

UNIVERSITY OF  
BIRMINGHAM

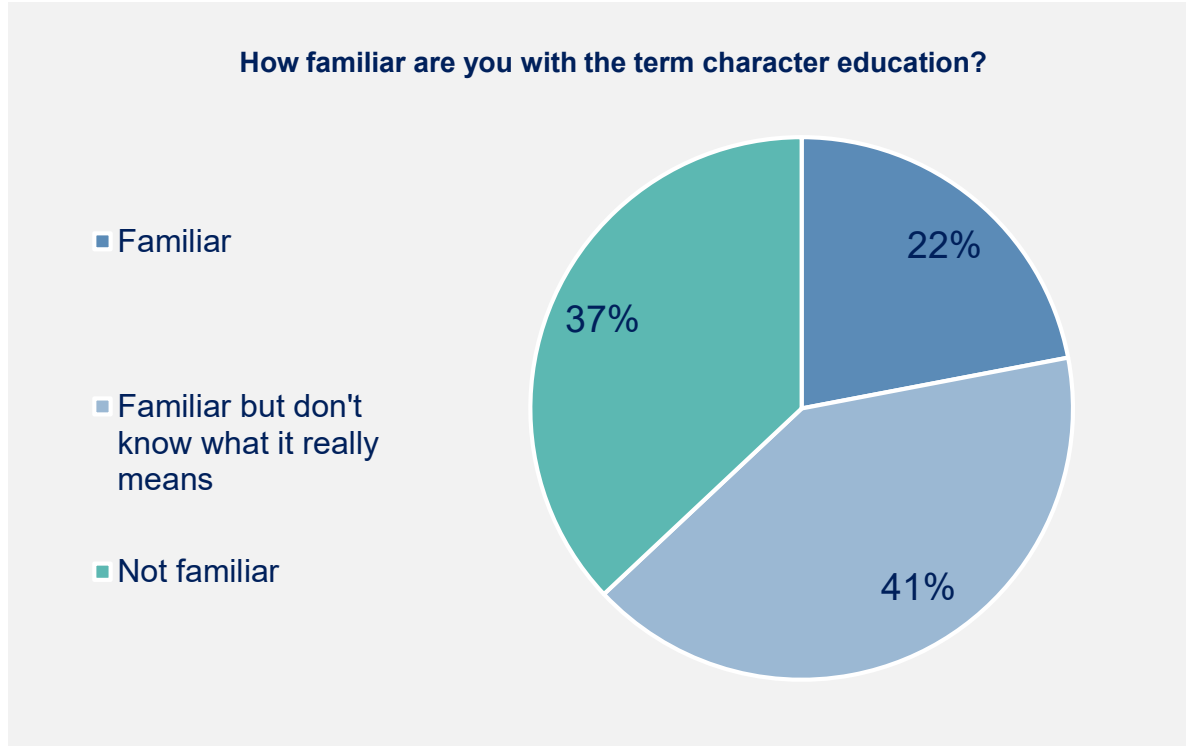


THE JUBILEE CENTRE  
FOR CHARACTER & VIRTUES

# Public Perceptions: Polling



## 63% of respondents had some familiarity with character education



**63%**

had some familiarity

Groups with significantly higher levels of familiarity:

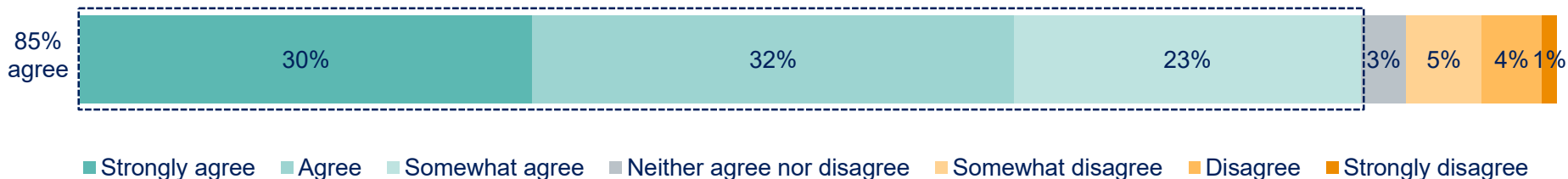
AB (75%) social grade than DE (49%)

