



★  
WAVE research study



## WAVE

WORKLOAD AND VOLUNTEERISM OF EDUCATORS



# TABLE OF CONTENTS



<b>EXECUTIVE SUMMARY</b>	
Background and research objectives .....	1
Methodology .....	3
Summary of key findings .....	3
<b>AIMS &amp; OBJECTIVES</b> .....	4
<b>METHODOLOGY</b>	
Data Analysis .....	3
<b>QUESTIONNAIRE</b> .....	4
<b>RESEARCH RESULTS</b> .....	4



**INTERPRETATION AND DISCUSSION ..... 4**

Discussion and interpretation ..... 3

Demographics ..... 5

Job duties and responsibilities ..... 6

Extracurricular activities ..... 8

Workload and job-related stress ..... 6

Final comments ..... 8



## INTRODUCTION AND NEXT STEPS

The Workload and Volunteerism of Educators (WAVE) study arises from a proposal in last year's Annual Action Plan to investigate the time our members contribute to the education system. Of particular interest were the following topics: the time members dedicate voluntarily to extracurricular activities; the extent to which apparently volunteer activities are coerced in some fashion; the amount of time members spend on job-related activities outside of their regularly scheduled or timetabled duties; the change in workload over the past five years; the extent to which Ministry of Education and school board directed activities encroach on discretionary professional time and the value of those activities; and members' stress and satisfaction levels with their work lives. The following sections of this report were written and the study conducted by Anna Johnston-Gibbens, an externally hired researcher, under the direction of Suzette Clark, Department Head of Educational Services.

The ultimate purpose of this study is to use the data derived from the extensive participation of members in the WAVE survey to guide future lobbying and bargaining efforts. As detailed in the following pages, it is apparent that our members are feeling increasing workloads and stress levels; they find little value in the time that they are required to commit to various Ministry and Board directed activities and could, given the opportunity, exercise their professional discretion in a more productive way; they believe that many Ministry and school board directives are unrealistic, misdirected, and often political, rather than pedagogical, in motivation; they frequently find the education system under-resourced, leading to lack of time, equipment, and training to use the technology that is provided. Despite this, educators invest an enormous amount of time of their own free will and commitment to students.

It is evident then that there is both an opportunity to engage in positive public relations on behalf of our members and a need to lobby and bargain for improvements within the education system. All of these are already complex endeavours made even more so by the fact that we are currently in the midst of proposing an education platform, Public Education: Investing in Ontario, and finalizing a bargaining brief based on negotiation priority surveys. It is critical that any lobbying and bargaining positions arising from this survey work in concert with established proposals. Therefore, the Communications/Political Action and the Negotiations and Contract Maintenance Departments must be involved in developing next steps.

Where there is an ability to incorporate bargaining positions related to the information collected in the WAVE survey, the Negotiations and Contract Maintenance Department is best positioned to recommend inclusion at either central or local bargaining tables. For future rounds of negotiations, the Collective Bargaining Committee could also prepare model language and consider bargaining priorities addressing issues raised by the research.

The Communications/Political Action Department will be asked to consider if and how we can incorporate the research in the current lobbying for the education platform. Furthermore, the department will develop a communication plan to educate local leaders and members about the WAVE survey findings and provide guidance in using these findings to advocate on behalf of our members. A lobbying strategy and proposals to publicize the findings will be prepared by the department.

Recommended actions will be brought to the Provincial Executive for approval and reported to April and/or June Provincial Council.



## EXECUTIVE SUMMARY

### BACKGROUND AND RESEARCH OBJECTIVES

The political climate surrounding the passing of Bill 115 focused attention on various aspects of educators' jobs, particularly their involvement in extracurricular activities. Due to the resultant mixture of public opinion and commentary, OSSTF/FEESO members voted at the 2013 Annual Meeting of the Provincial Assembly (AMPA) to conduct a research project with the objective of investigating the following:

- the portion of time OSSTF/FEESO members spend taking part in Ministry or board directed activities that may, in turn, diminish an individual's professional discretion in their role?
- the scope and amount of time spent by members taking part in voluntary and extracurricular activities?
- the workload of educators, their job-related stress and its sources

## METHODOLOGY

An independent researcher was hired by OSSTF/FEESO to conduct an online survey hosted by the website, Survey Monkey. The survey was open and available to all 60,000 OSSTF/FEESO members from October 1 to November 30, 2013. At the conclusion of the survey, the researcher utilized three qualitative research methods to analyze the data; (1) data coding and analysis, (2) content analysis, and (3) interpretation of both empirical and anecdotal data.

A total of 7,868 French and English responses were collected, which correlates to a response rate of 13.1%. Of the total responses, 6,488 were complete, meaning all survey questions were answered and submitted; a completion response rate of 10.8%.





## SUMMARY OF KEY FINDINGS

Respondents from each segment of every demographic group including age, gender, district and bargaining unit, took part in the WAVE Survey. The majority of respondents were full-time, female teachers, aged 31-60, working in academic secondary schools in metropolitan or suburban areas. The numerical superiority of this group and of teachers in general, skewed the results towards the Teacher Bargaining Unit. As a result, the WAVE researcher filtered and analyzed the empirical data of all other bargaining groups in order to compare results and draw representative conclusions.

Respondents' job duties and responsibilities vary depending on their positions and the needs of their workplaces. Respondents take on a wide range of additional duties and responsibilities, both compensated and uncompensated. The notion of compensated and uncompensated time and/or duties was a contentious issue within the survey. The purpose of this classification was that it allowed the researcher to measure the scope and amount of time respondents spend completing work that is beyond reasonable expectations.

Workloads have increased across all sectors and most have considerably more work to complete than they have time. Over 90% of respondents carry out extra work at home or at school; while, 80% of respondents are using computers to do so, often using their personal resources.

Respondents reported spending excessive amounts of additional/uncompensated time on job-related work. On average, each week, either at home, school or in other locations, 3,020 spend ten or more additional hours working; 4,454 spend five to ten additional hours; and 5,457 spend one to four additional hours.

The survey made clear that it is necessary to conduct an assessment of (1) the actual amount of time required to complete job duties and responsibilities, and (2) both the formally and informally assigned duties, tasks and responsibilities of members within non-teaching bargaining units. The ambiguity within each of these areas has led to a system of expectation and at time, exploitation.

Over eighty percent of respondents are involved in extracurricular activities; the most common are (1) graduation or awards committees, (2) fundraisers or campaigns, (3) sports or athletic clubs or groups, (4) fine arts clubs, and (5) community service clubs. There is also substantial involvement in equity, diversity and inclusion initiatives such as Gay Straight Alliances, Safe Schools and social justice clubs.

An extensive amount of time is invested by respondents in extracurriculars. On average, each week, either at home, school and/or in other locations, 856 spend ten or more hours facilitating extracurriculars; 1,792 spend five to ten hours; and 4,844 spend one to four hours.

Over half of respondents reported that their involvement in extracurriculars is voluntary; however, there is often an implied expectation and social pressure to take part. Many reported their participation is mixed; they take on one extracurricular voluntarily but are coerced to take on a second one. In addition, there is considerable pressure and coercion placed on the following groups: (1) respondents from schools with few staff, (2) athletics, technology, fine arts, guidance and special education teachers, and (3) newly-hired, part-time and occasional teachers. Overall, respondents genuinely enjoy facilitating extracurriculars due to the relationships they build with students. However, respondents are frustrated by a lack of recognition, appreciation and/or support from administrators and the community.

The major sources of stress are (1) increased workload with no concurrent increase in time allotted to complete work, (2) a measureable decrease in student accountability (due in large part to the Student Success Initiative), (3) an increase in the number of students with exceptionalities and student with diverse mental health needs, (4) a lack of support and resources for those students, (5) technology concerns, specifically, little technology training, out of date and poorly funded technology, unreliable access to existing technology and lack of access to overburdened information technology staff; and (6) Ministry and board-directed activities, program, policies and initiatives that are perceived as unrealistic, misdirected, vague or too broad.

Over 65% of respondents deemed that Ministry and/or board-directed activities, programs, policies

and initiatives offered some, little or no benefit and over 75% thought their time could be better used in other pursuits. Nearly 1,500 additional comments provided context to these responses. Educators perceive a marked disconnect between policy makers/administrators and front line education workers; Ministry and board officials are woefully unaware of the challenges, needs and lived realities of front line staff. As such, initiatives, programs, policies and activities are often unrealistic, inadequate and/or politically motivated. This top-down approach has reduced respondents' professional judgment and severely damaged staff morale. In addition, initiatives et al. are introduced with alarming frequency and educators are expected to incorporate them with few resources or support. Respondents strongly appealed for more self-directed and subject-based professional development, which they deem far more beneficial and cost effective than the vague, mandated Ministry and/or board activities, conferences or workshops.

Many respondents reported high levels of stress, disillusionment and personal and professional burn out. However, over 60% are either mostly or very satisfied with their current position. It is clear that in general respondents and thereby, OSSTF/FEESO members, genuinely enjoy their job but struggle to manage ever increasing workloads, stress and a wide range of challenges. The current situation is untenable and will become increasingly fraught and fractured. There are many spaces, issues and needs that must be addressed by the union, school board and Ministry of Education officials in order to improve and better support educators.

## AIMS & OBJECTIVES

During the 2013 Annual Meeting of the Provincial Assembly (AMPA), members approved a research project aimed at collecting empirical and anecdotal data concerning the following two-part research question. What is the portion of time OSSTF/FEESO members spend taking part in Ministry or board directed activities that may, in turn, diminish an individual's professional discretion in their role; and what is the scope and amount of time spent taking part in voluntary and extracurricular activities? The survey also intends to examine the workload of educators, their job-related stress and its sources. The political climate surrounding the passing of Bill 115 focused attention on various aspects of educators' jobs, particularly their involvement in extracurricular activities. Due to the resultant mixture of public opinion and commentary, both supportive and unsupportive, OSSTF/FEESO members deemed it was necessary to undertake this research and examine the duties and responsibilities of their jobs. Underpinning this research was the desire to better understand the amount of time and effort educators spend on both productive and unproductive tasks, roles and responsibilities and how each impact the realities of educating students.

## METHODOLOGY

The data for the Workload and Volunteerism of Educators (WAVE) Survey was collected via an online survey hosted by the website, Survey Monkey. This method of data collection was chosen for three reasons. First, and most important, an internet based survey would allow all OSSTF/FEESO members to access the survey, either at work or from home. Second, an online survey is cost effective and supports a short time frame. A single researcher, freed from the constraints of laborious data collection and entry, may analyze the data and produce a research report within a short period of time. Third, the data collected is stored securely online and is easily accessible in a number of formats and configurations.

Prior to the launch of the WAVE survey, OSSTF/FEESO Provincial Executives and Bargaining Unit Presidents promoted the upcoming survey via emails, memos and notifications placed in the OSSTF/FEESO newsletter, Update.

An initial test survey was conducted to assess the questions and answer options, and to identify gaps or overlooked subjects of investigation. For this test survey, participants were recruited by Suzette Clark and comprised a representative sample of bargaining units. Thirty-six members responded and took the test survey. Their results and suggestions informed alterations to the principal survey.

The principal survey, which was also conducted online (hosted again by Survey Monkey), was made available to all OSSTF/FEESO members, approximately 60,000 persons. The principal survey was available in two formats, English and French. The WAVE survey was officially launched on October 1st, 2013. A website link for both the English and French survey was included in an official DBU memo that was forwarded from the Provincial Executive to branch presidents, who then disbursed the information to their respective branch members. The survey was open and available to members for two months, from October 1st, 2013 to November 30th, 2013. A paper version of the survey was also available upon request, though no member chose to pursue this option.

Over the span of two months, a total of 7,868 responses were collected (Chart 1); 7,649 of those responses were gathered from the English survey and 219 were from the French survey. This translates to a total response rate of 13.1% (Chart 2).

Of the total responses collected, 6,488 were complete - 6,345 English responses and 143 French responses - meaning all survey questions were answered and submitted. The remaining 1,380 responses - 1,304 English responses and 76 French responses - were incomplete. For those respondents who submitted incomplete surveys, the level of completion varied though each completed at least the first page (first three questions). Upon closer inspection of the response rate, Chart 2 shows that nearly 11% of OSSTF/FEESO members took and completed the WAVE Survey, while an additional 2% completed part of the survey. In addition, 82% of total respondents completed and submitted the entire WAVE survey.

**CHART 1-SURVEY RESPONSE** ★

	<b>INCOMPLETE SURVEYS</b>	<b>COMPLETE SURVEYS</b>	<b>TOTAL</b>
<b>ENGLISH</b>	1,304	6,345	7,649
<b>FRENCH</b>	76	143	219
<b>TOTAL</b>	1,380	6,488	7,868

**CHART 2-RESPONSE & COMPLETION RATE** .....

(BASED ON TOTAL RESPONSES)

	<b>INCOMPLETE SURVEYS</b>	<b>COMPLETE SURVEYS</b>	<b>TOTAL</b>
<b>RESPONSE RATE</b>	2.30%	10.81%	13.1%
<b>COMPLETION RATE</b>	17.54%	82.46%	

  
**DATA ANALYSIS** 

Data analysis was conducted using three methods. First, the responses for each individual survey question was coded, recorded and tabulated (see Findings section). This first method provides the empirical evidence for this survey. The second method used was content analysis. For those questions that contained an “Other” or “Comment” box, survey participants had the opportunity to provide further information, comments, questions and so on. Each individual comment was analyzed to find common trends, themes, words or patterns. The individual comments were then transferred into a large chart wherein each comment was assessed and recorded according to the common trend(s) et al. contained therein. This second method, a common method of qualitative analysis, was utilized to uncover common trends and patterns while allowing for empirical evidence of such trends to be recorded. The third method used was interpretation by the researcher. Here, the researcher reviewed both empirical data and the comments throughout the survey in order to draw conclusions and recommendations. In addition, the researcher sorted the data sets according to bargaining units and so on to draw further observations and conclusions concerning the workload and volunteerism undertaken by OSSTF/FEESO members. The purpose of this third method was to add a human lens to the data, which allows for more depth to the findings along with providing context to the conclusions and recommendations.



