
Teacher Time Use (Nova Scotia Teachers Union)

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Executive Summary

In May 2015, teachers working in public schools across Nova Scotia were contacted by a research team from Saint Mary's University working on behalf of the Nova Scotia Teachers Union (NSTU) and invited to complete a survey on time use. This report describes the results of the teacher survey.

The teacher survey assessed:

- 1) How teachers spend their days both at and outside of work
- 2) How much time teachers spend doing work-related tasks both at and outside of work
- 3) How much discretion teachers have in scheduling their work-related tasks
- 4) How much tension teachers experienced during the time they were completing their work-related tasks
- 5) Work experiences and teachers feelings about their work in general
- 6) Teachers psychological well-being

A total of 771 teachers working in the public school system across Nova Scotia completed the survey, a lower than anticipated response rate. The results reported in this document should thus be interpreted with some caution. The results accurately reflect the attitudes and perceptions of the 771 teachers who completed this survey; however, when making inferences to the population of teachers working in Nova Scotia the results contained in this report are considered accurate within plus or minus 3.4%, 19 times out of 20 (based on a population size of 9,400 teachers).

Results Summary

Time Use

- On a daily basis, teachers reported working an average of 10.0 hours, with 7.7 hours being spent at work.
- Teachers reported working an average of 52.2 hours per week, with 18.7 of those hours being from outside of the regular school time, including their lunch breaks.
- Approximately half of teachers reported working more than 42 hours per week and another 20% of teachers reported working over 60 hours per week.
- Teachers spend the majority of their workday engaged in teaching-related activities (i.e. class instruction/teaching, preparation, and marking, as well as extra-curricular activities), specifically, class instruction/teaching (4.9 hours) and preparation (3.9 hours).

Feelings about Daily Tasks

- Approximately half of teachers reported a lack of discretion in deciding what work-related activity has to be done and when during their day.
- Approximately half of teachers experience tension while engaging in work-related activities.
- Approximately half of teachers experience role overload during their daily work-related activities.
- The majority of teachers reported high levels of role clarity and low levels of role conflict while engaging in work-related activities.

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Work Experiences

- Workload was the most frequently noted stressor (94.2%).
- Work-family conflict was also a common stressor among teachers (83.5%).
- Teachers reported good opportunities to use their skills or learn new ones.

Individual Mental Well-Being

- Teachers self-reported moderate levels of mental well-being.
- When looking at the relationships among work experiences, time use, and mental health:
 - Workload, work-family conflict, tension during work-related activities, and role overload were associated with poorer psychological health and well-being.
 - Work time, specifically weekly hours worked during the work day, weekly hours worked outside the workday, and time engaged in work-related activities in a day were also associated with poorer mental health.

Conclusion

The *NSTU Teacher Time Use survey* provides illustrative data on how and when teachers allocate time to various work tasks and how these work experiences affect their well-being. Teachers in this sample worked an average of 52.2 hours/week, with 36% (18.7 hours) of that time occurring outside of school hours. Furthermore, the majority of teachers in this sample were experiencing high levels of workload and work-family conflict. While teachers reported moderate levels of mental well-being, these stressors predict lower levels of mental well-being. The findings of this time use study can be informative to the NSTU in taking action on behalf of its members around workload and well-being. Recommendations regarding possible steps the NSTU could take to help teachers address high workload and related stress, including working toward increased prep time, as well as providing additional support and resources, are offered.

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Introduction

This report summarizes the results of a recent Nova Scotia Teachers Union sponsored survey examining teachers time use in the public school system. Specifically, the survey assessed the work-related and non-work related activities teachers performed during a work day, how many hours they spent on these tasks, their feelings towards their work tasks and their work in general. The survey was conducted within eight school boards across Nova Scotia (*see Table 1 for a listing of the participating school boards*) during May 2015.

Method

Researchers from the CN Centre for Occupational Health and Safety at Saint Mary's University developed and administered the *Teacher Time Use (Nova Scotia Teachers Union)* survey. As part of this membership survey, a teacher survey was developed to capture how teachers spend their time. The survey was conducted electronically, allowing teachers to complete the survey at a convenient time during May 2015, towards the end of the 2014-2015 school year.

The survey was promoted using several different communication forms. An email describing the survey and providing the web links to the survey itself was sent to each NSTU representative for them to forward to all the teachers they represent.

A total of 771 teachers working in the public school system across Nova Scotia completed the survey. Given the number of teachers working in Nova Scotia this is a lower than anticipated response rate; therefore, the results reported in this document should be interpreted with some caution. The results accurately reflect the attitudes and perceptions of the 771 teachers who completed this survey; however, we cannot be sure that the results are also a true reflection of the majority of teachers across Nova Scotia who did not complete this survey. The official count of current NSTU membership registry as of March 2, 2015 was 10,432 with 9,400 being public school teachers. Based on a population size of 9,400 teachers the results reported in this study would be considered accurate within plus or minus 3.4% 19 times out of 20.

Results

The Teacher Time Use (Nova Scotia Teachers Union) survey consisted of five (5) sections:

1. Demographic Information: Describes the sample of teachers who completed the survey.
2. Time Use: Describes the work-related and non-work-related activities teachers engage in during a regular work day and their feelings at the time.
3. Feelings about Daily Tasks: Describes the amount of tension, role overload, role clarity, and role conflict teachers experienced while engaging in work-related activities throughout the day as well as the amount of discretion they had in deciding these activities.
4. Work Experiences: Describes teachers general feelings about their work.
5. Psychological well-being: Considers mental health and well-being as an outcome that follows exposure to stressors.

The remainder of this report summarizes teachers survey responses.

SECTION I: Demographic Information

In total 771 teachers across Nova Scotia completed at least part of the Teacher Time Use survey.

