECD country teachers, reported that they received feedback following observation of classroom teaching.

Other methods used that were more commonly reported by teachers in Jordan than in the OECD were teachers' self-assessment of their own work and an assessment of teachers' content knowledge. The least commonly reported method used in Jordan, OECD, Turkey and the UAE was feedback following

student surveys regarding teachers’ teaching. Using student surveys as a source of feedback typically reflects a student-centered approach to education (OECD, 2013),^{xx} and it may be beneficial to increase utilization of such a method in schools.

Table 6: Percent of teachers that reported receiving feedback following information received across different methods, by country

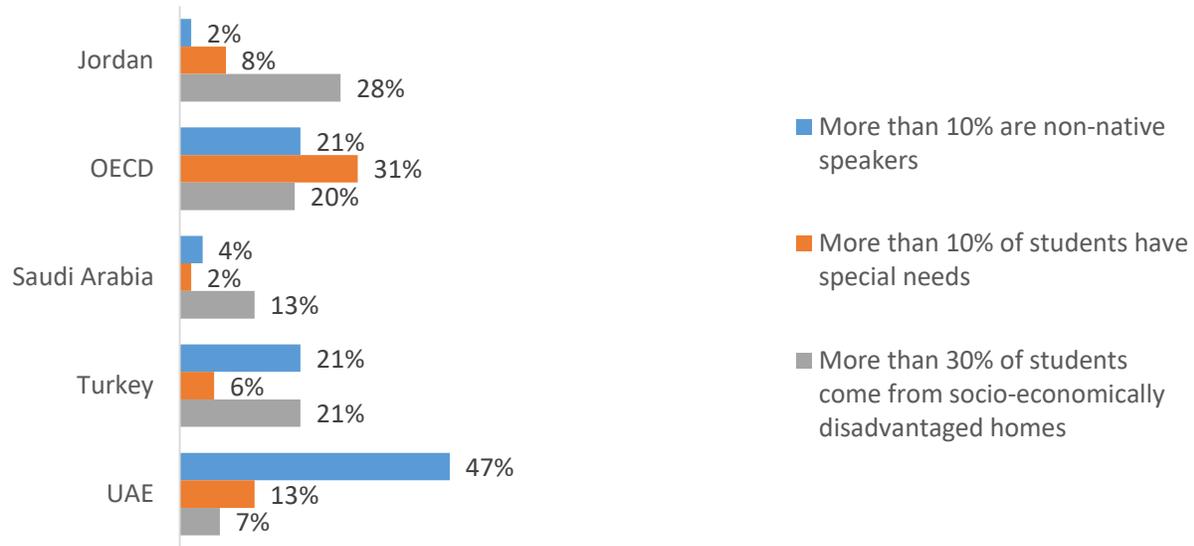
	Jordan	OECD	Saudi Arabia	Turkey	UAE
Observation of the teacher's classroom teaching	73%	80%	91%	78%	98%
Self-assessment of the teacher's work	68%	44%	75%	41%	79%
Assessment of the teacher's content knowledge	64%	51%	88%	46%	84%
Student survey responses related to the teacher's teaching	51%	49%	81%	36%	70%

School profiles

Roughly 3 in 10 teachers in Jordan were working in schools where more than 30% of students come from socio-economically disadvantaged homes, compared to 20% of teachers in OECD countries.

Principal reports reveal that Jordan’s teachers were the most likely to work in schools where more than 30% of the student body came from socio-economically disadvantaged homes, when compared to OECD or other Arab countries (Figure 3). On the other hand, only 8% of Jordan’s teachers work in schools where more than 10% of students have formally identified special needs.^{xxi} In comparison, this figure is three times higher for OECD teachers. These results may hint at issues regarding the inclusion of students with special needs in Jordan’s schools, or issues with identifying students with special needs who are in schools. Additionally, only 2% of teachers in Jordan worked in schools where more than 10% of the students did not speak the native language (or classroom dialect), compared to 21% of OECD teachers and 47% of teachers in the UAE. While the influence of school composition on student learning outcomes is disputed, it remains an important aspect to explore in identifying teacher and school needs, in terms of relevant professional development or other types of support (OECD, 2020).^{xxii} Based on this data, teachers in Jordan may need support to extend their support to students coming from disadvantaged homes.