High (68%) than low income (52%)

Males (67%) than female (59%)

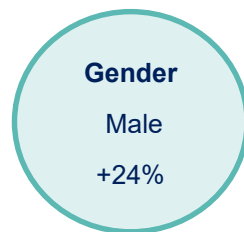
## 85% agreed that schools should have a role in promoting character development, with weaker support among less wealthy & female audiences

To what extent do you agree or disagree that schools should have a role in promoting character development among their pupils?



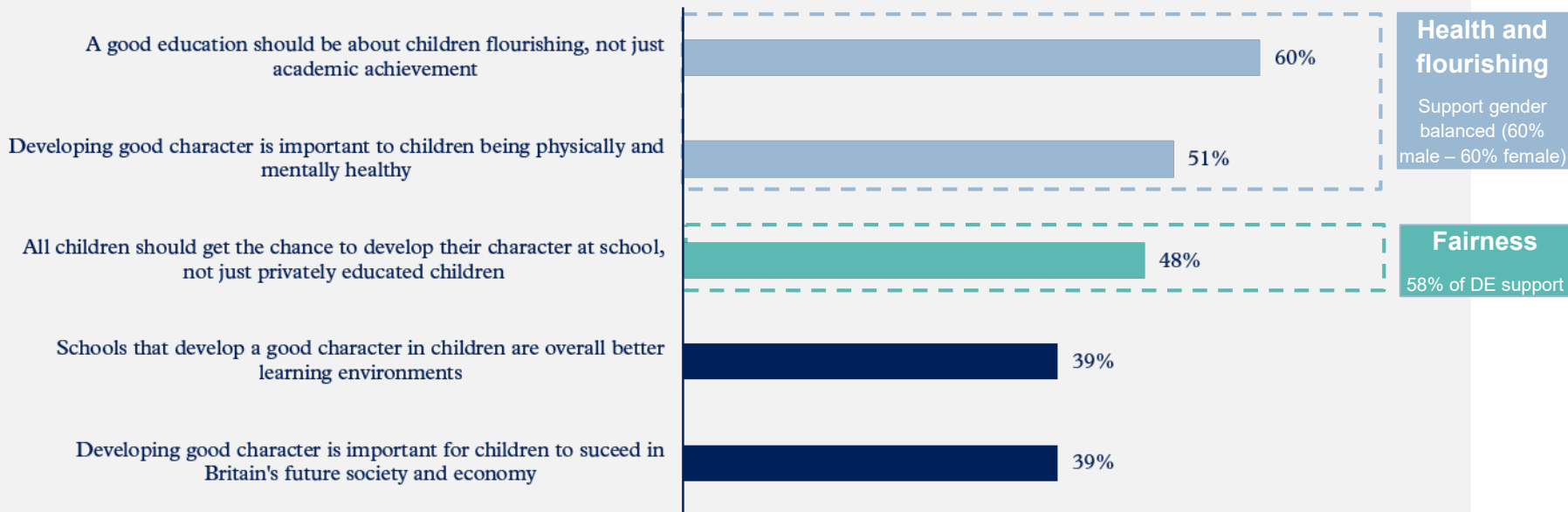
### The three biggest drivers of stronger support for character development:

Note: analysis of strongly agree and agree, compared to opposite demographic group