# WAVE SURVEY: WORKLOAD AND VOLUNTEERISM OF EDUCATORS

## **1. In which District do you presently work?**

## **2. What is your current age?**

- Under 30 years old
- 31 - 40 years old
- 41 - 50 years old
- 51 - 60 years old
- Over 60 years old
- I prefer not to answer

## **3. What is your gender identity?**

- Female
- Male
- Transperson
- I prefer not to answer

## **4. Are you presently:**

- Employed full-time
- Employed part-time
- Employed as an occasional or temporary worker
- On leave
- Laid off or Unemployed
- Retired



**5. If you are employed as a part-time, occasional or temporary worker, is this your preference? (If you are full-time, on leave, retired, laid off or unemployed, please select Not Applicable)**

- Yes
- No
- Not Applicable

**6. How many years have you held your present position?**

- Less than 1 year
- 1 - 4 years
- 5 - 7 years
- 8 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 - 25 years
- Over 25 years

**7. Please identify your bargaining unit:**

- Adult/Continuing Education Instructors
- Early Childhood Educators
- Educational Support Staff
- Occasional Teachers
- Office or Clerical Staff
- Plant Support Staff
- Professional Student Services Personnel
- Teacher Bargaining Unit
- Combine Teacher/Occasional Teacher Bargaining Unit
- Other (please specify)

**8. Please identify your job title:**

- Attendance Counsellor
- Behavioural Consultant
- Caretaker/Custodian/Plant Maintenance
- Child & Youth Worker
- Clerical/Office Staff (Administrative Assistant, Secretary, Clerk)
- Developmental Service Worker
- Early Childhood Educator
- Early Literacy Coordinator
- Educational Assistant
- Federation Officer
- Librarian or Library Technician
- Numeracy Coach
- Psychologist
- Social Worker





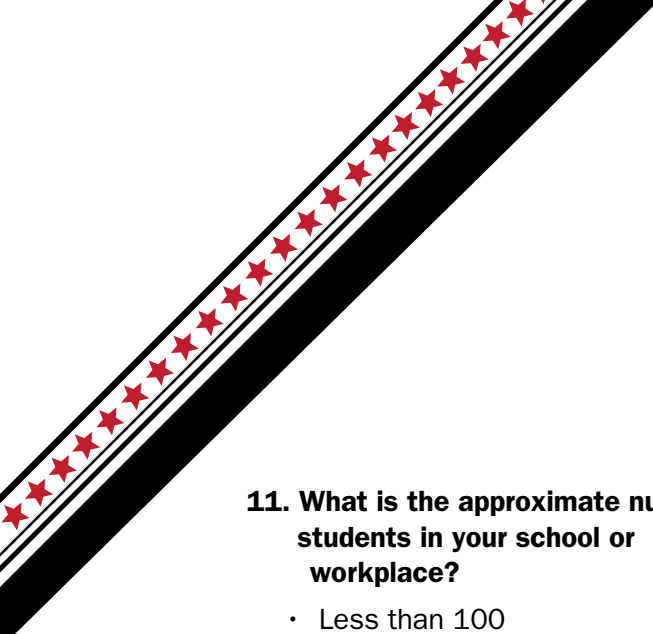
- Social Worker and Attendance Counsellor
- Special Education Coordinator/Consultant
- Speech/Language Pathologist
- Support Worker for Deaf and Hard of Hearing
- Support Worker for Blind and Visually Impaired
- Teacher
- Technology
- Other (please specify)

**9. In what type of school or workplace do you presently work?**

- Academic Secondary School
- Adult Continuing Education Centre
- Alternative School
- Composite Secondary School
- Elementary School
- K-12 School
- Middle School or Junior High School
- Multiple Sites/Schools
- School Board office
- Technical, Commercial or Vocational Secondary School
- Union office
- Other (please specify)

**10. Where is your school or workplace located?**

- Inner-city
- Metropolitan area
- Suburban area
- Small town
- Rural area
- Remote or fly-in community
- Other (please specify)



**11. What is the approximate number of students in your school or workplace?**

- Less than 100
- 100–299
- 300–599
- 600–1,000
- Over 1,000
- Not Applicable

**12. According to your assigned timetable or workday, approximately how many hours per week are you scheduled to:**

- Work directly with students?
- Perform other specified tasks (such as hall, yard or lunchroom supervision; temporarily covering other classes; administration; school library; etc)?
- Prepare for classes and evaluate student work?
- Prepare for individual or group interactions with students?
- Carry out duties derived from positions of responsibility?
- For other designated responsibilities (please explain below)?

**Answer options:**

- Less than 1 hour
- 1 - 4 hours
- 5 - 10 hours
- More than 10 hours
- Not Applicable

**13. In addition to your assigned timetable or workday, how many additional hours per week, on average, do you spend on job-related work (such as gathering materials, attending meetings, completing reports, job-related internet activities, preparing courses, lessons or student activities; marking and evaluating student work; or communicating with parents)?**

- At school (before class, after class and/or during lunch)
- At home (in the morning, evening and/or on weekends)
- Other locations

**Answer options:**

- Less than 1 hour
- 1 - 4 hours
- 5 - 10 hours
- More than 10 hours
- Not Applicable

**14. In reference to the previous question, please identify the types of job-related work that you engage in and for which you are not compensated.**

- Attending meetings
- Collaborating with school staff
- Communicating with parents
- Community liaison
- Completing reports
- Equipment and/or technology maintenance
- Gathering materials
- Job-related internet activities
- Marking and evaluating student work
- Ordering materials and/or equipment
- Preparing courses, lessons or student activities
- Shop/room clean up and organization
- Not Applicable
- Other (please specify)

**15. In addition to your assigned timetable or workday, how many additional hours per week, on average, do you spend on extracurricular activities involving students (such as coaching or other sports-related activities, assisting with music or drama programs, running clubs or student councils, etc.)?**

- At school (before class, after class and/or during lunch)
- At home (in the morning, evening and/or on weekends)
- Other locations

**Answer options:**

- Less than 1 hour
- 1 - 4 hours
- 5 - 10 hours
- More than 10 hours
- Not Applicable

**16. What type of extracurricular activities involving students do you help with, facilitate or coach? (Please select all that apply)**

- Audio Visual or Media clubs
- Computer or Robotics programs or clubs
- Community Service programs or clubs
- Cooking, Food or Nutrition programs or clubs
- Cultural clubs
- Design or Technology programs or clubs
- Diversity or Social Justice clubs
- Drama, Music or Art programs or clubs
- Environmental programs or clubs
- First Nations, Metis or Inuit programs or clubs
- Foreign Language programs or clubs
- Fundraisers and/or Campaigns
- Gay Straight Alliance
- Graduation/Awards Committee
- Guidance or Student Support programs or clubs
- Leadership Councils or clubs
- Literature or Book clubs
- Math programs or clubs
- Mental Health Promotion programs or clubs
- Prom or Dance committees
- Providing support services for exceptional students
- Religious or Spiritual clubs
- Safe Schools
- School Newspaper or Journalism clubs
- School Staffing
- Science programs or clubs
- Sewing or Crafts programs or clubs
- Sports or Athletic programs or clubs
- Student or School Councils
- Yearbook club or committee
- Young Men's clubs
- Young Women's clubs
- Not Applicable or No Extracurricular Activities
- Other (please specify)

**17. How many extracurricular activities involving students will you help with, facilitate or coach during the 2013 - 2014 school year?**

- 0
- 1
- 2
- 3
- 4
- 5
- More than 5

**18. In the past five years (or less, if you are relatively new to your job), what is the average number of extracurricular activities involving students that you have helped with, coached or facilitated?**

- 0
- 1
- 2
- 3
- 4
- 5
- More than 5

**19. How would you categorize the degree to which your involvement with these extracurricular activities was/is entirely voluntary? (Ranking of 1 to 5)**

**1 = job expectation or obligated duty**  
**5 = no coercion or completely voluntary**

- 1
- 2
- 3
- 4
- 5
- Not Applicable
- Comments box (Respondents have the option to include any additional comments concerning this question.)

**20. In the past five years (or less, if you are relatively new to your job), has your overall workload:**

- Significantly Increased
- Increased
- Remained about the same
- Decreased
- Significantly Decreased
- Not Applicable

**21. In the past five years (or less), to what extent have each of the following aspects of your overall workload changed?**

- Number of hours of assigned duties dealing directly with students
- Number of hours of other assigned duties
- Size of classes or number of students assigned to you
- Requirements for computer work, computer learning or computer/internet posting
- Time and/or effort required to assess and report on student progress
- Administrative requests for information, forms, data, student attendance, etc
- Level of autonomy that you have over your work
- Amount of time necessary for curriculum development and/or lesson preparation
- Overall level of stress in your work
- Coaching, facilitating or helping with extracurricular activities involving students
- Taking part in Ministry or board directed activities

**Answer options:**

- Significantly Increased
- Increased
- Remained about the same
- Decreased
- Significantly Decreased
- Not Applicable

**22. How beneficial are Ministry and/or board directed activities to performing your daily assigned responsibilities?**

- Little or No Benefit
- Somewhat Beneficial
- Moderately Beneficial
- Considerably Beneficial
- Significantly Beneficial
- Not Applicable
- Additional Comments box (Respondents have the option to include any additional comments concerning this question.)

**23. The amount of time I spend taking part in Ministry and/or board related activities could be better used to perform other duties? Do you:**

- Strongly Agree
- Mostly Agree
- Somewhat Agree
- Neither Agree or Disagree
- Somewhat Disagree
- Mostly Disagree
- Strongly Disagree
- Not Applicable
- Additional Comments box (Respondents have the option to include any additional comments concerning this question.)

**24. How often do you find your job stressful?**

- All of the time
- Most of the time
- About half of the time
- Seldom
- Never

**25. Overall, how satisfied are you with your job?**

- Very satisfied
- Mostly satisfied
- Somewhat satisfied
- Neither satisfied or dissatisfied
- Somewhat dissatisfied
- Mostly dissatisfied
- Very dissatisfied

**26. To what extent has the increase in each of the following affected your stress level?**

- Increased demands from your immediate supervisor
- Increased demands from your school principal or equivalent administrator
- Increased demands from your school board
- Increased requirements from the Ministry of Education
- Increased demands to use technology
- Increased demands from parents
- Increased problems with and/or demands from students
- Increased participation in extracurricular activities involving students
- Other (please specify)

**Answer Options:**

- Little to no effect on stress levels
- Some effect on stress levels
- Moderate effect on stress levels
- Considerable effect on stress levels
- Significant effect on stress levels
- Not Applicable

**27. Do you use a computer at home to complete responsibilities that are part of your assigned workload (such as completing reports, working on the school budgets or entering marks in MarkBook)?**

- Yes
- No
- Comments box (Respondents have the option to include any additional comments concerning this question.)

**28. If you answered YES, how many hours per week, on average, do you use your computer at home to complete responsibilities that are part of your assigned workload? (If you answered NO, please select Not Applicable.)**

- Less than 1 hour per week
- 1 - 3 hours per week
- 4 - 7 hours per week
- 8 - 10 hours per week
- More than 10 hours per week
- Not Applicable

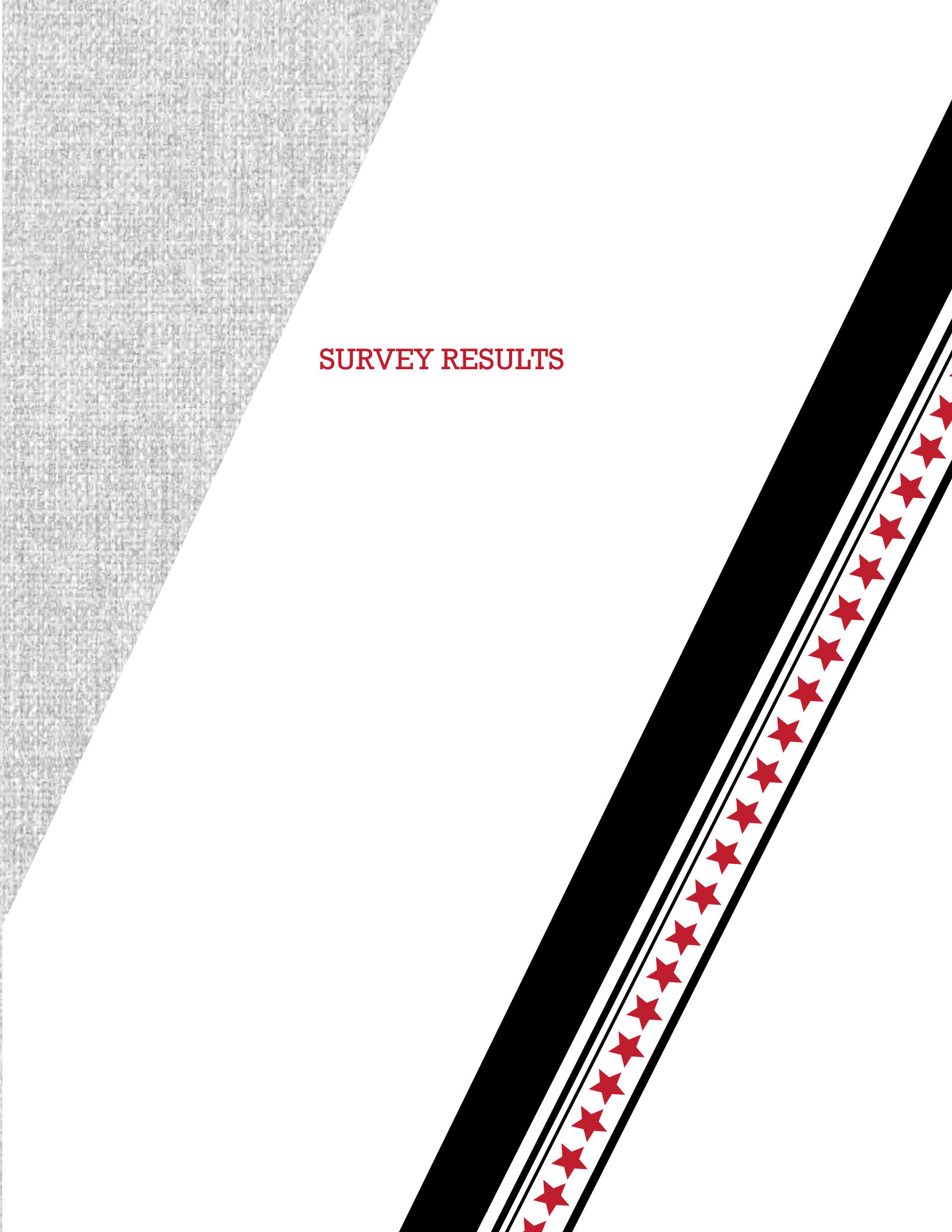
**29. Do you use a computer at home to complete responsibilities or tasks for which you are not compensated?**

- Yes
- No
- Not Applicable

**30. Any final comments?**

- Additional Comments box (Respondents have the option to include any final comments concerning the survey, their opinions, ideas, complaints and so on.)

