



Impact of education cuts and increased demands
on the capacity of schools



APRIL 2014

 MillwardBrown

Research Objectives and Methodology

WHY?

To understand how education cuts and increased demands on schools are impacting on teachers and on the capacity of schools to implement the Framework for Junior Cycle

HOW MANY?

1,915 teachers, which represents a response rate of 20% - a strong response rate

SAMPLE

Database of 9,632 classroom teachers were invited to take part

WHEN?

19th February - 3rd March 2014

HOW?

Online questionnaire, email link to survey sent to all teachers on database

Presentation Content

- Profile of Sample
- Overall Satisfaction with Job
- Perceptions of Work Demands / Increase in Work Demands
- Capacity of Schools to Implement Proposed New Junior Cycle Framework
- Summary and Conclusions

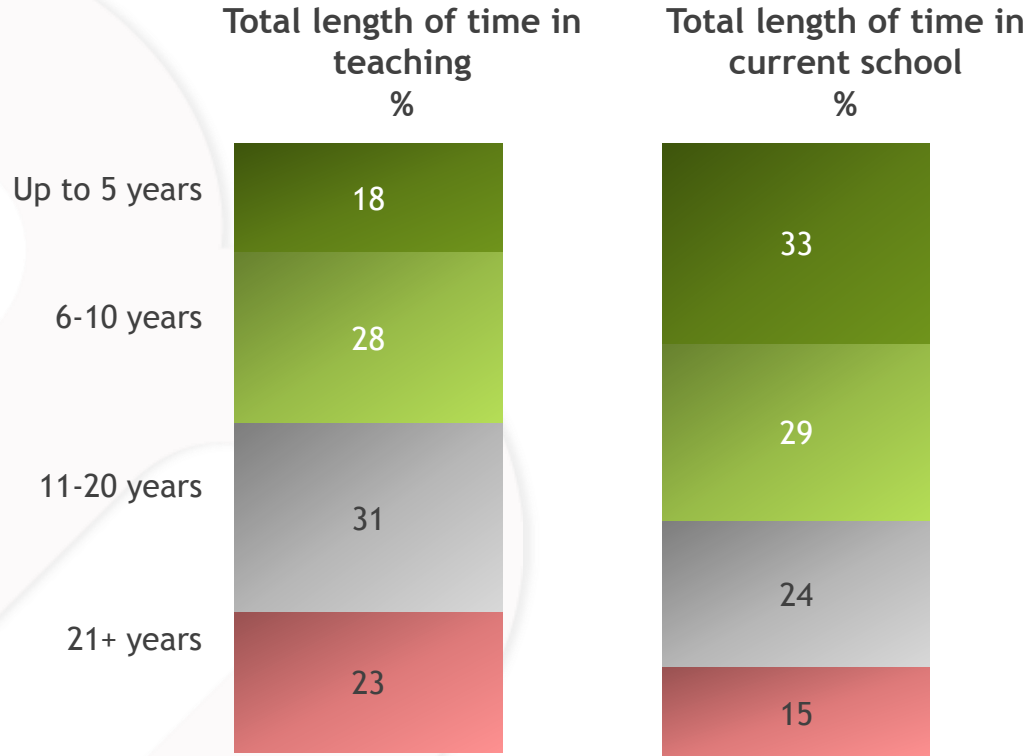


Profile of Teacher Sample



Over half have been teaching for more than 10 years. Almost 40% are in their current schools for more than 10 years.

Base: Total Sample, n=1,915

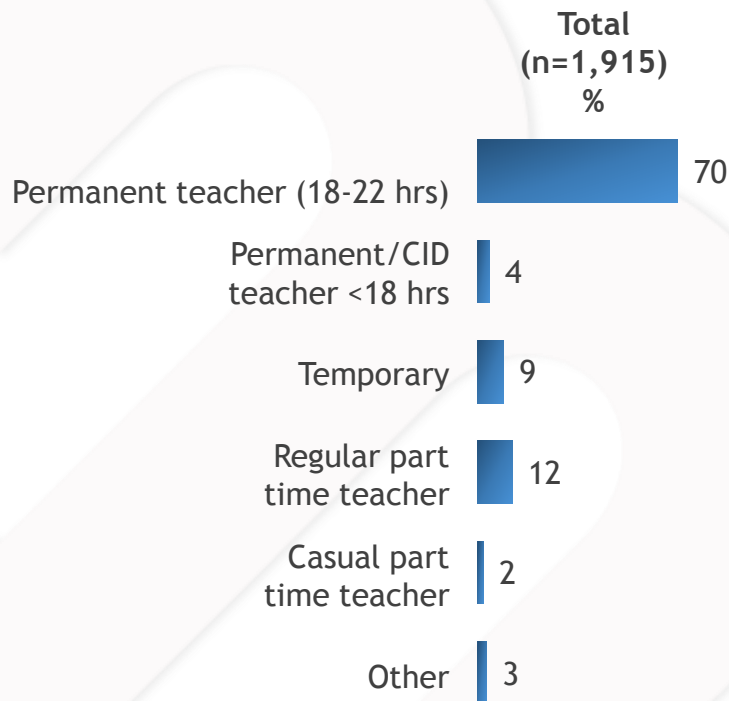


Q. How many years have you been teaching?
Q. And for how long have you been teaching at your current school?

70% of respondents are full-time, permanent teachers. 30% are temporary and/or part-time. This reflects national trends whereby a significant proportion of second-level teachers do not have security of tenure and are often on reduced hours.

Base: Total Sample, n=1,915

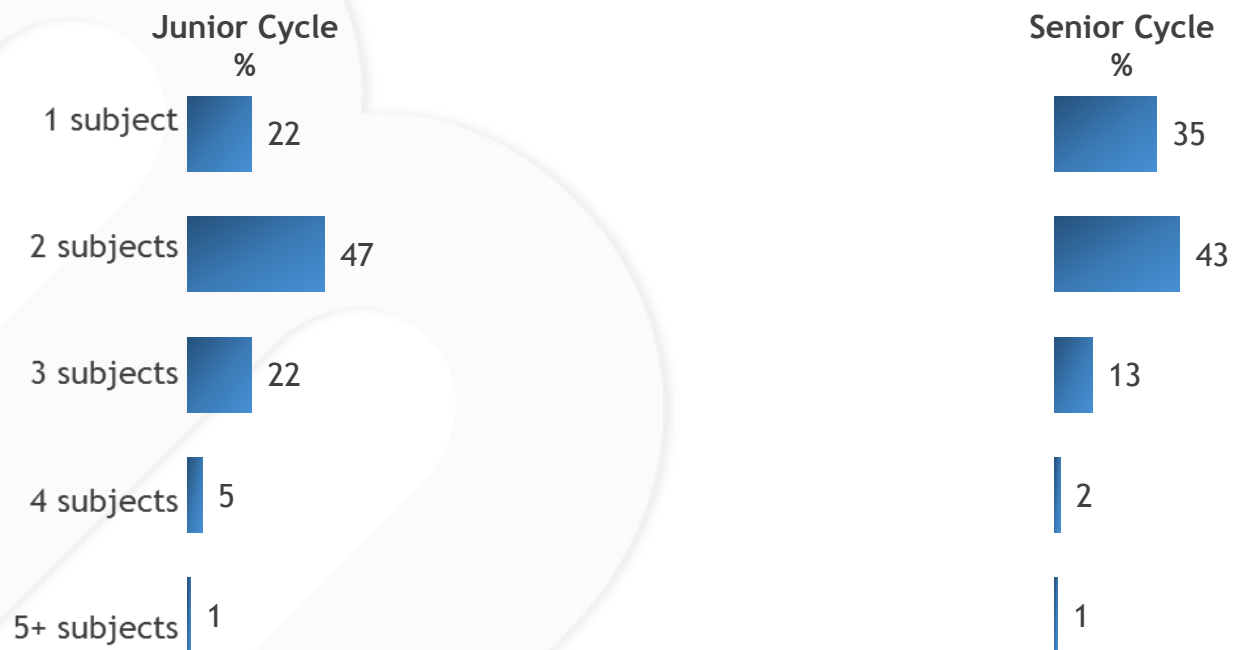
Current employment status



Majority of teachers are teaching two or more subjects at Junior and Senior Cycle.

