

Teachers Omnibus 2009

Report for the Sutton Trust

4 January 2010

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Introduction

Introduction

This document contains the summary report, computer tabulations and topline results (in the form of a 'marked-up' questionnaire) from the 2009 Teachers Omnibus, carried out by Ipsos MORI. This year's survey was the eighth wave of a multi-client survey which is conducted annually. Questions were placed on the survey on behalf of the Sutton Trust.

Background and objectives

Questions asked on behalf of the Sutton Trust covered the issues of:

- Role models and aspiration-raising
- Voting intentions
- Which political party will be the best for the education system over the next few years

Methodology

The sample comprised 3,995 maintained primary and secondary schools in England and Wales, with probability of selection proportionate to size. Size of school was determined by the number of pupils on roll and was used as a proxy for the number of teachers per institution. This sampling approach was used to ensure that all teachers had an equal chance of participating in the survey. The sampling universe included county, voluntary aided/controlled and foundation schools, but excluded nursery schools, special schools and PRUs, FE and sixth form colleges.

A letter was sent to headteachers informing them of the research. Interviewers then contacted schools by telephone and attempted to secure an interview with one or more members of staff in each school (depending on the number of times the school was selected). Quotas were set on Government Office Region (GOR), phase (primary or secondary), sex and age to reflect the proportion of teachers in England and Wales known to be in each category. In addition, minimum quotas were set on subject specialism (for secondary teachers), teaching experience and most senior level of responsibility, to ensure that a broad range of teachers was interviewed.

Interviews were conducted between 19th October and 3rd December 2009.

Teachers were interviewed very closely to quota, to the extent that weighting was not necessary.

Questions for the Sutton Trust about role models and aspiration-raising were asked only of secondary school teachers in England and Wales; the questions about political views were asked of all teachers in England and Wales. In total, 498 and 1,000 respondents were interviewed respectively.

Layout of the report

This report is divided into two sections. The *Summary of findings* section discusses the main survey findings. Meanwhile, the *appendices* contain a copy of the questionnaire marked-up with the overall results, followed by the computer tabulations, with each question cross-tabbed by three pages of demographic variables.

Publication of data

As with all our studies, findings from this survey are subject to our standard Terms and Conditions of Contract. Any press release or publication (including web-siting) of the findings requires the advance approval of Ipsos MORI. Such approval will only be refused on the grounds of inaccuracy or misrepresentation.

Acknowledgements

It is clear that staff in schools are increasingly working under great pressure from a number of different sources. They also receive numerous requests to participate in surveys such as this. Consequently, we wish to record our immense gratitude to the many respondents who took part and made this survey possible.

Summary of findings

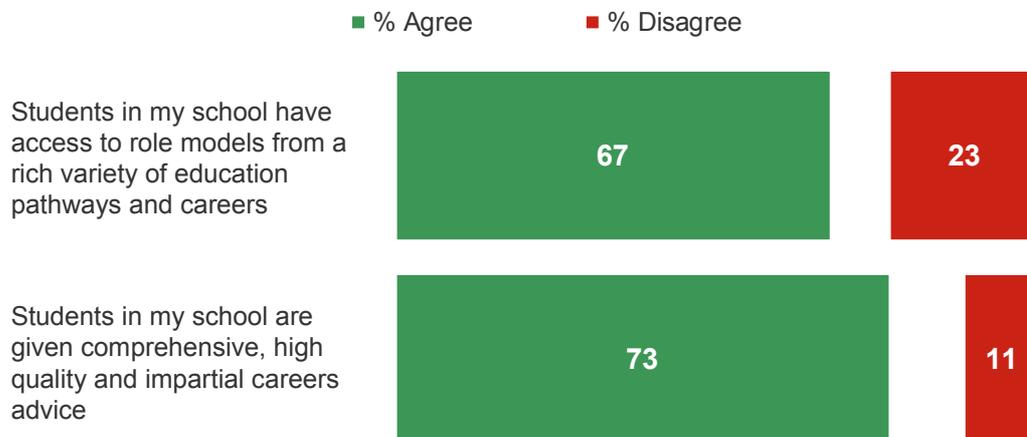
Summary of findings

Role models and aspiration-raising

The Sutton Trust asked four questions about students' role models and aspirations to secondary school teachers in England and Wales. The majority of teachers agree that their students *have access to role models from a rich variety of education pathways and careers* (67%) and *receive comprehensive, high quality and impartial careers advice* (73%)¹. A quarter (23%) and one in ten (11%) teachers respectively disagree with these statements.

