

Exploring parents' appreciation for teachers and experience of supporting home learning during COVID-19

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 parents of primary and secondary school-aged children about how they feel towards teachers and their experience of home learning, during the coronavirus outbreak when schools remained closed to most pupils.

The purpose of the survey was aimed at gaining further insights from parents, during this unprecedented period, and exploring the role teachers continue to play in the lives of young people. Findings from the survey were used to inform campaign development and marketing, in particular public relations activity to recognise and celebrate teachers and the important job teachers do. 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 the nation could join in thanking teachers as part of the annual Thank A Teacher Day celebration.

Methodology

The research was conducted by Censuswide in accordance with the [MRS Code of Conduct \(2019\)](#) between 29th April 2020 – 4th May 2020. The aim was to gain responses from 2,000 primary and secondary school parents aged 18+ (working and non-working). The final number of respondents was 2,005. Respondents were asked a set of single answer and multi-answer questions. All responses were gathered using an online survey and 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 gender, work status, city and region.

Questions for parent respondents explored the following topics and themes:

- How often parents previously stopped to think about the role of teachers and, since Covid-19, whether they have developed a greater appreciation for the job they do
- Parents' experiences of helping their child to study at home and how confident they feel supporting them with particular subjects
- Whether parents are enjoying spending more time with their child and the most challenging aspects of supporting home learning
- What talents, skills and attributes parents believe it takes to be a teacher based on their experience of supporting home learning
- The range of tools and resources parents have used to help support their child with schoolwork or home learning
- Whether parents feel their child is missing their teacher and being in lessons, and also whether parents feel teachers have gone 'above and beyond' during the coronavirus outbreak and school closures

We are working with a confidence interval of 2.2 at a 95% confidence level, which means the results of the survey should differ no more than 2.2% either way from the view of the population as a whole (primary and secondary school parents aged 18+), 19 times out of 20.

Summary findings

Respondents were asked how often they stopped and considered the role of teachers in society, before Covid-19: 22% said often, 47% said sometimes, 25% said rarely, 4% said never and less than 1% said they didn't know.

Respondents were also asked if since the Covid-19 outbreak, they have developed a greater appreciation for the job teachers do. Forty-eight per cent (48%) said yes definitely, 33% said yes they thought so, 14% said no they didn't think so, 2% said no definitely not and 2% said they didn't know.

Respondents were asked to think about their experiences of helping their child learn from home recently and asked which of the followings applied to them: Thirty seven per cent (37%) remembered certain subjects and topics they used to enjoy at school, 35% recalled how to do things they had forgotten since school, 49% learnt how to be more patient when helping their child with something, and 48% experienced the rewards of seeing their child learn something new. In addition to this, 47% said they better understood how their child learns most effectively, 39% learnt things that their child has taught them through their work and 17% decided that they would like to learn something new at home. Four per cent (4%) stated that they have not helped their child to study from home and 5% felt none of these options applied to them.

The survey asked parents – aside from juggling their own work – what they have found to be the most challenging aspects of supporting their child to learn at home: 50% said keeping them engaged in the work they're doing, 26% said being creative and coming up with ways to make subjects interesting, 35% said helping them with work they don't understand and 23% said not understanding the content/topic they are learning about. Furthermore, 54% said keeping them motivated to complete work set by their teachers, and 28% said dealing with challenging behaviour during home learning sessions. Five per cent (5%) said they haven't found any aspects challenging, 2% stated that they haven't supported their child to learn at home and 2% stated 'other'.

When parents were asked if they thought their child misses their schoolteacher/s and being in their lessons at the moment, 43% said yes definitely, 37% said yes they thought so, 13% said no they didn't think so, 5% said no definitely not and 1% said they didn't know.

Based on their experience of looking after their child and/or supporting home learning since Covid-19, respondents were asked to what extent they agree or disagree with a range of statements about the skills and attributes teachers possess:

