

# TIMSS SA Newsletter



Education and Skills Development  
Research Programme

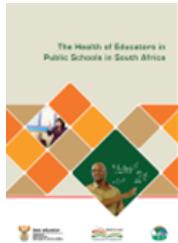
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In the current educational climate, where schools are trying to improve learner achievement with limited resources, educator well-being may be overlooked as a 'nice to have' rather than as a vital component of the educational system. However, from an organisational perspective, employee well-being is an important factor for educational quality and performance. This issue of the TIMSS SA newsletter focuses on the well-being of South African educators as we try to better understand their physical and emotional status.

## Health of Educators in Public Schools in South Africa



In 2016, the Human Sciences Research Council (HSRC) released the report on the national survey of the [health and wellbeing of educators](#) in public schools in South Africa. The study aimed to investigate the HIV-related epidemiological profile of public school educators and school leadership and to assess the impact of HIV prevention, care and treatment programs. In addition, the report provides information on sexually transmitted infections (STIs), and TB, as well as focusing on the general health and well-being of educators in schools.

You can find a fact sheet from the study [here](#) and summary infographics of the report [here](#).

## Infographic: Well-being of South African educators



In this [infographic](#), we explore South African educators' well-being using data from the study on the Health of Educators in Public Schools in South Africa, and the 2015 Trends in International Mathematics and Science Study.

## Understanding Educators' Well-being

In this opinion piece, Angelina Fadiji provides a [perspective on educator well-being](#): what it is, why it is important and why we need to enhance the well-being of our educators.

## Educator Well-being in South Africa: Theses and Dissertations

Educator well-being in South Africa has been researched for some time, with studies focusing on various aspects related to the wellbeing of educators, such as stress. A number of theses and dissertations have been written, including:

- [The relationship between stress factors and workplace outcomes amongst educators in the Western Cape province](#) by Cleo Lynne Jacobs
- [Well-being of teachers in secondary schools](#) by Elmari Fouché
- [Psychological capital: subjective well-being; burnout and job satisfaction amongst educators in the Umlazi region](#) by Andrea Anne Hansen

## TIMSS Publications

### Working papers

#### An analysis of TIMSS 2015 Science Reading Demands

Using the TIMSS 2015 Grade 9 data, Surette van Staden and Marien Graham (University of Pretoria) and Jacqueline Harvey (HSRC) investigated the [reading demands](#) of Science items. Implications for the study point to the need to improve learners' reading skills in order to improve achievement outcomes. .

## **Establishing Benchmarks using TIMSS Performance Data to Create Relevant Benchmarks for South Africa**

In this working paper, Vanessa Scherman (University of Pretoria), Caroline Long (University of Johannesburg), Corene Coetzee (UP) and Amelia Abrie (UP) used [performance level descriptors](#) to denote South African Grade 9 learners' current performance levels along the mathematics and science continuum in TIMSS 2015.

### **Journal articles**

#### **Teacher classroom practices and Mathematics performance in South African schools: A reflection on TIMSS 2011**

In a recently published journal article, Fabian Arends, Lolita Winnaar and Mogege Mosimege investigated the association between [learner achievement and selected teacher classroom practice](#), using Grade 9 TIMSS 2011 data. The study found that various teacher classroom practices, such as providing feedback and observing each other's lessons have a significant impact on learner performance in Mathematics.

#### **Quality education for sustainable development: Are we on the right track? Evidence from the TIMSS 2015 study in South Africa**

Jogymol Alex (Walter Sisulu University) and Andrea Juan (HSRC) examined the contextual differences between learners in the Eastern Cape and Gauteng and how these differences are associated with mathematics achievement. In doing so, the paper proposes possible policy intervention points in order to ensure [quality education for sustainable development](#) in the country.

#### **HSRC Seminar presentation: Mathematics performance in South Africa. Learnings from TIMSS 2015**

On 27 March, the TIMSS team held a [seminar](#) presenting the results of TIMSS 2015, focusing particularly on mathematics at the Grade 5 and Grade 9 level. The team presented the achievement results for 2015, and how these results have changed since 2003. They also discussed the influence of the home and school environments, and provided a set of policy recommendations.

### **Call for proposals**

#### **Thematic report using IEA TIMSS data: Using “wrong” answers to understand common misconceptions in mathematics and science**

The International Association for the Evaluation of Educational Achievement (IEA) is developing a report which uses TIMSS data to understand whether discernible patterns of incorrect answers can be used to understand misconceptions in mathematics and science. They have issued a [call for proposals](#) for input into the report, the deadline for which is 4 May 2018.

### **Interested in using TIMSS data for research?**

If you are interested in working with us on publications based on the TIMSS data, please [contact us](#).

[www.timss-sa.org.za](http://www.timss-sa.org.za)