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Education as a Career: Entry and Exit from Teaching as a Profession

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Executive Summary

Teaching as a Graduate Career

1. Teaching has been an established graduate career for generations, but in common with other developed countries, the proportion of UK graduates entering the teaching profession has declined in recent years and there has also been concern about wastage from the profession, as a wider range of occupations have become available to graduates. A series of recent policy initiatives has sought to reverse these trends and improve the image of teaching as a profession, by raising teachers' salaries, introducing incentives to train as a teacher, encouraging mature entrants and generally seeking to attract increased numbers of high-calibre graduates onto training programmes. These measures have met with some success (there has been a steady rise in recruitment to ITT over recent years), but there are still concern about levels of both recruitment and wastage. This study was undertaken to throw light upon the early career decisions of recent graduates who chose to train as teachers.

2. The data in this report comes from two national surveys and follow-up interview programmes of UK graduates who completed undergraduate degree courses in 1995 and 1999: the *Moving On* survey, whose respondents were surveyed in Winter 1998/9 and subsequently re-surveyed seven years after graduation in Winter 2002/03 and a similarly-drawn sample, referred to as the *Class of '99*, followed up in Spring 2003. The samples were drawn from those who graduated from the full range of undergraduate degree courses at 38 UK higher education institutions (HEIs), selected to be representative of the full range of UK undergraduate degree-holders.

3. This report primarily focuses on the early career paths of 1999 graduates who had qualified to teach, either by the completion of an undergraduate education degree programme that incorporated award of Qualified Teacher Status (QTS), a Postgraduate Certificate in Education (PGCE) or by some other route; for example, the Graduate Teacher Programme (GTP). In addition, the characteristics of those who opted for and remained in the teaching profession are compared with those who took different routes, and their relative career outcomes are examined – both in terms of rates of return and more subjective evaluations of career development.

4. The key questions addressed in this report include:
    - Who trained to become a teacher and why?
    - Who left the teaching profession, why - and what are they doing instead?
    - What did these recent recruits to the teaching profession think of their occupations and jobs and what were their future career intentions?

5. A review of the existing evidence on recruitment into and wastage from teaching is followed by an account of the structure of the teaching-qualified sample. As part of the research for this particular report, the teaching-qualified sub-sample was disaggregated to explore similarities and differences within it, and extra interviews with those who had qualified as teachers were undertaken, including a number of graduates who had never entered or had subsequently left the profession. This carefully-selected sample provided insight into the experiences of those who had taken different routes into teaching and accessed different career opportunities within teaching.

6. The material drawn upon provides two different kinds of data:

- survey responses for 984 1999 graduates with qualified teacher status (QTS) who were in employment at the time of the survey and 541 similarly-qualified 1995 graduates, weighted to be representative of the sample from which they were drawn, for whom we have detailed information about work history activities from the points at which they completed their undergraduate degrees until the points at which they were surveyed; and
- detailed interview accounts provided by 42 relevant respondents: in the case of the 1999 cohort, a small stratified sub-sample selected to provide insight into the different groups we were commissioned to investigate. While the latter cannot be assumed to be representative or typical, they provide detailed case studies of particular individuals in context, and the data that the interviews generated build on and reinforce evidence from the survey and other sources.

Routes into Teaching: who trains and why?

7. Compared to those without a teaching qualification, 1999 graduates who were qualified to teach were likely to female, to have studied as mature students, to have attended a post-1992 university or HE college and to have attended a maintained (?) secondary school. Those who qualified by the attainment of a BEd/BA/BSc(QTS) had lower average attainment in pre-HE qualifications and were more likely to have come from a lower socio-economic group than other graduates (possibly associated with their older age profile and propensity to enter HE with 'non-standard' entry qualifications, reflecting the success of recent initiatives to attract mature entrants).

8. Graduates with languages, arts and humanities degrees were most likely to have studied for a PGCE, but a gender effect is evident amongst graduates in some subjects. For example, male natural science graduates were more likely than males in other subjects to study for a PGCE and 19 per cent of female maths and computing graduates studied for a PGCE compared to only two per cent of males. Education

graduates (without QTS) tended to study for a PGCE immediately after graduation whereas those in arts tended to enter in relatively large numbers over the first three years post-graduation.

9. Reasons for studying for a teaching qualification varied across the sample but reinforce previous findings (e.g. Edmond *et al.* 2002; Hobson *et al.* 2004)). For many, teaching was a long-held ambition and a vocation; many were motivated by altruistic reasons or by intrinsic aspects of the job – particularly working with children. Extrinsic aspects of teaching such as family-friendly work patterns, flexibility and holidays were also mentioned as attractions of the job, as was the opportunity to enter a secure and respected profession. For many a combination of factors was important; for example both the family-friendly work patterns and the intrinsic nature of the occupation.

10. Government incentives to attract graduates into the profession appeared to have had a mixed impact. While the interviews show that the introduction of training salaries had enabled highly-motivated candidates to enter the profession, we also found some evidence to indicate that they had also attracted less suitable entrants.

11. In the wider 1999 sample, graduates who perceived that the debts that they had accumulated while studying for their undergraduate degree had affected their options in some way were 20 per cent less likely to have undertaken a PGCE than either those with no debts or those who indicated that they were not affected by their debts.

The decision to teach – who survives and who leaves?

12. Approximately, 81 per cent of BEd/BA/BSc(QTS) graduates were employed as secondary or primary teachers four years after completion of their initial teacher training and 61 per cent PGCE holders were working as primary or secondary teachers after four years. Of PGCE holders, a further 12 per cent were working as other 'education professionals' (including FE/HE teachers and special needs coordinators).

13. Both successful work placements during the course of study and positive contact with those already in the profession had been considered important in deciding whether or not to enter teaching as a career.

14. Teachers appear happier with their career development than other graduates, including those who have entered and then left teaching. Only 7 per cent of teachers reported that, with hindsight, they would do a completely different course if starting again, compared with 21 per cent of the 1999 graduate sample as a whole, but over

40 per cent of the women who had graduated with a BEd/BA/BSc(QTS) who were not teaching at the time of the survey would choose differently.

15. Many of those qualified to teach but not teaching were employed in other areas of education or public services (e.g. as education officers or nursery workers) and thus, using the knowledge and skills acquired on their education courses.

16. Comparing those qualified to teach who were working as teachers and those employed in other occupations, teachers reported higher job quality and greater satisfaction with their jobs overall and their careers to date.

17. The most frequently-cited reasons for leaving the profession were workload and working hours. We also found a relationship between motivation to enter the profession and decisions to leave the profession subsequently and the importance of a realistic perception of the job of teacher prior to entering the occupation.

18. For some who had left the profession, there appeared to have been an overall imbalance where intrinsic job satisfaction had been outweighed by extrinsic dissatisfaction, for example, with terms and conditions of employment. For some, the decision to leave teaching was based on a pragmatic assessment of longer-term career and career goals, rather than dissatisfaction with the occupation itself.

Teachers Four Years On

19. In the sample as a whole, primary and secondary teachers represented approximately one in ten of all 1999 graduates in employment.

20. Teachers were half as likely to indicate that their job provided a competitive salary as graduates in other professions but more likely to indicate that their job provided long-term security and continual skills development. They were more likely to report that they were very satisfied with their actual work, job security, the opportunity to use their initiative and (particularly in the case of secondary school teachers) promotion prospects.

21. They were more likely than non-teachers to report that they were very satisfied with their careers to date and reported higher levels of satisfaction with their current job. However, they were less likely to report being satisfied with their total pay and the total number of hours worked in their jobs. For most teachers in the sample, the job was living up to their expectations but many reported it being harder work than they had anticipated.

22. The average earnings of those who had obtained teaching qualifications were lower than those of graduates in other sectors of employment, particularly where they had obtained a postgraduate teaching qualification and were working in primary education. This reflects the shorter time in the labour market of those who had studied for a PGCE and the narrower range of earnings of those in teaching compared with those in other sectors.

23. Male teachers earned more than women, and those men who had qualified via the undergraduate route in either secondary or primary education were the highest earners among teachers, earning more than postgraduate-qualified males working in secondary education and both sexes in primary education. Their older average age and longer experience as qualified teachers contributes to but does not wholly explain this difference.

24. Teachers' accounts of their normal working hours reported in the survey helps explain the job dissatisfaction reported in the interviews. Teachers' average working hours were higher than those of graduates in most other occupations. Although workload during term-time is counterbalanced by a reduction in intensity during school holiday periods, hours of work were reported as stressful by many respondents. Over half reported normal working hours of longer than 46 hours per week compared to approximately 16 per cent of those in other occupations.

25. The most commonly-cited positive aspects of teaching were pupil contact, the variety and challenge of teaching and the autonomy within the role. The most commonly-cited negative aspects of the job were workload, bureaucracy, working hours, lack of work-life balance and pupils' behavioural problems.

26. School-specific factors were also cited as important causes of job satisfaction or dissatisfaction. Adequate support structures in early career, a sense of community and good communication and school management were all mentioned as important to job satisfaction. Few teachers expressed a desire to leave the profession, at least in the short term. Those who expressed such a desire or had previously considered leaving the profession tended to associate this with immediate problems, for example specific problems with the management of their school rather than longer-term difficulties.

27. In terms of future intentions within the profession, three groups of teachers were discernible: those who expressed a desire to stay in the classroom and little desire for promotion; those who wished to stay in the classroom but who sought increased

responsibility, recognition and reward; and those who sought advancement out of the classroom to management level.

Those 'qualified to teach' seven years on

28. Like the 1999 graduates, those teaching after seven years in the labour market were more likely to be women. Older mature graduates qualified to teach were more likely to be employed in occupations other than teaching than their younger peers.

29. BEd/BA/BSc(QTS) graduates reported higher levels of employment throughout the seven year period compared to all other graduates. Only after seven years did rates of employment converge between the two groups. The rate of unemployment was also consistently lower amongst BEd/BA/BSc(QTS) graduates.

30. The proportion of BEd/BA/BSc(QTS) graduates employed as teachers peaked at 85 per cent for the first year after graduation but gradually declined over the subsequent six years. After seven years, approximately one in four BEd/BA/BSc(QTS) graduates were no longer employed in primary or secondary teaching.

31. Forty-six per cent of those graduates who went on to do a PGCE after graduation did so in the first year after the completion of their undergraduate studies, 18 per cent in the second year and 14 per cent in the third year after graduation.

32. Around two-thirds of graduates with a PGCE were employed as teachers after seven years. This proportion was down from a peak of approximately 80 per cent in the second year after graduation.

33. Primary and secondary teachers represented 11 per cent of the total 'in employment' sample from Seven Years On; 43 per cent of them were secondary teachers and 57 per cent were in primary education. Twenty-five per cent of teachers were male and 90 per cent were employed in the state sector. Graduates in humanities and languages were particularly likely to have opted for teaching.

34. Teachers often perceived themselves as having a vocation. They were more likely than graduates in other occupations to have taken their current job because it was exactly the type of work they wanted, as well as for reasons of job security. They were less likely to have chosen it on the basis of salary and other conditions of employment.

35. Like those in the 1999 cohort, the Seven Years On teachers reported marginally higher levels of overall job satisfaction than their non-teaching peers, despite lower satisfaction with individual components such as total pay and hours worked. They were slightly more likely to report being very satisfied with their careers to date than non-teachers, were less likely to expect to make significant changes in their career over the next five years (20 per cent compared to 10 per cent of the 'other occupations' group) and half as likely to report intending to change their job. However, 45 per cent reported planning to change their field of responsibilities, presumably within education.

Conclusion

36. The majority of graduates in both cohorts who were qualified to teach were working in education at the time that they were surveyed, either in schools or elsewhere in the sector. Those working as teachers reported greater job quality and overall job satisfaction than those graduates in other occupations. The most commonly-cited positive aspects of teaching were pupil contact, the variety and challenge of teaching and the autonomy inherent in the role. The most commonly-cited negative aspects of the job were workload, bureaucracy, working hours, lack of work-life balance and pupil behaviour. School-specific factors were also cited as important causes of job satisfaction or dissatisfaction including adequate support structures in early career, a sense of community and good communication and school management.

37. Earnings were rarely mentioned in the interviews as either causes for satisfaction or dissatisfaction, in common with innumerable studies which suggest that, for most professionals, intrinsic rewards at work (such as job satisfaction) are valued more than economic rewards. This is not to say that pay is unimportant – and the survey indicated that teachers in both cohorts had lower levels of satisfaction with earnings than their non-teaching peers – but it was not a pre-eminent consideration.

38. The overall picture that emerges from these findings is that graduates enter the teaching profession for a wide variety and combination of reasons ranging from altruistic motives, an attraction to the intrinsic aspects of the job or because of the appeal of extrinsic terms and conditions. The research also suggested that the 'fit' between individual circumstances and 'life-phase' and extrinsic aspects of the job was important.

39. Those who had subsequently left or had chosen not to enter the profession after qualifying most often cited workload and working hours as primary reasons for doing so although there appeared to be a link between unrealistic expectations of the job prior to entering the profession and propensity to leave. Overall, few graduates who were teaching when surveyed expressed a desire to leave the profession, at least in the short term.

CHAPTER 1

TEACHING AS A GRADUATE CAREER

1.1 Introduction

This report primarily examines the early career paths of 1999 graduates who are qualified to teach, either by the completion of an undergraduate education degree, resulting in Qualified Teacher Status (QTS), a Postgraduate Certificate in Education (PGCE) or by some other route; for example, the Graduate Teacher Programme (GTP). It draws on data from two national surveys of UK graduates who completed undergraduate degree programmes in 1995 (known as the *Moving On* survey) and 1999 (referred to as the *Class of '99* survey) at 38 UK higher education institutions (HEIs), selected to be representative of the full range of UK undergraduate degree-holders[1]. Both cohorts of graduates were surveyed between three and a half and four years after the completion of their undergraduate degrees and the 1995 cohort contacted a second time seven years after graduating[2].

The *Class of '99* survey and interview programme, together with the *Moving O*n study of the 1995 cohort and its *Seven Years On* follow-up, provide valuable sources of data on the career development and choices of those who train to be teachers and allows for comparison between them and members of the graduate cohort of which they are a part. The core of this report, however, relates to the recruitment and retention of teachers and the career development and perceived career options of those who trained as teachers. Specific questions addressed in this report include:

- Who trained to become a teacher and why?
- Who left the teaching profession, why - and what are they doing instead?
- What did these recent recruits to the teaching profession think of their occupations and jobs and what were their future career intentions?

1.2 A review of the existing evidence

Teaching has been an established graduate career for generations, but its popularity as a graduate career choice has decline as the range of higher educational courses and jobs available to graduates has expanded. The proportion of UK graduates entering the teaching

[1] These projects – *Moving On*, *Seven Years On* and *The Class of '99* - incorporated a questionnaire survey and detailed follow-up qualitative interviews. The final dataset of the *Class of'99* survey included 9,326 responses. Of these, 8,571 respondents completed first degrees in 1999 and the others completed HND and DipHE qualifications. The *Seven Years On* dataset included approximately 4,500 responses from graduates who had completed their undergraduate degree in 1995.

[2] Graduates in the 1995 cohort were first contacted in December 1998, with a second mailing to non-respondent in early Spring 1999. The 1999 cohort was first contacted in the late Spring and early summer of 2003. Consequently, the average length of from graduation until first contact for survey purposes was slightly longer for the latter, approximately 4 years.

profession declined over the 1990s (Chevalier *et al.* 2001) and there has also been concern about wastage from the profession over the same period (Smithers and Robinson 2003, 2004) – with these trends allegedly related to working conditions and the relative earnings of teachers and comparable professionals. However, as Cockburn and Haydn (2004) report, these problems of teacher supply are neither short-term nor purely British problems. For example, Shen and Hsieh (1999) report similar problems of recruitment and retention, for much the same reasons, in the United States of America.

Recent policy initiatives introduced by the Labour government since 1997 have sought to reverse these trends. Above and beyond this issue of increasing teacher numbers, the current government has also expressed a desire to raise the prestige of teaching as a profession in the UK and to attract increased numbers of high-calibre graduates onto training programmes. Incentives have included the payment of a 'training salary' to those embarking on a PGCE course, the promotion of alternative routes into teaching (such as the Graduate Teacher Training Programme), restructuring of the profession in terms of 'threshold' pay and performance management and the funding of a range of initiatives to encourage 'adult returners' and job-changers into the profession (for example, the Fast Track Teaching Programme) (Cockburn and Haydn 2004). There has been criticism of some of these initiatives for their failure to take account of the realities of the occupation and teachers' motivation (Cockburn and Haydn 2004; 3): *'what it is about teaching that makes people want to do it in spite of the limited potential it offers for personal affluence, pleasant working conditions and social kudos'* (*ibid.* 2003; 5).

There has nonetheless been a relatively successful turnaround in recruitment onto Initial Teacher Training (ITT) courses. Since the introduction of training bursaries in March 2000, applications for secondary ITT courses have risen from 10,000 to 16,600 in March 2003 after several years of declining numbers. The Education and Skills Committee (2004) report into recruitment and retention in secondary education reports *'no evidence of endemic problems with retention and recruitment… The number of teachers resigning has fallen… action taken by the government… has boosted recruitment to initial teacher training'* (p.38). However, recruitment for specific schools is still a problem and structural problems continue to provide obstacles to recruitment of teachers in particular subject areas (particularly maths and science, which relates to a decline in the number of undergraduates in these subjects and greater 'returns' outside of teaching for possession of their scarce skills when they leave university (Dolton and van der Klaauw 1996)) and onto particular PGCE programmes. Overall, the Education and Skills Committee (2004) report that full-time equivalent regular teacher numbers are the highest since 1982 and that because of government measures, teacher recruitment has been able to '*buck the economic trend'* (p.6).

However, significant patterns of 'wastage' out of the profession are still evident. Smithers and Robinson (2000) suggest that the combination of trainees not completing their courses, not choosing to go into the profession at the end of the course or leaving the profession within three years amounts to a wastage rate of between 40 and 52 per cent. In secondary education, fewer than 50 per cent of those who begin teacher training are teaching after five years (Education and Skills Committee 2004). Cockburn and Haydn (2004) suggest that if retention rates could be raised, the training targets set by the government would largely have solved the problems of teacher supply.

In this report, we examine the issues surrounding teaching as a graduate career and the experiences of those qualified to teach. We focus on three key sets of variables: first, the characteristics of those who trained to become teachers, either by an undergraduate or postgraduate route; second, variables relating to the decision whether or not to actually enter the profession once qualified; and third, the profile of those who entered the profession, compared to the graduate cohort as a whole. Additionally, we also consider the experiences and attitudes of teachers, their accounts of their jobs and aspirations relating to future career progression and development. We consider previous relevant research by examining literature on recruitment and retention both during initial teacher training and in later career.

Edmonds *et al.* (2002) reviewed studies into the main factors affecting recruitment to and retention in initial teacher training courses and concluded that teaching as a profession appears to have been chosen largely for intrinsic reasons; the enjoyment of working with children, the expectation of intellectual fulfilment and the desire to contribute to society. In a more recent study, Hobson *et al.* (2004) reiterated this point that, for the majority of teachers studied, a desire to work with children or young people and to help young people learn were central to the decision to embark on initial teacher training (ITT).

Importantly, however, they found notable differences in the characteristics and accounts of those who entered teaching by different training routes, gender and whether the entrants were primary or secondary trainees. For example, BA/BEd/BSc graduates were more likely to have expressed the desire to work with young people or children but were less likely than those from a PGCE route to have sought opportunities for career development or to give something back to the community. On this final point, the social utility of teaching, GTP respondents were more likely to have indicated that this was a major attraction of the job. Unsurprisingly, primary teachers were much more likely to indicate a desire to work with children/young people and help young people to learn, whereas secondary trainees were more likely to have been strongly attracted by the opportunity for career development and staying involved in a subject discipline. Echoing the findings of Smithers and Robinson (2002), Hobson *et al.* also found that women were more likely to be attracted to teacher training by intrinsic factors such as a desire to work with children and men more likely to

highlight the financial incentives to train and the benefits package associated with the profession; a difference that reflects the gendered empathic/instrumental differences (Baron Cohen 2003).

In a study of undergraduate views of teaching as a career choice, Kyriacou and Coulthard (2000) made the distinction between altruistic reasons (teaching as socially-useful, a desire to help children learn), intrinsic reasons relating to the substance of the job (for example, desire to continue using subject knowledge, the actual activity of teaching children) and extrinsic reasons (aspects of the job not inherent in the work itself; for example, pay, holidays, job security) for entering the teaching profession.

Draper *et al.* (1998) suggested that it is the balance of external and internal factors such as these that inevitably shape the direction that teachers' careers take. Repeatedly, a gender difference has been found in motivation to enter the profession. Males have been found to be more likely than women to have been influenced by extrinsic factors such as salary, status and long holidays (Edmonds *et al.* 2002; Johnston *et al.* 1999). Others (Carrington 2002, Thornton 1999) have found that men tended to eschew primary teaching as a career because of the job's association of relatively low pay, low status and its perceived connectedness with 'mothering'. Overall, however, there has been limited research into the recruitment of under-represented groups such as male primary teachers and those from ethnic minority groups onto teacher training programmes (Kyriacou and Coulthard 2000). Dolton and Chung (2004) suggested that the lower rates of return to teaching for men, compared to that for entering other graduate professions, act as a disincentive. Cockburn and Haydn (2004) identified the importance of 'social transmission' factors in the decision to enter the teaching profession, including contact with people in the profession and their advocacy of it as a career and their own positive or negative personal experiences at school. Edmonds *et al.* (2002), discussing the impact of financial incentives to train as teachers, suggested that whilst such incentives may influence some potential candidates, this was more likely to have been a secondary rather than a primary motivation. However, with the increase in privately-paid fees for undergraduate students and the subsequent increase in overall levels of debt for graduates, financial incentives to enter ITT may have become increasingly important to graduates unwilling or unable to add to their substantial debt burden.

Kyriacou and Coulthard (2000) suggested that to identify the factors that attract candidates into teaching, it is necessary to explore how teaching is viewed by those who choose other professions – and in the same way, we need to understand how teaching is viewed and experienced by those who have subsequently entered and left the profession. Drawing on the cohort study data, we are able to do this for a small but significant sub-sample of respondents who trained as teachers but failed to enter the profession or left it after a short period. Cockburn and Haydn (2004) explored factors which discouraged potential teachers,

comparing those who had gone into teaching, those who were still contemplating teaching as a career, those who had considered but rejected teaching and those who had never considered it. Perceived levels of stress and issues of discipline and control were significant for all groups. Those who had rejected the idea of teaching after contemplating it as a career option also cited low pay as a significant factor in their decision. All groups except those who had never contemplated teaching also cited paperwork/administration as a potential or actual deterrent.

Smithers and Robinson (2003) concluded that five main factors influenced teachers' decision to leave: workload, desire for a new challenge, the school situation, salary and personal circumstances. They found that workload was by far the most important and salary the least, and that few teachers were tempted away from the profession by better career prospects or higher salary elsewhere. However, younger 'leavers' were more likely to cite salary and personal circumstances as reasons. Significantly, they found that leavers tended disproportionately to be either young with a few years' service or older and approaching retirement, a finding echoed in research in the US (NCES 1995; in McCreight 2000). The authors' indicate that it is not surprising to find that, in a largely female workforce, a number of young teachers should leave or take time out from teaching for family reasons, but the fact that young male teachers were also more likely to leave suggests that a number of young entrants to the profession do not find it a satisfying career and are lost to the profession. Ingersoll (2001) identified the organisational characteristics of schools and the ways in which teachers work with each other within schools as being an important positive or negative determinant of teacher turnover. Similarly, a study by Hutchings *et al.* (2000) found issues relating to school management were the most frequently cited reason for leaving a teaching post. The Education and Skills Committee (2004) reported that the key underlying issues in wastage and turnover amongst secondary teachers are workload and pupil behaviour. Fraser *et al.* (1998) suggested that teachers at different stages of their careers see different aspects of teaching differently and consequently job characteristics that are important for overall satisfaction in the early stages of a teaching career may recede and be replaced by other factors as careers progress.

Evans' (1999) research findings reinforces these points, suggesting that *'school-specific rather than centrally imposed factors are the most significant determinants of teachers' attitudes to their work'* (p.154) and consequently, to their job satisfaction, morale and motivation. She argues that it is not so much education policy that is likely to have a positive or negative impact on teacher propensity to quit posts or the profession but the manner in which such policies are dealt with and implemented at the level of the school.

However, there appears to be less research on the decision to either enter or not to enter the profession once training has been completed (Smithers and Robinson 2000). This would

appear to be a key area of 'wastage' in the teaching profession; those qualified to teach who did not do so. Hobson *et al.* (2004) touch upon this point indirectly. Investigating factors that attracted current trainee teachers to embark on their studies, they also examined factors that might have deterred them from entering the training process and reservations they held about teaching. Among the most common were teachers' morale, salary, the public perception of teachers and accounts given by teachers about the profession. However, in all these cases, the researchers found that a higher number of respondents stated these as attractions rather than deterrents. In the case studies they conducted, they also found reservations about workload to be a recurrent theme. Hobson *et al.* also asked respondents how likely it was that they would enter the teaching profession after their ITT courses, finding that virtually all were either 'very' (87 per cent) or 'fairly likely' (12 per cent) to do so. This did not vary significantly by age or teaching phase but women and those who had taken GRTP/SCITT routes were significantly more likely to indicate being 'very likely' to enter the profession. The Education and Skills Committee (2004) acknowledge that drop-outs from teaching training and those who qualify but do not enter teaching are particular causes for concern, suggesting that employment-based routes into the profession, which result in significantly lower wastage rates than educational routes, should be expanded.

The strength of this investigation is that we are able to compare, from the same cohorts, graduates who trained as teachers, those who followed other career paths and teaching-qualified graduates who either did not enter the profession or who entered and subsequently left. We turn now to the data from our research.

1.3 The cohort study data

There are a number of distinct groupings of the two cohorts of graduates surveyed that are relevant to this project: first, all those who qualified to teach either by an undergraduate or postgraduate route; second, those qualified to teach but not currently employed as teachers; and, third, those working as teachers. Table 1.1 gives the weighted proportions and the unweighted numbers of the graduates whose experiences were explored in this study. For all subsequent analysis, the dataset has been weighted to be representative of the population from which the sample was drawn according to HESA data.

Table 1.1: Graduates of interest for report, as proportion of total graduates

	Weighted proportion of sample (number of cases)			
	1999 Cohort		1995 Cohort	
	% (Weighted)	N (Unweighted)	% (Weighted)	N (Unweighted)
Graduated with BEd or BA/BSc(QTS)* **	4.5	413	3.9	183
Completed a PGCE[3]	7.0	571	7.1	358
Current employed as secondary teacher*	3.9**	315	4.7	234
Current employed as primary teacher*	5.6**	496	6.3	320

*Classified as such according to SOC2000 (Groups 2314 and 2315)
** Proportion of those who gave their current main activity as being in employment
***41 per cent of those who indicated having completed an education degree did not refer to having attained QTS and therefore were excluded from this figure and subsequent analysis.

In addition, interviews were conducted with 32 respondents from the wider Moving On 2 project, selected to be representative of the different categories of educationally-qualified graduates and teaching contexts that we were interested to explore, as outlined in Table 1.2 below. We had also previously conducted ten interviews with teachers or respondents with teaching qualifications in the course of the *Seven Years On* second sweep of the 1995 cohort study, and this amplifies the qualitative evidence. The details of the interview sample are as follows:

Table 1.2: Interview sample: teaching qualification and current status

	Male	Female
Primary	**1**	**26**
Bed/BA/BSc(QTS) – Teaching	1	9
Bed/BA/BSc(QTS) – Not Teaching		6
PGCE - Teaching		7
PGCE – Not Teaching		2
Current PGCE		2
Secondary	**4**	**11**
Bed/BA/BSc(QTS) – Teaching	1	
Bed/BA/BSc(QTS) – Not Teaching	1	1
PGCE - Teaching	1	9
PGCE – Not Teaching	1	
Current GTP		1
TOTAL	**5**	**37**

The gender bias in the interview sample largely reflects the distribution of the sample and the population from which it was drawn. Of those graduates who studied an education degree, 81 per cent were female and of those who took a PGCE, 71 per cent were female. Similar gender distributions are found in other studies of teacher careers; for example, Draper *et al.*

[3] This figure has been derived from the 'employed' sub-sample in order to remove graduates currently doing a PGCE who would be classified as 'not teaching' in subsequent analysis.

(1998) in a study of teachers' careers, reported a sample where female respondents constituted 76 per cent of the total.

The structure of the rest of this report is as follows. We begin by focusing on the Class of '99 graduates to identify the characteristics of those who qualified to teach either via the undergraduate or postgraduate route and the reasons for deciding to train as teachers. From there, we examine the issue of wastage from the profession by examining who did not enter the teaching profession once qualified or left the profession after working as a teacher. Importantly, we then address what factors influenced the decision to leave the profession. The following chapter focuses solely on those working as either primary or secondary teachers at the time of the survey, outlining the characteristics of this group and comparing their employment outcomes with those of graduates in other occupations. Chapter 5 provides a longer-term perspective by reporting the analysis of the Seven Years On data. Again, we identify who in the sample qualified as a teacher, examining career profiles of these graduates over the period covered by the survey. We conclude by comparing employment outcomes of those working as teachers with graduates in other occupations after seven years in the labour market.

CHAPTER 2

ROUTES INTO TEACHING: WHO TRAINS AND WHY?

The following section begins by outlining the demographic and educational characteristics of graduates in the overall 1999 sample who had either completed an undergraduate teacher training course leading to a degree or a PGCE'[4]. It then goes on to explore through analysis of the qualitative data the reasons given for either entering teaching as a profession or for entering initial teacher training. Reference is made to existing literature and previous studies as appropriate.

2.1 Characteristics of those who qualified to teach

As reported in the previous chapter, 4.5 per cent of the 1999 graduates had completed an education degree and 7 per cent had subsequently studied for a PGCE and were employed at the time of the survey. Of those graduates who obtained a BEd/BA/BSc(QTS), 83 per cent were female (compared to 54 per cent female for the entire graduate sample) and of those who took a PGCE, 71 per cent were female. Table 2.1 compares the distributions of male and female graduates 'qualified to teach' and all graduates not qualified to teach according to age group. It reveals that those who qualified at undergraduate level, of both genders, and males who went onto gain PGCEs were on average older. Approximately one-third of male and 17 per cent of female education graduates were over the age of 30 upon graduation compared to 9 and 11 per cent for other undergraduate areas of study. In contrast, a lower proportion of education graduates, both male and female, were in the youngest age group.

[4] It is noted that all initial teacher trainees – whether on an undergraduate course, a PGCE course or following an employment-based route – are awarded QTS by the General Teaching Councils upon the recommendation of the education provider that they have successfully completed their courses and met the relevant standards. All NQTs must then successfully complete an induction year in order to continue teaching in the maintained sector. It is also noted that a very small proportion of the 1999 graduates entered teaching by a route other than PGCE or undergraduate degree. These graduates are not apparent in this analysis, because they cannot be identified according to means of attainment, but are considered in analysis of those in the profession in subsequent sections. For the purposes of this chapter those graduates who completed an undergraduate teacher training programme or a subsequently a PGCE are nominally referred to as 'those qualified to teach'. Care has been taken to identify, from those who took the undergraduate route, only graduates who referred to having obtained Qualified Teacher Status or who could be implied to have done so e.g. according to degree title.

Table 2.1: Comparison of those qualified to teach and other 1999 graduates, according to age at graduation in 1999 (per cent)[5]

	Male			Female		
	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*
Young Graduate	78.2	60	85.8	84.9	77.1	83.8
'Young Mature' Graduate	4	7.9	5.4	4.6	5.7	4.8
'Older Mature' Graduate	17.9	32	8.7	10.5	17.2	11.2
	100	**100**	**100**	**100**	**100**	**100**

* All other graduates in the Class of '99 sample excepting those who had completed BEd/BA/BSc(QTS) or PGCE

In terms of social class, Table 2.2 details the occupational background[6] of graduates comparing those who completed BEd/ BA/BSc(QTS), those who have studied for a PGCE and all other graduates in the cohort sample. It shows that for both men and women, those who studied an education degree compared to graduates from all other disciplines were more likely to have come from a lower socio-economic group (lower supervisory and technical, routine and semi-routine groups). This is likely to be, in part, a function of age especially for males who qualified via the undergraduate route where mature returners to study are more likely to come from such groups than younger peers. This was not the case for those who qualified via the attainment of a PGCE, the class profiles of which resembled those of the 'not qualified' group.

Table 2.2: Social class background of those graduates who have undertaken teacher training, according to gender, compared to all other graduates

	Male			Female		
	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*
Large employers and higher managerial occupations	7.4	3	8.7	7.2	8.4	8.7
Higher professional occupations	17.6	19.2	13.5	14.7	12.2	13.9
Lower managerial and professional occupations	22.8	13.6	22	24.2	18.6	22.5
Intermediate occupations	3.8	10.9	11	9.2	10.5	10.1
Small employers and own account workers	11.1	8.3	16.5	14.6	15.3	17.8
Lower supervisory and technical occupations	11.8	9.5	4.8	5.7	6.5	5.3
Semi-routine occupations	8.7	18.3	6.6	11.3	11.6	6.8
Routine occupations	8.4	10.9	6.8	7	12.9	6.6

* All graduates excepting BEd/BA/BSc(QTS) and those who have completed a PGCE

[5] For the purposes of analysis by age, a threefold classification has been used. Young graduates are those who graduated under the age of 25, 'young mature' graduates between the ages of 25 and 30 and 'older mature' graduates graduated over the age of 30.

[6] To derive social class background, respondents were asked to indicate the occupations of their parents when they were age 14. If father's occupation was given then this was used to indicate social class. Where absent, mother's occupation was used.

Given a greater propensity to come from lower socio-economic backgrounds, it is not surprising that education graduates, and to a lesser extent PGCE holders, were more likely to have attended a state comprehensive school prior to higher education compared to the 'not qualified' graduate group and less likely to have attended a fee-paying school (Table 2.3). This is particularly pronounced for male BEd /BA/BSc(QTS) graduates and female PGCE holders.