- Being a teacher is so much more than teaching the curriculum: strongly agree (63%) , agree (29%), neither agree or disagree (7%), somewhat disagree (1%). Less than 1% said strongly disagree or that they didn't know
- Being a teacher is a huge responsibility: strongly agree (69%), somewhat agree (25%), neither agree nor disagree (5%), and somewhat disagree (1%). Less than 1% said strongly disagree or that they didn't know
- Being a teacher takes a lot of patience: strongly agree (74%), somewhat agree (20%), neither agree or disagree (4%) and somewhat disagree (1%). Less than 1% said strongly disagree or that they didn't know
- Teachers have a wealth of skills and knowledge about the subject they teach: strongly agree (51%), somewhat agree (37%), neither agree or disagree (10%) and somewhat disagree (2%). Less than 1% percent said they strongly disagree or that they didn't know
- Keeping young people engaged in learning takes lots of energy: strongly agree (62%), somewhat agree (31%), neither agree or disagree (6%) and somewhat disagree (1%). Less than 1% said they strongly disagree or that they didn't know
- Keeping young people engaged in learning takes lots of creativity: strongly agree (60%), somewhat agree (32%), neither agree or disagree (6%) and somewhat disagree (1%). Less than 1% said they strongly disagree, and the same percentage said they didn't know
- Keeping young people engaged in learning takes a lot of planning: strongly agree (61%), somewhat agree (32%), neither agree or disagree (6%) and somewhat disagree (1%). Less than 1% said strongly disagree and the same said they didn't know
- Teachers play such a huge role in shaping students' lives: strongly agree (63%), somewhat agree (30%), neither agree or disagree (6%) and somewhat disagree (1%). Less than 1% said strongly disagree and the same amount said they didn't know
- Witnessing children learn and progress is so rewarding: strongly agree (63%), somewhat agree (30%), neither agree or disagree (6%) and somewhat disagree (1%). Less than 1% said strongly agree and the same amount said they didn't know
- I'm so grateful to the teacher/s who positively influence my child, day in day out: strongly agree (66%), somewhat agree (25%), neither agree nor disagree (7%), somewhat disagree (1%) and strongly disagree (1%). Less than 1% said they didn't know

On the topic of how confident parents feel about supporting home learning in particular subjects, parents respondents answered as follows:

- Art and Design: 18% very confident, 34% fairly confident, 28% not very confident, 16% not confident at all, 1% don't know and 2% not applicable
- Maths: 30% very confident, 40% fairly confident, 19% not very confident, 10% not at all confident, less than 1% don't know and less than 1% not applicable
- Science: 18% very confident, 43% fairly confident, 28% not very confident, 10% not at all confident, 1% don't know and 2% not applicable
- English: 30% very confident, 53% fairly confident, 13% not very confident, 3% not at all confident, 1% don't know and 1% not applicable
- History: 16% very confident, 43% fairly confident, 27% not very confident, 10 not at all confident, 1% don't know and 2% not applicable
- Geography: 16% very confident, 46% fairly confident, 25% not very confident, 9% not at all confident, 1% don't know and 2% not applicable
- Computing: 24% very confident, 41% fairly confident, 21% not very confident, 11% not at all confident, 1% don't know and 2% not applicable
- Religious Studies: 11% very confident, 32% fairly confident, 28% not very confident, 21% not at all confident, 2% don't know and 6% not applicable
- Modern Foreign Languages: 8% very confident, 22% fairly confident, 31% not very confident, 33% not at all confident, 2% don't know and 5% not applicable
- Music: 10% very confident, 26% fairly confident, 33% not very confident, 25% not at all confident, 2% don't know and 5% not applicable

The survey asked if respondents are enjoying spending more time with their child as they support them with their schoolwork or home learning: of respondents who have supported their child to learn at home 41% said yes definitely, 47% said yes somewhat, 9% said no not really, 1% said no not at all and 1% said they didn't know. When asked which of the following tools or resources, if any, they have used to help them with supporting your child with their schoolwork or home learning, respondents who have supported their child to learn at home answered as follows: resources shared by their child's teachers/school (76%), BBC Bitesize (49%), other online resources not provided directly by child's school or by government (43%), videos from online influencers/celebrities (20%), resources shared by online influencers/celebrities (14%) and Oak National Academy (7%). Forty-three per cent (43%) used ideas generated by them or their partner, and 29% used ideas generated and shared by other parents. Three percent said they did not use any tools or resources to support their child with their schoolwork or home learning and 2% said 'none of the above'.

Respondents were asked if they think teachers have gone 'above and beyond' during the coronavirus outbreak to help pupils and parents: 35% said yes definitely, 41% said yes somewhat, 18% said no not really, 4% said no not at all and 3% said they didn't know.

