State of the Teaching Profession 2007

Full Report on Province-Wide Survey

COMPAS Inc.
Public Opinion and Customer Research
August 9, 2007

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1.0 Introduction

1.1. Background

The fifth annual Ontario College of Teachers survey of the profession is part of an ongoing program to report on teachers' assessments of the state of teaching and education in the province. This 2007 survey explores such themes as:

- ❑ The satisfaction of teachers…what makes them satisfied;
- ❑ Challenges…which are more serious than others;
- ❑ Retention…what is the prognosis and what are the drivers;
- ❑ Reputational issues…how much do teachers feel they are respected in society, and is commensurate with their professional achievements;
- ❑ The desirability of a professional designation;
- ❑ How has quality in the classroom changed in the last few years;
- ❑ Classroom caps – have they been implemented and with what effect;
- ❑ Over-supply – what do teachers think of the situation and what should be done;
- ❑ The reality of cyber-bullying – who gets bullied;
- ❑ How is it done – what are the roles of e-mail, chat rooms, and other channels;
- ❑ How serious is cyber-bullying and what are its actual impacts on teachers and students;
- ❑ How many schools and boards actually have policies on the matter?
- ❑ What is the ideal policy and should police be involved?

❑ How many schools and boards have policies on student e-communication and on teachers e-mailing students; and

❑ How many teachers e-mail parents and students.

Cutting across these themes, we explore for patterns of opinion by age, gender, education and other factors.

1.2. Methodology

The Ontario College of Teachers commissioned COMPAS to undertake a representative sample survey of 1000 teachers. Conducted bilingually by professional interviewers using computer-assisted telephone interviewing (CATI) technology, the survey was completed in a three week period towards the end of July.

French-speaking teachers, who constitute 5.9% of the profession in the province, were over-sampled (n=256) to elicit a large enough sample for statistically confident comparisons. The French-speaking share of respondents was down-weighted to their normal share of the teaching population when calculating results for teachers as a whole.

The sample as a whole may be deemed accurate to within approximately 3.5 percentage points 19 times out of 20. The French-speaking sub-sample may be deemed accurate to within 6.2 percentage points 19 times out of 20.

The principal investigators on this study were Dr. Conrad Winn and Tamara Gottlieb.

2.0. Career Satisfaction, Career Challenges, and Retention

2.1. Overview

This section on careers issues explores the satisfaction of teachers with various aspects of their occupational situation relating to job satisfaction, job challenges, and retention. Later sections explore reputational matters,

classroom size, and over-supply. These are followed by extensive reporting on the broad issue of cyber-bullying and e-communication.

2.2. Very High Satisfaction with Personal Aspects of Teaching, Moderately High Satisfaction with System Quality

Ontario teachers are very highly satisfied with most aspects of their occupation but are less so with the quality of Ontario's education system. They are especially satisfied with their careers and the jobs they are doing while virtually as satisfied with their individual schools and the teaching profession as a whole, as shown in table 2.2. They appear to be somewhat less satisfied with the quality of Ontario's education system but satisfied nonetheless.

Opinion is homogeneous irrespective of language, age, gender, or place of training of the teacher respondents.

Table 2.2: (Q1) On a 5-point scale where 1 means very dissatisfied and 5, very satisfied, please tell me how satisfied you are with [ROTATE]

	Mean	5	4	3	2	1	DNK
All Teachers							
Your teaching career	4.2	39	44	11	3	2	1
The job you are personally doing	4.1	34	44	11	4	2	5
The school you work in	4.0	36	34	16	5	2	7
The teaching profession as a whole	3.9	23	50	22	3	1	*
The quality of Ontario's education system	3.5	8	46	37	6	2	1
French-Speaking Teachers							
Your teaching career	4.2	41	44	9	3	1	2
The job you are personally doing	4.1	33	49	11	3	1	3
The school you work in	4.1	38	36	17	4	2	5
The teaching profession as a whole	3.8	18	53	23	4	1	1
The quality of Ontario's education system	3.6	8	55	31	5	1	*

2.3. Moderately Serious Challenges – Standardized Testing, Condition of Facilities, School Safety

None of eleven challenges presented to respondents by interviewers were judged to be extremely serious. Several emerge as moderately serious. Nominally in the lead are standardized testing, the condition of school facilities, and school safety, as shown in table 2.3.

At the bottom of the list of challenges are lack of respect for the profession and integration of children with specialized needs. Respondents do not perceive these challenges as especially serious.