**SURVEY RESULTS**



This section contains the data collected from the Workload and Volunteerism of Educators (WAVE) Survey. The final results for each question are presented in a chart format along with a short summary.<sup>i</sup>

**QUESTION 1: In which District do you presently work?**

Members from all 35 OSSTF/FEESO districts responded to the WAVE Survey. A total of 7,868 responses were collected. The top five responding districts, which are highlighted below, were:

- (1) District 19 – Peel: 1,105 responses, 14% of total responses
- (2) District 16 – York Region: 811 responses, 10.3% of total responses
- (3) District 25 – Ottawa-Carleton: 605 responses, 7.7 of total responses
- (4) District 11 – Thames Valley: 587 responses, 7.5% of total responses
- (5) District 13 – Durham: 583 responses, 7.4% of total responses

Thirty-two out of thirty-five districts submitted at least 30 responses and twenty-five districts submitted seventy-five or more responses.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
District 01 - Ontario North East	1.2%	97
District 02 - Algoma	1.1%	85
District 03 - Rainbow	1.8%	142
District 04 - Near North	1.6%	122
District 05A - Northern Shield	1.1%	88
District 05B - Rainy River	0.4%	32
District 06A - Thunder Bay	1.1%	84
District 06B - Superior-North	0.7%	55
District 07 - Bluewater	2.8%	221
District 08 - Avon Maitland	0.9%	74
District 09 - Greater Essex	3.0%	237
District 10 - Lambton Kent	1.1%	86
District 11 - Thames Valley	7.5%	587
District 12 - Toronto	3.6%	287
District 13 - Durham	7.4%	583
District 14 - Kawartha Pine Ridge	3.0%	237
District 15 - Trillium Lakelands	0.1%	6
District 16 - York Region	10.3%	811
District 17 - Simcoe County	1.6%	125
District 18 - Upper Grand	5.1%	400



District 19 - Peel	14.0%	1,105
District 20 - Halton	5.7%	449
District 21 - Hamilton-Wentworth	2.7%	210
District 22 - Niagara	1.1%	90
District 23 - Grand Erie	1.8%	144
District 24 - Waterloo	3.2%	252
District 25 - Ottawa-Carleton	7.7%	605
District 26 - Upper Canada	0.6%	44
District 27 - Limestone	1.8%	144
District 28 - Renfrew	0.5%	42
District 29 - Hastings-Prince Edward	1.4%	109
District 30 - PSAT	0.4%	33
District 31 - Franco-Nord Ontarien	1.0%	75
District 32 - Centre-Sud-Ouest de l'Ontario	0.6%	48
District 33 - District de l'Est	1.9%	151
District 34 - Independent Educational Programs	0.1%	5
District 35 - Universities and Colleges	0.0%	3
<b>TOTAL</b>		<b>7,868</b>

**QUESTION 2: What is your current age?**

Members from every age category responded to the survey. Those members between the ages of 31 and 50 years old constituted the largest number of responses. The two categories, 31 to 40 years old and 41 to 50 years old, are nearly equal in the number of responses, 2,438 (31%) and 2,489 (31.6%) respectively (a difference of 51 responses). No age category is under represented; the age distribution conforms to the typical age range of working professionals.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Under 30 years old	8.4%	657
31 - 40 years old	31.0%	2,438
41 - 50 years old	31.6%	2,489
51 - 60 years old	23.5%	1,849
Over 60 years old	3.8%	302
I prefer not to answer	1.7%	133
<b>TOTAL</b>		<b>7,868</b>

**QUESTION 3: What is your gender identity?**

Members of all gender identities responded to the survey. The number of female respondents is nearly double that of male respondents; 5,137 and 2,616 respectively. There were 9 transpersons (.1%) who responded to the survey and an additional 106 (1.3%) of respondents preferred not to disclose their gender.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Female	65.3%	5,137
Male	33.2%	2,616
Transperson	0.1%	9
I prefer not to answer	1.3%	106
<b>TOTAL</b>		<b>7,868</b>

**QUESTION 4: Are you presently:**

The vast majority, nearly 87% or 6,563 survey responses came from members who are employed full-time. Employees who are part-time, occasional or temporary constitute an additional 11% (over 800 responses). Nearly 2% are on leave; while, a remaining 7 (0.1%) respondents are currently unemployed and 26 (0.4%) are retired.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Employed full-time	86.5%	6,563
Employed part-time	5.4%	407
Employed as an occasional or temporary worker	5.8%	438
On leave	1.9%	144
Laid off or Unemployed	0.1%	7
Retired	0.4%	26
<b>TOTAL</b>		<b>7,585</b>

**QUESTION 5: If you are employed as a part-time, occasional or temporary worker, is this your preference? (If you are full-time, on leave, retired, laid off or unemployed, please select Not Applicable)**

The purpose of this question was to ascertain whether part-time, occasional or temporary workers hold that status by choice and would allow for further analysis concerning workloads, stress, extracurricular activities, administrative expectations and so on.

Respondents to this question were split nearly in half regarding their choice. 535 respondents (7.1%) stated that are part-time, occasional or temporary staff by preference; while, 577 (7.6%) respondents stated that it is not their preference (see Chart 5.1). As instructed in the note in parentheses, those respondents who did not fall under the two aforementioned categories should have selected the Not Applicable response. While reviewing this information, the reader will notice that there are more respondents (n = 1,112) who selected “Yes” or “No” answers for this question than the number of respondents (n = 845) who selected the two aforementioned categories. As such, an additional query was undertaken and the results are presented in Chart 5.2.

**CHART 5.1**

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Yes	7.1%	535
No	7.6%	577
Not Applicable	85.3%	6,473
<b>TOTAL</b>		<b>7,585</b>

**CHART 5.2**

<b>ANSWER OPTIONS</b>	<b>EMPLOYED PART-TIME</b>	<b>EMPLOYED AS AN OCCASIONAL OR TEMPORARY WORKER</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Yes	226	67	3.86%	293
No	163	361	6.91%	524
Not Applicable	18	10	0.37%	28
<b>TOTAL</b>	<b>407</b>	<b>438</b>	<b>11.14%</b>	<b>845</b>

The additional 267 respondents who selected “Yes” or “No” for this question were a mixture of the remaining categories.

62% (n = 524) of respondents selected “No”, meaning their status as a part-time, occasional or temporary worker is not their preference (over 82% (n = 361) of occasional workers and 40% (n = 163) of part-time workers). For these 524 respondents, 40% (n = 210) were under the age of 30 and 33% (n = 171) were between 31-40 years old.

**QUESTION 6: How many years have you held your present position?**

A significant span of time is recorded in the responses to question six, ranging from members who are brand new to their position to those who have held theirs for over 25 years. The highest number of responses, 1,796 or 23%, comes from members who have held their position for 11 to 15 years. Second highest is members who have worked in their present position 8 to 10 years, 1,271 or nearly 17%. Responses from members who have worked in their present position between 1 and 4 years and 5 and 7 years are nearly equal, 1,097 or 14.5% and 1,109 or 14.6%, respectively (a difference of 12 responses). All other categories included at least 300 responses.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Less than 1 year	4.4%	334
1 - 4 years	14.5%	1,097
5 - 7 years	14.6%	1,109
8 - 10 years	16.8%	1,271
11 - 15 years	23.0%	1,796
16 - 20 years	9.5%	719
21 - 25 years	9.0%	679
Over 25 years	7.6%	580
<b>TOTAL</b>		<b>7,585</b>

**QUESTION 7: Please identify your Bargaining Unit:**

Members from each bargaining unit responded to the survey. The vast majority of responses, 5,437 or nearly 72%, comes from the Teacher Bargaining Unit. In addition, the Combined Teacher/ Occasional Teacher Bargaining Unit and the Occasional Teachers Bargaining Unit constitutes an additional 568 (7.5%) responses. Educational Support Staff members submitted 744 or nearly 10% of responses.

The bargaining units identified by respondents under the “Other” category include: Multiple bargaining units, Information Technology, Library Technicians, Professional Educators Childcare Staff and Special Education Technicians.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Adult/Continuing Education Instructors	1.2%	89
Early Childhood Educators	2.5%	187
Educational Support Staff	9.8%	744
Occasional Teachers	4.1%	311
Office or Clerical Staff	4.5%	338
Plant Support Staff	0.5%	40
Professional Student Services Personnel	2.0%	153
Teacher Bargaining Unit	71.7%	5,437
Combined Teacher/Occasional Teacher Bargaining Unit	3.4%	257
Other (please specify)	0.4%	29
<b>TOTAL</b>		<b>7,585</b>

**QUESTION 8: Please identify your job title:**

Job titles from each OSSTF/FEESO bargaining unit were included as answer options for this question in order to represent the broad spectrum of members' positions and titles. While each title/position was selected by at least one responding member, the title/position of "Teacher" is the job position held by the vast majority of respondents, over 5,908 (77.9%) of them. Educational Assistants account for 488 respondents (6.4%) along with Clerical or Office Staff who account for an additional 381 respondents (5%). 211 respondents (2.8%) selected the "Other" category and included detailed job titles. The WAVE Researcher grouped these into 12 additional categories, which include: ESL or LINC Instructor, Curriculum Consultant, Guidance Counsellor, Teacher/Librarian, Student Support Professional, Facilitator and Special Education Technician.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Attendance Counsellor	0.1%	10
Behavioural Consultant	0.1%	8
Caretaker/Custodian/Plant Maintenance	0.5%	35
Child & Youth Worker/Counsellor	0.8%	58
Clerical/Office Staff (Administrative Assistant, Secretary, Clerk)	5.0%	381
Developmental Service Worker	0.2%	13
Early Childhood Educator	2.4%	184
Early Literacy Coordinator	0.01%	1
Educational Assistant	6.4%	488
Federation Officer	0.2%	13
Librarian or Library Technician	1.4%	108
Numeracy Coach	0.03%	2
Psychologist	0.2%	17
Social Worker	0.2%	15
Social Worker and Attendance Counsellor	0.3%	20
Special Education Coordinator/Consultant	0.2%	14
Speech/Language Pathologist	0.4%	31
Support Worker for Deaf and Hard of Hearing	0.04%	3
Support Worker for Blind and Visually Impaired	0.03%	2
Teacher	77.9%	5,908
Technology	0.8%	63
Other (please specify)	2.8%	211
<b>TOTAL</b>		<b>7,585</b>

**QUESTION 9: In what type of school or workplace do you presently work?**

Respondents work in all settings or workplaces identified in question 9; though, most respondents, 5,039 (66.4%) work in Academic Secondary Schools throughout Ontario. 315 respondents work in Technical, Commercial or Vocational Secondary Schools and 135 respondents (1.8%) work in Composite Secondary Schools, which include both academic and technical or vocational programs. 225 (3%) respondents work at multiple sites and schools; these respondents were often Occasional Teachers or Professional Student Services Personnel (such as Social Workers and so on). Interestingly, 846 respondents (11.2%) work at Elementary Schools. These respondents were most often Educational Assistants, Clerical or Office Staff, Early Childhood Educators and Librarians or Library Technicians.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Academic Secondary School	66.4%	5,039
Adult Continuing Education Centre	1.4%	103
Alternative School	2.4%	180
Composite Secondary School	1.8%	135
Elementary School	11.2%	846
K-12 School	5.2%	392
Middle School or Junior High School	0.8%	58
Multiple Sites/Schools	3.0%	225
School Board office	2.0%	151
Technical, Commercial or Vocational Secondary School	4.2%	315
Union office	0.5%	38
Other (please specify)	1.4%	103
	<b>TOTAL</b>	<b>7,585</b>



**QUESTION 10: Where is your school or workplace located?**

Respondents' schools and workplaces are located in a mixture of areas throughout Ontario; though few who responded work in remote or fly-in communities (n = 4). Over 40% or 3,041 work in suburban areas and an additional 22% or 1,667 work in small towns. Nearly 29% or 2,186 work in the inner-city or metropolitan areas (15.3% or 1,160 and 13.5% or 1,026 respectively). 134 respondents selected the "Other" category and often specified the population of the area they work in or the name of the city or town. The WAVE Researcher grouped the responses into five additional categories including: mid-sized city (80,000+ population), small city (40,000+ population), working from home and multiple schools or workplaces.<sup>ii</sup>

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Inner-city	15.3%	1,160
Metropolitan area	13.5%	1,026
Suburban area	40.1%	3,041
Small town	22.0%	1,667
Rural area	7.3%	553
Remote or fly-in community	0.1%	4
Other (please specify)	1.8%	134
	<b>TOTAL</b>	<b>7,585</b>

**QUESTION 11: What is the approximate number of students in your school or workplace?**

Respondents work in a full range of small and large school populations along with those who work with no students at all. Interestingly, the number of responses for each student population segment increases as the number of students increase. The majority of respondents, 3,181 or nearly 42%, work at schools with student populations over 1,000. 2,081 respondents (27.4%) work at schools with 600 to 1,000 students. 1,208 respondents (15.9%) work at schools with 300 to 599 students. 303 respondents (4%) selected Not Applicable meaning that their school or workplace has no students. These respondents work in a school board office, a union office or at multiple sites and schools (therefore, they cannot select one answer as it varies depending on the school or workplace).