The city-based statistical variations report:

City-based data	Birmingham	Bradford	Brighton	Bristol	Hull	Leicester	Leeds	Liverpool	London	Manchester	Newcastle	Nottingham	Norwich	Oxford	Sheffield	Southampton
<i>Number of respondents per city in the overall sample</i>	206	76	51	155	56	88	87	97	465	170	90	106	94	80	88	96
Respondents who, since the Covid-19 outbreak, have developed a greater appreciation of the job teachers do.	80%	76%	84%	86%	77%	82%	80%	78%	84%	80%	81%	79%	89%	80%	73%	85%
Respondents who, before the Covid-19 outbreak, rarely stopped to consider the role of teachers in society.	21%	29%	22%	15%	30%	24%	23%	22%	23%	31%	28%	29%	38%	31%	19%	30%
Respondents who agree teachers have gone 'above and beyond' during the coronavirus outbreak to help pupils and parents.	77%	75%	78%	71%	79%	72%	76%	70%	80%	74%	70%	75%	83%	71%	74%	77%
Respondents who agree that being a teacher takes a lot of patience.	95%	84%	98%	94%	95%	97%	92%	96%	94%	93%	94%	99%	98%	94%	94%	95%
Respondents who agree that keeping young people engaged in learning takes a lot of creativity.	95%	78%	92%	95%	96%	93%	93%	97%	92%	92%	90%	92%	97%	88%	89%	91%
Respondents who find keeping their child motivated to complete work set by teachers, one of the most challenging aspects of supporting their child with home learning.	52%	53%	61%	59%	50%	65%	60%	55%	55%	47%	49%	53%	48%	60%	49%	52%
Respondents who find keeping their child engaged in the work they're doing, one of the most challenging aspects of supporting their child with home learning.	49%	50%	57%	53%	38%	50%	52%	47%	52%	52%	47%	47%	50%	46%	49%	51%
Respondents who find helping their child with work they don't understand, one of the most challenging aspects of supporting their child with home learning.	36%	32%	31%	32%	45%	38%	36%	33%	36%	31%	40%	36%	31%	31%	32%	41%
Respondents who find coming up with creative ways to make subjects interesting, one of the most challenging aspects of supporting their child with home learning.	30%	34%	16%	24%	23%	28%	20%	29%	28%	24%	36%	22%	24%	20%	31%	24%

Respondents who are grateful to the teachers who have a positive influence on their child day in and day out.	91%	84%	90%	94%	88%	94%	87%	92%	92%	89%	90%	92%	95%	91%	91%	90%
Respondents who believe their child misses their schoolteacher or being in their lessons at the moment.	83%	71%	71%	83%	79%	80%	82%	78%	81%	75%	83%	81%	86%	80%	76%	84%

The regional statistical variations report:

Regional-based data	East of England	Greater London	East Midlands	West Midlands	North East	North West	South East	South West	Yorkshire and the Humber
<i>Number of respondents per region in the overall sample</i>	208	184	210	224	90	263	365	184	277
Respondents who, since the Covid-19 outbreak, have developed a greater appreciation of the job teachers do.	85%	86%	81%	79%	81%	79%	84%	84%	77%
Respondents who, before the Covid-19 outbreak, rarely stopped to consider the role of teachers in society.	31%	22%	27%	21%	27%	27%	26%	18%	25%
Respondents who agree teachers have gone 'above and beyond' during the coronavirus outbreak to help pupils and parents.	80%	80%	73%	75%	70%	73%	78%	71%	77%
Respondents who agree that being a teacher takes a lot of patience.	98%	90%	95%	95%	93%	94%	96%	94%	92%
Respondents who agree that keeping young people engaged in learning takes a lot of creativity.	96%	90%	94%	93%	89%	93%	92%	93%	90%
Respondents who find keeping their child motivated to complete work set by teachers, one of the most challenging aspects of supporting their child with home learning.	53%	55%	59%	51%	49%	51%	54%	59%	54%
Respondents who find keeping their child engaged in the work they're doing, one of the most challenging aspects of supporting their child with home learning.	56%	49%	45%	50%	47%	51%	52%	49%	49%
Respondents who find helping their child with work they don't understand, one of the most challenging aspects of supporting their child with home learning.	34%	34%	37%	34%	37%	32%	36%	33%	37%

Respondents who find coming up with creative ways to make subjects interesting, one of the most challenging aspects of supporting their child with home learning.	24%	32%	27%	29%	33%	26%	23%	23%	27%
Respondents who are grateful to the teachers who have a positive influence on their child day in and day out.	95%	89%	92%	91%	87%	89%	92%	92%	90%
Respondents who believe their child misses their schoolteacher or being in their lessons at the moment.	81%	84%	81%	83%	83%	75%	81%	81%	77%