



**REDC**

Job Reference: 280317

# Teachers' Work: Work Demands and Work Intensity, March 2018

# Research Objectives and Methodology



Why?

To gather data on second-level teachers' work, their attitudes towards their work and the type and intensity of work.

How  
Many?

2,341 which represents a response rate of 23% - a very strong response. (Sample of 10,350 members). The margin of error from this sample size within this population is +/- 1.8%.

Who?

ASTI members who are classroom teachers.

When?

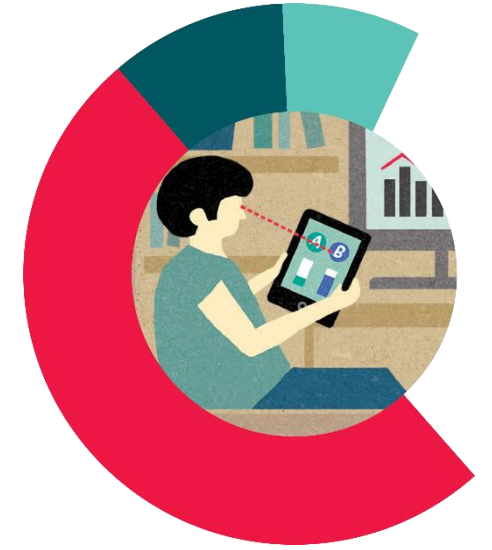
19<sup>th</sup> – 30<sup>th</sup> January 2018.

How?

Online questionnaire, sent by RED C Research to ASTI members.

# Principal Findings

- 92% of teachers are teaching full-time. This means that they teach 21 hours 20 mins per week which comprises of 32 class periods of 40 minutes duration.
- In addition to their teaching hours, second-level teachers typically spend 20 hours 7 minutes per week on non-teaching activities.
- On top of this 20 hours 7 minutes per week, most teachers also undertake supervision and substitution duties on a weekly basis.
- On top of this 20 hours 7 minutes per week, a number of term events – such as school open nights, graduation nights, parent teacher meetings – require that teachers spend additional time at work.
- 1 in 3 teachers carry out an additional unpaid role. This takes almost 5 hours of their weekly time. (This is in addition to 20 hours 7 mins per week).
- 89% of teachers agree that they can't complete their non-teaching activities during the school day.
- 70% of teachers state that more time in the school day for preparation and planning is needed to enhance teaching.
- 97% of teachers say their work intensity has increased since the start of the decade.
- Job satisfaction amongst second-level teachers has dropped from 77% in 2009 to 51% in 2018.







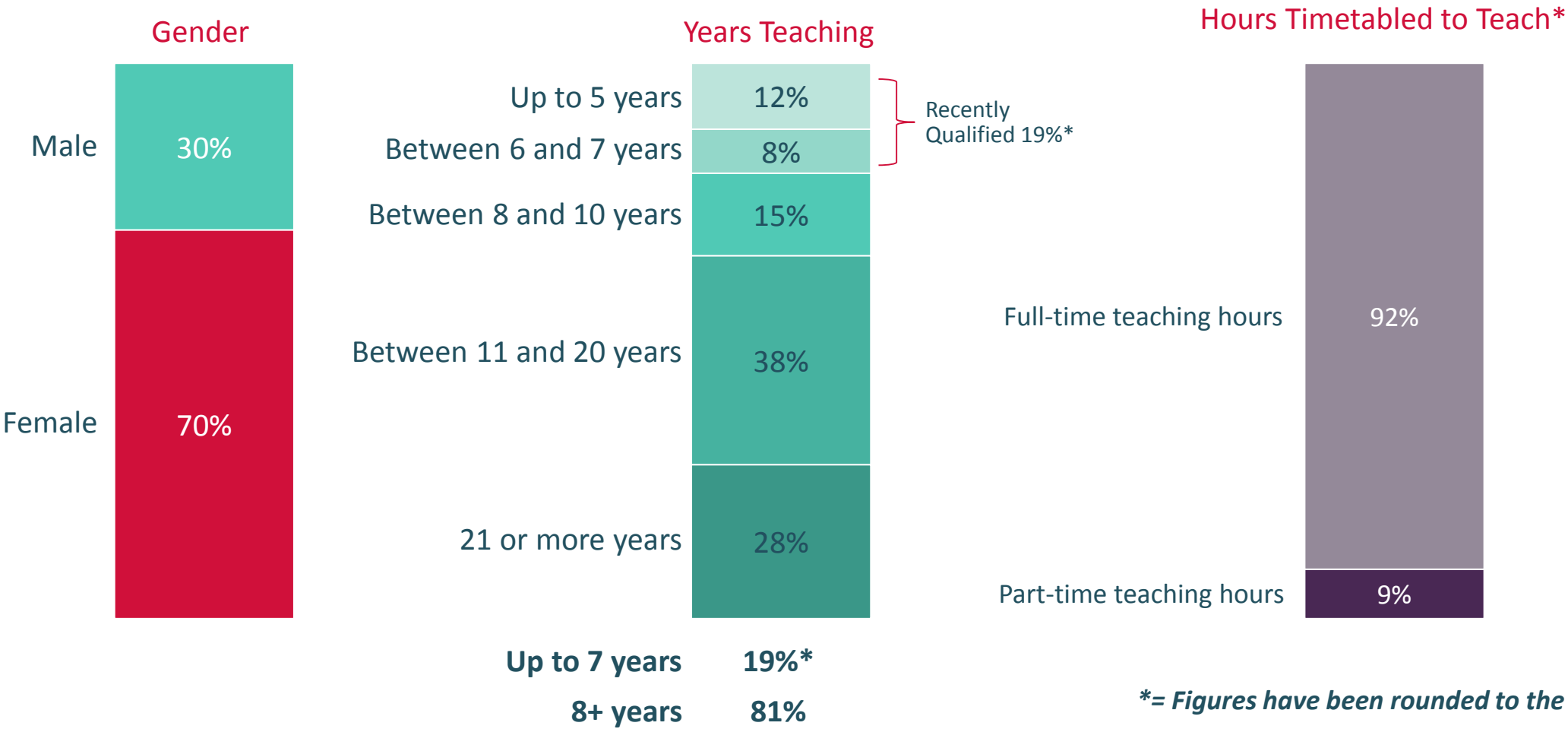
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# Teachers' Profile

# Profile of Sample

70% of all teachers were female which is broadly reflective of the gender breakdown within the ASTI and nationally (69% female; 31% male). Majority (92%) teaching full-time hours.

(Base: All Teachers - n=2,341)



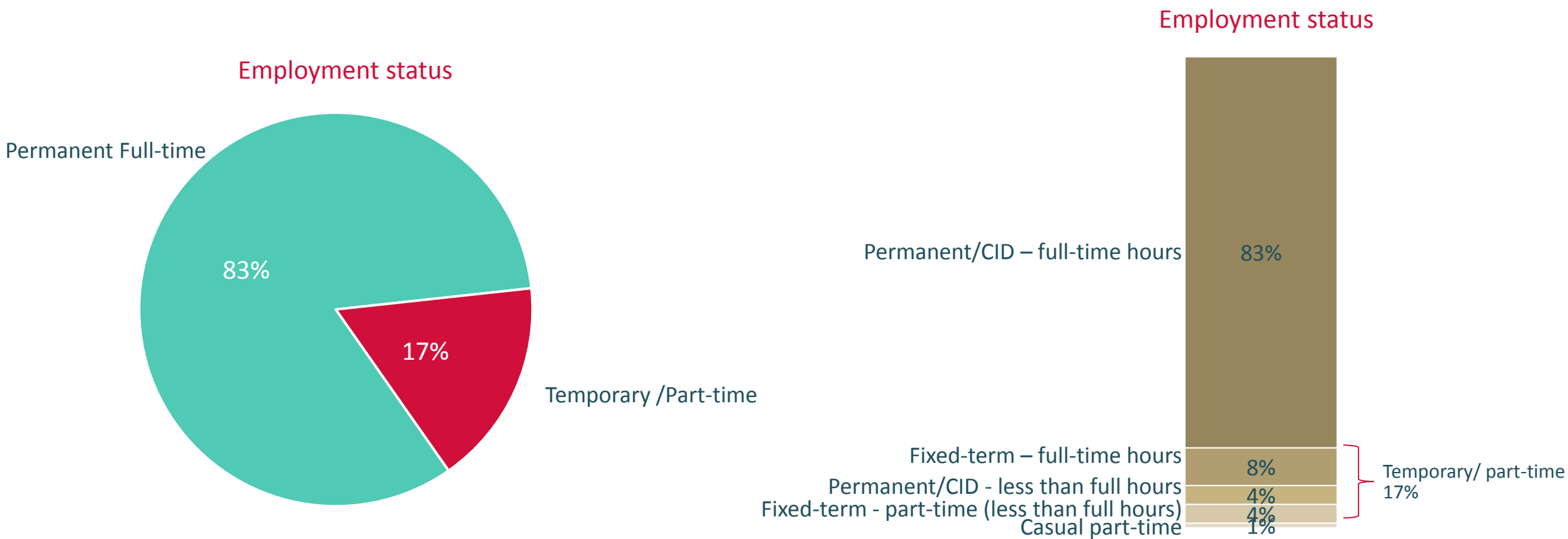
*\*= Figures have been rounded to the nearest %*

Q: How many years are you teaching? / Please select your gender  
Q: How many hours are you timetabled to teach? Please include timetabled hours with class groups, resource teaching hours with small groups/individual students.

# Employment Status

83% of teachers are in permanent teaching posts with full-time hours.

(Base: All Teachers - n=2,341)



Q: What is your employment status?