Figure 3: Percent of teachers teaching in schools with the following student composition, by country



Relations between students and teachers, and the school more generally, were very positive in Jordan, the OECD and other Arab countries.

The majority of teachers in Jordan, the OECD and other Arab countries agreed that there are good relations between teachers and students, and that most teachers care about students' wellbeing and what students have to say. Additionally, such positive relations extend past student teacher relationships, as the majority of teachers also agreed that "if a student needs extra assistance, the school provides it" (Table 7).

While the levels of agreement with statements describing positive student-teacher relations were generally high, Jordan's teachers were the least likely to agree with the two statements "Teachers and students usually get on well with each other" and "Most teachers are interested in what students have to say", when compared to the OECD and other Arab participating countries. More than 1 in 10 teachers in Jordan disagreed with the two aforementioned statements.

Table 7: Percent of teachers who agreed or strongly agreed with these statements regarding teacher and school relations with students, by country

	Teachers and students usually get on well with each other	Most teachers believe that the students' well-being is important	Most teachers are interested in what students have to say	If a student needs extra assistance, the school provides it
Jordan	89%	95%	88%	94%
OECD	96%	96%	93%	92%
Saudi Arabia	96%	97%	94%	93%
Turkey	93%	93%	92%	90%
UAE	96%	97%	95%	93%

Principal reports suggest there are resource shortages in Jordan’s schools, which were much more prominent than in OECD countries.

The majority of principals in Jordan reported that a shortage of support personnel, a shortage of qualified teachers and insufficient access to the internet influence the school’s ability to provide quality instruction quite a bit or a lot, at 60%, 59% and 52%; respectively. These reports are in stark comparison to the OECD; OECD principals were almost twice less likely to report that these factors influenced the school (Table 8). Additionally, principals in Jordan were roughly three times as likely to report that shortages in library materials and instructional materials influence the school, when compared to OECD principals.

Table 8: The percent of principals who reported that these factors influence the school “quite a bit” or “a lot”, by country

	Jordan	OECD	Saudi Arabia	Turkey	UAE
Shortage of support personnel	60%	33%	63%	47%	29%
Shortage of qualified teachers	59%	21%	62%	22%	41%
Insufficient Internet access	52%	19%	75%	20%	28%
Shortage of teachers with competence in teaching students with special needs	48%	32%	52%	37%	42%
Shortage or inadequacy of library materials	45%	16%	51%	30%	22%
Shortage or inadequacy of instructional materials	42%	13%	40%	20%	22%
Shortage of vocational teachers	36%	16%	46%	15%	30%

When exploring school size and average student to teacher ratios, it is further evident that schools in Jordan are less resourced than schools in OECD countries, the UAE and Saudi Arabia. The average student to teacher ratio in Jordan was 21 students to one teacher, while the average in the OECD was 12 students to one teacher, and 13 students to one teacher in the UAE and Saudi Arabia.^{xxiii} While literature on the determinants of student achievement suggest that school resources do not greatly influence student performance (Hanushek,1997),^{xxiv} such resource shortages may place strain on principals and teachers and increase job stress, workload and dissatisfaction.

What happens in the classroom?

Jordan’s teachers had among the lowest reported average working hours per week, and lowest average time on teaching per week, when compared to OECD and Arab countries.

Compared to the OECD and other Arab countries, Jordan had the lowest reported total working hours per week; amounting to an average of 29 hours per week (Table 9). Time spent on teaching per week was also lowest in Jordan; at an average of 18 hours, when compared to the OECD and in Saudi Arabia it is 21 hours, 25 hours in Turkey, or 24 hours in the UAE. When compared to all TALIS participating countries, Jordan is within the bottom 9 countries in terms of average time spent on teaching per week. Jordan’s teachers also spent less time on lesson planning and preparation, when compared to the OECD; a reported average of 4 hours compared to 7 hours, respectively.

However, teachers in Jordan and the OECD were spending the same average time on team work and dialogue with colleagues, marking student work, general administrative work, engaging in extracurricular activities and other work tasks. Teacher reports reveal Jordan’s teachers were spending slightly more time on average on counselling students, participation in school management and communication with parents, than OECD country teachers.