Table 1: Sample Representation of Teachers across Nova Scotia School Boards

School Boards	Percentage of Sample
Annapolis Valley Regional School Board	19.5%
South Shore Regional School Board	7.7%
Cape Breton-Victoria Regional School Board	7.5%
Halifax Regional School Board	22.2%
Chignecto-Central Regional School Board	12.0%
Tri-County Regional School Board	18.5%
Strait Regional School Board	8.7%
Conseil Scolaire Acadien Provincial	3.9%

Of the 581 teachers who completed the majority of the survey, 75.9% identified as female, 22.0% as male, 0.2% as transgendered, and 1.9% preferred not to answer. The average age was 42.08 years (Standard Deviation = 9.27 years). The majority of individuals worked as full-time teachers (see Table 2).

The average teaching experience of individuals who completed this survey was 15 years (Standard Deviation = 8.4 years) with 8 years at their present school (Standard Deviation = 11 years; see Table 3). Furthermore, there was fairly equal representation across grade levels taught by teachers within this sample (see Table 4).

The majority (71.0%) of teachers reported being married (see Table 5). Additionally, 60.5% of teachers reported having children currently living at home. Of those with children living at home, these children ranged from less than one year old to 33 years old (see Table 6).

Table 2: Work Status of Sample

Work Status	Percentage of Sample
Full-time	91.8%
Term position	7.0%
Part-time	1.2%

Table 3: Teaching Experiences of Individuals within the Sample

	Average (years)	Standard Deviation	Range (years)
Teaching Experience	15.0 years	8.4	< 1 year - 41 years
School Tenure	8.0 years	11.0	< 1 year - 40 years

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Table 4: Current Grade Levels Taught

Grade Level	Percentage of Sample	Grade Level	Percentage of Sample
Primary	14.6%	Grade 7	16.7%
Grade 1	16.2%	Grade 8	19.1%
Grade 2	15.8%	Grade 9	18.1%
Grade 3	15.8%	Grade 10	24.6%
Grade 4	15.1%	Grade 11	25.7%
Grade 5	14.8%	Grade 12	24.3%
Grade 6	16.3%		

**Note.* Values do not add up to 100% as participants may teach more than one grade level.

Table 5: Marital Status of Sample

Marital Status	Percentage of Sample
Single	11.2%
Married	71.0%
Common-law	11.6%
Divorced	3.4%
Other	2.7%

Table 6: The Average Number of Children Teachers Currently Have Living at Home and their Ages

	Mean	Standard Deviation	Range
Number of children	1.8	0.8	1 – 6
Children's age (years)	10.5	6.6	< 1 year old – 33 years old

SECTION II: Time Use

Teachers completed questions regarding their time spent on various work-related and non-work activities during a typical workday. Specific work-related and professional activities teachers engaged in during this day were also reported. There was a fairly even distribution as to which day of the week these activities were reported (with Friday being the least represented).

Amount of time spent at work or engaging in work-related activities was measured in 3 ways:

- Total time participants reported engaging in work-related tasks in a day
- The time period teachers indicated being at work during a typical workday (arrival and departure time)
- Average amount of time participants reported working during and outside school hours per week

Based on the amount of time teachers reported engaging in work-related tasks during the day, teachers work an average of **10.0 hours** during a typical workday (Table 7). Based on average arrival and departure times, teachers reported being at school for an average of **7.7 hours** per day (Table 8). Combining the average hours worked during regular school hours and outside hours worked; teachers estimated working an average total of approximately **52.2 hours per week** with 18.7 hours being outside of work (see Table 9).

Teachers average working hours per week from this survey (52.2) is comparable to that reported in the 2010 NSTU Teacher Stress survey report (54.0). However, teachers reported working fewer hours at work in this survey (33.5 hours/week) than they did in 2010 (38.1 hours/week). Conversely, teachers reported working more hours outside of work in this survey (18.7 hours/week) than in 2010 (13.0 hours/week). Teachers appear to be taking more work home with them than they did five years ago.

While the average number of total hours worked per week is 52.2, it is important to note that 50.8% reported working over 42 hours per week and an additional 20.2% reported working more than 60 hours per week. Additionally, almost 25% of teachers reported working more than 25 hours outside of work.

Teachers answered a series of questions regarding the amount of time spent on various work-related-tasks (e.g., preparation, student discipline, marking/grading etc.). As shown in Table 10, teachers spend the majority of their working hours engaged in teaching-related activities (i.e. class instruction/teaching, preparation, and marking, as well as extra-curricular activities). Specifically, teachers reported spending the most amount of time engaging in class instruction/teaching and preparation (see Table 11). Teachers also spend a great deal of their working hours on administrative tasks (i.e. supervision, meetings, paperwork, report cards, telephone, and committee work).

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Table 7: Average Amount of Time Teachers Spend Engaging in Work and Non-Work Activities between 6 AM and 12 AM in a Given Workday

Activity	Amount of Time	Percent of Time Period (/18hrs)
Work Related Activities	10.0 hours	55.6%
Professional (professional development or union activity)	0.7 hours	3.9%
Personal (e.g., eating, sleeping, hygiene)	4.5 hours	25.0%
Family (e.g., caregiving)	3.0 hours	16.7%
Leisure (e.g., hobbies, recreation)	1.2 hours	6.7%
Volunteer activities (not work-related)	0.4 hours	2.2%

*Note. These values include only those who completed the entire survey as they represent the total number of hours teachers spend on the activities throughout the day

Figure 1. Average Time Usage in a Given Workday

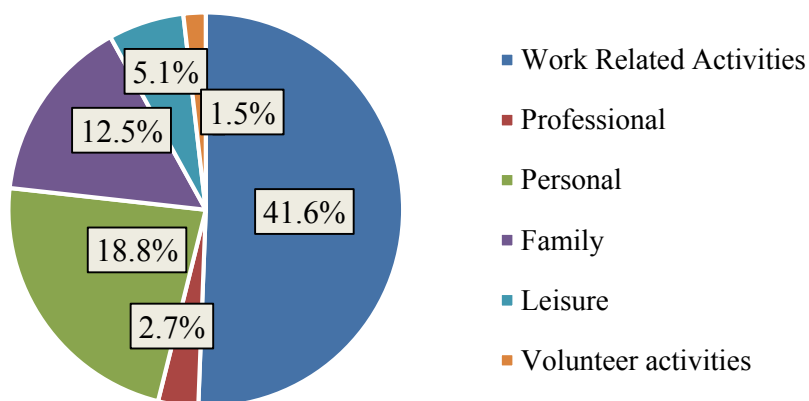


Table 8: The Time School Days Starts and Ends for Students and the Typical Time Teachers Arrive and Leave Work