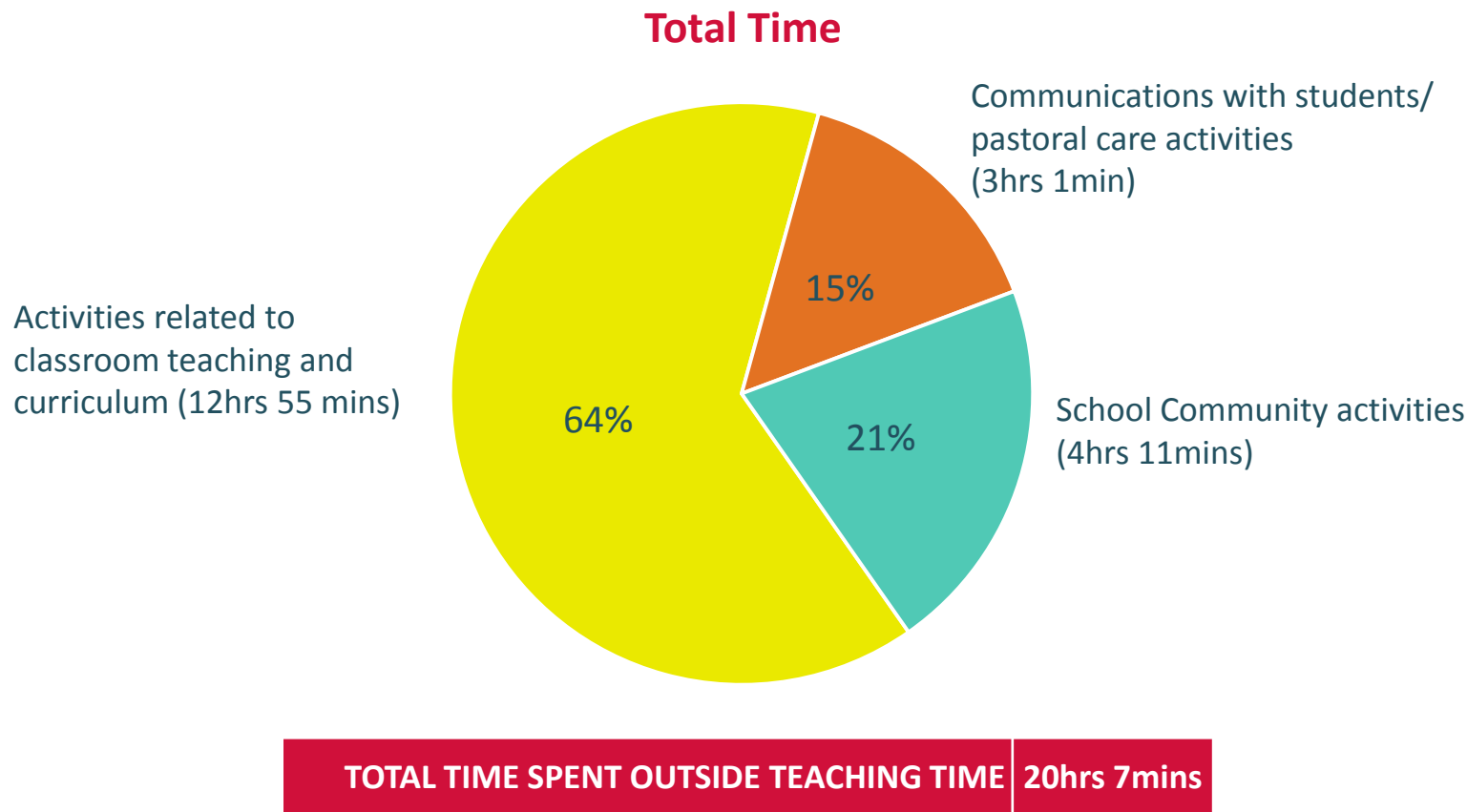
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# Activities Undertaken Outside Teaching Time

# Activities Undertaken Outside Teaching Time

In a typical working week, teachers spend 20hrs 7mins on non-teaching work.

(Base: All Teachers - n=2,341)



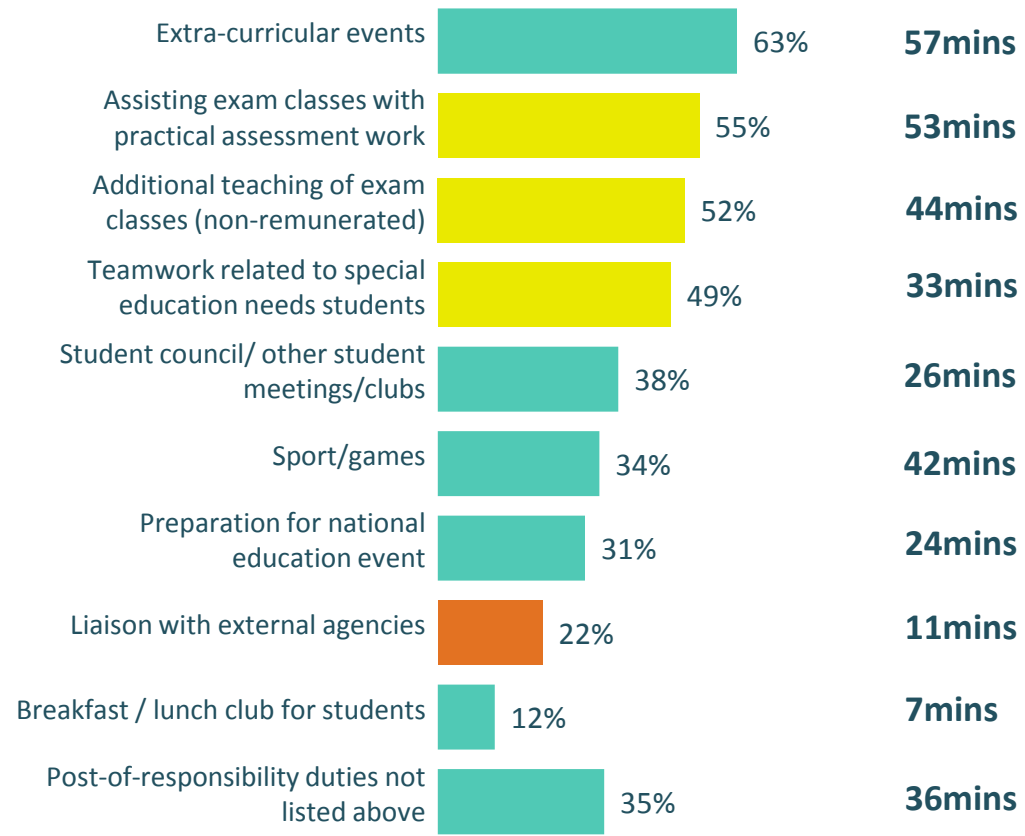
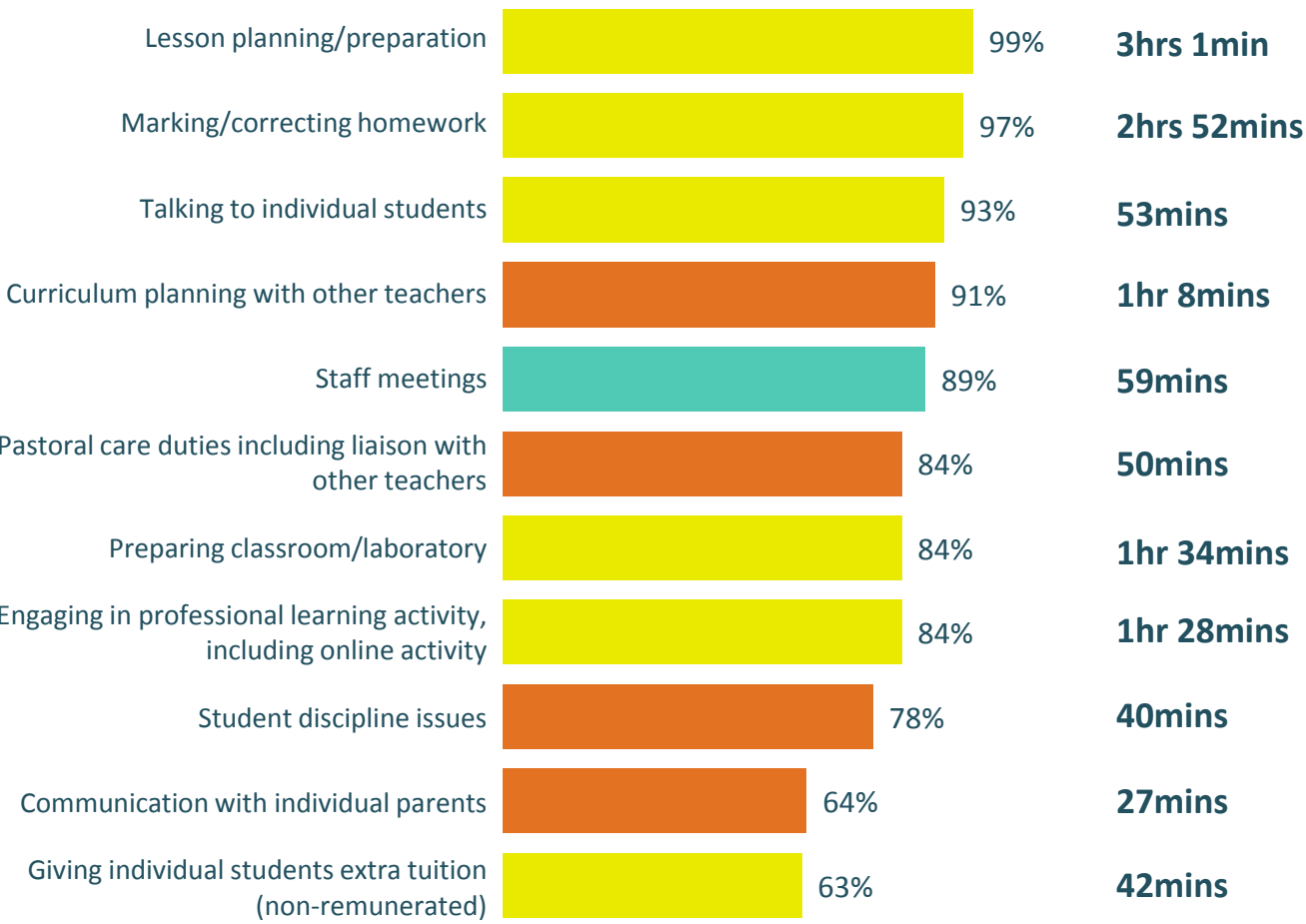
Q: During a typical working week, do you engage in the following professional activity OUTSIDE your contracted teaching time?



