



The Educational  
Institute of Scotland

# VALUE EDUCATION, VALUE TEACHERS MEMBERSHIP SURVEY REPORT 2019

THE EDUCATIONAL INSTITUTE OF SCOTLAND

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## Background

In 2018 The EIS launched their Value Education, Value Teachers campaign to secure a 10% pay rise for teachers across Scotland. Whilst campaigning to reverse the decline in teacher pay, borne out of austerity, pay freezes and below inflation uplifts, other significant issues were raised by members. The increase in workload, inadequate resources to support pupils with additional support needs and changes to the curriculum were some of the issues that came to the fore whilst discussing teacher pay. It is for this reason the EIS decided to survey its teacher members to gather their views on key issues, such as pay, workload, wellbeing and the work/life balance. This document summarises the results of this survey and offers analysis of key issues affecting EIS members.

### Methodology

The survey was issued to EIS members that are covered by the Scottish Negotiating Committee for Teachers, roughly 43,000<sup>1</sup> members in total. Eligible members were emailed a link to the survey, which was also promoted on Twitter and Facebook<sup>2</sup>. The survey was opened on 3<sup>rd</sup> December 2018 and closed on the 17<sup>th</sup> of December. 12,250 responses were recorded in total, however not every respondent answered every question. The only mandatory questions within this survey were the opening six questions in the “About You” section of the survey. The return rate of the survey was 28%.

Prior to the survey going live to members, it was issued to all Council members for peer review. Council members were asked to fill in the survey as though they were completing it for the first and only time. Minor amendments were made to the survey following comments from members, with a few questions removed and more user-friendly answer options put in place. As the changes did not affect the integrity of questions, the final number of responses quoted includes the responses gathered from this. Roughly 100 responses were collected from this initial survey review, which have been included in these findings.

The survey was broken down into 4 sections; About You, Health Wellbeing and Workload, Teaching Experiences and the Value Education, Value Teachers Campaign. There was an additional section on the Scottish Educational Journal which was made optional following member feedback.

As highlighted above, only a handful of questions were mandatory. This allowed respondents to skip questions as they progressed throughout the survey. Details of how many respondents answered each question are included within this report.

A similar survey was completed in 2014 which was issued to all members (53,800 individuals) and received a 12.8% return rate. Some of the questions within this survey have been repeated in order to determine if there are significant trends to report on. A full analysis of this will be available in due course.

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<sup>1</sup> An exact figure isn't available as the total number eligible varies daily. Email addresses were not available for all eligible members

<sup>2</sup> Public posts included a link to the members section of the EIS website to ensure only eligible members could respond

## Margin of Error

With 12,250 completed surveys submitted over a 2-week period, this accounted for 28% of the total eligible membership of 43,000. Using the standard Market Research Society (MRS) confidence level of 95% the margin of error is 0.75%.

## Key Findings

This survey looked into various aspects of teaching and teachers' experiences, however there were a few findings that proved particularly stark:

- **76%** of respondents reported that they felt stressed “frequently” or “all of the time” within their jobs
- **88%** said they felt that their stress levels had either stayed the same or had increased in the past year
- **64%** reported working more than 5 hours extra a week, with **35%** of those stating that they worked more than 8 hours on top of their part-time contracted hours
- **82%** of respondents said they were dissatisfied with their workload levels
- **54%** disagreed, and **23%** strongly disagreed when asked if they had sufficient time to undertake professional development opportunities
- Over **78%** disagreed that it was adequate for the children and young people with additional support needs within their school
- The biggest issues that our members indicated that they would like us to raise with local and national government was **teacher pay**. This was closely followed by **concerns around workload** and ensuring that there are appropriate resources, **capacity and funding to deliver Additional Support for Learning**

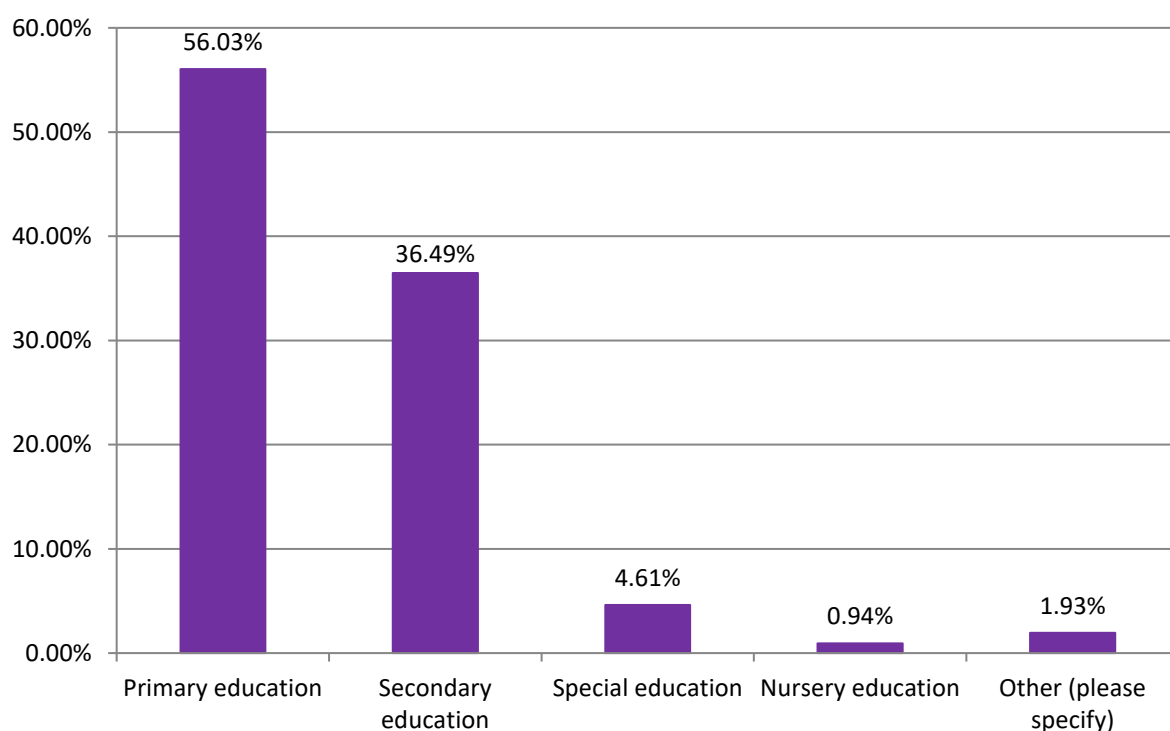
## Section 1 Survey Findings

### About You

The first section of the survey asked respondents to fill in key details about themselves. The answers given in these opening sections give an indication of who our members are and what they teach. Whilst these answers provide insight into EIS teacher members when looked at on their own, they can also be analysed alongside other questions within this survey to provide information on how different sections of EIS membership responded to certain issues. Analysis of this has been done on some questions within this summary where they offer significant insight.

The first question asked respondents which area of teaching they worked in. Table 1 below details the answers given.

**Table 1: Question 1, “I work in...” responses**

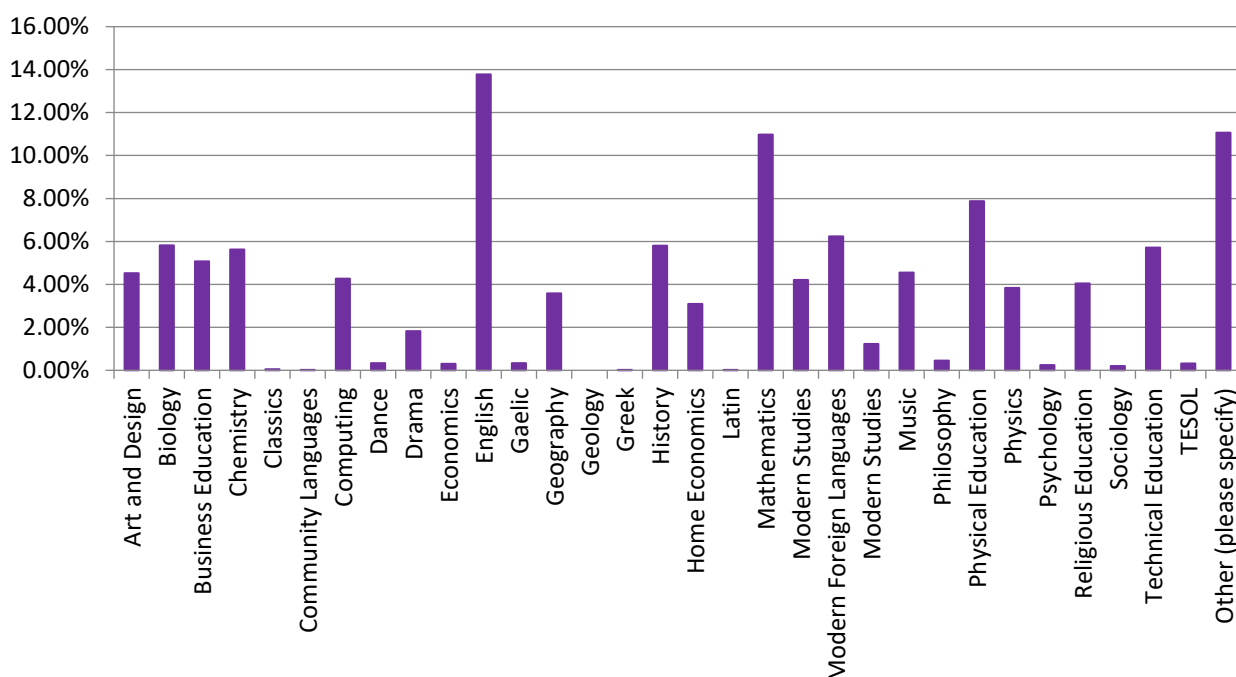


Total Responses: 12250

More than half of respondents worked in Primary education, and just over a third reported working in secondary education. Of those who ticked “other” responses included those who worked in Additional Support for Learning, Educational Psychologists, Instrumental Music Teachers and those who worked across both Primary and Secondary education.

Those who identified themselves as working in secondary education were then asked a follow up question on what subject(s) they taught. As table 2 below shows, there is a spread of subject expertise from respondents.

**Table 2: Question 2 “I teach...” responses**

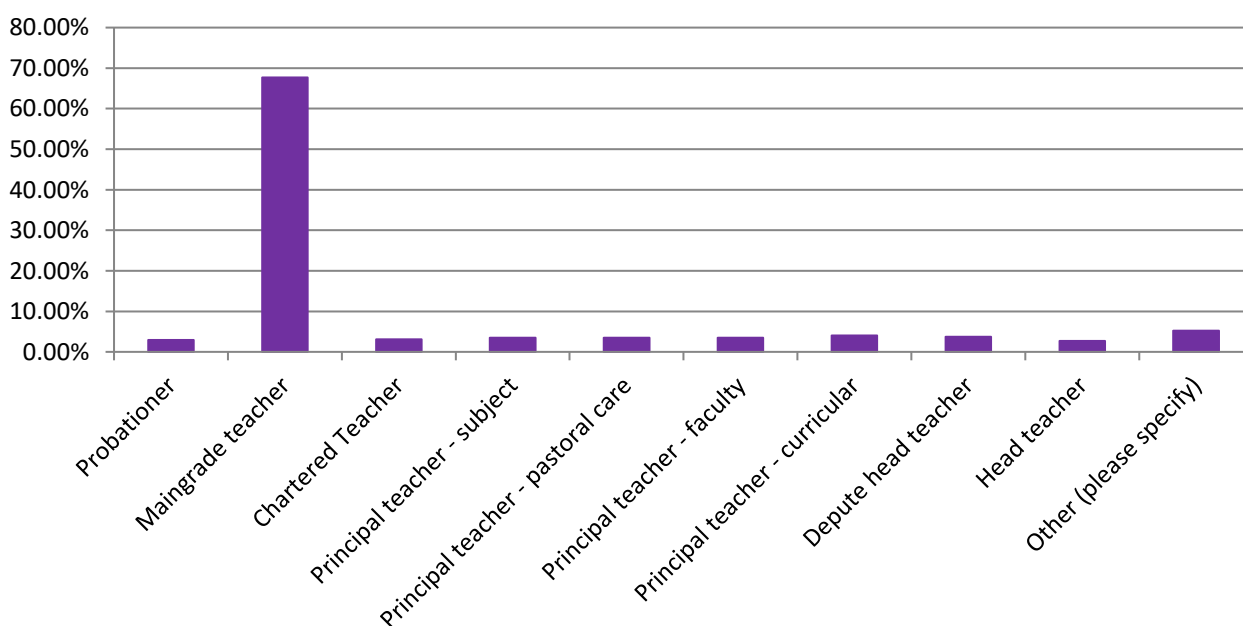


Total Responses: 4,398

11% of respondents clicked the “other option” which the vast majority of these identifying as working within Additional Support for Learning, Pupil Support and Pastoral Care.

Respondents were also asked to provide information on the level at which they taught at. The answers they gave are outlined in Table 3.