Table 2.3: (Q2) Seriousness of Challenges facing Schools in Ontario [1] (5= very serious, 1 the opposite)

	Mean	5	4	3	2	1	DNK
All Teachers							
Standardized testing	2.9	11	18	31	20	17	4
Condition of school facility	2.9	12	20	31	23	14	*
School safety	2.9	9	22	31	23	15	*
Classroom management	2.8	8	20	32	28	13	*
Inadequate time for classroom instruction	2.8	10	18	28	28	15	1
Lack of resources	2.8	7	19	31	27	15	1
Professional development to support diversified classrooms	2.8	6	20	34	26	12	2
Lack of parental support	2.7	6	17	33	26	17	1
Unrealistic expectations	2.6	4	15	32	29	19	1
Lack of respect for the profession	2.5	4	16	29	32	19	*
Integration of children with specialized needs	2.5	6	12	27	29	25	1

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[1] Please score the seriousness of each of the following challenges confronting schools in Ontario today, using a 5-point scale where 5 means the most serious challenge and 1, the opposite. RANDOMIZE

French-Speaking Teachers							
Standardized testing	2.8	14	12	30	26	15	4
Condition of school facility	2.5	6	11	33	31	20	*
School safety	2.5	6	13	33	25	23	*
Classroom management	2.2	3	8	22	35	32	0
Inadequate time for classroom instruction	2.2	6	7	25	29	33	0
Lack of resources	2.4	7	12	25	27	29	0
Professional development to support diversified classrooms	2.4	5	9	28	34	23	2
Lack of parental support	2.5	7	11	30	27	25	*
Unrealistic expectations	2.3	4	9	27	31	28	2
Lack of respect for the profession	2.5	7	11	32	25	25	0
Integration of children with specialized needs	2.2	4	12	20	26	39	0

2.4. French-Speaking Teachers Perceive Most Challenges as Less Serious than Do Teachers as a Whole

French-speaking teachers share the concern of English-speaking teachers about standardized testing. They both see the issue as somewhat of a serious challenge facing schools in the province. French speakers also share the common estimates of the magnitude of the challenges represented by lack of parental support and lack of respect for the profession. But French-speaking teachers see all of the remaining challenges on the list as less serious than do English-speaking teachers. On these remaining eight items, the French speakers' scores are significantly lower than for teachers as a whole.[2]

2.5. Forecasting Retention – The Young Very Attached

Given the high levels of satisfaction expressed by teachers, one might expect high rates of likely retention. Indeed, high percentages of respondents indicate no plans to retire or declare that they plan to remain teachers in five

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[2] Significant at the 0.05 level.

years, as shown in tables 3.5a and b. The likely of staying in the profession is especially high among those under 50 years of age, as shown in table 2.5c.

Theoretically one might expect retention rates to be lower among those who are experiencing negative aspects of their jobs. For example, one might expect lower retention among those who perceive some challenges as especially serious or who have been experiencing cyber-harassment. We did extensive analysis of the data and found no patterns worthy of reporting. Among the few teachers under 50 years of age who are less than certain they will remain in the profession, it would seem as if considerations outside this survey or beyond teaching will determine whether they remain.

Table 2.5a How likely is it that you will be a teacher in five years' time[3]?

	All Teachers	French-Speaking Teachers
Very	66	65
Somewhat	13	13
Not really	6	9
Not at all	12	13
Has left for other occupation	2	*
DNK	1	1

Table 2.5b 4) How likely are you to retire within five years[4]?

	2007 All Teachers	2007 French-Speaking Teachers	2006 All Teachers
Very	13	22	13
Somewhat	4	4	6
Not really	5	12	5
Not at all	69	62	67
Is Retired	8	*	10
DNK	1	*	0

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[3] Thinking about how your career might develop over the next five years, how likely is it that you will be a teacher in five years' time? ROTATE POLES

[4] Question wording for 2007.

Table 2.5c: Likelihood of being a Teacher in the Next Five Years by Age

	18-34 years	35-49 years	50-65+ years	Total
Very likely being a teacher in five years	85	81	34	68
Somewhat	12	12	17	13
Not Really	2	4	13	6
Not at All	1	3	36	12

3.0. Reputational Issues

3.1. How the Public Ranks the Professions, According to Teachers

Asked to rank order the public's respect for six occupations, teachers tend to see these professions as grouped in three classes – physicians at the top, accountants, lawyers, and teachers in the middle, and real estate agents and insurance agents at the bottom. As shown in table 3.1a, doctors earn a grand score of +96, calculated by adding the first and second rankings and then subtracting the fifth and six. Insurance agents are at the bottom with a grand score of -80.