	Average	Earliest	Latest
School day starts	8:38 AM	7:40 AM	9:50 AM
School day ends	2:45 PM	1:35 PM	4:20 PM
Arrive at work	7:46 AM	6:00 AM	11:00 AM
Leave work	4:28 PM	12:30 PM	10:00 PM

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Table 9: Average Hours Worked Per Week

	Mean (hrs/wk)	Median (hrs/wk)	Standard Deviation	Range (hrs/wk)
Hours Worked during School Hours (excluding lunch)	33.5	32.5	7.7	10-65
Hours Worked Outside of School Hours (e.g., mornings, evenings, weekends)	18.7	17.8	9.5	0-70
Total Hours Worked	52.2	50.0	10.8	12-110

Table 10: Average Amount of Time Teachers Spend Engaging in Work-Related Activities between 6:00AM and 12:00AM in a Given Workday

Work-Related Activities	Amount of Time	Standard Deviation	Percent of Working Hours ¹	Percent of Day ²
Teaching-related activities (class instruction/teaching, prep, marking, extra-curricular)	9.2 hours	2.7	91.7%	28.2%
Administration (supervision, meetings, paperwork, etc.)	3.9 hours	3.3	16.1%	16.1%
Specialized student instructions (IPPs, adaptations, behaviour plans) & student discipline	2.9 hours	3.2	28.5%	11.9%
Waiting/idle time and travel	0.3 hours	0.6	2.5%	1.0%

¹Percent of Working Hours = /10 hours

²Percent of Day = /24 hours

Note: % does not add up to 100 as teachers were engaging in work-related activities in multiple categories at a time

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Table 11: Average Amount of Time Teachers Spend Engaging in Work-Related Activities between 6:00AM and 12:00AM in a Given Workday

Work-Related Activity	Average Amount of Time	Standard Deviation	Percent of Working Hours¹	Percent of Day²
Class instruction/teaching	4.9 hours	1.4	49.1%	20.5%
Administration	0.7 hours	2.0	6.7%	2.8%
Preparation	3.9 hours	2.6	39.5%	16.4%
Supervision	0.9 hours	1.2	9.2%	3.8%
Extra-Curricular	0.5 hours	1.1	4.8%	2.0%
Meetings	0.9 hours	1.4	8.8%	3.7%
Student discipline	1.2 hours	2.0	11.8%	4.9%
Marking/Grading	2.9 hours	2.8	28.9%	12.1%
Paperwork, report cards	2.3 hours	2.7	23.1%	9.6%
Telephone (work-related)	0.7 hours	1.5	7.3%	3.0%
Committee work	0.3 hours	1.1	3.1%	1.3%
IPPs	0.9 hours	2.0	9.3%	3.9%
Adaptations	1.1 hours	2.2	10.5%	4.4%
Behaviour plans	0.6 hours	1.8	5.9%	2.5%
Travel during work	0.2 hours	0.5	1.7%	0.7%
Waiting/delays/idle time before or after work	0.1 hours	0.3	0.8%	0.3%
Work for pay at other jobs	0.1 hours	0.5	0.5%	0.2%
Other teaching-related activities	1.4 hours	2.3	14.0%	5.8%

¹Percent of Working Hours = /10 hours

²Percent of Day = /24 hours

Note: % does not add up to 100 as teachers were engaging in multiple work-related activities at a time

Table 12: Average Amount of Time Teachers Spend Engaging in Professional Activities between 6:00AM and 12:00AM in a Given Workday

Professional Activity	Amount of Time	Standard Deviation	Percent of Day¹
Attending class or lecture	0.2 hours	1.0	1.0%
Homework or assignments	0.4 hours	1.3	1.7%
Union or professional activities	0.4 hours	1.2	1.7%
Other professional activities	0.3 hours	1.2	1.3%

¹Percent of Day = /24 hours

SECTION III: Feelings about Daily Tasks

While reporting their work-related activities of their workday, teachers were asked to report how much discretion they have in scheduling their work-related tasks. Discretion was measured on a 4-point scale with higher scores indicating more discretion in the tasks. Teachers were also asked to report how much tension they experienced during these times. Tension was measured on a 7-point scale with higher scores indicating more tension experienced.

Teachers also reported their feelings on role overload, role clarity, and role conflict during the time they were completing their work-related tasks. Role overload, role clarity, and role conflict were all measured on a 7-point scale, with higher scores representing more of the construct. Specifically, higher levels of role overload and role conflict indicate more stress, while higher levels of role clarity indicate less stress.

Overall, teachers reported having an average amount of discretion (i.e. some discretion; “the task was assigned but I decide when to do it”) when it comes to their work-related activities. However, they report having much less discretion at work than when working from home (see Table 13). On average, teachers feel small amounts of tension during their work activities. However, approximately half of teachers reported experiencing high levels of stress while working either at school or outside school (see Table 13).

Teachers tended to experience more role overload while engaging in work-related activities away from school than at school. In fact, approximately three quarters of teachers reported high levels of role overload while engaging in work-related activities away from school. Overall, role clarity and role conflict do not appear to be particularly problematic for the majority of teachers in this sample. The majority of teachers reported that they were clear as to what needed to be done. Similarly, the majority of teachers did not feel like they were receiving conflicting instructions or expectations (see Table 14).