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Less than 100	2.3%	173
100 - 299	8.4%	639
300 - 599	15.9%	1,208
600 - 1,000	27.4%	2,081
Over 1,000	41.9%	3,181
Not Applicable	4.0%	303
<b>TOTAL</b>		<b>7,585</b>

**Question 12: According to your assigned timetable or workday, approximately how many hours per week are you scheduled to:**

The results of question 12 show that respondents take on a myriad of job duties. Most respondents, 63% (n = 4,336), spend more than 10 hours each week working directly with students and an additional 1,127 (16.4%) respondents spend between 5 and 10 hours; a total of 5,463 or 79.4% of respondents. Nearly 50% of respondents (n = 3,420) spend between 1 and 4 hours performing other specified tasks such as supervising students, administration and so on. Half the respondents, 3,435 (49.9%), are scheduled to spend 5 or more hours prepare for classes and evaluating student work; 2,414 (35.1%) respondents spend 5 to 10 hours and an additional 1,021 (14.8%) spend more than 10 hours. 2,303 (33.5%) respondents spend 1 to 4 hours preparing for group or individual interactions while an additional 20% are scheduled to spend 5 or more hours preparing. Nearly 42% (n = 2,862) of respondents are not scheduled to carry out duties derived from positions of responsibility. For those who are scheduled to do so, 1,463 (21.3%) spend between 1 and 4 hours and 1,151 (16.8%) spend 5 or more hours carrying out these duties.

2,131 (31%) respondents are scheduled to spend time conducting other activities and 59% of those particular respondents listed their additional responsibilities in the “Comments” section of question 12. The WAVE Researcher analyzed these additional responsibilities and the comments, which will be investigated further in the Discussion and Interpretation section.

For each sub-question within question 12, respondents had the option of selecting Not Applicable. This option was included for those whose job responsibilities may not include, for example, preparing for classes and evaluating student work.

<b>ANSWER OPTIONS</b>	<b>LESS THAN 1 HOUR</b>	<b>1 - 4 HOURS</b>	<b>5 - 10 HOURS</b>	<b>MORE THAN 10 HOURS</b>	<b>NOT APPLICABLE</b>	<b>TOTAL RESPONSES</b>
Work directly with students?	1.5% 103	13.9% 955	16.4% 1,127	63.0% 4,336	5.2% 358	6,879
Perform other specified tasks (such as hall, yard or lunchroom supervision; temporarily covering other classes; administration; school library; etc)?	32.1% 2,206	49.7% 3,420	4.5% 308	1.8% 121	12.0% 824	6,879
Prepare for classes and evaluate student work?	7.5% 515	26.0% 1,788	35.1% 2,414	14.8% 1,021	16.6% 1,141	6,879
Prepare for individual or group interactions with students?	22.7% 1,564	33.5% 2,303	13.0% 896	6.4% 438	24.4% 1,678	6,879
Carry out duties derived from positions of responsibility?	20.4% 1,403	21.3% 1,463	9.8% 671	7.0% 480	41.6% 2,862	6,879
For other designated responsibilities (please explain below)?	14.3% 985	9.0% 621	3.9% 266	3.8% 259	69.0% 4,748	6,879
Other designated responsibilities						1256 18.26%

**QUESTION 13: In addition to your assigned timetable or workday, how many additional hours per week, on average, do you spend on job-related work (such as gathering materials, attending meetings, completing reports, job-related internet activities, preparing courses, lessons or student activities; marking and evaluating student work; or communicating with parents)?**

Respondents spend a considerable amount of additional time each week on job-related work. 2,359 (34.3%) spend between 5 and 10 hours and 1,247 (18.1%) spend more than 10 hours on average, each week doing additional job-related work at school; a total of 3,606 (52.4%) of respondents. Respondents also work extensive additional hours at home and in other locations. 80% of respondents spend at least 1 hour, on average, completing work at home. Of that 80%, 1,886 (27.4%) respondents and 1,615 (23.5%) spend 5 to 10 hours or 10 or more hours respectively working at home. Working additional time in other locations is significantly less than working at school or home. However, 1,139 (16.6%) spend between 1 and 4 hours working in other locations and 367 (5.3%) spend at least 5 hours working additional time in other locations. For those respondents who selected Not Applicable, it is deduced that they do not spend additional time carrying out job-related work at the specified location, at school (or) at home (or) in other locations.

<b>ANSWER OPTIONS</b>	<b>LESS THAN 1 HOUR</b>	<b>1 - 4 HOURS</b>	<b>5 - 10 HOURS</b>	<b>MORE THAN 10 HOURS</b>	<b>NOT APPLICABLE</b>	<b>RESPONSE COUNT</b>
At school (before class, after class and/or during lunch)	7.2% 498	33.6% 2,314	34.3% 2,359	18.1% 1,247	6.7% 461	6,879
At home (in the morning, evening and/or on weekends)	10.2% 702	29.1% 2,004	27.4% 1,886	23.5% 1,615	9.7% 672	6,879
Other locations	20.0% 1,377	16.6% 1,139	3.0% 209	2.3% 158	58.1% 3,996	6,879

**QUESTION 14: In reference to the previous question, please identify the types of job-related work that you engage in and for which you are not compensated.**

The results for question 14 indicate that respondents engage in a wide range of job-related work for which they are not compensated.<sup>iii</sup> Each of the following duties are performed without compensation by at least 70% of respondents (range = 4,823 to 5,082 depending on the task), these include: attending

meetings, collaborating with school staff, communicating with parents, gathering materials and preparing courses, lessons and/or student activities. Over 60% of respondents

(range = 4,316 to 4,640) complete reports, conduct job-related internet activities and mark and evaluate student work and are not compensated for that work. 815 (11.8%) respondents selected “Other” and identified an extensive list of additional job responsibilities. These were later analyzed and categorized into 26 additional categories by the WAVE Researcher. These additional categories will be discussed further in the Discussion and Interpretation section.<sup>iv</sup> 540 (7.8%) respondents selected Not Applicable; it is deduced that they do not take engage in uncompensated work.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Attending meetings	73.9%	5,082
Collaborating with school staff	71.2%	4,900
Communicating with parents	70.1%	4,823
Community liaison	20.8%	1,431
Completing reports	62.7%	4,316
Equipment and/or technology maintenance	38.3%	2,636
Gathering materials	72.7%	5,003
Job-related internet activities	62.8%	4,317
Marking and evaluating student work	67.5%	4,640
Ordering materials and/or equipment	41.8%	2,875
Preparing courses, lessons or student activities	73.6%	5,066
Shop/room clean up and organization	44.3%	3,048
Not Applicable	7.8%	540
Other (please specify)	11.8%	815
<b>TOTAL RESPONDENTS</b>		<b>6,879</b>

**Question 15: In addition to your assigned timetable or workday, how many additional hours per week, on average, do you spend on extracurricular activities involving students (such as coaching or other sports-related activities, assisting with music or drama programs, running clubs or student councils, etc.)?**

Respondents spend a great deal of time facilitating extracurricular activities involving students, all of which are voluntary and uncompensated. In fact, over 63% spend at least one to four hours, on average, each week supporting extracurriculars at school. Of that 63%, 1,230 (17.9%) respondents spend between five and ten hours and 650 (9.5%) spend more than 10 hours involved in extracurriculars at school. Respondents spend less time preparing for extracurriculars at home; though, over 58% do spend some time, even if it's less than one hour. 1,574 (22.9%) respondents spend between one and four hours at home while 616 (8.9%) spend five or more hours at home facilitating extracurriculars. Respondents spend even less time on extracurriculars in other locations, only 37% do so; and most, 1,556 respondents (22.6%) spend less than one hour. For those respondents who selected "Not Applicable", it is deduced that they do not engage in extracurriculars in the location listed.

<b>ANSWER OPTIONS</b>	<b>LESS THAN 1 HOUR</b>	<b>1 - 4 HOURS</b>	<b>5 - 10 HOURS</b>	<b>MORE THAN 10 HOURS</b>	<b>NOT APPLICABLE</b>	<b>RESPONSE COUNT</b>
At school (before class, after class and/or during lunch)	15.3% 1,051	36.2% 2,489	17.9% 1,230	9.5% 650	21.2% 1,459	6,879
At home (in the morning, evening and/or on week-ends)	26.4% 1,819	22.9% 1,574	5.8% 402	3.1% 214	41.7% 2,870	6,879
Other locations (eg. library, school board)	22.6% 1,556	11.4% 781	2.3% 160	1.3% 92	62.4% 4,290	6,879
<b>TOTAL RESPONDENTS</b>						<b>6,879</b>

**QUESTION 16: What type of extracurricular activities involving students do you help with, facilitate or coach? (Please select all that apply)**

Over 80% of respondents (n = 5,430) indicated that they assist with at least one extracurricular activity involving students. The three most common extracurriculars selected were: Sports or Athletics programs/clubs – 2,414 (35.8%) respondents; Graduation or Awards Committees – 1,649 (24.4%) respondents; and Fundraisers or Campaigns – 1,204 (17.8%) respondents.<sup>v</sup> The second most common three extracurriculars were: Drama, Music or Art programs/clubs – 936 (13.9%) respondents; Community Service programs/clubs – 878 (13.0%) responses; and Prom or Dance committees – 781 (11.6%). For the respondents who selected “Other”<sup>vi</sup>, extracurricular activities included DECA, Model UN, talent shows and assemblies, games clubs and more.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Audio Visual or Media clubs	4.9%	332
Computer or Robotics programs or clubs	4.1%*	278*
Community Service programs or clubs	13.0%*	878*
Cooking, Food or Nutrition programs or clubs	6.8%	458
Cultural clubs	5.9%*	399*
Design or Technology programs or clubs	3.5%	237
Diversity or Social Justice clubs	7.2%	486
Drama, Music or Art programs or clubs	13.9%*	936*
Environmental programs or clubs	6.4%*	433*
First Nations, Metis or Inuit programs or clubs	1.2%*	85*
Foreign Language programs or clubs	2.2%	150
Fundraisers and/or Campaigns	17.8%*	1,204*
Gay Straight Alliance	5.0%	339
Graduation/Awards Committee	24.4%*	1,649*

Guidance or Student Support programs or clubs	9.4%	636
Leadership Councils or clubs	10.2%	691
Literature or Book clubs	5.8%*	393*
Math programs or clubs	7.5%*	506*
Mental Health Promotion programs or clubs	6.8%	459*
Prom or Dance committees	11.6%	781*
Providing support services for exceptional students	8.6%	584
Religious or Spiritual clubs	2.1%*	141*
Safe Schools	7.8%*	525*
School Newspaper or Journalism clubs	1.6%	109
School Staffing	7.4%	497
Science programs or clubs	4.4%*	298*
Sewing or Crafts programs or clubs	1.8%*	124*
Sports or Athletic programs or clubs	35.8%*	2,414*
Student or School Councils	7.1%*	481*
Yearbook club or committee	3.6%	245
Young Men's clubs	0.6%*	43*
Young Women's clubs	1.3%	86
Not Applicable or No Extracurricular Activities	19.6%*	1,322*
Other (please specify)	11.4%*	768*
<b>TOTAL RESPONDENTS</b>		<b>6,752</b>



**QUESTION 17: How many extracurricular activities involving students will you help with, facilitate or coach during the 2013 - 2014 school year?**

78% or 5,288 respondents will be or have been involved with at least one extracurricular activity involving students during the 2013-2014 school year. Of those respondents, most take part in either two or three extracurricular activities, 1,414 (20.9%) and 1,274 (18.9%) respectively. An additional 924 respondents will take part in either four or five extracurriculars and over 740 take part in more than five extracurriculars.

Concerning the 1,464 respondents who selected zero extracurricular activities during the 2013-2014 school year, nearly 900 are non-teaching staff and many work in elementary schools, multiple schools or school board offices where extracurriculars are rare or do not take place. In addition, 577 of those 1,464 respondents have been involved with at least one extracurricular activity in the past five years.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
0	21.7%	1,464
1	13.8%	933
2	20.9%	1,414
3	18.9%	1,274
4	10.0%	675
5	3.7%	249
More than 5	11.0%	743
<b>TOTAL</b>		<b>6,752</b>

**QUESTION 18: On average, over the past five years (or less, if you are relatively new to your job), what is the number of extracurricular activities involving students that you have helped with, coached or facilitated?**

5,824 or over 86% of respondents have been involved with at least one extracurricular activity involving students over the past five years. The results indicate that 2,348 respondents (34.8%) have been involved, on average, with more than 5 extracurriculars. Similar to the previous question, many respondents have been involved, on average, with two or three extracurriculars, 927 (13.7%) and 1,049 (15.5%) respectively. 928 or nearly 14% of respondents have been involved with no extracurriculars over the last five years.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
0	13.7%	928
1	6.8%	456
2	13.7%	927
3	15.5%	1049
4	9.4%	638
5	6.0%	406
More than 5	34.8%	2,348
<b>TOTAL</b>		<b>6,752</b>

**QUESTION 19: How would you categorize the degree to which your involvement with these extracurricular activities was/is entirely voluntary? (Ranking of 1 to 5)**

1 = job expectation or obligated duty

5 = no coercion or completely voluntary

Question 19 allowed for the collection of two distinct pieces of data. First, a numerical count was collected of respondents' answers concerning their involvement with extracurriculars. Second, each answer option was assigned a value from 1 to 5 (for example the value of "1" was 1). All the values selected by the respondents were then averaged to find a general average for the question. In this case, the Rating Average was 3.84. This 3.84 average indicates that as an entire group, respondents report that their involvement in extracurricular activities lies slightly closer to the voluntary or no coercion side of the spectrum.

