Highlights of CTF Survey on the Quest for Teacher Work-Life Balance

(Conducted Feb. 24th to March 26, 2014)
About The Survey

✓ Purpose
✓ Number of Respondents
✓ Four Sections:
  ▪ Work-Life Balance
  ▪ Conditions of Professional Practices – largest section
  ▪ Teacher Professional Autonomy
  ▪ Striving Towards Balance
Key Foundational Principles

✓ Children’s Rights to an Equitable Education
✓ Teacher Commitments to Children and to their Profession
✓ Teachers’ Working Conditions are Children’s Learning Conditions
Conditions of Professional Practice: Workload

Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress

- Class composition: 64.3% (Significantly), 26.4% (Somewhat), 90.7% (Total)
- Program adaptations or modifications for students who do not necessarily require, or have not been identified as, needing an IEP: 52.7% (Significantly), 32.8% (Somewhat), 85.5% (Total)
- Formal and informal meetings (pedagogical, administrative, parental): 43.9% (Significantly), 40.2% (Somewhat), 84.1% (Total)
- Lack of preparation time: 45.4% (Significantly), 36.8% (Somewhat), 82.2% (Total)
- Development and implementation of Individualized Education Programs (IEP’s): 38.4% (Significantly), 37.6% (Somewhat), 76.0% (Total)
- Large class sizes: 41.4% (Significantly), 33.2% (Somewhat), 74.7% (Total)
- Work expectations related to extra-curricular responsibilities: 26.2% (Significantly), 39.9% (Somewhat), 66.1% (Total)
- Working outside your area of specialization: 22.2% (Significantly), 27.4% (Somewhat), 49.6% (Total)
Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress

- Too much administrative paperwork: 42.2% Significantly, 38.9% Somewhat, 81.2% Total
- Meeting high expectations and demands from school administration: 33.4% Significantly, 36.2% Somewhat, 69.7% Total
- Lack of administrative support for classroom issues (interruptions, behaviour, harassment etc.): 33.0% Significantly, 30.9% Somewhat, 63.9% Total
- Insufficient administrative support in the provision of human and material classroom resources: 31.4% Significantly, 32.4% Somewhat, 63.7% Total
- Imposed professional development activities: 30.1% Significantly, 33.6% Somewhat, 63.7% Total
- The level of consultation in key decisions: 26.7% Significantly, 35.8% Somewhat, 62.5% Total
- Extra-curricular expectations: 19.3% Significantly, 36.4% Somewhat, 55.8% Total
- Lack of professional development opportunities: 13.7% Significantly, 29.8% Somewhat, 43.5% Total
Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress

- Insufficient human and material resources to support the curriculum (School/Board/Ministry): 48.9% significantly, 33.5% somewhat, totaling 82.4%
- Continuous change in curriculum direction: 43.9% significantly, 37.9% somewhat, totaling 81.8%
- An overemphasis on standardized tests/large scale assessments: 43.1% significantly, 29.6% somewhat, totaling 72.6%
- Insufficient in-service and other professional development to support curriculum implementation: 29.0% significantly, 37.3% somewhat, totaling 66.4%
- Lack of professional autonomy in delivering curriculum: 26.8% significantly, 35.4% somewhat, totaling 62.1%
Conditions of Professional Practice: Technology

Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress

- Outdated technology: 33.4% (Significantly) 31.9% (Somewhat) 65.3% (Total)
- Lack of human technical support: 30.9% (Significantly) 32.9% (Somewhat) 63.8% (Total)
- Technology blurring the boundaries between work and home life (increased pressure to be available 24/7): 31.8% (Significantly) 31.9% (Somewhat) 63.7% (Total)
- Your ability to incorporate technology into the curriculum: 21.7% (Significantly) 41.3% (Somewhat) 63.0% (Total)
- Inappropriate software: 25.7% (Significantly) 32.3% (Somewhat) 58.0% (Total)
- Continuous introduction of new technologies into your school: 21.4% (Significantly) 35.4% (Somewhat) 56.7% (Total)
- Insufficient in-service and professional development opportunities: 23.3% (Significantly) 32.1% (Somewhat) 55.4% (Total)
- Distractions from electronic devices used by students (cellphones, tablets, etc.): 20.4% (Significantly) 19.7% (Somewhat) 40.1% (Total)
- Posting of assignments and lessons on a web site: 16.2% (Significantly) 23.9% (Somewhat) 40.1% (Total)
Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress

- Classroom composition (e.g. individualized education programs): 56.9% significantly, 30.0% somewhat, 86.9% overall
- Lack of time for planning with colleagues: 54.0% significantly, 32.5% somewhat, 86.4% overall
- Lack of time for marking and grading student work: 53.5% significantly, 31.3% somewhat, 84.8% overall
- Increased attention on standardized tests/large scale assessments: 39.6% significantly, 30.2% somewhat, 69.9% overall
Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress

- The inability to devote as much time as you would like to each student in your classroom: 67.6% significantly, 27.4% somewhat, 9.4% neither
- Constant interruptions to teaching by students: 40.2% significantly, 35.4% somewhat, 24.2% neither
- Student absenteeism: 33.6% significantly, 37.5% somewhat, 29% neither
- Students' personal or health related issues (addiction, mental health, home environment etc.): 26.3% significantly, 35.7% somewhat, 38% neither
- Student bullying (physical or verbal harassment and cyberbullying): 10.7% significantly, 27.6% somewhat, 38.3% neither
Teacher Professional Autonomy: The Good News

*Question: To what extent do you feel you have autonomy, that is, the ability to exercise your professional judgment with respect to the following areas of your work?*

**Percentage of Teachers Who Feel They Have Autonomy**

- **Pedagogical approaches in your class**
  - Significantly: 31.0%
  - Somewhat: 48.8%
  - Overall: 79.8%

- **Extra-curricular activities**
  - Significantly: 29.9%
  - Somewhat: 46.7%
  - Overall: 76.6%

- **Student assessment and evaluation practices**
  - Significantly: 23.0%
  - Somewhat: 50.4%
  - Overall: 73.4%

- **Non-instructional time**
  - Significantly: 22.9%
  - Somewhat: 47.8%
  - Overall: 70.8%

- **The content taught in your class**
  - Significantly: 23.2%
  - Somewhat: 45.3%
  - Overall: 68.5%

- **Choice of textbooks and other learning materials**
  - Significantly: 19.6%
  - Somewhat: 38.3%
  - Overall: 57.9%

- **Workload (How it is defined, the organization of your work schedule etc.)**
  - Significantly: 14.6%
  - Somewhat: 42.9%
  - Overall: 57.6%

- **Professional development**
  - Significantly: 14.5%
  - Somewhat: 41.0%
  - Overall: 55.5%

- **The mission of your school**
  - Significantly: 11.0%
  - Somewhat: 43.6%
  - Overall: 54.6%

- **Curriculum development and implementation**
  - Significantly: 15.3%
  - Somewhat: 34.7%
  - Overall: 50.0%
Teacher Professional Autonomy: A Caution

Question: To what extent do you feel that your professional autonomy has changed over the last five years?

- Over half of teachers surveyed who have been teaching for at least 5 years (53%) believe that their professional autonomy has decreased over the past 5 years, including 25% who report it has “decreased significantly” and 28% who say it has “decreased somewhat”.

![Bar Chart]

- Increased significantly: 7.7%
- Increased somewhat: 17.8%
- Unchanged: 22.1%
- Decreased somewhat: 28.0%
- Decreased significantly: 24.5%
Work-Life Balance

Question: To what extent do you feel each of the following is contributing to stress you may be experiencing?