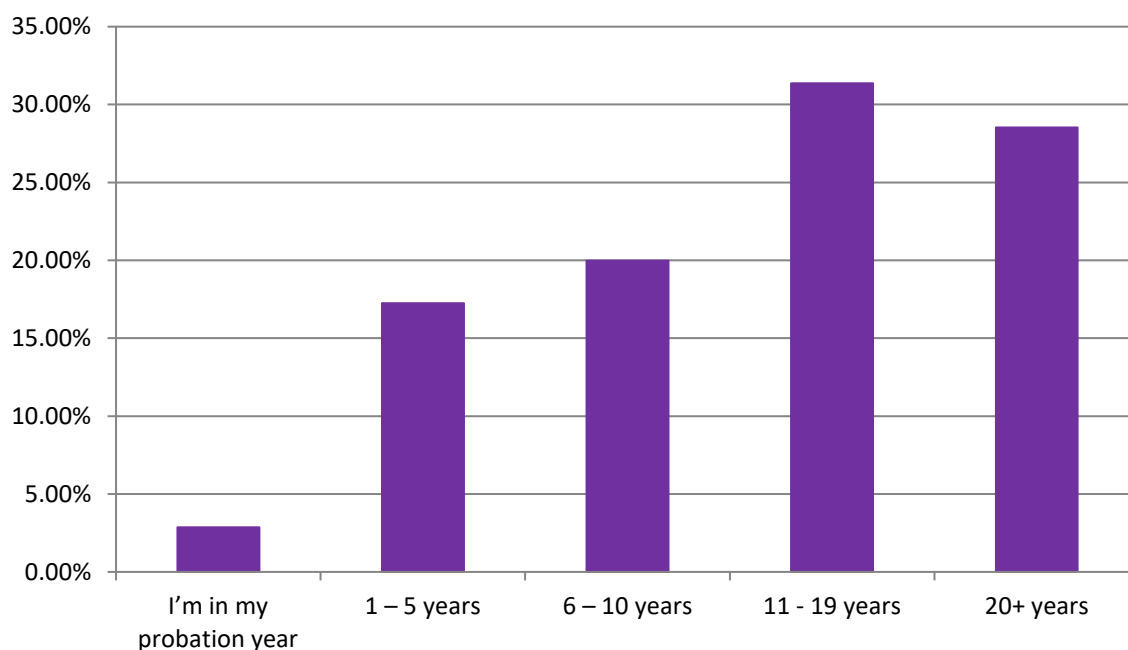
**Table 3: Question 3 “What is your current position?” responses**



Total Responses: 12,038

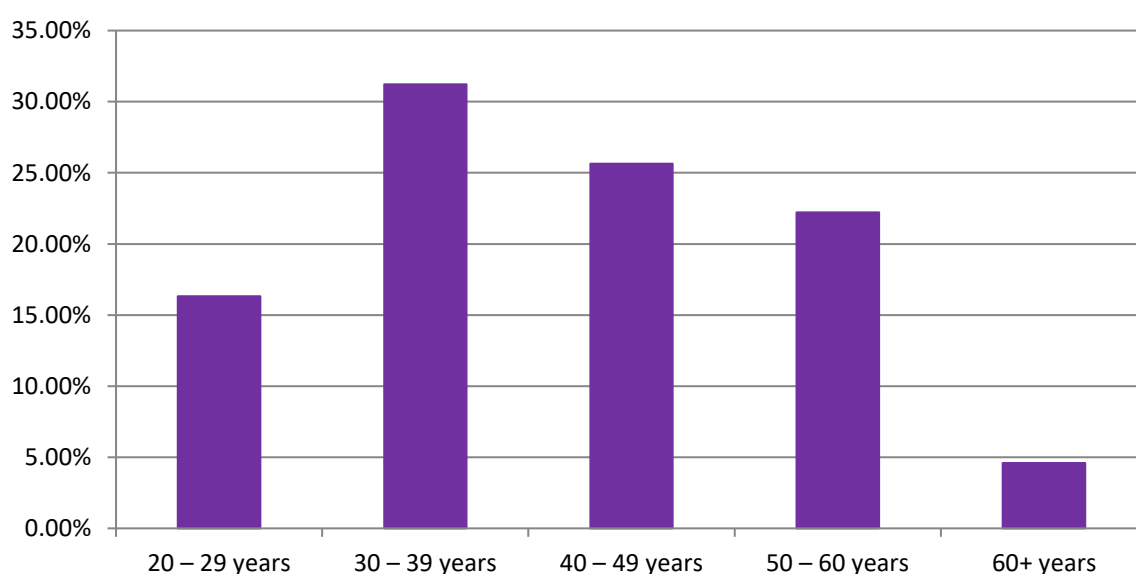
The vast majority of respondents were teachers on the maingrade salary scale, with 8,145 (68%) of those surveyed identifying themselves as such. 633 respondents ticked “other” when presented with the options laid out in table 3. Responses to this included those identifying as student teachers, those working in Additional Support for Learning, Educational Psychologists and supply teachers.

**Table 4: Question 4 “How long have you been working as a teacher?” responses**



Total Responses: 11,993

**Table 5: Question 5 “I am aged between...” responses**



Total Responses: 11,971

Tables 4 and 5 above show the age distribution and length of time that respondents have been teaching. When looking at these two questions together, it can be observed that 80% have been teaching for more than 5 years and that 79% are over the age of 30.

The answers given in the opening “About You” Section of the survey gives basic insights into the demographics of our membership. This data is useful in itself and can also be cross tabulated with other questions within this survey to give specific insights on Primary Teachers, or newly qualified teachers. Specific briefings can be drawn up as requested but are not explored at length within this report.

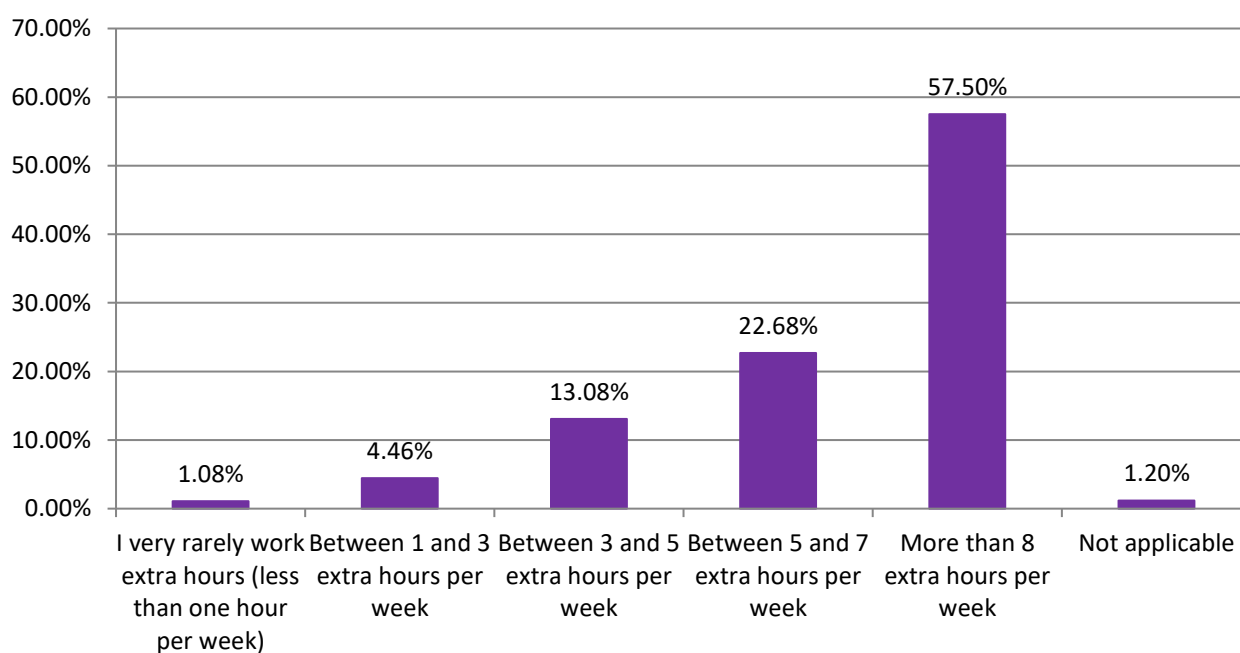
## Section 2 – Health, Wellbeing and Workload

### Workload

Following considerable changes to the national curriculum in Scotland the EIS members have expressed concern over their increased workloads and the pressures this has placed on them both personally and professionally. This survey quantifies those concerns in order to reflect the true experiences of teaching and to identify priority areas moving forward.

The survey asked respondents how many additional hours they worked within a typical week. Only 1% of those who completed this question stated that they rarely worked outside of their contracted hours, working less than 1 additional hour a week. However over 80% reported working more than 5 hours extra a week, with 58% of those stating that they worked more than 8 hours on top of their Working Time Agreement.

**Table 6: Question 6 “How many hours outside of your contracted hours (35 for 1 FTE) do you usually work?” responses**

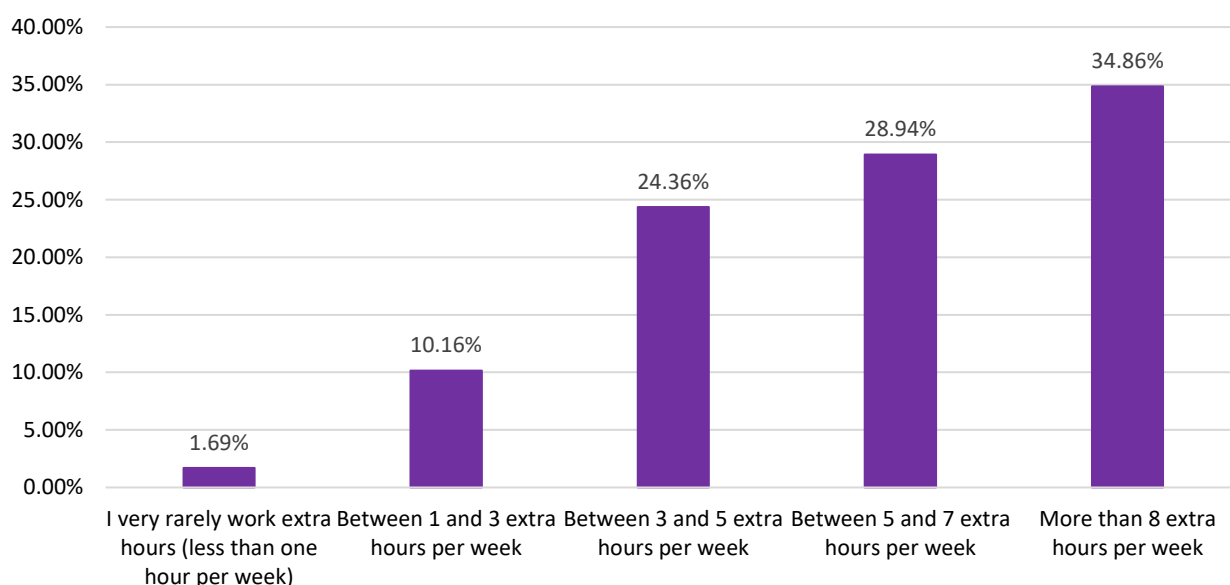


Total Responses: 11,681

There was also an option for respondents to indicate if they worked part-time. In total 2,077 people indicated that they worked part-time. Table 7 cross-tabulated responses of those who worked part-time with question 6 to show the number of extra hours that part-time staff usually work. As table 7 shows, fewer than 2% of respondents claimed that they rarely worked additional hours whilst working part-time. 64% reported working more than 5 hours extra a week, with 35% of those stating that they worked more than 8 hours on top of their part-time contracted hours.



**Table 7: Question 6 “How many hours outside of your contracted hours (35 for 1 FTE) do you usually work?” cross-tabulated with Question 7, “I work part-time” responses**



Total Responses: 2,077

As well as asking members how many additional hours they regularly work, EIS was also wanted to find out more about teachers’ perceptions of workload. The first question posed asked respondents how satisfied they were with their workload on a scale of 1<sup>3</sup> to 10, where 1 would indicate that they were not at all satisfied, and 10 suggests complete satisfaction.

Table 8 details the responses that were collected from this answer. Those that responded with a value of 4 or less were recorded as being unsatisfied with their workload, and those that responded with 3 or less were noted as being very unsatisfied with their workload. A similar number grouping was applied to the other end of the scale with those recording 7 or above as being satisfied with their workload and those who recorded an 8 or higher, were considered to be very satisfied with their workload.

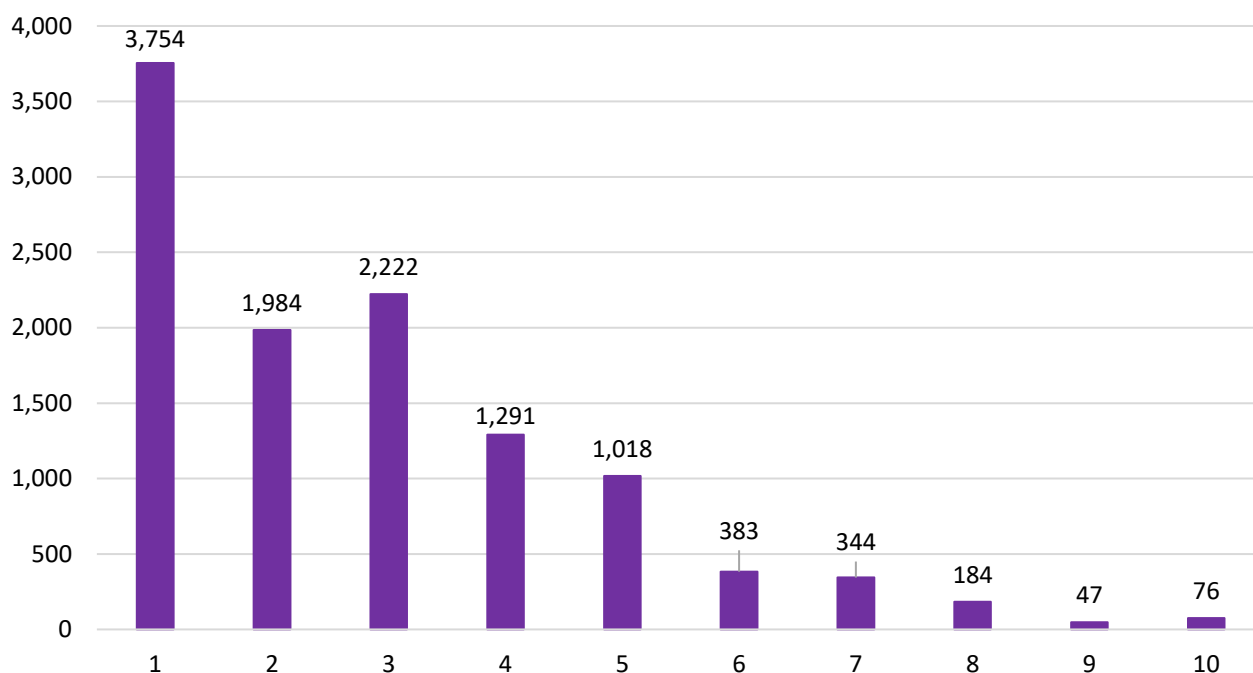
Of the 11,303 respondents that answered this question 9,251, or 82%, indicated that they were dissatisfied with their workload levels. Of those who were dissatisfied 7,960 or 70% gave a response of 3 or less indicating that they were very unsatisfied with their workload.