# Activities Undertaken Outside Teaching Time

Outside their teaching time teachers participate in, and spend most of their extra time on, activities related to their classroom teaching and school curriculum in a typical week.

(Base: All Teachers - n=2,341)

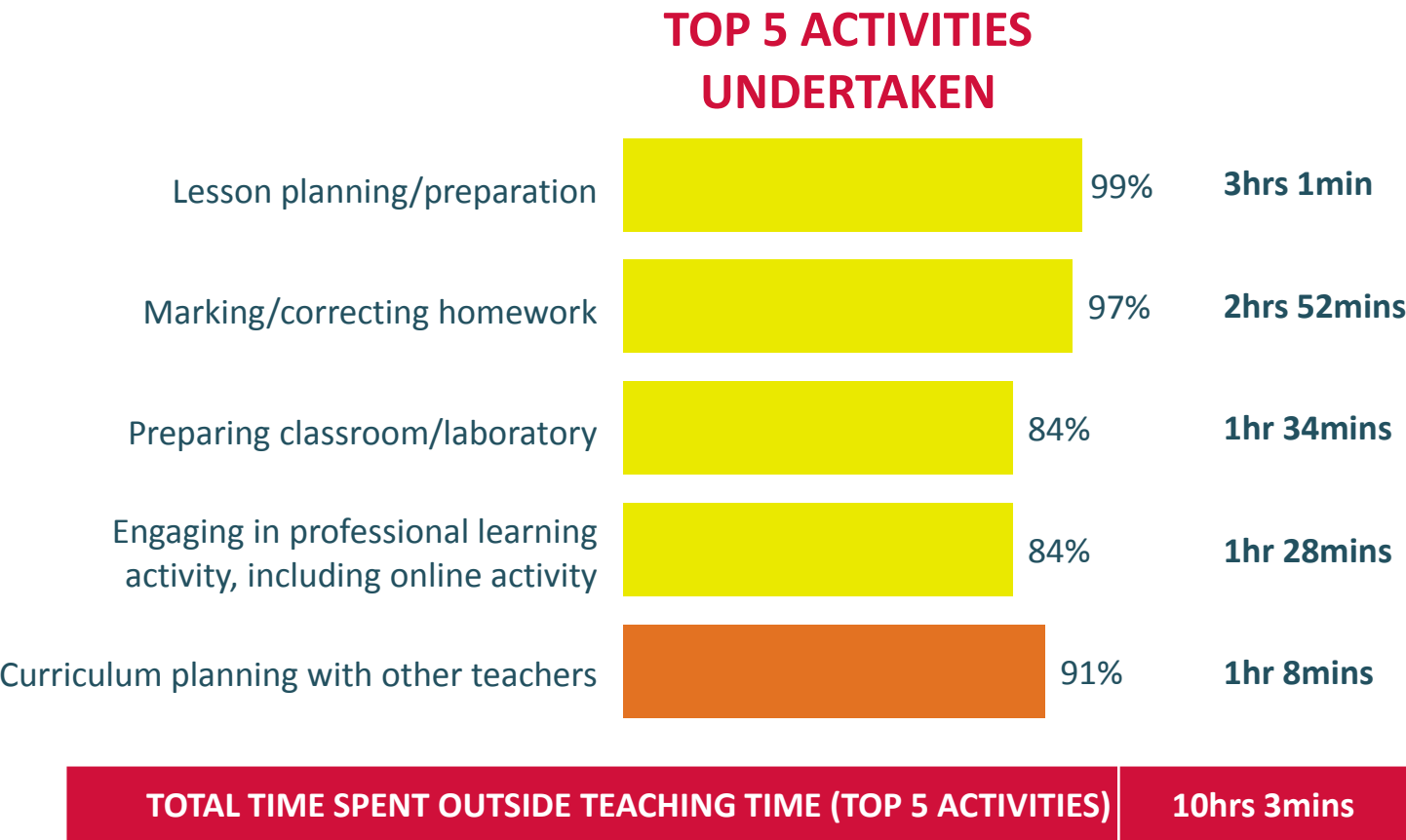


Q: During a typical working week, do you engage in the following professional activity OUTSIDE your contracted teaching time?  
Q: And how much time do you spend on this activity?

# Activities Undertaken Outside Teaching Time

Teachers spend most of their non-teaching time on lesson planning/preparation and marking/correcting homework in a typical working week.

(Base: All Teachers - n=2,341)

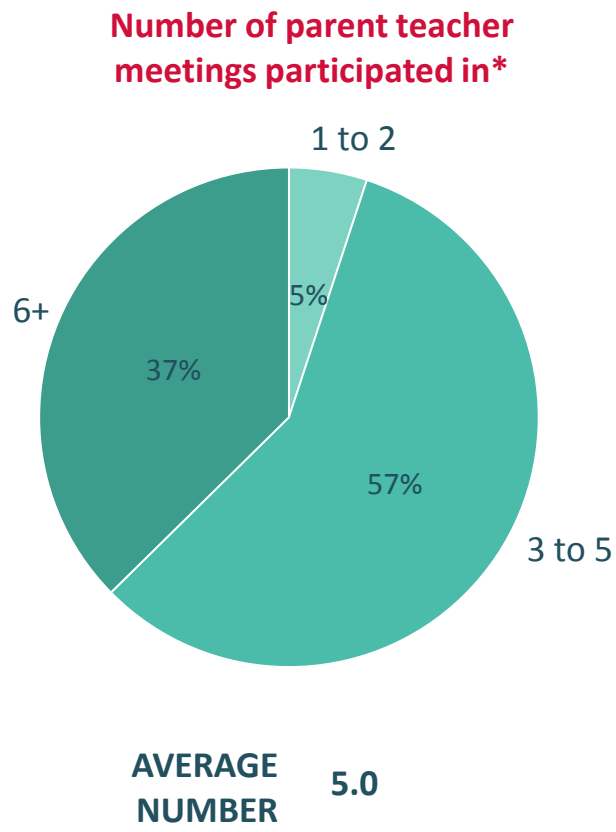


Q: During a typical working week, do you engage in the following professional activity OUTSIDE your contracted teaching time?

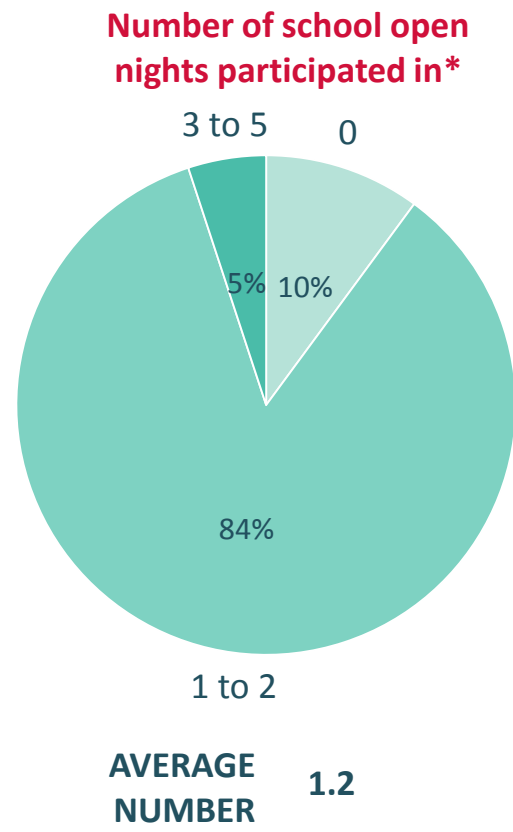
# School Calendar Events

In addition to 20hrs 7mins non-teaching work per week, teachers participate in a number of other school calendar events.

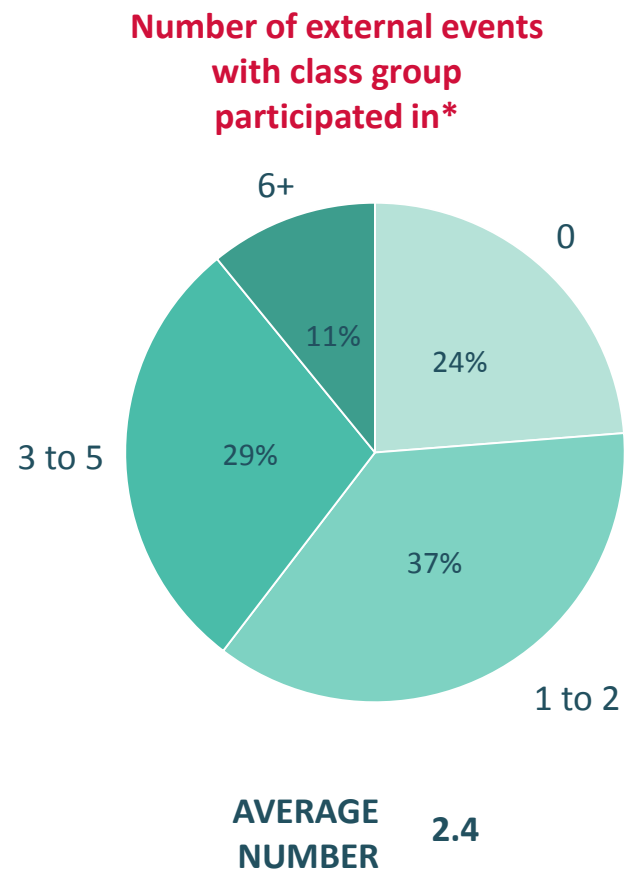
(Base: All Teachers - n=2,341)



*Parent teacher meetings typically take place from 4.15 p.m. – 6.45 p.m.*



*Open nights typically take 2.5 hours*



*An example of an external class event : a class trip to the Young Scientist Exhibition (0.5 – 1 day)*