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Table 13: Amount of Task Discretion in Work-Related Tasks and Tension Experienced when Completing Work-Related Tasks

	Mean	Standard Deviation	% of problematic scores ²
Average amount of discretion ¹	2.44	0.54	52.2%
Amount of discretion while at work	2.08	0.61	72.4% ³
Amount of discretion when not at work	2.70	0.67	35.8% ³
Average amount of tension experience ²	4.08	0.96	31.7%
Amount of tension experienced while at work	4.50	0.96	53.7%
Amount of tension experienced when not at work	4.39	1.25	51.9%

¹Discretion was measured on a 4-point scale ranging from 1 = *None; someone else decided what had to be done and when* to 4 = *A great deal; this is voluntary activity that I can decide to do (or not)*; scores 2 and under indicate a potential problem

²Tension experienced was measured on a 7-point scale ranging from 1 = *None, I was very relaxed* to 7 = *Very tense*; scores 5 and above indicate a potential problem

*Note: The overall average figures represent the entire sample while the figures for at and outside work include only those that indicated their arrival and departure hours

Table 14. Amount of Role Overload, Clarity and Conflict when Completing Work-Related Tasks

	Mean ¹	Standard Deviation	% of problematic scores ²
Average Role Overload	4.49	1.23	53.4%
Amount of role overload while at work	4.98	1.19	66.4%
Amount of role overload when not at work	5.16	1.38	75.8%
Average Role Clarity	5.86	0.79	5.0%
Amount of role clarity while at work	5.81	0.85	7.0%
Amount of role clarity when not at work	5.78	1.01	9.4%
Average Role Conflict	2.58	1.15	5.2%
Amount of role conflict while at work	2.79	1.26	9.2%
Amount of role conflict when not at work	2.62	1.36	8.6%

¹Variables were measured on a 7-point scale, ranging from 1 = *Strongly disagree* to 7 = *Strongly agree*

²An average score of five or above indicates that respondents agreed that they experienced role overload or role conflict in their current job; an average score of four or below indicates that respondents disagreed that they experienced role clarity in their current job

*Note: The overall average figures represent the entire sample while the figures for at and outside work include only those that indicated their arrival and departure hours

Figure 2 i-ii: Graphical Depiction of Responses for Amount of Tension Experience and Discretion During Work-Related Tasks

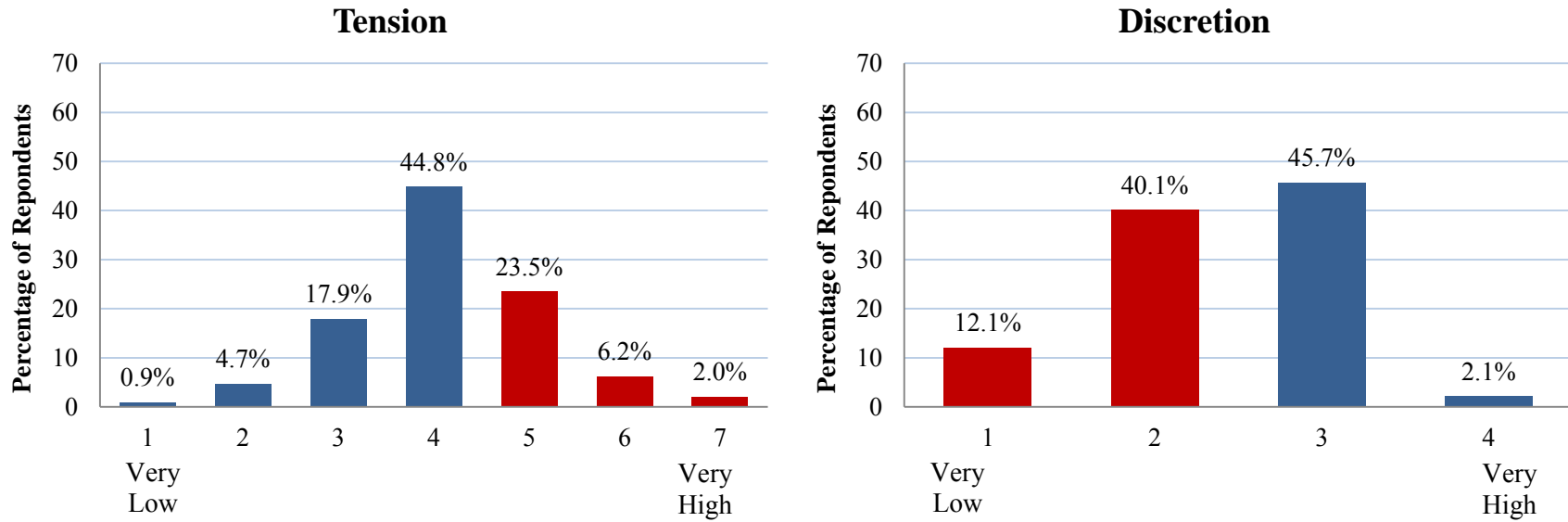
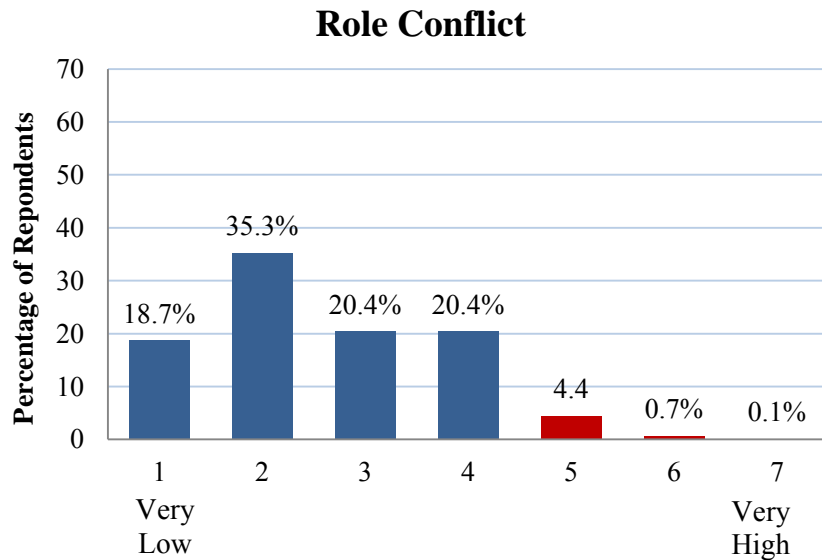
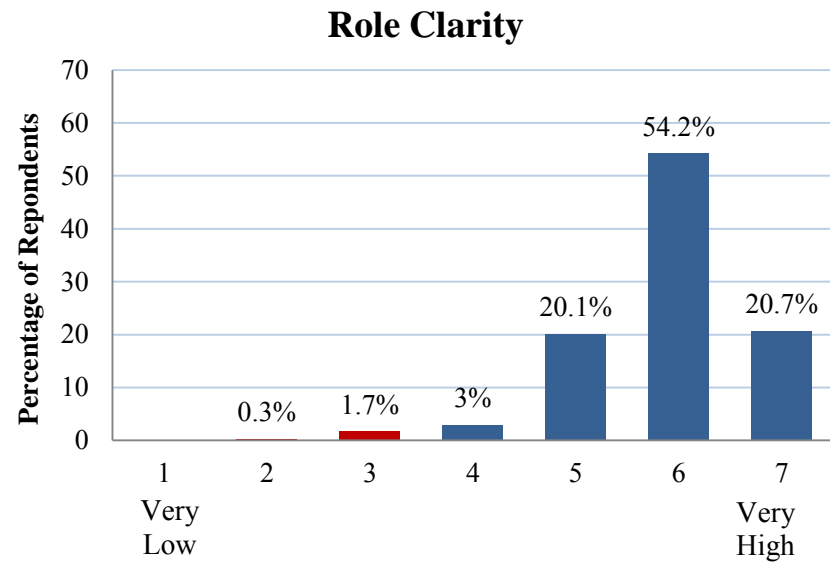
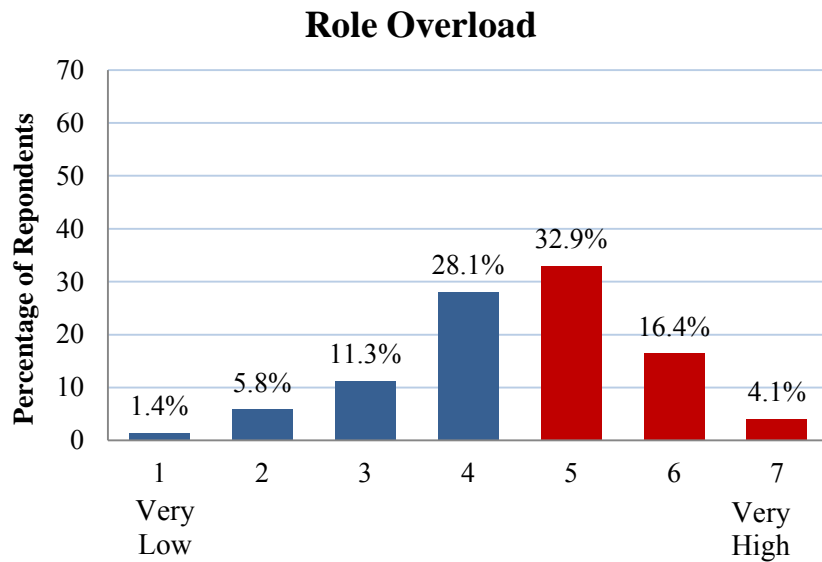