Table 9: The average time teachers report spending on teaching in total, and on various different tasks during a work week, by country

	Jordan	OECD	Saudi	Turkey	UAE
Total working hours	29	39	29	32	40
Teaching	18	21	21	25	24
Individual planning or preparation of lessons either at school or out of school	4	7	6	3	7
Team work and dialogue with colleagues within the school	3	3	4	2	4
Marking/ correcting student work	4	4	5	2	5
Counselling students	3	2	3	2	3
Participation in school management	3	1	3	2	3
General administrative work	3	3	3	2	3
Communication and cooperation with parents or guardians	2	1	2	2	2
Engaging in extracurricular activities	2	2	3	2	2
Other work tasks	2	2	3	2	2

Teacher reports reveal that Jordan’s teachers were spending the least proportion of time on teaching and learning in school lessons, when compared to all TALIS participating countries.

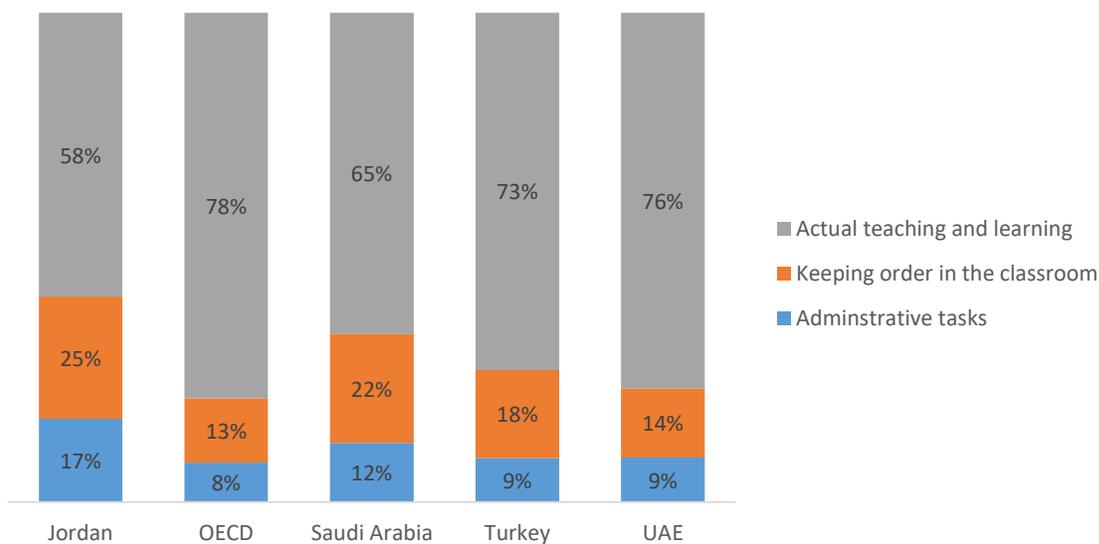
Jordan’s teachers reported spending an average of 58% of classroom time on actual teaching and learning, which was the lowest time spent on teaching and learning when compared to all TALIS

participating countries (Figure 4).^{xxv} OECD teachers reported spending 78% of class time on teaching and learning activities. As identified by the OECD, “a critical precondition for the use of quality teaching practices is to make the most of classroom time to implement them” (OECD, 2020; p.34).^{xxvi} This data raises questions and concerns about whether teachers in Jordan are able to implement quality teaching practices, considering only slightly over half of lesson time is spent on teaching and learning.

A large proportion of time in Jordan’s classrooms is spent on keeping order in the classroom and administrative tasks; teachers in Jordan spent twice as much time on such tasks when compared to OECD teachers. These data may suggest teachers do not have the necessary classroom management skills in order to efficiently distribute class time. These findings shed light on the need to conduct further qualitative studies, which include classroom observations, to better understand and address why one quarter of class time is spent on keeping order in the classroom.

