

CHAPTER 6:

Sources of work-related stress and changes in stress, workload, and job satisfaction

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This report is one of a series documenting the findings of the *Worklife of BC Teachers: 2009 survey*.
For additional information, see www.bctf.ca/TeacherWorklife.aspx.

WORKLIFE OF
BC TEACHERS
2009

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Introduction

A primary objective of the [*Worklife of BC Teachers: 2009 survey*](#) was to better understand the factors that most contribute to teacher stress and to explore the meaning of these stressors in the context of teachers' work experience. The survey asked teachers to rate their stress level, if applicable, for 47 stress related factors related to 1) Classroom/school; 2) Level of support for students; 3) Changes, involvement and control; 4) Administrative work, reporting, and testing; 5) Professional relationships; 6) Attitudes of others towards teachers; and 7) Technology. The survey included two open-ended questions for teachers to comment about their most significant sources of stress and job satisfaction. The survey also asked teachers about changes in stress level, workload, and job satisfaction; whether they are considering leaving teaching and reasons why; and if they would recommend teaching as a profession to others.

Due to the substantial amount of data collected in the survey with respect to work-related stress and job satisfaction, the results are reported in three separate chapters. This chapter describes the study results for the most significant sources of work-related stress for BC teachers; changes in workload, stress, and job satisfaction over five years; if and why teachers are considering leaving the profession; and whether teachers would recommend the teaching profession to others.

For an in-depth, qualitative analysis of the open-ended questions about stress and job satisfaction, see [*Chapter 5, BC teachers talk about satisfaction and stress in their work: A qualitative study*](#).

For an examination of stress and job satisfaction data with respect to inclusion issues and Special Education teachers, see [*Chapter 8, Inclusive education: The work of learning specialist teachers, and the perspectives of all teachers*](#).

Sources of work-related stress

A major objective of the *Worklife of BC Teachers: 2009 survey* was to identify the most significant sources of work-related stress for BC teachers. The survey listed 47 stress-related factors under 7 headings (described in the introduction on page 1 of this report). The survey asked respondents to indicate whether each of the 47 factors listed was a source of work-related stress and if so, to rate the level of stress on a scale of 1 to 5, with 1 being *very low* and 5 being *very high*. Space was also provided to indicate other sources of stress in addition to those already listed.

Ten most significant sources of work-related stress

The 10 most stressful factors for teachers, as measured by the percentage who rated their stress level as *high* or *very high*, relate to unmet student needs, class size and composition, attitude of the provincial government, report cards, BCeSIS, and standardized testing (Chart 1).

Two-thirds of respondents rated their stress level as *high* or *very high* due to inadequate support for students with disruptive behaviour and/or non-designated, “grey area” students, and class composition issues. Six out of ten teachers rated the unmet needs of students in the classroom/school as a significant source of stress. About half of responding teachers rated class size and level of support for inclusion of students with special needs as *high* or *very high* stressors.

The other highly-stressful factors are more political in nature, arising from the attitude of the provincial government (58.4%), the Foundation Skills Assessment test (50.4%), and BCeSIS (51%). Preparing reports cards is also a significant source of stress, with about half of teachers rating report cards as a *high* or *very high* source of stress.

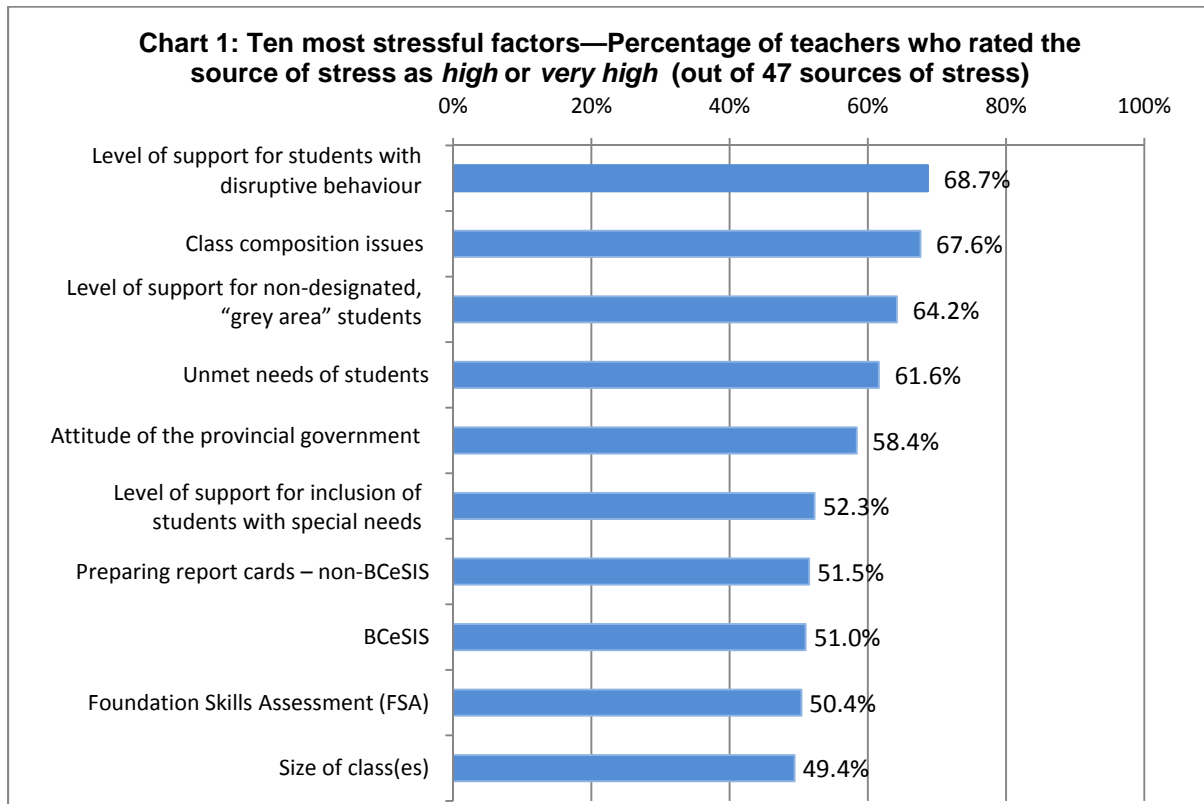
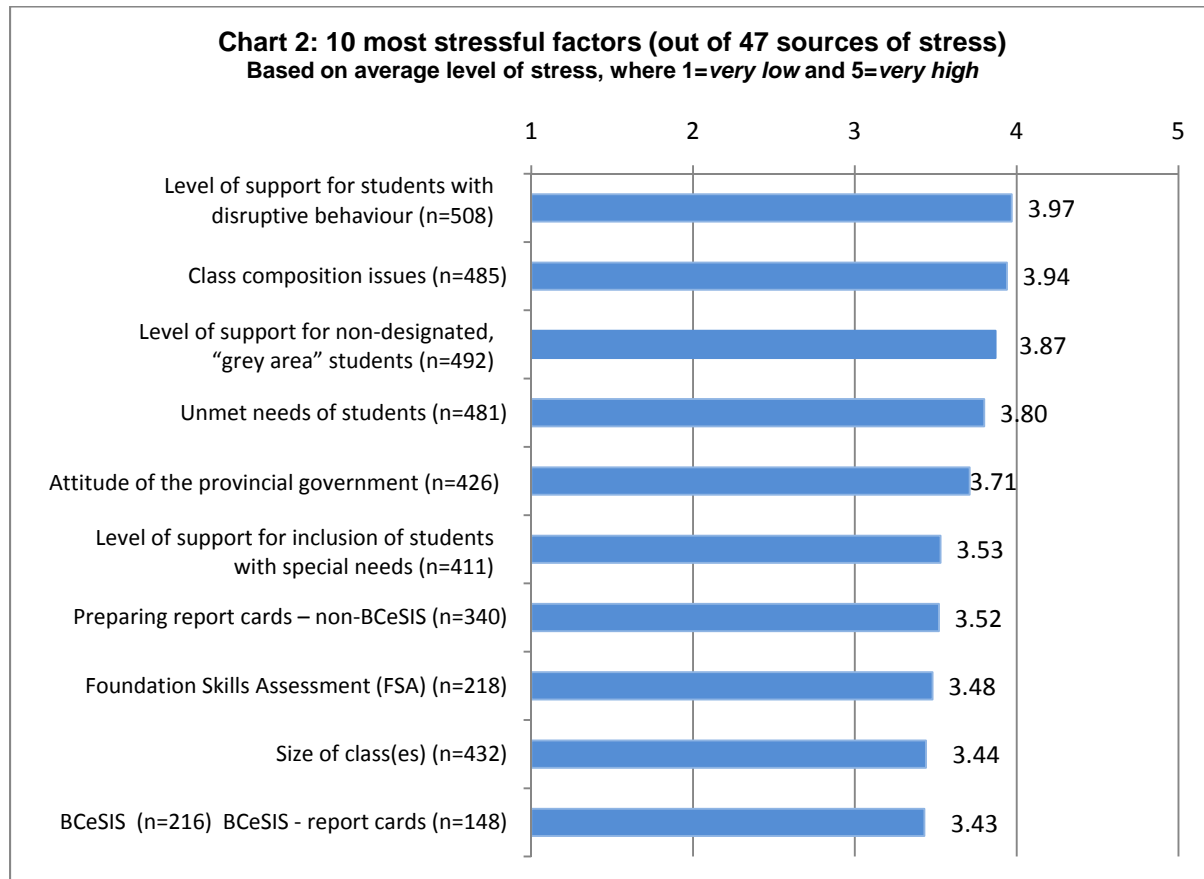


Chart 2 shows the average level of stress associated with each factor, where 1 is *very low* and 5 is *very high* stress. Using this measure, the 10 most stressful factors for teachers are the same as in the previous chart, although the order is slightly different.