*\*= Figures have been rounded to the nearest %*

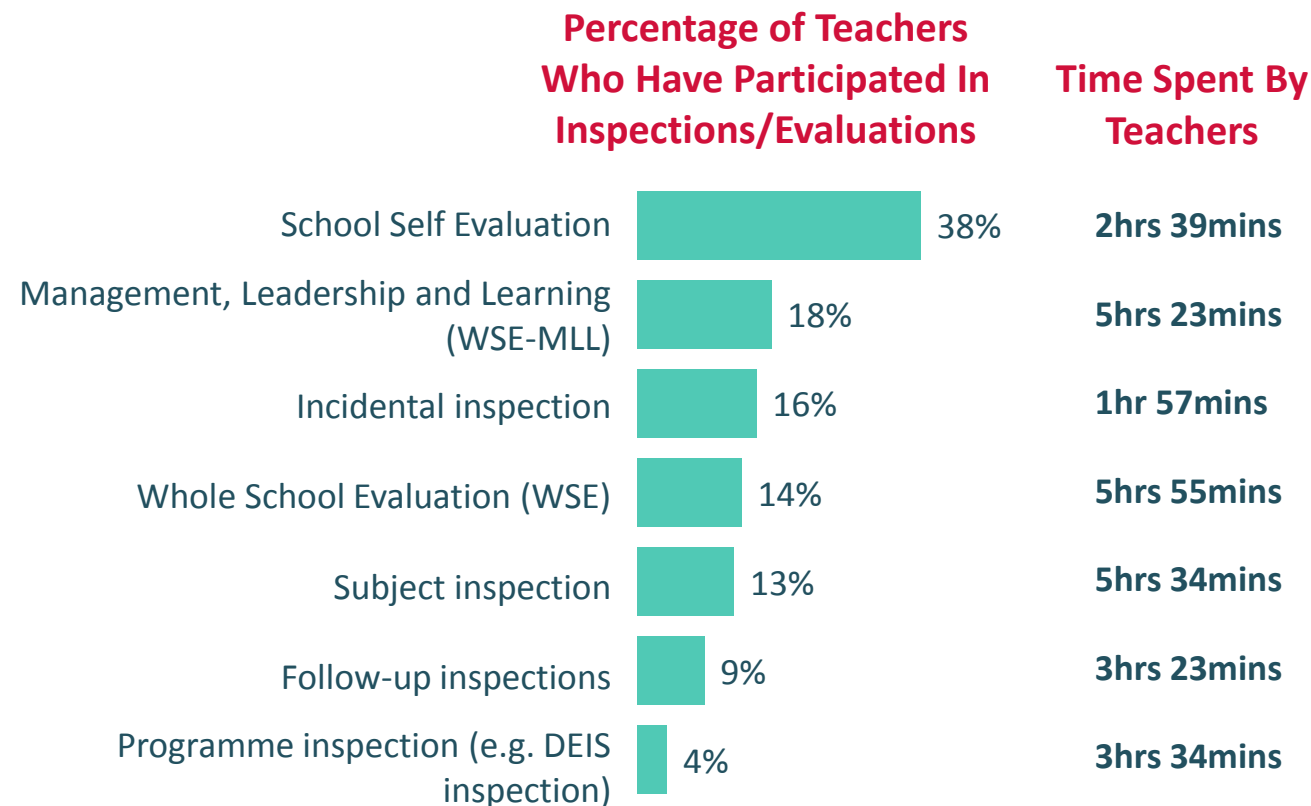
Q: In the past 12 months, how many of the following have you participated in?  
Q: And how much time do you spend on this activity?



# Inspections and Evaluations

In addition to the 20 hours 7 mins non-teaching work per week, teachers may also be required to participate in a number of activities associated with inspection.

(Base: All Teachers - n=2,341)



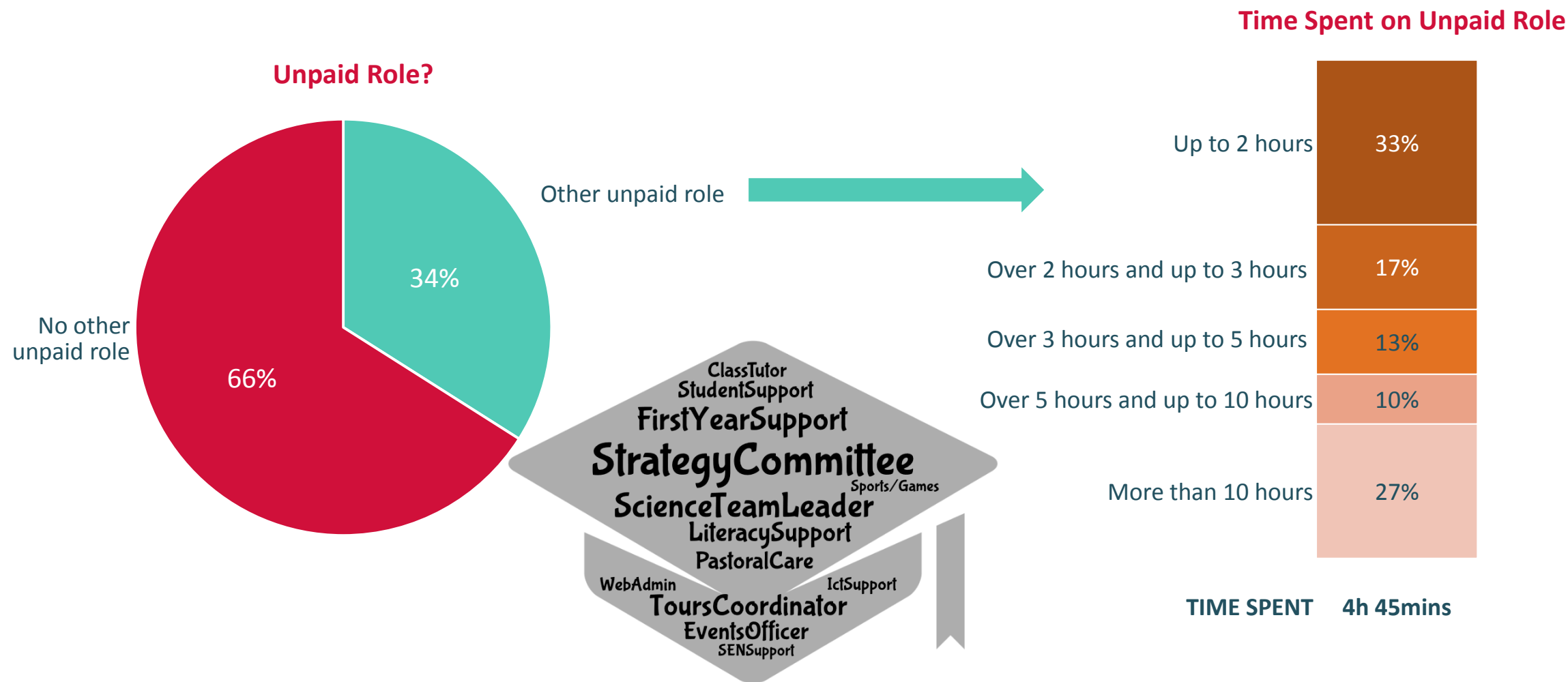
Q: And in the past 12 months have you participated in any of the following inspection / evaluation activities (this includes if you participated in advance preparation and post-inspection briefings, etc.)?

Q: And how much time do you spend on this activity?

# Unpaid Role Carried Out

1 in 3 teachers carry out an additional unpaid role. This takes almost 5hrs of their weekly time (This is in addition to 20hrs 7mins per week)

(Base: All Teachers - n=2,341)



Q: Is there an unpaid role you are carrying out which is not covered in the preceding questions? If yes, please specify below?

Q: And how much time do you spend on this activity in a typical week?



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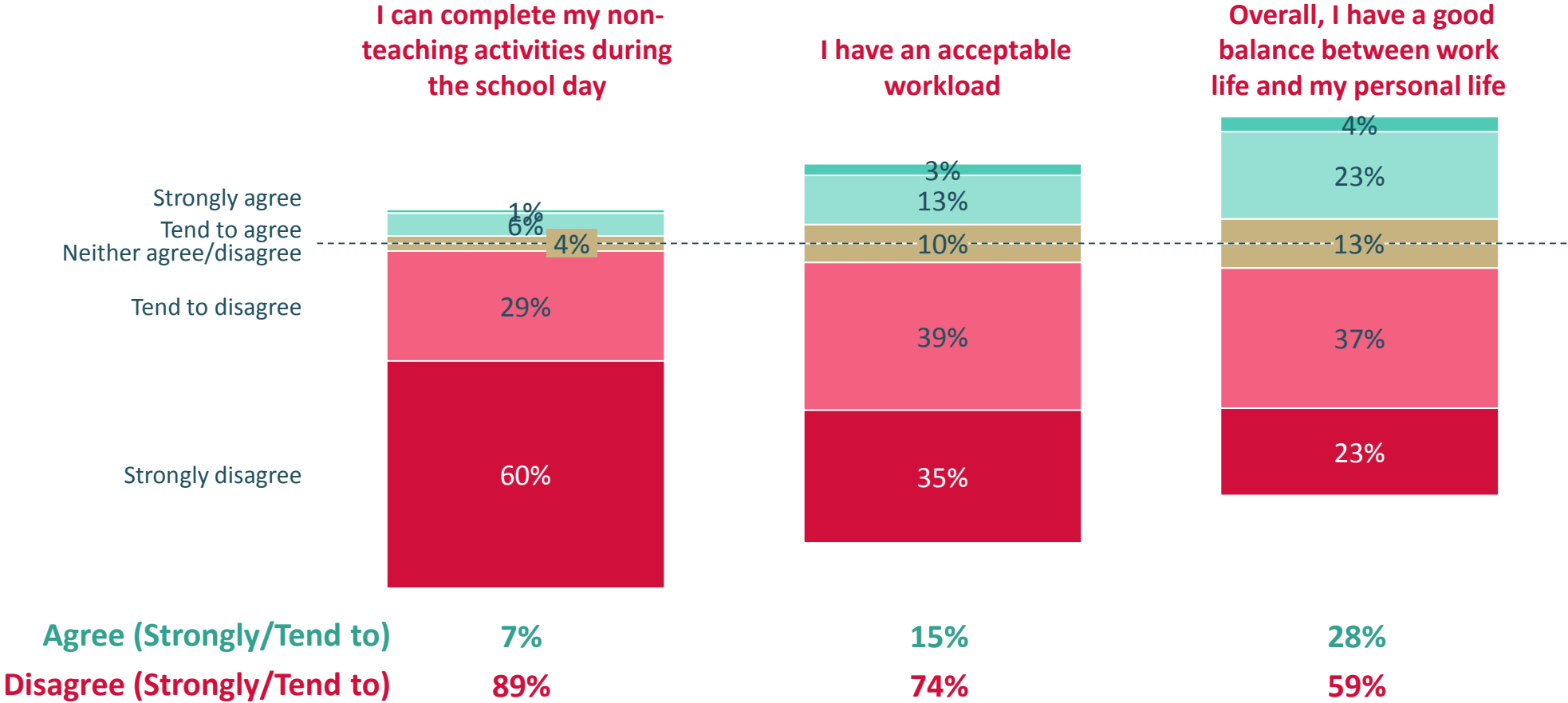
# Reflecting on Work Demands and Work Intensity



# Teachers' Work Life

89% of teachers agree that they can't complete their non-teaching activities during the school day. 74% state that they do not have an acceptable workload.