Additionally, it is essential to explore the nature of the administrative tasks that account for 17% of lesson time in Jordan, which is twice as much time spent on administrative tasks when compared to the OECD. Considering both OECD countries’ and Jordan’s teachers reported spending an average of 3 hours of general administrative work per week (Table 9), it does not appear that Jordan’s teachers are more overloaded with general administrative tasks. Such results may indicate Jordan’s teachers need support managing such administrative tasks, so as not to interfere with teaching and learning activities.

Figure 4: Average proportion of time teachers reported spending on different tasks during a lesson, by country



While one quarter of class time is dedicated to keeping order in the classroom in Jordan’s classrooms, Jordan’s teachers were the least likely between OECD and other Arab country teachers to agree that lesson time is wasted due to disruptive noise and student interruptions (Table 10). These conflicting results may suggest teachers are over-estimating the time they spend on keeping order in the classroom, or underestimating classroom disruptions. Alternatively, if Jordan’s teachers are spending more time on keeping order in the classroom, this may be why they are less likely to agree with having class disruptions (Figure 4).

Table 10: Percent of teachers who agreed or strongly agreed with these statements around classroom order, by country

	When the lesson begins, the teacher has to wait quite a long time for students to quieten down	Students in the class take care to create a pleasant learning atmosphere	The teacher loses quite a lot of time because of students interrupting the lesson	There is much disruptive noise in the classroom
Jordan	19%	76%	21%	14%
OECD	28%	72%	29%	26%
Saudi Arabia	22%	77%	26%	18%
Turkey	26%	63%	33%	32%
UAE	22%	80%	23%	18%

Teachers in Jordan had higher reported self-efficacy beliefs when compared to teachers in the OECD.

Teachers' self-efficacy^{xxvii} was explored around 3 main areas: 1. Classroom management, 2. Instruction, 3. Student engagement.^{xxviii} More than 9 in 10 teachers in Jordan reported they could perform tasks under these 3 areas "quite a bit" or "a lot". This is in comparison to 8 in 10 OECD teachers who reported similarly. One of the largest differences in self-efficacy beliefs between teachers in the OECD and Jordan was around their ability to motivate students who show low interest in school work. Ninety-two percent of Jordan's teachers reported they could do this quite a bit or a lot, in comparison to 68% of OECD's teachers. Research suggests self-efficacy has a strong relationship with classroom practices and quality of instruction (Holzberger, Philipp and Kunter, 2013).^{xxix} Data from international large scale assessments, such as the Programme for International Student Assessment, reveals that Jordan's students lag behind OECD counterparts in their performance (OECD, 2019).^{xxx} This may suggest a disconnect between teachers' self-efficacy beliefs and their actual classroom practices.

There was similar implementation of formative and non-formative student assessments in Jordan and OECD countries, including student observations and teachers administering their own assessments.

The two most frequently used assessment methods reported by teachers in OECD countries and Jordan was observation of students and providing immediate feedback, and administering their own assessment (Table 11). The majority of teachers reported using such assessments frequently, or in nearly all lessons. These results are positive, suggesting teachers are making use of both summative and formative type assessments.

Teachers in Jordan (80%) were also much more likely than teachers in OECD countries (58%) to report regular use of providing written feedback on student work, in addition to a mark. The least commonly reported method of student assessment was letting students evaluate their own progress. It may be beneficial to encourage such an assessment method, to increase students' meta-cognitive skills and self-reflection (TEAL, 2010).^{xxxi}

Table 11: Percentage of teachers who reported they frequently or in all/nearly all lessons used these forms of assessment, by country

	Observe students when working on particular tasks and provide immediate feedback	Administer own assessment	Provide written feedback on student work in addition to a mark	Let students evaluate their own progress
Jordan	86%	81%	80%	47%
OECD	79%	77%	58%	41%
Saudi Arabia	81%	84%	74%	35%
Turkey	85%	83%	55%	59%
UAE	94%	87%	89%	69%

Teachers perceptions of the profession and their satisfaction

Teachers believed the profession is undervalued in society.