Based on the number of teachers responding to each factor, high stress factors that affect the largest number of teachers relate to support for student behaviour and unmet needs, class size and composition, and the attitude of the provincial government. BCeSIS is a major stressor affecting a smaller proportion of teachers, as is the Foundation Skills Assessment test, which affects Grades 4 and 7 classrooms.

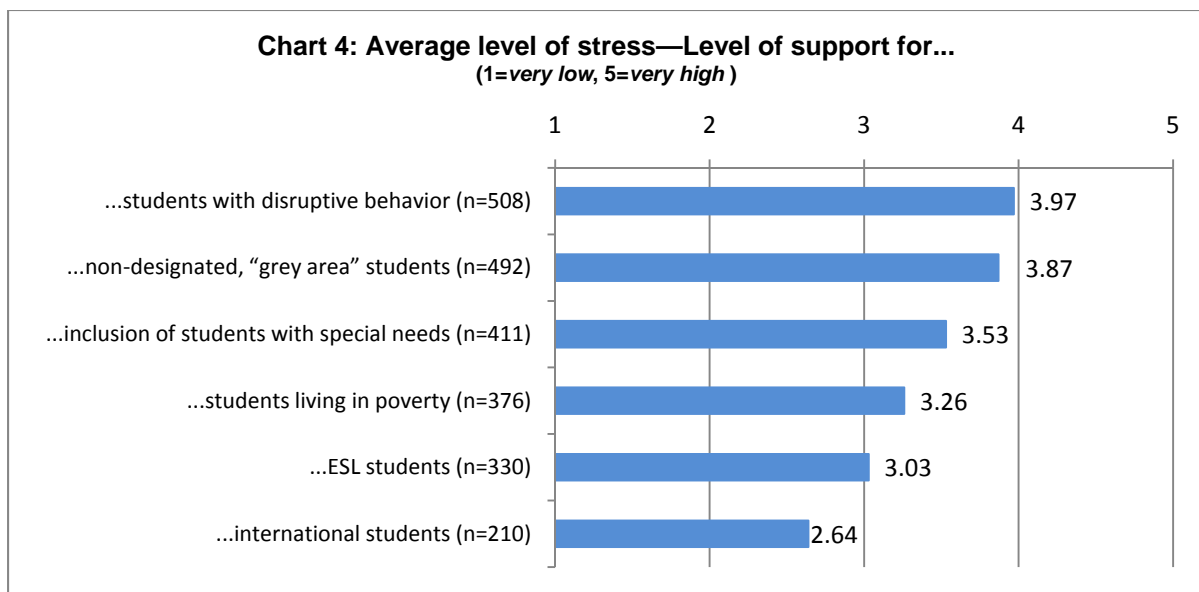
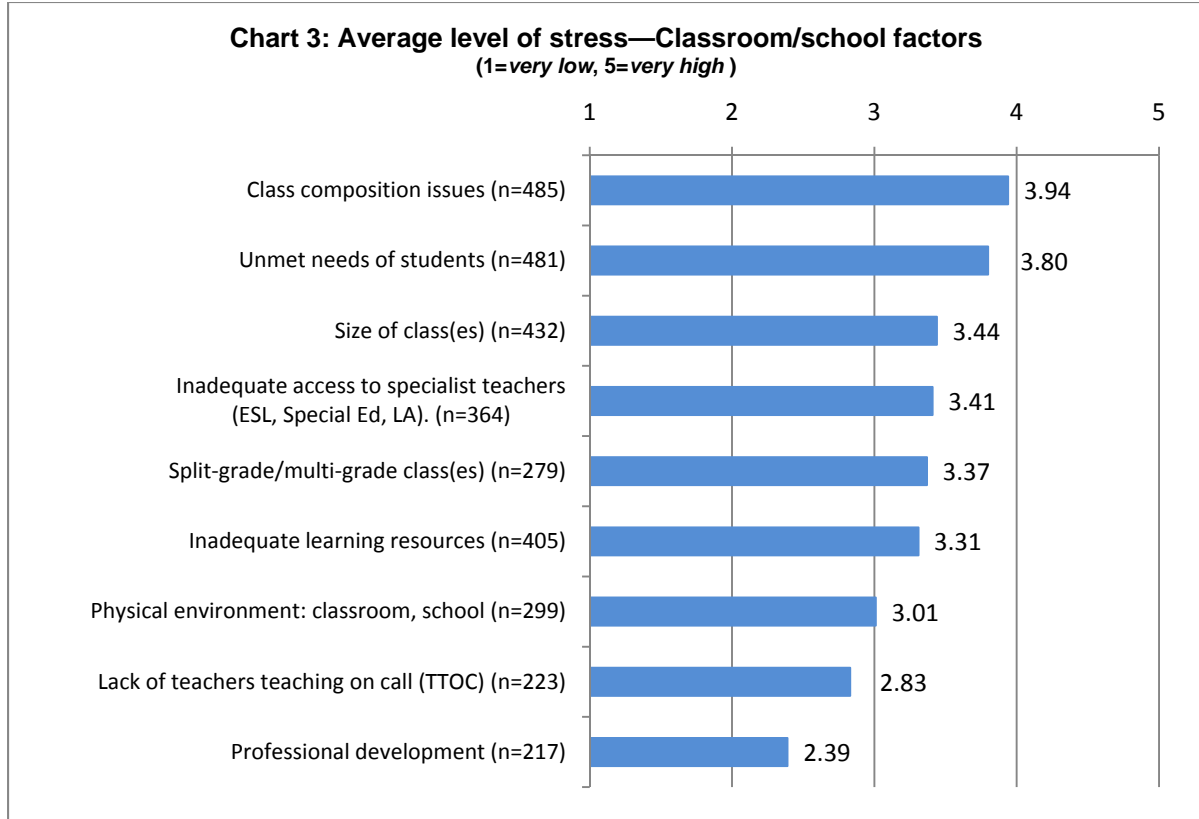


Work-related stress—by topic area

The following charts show the average level of stress (and number of respondents) for each factor listed in each of the seven topic areas. The average level of stress for each factor is based on a scale of 1 to 5, with 1=*very low*, 2=*low*, 3=*moderate*, 4=*high*, and 5=*very high*.

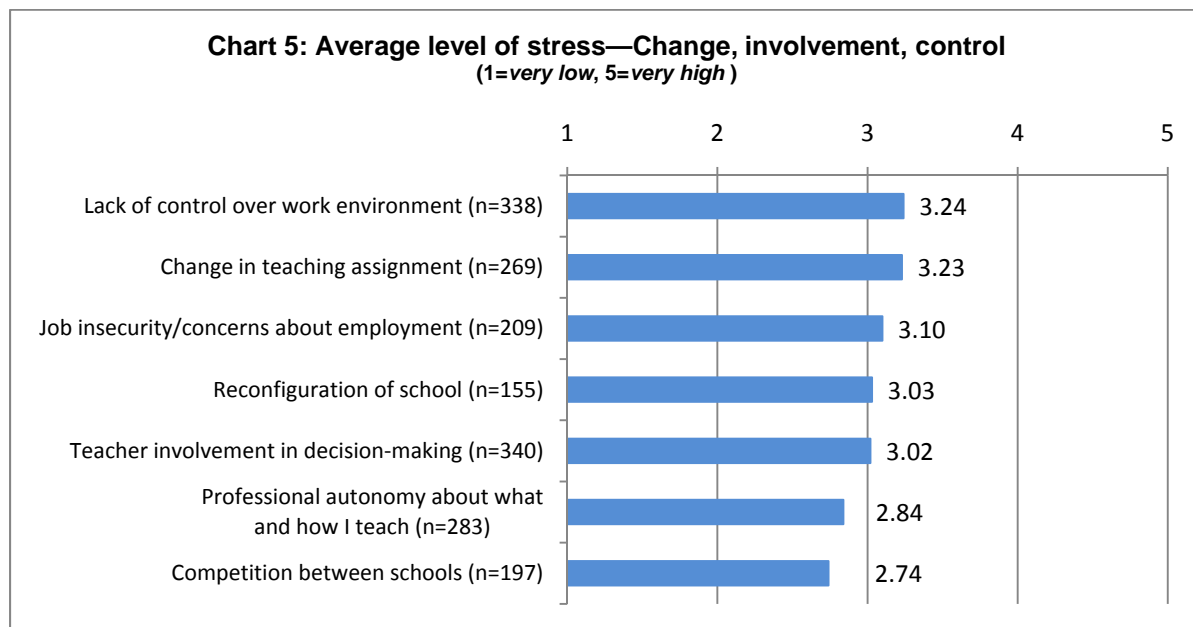
Classroom/school factors and level of support for students

The data show that classroom/school factors and levels of support for students are significant sources of stress for teachers. Detailed figures are shown in Charts 3 and 4. Other factors such as inadequate access to specialist teachers (3.41), teaching split/multi-grade classes (3.37), inadequate learning resources (3.31), and the level of support for students living in poverty (3.26) also result in above-*moderate* levels of stress.



