Slovakia but also in other seven countries. Such results allow for further research focused on the influence of the salary amount and teacher quality.

The result that can be considered a good predisposition for further research is the finding that Slovak teachers have a high level of reading at home; on the contrary, they are in the bottom part of the ranking in writing and reading at work. Thus, the question for further research is why it is the skill at home that Slovak teachers are better at when compared with other aspects of literacy. So far it can be assumed that schools, as all institutions in this country, have many administrative duties, which teachers perform at home.

The fact that teachers’ reading and writing behaviours are self-reported only, thus some items may not be objective, may be considered to be the limitation of this research. Furthermore, the latest gathered data are from 2017 therefore it would be ideal to carry out the same research in near future and follow up the development of teachers’ reading and writing skills over time.

Teachers’ literacy is a very crucial thing in education and the education system, and it needs to be paid constant attention aiming at pointing out to shortcomings in weaker countries and looking for inspirations in countries that excel.

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