Base: Total Sample, n=1,915

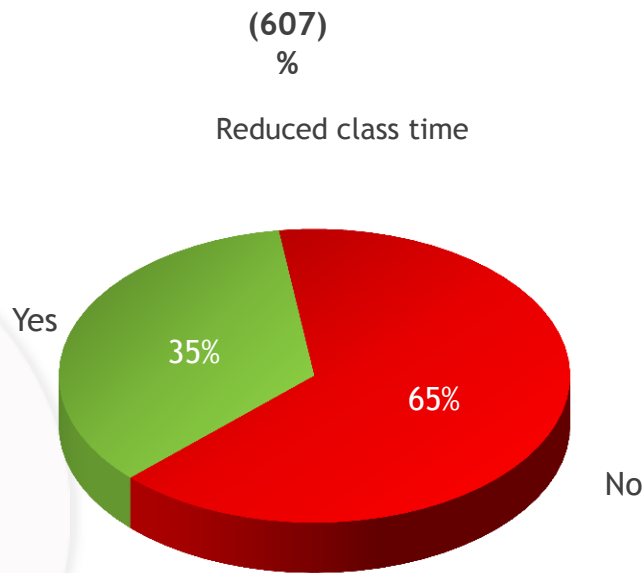
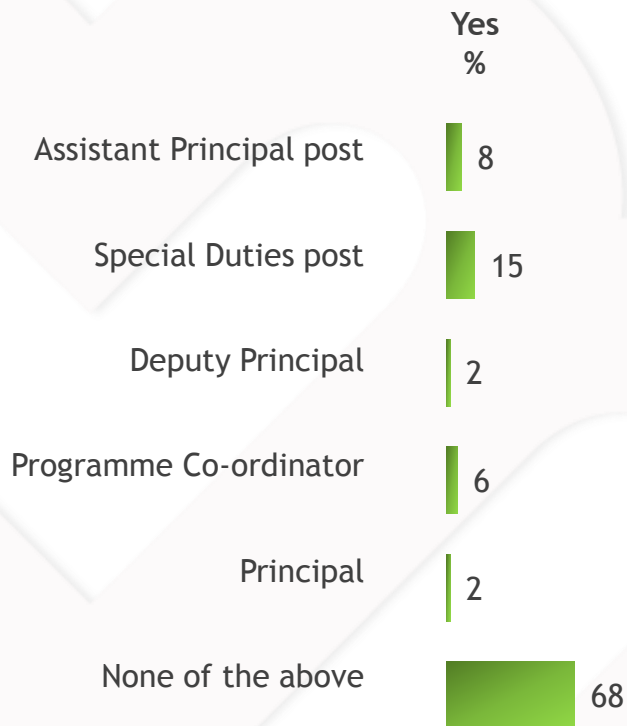
Number of subjects at Junior and Senior Cycle



1 in 3 teachers have leadership duties. The great majority of these do not have any reduction in class teaching time in order to carry out these leadership duties.

Base: Total Sample, n=1,915

Leadership Post



Q. Do you have any of the following Posts of Responsibility?
 Q. As a holder of a post-of-responsibility, do you have reduced class-contact timetable?



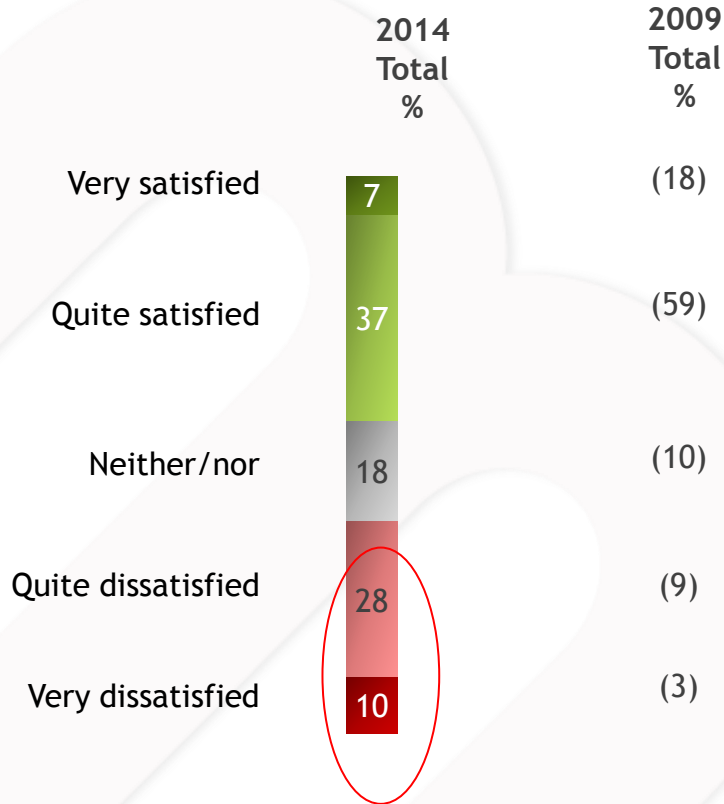
What motivates teachers?



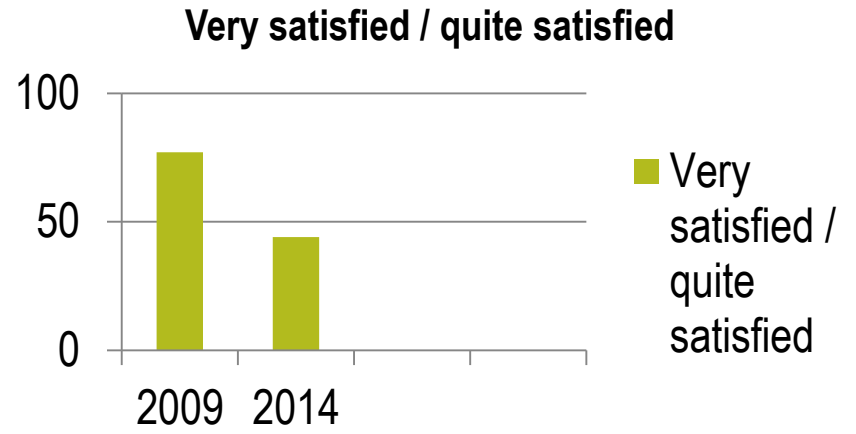
Education cutbacks have impacted on teachers' morale. Only 44% of teachers are very satisfied or quite satisfied with their teaching job. There is evidence of significantly increased job dissatisfaction compared to a similar ASTI/MillwardBrown survey carried out in 2009.