French-speaking teachers resemble teachers as a whole in estimates of the public's judgments except for a hint that French-speaking teachers may estimate public perceptions of lawyers more favourably and those of accountants, less so. French speakers resemble closely teachers as a whole in their estimates of whether teachers elicit the respect they deserve, as shown in table 3.1b. Among teachers as a whole, those who feel that teachers earn recognition commensurate with their qualifications have an edge over those who do not, as shown in table 3.1b.

Table 3.1a: (Q5) Perceived Ranking of Professions[5]

PROFESSION	Grand Score[6]	1st	2nd	3rd	4th	5th	6th	NA
All Teachers								
Doctors	96	89	8	2	1	*	1	0
Accountants	24	4	27	36	27	5	2	*
Lawyers	17	3	38	20	16	9	15	*
Teachers	16	3	25	33	26	7	5	0
Real Estate Agents	-75	*	2	6	15	42	35	0
Insurance Agents	-80	*	1	3	15	37	44	*
French-Speaking Teachers								
Doctors	90	82	10	6	1	0	2	0
Accountants	12	5	18	31	35	6	5	0
Lawyers	37	7	47	18	12	6	11	0
Teachers	9	5	19	35	26	7	8	0
Real Estate Agents	-77	0	2	6	14	39	40	*
Insurance Agents	-77	1	3	5	11	42	39	0

*Table 3.1b: (Q6) Do Teachers Get Commensurate Recognition
for their Contributions?[7]*

	All Teachers	French-Speaking Teachers
Definitely	14	13
Probably	42	40
Probably Not	27	32
Definitely Not	15	14
DNK	2	*

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[5] The following are a list of widely known professionals. Please rank them in order of most to least respected by the public RANDOMIZE

[6] The grand score was calculated by adding the first and second rankings and then subtracting the fifth and six. E.g. Doctors 89+8-0-1=96

[7] Do you perceive licensed teachers as receiving professional recognition in the community that is commensurate with their education and contributions?

3.2. The Desirability of Professional Designation

Asked whether teachers should be assigned a professional designation akin to that of doctors and nurses, opposition outnumbers support by about 2:1, as shown in 3.2. Among French-speaking teachers, opposition is especially strong, indeed significantly stronger than among teachers as a whole.

Table 3.2: (Q7) Support for Professional Designation for Teachers[8] (5= strongly favour, 1 the opposite)

	Mean	5	4	3	2	1	DNK
All Teachers	2.6	16	9	23	17	34	2
French-Speaking Teachers	2.2	15	5	13	13	54	1

4.0. Classrooms – Quality and Size

4.1. Changes in Quality over the Years – Teachers Divided with French Speakers More Sanguine

Teachers were asked if classroom quality had improved, remained the same, or deteriorated over the past five years. Opinions are widely varying with an essentially three-way split, as shown in table 4.1. French-speaking teachers differ sharply from the others. Among only French-speaking teachers, those who see improvement outnumber more than 2:1 those who see deterioration.

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[8] As you may know, licensed doctors have the professional designation MD and licensed nurses have the professional designation RN. Using a 5-point scale where 5 means strongly favour and 1, the opposite, to what extent do you favour a professional designation for licensed teachers? UNPROMPTED DNK=9

Table 4.1: [Compared to 5 Years Ago, Has Classroom Quality…][9]

	All Teachers	French-Speaking Teachers
Improved	31	41
Stayed the Same	31	37
Declined	31	18
DNK/NR	7	4

4.2. Classroom Caps and Consequences – Positive, Especially in the Eyes of French Speakers

Primary caps were implemented and with positive effects (tables 4.2a, b), say most teachers, especially French speakers (significant at the 0.05 level).

Table 4.2a: [Have Primary Class Caps Been Implemented?][10]

	All Teachers	French-Speaking Teachers
Definitely	35	30
Probably	31	35
Probably not	12	15
Definitely not	10	13
UNPROMPTED DNK	14	7

Table 4.2b: [Has the Effect Been Positive?][11]

	All Teachers	French-Speaking Teachers
Definitely	44	59
Probably	24	25
Probably not	10	5
Definitely not	7	5
UNPROMPTED DNK	16	6

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[9] (Q8) So far as you can tell, compared to 5 years ago has classroom quality…

[10] (Q9) Insofar as you can tell, has the policy of a primary class size cap been implemented in practice?