In contrast, at the opposite end of the spectrum, only 307 respondents or 3% indicated that they were very satisfied with their workload levels as detailed in Table 8.

In terms of assessment related workload, table 9 details how many respondents felt they had sufficient time factored into their Working Time Agreement. As can be seen in table 9 more than half of respondents claimed that only some of their assessment-related workload had been factored in, and nearly a quarter believed that no time had been allocated for this purpose. Bearing in mind that it is a requirement that assessment-related workload be included in the Working Time Agreement, it is alarming to note that less than 2% of respondents agreed this reflected their actual experience.

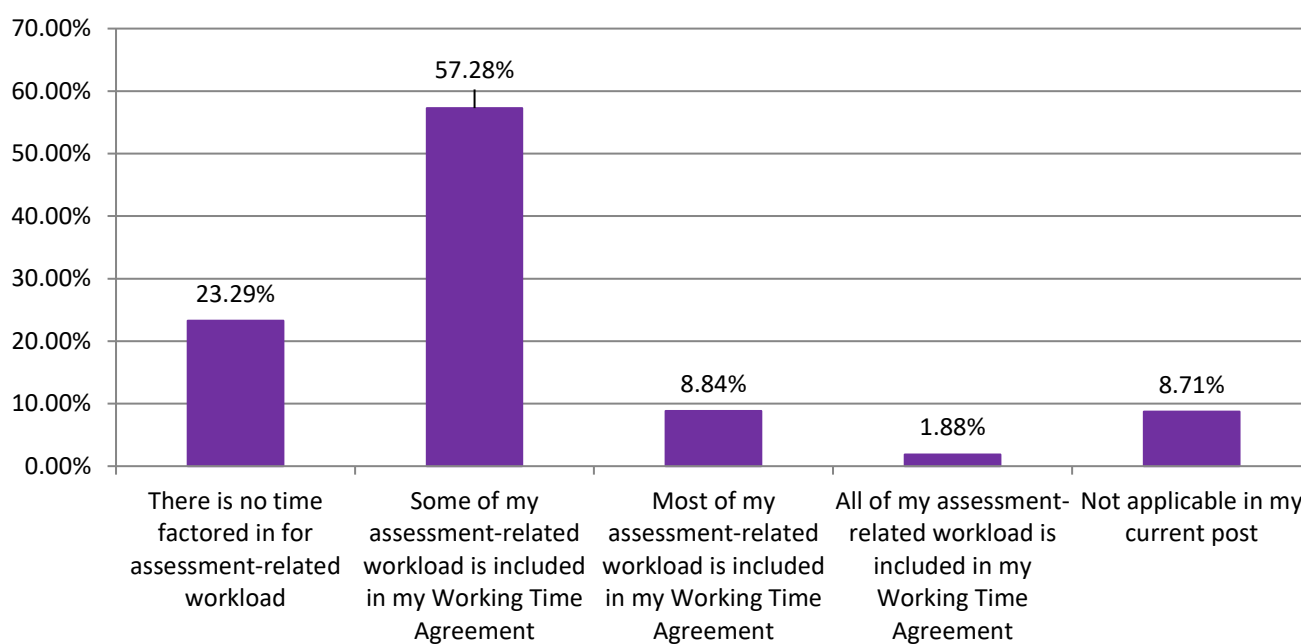
<sup>3</sup> A small number of respondents input zero as a response to this question. As one was intended to be the lowest value, all zero responses were added to the one value to ensure consistency.

**Table 8: Question 8 “How satisfied are you with your workload levels generally?” responses** (Between 1 and 10, where 1 indicates that you are not at all satisfied and 10 would suggest that you are completely satisfied)



Total responses: 11,303

**Table 9: Question 9 “Assessment-related workload should be factored in to your school’s Working Time Agreement. Which of the following best matches your actual experience?” responses**



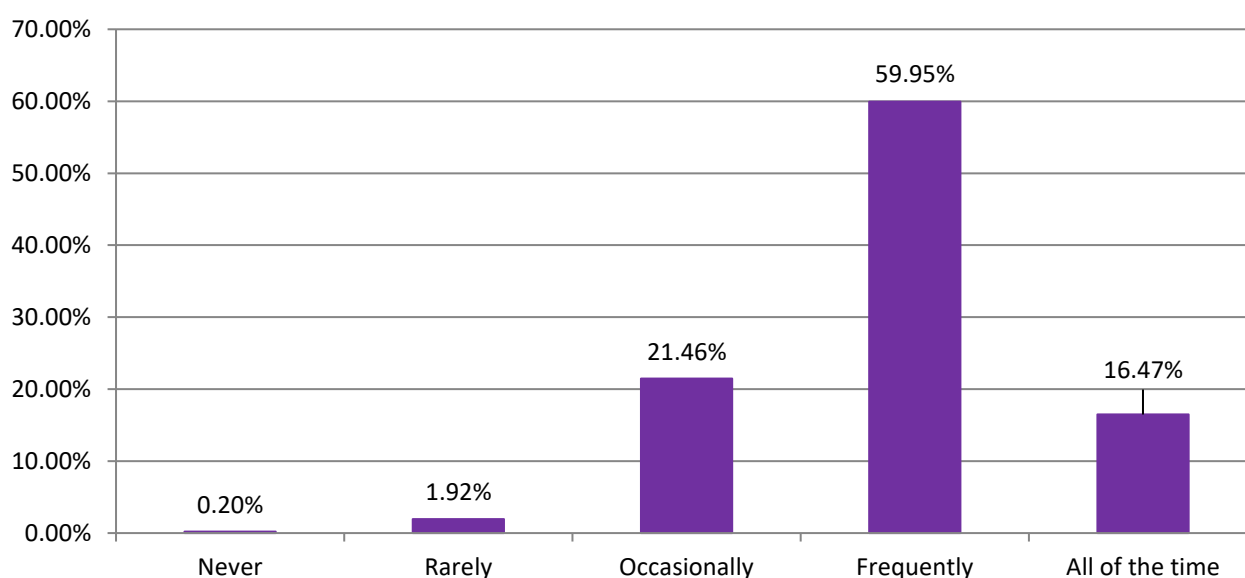
Total Responses: 11,285

## Wellbeing

Wellbeing at work, looks beyond productivity and short-term goal setting in order to determine the health and sustainability of industries and professions. Despite a decade of cuts imposed through austerity teachers in Scotland have remained resilient and continue to provide support to pupils to ensure they achieve positive destinations. However, there is growing concern about the health and wellbeing of those delivering that support.

Included within our survey was a series of questions looking into wellbeing, the first asking respondents how often within a typical week they felt stressed within their job. We know that teaching can be a demanding role with more and more expected of our teachers, however EIS is concerned to find that 76% of respondents reported that they felt stressed “frequently” or “all of the time” within their jobs.

**Table 10: Question 10 “In a typical week how often do you feel stressed within your job?” responses**



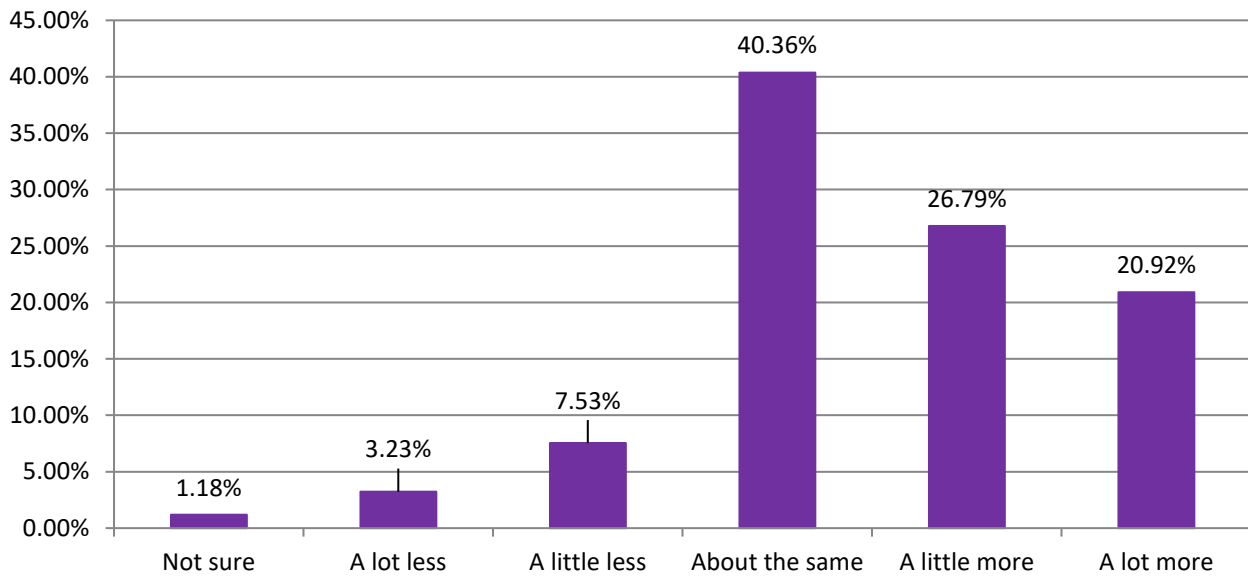
Total Responses: 11,328

Respondents were also asked about their perceptions of their stress over the past 12 months. Table 11 details how respondents felt their stress levels had changed in the last year. 88% said they felt that their stress levels had either stayed the same or had increased.

The long term physical and mental ill-health that stems from stress is widely known and therefore it is concerning to note that only 11% of respondents said they felt that their stress levels had decreased in the past year.

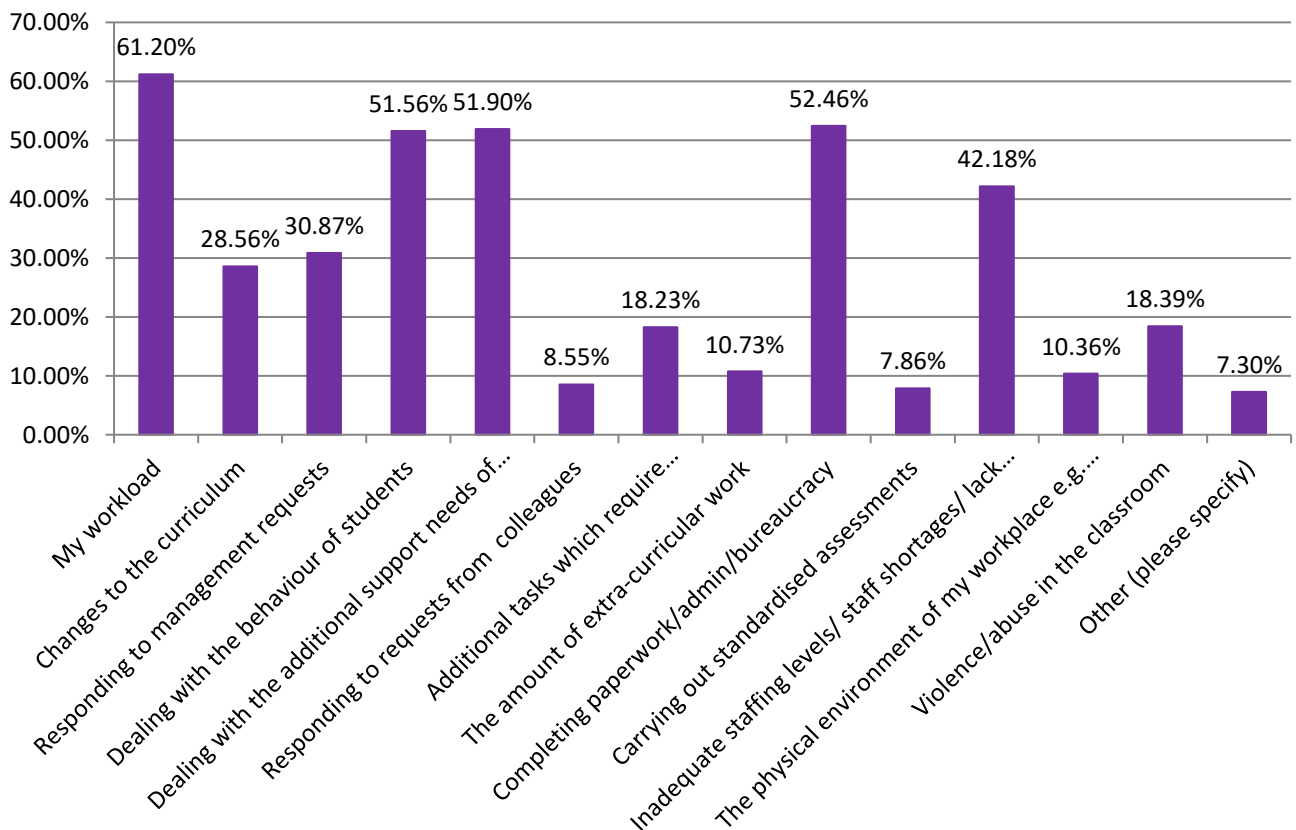
In order to better understand the key sources of stress for our members the survey asked respondents which aspects of their work had provided them with the most stress over the past 12 months. Respondents were able to tick all options that they felt were applicable, but were encouraged to indicate their top three. Tables 12 and 13 show the areas that were causing the most stress.