Base: Total Sample, n=1,915

Satisfaction with teaching job



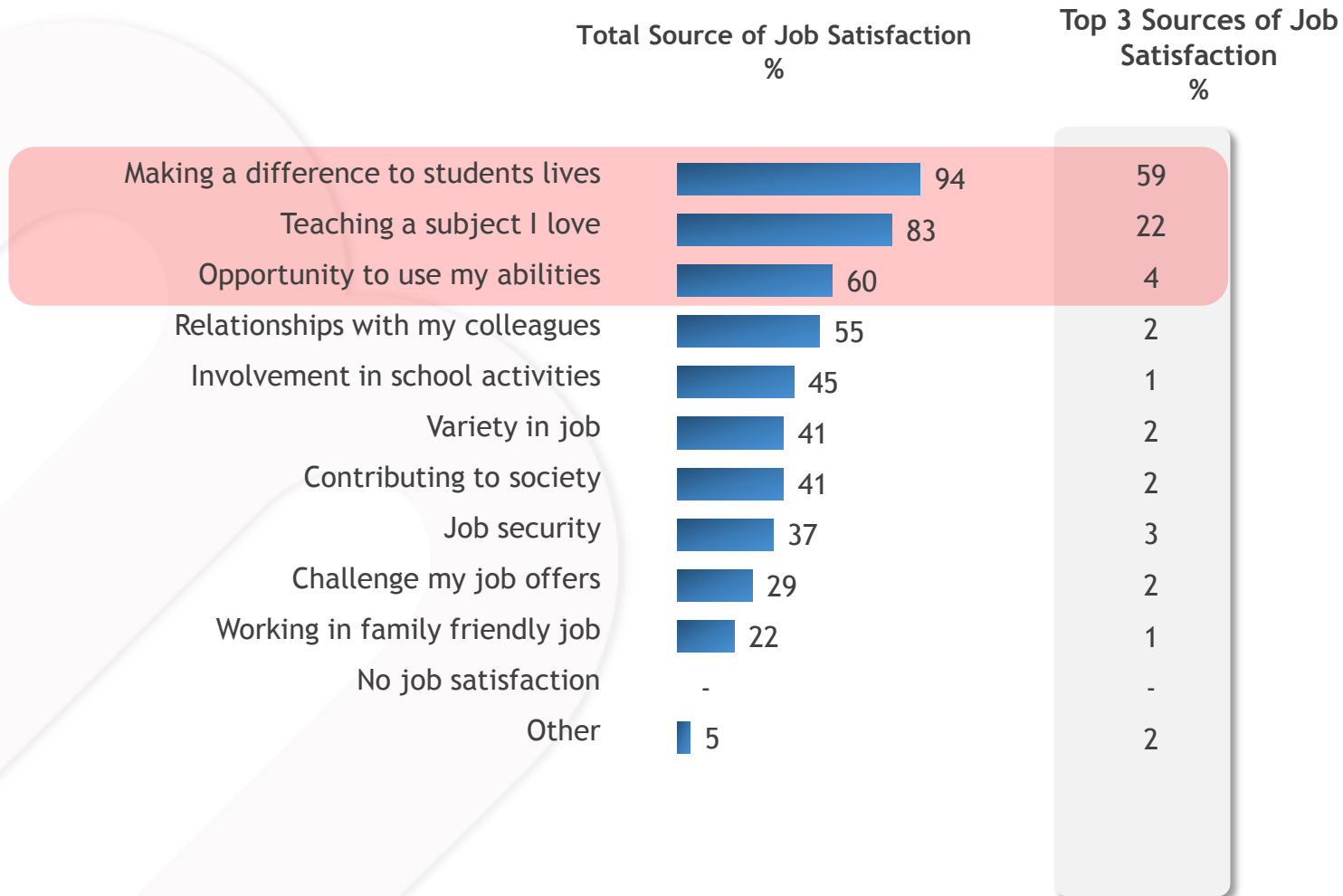
Net satisfaction in 2009 was 77%
(currently only 44%)



(Bracket figures = Results of similar survey carried out in 2009 - see Appendix 1)

Making a difference to students' lives is the key driver of job satisfaction amongst second-level teachers

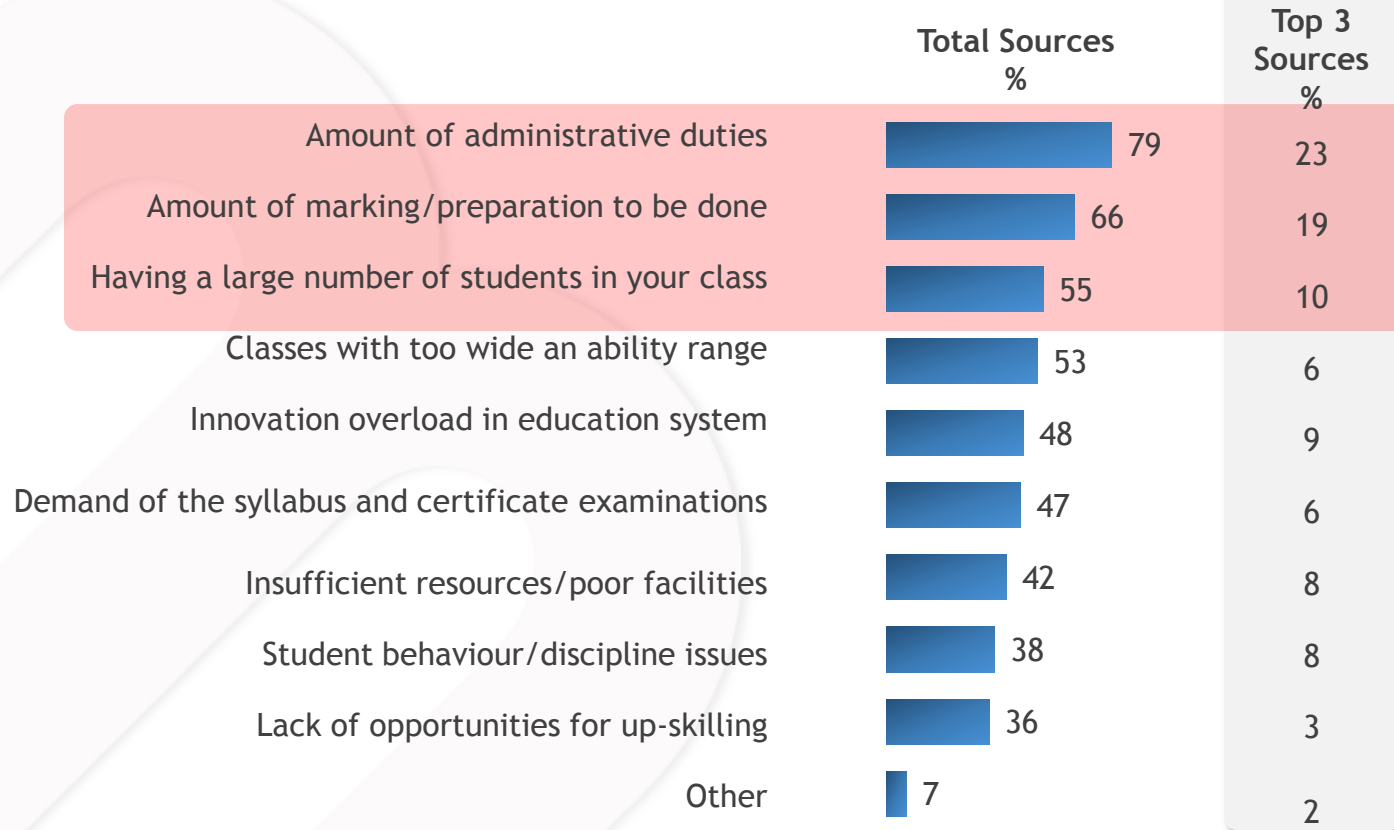
Base: Total Sample, n=1,915



Duties that take away from direct contact with students are the main sources of job dissatisfaction

