

Exhibit 5.1.8: Teachers Majored in Mathematics and Mathematics Education
Teachers' Reports

About the Index
Major in Mathematics and Mathematics Education: Teachers majored in mathematics and majored in mathematics education
Major in Mathematics But No Major in Mathematics Education: Teachers majored in mathematics but did not major in mathematics education
Major in Mathematics Education but No Major in Mathematics: Teachers did not major in mathematics but majored in mathematics education
All Other Majors: Teachers did not major in mathematics, did not major in mathematics education, but completed post-secondary education (ISCED Level 4) or higher
No Formal Education Beyond Upper-Secondary: Teachers completed no higher than ISCED Level 3

SOURCE: IEA's Trends in International Mathematics and Science Study - TIMSS 2023 Longitudinal
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Exhibit 5.1.9: Teachers Majored in Mathematics and Mathematics Education and Average Achievement
Teachers' Reports in 2023 and 2024

Country	Major in Mathematics and Mathematics Education		Major in Mathematics but No Major in Mathematics Education		Major in Mathematics Education but No Major in Mathematics		All Other Majors		No Formal Education Beyond Upper-Secondary	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Jordan										
Grade 8	30 (3.9)	394 (7.6)	62 (4.2)	386 (4.8)	2 ~	~ ~	2 ~	~ ~	4 (1.5)	382 (8.8)
Grade 9	18 (2.8)	423 (7.6)	73 (3.1)	398 (4.1)	2 ~	~ ~	1 ~	~ ~	5 (1.8)	415 (10.4)
Korea, Rep. of										
Grade 8	19 (3.2)	589 (8.0)	37 (3.9)	599 (4.6)	43 (4.1)	597 (4.2)	1 ~	~ ~	0 ~	~ ~
Grade 9	17 (2.4)	604 (6.3)	36 (3.5)	602 (4.4)	47 (3.4)	605 (3.8)	1 ~	~ ~	0 ~	~ ~
Sweden										
Grade 8	56 (4.3)	518 (3.5)	16 (2.8)	509 (6.0)	21 (3.5)	518 (6.1)	4 (1.5)	503 (11.3)	2 ~	~ ~
Grade 9	47 (3.8)	532 (5.5)	22 (2.9)	520 (6.2)	22 (3.0)	528 (6.8)	7 (1.9)	520 (9.7)	1 ~	~ ~

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

A tilde (~) indicates insufficient data to report result.

An "r" indicates data are available for at least 70% but less than 85% of the students.

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