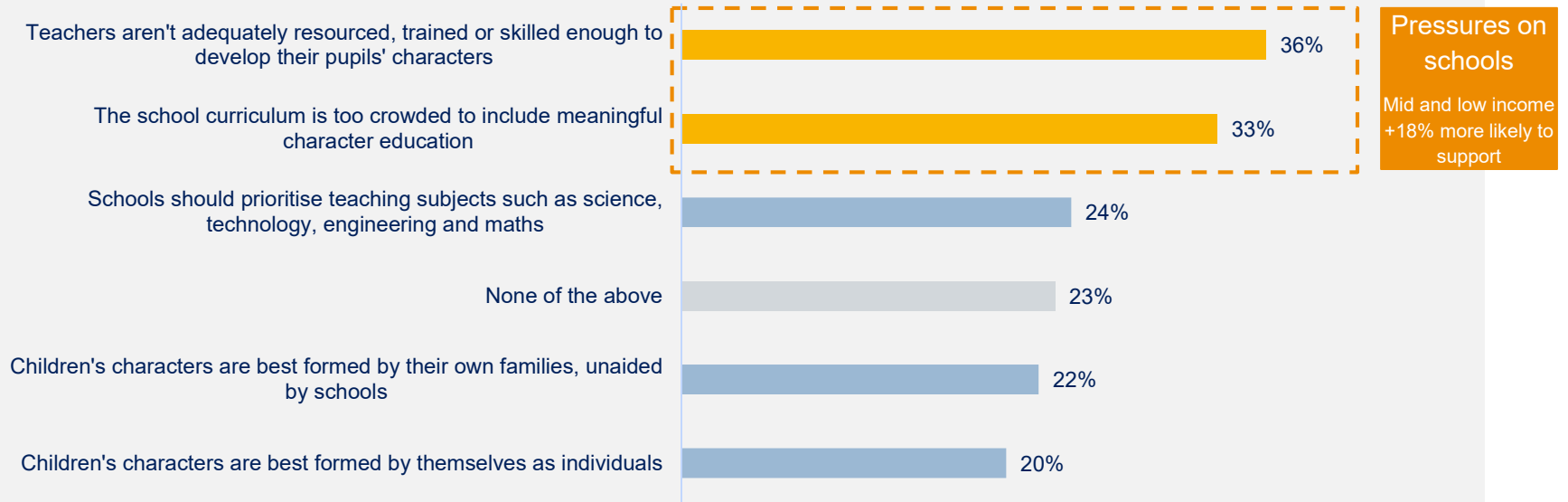
## The two arguments supported the most for character development referenced the holistic development of children and fairness

Which of these arguments in favour of schools taking a larger role in promoting character development among their pupils do you find most convincing? **Top five arguments of 7 tested**



## The strongest messages against character development referenced pressures on schools, teachers and the curriculum

Which of these arguments against schools taking a larger role in promoting character development among their pupils do you find most convincing? **Top five arguments of 7 tested**



## Our takeaways...

**1**

The poll found broad support for character education – and high-levels of familiarity.

**2**

There are segments of the public where opinion is less familiar and more sceptical.

**3**

Children's holistic development and fairness are the most supported reasons for promoting character education.

**4**

The pressure schools are under is a significant counter argument, especially among segments of the public who were already sceptical.



# Appendix – polling tables



## To what extent do you agree or disagree that schools should have a role in promoting character development among their pupils?

	Total	Male	Female	18-24	25-34	35-44	45-54	55-64	65 and over	AB	DE
Strongly agree	<b>30%</b>	38%	22%	31%	32%	31%	32%	28%	37%	36%	22%
Agree	<b>32%</b>	36%	28%	32%	33%	38%	27%	27%	28%	40%	30%
Somewhat Agree	<b>23%</b>	18%	27%	23%	22%	19%	28%	31%	25%	17%	20%
Neither agree nor disagree	<b>3%</b>	1%	6%	1%	7%	3%	5%	5%	5%	3%	11%
Somewhat Disagree	<b>5%</b>	3%	6%	6%	5%	4%	3%	4%	3%	1%	8%
Disagree	<b>4%</b>	2%	5%	5%	0%	2%	3%	3%	1%	1%	2%
Strongly Disagree	<b>1%</b>	1%	2%	1%	0%	1%	1%	1%	0%	1%	6%
Don't Know	<b>2%</b>	1%	3%	1%	1%	2%	2%	1%	1%	1%	1%



