

Perceptions of influence survey on behalf of *Get Into Teaching*

Introduction

Kindred Agency, in partnership with SKV Communications, commissioned research company Censuswide to carry out a survey on behalf of the *Get Into Teaching* campaign, asking the general public about the people who influence them, the significance of this influence and the influence and impact their teachers had on them, specifically. Respondents were asked a set of single answer and multi-answer questions.

The purpose of the survey was aimed at gaining further insights about the important role teachers play in school, society and the lives of young people. Findings from the survey were used to inform campaign development and marketing, in particular public relations activity to position teaching as a career option for those looking to make a positive impact on the lives of others. Press releases based on the main survey findings were proactively shared with target national and regional media for publication. These releases included 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 19 and 24 October 2018. The aim was to gain 3,000 responses from the general public aged 16+ who have attended school – the final response rate was 3,002. All responses were gathered using an online survey. 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 the general public in England.

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

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 and region.

Questions for respondents explored the following topics and themes:

- What and who has been the biggest and most positive influence in their lives to date.
- Whether respondents consider themselves as influencers and the best ways to influence others.
- The impacts and rewards of influencing someone.
- Opinions about the time it takes to influence others.
- How respondents feel their teacher influenced them and the extent of their gratitude for this influence.
- Comparisons of real life and online influence.
- The extent to which teachers help shape the person they are today.
- Whose influence respondents would trust the most.

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 3,002 members of the general public, statistics show that family life has been one of the biggest influences on the path they have taken in their life to date for 58% of them, followed by work life (40%) and school and/or university (36%). For respondents aged between 16 – 23 years old, those who cited school or university as one of the biggest influences rose to 49%. Twenty five percent (25%) of people cited friendship groups, followed by travelling and experiencing different cultures (21%). Five per cent (5%) stated that celebrities and popular culture had been one of the biggest influences on the path they have taken in their life to date. For respondents aged between 16 – 23 years old, 12% feel that celebrities and popular culture has been one of their biggest influences on their life.

When asked the best ways to have a positive influence on someone, 53% said by showing encouragement, 42% said by spending time with them, 39% said to talk to them, 30% said to develop their thinking and 26% said to impart knowledge. Seventy-three per cent (73%) of people believe they influence people in their everyday life, and 27% believe they don't. When asked if they thought they are an influencer, 58% of the general public said yes, and 42% said no.

The general public were asked to rate to what extent they thought people influenced other people. Fifty-nine per cent (59%) said celebrities were very or quite influential and 41% said they were not very or not at all influential. Fifty per cent (50%) said political or public figures were very or quite influential and 50% thought they were not very or not at all influential. Ninety per cent (90%) said parents were very or quite influential and 10% said they were not very or not at all influential. Eighty-seven per cent (87%) said friends were very or quite influential and 13% said friends were not very or not at all influential. Fifty-six per cent (56%) said bloggers/vloggers/Instagram stars were very or quite influential and 44% said they were not very or not at all influential. Eighty-two per cent (82%) said school teachers were very or quite influential and 18% said they were not very or not at all influential.

According to the survey sampled, 57% of the general public agree that being an influencer or influencing people can have a positive impact, and 52% agree it can be rewarding. Alongside this, 42% agree it is a huge responsibility, 40% agree it is motivating, and 40% agree it can last a lifetime. Twenty-two per cent (22%) of people thought it takes between one day and one week to influence people, 15% said it takes between one week and one month, 18% said between one month and three months, 10% said between three months and six months, 14% said between six months and one year and 2% said over one year.

