

The 2025 SC Teacher Working Conditions Survey

JUNE 2025

This overview highlights key takeaways from the 2025 SC Teacher Working Conditions Survey (SCTWCS), a comprehensive analysis of public school teachers' working conditions and workplace satisfaction. Developed by SC TEACHER, the survey examines teachers' perceptions of job resources and demands, along with job satisfaction, intent to stay, and novice teacher mentor support. Using state-level data, the 2025 report shows significant correlations between teacher working conditions and job satisfaction, with notable variations across school levels and other contexts. Findings from the SCTWCS offer actionable data to inform strategies for sustaining and strengthening South Carolina's teacher workforce.

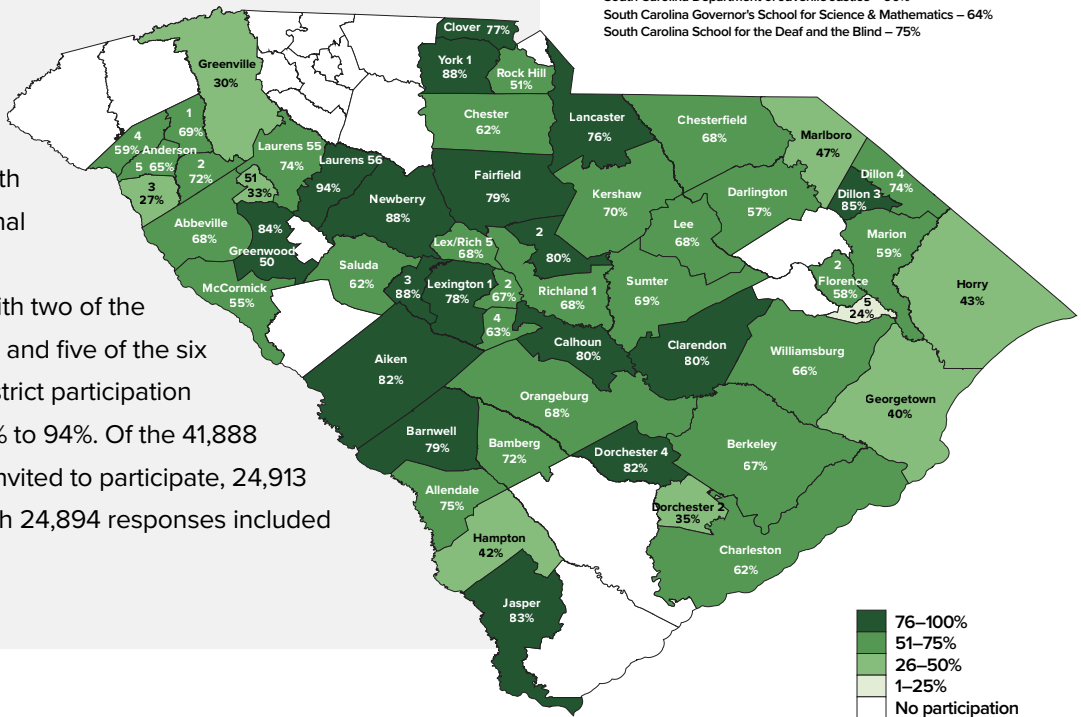
For full results from the 2025 SCTWCS and to learn more about the survey, read the report at www.sc-teacher.org/TWC-survey-report-june2025.

Statewide Participation

In the 2025 SC Teacher Working Conditions Survey (SCTWCS), 54 of South Carolina's 72 traditional school districts (75%) participated, along with two of the three charter districts and five of the six specialty schools. District participation rates varied from 24% to 94%. Of the 41,888 classroom teachers invited to participate, 24,913 (60%) responded, with 24,894 responses included in the analysis.