The majority of teachers in Jordan and the OECD feel the profession is undervalued in society. Roughly 1 in 3 teachers in Jordan agreed that the teaching profession is valued in society, while only 1 in 4 OECD teachers agreed with the statement (Table 12). Teachers in the UAE and Saudi Arabia had more positive views; 7 in 10 UAE and more than half of Saudi Arabia’s teachers agreed that the profession is valued in society. The OECD have explored the relationship between teachers’ perceptions regarding the profession’s value in society and pay, with the assumption that teachers who are paid well, possess more positive views about the profession’s status. However, the relationship was not as direct as expected (OECD, 2020).^{xxxii} It would be important to study the reasons driving more positive views expressed by teachers in some countries, as research suggests that improving the prestige of the teaching profession is one way to increase its attractiveness, and improve teacher retention (OECD, 2020; Ingersoll & Collins, 2018; Price & Weatherby, 2018).^{xxxiii xxxiv xxxv}

Views regarding the profession’s value varied significantly by gender. In OECD countries, male teachers held more positive views towards the profession when compared to female teachers, while female teachers in Arab countries were more likely to hold positive views towards the profession than their male counterparts (Table 12). TALIS 2018 data showed a disparity in the leadership positions held by males and females; more males held school leadership positions when compared to females across all TALIS participating countries (OECD, 2020).^{xxxvi} Hence, the more positive views by males in OECD countries, may be because they hold more prestigious roles within the profession. In Jordan, most schools at ISCED level 2 are segregated by gender; therefore, females are just as likely as males to occupy management and leadership positions. In fact, the majority of principals in Jordan were female (63%), while 47% of principals in the OECD were female despite a majority of female teachers. This may explain the different trend evidenced in perceptions of the profession’s value between male and female teachers in OECD countries and Jordan.

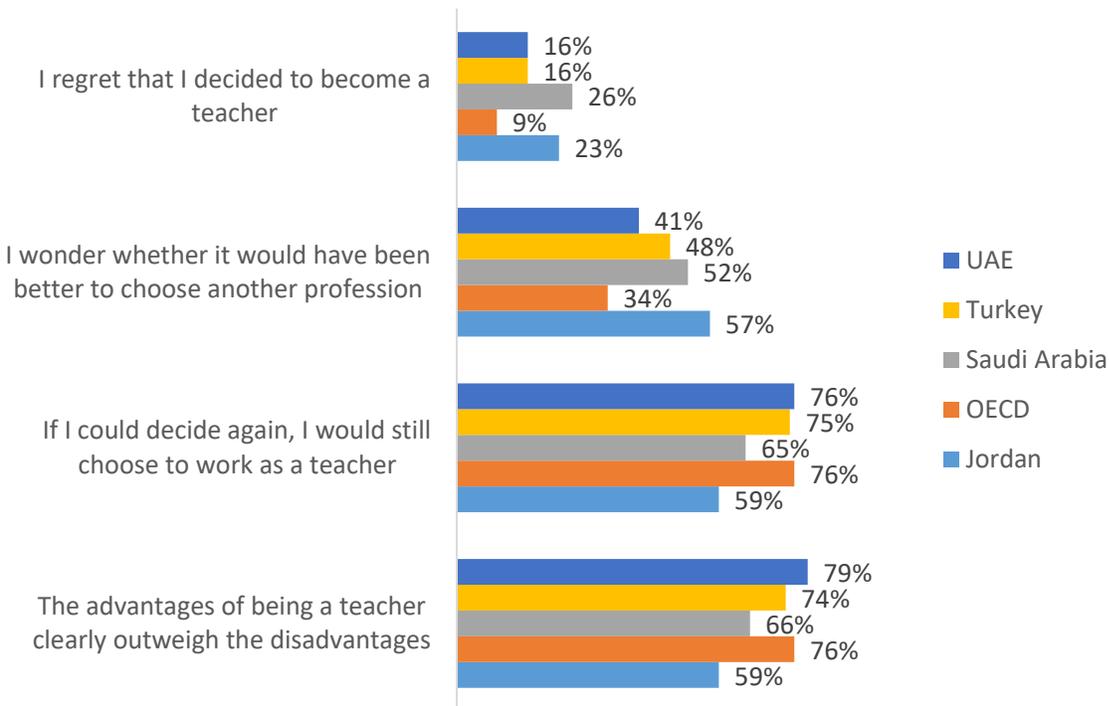
Table 12: Percentage of teachers who "agreed" or "strongly agreed" that the teaching profession is valued in society, by gender^{xxxvii}

	Percent of teachers who agreed overall	Percent of male teachers who agreed	Percent of female teachers who agreed	Difference between genders (male minus female)
Jordan	34%	26.5%	38.2%	-11.7
OECD	26%	29.2%	24.4%	4.8
Saudi Arabia	52%	43.4%	59.4%	-16.0
Turkey	26%	25.6%	26.4%	-0.8
UAE	72%	69.3%	73.1%	-3.8

Jordan's teachers had among the lowest reported job satisfaction when compared to OECD and other Arab countries.

