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Teacher Workload: A Formula for Maximizing Teacher Performance and Well-Being

Norma A. Sugden
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Abstract

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M.Ed., University of New Brunswick, 1978
B.Ed., St. Thomas University, 1975
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Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Teacher Leadership

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Abstract

Research has shown that teacher workload is intensifying and teachers are increasingly leaving the profession prior to having taught for 35 years. The purpose of this mixed method, sequential, phenomenological study was to determine (a) how workload intensification impacts teacher performance and well-being, (b) whether or not workload intensification was a primary factor in teachers' choosing to leave the profession early, and (c) a formula for maximizing teacher performance and well-being. Apple's workload intensification thesis was the theoretical framework for this study. Quantitative data obtained via a survey (N=484), together with qualitative data collected via four focus group sessions and individual interviews with 15 teachers who had left the profession early, were utilized to determine if there is a problem with workload intensification in this east coast Canadian province. Quantitative data were analyzed using the chi-square test to determine the relationship between the independent variable (workload intensification) and each of the two dependent variables (performance and well-being). Qualitative data were analyzed to determine emergent themes with respect to workload intensification. Findings from this study indicated that there is a significant relationship between the independent variable and each of the two dependent variables. Qualitative data substantiated the quantitative findings that indicated (a) the presence of a problem with workload intensification and (b) that workload intensification is a primary factor in teachers' choosing to leave the profession early. Recommendations include having administrators address identified current teacher workload issues. Positive social change may result if administrators utilize the derived formula for maximizing teacher performance and well-being when assigning teaching and nonteaching duties to teachers.

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Dedication

I dedicate this dissertation to my darling husband, Richard D. Sugden, who is my love, my inspiration, my life! I also dedicate it to members of the teaching profession who work tirelessly to ensure that our children become the best they can be.

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The following people contributed so much to my pursuit of my doctoral degree, and I wish to acknowledge their contributions:

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To all the educators who made my research possible—thank you for supporting my doctoral research.

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To The Good Shepherd—Our God—You continue to bless all of my endeavors.

Table of Contents

List of Tables

List of Figures

Section 1: Introduction to the Study

Researchers have indicated some definitive concepts with respect to the teaching workload of Canadian teachers: (a) The workloads of Canadian teachers are intensifying, (b) their nonteaching roles are becoming significantly more extensive, and (c) teachers are being asked to take on responsibilities for which they are not properly trained (Belliveau, Liu, & Murphy, 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick, Hirsch, & Berry, 2005; Harvey & Spinney, 2000; Kamanzi, Riopel, & Lessard, 2007; Naylor, 2001a; Smaller, Tarc, Antonelli, Clark, Hart, & Livingstone, 2005; Sutton & Huberty, 2001). A number of factors have contributed extensively to this phenomenon over the past decade, including increased levels of accountability; integration of new technology; the 100% retention rate; inclusive education; a growing lack of teacher support by the stakeholders in education, particularly the provincial government; and outcomes-based curriculum (Belliveau, et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick, et al., 2005; Harvey & Spinney, 2000; Kamanzi, et al., 2007; Naylor, 2001a; Smaller et al., 2005; Sutton & Huberty, 2001). Despite teachers' protests and defections, teacher workload continues to increase. "One in Three," (2005); Dibbon, (2004); and Kamanzi, et al., (2007) cited workload as a major reason why teachers are leaving the profession long before having taught for 35 years or reaching age-service index of 85. Stemming the premature loss of qualified teachers will necessitate positive educational change. More detailed information regarding the problems surrounding workload intensification and positive educational change will be revealed in Section 2: Review of the Literature.

The Research Problem

Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province? Are effective teachers leaving the profession because of workload intensification? Research in other parts of Canada, the United States, and England indicated that the problem exists and persists as education power brokers' and the public's expectations continue to grow while inflationary pressures erode teacher support (Belliveau et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick et al., 2005; Harvey & Spinney, 2000; Kamanzi et al., 2007; Naylor, 2001a; Smaller et al., 2005; Sutton & Huberty, 2001). Despite teachers' protests and defections, teacher workload continues to increase. This problem impacts the educational system because the system is losing qualified and effective teachers; teaching positions are not always replaced when teachers leave; ergo, workload for remaining teachers intensifies (Dibbon, 2004).