(Base: All Teachers - n=2,341)



*\*= Figures have been rounded to the nearest %*

Q: To what extent do you agree or disagree with the following statements

# Reflection on Workload

70% of teachers cite tiredness/lack of energy as a result of work demand.

(Base: All Teachers - n=2,341)

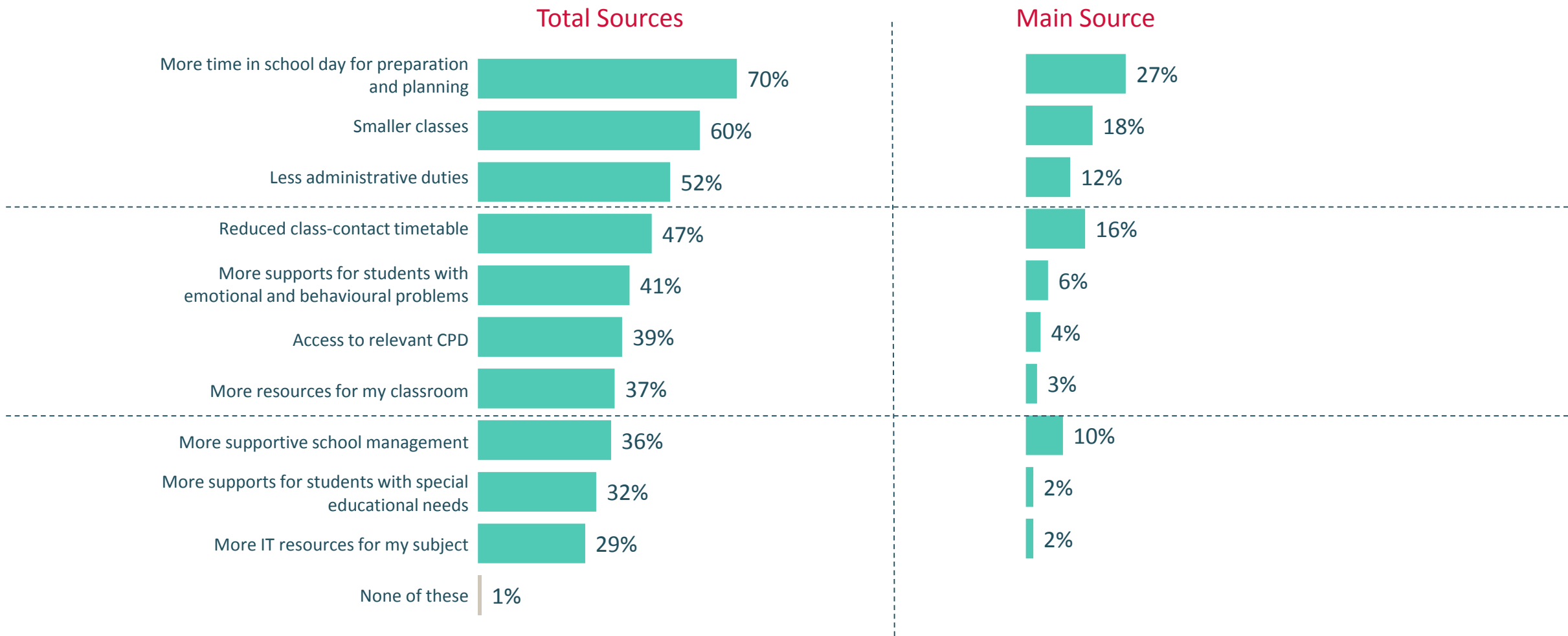


Q: Reflecting on your answers to the above questions, if and when your workload becomes too much, how do you feel?

# How to Enhance Classroom Teaching

70% of teachers state that more time in the school day for preparation and planning is needed to enhance teaching.

(Base: All Teachers - n=2,341)



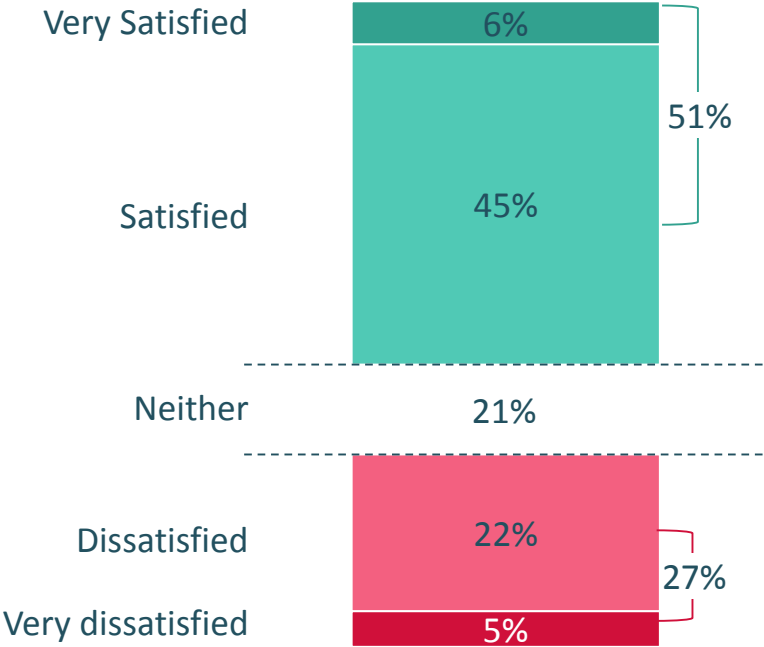
Q: Which of the following, if any, would enhance your classroom teaching?  
Q: Which one of the following, would most enhance your classroom teaching?



# Overall Job Satisfaction

Just over half of teachers are satisfied with their job.

(Base: All Teachers - n=2,341)



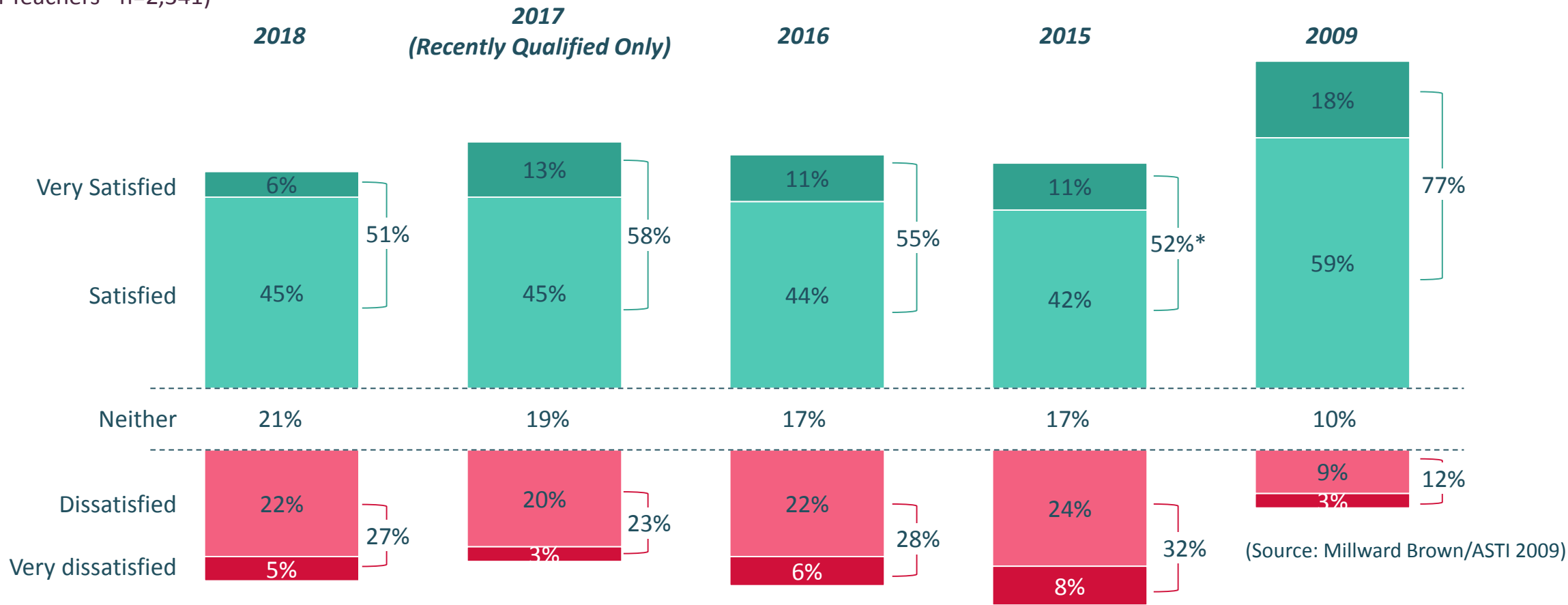
Q: Taking into account your current work duties and work environment, how satisfied or not satisfied are you with your job?

# Overall Job Satisfaction

Overall job satisfaction has dropped since 2009.