**Table 11: Question 11 “Think back to this time last year – how would you say your stress levels within your job are now compared to back then?” responses**



Total Responses: 11,255

**Table 12: Question 12 “Which aspects of your work have provided you with the greatest stress in the past 12 months?” responses (Please tick the top 3 issues)**



Total Responses: 11,086

**Table 13: Question 12 “Which aspects of your work have provided you with the greatest stress in the past 12 months?” responses and percentages**

Answer Choices	Responses	%
My Workload	6,785	61.2%
Completing paperwork/admin/bureaucracy	5,816	52.5%
Dealing with the additional support needs of pupils	5,754	52%
Dealing with the behaviour of students	5,716	51.6%
Inadequate staffing levels/ staff shortages/ lack of cover/ unfilled vacancies	4,676	42.2%
Responding to management requests	3,422	30.9%
Changes to the curriculum	3,166	28.6%
Violence/abuse in the classroom	2,039	18.4%
Additional tasks which require training/professional learning	2,021	18.2%
The amount of extra-curricular work	1,189	10.7%
The physical environment of my workplace e.g. heating, lighting sound, insulation...	1,149	10.4%
Responding to requests from colleagues	948	8.5%
Carrying out standardised assessments	871	7.9%
Other (please specify)	809	7.3%

As can be seen from table 13 above the top 5 issues facing members are workload, paperwork and bureaucracy, ASN, behavioural issues within the classroom and inadequate staffing levels. Of those who ticked “other” some of the answers<sup>4</sup> given were as follows:

- *“Only 3? I could tick most of them.”*
- *“New initiatives or changes to the curriculum without adequate training, and/ or irrelevant training”*
- *“Expectations that teachers will take on extra responsibilities as part of their own responsibilities which used to be part of management responsibility.”*
- *“Extra work generated by the Pupil Equity Fund.”*
- *“I feel stressed because I can only manage to work approx. 5-7 extra hours over and above the 35-hour working week due to the fact that I have family who depend on me. I feel stressed that I never have enough time to do my job in the way that management request. The paperwork has probably doubled in the last three years and resources have been taken away.”*
- *“The removal of classroom assistants within the authority has increased my workload greatly, in terms of supporting all pupil needs in the classroom and also admin tasks which were previously carried out by them.”*
- *“Government expectations without the resources to make it happen.”*

Many who ticked the “other” option cited a lack of resources particularly in relation to supporting pupils with additional support needs. Many highlighted that all answer options were applicable showing that there are many factors contributing to teacher stress.

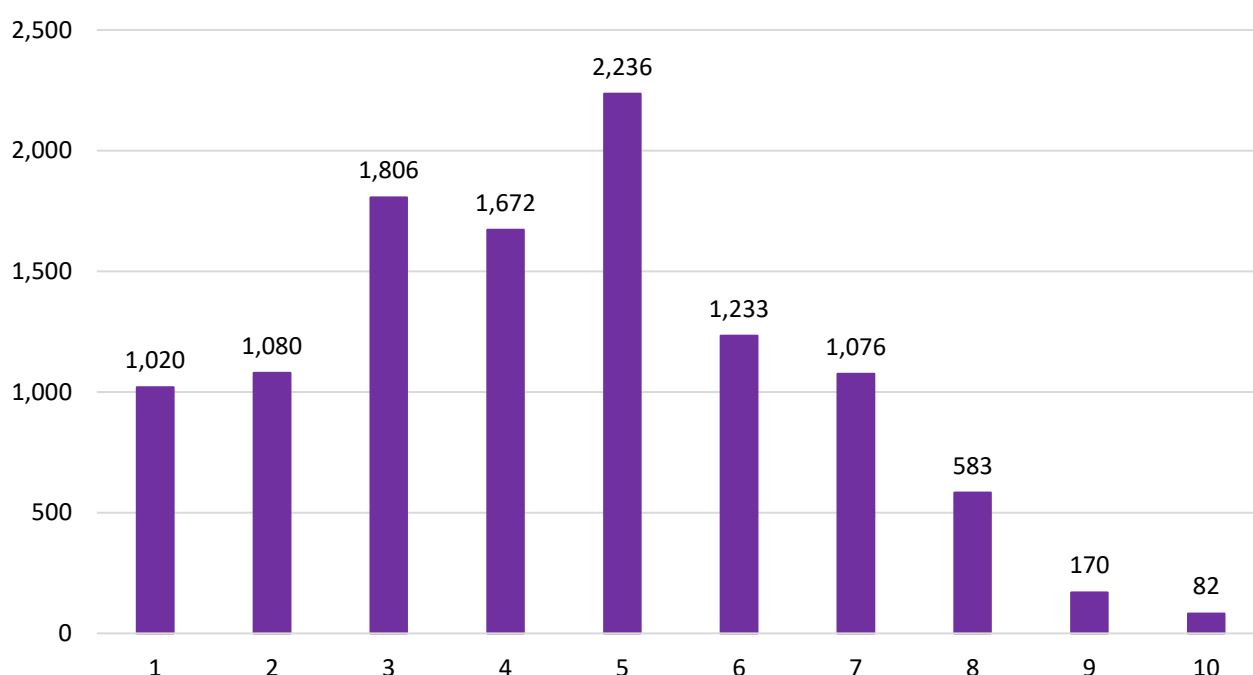
The next couple of questions posed to members looked at their perceptions of their own wellbeing and their work/life balance. Using a similar format as other questions within the survey respondents were asked what

<sup>4</sup> As many of the comments given reflected similar issues, the comments have been selected to reflect most commonly raised issues

level of wellbeing they felt within their job on a scale of 1<sup>5</sup> to 10. As with question 6 responses were grouped to indicate the strength of feeling. Values 1-3 were noted as not feeling well at work, and answers 8-10 suggested that that respondents felt very well within their job.

3,906 respondents, or 36%, responded saying that they did not feel well at all within their job overall, compared to only 835 or 8% who indicated that they felt very well as shown in table 14.

**Table 14: Question 13 “What level of wellbeing would you say you feel within your job overall?” responses** (Between 1 and 10, where 1 indicates that you do not feel well at all and 10 would suggest that you feel very well within your job)



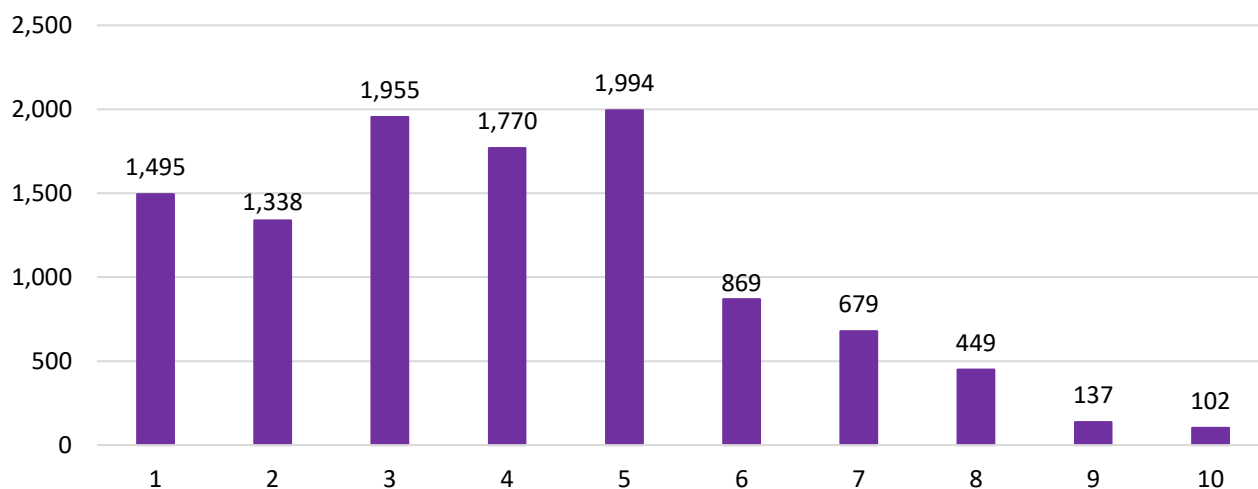
Total Responses: 10,958

Members were also asked to rate their work/life balance using a similar 1 to 10 answer scale. Using the same groupings as described above, 4,828, or 45%, responded saying they had a very poor work/life balance and 688, or 6%, suggested that they had a very good work/life balance as shown in Table 15.

Respondents were then asked what factors contributed to any sense of poor wellbeing at work. The answer choices presented were the same as those given for question 12 with similar trends observed in tables 16 and 17.

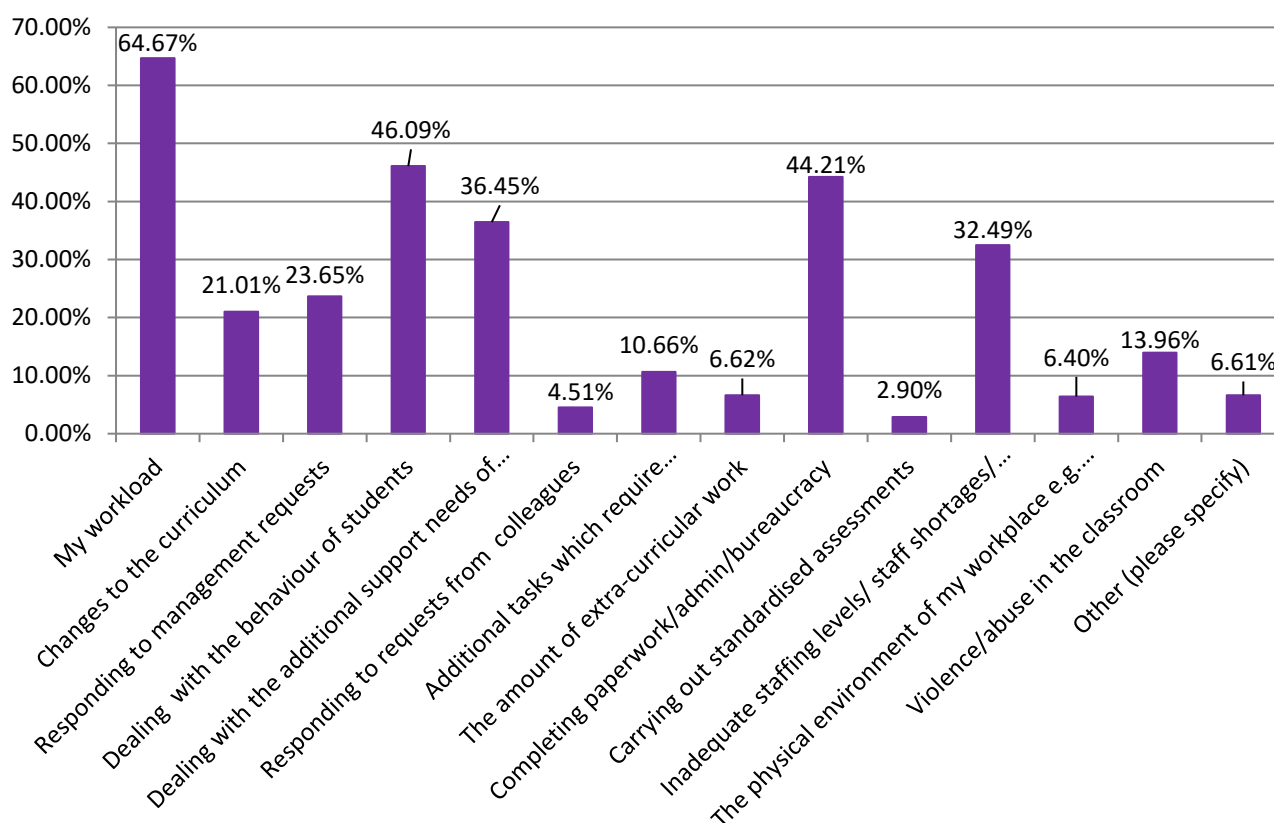
<sup>5</sup> A small number of respondents input zero as a response to this question. As one was intended to be the lowest value, all zero responses were added to the one value to ensure consistency.

**Table 15: Question 14 “How would you rate your work life balance?” responses** (Between 1<sup>6</sup> and 10, where 1 indicates a very poor work life balance and 10 would suggest a very good work life balance)



Total Responses: 10,788

**Table 16: Question 15 “What are the 3 most critical elements that go towards making up any sense of poor wellbeing at work?” responses**



Total Responses: 10,808

<sup>6</sup> Ibid.

**Table 17: Question 15 “What are the 3 most critical elements that go towards making up any sense of poor wellbeing at work?” responses and percentages**

Answer Choices	Responses	% <sup>7</sup>
My Workload	6,989	64.7%
Dealing with the behaviour of students	4,981	46.1%
Completing paperwork/admin/bureaucracy	4,778	44.2%
Dealing with the additional support needs of pupils	3,939	36.5%
Inadequate staffing levels/ staff shortages/ lack of cover/ unfilled vacancies	3,512	32.5%
Responding to management requests	2,556	23.7%
Changes to the curriculum	2,271	21%
Violence/abuse in the classroom	1,509	14%
Additional tasks which require training/professional learning	1,152	10.7%
The amount of extra-curricular work	716	6.6%
Other (please specify)	714	6.6%
The physical environment of my workplace e.g. heating, lighting sound, insulation...	692	6.4
Responding to requests from colleagues	487	4.5%
Carrying out standardised assessments	313	2.9%

Around 6% of respondents ticked “other” in response to this question. Answers given to supplement this included:

- *“Being asked to complete paperwork in triplicate!”*
- *“My own physical health, where sometimes I am very run down and should take time off, but never do, so it takes a long time for me to get over a virus, for example.”*
- *“Lack of management support and understanding in regard to stresses of ever-increasing workload and curriculum changes”*
- *“Lack of resources including learning assistant time”*
- *“Feeling isolated and unsupported”*
- *“Abuse from/ communicating with parents or carers”*

<sup>7</sup> Rounded to the nearest decimal point.