Reported job satisfaction in Jordan was lowest compared to OECD and other Arab participating countries. Jordan's teachers were the least likely to agree with the statements "The advantages of being a teacher clearly outweigh the disadvantages", and "If I could decide again, I would still choose to work as a teacher" (Figure 5). They were also the most likely to agree with "I wonder whether it would have been better to choose another profession", and were twice as likely to agree with the statement "I regret that I decided to become a teacher", when compared to OECD teachers. Teachers in Saudi Arabia closely followed Jordan's teachers in their levels of job satisfaction.

Figure 5: The percent of teachers who agreed with the following statements regarding satisfaction with the profession, by country



Teacher retention in Jordan is higher than in the OECD, but this may largely be due to the age demographic of teachers.^{xxxviii}

A higher percentage of teachers in OECD countries reported intentions for planning to leave the profession within the next five years when compared to Jordan's teachers; 25% and 19%, respectively. However, it is important to note that there were only 5% of teachers aged 50 or above in Jordan, compared to the OECD where more than 1 in 3 teachers were aged 50 or above. Hence, more teachers in the OECD may have reported plans to leave the profession as there may be more teachers nearing the age of retirement. Indeed, the OECD's (2020) analysis shows a positive correlation between teacher age and plans to leave the profession (correlation of .44 among all TALIS participating countries).^{xxxix} Despite the aforementioned, age may not be the only factor influencing teacher retention. Teachers in Saudi Arabia had an average age of 38, and had the highest reports of plans to leave the profession within the next 5 years among the OECD and Arab countries (at 35%). The OECD has found that stress is an influential factor in determining whether teachers remain in the profession, with teachers facing higher stress being more likely to report plans to leave the profession (OECD, 2020).^{xl} It would be essential for future teacher surveys in Jordan to explore teachers' stress levels, to identify if, how and to what extent, stress influences teacher retention in Jordan.

Closing remarks

This brief aimed to benchmark indicators regarding Jordan's teachers and schools with the OECD and other Arab countries participating in the 2018 TALIS. While the data does highlight cases in which Jordan is performing well when compared to the OECD; including the high proportion of teachers who have access to mentorship systems or professional development, other findings shed light on striking issues, such as:

1. There is not enough time being spent on teaching and learning in Jordan's classrooms; with more than 40% of lesson time being spent on administrative tasks and keeping order in the classroom.
2. There are several factors acting as barriers to teachers' participation in professional development in Jordan; one striking of which was that a majority of teachers reported no relevant professional development is offered to them.
3. A majority of teachers in Jordan do not feel valued in their societies, and a large proportion of teachers are not satisfied with the profession.
4. A shortage of resources in Jordan's schools, including both human and physical resources.
5. The disconnect between teachers' self-efficacy and student achievement.

It is essential to work towards building policies and practices that can tackle these issues, so the teaching and learning environments in Jordan's schools are enhanced.



The 2018 National Teacher Survey (NTS) is a comprehensive nationally representative survey, conducted through a partnership between Jordan’s Ministry of Education (MoE) and the Queen Rania Foundation for Education and Development (QRF), with funding from the Foreign, Commonwealth and Development Office (formerly the Department for International Development) and the Canadian Embassy. The survey design and instruments were aligned with the Organization for Economic Cooperation and Development’s (OECD) Teaching and Learning International Survey (TALIS), allowing comparisons to be made with other TALIS-participating countries. Approximately half of the questions of the survey were borrowed from the TALIS trend questions. The remainder were tailored to Jordan’s context.^{xii}