Figure 3 i-vii: Graphical Depiction of Responses for Role Overload, Clarity and Conflict when Completing Work-Related Tasks



SECTION IV: Work Experiences

This section of the survey examined the extent to which teachers experienced a number of job and work conditions that are commonly associated with workplace stress. These job and work conditions are often labeled as workplace stressors and simply refer to characteristics of the job or work environment that are potential sources of stress at work.

The following 4 workplace experiences for teachers were assessed using a 7-point scale, with higher scores representing more of that workplace experience. Specifically, higher levels of workload and work-family conflict, and lower levels of skill use and recognition represent more workplace stress.

Table 15: Definitions of Workplace Experiences

Work Experience	Definition
Workload	Having too much work to do and time pressure to complete work
Skill Use	Opportunities to use skills or learn new ones
Work-Family Conflict	Experiencing conflict between the roles of parent/spouse and employee
Recognition	Receiving recognition for one's work from others

Each of the workplace experiences listed in Table 15 were assessed using multiple survey questions. For example, four questions within the survey addressed issues of workload. Responses for each set of questions have been averaged to create an overall score for each potential source of workplace stress. The results are presented below in Table 16 and in Figures 4 i - vii.

Table 16: Means and Standard Deviations for Individual Feelings about General Work Experiences

Feelings about Work ¹	Mean	Standard Deviation	% of problematic scores ²
Workload	6.22	1.03	94.2%
Skill Use	6.00	0.90	1.7%
Work-Family Conflict	5.59	1.23	83.5%
Recognition	3.13	1.48	60.5%

¹Variables were measured on a 7-point scale, ranging from 1 = Strongly disagree to 7 = Strongly agree

²An average score of four or above indicates that respondents agreed that they experienced the stressor (workload or work-family conflict) in their current job; an average score of four or below indicates that respondents disagreed that they experienced the positive work experience (skill use and recognition) in their current job