## Are you familiar with the term character education?

	<b>Total</b>	Male	Female	18-24	25-34	35-44	45-54	55-64	65 and over	AB	DE
Familiar	<b>22%</b>	25%	19%	26%	28%	28%	10%	13%	15%	27%	15%
Familiar but don't really know what it means	<b>41%</b>	42%	40%	40%	42%	38%	46%	42%	43%	45%	34%
Not familiar	<b>37%</b>	33%	41%	34%	30%	33%	44%	45%	42%	28%	51%

## Do you think it is part of a teacher's role to encourage good morals and values in a student?

	Total	Male	Female	18-24	25-34	35-44	45-54	55-64	65 and over	AB	DE
Yes, it is a teacher's role	<b>79%</b>	83%	75%	79%	78%	80%	79%	80%	83%	87%	85%
No, it is not a teacher's role	<b>15%</b>	15%	16%	14%	11%	16%	14%	18%	11%	11%	11%
Don't know	<b>6%</b>	3%	8%	5%	11%	4%	7%	2%	6%	3%	5%

## Which of these arguments in favour of schools taking a larger role in promoting character development among their pupils do you find most convincing?

	Total	Male	Female	18-24	25-34	35-44	45-54	55-64	65 and over	AB	DE
A good education should be about children flourishing, not just academic achievement	<b>60%</b>	60%	60%	45%	46%	59%	66%	69%	58%	63%	55%
Schools that develop good character in children provide better learning environments overall	<b>39%</b>	42%	36%	40%	39%	44%	42%	40%	44%	50%	34%
Developing good character is important to children being physically and mentally healthy	<b>51%</b>	50%	52%	50%	50%	56%	51%	56%	42%	50%	47%
Developing good character is important for children to succeed in Britain's future society and economy	<b>39%</b>	44%	34%	37%	32%	36%	36%	40%	45%	37%	26%
Children spend so much time at school, schools must contribute to building good character	<b>34%</b>	34%	34%	32%	30%	39%	26%	32%	31%	30%	43%
All children should get the chance to develop their character at school, not just privately educated children	<b>48%</b>	54%	42%	42%	51%	45%	43%	31%	55%	47%	58%
A good education should help children become kind and compassionate citizens	<b>20%</b>	12%	28%	16%	14%	16%	18%	30%	24%	21%	19%
None of the above	<b>2%</b>	2%	2%	0%	3%	3%	2%	0%	1%	1%	3%

## Which of these arguments against schools taking a larger role in promoting character development among their pupils do you find most convincing?

	Total	Male	Female	18-24	25-34	35-44	45-54	55-64	65 and over	AB	DE
Schools should prioritise their pupils' academic achievement above character education	<b>18%</b>	20%	16%	14%	15%	19%	21%	12%	19%	16%	17%
Children's characters are best formed by their own families, unaided by schools	<b>22%</b>	23%	21%	29%	28%	22%	18%	27%	19%	25%	23%
It is not possible for schools to positively develop their pupil's characters	<b>7%</b>	6%	7%	7%	6%	7%	5%	11%	8%	9%	8%
Children's characters are best formed by themselves as individuals	<b>20%</b>	21%	20%	24%	23%	19%	24%	13%	23%	20%	25%
Teachers aren't adequately resourced, trained or skilled enough to develop their pupils' characters	<b>36%</b>	39%	32%	31%	32%	34%	43%	28%	49%	32%	42%
The school curriculum is too crowded to include meaningful character education	<b>33%</b>	35%	34%	32%	32%	32%	35%	30%	42%	31%	42%
Schools should prioritise teaching subjects such as science, technology, engineering and maths	<b>24%</b>	27%	21%	21%	27%	23%	26%	22%	11%	28%	17%
None of the above	<b>23%</b>	21%	25%	22%	22%	28%	17%	36%	25%	20%	26%