[11] (Q10) Insofar as you can tell, has the policy of a primary class size cap of 20 students had a positive effect on the quality of teaching in the system?

5.0. The Over-Supply Issue – Some Concern But Little Support for Remedies

Teachers as a whole tend to see the oversupply of teachers issue as moderately or half serious, as shown in table 5a. On the one hand, the average score is in the middle range. On the other hand, among teachers with extreme scores on the matter (scores of 5 or 1), those who strongly deny its seriousness outnumber almost 2:1 those who strongly assert its seriousness.

On the margins, French speakers may see the issue as more serious than teachers as a whole, as shown in table 5a. Yet, French-speaking teachers report a lower level of awareness (statistically significant) of the issue, as shown in table 5b.

Both among teachers as a whole and French speakers in specific, few would deem it important to control the number of newly licensed teachers, as shown in table 5c. Few would support a targeted enrolment strategy, as shown in table 5d.

Table 5a: (Q11) Seriousness of Oversupply Issue[12] (5 = very serious, 1 the opposite)

	Mean	5	4	3	2	1	DNK
All Teachers	2.7	12	13	23	23	21	8
French-Speaking Teachers	3.1	30	7	22	11	22	8

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[12] Using a 5-point scale where 5 means very serious and 1, the opposite, to what extent is there an oversupply issue of teachers facing the profession?

Table 5b: (Q12) Awareness of Oversupply[13]

	All Teachers	French-Speaking Teachers
Very aware of this	33	11
Somewhat aware	34	24
Not really aware	19	36
Or not at all aware	13	27
UNPROMPTED DNK	1	2

Table 5c: (Q13) How important is it for the system to control the number of newly licensed teachers to a volume that the system can absorb? (5= very important, 1 the opposite)

	Mean	5	4	3	2	1	DNK
All Teachers	2.2	9	6	18	26	41	*
French-Speaking Teachers	2.3	17	5	15	18	45	1

Table 5d: (Q14) There are apparently shortages of teachers in French, math, science and technology. To what extent would you support a targeted enrolment strategy at faculties of education? (5 = strongly support, 1 the opposite)

	Mean	5	4	3	2	1	DNK
All Teachers	2.1	8	6	17	29	40	1
French-Speaking Teachers	1.9	7	4	15	21	53	*

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[13] There are reports of 8,000 more new teachers being licensed each year in Ontario than the number of teachers retiring from the profession. Would you say you are very aware of this, somewhat aware, not really aware, or not at all aware, UNPROMPTED DNK

6.0. Cyber-bullying

6.1. Who Gets Bullied – More Reporting of Teachers than Students as Targets; French-Speaking Teachers More Aware than Teachers as a Whole with Respect to Targeting of Students

Cyber-bullying is a widespread phenomenon in the school system. Almost all teachers (84%) definitely report being the object of it, as shown in table 6.1a. In varying degrees, most teachers report being aware of other teachers or administrators experiencing it. Somewhat fewer know of their students' having experienced it. Fewer still report experiences among students in the teacher's school.

Table 6.1a: (Q15.1) To what extent have each of the following people experienced cyber-bullying? (5=definitely experienced cyber-bullying and one the opposite)[14]

	Mean	5	4	3	2	1	DNK
All Teachers							
Yourself personally	4.7	84	3	3	2	5	4
Other teachers or administrators in your school	3.7	41	16	11	9	12	11
Your students	3.3	33	11	14	12	18	11
Students in your school	2.7	16	13	19	17	25	10
All French Speaking Teachers							
Yourself personally	4.7	84	5	4	3	3	2
Other teachers or administrators in your school	4.1	52	14	11	7	7	10
Your students	3.8	45	9	17	13	7	9
Students in your school	3.4	29	11	24	14	12	10

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[14] This question wording was preceded by the following set-up explanation: "As you know there's been some talk in the media about cyber bullying, where students publish obscene or defamatory pictures or statements online for the purpose of hurting others."

French-speaking teachers seem to have more direct or indirect experience of cyber-bullying than teachers as a whole. French-speaking teachers are significantly more likely to be aware of their own students or students in their school experiencing it. Among those teaching secondary school, French speakers are significantly more likely to have experienced it directly or to know of other teachers with that experience than in the case of teachers as a whole (see table 6.1b).