Base: Total Sample, n=1,915

Main sources of Job dissatisfaction



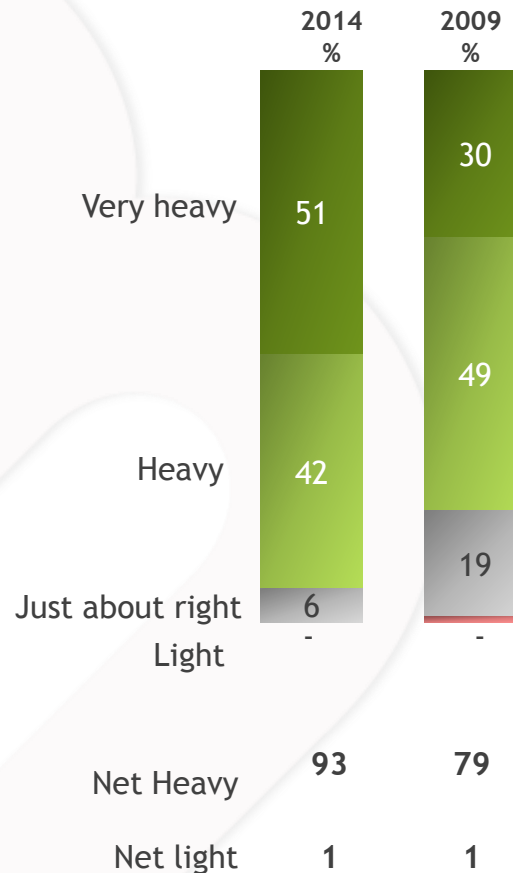


Perceptions of work demands



51% of teachers believe work demands are very heavy. This compares to less than 30% in a similar ASTI/Millward Brown survey carried out in 2009

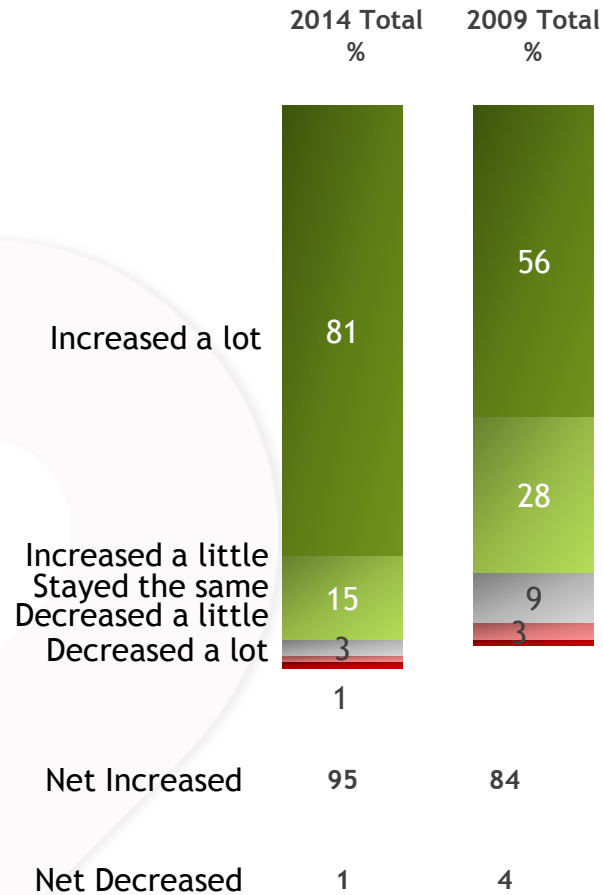
Base: Total Sample, n=1,915



(2009 figures reflect results of a similar survey carried out in 2009 - see Appendix 1)

The vast majority state that work demands have increased a lot in the last five years