Control over the work environment, and professional autonomy

Recent research links low job control to stress-related disorders¹, job insecurity to negative health outcomes, and temporary employment to chronic stress². Chart 5 indicates that teachers experience above-*moderate* levels of stress, on average, related to lack of control over the work environment (3.24) and changes in teaching assignment (3.23), with the latter affecting about half of teachers. Job insecurity is also a source of *moderate* stress (3.10) for about one-third of the sample. About one-quarter of teachers identified reconfiguration of schools as a source of stress, experiencing *moderate* levels of stress (3.03), on average.



Job insecurity

Job insecurity is increasingly an issue for less-experienced teachers due to a significant erosion of teaching positions in BC public education over the past decade. The survey findings suggest that the funding crisis in public education is creating a growing sense of job insecurity and stress among new teachers in BC.

Teachers with less than five years' experience (3.90) and teachers under 35 years old (3.84) experience considerably higher levels of stress associated with job insecurity/concerns about employment than the sample average (3.10). Teachers teaching on call (TTOC) experience the highest average level of stress due to job insecurity/concerns about employment (4.12).

Teachers who teach both K to 7 and 8 to 12 grades also have higher-than-average stress levels associated with job insecurity/concerns about employment (3.62 vs. 3.10 for the sample) (Appendix³, [Tables 1a and 1b](#)).

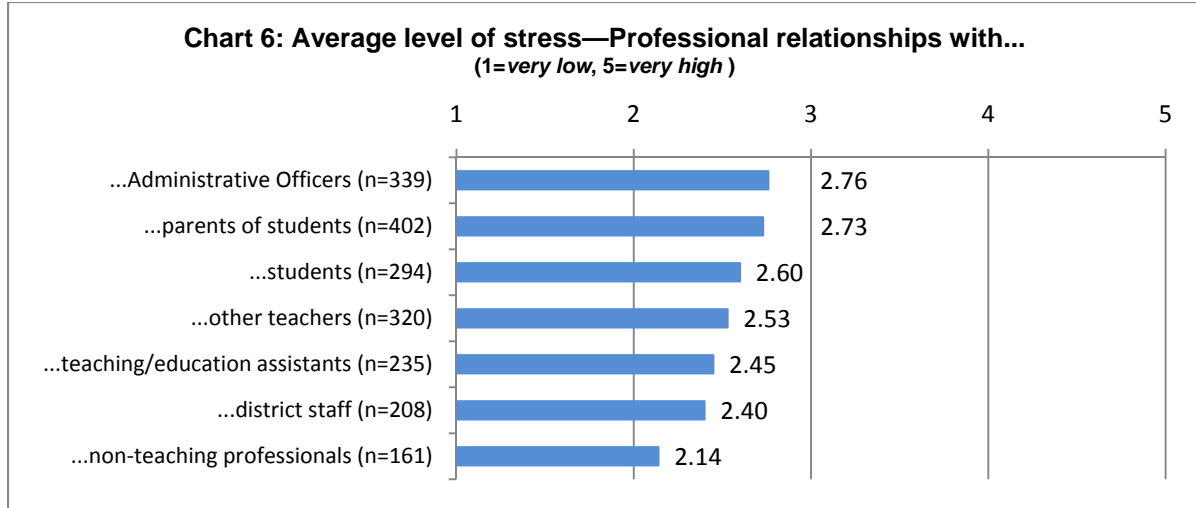
¹ Nieuwenhuijsen, K, Bruinvels, D., & Frings-Dresen, M. (2010). Psychosocial work environment and stress-related disorders, a systematic review. *Occupational Medicine*, 60(4), 277-286.

² For an overview of research on sources of work-related stress, see: Nakao, M. (2010). Work-related stress and psychosomatic medicine. *BioPsychoSocial Medicine*, 4, 4. <http://www.bpsmedicine.com/content/4/1/4>

³ The complete data are included in the tables of demographic comparisons in the [Appendix](#).

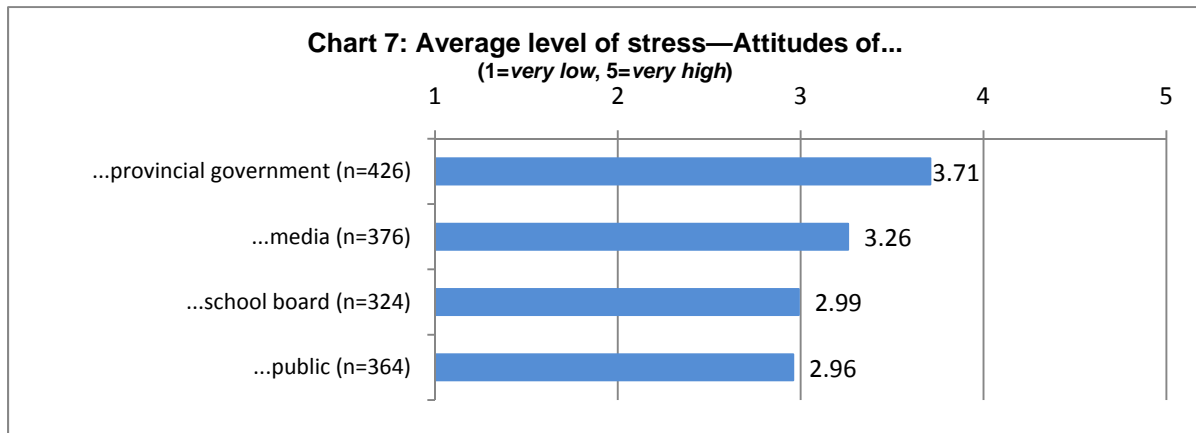
Relationships with others

Studies have linked interpersonal relationships at work to stress-related disorders⁴ and job burnout in the “helping” professions⁵. This survey’s results (Chart 6) indicate that while teachers rated stress arising from administrative officers (2.76) and parents (2.73) higher than other relationships, overall, professional relationships are not as significant a stressor as factors related to the classroom/school, levels of support for students, and some administrative work.



Attitudes of others

Teachers reported higher levels of stress due to the attitudes of others than they did for professional relationships with others. The attitude of the provincial government (3.71) toward teachers is by far the most significant source of stress in this category, followed by the media (3.26) (Chart 7).