When asked to what extent certain people influenced them the most, the general public chose between the options of a friend, a colleague, a school teacher, a college or university lecturer, a boss, a person in the public eye, a person in the public eye online and a mentor. Seventy-two per cent (72%) said a friend was a very or quite a positive influence, while 18% said no influence, and 5% said a negative influence. Fifty-seven per cent (57%) said a colleague was a very or quite a positive influence, 29% said no influence, and 6% said a negative influence. Sixty-six per cent (66%) said a school teacher was a very or quite a positive influence, 22% said no influence, and 7% said a negative influence. Fifty-three per cent (53%) said a college or university lecturer was a very or quite a positive influence, 26% said no influence, and 5% said a negative influence. Fifty per cent (50%) said a boss was a very or quite a positive influence, 30% said no influence, and 11% said a negative influence. Twenty-nine per cent (29%) said a person in the public eye was a very or quite a positive influence, 45% said no influence, and 12% said a negative influence. Twenty-nine per cent (29%) said a person in the public eye online was a very or quite a positive influence, 42% said no influence, and 11% said a negative influence. Fifty-one per cent (51%) said a mentor was a very or quite a positive influence, 22% said no influence, and 4% said a negative influence.

Out of those surveyed, 58% of the general public said they remember the name of their favourite teacher, 22% said they didn't have a favourite teacher and 20% said they didn't remember the name of their favourite teacher. Alongside this, 64% said they agreed that they were grateful to a teacher (or teachers) for the influence they had in shaping the person they are today, 13% said they disagreed with this and 24% said they neither agreed or disagreed.

Exploring further influence and impact, 47% said their parent/s influenced them to treat others how they would like to be treated, 40% said their parent/s influenced their work ethic and 23% said their parents influenced them to be like them. Twenty-six per cent (26%) said their teacher/s influenced their confidence and helped them to believe in themselves, 25% said they encouraged them to develop self-belief that they could achieve what they wanted, 24% said teachers widened their horizons and their view on the world, and 18% said they influenced their career to take what they taught them further. Twenty-three per cent (23%) said their friend/s influenced them to make certain lifestyle choices, 20% said they influenced them to make a decision about a relationship and 12% said that friend/s influenced them to make career decisions. When asked about what they thought the most rewarding kinds of influence was, 55% said seeing the difference you make, 50% said influencing someone to learn more, 49% said helping to shape someone's life, 10% said influencing someone to get what you want, and 7% said being paid and being famous for influencing someone. 12% of the general public said that they don't think there is a most rewarding kind of influence.

Furthermore, 51% of the general public said that their teacher/s had an influence on the adult they have become, 38% said they had not and 11% felt they had a negative influence. The survey findings showed that people felt teachers influenced their students in the following kind of ways: They give people the courage to achieve (41%); they help to shape future careers (40%); they instil confidence in people (39%); they help to shape aspirations (37%); they develop people ready for the real world (35%); they instil ambition in people (35%); instil self-worth in people (33%); and they help shape who someone becomes (31%). 11% didn't think teachers had any kind of influence on their pupils. Sixty nine (69%) of the general public said that between 1 – 10 teachers helped to influence and shape them into the person they are today. Broken down, 18% said 1 teacher, 44% said between 2 – 5 teachers, 7% said between 6 – 10 teachers, and 2% said between 11 – 15 teachers. Sixty-two per cent (62%) said that it was between one and five teachers that helped to influence and shape them into the person they are today.

Respondents were asked, when recalling their teachers, to what extent they agreed or disagreed with a number of statements about the impact teachers had on their lives. Forty-six per cent (46%) agreed teachers helped to shape their future career, 26% disagreed and 28% neither agreed or disagreed. Fifty-three per cent (53%) agreed teachers helped to shape their attitude towards life, 19% said they disagreed, and 28% neither agreed nor disagreed. Forty-five per cent (45%) agreed teachers helped to make their important decisions, 24% disagreed and 31% neither agreed nor disagreed. Fifty-six per cent (56%) agreed teachers helped them to believe in their talents, 20% disagreed and 25% neither agreed nor disagreed. Fifty-seven per cent (57%) agreed teachers helped to push themselves further, 19% disagreed and 24% neither agreed nor disagreed. Fifty-one per cent (51%) agreed that teachers helped them to develop lifelong values, 21% disagreed and 29% neither agreed nor disagreed. Fifty per cent (50%) agreed teachers helped them to stand on their own two feet, 21% disagreed and 30% neither agreed nor disagreed. Forty-two per cent (42%) agreed teachers helped them to believe that someone had their back, 25% disagreed and 33% neither agreed nor disagreed.