There are many factors contributing to workload intensification, among which are the following issues: government expectations, curriculum requirements, and professional development requisites (Belliveau et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick et al., 2005; Harvey & Spinney, 2000; Kamanzi et al., 2007; McRobbie, 2000; Naylor, 2001a; Smaller et al., 2005; Sutton & Huberty, 2001). Hence, teachers are faced with basically four choices: taking on the additional responsibilities, teaching part-time, choosing to resign from the profession, or retiring early.

Although research examining teacher workloads in the United States, England, and other parts of Canada abound, there is a gap in the research regarding this topic as it pertains to teachers employed in the public schools of this east coast Canadian province.

A few studies referenced the fact that workload in this east coast Canadian province continues to increase: these are (a) the survey completed by the Kamanzi, et al. in 2007, in which this east coast Canadian province was one of 10 provinces examined; (b) Dibbon (2004); and (c) Ellis (2008). Ellis (2008) cited Canadian teacher workload studies completed between 1994 and 2007. In his PowerPoint presentation, he demonstrated that the workload hours per week in this east coast Canadian province had increased from 50.98 hours per week in 2000 to 55.6 hours per week in 2005.

Among the factors cited as increasing teachers' workload in Atlantic Canada, which includes this east coast Canadian province, were behavioral disorders of students (52.9%), student absenteeism (62.7%), student apathy (65.3%), administration's lack of leadership toward students (52.4%), number of hours of course preparation (55.4%), diversity in the classroom (52.2%), and planning and preparing for teaching (55%). Only 39.7% of respondents across Canada indicated that they "are satisfied with their workload" (Kamanzi et al., 2007, p. 12). Conversely, a number of the respondents (38%) felt "frustrated by the teaching profession; 28.6% think that in another profession (not teaching) they would be better able to utilize their intellectual abilities; 23.5% think about quitting teaching, and 22.4% feel that 'they have had it' with teaching and working with students" (p. 12).

The report also stated that of the 66.8% of respondents who indicated that they would "go into teaching once again if they had to start their life over again," women were more likely to make this claim (Kamanzi et al., 2007, p. 12). These statistics indicated that less than half of Canadian teachers are satisfied with their workload, and

approximately one quarter of the Canadian teaching population have considered leaving teaching for another profession where their expertise would be valued more highly.

Researchers have also studied teacher workload in the provinces of Alberta (Alberta Teachers Association, 1997); British Columbia (Naylor, 2001a, 2001b); Manitoba (Manitoba Teachers, 2009); Saskatchewan (Saskatchewan Teachers Federation, 2005); Ontario (Leithwood, 2006); Newfoundland and Labrador (Dibbon, 2004); Prince Edward Island (Belliveau et al., 2002); and Nova Scotia (Harvey & Spinney, 2000). The final report of the findings in the Manitoba Teachers (2009) study has not yet been published. No researcher has published a study solely reflecting the workload of teachers in this east coast Canadian province. As part of their *When kids come first* (New Brunswick Department of Education, 2006) mandate, the current provincial government is planning to undertake a study of teacher workload in this province, particularly with respect to the "administrative workload" (p. 14) of principals, classroom teachers, and methods and resource teachers. This study sought to contribute valuable information to that planned study with respect to the workload of high school teachers. This valuable information included a portrait of the actual teaching workload of senior high school teachers, how it is perceived to impact their teacher performance and personal well-being, and recommendations for improving teachers' workload in this province.

Phases of the Study

The design for this study was mixed methods. Therefore, the study was completed in two phases: Phase 1 was the *quantitative* phase; Phase 2, the *qualitative* phase.