Role models and aspiration-raising

Please could you tell me whether you agree or disagree with the following statements?



Ipsos MORI Base: 498 secondary school teachers in England and Wales, 19 October-3 December 2009; Ipsos MORI Teachers Omnibus for the Sutton Trust



Teachers that are most likely to agree that their students have access to a wide range of role models included women (71% vs. 59% of men) and classroom, subject and supply teachers interviewed (74% vs. 67% overall). By region, the East of England has a significantly higher 'net agree' score (the percentage that agree less those who disagree): +65% vs. +44% overall. Conversely, Yorkshire and the Humber has the lowest 'net agree' score (+24%)².

With regard to careers advice, there are few significant differences across the sub-groups in terms of those who agree with the statement. On the other hand, teachers in London are significantly more likely to *disagree* that careers advice is up to standard (31% vs. 11% overall)³. Higher levels of disagreement can also be seen amongst curriculum co-ordinators, Assistant Heads of Department and Heads of Department interviewed (17%), particularly when compared to classroom, subject and supply teachers interviewed (7%).

¹ In contrast, it is worth noting that research with young people often reveals a sense that careers advice has been incomplete, partial or otherwise inadequate. For example, see:

<http://www.ncb.org.uk/dotpdf/Careers%20Advice%20and%20Guidance%20final%20151009.pdf> ;
<http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR072.pdf> ;
<http://www.dcsf.gov.uk/research/data/uploadfiles/RR773.pdf>

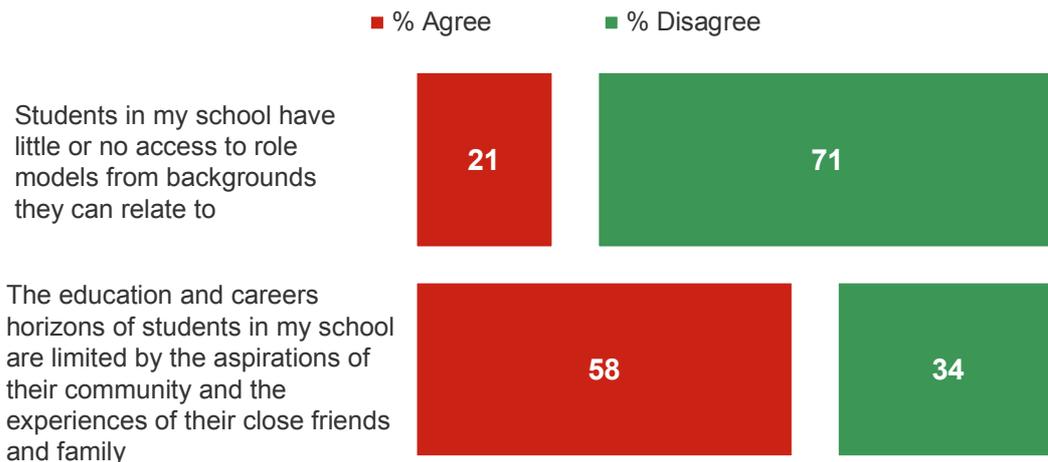
² Please note that the regional base sizes are small and results should therefore be treated as indicative only

³ As above

The following chart illustrates responses to two 'negative' statements. Positively, just one in five (21%) agree that their students *have little or no access to role models from backgrounds they can relate to*; conversely, well over half (58%) feel that their *students' education and careers horizons are limited by the aspirations of their community and experiences of their close friends and family*.

Role models and aspiration-raising

Please could you tell me whether you agree or disagree with the following statements?



Ipsos MORI Base: 498 secondary school teachers in England and Wales, 19 October-3 December 2009; Ipsos MORI Teachers Omnibus for the Sutton Trust



Teachers in Yorkshire and the Humber are significantly more likely to agree that students in their school have poor access to role models from backgrounds they can relate to (33% vs. 21% overall)⁴. On the other hand, post-16 teachers are most likely to disagree that this is the case (76% vs. 71% overall).

Curriculum co-ordinators, Assistant Heads of Department and Heads of Department interviewed are among those most likely to agree that their students' education and careers horizons are limited by the aspirations of their community and the experiences of their close friends and family (66% vs. 58% overall). By region, teachers in Yorkshire and the Humber again have a more pessimistic point of view, with the highest 'net agree' figure (+44% vs. +24% overall)⁵. There were few significant differences between the sub-groups in terms of disagreement with the statement.

