Jubilee Centre for Character and Virtues: Survey of Teachers

Virtues and Character Education

9th April 2018

Populus interviewed 457 current UK teachers online between 27th March and 2nd April 2018. Populus is a member of the British Polling Council and abides by its rules. For more details go to www.populus.co.uk.

For: University of Birmingham Jubilee Centre

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Findings

1. **Q1. Are you familiar with the term 'character education'? Please select one option.**

Base: All Respondents (457)

NET: Heard of "character education"	44%
I am not familiar with the term "character education"	56%
I have heard the term "character education" but don't really know what it means	34%
I am familiar with the term "character education" and know what it means	11%

— Under half of teachers (44%) have heard of the term 'character education' and only 1 in 10 (11%) feel they are familiar with its meaning.

— Males (53%) are significantly more likely to have heard of 'character education' compared to females (41%), with males (21%) also more confident in knowing the term's meaning in comparison to females (7%).

— Similarly younger teachers, aged 44 and under (53%) are significantly more likely to have heard of 'character education' compared to those aged 45 and over (35%).

-Q2. Whose responsibility do you think it should be to develop character in young people? Please select all that apply.

Base: All Respondents (457)

	Total
All of society	80%
Parents	53%
Teachers	45%

— 4 in 5 teachers (80%) believe it's all of society's role to develop character in young people followed by parents (53%) and then teachers (45%).

— Interestingly, 3 in 5 (59%) secondary school teachers feel parents should be responsible compared to just under half (48%) of primary school teachers, though each believe parents should be more responsible in developing the character of young people than teachers.

— Males (63%) are also significantly more likely to feel it is the parent's responsibility compared to females (50%).

Q3. To your knowledge, does the school you work in currently have a plan or policy on character education? Please select one option.

Base: All Respondents (457)

	Total
Yes	32%
No	42%
Don't know	26%

— Only a third of teachers (32%) report their school currently has a plan or policy on character education. Males (42%) are more likely to believe their school has a plan or policy in place comparing to females (29%).

— Those who have undertaken training since ITE year (77%) are three and half times more likely to say their school has a plan or policy on character education in place comparing to those who have not (22%). It is clear there is a lack of knowledge, with over a quarter (26%) of all teachers not sure whether their school does have a plan or policy or not.

Q4. Since your ITE (Initial Teacher Education) year, have you attended any training related to educating the character of your students? Please select one option.

Base: All Respondents (457)

	Total
Yes	19%* (Low base: 87 respondents)
No	78%
Don't know	3%

— The majority of teachers (78%) have not attended any training related to educating the character of their students.

— Of the 1 in 5 (19%) who have attended training, these teachers are more likely to be male (26%) than female (17%).

— Intriguingly, those who teach at a faith school are twice as likely (29%) to have attended character education training compared to those who teach at non-faith schools (16%).

Q5. Why have you not attended any training since your ITE (Initial Teacher Education) year relating to educating the character of your students? Please select one option.

Base: Respondents not having attended any character education training since their ITE year (357)

	Total
No training related to character education was available	68%
I had to prioritise training in other areas for Continual Professional development	12%
I have an upcoming training session on character education	3%
I am not interested in character education	2%
None of the above	14%

— The main reason reported by over two-thirds (68%) of teachers who have not attended any further character education training is due to lack of availability. However 1 in 10 (12%) also stated they prioritised training in other areas for continual professional development.

Q6. To what extent, if at all, do you agree or disagree with the following statement? Please select one option.

I feel confident that I am able to deliver character education

Base: All Respondents (457)

	Total
NET: Agree	61%
Strongly Agree	23%
Slightly Agree	38%
Neither Agree nor Disagree	24%
Slightly Disagree	9%
Strongly Disagree	6%
NET: Disagree	16%* (Low base: 71 respondents)

— Despite just 1 in 5 (19%) teachers having attended a 'character education' training course since their ITE year; 3 in 5 (61%) agree that they 'feel confident to deliver character education,' with just 16% disagreeing with this statement. However among those who have undertaken training since their ITE year, 84% agree with this statement compared to 55% who have not undertaken such training.

— Teachers in Primary schools (59%) and Secondary schools (63%) have similar levels of confidence.

— Teachers who hold additional responsibilities such as being a subject head or deputy-head, mid-

management or senior-management positions (70%) are significantly more likely to agree that they feel confident they are able to deliver character education, than teachers with no additional responsibilities at the school (54%).

Q7. Through what means, if at all, is character education delivered in your current school setting? Please select all that apply.