Phase 1: Quantitative

Phase 1 of the study examined the perceived effects of workload intensification upon teacher performance and personal well-being utilizing the following variables: workload intensification (independent variable), and teacher performance and personal well-being (dependent variables). I conjectured that the independent variable significantly affects the two dependent variables. As this was a nonexperimental, phenomenological study, the intent was to identify the *essence* of teachers' lived experiences of workload intensification as described by participants in the study. Therefore, there was no manipulation of the independent variable but rather it was observed via survey questions in the quantitative phase of the study. While some teachers may actually thrive on increased workload because it challenges their organizational skills, other teachers may experience workload intensification as detracting from their ability to prepare for and deliver quality education as they perceive it should be. The goal in this phase of the study was to elucidate healthy practices as well as areas of concern that teachers regard as detracting from their teacher performance and negatively affecting their well-being.

Phase 2: Qualitative

Phase 2, the qualitative phase of the study, used a criterion-based sample to form three focus groups made up of five teachers per group (total of 15). As the title of the study indicates, the study was designed to examine and investigate ways of maximizing teacher performance and well-being. Therefore, the following criteria determined the participants for these focus groups: (a) teachers would have responded to the survey in Phase 1; (b) teachers were teaching in one of three major high schools in the province (in

three different geographic locations); and (c) teachers were representative of each of the varying levels of workload (balanced, moderate, heavy); (d) teachers were representative of different levels of performance (average, challenging, debilitating); and (e) teachers were representative of different levels of well-being (low, average, or high impact of workload upon well-being). I also interviewed a convenience sample of 7 administrators (1 superintendent and 6 senior high school principals/vice-principals) from a local school district to facilitate a comparison of their responses to those of the senior high school classroom teachers.

Part of the study was to determine the reasons why teachers with fewer than 35 years of teaching experience left the profession within the last 5 years. To achieve this, I interviewed a randomly selected group of 15 teachers who fit this category.

In Phase 1, as data were collected on a nominal scale, I utilized the chi-square test, a nonparametric statistical test to test the form of the frequency distribution. In Phase 2, the qualitative phase of the study, to ensure the quality of the data obtained in the interviews, approved qualitative analysis procedures, such as unedited transcription of the audiotaped interviews; highlighting of significant statements, ideas, and quotes from the participants; horizontalization; development of "clusters of meaning" or themes (Creswell, 2007); and writing textural, structural, and composite descriptions of the data that capture the essence of the phenomenon *workload intensification* were used.

The overall intent of this study was to answer two overarching research questions: How do senior high school teachers in this east coast Canadian province perceive workload intensification impacting teacher performance? How do senior high school teachers in this east coast Canadian province perceive workload intensification impacting

personal well-being? The major goal of the study was to garner information that would facilitate the writing of a white paper for the provincial government that would identify research-based recommendations that would help the schools to foster a healthy workload balance.

The Nature of the Study

The term workload intensification is not new to the field of education. Apple (1986) developed the *intensification thesis* in which he attempted to explain how teachers were being faced with the growing demands of not only policy makers but also of society. Utilizing Apple's theory as a foundation, this study investigated the factors that contribute to the workload intensification of full-time senior high school teachers in the English sector of the public schools of this east coast Canadian province. It investigated how workload intensification is perceived to impact their teacher performance and personal well-being and sought to uncover the essence of the meaning of workload intensification for this segment of the teaching population in this east coast Canadian province.

Although Apple's workload intensification thesis was posited in 1986, the topic of workload intensification continues to be an issue in the field of education. The following researchers have conducted studies pertaining to workload and working conditions: Alberta Teachers Federation (1997), Ballet (2005), Ballet and Kelchtermans (2002), Canadian Teachers Federation (2007), Dibbon (2004), Emerick et al. (2005), Kamanzi et al. (2007), Nelson and Caron (2008), Sheppard (2008), and Smaller et al. (2005), to name a few. The ultimate goals of this study were to demonstrate the impact of workload intensification in this east coast Canadian province's public senior high schools and, if

necessary, seek ways to improve the work life of these high school teachers. To realize these goals, a mixed methods design utilizing a sequential explanatory strategy was utilized.