Voting intentions

All teachers in England and Wales were asked how they would vote if there were a General Election tomorrow. Labour is the most popular choice, with 25% of teachers selecting this option, followed by Conservative (18%) and Liberal Democrat (14%)⁶. However, a significant

⁴ Please note that the regional base sizes are small and results should therefore be treated as indicative only

⁵ As above

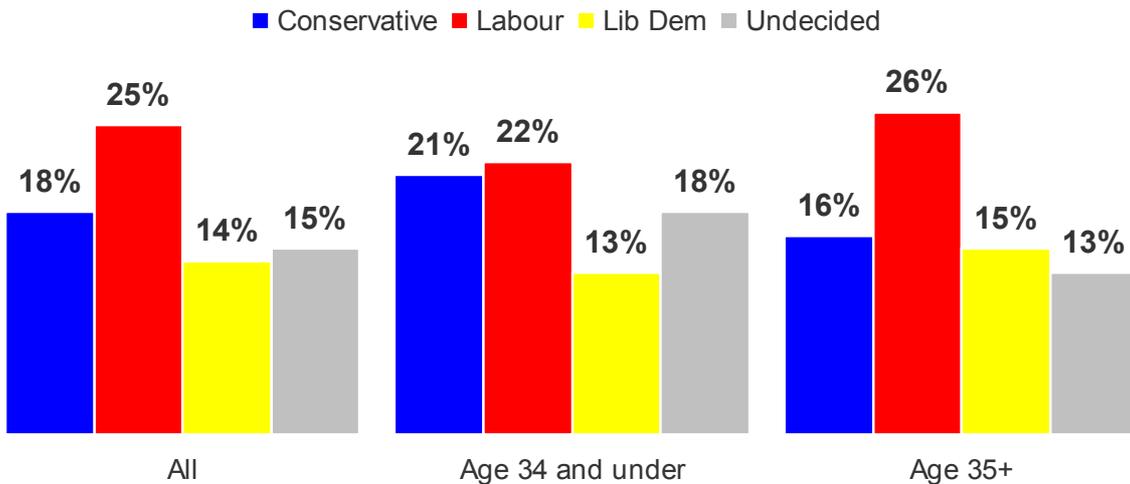
⁶ Ipsos MORI's December Political Monitor survey (a representative sample of 1,017 adults age 18+ across Great Britain, interviewed by telephone 11-13 December 2009) found that 31% of the general public would vote Labour, 37% would vote Conservative and 18% would vote Lib Dem if there were a General Election tomorrow. **N.B. Indicative comparisons only.**

minority (15%) claim they are undecided⁷ and an additional one in ten (9%) say they would not vote⁸. Around one in seven teachers (14%) declined to answer⁹. Altogether, a very low proportion of teachers said they would vote for other parties, although one in six (16%) teachers in Wales said they would vote for the Welsh Nationalist Party¹⁰. No support for the BNP was reported¹¹.

By **phase**, secondary school teachers are more likely than their primary school colleagues to be Labour supporters (29% vs. 21% of primary teachers), while primary school teachers are more likely than their secondary phase colleagues to say they are undecided about how they would vote (19% versus 11%). However, no significant differences by phase emerge for the Conservatives or Lib Dems. By **age**, while 26% of teachers age 35+ would vote for Labour compared with 16% who would vote Conservative, views amongst younger teachers are less polarised: 22% of teachers age 34 and younger would vote Labour compared with 21% who would vote Conservative. It is not clear whether this pattern in response can be attributed to the greater tendency of younger teachers to say they are undecided about how to vote (that is, in the event, more of this sub-group would vote Labour than would vote for another party) or whether, compared with their older peers, similar proportions of younger teacher are genuinely as inclined to be in tune with the Conservatives as with Labour.

Voting intention: the 'Big 3' by teachers' age

Q. How would you vote if there were a General Election tomorrow?/Which party are most inclined to support?



Base: 1,000 teachers in England and Wales, 19 October-3 December 2009; Ipsos MORI Teachers Omnibus for the Sutton Trust



Which political party will be best for the education system?

