



Teach DE Survey of Incoming College Students Attitudes About Teaching Survey Preliminary Descriptive Statistics

Surveys have been distributed to the incoming freshman at three of the five institutes of higher education in Delaware – Delaware State University, Wesley University, and the University of Delaware. As of November 7th, 2017, 483 surveys have been completed.

Respondent Profile:

The majority of respondents attended public high schools (73.5%), are out-of-state students (61.41%), identify as white (77.02%), are enrolled in a four-year bachelor’s program (94.38%), and are incoming freshman at the University of Delaware (94.19%). Only 10% (n=48) respondents have an education major.

Summary Data			
Demographic Data			
Race/Ethnicity		Was your high school in Delaware?	
American Indian or Alaskan Native	1	Yes	186
Asian	39	No	296
Black or African American	36	High School Type	
Hispanic or Latino	28	Public	355
Native Hawaiian or other Pacific Islander	0	Public - Charter	36
White	372	Private - Parochial/Religious	61
Prefer not to answer	7	Private - Secular/Non-Religious	13
		Cyber School	3
		Home School	4
		Other (Please specify)	11
Secondary Education			
Current Institute of Higher Education		Degree Type	
Delaware State University	21	4-year Bachelor's degree	453
University of Delaware	454	2-year AA degree	22
Wesley College	7	Other	5

Key Findings:

Respondents were asked if anyone spoke to them about becoming a teacher. The majority of respondents answered no - 59.17% no and 40.83% yes. While almost 60% of all respondents have never had a teacher, counselor, parent, or community member talk to them about becoming a teacher, almost all of those who are currently majoring in education reporting that someone had spoken to them about becoming a teacher (there were no differences by whether they were from Delaware or were a student of color). *This data suggest teaching isn't on their radar, and creates an important opportunity to act.*

Among non-education majors, about 25% of respondents were considering teaching as a profession with another 14% unsure. *This is a sizeable proportion of the non-education majors that may still be "tapped" for the teacher workforce either during or after their undergraduate programs.*

As a follow up, respondents were asked what these people said about teaching – positive, negative, encouraging, discouraging, etc. One-hundred and seventy-one (171) respondents provided a follow-up response and of those only 19 respondents reported a negative statement on the teaching profession. The majority of those negative responses reported "low teacher salaries" as an oft discussed negative theme. Many positive responses noted that it was a rewarding career that could make a big impact.

Generally, respondents believe teaching is a valuable career and an important determinant of student success. 95.56% of respondents agree with the statement "teaching is providing a valuable community service" and 84.35% of respondents agree with the statement "teachers are the most important factor in student academic outcomes".

Despite the sense of societal importance and value, respondents also believe teaching is a challenging position which is undervalued and undercompensated. Respondents identify teaching as a difficult profession (85.72%), dealing with significant bureaucracy (90.38%), requiring long hours (84.99%), stressful (87.31%), under-paid (90.49%), not well compensated (84.49%), and undervalued in society (87.22%).

When asked what traits were most important to them when considering a career after graduation the top three traits – each with over 90% of respondents rating it important or very important - said a position that allows for career development and advancement (91.89%), a position that affords job security (92.06%), and doing work they could be proud of (94.38%).