Phase 1, the *quantitative segment* of this sequential, mixed method, inferential study of the senior high school teachers in an east coast Canadian province, focused upon gathering quantitative information via a survey that would facilitate painting a picture of workload at the senior high school level in the provincial public schools. Article 18.01 of the current teachers' contract in this east coast Canadian province stipulates that "The number of hours of instruction exclusive of the noon recess shall be: for the High School years – minimum 5 ½ hours, maximum 6 hours" (Agreement, 2008, p. 9). Article 18.02 of the same contract states, "The teachers recognize that their responsibility to their pupils and their profession require the performance of duties that may involve time beyond the hours of instruction described in Clause 18.01" (Agreement, 2008, p. 9). Phase 1 of the study sought to determine the actual number of weekly hours that senior high school teachers are working in order to fulfill the job requirements. A comparison of the designated hours in Article 18.01 to the actual hours determined by the survey results was undertaken.

From the survey, a determination of the designated in-school preparation time, the number of preparation hours required beyond the school day, the number of different subject areas being taught, the number of courses being taught outside of one's area of expertise, and the number of designated *special needs* students and students with *Special Education Plans* (SEPs) in each teacher's regular classes was undertaken. I also used Likert scale questions to investigate the number and frequency of nonteaching duties

assigned, whether or not workload is perceived as increasing, how stressful teachers perceive their workload to be, whether or not workload sometimes necessitates teachers' taking sick leave, whether or not collaborative activities are job-imbedded, the perceived impact of new curriculum upon workload, the amount of administrative paperwork and how that impacts workload, and the perceived need for teacher input into school-wide decision making. I also strove to establish relationships between the independent variable (workload) and the dependent variables (teacher performance and well-being) based upon gender, years of experience, marital status, number of children at home, qualifications, and personality types.

In Phase 2, the *qualitative phase* of the study, a phenomenological approach to determine the essence of the term *workload intensification* as experienced by senior high school teachers in this east coast Canadian province was used. The study explored the following questions:

1. What attributes do you ascribe to the term *workload?*
2. How and when did you first realize that your workload was intensifying?
3. What impact do you believe that workload intensification has on your performance as a teacher?
4. What impact do you believe that workload intensification has on your personal well-being?
5. How can workload intensification be ameliorated?
6. Where is the balance point with respect to workload beyond which it detracts from being energizing and becomes debilitating?
7. What actions are taken by administration to balance workload for teachers?

The results of these teacher interviews sought to determine the answer to the overarching question: What elements of teachers' workload experiences essentially classify those experiences as workload intensification? Combining this essence of the meaning of workload intensification with the results of the initial survey facilitated the depiction of a realistic picture of the significant effect that this phenomenon is having upon this east coast Canadian province's senior high school teachers.

In addition to the teacher interviews, I also invited 10 public school/district administrators (1 superintendent and 9 senior high school principals/vice-principals) to participate in a focus group session; a total of seven participated. Their responses were compared to those of the teachers. In the focus group, they explored the following questions:

1. What attributes do you ascribe to the term *workload*?
2. How would you describe workload intensification as it pertains to senior high school teachers?
3. What effect(s) do you believe workload has had/is having upon teacher performance?
4. What effect(s) do you believe workload has had/is having upon teachers' personal well-being?
5. What positive recommendations would you make to ameliorate workload intensification?

With the group of 15 teachers who have left the profession in the last 5 years with fewer than 35 years of experience, I explored the following questions:

1. What factor(s) in your teaching experience led you to decide to leave the profession early?
2. How did these factors impact your teaching performance?
3. How did these factors impact your personal well-being?

Hypotheses

I tested the following null (H_0) and alternative (H_1) hypotheses:

1. H_0: Workload intensification has no significant impact upon teacher performance.
2. H_1: Workload intensification has a significant impact upon teacher performance.
3. H_0: Workload intensification has no significant impact upon personal well-being.
4. H_1: Workload intensification has a significant impact upon personal well-being.

In an attempt to answer the overarching research questions, three variables were utilized: (a) the independent variable was *teacher workload intensification*; (b) the dependent variables were *teacher performance* and *personal well-being*. The attributes of the dependent variables to be studied were limited to teacher performance and personal well-being. Teacher performance was measured by the following:

1. Preparation time: time that includes preparation for classes, marking, self-study to prepare to teach classes outside one's area of expertise, photocopying, and administrative paperwork.