Table 2.3: Type of school attended, comparing those qualified to teach and all other graduates

	Male (%)			Female (%)_		
	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*
State comprehensive/Sixth form college	70.5	76.6	62.7	71.6	69.2	62.5
State grammar school	18.5	16.7	14.6	3.8	20.5	17.3
Fee paying school	9.3	5.6	17.7	10.3	5.6	13.9
Other	1.7	1.1	4.6	3.6	4.4	5.8

* All graduates excepting BEd/BA/BSc(QTS) and those who have completed/were undertaking a PGCE

In terms of educational outcomes prior to higher education (Table 2.4), graduates who have subsequently studied for a PGCE since 1999 show a marginally better than average profile in terms of A-level attainment. However, graduates in education, especially males, show a distinctly lower than average profile with only a very small minority obtaining 30 or more points at A-level and half of all men and 42 per cent of women entering university with less than 10 points. This may in part reflect the age profile of education graduates, with mature graduates more likely to have entered HE with 'non-standard' entry qualifications with lower A-level equivalence.

Table 2.4: A-Level scores, comparing those qualified to teach and all other graduates

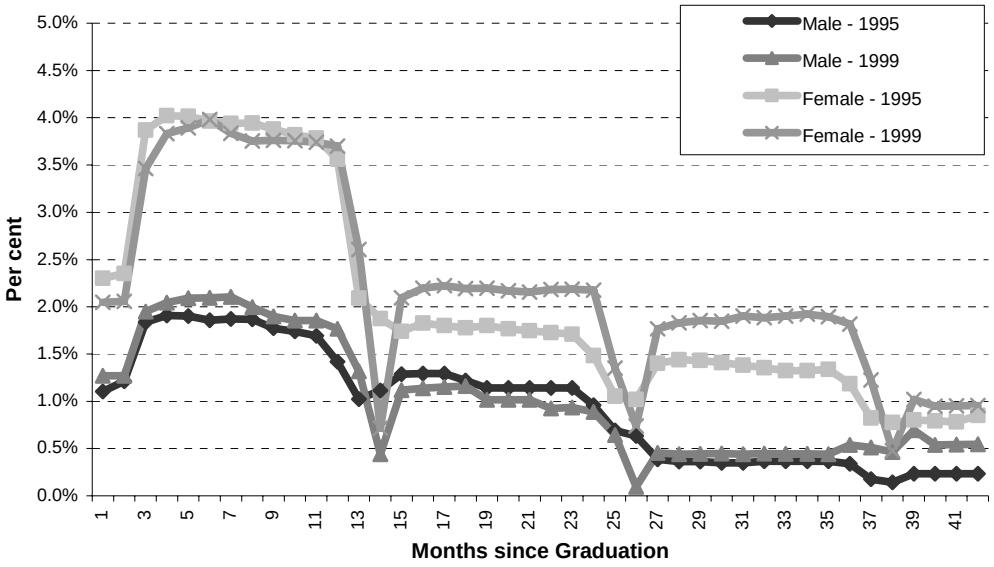
	Male			Female		
	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*	PGCE	BEd/ BA/BSc (QTS)	Those not qualified to teach*
0 to 9 points	34.3	46.8	36.6	31.4	38.9	32.9
10 to 19 points	26	37	20.6	24.6	33.8	22.3
20 to 29 points	21.5	11.6	24	27.2	22.2	28.5
30 points or more	18.3	4.6	18.8	16.8	5	16.3

* All graduates excepting BEd/BA/BSc(QTS) and those who have completed/were undertaking a PGCE

Figure 2.1 outlines the patterns of entry onto PGCE courses over the first 3.5 years after graduation comparing the graduates of 1995 and 1999. Overall, we see similar patterns of entry amongst both cohorts, especially in the first year post-graduation. However, there appears to have been a small increase in the proportion of female graduates who studied for a PGCE in the second and third year among the 1999 graduates, possibly related to the

introduction of training salaries in 2000. At end of this period a slightly higher proportion of the class of 1999 were in PGCE study, especially among men.

Figure 2.1: PGCE Entry in first 3.5 years after graduation comparing 1995 and 1999 Graduates by gender[7]



Some degree subjects are more likely to be followed by PGCE study than others, particularly if we disaggregate the sample by gender. Almost one-fifth of all male PGCE holders had obtained a natural science degree (this group make up only 11 per cent of the overall graduate sample) and 16 per cent graduated in social sciences (compared to 10 per cent overall). In addition, whereas only 4 per cent of the total male survey sample were education graduates, this group made up 13 per cent of all males who had gone on to do a PGCE. In comparison only 10 per cent of female PGCE holders were natural science graduates (relative to 9 per cent in the sample) whereas 22 per cent completed a humanities degree (almost twice the proportion of all graduates who had obtained a humanities degree). Of course, for humanities, this partly reflects the relative gender distribution of graduates in this subject generally. Overall, natural science, education (both amongst male graduates), medicine and related, humanities and social sciences are those subjects from which graduates show a greater tendency to enter ITT by this route compared to their proportions in the sample as a whole. Conversely, business studies (both genders) and engineering (male) graduates show the lowest tendency to have gone on to obtain a PGCE.

Figure 2.2 shows the proportion of graduates in each subject area who subsequently went on to study for a PGCE. Notably, it shows the greater propensity of women to become professionally qualified in teaching. Almost 19 per cent of female maths and computing go on to a PGCE compared to less than 2 per cent of their male peers and similarly, of graduates in

[7] To ensure comparability between the 1995 cohort surveyed in Moving On and the Class of '99, only graduates of 33 institutions are included. These 33 institutions made up the original Moving On sample.

arts, humanities and languages, women are over twice as likely to have studied for a PGCE. It is only amongst natural science graduates where there is a relative (given the overall gender difference in entry onto PGCE courses) equality between men and women in their propensity to enter postgraduate teacher training.

Figure 2.2: Proportion of graduates in each subject area, by gender, who have become qualified to teach since graduation

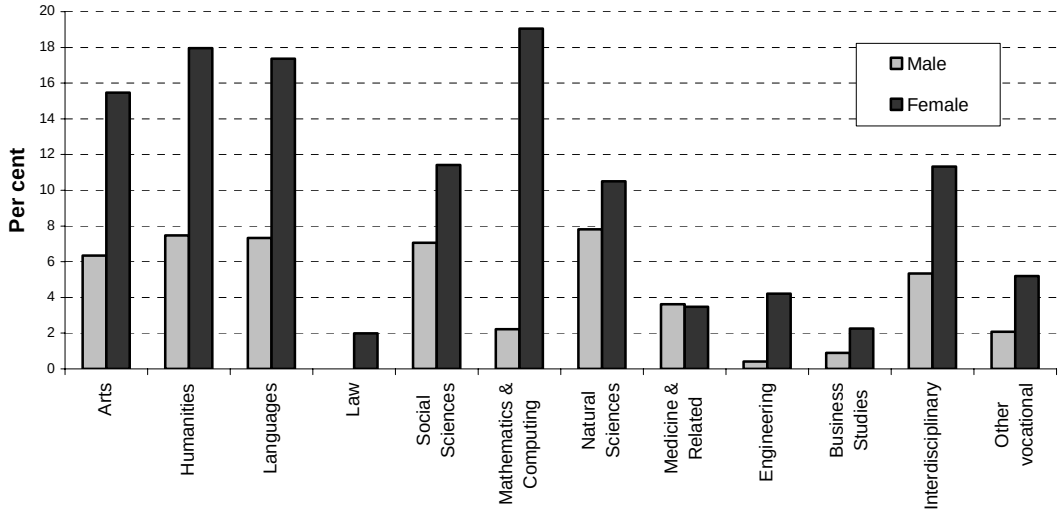
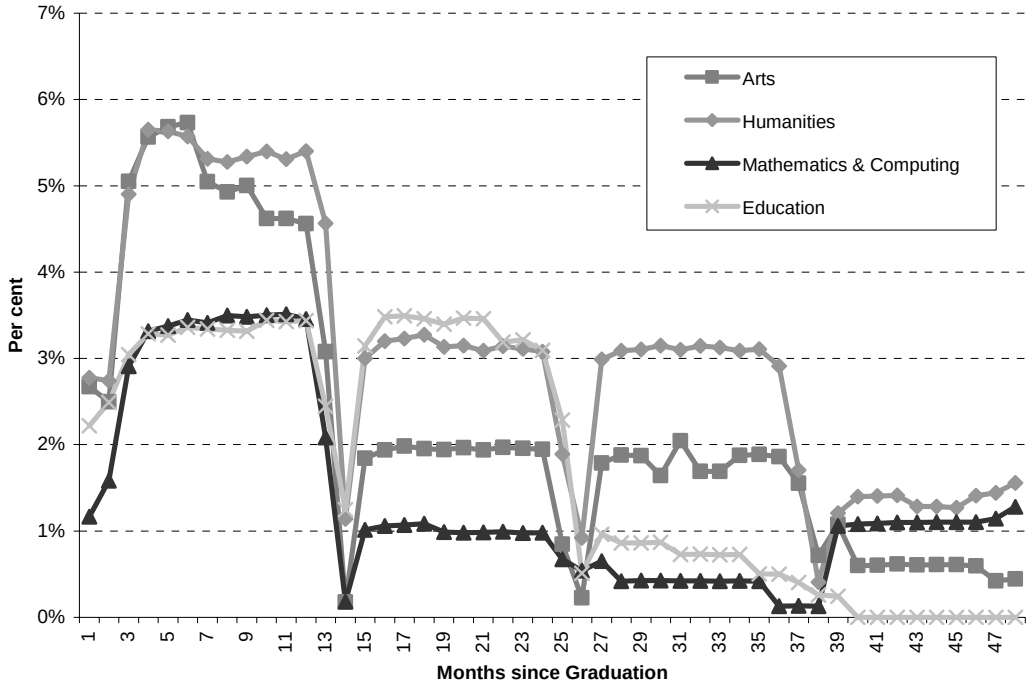


Figure 2.3 shows the pattern of PGCE study amongst different subject groups of graduates each 'peak' representing a twelve month period in the time since graduation. It shows that education graduates, for instance, are equally likely to do a PGCE either immediately or one year after graduation with numbers tailing off to zero at the end of three years. Natural science graduates show a similar pattern with large numbers of entrants immediately after graduation with lower proportions thereafter. This suggests that those graduates in these subjects who subsequently qualified as teachers either entered HE with a desire to teach or developed such a desire during their undergraduate studies. Maths and computing graduates show a similar pattern, a large proportion entering ITT immediately after graduation and large decrease in subsequent years, although in the fourth year after graduation, PGCE study increases amongst this group. This suggests perhaps those who entered other areas of employment had subsequently decided to teach later, perhaps due to lack of satisfaction in other areas of employment or lack of success in the labour market. Arts graduates tended to enter PGCE courses immediately after graduation in relatively large proportions but not so greatly in subsequent years. Humanities graduates entered PGCE courses in comparable proportions as Arts graduates immediately after graduation but maintain a relatively large proportion of entrants throughout the subsequent three years, perhaps returners to study after exploring other options in the labour market.

Figure 2.3: PGCE entry by subject of study (as a proportion of all graduates)



The analysis presented so far in this chapter has indicated that the incidence of graduates undertaking a PGCE varied between different groups of graduates; according to factors such as gender and subject studied. However, it is difficult to gauge the separate contribution that each of these factors makes to the variation in the incidence of graduates undertaking a PGCE. To consider this issue in more detail, the probability of a graduate undertaking a PGCE was estimated for the 1999 cohort using a statistical technique known as logistical regression. This technique allows us to quantify the *additional* and *independent* effect of a range of characteristics upon an individual's propensity to undertake a PGCE during the four year period following graduation. The results from this analysis are expressed in terms of the impact of a variable on the relative odds of undertaking a PGCE. The key results are shown in Figure 2.4 (personal characteristics), Figure 2.5 (social class and pre-HE qualifications), Figure 2.6 (subject studied at degree) and Figure 2.7 (type of HE institution, class of degree and debts). For each of the variable sets, the results are expressed in terms of the percentage difference in the odds of undertaking a PGCE relative to a reference category *and* after having controlled for all other factors. For example, the impact of gender on the odds of a graduate doing a PGCE is measured in terms of females compared to males. The darker bars are used to indicate where a variable is estimated to be significantly different from the reference category at the 5 per cent significance level. Regression results showing the full set of factors controlled for within this model is contained in the technical annex at the end of the report.

Considering both the size and significance of the estimated coefficients and the mean values of the factors concerned, we list the following as most important influences on whether graduates decided to do a PGCE during the four years following graduation:

In terms of personal characteristics (Figure 2.4), we estimate that:

- females were twice as likely than males (100 per cent more likely) to undertake a PGCE during the four years following the completion of their 1999 qualification;
- in terms of age, those under the age of 25 and those aged between 40 and 49 were most likely to do a PGCE;
- those who strongly agreed with the statement that they were 'extremely ambitious' were estimated to be 20 per cent less likely to undertake a PGCE.

In terms of social class and pre-HE qualifications (Figure 2.5), we estimate that:

- in terms of social class background, those whose parents were in managerial or professional occupations and routine or semi-routine occupations were relatively more likely to have undertaken a PGCE. We also note the presence of a significant result for those graduates whose parents were not in paid employment. However, this group constituted a relatively small proportion of our sample;
- after controlling for social class background, those respondents who attended comprehensive or state grammar schools were approximately 50-60 per cent more likely to have undertaken a PGCE than those who had attended fee paying schools.

In terms of subject studied (Figure 2.6) and degree class (Figure 2.7), we estimate that:

- language, arts and humanities graduates were most likely to have undertaken a PGCE. Compared to those who studied law, such graduates were between 17 and 22 times more likely to have undertaken a PGCE. Social science, maths, natural science and education graduates were in an intermediate position, being approximately 7-10 times more likely to have undertaken a PGCE than law graduates. Aside from law, graduates from business, medicine and engineering were least likely to have undertaken a PGCE;
- graduates with a first class degree were least likely to have undertaken a PGCE. Graduates with an upper second class degree were 50 per cent more likely to do a PGCE than those with a first, with this differential increasing to 90 per cent among those with a lower second class degree;
- type of HEI attended did not have a significant effect the probability of undertaking a PGCE;
- those graduates who indicated that the debts that they had accumulated while studying for their 1999 qualification had affected their options in some way were 20 per cent less likely to undertake a PGCE than either those with no debts or those who indicated that they had not been affected by their debts.

Figure 2.4: The impact of personal characteristics on the odds of a respondent undertaking a PGCE qualification

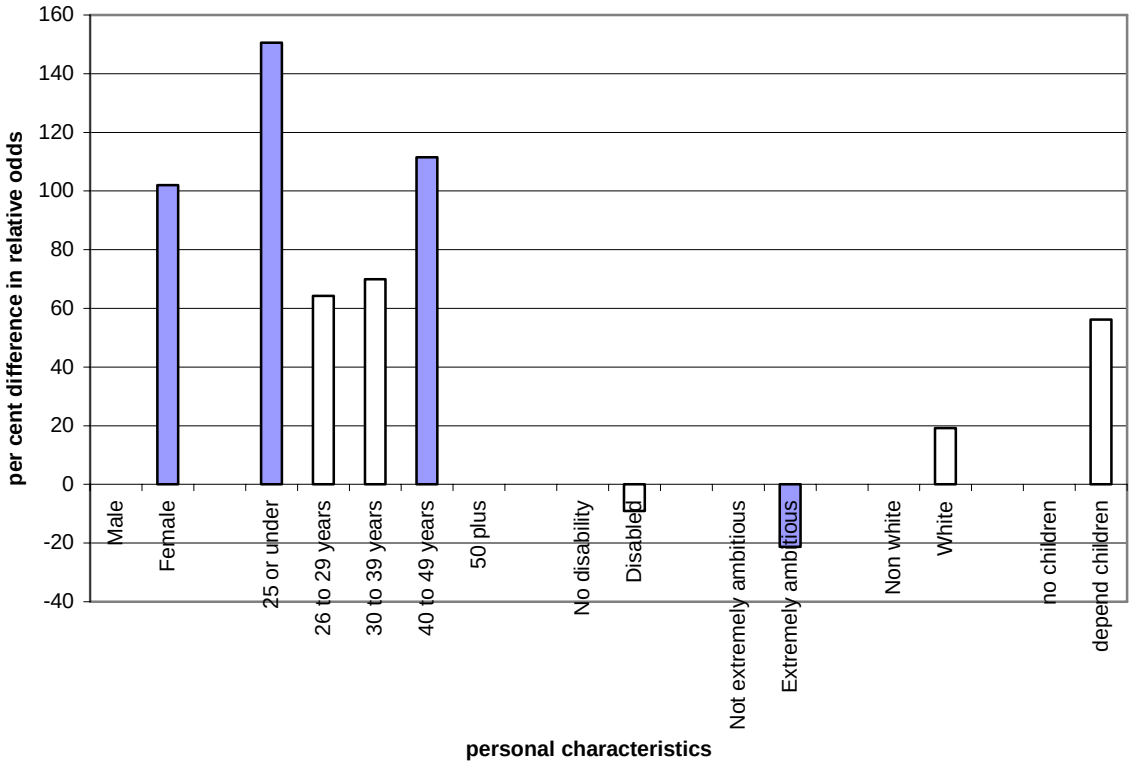


Figure 2.5: The Impact of social class and pre-HE qualifications on the odds of a respondent undertaking a PGCE qualification

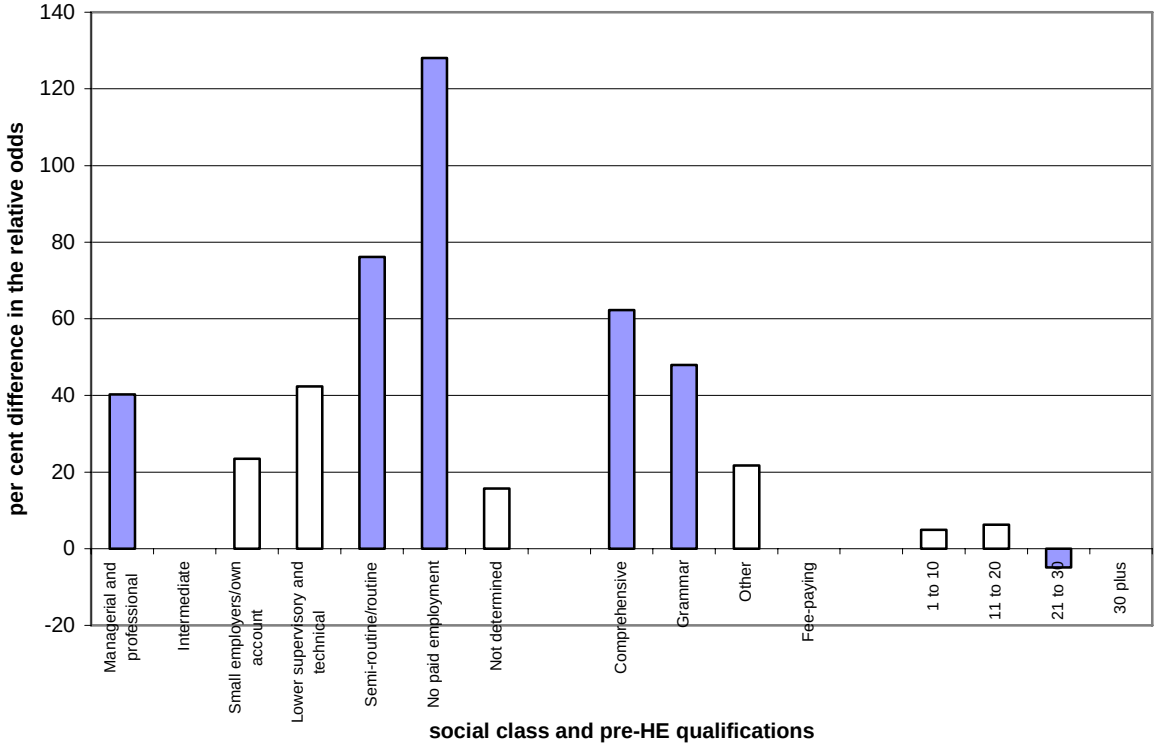


Figure 2.6: The impact of degree subject on the odds of a respondent undertaking a PGCE qualification

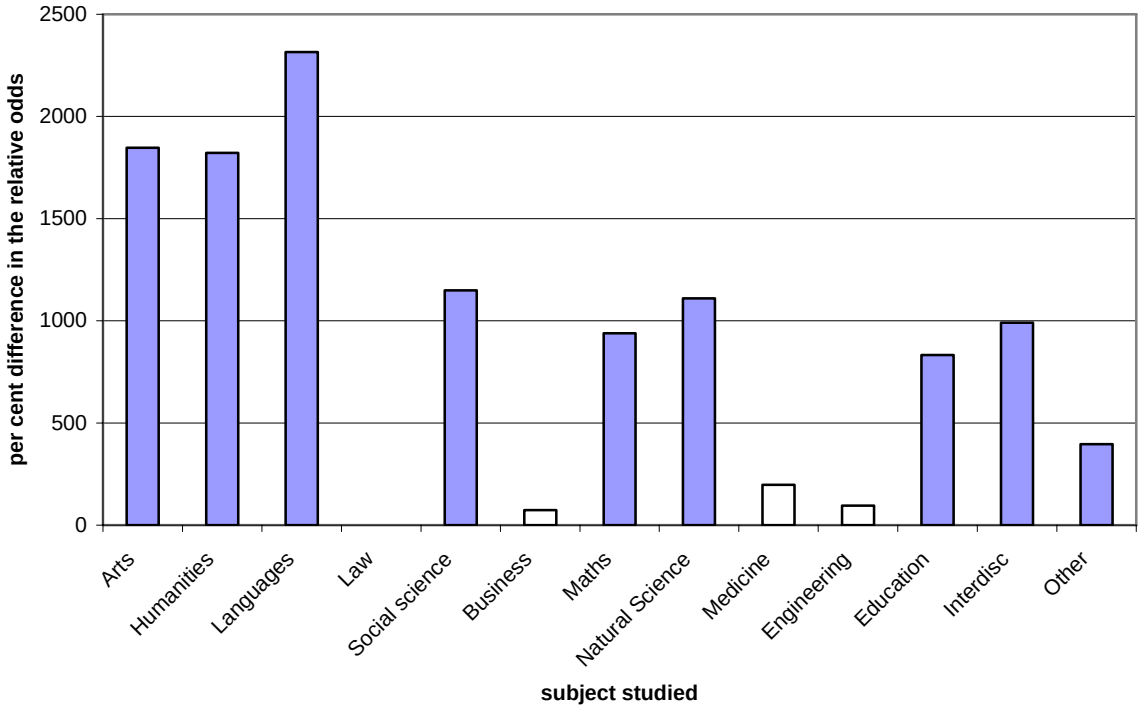
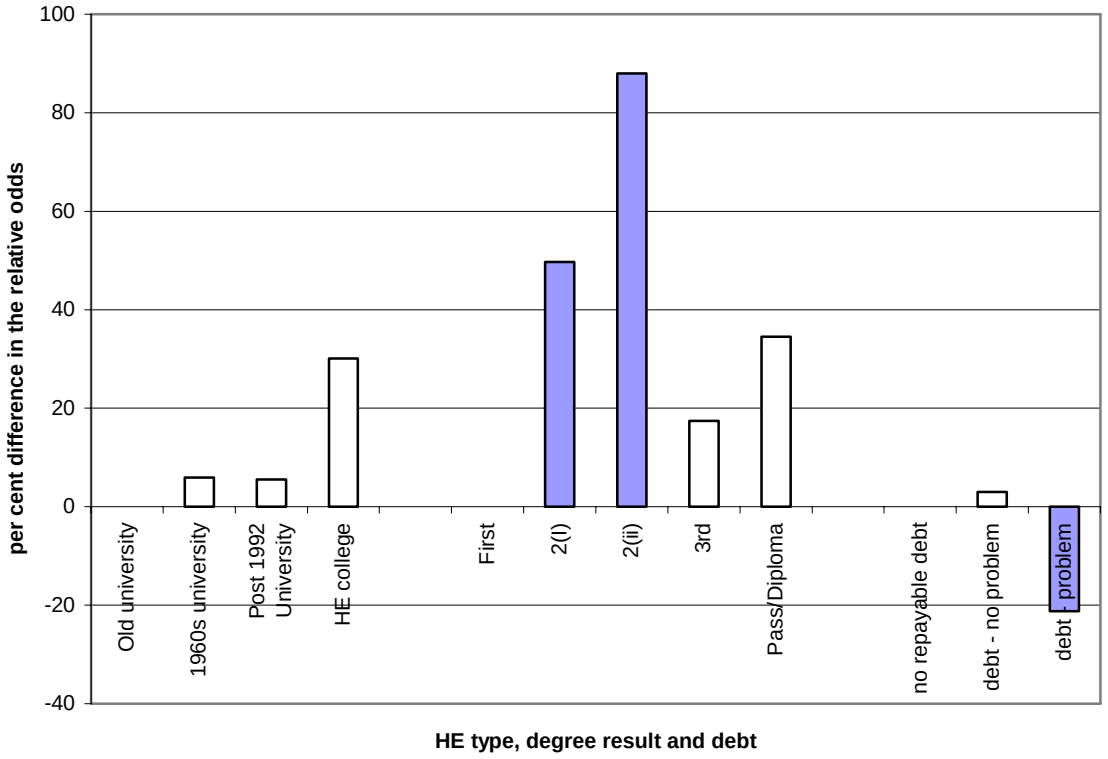


Figure 2.7: The Impact of HE type, degree class and debt on the odds of a respondent undertaking a PGCE qualification



In terms of the current situation of those qualified to teach, Table 2.5 outlines the employment position of graduates who had completed either a BEd/BA/BSc(QTS) or a PGCE compared to all other graduates in the sample. The proportion of education graduates currently in full-time or part-time employment related to long-term career plans reflects the vocational character of the courses undertaken to acquire teaching qualifications, so it is not surprising that these respondents entered a particular career path more quickly than graduates as a whole, for which a high proportion studied non-vocational degree subjects.

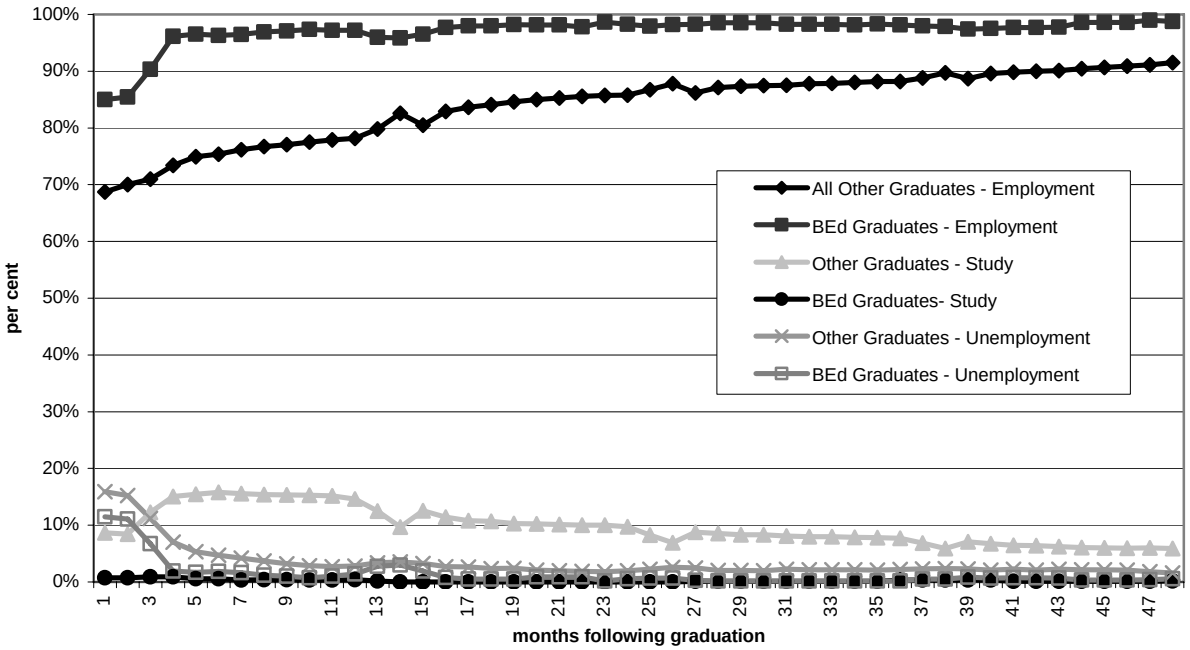
Table 2.5: Reported situation at time of survey (2003/04) of those qualified to teach and currently in employment, compared to all other graduates*

	Males			Females		
	PGCE	**BEd/ BA/BSc (QTS)**	**All Graduates not qualified to teach**	**PGCE**	**BEd/ BA/BSc (QTS**	**All Graduates not qualified to teach**
Full-time related to long-term career plans	75.1	82.9	76.1	83.2	86.5	69.5
Part-time related to long-term career plans	5	1.1	1.6	6.2	5.9	4.9
In full-time employment (other)	18.1	14.2	18.5	10.7	7	21.2
In part-time employment (other)	1.6	-	1.9	2	1.4	3.7
Self-employed	4.2	1.8	4.6	.4	.5	3.8

*Respondents were asked to indicate all that apply to them at the time of completing the survey. Consequently, the figures in each column do not necessarily sum to 100 per cent

Figure 2.5 shows the main activity of BEd/BA/BSc(QTS) graduates (regardless of occupation) over the period covered by the survey compared with those of all other graduates, whether in employment, postgraduate study or unemployed. Given the vocational nature of this degree route, it is unsurprising to note that those graduates qualified to teach show greater initial employment after graduation and higher levels of employment through the four years. They are much less likely to be in postgraduate study over the period and had experienced lower levels of unemployment.

Figure 2.8: Main activity of BEd/BA/BSc(QTS) graduates compared to all other graduates over period of survey



2.2 Why did respondents decide to study to become teachers?

The decision to do an undergraduate degree in education is, in most cases, to opt for a vocational degree, in the same way that a PGCE is a qualification leading to the occupation of teaching. Why did respondents choose to become teachers? For some it was a committed vocational choice reflecting long-held ambitions whereas others had embarked on it for a variety of reasons.

> [Interviewer: When you started your degree did you have a clear idea of what you expected to be doing when you left university and how your career might develop?]
>
> *'Always, since I was young I've just grown up and wanted to teach. Never anything else. I never even questioned what I wanted to do'.*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

Overall, however, the personal conception of teaching as a 'vocation' rather than simply a job of work was less in evidence than might have been anticipated. The interview evidence supported the findings of Edmonds *et al.* (2002) that intrinsic and altruistic reasons were, for many, central to the initial decision to become a teacher. For example, the value placed on doing socially-useful work was emphasised by a mature education graduate who had returned to study after previously working in the private sector. Explaining her decision to return to study on an education degree, she said:

> *'I did enjoy* [the work I was doing] *but a lot of it was travelling around the country living out of a suitcase. It sounds very glamorous but after a while gets a bit boring. During the last couple of years I got more involved on the training side and I enjoyed that and I thought it was maybe an area I should go into more. The graduates should have been very high calibre but some of them couldn't string a sentence together so I thought rather than complain about it I would go back and do something about it'.*
>
> [Interviewer: Why did you choose to go in to primary teaching [in particular]?]
>
> *'Because that's where it all starts. To get someone interested in learning and started off on the right foot… you're setting the wheels in motion'.*
> (117, mature female education graduate, primary teacher, £18k-£21k)

Whether, as in the above example, the motivation is as altruistic as suggested or whether it reflects an element of *post-facto* rationalisation and a conception of the 'right' answer is debatable. The issue of doing socially-useful work, as one interviewee put it – *'actually putting something back into the community'* - was raised in a number of cases.

