

Careers survey on behalf of *Get Into Teaching*

Introduction

SKV Communications and Kindred Agency commissioned Censuswide to carry out a survey on behalf of the *Get Into Teaching* campaign, asking university degree-level students and recent graduates – those who graduated in the last 18 months – about their career aspirations and perceptions of teachers and the teaching profession. Respondents were asked a set of single answer and multi-answer questions based on this theme. All respondents were aged 16+ and based in the UK.

The purpose of the survey was aimed at gaining further insights from one of the *Get Into Teaching* campaign's target audiences about their future careers and opinions of teaching and teachers. The survey focused on questions about the emotional and practical rewards this audience might look for in a future career, coupled with what they thought teaching offered those who choose to do it as a job.

Findings from the survey were used to inform campaign development and marketing, in particular public relations activity aimed at our core audiences in the new recruitment year. Press releases based on the main survey findings were proactively shared with target national and regional media for publication. The press releases also include information about how those considering a career in teaching can find out more.

Methodology

The research was conducted by Censuswide in accordance with the [MRS Code of Conduct \(2014\)](#) between 3 October 2017 to 19 October 2017. The aim was to gain responses from 3,000 current university students and graduates (in the last 18 months). The final response rate was 3,005 university students and recent graduates. All responses were gathered using an online survey consisting of 20 questions. The respondents for the survey were recruited via a random and anonymous sample selection, from an online "double opt-in" panel (where all eligible respondents are required to answer the demographic screening questions again to take part in the survey) of university students and recent graduates.

The Censuswide panel was originally recruited via sampling specialists and since has grown organically. Panellists can opt to answer all surveys – but will be filtered out if a survey is not relevant to them. Panellists are also invited to participate in surveys via a newsletter.

The way this survey was built meant that respondents were asked a number of preliminary screening questions to gather their demographic data, which could be used to analyse the data. This demographic data included age, gender, city, region and educational status. Those who identified themselves as neither a current university student nor recent graduate were not able to continue with the survey and do not feature in the results.

The research company Censuswide employs members of the [Market Research Society](#) and their research activity abides by the [ESOMAR](#) principles.

Questions to respondents covered the following topics and themes:

- Whether they think they would make a good teacher and why/why not
- The opinions of those who choose to teach and what they think about teachers in general
- How becoming a teacher in the future might make them feel
- What they feel teaching might offer as a career that others don't
- What personal and emotional fulfilment or elements are they looking for in a future career
- What practical elements are important to them in a future career
- Where they thought teaching ranked among jobs that make a positive impact on society
- If emotional or practical rewards are more important in a future career
- How rewarding teaching might be as a career
- Where they formed their impression of what teaching involves

As we are working with a 3.09% margin of error (and a 95% confidence interval), if the research were to be repeated with the same sample, we would expect the percentages to differ no more than 3% either way from the current results data.

Summary findings

Based on a sample of 3,005 university students and recent graduates, statistics show that 94% are looking for a career relating to their degree subject. When thinking about future careers and the fulfilment this group expressed they want a future career to provide: 52% said the feeling that their job is worthwhile, 43% want the knowledge that they are making a positive contribution to something/someone/society, 31% the feeling of having a job that makes them

feel proud and 31% the knowledge that every day is different and will keep them interested. Additionally, 24% want the feeling that a job challenges and stretches them and 22% the feeling that they are helping other people to flourish.

Based on the survey findings, 68% of students and recent graduates feel that when considering their future career, working in an area they are passionate about is an important emotional element to them. This is followed by making a real and tangible difference to individuals and the world (45%), to be ultimately helping others (35%) and giving back to community or society (30%). Being part of a respected profession is also important to 29% of the students and recent graduates surveyed.

According to the sample surveyed, when considering a future career, the following practical elements are important to students and recent graduates: 47% say job security, 43% an opportunity to work in their area of interest, 35% clear progression routes, 32% the diversity of experiences, as well as 27% saying a competitive salary and the same (27%) stating good holiday entitlements. When considering a future career, 44% say emotional rewards are equally important as practical ones, 31% say emotional rewards are more important than practical ones, and 20% favour practical rewards over emotional ones.