2. Collaborative activities: including in-school mentoring of new teachers, study groups/team meetings, and committees for school-wide improvement.
3. Professional development (PD) activities: job-embedded professional development activities, as well as after-school PD.
4. Nonteaching duties: including hall monitoring, cafeteria duty, bus duty, and special events duty (concerts, plays, dances).
5. Out-of-field teaching assignments: including teaching assignments for which one has no prior training in the subject area.

Personal well-being was assessed as follows:

1. Stress level: rating the stress level caused by one's workload as related to teaching and nonteaching school duties on a scale of 1-5, with 5 being the most stressful.
2. Free time: refers to time wherein one is devoting his/her efforts towards nonschool related activities.

In keeping with the overarching research questions, this study ultimately sought to answer the following questions:

1. Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province?
2. How is workload intensification perceived to impact teacher performance?
3. How is workload intensification perceived to impact teacher well-being?
4. How do males and females compare in their perception of what factors increase teacher workload?

5. What is the correlation among workload, teacher absenteeism, and teacher's perception of preparation time?
6. Are effective teachers leaving the profession because of workload intensification?

More detailed discussion of the research questions and hypotheses will be articulated in Section 3: Methodology.

The Purpose Statement

The purpose of this study was to explore the roles that senior high school teachers must assume and how the roles impact their performance and well-being. Using the lens of this east coast Canadian province's senior high school teachers, this two-phase, sequential mixed methods study examined the effects of teacher workload intensification upon their teacher performance and personal well-being.

Phase 1 of the study explored teacher workload experiences via data from a quantitative survey of a convenience sample of 484 out of a population of 1,497 English senior high school teachers in this east coast Canadian province to ensure 95% confidence level and a confidence interval of ± four percentage points of the population parameter (Babbie, 2004; Nesbary, 2000). A total of 484 senior high school teachers in the public schools of this east coast province were invited to participate in this study.

Phase 2 followed up those findings with qualitative focus group interviews with a criterion-based sample of 15 teachers selected from three major high schools in this east coast Canadian province (in three different geographic locations) to explore the results in greater depth. In addition there was a focus group interview with a proposed convenience sample of 10 district and senior high school administrators (one

superintendent and nine principals and/or vice-principals) to compare their viewpoints to those of the teachers (only seven were able to attend), and a criterion-based sample of 15 teachers who had left the profession within the last 5 years prior to having taught for 35 years to get at the root problem(s) causing teachers to leave the profession early.

Conceptual Framework

In an effort to answer questions posed at the beginning of the study, a constructivist paradigm to develop a deeper understanding of workload intensification and how it impacts teacher performance and well-being was utilized. From the constructivist viewpoint, knowledge is constructed by the individual through his/her interactions with one's environment (Lambert et al., 2002). To determine how the senior high school teachers in this east coast Canadian province view workload as impacting their performance and well-being, a survey was distributed to a portion of the senior high school teaching population followed by focus group interviews with a criterion-based sample of the participants. The results of the survey and of the interviews with the teachers and the administrators were compared in an effort (a) to determine if the responses in the interviews reinforce the viewpoints stated in the survey, (b) to generate an understanding of the overall essence of the term workload intensification, and (c) to determine if the viewpoints of the superintendent and the principals/vice-principals correlate with and corroborate the viewpoints of the teachers. The rationale for implementing the constructivist paradigm was to expand the knowledge of the stakeholders in this east coast Canadian province's education regarding what workload intensification means to the senior high school teachers of this east coast Canadian province and how it impacts their performance and well-being.

Definition of Terms

The following terms are important to the understanding of this study.

Collaboration: working together to accomplish a common goal of excellence in teaching and learning. Mastropieri and Scruggs (2004) stated that "Collaboration involves cooperative, effective communication, shared problem solving, planning, and finding solutions" (p. 37).

Constructivism: involves the learners' forming knowledge and beliefs; they ascribe meaning to experiences; involves shared inquiry, reflection, and metacognition (Lambert et al., 2002).