The survey explored Jordanian teachers’ educational backgrounds, experience, training, attitudes, pedagogical practices, challenges and experiences serving refugee students in various contexts. School and classroom climates were also explored. To explore these areas, 5,722 teachers of basic-level education (i.e. grades 1-10) were surveyed, along with their school principals from 361 MoE, private and United Nations Relief and Works Agency (UNRWA) schools. The sample was specific to the International Standard Classification of Education (ISCED) level 2 to allow for comparison with TALIS. This was achieved by disaggregating schools into two groups: schools serving grades 1-6 (ISCED level 1) and those serving grades 7-10 (ISCED level 2). The sampling also allowed exploration of teachers serving in various refugee contexts, including Syrian refugee camps, Syrian second shift schools, schools with Syrian refugees integrated in host community classrooms, and UNRWA schools serving Palestine refugee children.

ⁱ National Governors Association. (2008). Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education. <https://www.achieve.org/international-benchmarking>

ⁱⁱ Phillips, G. W. (2014). International Benchmarking: State and National Education Performance Standards Contents. American Institutes for Research. Retrieved from <https://files.eric.ed.gov/fulltext/ED553409.pdf>

ⁱⁱⁱ In Jordan, ISCED level 2 teachers are teachers who teach grades 7 to 10. ISCED level 2 teachers are also referred to as lower secondary education teachers in TALIS. [Education at a Glance \(OECD, 2019\)](#)

^{iv} Referred to herein as OECD for short. Additionally, references made in the brief to OECD and Arab countries, are specifically about OECD and Arab countries that have participated in the 2018 TALIS.

^v Kasoolu, S., Hausmann, R., Brien, T. O., & Santos, M. A. (2019). Female Labor in Jordan: A Systematic Approach to the Exclusion Puzzle. Retrieved from: <https://growthlab.cid.harvard.edu/files/growthlab/files/2019-10-cid-wp-365-female-labor-jordan.pdf>

^{vi} Damme, D. Van. (2017). Why do so many women want to become teachers? Retrieved from <https://oecdeditoday.com/why-do-so-many-women-want-to-become-teachers/>

^{vii} A study on the influence of teachers’ gender on student achievement in Jordan was conducted by the Evidence Institute, under the umbrella of Jordan’s Ministry of Education partnership with the Queen Rania Foundation for Education and Development, with funding from the Department for International Development (DFID) and the Canadian Embassy.

^{viii} Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence Previous Research. *Education Policy Analysis Archives*, 8(1), 1–44.

^{ix} In the OECD TALIS data tables, qualifications are referred to in terms of their ISCED levels, which have been referred to with respect to the degrees they represent in this brief.

^x In Jordan, higher diplomas were categorized under the “Bachelor’s degree or equivalent” category. ISCED’s 2011 level classifications were used for grouping degrees in Jordan; <http://uis.unesco.org/en/isced-mappings>

^{xi} Day, C., Sachs, J. (2005). *International Handbook on the Continuing Professional Development of Teachers* (1st Edition). Open University Press.

^{xii} OECD (2019), TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris, Retrieved from <https://doi.org/10.1787/1d0bc92a-en>.

^{xiii} Further forms of professional development were explored in each of the TALIS 2018 and NTS 2018 surveys. However, some items were included in TALIS but not Jordan’s National Teacher Survey, and other items do not match word for word across both surveys. As such, comparisons between them would not be accurate, and were not added to this brief.

^{xiv} The National Teacher Survey teacher questionnaire did not specify whether the courses/workshops were attended in person, while the TALIS questionnaires specified that these are in-person courses/workshops.

^{xv} This item in the National Teacher Survey was slightly reworded, as: "Reading research, books or academic articles related to teaching, teaching strategies, teaching instruction techniques, pedagogy, etc."

^{xvi} The National Teacher Survey and TALIS 2018 did not define "employer" in the questionnaire. When answering this question, teachers may have referred to their school principal, or in the case of public school teachers, the Ministry of Education.

^{xvii} [Ibid](#) xi.

^{xviii} The TALIS 2018 principal questionnaire defined mentoring as: "a support structure in schools where more experienced teachers support less experienced teachers. This structure might involve all teachers in the school or only new teachers." (page 17 of questionnaire). The National Teacher Survey defined mentoring as: "coaching and support, rather than supervision or management of teachers".