Base: Total Sample, n=1,915

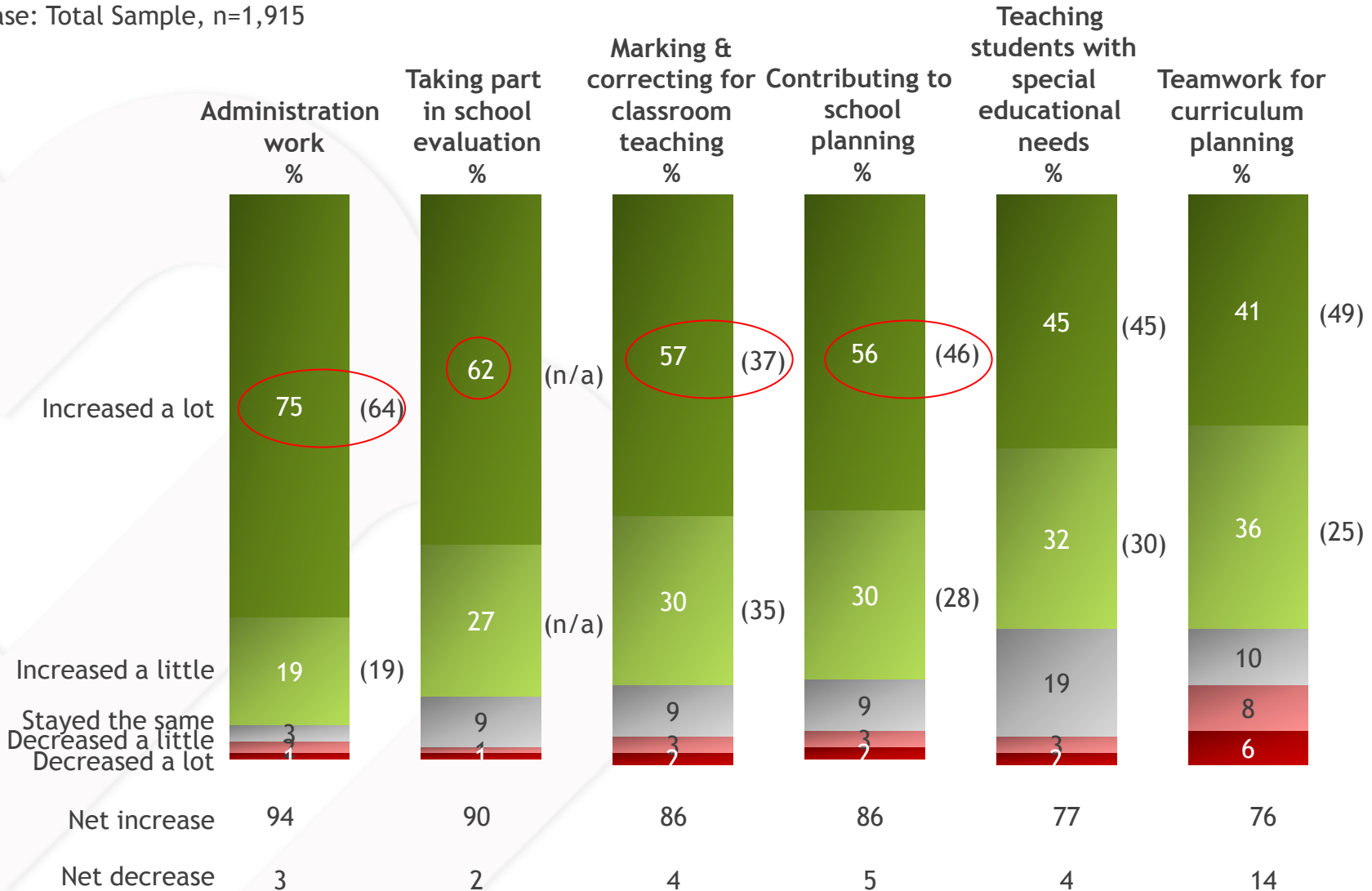


(2009 figures reflect results of a similar survey carried out in 2009 - see Appendix 1)

Q. How, if at all, has your workload changed in the last 5 years?

Administrative tasks, preparation for school evaluations, marking and planning are the activities that have increased most.

Base: Total Sample, n=1,915

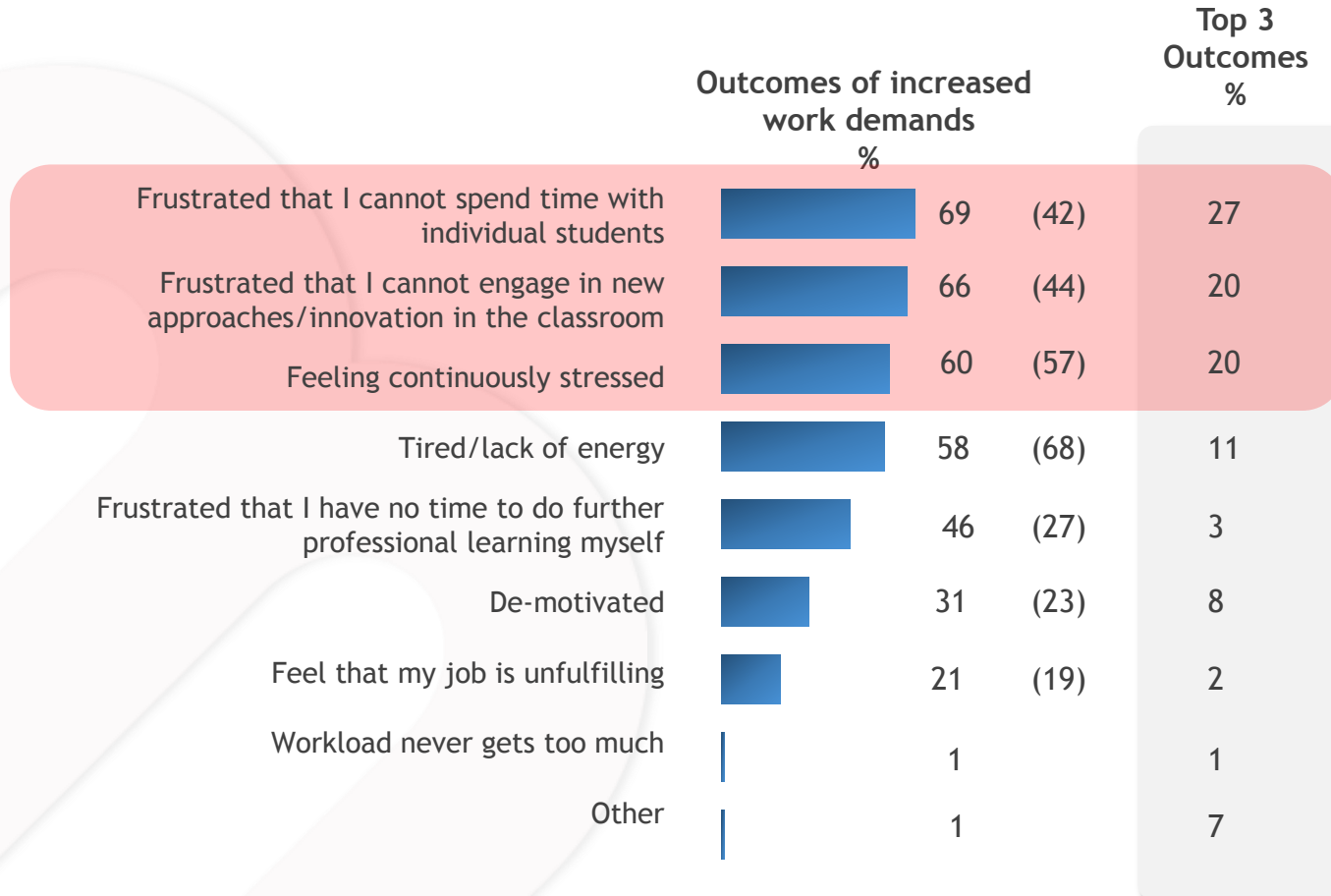


(Bracketed figures = Results of a similar survey carried out in 2009 - See Appendix 1)

Q. Do you consider that the time you spend on each of following activities has increased, decreased or stayed the same in the last 5 years?

Lack of one-to-one time with students and time for innovation in the classroom are the main outcomes of increased work demands

Base: Total Sample, n=1,915



(Bracketed figures = Results of a similar survey carried out in 2009 - see Appendix 1)

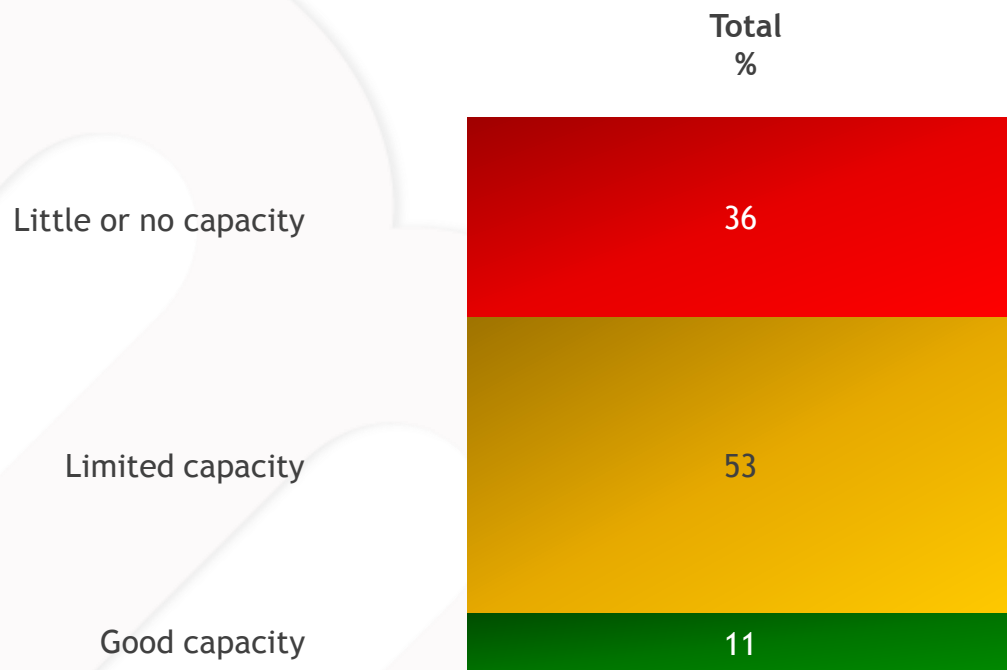


Capacity of Schools for Junior Cycle Framework



89% of teachers state their school has limited/little/no capacity to implement the Junior Cycle Framework