Constructivist Paradigm: a research paradigm wherein the researcher "look(s) for the complexity of views rather than narrowing meanings into a few categories or ideas; the goal of research is to rely as much as possible on the participants' views of the situation being studied" (Creswell, 2003, p. 8).

Horizontalization: of data from interviews is defined by Moustakas (1994) and cited in Creswell (2007) as "the process of highlighting significant statements, sentences, or quotes that provide an understanding of how the participants experienced the phenomenon" (p. 61). "Every statement has equal value" (Moustakas, 1994, p. 180). Horizontalization will play a role in the analysis of the interview results.

Mixed methods study: a research approach that combines quantitative (objective, numerical) and qualitative (phenomenological, problem-centered, change-oriented) procedures to collect data, analyze it, and report the findings of the research. Creswell (2003) defined mixed methods research as research that "focuses on collecting and analyzing both quantitative and qualitative data in a single study" (p. 210).

Phenomenology: defined by Moustakas (1994) as follows: "Phenomenology is concerned with wholeness, with examining entities from many sides, angles, and perspectives until a unified vision of the essences of a phenomenon or experience is achieved" (p. 58). In this study, the phenomenon to be studied is workload intensification.

Teacher performance: refers to how a teacher carries out his/her daily diverse tasks, (including teaching and nonteaching responsibilities), whether they be assigned or self-imposed, to do the job well. These performance standards include "data-driven planning, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement" (McBride & Grant, 2006, p. 6).

Teacher well-being: refers to the teacher's personal sense of wellness, satisfaction, and happiness (Mish, 2007).

Workload intensification: a dynamic process characterized by the escalation of multiple and diverse tasks that teachers must perform, which leads to reduced time for relaxation, a lack of time to

> retool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages. (Hargreaves, 1992)

Factors such as an increase in nonteaching roles, teaching content outside one's area of expertise, professional development that is not job-embedded, increased levels of accountability, integration of new technology, the 100% retention rate, inclusive

education, a growing lack of teacher support by the stakeholders in education, and outcomes-based curriculum contribute to workload intensification (Belliveau et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick et al., 2005; Harvey & Spinney, 2000; Kamanzi et al., 2007; Naylor, 2001b; Smaller et al., 2005; Sutton & Huberty, 2001). Greater details regarding the nature of the study will be included in Section 3.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

Given the literature regarding workload intensification in Canada, United States, and the United Kingdom, it was hypothesized that an increase in teacher workload is having a significant effect upon teacher's teaching performance and personal well-being in this Canadian province. It was also hypothesized that not only does teacher workload necessitate teachers' having to take sick days to facilitate their coping with the demands of their workload but also that workload intensification is one of the main reasons why teachers are leaving the profession early. It was assumed that, because of the nature of the topic, more than 50% of the teachers would agree to participate in the study. It was also assumed that the participants in both the survey and the focus group sessions would answer the inquiries honestly.

Limitations

Although there are many aspects of the variables teacher workload, performance, and well-being, only specific attributes of each variable were studied. The study looked at *workload* from the point of view of intensification. Looking at *performance*, this study examined five attributes: preparation time, collaborative activities, professional

development, nonteaching duties, and out-of-field teaching assignments. Looking at *well-being*, the study examined only two attributes: stress level and free time.

This east coast Canadian province is officially bilingual. Ergo, the school system is divided into English and French sectors. Because the research was confined to surveying and interviewing only full-time senior high school teachers, administrators, and teachers who left the profession in the last 5 years in the English sector, the results were not generalizable to the French sector, to elementary and middle school levels, or to any other Canadian province. The findings were reported to the provincial government, the Canadian Teachers Federation, the provincial Teachers Association, the provincial district superintendents and senior high school administrators and teachers. While the findings may not be generalizable beyond this east coast Canadian province, they were nevertheless made available to the public via the provincial government's web site.