Intrinsic motivation was raised most often in terms of the challenge and variety inherent in teaching:

> *'I was always attracted to* [teaching]*. It's different, no two days are the same and I needed a job where I would be challenged. I can never say I'm bored'.*
> (115, young, male education graduate, primary teacher, £24k-£27k)
>
> *'I was doing IT consultancy before,* [in] *which I was doing fine but I didn't find it fulfilling at all, which is why I started the PGCE course… So I was really looking for a job where I'd have some sense of personal fulfilment and I feel that teaching brings that to me'.*
> (102, young, female languages graduate, secondary teacher, current salary not known)

For some, the desire to work with children had provided a strong motivation to enter the profession. However, this was more likely to be mentioned as something that interviewees positively endorsed once in the job, as opposed to something that that had drawn them into the profession prior to study. As in Edmonds *et al.* (2002) we found, for some, that prior experience working with young people had sometimes been influential:

> *'When I got* [my previous] *job it was really what I wanted, it was brilliant. I got to work in a development organisation, I got to travel, but I just realised after a while that working in an office wasn't for me and I couldn't do that for the rest of my life. So I did seriously rethink about what I really enjoyed in my life… I'd done quite a lot of youth work and working with children and also in my work as a project assistant we did quite a lot of education programs and I just really enjoyed them. We had gone in to a lot of schools and worked with teachers. So it all just fell in to place. I doubted for a while; I had always been against teaching, I didn't think it was a very good career as such, but I came round to it.*
> (110, young mature, female humanities graduate, secondary teacher, £21k-£24k)

An aspect of the decision to enter the teaching profession that we specifically set out to explore in the interviews was the importance of certain extrinsic factors associated with teaching - such as long 'holidays', the opportunity for flexible working hours and the family-friendly nature of the profession in the decision to enter the profession. In addition, we also consider evidence to suggest the importance of a reasonable starting salary, relative job security and the professional status conferred by teaching. Overall, relatively few of the interviewees cited any of these factors as being influential in their decision to enter teaching. Several referred to a desire to attain 'professional status' in an occupation which involved only a comparatively short period of training:

> [Interviewer: So you chose it partly because it had a profession behind it?]
>
> *'Yes, it had to be vocational so I could be a 'something' at the end of it… Some people long* [to become a teacher], *they always wanted to be one. I always wanted to be a travel agent'.*
> (118, female education graduate, primary teacher, £18k-£21k)

> *'I think it was… the only career that I could go into where I would be a professional. I could have gone into like Planning [with] a geography and environment degree but I think to get in I would have to do six, seven years where after a year I knew I was going to be a qualified teacher and I think that was what appealed to me - the fact that I was a professional'.*
> (104, young mature, female humanities graduate, secondary (advanced skills) teacher, £24k-£27k)

The job security associated with the teaching was frequently alluded to. The following extract also highlights the less than straightforward career decisions faced by many graduates upon leaving university:

> *'I didn't apply for* [the PGCE] *until two weeks before the course started. When I left my degree I didn't know what I wanted to do still and I applied for quite a few* [jobs]*, about 10 or 15 jobs I suppose, some of them which I really would have liked to have done and some of which I really didn't want to do…. You know when they ask you "Why do you want to be doing this job?" to ones that I didn't really want to do I didn't know what to say 'cause I didn't really want to be a manager for McDonald's - which was one of them, I really didn't want to sell windows or something… The couple of jobs that I really would have quite liked to have been doing were sort-of teaching related anyway, working for charity and going into schools and things like that. My mum is a teacher and I'd always said I wasn't going be a teacher but because I'd had quite a lot of experience just as a volunteer and because the jobs that I seemed to have really wanted when I was applying for them were teaching-related, I thought it would be quite a straightforward and reliable option because I've always been a bit jumpy about money and things like that…that would sort of be a reliable option to be a teacher'.*
> (103, young, female humanities graduate, secondary Teacher, £18k-£21k)

However, graduates who were entering the profession after having worked in other sectors and jobs were more likely to have referred to extrinsic factors on the basis of comparison with their previous jobs. One respondent who was dissatisfied with her career to date (working as an administrator in local government) indicated that her decision to undertake a PGCE was

taken partly because it offered the opportunity to enter and establish a career relatively quickly that would fit in with starting a family in the near future:

> [Interviewer: You said in the questionnaire that overall you were dissatisfied with your career to date?]
>
> *'Yes, that's why I'm doing my teaching now because as much as I do enjoy the sector I'm in, there's a nagging sensation I could have done more. That could be a woman thing'.*
>
> [Interviewer: In what way?]
>
> *'You know, family. We're going to start planning children soon and if I don't have the career I want soon, then there's no chance of having it afterwards. I'd like to have something in place before I have a family so that I can go in to it easily afterwards, because I do intend to stay at home'.*
> (046, female business studies graduate, (accepted on PGCE), Admin Assistant, public services, £12k-15k)

> [Interviewer: Is there anything else about teaching that attracted you when you were thinking about what you could do outside of the IT sector?]
>
> *'*[Teaching is] *flexible as well with future plans. Perhaps having a family later, it's a job that could potentially fit around that nicely'.*
> (102, young, female languages graduate, secondary teacher, current salary not known)

This theme was recurrent throughout the interviews. Whilst not often stated as a primary motivation for entering teaching (*i.e.* one without which the respondent would not have entered the profession) the prospect of future flexibility did act as a considerable bonus or *'plus point'* and an influence to stay once in the profession. This was also the case with the holidays associated with teaching:

> *'I would say definitely* [that] *the family friendly thing* [is important, but] *had that never been there I still would have done it. But it's a bonus because I'm a woman, in terms of having kids'.*
> (120, young, female languages graduate, currently GTP Secondary)

> *'After I had my son I did supply work and that's what sparked the interest and now because I do have a son it is nice to have the holidays to spend with him. I don't think I would do it purely for the holidays if I hated the job, but it's a bonus'*
> (109, young mature, female natural science graduate, primary teacher, £21k-£24k)

However, the interviewees were not in agreement that the holidays were entirely a good thing or, indeed, that they were entirely 'holidays' in the true sense of the word:

> *'I think I'd rather have flexible holidays than long holidays because I find it quite frustrating that friends of mine go on holiday, they'll just take a long weekend just before Christmas or something and I can't do that because it's not flexible, I can't take a day off… if my friend was getting married or something I wouldn't be able to go. So although long holidays are wonderful and six weeks in particular is*

> *great if I'm just sitting at home on my own and all my friends are at work it's not as great as maybe you think'.*
> (103, young, female humanities graduate, secondary Teacher, £18k-£21k)

Teaching was also viewed as a career that had numerous developmental opportunities both inside and out of the classroom. One graduate who had left her career in IT to train as a teacher saw this as a principle factor in her decision:

> *'…future flexibility. It's a career that can go in various paths once you've done the first few years and there are various options available to you. You can become a head of department, sort of go down that route, or you can go down the management route and think about being a head of year or in that kind of area. And flexible as well with future plans, having a family later, it being a job that could potentially fit around that nicely. Something that would fulfil me and make me feel happy'.*
> (102, young, female languages graduate, secondary teacher, current salary not known)

For one graduate who had subsequently left the profession after teaching for two years this was still an appealing facet of the job for future consideration:

> [Interviewer: [When you graduated] you had the intention to teach for a while but not necessarily that it was a lifelong career, vocation…?]
>
> *'I was going to see.* [A teaching degree] *was a good qualification to have because you can always go back to it or tutor, there are so many avenues you can go down'.*
> (096, young, female education graduate, power trader, Energy provider, £27k-£30k)

Therefore, these extrinsic and intrinsic 'pull' factors, facets of teaching that attract trainees into the profession, only make up part of an answer to the question of 'why teach?' In the interviews, there were also strong 'push' factors associated a motivation to enter this profession or, at least, become qualified, for instance, dissatisfaction in another job or failure to find appropriate employment, a finding echoing that of Thornton and Reid (2001). One graduate when discussing her decision to train as a primary teacher, referred to her previous job in business services sector and the problems that had compelled her decision:

> *'I was sick of the industry, the mentality and the hours and everything else. I was interested in being in an educational training type of role in industry but the budgets got cut and there was no possibility in getting involved in training'.*
> (060, young, female interdisciplinary graduate, currently flexible PGCE student)

Indeed, one of the most interesting points raised by the interviewees who had entered teaching after working in other jobs and sectors in discussing their motivation for entering the profession was the comparison between the two experiences. In many cases, the decision to teach was taken in part as a reaction against what they had done before.

Vanessa – A positive choice

Vanessa graduated with a languages degree from an old university. She subsequently was recruited by an international blue-chip company as an IT consultant on their graduate training programme. After three years in the post she decided to undertake a Secondary PGCE and at the time of the interview was coming to the end of her first term teaching at an inner-city school in London. She appeared to epitomise the type of graduate referred to by Wilce (2002); those leaving high-paying jobs to enter teaching for reasons of job satisfaction.

On her early career:

'It's a learning experience, or that's how I've seen it. I've tried something and [by] *trying something I found what I really like doing and I'm not sure that university really equipped me with the ability to be able to say what I'd really like to do… I work with a number of staff who've come straight from university into teaching and they can identify a lot of the bad things about teaching but, because I've done a job which I didn't particularly enjoy, I feel I can weigh things up a bit better and say 'OK that's not great', but because I'm happy with the rest of it, it's* [all] *worth it'.*

Inevitably, for some interviewees, the decision to embark on initial teacher training appeared to have been undertaken, in the words of one respondent, in lieu of a *'better idea'*, a trend that may grow with the introduction of training salaries for PGCE courses:

> *'Well, to start off with, I always felt like I ended up teaching by default because I didn't know what else to do. I was working as an learning support assistant myself, I realised when I was doing that I could have a go at doing what they were doing, because I felt that I had enough knowledge myself to be able to do it quite well, and that's what got me thinking about going into teaching, but I had no kind of thoughts about it before, particularly. It wasn't particularly planned out at all'.*
>
> [Interviewer: So the LSA job you had, did you take that because you needed a job effectively?]
>
> *'Yes. It wasn't particularly good pay but it was something to do. I was bored sitting at home basically, there is only so long you can do that'.*
> (091, young, female interdisciplinary graduate, Primary Teacher, £21k-£24k)

Similarly, another graduate who after pursuing a career in media (her degree discipline) and finding opportunities limited was persuaded to embark on teacher training by friends in the profession as means of changing career direction:

> *'I still tried to follow* [a career in media] *through a little bit, but then I was talking to lots of other people, a couple of my friends were teachers as well, they were just telling me what a fantastic job, what a lovely job it was and that I would be a great teacher. They were all trying to fill me with some confidence. I thought I could try and apply to* [the local university]*, there aren't many places, to be honest with you, so many applicants* [that] *I wasn't really expecting to get in. I thought I'd bodged my interview and then they sent me a letter to say I'd got in, so I was very shocked. I'm just glad I did it really'.*

> [Interviewer: The reason you decided on teaching was the fact that you were looking for another career…]
>
> *'Yes, it was, it was a case of the media side was impossible really at the time, so I needed to think of another route. As a kid, I'd always thought, "I want to be a teacher", but most children think that… "I want to be a teacher; I want to be a fireman…" I'd always thought I want to be a teacher, but as a kid you're a bit naïve and a bit gullible and I didn't really want to follow it through. Of course, enjoying the media so much, I wanted to do a bit more of that, but obviously it didn't happen'.*
> (105, young, female humanities graduate, primary teacher, £18k-£21k)

In fact, overall, the graduates interviewed displayed significant practicality in their decision to enter the profession, often driven more by external circumstances in their private lives, or indeed anticipation of circumstance, than by some altruistic tendency.

> *'I left university, I didn't have a clear idea of what I particularly wanted, I mean if I wanted to carry on with the psychology that I'd started, I'd have had to have had years more education* [and] *I didn't think I could handle that at the time. This way, I was doing ten months intensive training and that would be it. I would then be in a profession, I would be earning money. It was basically to do with the fact that I wasn't earning anything particularly and I needed to be'.*
> (091, young, female interdisciplinary graduate, Primary Teacher, £21k-£24k)

Similarly, for several mature 'returners' to study we interviewed, the motivation to enter teaching was associated with life stage and the need to find a profession which fitted with other responsibilities:

> *I think it was just a new phase because I'd had the children, I'd been teaching aerobics while they were growing up and they were off at school and I thought, "What shall I do now?" and I thought, "I know, I'll do some A-levels!"… Did those in like six months and thought, "what shall I do next?" and thought I'd go to university and what fits in with the children, "Oh! Teaching!" So I'd go to university and become a teacher. It was just a stage in life. It just sort of worked well with how my family was going'.*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

Government Incentives to attract graduates to the profession

As already discussed, there has been a mixed reception from practitioners and commentators alike about the initiatives that Government has introduced to reverse the trend for declining numbers of applicants to ITT and to improve the academic standard of these applicants. Whilst the number of applicants has increased in recent years, partly as a result of initiatives such as the payment of training salaries for PGCEs and incentives for teachers in areas of low recruitment such as maths and science, there has also been criticism that initiatives such as the Fast Track Teaching Programme and flexible PGCEs have had insufficient impact on recruitment and the advertising campaign to encourage recruitment have been poorly targeted and do not address those factors important to graduates who could be brought into the profession (Cockburn and Haydn 2004). So how were these schemes and initiatives viewed by the graduates of 1999 who had experienced them?

Josie – discovering the right career

Josie graduated in humanities from a HE college. After failing to obtain a place on a graduate training programme and spending a year working in a non-graduate, administrative position, she undertook a Secondary PGCE. At the time of the interview she was in her second school and coming to the end of her third year teaching. She had moved schools in order to obtain promotion to head of department and had been appointed as an Advanced Skills teacher after only two years teaching. She was currently doing both posts.

On the decision to become a teacher:

No I'd done nothing… People have said to me "Oh, I always knew you were going to be a teacher" but it's something I'd never ever considered. But since I've done it I know now that's definitely the right job for me and the right career…. [My previous job] was just boring. I like to see the finished product and I think that's why the teaching appeals to me because I've just had two years with my GCSEs, they've done their exam and then I'm going to see the results and the follow up. [It's] *the fact that I can see something that's worthwhile'.*

In terms of the initiatives that the government has introduced to entice high-calibre graduates into the profession and to 're-brand' teaching so it will appeal to such applicants. One teacher who had been recruited onto a 'fast-track' scheme indicated that whilst it had not been a principle motivation, the place on the programme did validate a difficult decision to change careers because of the support it provided:

> *'The* [fast-track scheme is] *basically a recruitment and retention incentive and it offers extra finance. I was given a laptop and a digital camera and I have access to funding for extra training and extra support in determining and forwarding my career..'.*
>
> [Interviewer: Was that important in your decision to go in to teaching as a profession?]

> *'It wasn't actually, I had already decided I wanted to go in to teaching and I had applied through the normal measures and then I came across this program that was very new, I happened to come across a newspaper article and thought I'll apply for it, see if I get it and then decide after if I want to stay on it and I did. It wasn't crucial for me to go in to teaching: what it did do was… before I started teaching I had some doubts about whether I was doing the right thing because I was changing jobs, it did reassure me that I was going to be given support'.*
> (110, young mature, female humanities graduate, secondary teacher, £21k-£24k)

Another interviewee, currently undertaking a flexible PGCE, reflected that this route provided her with a useful option because of a desire to qualify as quickly as possible, despite the intensive nature of the training:

> *'With a flexible PGCE you don't have any lecture time, all you have to do is fulfil the requirements of teacher training and it's up to you how you do it. A lot of people take a lot longer but it gives you option to do it faster. I started full-time in school in November and I have to do 120 days in school, I've done thirteen weeks and I've got another eleven weeks to do and on top of that you have assignment work and I'm happy I can do that in the holidays and get through it in seven months instead of nine'.*
> (060, female interdisciplinary graduate, currently full-time PGCE student)

Another graduate currently training to qualify as a teacher, this time on the Graduate Teacher Training Programme, highlighted the fact that despite a long-held desire to train as a teacher she might have been lost to the profession because of the fact that training salaries for PGCE students were not available when she first graduated:

> *'The reason I went in to teaching is I've always wanted to be a teacher since I was about six but unfortunately due to financial circumstances when I came out of university I wasn't able to afford to do the PGCE course because you didn't get any of the assistance you get now'.*
> (120, young, female languages graduate, currently GTP Secondary)

For some, then, the training salary appears to not only be an incentive to embark on teacher training but a necessity. Due to financial restrictions, this particular graduate had decided to try for the GTP route into teaching but found the restrictions of the programme provided obstacles for the candidates it was intended to attract:

> *'I had been trying for a couple of years to get on the GTP because the scheme is for professionals between the age of twenty-four and forty something and the idea is you are an ex-professional and you bring experiences of the working world but they were requesting things like fifty hours spent working in a school. If you are a worker you can't do that so I found a school that bent the rules enough to say come in for various days, which I did, and they were able to take me on that basis'.*
> (120, young, female languages graduate, currently GTP Secondary)

The following excerpt reiterates the above point but where perseverance didn't pay off:

> *'Yes. Well, originally I didn't want to do a PGCE because that would mean giving up work and I tried for a long time… there are certain schools that do graduate teacher training programmes where you're paid and you work in a school and you train at the same time which I know is really hard work because I know people who've done it. But it would have meant that I could have carried on earning because by that time we'd bought a house and we had a mortgage and everything. But I wrote to about thirty schools but had nothing positive back at all so thought, OK, it's going to be a PGCE. So I went down that route'.*
> (7045, young, female interdisciplinary graduate, primary teacher, £18k-£21k)

This case illustrates how the introduction of training salaries for PGCE students is likely to have had a positive effect on ensuring that some graduates with a firm interest in teaching are not lost to the profession for reasons of finance and may be positively encouraged to enter ITT sooner rather than later. However, another case highlights the problems of introducing such payments and the way it may also attract graduates with either little interest in teaching or without a firm intention of pursuing it as a career and thus contribute to drop-out rates on ITT course and in the first few years of their careers and highlights the importance of careful selection for this route. In the following case, after initially entering onto a PGCE for these reasons, the respondent decided to try teaching for one year but decided that he *'wasn't right for teaching'*:

> '[The] *only reason I did a PGCE was I lost my job, I was a rights of way officer, got "done", lost my driving licence so I lost my job. I couldn't find employment as a rights of way officer without a car; I couldn't find employment at all, because I live in an area of high unemployment. I'd got to move to get near work, without my car I'd got to move, and the Government had just brought in £150 per week to go back to university and do the scheme, and the idea was to do the PGCE on the £150pw from the Government to get me through the year until I could get work again'.*
> (084, mature, male vocational degree, Secondary PGCE, Public rights of way officer, public services, current salary not known)

2.3 Summary

- Compared to those without a teaching qualification, 1999 graduates who were qualified to teach, either by an undergraduate or postgraduate route, were more likely to female, to be mature returners to study, to have attended a post-1992 university or HE college and to have attended a non-fee paying school prior to HE.
- Those who qualified by the attainment of a BEd/BA/BSc(QTS) had lower average attainment in pre-HE qualifications and were more likely to have come from a lower socio-economic group than other graduates (possibly associated with their older age profile and propensity to enter HE with 'non-standard' entry qualifications).
- Some degree subjects are more likely than others to be followed by a PGCE. Graduates in languages, arts and humanities were most likely to study for a

PGCE, but a gender effect is evident amongst graduates in some subjects. For example, male natural science graduates were more likely than males in other subjects to study for a PGCE; 19 per cent of female maths and computing graduates studied for a PGCE compared to only two per cent of males.

- Graduates in different subjects displayed different patterns of entry onto PGCE courses over their early career. For example, education graduates (without QTS) tended to study for a PGCE immediately after graduation whereas those in arts tended to enter in relatively large numbers over the first three years post-graduation.
- Explanations of the decision to study for a teaching qualification varied across the sample according to a range of 'pull' and 'push' factors, including: those where a career in teaching was a long-held ambition and a vocation; those who were motivated by altruistic reasons (*e.g.* desire to do socially-useful work); those attracted by intrinsic aspects of teaching (*e.g.* working with children); those attracted by extrinsic aspects of teaching (*e.g.* family-friendly flexibility, holidays); those who valued the opportunity to enter a secure and respected profession and those who were motivated to teach by external circumstances (*e.g.* life stage, lack of satisfaction/success in previous job). For many a combination of factors was important, for example, a 'fit' between external circumstances and extrinsic aspects of the profession.
- Government incentives to attract graduates into the profession had a mixed impact. While the interviews show that the introduction of training salaries had enabled highly-motivated candidates to enter the profession, we also found some evidence to indicate that they had also attracted less suitable entrants.
- Graduates who perceived that the debts that they had accumulated while studying for their 1999 qualification had affected their options in some way were 20 per cent less likely to undertake a PGCE than either those with no debts or those who indicated that they were not affected by their debts.

CHAPTER 3

THE DECISION TO TEACH – WHO SURVIVES AND WHO LEAVES?

3.1 Introduction

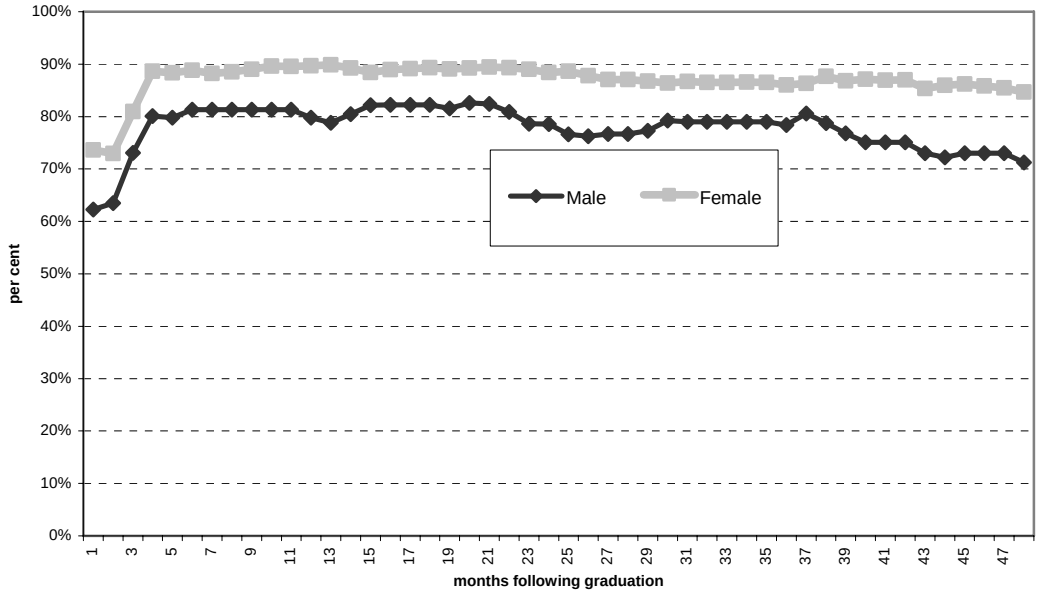
Smithers and Robinson (2003) found that those that leave teaching as a profession tended disproportionately to be younger with few years' service. In this study of mainly young graduates who are qualified to teach, a key question is; who leaves and who stays in the profession and why? In this section, we discuss those who decided, after initially entering the teaching profession, to leave for employment elsewhere and examine the characteristics of the 1999 sample 'dropouts'.

3.2 Entering the labour market

Much of the literature on teaching as a career focuses on the motivation of candidates to enter or remain in the profession. However, there has been little investigation of the critical point between the completion of training and entry to the profession proper, where a significant proportion of potential teachers are lost. Why do individuals who completed either postgraduate or undergraduate training programmes, at considerable investment to themselves both of time and, probably, money, never enter the profession for which they are qualified?

Figure 3.1 shows the share of employed graduates who qualified to teach via the undergraduate route and who were working as teachers over the period covered by the survey. It shows that, for female graduates, at the beginning of the school year immediately after graduation, 90 per cent were working as teachers compared to 80 per cent of males. This figure for women begins to decline very gradually from approximately the two year mark and after four years in the labour market the proportion in teaching has declined by five percentage points. For men, there is a slight increase in numbers that appears to coincide with the second school year after graduation and a levelling off in the third year. There is, however, a notable decline of approximately 10 percentage points in the course of the fourth year. Overall, there is 10 per cent 'wastage' over the whole period covered by the survey. Are males who complete teaching qualifications less likely to enter the profession and more likely to drop out – and consequently, is training more likely to represent a poor investment for male graduates themselves and the country?

Figure 3.1: Proportion of employed BEd/BA/BSc(QTS) graduates working as teachers, comparing males and females



The numbers of those who never taught are relatively small and therefore meaningful comparison of the characteristics of those who never taught, those who had taught but had subsequently quit and those still teaching is not feasible. We can, however, compare those in teaching and not teaching at the time of the survey, and we can assess the extent to which those who have apparently dropped out may be using the skills and qualifications they developed on their courses. First, we can consider whether there is any difference in attitudes between the two groups not related to the decision to enter higher education or their post-facto assessment of the experience. Table 3.1 compares the motivation for entering higher education for those BEd/BA/BSc(QTS) graduates who were teaching at the time of the survey and those who were not. It shows that those not in teaching were more likely to indicate entering higher education as the 'normal thing to do'. However, they were notably less likely to indicate having a 'particular career in mind' indicating that their choice of degree subject was less predicated on a vocational motive than those who were teaching. This appears to be the key difference between the two groups.

Table 3.1: Responses to question: why did you decide to enter higher education? All BEd/BA/BSc(QTS) graduates, comparing those teaching and those not at the time of the survey, according to gender

	Teaching		Not Teaching	
	Male	**Female**	**Male**	**Female**
It was the normal thing to do	13.8	16.8	30.2	23.7
Had particular career in mind, needed to take this course	82.6	91.4	65.9	74.3
I thought it would improve my employment prospects	47.8	32.8	34.9	57.0
To change my career options	28.3	17.7	20.2	5.3
I wanted to be a student	27.1	16.2	19.4	26.4
I was advised to do it	15.0	7.8	12.4	8.3

In terms of the assessment of what, with hindsight, they might change about their decision to enter higher education, the only notable difference between the groups was amongst female graduates. Over 40 per cent of women who graduated with a BEd/BA/BSc(QTS) but were not subsequently teaching reported that they would do a different course compared to 7 per cent of those in teaching. However, all of those not currently teaching indicated that they would still enter higher education.

This, however, does not tell us a great deal about why those who did not enter teaching chose not to. In the interview programme, we spoke to several education graduates who had decided that the teaching profession was not for them, such as Helen.

Helen – never taught

Helen completed a primary education degree (English with QTS) but decided during her final year that she was not going to enter the teaching profession despite embarking on the degree with a firm intention of following primary teaching as a long-term career. She subsequently completed a TEFL course and spent the year after graduation in a number of temporary administrative jobs. She then spent a year teaching abroad and in the UK on TEFL programmes before gaining an administrative role at a not-for-profit organisation. At the time of the interview she was trying to establish herself as a self-employed proof-reader and editor.

In explaining her decision to complete her education degree and subsequently not enter the profession, she described the lack of autonomy she felt she would be subject to under the national curriculum:

'My subject that I loved was English and you know teaching primary school children you have to teach all subjects in the school. So I couldn't find all that enthusiasm really to teach subjects that I wasn't interested in. Also, while I was doing my final year, I think the national literacy and numeracy hours came in which were very prescriptive, literacy obviously was the ways of teaching English and at that point was very rigid, like at this hour you would spend the first five minutes doing this and you will spend 20 minutes doing this - you know, working with groups of this size - and it was incredibly prescriptive and I had my own ideas about how I wanted to teach English and the two weren't always compatible'.

'I felt that there are so many people who… you couldn't ever imagine them being anything else other than a wonderful teacher and I kind of measured myself against them and I thought, "well, I could be a kind of... teacher for my whole life or I could drop that and try and find something that I am good at. So, I just thought there was something out there that I was better at than teaching'.

Helen's account indicated a wide spectrum of reasons why she had become disenchanted with the idea of becoming a teacher, including the importance of teaching practice experience on ITT (in her case, somewhat negative) contact with other more experienced teachers in placement schools:

> *'…while I was doing my teaching practice, my teacher who I was training with at the school began taking tranquillisers just before there was an inspection due. Then a few months later when I went back to do my final year research project, she was still on the tranquillisers, she'd lost a lot of weight, she looked awful and she said "Do not go into teaching," and I looked at how it affected her life and threatened her health and I thought "Do I want my life like that?'*

Among those who we interviewed who hadn't entered teaching we found examples of those who had, as in the case above, not entered teaching after some negative experience of the job in their degree practices, sometimes associated with their perception of the stress of the job and sometimes relating to their own ability to handle these stresses[8]. We also found examples of education graduates who had had no intention of going into the profession, which suggests that selection onto courses could be more effective.

> *'The reason I did PE was I went to* [a red-brick] *university the year before to do Accounting and Financial Economics and I dropped out of that course and worked for a year and I wanted to go back to university - but to enjoy myself and do a course that I would like and I've always participated in sports'.*
>
> [Interviewer: So it was purely out of personal interest?]
>
> *'Yes, I wanted to do sport and live in Leeds'.*
>
> [Interviewer: What about when you finished the course, you didn't feel you had any grand plan...]
>
> *'I didn't want to be a PE teacher and there weren't that many other opportunities within sport that are paid very well'.*
> (061, young, male education (secondary) graduate, data analyst, energy provider, £18k-£21k)

3.3 Who opted out of teaching and what did they do instead?

The preceding examples provide some insight into those who never entered teaching after obtaining qualifications to do so. The following section explores differences between all those qualified to teach, whether by completion of an education degree or a PGCE, who were not teaching at the time of the survey but employed elsewhere[9] and those currently teaching. For

[8] Factors related to a successful teaching practice are discussed in detail in Cockburn and Haydn (2003).

[9] All figures that follow relate only to those graduates in employment at the time of the survey. This is done in order to remove any graduates not in the labour market, that may or may not be qualified to teach, and also to avoid including any current PGCE students who would wrongly be classified as not teaching despite indicating the attainment of this PGCE.

both education graduates and PGCE holder groups, a higher proportion of men do not subsequently go into teaching once qualified. Only 55 per cent of male PGCE holders were teaching at the time of the survey (2003/04) compared to 74 per cent of females and 78 per cent of those qualified via the undergraduate route were teaching compared to 90 per cent of females.

Although some of the subsequent figures should be treated with caution, given the small numbers in the categories examined, we can further investigate the characteristics of those qualified to teach but who subsequently were employed outside teaching four years after graduation. Amongst young graduates, 87 per cent of degree-qualified graduates and 73 per cent of PGCE-qualified were teaching. This can be compared to those who graduated aged 30 or over, of whom 86 per cent of the degree-qualified were teaching but only 44 per cent of PGCE holders. In terms of social class there was little to indicate that those from different class backgrounds were more or less likely to enter the teaching profession or stay within the occupation having completed an education degree with QTS[10].

Table 3.2 below shows the sector of employment of those qualified to teach who were in occupations other than secondary or primary teaching. As previously mentioned, significant proportions of BEd/BA/BSc(QTS) graduates and PGCE holders were working in other areas of education (for example, further education teacher, special needs coordinators, educational consultant) – so therefore were likely to be doing work that built upon and used their training – and this was clearly the case in some of the other cases of teaching-qualified employees working in public sector services, to a greater or lesser extent (for example, careers adviser, police officer, disability inclusion officer). Other jobs occupied by such graduates included HR assistant, call centre worker, banking advisor and trainee accountant – all less likely to draw on the knowledge or skills developed in higher education.

[10] Respondents were asked in the questionnaire to indicate the occupations of their parents when they were 14 years of age; the age adjudged to be that at which most young people in the UK make significant educational choices that facilitate or restrict future educational and employment options. This was then used to assign social class background according to NSSEC. This has obvious implications for the classification of mature entrants to HE whose social class might be different to that of their parents at the time they return to study. However, it is useful in reflecting class-related explanations for not entering HE when they left secondary education initially.

Table 3.2: Sector of employment for PGCE holders and education graduates not currently in teaching

	% of those qualified to teach not currently working as teachers
Agriculture, mining and quarrying	.2
Manufacturing	.3
Electricity, gas, water supply	2.3
Construction	-
Distribution, hotels, catering	4.5
Transport and tourist services	.7
Information and communications sector	3.7
Banking, finance, insurance	3.9
Business services	2.8
Education	57.4
Other public services	21.3
Other	1.8

In terms of educational attainment, there was little difference in the class of degree achieved (whether on an education degree or on another pre-PGCE undergraduate degree) between those currently teaching and those not.

As Table 3.3 illustrates, however, there were clear differences in the reasons given by teachers and non-teachers for taking their current job. Unsurprisingly, those teaching were very likely to have taken their current job because 'it was exactly the type of work I wanted'. They were also very marginally more likely to have given job security as a reason. However, in all other cases, they were less likely than those qualified to teach but working in other occupations to have indicated these as reasons, perhaps most notably, 'attractive salary'. This partly reflects the fact that those respondents reporting it was exactly what they wanted were less likely to have given more than one reason.

Table 3.3: Reasons given for taking current job, comparing all graduates by whether qualified to teach and whether currently employed as a teacher

	Teaching	Not Teaching	All Graduates not qualified to Teach
It was exactly the type of work I wanted	83.4	55.4	49.3
The salary level was attractive	13.4	28.9	37.2
Other conditions of employment were attractive	15.6	26.5	31.4
I wanted to work in this locality/region	44.1	43.6	42.5
I was already working for this employer	4.5	13.7	13.3
It offered interesting work	28.6	45.6	48.5
To gain experience to obtain the type of job I want	5.9	21.6	24.2
It offered job security	29.3	26	25.5
It was compatible with my partner's career	4.7	7.8	4.9
It suits me in the short term	8.4	17.6	17.3
It is better than being unemployed	5	9.3	14.4

Similarly, there were notable differences in the characteristics that the respondents reported as being provided by their current jobs. Unsurprisingly, those in teaching were less likely to report that their current job provided competitive salary, but more likely to indicate long-term security. Interestingly, both groups reported to a similar extent that their job provided the opportunity to do socially-useful work suggesting that those qualified to teach but not teaching might seek work which is related or provides some other public service reflecting their values and motivation to enter teaching in the first instance. Teachers were also more likely to indicate that their jobs provided continual skills development and interesting and challenging work (Table 3.4).

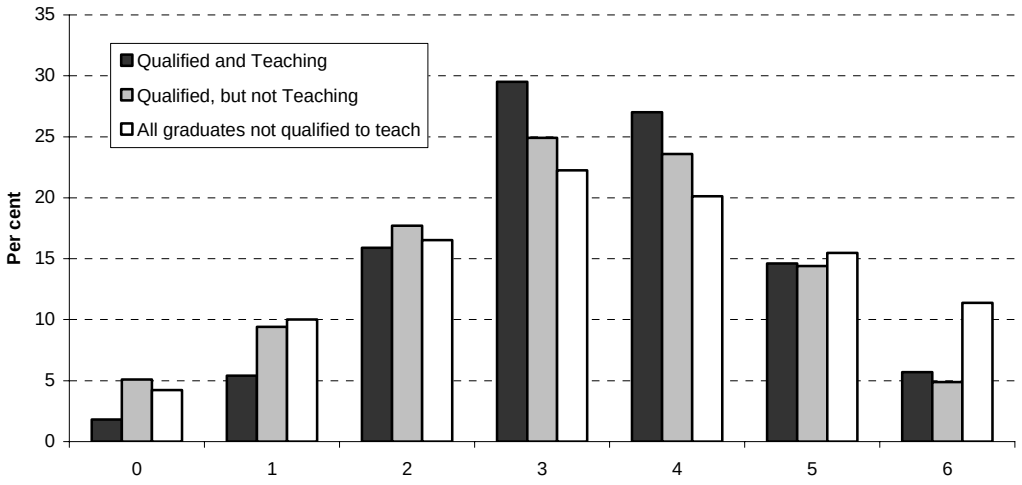
Table 3.4: Characteristics provided in current job, comparing all graduates qualified to teach according to whether they were teaching or not

	Teaching	Not Teaching	All Graduates not qualified to teach
Competitive salary	23.8	33.8	51.7
Continual skills development	80.5	72.1	69.8
Interesting and challenging work	92.1	79.4	77.6
Socially useful work	61.4	57.8	36.7
Long-term security	72.5	57.4	47.5
Opportunities for an international career	24	19.1	31
Opportunities to reach managerial levels	61.6	45.1	54.9
Progressive and dynamic organisation	18.1	21.6	37.2
Working with people you enjoy socialising with	53.6	50.5	52.2

By aggregating a number of these work characteristics[11] that respondents report as being present in their current job, we developed an index of job quality on a scale of zero (where the job provides none of the predefined characteristics) and six (where almost all positive attributes are present in the job). In this way we have been able to compare respondents' subjective assessments of 'job quality' and the extent of 'fit' between individual and job. Again, comparing those qualified to teach by whether they were teaching or not, overall we see that teachers were likely to report higher mean job quality (Figure 3.2).