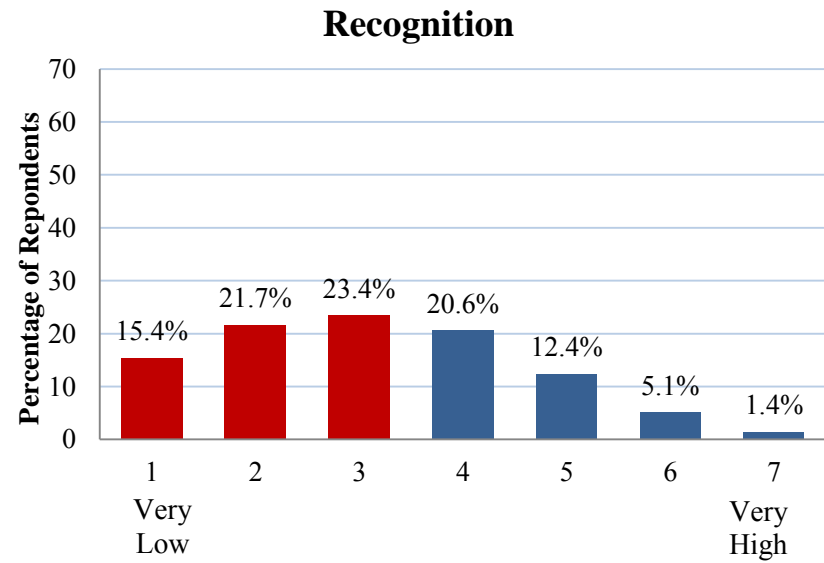
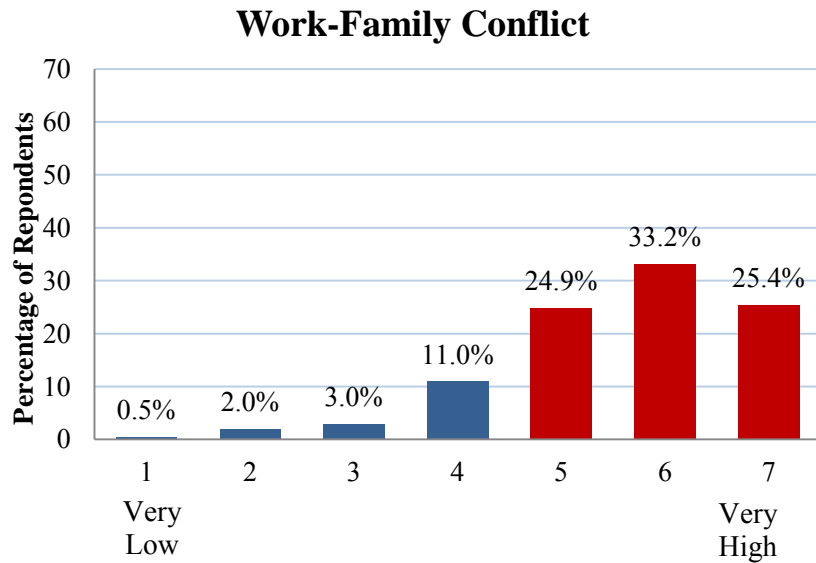
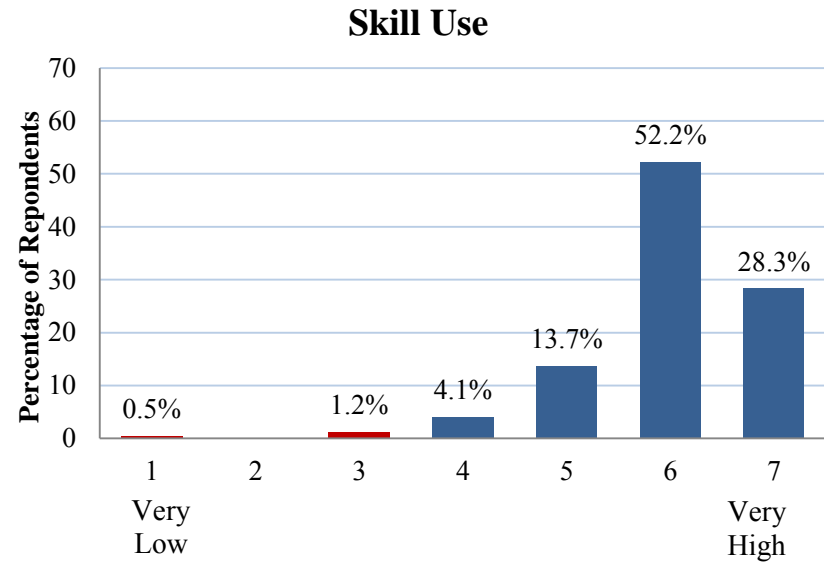
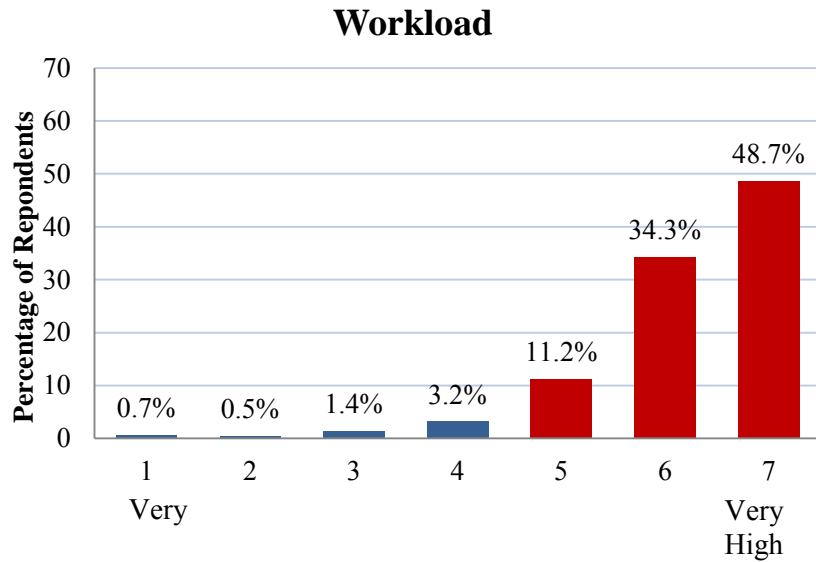
As evidenced in Table 16, the most prevalent workplace stressor reported by teachers was high workload. Work-family conflict is also prevalent in this sample of teachers. High workload and work-family conflict were also evident based on the results of the time use portion of the survey.