(Base: All Teachers - n=2,341)

Previous data (2009-2016)  
Based on teachers at all  
career stages



(Source: Millward Brown/ASTI 2009)

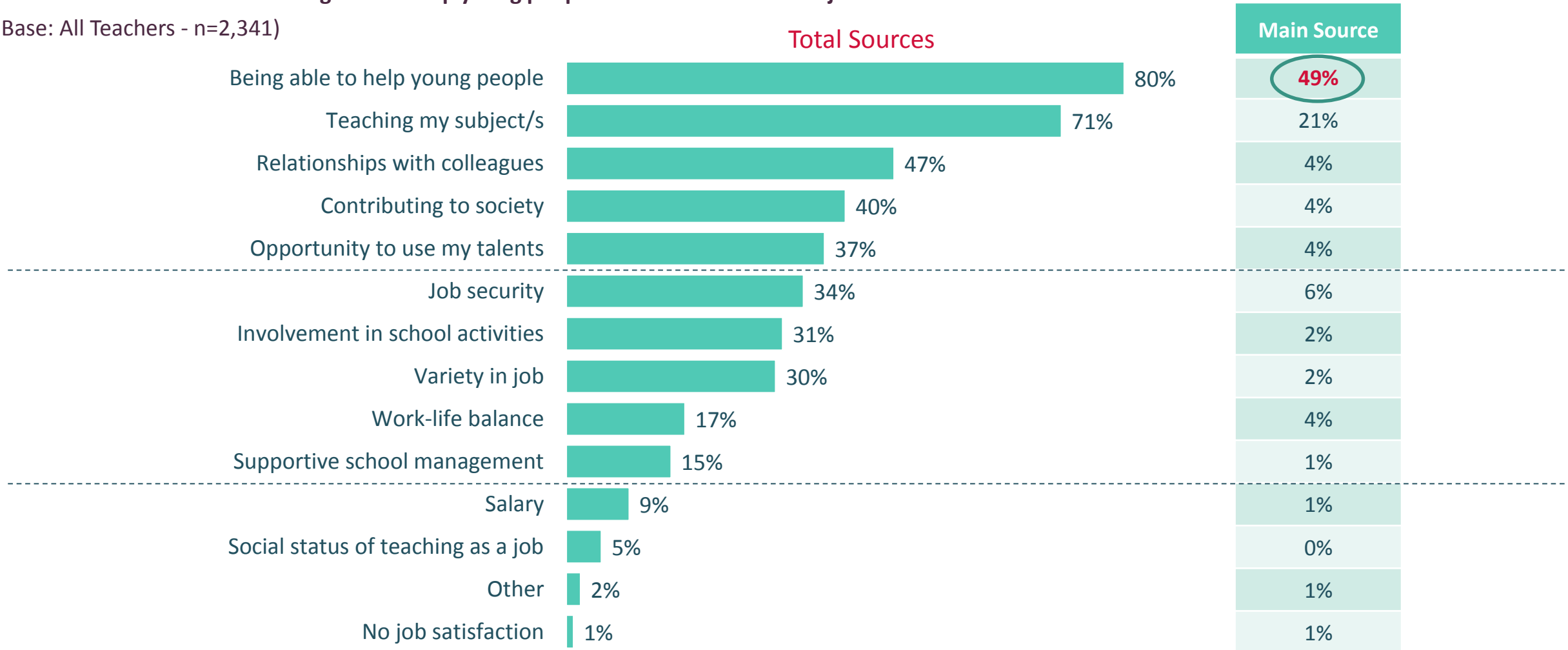
*\*= Figures have been rounded to the nearest %*

Q: Taking into account your current work duties and work environment, how satisfied or dissatisfied are you with your job?

# What Gives Teachers Job Satisfaction?

**Almost half of teachers said being able to help young people is their main source of job satisfaction.**

(Base: All Teachers - n=2,341)



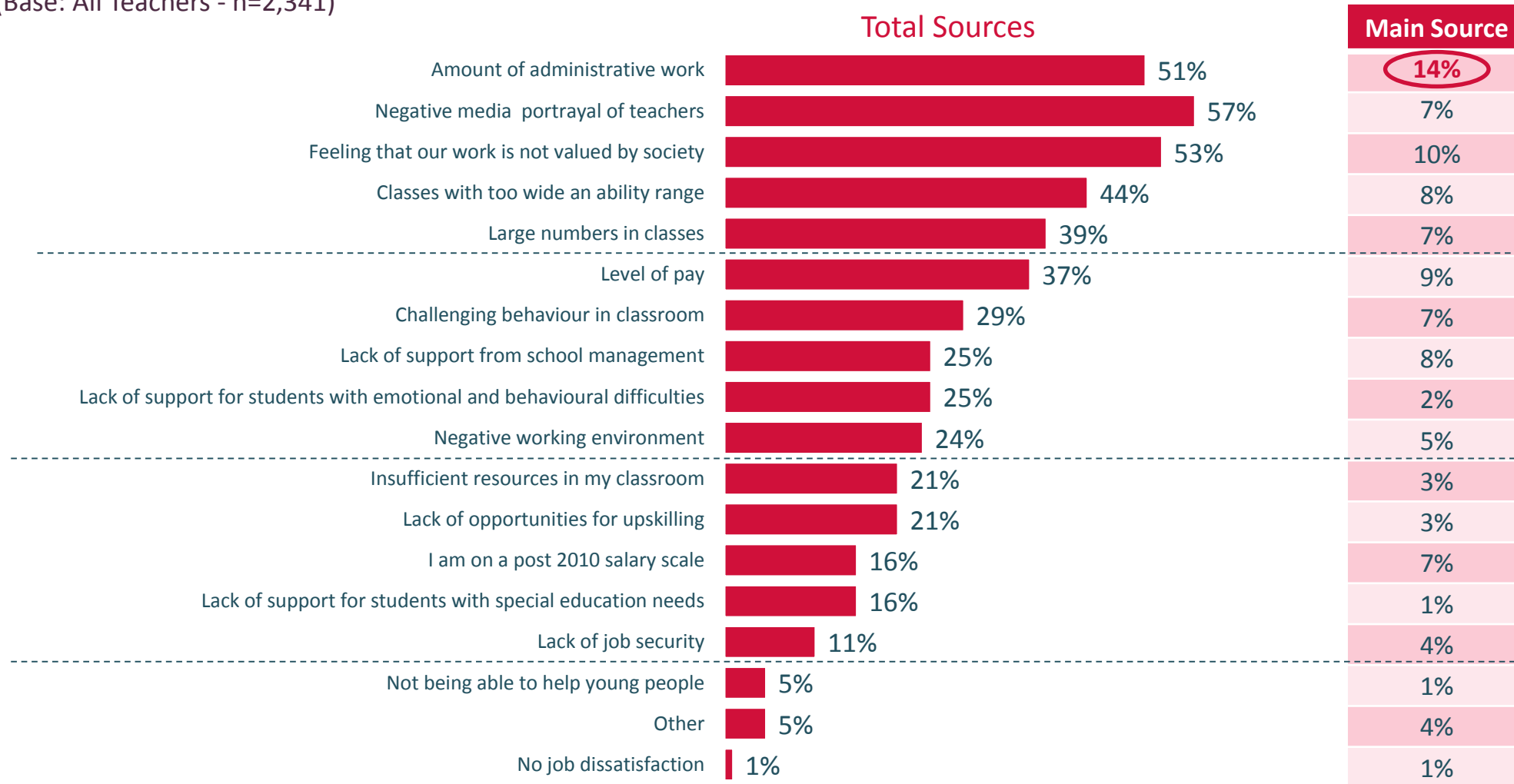
**Q: What are the main sources of satisfaction in your teaching career to date?**

**Q: What is the one main source of satisfaction in your teaching career to date?**

# What Gives Teachers Job Dissatisfaction?

Administrative work and feeling that their work is not valued by society are the main sources of job dissatisfaction. Class size and related issues are also factors.

(Base: All Teachers - n=2,341)



Q: What are the main sources of dissatisfaction in your teaching career to date?

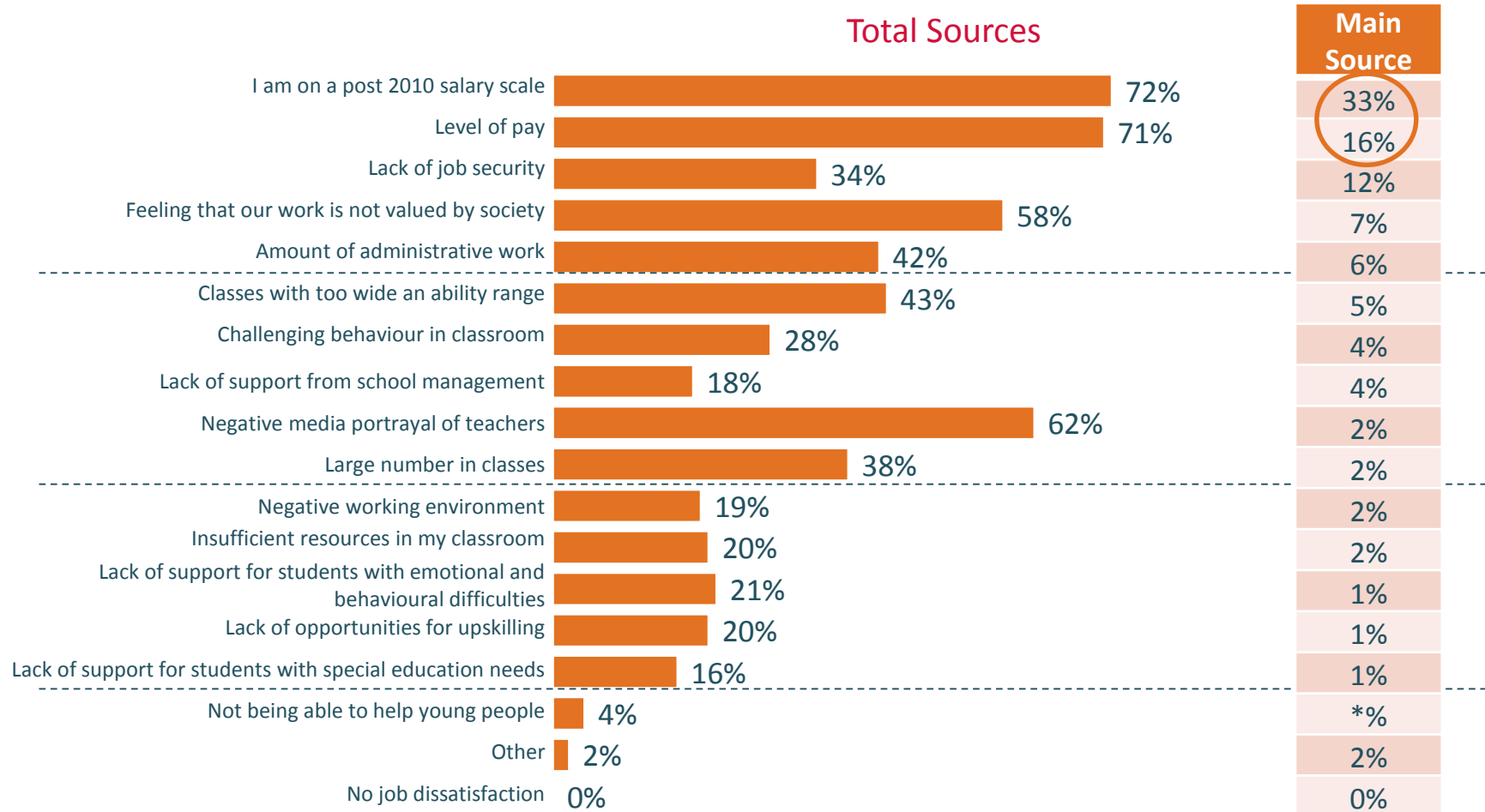
Q: What is the one main source of dissatisfaction in your teaching career to date?