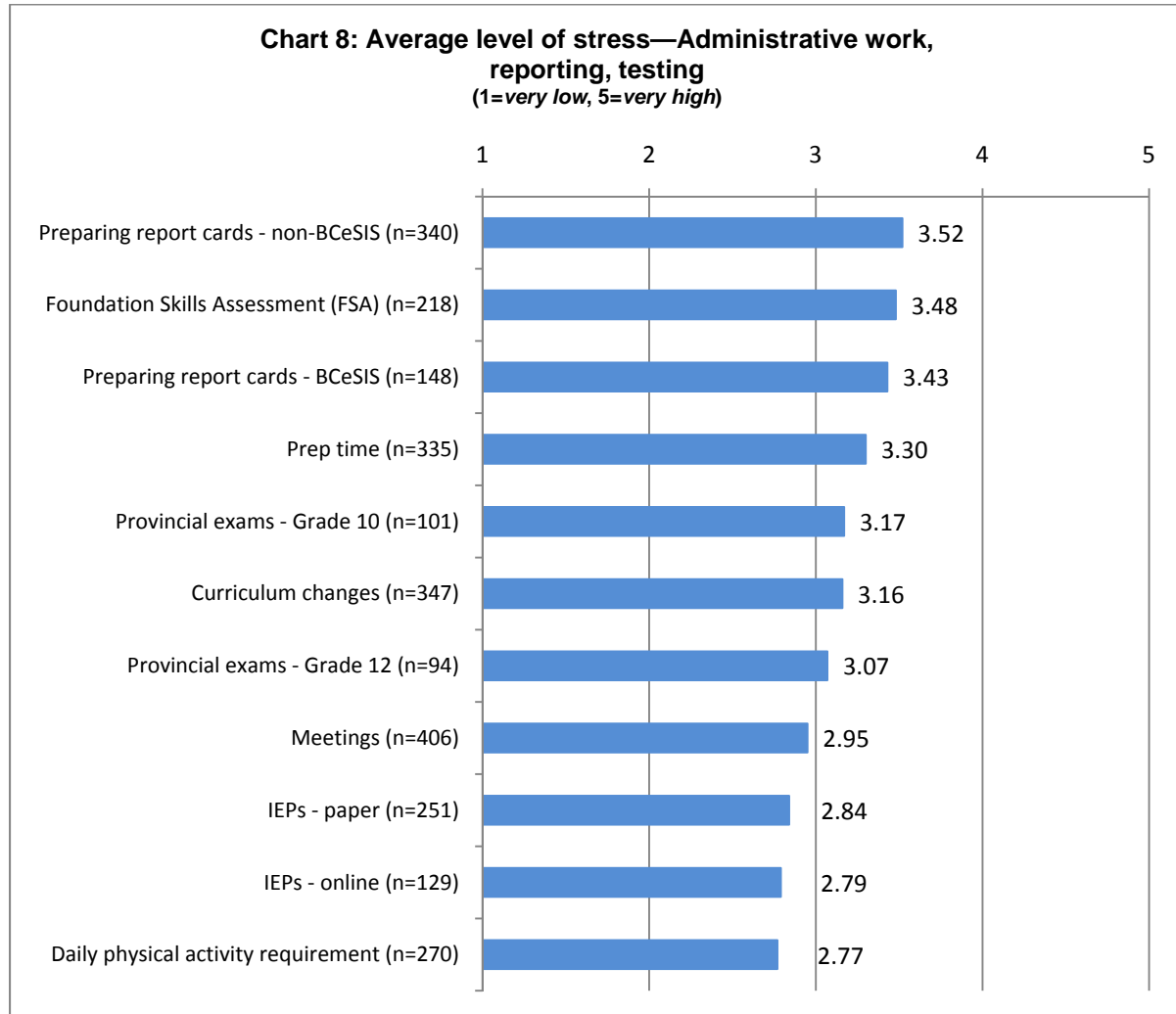


⁴ For evidence on the effects of supervisor and co-worker support on stress-related disorders, see Nieuwenhuijsen, K., Bruinvels, D., & Frings-Dresen, M. (2010). Psychosocial work environment and stress-related disorders, a systematic review. *Occupational Medicine*, 60(4), 277-286.

⁵ For a review of the literature on job burnout and the role of interpersonal relationships between professionals in the “helping” professions (e.g. teachers, nurses, counsellors) and their clients (e.g. students), see Cordes, C. L., & Dougherty, T. W. (1993). A review and integration of research on job burnout. *Academy of Management Review*, 18(4), 621-657.

Administrative work, reporting, and testing

Chart 8 lists a range of administrative tasks that teachers engage in as part of their teaching responsibilities. The most stressful aspects of administrative tasks relate to student assessment. Teachers rated preparation of report cards, with BCeSIS (3.43) or without BCeSIS (3.52), as resulting in *moderate to high* levels of stress, on average. Testing is also a significant stressor, with the Foundation Skills Assessment for Grades 4 and 7 resulting in the highest average level of stress (3.43), followed by Grade 10 (3.17) and Grade 12 (3.07) provincial exams. About 60% of teachers identified prep time issues as a source of stress, resulting in an average stress level of 3.30.

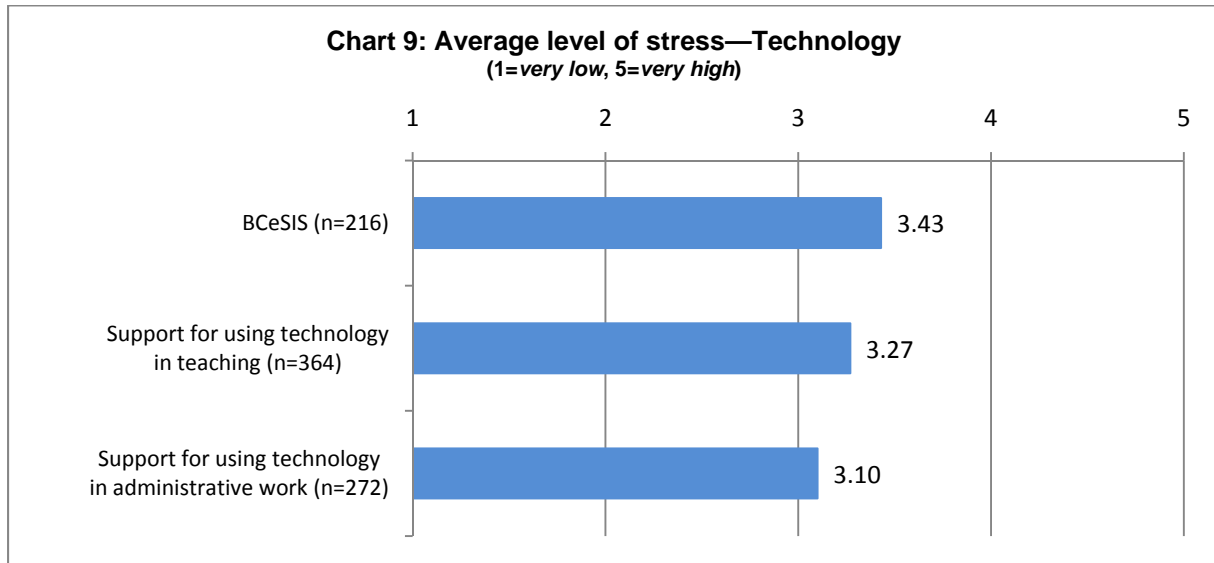


Technology and BCeSIS

The British Columbia Enterprise Student Information System (BCeSIS) is the database program designed to collect and report information about students with the aim of having information on all students in the elementary and secondary systems in BC in one database.

Although all districts have agreed to use BCeSIS according to the BCeSIS management committee, the direct use by teachers varies substantially. The greatest level of use is by secondary teachers and secondary counsellors. Some elementary schools use it only for attendance, while others also use it for report cards, and in some cases, attendance may be entered into the database by a school secretary rather than the teacher.

This report focuses only on those teachers who reported that they directly used BCeSIS at the time of the survey. The mean scores for factors relating to technology indicate that the integration of technology into the teaching process has resulted in *moderate* to *high* levels of stress for teachers (Chart 9). BCeSIS is the greatest source of technology-related stress (3.43), followed by support for using technology in teaching (3.27), and in administrative work (3.10).



Other sources of work-related stress

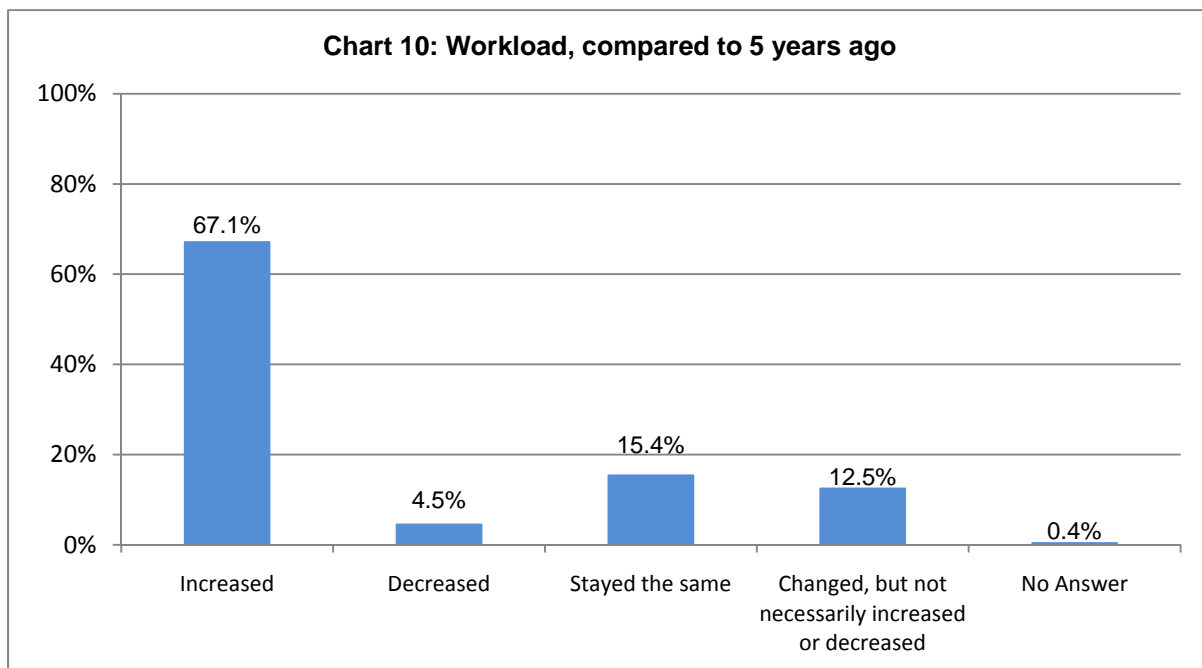
The survey provided space for teachers to describe other sources of work-related stress in addition to those already listed. The responses can be grouped into major topics: work instability (frequent changes in schools/assignments/curriculum, downsizing, and declining enrolment); poor school conditions (noise, unclean facilities, construction, toxins, lack of heat); funding inadequacies (for textbooks, resources, technology, learning specialists, support staff); conflict with union (directives from locals, BCTF priorities); extreme student behaviour (aggressive/physical, school lock-downs, cheating); and personal demands (aging parents, financial stress, health conditions aggravated by work stress). Other sources of stress identified by individual teachers include poor travel conditions, insufficient time to complete student assessments, and dealing with loss or bereavement.