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Levels of skill use were not reported to be problematic by the majority of the teacher respondents. Teachers generally reported being able to use their skills in their work. There appears to be a lack of recognition among the majority of teachers, although it does not seem to be as problematic as workload and work-family conflict.

The amount of teachers that reported high levels of workload and work-family conflict has increased since 2010. The results of this survey show that 94.2% of teachers reported high levels of workload and 83.5% reported high levels of work-family conflict. The results of the 2010 NSTU Teacher Stress survey indicated that 79.3% of teachers reported high levels of workload and only 37.5% reported high levels of work-family conflict.

Figure 4 i-vii: Graphical Depiction of Responses to each Workplace Experience Question Set

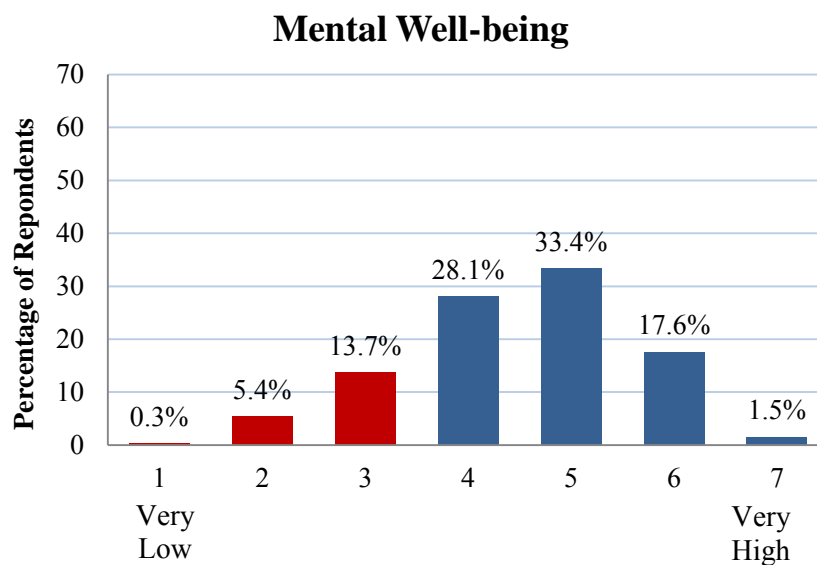


SECTION V: Individual Mental Well-Being

Working in a stressful environment can have negative consequences for individuals' health and well-being, such as increased psychological strain. Therefore, the final section of the *NSTU Teacher Time Use survey* assessed teachers general mental well-being.

Items were measured on a 7-point scale with 1 = Not at all to 7 = All of the time; higher values represent better mental well-being. Teachers generally reported moderate levels of psychological well-being. However, 19.4% of participants reported lower and potentially problematic levels of mental well-being (Figure 5).

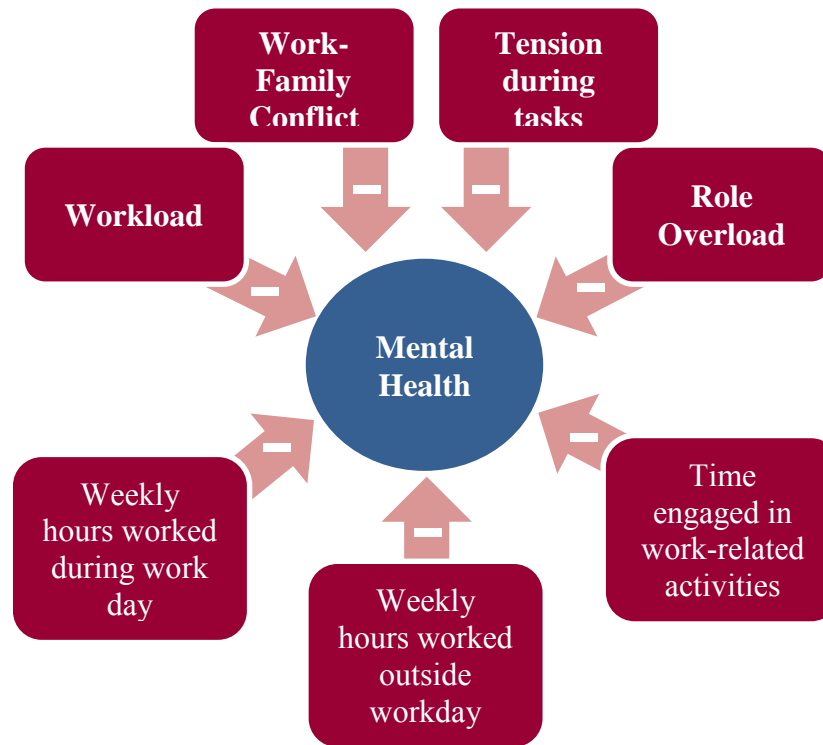
Figure 5: Graphical Depiction of Questions Regarding Mental Well-being



Sections III and IV of this report described several workplace experiences or potential stressors, and the percentage of teachers who experienced each potential stressor. In addition to describing the degree to which teachers experience workplace stressors, it is also important to look at which stressors influence individual health and well-being indicators. Using multiple regression models we examined the relationships among exposure to stressors and health outcomes.