The majority of respondents selected "4" or "5"; with the option "5" meaning respondents felt no coercion to participate in extracurricular activities or their participation was completely voluntary. 2,386 (35.3%) respondents selected "5" and an additional 1,417 (21%) respondents selected "4". Over 340 respondents selected "1"; for these respondents, involvement in extracurricular activities was/is a job expectation or obligated duty. 1,165 (17.3%) respondents selected the mid-range of "3"; this selection of the middle ground will be discussed further in the Discussion and Interpretation section (which follows the Results section). 875 (12.9%) respondents selected Not Applicable, the majority of those who did so do not and have not been involved in extracurricular activities, have recently commenced in their position and therefore, could not answer the question or work in a workplace where there are no opportunities to become involved in extracurricular activities.

Respondents had the opportunity to make additional comments in the “Comments” box included in question 19. 754 (11.2%) respondents chose to do so. These comments were analyzed by the WAVE Researcher and will be discussed further in the Discussion and Interpretation section of this report.

<b>1 VALUE = 1</b>	<b>2 VALUE = 2</b>	<b>3 VALUE = 3</b>	<b>4 VALUE = 4</b>	<b>5 VALUE = 5</b>	<b>NOT APPLICABLE</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
5.1%	8.4%	17.3%	21.0%	35.3%	12.9%	3.84	6,752
341	568	1,165	1,417	2,386	875		
Comments*  *Respondents’ comments provide extensive context to these answers. Some of the most common narratives include a mixture of voluntary and coerced ECs, implied and direct pressure from administration and colleagues, and negative consequences for those who do not participate in ECs.							754

**QUESTION 20: In the past five years (or less, if you are relatively new to your job), has your overall workload:**

Like question 19 above, there were two distinct pieces of data collected in question 20, which was an average of respondents answers concerning workload and a numerical count for each category. The rating average of 2.03 indicates that respondents report an “increased” workload. In fact, over 70% of respondents reported an increase or significant increase in their workload, 2,887 or 44.1% and 1,758 or 26.8% respectively. Less than 200 respondents (less than 3%) indicate a decrease in their workload. For those who selected Not Applicable, it is deduced that they are new in their positions and cannot indicate an increase or decrease.

<b>SIGNIFICANTLY INCREASED VALUE = 1</b>	<b>INCREASED VALUE = 2</b>	<b>REMAINED ABOUT THE SAME VALUE = 3</b>	<b>DECREASED VALUE = 4</b>
26.8%	44.1%	23.8%	2.1%
1,758	2,887	1,561	137

<b>SIGNIFICANTLY DECREASED VALUE = 5</b>	<b>NOT APPLICABLE VALUE = 0</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
0.7%	2.5%	2.03	6,549
45	161		

**QUESTION 21: In the past five years (or less), to what extent has each of the following aspects of your overall workload changed?**

The rating average for each category below, with one exception, falls between 1.97 and 2.72. These rating averages indicate that as a whole, respondents have seen an increase in nearly every area of their workload. The exception is the category, “Level of autonomy that you have over your work”, which has a rating average of 3.21, which indicates respondents’ autonomy over their work has remained about the same. Three of the categories, “Requirements for computer work, computer learning or computer/internet posting”, “Time and/or effort required to assess and report on student progress”, and “Administrative requests for information, forms, data, student attendance, etc” have rating averages of 1.85, 1.98 and 1.97 respectively. This slight decrease from a value of 2 or “Increased” reveals that many respondents in fact, indicated there was “Significant Increase” in their workload related to those three categories.

In terms of the actual number of responses, most respondents selected either “Remained about the same” or “Increased” for all eleven categories. For the following five categories: (1) Number of hours of assigned duties dealing directly with students, (2) Number of hours of other assigned duties, (3) Size of classes or number of students assigned to you”, (4) Level of autonomy that you have over your work, and (5) Coaching, facilitating or helping with extracurricular activities involving students; “Remained about the Same” was selected by the largest number of respondents, between 2,833 (43.3%) and 3,978 (60.7%). In the remaining six categories, “Increased” was selected most by respondents. In four of those six categories, which are: (1) Requirements for computer work, computer learning or computer/internet posting, (2) Time and/or effort required to assess and report on student progress, (3) Administrative requests for information, forms, data, student attendance, etc, (4) Overall level of stress in your work, respondents selected “Increased” most often followed by “Significantly Increased.” When the number of respondents who selected “Increased” and “Significantly Increased” for these four categories are combined, they total between 4,259 (65.1%) and 5,078 (77.6%) selections, depending on the category.

There is one category that does not conform to the trends of the other categories, it concerns the “Level of autonomy that you have over your work.” In this category, 1,420 (21.7%) respondents selected “Decreased” and 554 (8.5%) selected “Significantly Decreased.” These numbers are double the responses for “Decreased” or “Significantly Decreased” in any of the other ten categories.

For those respondents who selected Not Applicable, it is deduced that duties or responsibilities mentioned in the particular category are not part of their daily workload or the respondents are new to their positions and have no frame of reference.

<b>ANSWER OPTIONS</b>	<b>SIGNIFICANTLY INCREASED VALUE = 1</b>	<b>INCREASED VALUE = 2</b>	<b>REMAINED ABOUT THE SAME VALUE = 3</b>	<b>DECREASED VALUE = 4</b>
Number of hours of assigned duties dealing directly with students	7.4% 482	22.0% 1,442	60.7% 3,978	2.4% 158
Number of hours of other assigned duties	7.9% 515	30.8% 2,017	50.3% 3,297	3.4% 220
Size of classes or number of students assigned to you	8.9% 580	28.9% 1,895	43.3% 2,833	7.5% 490
Requirements for computer work, computer learning or computer/internet posting	31.7% 2,075	45.9% 3,003	16.0% 1,047	0.5% 30
Time and/or effort required to assess and report on student progress	26.0% 1,701	39.1% 2,558	21.2% 1,390	1.2% 78
Administrative requests for information, forms, data, student attendance, etc	27.9% 1,828	40.0% 2,618	23.9% 1,562	0.6% 41
Level of autonomy that you have over your work	3.3% 218	12.0% 788	48.9% 3,205	21.7% 1,420
Amount of time necessary for curriculum development and/or lesson preparation	13.4% 876	30.7% 2,007	28.7% 1,876	10.0% 653
Overall level of stress in your work	30.3% 1,987	41.4% 2,712	22.7% 1,484	2.7% 179
Coaching, facilitating or helping with extracurricular activities involving students	6.9% 451	22.1% 1,444	46.0% 3,012	6.8% 447
Taking part in Ministry or board directed activities	18.2% 1,190	35.7% 2,337	32.5% 2,127	2.9% 191

<b>ANSWER OPTIONS</b>	<b>SIGNIFICANTLY DECREASED VALUE = 5</b>	<b>NOT APPLICABLE VALUE = 0</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
Number of hours of as- signed duties dealing directly with students	0.4% 29	7.0% 460	2.64	6,549
Number of hours of other assigned duties	0.3% 18	7.4% 482	2.54	6,549
Size of classes or number of students assigned to you	0.70% 44	10.8% 707	2.58	6,549
Requirements for computer work, computer learning or computer/internet posting	0.2% 14	5.8% 380	1.85	6,549
Time and/or effort required to assess and report on student progress	0.3% 21	12.2% 801	1.98	6,549
Administrative requests for information, forms, data, student attendance, etc	0.2% 10	7.5% 490	1.97	6,549
Level of autonomy that you have over your work	8.5% 554	5.6% 364	3.21	6,549
Amount of time necessary for curriculum development and/or lesson preparation	4.5% 293	12.9% 844	2.56	6,549
Overall level of stress in your work	0.6% 40	2.2% 147	2.00	6,549
Coaching, facilitating or helping with extracurricular activities involving students	2.5% 166	15.7% 1,029	2.72	6,549
Taking part in Ministry or board directed activities	0.9% 59	9.9% 645	2.25	6,549

**QUESTION 22: How beneficial are Ministry and/or board directed activities to performing your daily assigned responsibilities?**

The rating average regarding the benefit of Ministry and/or board-directed activities to respondents' daily job responsibilities was 1.98. This average correlates to the extreme high end of the "Little or No Benefit" category and is within .02 average points of falling within the "Somewhat Beneficial" category. In terms of individual responses, the majority of respondents indicated that these activities are of "Little or No Benefit" or are "Somewhat Beneficial", 2,507 (38.3%) and 1,869 (28.5%) respectively. Nearly 500 respondents indicated that the activities are "Considerably Beneficial" or "Significantly Beneficial." For those who selected Not Applicable, it is deduced that these respondents have not engaged in Ministry and/or board-directed activities or are new in their position (this deduction is supported by comments within the Additional Comments section). Respondents also had the opportunity to provide further comments, questions, context and so on in the Additional Comments section; 895 (13.7%) chose to do so. These comments were analyzed by the WAVE Researcher and will be discussed further in the Discussion and Interpretation section.

<b>LITTLE OR NO BENEFIT VALUE = 1</b>	<b>SOMEWHAT BENEFICIAL VALUE = 2</b>	<b>MODERATELY BENEFICIAL VALUE = 3</b>	<b>CONSIDERABLY BENEFICIAL VALUE = 4</b>
38.3% 2,507	28.5% 1,869	18.7% 1,222	5.2% 340

<b>SIGNIFICANTLY BENEFICIAL VALUE = 5</b>	<b>NOT APPLICABLE VALUE = 0</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
2.4% 159	6.9% 452	1.98	6,549
<b>ADDITIONAL COMMENTS</b>			<b>895</b>



**QUESTION 23: The amount of time I spend taking part in Ministry and/or board related activities could be better used to perform other duties? Do you:**

The majority of respondents selected categories on the “Agree” end of the spectrum for question 23. A total of 4,925 (75.2%) respondents selected one of the following categories, “Strongly Agree”, “Mostly Agree”, or “Somewhat Agree.” The average rating of 2.32 indicates that, on average, respondents “Mostly Agree” with the statement, “The amount of time I spend taking part in Ministry and/or board related activities could be better used to perform other duties.” The category with the highest number of responses is “Strongly Agree” with 2,418 or 36.9% of responses. The response count decreases with each successive category along the spectrum with only 131 or 2.0% of respondents selecting the “Strongly Disagree” category. 435 respondents (6.6%) selected Not Applicable, like the previous question 22, it is deduced that these respondents have not engaged in Ministry and/or board-directed activities or are new to their position. 595 (9.1%) respondents also included comments in the “Additional Comments” section. These were examined by the WAVE Researcher and will be discussed further in the Discussion and Interpretation section.

<b>STRONGLY AGREE VALUE = 1</b>	<b>MOSTLY AGREE VALUE = 2</b>	<b>SOMEWHAT AGREE VALUE = 3</b>	<b>NEITHER AGREE OR DISAGREE VALUE = 4</b>	<b>SOMEWHAT DISAGREE VALUE = 5</b>
36.9% 2,418	21.6% 1,413	16.7% 1,094	10.5% 690	3.2% 208

<b>MOSTLY DISAGREE VALUE = 6</b>	<b>STRONGLY DISAGREE VALUE = 7</b>	<b>NOT APPLICABLE VALUE = 0</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
2.4% 160	2.0% 131	6.6% 435	2.32	6,549
<b>ADDITIONAL COMMENTS</b>				<b>595</b>

**QUESTION 24: How often do you find your job stressful?**

2,808 (43.3%) respondents indicated they find their job stressful about half of the time and an additional 2,128 (32.8%) feel their job is stressful most of the time. Interestingly, while only 33 (.5%) respondents never find their jobs stressful, over 540 (8.4%) find their positions stressful all of the time. The rating average of 2.66 indicates that as a whole, respondents’ jobs, on average, are stressful midway between “Most of the time” and “Half of the time.”

<b>ALL OF THE TIME VALUE = 1</b>	<b>MOST OF THE TIME VALUE = 2</b>	<b>ABOUT HALF OF THE TIME VALUE = 3</b>	<b>SELDOM VALUE = 4</b>	<b>NEVER VALUE = 5</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
8.4% 546	32.8% 2,128	43.3% 2,808	15.0% 971	0.5% 33	2.66	6,486

**QUESTION 25: Overall, how satisfied are you with your job?**

The rating average of 2.49 indicates that as a whole, respondents' satisfaction with their jobs lays midway between "Mostly satisfied" and "Somewhat satisfied". Nearly half (47.7%) of respondents are "Mostly Satisfied" and an additional 22% are "Somewhat satisfied". One in every six respondents (1,059 or 16.3%) are "Very satisfied" with their current position while one in every one-hundred respondents (85 or 1.3%) are "Very Dissatisfied". The total number of those who selected "Somewhat", "Mostly", or "Very" dissatisfied equals 608 or 10.5% of responses.