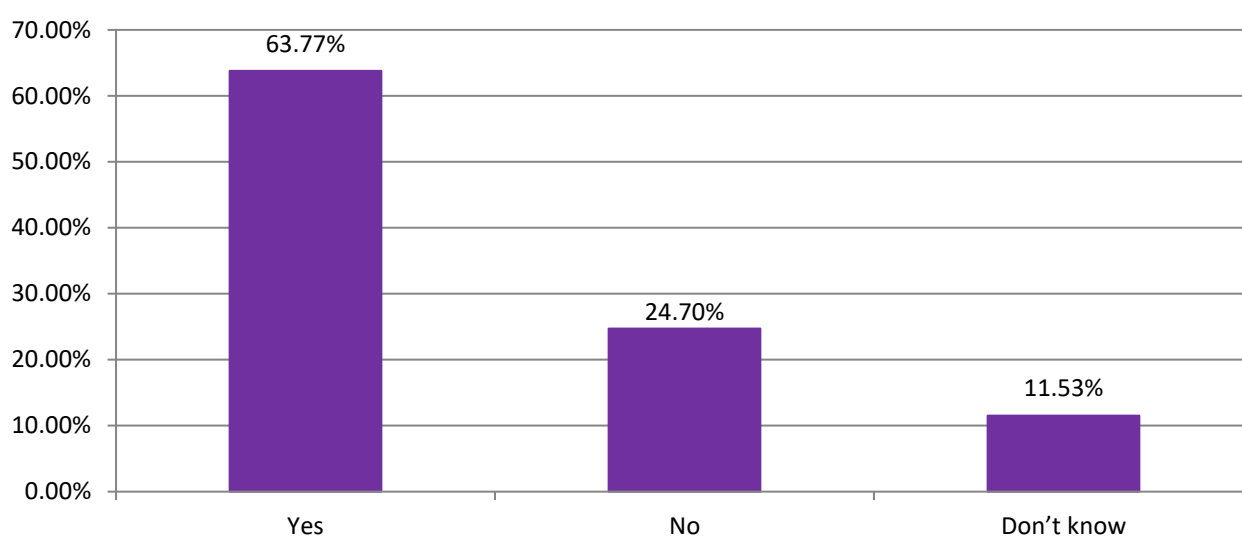


## Section 3 – Teaching Experiences

### School Leadership

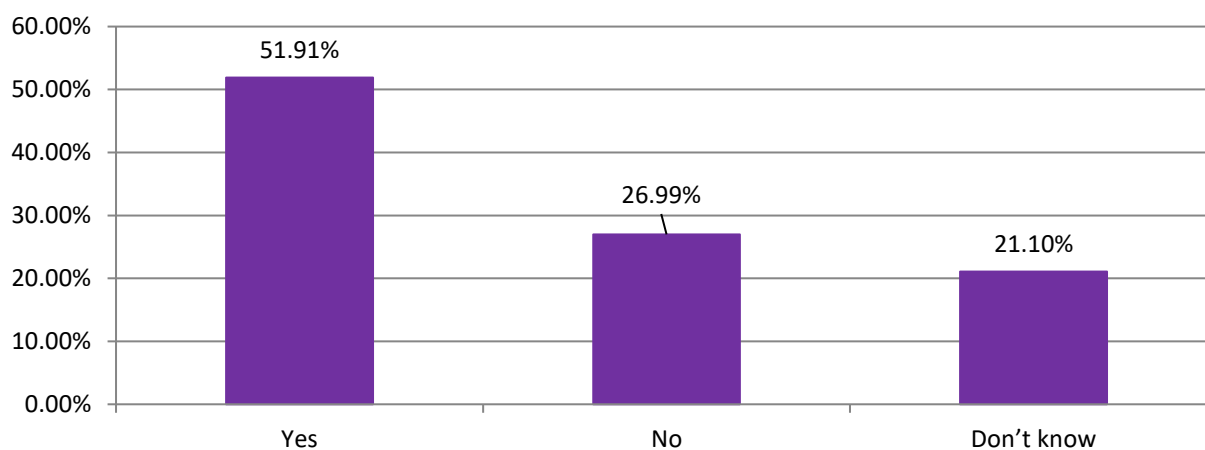
In addition to the personal experiences of teachers within the classroom, the EIS also wanted to better understand experiences within the wider school environment. Therefore 3 questions were posed on school empowerment, collegiate practice and distributive leadership models. Further analysis will be done on each of these questions to see if there are data trends can be found linking school leadership models and health and wellbeing. The analysis below offers summary findings.

**Table 18: Question 16 “Would you say your school/workplace...Is collegiate in practice?” responses**



Total Responses: 10,625

**Table 19: Question 17 “Would you say your school/workplace... Operates a distributive leadership model?” responses**



Total Responses: 10,556

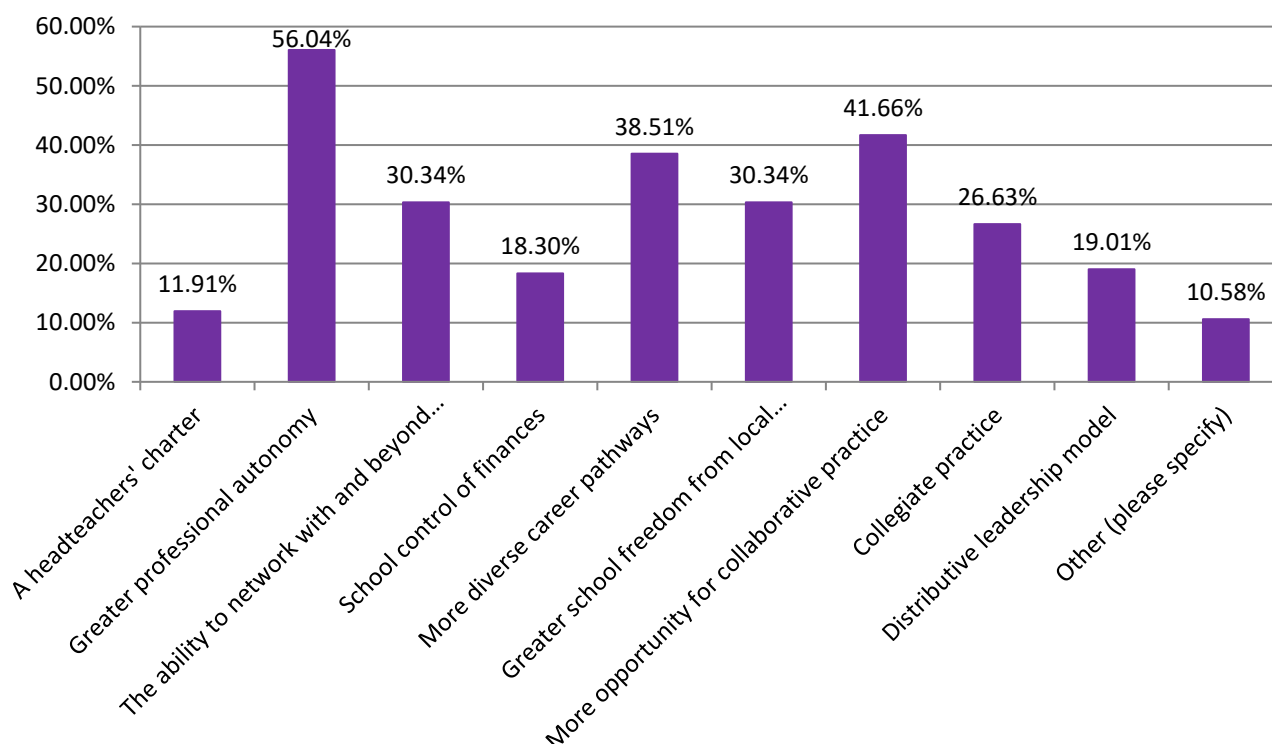
The majority of respondents, 64%, said that their school or workplace was collegiate in practice and around half of those surveyed believed that their workplace operated a distributive leadership model as shown in tables 18 and 19.

A comment box was enabled under question 17 for respondents to share their views on the leadership models within their school. Comments included:

- *“Often, management tasks are delegated to teachers, dressed up as great opportunities to develop professional learning experiences.”*
- *“Tasks are regularly given to staff members who already have significant commitments.”*
- *“I’ve studied middle leadership at masters’ level - in coming from my previous setting I seen fantastic leadership opportunities but the longer I’ve been here I wonder how much of it is truly distributive and how much it is simply perceived to be distributive.”*
- *“Additional responsibility should be remunerated - especially as all main grade teachers are single person departments already.”*

As well as asking respondents on their perceptions of leadership within their schools, the survey also looked to better understand what a successful empowered school system would look like for our members. Tables 20 and 21 detail the responses gathered from members on what would be most critical to a successful empowered school system.

**Table 20: Question 18 “Which 3 things do you think would be most critical to a successful empowered school system?” responses**



Total Responses: 10,350

**Table 21: Question 18 “Which 3 things do you think would be most critical to a successful empowered school system?” responses and percentages<sup>8</sup>**

Answer Choices	Responses	%
Greater professional autonomy	5,800	56%
More opportunity for collaborative practice	4,312	41.7%
More diverse career pathways	3,986	38.5%
The ability to network with and beyond your school	3,140	30.3%
Greater school freedom from local authority control	3,140	30.3%
Collegiate practice	2,756	26.6%
Distributive leadership model	1,968	19%
School control of finances	1,894	18.3%
A headteachers' charter	1,233	11.9%
Other (please specify)	1,095	10.6%

More than half of all respondents believed that greater professional autonomy would be critical to a successful empowered school system. This was closely followed by more opportunity for collaborative practice, more diverse career pathways, more freedom to network, and greater freedom from local authority control.

Roughly 10% of respondents ticked “other” as an option with over 1,000 comments recorded alongside this. Many of the comments highlighted the importance of leadership at school level, whilst highlighting similar issues that had been raised in other parts of the survey – including:

- *“Allowing the Teachers to have a say in the school as we seem to be overlooked and disregarded by council and management.”*
- *“More support for ASN pupils to allow me to focus on running a school to meet the needs of all pupils.”*
- *“A school system that can provide adequate numbers of staff and separate learning and social spaces to support and nurture children who struggle to cope in the classroom.”*
- *“Listening to teachers concerning what is best for our children and supplying the appropriate resources instead of spending limited resources on less practical things.”*
- *“We have collaborative practice but don’t get a say in what we would like to collaborate with our colleagues.”*

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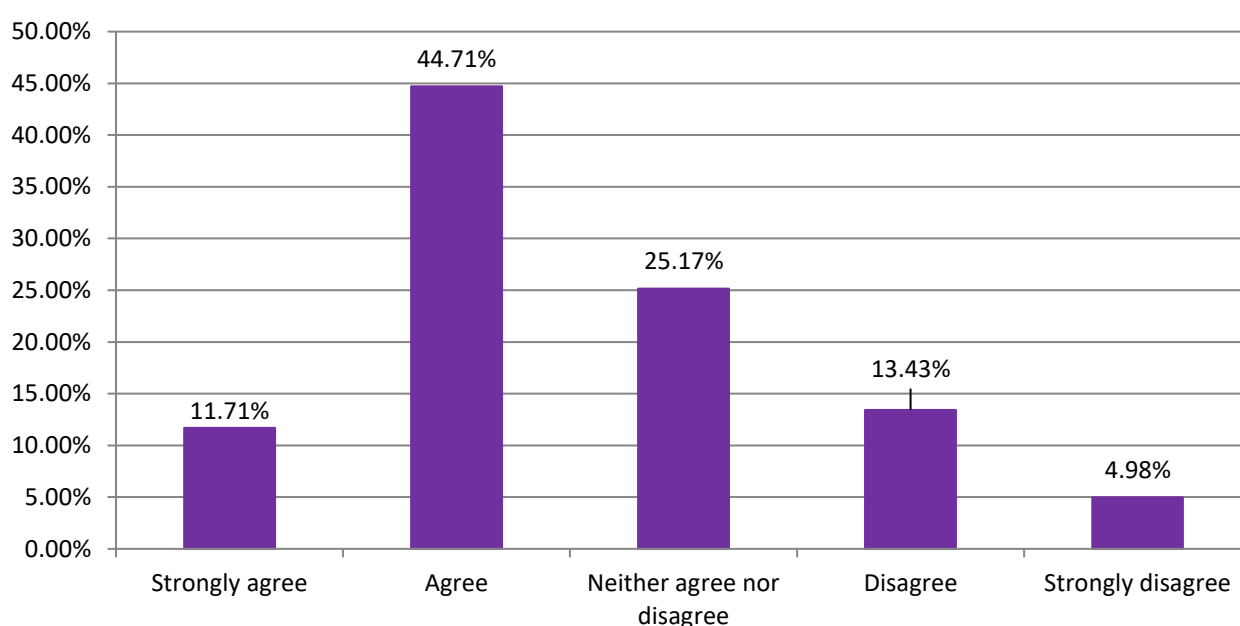
<sup>8</sup> Ibid.

## Professional Development

EIS offers professional CPD training and events in order to support members and share learning across the sector. However, we are aware that not all members have access to, or time to undertake the professional development that they would like. Within the survey there were a few questions posed to provide better insight into member experiences of professional development

56% of respondents believed that their Professional Review and Development (PRD) objectives for the year are clear and actionable, however 18% disagreed as shown in table 22.