Changes in workload, stress, and job satisfaction

The survey asked teachers who have been teaching in the BC public school system for at least five years to report changes in workload, stress level, and job satisfaction compared to five years ago. The following three charts include the responses from the 487 teachers in the survey who have been teaching in public education for more than five years.

Change in workload compared to five years ago

Two-thirds (67.1%) of these teachers indicated their workload has increased compared to five years ago (Chart 10). Less than 5% of these teachers said their workload has decreased.

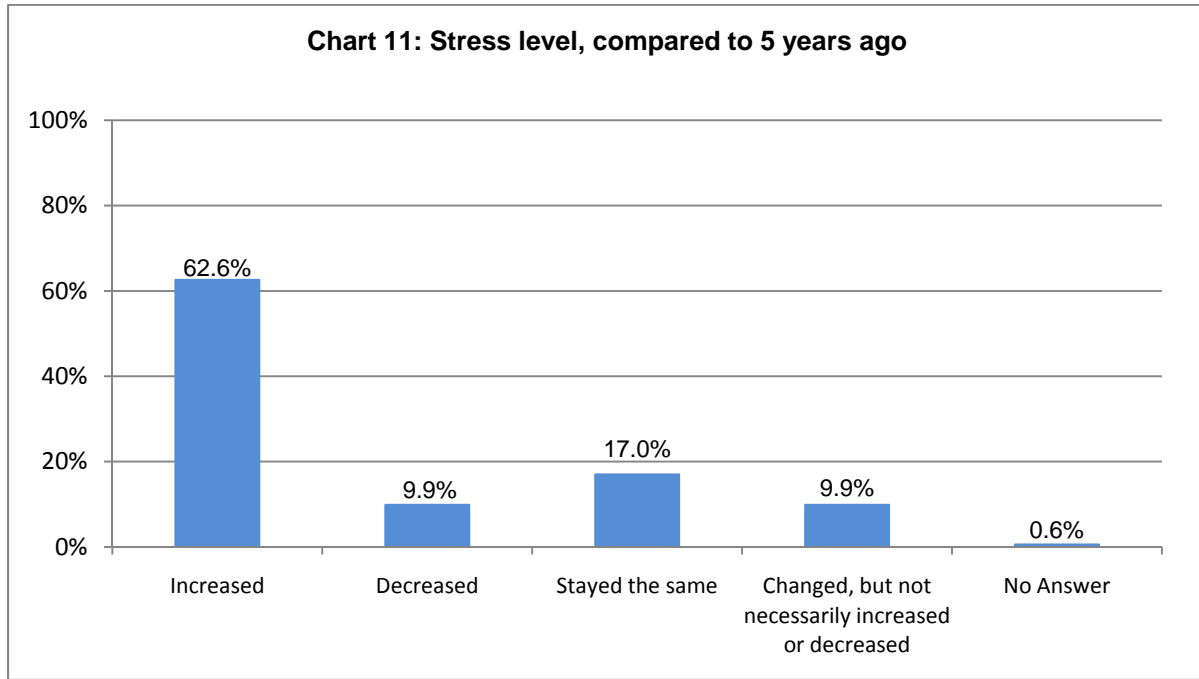


A comparison of the response percentages by teacher characteristics to the survey sample shows that teachers whose workload increased over the last five years are evenly distributed across demographic groups (Appendix, [Table 2](#)). This suggests that increased teacher workload is pervasive in nature, rather than being specific to gender, age, experience, type of teaching contract, or grades taught. There are indications that while increased workload is a pervasive issue, some teachers are affected in different ways, depending on the source of stress. For new teachers, for example, the stress is linked to job insecurity and constant changes.

A very small proportion of teachers (4.5%) reported their workload has decreased over the last five years. Late-career teachers and teachers teaching on call (TTOC) were more likely to say their workload decreased compared to their representation in the sample. Of those teachers who said their workload decreased, a higher proportion of them are 55 years or older (38.1% vs. 27.7% of the sample) and have over 25 years' teaching experience (47.6% vs. 31.7% of the sample). TTOC comprise 13.6% of teachers who said their workload decreased, considerably higher than the proportion of TTOC in the sample (3.5%) (Appendix, [Table 2](#)). This may reflect a reduced availability of TTOC assignments for new teachers.

Change in stress level compared to five years ago

High job demands such as workload and work pressure are risk factors associated with stress-related disorders, as a recent review of the evidence confirms⁶. Thus, one would expect the increased workload reported by teachers in this survey to be reflected in their stress level. Almost two-thirds (62.6%) of teachers said their stress level has increased compared to five years ago and one in ten teachers (9.9%) reported decreased stress levels, while 17% reported no change (Chart 11).



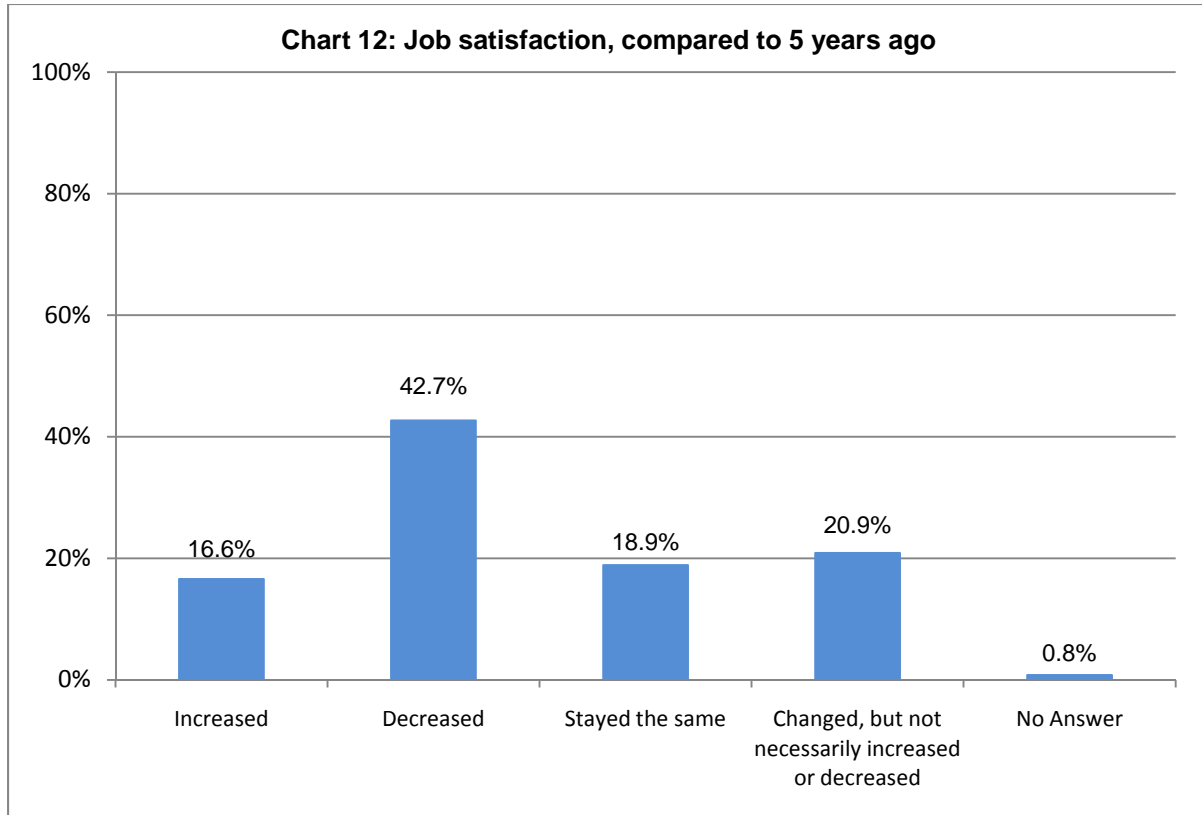
A comparison of the percentage responses in each demographic group to the overall sample revealed no major demographic differences between teachers whose stress level increased over the last five years and the sample (Appendix, [Table 3](#)). This suggests that rising stress levels are pervasive, affecting the quality of work life of BC teachers throughout the public education system.