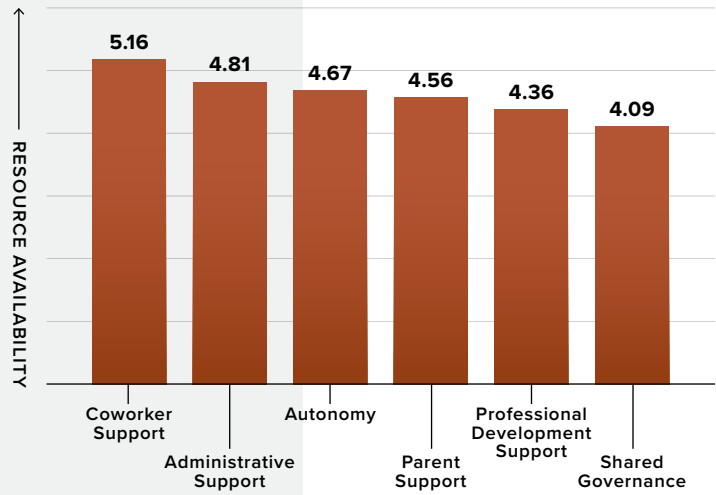
CHARTER DISTRICTS + OTHER SCHOOLS

- Charter Institute at Erskine – 48%
- South Carolina Public Charter School District – 44%
- Palmetto Unified School District – 76%
- SC Governor's School for Agriculture at John De La Howe – 75%
- South Carolina Department of Juvenile Justice – 90%
- South Carolina Governor's School for Science & Mathematics – 64%
- South Carolina School for the Deaf and the Blind – 75%



Teachers' Perceptions of Resources

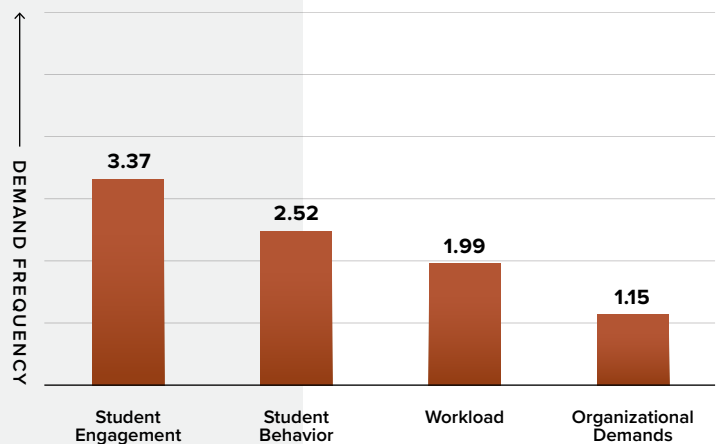
The 2025 SCTWCS revealed that teachers generally had positive perceptions of their job resources. Teachers rated coworker support most favorably, followed by administrative support, autonomy, and parent support. Professional development support and shared governance were viewed less favorably but still positively overall.



Note. Job resources are measured on a 7-point scale assessing teachers' agreement related to the availability of resources: 0 = *Strongly disagree*, 1 = *Disagree*, 2 = *Somewhat disagree*, 3 = *Neither agree nor disagree*, 4 = *Somewhat agree*, 5 = *Agree*, and 6 = *Strongly agree*.

Teachers' Perceptions of Demands

Teachers' perceptions of job demands in the 2025 SCTWCS varied more than their perceptions of resources. Student engagement and student behavior were reported as the most frequently encountered demands, followed by workload and organizational demands.

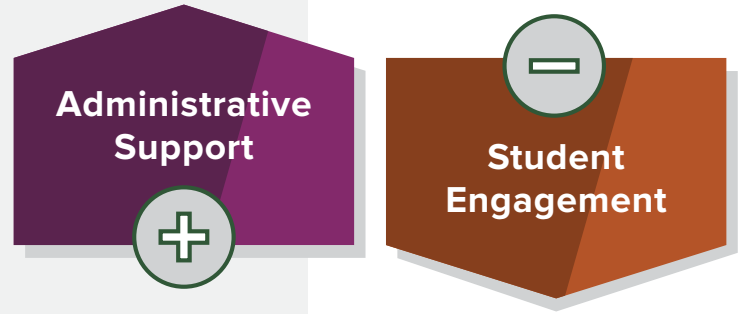


Note. Job demands are measured on a 7-point scale assessing how frequently teachers encounter a demand: 0 = *Never*, 1 = *At least a few times this year*, 2 = *At least once a month*, 3 = *Several times a month*, 4 = *Once a week*, 5 = *Several times a week*, and 6 = *Every day*.