[11] The chosen job characteristics were: competitive salary, continual skills development, interesting and challenging work, long-term security, working in a progressive and dynamic organisation and working with people you enjoy socialising with.

Figure 3.2: Index of job quality, comparing all graduates qualified to teach and whether teaching or not with all other graduates

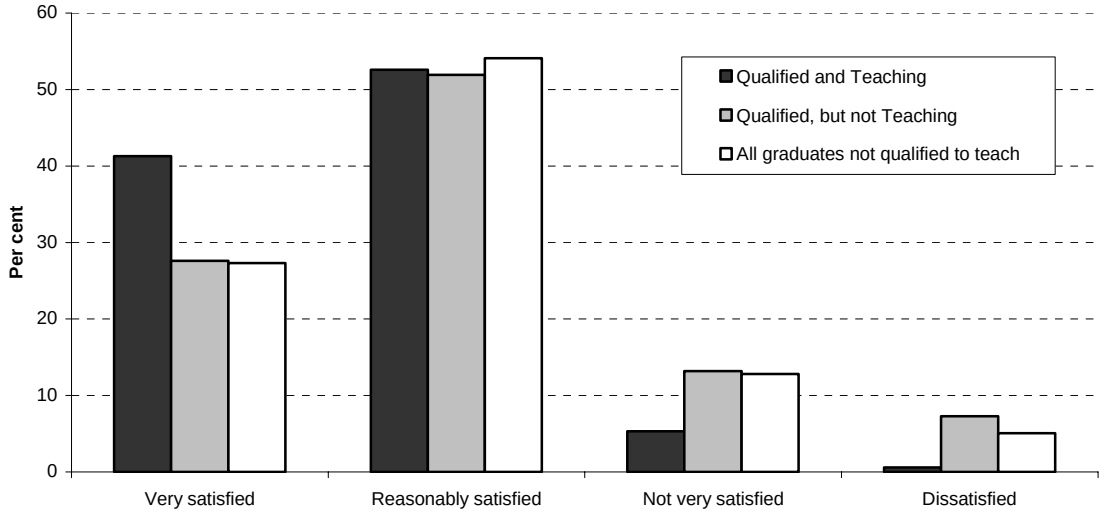


Unsurprisingly, those currently working as teachers indicated higher levels of 'graduate-ness'[12] in their current jobs. This was in terms of the requirement to hold a degree to obtain the job but also in terms of high levels of use of their degree skills and knowledge (approximately 95 per cent reported using them in their current jobs). In comparison, of those not currently teaching, only 56 per cent reported being in a job for which a degree was required, 62 per cent reported using their degree knowledge and 75 per cent, using the skills gained through their degree. Consistent with this, analysis using SOC(HE) shows that approximately one-third of those qualified to teach but not employed as teachers were in non-graduate areas of employment. Similarly, according to classification of current jobs under SOC2000, we see a significant proportion of non-teachers, qualified to do so but working in administrative and secretarial (15 per cent), personal services (10 per cent) and other occupations (6 per cent) which are unlikely to be making use of their skills or qualifications.

Figure 3.3 compares the reported satisfaction with career, to date. Those in teaching are more likely to indicate being very satisfied with their careers, to date compared to those qualified to teach but not teaching and all other graduates who were not qualified for teaching. The latter two groups were subsequently less likely to indicate being not very satisfied or dissatisfied with the way their careers had gone so far.

[12] In this case, the extent to which a job can be described as appropriate work for a degree holder whether by the requirement for applicants to hold a degree to obtain the job or through the use of skills and/or knowledge acquired on a degree course.

Figure 3.3: Satisfaction with career to date, comparing all graduates qualified to teach and whether teaching or not with all other graduates



3.4 Why not teach?

Smithers and Robinson (2003) conclude that five main factors influenced teachers' decision to leave the profession: workload, desire for a new challenge, the school situation, salary and personal circumstances. They found that workload was by far the most important, and salary the least. They found that few teachers were tempted away from the profession by better career prospects or higher salary elsewhere. However, younger 'leavers' were more likely to have cited salary and personal circumstances as reasons. Amongst the interview sample for this project there was little to indicate that the reasons identified in previous research for not entering teaching (*i.e*. external reasons such as pay or workload, identified in for example, Barmby and Coe, 2004) were influential in the decision not to enter profession, but were they cited as reasons for leaving teaching. Of those interviewed who had entered and then left teaching we found examples of respondents who cited various intrinsic and extrinsic reasons for exiting the profession. The response of one graduate who abandoned a career in teaching to enter the Civil Service fast-stream programme, encapsulated several of these factors:

> *'I always wanted to do a good job and I always want to feel that I have done the best I can do. Teaching is a never ending thing, there is always one more thing you can do to make it better that will improve your children's results or happiness and that's why I felt I really had to do a good job at planning my lessons. I'd spend an awful lot of my Sunday slogging to provide really good worksheets for different levels between the class, making sure they had all the adequate background sheets… and all that stuff took forever. And there are an awful lot of teachers that don't bother after a while - or are maybe just better than me - but it took so long to do and then during the week it was the worst thing when you had History, Maths, English and Science on one day you had a hundred and twenty books to mark and that was demoralising. I wanted to do a good job because I knew how much it meant to me when I was a kid and I wanted to make sure they got a decent comment at least half of the time to help them improve. I felt I couldn't give my all, all the time, or something would have to give and that was*

> *my health. And I just felt that if that was one side of it, the other side of it was monotonous and I knew what was going to happen every year and I didn't feel I was stretched mentally. Physically I was very tired nearly all the time, but mentally I wasn't. It wasn't me. I did enjoy it, but I wanted something better, and money too'.*
> (076, female education (primary) graduate, civil servant, £27k-£30k)

Even graduates who had long held an ambition to enter teaching found that the job had not lived up to their expectations once in a permanent post. In the following case this appeared to be simply due to a lack of job satisfaction, explicitly referring to the burden of bureaucracy, but the respondent also had concerns about career progression:

Veronica - the disillusioned

Veronica graduated with a degree in maths and primary education from an old university. After two years teaching she left the profession to work in the energy sector and, at the time of the interview was working as a power trader.

On why she left the profession:
'I think teaching was something I had always wanted to do, and then once I got into it and I did it for a year or so, and I realised that I didn't actually get the job satisfaction out of it I wanted to do. If I wanted to progress with my career, I would have to look at going into management, headship and that sort of thing, not necessarily straight away but that would be the long-term and it wasn't something I really thought I could do, and I just didn't get the job satisfaction from it. And that was really my main reason for leaving, I suppose. I don't know, I suppose you always hear bad reports in the press, so you can gather the kind of things I'm talking about, but the paperwork, bureaucracy was just all too much really… I always thought I'd like to be a head or something, but when I got into the actual job itself, and saw what heads were expected to do, I thought, "No, that's not for me either", so I looked for alternative employment'.

A number of interviews provided examples of interviewees' job satisfaction due to the challenging and varied nature of teaching, but it is also inevitable that we found examples of graduates who had subsequently left teaching because they had not found it challenging or stimulating enough. Fraser *et al.* (1998) suggest that leavers from the profession assign greater importance to factors including job challenge than those staying within the profession.

> *'I was just working as a teacher and decided I wanted something a bit more challenging, not hours-wise but mind-wise…'*
> (076, female education (primary) graduate, civil servant, £27k-£30k)

In contrast, emphasising the fact that suitability for teaching as a profession is a very individual issue, another graduate found that the demands of the job were simply too much.

> *'… one of the reasons I was bad at [teaching] was because I couldn't take the pressure. There was too much work, too long hours, it was just too much for me and then I was struggling on personal terms…. I just went to the wrong school; they put too much on me. Yes, it was too much for me, I wasn't up to it'.*
> (084, mature, male vocational degree, Secondary PGCE, Public rights of way officer, public services, current salary not known)

This raises the most cited criticism of teaching, even among those still in the profession, and one of the most frequently referred-to reasons for leaving the profession; workload and working hours. The following quote echoes the feelings of several interviewees who reflected on being overwhelmed by the tasks expected of them. On being asked why she had left teaching, she said:

> *'Mainly it was just the hours. You put a lot of time in during the day and that was okay, I don't mind doing that. The majority of the children that you teach are fine. But I was coming home and sitting down and doing more work, perhaps doing 2-3 hours. Then on the weekend, I was spending time as well. So really it ended up becoming more like a 6 day week job… I wanted something else really that would give me a more normal working day'.*
> (7015, mature female education (primary) graduate, student nurse, public services, current salary not known)

One aspect of the workload problem referred to was the day-to-day, week-to-week overload but the cumulative pressure was also referred to. Both aspects appeared to contribute to a sense of being out of control which culminated in the decision to quit:

> *'Basically* [teaching] *was your whole life and you never felt you were getting anywhere. It was never ending. People seem to think you get loads of holidays but you're just catching up with what you haven't done before'.*
> (7132, female medicine and related graduate (PGCE Primary), currently full-time undergraduate student)

Previous studies, such as Smithers and Robinson (2002), found that earnings were not a strong variable in people's decisions to quite teaching. One graduate highlighted the intrinsic-extrinsic 'trade-off' which seemed to be partly behind the decision to enter teaching and the fact that it is more likely to be a lack of intrinsic satisfaction that leads people to leave the profession. In the following case, however, the absence of 'altruistic satisfaction', not getting enough out of working with children, was central to the decision to leave teaching:

> *'Money isn't really so much the issue* [for me]. *Obviously I would like a good standard of living but I think for the teaching you go in to it because of how you want to influence young lives and that sort of thing and I wasn't dissatisfied with the amount I was earning or anything, it was more that I wasn't getting enough out of it'*
> (7132, female medicine and related graduate (PGCE Primary), currently full-time undergraduate student)

The following extract again indicates this trade-off and how the enjoyable aspects of the job for some outweigh its downsides but also how precarious this balance can be and how those still in the profession have an acute understanding of why others might leave it:

> *'If anyone had told me exactly how much work there was, I probably wouldn't have* [entered teaching]*, but I do enjoy working with children, always have done and I think that still is the main part that I enjoy'*
> (091, female interdisciplinary graduate, Primary Teacher, £21k-£24k)

In the previous section, the importance of 'successful' teaching practices was central to education graduates and PGCE holders deciding to enter the profession. For those who obtained teaching posts upon graduation, the initial forays into the teaching labour market, whether in supply teaching or in a permanent post, were equally important in ensuring graduates' survival in the profession [a fact acknowledged by the Education and Skills Committee (2004) in advocating the expansion of the induction programme for NQTs]. The following extract highlights the impact of both negative and positive early experiences:

> *'The year I qualified I got a job first of all in a school and I packed in after six weeks because it was so awful and wasn't going to go back to teaching at all. It really put me off, but my friend who I trained with was working at the school I'm at now and persuaded me to go in and do some supply work the following March, and I did quite a bit of supply work over the next term and a half up to the summer holidays, and they offered me a full-time job starting in the September'.*
>
> (117, mature, female education graduate, primary teacher, £18k-£21k)

The interviews allowed significant insight into the motivations of graduates and the decisions they make prior to and throughout their early careers and enable us to explore the relationships between ambition, decision-making and labour market outcomes. By allowing graduates to tell us in their own terms how they came to make certain decisions it was possible to gain an understanding of the choices that they had made. Where the initial motivation to teach was, for example, economic rather than related to the inherent characteristics of the job, it is not surprising that there may be a greater likelihood that candidates will not remain in the profession. With some the connection between motivation to train and subsequent decision to leave the profession is clear as the following case illustrates.

Simon – attracted by the money

A mature returner to higher education, Simon graduated in a vocational subject from a new university. After working in a number of roles for a year and eventually losing his job, he undertook a Secondary PGCE purely because of the training salary on offer. After finding that he enjoyed teaching more than he thought he might, he obtained a post as an ICT teacher. He quit the job after one year and was currently working as a public rights-of-way officer for a local authority.

On his decision to undertake ITT and subsequently leave the profession:
'I wasn't right for teaching. I did the PGCE solely for the £150pw, let's be honest about it. I enjoyed it in the end, I must have done otherwise I wouldn't have had a go at teaching. But I was fooling myself by thinking that I was suited or I was any good at it…;.

The following example also highlights a link between motivation and the propensity to leave the profession in the case of one graduate whose initial desire to teach was based on a desire to work with children. She had subsequently found that the reality of school life was not what she had envisaged and that dealing with children was only one part of the job. As another education graduate who had subsequently left the profession put it, '*I could have done with doing a bit more research into* [teaching]':

> *'Well, because I love children, that's why I went in to it, but when you have thirty of them the reality's a bit different and I found it exhausting. I'm sure, I only did it for two years, so you do learn where you can cut corners and get a bit more efficient but I just found the whole thing exhausting and the behaviour things and stuff… I loved what you did get back from the children, they could be quite funny and you did get some things back but not enough* [and] *the parents didn't really appreciate what you were trying to do…'.*
> (7132, female medicine and related graduate (PGCE Primary), currently full-time undergraduate student)

The Report of the House of Commons Education and Employment Select Committee (HMSO 1997) reports that the 'image' of teaching as a profession suffers in comparison with other careers in terms of pay, training and working conditions. Amongst those interviewees who had dropped out of the profession, several had chosen the profession on the basis of particular views of what the job was going to be like, particularly working with children. They had subsequently found that by focusing on only part of the job, that of pupil contact, they had overlooked other components and their preparedness and suitability for undertaking them (for example, workload and bureaucracy).

Some graduates had taken a highly-instrumental approach to obtaining a teaching qualification, which was seen as a good and flexible investment:

> *'I never thought I would stay in teaching for the rest of my life because I always thought it would be a bit boring to do that forever, I didn't know that I would only stay for a year, I probably had in mind two or three. I was still employable and it was a good move'.*
>
> [Interviewer: You had the intention to do it for a while but not necessarily that it was a lifelong career/vocation…?]
>
> *'I was going to see… and it was a good qualification to have because you can always go back to it or tutor, there are so many avenues you can go down. I had to go and do a year and if you don't do a year you don't retain your qualification after three years'.*
> (076, young, female education (primary) graduate, civil servant, £27k-£30k)

Similarly, even those obviously committed to education may only use teaching as route by which to achieve a desired employment outcome. In the example below, the desire to train as an educational psychologist and the requirement for teaching experience to do so, meant that some graduates contributed to wastage out of the profession, while legitimately developing careers in related areas, as the example of Julianne shows.

Julianne – teaching as a stepping stone

Julianne graduated in psychology from an old university with the ambition of becoming an educational psychologist. She undertook a Primary PGCE and spent two years teaching, in two different schools in two different regions, to satisfy the professional requirements to continue on with her professional training. During the time at her second school she obtained a CPD grant from her LEA to undertake independent research, resulting in a PGCert in professional development to improve her application for a highly sought after place on an MSc Educational Psychology course. She had also been the Special Needs Co-ordinator at the school. At the time of interview she had just taken a funded place on an MSc programme and hoped to achieve chartered status as an educational psychologist within two years.

On her decision to leave teaching:
'I never really felt I'd arrived, I think. I always felt like there was something else that I wanted to do. It almost felt like a stepping stone all the time, it wasn't the end goal. I wouldn't say that I didn't enjoy it, but it never really felt like I could put everything into it because it wasn't really where I wanted to be. It was a means to an end in a way, I suppose'.

Finally, as previous examples cited have indicated, teaching was seen by several of the respondents as compatible with being parents – and in the case of some, an investment for the future:

> *'I wouldn't ever go back* [to full-time teaching]*, I'd do a job share when I've got kids, when circumstances are different. I think that's the way to go because even though you work more it doesn't affect your health and you can cope… I always said I'd never work in London for more than ten years so longer term I hope to be married with a couple of kids and going back to teaching when the time is right.*
> (076, young, female education (primary) graduate, civil servant, £27k-£30k)

Others referred to the possibility of casual and supply teaching and tutoring as possible back-ups if changes in their personal lives necessitated a reduction in working hours or things did not work out in their current careers.

3.5 Summary

- Approximately, 81 per cent of BEd/BA/BSc(QTS) graduates were employed as secondary or primary teachers after four years and 61 per cent PGCE holders were working as primary or secondary teachers after four years. Of PGCE holders, a further 12 per cent were working as other 'education professionals' (including FE/HE teachers, special needs coordinators).
- Successful work placements during the course of study and positive contact with those already in the profession was considered important in deciding whether or not to enter teaching as a career.

- Over 40 per cent of women who graduated with a BEd/BA/BSc(QTS) but were not subsequently teaching reported that they would do a different course compared to 7 per cent of those in teaching.
- Significant numbers of those qualified to teach but not teaching were employed in other areas of education or public services (e.g. as education officers, nursery workers).
- Comparing those qualified to teach who were working as teachers and those employed in other occupations, teachers reported higher job quality and greater satisfaction with their jobs overall and their careers to date.
- The most frequently-cited reasons for leaving the profession were workload and working hours. We also found a connection between motivation to enter the profession and decisions to leave the profession subsequently and the importance of a realistic perception of the job of teacher prior to entering the occupation.
- For some who had left the profession, there appeared to have been an overall imbalance where intrinsic job satisfaction had been outweighed by extrinsic dissatisfaction (e.g. terms and conditions of employment) and had eventually culminated in the decision to leave.
- For some, the decision to leave teaching was based on a pragmatic assessment of longer-term career and career goals, rather than dissatisfaction with the occupation itself.

CHAPTER 4

TEACHERS FOUR YEARS ON

4.1 Introduction

Having examined the employment outcomes for BEd/BA/BSc(QTS) graduates and PGCE holders who had left the teaching profession, this chapter looks at the group of graduates in the survey of 1999 graduates who were working as either secondary or primary teachers at the time of the survey in 2003/04. It begins by comparing the employment and earnings situation of primary and secondary teachers with those of all other graduates in employment. It then goes on to explore attitudes amongst the teachers that were interviewed, to identify themes reflecting what recently appointed teachers of the profession felt about the positive and negative aspects.

Table 4.1 shows the employment profile of those qualified to teach, either by attainment of a BEd/BA/BSc(QTS) or a PGCE, and whether they were currently employed as a teacher at the time of the survey.

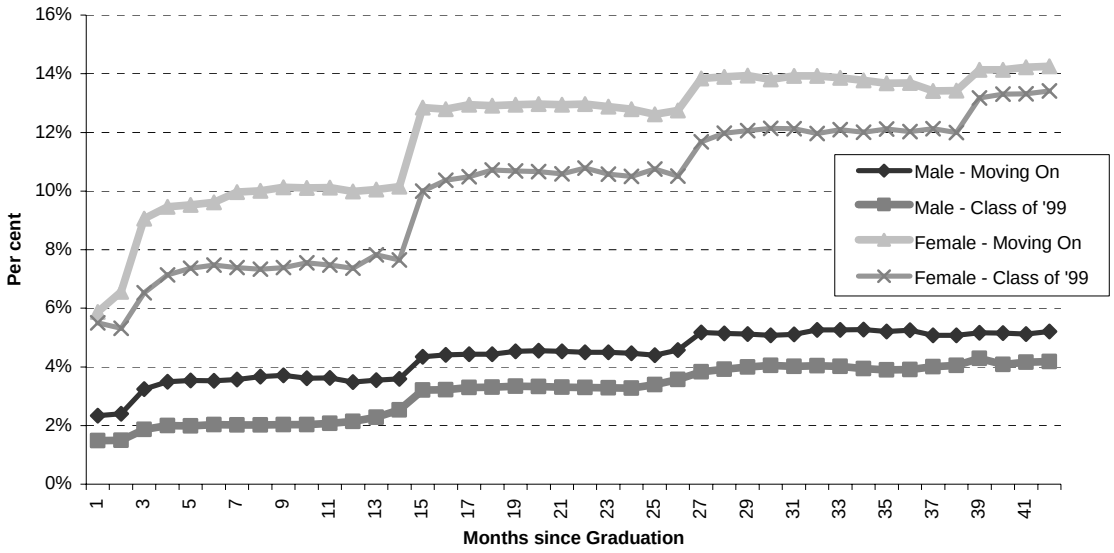
Table 4.1: Current employment, BEd/BA/BSc(QTS) graduates and PGCE holders (only those in employment)

	BEd/BA/BSc(QTS)		PGCE	
	Male	**Female**	**Male**	**Female**
Secondary Teachers*	19.1	6.1	40.4	43.6
Primary Teachers*	55.4	81.8	10.8	26.8
Other Education Professional**	6.1	2.1	15.1	8.1
Total employment in education	**80.6**	**90**	**66.3**	**78.5**
Not employed in Education	19.4	10	36.6	21.5

*Classified under SOC2000 Major Group 2314 and 2315
**Other education professionals are those classified under SOC Minor Group 231 and include FE/HE teaching professionals, education officers and special educational needs coordinators

Figure 4.1 shows the proportions of both 1995 and 1999 graduates working as either primary or secondary teachers in the sample as a whole over the 3.5 year period covered by the surveys. It shows that the number of teachers in both samples had more than doubled over the period, with the greatest increase at the beginning of the second year after graduation, as newly-qualified teachers via the PGCE route entered the labour market. It shows that new teachers were still entering the profession as they completed undergraduate training two and three years after graduation, but in diminishing numbers. Comparison between the cohorts shows that a higher proportion of the 1995 graduates entered the teaching profession immediately after graduation and this differential was maintained throughout the 3.5 year period. It is only at the end of the period that the proportions converge between the two cohorts for females entering the profession.

Figure 4.1: Proportion of 1999 and 1995 graduates employed as teachers over the first 3.5 years after graduation, comparing males and females[13]



4.2 Characteristics of those graduates employed as teachers

Approximately one in ten of all 1999 graduates surveyed who were currently in employment were working either as primary teachers and secondary teachers. Of the primary teacher sample, 87 per cent were female and of those teaching secondary education, females made up 69 per cent. In terms of age group, 78 per cent of primary teachers and 85 per cent of secondary teachers were under the age of 25 when they graduated, compared to 18 per cent and 10 per cent respectively who were over the age of 30 upon leaving university. In terms of employment, approximately 95 per cent of primary teachers in the sample and 93 per cent of secondary teachers were currently working in state sector schools.

As far as teaching qualifications were concerned, 28 per cent of current primary teachers had undertaken a PGCE to enter the profession and 73 per cent had studied on an undergraduate education degree. Conversely, 76 per cent of secondary teachers had taken the PGCE route compared to only 21 per cent who had studied on an education degree.

Those currently employed as secondary teachers report higher levels of prior attainment in terms of average A-level scores. Table 4.2 shows that, overall, primary teachers have lower scores than both other groups (Table 4.2).

[13] Again, to ensure comparability between the 1995 cohort surveyed in Moving On and the Class of '99, only graduates of 33 institutions are included. These 33 institutions made up the original Moving On sample.

Table 4.2: A-level scores, comparing secondary and primary teachers and all other graduates in employment

	Primary Teachers	Secondary Teachers	All other graduates
0 to 9 points	37.1	28.0	33.6
10 to 19 points	30.9	28.4	21.9
20 to 29 points	22.9	24.4	26.8
30 points or more	9.1	19.2	17.7

Given this, it is unsurprising that secondary teachers were more notably more likely to have attended an old university than both other groups. Unsurprisingly, Primary teachers were more likely to have attended an HE college (Table 4.3).

Table 4.3: Type of institution attended, comparing teachers and all other graduates in employment

	Primary Teachers	Secondary Teachers	All other graduates
Old University	23.3	41.3	29.9
1960s University	11.1	10.5	10.2
Post-1992 University	46.6	39.8	45.6
HE College	19.0	8.4	4.3

Table 4.4 below outlines the degree subjects of those graduates in the sample currently working as primary and secondary teachers compared to all other graduates in the sample.

Table 4.4: Degree subject of study, PGCE graduates only

	Primary Teachers	Secondary Teachers	All other graduates
Arts	1.6	7.0	3.5
Humanities	6.2	17.6	9.5
Languages	1.1	5.0	2.7
Law	-	0.4	3.7
Social Sciences	5.1	9.5	12.5
Mathematics and Computing	0.8	6.9	6.7
Natural Sciences	3.9	11.7	10
Medicine and Related	0.6	1.7	9.8
Engineering	-	0.9	6.8
Business Studies	0.4	1.3	11.1
Education	72.9	20.9	2.6
Interdisciplinary	6.9	15.9	14.6
Other vocational	0.6	1.2	6.4
TOTAL	**100**	**100**	**100**

Attainment at degree level for both groups of teachers was similar to that of all other graduates in the sample indicating that neither higher nor lower undergraduate attainment was linked to propensity to enter the teaching profession.

4.3 Teachers and employment outcomes

Contractual status in current employment indicates that teachers were slightly more likely to be in permanent jobs than other 1999 graduates with secondary school teachers least likely to be in insecure employment (Table 4.5).

Table 4.5: Contractual status in current job, comparing primary and secondary teachers with all other graduates in employment

	Primary Teachers	Secondary Teachers	All other graduates
Permanent or open-ended contract	82.1	88.5	77
Fixed-term contract	10.8	6.3	11.6
Probationary period prior to confirmation	0.9	1.4	3.5
Temporary, through an agency	1.2	0.4	3
Other temporary or casual	3.5	2.2	1.6
Other	0.7	0.3	1.3

If we consider the contractual status of those graduates employed as teachers over the course of the four years since graduation, we see that initially over 30 per cent of the sample were in either fixed-term or other temporary employment but over the subsequent two years this figure falls by approximately 15 percentage points. After this point there appears to be a levelling-off where between 10 and 15 per cent of teachers are employed in non-permanent posts whether by choice or otherwise. The qualitative data indicates that for some this form of flexibility is actively sought and some graduates indicate a preference for supply work in their early careers. For others, however, the insecurity associated with long spells in temporary employment could be demoralising and may have contributed in the longer-term to a decision to leave the profession.

As Table 4.6 shows, a higher proportion of those in teaching posts reported using their degree skills and knowledge compared to the rest of the sample (graduates in employment).

Table 4.6: Use of degree skills and knowledge in current job, comparing primary and secondary teachers with all other graduates in employment

	Use degree subject knowledge acquired on 1999 course in current/last job?	Use skills acquired in 1999 course in current/last job?
Primary Teacher	92.6	94.9
Secondary Teacher	95.5	94.2
All other graduates in employment	64.1	81

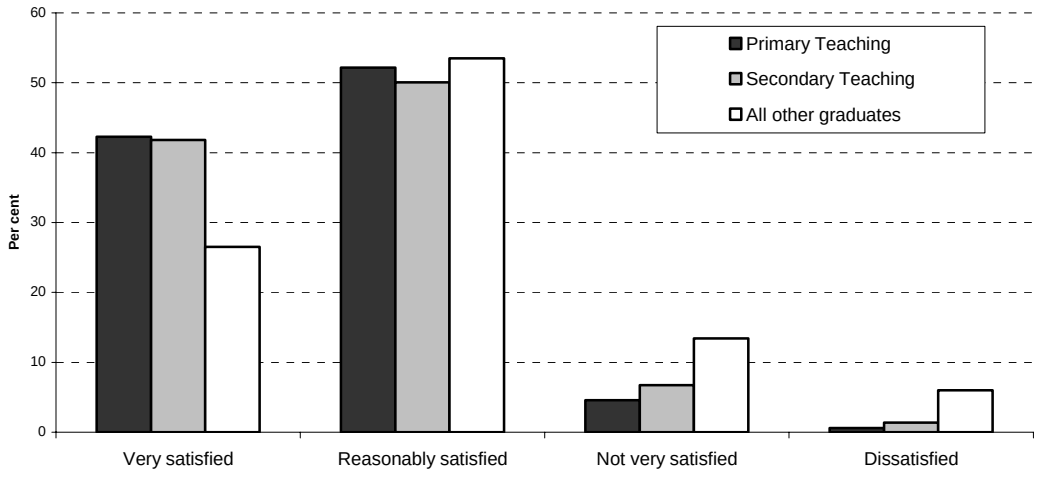
Table 4.7 shows the percentage for respondents in each group indicating that each of the 'job quality' factors were provided by their current job. The results are perhaps to be expected. However, it is interesting to note that a higher proportion of teachers reported interesting and challenging work, continual skills development and socially-useful work than those working outside of the teaching profession.

Table 4.7: Characteristics of current job, comparing primary and secondary teachers with all other graduates in employment

	Primary Teachers	Secondary Teachers	All Other Graduates
Competitive salary	23.0	28.8	51.7
Continual skills development	77.5	83.9	70
Interesting and challenging work	91.8	92.0	77.9
Socially useful work	57.4	68.6	36.9
Long-term security	63.9	81.0	47.8
Opportunities for an international career	20.1	27.5	31
Opportunities to reach managerial levels	58.0	74.9	54.9
Progressive and dynamic organisation	16.8	23.5	36.8
Working with people you enjoy socialising with	52.9	52.4	52.2

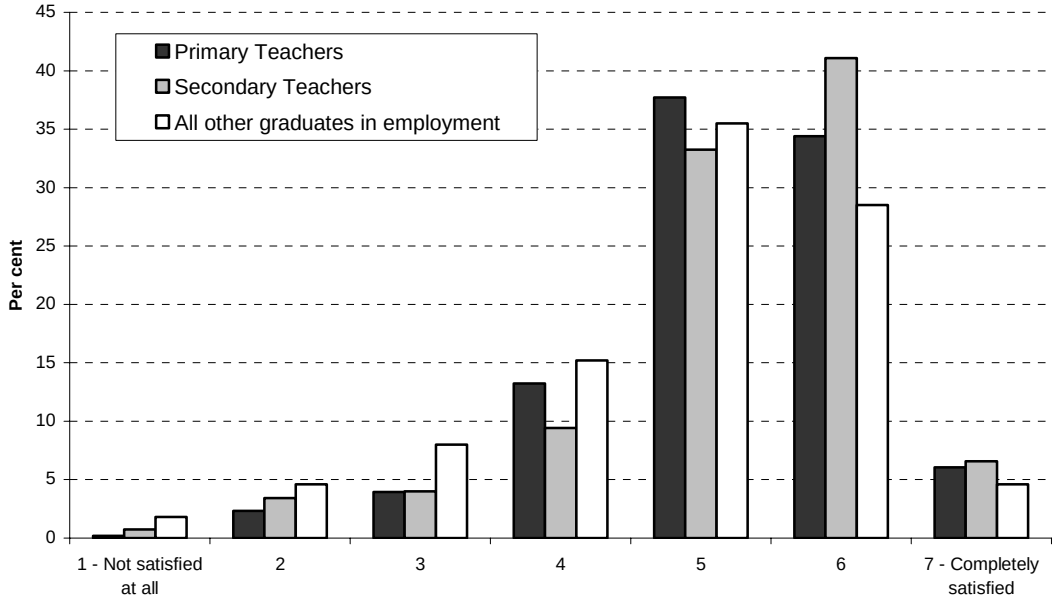
Figure 4.2 shows the level of satisfaction with career to date comparing those in teaching with all other graduates in the sample. Significantly, both those in secondary and primary teaching were more likely to report being very satisfied with their career to date and less likely to have indicated being not very satisfied or dissatisfied.

Figure 4.2: Satisfaction with career to date, comparing primary and secondary teachers with all other graduates in employment



In terms of satisfaction with their current job, again teachers, (particularly those employed in secondary education) appeared more likely to have given a higher score than other graduates in employment, , and less likely to have scored at the lower end.

Figure 4.3: Satisfaction with current job, comparing primary and secondary teachers with all other graduates in employment



As far as core aspects of the current job that were investigated in the survey were concerned, Table 4.8 shows the proportions in each group indicated being very satisfied (by indicating a score of 5 or more on a scale of 1-7; 1 being completely dissatisfied and 7 being completely satisfied) with each of seven separate aspects of their job. Again, it is in areas where teaching might not be expected to compare to jobs in other sectors that teachers report lower levels of satisfaction such as total pay. Working hours had been a recurrent theme in the interview data as one of the less satisfying aspects of teaching. However, teaching compared favourably in terms of the actual work itself, job security and opportunity to use initiative. It was also comparable in terms of promotion prospects, which was perhaps surprising.

Table 4.8: Proportions of graduates reporting being 'very satisfied' with each aspect of job, comparing primary and secondary teachers with all other graduates in employment

	Primary teachers	Secondary teachers	All other graduates in employment
Promotion prospects	47.9	58.6	45.9
The actual work	83.4	76.5	67.3
The total pay	31.7	35.1	45.7
Job security	80.4	85.6	66
Opportunity to use initiative	85.4	85.8	76.6
Relations with supervisor or manager	70.3	72.8	72.7
The number of hours worked	27.7	34.5	63.9

4.4 The earnings of teachers and other graduates: a comparative analysis

In this section we compare the earnings of teachers with those of other graduates. It must be stressed that this is a somewhat limited comparison, relative to others who have contrasted the earnings of cross-sectional samples of teachers with those in a range of different occupations (Dolton and Chung 2004; Bell and Elias, 2000). The comparison undertaken here does have certain advantages though, in that it captures the earnings situation of recent graduates approximately four years after gaining their first degrees. As such, it provides some indication of the impact of recent changes in the pay structure for teachers: has teaching become a more rewarding occupation relative to other graduate career paths? We also use these data to explore the relationship between the route into a teaching career and earnings: do PGCE students gain any earnings advantage over those who follow the BEd/BA/BSc(QTS) route?

To address these questions, we compared the earnings of the three groups of graduates contrasted throughout this report: those who followed the undergraduate route into teaching, typically via a four year undergraduate programme of study and training leading to Qualified Teacher Status; those who undertook a PGCE; and those who did not indicate that they had a teaching qualification. Our focus throughout this section is upon those who are in full-time employment, given that we wish to explore variations in annual earnings.