One in ten teachers said their stress level has decreased compared to five years ago. Of those teachers who said their stress level decreased, a higher proportion of teachers are 55 years or older (35.4% vs. 27.7% of the sample) and a lower proportion are 35 to 44 years (18.8% vs. 29.8% of the sample) (Appendix, [Table 3](#)). This difference in age groups may be due to older teachers having more stable grade assignments in addition to considerable teaching experience and resources to draw upon compared to teachers in the 35-to-44-year-old group. Or it may be that some older teachers have taken steps to reduce their workload, such as reducing their FTE assignment.

⁶ For evidence on the effects of job demands on stress-related disorders, see Nieuwenhuijsen, K., Bruinvels, D., & Frings-Dresen, M. (2010). Psychosocial work environment and stress-related disorders, a systematic review. *Occupational Medicine*, 60(4), 277-286.

Change in job satisfaction compared to five years ago

As two-thirds of teachers experienced an increase in workload and stress level compared to five years ago, it is likely this will be reflected in changes in job satisfaction over the same period. Chart 12, below, illustrates this, showing that 42.7% of teachers reported decreased job satisfaction compared to five years ago. About one in seven (16.6%) teachers reported increased job satisfaction over this period.

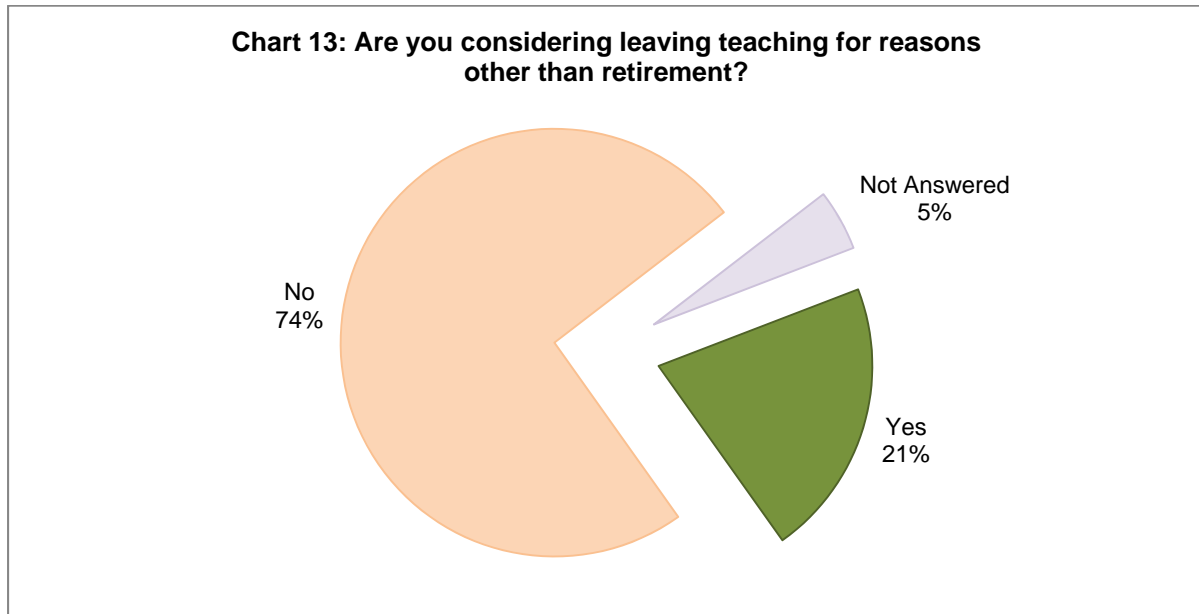


Similar to the results for changes in workload, there are no major demographic differences among teachers whose job satisfaction decreased over the last five years. However, among teachers whose job satisfaction increased, there are some notable differences by years of teaching experience.

Of those teachers who said their job satisfaction increased, a higher proportion are teachers with 5 to 9 years' experience (26.3% vs. 15% of the sample) and a lower proportion are teachers with over 25 years of experience (18.8% vs. 31.6% of the sample) (Appendix, [Table 4](#)). These data likely reflect the fact that the first group of teachers (5 to 9 years) has developed beyond the early hurdles of teaching and now have greater job security, while the more-experienced group (over 25 years) reflects increased stress without corresponding job satisfaction.

Teachers leaving the profession

The survey asked teachers if they are considering leaving teaching for reasons other than retirement, and if so, to state their reasons. Most teachers in the survey (95%) answered this question, with one in five respondents stating they are considering leaving the teaching profession (Chart 13). This finding likely reflects a reaction to the increased workload, stress levels, and loss of job satisfaction reported by teachers in the survey.



Which teachers are most likely to leave?

The characteristics of teachers considering leaving the profession were examined. The data, which are shown in [Table 5](#) (Appendix), compare the percentage of teachers who are considering leaving the profession to the percentage of teachers in the survey sample for each demographic group.

Gender does not appear to be a factor, but age and experience do. A higher proportion of mid-career teachers are considering leaving the profession compared to their representation in the sample. Forty percent of teachers who are considering leaving the profession are aged 35 to 44 years, noticeably higher than the proportion of teachers in this age group in the sample (29.3%). Further, 25% of teachers who are considering leaving the profession have 10 to 14 years teaching experience, while only 17.7% of teachers in the sample have this much teaching experience.

A somewhat higher proportion of teachers who are considering leaving teaching are TTOC (12.6%) compared to their representation in the sample (7.4%) (Appendix, [Table 5](#)). Insufficient work and lack of opportunity for contract positions may be pushing some new teachers out of the teaching profession.

Reasons why teachers are considering leaving the profession

Teachers who are considering leaving the profession provided many different reasons. Those most often mentioned are summarized below with illustrative quotes. A few teachers said they may leave teaching for family reasons, although not necessarily on a permanent basis, but most of the comments indicate that teachers are considering leaving the profession due to deteriorating working and learning conditions. The written responses also reveal that making a decision to change careers is due to a combination of factors that interact with each other to make teaching less tolerable.

- **Stress, burnout, and work/life balance**

Stress and emotional burnout are factors motivating some to consider leaving the teaching profession:

“Burnout due to children not receiving timely support, e.g., a school nurse for one morning a week for [a large school] (low income, transient, immigrant), waits for all referrals for testing. Not enough appreciation from parent groups, e.g. PAC.”

“Burn-out. I am trying to arrange a personal sabbatical for myself next year—unpaid of course to try to re-charge and be able to continue teaching as I feel a true and strong vocation but find it truly does take over my life and leaves so little for my family.”

Related to this was lack of work/life balance and the desire to find work that would allow more time for family or personal interests:

“Not enough time for my personal life. Always carrying the stress of school around, 24 hours a day. Seeing that there are many other occupations where people work 40 hours/week, not 60–70, and get paid more than teachers do but with less education. Not feeling appreciated by the general public.”

- **Health conditions**

Health conditions, other than work stress, are another reason some teachers are considering leaving the profession:

“I was diagnosed with a serious illness two years ago and realized that life is too short to spend it feeling so stressed. Also the year I was off from teaching I didn’t get sick once. Now that I am back to work, I catch at least two bad colds per year. My health is my priority now and teaching is not a healthy environment.”

“I find it very difficult to control my illness given the stresses of the job and the lack of time to take care of myself. Because I was working as a TOC for many years my pension would only be about \$1,000 a month if I retire early.”

- **Increased workload**

Many teachers expressed the concern that increased workload and changing expectations were eroding their sense of well-being, job satisfaction, and overall desire to continue teaching:

“Stress, demanding workload, lack of balance in personal life. These factors can compromise one’s sense of well being at times.”

“All of the above: (1) Decreased job satisfaction, due to administration; (2) increased workload, preps and split classes; (3) Increased stress due to unresponsive administration. This is the first time in over 30 years of teaching that I have had to take a leave of absence.”

“I feel that I cannot keep up, physically, with the demands of parents and administrators when the needs of students continue to grow, but support and resources continue to diminish.”

- **Lack of encouragement**

Some teachers expressed frustration with the lack of recognition and encouragement for the work teachers do:

“I have purposely made myself do less than I am capable of so that I don’t burn out and I hate working in a job where I am not encouraged or rewarded for doing the best job that I can, so, yes, I am always considering leaving teaching.”

“Lack of appreciation, demands are increasing and the time is still the same, climate is changing in terms of respect for teachers and their profession.”

- **Harder to feel effective as a teacher**

Other teachers feel that current conditions in public schools make it difficult to feel effective as a teacher:

“Teaching is no longer as fulfilling and rewarding as it was when I began teaching 20 years ago. I feel it is much more difficult to have an impact...or effect change. I blame this on long term, chronic underfunding of education for over 20 years.”

“Marking, marking, and marking. Giving feedback to students is essential to their development and learning, but finding time to give adequate and accurate meaningful feedback is difficult.”

“I don’t feel effective in my job. I do not actually teach anymore; I babysit, counsel, soothe parents, fight for simple rights such as working in a properly heated environment with proper lighting.”