Percentage of Teachers Experiencing Stress (Excluding N/A Responses)

- Insufficient time available to spend with your own children: 46.8% significantly, 41.3% somewhat, 88.1% total.
- Insufficient time for personal recreational pursuits: 50.1% significantly, 37.8% somewhat, 87.9% total.
- Insufficient time available to spend with your spouse or partner: 43.5% significantly, 43.5% somewhat, 87.0% total.
- Insufficient time for caregiving for family members or friends that need you: 32.8% significantly, 45.2% somewhat, 78.0% total.
Summary of Top 10 Teacher Stressors
(Based on "significantly" and "somewhat" combined)

1. The inability to devote as much time as you would like to each student in your classroom
   - Significantly: 67.6%
   - Somewhat: 27.4%
   - Total: 94.9%

2. Class composition (Re: Workload)
   - Significantly: 64.3%
   - Somewhat: 26.4%
   - Total: 90.7%

3. Insufficient time available to spend with your own children
   - Significantly: 46.8%
   - Somewhat: 41.3%
   - Total: 88.1%

4. Insufficient time for personal recreational pursuits
   - Significantly: 50.1%
   - Somewhat: 37.8%
   - Total: 87.0%

5. Insufficient time available to spend with your spouse or partner
   - Significantly: 43.5%
   - Somewhat: 43.5%
   - Total: 87.0%

6. Classroom composition (e.g. individualized education programs)
   (Re: Assessment and Evaluation)
   - Significantly: 56.0%
   - Somewhat: 30.0%
   - Total: 86.0%

7. Lack of time for planning with colleagues
   - Significantly: 54.0%
   - Somewhat: 32.5%
   - Total: 86.4%

8. Program adaptations or modifications for students who do not necessarily require, or have not been identified as, needing an IEP
   - Significantly: 52.7%
   - Somewhat: 32.8%
   - Total: 85.5%

9. Lack of time for marking and grading student work
   - Significantly: 53.5%
   - Somewhat: 31.3%
   - Total: 84.8%

10. Formal and informal meetings
    (pedagogical, administrative, parental)
    - Significantly: 43.0%
    - Somewhat: 40.2%
    - Total: 84.1%

Note: Issues 3, 4 and 5 exclude individuals who reported "Not Applicable".
Summary of Top 3 Teacher Stressors
(Based on respondents who reported "significantly")

1. The inability to devote as much time as you would like to each student in your classroom
   - 67.6%

2. Class composition (Re: Workload)
   - 64.3%

3. Classroom composition (e.g. individualized education programs) (Re: Assessment and Evaluation)
   - 56.9%
Striving Towards Balance: The Data

Question: Select the four top priority areas that you feel would improve your work-life balance and enable you to become a more effective teacher:

Top Four Priority Areas for Improving Teachers’ Work-Life Balance and Enable Them to Become More Effective (Ranking of Based on Weighted Overall Score*)

1. Reducing class sizes 13,795
2. Improving support for children with special educational needs 13,571
3. Increasing time available for planning and preparation 12,345
4. Reducing non-teaching demands (administration and paperwork) 9,069
5. Increasing and improving resources (e.g., books, computers, etc.) 5,015
6. Improving opportunities for collaboration and sharing with peers (through Professional Learning Communities for example) 4,453
7. Reducing the number of standardized tests/large scale... 4,168
8. Reducing the frequency of curriculum changes 4,048
9. Increasing support from school administration 3,383
10. Improving support for technology in the classroom 3,107
11. Improving support for ESL / FSL students/programs 2,401
12. Increasing the level of teaching autonomy within the classroom 2,332
13. Providing programs to support wellness and work-life balance 1,699
14. Increasing opportunities for professional development 1,563

*Note: The score represents the weighted calculation. Items ranked first are valued higher than the following ranks. The score is the sum of all weighted rank counts.
Question: Select the four top priority areas that you feel would improve your work-life balance and enable you to become a more effective teacher:

- Among 14 issues surveyed, the top four priority areas that Canadian teachers believe would improve their work-life balance and enable them to become a more effective teacher are:
  - Reducing class sizes
  - Improving support for children with special educational needs
  - Increasing time available for planning and preparation
  - Reducing non-teaching demands (administration and paperwork)
Questions?