Base: Total Sample, n=1,915

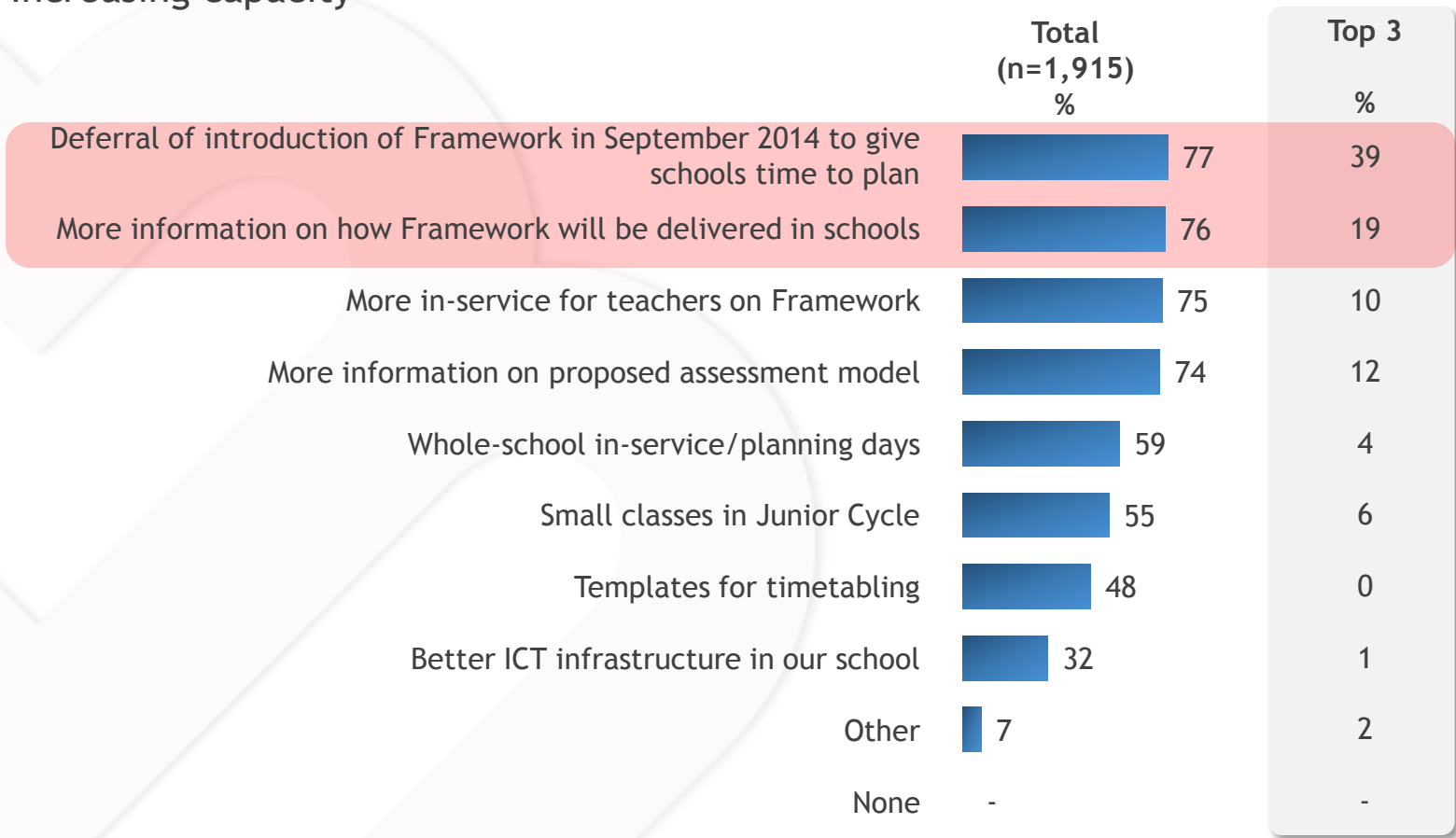


89% of schools have limited/little /no capacity to implement the new Junior Cycle Framework