<b>VERY SATISFIED VALUE = 1</b>	<b>MOSTLY SATISFIED VALUE = 2</b>	<b>SOMEWHAT SATISFIED VALUE = 3</b>	<b>NEITHER SATISFIED OR ISSATISFIED VALUE = 4</b>	<b>SOMEWHAT DISSATISFIED VALUE = 5</b>
16.3% 1,059	47.7% 3,091	22.4% 1,451	3.2% 205	6.4% 413

<b>MOSTLY DISSATISFIED VALUE = 6</b>	<b>VERY DISSATISFIED VALUE = 7</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
2.8% 182	1.3% 85	2.49	6,486

**QUESTION 26: To what extent has the increase in each of the following affected your stress level?**

In general, responses to the various categories in question 26 are evenly distributed across the five stress level effects segments. The majority of respondents in each category selected "Some" or "Moderate" effect on stress levels. The categories where respondents indicated the lowest amount of effect on stress are (1) Increased demands from your immediate supervisor and (2) Increased participation in extracurricular activities involving students.

The rating average for each of these categories was 2.36 and 2.44 respectively; in addition, 25% of respondents reported “Little to No” effect on stress levels in both categories. The categories in which respondents reported the highest effects on stress levels are (1) Increased requirements from the Ministry of Education, and (2) Increased problems with and/or demands from students. The rating average for these categories is 3.00 and 3.10 respectively. Over 34% of respondents reported “Considerable” or “Significant” effects on stress levels due to the increased demands in each category. The rating averages and responses for the categories, “Increased demands to use technology” and “Increased demands from your school board”, are marginally less than the highest two categories; their rating averages are 2.98 and 2.95 respectively. In fact, these two categories, like the highest two categories, show 34% of respondents reported “Considerable” or “Significant” effects on stress levels. The difference between the two sets is a slightly larger number of responses in the lower segments of stress level effects, which, in turn, decreased the average rating. All in all, the results for the six categories with rating averages of 2.79 or higher are very similar. For those respondents who selected Not Applicable, it is deduced that the respondent is new to their position and has no/little frame of reference or the respondents has seen no increase in the applicable category. 503 (7.8%) respondents provided additional comments in the “Comments” section; these were analyzed by the WAVE Researcher and will be discussed further in the Discussion and Interpretation section.

<b>ANSWER OPTIONS</b>	<b>LITTLE TO NO EFFECT ON STRESS LEVELS VALUE = 1</b>	<b>SOME EFFECT ON STRESS LEVELS VALUE = 2</b>	<b>MODERATE EFFECT ON STRESS LEVELS VALUE = 3</b>	<b>CONSIDERABLE EFFECT ON STRESS LEVELS VALUE = 4</b>
Increased demands from your immediate supervisor	26.1% 1,691	22.8% 1,480	19.8% 1,287	10.2% 661
Increased demands from your school principal or equivalent administrator	16.2% 1,053	25.0% 1,618	22.4% 1,450	16.0% 1,039
Increased demands from your school board	14.0% 907	22.9% 1,483	23.0% 1,492	19.4% 1,259
Increased requirements from the Ministry of Education	13.9% 898	22.0% 1,424	22.4% 1,450	19.1% 1,238
Increased demands to use technology	17.4% 1,125	21.8% 1,414	21.5% 1,393	19.2% 1,242

Increased demands from parents	19.5% 1,266	21.7% 1,407	21.1% 1,366	16.1% 1,044
Increased problems with and/or demands from students	14.3% 930	20.6% 1,334	20.2% 1,309	19.8% 1,283
Increased participation in extracurricular activities involving students	25.0% 1,621	21.9% 1,418	18.7% 1,213	10.1% 656

<b>ANSWER OPTIONS</b>	<b>SIGNIFICANT EFFECT ON STRESS LEVELS VALUE = 5</b>	<b>NOT APPLICABLE VALUE = 0</b>	<b>RATING AVERAGE</b>	<b>RESPONSE COUNT</b>
Increased demands from your immediate supervisor	8.1% 524	13.0% 843	2.44	6,486
Increased demands from your school principal or equivalent administrator	14.1% 917	6.3% 409	2.86	6,486
Increased demands from your school board	14.9% 964	5.9% 381	2.98	6,486
Increased requirements from the Ministry of Education	15.2% 986	7.6% 490	3.00	6,486
Increased demands to use technology	16.2% 1,051	4.0% 261	2.95	6,486
Increased demands from parents	12.7% 822	9.0% 581	2.79	6,486
Increased problems with and/or demands from students	19.5% 1,262	5.7% 368	3.10	6,486
Increased participation in extracurricular activities involving students	5.1% 329	19.3% 1,249	2.36	6,486

**QUESTION 27: Do you use a computer at home to complete responsibilities that are part of your assigned workload (such as completing reports, working on the school budgets or entering marks in MarkBook)?**

The majority of respondents, 5,434 or 84.2% of them, use a computer at home to complete their various tasks that are part of their workload. 381 respondents also provided comments in the “Other” box, which provide context regarding home computer use, which will be discussed further in the Discussion and Interpretation section. The majority (between 77% and 93%) of each the following bargaining units use their computer at home: Adult/Continuing Education Instructors, Early Childhood Educators, Occasional Teachers, Professional Student Support Services Personnel, the Teacher Bargaining Unit and the Combined Teacher and Occasional Teacher Bargaining Unit. However, many members of the additional bargaining units also use computers at home to complete job responsibilities

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Yes	84.2%	5,434
No	15.8%	1,021
	Total	6,455
Other (please specify)* *Respondents' comments provide context regarding computer use at home.		381

**QUESTION 28: If you answered YES, how many hours per week, on average, do you use your computer at home to complete responsibilities that are part of your assigned workload? (If you answered NO, please select Not Applicable.)**

The majority of respondents who use their computer at home (or outside of school) to complete job responsibilities spend between 1 and 3 hours and 4 and 7 hours, on average, each week. 1,746 (27%) respondents spend between 4 and 7 hours and 1,644 (25.5%) respondents spend between 1 and 3 hours each week. Over one quarter of respondents (1,667 or 25.8%) spend 8 or more hours each week using computers at home to complete job responsibilities. Those respondents who do not use a computer at home to complete job responsibilities were directed to select Not Applicable. However, when compared to question 27, 17 respondents failed to follow instructions and selected a time segment for this question. This small number is negligible due to the fact that 17 respondents accounts for .26% of the total and does not significantly impact the results of question 28.

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Less than 1 hour per week	6.1%	394
1 - 3 hours per week	25.5%	1,644
4 - 7 hours per week	27.0%	1,746
8 - 10 hours per week	11.8%	762
More than 10 hours per week	14.0%	905
Not Applicable	15.6%	1,004
<b>TOTAL</b>		<b>6,455</b>

**QUESTION 29: Do you use a computer at home to complete responsibilities or tasks for which you are not compensated?** <sup>ix</sup>

The vast majority of respondents, 5,295 or 82%, use a computer at home (or likely in other locations) to complete job-related tasks for which they are not compensated. 481 or (7.5%) of respondents selected Not Applicable, it is deduced that these respondents either have no job-related tasks to complete at home or no access to a home computer or internet (this second reason was mentioned a number of times in the Final Comments section in question 30).

<b>ANSWER OPTIONS</b>	<b>RESPONSE PERCENT</b>	<b>RESPONSE COUNT</b>
Yes	82.0%	5,295
No	10.5%	679
Not Applicable	7.5%	481
<b>TOTAL</b>		<b>6,455</b>

**QUESTION 30: Any Final Comment?**

In question 30, each respondent had the opportunity to provide comments, notes, questions, context and so on. 939 (14.5%) of the 6,455 respondents who completed the survey took this occasion to offer a wealth of information. Each comment was carefully analyzed by the WAVE Researcher and will be discussed further in the Discussion and Interpretation section immediately following.



## INTERPRETATION AND DISCUSSION

The purpose of this section is to provide further analysis and interpretation of the results of the WAVE Survey. Here, the WAVE Researcher will critically reflect upon the empirical data along with the comments, statements and additional information contained in the “Comments” section of a number of survey questions. This information will provide depth and context to the recorded data and will give voice to the experiences, challenges and achievements of OSSTF/FEESO members. The section will close with the author’s assessment of how well the study met the research question, problems that were encountered and the limitations of the research.

## DEMOGRAPHICS

A total of 7,868 OSSTF/FEESO members responded to the WAVE Survey and all 35 districts were represented. This level of response, over 13% of the entire membership, is outstanding for two key reasons. First, the size of the respondent pool allows for results that are representative of the membership and are statistically significant. Second, the breadth of the respondent pool, members from all districts and all bargaining units, enabled the WAVE Researcher to gather and analyze data from all sectors providing a more holistic picture of the workload and volunteerism of educators.

Unsurprisingly, the majority of respondents are full-time teachers from metropolitan or suburban areas. Most respondents are also female and between the ages 31-50. Due to the overwhelming response of teachers, occasional, part-time and full-time, the general trends and patterns found in the survey data reflect their responses and concerns. As such, in the following subsections, the author will filter and analyze the survey data to uncover the trends and patterns of responses for those bargaining units who are less numerically represented. Interestingly, for many questions, the trends, patterns and responses are similar regardless of Bargaining Unit.

One unfortunate by-product of the aims and goals of this survey is the questions were considered not applicable by a number of the non-teacher bargaining unit respondents. A directed effort was made by all creators of this survey to appeal to the members of these bargaining units but some felt it was simply not relevant to their daily job responsibilities. As such, members from non-teacher bargaining units were less likely to complete the entire survey.

Three bargaining units, in particular, from whom it would be useful to have a larger pool of respondents are the Occasional Teachers Bargaining Unit (OTBU), the Professional Student Services Personnel Unit (PSSP) and the Plant Support Staff Unit (PSS). Members of the first two units are intimately involved with the daily education of students and as such, their opinions and thoughts concerning the survey questions are key to drawing useful conclusions. In addition, as will be discussed later, a large number of occasional teachers report extensive





involvement in extracurriculars in order to secure further employment. Only 40 members of the PSS unit responded to the survey, 29 of whom completed the survey. It would have been helpful to have a larger pool of these respondents due to their unique knowledge and experience of the daily life of schools.

The age range of respondents is typical of the working age of education professionals. Eighty-six percent (n = 6,776) of respondents are between 31 and 60. For those respondents who are under 30, the majority are part of the Occasional Teacher Bargaining Unit, the Teacher Bargaining Unit or the Combined Teacher/Occasional Teacher Bargaining Unit. Only six respondents under 30 are part of the PSSP unit and three are part of the Adult/Continuing Education Instructors. While it is not surprising that the number of respondents under 30 is less than half the number of respondents of each age segment between 31 and 60; this highlights the fact that young professionals are underrepresented in the education system.

Similar to the age ranges, over eighty-six percent of respondents are employed full-time. For those who are employed part-time, 40% responded that this employment status is not their preference. For those who are employed temporarily or on an occasional basis, over 82% do not prefer this employment status.

In terms of the length of time respondents have worked in their present position, most of the bargaining units followed the same pattern of the cumulative population; though there were a few exceptions. Occasional teachers have held their positions for less time, usually between four years to less than one year, which indicates that eventually, these teachers are accepting full-time positions. However, over 23% of occasional teachers have been in their current position between five and seven years. Plant Support Staff have the highest percentage of long-time employment in their present position; over 27% have held their position over twenty-five years. In the Additional Comments section for question 26 and 30, a number of ECE's mention feeling stress and pressure due to a lack of time for preparation and planning and some note it is difficult to balance the demands of their jobs and their home life.

Only four respondents, 0.1%, reported that they work in remote or fly-in communities. Two of these four are teachers, one of whom is retired. One of them is a school caretaker and is currently laid-off or unemployed. The fourth is a full-time Educational Assistant at a large secondary school. Only one of these respondents completed the survey. This lack of representative members from remote or fly-in communities creates a gap in the knowledge attained in this survey and demands a recommendation for further investigation.

While the majority of respondents work in Academic Secondary Schools, this is not the case when the data is filtered by bargaining unit. As expected, certain groups are more likely to work in one type of workplace than another. For example, the majority of Early Childhood Educators and Educational Support Staff work in elementary schools while Adult/Continuing Educators work in adult education centres. Interestingly, half of the Office and Clerical workers and Plant Support Services workers also work in elementary schools. Nearly half of Professional Support Services Personnel work at multiple sites or schools; the other half are spread between the remaining workplace locations.

## JOB DUTIES AND RESPONSIBILITIES

The amount of time OSSTF/FEESO members spend on job duties and responsibilities is one of the key questions in this survey. It is critical for both OSSTF/FEESO and its members to understand the scope and breadth of the amount of time and energy dedicated to members' jobs. In addition, this information will allow OSSTF/FEESO to more comprehensively grasp the day to day realities of their members and direct their bargaining and political action accordingly.

It should be noted that some respondents took issue with the wording of these questions, specifically the concept of compensated versus uncompensated work. It is not the aim of this survey or report to debate the semantics and meaning of these terms; however, it is stated here that the intention of the use of these terms was to place a realistic or reasonable limit on the amount of time spent to accomplish one's job duties and the amount of time that respondents go above and beyond that realistic maximum. As such, there is fluidity in respondents' conceptions of uncompensated and compensated work; however, this does not obfuscate the reality that respondents overwhelmingly go above and beyond in order to provide a quality education and space for learning for students.

The assigned timetable or workday of respondents is best analyzed through the lens of bargaining units. Interestingly, for every bargaining unit, there are few time segments that have zero responses under each category (category here means job duties or responsibilities such as working directly with students). These results indicate that the individual's job duties and responsibilities vary depending on their specific situation and while job descriptions exist, they are definitely not set in stone. In addition, respondents are flexible and take on responsibilities as needed.