Table 6.1b: 15.2) [Secondary School Teachers' Experience of Being a Victim of Cyber-bullying]

	Mean	5	4	3	2	1	DNK
All Secondary School Teachers							
Yourself personally	4.6	84	3	5	3	5	0
Other teachers or administrators in your school	3.2	25	23	15	17	20	0
Your students	2.8	20	15	20	18	28	0
Students in your school	2.5	9	14	22	21	34	0
All French Speaking Secondary School Teachers							
Yourself personally	4.8	93	0	7	0	0	0
Other teachers or administrators in your school	3.6	38	19	19	13	13	0
Your students	3.3	21	21	29	21	7	0
Students in your school	2.9	14	7	43	21	14	0

6.2. Channels for Bullying – E-mail and Chat rooms Above All

Bullying is disseminated through all channels with e-mail and chat rooms (bashboards) predominating while personal voting booth websites are at the bottom, as shown in table 6.2a. The observations of French-speaking teachers are slightly different with virtually as much emphasis on e-mail and chat rooms along with significantly less on personal websites and text messaging.

Table 6.2a: (Q16) Thinking of those incidents of cyber-bullying,
have they typically taken the form of: (Record all that apply)

	All Teachers	French-Speaking Teachers
E-mail	45	39
Chat room or bashboard content	44	34
Content personal web sites or blogs	32	12
Text messaging	31	15
Photographs or video clips	19	14
Personal voting booth web sites	15	9
DNK	26	36

6.3. Seriousness and Impact – None Extremely Serious and French-Speaking Teachers Especially Apt to Discount the Impacts

Teachers tend to see the impacts as not especially serious, as shown in table 6.3a. Asked to score the impact of cyber-bullying on such behaviours as teachers' leaving the profession or students' dropping out of school, respondents tend not to ascribe high impacts, as shown in table 6.3b.

Nonetheless, even when modest numbers of teachers report serious impacts, this can involve sizeable numbers of teachers or students. For example, 8% of teachers see criticism of a teacher's clothing, appearance or mannerisms as highly serious (score of 5). This is not a large percentage but a sizeable, absolute number of teachers would take this position. By the same token, 20% of teachers are certain that cyber-bullying contributes to teachers leaving the profession and 12% that it contributes to students dropping out of school. Once again, these are small percentages but very large numbers in absolute terms.

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French-speaking teachers are significantly less likely to believe that the impact of cyber-bullying would entail teachers leaving the profession prematurely.

Table 6.3a: (Q17) Seriousness of Specific Acts of Cyber-bullying[15] (5= very serious, 1 the opposite)

	Mean	5	4	3	2	1	DNK
All Teachers							
Criticism of a teacher's clothing, appearance or mannerisms	2.3	8	12	21	21	35	3
Criticism of a teacher's fairness in grading	2.3	6	10	24	26	31	3
A subtle threat to do physical harm	1.9	9	7	8	13	61	3
Malicious gossip	1.8	5	6	11	21	54	3
An explicit threat to do physical harm	1.7	10	6	6	5	71	3
French-Speaking Teachers							
Criticism of a teacher's clothing, appearance or mannerisms	2.5	13	11	20	21	31	5
Criticism of a teacher's fairness in grading	2.2	7	6	20	28	34	5
A subtle threat to do physical harm	1.8	11	4	7	9	65	5
Malicious gossip	1.8	8	5	6	18	57	6
An explicit threat to do physical harm	1.7	11	3	4	6	72	5

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[15] As you know, in cyber-bullying students may use the Internet in attempt to intimidate a teacher. On a 5-point scale where 5 means very serious problem and 1, the opposite, how serious are each of the following types of cyber-bullying in e-mail or on a website? RANDOMIZE UNPROMPTED DNK=9

Table 6.3b: (Q18) The Impact of Cyber-bullying on Students and Teachers[16]

	Mean	5	4	3	2	1	DNK
All Teachers							
Teachers leaving the profession prematurely	3.2	20	19	19	14	13	15
Students dropping out of school	2.9	12	16	21	20	15	16
Decreased classroom quality	2.7	10	13	24	23	20	10
Decreased job satisfaction among teachers	2.7	11	15	21	22	22	10
Students performing poorly	2.5	8	10	22	26	24	11
French-Speaking Teachers							
Teachers leaving the profession prematurely	2.7	10	14	28	16	22	11
Students dropping out of school	2.7	9	16	24	20	19	12
Decreased classroom quality	2.7	10	13	28	23	19	8
Decreased job satisfaction among teachers	2.5	6	12	25	25	22	10
Students performing poorly	2.6	9	13	23	23	21	10

6.4. School and Board Policies – Few Have Policies But Teachers Want School/Board Sanctions or Police Intervention

Only a minority of schools have formal rules that are well understood according to teachers, as shown in table 6.4a. The rate may be fractionally higher among francophone schools, given the pattern of response among French-speaking teachers.