Table 4.9 shows the distribution of the sample of graduates by their qualification for teaching and their occupation in 2003/04. This indicates that there are small numbers of graduates in the sample who were classified as being in teaching occupations in 2003/04, but did not indicate that they had a teaching qualification. There are a number of explanations for this – they may have entered teaching via an employment-based route (e.g. GTRP), or respondents may have omitted to indicate that they had a teaching qualification or, in a small proportion of cases, the data may reflect inaccuracies in occupational coding.

Table 4.9: 1999 graduates by qualification for teaching and occupational status in 2003/04: occupational structure of each qualification group

Qualification for teaching	Occupational status in 2003/04			Total (N unweighted)
	Primary, special education teachers	Secondary, teachers	Other occupations	
Qualified teacher (undergraduate route)	79.1%	8.5%	12.4%	100.0% (363)
Qualified teacher (PGCE)	24.3%	45.2%	30.5%	100.0% (522)
Non stated/not applicable	0.9%	0.6%	98.5%	100.0% (6,395)
Total	6.5%	4.2%	89.5%	100.0% (7,280)

Table 4.10 shows the average annual gross earnings of each of these groups of graduates, as recorded for those who were in full-time jobs at the time of the survey in 2003/04. This reveals that those graduates who did not have a teaching qualification (or who did not state that they had such a qualification) were earning on average £24,600, compared with £23,100 for those who took the undergraduate QTS route and £21,300 for the PGCE holders. Examining the occupational distribution of earnings it is apparent that the secondary school teachers in this sample earn approximately 5 to 10 per cent more than those in the primary education sector.

Table 4.10: 1999 graduates by qualification for teaching and occupational status in 2003/04: mean annual gross earnings of those in full-time employment

Qualification for teaching	Occupational status in 2003/04 (mean annual gross earnings)			Total
	Primary, special education teachers	Secondary, teachers	Other occupations	
Qualified teacher (undergraduate route)	£23,000	£24,300	£22,800	£23,100
Qualified teacher (PGCE)	£20,700	£21,900	£20,800	£21,300
Non stated/not applicable	£23,000	£22,200	£24,700	£24,600

There are a number of reasons for these differences in earnings, particularly between those who took the undergraduate route and those who took a PGCE to gain qualified teacher status. First, and perhaps most importantly, the mean ages of the two groups differ significantly, as was discussed earlier. Those who had previously worked as unqualified teachers, together with those who had gained some experience of teaching in ancillary roles (e.g. teaching assistants) and who did not have degrees are more likely to have qualified via

the undergraduate route (the BEd/BA/BSc(QTS) option). Such graduates are likely to be older on average than for those who moved straight into a PGCE course after gaining their first degree. Table 4.11 shows that this is borne out by the survey data, with the mean age of those who qualified via the undergraduate route being about 3 years higher than that of those who qualified for teaching with a PGCE. It is also likely to be the case that the differential earnings shown in Table 4.10 reflects this age/experience difference between the two groups.

Table 4.11: 1999 graduates by qualification for teaching and occupational status in 2003/04: mean age of those in full-time employment

Qualification for teaching	Occupational status in 2003/04 (mean age in years)			Total
	Primary, special education teachers	Secondary, teachers	Other occupations	
Qualified teacher (undergraduate route)	29.8	29.4	29.9	29.8
Qualified teacher (PGCE)	26.7	26.7	29.8	27.8
Non stated/not applicable	32.4	30.3	27.8	27.8

Table 4.12 reveals the gender composition of the sample. For recent graduates in full-time employment, we have seen that teaching is predominantly a female occupation. Within teaching, and for those in full-time employment, over 85 per cent of the 1999 graduate sample working in primary school teaching in 2003/04 were women, compared with between 60 and 70 per cent in the secondary sector.

Table 4.12: 1999 graduates by qualification for teaching and occupational status in 2003/04: % females for those in full-time employment

Qualification for teaching	Occupational status in 2003/04 (% female of those in full-time employment)			Total
	Primary, special education teachers	Secondary, teachers	Other occupations	
Qualified teacher (undergraduate route)	85.8%	61.5%	69.4%	81.8%
Qualified teacher (PGCE)	73.0%	72.5%	57.3%	71.1%
Non stated/not applicable	88.3%	50.7%	49.0%	49.3%

Further information on the gender composition and earnings of the two main groups of teachers is shown in Figures 4.4 and 4.5. For those who followed the undergraduate route into teaching, male teachers in both the primary sector and the secondary sector were earning over £25,000 a year, with little difference between these two groups. For women teachers who qualified at the undergraduate level, earnings were lower, especially in the primary sector. For those who qualified via a PGCE, earnings were generally lower, with

male teachers in the secondary sector earning more than women and those in the primary sector.

Figure 4.4: Average earnings of 1999 graduates qualifying as teachers via undergraduate route, by type of teaching job in 2003/04

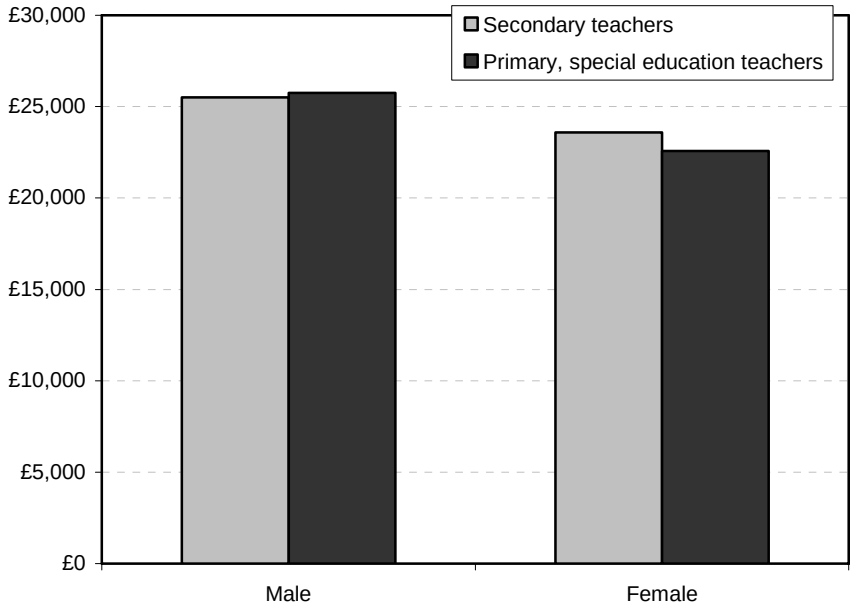
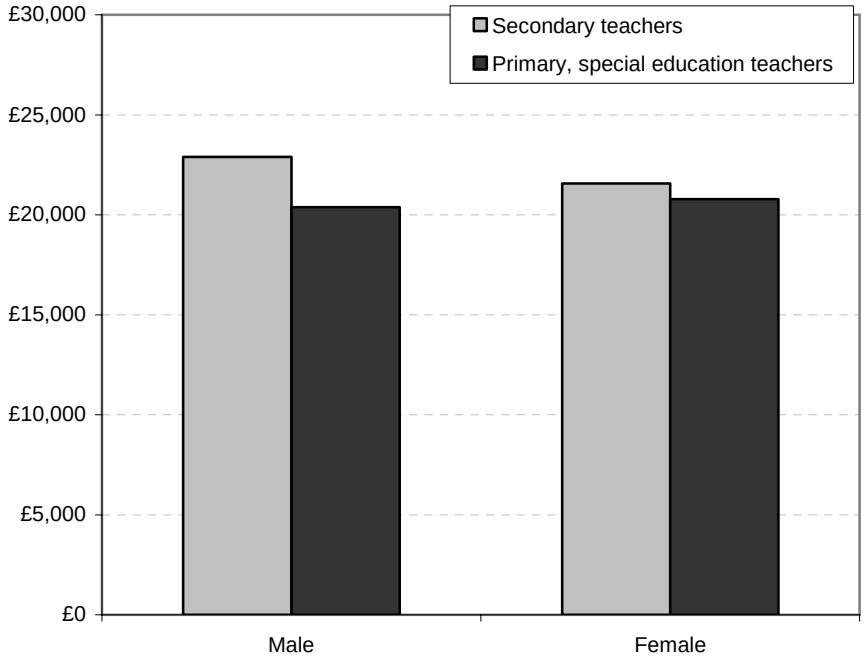


Figure 4.5: Average earnings of 1999 graduates who qualified as teachers via PGCE route, by type of teaching job held in 2003/04

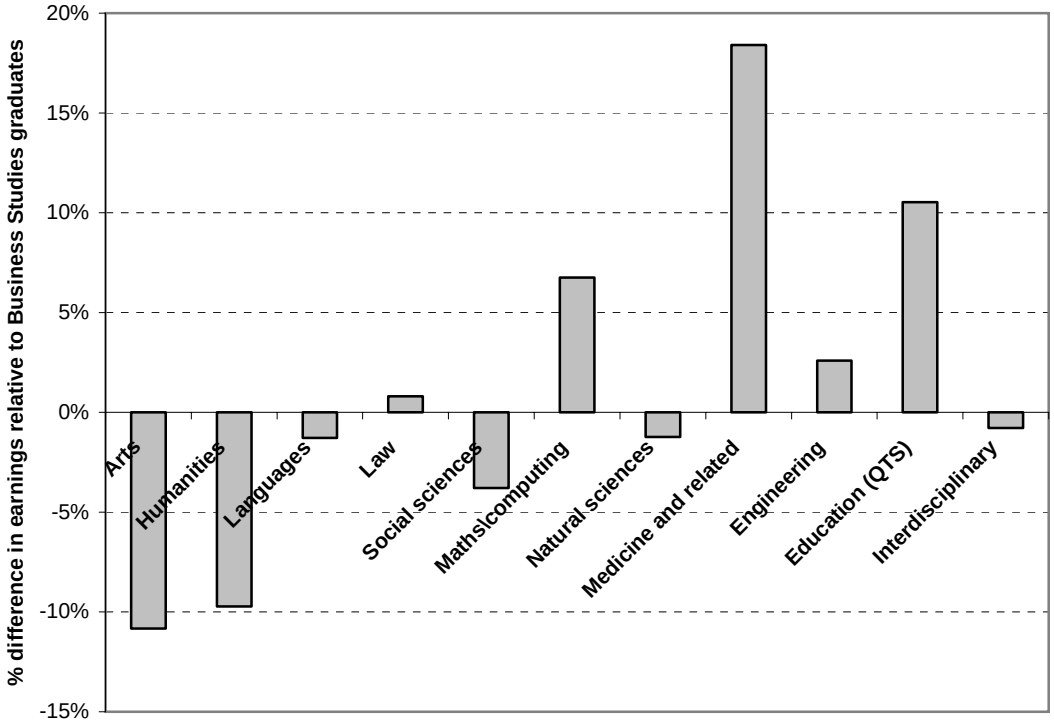


To explore further the differences in earnings for these groups of recent graduates, we undertook a multivariate analysis of annual gross earnings for those in full-time employment. This technique enables us to separate out the effect of variables like age, subject studied, class of degree, region, etc. on earnings. Full details of the results of this analysis are

contained in the annex (Table A2). Figure 4.6 shows the results from this analysis relating to the nature of the subject studied at undergraduate level. Graduates who followed the BEd/BA/BSc (QTS) route are shown as a separate subject group in this analysis.

The analysis adjusts for the effect of age and gender on earnings, to reveal the independent effect of subject studied on earnings. All of these effects are shown relative to those who studied for a business studies degree at undergraduate level. As can be seen, the most significant effect of subject studied on earnings was for those who pursued a degree in medicine and related subjects. Relative to business studies degrees at the undergraduate level, earnings were raised by 18 per cent for this group. The second strongest effect was for the undergraduate teaching degree, which raised the earnings of those who followed this undergraduate route by 11 per cent relative to business studies. These effects are statistically significant.

Figure 4.6: Graduates in full-time employment in 2003/04: difference in earnings by subject of 1999 degree (relative to business studies graduates)



Using the same technique, we have investigated for similar effects associated with postgraduate study, comparing the earnings of those who undertook a PGCE with graduates who studied for other postgraduate degrees and professional qualifications. This analysis revealed that, relative to graduates who had not undertaken postgraduate study, the earnings of most groups of postgraduates were significantly lower at this early stage in their careers, by as much as seven per cent for those who had gained a PhD. However, PGCE students showed a three per cent premium on their earnings relative to graduates who had not

undertaken any postgraduate study. This should not be taken to imply that the undergraduate route into teaching was more profitable than the postgraduate route – both routes show a premium relative to most other graduates. The smaller premium associated with a PGCE reflects the shorter time that such graduates had been in the labour market compared with postgraduates.

4.5 The view from the inside: reflections on teaching from graduates in the profession

Smithers and Robinson (2000) reported that the one of the most significant points of 'wastage' of labour from teaching was in the first three years after entering the profession. It is therefore important to try to understand why some of those who have been committed enough to get through ITT subsequently leave the profession after a relatively short period of time. Many of the issues and problems associated with teaching as a job have been well-documented and efforts have been made by policy makers to address them; for example, by reducing workload by introducing more non-contact time for teachers. This research enables us to explore the perceptions of the job of recent recruits to teaching, how they view particular issues associated with the profession and how far teaching had been living up to their expectations or not.

We can begin by examining this last point first; the extent to which the job was living up to expectations. We then go onto examine what it is that teachers liked or disliked about their jobs and the specific issues which impacted, either positively or negatively on their morale and job satisfaction.

Living up to expectations

It is obvious from the qualitative interviews that the transition from study to the labour market has been easier for some teachers than for others. In the previous section, we examined why some graduates qualified to teach had not entered the profession or had exited relatively early in their careers. Here we examine the views of those graduates still in the teaching profession and their reflections on whether the job has lived up to their initial expectations. Again, we find differences in perception of what teaching would hold which, in part, reflect different reasons for entering the profession which may provide insight into propensity to remain in or subsequently leave the profession and why. Our findings largely support previous research conducted into the quality of working life for teachers (for example, Cockburn and Haydn 2004), highlighting, for instance, the problems of workload and working hours, and determinants of job satisfaction and morale (for example, Evans 1999), in particular the importance of support structures within schools for those in the early stages of their careers.

In response to the question 'Is your current job living up to your expectations', some graduates responded in an unequivocally positive manner, referring, in the example below to the 'act of teaching' in a general sense:

> *'I just absolutely love what I'm doing. I love being with the children, I love teaching them, I love chatting with them'.*
> (105, female humanities graduate, primary teacher, £18k-£21k)

For some the intrinsic reward that teaching brings was not purely related to interaction with pupils but also closely related to the nature of the wider community in which their school is situated. One primary teacher working in a relatively deprived area and with children from lower socio-economic backgrounds had been surprised by the extent to which her job satisfaction was closely linked to the challenge of teaching in such a school:

> [Interviewer: Is that something that you thought, before you entered this school, that you might look for in a job?]
>
> *'Oh, definitely not. No, I always wanted a nice little rural school with good parents and children who would get level 5 straight away. I never expected myself to be in an area…I have been a bit of a snob really and I think it's brought me right down to earth, since I've been in this school'.*
> (105, female humanities graduate, primary teacher, £18k-£21k)

In the above example, the challenge of teaching in a deprived area was key to job satisfaction for one particular graduate. In contrast, another said that having worked in such an area she considered herself more suited to working in a more 'privileged' community. This emphasises the point that for NQTs, it appears to be important to ensure a match between the individual and the challenge that they seek from a position:

> *'It's the best school I've worked at as far as management and organisation and the staff are very easy to work with but also since I've worked in* [privileged area] *compared to* [deprived area of same city] *I think I realise I like teaching instead of babysitting. I get a lot more out of the children because they're willing to learn and the parents are very supportive'.*
>
> [Interviewer: Were you considering any other jobs at the time?]
>
> *'I applied for other teaching jobs, I wasn't considering coming out of teaching, I had to apply because I only had a year's contract'.*
> (118, young, female education graduate, primary teacher, £18k-£21k)

Alternatively, for others, the satisfaction with their initial experiences in teaching are closely linked to the school itself and its teaching staff. In response to the question, 'has your current job and teaching in general lived up to your expectations':

> *'Totally, I couldn't have imagined training anywhere else. It has been tough. It's a tough school to start out in but I feel now that I've been given such a good*

> *grounding that I could pretty much go anywhere I wanted. I feel very privileged to have worked with some excellent teaching staff'.*
> (110, young mature, female humanities graduate, secondary teacher, £21k-£24k)

The following quote highlights much the same point but refers to the graduate's second teaching post, the first having been left due to dissatisfaction with the school and staff. It again emphasises the importance of 'solidarity' and support amongst the teaching staff, especially for new teachers:

> *'It's a much better school, the staff work much more as a team, so there is a lot more interaction between teachers... It's still only a small school with seven classes but the teachers work together a lot more. The head is a lot more supportive, it's still not a perfect school, there are a lot of behavioural problems but because everyone sticks together and supports each other, it makes a lot of difference'.*
> (117, mature, female education graduate, primary teacher, £18k-£21k)

Referring to teaching as a career in a general sense, one 1995 graduate emphasised that she had entered the profession with eyes wide open and had chosen teaching as a profession with all its associated deficiencies regardless:

> *'Yes, definitely. I mean it's incredibly hard work and it's knackering, but it's what I thought I was going into, definitely. There's some huge problems in education at the moment, so obviously I am suffering them, but I knew I was going into that so it wasn't that I've been disappointed as it were'.*
> (7031, female natural science graduate, secondary teacher, £30k-£33k)

A graduate from 1999 made much the same point, reflecting on the reasons for her entering teaching as a profession and the reasons for taking her current post:

> *'Yeah, it has really because I knew a lot of it was very hard and it is but the things I wanted like job security, staying in the North West, being able to work wherever I wanted – I had no nasty surprises about the job'.*
> (103, female humanities graduate, secondary Teacher, £18k-£21k)

Others, however, suggested that, in particular, the workload and bureaucracy of teaching, aspects of the job which are difficult to prepare graduates for on formal training programmes and which graduates will only become fully aware of when in a full-time post, had been greater than expected:

> *'It's harder than I thought it would be, a lot more stressful. I do enjoy it, part of the reason I've taken this job abroad is because I was getting a bit tired of the form filling and the inspections, it wasn't quite what I imagined teaching would be like'.*
> (115, male education graduate, primary teacher, £24k-£27k)

> *'Yes, in most ways I would say. I think the thing that probably doesn't live up completely is the balance between work [and] life at times, but in hindsight I would have still made probably the same choices really'.*

(7102, female humanities graduate, primary teacher, £24k-£27k)

For another graduate this, and associated government initiatives in education, appeared to be having a detrimental effect on how she saw her role as a classroom teaching and on how she viewed the profession in general:

> *'You have good days and bad but I think there is a lot more bureaucracy creeping in even recently. They are piloting lots of different initiatives all at the same time and you don't know where you are and it does take some enjoyment out of working the children, because sometimes they're viewed more like a product, it's more like a business. One of the best parts is interacting with the children. Unfortunately there is less of that and more of the monitoring of what they are being taught and what they are learning'.*
> (077, female education (primary) graduate, substitute primary teacher, £21k-£24k)

Finally, one particular graduate provides an example of rational acceptance of the impositions of working as teacher when discussing how she was more satisfied in her work and career than she had been several months earlier when she had completed the questionnaire and since when she had started teaching a less difficult class:

> *'At that time I was with my other class. It's not the case anymore. I still feel like I never do enough, I'm never as good as I should be, and I still worry about satisfying the children's needs and with 30+ kids, you can't do it all. But I have much more enjoyment of the job, satisfaction of the job this year rather than last year… but I still hate having to plan at the weekends. It's always a thing at the back of your head, but what I've come to realise as well is, for any job, if you earn a reasonable amount of money in this day and age, it comes with responsibility and man-hours to work and that's the situation in Britain at the moment. So you've just got to like it or lump it really'.*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

The positives

Far and away the most commonly mentioned facet of teaching that the interviewees, both secondary and primary, mentioned when asked what they liked about their job was the interaction with their pupils and the associated 'rewards' of teaching. The following are typical examples drawn from the interviews:

> *'[The] children. Seeing them actually enjoying learning, Just seeing children being enthusiastic about school it's just well everything, it's just wonderful reward no matter how much work I put in. If you get sort of half the class who actually learned something and enjoyed doing it, it's just so gratifying'.*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

> *'Ultimately it's the interaction with the children and pupils and building a relationship with them and seeing how they learn and develop, that's the reward',*
> (110, young mature, female humanities graduate, secondary teacher, £21k-£24k)

> *'I like the interaction with the children, I like seeing their progress and making a difference'.*
> (115, male education graduate, primary teacher, £24k-£27k)

Connected to the value placed on the time spent with their class was the sense of achievement that teaching brings both on an individual level or on a wider societal level:

> *'…I couldn't imagine doing anything else, you do have good fun, 95* per cent *of the pupils are brilliant and they put their all into it, and even if you don't have the brightest kid, if they get something out of it, that's made your day. If they enjoy doing something, that makes your day, you feel as though they have learned something or they have gained something from it, that's the reason why I like it'.*
> (081, young mature female natural science graduate, secondary teacher, £18k-£21k)

> '*I just love the fact that you see changes in children's lives. When my GCSE exam was yesterday and it's just really lovely to see them all writing away and not sitting there blank so I think over two years they took something away from me. It's a very rewarding job. I just really, really love my job and I don't think there's that many people who could say that'.*
> (104, young mature, female humanities graduate, secondary (advanced skills) teacher, £24k-£27k)

> *'That it's all to do with people. I guess investing in the future of young people really. Ultimately I think there's satisfaction on different levels. I feel as if my work invests for the good of individuals, but then that has a cumulative effect of investing for the good of society and for the future. I like a lot about my job, it's varied, it's people contact and things like that, but I think fundamentally it's because I think it has meaning'.*
> (7031, female natural science graduate, secondary teacher, £30k-£33k)

Mentioned by several interviewees as a key factor in overall job satisfaction was interaction within the extended community of the school, the interaction with parents, other teachers and school staff and the sense of contributing not only to society as a whole but also a specific community:

> *'I like working with the children, that's the most important thing, and I like the fact that it's quite a sociable job, in the fact that you get to speak to different people, get to speak to other teachers, parents, children. You get to know families that go through a school. I enjoy that, getting to see how the children progress up and getting to know their families. I enjoy teaching, knowing that I'm helping the children to learn something, and seeing them progress as the year goes on. Those are the real plus sides.*
> (094, female education graduate, primary teacher, £21k-£24k)

> *'I love being part of a community, being part of the school and contributing something to society and the community, and I think I like the sense of belonging the job gives, being part of the team… and the children, it becomes part and parcel of your extended family in a way, your class and the teachers that you work with, parents and things like that'.*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

For some, this sense of community, achievement and the satisfaction of helping children was heightened because of the particular school that they were teaching in. One interviewee, teaching in a deprived area, said:

> *'I think because I am at the school I am in, I am getting a lot more back from it than I would in a school that's got lots of resources and the children's parents adore them. You are the only person really that can give them any satisfaction really in school. Everything about the teaching part I adore... It is hard work, but there's so much you can get in return, because a lot of the children go home, they have a bad home life… you can give them the love and you can give them the attention that they need as well as the education. You get a lot more back from it than you would do in a school with children that are high flyers and go home to a mum and a pony. There's a lot more to it in the kind of school that I am in at the moment'.*
> (105, female humanities graduate, primary teacher, £18k-£21k)

Of the work itself, several interviewees indicated various different facets of the role of 'teacher' that they enjoyed:

> *'I can be everything really, I can be an educator, I can be a designer, I suppose, I can be a social worker and all this, that and the other, there are lots of dimensions to the job'*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

Autonomy and variety were mentioned frequently as positive aspects of the job:

> *'I like being busy all day, I do like being busy and I am somebody who if I had a big project I'd do it the day before anyway so I need a job where it's on-going, where I'm doing it all the time rather than having to plan my time and work it out… I like the fact that even though it s to a lesser extent to what it used to be* [in my previous job] *I'm still pretty much manager of what I do and if I decide that today we're going to celebrate National Poetry Week or something and that's what we do even if we shouldn't really be doing it. Nobody would actually come in and stop me'.*
> (103, female humanities graduate, secondary Teacher, £18k-£21k)

> *I enjoy having the responsibility and the autonomy to do what I want within the class, although we are bound by guidelines and rules and everything it's still my classroom and I pick and choose how to teach what and to a certain extent when to teach things and I like that freedom.*
> (109, young mature, female natural science graduate, primary teacher, £21k-£24k)

> *It's the fact that it is totally different every day and it's a creative sort of career and I'm giving a lot of room to use my creativity to put across dull stuff and that's got to be good for you'.*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

> *'The variety, it's never boring, no two days are the same'.*
> (118, young, female education graduate, primary teacher, £18k-£21k)

Interestingly, in comparison with jobs that current teachers had done previously in the period since graduation, teaching was generally seen in a very positive light, often in relation to other jobs respondents had done:

> *'I quite like the independence that's involved. You are in the classroom on your own with the children… I do what I want to do. So I don't feel like I'm being watched all the time or monitored. And in the job that I did before often you had this rule about being in the office, making sure people saw that you were there, that you were working longer hours than somebody else. I don't feel that with teaching, I feel that I have the independence to choose whether I work, what I do, if I leave school one day at four o'clock because I've got something else that I need to get home for I can do that, it is quite flexible in that respect. I am happier with the kind of people that I'm working with, sort of well motivated people, interested in the development of children, giving something back and because of work somewhere else where I felt people were just motivated by money I really appreciate working with that kind of group of people. I think a lot of it comes from the fact that I've worked somewhere that I really didn't like so I can see all the benefits of where I'm working now'.*
> (102, female languages graduate, secondary teacher, current salary not known)

In terms of the terms and conditions of employment in teaching as an occupation, such as pay levels and holidays, the graduates interviewed rarely cited these as principle aspects of the job when asked what they liked about their job, but they were often cited as 'bonuses'. Responses illustrated the importance of relative expectations:

> *I quite like the money although a lot of people say it's not very good, I think the salary is quite good for the job we do'.*
> (109, young mature, female natural science graduate, primary teacher, £21k-£24k)

For a particularly successful graduate of 1999 currently working as both a head of department in a secondary school and as an Advanced Skills Teacher, the extrinsic reward provided by salary level more than outweighed negative aspects of workload:

> *'You know, people moan about teachers' pay. Honest to God, we are on fantastic wages. And if any teacher tells you they are not they are just lying. From when I started teaching five years ago my wages have doubled! More than doubled! I mean that's because I've done quite well but even if I've had done no responsibilities…I still would have had £10,000 more than when I started. How many professions can say that? I don't know. But when people know about it, the job can be challenging, it can be shattering and everything else, but I think the pay is rewarding'.*
> (104, young mature, female humanities graduate, secondary (advanced skills) teacher, £24k-£27k)

The negatives

Like the positive aspects of teaching and the importance of working with children, there was a similarly recurrent theme of what the interviewees disliked about teaching as a job, variously referred to as administration, paperwork, bureaucracy and red tape. Typical responses included:

> *'The paperwork side of it, I just seemed to be overwhelmed with paperwork, rather than just getting on with teaching, everything had to be written down and planned, where there was a place for it. It just seemed to be an awful lot'.*
> (080, female education graduate, primary teacher, currently on maternity leave)

> *'I guess my main gripe would be that it does take over an awful lot and I can't get everything done in school, no matter how hard I work, and that's pretty much standard with any teacher, really. It doesn't matter how hard you work, or how long school is open until, it still won't get done in school, and that basically comes back to the paperwork and admin, because that is literally all it is after school. If it was just the marking, it would be fine I'd be home by 4.30pm every day'*
> (091, female interdisciplinary graduate, Primary Teacher, £21k-£24k)

In contrast to the respondent who enjoyed the relative autonomy and independence of teaching (compared to her previous job) others indicated the lack of freedom and the over-supervision and scrutiny they were put under. Asked what he disliked about his job, one primary teacher replied:

> *Planning, I don't really like the detail, they don't trust us.*
> (115, male education graduate, primary teacher, £24k-£27k)

> *'I suppose trying to fit in everything we are expected to teach and sometimes the inflexibility - that can be quite stressful because there isn't a lot of room for manoeuvre within the timetable'.*
> (109, young mature, female natural science graduate, primary teacher, £21k-£24k)

A significant proportion of the interviewees referred to the job 'taking over' and the implication that, without significant discipline, the time spent on work they could be overwhelmed, reflecting the findings reported in Campbell (1999). Several interviewees referred to the problems of trying to ensure that every aspect of their job was done to the best standard possible, something many felt was impossible given their workload. One graduate put in most succinctly when asked what she found most difficult about her job:

> *'The workload. I would like to lose one or two classes a week and then I could do my job properly because I can't at the moment. I feel as though you're set up to fail before you begin because to do* [the job] *properly, there aren't enough hours in the day. It's not even more money; I think most teachers will say they don't need more money, just more hours in the day'.*
> (110, young mature, female humanities graduate, secondary teacher, £21k-£24k)

For one teacher in her first year of teaching, the pressures of workload were a problem but there was a feeling that this was likely to ease as her career progressed:

> [Interviewer: And is there anything that you find difficult about the job, at this early stage?]
>
> *'The volume of marking, probably… I have nine classes in total and their books have to be marked once a week so I often find myself doing an hour or two hours in the evening when I get home. I haven't got anything today but it's fairly unusual I mean this evening not to have anything to do. I'll often spend a good half a day at the weekend… planning for the week ahead. But I do see that at the moment as being something quite specific for my induction year, I am anticipating that it will get easier next year as I get quicker at things, I don't spend so much time planning because I've got resources ready, because I'm more sure about what's going to work rather than you know always testing things out. So I do see the workload decreasing in that respect'.*
> (102, female languages graduate, secondary teacher, current salary not known)

However, as the following extract shows, this reduction in workload in later years might not actually happen, or at least not for some:

> *What is difficult is because of the nature of the job you can never really reuse planning. You see the idea is that lessons you've planned eventually will come round in two year cycle to use them again, but because the government keeps having new initiatives you never actually get to do that. So that's tedious and it's a media involvement and everyone being an expert on how to educate children and never actually asking the teachers… That's an irritating thing.*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

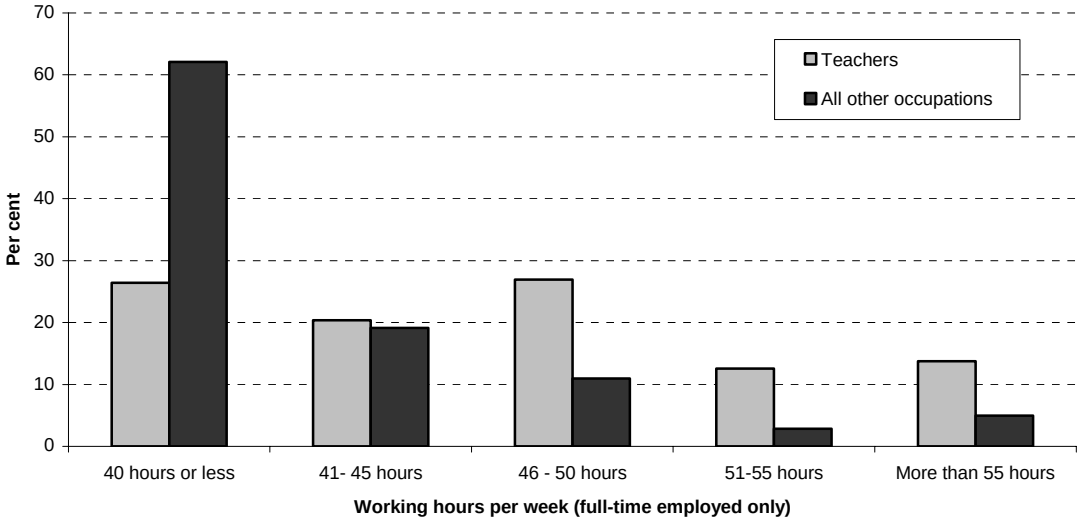
Within the context of the issue of workload, three connected aspects of 'work' that were explored in interviews with all graduates appeared to have particular resonance for teachers; working hours, thinking and worrying about work outside of working hours and work-life balance. In comparison with the wider interview sample, teachers in both secondary and primary education consistently described longer working hours than interviewees in other professions. A DfES-commissioned study (PwC, 2001), found that teachers work longer hours (during term-time) than other comparable professionals but that, on an annual basis, teachers work at similar levels to other professionals taking into account holiday periods. The findings reported in Figure 4.7, although they reflect term-time working, support the accounts provided by teachers interviewed that many experience their workload as unsustainable[14].

Most were surprisingly pragmatic about the amount of time they spent on their work, which for many represented almost a six day week during term-time, indicating they knew what they were letting themselves in for or that it was simply a cross to be borne. Figure 4.4 below

[14] The DfES has been taking steps to address the working hours issue. A National Agreement, *Time for standards: Raising Standards and Tacking Workload* was signed by representatives of the employers and teachers' trade unions (apart from the |National Union of Teachers) in 2003, and a monitoring group consisting of members of all the stakeholder groups has been set up. For full details of the agreement and subsequent amendments, see http://publications.teachernet.gov.uk/eOrderingDownload/DfES-0172-2003.pdf

highlights the much longer working hours reported by those graduates working full-time as teachers compared to all other graduates.

Figure 4.7: Total working hours per week, for full-time employed graduates only, comparing teachers and all other occupations



N (weighted) = 63,589; N (unweighted) = 7,009

One graduate, asked about her average weekly hours gave a typical response:

> *'A lot. For example, I usually, if I leave at six to go home and I have my tea and everything, and then I'll probably do a couple of hours ready for the next day so probably I'll start again maybe about seven. I don't do anything really hard, I'll do things that I can sit and watch the soaps in front of, it could just be like keying data into my laptop or something – or you know organise a field trip – write a letter to parents or something… things that don't need my full concentration and I can, sort of, do a little bit relaxing – so I'll probably do that for about a couple of hours seven till nine. Then I finish'.*
>
> [Interviewer: Right. And that's a pretty standard sort of week to week?]
>
> *'Yeah, yeah. I mean even the things like the holidays, like we've just had half-term two weeks ago, I was in for two full days. Out of the five days we had off. And so there's some holidays coming up I would imagine that I will be in two days a week throughout summer holidays.'*
> (104, young mature, female humanities graduate, secondary (advanced skills) teacher, £24k-£27k)

This account raises another issue relating to working hours, the apparent compensatory bonus of long holidays. Again, however, while the holidays were appreciated by most and provided some compensation for long hours during term, in reality, for many, teachers' holidays appeared to be less of a bonus than they were assumed to be. However, there were those who felt that *'the holidays and the breaks outweigh the hours you have to do in term time'* (109, young mature, female natural science graduate, primary teacher, £21k-£24k).