On the topic of teaching, 77% of students and recent graduates surveyed believe they would make a good teacher. Of this group, 47% are considering becoming a teacher or have decided to be one, and 30% are not considering it. When asked why they felt they would make a good teacher, 64% feel they are good at explaining things, 61% consider themselves good at working with children or young people and 54% said they are good at relating to others and have empathy. Forty per cent also said they are confident standing up in front of people, and 43% said they are passionate about particular topics and can make others passionate about them too. Furthermore, for those who believe they would make a good teacher, the thought of actually becoming a teacher makes 42% of students and recent graduates nervous, 33% of them proud and 30% of them excited. The prospect also makes 24% of them feel 'like an adult' and 19% feel empowered.

Twenty three per cent of student and recent graduates said they didn't think or aren't sure if they would make a good teacher. Of this sample, 49% said they are not confident standing up in front of people, with 40% not believing they would enjoy or be good at working with young people and 38% don't think they are very good at explaining things to others. Of those who were unsure or didn't think they would make a good teacher, 51% and 50% respectively, said the prospect made them nervous.

According to those surveyed, 91% of students and recent graduates agreed or strongly agreed that they respected those who choose to pursue a career in teaching. Furthermore, when these students or recent graduates heard about someone they know becoming a teacher, 54% say they admire their decision, 47% think they are brave to take on the role and 26% think they are very selfless people. Twenty per cent responded that it makes them think about becoming a teacher too, and 19% are inspired by those who choose to become a teacher.

Out of those surveyed, 53% of students and graduates believe that teaching, above other careers, offers people the opportunity to focus on supporting young people and children. Additionally, 50% feel teaching offers the opportunity to make a positive impact every day, and 46% feel it is the chance to train tomorrow's generation, compared to other career choices. Forty per cent believe it offers the chance to inspire people, 39% cited the extended holidays and 34% cited that every day is different. Ninety per cent of students and recent graduates surveyed believe teaching to be a fulfilling career most or all of the time.

When asked their positive opinions of teachers, the respondent sample said: 66% think they work really hard, 51% think they deserve more praise, 42% think they helped them to become the person they are today, 41% think they have a good heart, 39% think they show dedication to their job and 19% make them want to be a better person. Fifty-eight per cent of students and recent graduates believe teaching to be in the top five jobs that make a positive impact on society and 88% believe teaching to be in the top ten jobs that make a positive impact on society. Sixty-one per cent of students and graduates feel teaching provides more daily emotional rewards than other careers and 42% of students and recent graduates say they rate the work teachers do, but don't think they could be one.

When asked about relevant experience, 44% of current degree-level students and recent graduates say they have worked with young people on a voluntary basis, 38% have worked with children and young people in schools and 24% have coached sports to children and young people. Over one fifth (23%) have also tutored a child or young person in a particular subject. The research found that 16% of respondents have no experience working with children or young people.

Finally, when this sample of students and recent graduates was asked how they formed their ideas about teaching, 75% said from their own time at school, 36% from friends' they know are teachers, and 33% from family members who are teachers. Reality shows such as the Educating series helps to form the opinion of 23% of students and recent graduates.

The city-based statistical variations report:

City-based data	Birmingham	Oxford	Bristol	Leicester	Leeds	Liverpool	London	Manchester	Newcastle	Nottingham	Norwich	Sheffield	Southampton
Respondents	279	104	167	146	142	183	943	216	175	173	116	215	146
Respondents feel that emotional rewards in their future career are equally – or more important – than practical ones	77%	76%	75%	76%	80%	79%	73%	73%	80%	84%	73%	74%	76%
Respondents wanting to feel their job is worthwhile	53%	60%	47%	49%	61%	55%	46%	57%	62%	54%	52%	54%	50%
Respondents wanting to make a positive contribution to society	38%	52%	43%	49%	50%	46%	40%	40%	49%	48%	41%	45%	42%
Respondents looking for a job that will make them feel proud	34%	31%	30%	38%	29%	29%	29%	28%	37%	30%	30%	40%	33%
Respondents believe good job security is an important practical element of their future career	51%	44%	46%	50%	45%	58%	41%	50%	53%	44%	48%	54%	50%
Respondents say clear progression routes are a key consideration for future career	36%	31%	26%	38%	35%	30%	35%	36%	32%	37%	38%	36%	33%
Respondents feel that teaching would provide more daily emotional rewards than most other careers	58%	64%	61%	62%	72%	55%	59%	59%	61%	72%	56%	65%	61%
Respondents say they have experience of working with young people on a voluntary basis	40%	52%	43%	44%	51%	51%	41%	40%	47%	56%	42%	45%	43%
Respondents say they have tutored a child or young person in a subject	20%	34%	22%	23%	30%	16%	26%	21%	22%	18%	25%	20%	22%
Respondents with no experience working with children or young people	20%	17%	14%	22%	9%	22%	11%	19%	17%	12%	26%	21%	20%
Respondents say they have coached sports to children or young people	19%	23%	23%	25%	21%	15%	27%	23%	25%	36%	15%	16%	22%
Respondents say they have worked with children and young people in schools	35%	38%	34%	38%	42%	36%	38%	41%	34%	49%	31%	45%	32%
Respondents believe they would make a good teacher	79%	70%	72%	76%	80%	70%	81%	82%	75%	80%	64%	72%	75%
Respondents felt a teaching career would offer the opportunity to make a positive impact every day	51%	60%	52%	55%	55%	48%	46%	52%	50%	51%	47%	55%	48%
Respondents believe teaching would be a fulfilling career most or all of the time	90%	89%	88%	88%	91%	85%	91%	90%	87%	88%	85%	93%	88%
Respondents believe teaching to be in the top five jobs that make a positive impact on society	36%	63%	41%	46%	45%	44%	40%	38%	55%	42%	38%	46%	41%

The regional statistical variations report:

Regional-based data	East	London	East Mids	West Mids	North East	North West	South East	South West	Yorks & Hum
Respondents	236	657	365	285	192	388	356	208	318
Respondents feel that emotional rewards in their future career are equally – or more important – than practical ones	73%	72%	79%	75%	80%	76%	76%	77%	77%
Respondents wanting to feel their job is worthwhile	50%	44%	50%	53%	60%	55%	55%	47%	60%
Respondents wanting to make a positive contribution to society	41%	39%	49%	38%	47%	43%	45%	42%	47%
Respondents looking for a job that will make them feel proud	31%	28%	35%	34%	38%	29%	31%	30%	34%
Respondents believe good job security is an important practical element of their future career	44%	41%	46%	53%	54%	54%	48%	43%	49%
Respondents say clear progression routes are a key consideration for future career	37%	34%	38%	35%	32%	34%	33%	30%	37%
Respondents feel that teaching would provide more daily emotional rewards than most other careers	57%	59%	65%	61%	63%	59%	61%	61%	66%
Respondents say they have experience of working with young people on a voluntary basis	42%	39%	49%	40%	48%	45%	48%	43%	47%
Respondents say they have tutored a child or young person in a subject	28%	25%	21%	21%	22%	18%	24%	25%	25%
Respondents with no experience working with children or young people	18%	11%	15%	20%	16%	21%	18%	15%	16%
Respondents say they have coached sports to children or young people	23%	28%	30%	19%	26%	20%	22%	22%	17%
Respondents say they have worked with children and young people in schools	36%	37%	45%	37%	34%	38%	35%	32%	43%
Respondents believe they would make a good teacher	72%	82%	78%	79%	76%	76%	73%	75%	75%
Respondents felt a teaching career would offer the opportunity to make a positive impact every day	49%	43%	50%	52%	47%	50%	57%	50%	58%
Respondents believe teaching would be a fulfilling career most or all of the time	89%	91%	88%	92%	89%	88%	88%	88%	92%
Respondents believe teaching to be in the top five jobs that make a positive impact on society	42%	38%	43%	37%	53%	40%	47%	41%	46%