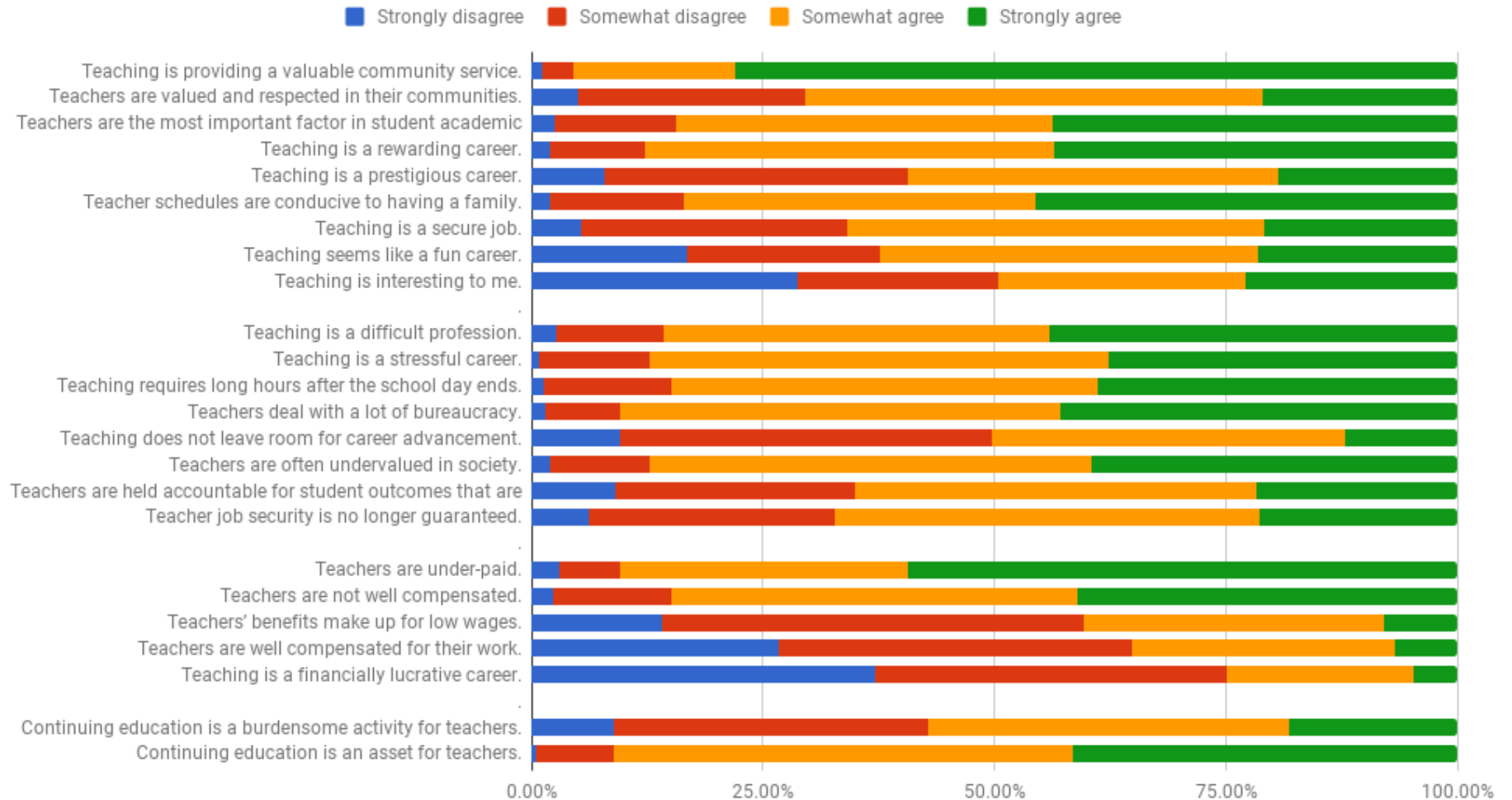
Key Differences:

We considered whether there were differences between those who went to high school in Delaware and those who did not, between students of color and white students, and between education majors and non-education majors. Only those differences that approached statistical significance were reported. Though there are some differences noted for each group, the pattern of differences between education majors and non-education majors are more systematic and instructive.

Students who went to high school in Delaware...	Students of color...	Education majors...
<ul style="list-style-type: none"> • Were more likely to value careers that <i>make an impact</i> and less likely to value ones that <i>allow for career development and advancement</i>. • Were less likely to believe <i>teacher schedules are conducive to having a family</i> or that <i>teachers are valued and respected</i> and more likely to believe that <i>continuing education is an asset for teachers</i>, that <i>teaching is interesting to me</i>, and that <i>teaching requires long hours</i>. 	<ul style="list-style-type: none"> • Were more likely to value careers with <i>flexibility in hours, make an impact in their community, have a positive organizational culture, and feeling they have made a real contribution</i>. • Were less likely to feel <i>teacher schedules are conducive to having a family</i>, and more likely to feel <i>teacher are underpaid, continuing education is burdensome for teachers, and that teachers are undervalued in society</i>. • Were less likely to have friends in a teacher preparation program - only 30% of students of color and 50% of white students. <i>The lack of students of color in programs may send signals to other students of color about the profession</i>. 	<ul style="list-style-type: none"> • Were less likely to value careers with <i>good compensation</i> and more likely to value careers that <i>makes an impact, has a positive organizational culture, has a supportive and collaborative environment, they can be proud of, and that makes a real contribution</i>. • Were more likely to believe <i>teachers are underpaid, that there is room for career advancement, that teaching is a prestigious career, that teaching is interesting and fun and rewarding, that teachers are the most important factor in student academic outcomes, and continuing education is an asset</i>.

