Soft messaging 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 teachers and the non-teaching public from other professions about the extent to which they experience emotionally rewarding benefits from their career. Respondents were asked a set of questions about the frequency with which they experience 'goosebump' moments. The 'goosebump' moments are defined as rewarding, positive feelings, which in this context contributes to personal or career satisfaction and fulfilment. The purpose of the survey was aimed at gaining further insights into how much teachers get out of their jobs (in terms of making a difference, inspiring others, realising their ambitions) compared to other careers, and the reasons why people choose and enjoy teaching.

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 from 10 November 2016. 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 August 2016 to 15 August 2016. The aim was to gain responses from 1,000 teachers and 3,500 members of the general non-teaching public. The final response rate was 1,004 teachers (536 primary teachers and 468 secondary teachers) and 3,506 non-teachers working in other professions. All responses were gathered using an online survey consisting of 15 questions. The respondents for the survey were recruited via a random 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 teachers and other employed individuals.

The way the survey was built meant that respondents were asked a number of preliminary screening questions to gather their demographic data, which allowed the results to be analysed. This demographic data included teacher/non-teacher, age, gender, city, region and educational status. Those who identified themselves as unemployed 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:

- The motivating factors for choosing a career and enjoying their jobs;
- Asking if people feel they make a difference to society in the job they do;
- How much people feel they inspire and shape the lives of others;
- The ways in which people find their job rewarding and why;
- The frequency of 'goosebump' moments and what these moments mean to people as part of their job;
- What makes the hard work in people's jobs worth it;
- How proud people feel of the job they do and the frequency in which they feel this pride.

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. For the non-teachers, with a 1.65% margin of error (at a 95% confidence interval), if we ran this research again to the same sample, we would only see the percentage difference of 1.65% either way.

The results were analysed to compare the findings from the teaching and non-teaching public. The non-teaching general public working in other professions were randomly drawn from people working in the following sectors: engineering, science, accountancy, financial services, health, legal, retail, media, marketing, charity, sales, and training.

Summary of findings

Based on a sample size of 1,004 teachers and 3,506 of the non-teaching public, the statistics show that one quarter (25%) of the non-teaching sample say they have never experienced 'a moment that gives them goosebumps' in their working lives, compared to 7% of teacher respondents. Over half (57%) of the teachers reported a 'goosebump' moment at work within the past three weeks, compared to 49% of non-teaching employees. Three-quarters of teachers (77%) have enjoyed a 'goosebump' moment within the last eight weeks, compared with 60% of those surveyed working in other professions.

Based on the findings of the sample surveyed, teaching was ranked first in a 'goosebump' scale – comparing when employees from different sectors last enjoyed such a rewarding, positive feeling in a 'goosebump' moment. Of the respondents questioned, those working in the health sector rank second, media and marketing third, charity fourth, and legal fifth, followed by accountancy and sales.

Based on the survey findings, 98% of teachers are proud of the job they do in society, whereas 12% of those in the general non-teaching sample say they are never proud of the job they do in society. On average, teachers feel a sense of pride in the job they do one day a week more than non-teachers, three days compared to two days, respectively. Three-quarters (77%) of teachers feel proud of the job they do at least once a week, compared to 61% of the non-teaching public.

For teachers, the 'goosebumps' feeling they get when supporting others (40%) and the transformational moments they get to be part of (37%) are what they said makes the hard work in their job worth it. Of the non-teaching public, 21% cite the transformational moments and 20% cite the 'goosebump' feeling they get to be part of, as making their job worthwhile. Over three in five (62%) teachers say they have the opportunity to help shape someone's life every day, compared to 34% of the non-teaching public.

When it comes to inspiring others, two-thirds (68%) of teachers feel they have the opportunity to inspire people every day, compared to less than a third (31%) of non-teachers. One in seven non-teaching employees (14%) said they don't feel like they've ever inspired someone through the work they do, compared to 2% of teachers said they feel motivated when they inspire other people at work, this compares to 91% of employees in other professions.

61% of teachers are motivated by making a positive contribution to society, compared to 39% of non-teachers. A quarter (25%) of non-teaching employees have never felt like they have made a difference to society with the work they do, compared to just 5% of teachers. 98% of teachers are proud of the job they do in society, compared to 88% of the non-teaching public. Over half (55%) of teachers were initially inspired to follow their career path due to a desire to 'make a difference', compared to 26% of employees in other professions. Two-thirds (67%) of teachers believe they have made a difference to society in the last month, compared to 56% of non-teachers.

The city-based statistical variations report:

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City-based data	B'ham	Bristol	Cardiff	Leeds	Liverpool	Manchester	Newcastle	Norwich	Nottingham	Sheffield	Southampton
Number of non-teaching respondents	342	156	119	178	156	329	155	99	168	114	132
Number of teacher respondents	95	44	38	54	35	96	51	26	52	41	41
Statistics used in the release											
Non-teachers: never experienced Goosebump moment (city stat)	26%	21%	23%	33%	23%	25%	23%	25%	23%	26%	25%
Non-teachers: never experienced Goosebump moment (total sample)	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
Non-teachers: make the hard work worth it (city stat)	20%	20%	20%	25%	22%	22%	25%	17%	19%	18%	23%
Non-teachers: make the hard work worth it (total sample)	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%
Non-teachers: transformational moments worthwhile (city stat)	20%	21%	18%	20%	19%	20%	24%	16%	21%	15%	18%
Non-teachers: transformational moments worthwhile (total sample)	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%

The regional-based statistical variations report:

Regional-based data	SW	SE	WM	EM	EE	Y&H	NW	NE
Number of non-teaching respondents	272	462	298	261	223	272	414	162
Number of teacher respondents		125	85	63	74	90	123	46
Statistics used in the release								
Non-teachers: never experienced Goosebump moment (regional stat)	25%	25%	27%	23%	27%	29%	24%	24%
Non-teachers: never experienced Goosebump moment (total sample)		25%	25%	25%	25%	25%	25%	25%
Teachers: experienced a Goosebump moment in last 8 weeks (regional stat)	n/a	74%	n/a	n/a	n/a	n/a	77%	n/a
Teachers: experienced a Goosebump moment in last 8 weeks (total sample)	77%	77%	77%	77%	77%	77%	77%	77%
Non-teachers: make the hard work worth it (regional stat)	20%	22%	22%	18%	17%	23%	22%	25%
Non-teachers: make the hard work worth it (total sample)	21%	21%	21%	21%	21%	21%	21%	21%
Teachers: make the hard work worth it (regional stat)	n/a	42%	n/a	n/a	n/a	n/a	41%	n/a
Teachers: make the hard work worth it (total sample)	40%	40%	40%	40%	40%	40%	40%	40%
Non-teachers: transformational moments worthwhile (regional stat)	21%	20%	21%	17%	17%	20%	20%	24%
Non-teachers: transformational moments worthwhile (total sample)	20%	20%	20%	20%	20%	20%	20%	20%
Teachers: transformational moments worthwhile (regional stat)	n/a	38%	n/a	n/a	n/a	n/a	41%	n/a
Teachers: transformational moments worthwhile (total sample)		37%	37%	37%	37%	37%	37%	37%
Teachers: Goosebumps help them feel proud (regional stat)		80%	n/a	n/a	n/a	n/a	74%	n/a
Teachers: Goosebumps help them feel proud (total sample)		77%	77%	77%	77%	77%	77%	77%