Scope

Phase 1 of the study focused on a convenience sampling of 484 senior high school English teachers in this east coast Canadian province. Phase 2 utilized a criterion-based sample to form three focus groups made up of five teachers per group (total of 15). These criterion-based focus-group participants were randomly selected from three major high schools in the province (in three different geographic locations). I also interviewed a convenience sample of seven administrators to garner their input and to facilitate comparing and contrasting their input to that of the teachers. In the final stage of Phase 2, a criterion-based sample of 15 teachers who have left the profession within the last 5 years prior to having taught for 35 years was interviewed. Because my expertise lies within the senior high school level, and she wished to complete the study within a

specific timeframe (maximum of 1 year), the scope was concentrated upon the senior high school teachers of this east coast Canadian province only.

Delimitations

The study was confined to surveying a convenience sample of teachers employed full time at the senior high school level in the English-speaking public schools of this east coast Canadian province. Phase 2 of the study was confined to interviewing a criterion-based sample of teachers randomly selected from major high schools in this east coast Canadian province, and interviewing 10 district and school administrators (one superintendent and nine principals and/or vice-principals), of whom seven participated, and a criterion-based sample of 15 teachers who had left the teaching profession in the last 5 years without having taught for 35 years.

Significance of the Study

This study provided a clear picture of how workload intensification is affecting performance and personal well-being of the senior high school teachers in this east coast Canadian province and what school leaders can do to balance the workload. The study focused upon exploring the diverse roles (teaching and nonteaching) that these teachers must assume each day, what their experiences of workload intensification have been, and what actions, if any, must be taken to improve the working lives of teachers in this province. As the American Federation of Teachers (2007) has stated, "Teaching quality is the most important school factor in improving student achievement" (p. 2).

The results of this study are important for all the stakeholders in public senior high school education: the provincial Minister of Education, Canadian Teachers Federation, the provincial Teachers Association, provincial school superintendents and

school supervisors, school administrators, classroom teachers, and the public. In particular, the provincial Department of Education is planning a review of provincial teacher workloads. This research sought to contribute valuable information to that study, particularly as it elucidated the effects of teacher workload upon teacher performance and personal well-being.

The results of the research are important to the provincial teachers' association as it adds to their knowledge of the perceived workload issues in this east coast Canadian province's high schools (Ballet, Kelchtermans, & Loughran, 2006; Dibbon, 2004; Ellis, 2008), among which are professional development concerns. The professional development (PD) branch of the provincial teachers' association gleaned vital information regarding professional development opportunities offered in the province, the timing of these PD activities, and their perceived effectiveness.

Positive educational change in teachers' work lives was the ultimate goal of this study. Teaching workload significantly impacts teacher performance and student achievement (Marzano, 2003). The results of the study were shared with the stakeholders in education in an effort to encourage the policy makers to effect positive changes that will improve not only senior high school teachers' work lives but ultimately student achievement in this east coast Canadian province. To improve student achievement, it is vital that the provincial Department of Education recognizes and comprehends the direct relationship between the quality of teacher performance and student achievement.

Walden's Social Change Vision Statement

Walden University's Social Change Vision Statement states,

> Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions. (Walden University, 2008)

In keeping with Walden's vision, this study sought to determine ways to improve the work life of the senior high school teachers in this east coast Canadian province via highlighting the impact that workload intensification has upon their teacher performance and personal well-being and presenting the results of the study to the stakeholders in this east coast Canadian province's public education.

Summary and Conclusion

In summary, this study examined the extent to which the workloads of secondary school teachers in this east coast Canadian province are intensifying, the impact that workload intensification is having upon their teacher performance and personal well-being, and examined and investigated ways of maximizing teacher performance and well-being. The study also sought to elicit positive recommendations for addressing teacher workload from the 484 survey participants, the 15 criterion-based focus group participants, the seven administrators in a local school district, and the 15 teachers who had left the profession early. As a result of this study, the essence of the term workload intensification was determined.

The government of this east coast Canadian province is planning to conduct a review of provincial teachers' workloads at all three levels (elementary, middle, and secondary). The implications for educational change are that this study educed vital

information from practicing high school teachers that will contribute valuable knowledge to this review and ultimately effect improvements in teachers' work lives.