For some, actually being engaged in some teaching-related activity outside of working hours appears to only be part of the way in which the work infiltrates the personal lives of teachers in their early careers. We asked all interviewees whether they found themselves thinking or

worrying about work outside of working hours, and the teachers' responses indicated that it was a more stressful job than most. Typical responses from teachers included:

> *'I'm pretty much switched on to work all the time I would say. I'm constantly thinking about work'*
> (094, female education graduate, primary teacher, £21k-£24k)

> *'Yes, there are some times when you sort of wake up at three in the morning and you can't go back to sleep because you suddenly have the zillion and one things to do in your head. And it is too much, it is too much. I know a lot of teachers at the school who have suffered from stress and are on medication for high blood pressure* [but] *I think it's part of my nature is not to get too stressy enough about things, I think I'm fairly laid back..'*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

> *'Oh yes. All the time, all the time. I sometimes get my best ideas in the middle of the night when I'm in bed. It's not possibly the most appropriate of times but still…It happens'.*
> (091, female interdisciplinary graduate, Primary Teacher, £21k-£24k)

Overall, whilst some reported greater anxiety about work than others, the vast majority of teachers indicated that to a greater or lesser extent they not only took their work home with them but took it everywhere. One interviewee, when asked whether she felt her partners' or her career took precedence, said:

> *'*[My partner] *tends, thankfully, not to bring his workload home with him, but I do, which can lead to a few arguments. He can switch off and I can't. I see both our jobs as equally important, it's just that I can't switch off from what I do at the moment and I do tend to bring it home with me. But thankfully he does support me in everything'.*
> (105, female humanities graduate, primary teacher, £18k-£21k)

Overall, the issue of workload and working hours appeared central to the concerns of many teachers about their chosen profession. This is exemplified by their responses to the question: all things considered, do you consider yourself to have a satisfactory work-life balance? As previously suggested, many of their interviewees reflected on the fact that they had not achieved a balance:

> *'It's a bad time because we had an inspection from the Department of Education* [sic] *so I was in on Saturdays and Sundays and stuff so there was no balance, it was 90 per cent work, I don't know about other careers but I do think it infringes on your home life'.*
> (077, female education (primary) graduate, substitute primary teacher, £21k-£24k)

> *'No, the rest of the family would tell you definitely not. So no, it's not really satisfactory, no'.*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

The workload and bureaucracy that many saw as the main downside of teaching was, in a number of cases, something that they connected to an inability of policy makers and

managers in schools to fully appreciate the imposition of new initiatives and regulations, a point made in other studies (Cockburn and Haydn 2004):

> *'The expectation from people who don't teach, you must teach so many hours of this, that and the other and bring in all these new initiatives and it's unrealistic what you're officially supposed to fit in to your week and your day'.*
> (118, young, female education graduate, primary teacher, £18k-£21k)

Again in response to the open question of whether there was anything they disliked about their jobs, one 1995 graduate said:

> *'Yes, the workload and also …when I say I've got autonomy, I feel very much I do have autonomy in my day, I don't feel as if I have autonomy in terms of the government put pressure on the school and there's the whole accountability issue. I agree with accountability, but what the government has done is said – "you have to do this, this, this, this, this, this, this, this, this, this…. Oh, and then we're just going to check that you're also doing that". It's basically absolutely impossible to succeed at my job in terms of government standards. I believe I am successful at my job in terms of my own standards and the standards of the school and the standards of my employers, but I know that it's not actually possible to achieve the expectations that the government has because they are just totally unrealistic and, therefore, I hate that. I think it's very wrong'.*
> (7031, female natural science graduate, secondary teacher, £30k-£33k)

There was evidence among the interview respondents that they felt this inevitably took them away from their core responsibilities in the classroom:

> *'Yes, tedious stuff like meetings about… We have advisors in telling us how we should be doing our job. So, most of the time you feel that I haven't been in a classroom for God knows how long. That's tedious and I find myself sitting in a meeting like that thinking of all the other things I could be doing, spending my time more wisely'*
> (7045, female interdisciplinary graduate, primary teacher, £18k-£21k)

Teachers also had reservations about the amount of paperwork and bureaucracy that was foisted on teachers and also about the effects of increased levels of assessment on teachers, children and parents:

> *'I do not like the obsession in my job with statistics, and how obsessed senior managers get with figures and statistics. Primary teaching is about teaching the whole child and that's why I, like a lot of people, went into primary teaching over secondary teaching, because they are young people, and yet we seem to be obsessed with placing numbers on them… I think then you need to be accountable but I think accountability has gone far too far at the expense of children's welfare really because they get ever so pressurised about it all, at such an early age, and I think that can be damaging sometimes really'.*
> (088, mature, female education graduate, Primary Teacher, £30k-£33k)

In relation to the issue of assessment and evaluation, several respondents referred to OFSTED inspections as being an area of considerable concern in terms of the effect that it has on both teachers as individuals and also the pressure that it placed on the wider school community:

> *'My biggest grumble about teaching is OFSTED. We had an OFSTED review a couple of years ago in the school I was in and I think it was one of the most destructive things we've ever had… It turned staff against each other, it created a lot of pressure. It took* [the school] *a long time to recover'.*
> (117, mature, female education graduate, primary teacher, £18k-£21k)

Of course, the working life of a teacher is subject to constantly changing pressures and demands and every teacher's school situation is different in terms of its management, the pupils themselves, parents and the community in which the school is situated. Changes in wider educational policy, changes in staffing at schools and simply the transition from one class to another present challenges to teachers that might be unique in their particular working environment. In a reworking of Herzberg's 'two-factor' theory of job satisfaction, Nias (1981) refers to 'negative satisfiers' including inefficient administration, poor communication and poor working relationships. The absence of these issues in a particular school were seen to have a positive effect on job satisfaction on teachers independent of the extrinsic factors which Herzberg argued did not positively enhance satisfaction but merely acted not to dissatisfy. The interviewees raised a number of negatives about teaching that could be referred to both as school-specific but also as comments on teaching in general. As Ingersoll (2001) and Hutchings *et al.* (2000) suggested these are important reasons given by teachers for leaving posts and leaving the profession. When asked about what she felt was the most difficult part of her job, one interviewee raised a concern echoed by many within the sample, that of pupil behaviour:

> *'I think the most difficult part of the job is always behaviour management with children, trying out new strategies all the time for the most challenging behavioural problems. I've got three in my class who take up a lot of my time with behaviour management… So, that's the most difficult part, I think. It's the thing that plays on your mind the most'.*
> (7045, female interdisciplinary graduate, primary teacher, £18k-£21k)

Another raised the issue and problems of pupil behaviour but, in the following extract, highlights the very individual nature of teaching and the sense of isolation that can be felt when dealing with difficult issues in the confines of a classroom. It highlights a point made earlier and in other research about the importance of support mechanisms in schools, from both management and more experienced peers, for teachers in the formative years of their careers (See Chapman 1982):

> *'I don't think I get the level of support from classroom assistants. However, that's a financial issue, so that's that. I have had experiences in the past at my school where I have not had the support of senior management at all. It just came down to behaviour issues in my class, I certainly felt very isolated on that'.*
>
> [Interviewer: So, a behavioural issue you raised about a particular child, you felt that you weren't necessarily backed up on that?]

> *'I had a number of boys in my class that were very, very difficult to handle, and I busted a gut to help these children and also to sort it out, and I was basically told that if I didn't like it, I should get out of the job… and I got quite down about it and I don't feel that I got the support I should have got really. Kind of like it or lump it, sort of thing. I wasn't expecting them to say "Oh, there, there, isn't it difficult for you!" but I just felt that I just needed the support and I don't think I got it.*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

Work in any organisation is likely to raise problems of management and working relationships with colleagues, but teaching has the added challenge of managing relationships with parents, as well as with pupils. Several teachers spoke about the increasingly consumer-oriented approach of parents to education, some more negatively than others:

> *'Unfortunately it's the* [parents] *you don't really like that you do see more often… Some of that is because they are genuinely concerned and that's why I'll talk them through, talk them through what we're doing and explain what we're trying to do … Usually the parents who see you between parents' evening are the horrible ones… I find it quite difficult and I don't like it when I have to talk to a parent who's being, not being aggressive or anything, just wanting to know, being confrontational, there's probably been a handful each year'.*
> (103, female humanities graduate, secondary Teacher, £18k-£21k)

Finally, several of the interview respondents were teaching on a supply basis. One particular graduate operating in a restricted labour market, where competition for permanent teaching posts was very high and little movement in and out of posts within the teaching population, reflected on the additional pressures that this brought in terms of workload and the problems of building relationships in schools (Fraser *et al.* 1998):

> '[I work] *at least Saturday or Sunday, I try to have one day where I don't do anything. I'm dependent on the reference that I get from the principal if I go and apply for a post so if I'm not seen to be doing a good job it's not good for me, so it's a catch 22'.*
> (077, female education (primary) graduate, substitute primary teacher, £21k-£24k)

4.6 Teachers and future career intentions

Hobson *et al.* (2004) reported that 80 per cent of respondent trainee teachers expected to be teachers in five years time and only 5 per cent expected not to be (the remainder did not know). Most importantly, younger trainees were notably more likely to expect not to be in the profession than older peers (for example, 6 per cent of 20-24 year olds did not expect to be teaching in five years' time compared to less than 2 per cent for the over-40 group). Given that the majority of our interview sample were young graduates, it might be expected that a number of graduates currently teaching would not expect to be doing so in five years' time.

The survey asked respondents which of a number of changes they expected to make within the next five years. Most notably, teachers were less than half as likely to indicate a desire to change to a completely different job or career (8 per cent compared to 21 per cent in the rest of the sample) and, not surprisingly given the greater proportion of women in the profession, were more likely to indicate taking a career break for family reasons. Interestingly, given the above discussion of working hours and workload, teachers were less likely to indicate an intention to move to a job with a potential for better work-life balance.

Several of the interviewees, however, *did* indicate that there was at least a possibility that they might leave the profession in the near future. In the case of the supply teacher referred to above, her precarious employment position over the last three years had lead her to seriously reconsider her chosen career path despite a desire to stay within the profession:

> *I've thought about re-training but it's the financial aspect of that. I've looked at prospectuses from college and stuff, my degree is very limited, it only leads you in one direction really and to retrain with the amount of student debt I have wouldn't be feasible, because I don't have the income to support myself, even part-time.*
> (077, female education (primary) graduate, substitute primary teacher, £21k-£24k)

Another was unequivocal in her desire to leave teaching but for entirely different reasons:

> *'One way or the other I think I don't want to be teaching in five years… If I am I'll still be a classroom teacher and that'll be fine. But I don't know what I'd do otherwise. Either charity jobs or* [working with] *children or I don't know what…. I'm not actively looking for another job or anything like that but I just think it would turn me a bit batty if I've not already been like that. You know it's just like some of the staff that have been there 30 years 40 years and they are just really, really cynical and really, really unenthusiastic about children or anything and it wouldn't be nice if I was to stay there for ever and become like that'.*
> (103, female humanities graduate, secondary Teacher, £18k-£21k)

If the respondents had at any point considered leaving the profession, however, in most cases this was due to short-term problems within a particular school or with a particular class rather than longer-term problems with teaching itself or with the teaching labour market. The following account was typical:

> *'Yes, I just had a particularly tough year with my class, my confidence was completely shattered by senior management… I felt that I wasn't doing a good job and also it highlighted a lot of the injustices to the job really, as much as you try, the kids were just awful, they were just horrendous and I just had a really bad year and I just thought I'm not sure I want to do this any more… I felt that I was constantly moaning about the job, stressed about it all and I wanted to get out, but I had a long hard look at it and realised that I actually did love teaching'.*
>
> [Interviewer: it sounds that it got relatively bad in the sense that it made you reassess something that you always had the intention of doing?]

> *'I did apply for a job actually with* [a not-for-profit organisation] *to work with disadvantaged children who were being excluded and work with their families but I didn't even get an interview, so that probably told me something. I just felt that my heart lay with more worthy things, like helping children who were a little less fortunate than others. I felt that I couldn't do that in teaching, but then I do love teaching so I sort of stuck with it, and I've got a really nice class this year, and I absolutely love it again, so I think we just have to stick these things out sometimes'.*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

This said, however, the majority of interviewees currently teaching indicated no desire to leave the profession. Furthermore, there was a strong desire from many to stay within the classroom and not move into positions that would take them away from their teaching responsibilities:

> *'I don't really want to be deputy head* [permanently]*… I'd much rather be in the classroom because going up the ladder unfortunately can mean that you leave the classroom and that's the whole fun. So, there's no point. But what I can do is take on roles like key stage two co-ordinator and things like that which is another step up. We don't actually have that position in our school but I could create it, which mean you can be in the classroom and have some sort of management responsibility. So there are different ways I can move. Also, there's Advanced Skills Teacher and before I was even Acting deputy head, the head then had come to me and said would I like to apply to be one because you go on a different salary scale… There are lots of routes you see'.*
> (088, mature, female education graduate, Primary Teacher (Acting deputy Head), £30k-£33k)

Respondents, however, anticipated that changing personal and family circumstances especially amongst female graduates, with reference to life stage and a desire sooner or later to have a family. Where many graduates are willing and indeed able to dedicate more time and effort to their careers in the early stages in order to establish themselves in a profession, as careers progressed they anticipated the need for a better balance between their personal lives and work.

> [Interviewer: You said in the questionnaire that career development was important to you. Do you think you attitude to work might change over the next three years or so?]
>
> *'Yes, I think it will, because I'm late 20s and I think you have the balance of your personal life with your professional life and I know some people think that you can have both, but I don't think you can. I think you have to review what you want and what you want to get out of it, and I think my personal life might take over a little bit but then that's not to say that in the future my professional life can then resume again'.*
> (095, young, female education (humanities) graduate, primary teacher, £18k-£21k)

Already, some 'young graduates' were expressing a change in their aspirations and ambitions as they approached their late-20s:

> *'Yes, although I think that I, about a couple of years ago I was really ambitious, I thought "I want to go far with this career and I want to be, perhaps not a headmaster, but you know deputy head, knocking on the door, see what fate sends me" but certainly upwards, not staying in one place getting bored but actually in the last year or so, ironically, I've actually been much more relaxed about that and I'm happy here I'm just going to stay here and if there's a perfect job comes up I'll leave… and then it did! And actually this perfect job is actually a very good career move as well, rather than because its quite a prestigious school, so I'm more likely perhaps to become a headmaster, ironically even though that is not a reason. Why I'm leaving, but certainly that's a nice thing and in 10 years time, I may be delighted that I made the decision'.*
> (7103, male, interdisciplinary graduate, secondary teacher, fee-paying school, £27k-£30k)

When reflecting on longer-term aspirations or expectations, however, there was a greater propensity amongst the teachers interviewed to indicate that they had thought about leaving the profession or at least seeking opportunities outside of the classroom. This was most often based on exasperation that a working life such as they had was not sustainable:

> *'I certainly don't see myself teaching until retirement age, it's too stressful. Yes, I love it and juggling three young children and a job like that is very difficult even with a husband as supportive as mine. But, no, I don't see myself doing it until that age, I think I'd drop dead if I did'.*
>
> [Interviewer: Is that the intensity of the job, the fact that you have to be on your toes…?]
>
> *'You never ever stop. It's waking up in the night thinking, "aargh, I've got to do that this way or…" I sleep with pen and paper by my bed if I have to write down the name of this, that or the other and I can't go to sleep unless I do write it down. I know it sounds daft and I'm sure lots of people are like that but you're walking around a supermarket and you see 33* per cent *extra and there's a maths lesson coming out of that. It's always, always there'.*
> (7028, female education graduate, primary teacher, £27k-£30k)

Those teachers who saw themselves staying within the profession in the long term could be classified into several categories, based on their future aspirations. Firstly, there were those who simply enjoyed classroom teaching and expressed little desire to seek promotion and advancement within the profession (what Draper *et al.* (1998) refer to as 'stayers'). For example:

> *'No, I don't think I would* [seek promotion], *because it's either a Deputy Head with the pressures of teaching as well, which I don't think I would be able to cope with, or it's a Deputy Head who doesn't teach at all; and I mean, surely that's why I became a teacher in the first place? I came into teaching because I liked working with children and I don't think I would enjoy the job if it was just paperwork. Where would be the fun in my job then? – Because obviously, like I said, paperwork is the bit that I enjoy the least, and becoming Deputy Head would basically mean taking away all the bits that I like'.*
> (091, female interdisciplinary graduate, Primary Teacher, £21k-£24k)
>
> [Interviewer: You said you weren't sure whether career development was that important to you…]

> *'No. I still feel the same now, I have no aspirations to be anything but a teacher. I'm happy to take on more responsibility within the curriculum but I wouldn't want to come away from the classroom teaching because that's what I enjoy'.*
> (118, young, female education graduate, primary teacher, £18k-£21k)

Secondly, there was distinct group of graduate teachers who also expressed a desire to stay within the classroom but also sought increased responsibility, recognition and reward. This group coincides with 'starters' in the typology outlined by Draper *et al.* (1998), those that have not sought promotion so far but plan to in the near future:

> *'I thoroughly enjoy teaching children, I find it incredibly rewarding.* [Also] *I find the challenges of the management side of it good. I enjoy the challenges. I've got that far down the career now where just being in the classroom isn't enough. I want something in addition to that'*
> (7028, female education graduate, primary teacher, £27k-£30k)

> *'I wouldn't like to become a Head, and, to be honest, I don't think I'd like to become a Deputy Head either, just because really most of the Heads I've had experience of working with don't get much time to go and work with the children, and the whole reason I went into the job was to be able to work with children, so I think I'd prefer to become a manager, like an 'early years' manager, so that I can manage but still be able to gets 'hands-on' if I want to'.*
> (094, female education graduate, primary teacher, £21k-£24k)

There was also a distinct group that saw their career progression in a more traditional sense in seeking promotion to management responsibilities both in and outside of schools:

> *'I would eventually, in years to come… I would like to go into a headship. Possibly going into maybe head of key stage or something first, then working my way up, but I would like to work my way up the ladder. I don't want to just stay a teacher for the rest of my life. I would like to move up the scale'.*
> (105, female humanities graduate, primary teacher, £18k-£21k)

The following case is interesting because the respondent was the only male primary teacher in the interview sample. Other studies (for example, Carrington, 2002) have indicated that men in primary teaching are often promoted more quickly than women. In this case, at the point of interview, the respondent was about to move abroad to teach for a short period partly because *'my career has been going well, but maybe too well, and I think I needed a break'.* When asked how he saw his career progressing on his return to the UK, he said:

> *'Short term, when I come back I'll apply for senior management posts again and then go for deputy head after a couple of years'*
> (115, male education graduate, primary teacher, £24k-£27k)

Tellingly, when asked about career planning the interviewee reported that *'I had a plan that I wanted to be a deputy by the time I was thirty, I don't want to do it that young now'.* When asked what he considered to be his advantages in securing the type of employment he would like, amongst other things he referred to his '*being a man',* simply because of the scarcity of

male primary teachers. Thornton and Bricheno (2000) reported that women teachers have increasingly sought and achieved high status in the profession, but that men *'once in post achieve well, acquiring a disproportionate number of high status/senior posts'* (p.187). DfES (2004) estimate[15] indicated that in 2003, 12 per cent of primary classroom teachers, almost a quarter of deputy heads and well over half of heads (57 per cent) were men and males were also disproportionately represented in senior positions in secondary teaching. Thornton and Bricheno (*ibid.*) found that female primary teachers were more likely to report perceived male 'advantage' in achieving senior positions than males, who appeared less likely to suggest gender as being an issue in promotion. It may be that women remain less likely to aspire to posts of responsibility because of commitment to remain in classroom teaching, as several quotes cited in this report illustrate, or are reluctant to do so early in their careers when the demands of senior jobs may conflict with family-building plans.

Overall, the majority of respondents in the teaching sample expressed a desire to stay within the classroom which was consistent with their motivation to enter the profession, a desire to work with children, and the most frequently cited positive aspect of the job, the interaction with pupils. This is contrary to the findings of Draper *et al.* (1998) who in a study of both primary and secondary teachers at various stages in their careers suggest that the majority of teachers sought career routes which reduced their teaching in the classroom. A possible reason for this is that our graduate sample focuses on those in the early stages of their career which might be associated with greater idealism and less immediate ambition or pressure to progress professionally. This may well be subject to change in later career.

4.7 Summary

- Primary and secondary teachers represented approximately one in ten of all 1999 graduates in employment.
- Teachers were half as likely to indicate that their job provided competitive salary compared to graduates in other professions but more likely to indicate that their job provided long-term security and continual skills development.
- Teachers were more likely overall to indicate being very satisfied with their careers to date and reported higher levels of satisfaction with their current job. However, they were less likely to report being satisfied with their total pay and the total number of hours worked in their jobs.
- For most teachers in the sample, the job was living up to their expectations but many reported it being harder work than they had anticipated.
- The most commonly-cited positive aspects of the job were pupil contact, the variety and challenge of teaching and the autonomy within the role.

[15] Figures for maintained sector in England only, full-time regular qualified teachers.

- The most commonly-cited negative aspects of the job were workload, bureaucracy, working hours, lack of work-life balance and pupils' behavioural problems.
- School-specific factors were also cited as important causes of job satisfaction or dissatisfaction. Adequate support structures in early career, a sense of community and good communication and school management were all suggested as important to job satisfaction.
- Few teachers expressed a desire to leave the profession, at least in the short term. Those that expressed such a desire or had previously considered leaving the profession tended to associate this with immediate problems, for example school-specific management problems, rather than longer-term difficulties.
- In terms of future intentions within the profession, three groups of teachers were discernible: those who expressed a desire to stay within the classroom and little desire for promotion; those who wished to stay within the classroom but who sought increased responsibility, recognition and reward; and those who sought advancement out of the classroom to management level.

CHAPTER 5

THOSE 'QUALIFIED TO TEACH' 7 YEARS ON

5.1 Introduction

The analysis presented so far in this report has primarily been based on data from the survey of 1999 graduates, with some comparison with the 1995 cohort surveyed in Winter 1998/99. These studies surveyed the early careers of graduates over a period of 4 and 3½ years respectively. In this final section, we draw on data from the Seven Years On follow-up of the 1995 cohort, conducted in 2002/03, to consider the early careers of teachers over a longer period of time. Analysis of the career paths of those qualified to teach over this longer period, especially among those graduates who have qualified for teaching via the PGCE route, provides a valuable addition, because even if such graduates had entered teaching immediately following the completion of their undergraduate studies, the Moving On surveys only record their careers over a maximum period of 2½ to 3 years. Our analyses have already revealed that many graduates who go on to take a PGCE do so after having had a period of paid employment or other activity after their first degree. By using the information collected in the survey, we are able to follow the careers of BEd/BA/BSc(QTS) graduates for a period of seven years and PGCE graduates for a period of up to 6 years. However, while the Seven Years On survey enables us to follow the careers of graduates over a longer time period, the overall sample of the 7 Years On survey is approximately half of that for the Moving On 2 survey of 1999 graduates. Therefore, while we are able to observe graduates over a longer period, the analysis presented in this chapter is not able to replicate some of the more detailed analyses of specific groups of graduates presented in the earlier chapters.

The chapter is structured as follows. It begins by outlining the characteristics of BEd/BA/BSc(QTS) graduates and PGCE holders (those 'qualified to teach') and their early career paths. We then compare the characteristics of those graduates currently employed as teachers with those who qualified as teachers but who were not employed as such at the time of the survey. We then briefly outline the movement of the 1995 cohort of graduates into employment within teaching occupations during the seven-year period since completing their 1995 qualification, before finally focusing on those in the sample working as secondary or primary teachers at the time of the survey. In particular, we examine their attitudes towards teaching, their assessment of their current jobs and future intentions compared to graduates employed in other occupations.

5.2 Who are the 'qualified to teach'?

Figure 5.1 shows the personal characteristics of those graduates from the Seven Years On survey who qualified to teach and compares these with the other graduates surveyed. It can be seen that women predominate in the teaching sample and that there is some evidence to suggest that older graduates with teaching qualifications were more likely not to be employed within teaching occupations at the time of the survey. However, little difference is observed in the social class distribution of qualified teachers compared to other groups. There is some indication that those qualified to teach but not teaching at the time of the survey were more likely to come from a managerial/professional social class background.

Figure 5.1: Personal characteristics of those 1995 graduates who were qualified to teach

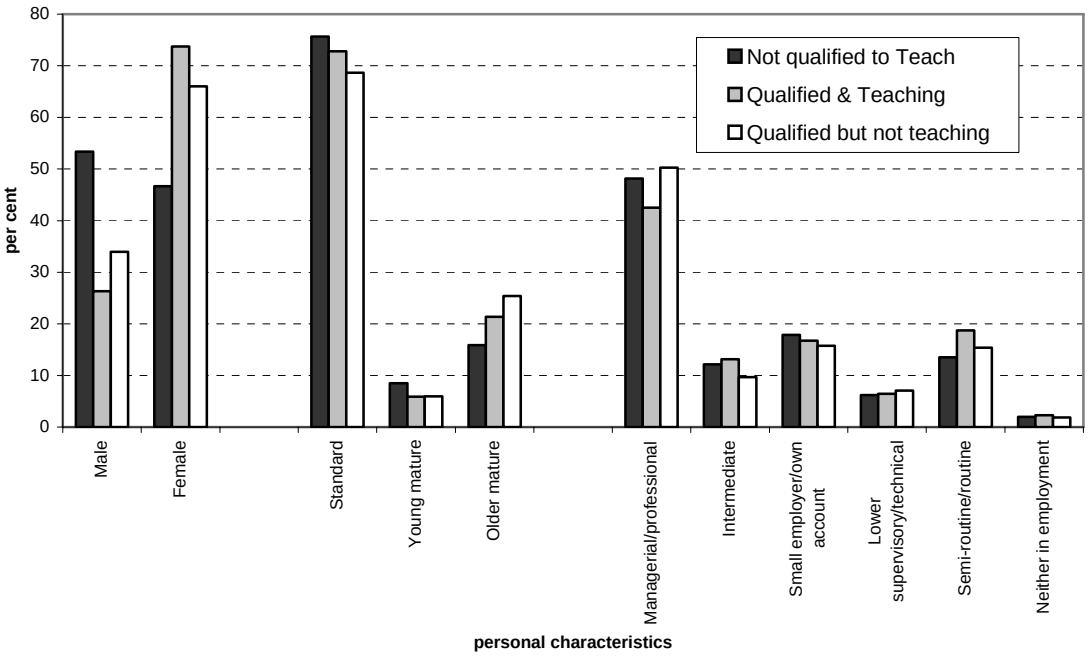
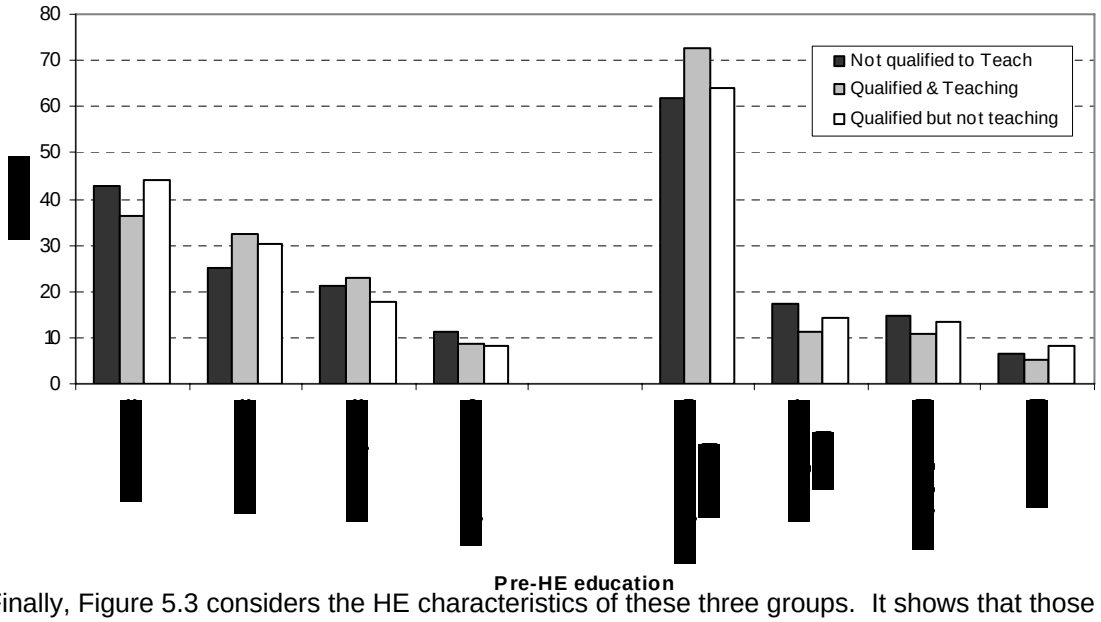


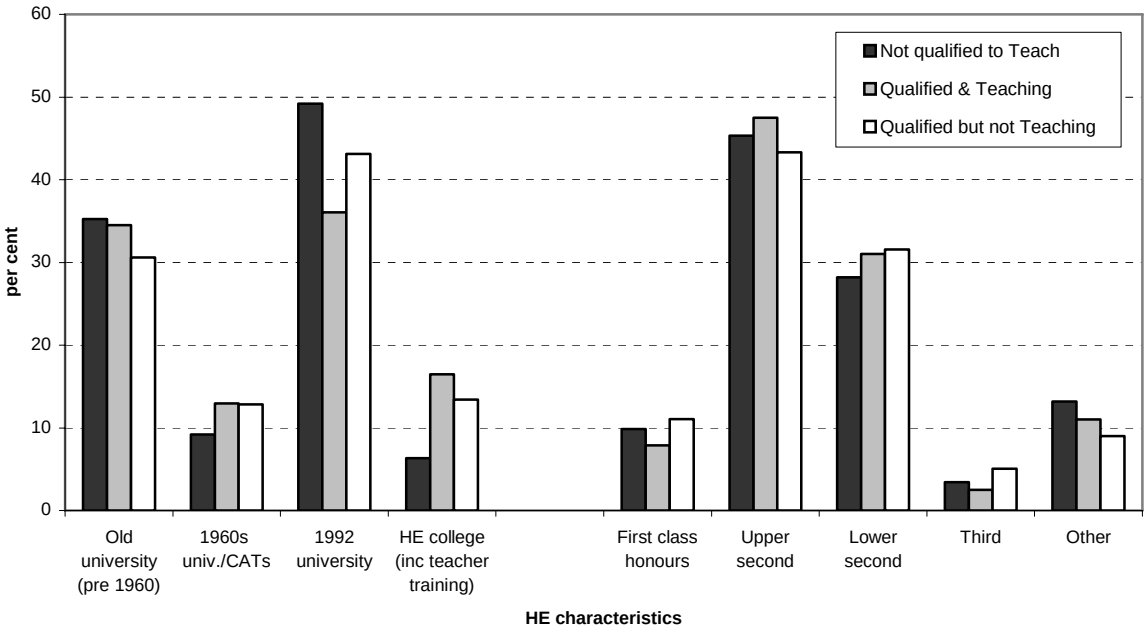
Figure 5.2 shows the pre-HE qualification and schooling characteristics of these three groups of graduates from the 1995 cohort. There was little difference in the distributions of educational attainment at A-level. However, graduates who were qualified and engaged in teaching occupations at the time of the survey were more likely to have attended a comprehensive school or sixth form college prior to studying for their 1995 qualification, than both those who were not qualified to teach and those who were qualified but not employed in teaching occupations at the time of the survey. Qualified teachers who attended comprehensive schools therefore appear more likely to remain in the teaching profession.

Figure 5.2: Pre-HE characteristics of those 1995 graduates who were qualified to teach



Finally, Figure 5.3 considers the HE characteristics of these three groups. It shows that those qualified to teach were more likely to have attended a HE college. Of more interest, however, is that a higher proportion of 1995 graduates qualified to teach who were not in teaching at the time of the survey had studied at post 1992 HEIs. As with A-levels, little difference was observed in the distributions of educational attainment at HE as measured by degree class.

Figure 5.3: HE characteristics of those graduates qualified to teach



5.3 The early careers of those qualified to teach

We now consider the early career paths of these graduates who qualified to teach via either the attainment of a BEd/BA/BSc(QTS) or a PGCE. Estimates reveal that of those graduates who had gained a teaching qualification, approximately a third were not employed within a teaching occupation at the time of the survey. Of those who qualified to teach and were teaching at the time of the survey, three-quarters were women, yet among those qualified to teach but not teaching, only two thirds were women. This would appear to suggest that males qualified to teach may have been less likely to be utilising this qualification at the time of the survey, although this conclusion needs to be treated with caution because a proportion of these, at least, appeared to be working in education and related areas. Thus, they may have been using their skills and knowledge in areas other than classroom teaching.

Figure 5.4 compares the early career profiles of BEd/BA/BSc(QTS) graduates and all others in employment. Those who graduated with a BEd/BA/BSc(QTS) qualification exhibited higher rates of employment following graduation, consistent with the early careers of their 1999 peers. The employment rate among this group reached 95 per cent within five months following graduation and then remained relatively stable over the remainder of the study period. In contrast, it took approximately 4½ years for the rate of employment among other groups of graduates to exceed 90 per cent. The lower proportion of BEd/BA/BSc(QTS) graduates who undertook further study largely accounts for this differential: during the first year following graduation, only one per cent of BEd/BA/BSc(QTS) graduates were engaged in further study compared to approximately 18 per cent of graduates in other disciplines. In addition, the rate of unemployment was consistently lower among the BEd/BA/BSc(QTS) graduates, with only small peaks in the unemployment rate series during the summer months (most probably indicating patterns of supply teaching and the end of fixed-term contracts).