77% of teachers believe the Framework for Junior Cycle should be deferred

Base: Total Sample, n=1,915

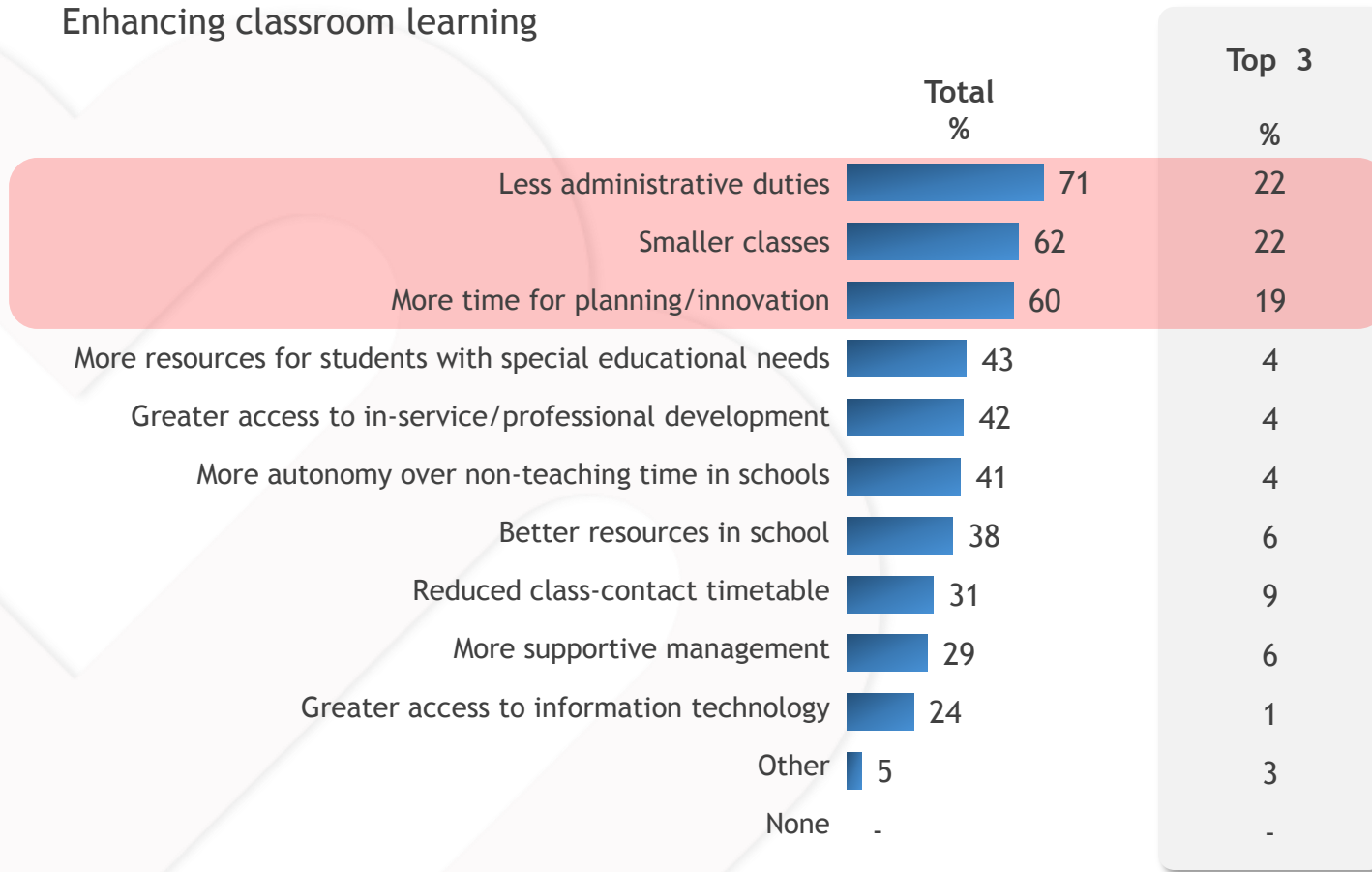
Increasing capacity



Reduction in Admin tasks, smaller classes and time for planning are the 3 key areas that would enhance classroom learning

Base: Total Sample, n=1,915

Enhancing classroom learning





Summary & Conclusions



Summary & Conclusions - I

- Over **80%** of teachers surveyed have been teaching for at least **6 years**. **66%** of teachers have been at their current school for at least 6 years. This leaves them **well placed to make comparisons** about their schools' resources and capacities over time.
- In addition to classroom teaching, **1 in 3 teachers** also have leadership duties but only **1 in 3** of those with leadership duties have reduced class contact time to enable them to carry out those duties.
- **Teacher morale is in decline** with almost **2 in 5** expressing levels of dissatisfaction. Job satisfaction is down to **44%** compared to **77%** in 2009.
- The key driver of teacher satisfaction is "*making a difference to students' lives*". Key sources of dissatisfaction are demands which take away from direct contact with students, such as administrative duties and increased marking and preparation due to larger class sizes.
- Teachers believe work demands have greatly increased over the past 5 years, much more so than when asked this question in 2009. **81%** believe work demands have increased a lot in the last 5 years.

Summary & Conclusions - II

- Only 1 in 10 teachers **believe** that schools have the capacity to implement the proposed new Junior Cycle Framework in September 2014.
- 77% of teachers believe a deferral of the implementation of the Framework for Junior Cycle is now necessary.
- Reduction in admin duties, smaller class sizes and time for planning are the 3 key areas that would **enhance the classroom learning experience**.



Appendix



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Overall satisfaction with work demands - 2009

Base: All Teachers (496)

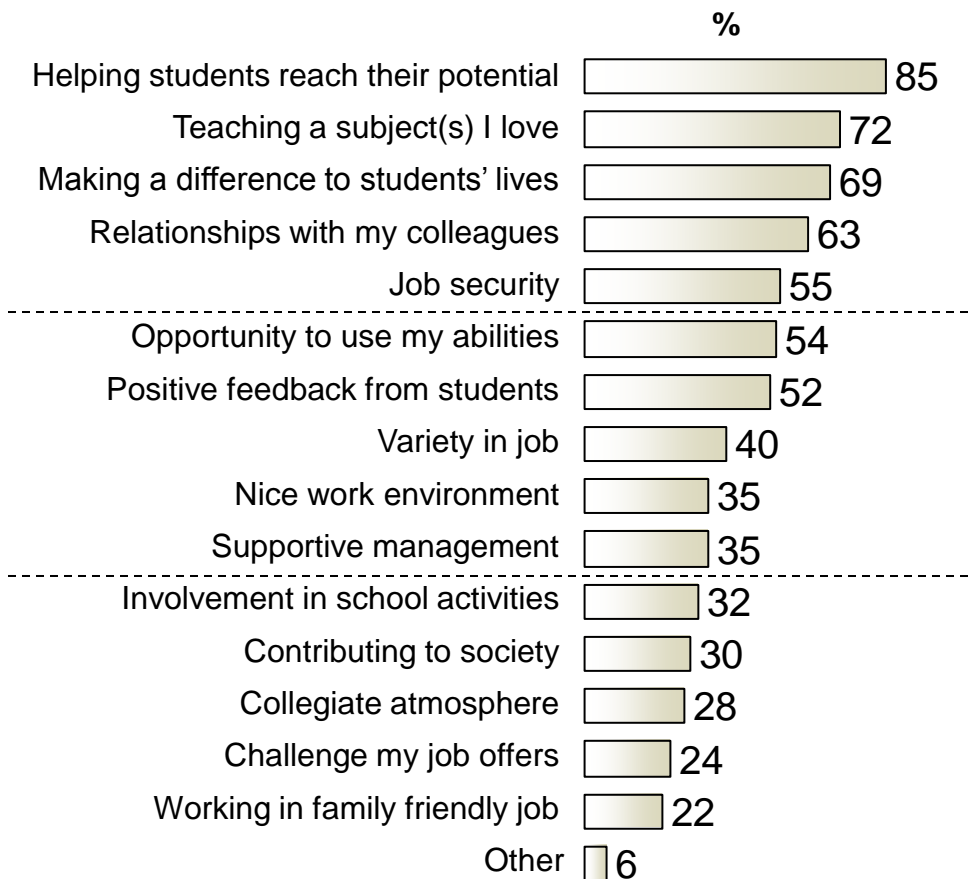


- A high level of satisfaction is reported, with over three quarters (77%) of teachers surveyed stating that they are satisfied overall with their current job and just over one in ten claiming to be dissatisfied.

Q. Taking everything into consideration - your current workload, work environment, the atmosphere in your school - how satisfied or not are you with your current job?

Sources of job satisfaction - 2009

Base: All Teachers (496)



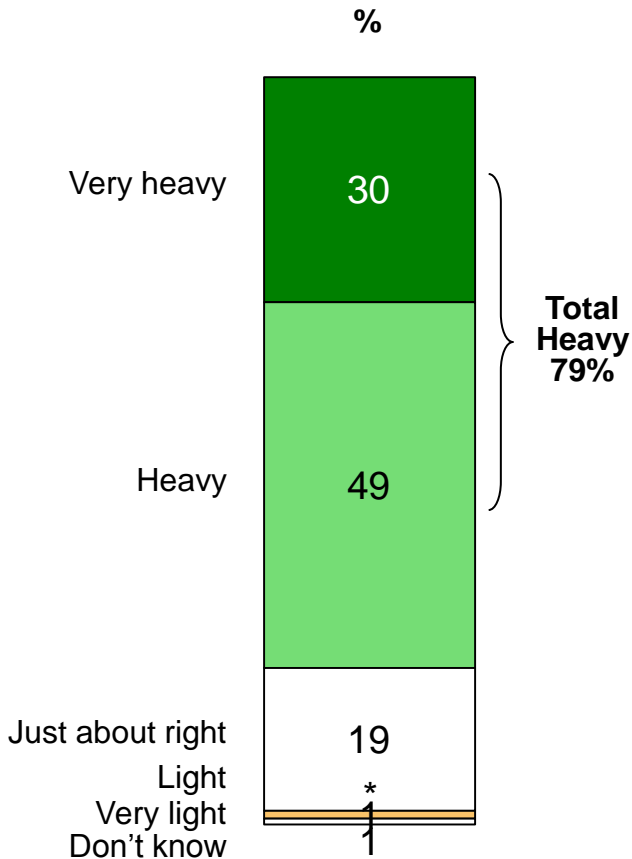
- Many of the sources of satisfaction mentioned by teachers indicate that teachers see their job as being very personally rewarding while making a valuable contribution to society.