However, even among education majors, there were some differences between elementary/early childhood majors and secondary majors. The former were less likely to value *career development and advancement* than secondary as well as non-education majors, while secondary majors were more likely than both elementary and non-education majors. They also differ in their belief about whether *teachers are well-compensated*, with secondary majors more likely to disagree compared to non-education majors, and elementary majors more likely to agree compared to non-education majors.

Attitudes on Teaching

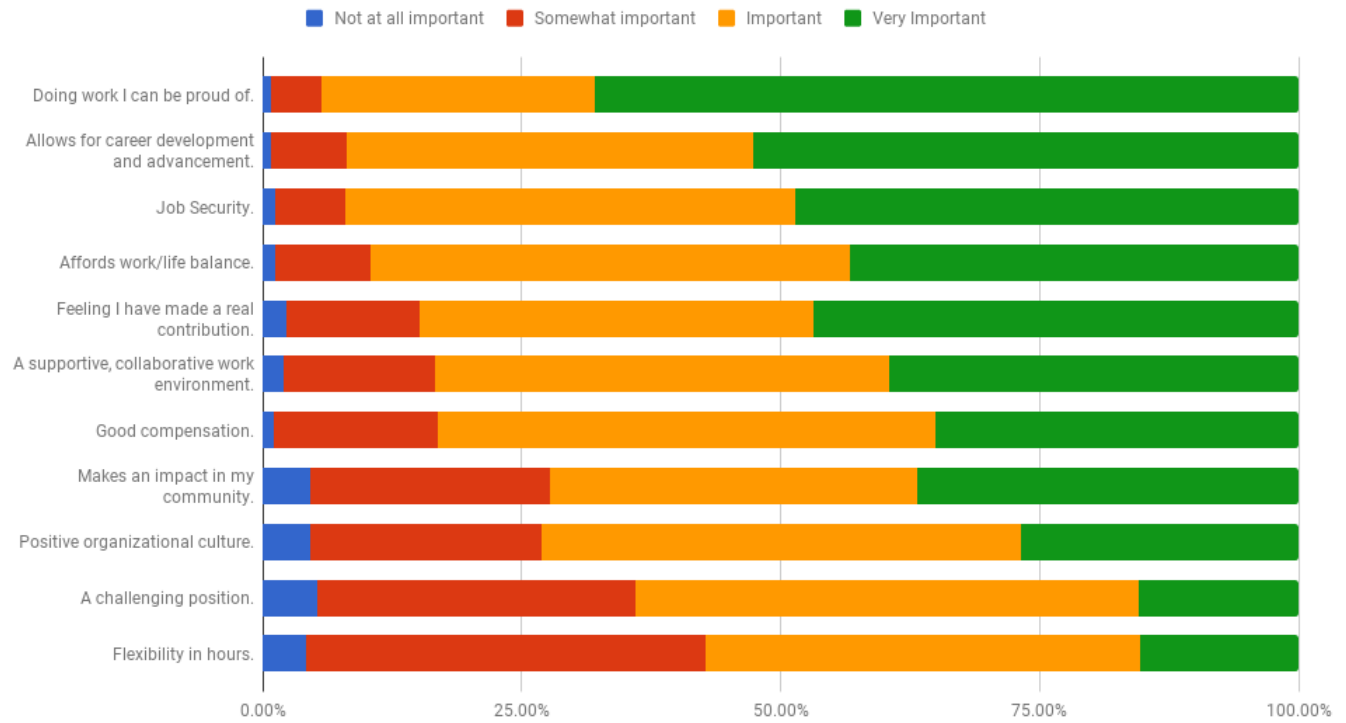


Attitudes on Teaching:

“For each of the following statements please mark – strongly disagree, disagree, agree, strongly agree.”.