Seventy-two per cent (72%) of the general population said their teachers played a part in their experience and influence from their time at school, and 28% said teachers did not. The general public were asked what age bracket during their school life they felt their teachers influenced them the most. Forty-three per cent (43%) felt it was 13-15 years old, 4% said 4-6 years old, 12% said 7 – 9 years old, 19% said 10 – 12 years old, and 17% said age 16-18 years old. Looking at whose influence people would trust the most, 66% said a loved one, 31% said a school teacher, 19% said a colleague, 12% a boss, 8% said people who are in the public eye through becoming famous online, and 6% said people who are in the public eye e.g. a celebrity.

Forty-three per cent (43%) of the general public thought that young people spend more time watching online content than at school, 24% said they thought they spent more time at school than watching online content and 18% said they thought young people spent the same time doing both, on average each week. 14% didn't know which to choose.

When asked what the power of influence should be most used for, 48% of the general public said to help others achieve and succeed, 47% said to have a positive effect on society, 45% said to nurture and support others and 39% said to do good. Eight per cent (8%) felt that it should be to make money and 4% thought it should be to make people famous.

The city-based statistical variations report:

City-based data	Bradford	Birmingham	Brighton	Bristol	Hull	Leicester	Leeds	Liverpool	London	Manchester	Newcastle	Norwich	Nottingham	Plymouth	Sheffield	Southampton
Respondents	101	259	102	140	100	106	198	145	835	246	144	104	131	116	152	123
Respondents believe school teachers are very or quite influential on the lives of others	84%	79%	84%	84%	85%	88%	88%	85%	82%	82%	81%	80%	79%	78%	83%	77%
Respondents say they are grateful to a teacher or teachers for the influence they had in shaping the person they are today	59%	64%	53%	68%	62%	67%	60%	66%	67%	70%	65%	50%	60%	57%	61%	58%
Respondents feel school or university has been one of the biggest influences on their life	37%	34%	37%	43%	35%	45%	39%	45%	36%	31%	43%	32%	34%	41%	32%	28%
Respondents feel family has been one of the biggest influences on their life	59%	57%	46%	63%	65%	69%	60%	64%	53%	61%	61%	61%	62%	59%	61%	54%
Respondents feel work life has been one of the biggest influences on their life	48%	34%	45%	45%	48%	42%	42%	41%	35%	39%	42%	37%	39%	54%	45%	46%
Respondents feel celebrities are very or quite influential on the lives of others	52%	61%	58%	55%	53%	66%	57%	58%	62%	63%	58%	59%	59%	57%	57%	61%
Respondents feel social media are very or quite influential on the lives of others	45%	58%	53%	57%	45%	67%	54%	56%	58%	60%	51%	53%	55%	53%	57%	54%
Respondents say between 1 – 5 teachers have helped to influence and shape them into the person they are today	57%	59%	51%	70%	62%	62%	63%	62%	63%	67%	60%	54%	51%	65%	68%	58%
Respondents felt aged 13 – 15 years old was the age during school life that teachers influenced them the most	41%	44%	44%	58%	51%	35%	47%	41%	36%	43%	44%	46%	45%	51%	52%	37%
Respondents remembered the name of their favourite teacher at school	53%	58%	58%	67%	50%	58%	61%	59%	59%	60%	61%	45%	52%	60%	57%	56%
Respondents feel the most rewarding kind of influence is seeing the difference you have made	49%	49%	61%	53%	68%	69%	56%	61%	51%	54%	62%	54%	57%	58%	67%	54%
Respondents feel the most rewarding kind of influence is inspiring someone to learn more or take action	51%	49%	58%	51%	53%	55%	53%	54%	45%	49%	49%	54%	50%	61%	50%	46%
Respondents feel that being an influencer or influencing people can have a positive impact	60%	52%	66%	62%	64%	59%	65%	61%	53%	55%	58%	59%	53%	64%	58%	59%
Respondents feel that being an influencer or influencing people can be rewarding	53%	52%	56%	54%	61%	54%	51%	59%	48%	53%	53%	54%	47%	52%	62%	50%
Respondents said their teachers played a part in their experience and influence from school	72%	71%	62%	69%	61%	73%	70%	80%	76%	75%	68%	64%	68%	64%	70%	67%
Respondents agree that their teachers helped to push them further	51%	57%	42%	56%	53%	56%	61%	62%	60%	59%	56%	50%	54%	53%	54%	52%
Respondents agree that their teachers helped them to believe in their talents	49%	55%	43%	53%	52%	58%	59%	54%	62%	62%	59%	46%	51%	51%	50%	50%