The teacher specific bargaining units are assigned to spend most of their time working directly with students, preparing for group or individual interactions, preparing for classes and evaluating student work. In addition to their assigned responsibilities, over seventy percent (and often over eighty percent depending on the activity) of the Teacher Bargaining Unit and the Combined Teacher/Occasional Teacher Bargaining Unit reported that they spend additional, uncompensated time attending meetings, communicating with parents, collaborating with school staff, completing reports, gathering materials, conducting job-related internet activities, marking and evaluating student work and preparing lessons. Over fifty percent of Occasional Teacher Bargaining Unit respondents also spend additional time engaged in these same duties.

Adult/Continuing Education Instructors, Educational Support Staff and Early Childhood Educators are also assigned to spend the majority of their time working directly with students. The majority also spend four hours or less preparing for classes, evaluating and marking student work or preparing for individual or group interactions. In terms of additional, uncompensated time, over seventy-five percent of Adult/Continuing Education Instructors gather materials, conduct job-related internet activities, mark and evaluate student work and prepare lessons. Over sixty percent of

Early Childhood Educators, on the other hand, spend additional time attending meetings, collaborating with school staff, gathering materials, preparing lessons and cleaning and organizing classrooms. Less than twenty-five percent of Educational Support Staff take on additional, uncompensated duties with the exception of between thirty and forty percent who attend meetings, collaborate with school staff, gather materials and conduct job-related internet activities.


Professional Student Services Personnel are assigned to spend the highest percentage of time preparing for individual and group interactions and are also assigned to work directly with students and carry out duties of responsibility. Less than forty percent take on additional, uncompensated activities with the exception of between forty and fifty percent who attend meetings, communicate with parents, complete reports, gather materials, and conduct job-related internet activities.

The majority of Office and Clerical respondents selected Not Applicable for most of the job responsibility categories with the exception of working directly with students. However, in the Comments section, they listed their assigned duties as mostly clerical, administrative, communicating with parents, agencies, etc and supervising students when they are in the office. Less than twenty percent reported taking on additional, uncompensated duties.

However, for those that did, many reported in the Comment section of both question 12 and 14 that they feel they do not have enough time each day to complete their assigned tasks and often stay after work to complete these duties.

Like Office and Clerical staff, Plant Support Staff mostly selected Not Applicable for the various job responsibilities though a number do spend time working directly with students and carrying out duties derived from positions of responsibility. Less than forty percent take on additional, uncompensated duties with one exception, forty-five percent collaborate with school staff. The Comments section of question 12 provided more revealing data; here, PSS respondents noted that they are assigned to liaise with various organizations, ensure health and safety and one respondent stated that they have been assigned by their principal to lead story time.

The fact that a Plant Support Staff respondent has been assigned to lead story time highlights a common narrative found in the Comment sections of question 12 and 14, which is, many respondents take on a wide range of job duties that are not part of their job descriptions. Content analysis reveals that job descriptions only cover a portion of respondents' daily activities and many duties are taken on or are assigned ad hoc. A common narrative of respondents who work in the school office was they are expected to supervise students who have been sent to the office for disciplinary reasons. Often when the principal(s) or vice principal(s) are away, these workers are expected to supervise students for multiple hours.



There were over 2,000 cumulative additional comments included in the Comment sections of question 12 and 14. The WAVE Researcher analyzed each comment and grouped them into additional categories, which were similar for both questions 12 and 14. While the comments fell under a large selection of general categories, content analysis was an incredibly difficult process. Many responses were unique or distinct. As such, the WAVE Researcher created categories that were broad and could encompass a range of duties. For example, one respondent's assigned duty is to supervise a student who has suffered traumatic brain injury in order to prevent further falls or accidents that may endanger the student. This duty was categorized as "Health and Safety" and "On-Call or Supervision."

For question 12, the WAVE Researcher designated twenty additional categories to encompass respondents' "other designated responsibilities." The categories with the largest quantity include: (1) administrative and clerical duties, (2) extracurricular activity-related duties, (3) communication-related duties, (4) duties related to being the head of a department or position of responsibility, (5) meeting preparation and attendance, and (6) miscellaneous duties (a catch all for duties that fell under no other category). Extracurricular activities are not typically included in job descriptions unless the person is involved with the athletics department, which was often the case for this question.

The WAVE Researcher designated twenty-five additional categories for the "Other" section of question 14, which concerned duties and responsibilities for which respondents were/are not compensated. Many of these twenty-five were the same categories as those designated in question 12. The most common responses fell under the following categories (1) administrative and clerical duties, (2) committee work including preparation and delivery of professional development, (3) extracurriculars including fundraising, (3) providing extra help for students, (4) miscellaneous—again a catch all category, (5) gathering and organizing materials, and (6) acquisition or purchasing materials. The last two categories are worth examining as they are often overlooked but key to the education of students. Gathering and organizing materials encompasses a wide range of duties such as making copies, sourcing materials, setting up labs and mixing chemicals. Acquisition or purchasing included shopping for breakfast or snack club foods, searching for and ordering supplies or technology, and driving to various stores to purchase supplies that are less expensive or more readily available than the ones offered by the school board.

The fact that the responses in the “Other” categories for questions 12 and 14 were similar and often, overlapped indicates many, if not most, respondents do not distinguish between their compensated or uncompensated duties and responsibilities. They simply perform the duties necessary to get the job done and often, go above and beyond that which is required of them. It is important to reflect upon these ad hoc responsibilities that are taken on due to need, necessity or expectation because in doing so, there is a predisposition to create a system of exploitation or at the least, expectation.

The suggestion of system of expectation or exploitation is supported by a common narrative found in question 12, 14 and in the Final Comment section of question 30; there is simply too much work to do during the regular working day. Two quotes, the first from an ECE and second from a full-time teacher, contextualize this narrative:

**“I have no time allotted to plan, prepare for, or assess my program. I stay after school and after my allotted hours to plan with my co-teacher as I have no entitlement to “planning time,” and,**

**“No time is assigned for these. It comes out of my own time after school or during my lunch. The better question would be how much time does it take? They never give us time to do the million things we are expected to do.”**


These quotes bring up two further points. The first being that some respondents, particularly full-time teachers, stated that all the duties in Question 12 and 14 are included in their job description; therefore, they are compensated for them regardless of the amount of time they spend completing these duties. All OSSTF/FEESO members then must ask themselves, “How much work and time expended is reasonable for the compensation received?” Regardless of the answer, it is a critical area of examination particularly in the view of recent political events. Second, as is mentioned in the first quote, certain job classifications do not have scheduled compensated time to conduct certain duties and responsibilities. This point was raised many times throughout the survey along with an appeal to the OSSTF/FEESO head office to reassess the job descriptions and compensation of various bargaining units.

While it is critical to comprehend the breadth and scope of duties and responsibilities of OSSTF/FEESO members, it is also essential to examine the amount time spent on job-related work in addition to assigned timetables or workdays. Below, the author will calculate respondents' answers concerning average additional hours spent each week.

The total amount of additional time respondents spend on job-related work is quite astounding. For example, the cumulative number of responses for those working more than 10 additional hours, on average, each week is 3,020. For the sake of perspective, let us assume that each of those 3,020 responses represents 11 additional hours worked at home, school or other locations. The result is 33,220 additional hours, worked on average, each week; this weekly total translates to a full year's work of 16 full-time employees. And these numbers refer only to those working more than 10 hours at home, school and/or other locations. Readers may refer to the chart below for the total of the three additional time segments.

<b>ANSWER OPTIONS</b>	<b>LESS THAN 1 HOUR</b>	<b>1 - 4 HOURS</b>	<b>5 - 10 HOURS</b>	<b>MORE THAN 10 HOURS</b>	<b>NOT APPLICABLE</b>	<b>RESPONSE COUNT</b>
At school (before class, after class and/or during lunch)	7.2% 498	33.6% 2,314	34.3% 2,359	18.1% 1,247	6.7% 461	6,879
At home (in the morning, evening and/or on weekends)	10.2% 702	29.1% 2,004	27.4% 1,886	23.5% 1,615	9.7% 672	6,879
Other locations	20.0% 1,377	16.6% 1,139	3.0% 209	2.3% 158	58.1% 3,996	6,879
<b>TOTAL RESPONSES - FOR EACH TIME SEGMENT</b>	<b>2,577</b>	<b>5,457</b>	<b>4,454</b>	<b>3,020</b>		





In general, full-time, part-time and occasional teachers are the respondents who spend the largest amount of additional time on job-related activities. They are closely followed by Professional Support Service Personnel, Early Childhood Educators and Adult/Continuing Education Instructors, who also spend a considerable amount of additional time on job-related activities.

To aid them in completing their work at home, over 80% of respondents use a computer or tablet; the majority of whom spend between one and seven hours, on average, each week. Many respondents reported that they use their personal computers because the technology at their schools is out of date, broken, too slow and there are few resources designated to update software or fix problems. While some respondents are supplied with a laptop by their school or board, many reported they spend their personal resources and receive no compensation. A number of respondents also included complaints concerning the challenges they face using various programs, such as Power Teacher, and the paradox of technology, which is supposed to make one's life easier yet creates more work. Overall, the resounding issue raised around computer use at home was the expectation to take larger and larger amounts of work home and the lack of resources dedicated to providing respondents with up to date computers and software.

It is clear that the realities of respondents' and by extension, all OSSTF/ FEESO members', day to day activities are a complex web of assigned and ad hoc duties, tasks and responsibilities. Each bargaining unit has specific needs and challenges; yet, they share a common bond of dedication and hard work directed towards an ultimate goal of high quality education. Reflecting upon both the scope of activities and the sheer number of hours required to maintain the current education system, it is clear that the workload of educators is enormous and often, neither understood nor appreciated by those who are not directly involved.

## EXTRACURRICULAR ACTIVITIES

In addition to their daily assigned workload, over eighty percent of respondents facilitate, coach or assist with extracurricular activities involving students. The total number of extracurriculars selected by respondents is over 18,000. More than thirty percent of members from every bargaining unit are involved with extracurriculars. Not unsurprisingly, members of the three teacher bargaining units are the most likely to be involved; 92% of TBU respondents, 89% of respondents from the Combined Teacher/Occasional Teacher Unit and 78% of Occasional Teachers. However, respondents' positions as administrative staff, caretakers, educational assistants or school psychologists does not preclude them from becoming involved with the extracurriculars in their schools. For example, nearly 60% of Plant Support Staff respondents take part in a wide array of extracurriculars including fine art programs, A/V and media clubs, community service clubs, sports or athletic clubs, student council and more. Interestingly, respondents in each bargaining unit participate in a wide range of extracurriculars; this suggests that they take up extracurriculars they are interested in or become involved with extracurriculars in need of staff support.

In view of Ontario schools' promotion of diversity, equity and acceptance, it is positive to see the number of respondents involved with various diversity and equity clubs along with anti-bullying groups and mental health promotion initiatives. Between 450 and 525 (7 to 8%) respondents reported they are involved with diversity or social justice club, Safe Schools or a mental health promotion club. An additional 5% are involved with Gay Straight Alliances and 6% with cultural clubs.

Along with the number of respondents involved in extracurriculars, it is also critical to grasp the amount of time expended by those involved, particularly in view of political action during the 2012–2013 school year and the fact that these activities are uncompensated. The results, taken from question 15, which can be viewed in the chart below, are astounding.

Consider the time segment, “More than 10 hours”, which refers to an average amount of time, each week. For this particular segment, there are a total of 856 responses. If each of those responses represents 11 hours, then, each week, on average, respondents who selected the “More than 10 hours” segment spend a collective 9,416 hours facilitating extracurricular activities, none of which are compensated. When multiplied by the number of weeks in an academic school year, 38.8, the cumulative hours per year of this individual segment is over 365,000 hours, which translates to a full year’s work of 176 full-time employees. Similar to the amount of additional time spent on job-related duties discussed in the section above, this calculation is not an exact reflection of time spent on extracurriculars; however, it does provide a concrete example of the amount of time respondents and OSSTF/FEESO members, in general, expend to facilitate extracurriculars.

<b>ANSWER OPTIONS</b>	<b>LESS THAN 1 HOUR</b>	<b>1 - 4 HOURS</b>	<b>5 - 10 HOURS</b>	<b>MORE THAN 10 HOURS</b>	<b>LOCATION TOTAL</b>
At school (before class, after class and/or during lunch)	1,051	2,489	1,230	650	5,420
At home (in the morning, evening and/or on week-ends)	1,819	1,574	402	214	4,009
Other locations (eg. library, school board)	1,556	781	160	92	2,589
<b>TOTAL RESPONSES - FROM EACH TIME SEGMENT</b>	<b>4,426</b>	<b>4,844</b>	<b>1,792</b>	<b>856</b>	

A third factor to consider is the degree to which a person's involvement in extracurriculars is voluntary or coerced. The additional comments attached to question 19 were voluminous and provided extensive context along with a number of points on which to ruminate and reflect. In terms of the raw data, over 55% (n = 3,803) of respondents selected "4" or "5" on the rating scale, indicating that their involvement was more or less voluntary and not coerced; while over 13% (n = 909) reported that involvement was "1" or "2" meaning coerced or an obligated duty. When the bargaining unit lens is applied, similar trends are revealed. Yet this is a critical area of investigation; the following questions are key to this survey: who exactly is being coerced, from whom does the pressure or coercion originate, who takes on these extracurriculars voluntarily and why, and finally, how were respondents affected by the political action surrounding Bill 115. Fortunately, 754 respondents representing every bargaining unit provided comments and context in the Additional Comments section, which revealed a more complete picture of OSSTF/FEESO members' complex involvement in extracurriculars.

One common narrative was many respondents selected "3" (the mid-range ranking) because they voluntarily take part in one extracurricular but feel obligated to take part in a second one. Many of these respondents noted that their involvement in extracurriculars involving students is voluntary while staff committees and EQAO are obligatory. Respondents reported mixed feelings about their answer to this question because their response would change depending on the particular obligation.