Q. What are the main sources of job satisfaction for you in teaching?

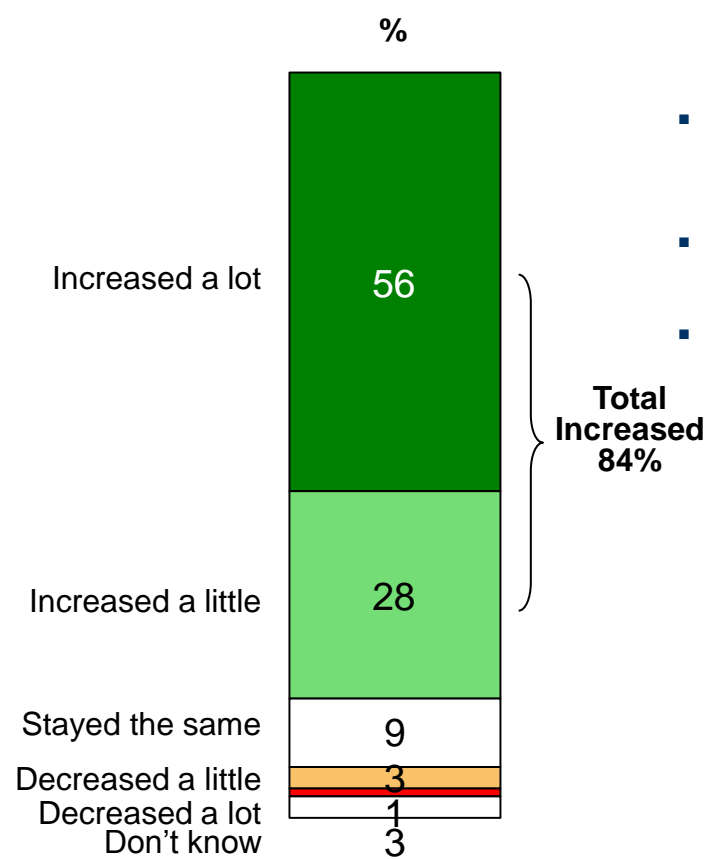
Appendix 1: ASTI MillwardBrown 2009 Survey of Teachers' Work Demands

Perceptions of workload - 2009

Base: All Teachers (496)



Q. How would you describe your workload at this point in time?

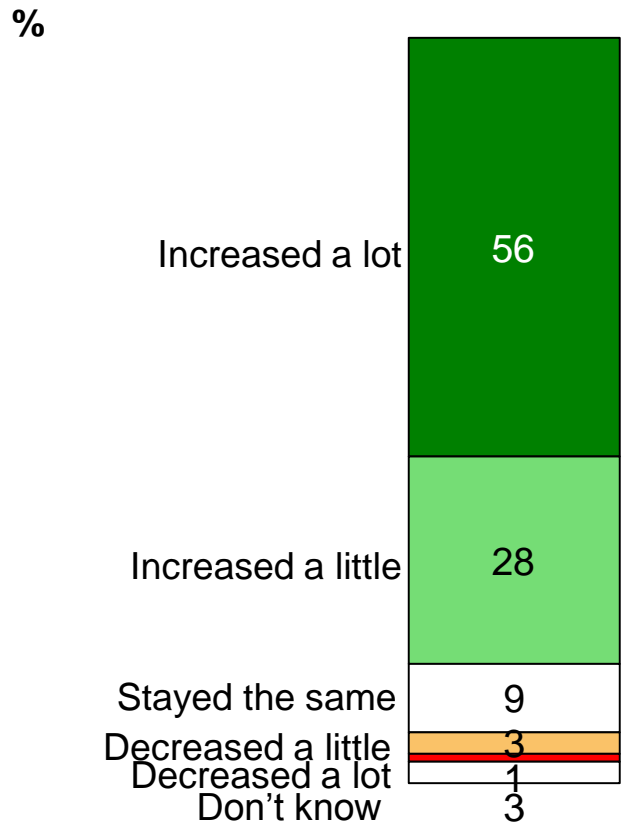


Q. How, if at all, has your workload changed in the last 5 years?

- Almost 8 in 10 teachers describe their workload as either 'very heavy' or 'heavy'.
- Just 1 in 5 describe their workload as 'just about right'.
- There is a consensus that teachers' workload has increased in the last 5 years.

Changes in workload - 2009

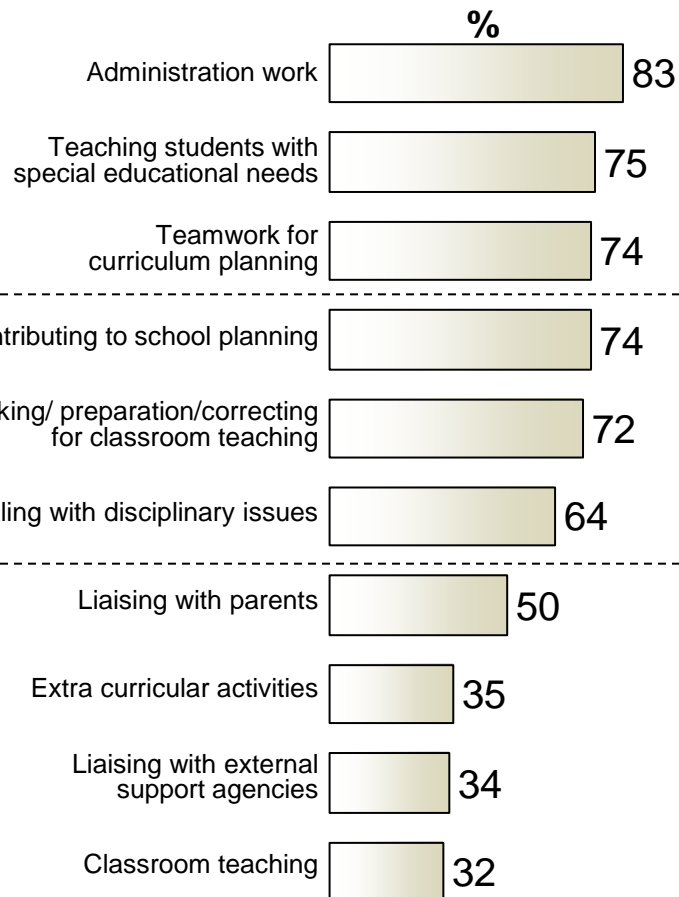
Base: All Teachers (496)



Q. How, if at all, has your workload changed in the last 5 years?

Activities taking up more of teachers' time in last 5 years - 2009

Base: All Teachers (496)



Q. Do you consider that the time you spend on each of these activities has increased, decreased or stayed the same in the last 5 years? (scores combine all increased a lot and increased a little)