

SC Teacher Working Conditions Survey Participation for Pilot Administration

MARCH 2024

Administration of the SC Teacher Working Conditions Survey (SCTWCS) was included in Act 185 of 2022. Designed to offer insights into improving and sustaining the South Carolina teacher workforce, the survey examines teachers' working conditions, job satisfaction, intent to stay in the classroom, and three areas of new teacher mentor support. Collecting and analyzing this data helps identify and enhance the factors that impact teachers' decisions to stay in their positions. The SCTWCS pilot administration took place in the winters of 2023 and 2024.

Pilot Administration Participation

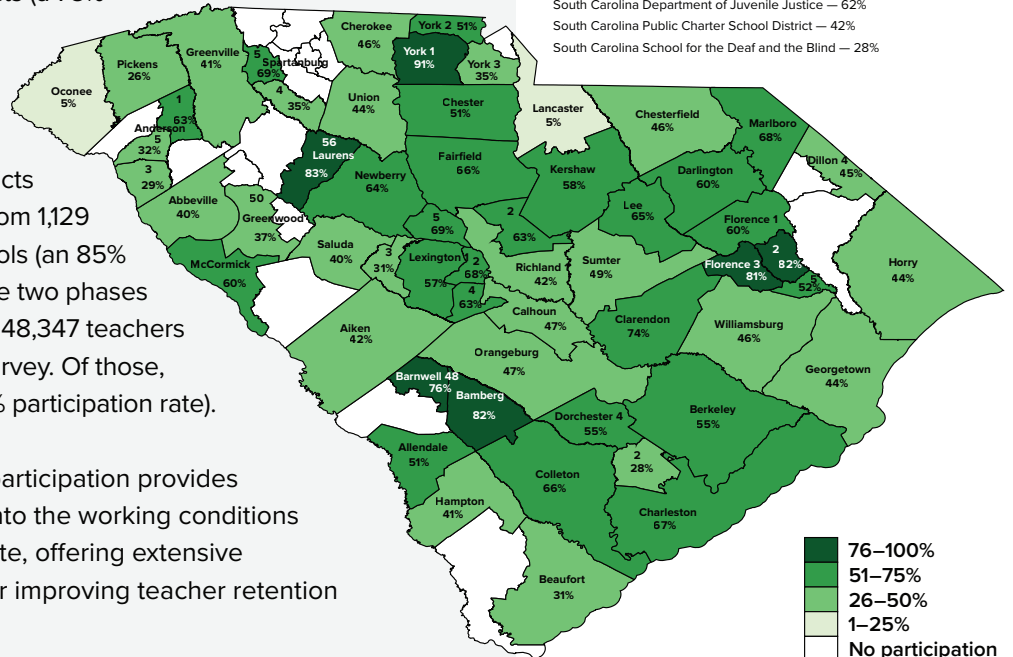
The SCTWCS saw significant participation across the state, with 57 of the 73 traditional school districts taking part, as well as two of the three charter school districts (a 78% participation rate). All six special schools also participated. (See map.)

Participation of these districts led to survey responses from 1,129 of the 1,335 involved schools (an 85% participation rate). Over the two phases of the pilot administration, 48,347 teachers were invited to take the survey. Of those, 23,436 participated (a 49% participation rate).

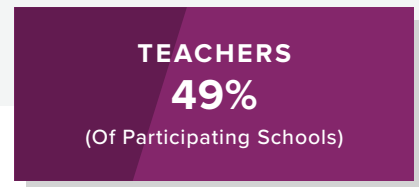
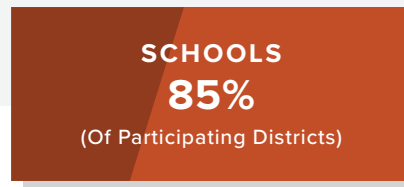
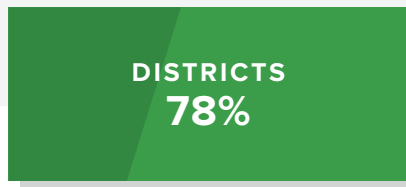
This broad, high level of participation provides comprehensive insights into the working conditions of teachers across the state, offering extensive information to consider for improving teacher retention and job satisfaction.

Charter Districts and Other Schools

- Charter Institute at Erskine — 55%
- Palmetto Unified — 49%
- SC Governor's School for Agriculture — 54%
- SC Governor's School for Science and Mathematics — 64%
- SC Governor's School for the Arts and Humanities — 43%
- South Carolina Department of Juvenile Justice — 62%
- South Carolina Public Charter School District — 42%
- South Carolina School for the Deaf and the Blind — 28%



PARTICIPATION RATE BY GROUP



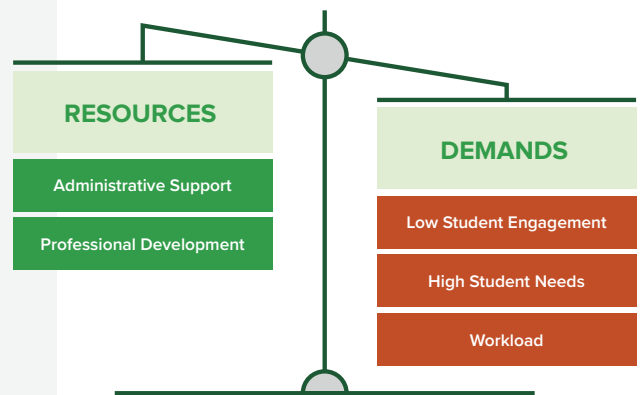
Survey Background and Overview

The SCTWCS employs the job demands-resources (JD-R) model as a guiding framework to assess the balance between demands and resources within the teaching profession. Within this model, “demands” refer to aspects of a job that require sustained physical and/or psychological effort, potentially contributing to strain (e.g., student misbehavior, low student engagement). “Resources” refer to aspects that help achieve work goals, reduce job demands, or support personal growth (e.g., autonomy in teaching, access to professional development).

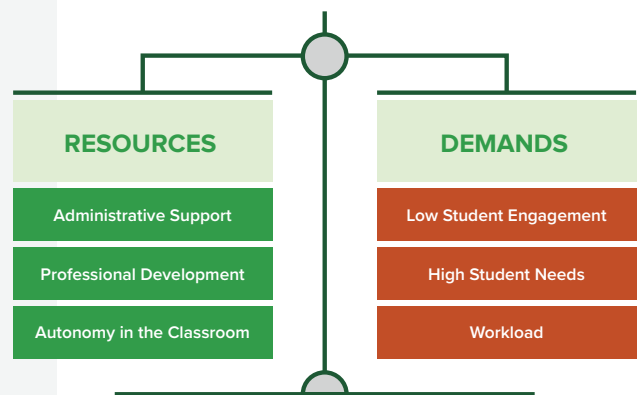
The model suggests that a balance between demands and resources enables teachers to effectively fulfill their responsibilities. A lack of resources compared to the number of demands can lead to stress, burnout, and attrition. Meanwhile, higher levels of resources can lead to increased engagement, job satisfaction, and other positive outcomes like teacher self-efficacy and student achievement.

SC TEACHER is working with South Carolina school districts to provide insights into teachers’ perceptions of working conditions and job satisfaction. This research helps districts identify areas of strength and for improvement in the working environment with the goal of enhancing teacher retention.

RISK OF ATTRITION



JOB SATISFACTION



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.