Respondents said influence should be used most to help others achieve and succeed	57%	47%	47%	50%	59%	50%	49%	48%	44%	45%	54%	46%	50%	57%	47%	47%
Respondents said influence should be used most to have a positive effect on society	43%	39%	54%	47%	50%	60%	48%	48%	44%	45%	44%	49%	54%	52%	52%	45%
Respondents said influence should be used most to nurture and support others	45%	42%	63%	41%	50%	48%	49%	46%	40%	46%	42%	48%	46%	49%	52%	52%

The regional statistical variations report:

Regional-based data	East	Greater London	East Mids	West Mids	North East	North West	South East	South West	Yorkshire and the Humber
Respondents	266	464	274	265	132	384	416	281	520
Respondents believe school teachers are very or quite influential on the lives of others	79%	83%	81%	81%	84%	83%	81%	80%	85%
Respondents say they are grateful to a teacher or teachers for the influence they had in shaping the person they are today	56%	73%	64%	64%	70%	66%	57%	63%	61%
Respondents feel school or university has been one of the biggest influences on their life	32%	37%	40%	32%	45%	36%	35%	40%	36%
Respondents feel family has been one of the biggest influences on their life	58%	49%	63%	57%	63%	61%	55%	61%	61%
Respondents feel work life has been one of the biggest influences on their life	36%	35%	39%	35%	47%	38%	40%	49%	45%
Respondents feel celebrities are very or quite influential on the lives of others	60%	65%	64%	60%	58%	60%	56%	57%	55%
Respondents feel social media influencers are very or quite influential on the lives of others	50%	65%	61%	58%	52%	57%	51%	56%	51%
Respondents say between 1 – 5 teachers have helped to influence and shape them into the person they are today	59%	65%	58%	60%	61%	64%	56%	68%	63%
Respondents felt aged 13 – 15 years old was the age during school life that teachers influenced them the most	44%	34%	39%	43%	43%	44%	39%	53%	49%
Respondents remembered the name of their favourite teacher at school	51%	64%	55%	58%	66%	58%	54%	64%	57%
Respondents feel the most rewarding kind of influence is seeing the difference you have made	47%	50%	66%	49%	61%	57%	56%	56%	59%
Respondents feel the most rewarding kind of influence is inspiring someone to learn more or take action	46%	46%	51%	49%	50%	51%	49%	56%	52%

Respondents feel that being an influencer or influencing people can have a positive impact	51%	52%	59%	52%	58%	57%	61%	62%	63%
Respondents feel that being an influencer or influencing people can be rewarding	49%	46%	51%	52%	52%	57%	52%	53%	56%
Respondents said teachers played a part in their experience and influence from school	67%	82%	70%	74%	71%	75%	67%	67%	68%
Respondents agree that their teachers helped to push them further	51%	66%	58%	55%	58%	60%	51%	55%	56%
Respondents agree that their teachers helped them to believe in their talents	48%	68%	54%	55%	62%	58%	51%	52%	53%
Respondents said influence should be used to help others achieve and succeed	44%	42%	51%	46%	57%	45%	48%	53%	52%
Respondents said influence should be used to have a positive effect on society	45%	43%	53%	40%	40%	46%	48%	49%	50%
Respondents said influence should be used to nurture and support others	45%	36%	49%	42%	43%	46%	50%	46%	49%