Figure 5.4: Career profiles of 1995 graduates, comparing BEd/BA/BSc(QTS) graduates with all other graduates

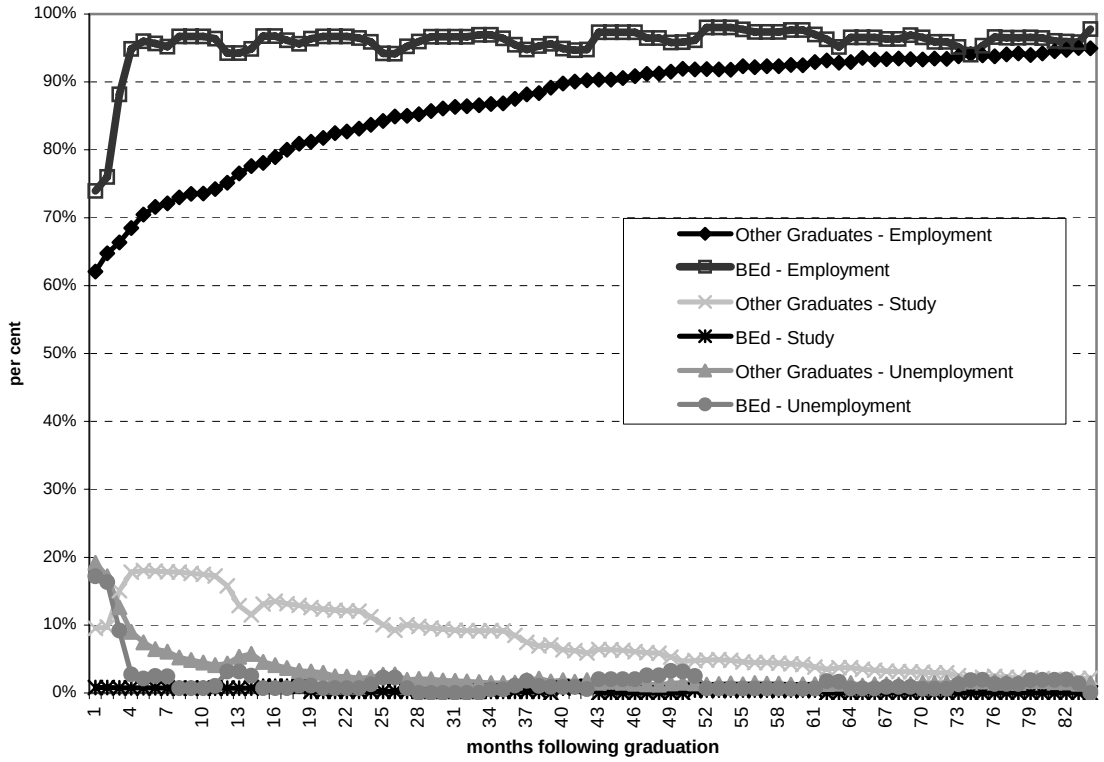
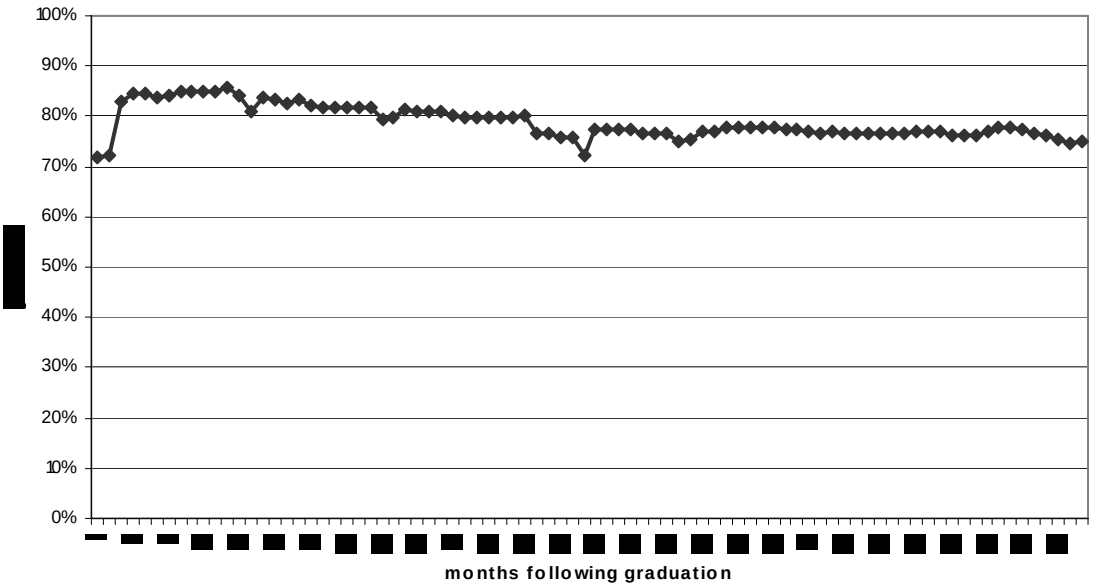


Figure 5.5 shows the proportion of employed BEd/BA/BSc(QTS) graduates who were in teaching occupations during this period. The relatively small sample sizes contribute towards the apparent fluctuations in this series, but, a clear overall pattern emerges. During the 12 months following graduation, approximately 85 per cent of employed BEd/BA/BSc(QTS) graduates were working within teaching occupations. This proportion declined steadily over the following two years and then stabilised, remaining at approximately 76 to 77 per cent beyond three years after graduation. Therefore, approximately one in four of 1995 BEd/BA/BSc(QTS) graduates were no longer employed in teaching occupations after three years.

Figure 5.5: Proportion of employed 1995 BEd/BA/BSc(QTS) graduates working in teaching occupations

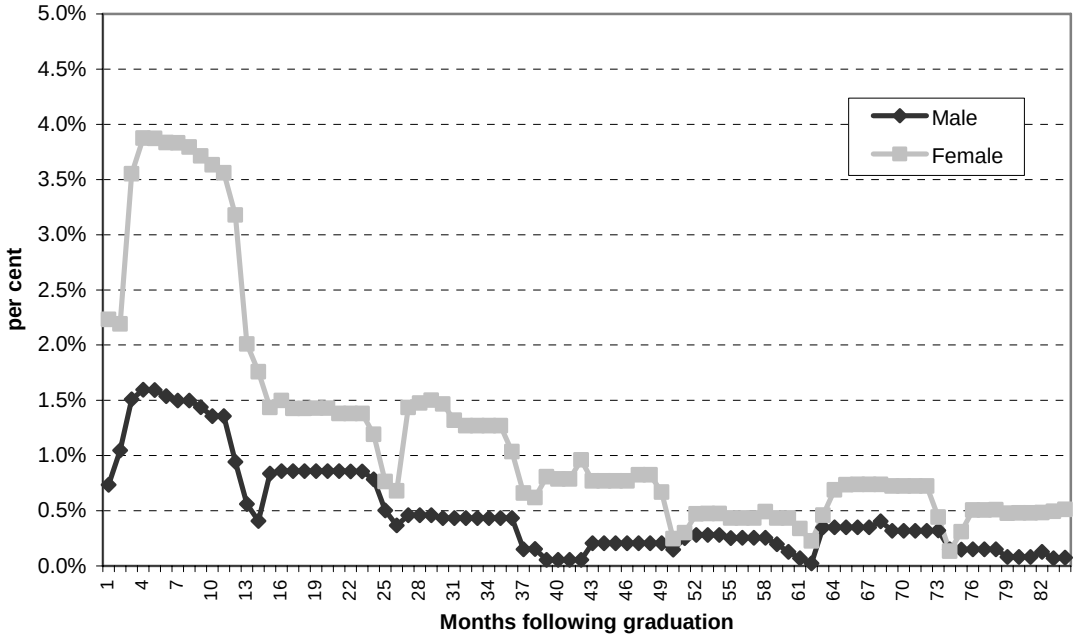


Focusing solely on those who had entered teaching via the postgraduate route, the *Seven Years On* follow-up of the 1995 graduate cohort did not specifically ask graduates to state whether they had undertaken a PGCE since the completing their undergraduate studies. However, in the work history section of the questionnaire, respondents were asked to provide a dated account of their activities since graduating. Respondents who had indicated that they were in full time study were asked to provide details of this course, including its title and the institution where they studied. We have therefore been able to interrogate this information to identify those individuals who recorded in their careers histories that they had undertaken a PGCE. This approach identified 279 individuals who had undertaken a PGCE, approximately 6 per cent of the Seven Years On sample.

Figure 5.6 shows the percentage of 1995 graduates undertaking a PGCE during the seven years since graduation. Consistent with the analysis of the 1999 cohort data, approximately four per cent of 1995 female graduates surveyed in 2002 undertook a PGCE in the year immediately following the completion of their graduate studies. Among male graduates, approximately 1½ per cent undertook a PGCE during the year following the completion of their graduate studies. This figure is approximately half a percentage point lower than that estimated from the analysis on the Moving On survey of the 1995 cohort. Throughout the period of analysis, the proportion of female graduates undertaking PGCEs was higher than of males. The proportion of both male and female graduates undertaking a PGCE declines over time. However, among both males and females, there appears to have been a small upward shift in the proportion of 1995 graduates undertaking a PGCE during 2000 (5 years following

the completion of their graduate studies), which is likely to be linked to the introduction of training salaries for PGCE students introduced at the beginning of the 2000 academic year. Approximately 46 per cent of those who went on to undertake a PGCE did so within the first year after completing their 1995 qualification; 18 per cent did so within the second year and 14 per cent undertook their PGCE in the third year after completing their undergraduate studies.

Figure 5.6: Proportion of 1995 graduates undertaking PGCEs over period covered by survey

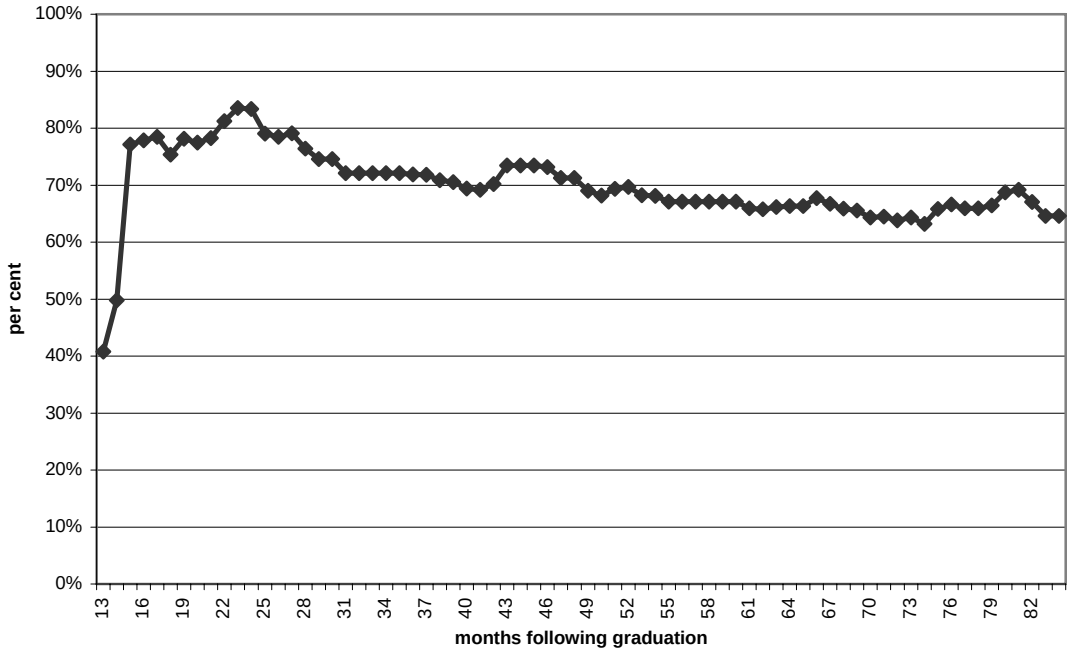


As with the previous analysis of BEd/BA/BSc(QTS) graduates, PGCE graduates were quickly assimilated into paid employment following the completion of their PGCE. By the beginning of the school year following the completion of their PGCE courses, approximately 85 per cent of these graduates were in employment, increasing further to 90 per cent by January of the following year. Participation in employment increased further to 95 per cent during the second academic year after the completion of PGCEs. Approximately five per cent of these graduates continued with their studies during the year following the completion of their PGCE.

Figure 5.7 considers the proportion of employed PGCE graduates working as teachers during the six years following the completion of their teaching qualification. During the academic year following the completion of PGCE, approximately 80 per cent of employed PGCE graduates were working in teaching occupations. This proportion declined to approximately 70 per cent at the start of the second academic year following the completion of PGCE studies. By the start of the fifth academic year following the completion of their PGCEs, approximately 65 per cent of these graduates remained employed as teachers. The

proportion of PGCE graduates employed in teaching occupations was generally between five and ten per cent lower than that of Bed/BA/BSc(QTS) graduates.

Figure 5.7: Proportion of employed 1995 PGCE graduates working in teaching occupations



5.4 Teachers seven years on

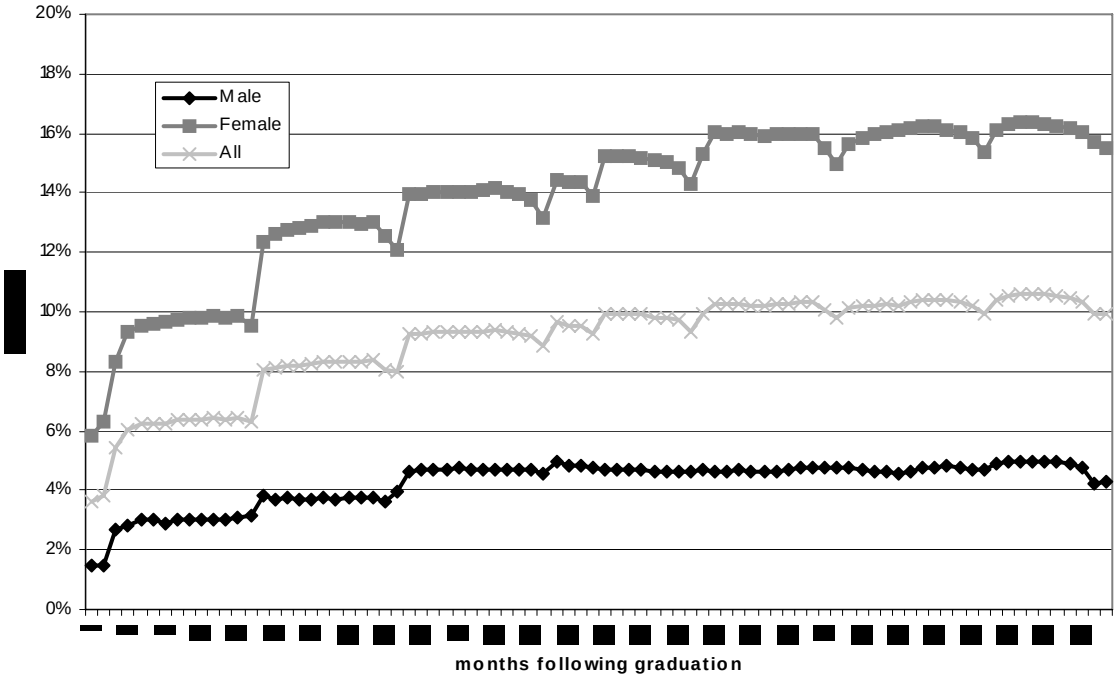
Overall, graduates who were employed as either primary or secondary teachers represent approximately 11 per cent of the entire sample of 1995 graduates in employment; 43 per cent of these were secondary teachers and 57 per cent in primary education. A quarter of the teachers surveyed were male, a similar proportion to that which had taken education degrees. Ninety per cent were currently employed in the state sector, eight per cent in private education and two per cent in not-for-profit organisations. In terms of age distribution, 69 per cent of teachers had graduated under the age of 25 compared to 77 per cent of graduates in other occupations. Twenty four per cent of teachers were over the age of 30 on graduation compared to 14 per cent in other occupations. Table 5.1 outlines the subject distribution of those teaching seven years on in more detail. It shows that language and humanities are over-represented amongst the teaching sample compared to the 'other' group, whereas other subjects which typically lead to careers in teaching for a significant proportion of graduates - including natural science and maths and computing - are under-represented:

Table 5.1: Subject of study, comparing teachers and graduates in all other occupations

	Teachers	Graduates employed in all other occupations
Arts	2.5	2.2
Humanities	14.1	9.3
Languages	6.8	2.8
Law	.9	3.9
Social Sciences	9.8	15.2
Maths and Computing	2.4	7.4
Natural Sciences	6	11.8
Medicine and Related	.1	8.9
Engineering	.8	10
Business Studies	1.7	13.6
Education	49.5	3.4
Other vocational	1.4	7.9
Interdisciplinary	3.9	3.6

The previous section outlined the proportions of those qualified to teach actually working in teaching occupations in the period covered by the survey according to their qualification route. Figure 5.8 shows the proportion of graduates from the overall 1995 cohort sample who entered the teaching profession during the seven years following graduation. Within 3 to 4 months following the completion of their 1995 course, approximately six per cent of graduates were employed in teaching occupations. However, as outlined previously, this was shown to vary by gender. Among female graduates, approximately nine per cent were employed in teaching occupations within three to four months following the completion of their 1995 course: approximately three times more than of the male graduates. Figure 5.8 also clearly shows the subsequent annual step shifts that that occurred as a result of graduates entering teaching after having completed PGCEs. As noted above, during the first year following graduation approximately six per cent of the 1995 cohort were engaged in teaching occupations, eight per cent in the second year following graduation, nine per cent in the third year and 10 per cent in the fourth year following graduation. The proportion of the cohort employed in teaching occupations remained relatively stable thereafter. We observe that these step-shifts are particularly prominent among women, possibly highlighting the relative importance of this route towards a teaching career among female graduates, for whom the proportion who were employed in teaching occupations increased in each of the first four years following graduation, eventually reaching a peak of approximately 16 per cent. By contrast, males only exhibit smaller step shift increases over a shorter period, reaching a peak of approximately five per cent around two years after graduation. Males who entered teaching thus appear to have done so more quickly than females. In contrast, female graduates enter teaching over a relatively prolonged period; possibly as a result of failure to access alternative graduate careers, as some of the qualitative evidence cited suggests.

Figure 5.8: Entry into teaching among the 1995 cohort



The following analysis discusses responses given in the survey of all graduates in the survey who were employed as primary and secondary teachers compared to those given by graduates in all other occupations, in either full- or part-time employment or self-employed. In terms of how they viewed their current job, 96 per cent considered it to be related to their long-term career plans compared to 81 per cent of those in other occupations. Comparing the reasons given by members of the two groups for why they had taken their current jobs, Table 5.2 shows that those teaching seven years after graduation, like teachers from the 1999 sample, were more likely to have indicated it was exactly the type of work they wanted. The other key substantive difference was that they were more likely to have sought job security. This reflects a key theme picked up in the 1995 cohort interviews – that as young adults reached their late 20s, they frequently spoke about moving careers to achieve greater security and 'settle down', in terms of career development and wider life choices. They were less likely to give the remaining reasons. Notably, teachers were less likely to give both of the negative reasons ('suits me in the short-term' and 'better than being unemployed').

Table 5.2: Reasons given for taking current job, comparing teachers and graduates in all other occupations

	Teachers	Graduates employed in all other occupations
It was exactly the type of work I wanted	76.1	52.4
The salary level was attractive	18.3	45.5
Other conditions of employment were attractive	22.2	36.5
I wanted to work in this locality/region	61	51.1
I was already working for this employer	14.6	26.8
It offered interesting work	39.1	56.5
To gain experience to obtain the type of job I want	40.1	55.9
It offered job security	45.2	32.8
It was compatible with my partner's career	12.4	7.5
It suits me in the short term	10	14.3
It is better than being unemployed	5.7	10.7
Other	1.2	3.5

In terms of employment prospects (Table 5.3) teachers more often perceived that greater mobility between employers would be required in order to progress in their careers, with half indicating that they would expect to change employers for career progression. This is not surprising. Importantly however, teachers were less likely to suggest that they would have to change the type of work they were doing in order to progress.

Table 5.3: Promotion prospects, comparing teachers with graduates in all other occupations

	Teachers	Graduates employed in all other occupations
Good within current organisation	42.7	49.4
Good, but expect to change employers	50	38.6
Have to change type of work to progress	15.6	21.7
Current job is dead end job	1	7.8
Don't know	8	6

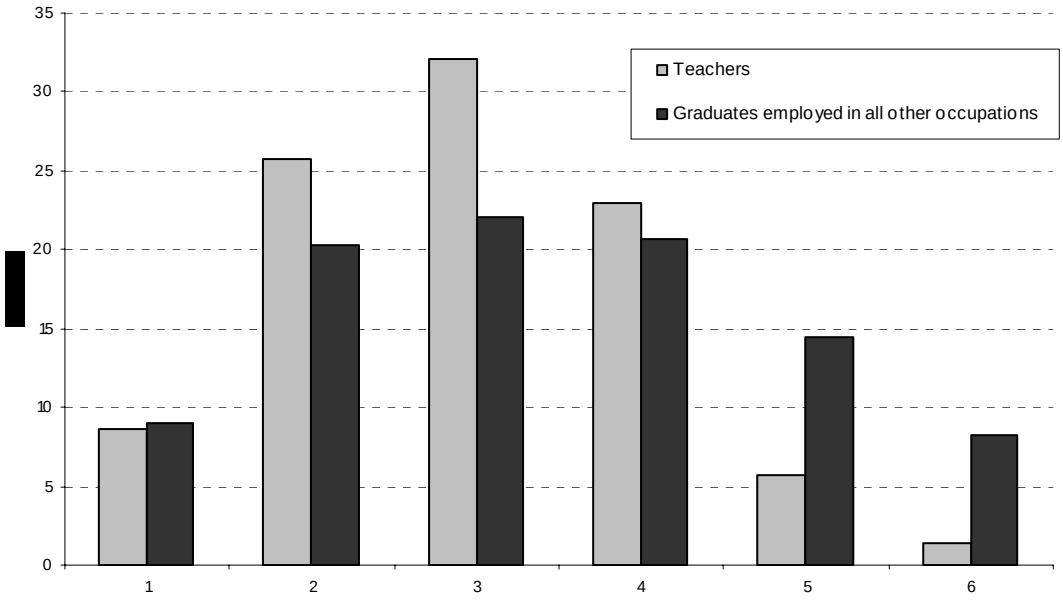
Table 5.4 shows the proportions in each group who indicated that their current jobs provided each of the following indicators of 'job quality'. Again, teachers are less likely to indicate that their job provided them with a competitive salary (even after up to seven years in the job). They were marginally more likely to indicate that it provided continual skills development, interesting and challenging work and, interestingly, opportunity to reach management level. Overall, they were much more likely to indicate their job allowed them to do socially-useful work and provided long-term job security.

Table 5.4: Characteristics of current job, comparing teachers with graduates in all other occupations

	Teachers	Graduates employed in all other occupations
Competitive salary	35	65.2
Continual skills development	78.2	74
Interesting and challenging work	95.2	87.3
Socially useful work	80.2	46.5
Long-term security	86	54.5
Opportunities for an international career	24.6	34
Opportunities to reach managerial levels	69.6	60.8
Progressive and dynamic organisation	19.2	42.8
Working with people you enjoy socialising with	56.5	57.5

However, this rather positive endorsement of teaching, excepting levels of pay, is tempered if we examine the distribution of scores on the index of job quality. Figure 5.9 indicates that teachers are more likely to indicate that their current job provides three or less of the chosen indicators whereas the reverse is true for scores of five or six.

Figure 5.9: Index of job quality, comparing teachers and graduates in all other occupations



However, if we consider what each respondent indicated was the most important of these values, we can see that, overwhelmingly, teachers (much like other graduates) highlight the importance of interesting and challenging work, which most indicated was provided in their current jobs. In Table 5.5, socially-useful work and job security were both reported as being of greater importance to teachers than to those in other occupations. Table 5.4 revealed that these were provided in the majority of cases.

Table 5.5: Most important characteristic of current job, comparing teachers with graduates in all other occupations

	Teachers	Graduates employed in all other occupations
Competitive salary	3.4	14.7
Continual skills development	4.2	10.2
Interesting and challenging work	59.6	53.3
Socially useful work	10.8	5.3
Long-term security	18.4	7.7
Opportunities for an international career	.9	1.7
Opportunities to reach managerial levels	1.9	3.6
Progressive and dynamic organisation	.2	1.3
Working with people you enjoy socialising with	.5	2.2

To explore this in more detail we can examine the responses to a set of questions addressing the level of satisfaction that respondents felt with a number of aspects of their current job. Respondents were asked to indicate, on a scale of one to seven, how satisfied they felt with a number of characteristics of their current job. The results are presented in Table 5.6, which identifies the proportions in each group who reported being 'satisfied' (indicating a score of five or above) with each aspect. The results confirm the findings discussed previously. One in three teachers was satisfied with their total pay (compared to over half of all other graduates in employment) but the majority were satisfied with job security, opportunity to use initiative, working relationships with senior staff and the actual work. These were consistent or marginally better than the 'other' group. The responses do, however, raise the issue of working hours and the fact that well under a third of teachers were satisfied with their total hours worked, compared with about two-thirds of other respondents.

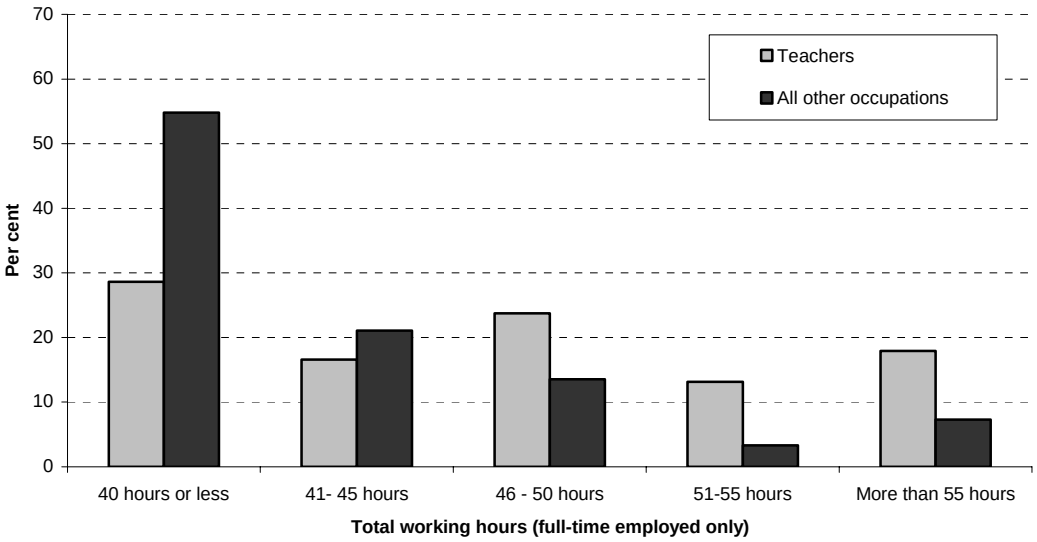
Table 5.6: Those reported being 'satisfied' with various aspects of current job, comparing teachers with graduates in all other occupations

	Teachers	Graduates employed in all other occupations
Promotion Prospects	48.6	46.1
The Actual Work	79.2	73.8
The Total Pay	33.8	51.8
Relations with Supervisor/Manager	72.4	72.3
Job Security	86.3	64.3
Opportunity to use initiative	84.2	80
Total Hours Worked	28.5	61.2

To understand why over two-thirds of teachers in the sample were dissatisfied with their working hours, Figure 5.10 shows the comparison of working hours (for graduates employed full-time only) between teachers and graduates in all other occupations. The picture is similar to that for the Class of '99, but those in teaching seven years after graduation report longer working hours. For example, seven years on, almost one in five teachers reported working more than 55 hours per week compared to 14 per cent of those four years post-graduation. This may be because of greater levels of responsibility and, subsequently, reward but it also

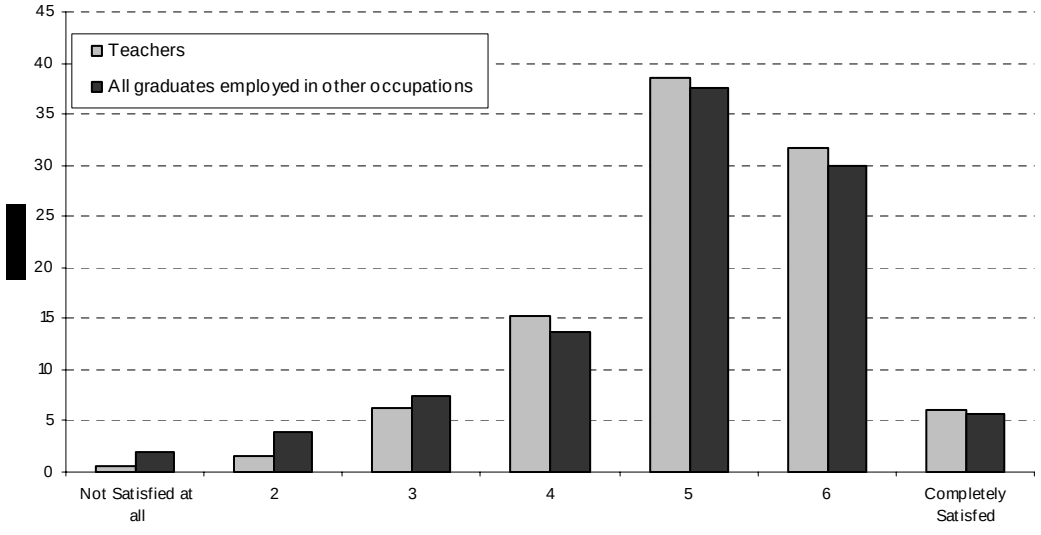
suggests that teaching workload does not decline the longer teachers spend in the profession.

Figure 5.10: Total working hours per week, for full-time employed graduates only, comparing teachers and all other occupations



However, overall, teachers expressed marginally higher levels of satisfaction with their current job than graduates as a whole, although the results are comparable as Figure 5.11 shows.

Figure 5.11: Satisfaction with current job, comparing teachers and those in all other occupations, comparing teachers with graduates in all other occupations



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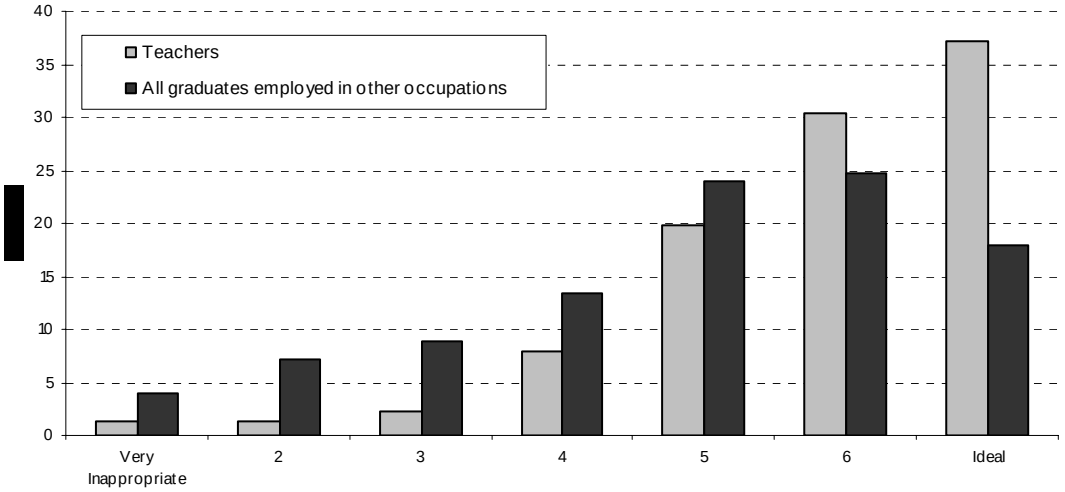
n terms of how appropriate the respondents felt their current job was for someone with their skills and qualifications, Figure 5.12 shows that a far higher proportion considered their job ideal. This reflects the number of education graduates currently teaching (50 per cent of total

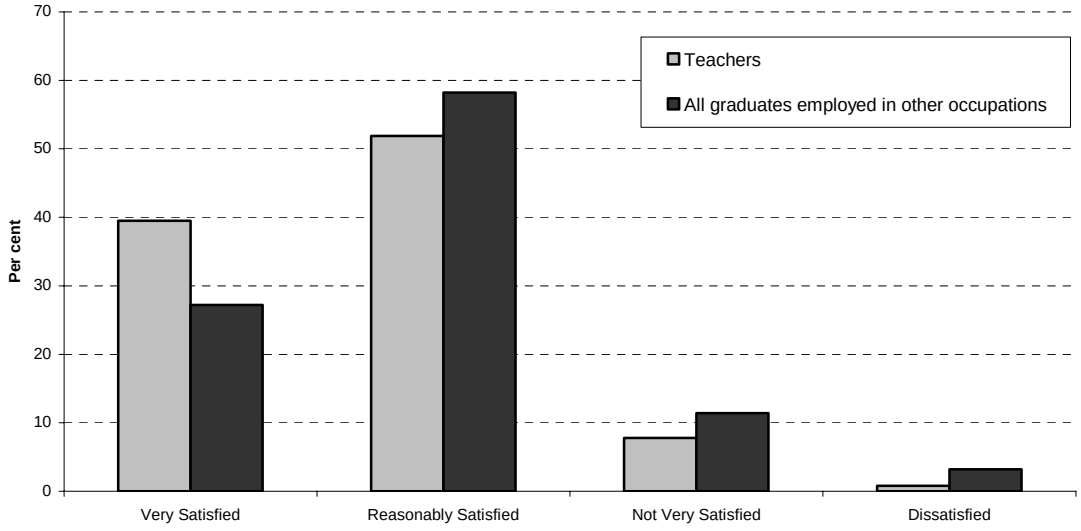
number of teachers) and also the fact that teaching is unequivocally a graduate occupation for which entry would be impossible without a particular degree and/or additional qualification.