“The toll this job is taking on my health and personal life. Increasing workload and accountability and decreasing budgets making it difficult to do those extras such as field trips, cooking, special art projects, etc that break up the monotony of daily lessons.”

- **Dissatisfaction with provincial and district governance**

Dissatisfaction was expressed toward the provincial government and to some extent school districts for eroding support to students and implementing too many changes in the classroom:

“Tired of school-based admin and district office. Tired of the government’s policies. Tired of being told we have one of the best if not the best education [systems] in the world on the one hand and then made to feel like we aren’t doing a good job on the other. Too many changes implemented in district and provincially that are not about teaching and real change but about padding someone’s resume or political [career?].”

“After 23 years, having started with the intention of teaching 35 years, I am preparing to leave teaching. I love French Immersion. I love the kids, the colleagues, the parents, the stuff we teach. The Ministry’s approach, and our loss of teaching and non-teaching support, have made me feel desperate about the job. We need paper, computers, staff assistants, education assistants.”

“Poor pay for the hours required, lack of respect in the classroom and in the public eye, administrative teams that sacrifice teachers and learning environments for political gain, disillusionment with the career I thought would allow me to make a difference.”

- **Job insecurity and pay provisions**

Some teachers said they were considering leaving due to a lack of job security:

“Inability to get permanent work. It is extremely difficult to have a regular family life when you are working on-call, and don’t know until the morning if you are working or not. I am unable to pay for daycare when I am not sure if I will use it or not. I realize that that is just the nature of the work as a TTOC, but it just doesn’t work well for our family.”

“It is hard to get a full-time continuing job. I feel every year is insecure in regards to work for me and I have a mortgage to pay. The division between school board and teachers is also very frustrating.”

Poor remuneration compared to other professions was also mentioned as a reason for wanting to change careers.

“As a ticketed tradesman with good industry contacts, I regularly am approached with work offers. The money is tempting. I love teaching Industrial Ed, but there are times when it is likely I will stop teaching....”

“Financial and hours of work. I have significantly better paying prospects with significantly less hours of work, without all of the governmental interference.”

- **Retiring earlier due to demanding work conditions**

A few experienced teachers said they would retire earlier than planned owing to poor work conditions:

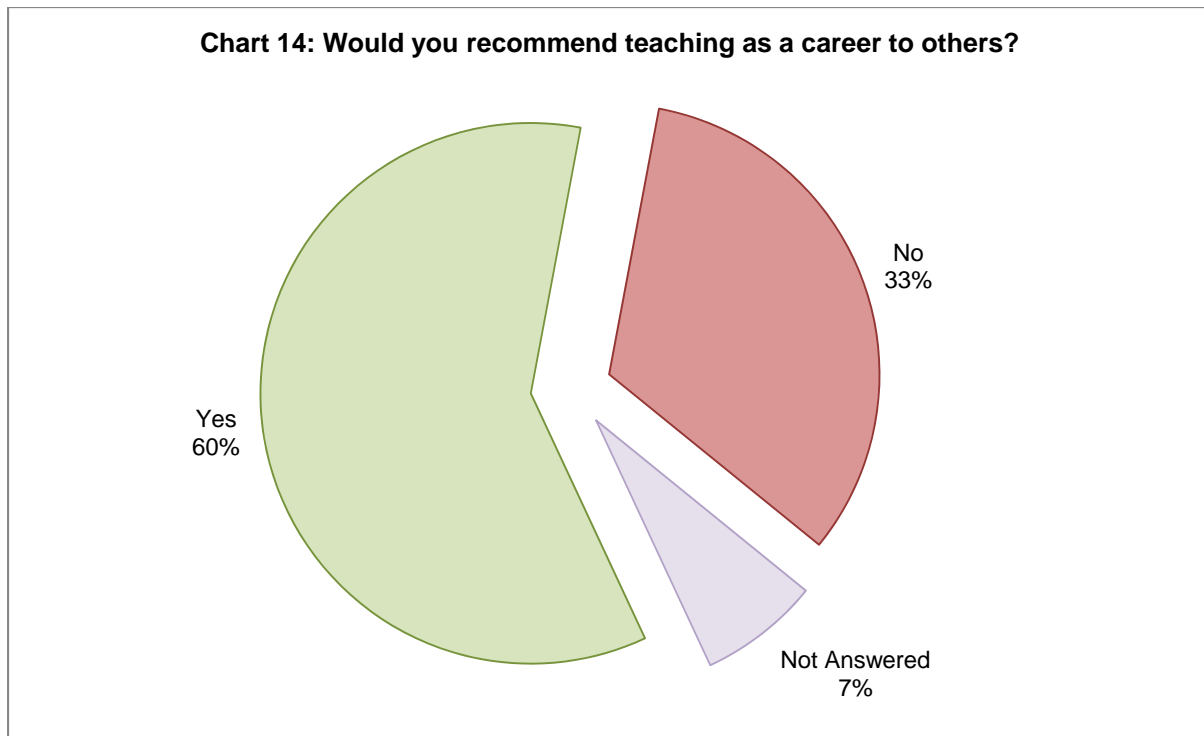
“I will retire as soon as I am able to. The work drains me of energy and basically leaves me with not much left at the end of the week. I go from week to week, recuperate during the weekend and then do it all over again.”

“I will be retiring earlier because my job is becoming too demanding.”

Do teachers recommend the profession to others?

The survey also asked teachers whether they would recommend teaching as a career to others. One-third of teachers said they would not recommend teaching as a career to others (Chart 14).

Teachers who would or would not recommend teaching as a profession are similar in demographic characteristics to the overall sample except for two subsets. When answering that they would not recommend teaching as a profession, there is less representation from teachers under 35 years (10.3% vs. 14.9% of the sample) and more from teachers 45 to 54 years (36.2% vs. 31.9% of the sample) (Appendix, [Table 6](#)). While this is not a major difference, it may be an indication that teachers who have been in the education system for some time are becoming disillusioned with teaching. Much more remains to be learned about why teachers would or would not recommend teaching as a profession to others.



Summary

Most significant sources of stress

Of the 47 sources of stress listed in the survey, teachers rated the unmet needs of students in general, problematic levels of support for students with behavioural issues and “grey area” students, and class composition as the most significant sources of stress. Attitude of the provincial government was rated as the fifth-highest source of stress for teachers, slightly higher than level of support for inclusion. Class size, and testing and assessment also ranked in the top-ten-most-significant stressors.

Job insecurity is increasingly an issue for less-experienced teachers, due to a significant erosion of teaching positions in BC public education over the past decade. The survey findings suggest that teachers teaching on call (TTOC) experience very high stress levels associated with job insecurity/concerns about employment, as do teachers with less than five years experience, and those who are less than 35 years of age. Teachers who teach both K to 7 and 8 to 12 grades also experience higher-than-average stress levels due to this factor.

Changes in workload, stress, and job satisfaction

The survey findings provide evidence that working and learning conditions have deteriorated over the last five years. At least two-thirds of the teachers surveyed said their stress level and workload increased compared to five years ago, and four out of ten reported decreased job satisfaction. A comparison of demographic characteristics revealed few differences in which teacher groups experienced increased stress or increased workload compared to five years ago. This suggests that increases in workload and stress levels over the last five years are pervasive, affecting teachers across BC independent of age, gender, experience, employment contract, or grades taught.

Reasons teachers are considering leaving the profession

One in five teachers said they are considering leaving the profession, with teachers who are mid-career being the most likely to say so. Reasons for considering leaving teaching include increased workload, stress and burnout, health conditions aggravated by stress, lack of encouragement, job insecurity, and dissatisfaction with provincial and district governance. Some teachers also commented that deteriorating working and learning conditions make it harder to feel effective as a teacher. Six in ten teachers said they would recommend teaching as a profession to others and one-third said they would not.

Conclusion

In conclusion, the survey findings suggest that teachers are experiencing significant stress in the classroom, in large part due to inadequate support to meet complex student needs and class size and composition issues. This may be partly due to the erosion of full-time equivalent (FTE) learning specialist positions over the decade⁷. The findings also indicate that working and learning conditions have worsened compared to five years ago. Increased stress and workload appear to be reducing job satisfaction, which in turn is motivating teachers to consider leaving the profession. Increasing workload and stress not only have immediate implications for students in the classroom and for teachers' quality of worklife, but will likely have an impact on teacher retention in future years.

Appendix: Tables—demographic comparisons

Tables 1a–1e: Stress related to job insecurity/concerns about employment

Table 2: Change in workload compared to five years ago

Table 3: Change in stress level compared to five years ago

Table 4: Change in job satisfaction compared to five years ago

Table 5: Teachers considering leaving teaching for reasons other than retirement

Table 6: Would you recommend teaching as a career to others?