Given teachers' voting intentions, it is unsurprising that they are also most likely to say that the Labour Party will be best for the education system over the next few years; around a quarter (23%) hold this view. However, a larger proportion feels unable to say (34% overall),

⁷ c.f. 9%, Ipsos MORI's December Political Monitor survey

⁸ c.f. 11%, Ipsos MORI's December Political Monitor survey

⁹ c.f. 2%, Ipsos MORI's December Political Monitor survey

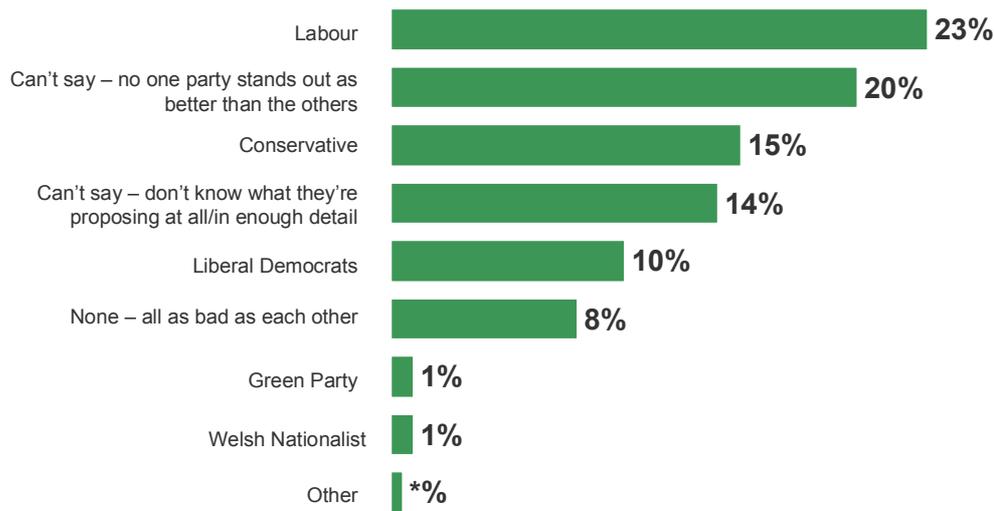
¹⁰ Please note that the regional base sizes are small and results should therefore be treated as indicative only

¹¹ c.f. 2%, Ipsos MORI's December Political Monitor survey

with an additional one in twelve (8%) saying that no party would be best for the education system as they are 'all as bad as each other'. One in seven (15%) feel the Conservatives would be best for the education system and one in ten (10%) favour the Liberal Democrats. Meanwhile, although just 1% overall say that the Welsh Nationalist Party would be best for the education system, this rises to 7% in Wales¹². The following chart illustrates teachers' views in detail.

Which political party will be best for the education system?

Q. In your opinion, which political party, if any, will be best for the education system over the next few years?



Ipsos MORI Base: 1,000 teachers in England and Wales, 19 October-3 December 2009; Ipsos MORI Teachers Omnibus for the Sutton Trust



Men are significantly more likely to have stronger opinions on which political party would be best for the education system. For example, 28% favour Labour and 14% the Liberal Democrats (vs. 22% and 9% of women respectively), whereas women are more likely to select one of the 'can't say' options (37% vs. 24% of men). Alongside men, secondary school teachers are also more likely to say that the Labour Party would be the best option (28% vs. 19% of primary school teachers)¹³, whereas teachers in Wales are more likely than average to select the Conservatives (23% vs. 15% overall)¹⁴. A significant minority of younger teachers and those with less experience (who largely fall into the same group) feel unable to say; one in five teachers aged 34 and under and those who have been a teacher for 5 years or less (21% and 20% respectively) say they could not say due to a lack of information on parties' proposals (vs. 14% overall).

The chart below compares teachers' voting intentions with which party they feel would be best for the education system over the next few years. It is evident that these political views are largely in line with each other, as would be expected, although in each case teachers are a few percentage points less likely to say that they believe the party will be best for the education system. This can probably be attributed to the high proportion who say they 'can't say' – due to a lack of information on what the parties are proposing on education or the fact that no one party stands out better than the others in this regard.