**Table 22: Question 19 “Think now of professional development and learning – how much do you agree with each of the following statements? My PRD objectives for the year are clear and actionable” responses**

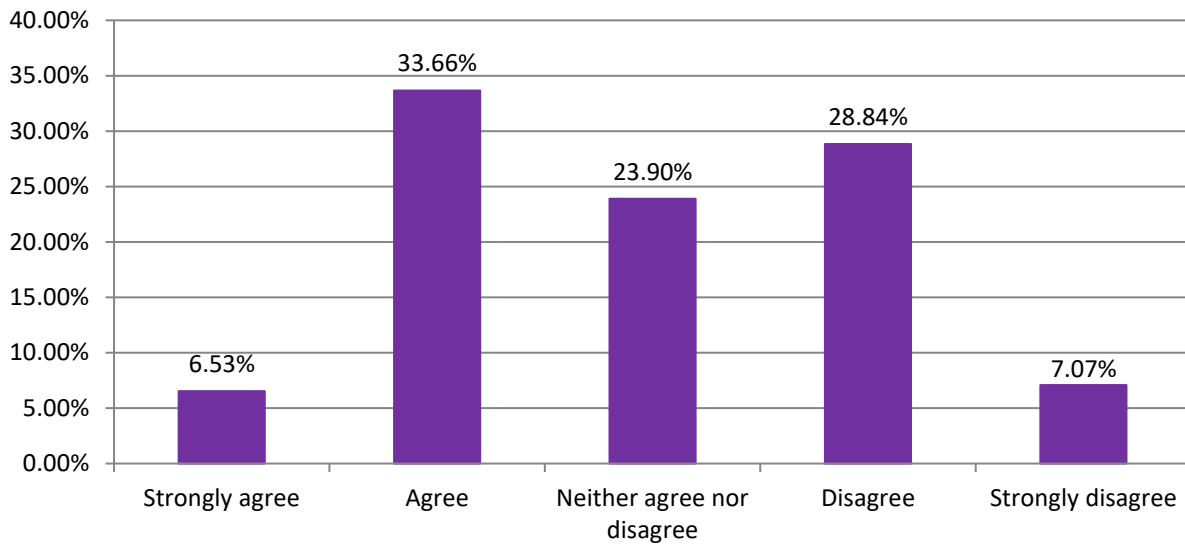


Total Responses: 10,504

When presented with the statement; “I receive sufficient professional development opportunities to do my job well” 40% either agreed or strongly agreed with 36%, more than a third stating that they disagreed or strongly disagreed as outlined in table 23. However, when asked if respondents had sufficient time to dedicate to professional development and learning 54% disagreed, and 23% strongly disagreed. These findings, as outlined in table 24 coincide with similar responses on time pressures under workload questions.

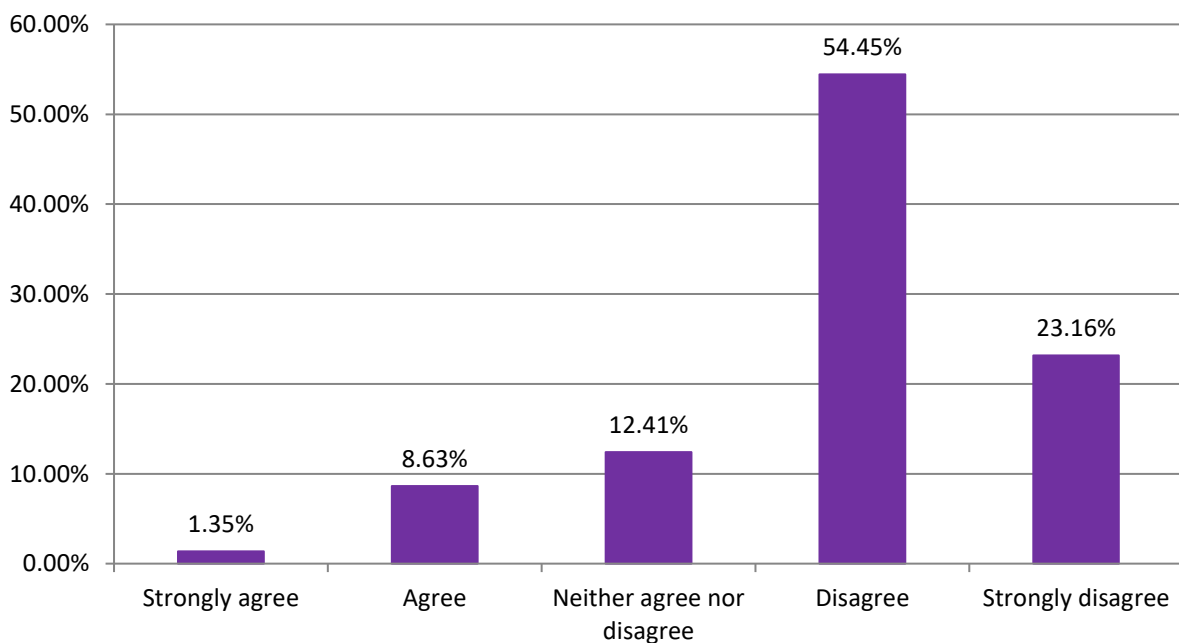
The final question on professional development asked if members felt they had the sufficient opportunity to further their career in the future. As shown in table 25, only 23% of respondents agreed or strongly agreed, and 49% disagreed or strongly disagreed with this statement. Further analysis will need to be undertaken to give more insight into why so many members feel they do not have sufficient opportunity to further their careers should they so wish.

**Table 23: Question 20 “I receive sufficient professional development opportunities to do my job well” responses**



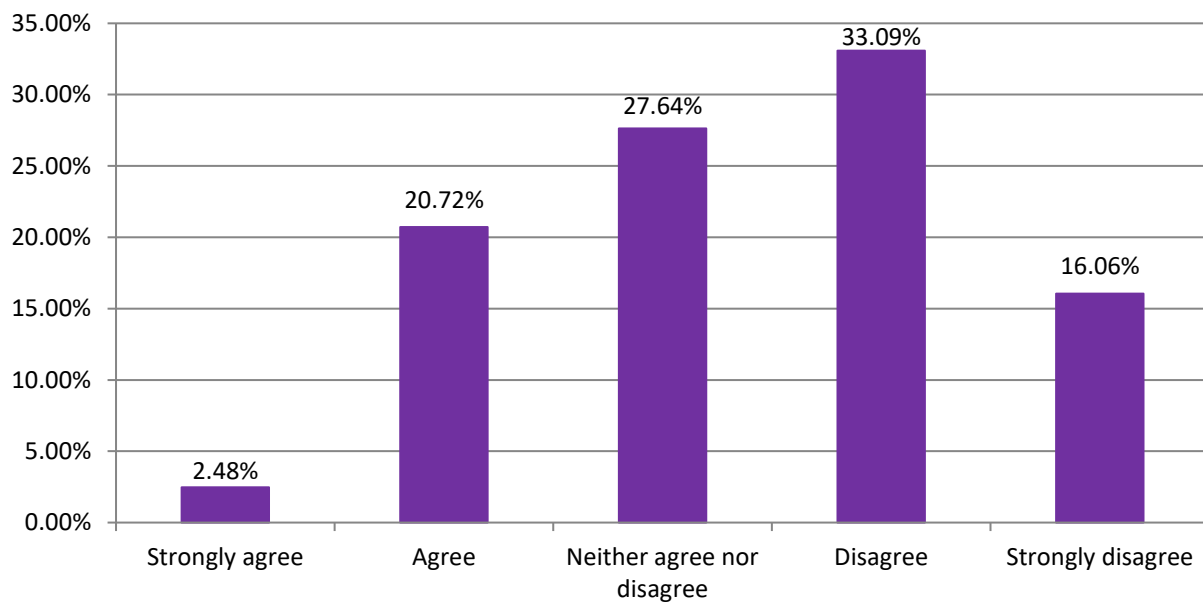
Total Responses: 10,479

**Table 24: Question 21 “I have sufficient time to dedicate to professional development and learning” responses**



Total Responses: 10,494

**Table 25: Question 22 “Looking to the future I feel I will have sufficient opportunity to further my career should I so wish”**



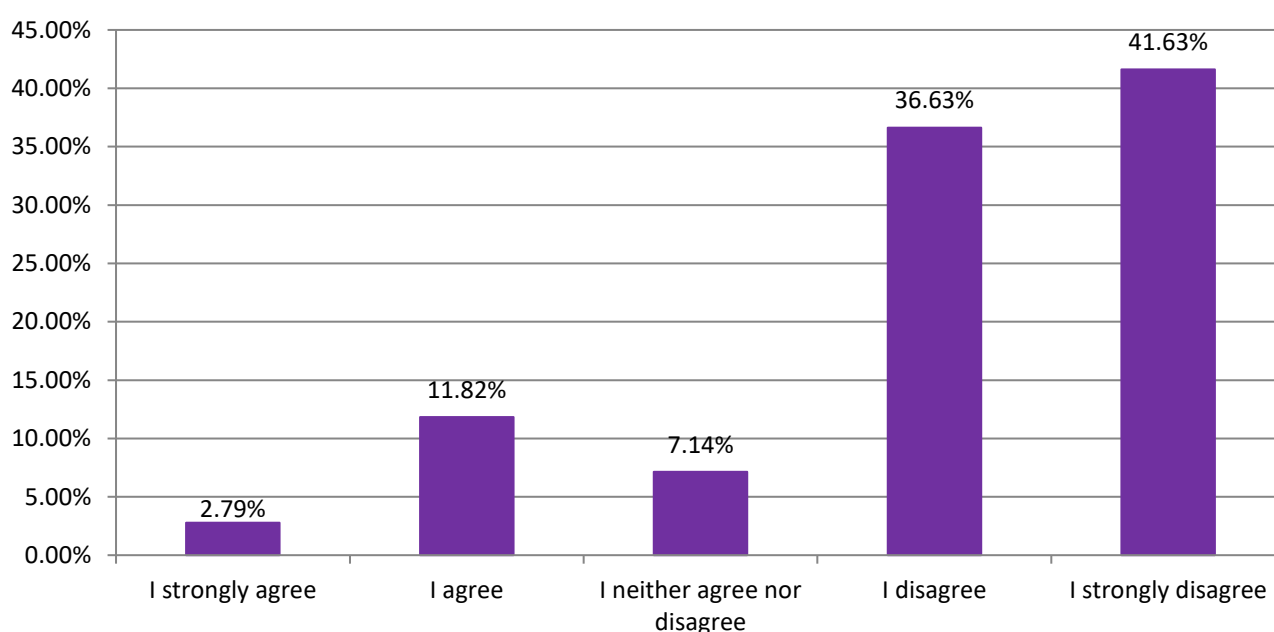
Total Respondents: 10,510

## Additional Support for Learning

Following substantial member feedback EIS remains concerned about the implementation of the Additional Support for Learning legislation. The loss of many specialist posts and improvements in early diagnosis has led to an increase in the number of school children with identified needs across Scotland. This coupled with reported increases in class sizes, a shortage of teachers, and stretched local authority budgets, many EIS members have raised concerns that some pupils are not getting the support they are entitled to.

Throughout this survey Additional Support for Learning has been highlighted in respondent comments. Question 23 asked members directly; “How far do you agree with the following statement: ‘The provision for children/ young people with additional support needs is adequate in my school.’” Table 26 shows the responses received.

**Table 26: Question 23 “How far do you agree with the following statement: ‘The provision for children/ young people with additional support needs is adequate in my school.’” responses**



Total Responses: 10,440

It is deeply concerning that after surveying over 10,000 teachers specifically on ASL provision over 78% disagreed that it was adequate for the children and young people with additional support needs within their school.

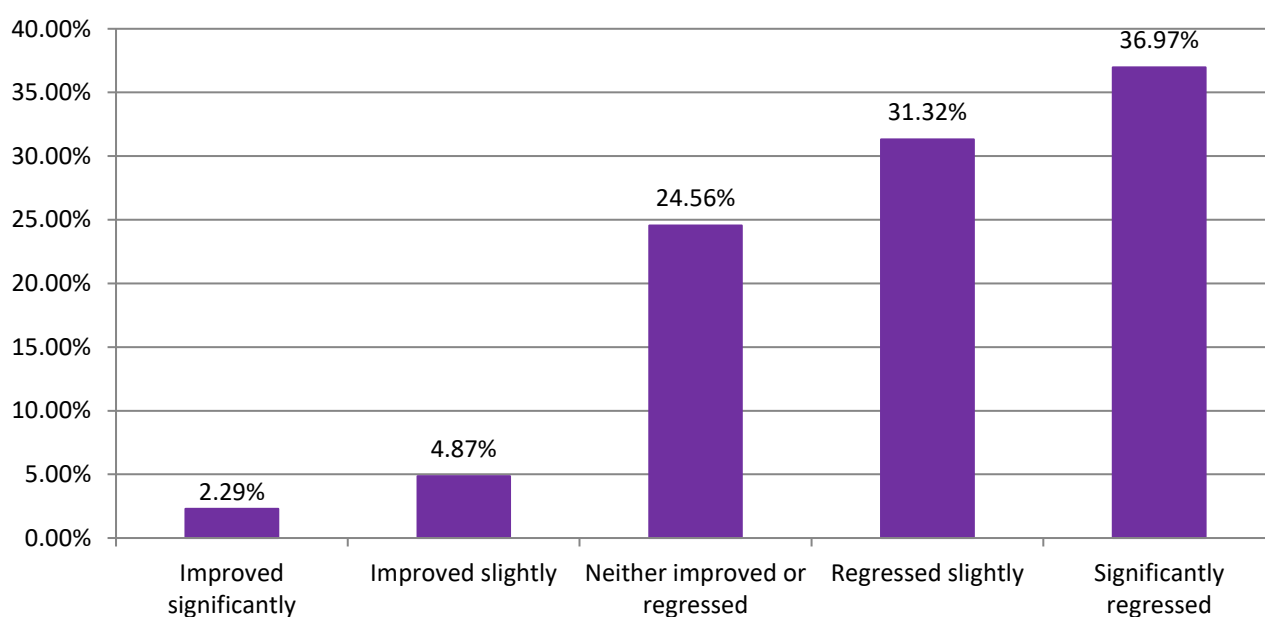
A separate briefing paper on ASN views raised within this survey is available. Some of the comments that respondents left included:

- “A visual timetable & targets do not meet the needs of ASD children. Staff and resources are required for ALL ASN children.”
- “Not enough staff to cope with disruptive behaviour caused by pupils who cannot cope well within a mainstream class setting.”