The percentage of schools with clear, understood policies is smaller than the percentage of teachers who want action. Almost half of teachers – significantly higher among francophones – want schools or boards to get involved in sanctioning students, as shown in table 6.4b. Meanwhile two-fifths would call in the police – significantly fewer with that opinion among French

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[16] Using a five-point scale where 5 means definitely contributes and 1, the opposite, so far as you can tell to what extent does cyber-bullying contribute to RANDOMIZE UNPROMPTED DNK = 9

speakers. Teachers' views about what should be done apply about equally to whether teachers or students are the targets of such cyber-bullying, as evidenced in table 6.4c.

Table 6.4a: (Q19) Which of the following best describes your school's position on cyber-bullying?

	All Teachers	French-Speaking Teachers
There are formal, well understood rules with potential consequences	37	45
There may be formal rules, but they are not widely understood	27	18
There are informal rules	16	12
DNK/NR	10	13
There are no rules	10	12

Table 6.4b: (Q20) Which of the following opinions about the School's or Board's role in protecting teachers from cyber-bullying is closest to your own?

	All Teachers	French-Speaking Teachers
School or boards should sanction students involved in harassing teachers online	46	59
Most or all incidents of cyber-bullying should be reported to the police	41	30
There's not much that schools or boards can do to protect teachers from students harassing them online	7	6
DNK/NR	6	6

Table 6.4c: (Q21) Which of the following opinions on students harassing students with cyber-bullying is closest to your own?

	All Teachers	French-Speaking Teachers
School or boards should sanction students involved in harassing students online	47	61
Most or all incidents of cyber-bullying should be reported to the police	43	28
There's not much that schools or boards can do to protect students from other students harassing them online	5	6
DNK/NR	5	6

6.5. E-Mail Policies and Practices – Half of Schools/Boards Have Formal Policies on Student E-Communication, a Fifth on Teacher E-Communication

The field of e-communication policy seems inchoate insofar as school or board policy is concerned. About half of teachers report the existence of well understood rules with potential consequences on the subject of student communication, as shown in table 6.5a. The corresponding proportion with clearly understood policies for teacher-student e-mail communication is a fifth, as shown in table 6.5b.

Table 6.5a: (Q22) Which of the following statements best describes any policy that your school or board may have on how students may communicate on the Internet in e-mail, chat rooms, or websites?

	All Teachers	French-Speaking Teachers
There are formal, well understood rules with potential consequences	49	45
There may be formal rules, but they are not widely understood	25	13
There are informal rules	11	15
There are no rules	6	15
DNK/NR	9	13

Table 6.5b: (Q25) Which of the following describes your school's or board's policy on teacher-student e-mail communication?

	All Teachers	French-Speaking Teachers
There are formal, well understood rules	21	33
There may be formal rules, but they are not widely understood	23	8
There are informal rules	22	17
There are no rules	18	29
DNK/NR	17	13

6.6. Teachers' Actual E-Mail Practices – Rare to Students, Infrequent to Parents

In a setting of unclear rules governing teacher-student e-mail communication, most teachers rarely communicate to students by e-mail, as shown in table 6.6a. Eighty-three percent do not ever e-mail their students. A smaller majority do not communicate with parents by e-mail (60%), as shown in

table 6.6b. French-speaking teachers may be communicating slightly more often by e-mail with parents than do teachers as a whole.

Table 6.6a: (Q24) Do you communicate with your students by e-mail?

	All Teachers	French-Speaking Teachers
Never	83	80
Occasionally	13	14
Regularly	3	4
DNK/NR	1	2

Table 6.6b: (Q23) Do you communicate with parents by e-mail?

	All Teachers	French-Speaking Teachers
Never	60	51
Occasionally	28	36
Regularly	11	12
DNK/NR	2	2

7.0. Patterns of Response by Theme

7.1. Overview

Ontario teachers are relatively homogeneous in their views. The most striking demographic pattern involves the obvious impact of age on retention. Older respondents are less certain that they will be in the profession in five years.