Associations Between Working Conditions and Job Satisfaction

Parent and administrative support had the strongest positive influences on teachers' job satisfaction, while student engagement and behavior had the strongest negative influences. Overall, almost all resources (except for coworker support) had a stronger relationship than demands with job satisfaction.

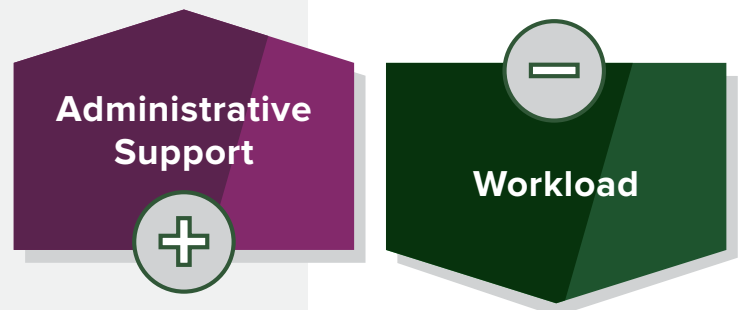
INFLUENCE ON JOB SATISFACTION



Associations Between Working Conditions and Intent to Stay

Administrative support had the strongest positive influence on teachers' intent to remain in the profession. Workload had the strongest negative influence. Once again, almost all resources (except coworker support) had a stronger relationship than demands with teachers' intent to stay.

INFLUENCE ON INTENT TO STAY



Key Findings Across Contexts

ORGANIZATIONAL LEVEL

- Elementary and combined-level (e.g., K–8) school teachers experienced more parent support than middle and high school teachers.
- High school teachers perceived greater autonomy than teachers at all other levels. Middle school teachers perceived greater autonomy than teachers in elementary and combined-level schools.

NOVICE TEACHERS

- Novice teachers had more positive perceptions of professional development support compared to experienced teachers.
- Novice teachers reported receiving strong mentor support with more than 90% having mentors in the same building. Their perceptions of mentor support for administrative tasks and duties outside of teaching were particularly strong.

EXPERIENCED TEACHERS

- Experienced teachers reported more positive perceptions of student behavior than novice teachers.
- Relationships between working conditions and job satisfaction, as well as working conditions and intent to stay in the profession, were stronger for experienced teachers, particularly related to student engagement and behavior.

Summary and Next Steps

Findings from the 2025 SC Teacher Working Conditions Survey provide valuable insights into the factors influencing teachers' job satisfaction and retention. Overall, resources generally proved to have a stronger impact on teachers' job satisfaction than demands. Notably, while teachers rated coworker support the highest among resources, analysis revealed it to have the weakest influence on their job satisfaction and intent to stay.

SC TEACHER conducts this survey every 2 years. School districts that participate receive district-level data for their use in strategic planning and continuous improvement efforts. Ongoing survey participation and administration allow SC TEACHER to collect longitudinal data, identifying statewide trends in teachers' perceptions over time.

Additionally, SC TEACHER is expanding its focus to include a statewide administrator working conditions survey, aimed at capturing insights into school administrator perceptions. By integrating these findings with existing teacher working conditions data, we can develop a more comprehensive understanding of how school leadership experiences relate to overall workforce stability in South Carolina.



ABOUT SC TEACHER

SC TEACHER provides comprehensive research, visualized data profiles, and compelling stories to communicate impact of educator pipeline policies and promote transformative practices that inform policymakers, educators, and communities who care about education scaling economic opportunity.