- *“There is a strong desire and willingness to meet the needs of all children in school, however presumption of mainstreaming is grossly underfunded, and some children are just not able to work within the mainstream i.e. classes of 30 and above. When identified as needing small group learning, there are no places available. The catch-all is that it is the duty and responsibility of all teachers to meet the needs of all children in their class. In a large mainstream class, it is just not possible to meet the needs of a small minority of children whose needs would be better served in a different environment.”*
- *“Children’s mental health issues are increasing and support is lessening.”*
- *“Inclusion on the cheap leads to aggression and violence in a class. No support! And still expected to “close the gap” - idiots!!!!”*
- *“Having worked in a dedicated ASN establishment I feel that the reduction of places in these establishments is more to do with cost than inclusion. Inclusion in mainstream and the needs of every child will only be met, when resources and environment provided are sufficient to meet all needs.”*

In addition to the challenges around delivering Additional Support many teachers have also reported that indiscipline has increased in classrooms in Scotland. Table 27 indicates member perceptions of indiscipline in the classroom.

**Table 27: Question 24 “In the past year do you believe the levels of indiscipline of pupils within your school have:” responses**



Total Responses: 10,380

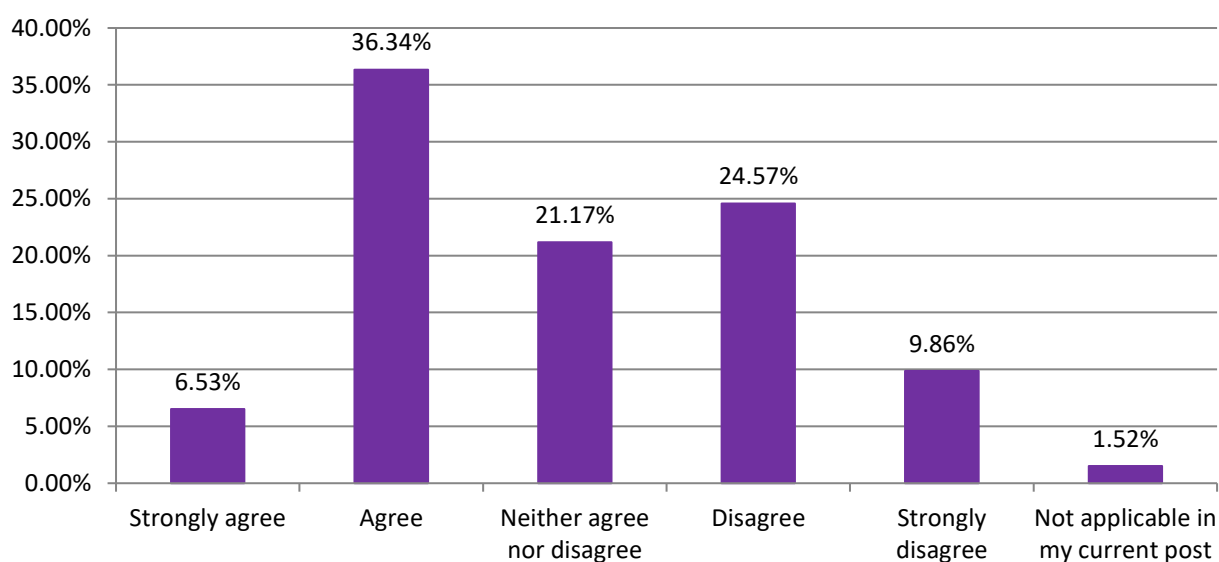
Over 68% of members said they believed that indiscipline of pupils within the classroom have regressed slightly or significantly, with only 7% reporting an improvement.



## School Experiences

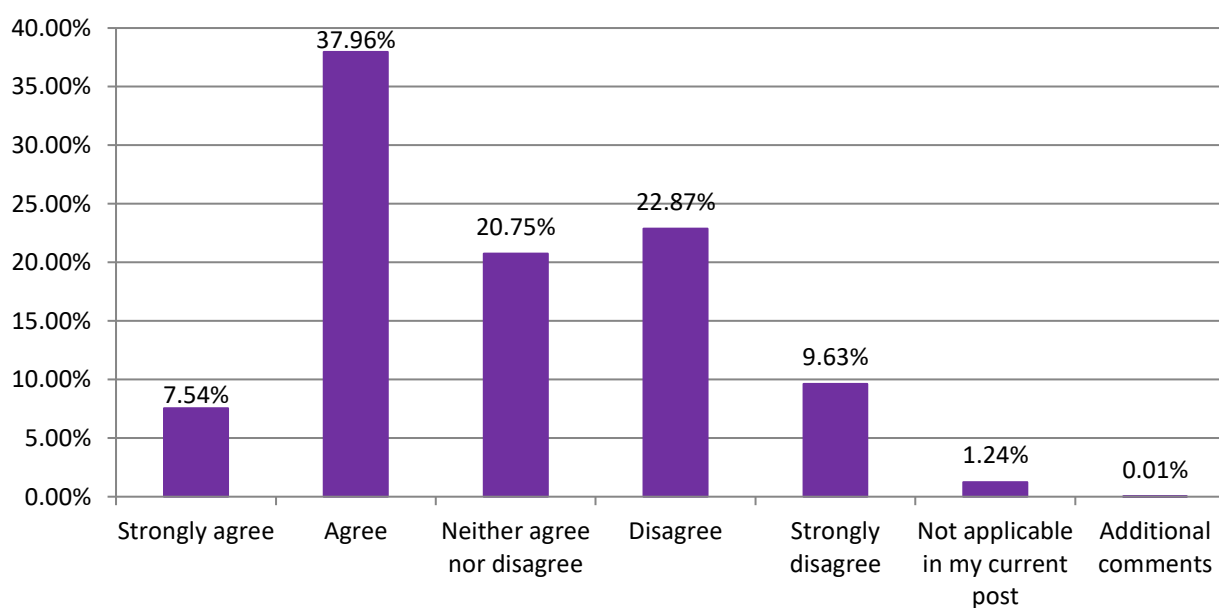
Members were also asked a series of questions on their perceptions of school culture and decision making. Tables 28 to 30 highlight the questions posed and the responses received.

**Table 28: Question 25 “How strongly do you agree or disagree with these statements as applied to this school? This school has a culture of shared responsibility for school issues” responses**



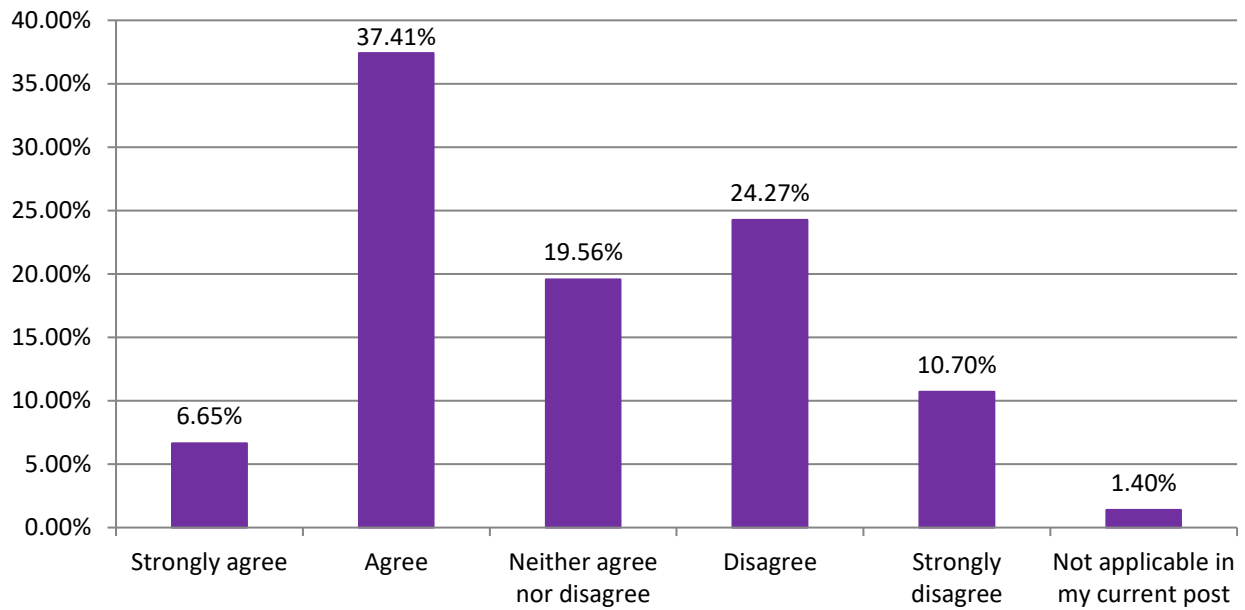
Total Responses: 10,325

**Table 29: Question 26 “There is a collaborative school culture which is characterised by mutual support” responses**



Total Responses: 10,303

**Table 30, Question 27 “This school provides staff with opportunities to actively participate in school decisions” responses**



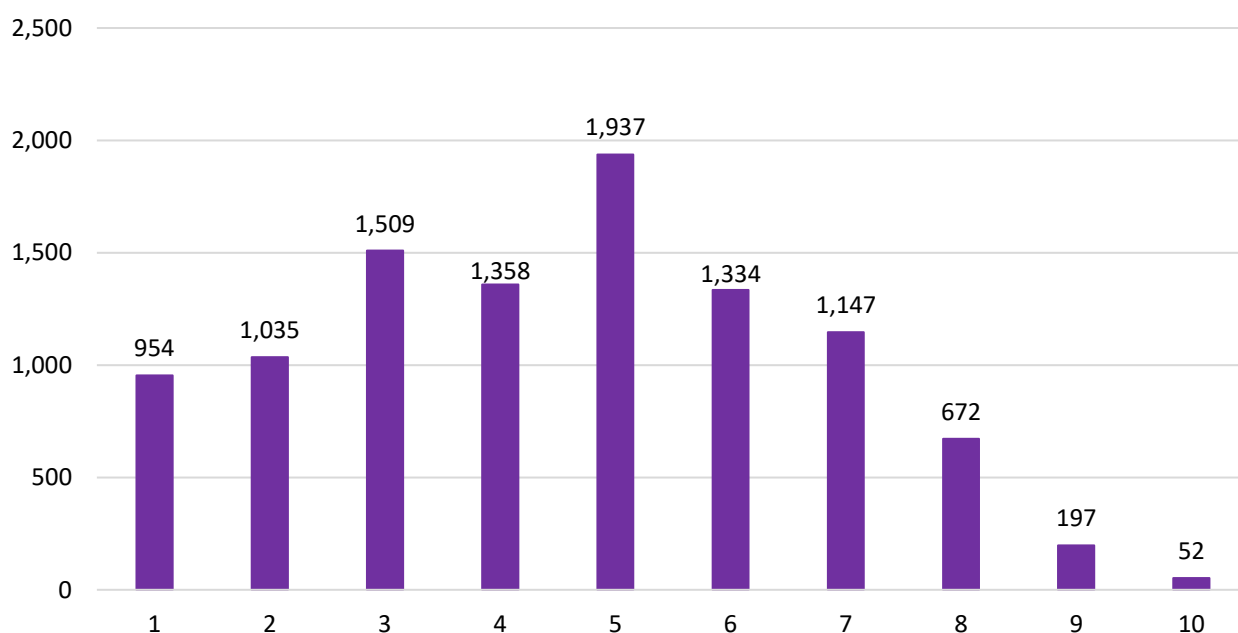
Total Responses: 10,321

The tables above suggest there is a mixed picture in terms of member experiences in schools. Only 44% of those surveyed agreed that staff were provided with opportunities to actively participate in school decisions, with 46% reporting a collaborative school culture with mutual support.

## Job Satisfaction

Members were asked how satisfied they were with their job overall, on a scale of 1<sup>9</sup> to 10, with 1 being the lowest level of satisfaction and 10 indicating the highest. Table 31 below shows how members responded.

**Table 31: Question 28 “How satisfied are you with your job overall? (Between 1 and 10, where 1 indicates you are not satisfied at all and 10 would suggest that you are completely satisfied)” responses**



Total Responses: 10,196

Using the same groupings as similar number scale questions we can see there is a split between those who are satisfied and those who are dissatisfied overall. 48% indicated some level of satisfaction and 34% reporting some level of dissatisfaction as shown in table 31.

However, when asked how likely they would be to recommend teaching as a good profession (table 32), the findings were much starker. Over a third of members gave the lowest value response to this question suggesting that they definitively would not recommend teaching, with only 1.5% expressing the same strength of feeling at the opposite end of the scale. Overall 7,036 members recorded a value of 4 or less for this question suggesting that just over 70% would not recommend teaching as a good profession to take up.