Three more interesting patterns are reported in this section:

❑ The age-related rise in job satisfaction and safety consciousness of teachers, especially in their early 30's; and

❑ Some unique patterns among French-speaking teachers including their more sanguine attitudes towards many job challenges and their greater reports on cyber-bullying of students.

7.2. Age as a Driver of Opinion

Few age-related patterns emerged in the survey. One exception involves an increase in job satisfaction with age. Teachers are generally very satisfied with their profession, as reported in section 2.2. They become more satisfied with the profession as they age. For example, 24% of the youngest cohort in fig. 7a report the highest level of satisfaction (score of 5 on the 5-point scale) compared to 35% and 40% among successive cohorts.

Fig. 7a. Percentage of Teachers Very Satisfied with Profession by Age (Score of 5 on 5 Point Scale)
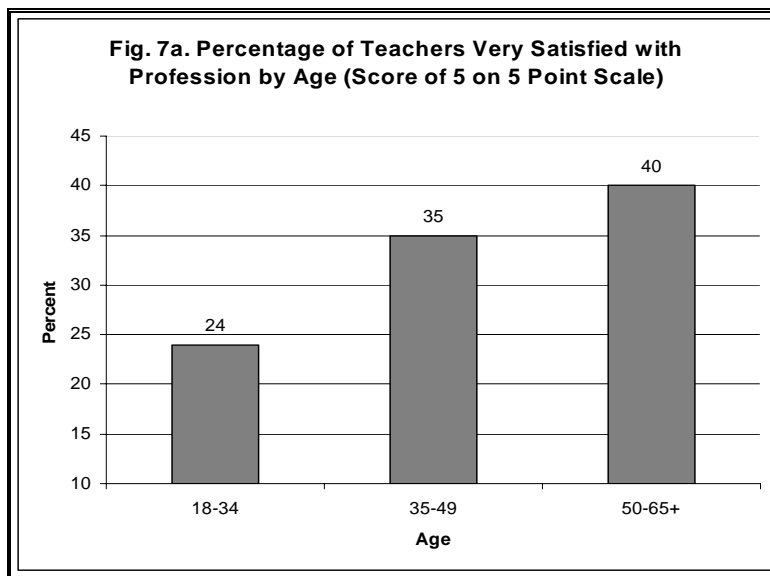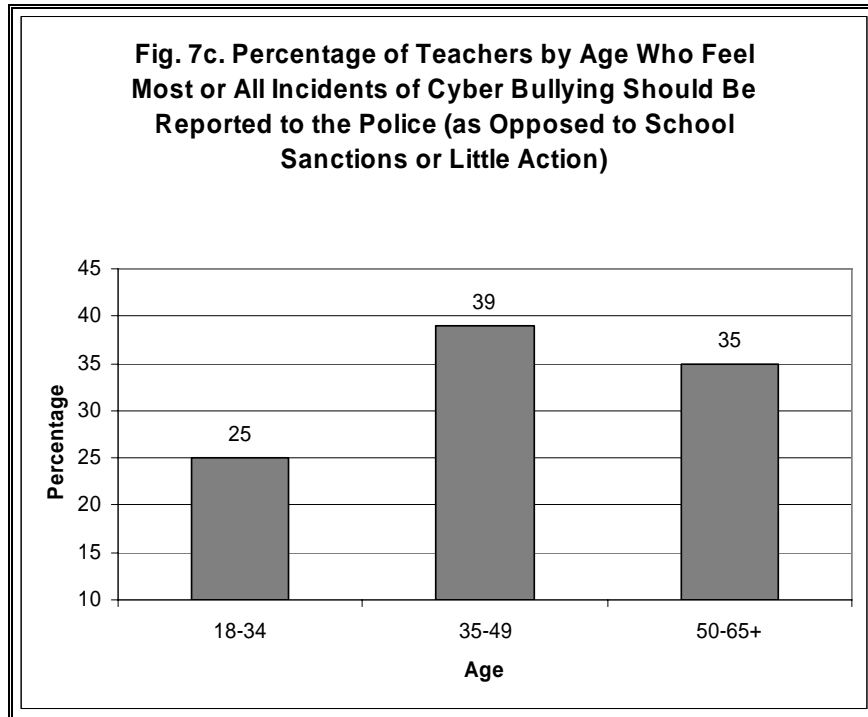
Another exception to the absence of age differences is a slight tendency for teachers to become more security-conscious in their late twenties and early thirties. With respect to perceptions of school safety as a serious challenge, perceptions of its seriousness rises from the 18-34 cohort to the 35-49 cohort and then again to the 50+ cohort, as shown in fig. 7b.