Base: All Respondents (457)

	Total
NET: Any method	87%
PHSE/Citizenship classes	58%
Through the whole school ethos	48%
Through all curriculum subjects	30%
Through extra-curricular activities/subjects	25%
At the teacher's discretion	21%
Through specific character education lessons	11%
Character education is not delivered	13%

— 9 in 10 (87%) teachers report some form of 'character education' being delivered in their school setting, for 6 in 10 (58%) teachers is 'through PHSE/Citizenship classes', followed by half of teachers (48%) reporting this 'through the whole school ethos'.

— 1 in 8 (13%) teachers report no form of 'character education' taking place in their school setting.

— The proportion of non-faith (87%) and faith schools (86%) delivering any form of character education is very similar, although non-faith schools (61%) are significantly more likely to deliver character education 'through PHSE/Citizenship classes' than faith schools (50%).

— A third (33%) of teachers aged 18-34 report delivering character education 'at the teacher's discretion,' significantly more than older teachers; 35-44 (21%), 45-54 (14%) and 55+ (15%).

Q8. Through which means, if at all, do you think character education should be delivered in order for it to be most effective? Please select all that apply.

Base: All Respondents (457)

	Total
NET: Any method	98%
Through the whole school ethos	65%
PHSE/Citizenship classes	56%
Through all curriculum subjects	47%
Through extra-curricular activities/subjects	31%
Through specific character education lessons	25%
At the teacher's discretion	20%
Character education should not be delivered	2%

— Nearly every teacher (98%) believes that 'character education' **should** be delivered in some form or another, with two-thirds (65%) believing the best way to do so is 'through the whole school ethos', followed by 'PHSE/Citizenship classes' (56%).

— Female teachers are significantly more likely (59%) than their male counterparts (45%) to believe that character education should be delivered through PHSE/Citizenship classes.

— Compared to those not having received any training since their ITE year, those who have received such training are significantly more likely to agree that character education **should** be delivered 'through all curriculum subjects' (57% compared to 44%) and 'through specific character education lessons' (36% compared to 22%).

— Teachers who feel confident they are able to deliver 'character education' are significantly more likely to believe character education **should** be delivered, 100% compared to 94%, whilst also being significantly more likely to believe this should be delivered 'through the whole school ethos' (71% vs. 52%), through all curriculum subjects' (54% vs. 34%), 'through extra-curricular activities' (37% vs. 20%) and through 'specific character education lessons' (30% vs. 18%).

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Q9. How, if at all, do you imagine a greater focus on character education would impact pupil attainment? Please select one option.

Base: All Respondents (457)

	Total
NET: Positively affect	80%
Positively affect to a large extent	18%
Positively affect to some extent	62%
Will not affect	18%
Negatively affect to some extent	2%
Negatively affect to a large extent	1%
NET: Negatively affect	2%

— 4 in 5 (80%) of teachers believe that a greater focus on 'character education' will positively impact pupil attainment, 1 in 5 (18%) believing this will positively affect to a large extent.

— A quarter (25%) of teachers who have undertaken training since their ITE year think a greater focus on 'character education' would positively affect pupil attainment to a large extent compared to the 15% who have not undertaken any such training since their ITE year.

— 9 in 10 teachers (89%) who are confident in their ability to deliver 'character education' believe a greater focus on 'character education' would positively affect pupil attainment compared to three-quarters (75%) who are unconfident in their ability to deliver character education.

Q10. How, if at all, do you imagine a greater focus on character education would impact on your professional practice as a teacher? Please select one option.

Base: All Respondents (457)

	Total
NET: Positively affect	70%
Positively affect to a large extent	17%
Positively affect to some extent	53%
Will not affect	27%
Negatively affect to some extent	2%
Negatively affect to a large extent	1%
NET: Negatively affect	3%

— 7 in 10 (70%) teachers believe that a greater focus on character education would positively impact their professional practice as a teacher.

— Teachers who have undertaken character education training since their ITE year are twice as

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likely (30%) compared to their counterparts who have not undertaken such training (14%) to believe a greater focus on character education would positively affect their professional practice to a large extent.

— There is no notable difference when it comes to the opinions of teachers in Primary schools and Secondary schools.

Demographics

Gender	Total base: 457
Male	107 (23%)
Female	350 (77%)

Age	Total base: 457
18-24	8 (2%)
25-34	99 (22%)
35-44	119 (26%)
45-54	121 (26%)
55-64	97 (21%)
65+	13 (3%)

School	Total base: 457
Primary	252 (55%)
Secondary	186 (41%)
Other	19 (4%)

Additional responsibilities	Total base: 457
NET: No	260 (57%)
NET: Yes	197 (43%)

Religion	Total base: 457
Non-faith school	339 (74%)
Faith school	118 (26%)