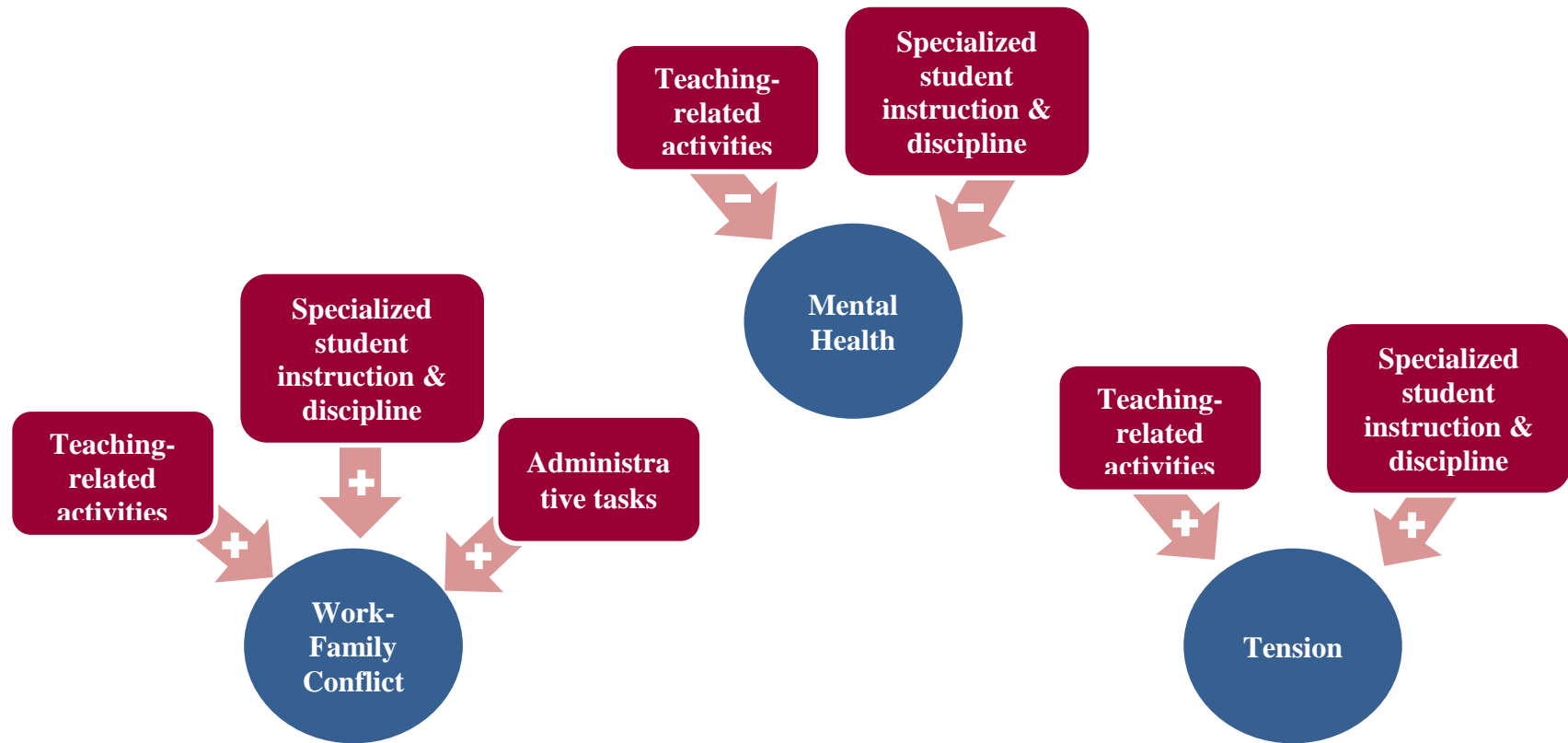
Figure 6 indicates the stressors that are most influential to teachers work attitudes and their health and well-being as described in previous sections of this report. Although high workload is the most commonly experienced stressor (see Section III), interestingly it is not the most influential to teachers health and well-being. Work-family conflict is the strongest predictor of teachers mental health. These results are similar to the results of the *2010 NSTU Teacher Membership Stress and Strain survey*.

Figure 6. Workplace Stressors and Time Use Measures that Predict Teachers Mental Health



¹Negative arrows represent inverse relationships, such that higher levels of stressors predict lower levels of mental health

Figure 7. Time spent on work-related activities²



²Negative arrows represent inverse relationships, such that more hours spent on tasks in these work-related activity categories predict lower levels of mental health. Positive arrows represent direct relationships, such that more hours spent on tasks in these work-related activity categories predict higher levels of work-family conflict and tension.



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SECTION VI: Conclusions

The *NSTU Teacher Time Use survey* provides illustrative data on how and when teachers allocate time to various work tasks and how these work experiences affect their well-being. Teachers in this sample worked an average of 52.2 hours/week, with 36% (18.7 hours) of that time occurring outside of school hours. Daily, teachers reported working 10 hours/day, with about half of that time (4.9 hours) being spent in instructional activities. About half of the responding teachers indicated low discretion in their work tasks, reported tension when completing work tasks, and experienced role overload when completing work tasks.

The sample of teachers reported moderate levels of mental well-being. However, they reported high levels of workload, a noted workplace stressor and moderate to high levels of work-family conflict, another noted stressor. In this sample 94.2% noted high workloads and 83.5% noted high work-family conflict. Work-family conflict, in particular, was a predictor of negative well-being in this sample. Of note, more than 60% of the respondents indicated that they received low levels of recognition as teachers.

The findings of this time use study can be informative to the NSTU in taking action on behalf of its members around workload and well-being. Teachers reported a high number of hours worked per week, both within and outside school hours. Along with long hours, teachers reported role overload, high workload, high work-family conflict and low recognition. Any steps that the NSTU can take to help teachers address quantitative workload should be helpful to teachers. This may include highlighting workload as a concern during collective bargaining. Potential solutions may include increased teacher prep time, smaller class sizes, and more administrative support for teachers. Providing more support (e.g., increases resources) to teachers, encouraging teacher input on policy changes, and job restructuring may be advisable. Changes along these lines should help to ameliorate high levels of workload and work-family conflict. The NSTU may also reflect on the low reported levels of recognition among the sample and consider ways to increase teacher perceptions of recognition at work.

Although the sample of 771 is a large number of classroom teachers, this figure represents only a small portion of the total number of teachers represented by the NSTU, reflecting a low response rate to the survey. The sample size is especially problematic as only 581 completed the majority of the survey. As such, the results of this survey must be interpreted with caution. Based on a population size estimate of 9400 teachers, the results contained in this report are considered accurate within plus or minus 3.4%, 19 times out of 20. It is possible that the group who responded to the survey represent a biased sample who either inflate or under-represent the true nature of time use and work stress among teachers.