¹² As above

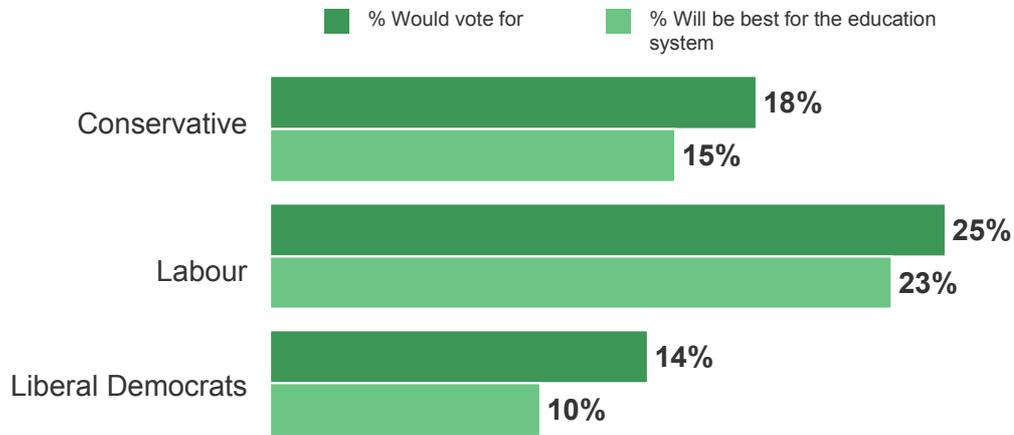
¹³ Please note that there is a high degree of overlap between the male and secondary school respondent sub-groups

¹⁴ Please note that the regional base sizes are small and results should therefore be treated as indicative only

Political views

Q. How would you vote if there were a General Election tomorrow?/Which party are most inclined to support?

Q. In your opinion, which political party, if any, will be best for the education system over the next few years?



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Base: 1,000 teachers in England and Wales, 19 October-3 December 2009; Ipsos MORI Teachers Omnibus for the Sutton Trust



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Appendices

Appendices

Marked-up questionnaire

Teachers Omnibus Wave 8 Final Topline Results – Sutton Trust 11th December 2009

- Results are based on 1,000 telephone interviews with primary and secondary school teachers in the maintained sector in England and Wales, conducted between 19 October and 3 December 2009.
- Results are representative of teachers by age, gender, phase of school and Government Office Region. Data are not weighted.
- Results are based on all respondents unless otherwise stated.
- Where results do not sum to 100, this may be due to multiple responses, computer rounding or the exclusion of don't know/not stated categories.
- Where appropriate we have included combination figures in bold font (e.g. 'agree' as an aggregation of 'strongly' and 'tend to' agree). These are calculated from the raw figures and therefore the individual components may sum to +/-1% of the aggregate figure due to rounding.
- An asterisk (*) represents a value of less than one per cent, but greater than zero.

STQ1 **Please could you tell me whether you agree or disagree with the following statements?**

Base: All secondary school teachers in England and Wales (498)

	Strongly agree %	Tend to agree %	Neither /nor %	Tend to disagree %	Strongly disagree %	Don't know %
Students in my school have access to role models from a rich variety of education pathways and careers	31	36	9	18	6	1
Students in my school have little or no access to role models from backgrounds they can relate to	5	15	7	33	38	2
Students in my school are given comprehensive, high quality and impartial careers advice	36	37	11	6	5	4
The education and careers horizons of students in my school are limited by the aspirations of their community and the experiences of their close friends and family	28	30	7	16	18	1

STQ2a **How would you vote if there were a General Election tomorrow?**
 STQ2b **Which party are you most inclined to support?**

Base: All teachers in England and Wales who are undecided (278)

	STQ2A %	STQ2B %
Conservative	15	10
Labour	18	23
Liberal Democrats (Lib Dem)	12	9
British National Party	-	-
Green Party	2	1
Scottish Nationalist	-	-
Welsh Nationalist	1	*
UK Independence Party	*	-
Other	1	*
Would not vote	8	2
Undecided	28	50
Refused	15	3

STQ2a/b **Combined voting intention**

	%
Conservative	18
Labour	25
Liberal Democrats (Lib Dem)	14
British National Party	-
Green Party	3
Scottish Nationalist	-
Welsh Nationalist	1
UK Independence Party	*
Other	1
Would not vote	9
Undecided	15
Refused	14

STQ3 **In your opinion, which political party, if any, will be best for the education system over the next few years?**

	%
Conservative	15
Labour	23
Liberal Democrats (Lib Dem)	10
British National Party	-
Green Party	1
Scottish Nationalist	-
Welsh Nationalist	1
UK Independence Party	-
Other	*
Can't say – don't know what they're proposing at all/in enough detail	14
Can't say – no one party stands out as better than the others	20
None – all as bad as each other	8
Refused	8

DEMOGRAPHICS

Sex

	%
Male.....	26.....
Female.....	74.....