	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
Teachers are well compensated for their work.	26.70%	122	38.07%	174	28.45%	130	6.78%	31	457
Teacher schedules are conducive to having a family.	2.05%	9	14.35%	63	38.04%	167	45.56%	200	439
Teaching is a difficult profession.	2.60%	12	11.69%	54	41.56%	192	44.16%	204	462
Teachers are valued and respected in their communities.	4.96%	23	24.57%	114	49.35%	229	21.12%	98	464
Teaching is providing a valuable community service.	1.11%	5	3.33%	15	17.56%	79	78.00%	351	450
Teachers are under-paid.	3.02%	13	6.50%	28	31.09%	134	59.40%	256	431
Continuing education is a burdensome activity for teachers.	8.94%	32	33.80%	121	39.11%	140	18.16%	65	358
Teachers deal with a lot of bureaucracy.	1.55%	5	8.07%	26	47.52%	153	42.86%	138	322
Teaching requires long hours after the school day ends.	1.39%	6	13.63%	59	46.19%	200	38.80%	168	433
Teaching does not leave room for career advancement.	9.59%	40	40.05%	167	38.13%	159	12.23%	51	417
Teaching is a prestigious career.	7.93%	34	32.63%	140	40.09%	172	19.35%	83	429
Teachers’ benefits make up for low wages.	14.17%	52	45.50%	167	32.43%	119	7.90%	29	367
Teaching is a secure job.	5.37%	22	28.78%	118	44.88%	184	20.98%	86	410
Teaching is a stressful career.	0.89%	4	11.80%	53	49.67%	223	37.64%	169	449
Teaching is interesting to me.	28.79%	131	21.54%	98	26.81%	122	22.86%	104	455
Teaching is a financially lucrative career.	37.04%	140	38.10%	144	20.11%	76	4.76%	18	378
Teachers are often undervalued in society.	2.02%	9	10.76%	48	47.76%	213	39.46%	176	446
Teaching seems like a fun career.	16.78%	74	20.86%	92	40.82%	180	21.54%	95	441
Teachers are the most important factor in student academic outcomes .	2.49%	11	13.15%	58	40.59%	179	43.76%	193	441
Teachers are not well compensated.	2.27%	9	12.85%	51	43.83%	174	41.06%	163	397
Teaching is a rewarding career.	1.92%	8	10.34%	43	44.23%	184	43.51%	181	416
Teachers are held accountable for student outcomes that are beyond their control.	9.02%	37	25.85%	106	43.41%	178	21.71%	89	410
Continuing education is an asset for teachers.	0.54%	2	8.31%	31	49.60%	185	41.55%	155	373
Teacher job security is no longer guaranteed.	6.19%	20	26.63%	86	45.82%	148	21.36%	69	323

Career Traits



Career Preferences:

“When you think about your career after college how important are each of the following traits of your career and/or employer”.

	Not at all important		Somewhat important		Important		Very Important		Total
Good compensation.	1.04%	5	15.87%	76	48.02%	230	35.07%	168	479
Affords work/life balance.	1.25%	6	9.17%	44	46.25%	222	43.33%	208	480
Flexibility in hours.	4.18%	20	38.49%	184	42.05%	201	15.27%	73	478
Makes an impact in my community.	4.58%	22	23.13%	111	35.42%	170	36.88%	177	480
Positive organizational culture.	4.58%	22	22.29%	107	46.25%	222	26.88%	129	480
A supportive, collaborative work environment.	2.08%	10	14.55%	70	43.87%	211	39.50%	190	481
Allows for career development and advancement.	0.83%	4	7.28%	35	39.29%	189	52.60%	253	481
Doing work I can be proud of.	0.83%	4	4.79%	23	26.46%	127	67.92%	326	480
Job Security.	1.25%	6	6.68%	32	43.42%	208	48.64%	233	479
A challenging position.	5.21%	25	30.83%	148	48.54%	233	15.42%	74	480
Feeling I have made a real contribution.	2.29%	11	12.92%	62	37.92%	182	46.88%	225	480

Survey Text:

Section I: Your Background

1. What kind of high school did you attend?
 - a. Public
 - b. Public - Charter
 - c. Private – Parochial/Religious
 - d. Private – Secular/Non-Religious
 - e. Cyber School
 - f. Home School
 - g. Other – Please specify
2. Was your high school in Delaware?
 - a. Yes
 - b. No
3. What year did you graduate from high school?
 - a. 2017
 - b. 2016
 - c. 2015
 - d. Before 2015
4. Do you have any previous college experience?
 - a. none
 - b. some college coursework through my high school
 - c. Some college coursework completed
 - d. Associates degree
 - e. Bachelors degree
 - f. Advanced degree – MA, MBA, PhD, etc.
5. Are you a citizen or permanent resident of the United States?
 - a. Yes
 - b. No
6. What is your race or ethnic group? Mark all that apply.
 - a. American Indian or Alaskan Native
 - b. Asian
 - c. Black or African American
 - d. Hispanic or Latino
 - e. Native Hawaiian or other Pacific Islander
 - f. White
 - g. Prefer not to answer

Section II: Your College Career

1. Which of the following general academic areas are you interested in studying? Select all that apply.

Visual and Performing Arts
Foreign Languages and Literatures
English Language and Literature
Philosophy and Religious Studies
History (American, European, Other)
Area, Ethnic, Cultural, and Gender Studies
Early Childhood and/or Elementary Education
Economics
Political Science, International Relations, or Government
Psychology
Other Social Sciences (e.g. Anthropology, Sociology)
Secondary Education
Biological Sciences, Biochemistry, and Neuroscience
Physical Sciences (e.g., Astronomy, Chemistry, Geology, Physics)
Mathematics, Statistics, or Computer Science
Business
Engineering or Architecture
Other – Please specify
2. As of right now, what is your chosen major? If you have not chosen a major, please enter undecided.
3. Regarding your major selection, how confident are you that this is the right major for you?
 - a. Not confident
 - b. slightly confident
 - c. confident
 - d. very confident
4. Which of the following reasons did you consider when selecting your major? Select all that apply.
 - a. I am interested in learning more about the subject or content area.
 - b. It is a subject or content area I am passionate about.
 - c. It is necessary for the career I want after college.
 - d. I believe it has the most job prospects after college.
 - e. I am still unsure and/or exploring my options.
 - f. Other – please specify.

5. When you think about your career after college how important are each of the following traits of your career and/or employer. For each of the following please mark – not at all important, somewhat important, important, very important.

Good compensation.
 Affords work/life balance.
 Flexibility in hours.
 Makes an impact in my community.
 Positive organizational culture.
 A supportive, collaborative work environment.
 Allows for career development and advancement.
 Doing work I can be proud of.
 Job Security.
 A challenging position.
 Feeling I have made a real contribution.

6. Do you have a career in mind that you would like to pursue after college? If yes, please specify.
 a. Yes – please specify.
 b. No.
7. Has anyone – teacher, counselor, parent, community member - spoken to you about becoming a teacher?
 a. Yes.
 b. No.
8. If you answered YES to question 7, could you tell us more about what they said? Were their opinions on teaching positive, negative, encouraging, discouraging, etc.?
9. Do you have any close friends or family in teaching?
 a. Yes
 b. No

10. Are any of your friends currently in a teacher preparation program?
 a. Yes
 b. No

11. Have you considering teaching as a profession?
 a. Yes.
 b. No.
 c. Unsure.

12. For each of the following statements please mark – strongly disagree, disagree, agree, strongly agree.

Teachers are well compensated for their work.
 Teacher schedules are conducive to having a family.
 Teaching is a difficult profession.
 Teachers are valued and respected in their communities.
 Teaching is providing a valuable community service.
 Teachers are under-paid.
 Continuing education is a burdensome activity for teachers.
 Teachers deal with a lot of bureaucracy.
 Teaching requires long hours after the school day ends.
 Teaching does not leave room for career advancement.
 Teaching is a prestigious career.
 Teachers' benefits make up for low wages.
 Teaching is a secure job.
 Teaching is a stressful career.
 Teaching is interesting to me.
 Teaching is a financially lucrative career.
 Teachers are often undervalued in society.
 Teaching seems like a fun career.
 Teachers are the most important factor in student academic outcomes .
 Teachers are not well compensated.
 Teaching is a rewarding career.
 Teachers are held accountable for student outcomes that are beyond their control.
 Continuing education is an asset for teachers.
 Teacher job security is no longer guaranteed.