^{xix} OECD (2013), *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris, <https://doi.org/10.1787/9789264190658-en>.

^{xx} [Ibid](#).

^{xxi} The definition of special needs was presented to principals as "Special needs' students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.]" This definition can be found on page 8 of the TALIS principal questionnaire from 2018 <http://www.oecd.org/education/school/TALIS-2018-MS-Principal-Questionnaire-ENG.pdf>.

^{xxii} [Ibid](#) xi.

^{xxiii} Principals provided school sizes in terms of number of teachers, number of students and number of other staff categories. Ratios were then calculated for each school, and the overall average for each country was then taken.

^{xxiv} Hanushek, E. A. (1997). *Assessing the Effects of School Resources on Student Performance: An Update*.

Educational Evaluation and Policy Analysis, 19(2), 141–164, Retrieved from

http://hanushek.stanford.edu/sites/default/files/publications/Hanushek_1997_EduEvaPolAna_19%282%29.pdf

^{xxv} See Figure I.2.5 of the OECD’s TALIS volume I publication, for the average proportion of time teachers reported spending on teaching and learning across all participating countries, at: https://www.oecd-ilibrary.org/sites/1d0bc92a-en/1/2/3/index.html?itemId=/content/publication/1d0bc92a-en&_csp_ =1418ec5a16ddb9919c5bc207486a271c&itemGO=oecd&itemContentType=book

^{xxvi} OECD (2020), *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, TALIS, OECD Publishing, Paris, Retrieved from <https://doi.org/10.1787/19cf08df-en>.

^{xxvii} In the context of teaching, self-efficacy is a teacher’s belief regarding their ability to perform specific tasks

^{xxviii} TALIS 2018 also included a self-efficacy belief around enhanced activities, which was not included in the 2018 National Teacher Survey.

^{xxix} Holzberger, D., A. Philipp and M. Kunter (2013), "How teachers’ self-efficacy is related to instructional quality: A longitudinal analysis", *Journal of Educational Psychology*, 105(3), 774-786, Retrieved from

<http://dx.doi.org/10.1037/a0032198>.

^{xxx} OECD (2019). *PISA 2018: Insights and Interpretations*. OECD, Retrieved from

<https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>

^{xxxi} TEAL Center Fact Sheet No. 4: Metacognitive Processes, <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/metacognitive>

^{xxxii} OECD (2020). *TALIS 2018: Insights and Interpretations*. OECD, Retrieved from

http://www.oecd.org/education/talis/TALIS2018_insights_and_interpretations.pdf

^{xxxiii} OECD (2020), *TALIS 2018 Results (Volume II): Teachers and School Leaders as Valued Professionals*, TALIS, OECD Publishing, Paris, Retrieved from <https://doi.org/10.1787/19cf08df-en>.



Global Affairs
Canada



^{xxxiv} Ingersoll, R. and G. Collins (2018), “The status of teaching as a profession”, in Ballantine, J., J. Spade and J. Stuber (eds.), *Schools and Society: A Sociological Approach to Education*, Pine Forge Press/Sage Publications, Thousand Oaks, CA, Retrieved from https://repository.upenn.edu/gse_pubs/221.

^{xxxv} Price, H. and K. Weatherby (2018), “The global teaching profession: How treating teachers as knowledge workers improves the esteem of the teaching profession”, *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 29(1), pp. 113-149, Retrieved from <http://dx.doi.org/10.1080/09243453.2017.1394882>.

^{xxxvi} Ibid xxx.

^{xxxvii} Bolded results indicate statistically significant differences between males and females.

^{xxxviii} It is important to note that the question asked in the NTS slightly differed from the TALIS 2018 question. The National Teacher Survey question wording was “Do you plan on remaining in the profession for the next 5 years or more?”, while the TALIS 2018 question was “For how many more years do you want to continue to work as a teacher?”. The different wording of the questions may not yield entirely comparable results.

^{xxxix} Ibid xxx.

^{xl} Other factors were also found to influence retention, which will be explored in separate briefs and analyses.

^{xli} Information regarding the full survey methodology is available in a separate document.