Age

	%
24 or below.....	4.....
25-34.....	31.....
35-44.....	25.....
45-54.....	24.....
55 or above.....	16.....

Phase

	%
Primary.....	50.....
Secondary.....	50.....

GOR

	%
NE.....	5.....
NW (including Merseyside).....	13.....
Yorkshire and Humberside.....	10.....
East Midlands.....	9.....
West Midlands.....	10.....
East of England.....	10.....
London.....	11.....
SE.....	15.....
SW.....	9.....
Wales.....	7.....

QD1

How many years' teaching experience do you have?

	%
NQT/in first year of teaching.....	5.....
1-5 years.....	21.....
6-10 years.....	21.....
11-15 years.....	14.....
16-25 years.....	19.....
Over 25 years.....	20.....

QD2 Please can you tell me which of the following best describes your current professional role?

	%
Supply Teacher.....	1
Classroom or Subject Teacher.....	33
Class teacher with special curricular or non-curricular responsibilities.....	22
Cross-school responsibilities without a class teaching role.....	3
Deputy/Assistant Head of Department, or Deputy/Assistant Curriculum Co-ordinator.....	4
Head of Department or subject, or Curriculum Co-ordinator.....	19
Advanced Skills Teacher.....	1
Deputy/Assistant Head of Year, or Deputy/Assistant Key Stage Co-ordinator.....	2
Head of Year, or Key Stage Co-ordinator.....	5
Deputy/Assistant Headteacher/Principal (including acting).....	7
Headteacher/Principal (including acting).....	3
Other.....	*

QD3 Can you tell me the Key Stages of the pupils you teach?

	%
Foundation/Early Years/Nursery/Reception.....	10
Key Stage 1.....	22
Key Stage 2.....	34
Key Stage 3.....	44
Key Stage 4.....	47
Post-16.....	28

QD4 Please can you tell me your subject specialism? I'm interested in knowing about the subject you spend (or used to spend) most of your time delivering?

Base: All secondary school teachers in England and Wales (498)

	%
English.....	22
Maths.....	19
Science.....	19
ICT.....	7
Design & Technology.....	5
Humanities (History and Geography).....	8
Modern Foreign Languages.....	6
Art/Music/PE/Citizenship.....	7
Other.....	7

QD5 If you consider yourself to have a subject or curriculum specialism, could you please tell me what it is?

Base: All primary school teachers in England and Wales (502)

	%
English or literacy.....	20
Maths or numeracy.....	12
Science.....	7
ICT.....	8
Design & Technology.....	3
Humanities (History and Geography).....	7
Modern Foreign Languages.....	2
Art/Music/PE/Citizenship.....	16
Other.....	12
Don't consider myself to have a subject/curriculum specialism.....	14
Don't know.....	*

QD5A May I just double-check whether you are a subject or curriculum lead for a particular subject in your school? Which subject(s)?

	%
English.....	12
Maths.....	10
Science.....	8
ICT.....	8
Design & Technology.....	4
Humanities (History and Geography).....	7
Modern Foreign Languages.....	3
Art/Music/PE/Citizenship.....	12
Other.....	13
Not a subject/curriculum lead.....	35
Don't know.....	*

QD6 Please can you tell me which teaching union you belong to, if any?

	%
Association for School and College Leaders (ASCoL)/ Secondary Heads Association (SHA).....	4
Association of Teachers and Lecturers (ATL).....	13
National Association of Headteachers (NAHT).....	5
National Association of Schoolmasters/Union of Women Teachers (NASUWT).....	29
National Union of Teachers (NUT).....	41
Professional Association of Teachers (PAT).....	*
University and College Union (UCU).....	-
Other.....	3
Not a union member.....	5
Prefer not to say.....	*
Don't know.....	*

Computer tabulations

The accompanying tables set out the findings from the study. They present the number of respondents, expressed as percentages, giving a response to each question and are analysed against a breakdown of other key questions to show which types of teacher have given each response.

Each table contains:

- the wording of the question and the question number;
- headings for the downbreak categories;
- headings for the crossbreak categories;
- a description of who answered each question;
- the number of respondents in each crossbreak who answered the question (the base); and
- total figures.