Figure 5.12: Appropriateness of current job (for someone with your skills and qualifications), teachers compared to those in all other occupations



Finally, we can assess the overall level of satisfaction with career to date of 1995 graduates in teaching at the time of the survey, compared to those who were in other occupations. Figure 5.13 and shows that teachers were more likely to be very satisfied and less likely to be not very or dissatisfied with their careers to date.

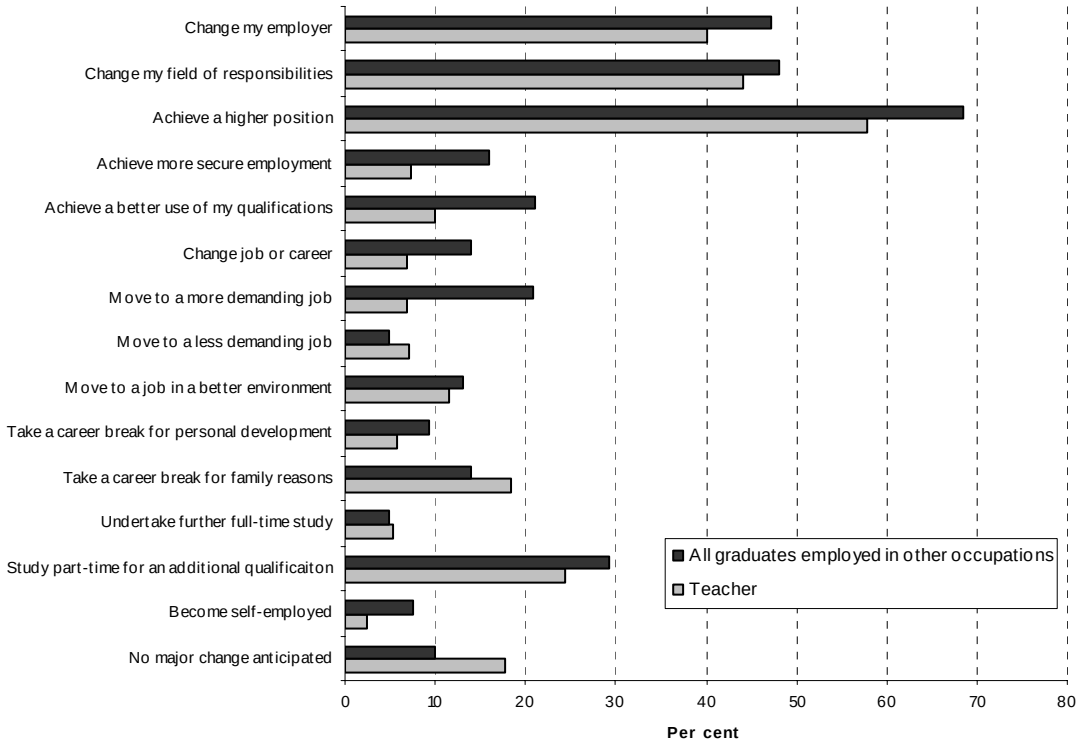
Figure 5.13: Satisfaction with career to date, comparing teachers with graduates in all other occupations



Finally, we consider the future intentions of the sample, comparing the changes that teachers planned to make related to their career compared to all other graduates employed at the time of the survey (Figure 5.14). It is evident from Figure 5.14 that in practically all cases, teachers

were less likely to anticipate making any of the stated changes within the next five years apart from taking a career break for family reasons, unsurprising given the greater proportion of women in this group. Overall, almost 20 per cent of teachers, compared to ten per cent of the 'other' group anticipated no major changes in their career within the next five years. Alternatively, however, approximately 45 per cent of the teaching sample reported planning to change their field of responsibilities within the next five years.

Figure 5.14: What changes do you expect to make in the next five years? Comparison between teachers and graduates in all other occupations



5.5 Summary

- Like the 1999 graduates, those teaching after seven years in the labour market were more likely to be women, and older mature graduates qualified to teach were more likely to be employed in other occupations than their younger peers.
- BEd/BA/BSc(QTS) graduates reported higher levels of employment throughout the seven year period compared to all other graduates. Only after seven years did rates of employment converge between the two groups. The rate of unemployment was also consistently lower amongst BEd/BA/BSc(QTS) graduates.
- The proportion of BEd/BA/BSc(QTS) graduates employed as teachers peaked at 85 per cent for the first year after graduation but gradually declined over the subsequent six

years. After seven years, approximately one in four BEd/BA/BSc(QTS) graduates were not employed in primary or secondary teaching.

- 46 per cent of those graduates who went on to do a PGCE after graduation did so in the first year after the completion of their undergraduate studies, 18 per cent in the second year and 14 per cent in the third year after graduation.
- Around two-thirds of graduates with a PGCE were employed as teachers after seven years. This proportion was down from a peak of approximately 80 per cent in the second year after graduation.
- Primary and secondary teachers represented 11 per cent of the total 'in employment' sample from Seven Years On; 43 per cent of them were secondary teachers and 57 per cent were in primary education. 25 per cent of teachers were male and 90 per cent were employed in the state sector.
- Graduates in humanities and languages made up a larger share of the teachers sample than in the 'other occupations' group.
- Teachers often *did* perceive themselves as having a vocation. They were more likely than graduates in other occupations to have taken their current job because it was exactly the type of work they wanted, as well as for reasons of job security. They were less likely to have chosen it on the basis of salary and other conditions of employment.
- Teachers reported marginally higher levels of overall job satisfaction, despite lower levels of satisfaction with individual components such as total pay and hours worked. They were slightly more likely to report being very satisfied with their careers to date.
- Teachers reported being less likely to expect to make significant changes in their career over the next five years, (20 per cent compared to 10 per cent of the 'other occupations' group) and were half as likely to report an intention to change their job or career. However, 45 per cent reported planning to change their field of responsibilities, presumably within education.

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Annex 1: detailed statistical analyses

Table A1.1: Logistic regression of the odds of undertaking a PGCE

	Coefficient	Standard Error	Significance.	Relative odds	% under-taking a PGCE
Male				Ref.	4.6%
Female	0.70	0.11	0.00	102	9.7%
Age group					
25 or under	0.92	0.29	0.00	151	9.8%
26 to 29 years	0.50	0.29	0.08	64	6.1%
30 to 39 years	0.53	0.32	0.10	70	6.7%
40 to 49 years	0.75	0.33	0.02	111	9.5%
50 plus				Ref.	3.6%
Disability status					
No disability				Ref.	7.8%
Disabled	-0.10	0.26	0.71	-9	8.2%
Not extremely ambitious				Ref.	8.2%
Extremely ambitious	-0.24	0.12	0.05	-21	6.2%
Ethnicity					
Non white				Ref.	6.0%
White	0.18	0.21	0.41	19	7.9%
Children					
No children				Ref.	7.7%
Dependent children	0.45	0.25	0.08	56	10.4%
Socio-economic class					
Managerial and professional	0.34	0.16	0.04	40	8.3%
Intermediate				Ref.	5.8%
Small employers/own account	0.21	0.19	0.27	23	6.6%
Lower supervisory and technical	0.35	0.24	0.14	42	8.6%
Semi-routine/routine	0.57	0.19	0.00	76	9.2%
No paid employment	0.82	0.34	0.02	128	10.7%
Not determined	0.15	0.26	0.57	16	6.3%
Type of school attended					
Comprehensive	0.48	0.15	0.00	62	8.6%
State grammar	0.39	0.17	0.02	48	7.3%
Other	0.20	0.26	0.44	22	6.2%
Fee paying				Ref.	5.5%
A level points					
1 to 10	0.05	0.16	0.77	5	6.8%
11 to 20	0.06	0.15	0.69	6	8.9%
21 to 30	-0.05	0.13	0.71	-5	8.0%
30 plus				Ref.	7.9%
Subject studied					
Arts	2.97	0.73	0.00	1848	13.5%

Humanities	2.96	0.72	0.00	1822	14.7%
Languages	3.18	0.74	0.00	2315	15.1%
Law				Ref.	1.2%
Social science	2.53	0.72	0.00	1150	9.9%
Business	0.55	0.77	0.48	73	1.7%
Maths	2.34	0.74	0.00	939	7.0%
Natural Science	2.49	0.72	0.00	1110	9.7%
Medicine	1.09	0.75	0.14	198	3.0%
Engineering	0.67	0.88	0.44	95	1.0%
Education	2.23	0.73	0.00	832	9.4%
Interdisciplinary	2.39	0.72	0.00	991	8.7%
Other	1.60	0.75	0.03	397	3.9%
Type of institution attended					
Old university				Ref.	8.2%
1960s university	0.06	0.14	0.67	6	8.4%
Post 1992 University	0.05	0.12	0.65	6	6.4%
HE college	0.26	0.17	0.12	30	11.8%
Class of degree attained					
First				Ref.	5.3%
2(I)	0.40	0.17	0.02	50	8.1%
2(ii)	0.63	0.18	0.00	88	9.0%
3rd	0.16	0.36	0.65	17	5.4%
Pass/Diploma	0.30	0.31	0.34	35	4.2%
Debt at end of course					
No repayable debt				Ref.	8.0%
Debt - no problem	0.03	0.11	0.79	3	8.2%
Debt - problem	-0.24	0.14	0.08	-21	7.5%
Sample size	7,796				
R-squared	0.12				

Table A1.2: Factors associated with the earnings of 1999 graduates in full-time employment in 2003/04

	Coefficient	Standard error	Significance
(Constant)	9.055	0.028	0.000
Hours worked per week	0.009	0.000	0.000
Type of employment contract			
Permanent or open-ended	ref.		
Fixed-term contract	-0.062	0.004	0.000
Probationary period	-0.133	0.006	0.000
Self-employed	-0.119	0.007	0.000
Temp, agency	-0.147	0.009	0.000
Other temp	-0.145	0.011	0.000
Other (not specified)	-0.170	0.012	0.000
Degree required for job	0.056	0.003	0.000
Sector of employment:			
Agriculture	0.001	0.010	0.902
Manufacturing	-0.048	0.006	0.000
Elec., gas, water	-0.091	0.010	0.000
Construction	-0.069	0.006	0.000
Distribution, hotels, etc.	-0.142	0.007	0.000
Transport, tourist services	-0.090	0.009	0.000
ICT sector	-0.031	0.005	0.000
Banking, insurance, finance	ref.		
Business services	0.003	0.005	0.500
Education	-0.096	0.006	0.000
Other public services	-0.048	0.006	0.000
Other	-0.062	0.004	0.000
Private sector	ref.		
Public sector	-0.051	0.004	0.000
Not-for-profit sector	-0.078	0.005	0.000
In my workplace, my type of job is done…			
…exclusively be men	ref.		
…mainly by men	0.028	0.004	0.000
…equal mix men and women	-0.061	0.004	0.000
…mainly by women	-0.105	0.005	0.000
…exclusively by women	-0.136	0.006	0.000
…only by me	-0.094	0.007	0.000
Time taken to become competent in current job:			
Less than 1 week	-0.056	0.005	0.000
Less than 1 month	-0.063	0.004	0.000
1-3 months	-0.023	0.003	0.000
3+ months	ref.		

Size of organisation:				
Under 25 employees		ref.		
25-249		-0.035	0.003	0.000
250-999		-0.003	0.004	0.402
1000+		0.039	0.003	0.000
Type of job:				
Traditional graduate job		0.168	0.004	0.000
Modern graduate job		0.149	0.004	0.000
New graduate job		0.138	0.004	0.000
Niche graduate job		0.130	0.004	0.000
Non-graduate job		ref.		
Location of current job				
Inner London		0.233	0.003	0.000
Outer London		0.180	0.004	0.000
Rest of South East		0.072	0.003	0.000
Scotland		-0.005	0.004	0.283
Northern Ireland		-0.074	0.005	0.000
Female		-0.052	0.002	0.000
Age		0.033	0.001	0.000
Age^2		0.000	0.000	0.000
Ability to change job affected by:				
Family ties		0.020	0.003	0.000
Disability/long term illness		-0.072	0.008	0.000
Other		0.005	0.003	0.038
None of these		ref.		
Has children aged:				
0-1 years		-0.001	0.008	0.908
2-3 years		-0.035	0.008	0.000
4-5 years		0.037	0.012	0.001
6-11 years		-0.013	0.007	0.071
12+ years		0.017	0.006	0.008
Attended fee-paying school		0.005	0.002	0.056
Class of degree obtained:				
	1	ref.		
2(i)		-0.057	0.003	0.000
2(ii)		-0.103	0.003	0.000
	3	-0.190	0.007	0.000

Mode of study for 1999 degree:			
Full-time	ref.		
Part-time	0.181	0.006	0.000
Distance learning	0.078	0.016	0.000
Sandwich	0.06	0.004	0.000
Other	0.08	0.018	0.000
Type of institution attended:			
Pre 1960 university	ref.		
Post 1960, pre 1992 university	-0.004	0.004	0.265
Post 1992 university	-0.032	0.003	0.000
HE college	-0.060	0.005	0.000
Subject of 1999 degree:			
Arts	-0.108	0.006	0.000
Humanities	-0.097	0.005	0.000
Languages	-0.013	0.007	0.080
Law	0.008	0.007	0.228
Social sciences	-0.038	0.004	0.000
Maths\computing	0.068	0.005	0.000
Natural sciences	-0.012	0.005	0.007
Medicine and related	0.184	0.005	0.000
Engineering	0.026	0.005	0.000
Education (QTS)	**0.105**	**0.007**	**0.000**
Interdisciplinary	-0.008	0.004	0.047
'A' level points on entry to u/g study			
24+ points	0.015	0.003	0.000
16 - 24 points	ref.		
Less than 16 points	-0.012	0.003	0.000
Considers self 'extremely ambitious'	0.070	0.003	0.000
Other access routes into HE:			
Access course	-0.046	0.006	0.000
Foundation course	-0.028	0.006	0.000
HNC/HND	-0.021	0.005	0.000
OND/ONC, BTEC	-0.02	0.005	0.000
GNVQ	0.005	0.007	0.486
Other	0.025	0.005	0.000
Courses of 1 month or more since graduating:			
Short, job-related course	-0.035	0.003	0.000
Undergraduate degree course	-0.035	0.010	0.000
PGCE	**0.034**	**0.006**	**0.000**
Other postgraduate certificate diploma	-0.015	0.004	0.000
Professional qualification	0.047	0.003	0.000
Taught Masters degree	-0.031	0.004	0.000
Postgraduate research degree	-0.073	0.007	0.000
Other	-0.026	0.005	0.000

Social class of parents			
Managerial and professional	ref.		
Intermediate occupations	-0.003	0.004	0.387
Small employers and own account workers	0.016	0.003	0.000
Lower supervisory and technical occupations	-0.012	0.005	0.012
Semi-routine and routine occupations	-0.004	0.003	0.195
Neither parent in paid employment	0.015	0.010	0.124
Not determined	0.065	0.004	0.000
N (weighted)	65,357		
N (unweighted)	7,164		
Adjusted R Square	0.446		

Note: The dependant variable is the natural logarithm of annual gross earnings of 1999 graduates in full-time employment in 2003/04

Annex 2: Research methodology and sample comparisons with HESA statistical returns

Data collection methods associated with this report consisted of a postal survey of graduates who gained their first degree or HNC/HND in 1999 plus a series of telephone interviews with a selected group of respondents to the postal survey.

Questionnaire design

The postal questionnaire followed the design of a similar postal survey of 1995 graduates, conducted in 1997/98. The A4 booklet sent to graduates contained 16 pages of questions, including a detailed event history in which each graduate recorded all their main activities since graduating in July 1999. The questionnaire was designed and piloted in the period from October 2002 to February 2003.

Defining the population to be sampled

To achieve comparability with information collected in the survey of 1995 graduates, it was decided that the same institutions that had participated in the earlier survey would be invited to assist in contacting their 1999 graduates. A total of 33 Higher Education Institutions took part in the earlier survey. All of them agreed to participate in this survey.

We had previously noted some imbalance in the structure of responses from the survey of 1995 graduates. In particular, universities in Yorkshire and Humberside region were over-represented and there was no Oxbridge participation. To correct for this imbalance, four new universities were invited to participate, including one of the Oxbridge universities. All agreed to participate. Additionally, the Department for Education and Learning in Northern Ireland was keen to see both of the main higher education institutions in Northern Ireland participate in the survey. One of these institutions was already participating, resulting in a further addition. In total, 38 Higher Education Institutions took part in the survey.

At each of these institutions we requested that 1 in 2 of their domestically-domiciled 1999 leavers who had gained a degree, HNC or HND should be mailed a questionnaire. Due to stricter conditions relating to access to student names and addresses (often parental addresses), we were not able to undertake mailing direct from the research team – something we achieved with over half of the selected graduates for the 1995 survey. This meant that we were unable to undertake a second mailing given that most institutions would not record who had been mailed in the first instance. As expected, this had an impact upon response rates to the survey. For the survey of 1995 graduates we achieved a final response rate of approximately 30 per cent. The overall response rate to this survey was 24 per cent.

Comparison with HESA statistics

The low response rate to the survey reflects the fact that a significant proportion of the addresses used by institutions to contact ex-students were out of date. Where parental addresses were used, and parents had moved in the 7 – 8 year period since their son/daughter commenced undergraduate studies, we were most unlikely to achieve a response. This raises the important question about how representative the achieved response id of all 1999 qualifiers from higher education. To gain some indication of the extent to which sample selection has biased the achieved sample, we compare certain characteristics of the sample with similar information collected by institutions on behalf of the Higher Education Statistics Agency (HESA). The latter information, collected in late 1999/early 2000 by institutions, records, *inter alia*, the institutions attended, gender, subject studied, age, ethnic background and entry qualifications. Figures A2.1 to A2.55 compare data from HESA with similar information from survey respondents. HESA data have been restricted to domestically-domiciled UK students studying full-time who attained a first degree in July 1999. Survey responses have been restricted to respondents who stated that they gained a first degree (not HNC/HND) in July 1999. HESA data are shown for the 38 sampled institutions only and for all higher education institutions. Survey responses are shown unweighted and weighted, sample responses weighted to the gender composition of each institution in the sample.

Looking first at Figure A2.1, it can be seen that the left most set of bars are identical to those on the right of this diagram. This is an artefact of the weighting system used. The gender composition of the survey is biased towards female respondents. While female graduates are in the majority in all higher education institutions, the survey under-represents men by about 10 percentage points. Weighting adjusts for the potential bias this would produce in any information derived from the survey and not shown separately for males and females.

Figure A2.2 shows the age structure of the population of 1999 graduates, distinguishing between the three age groups used in this report (young graduates – those who were aged 31 years or under at the time of the survey; young mature – those who were aged 32 to 37 years at the time of the survey; and older mature graduates – aged over 38 years at the time of the survey. As can be seen, the survey over-represents older mature graduates. This reflects the response rate from young graduates.

Figure A2.3 shows the distribution of subjects studied in the population of 1999 graduates and among survey respondents. Some caution must be exercised when interpreting this diagram in that the grouping of subjects as defined from HESA data may not match the interpretations placed upon this question by survey respondents. The survey data and HESA data correspond well in the following subject areas – Law, Maths and Computing, Engineering, Business Studies and 'Other Vocational' subjects. Subjects which are under-represented in

the survey are Arts (-2%), Languages (-5%) and Natural Sciences (-4%). Subjects which are over-represented are Humanities (+5%), Social Sciences (+4%) and Interdisciplinary subjects (+2%).

Figure A2.4 shows the proportions of graduates from minority ethnic backgrounds in the HESA statistical returns and as recorded by respondents to the survey. As was the case in the 1995 survey, graduates from minority ethnic backgrounds are under-represented in the survey. Those from Indian minority ethnic backgrounds are 3 per cent of all leavers from the sampled institutions, but only represent 2 per cent of the weighted sample of respondents. Similar under-representation is seen across nearly all of the minority ethnic groups defined in the HESA statistical returns and in the survey.

Finally, figure A2.5 shows the proportions of graduates in the HESA statistical returns and in the survey responses that entered university with non-traditional qualifications. It is worth noting that the sampled institutions record lower percentages of students with such entry qualifications than is the case for all institutions, particularly for those who enter with HNC/HND or ONC/OND/BTEC/ qualifications. The survey response shows that this bias is further exacerbated in the achieved sample, particularly for the group who entered with ONC/OND/BTEC qualifications.

Figure A2.1: Comparison of HESA statistical returns with survey data: gender ratios

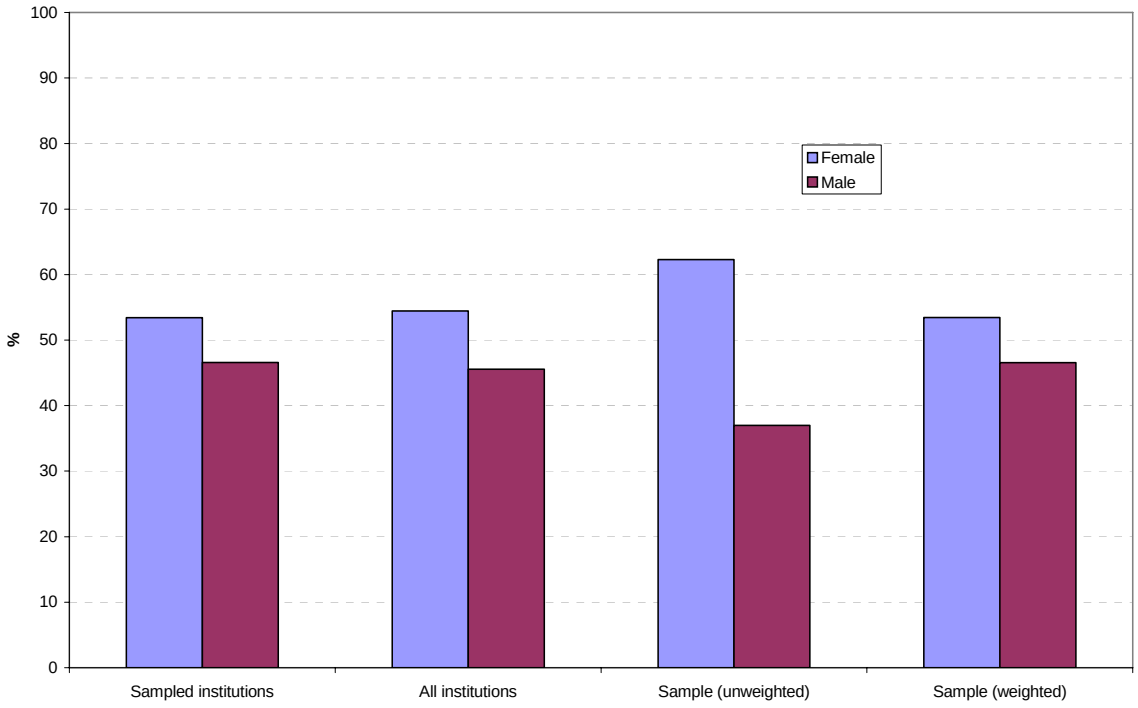


Figure A2.2: Comparison of HESA statistical returns with survey data: age structure

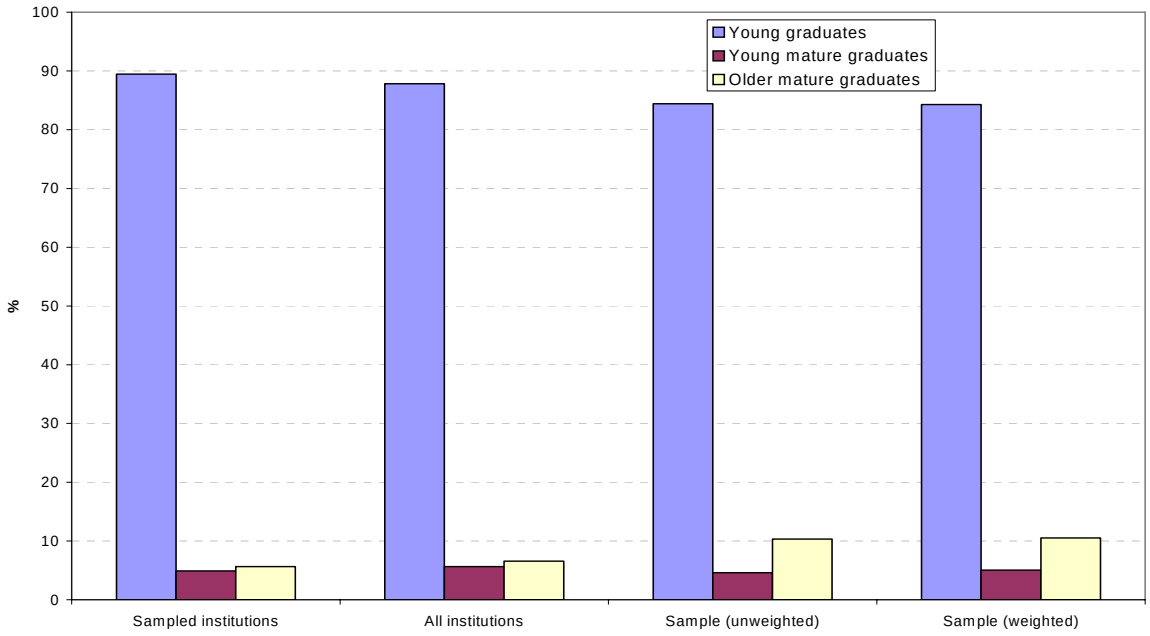


Figure A2.3: Comparison of HESA statistical returns with survey data: subjects studied

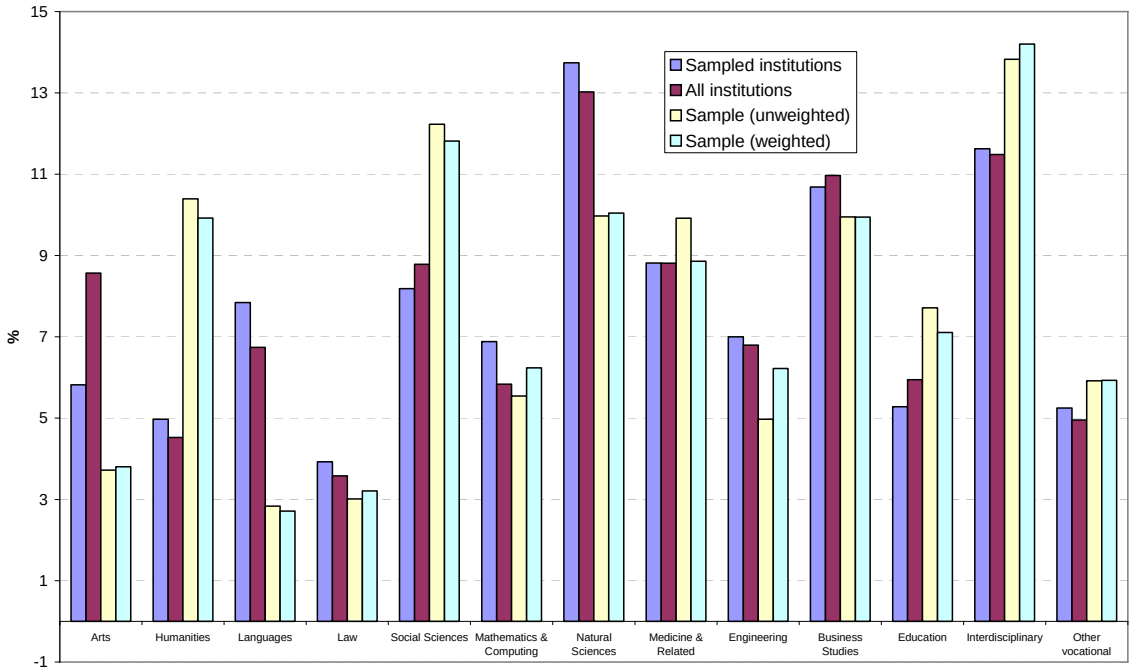


Figure A2.4: Comparison of HESA statistical returns with survey data: minority ethnic backgrounds

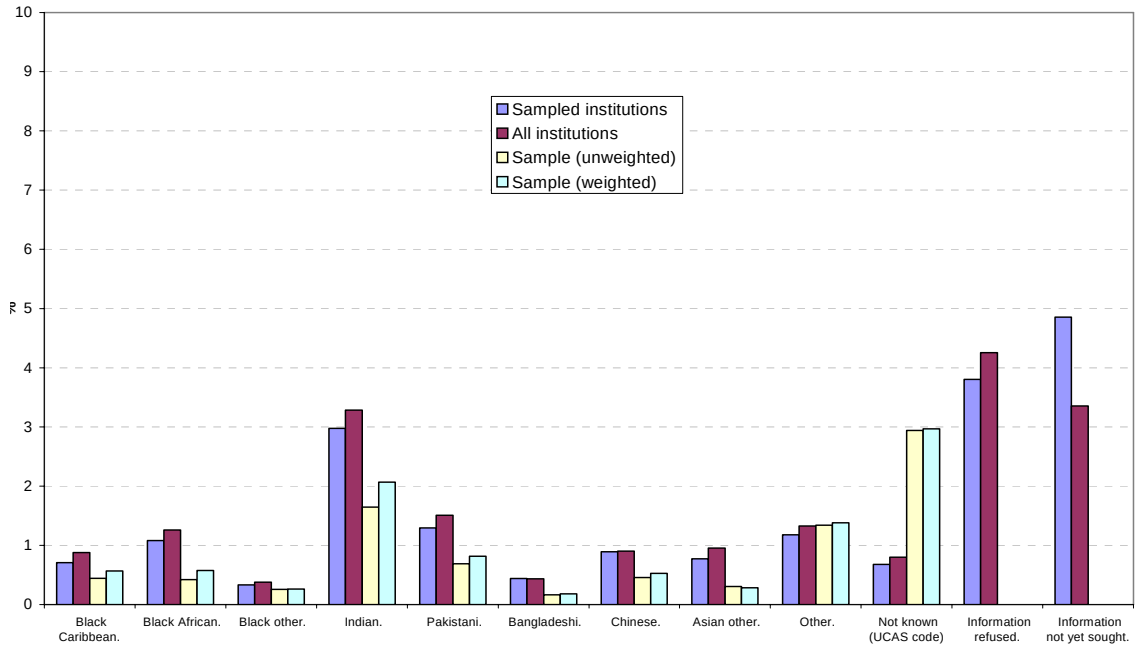
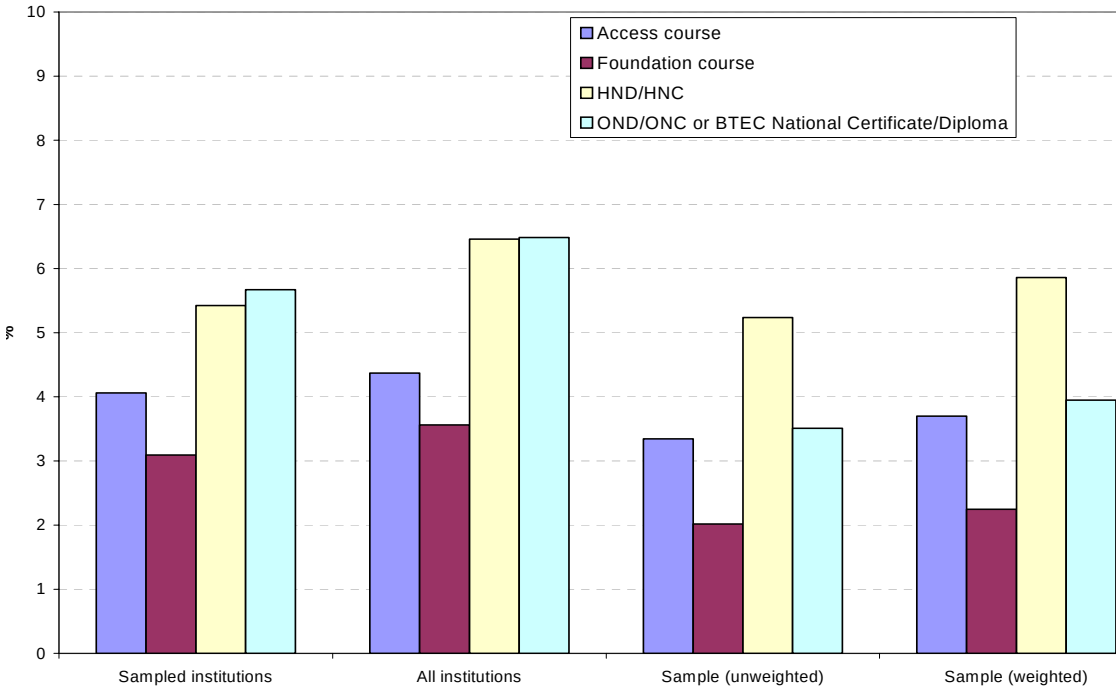


Figure A2.5: Comparison of HESA statistical returns with survey data: non-traditional entry qualifications



Identifying teachers

We used information from two questions in the survey to identify teachers for the purpose of this report. One question asked respondents if they had taken any further full-time or part-time work-related courses lasting one month or more since graduating. Respondent who replied positively were able to select from a list of courses, one of which was 'Postgraduate Certificate in Education (PGCE)'. These are the teachers identified as 'Qualified teacher (PGCE)'. The other approach was to analyse the text response to a question asking for the name and subject of their 1999 degree. Respondent who indicated that they had qualified teacher status in the response to these questions or that they held a BEd degree were identified as 'qualified teacher (undergraduate route)'. The table below indicates the numbers of teachers so identified by these questions.

Table A2.1 Structure of the sample of 1999 graduates, by occupation and teaching qualifications

	Primary and special school teachers	Secondary teachers	Other occupations	Total
Other graduates	70	45	7,394	7,509
Qualified teacher (undergraduate route)	322	34	53	409
Qualified teacher (PGCE)	152	246	255	653
Total	544	325	7,702	8,571

Care must be exercised when interpreting some of the statistical information shown in the tables within this report. Teachers constitute approximately 10 per cent of all respondents with a first degree. Information about this group is subject to sampling variation, such that a 95 per cent confidence interval for information about this group is in the range of +/- 6 percentage points. Where the focus is upon subgroups of teachers, the sampling variation increases significantly.