Fig. 7b. Seriousness (Very Serious and Serious) of School Safety by Age (Scores >3 on 5 Point Seriousness Scale)
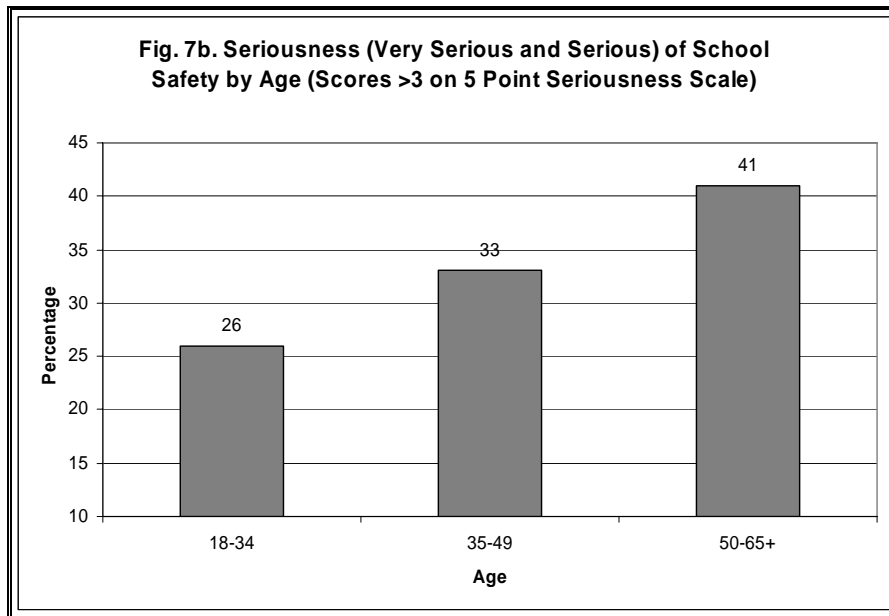
A slightly similar pattern emerges in attitudes towards involving the police in the case of cyber-bullying. Support for calling in the police in the case of cyber-bullying jumps in the late 20's and early 30's and then abates slightly, as shown in fig. 7c.

Fig. 7c. Percentage of Teachers by Age Who Feel Most or All Incidents of Cyber Bullying Should Be Reported to the Police (as Opposed to School Sanctions or Little Action)

7.3. The Unique Experiences of French-Speaking Teachers

The body of this report documented most of the unique perspectives of French-speaking teachers. The general differences involve more sanguine attitudes by French-speaking teachers on many issues, more reports of formal school/board policies on e-communications-related themes, and a greater desire to sanction students for cyber-bullying along with a lesser desire to involve the police.

Specific differences can be distilled as follows:

❑ French-speaking teachers are more sanguine about 8 of 11 in a series of challenges facing teachers on which they were asked for an opinion; on the remaining three (standardized tests, lack of parental support, and lack of respect for the profession) opinions are identical;

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❑ More intense opposition to the idea of professional designation;

❑ More sanguine assessments of changes in the quality of classroom life;

❑ More sanguine assessments of the impact of primary classroom size caps;

❑ More intense concern about the seriousness of the oversupply issue along with less reported awareness of the issue;

❑ More reporting of students being the targets of cyber-bullying;

❑ Lower or more sanguine estimates of the impact of cyber-bullying on the inclination of teachers to leave the profession;

❑ Slightly, but significantly, higher reports of formal, well understand rules in respect of both cyber-bullying and teachers' e-mail communication to students; and

❑ Greater desire for schools/boards to sanction students involved in cyber-bullying along with a lesser desire to involve the police.

8.0. Conclusion

This survey uncovered some fascinating perspectives, experiences, and opinions relating to:

❑ career issues including satisfaction, challenges, class size, and reputational matters;

❑ cyber-bullying issues including the breadth of the phenomenon, board policies, and teacher preferences for how to respond; and

❑ Patterns of experience and opinion including the more sanguine perspectives and different observations of French-speaking teachers, and the impact of age on teachers' job satisfaction and concerns about safety.