⁷ See page 6, BCTF (2010). *Education funding: Highest needs ever. A Brief to the Select Standing Committee on Finance and Government Services*. Vancouver: BC Teachers' Federation.
<http://www.bctf.ca/uploadedFiles/Public/Publications/Briefs/2010EdFundingBrief.pdf>

Tables 1a-1e: Stress related to job insecurity/concerns about employment

Table 1a: Gender—Average level of stress

Gender (n=207)	Job insecurity/concerns about employment
Female	3.23
Male	2.63
Sample average	3.10

Table 1b: Age group—Average level of stress

Age group (n=207)	Job insecurity/concerns about employment
Under 35 years	3.84
35 to 44 years	2.93
45 to 54 years	2.73
55 and over	2.94
Sample average	3.10

Table 1c: Years' experience—Average level of stress

Years experience (n=204)	Job insecurity/concerns about employment
Less than 5 years	3.90
5 to 9 years	3.38
10 to 14 years	3.10
15 to 19 years	2.83
20 to 24 years	2.59
Over 25 years	2.48
Sample average	3.12

Table 1d: Type of employment contract—Average level of stress

Employment contract (n=209)	Job insecurity/concerns about employment
Full-time positions	2.78
Part-time positions	3.25
TTOC or both	4.12
Sample average	3.10

Table 1e: Grades taught—Average level of stress

Grades taught (n=192)	Job insecurity/concerns about employment
Elementary	3.14
Secondary	2.81
Teach in both K-7 & 8-12	3.62
Sample average	3.10

Table 2: Change in WORKLOAD compared to five years ago

Compared to five years ago, would you say your workload has:					
	Increased	Decreased	Stayed the same	Changed, but not increased or decreased	Percentage of the sample
Gender (n=476)					
Female	75.8%	66.7%	72.2%	77.0%	75.0%
Male	24.2%	33.3%	27.8%	23.0%	25.0%
Age group (n=477)					
Under 35 years	7.1%	4.8%	9.5%	10.0%	7.8%
35 to 44 years	30.1%	19.0%	35.1%	25.0%	29.8%
45 to 54 years	37.3%	38.1%	25.7%	31.7%	34.8%
55 and over	25.5%	38.1%	29.7%	33.3%	27.7%
Years of teaching experience (n=476)					
Less than 5 years	0.3%				0.2%
5 to 9 years	14.3%	19.0%	10.8%	23.3%	15.1%
10 to 14 years	18.7%	9.5%	27.0%	15.0%	19.1%
15 to 19 years	21.2%	14.3%	20.3%	11.7%	19.5%
20 to 24 years	15.0%	9.5%	14.9%	11.7%	14.3%
Over 25 years	30.5%	47.6%	27.0%	38.3%	31.7%
Type of employment contract (n=484)					
Full-time positions	82.2%	68.2%	72.0%	75.4%	79.1%
Part-time positions	16.6%	18.2%	20.0%	18.0%	17.4%
TTOC or both	1.2%	13.6%	8.0%	6.6%	3.5%
Grades taught (n=461)					
Elementary	62.3%	65.0%	56.9%	55.9%	60.7%
Secondary	32.3%	30.0%	31.9%	32.2%	32.1%
Teach in both K-7 and 8-12	5.5%	5.0%	11.1%	11.9%	7.2%

Table 3: Change in STRESS LEVEL compared to five years ago

Compared to five years ago, would you say your stress level has:					
	Increased	Decreased	Stayed the same	Changed, but not increased or decreased	Percentage of the sample
Gender (n=475)					
Female	75.5%	70.8%	67.9%	87.5%	74.9%
Male	24.5%	29.2%	32.1%	12.5%	25.1%
Age group (n=476)					
Under 35 years	7.4%	8.3%	8.5%	8.5%	7.8%
35 to 44 years	30.8%	18.8%	34.1%	27.7%	29.8%
45 to 54 years	33.4%	37.5%	32.9%	42.6%	34.7%
55 and over	28.4%	35.4%	24.4%	21.3%	27.7%
Years of teaching experience (n=475)					
Less than 5 years	0.3%				0.2%
5 to 9 years	13.1%	21.3%	14.6%	22.9%	15.2%
10 to 14 years	19.5%	12.8%	22.0%	18.8%	19.2%
15 to 19 years	20.5%	21.3%	19.5%	12.5%	19.6%
20 to 24 years	14.8%	12.8%	13.4%	14.6%	14.3%
Over 25 years	31.9%	31.9%	30.5%	31.3%	31.6%
Type of employment contract (n=483)					
Full-time positions	80.6%	72.9%	73.5%	85.4%	79.1%
Part-time positions	16.4%	20.8%	22.9%	10.4%	17.4%
TTOC or both	3.0%	6.3%	3.6%	4.2%	3.5%
Grades taught (n=460)					
Elementary	61.9%	56.5%	63.3%	52.2%	60.7%
Secondary	32.2%	32.6%	26.6%	41.3%	32.2%
Teach in both K-7 and 8-12	5.9%	10.9%	10.1%	6.5%	7.2%

Table 4: Change in JOB SATISFACTION compared to five years ago

Compared to five years ago, would you say your job satisfaction has:					
	Increased	Decreased	Stayed the same	Changed, but not increased or decreased	Percentage of the sample
Gender (n=474)					
Female	77.5%	72.1%	75.6%	78.0%	74.9%
Male	22.5%	27.9%	24.4%	22.0%	25.1%
Age group (n=475)					
Under 35 years	12.3%	5.9%	7.8%	8.0%	7.8%
35 to 44 years	33.3%	29.9%	26.7%	29.0%	29.7%
45 to 54 years	32.1%	31.9%	35.6%	42.0%	34.7%
55 and over	22.2%	32.4%	30.0%	21.0%	27.8%
Years of teaching experience (n=474)					
Less than 5 years			1.1%		0.2%
5 to 9 years	26.3%	11.3%	10.1%	17.8%	15.0%
10 to 14 years	22.5%	20.6%	14.6%	17.8%	19.2%
15 to 19 years	20.0%	16.2%	27.0%	19.8%	19.6%
20 to 24 years	12.5%	14.2%	12.4%	17.8%	14.3%
Over 25 years	18.8%	37.7%	34.8%	26.7%	31.6%
Type of employment contract (n=482)					
Full-time positions	78.8%	82.2%	78.3%	74.5%	79.3%
Part-time positions	17.5%	14.4%	19.6%	20.6%	17.2%
TTOC or both	3.8%	3.4%	2.2%	4.9%	3.5%
Grades taught (n=459)					
Elementary	56.0%	66.2%	62.5%	51.0%	60.6%
Secondary	32.0%	30.3%	33.0%	35.7%	32.2%
Teach in both K-7 and 8-12	12.0%	3.5%	4.5%	13.3%	7.2%

Table 5: Teachers considering leaving teaching for reasons other than retirement

Characteristic	Percentage of teachers considering leaving the profession	Percentage of survey respondents
Gender (n=531)		
Female	76.7%	76.3%
Male	23.3%	23.7%
Age group (n=532)		
Under 35 years	19.8%	14.3%
35 to 44 years	40.5%	29.3%
45 to 54 years	28.4%	31.6%
55 and over	11.2%	24.8%
Years of teaching experience (n=531)		
Less than 5 years	12.9%	8.1%
5 to 9 years	19.0%	14.9%
10 to 14 years	25.0%	17.7%
15 to 19 years	15.5%	17.5%
20 to 24 years	11.2%	13.2%
25 or more years	16.4%	28.6%
Type of employment contract (n=539)		
Full-time	73.1%	74.6%
Part-time	14.3%	17.8%
TTOC or both	12.6%	7.4%
Grades taught (n=512)		
Elementary	53.6%	60.9%
Secondary	32.7%	30.7%
Teach in both K-7 and 8-12	13.6%	8.4%

Table 6: Would you recommend teaching as a career to others?

Characteristic	Yes, would recommend	No, would not recommend	Percentage of the sample
Gender (n=517)			
Female	76.6%	74.5%	75.8%
Male	23.4%	25.5%	24.2%
Age group (n=518)			
Under 35 years	17.4%	10.3%	14.9%
35 to 44 years	29.1%	27.6%	28.6%
45 to 54 years	29.4%	36.2%	31.9%
55 and over	24.0%	25.9%	24.7%
Years of teaching experience (n=517)			
Less than 5 years	10.5%	4.3%	8.3%
5 to 9 years	16.6%	13.0%	15.3%
10 to 14 years	15.7%	20.5%	17.4%
15 to 19 years	17.8%	16.8%	17.4%
20 to 24 years	13.0%	14.1%	13.3%
Over 25 years	26.5%	31.4%	28.2%
Type of employment contract (n=524)			
Full-time positions	72.5%	78.0%	74.4%
Part-time positions	18.6%	15.6%	17.6%
TTOC or both	8.6%	6.5%	7.8%
Other	0.3%		0.2%
Grades taught (n=497)			
Elementary	59.9%	64.2%	61.4%
Secondary	28.7%	31.8%	29.8%
Teach in both K-7 and 8-12	11.4%	4.0%	8.9%

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