# What Gives Recently Qualified Teachers Job Dissatisfaction?

For recently qualified teachers, pay is the greatest cause of job dissatisfaction.

(Base: All Recently Qualified Teachers - n=455)



\*= Less than 0.5%

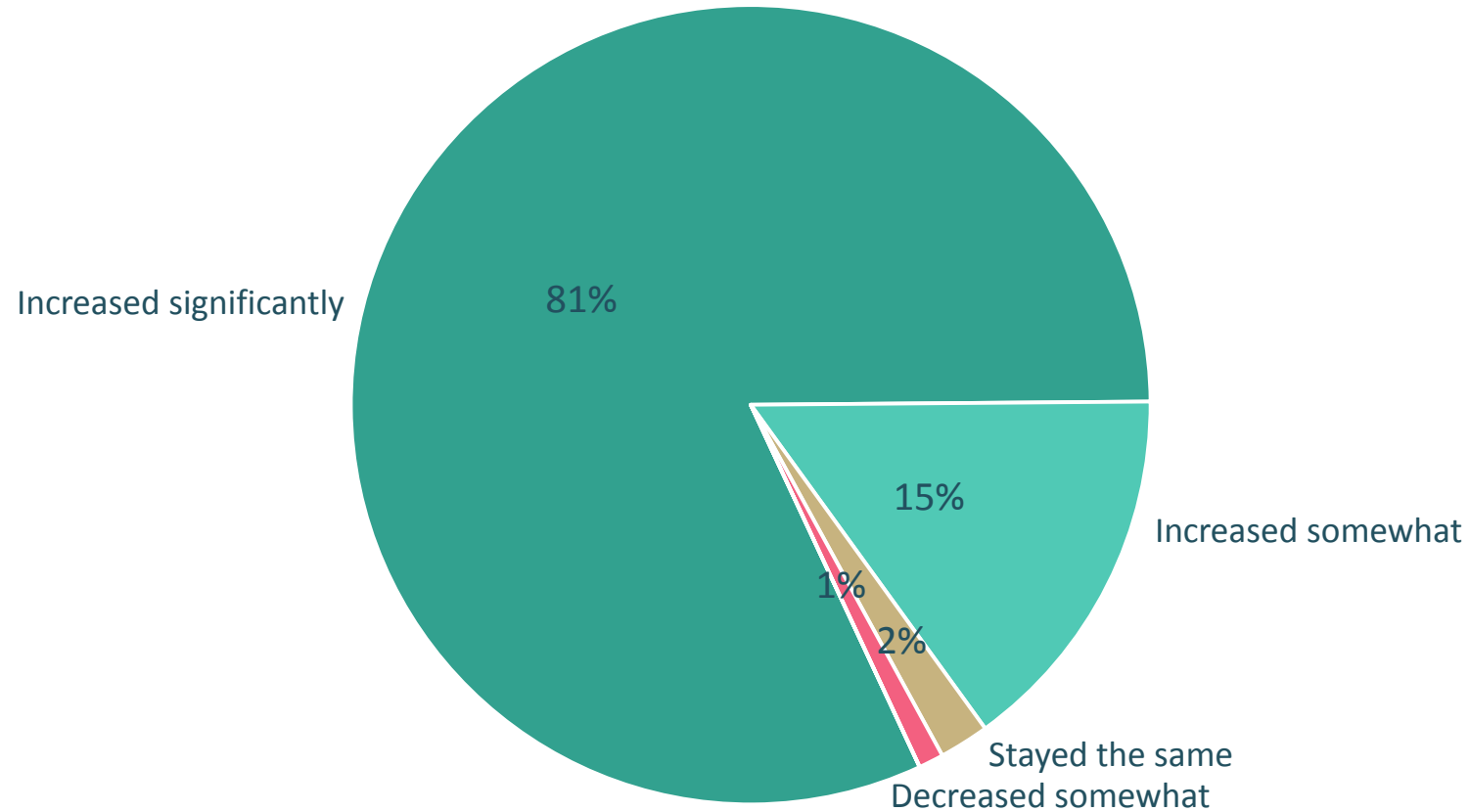
Q:What are the main sources of dissatisfaction in your teaching career to date?

Q: What is the one main source of dissatisfaction in your teaching career to date?

# Intensity of Teachers' Work

97% of teachers say their work intensity has increased since the start of the decade.

(Base: All Teaching More Than 7 Years- n= 1,886)



Increased (Significantly / Somewhat) 97%\*

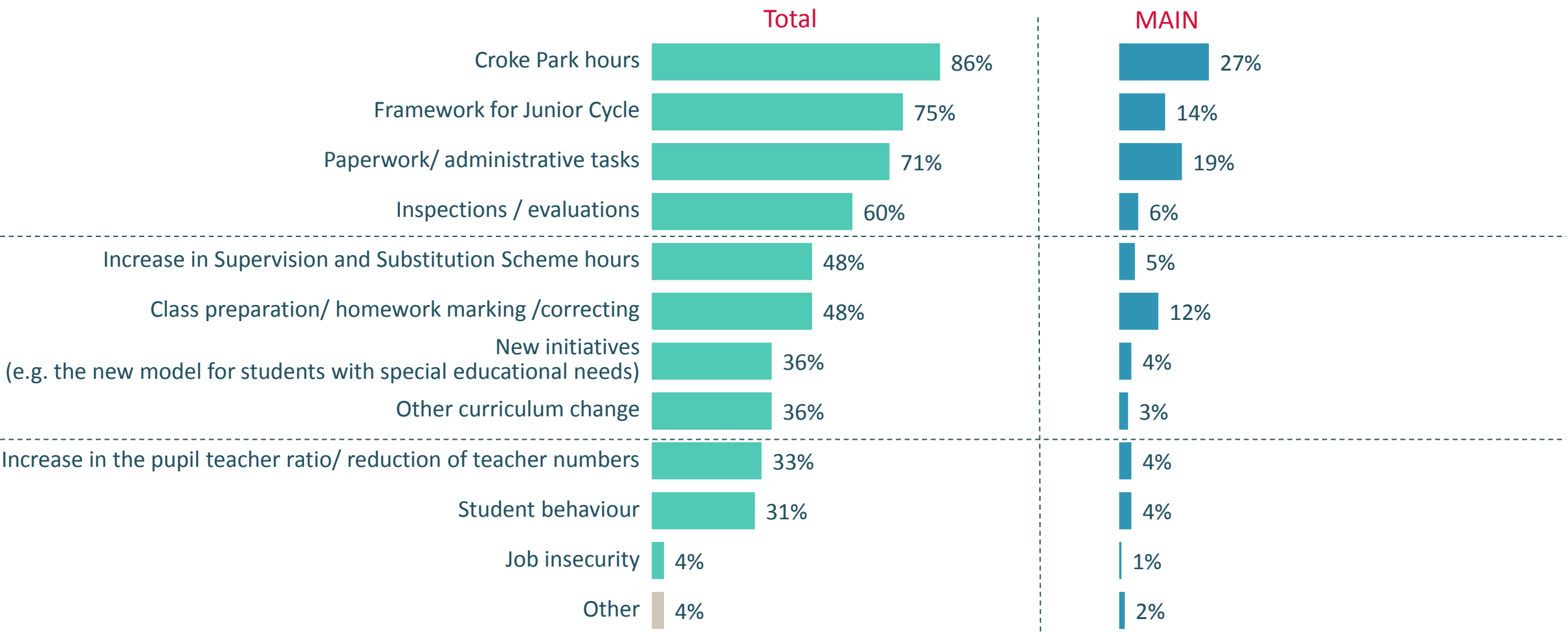
*\*= Figures have been rounded to the nearest %*

Q: Thinking back to your work as a teacher at the start of the decade (2010/2011), would you say that the intensity of your working week has increased, decreased or stayed the same?

# Causes of Increased Work Intensity for Teachers

Croke Park hours, paperwork and Framework for Junior Cycle are the main causes of increased work intensity.

(Base: All Teachers who stated their intensity of work has increased - n=1,821)



Q: You stated that the intensity of your work week has increased compared to the start of the decade. Please select which of the following causes, if any, have resulted in increased work intensity?



# Reflecting on Their Work

# What Classroom Teachers Are Saying...

Lack of opportunities for promotion, job diversity is demotivating over time.

*The job of a teacher is as much pastoral now as it is academic. Engagement and motivation of students is paramount, and often the most challenging thing in the classroom.*

Teaching should be a respected and reputable profession. I was in college for 5 years in order to be qualified to teach, and yet I have no job security, am on a different pay scale to my colleagues, and will find it extremely difficult to get a mortgage, start a family, and to grow up and start my life properly. I love my job, but sometimes feel as though I made a wrong choice when I think of the bigger picture.