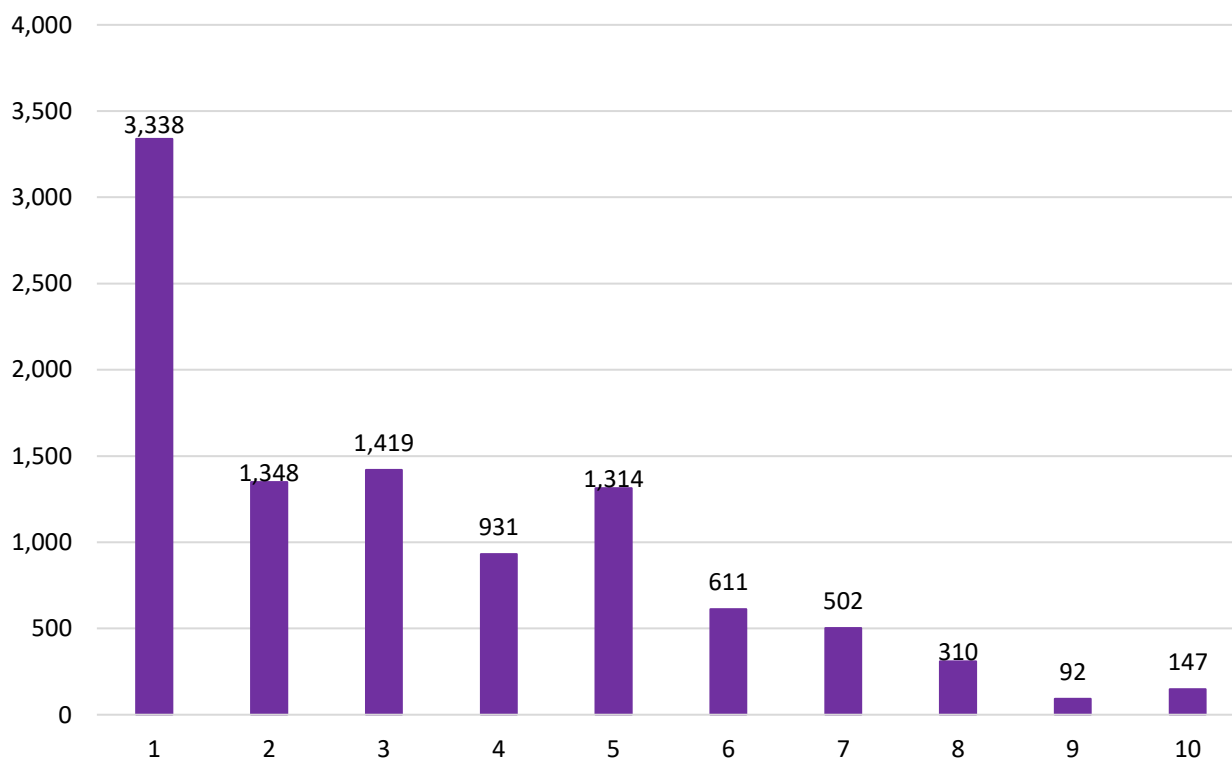
When asked about their top three aspects of the job that gave them the most satisfaction (table 33) it is not surprising to note that members responded by saying that their achievements with students, the students themselves, and their colleagues, were the most important aspects of their job that give them job satisfaction.

<sup>9</sup> A small number of respondents input zero as a response to this question. As one was intended to be the lowest value, all zero responses were added to the one value to ensure consistency.

4% of members indicated that there were other factors that gave them job satisfaction. Included in their responses were:

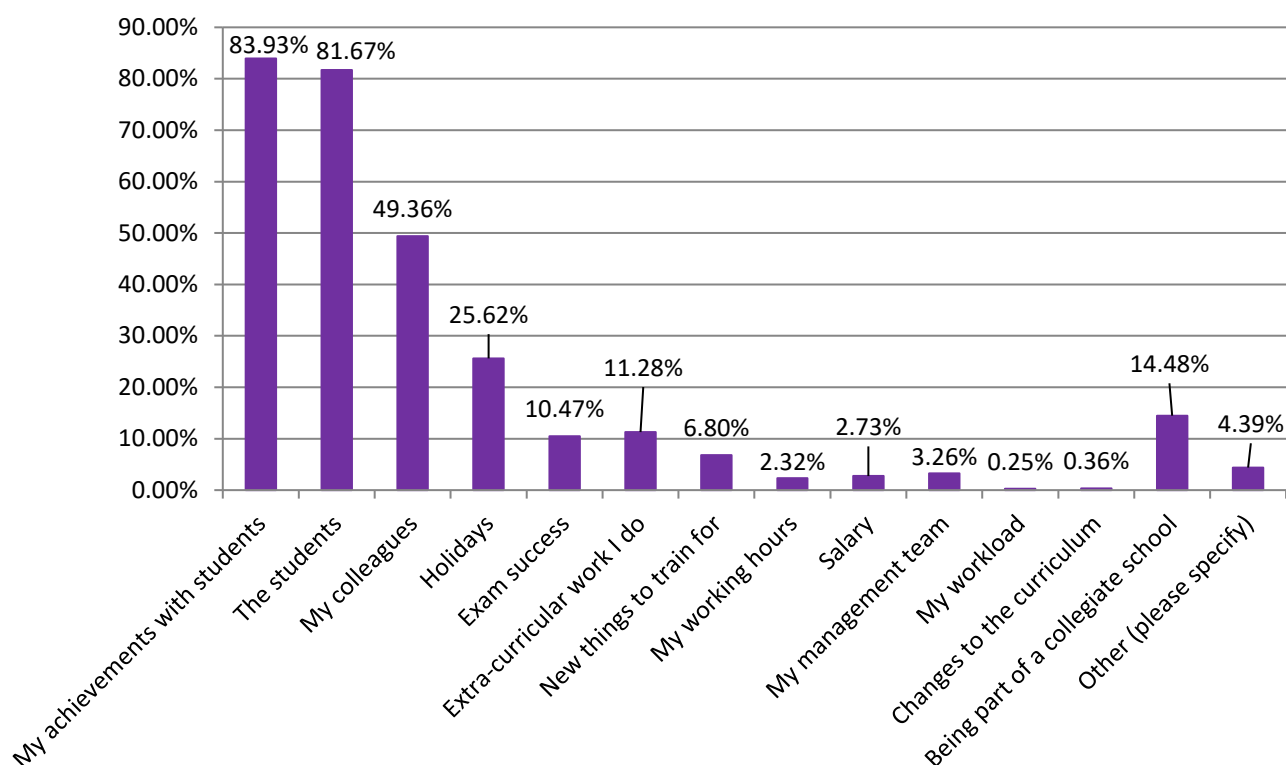
- *“Relationships with children and parents where you see them grow. Creativity.”*
- *“Making a difference”*
- *“Teaching!”*
- *“Feeling that what I do matters”*
- *“When there is no violence, and adequate support and resources in place for ASN, from 9-3 can be the best time. Being a part of a child’s excitement for learning is one of the best feelings.”*
- *“Preparing resources of good quality - something I have to do largely in my own 'leisure' time if I want to do a decent job of it.”*
- *“My subject!”*

**Table 32: Question 29 “How likely would you be to recommend teaching as a good profession to take up to someone thinking of entering the profession?” responses** (Between 1 and 10, where 1 indicates you definitely would NOT recommend teaching and 10 would suggest you definitely would recommend teaching)



Total Responses: 10,013

**Table 33: Question 30 “When you think of teaching what are the top 3 aspects of the job that give you the most satisfaction?” responses**



Total Responses: 10,201

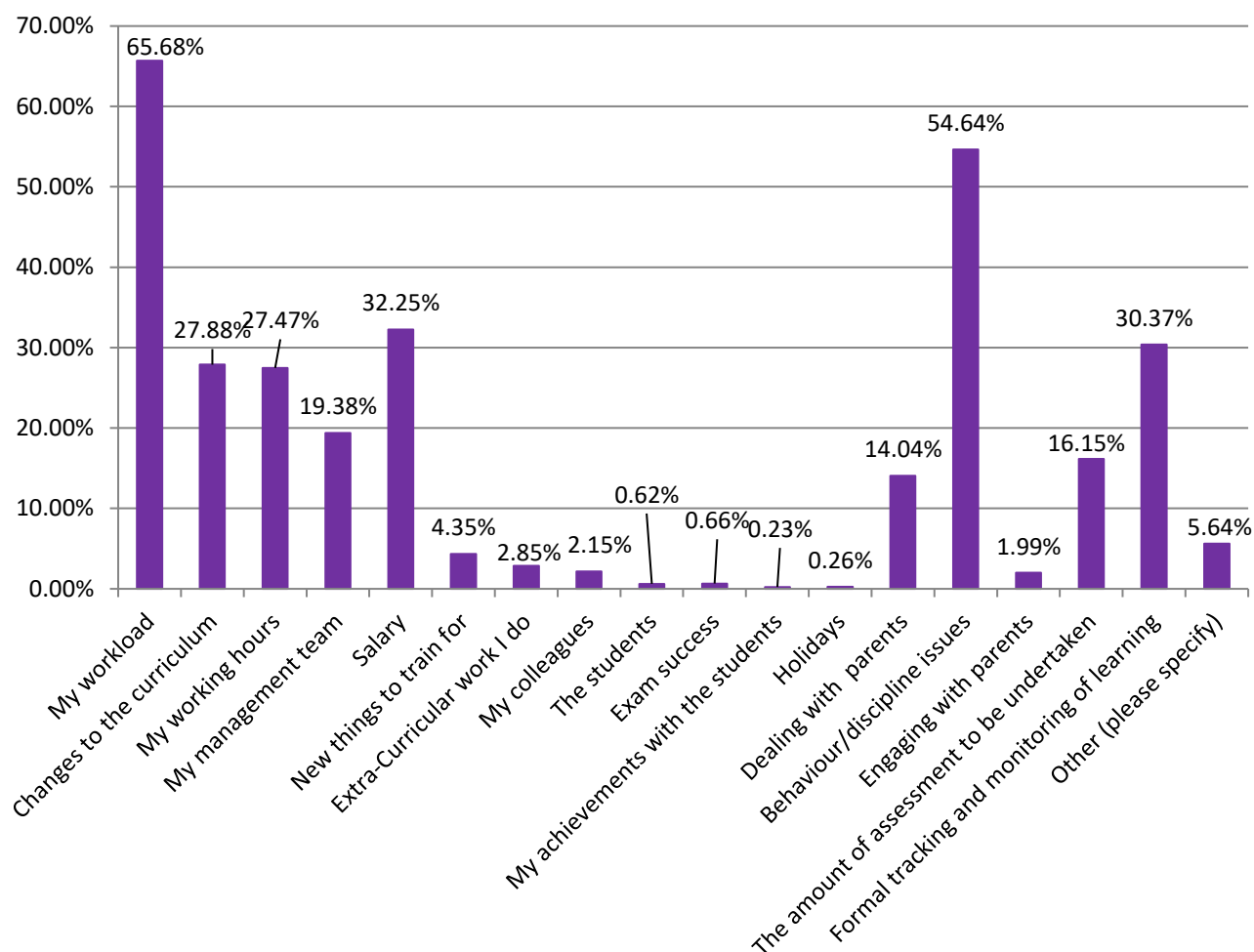
**Table 34: Question 30 “When you think of teaching what are the top 3 aspects of the job that give you the most satisfaction?” responses and percentages<sup>10</sup>**

Answer Choices	Responses	%
My achievements with the students	8,562	84%
The students	8,331	81.7%
My colleagues	5,035	49.4%
Holidays	2,613	25.6%
Being part of a collegiate school	1,477	14.5%
Extra-curricular work I do	1,151	11.3%
New things to train for	694	10.5%
Other (please specify)	448	6.8%
My management team	333	3.3%
Salary	278	2.7%
My working hours	237	2.3%
Changes to the curriculum	37	0.4%
My workload	26	0.3%

<sup>10</sup> Rounded to the nearest decimal point.

Members were also asked what aspects of their jobs gave them the least satisfaction. In line with the other findings of this survey, workload seemed to be the biggest issue facing EIS members. Tables 35 and 36 show that workload, behaviour/discipline issues and teacher's salary are the 3 aspects that give members the least job satisfaction.

**Table 35: Question 31 “What are the 3 aspects of the job that give you the least satisfaction?” responses**



Responses: 10,156

**Table 36: Question 31 “What are the 3 aspects of the job that give you the least satisfaction?” responses and percentages**

Answer Choices	Responses	% <sup>11</sup>
My workload	6,670	65.7%
Behaviour/discipline issues	5,549	54.7%
Salary	3,275	32.3%
Formal tracking and monitoring of learning	3,084	30.4%
Changes to the curriculum	2,831	27.9%
My working hours	2,790	27.5%
My management team	1,968	19.4%
The amount of assessment to be undertaken	1,640	16.2%
Dealing with parents	1,426	14%
Other (please specify)	573	5.6%
New things to train for	442	4.4%
Extra-curricular work I do	289	2.9%
My colleagues	218	2.2%
Engaging with parents	202	2%
Exam success	67	0.7%
The students	63	0.6%
Holidays	26	0.3%
My achievements with the students	23	0.2%

Of the respondents that chose “other” I response to this question, answers given included:

- *“Not being valued.”*
- *“In general, I feel that teaching as a profession is undervalued in terms of pay scale, given the degree of responsibility and workload required”*
- *“To many new initiatives which are often glossed over or abandoned as quickly as they are introduced”*
- *“The ridiculous amount of admin tasks I have to do”*
- *“The feeling that we are undervalued by our own government as we continue to suffer budget cuts and staff shortages - more money NOT LESS should be spent on education. Our students are the future and if we don’t invest more money in that then we will not have a very rosy future to look forward to!”*
- *“I like teaching for many reasons, but I work part time (3 days) because I would get ill if I did this job full time”*
- *“Lack of support/resources/adults/training for children who require support.”*
- *“The fact that I cannot meet the needs of the pupils in my class alone.”*
- *“Constant changes...we never get time to embed initiatives before the next one is throw at us.”*

<sup>11</sup> Ibid.

## Further Information

For more information on any of the themes within this report please contact:

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