The downbreaks

The downbreaks are listed down the left-hand side of each table and include the range of all possible responses to a particular question. They include all the pre-coded responses that were available to the respondent.

Where percentages do not sum to 100%, this may be due to computer rounding, the exclusion of 'don't know' categories, or multiple responses. An asterisk (*) denotes a value of less than 0.5%, but not zero.

Some tables also include combination scores. These are literally combined responses to two or more response categories on the same "side" of a scale. For example, very satisfied and fairly satisfied gives a combination score of "satisfied".

Net scores are also provided. This reduces the findings for each question to a single figure in every column. The net score is calculated by subtracting the negative score from the positive score. For example, if 65% are satisfied and 20% dissatisfied, then the "net satisfied" score is +45 points.

The crossbreaks

The crossbreaks (or cross-tabs) are found across the top of the table as column headings. The crossbreaks include:

- The overall total;
- Phase (Primary, Secondary);
- Sex of teacher (Male, Female);
- Age of teacher (24 or below, 25-34, 35-44, 45-54, 55 or above);
- Government Office Region (North East, North West incl. Merseyside, Yorkshire and Humberside, East Midlands, West Midlands, Eastern, London, South East, South West, Wales);
- Country (England, Wales);

- Years' teaching experience (NQT/in first year of teaching, 1-5 years, 6-10 years, 11-15 years, 16-25 years, Over 25 years);
- *Secondary teachers only* Subject specialism (English; Maths; Science; ICT; Humanities; Modern Foreign Languages; Other)
- Most senior level of responsibility (Classroom Teacher/Subject Teacher/Form Tutor; Curriculum Co-ordinator/Assistant Head of Department/Head of Department; Key Stage Co-ordinator/ Assistant Head of Year/Head of Year; Assistant/Deputy Headteacher incl. acting; Headteacher incl. acting);
- Key Stage(s) taught (Foundation/Early Years/Nursery/Reception; KS1; KS2; KS3; KS4; Post-16)
- Trade Union membership (Yes, No)

Viewing the results in this way can highlight any notable differences in the responses of these different types of respondent. Cross tabulations can also be used to show relationships to different questions.

Bases

The 'base' is the number of respondents answering the question.

Confidence intervals

When interpreting the findings, it is important to remember that the results are based on a sample of teachers working in the maintained primary and secondary school sectors, and not the entire population. Because a sample, rather than the entire population, was interviewed the percentage results are subject to sampling tolerances – which vary with the size of the sample and the percentage figure concerned. For example, for a question where 50% of the respondents in a (weighted) sample of 2,000 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than 2.2 percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures).

An indication of approximate sampling tolerances for the Teachers Omnibus is given in the table below.

Sample size	Approximate sampling tolerances applicable to percentages at or near these levels		
	10% or 90%	30% or 70%	50%
	±	±	±
500	3	4	4
800	2	3	3
1,000	2	3	3

Source: Ipsos MORI

Strictly speaking the tolerances shown here apply only to random samples; in practice good quality quota sampling has been found to be as accurate.

Tolerances are also involved in the comparison of results between different parts of the sample, and between two different samples. A difference must be of at least a certain size to

be statistically significant (i.e. a real, not just apparent, difference). The following table is a guide to the sampling tolerances applicable to comparisons between sub-groups.

Differences required for significance at or near these percentages			
	10% or 90%	30% or 70%	50%
	±	±	±
<i>Size of sample on which survey result is based</i>			
1,000 and 1,000	3	4	4
800 and 800	3	5	5
740 and 260 (<i>approx. number of female versus male respondents</i>)	4	7	7
500 and 500	4	6	6
250 and 250	5	8	9

Source: Ipsos MORI

Caution should be exercised when comparing percentages derived from base sizes of 99 respondents or fewer, and particularly when comparing percentages derived from base sizes of 50 respondents or fewer. In the reporting that follows, percentages which derive from base sizes of 50-99 respondents should be regarded as indicative. Where bases fall below 50 respondents, we give actual numbers (Ns), not percentages.

Interpreting the data

When interpreting the data, it is often helpful to start with the overall picture and then look at specific details. Look first at the total column, decide whether there appears to be anything particularly interesting and look to see whether anything is different to what you had expected. Then look at the rest of the table. Are there any major differences between sub-groups? Are things similar where you expected to find differences? Where there are significant differences between sub-groups, these are highlighted with the use of letters on the computer tabulations.