Really enjoy my job but it isn't always easy

I love teaching but feel my love for the job is not enough to cope with the stressful days involved in teaching now.

*I cannot continue in this profession without any job security.*

*Staff wellbeing needs attention just as much as student wellbeing.*

40% of my job is now admin.

At present, happy in my job as a teacher. However workload has increased and continues to increase every year. If this trend continues I feel my level of job satisfaction will decrease and have a negative impact on the quality of teaching

On the post 2010 scale, currently permanent in my school, and have applied for Career Break to go work in Dubai. Feel so frustrated with the whole system.

*If I was paid the same as my colleagues I would be more satisfied with my job and wouldn't feel like I was doing more for less pay*

Graduates with science and maths degrees can seek employment in fields that will pay three or four times the salary that teaching offers in their first year out - our meagre post 2010 salaries cannot compete with that. Why choose to teach, when you can have job security and great wages?

School as a 'community' is changing. It feels more like a business. Thankfully we still have amazing young people in our schools who will contribute greatly to society in the years to come.

I am completely disillusioned. Much more must be done to make this profession more attractive.

*The level of salary is not in line with the cost of working in South Dublin with inflated rent prices and no opportunity to redeploy out of Dublin, to a more affordable part of the country, can't move because I'll lose job security.*

In my subject area, it will become impossible to attract suitably qualified candidates in the next few years due to the poor working conditions, poor pay and lack of job security.



# What Classroom Teachers Are Saying...

I love my job. I love my school. I love my students. It's a pity the job has changed so much in recent years...all the unnecessary administrative work is detracting from the job.

I thought after 18 years of teaching I would be better paid, have job satisfaction and get to enjoy family life. My brother, in his second year of teaching working in Dubai, is earning twice my annual salary.

I love being a teacher and really enjoy my job however there is never enough time in the day. The amount of emails to attend to AFTER the working day along with corrections continually builds and this really affects my home-work balance. I wish planning was built into the working day as my job has NEVER been 9-4. Thank you.

Despite the frustration I know that I do great work and I make a real difference to my students and my colleagues.

Feel underpaid with no prospect of promotion in my school.

I have enjoyed working with students and seeing them progress so successfully through the school and keeping in touch as they thrive in their careers.

Such is my level of dissatisfaction with the job that if any student tells me they want to be teachers, I advise them to think again.

The pay gap is going to cause problems in the near future. Frustration levels are very high

I love teaching but find the lack of job security very stressful.

Much of our lunch breaks are spent photocopying, supervising or organising student clubs etc.

I worked long hours in the private sector for 10 years but that was nothing compared to the hours and stress of teaching.

The last question was the hardest. I do love teaching, but finding myself increasingly dissatisfied. I can't afford to live independently with my daughter, I'm 36 and still get financial assistance from my parents.

I enjoy teaching when I'm in the classroom & I enjoy helping my students as well as learning from them. However Sunday - Thursday I could be planning 4-5 hours each evening for my classes ensuring I have active learning methodologies in my classes. I don't feel that the pay we get is adequate for the amount of effort we put in. My wages after tax are certainly not reflective of the amount of work I do.

I love my job and am grateful for it. I would prefer to put my energies into my classroom teaching than 'ticking the box', 'red tape' administrative duties. I would like more understanding from the public about our dedication and the important work we do.

Education is the bedrock of society. Educators should be enabled and remunerated to reflect this reality.

I love teaching my subjects. Am constantly upskilling with very little opportunity to be promoted at all, after 25 years of teaching.

I have decided to leave my job this year. I cannot continue living on the wages I'm on after 7 years of education, I will never be able to afford a mortgage. I'm disillusioned with the treatment since 2011. Moving to Australia to try to earn a living wage and save money.

For the first time in 22 years of teaching I am considering alternative careers.

As a teacher I have to deal with 200 adolescent girls every day and with a lot of their personal issues.

Change is constant. More support needed to help handle it (time & training).

Generally, I quite enjoy my job and love learning myself. The students in our school are usually very cooperative and appreciate our efforts.



# Summary & Conclusions

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## Intensification of work: Implications for teaching

The quality of teaching is the most important in-school factor that affects student learning and achievement. Quality of teaching is influenced by several factors: conditions of work and work demands are highly important. Teachers across diverse education systems are increasingly concerned about the intensification of their work. Constant change in society and in schools means that teachers face multiple and growing demands on their professional and personal time. They are facing mounting social expectations of what schools should do and are required to respond to greater pressures and multiplying innovations – often under deteriorating conditions. Teaching is globally acknowledged as a profession with high levels of occupational stress.

The 2018 RED C survey provides an insight into the intensification of Irish second-level teachers' professional and personal lives. By asking teachers to reflect on their typical working week, the survey provides robust evidence of the significant time demands on teachers' time inside and outside the school day. The survey demonstrates that teachers typically invest an additional 20 hours 7 mins work per week above and beyond their classroom teaching. Full-time teachers typically spend 21 hours 20 mins teaching their students.

Unusually in a survey of this nature, well over a quarter of respondents completed the open-ended question on their working lives. Some responses ran to several hundred words. A number of dominant themes emerged in these responses which provide the context to the survey findings. They included:

- moratorium on appointments to posts of responsibility during much of the last decade has resulted in multiple administrative tasks devolved to classroom teachers
- in turn, this moratorium has led to widespread frustration because of the lack of opportunities for promotion or career advancement
- extra-curricular activities such as games, musicals, debates, dramas are taking place in every school with no time allowance for classroom teachers
- collaborative work attendant on planning and provision for students with special educational needs is particularly time consuming
- curriculum change such as the Framework for Junior Cycle is a key source of increased work intensity for teachers
- school leadership is frequently perceived as not supporting teachers' wellbeing
- teachers feel that their work is not valued by society leading to demoralisation

However, for younger teachers, without any doubt, the most dominant theme in these replies was dissatisfaction with unequal pay structures for teachers. Teachers on the lower salary scale expressed anger and disillusionment: the pre 2010 teachers expressed concerns about the impact of lower pay on the status of the profession and its attractiveness for graduates. Teachers on the lower salary scale were explicit in terms of the financial difficulties they were mired in. Many expressed fears that they would never own a home or have an independent life.





# Summary & Conclusions

## Key findings 1: Teachers' work significantly extends beyond the school day

On average, teachers' spend 20 hours 7 mins per week on a range of non-teaching activities.

Almost all teachers – 92% – have full-time teaching hours. This typically involves 32 class periods per week. Class periods are of a minimum 40 minutes duration. With an average of 25 to 30 students per class, teachers are interacting with up to 200 students per week. Teaching, by its very nature, is emotionally demanding. All in all, a typical working week of a full-time teacher extends beyond 41 hours. On top of this teachers undertake additional duties.

Not surprisingly, most of the additional work of teachers is centred on their classroom teaching. Of the additional 20 hours, almost 13 hours is spent on lesson planning/preparation, marking homework, preparing the classroom/laboratory. Curriculum planning with other teachers is also important.

Teachers spend an average of 4 hours each week on additional school activities. These include extra-curricular (sports/games, musicals), post-duties and staff meetings.

Teachers spend an average of 3 hours each week on student-focused tasks such as pastoral care, discipline issues and communicating with individual students.

Over the school year, teachers also have other events which cumulatively add to their professional time such as parent-teacher meetings, school open nights and out-of-school activities such as visits to theatre, Young Scientist, etc. Participation in up to 7 different forms of school inspection/evaluation also adds to time demands.

One-third of teachers further stated that they have specific roles which are not part of the in-school management structure. These roles include special educational needs coordinator, class tutor, ICT coordinator, coordinating programmes like Green School flag, Gaisce awards, etc.



# Summary & Conclusions

## Key findings 2: Work demands on personal time undermines wellbeing

The majority (89%) of teachers stated that they cannot complete their non-teaching activities during the school day. Just 15% stated that they have an acceptable workload and only 1 in 4 teachers stated that they have a good work-life balance.

Teacher wellbeing is undermined by work demands on their personal time. Feeling tired, lacking in energy are classic symptoms of occupational stress as is the feeling of frustration – a feeling of discontentment because one cannot achieve one's desire. The latter is clearly manifested in the high level of agreement with the following statements: frustrated that I cannot engage in new approaches/innovation in the classroom – 50%; frustrated that I cannot spend time with individual students – 41%; frustrated that I have no time to do professional learning – 40 %. Over a third - 37% – agreed that they were demotivated.

Feelings of wellbeing are correlated to levels of job satisfaction. Just over half of teachers – 51% – are satisfied with their job. This compares to 77% job satisfaction amongst teachers in Millward Brown/ASTI Survey less than a decade ago. It must also be borne in mind that most teachers participate in the Supervision & Substitute Scheme. This requires them to provide a maximum of 43 Supervision & Substitution hours per year (pro-rata for job sharing and part-time teachers). Moreover, all teachers are required in the school year to deliver 33 additional hours under the Croke Park Agreement.

Teachers are unanimous that their work intensity has increased significantly from multiple sources.

## Conclusion

Wellbeing in school starts with the staff. They are in the front line. It is hard to promote the emotional and social wellbeing of students if they feel uncared for and burnt out themselves. It is of note that the Guidelines for the Junior Certificate Wellbeing Programme front loads teacher wellbeing as the first step which schools must take in addressing student wellbeing. It is clear from the RED C survey that second-level teachers are experiencing high levels of work intensity from multiple sources. This is manifested in the fact that teachers cannot complete their professional tasks during the school day and are required to complete an average of 20 hours 7 mins additional work per week to properly discharge their professional duties. On top of this work, all teachers are required to participate in a number of term events, (e.g. open nights, awards, graduation ceremonies). The impact of this working environment on teachers is reduced levels of job satisfaction, high levels of stress and demotivation. Across the profession, there is a pervasive feeling their work is being undervalued by society.





**THANK  
YOU**

**REDC**The logo for REDC, featuring the word "REDC" in a bold, sans-serif font. The letters "RED" are dark blue, and the letter "C" is red with a teal-colored segment at the top.