

variables) strongly correlated with the two dependent variables. The teachers' beliefs are significantly correlated with the classroom climate and with the sense of self-efficacy in all of the countries. In most countries there are also correlations with other classroom factors, such as student abilities and class size (not in Poland). At the TALIS level the strongest and most significant correlations were unsurprisingly found between teachers' beliefs, practices of instruction and classroom discipline/climate, on the one hand, and the teachers' self-assessment as to how efficient they were at work on the other.

In most of the countries two other independent variables also played a role: the number of years of teaching and practices of instruction that favoured a good teacher-student relationship.

The fact that the aforementioned variables played such a prominent role does not mean that other issues, such as the professional development of teachers, school appraisal and school leadership, are unimportant. Their influence may be indirect and may emerge in the longer term, which would suggest longitudinal research. Most of these factors were clearly seen in the gross and net models (but not in the final models for Poland).

The two dependent variables, which are clearly of a qualitative nature and are thus difficult to measure, could be used as independent variables in other studies if these would adopt school leadership, school assessment or teacher appraisal as their main subjects.

Finally, there is a host of opinions voiced in discussions during and after the presentation of the national report to the effect that teachers had "learned" how to respond to surveys. Perhaps some teachers responded the way they thought was expected of them. Perhaps this suggests a certain kind of empathy on their part? This cannot be ruled out in certain situations, especially in the countries of the former Soviet bloc where several questions may have been perceived as a form of control.

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