Another common narrative was many respondents are obligated to take on extracurriculars related to their position. This was particularly common for respondents who work in guidance (often involved in graduation ceremonies and programs and mental health/wellness programs), visual and performing arts (facilitate art clubs, bands, dance clubs, choir and so on), physical education (coach and facilitate sports teams and athletic days) and special education (providing support to students with exceptionalities). Amongst this particular group, there were common themes; they overwhelmingly reported that they sincerely enjoy the extracurriculars yet often felt that must maintain various activities in order to create or retain interest in their programs and classes. Extracurriculars seem to represent a delicate balance; respondents take pleasure in engaging students in these activities yet they are frustrated or at the least, irritated by the lack of appreciation for the amount of time and energy they expend to maintain extracurriculars.

Teachers, particularly those who are occasional, newly hired, part-time or long-term occasional, reported high levels of pressure and coercion to take on one or more extracurriculars. In fact, a common narrative amongst this group asserted that their

employment hinged on their willingness to become and stay involved in extracurricular activities. While the coercion was sometimes indirect, there are many reports of direct statements from administrators stating that extracurriculars were/are mandatory if the respondent desired to keep or obtain a permanent or LTO position. Similarly, full-time teachers reported their involvement in extracurriculars was included in their annual evaluations and some even reported that it was implied or they were directly told that refusal to take on extracurriculars would result in loss of sections, classes and so on. Most often, involvement in extracurriculars is an implied expectation enforced via various passive and/or proactive means.

Coercion to become or stay involved in extracurriculars comes from a wide range of people including parents, students, the general community and colleagues. Yet, coercion is difficult to pin down; it is often a mixture of underlying expectations, feelings of pressure, pre-existing precedence and social persuasion paired with sign up lists and directives from superiors that involvement is, 'best for the students.' The beneficial nature of extracurriculars, in fact, is one of respondents' main motives for involvement along with the genuine pleasure they gain from engaging students in the various activities. Extracurriculars are considered an essential ingredient to a healthy school community; they enable the students to gain confidence and become well-rounded, allow educators to

build rapport and stronger relationships and support classroom and behavioural management.

Unfortunately, there are also negative aspects to extracurriculars. Respondents working in schools with fewer staff are often obliged to take on numerous extracurriculars, stretching them thin in their regular work and home life. Many also reported uneven participation amongst colleagues, little gratitude or appreciation, and a lack of support or acknowledgment from parents and the community that extracurriculars are uncompensated and a privilege, rather than an entitlement. In addition, the public reaction to Bill 115 along with the legislation itself caused some respondents to cease their involvement as a means of protest.

Overall, respondents become involved in extracurriculars voluntarily and enjoy the experience. It provides respondents an opportunity to interact with students in a less formal setting and provides a space to create richer relationships. Those who are obligated or coerced into extracurriculars often benefit by establishing their dedication to the school community. However, this situation can be a slippery slope as people should be hired based on their qualifications and abilities rather than the fact that they can coach a sports team or plan school assemblies. Involvement in extracurriculars is a complex situation; there is no single unified voice except for the notion that extracurriculars are highly beneficial to students.

## WORKLOAD AND JOB-RELATED STRESS

Respondents overwhelmingly reported an increase in various aspects of their workload over the last five years. Adult/Continuing Education Instructors, Office or Clerical Staff and Professional Support Services Personnel indicated the most significant increases. Considering trends in education and general society, it is not surprising that the most significant increases in workload concern requirements for learning and using various forms of technology, increased administrative duties and an increase in the amount of time spent assessing student learning. The increase in all these areas, in turn, leads to an increase in overall level of stress, which was also indicated in this survey. A troubling statistic lies in the fact that the only aspect where there has been a general decrease, is that of respondents' level of autonomy. This workload-related data shows that changes, new rules and technology increase the demands of educators' workloads in different ways depending on one's job duties and responsibilities. It is critical to be aware and watchful of the changes in workloads as continual increases will lead to further stress, strife and much larger problems in the future. In fact, throughout the survey, respondents reported the increase in workload has led to anger, disillusionment and general burn out.

Ministry and board-directed activities is one aspect of respondents' workloads in particular that garnered extensive discussion and comments and was designated as a source of stress and frustration. Nearly 1,500 total comments from questions 22 and 23 provide context and illuminate the motives for over 65% of respondents who deemed these activities to have some, little or no benefit and for over 75% who agreed that their time could be better used in other pursuits. It should also be noted that respondents included Ministry of Education and/or board directives, initiatives and policies, programs and professional development as part of "Ministry and/or board-directed activities" because the phrase is vague and rather broad.

One of the most common narratives was respondents feel there is a disconnect between the Ministry of Education and the lived realities of schools and classrooms. This disconnect is evident in the top-down approach by the Ministry and its policies, initiatives and activities, which a majority of respondents deemed highly theoretical, politically driven, idealistic and not applicable or beneficial in classrooms. Administrators in the Ministry and board are simply out of sync with needs and challenges of schools and classrooms. The following quote encapsulates many respondents' views, particularly those of teachers:

**“The highest source of stress derives from balancing demands from the ministry/board and the lack of autonomy that arise from these directives with delivering good programming and appropriate forms of assessment for our students. It is very stressful to constantly figure out how a cookie-cutter solution is supposed benefit the individual student. It is also frustrating to always experience a lack of trust that these cookie cutter solutions afford the individual teacher. They challenge our professionalism. More autonomy would provide for more creative solutions and higher job satisfaction on the part of the teachers. Board initiatives are often an over-simplified approach that does not take into account teacher intelligence and capacity for creativity.”**

In addition to this perceived disconnect, many respondents discussed the lack of time, support and resources necessary to implement these initiatives into curriculum. This situation is further complicated by the sheer number of initiatives; respondents were bewildered and unsure how to prioritize the initiatives.

While many initiatives, programs and activities were deemed ineffective, particularly the Student Success Initiative, a number are considered beneficial, in particular, those that concern (1) technology, (2) mental health promotion and suicide prevention, (3) restorative justice, (4) First Nations, Metis and Inuit students. Moreover, there was a resounding appeal to move away from the broad Ministry and board-directed workshops and conferences towards staff-created and subject-specific professional development. In fact, this form of professional development, the opportunity to collaborate and share with colleagues, was highly praised and found to be most beneficial, relevant and reflective of the needs of respondents regardless of their Bargaining Unit.

The majority of comments concerning Ministry and board-directed activities were either negative or an appeal to improve or make changes. Many reported that while the initiatives, programs, policies and activities mean well or have admirable goals, they often fall short of their potential. Respondents' comments made clear that these initiatives, programs and policies place undue stress and pressure on educators, damage morale and constrict professional judgment.

Respondents also reported a decrease in student accountability and an increase in parental demands as a major source of stress. Due in large part to the Student Success Initiative, students are more likely to take advantage of the policies created to support those who require extra time, support and so on. Parental demands and entitlement have also increased; and as administrators are pulled both ways, respondents cite that administrators often side with parents in order to placate them. This situation is further complicated by a rise in student mental health concerns and the number students with exceptionalities. Respondents report that it is incredibly stressful to attend to and accommodate the large numbers of students in need; a problem that is further exacerbated by the lack of resources, available support and inadequate number of support professionals who are already spread far too thin.

One additional key stressor for respondents is the lack of support, resources and up to date technology available to them. The

current system affects all sectors, regardless of bargaining unit. Office and clerical workers are figuratively tied to their desks by the Safe Welcome system, technology workers hands are tied by lack of funds and support, educators are expected to utilize technology and programs without training and teachers are forced to reorient their curriculum and classrooms around the largely inequitable BYOD. Due to the fact that many of these initiatives and programs have been introduced ad hoc, the infrastructure is lacking and the current system is ineffective, technology is more often a nuisance than an aid.

With all the stressors, frustration and irritation, it is critical to measure respondents overall view of job stress and satisfaction. Over forty percent of respondents find their job stressful "about half the time" with an additional thirty percent reporting stress "most of the time." Yet, over sixty percent of respondents are "mostly" or "very" satisfied in their current position. Many conclusions can be drawn from the stress and satisfaction data; however, the most valuable is likely, like any position, the range of stress and satisfaction varies from person to person, position to position. Different people manage stress in various ways and gain job satisfaction through many means. One point is clear, respondents and, by extension, OSSTF/FEESO members manage demanding positions, large workloads and a wide range of stressors in order to perform their jobs; and the majority genuinely enjoy their work, colleagues and most of all, the students.



## FINAL COMMENTS

All in all, the author concludes the WAVE Survey to be successful. A very small number of respondents, less than thirty, reported they felt the survey was biased, particularly in the wording of some questions and that it was created for teachers. Great care was taken to avoid bias but it is unavoidable, particularly in view of the fact that the survey was essentially qualitative, rather than quantitative. The WAVE Survey's success is best measured by its capacity to answer the research questions, which were: "What is the portion of time OSSTF/FEESO members spend taking part in Ministry or board directed activities that may, in turn, diminish an individual's professional discretion in their role; and what is the scope and amount of time spent taking part in voluntary and extracurricular activities? The survey also intends to examine the workload of educators, their job-related stress and the source(s) of each." Reflecting upon the Results and Discussion and Interpretation sections, it is clear that each of these were thoroughly examined. The only foreseeable limitation of the results of this survey is the respondent pool, which was not necessarily representative. It is made up of those who were willing to take the survey. However, this factor does not diminish nor negate the results; it should simply be kept in mind. The results speak for themselves; they illuminate and contextualize the lived realities, challenges and needs of OSSTF/FEESO members.

- 
- 
- i Department Head, Educational Services Department
  - ii [https://www.surveymonkey.com/s/WAVE\\_survey](https://www.surveymonkey.com/s/WAVE_survey) (The survey is closed and no longer accessible to the general public.)
  - iii The WAVE Survey was available 24 hours a day online.
  - iv Response rate calculation based on 60,000 OSSTF/FEESO members
  - v Please note these results include both complete and incomplete surveys. Readers will notice that the number of responses will decrease throughout this section due to respondents exiting the survey.
  - vi Comments included in the “Other” category for this question indicate the terms used in Question 10 were slightly ambiguous as one person’s conception of a small city differs from another person’s. As such, it is suggested that any further research, surveys, et cetera should define location based on both general demographic terms and population numbers.
  - vii The notion of compensation and how it is defined with this survey will be investigated further in the Discussion and Interpretation section, which follows the Results section.
  - viii The additional 26 categories are not included in the Results section due to the fact that the comments were analyzed and interpreted by the WAVE Researcher and the resultant 26 categories were created as well. This additional step of analysis and interpretation precludes this data from inclusion in the recorded data sets of the Results section.
  - ix An asterisk appears next to the response numbers and percentages for these three, along with many other, extracurricular activities. This is due to the response numbers and related percentages being adjusted to reflect some respondents’ answers in the “Other” section. A number of respondents selected the “Other” option and identified an extracurricular that included in the general list. As such, where appropriate, the WAVE Researcher tabulated extracurriculars included the “Other” section that fell under an existing category. Those additional numbers were added to the response count in the chart in question 16 and the response percentage was adjusted accordingly. Please note there were no more than twenty additional responses for each category, which increases the response percentage by no more than .3%. There were two exceptions. For the category “Not Applicable or No Extracurriculars”, there were 72 (1.1%) additional responses in the “Other” category; and 74 (1.1%) additional responses that fell under the “Sports or Athletic programs or clubs” category.
  - x The response count and response percentage was also adjusted for the “Other” category to reflect the reduction in selections due to some extracurriculars that belonged to existing categories. The original response count and percentage for “Other” was 951 (14.1%) responses.
  - xi The results for this question indicate some respondents did not understand the question. Nearly 35% report taking part in more than 5 ECs, on average, over the past five years, which is nearly triple the amount of those respondents (11%) who reported they will be involved with more than 5 ECs during the current 2013-2014 school year.

- 
- 
- xii Some respondents noted that question 26 is a biased question due to the assumption that there has been an increase in the various areas discussed in each category. This will be discussed further in the Discussion and Interpretation section.
  - xiii Some respondents were confused by question 29 and noted this in the Final Comments section in question 30. The purpose of question 29 was to ascertain whether respondents are engaging in work for which they are not compensated at home or in other locations using their own computers (for example, preparing documents for extracurricular activities on their home computer).
  - xiv Here, the number of responses rather than respondents. This is due to the fact that the same respondent could have selected More than 10 hours for each of the 3 locations (at school, at home and other locations). Therefore, 3 responses rather than 3 respondents must be counted.
  - xv Using the calculation of a single full-time employee working 40 hours per week, 52 weeks a year ( $40 \times 52 = 2,080$  hours) equals 2,080 hours worked in a single year. The sum of 33,220 is divided by the annual work hours of an average employee ( $33,220/2,080 = 15.97$ ), which equals 16 employees.
  - xvi Not Applicable answers have been removed from this chart for the sake of clarity.
  - xvii Using the calculation of a single full-time employee working 40 hours per week, 52 weeks a year ( $40 \times 52 = 2,080$  hours) equals 2,080 hours worked in a single year. The sum of 365,340 is divided by the annual work hours of an average employee ( $33,220/2,080 = 175.64$ ), which equals 176 employees.
  - xviii Unfortunately, many respondents included extracurriculars that do not involve students in their responses, such as staff committees. This is in direct contradiction to the wording of the questions, which specifically refer to extracurriculars involving students. However, it is not the place of the author to dissect the exact nature of extracurriculars as most staff committees concern students even if not directly interacting with them





**Ontario Secondary School Teachers' Federation**  
**Fédération des enseignantes-enseignants**  
**des écoles secondaires de l'Ontario**  
60 Mobile Drive, Toronto, Ontario M4A 2P3

**TEL 416.751.8300**  
**TEL 1.800.267.7867**  
**FAX 416.751.3394**  
[www.osstf.on.ca](http://www.osstf.on.ca)