This doctoral study is presented in the following sequential order: Section 1: Introduction and Presentation of the Problem; Section 2: Theoretical Framework and Review of the Literature; Section 3: Presentation of the Methodology; Section 4: Presentation and Analysis of Data; and Section 5: Summary, Conclusions, and Recommendations. In Section 2, The Literature Review, the following relevant topics will be presented: historical framework of education in this east coast Canadian province; previous studies of teacher workload; professional development; attributes of teacher performance and personal well-being; and constructivism and teacher leadership.

Section 2: Theoretical Framework and Review of the Literature

Content of the Review

The review of the literature investigated teacher workload in Canada, the United States, and the United Kingdom. The investigation focused upon the following five attributes of teacher workload and teacher performance: preparation time; collaborative activities; professional development; nonteaching duties, and out-of-field teaching assignments, that is, teaching assignments for which one has no prior training in the subject area. The investigation also included two attributes of personal well-being: stress and free time.

I began by searching for a history of education in this east coast Canadian province to determine what changes in the system have impacted education in this province over the past few decades. I also included a review of two other education concepts that are prevalent in teaching today: constructivism and teacher leadership and how they relate to teacher workload. In addition to the above topics, I also read research methodology books prior to deciding to utilize a two-phase, sequential, mixed method, phenomenological approach.

Organization of the Review

The review of the literature begins with an historical framework of education in this east coast Canadian province. The remainder of the section is presented in the following thematic order: (a) Theoretical Framework, (b) Summary of Previous Studies of Teacher Workload, (c) Attributes of Teacher Performance and Well-Being, (d) Constructivism and Teacher Leadership, and (e) Shortcomings of the Literature Review. The review concludes with a brief look at proposed future research and a Summary and

Conclusion section. Information regarding the above themes was gleaned from peer-reviewed journals, doctoral dissertations accessible via the Walden Library web site, and books borrowed via interlibrary loan or purchased on the Internet.

Strategy Used for Searching the Literature

First, I searched the Internet, particularly Walden University's library, for workload studies, peer-reviewed articles, and books pertaining to workload in general. Then I determined the overarching questions that the study would address. I narrowed the search to include literature covering Canada, the United States, and the United Kingdom. Finally, from this literature and the main research questions, I determined the particular attributes of teacher workload that I would explore.

Review of Related Literature

The literature review begins with a brief history of education in this east coast Canadian province that spans the last 2 decades according to the timeline depicted in Table 1.

Table 1

A Timeline of Education in an East Coast Canadian Province

1986	1991-1992	1995	1996	1997
Inclusive education gained momentum	Technology integrated into classrooms	Foundation years and graduation years program	School governance structure changed	100% retention rate legislated

The remainder of the chapter focuses upon the relevant areas listed in the Organization of the Review, as noted above.

Historical Framework of Education in an East Coast Canadian Province

This east coast Canadian province, an officially bi-lingual province (English and French) since 1969, has experienced major changes in education since 1967, the year in which the federal government gave the province sole responsibility for financing public schools (Council of Ministers of Education, Canada, 2001). Prescribing curriculum and setting educational goals and standards were, and continue to be, under the authority of the provincial Minister of Education. In 1996, this east coast Canadian province experienced a complete change in the governance structure: school boards were dissolved; district offices were reduced from 18 to 8; parental governance structures were created at the school, district, and provincial levels; the number of school districts were reduced from 18 to 14 (nine English and five French); and district education councils, which would be responsible for how the district and schools operate, were organized (Council of Ministers of Education, Canada, 2001).

Education Reforms in an East Coast Canadian Province

In addition to the administrative structural changes, depending upon which provincial political party was in power, many school reforms were undertaken that impacted secondary teacher workloads and stress levels. In this section, four reforms will be reviewed: (a) inclusive education, which gained major momentum in 1986 (MacKay, 2006); (b) technology in the classrooms that began in 1991-1992 (McCluskey, 2006); (c) Foundation Years (Grades 9-10) and Graduation Years (Grades 11-12), an organizational division of the high school that began in 1995 (Gill, 1998); and (d) 100% retention rate (compulsory education to high school graduation or age 18), which was instituted in 1997 (Council of Ministers of Education, Canada, 2005).

Inclusive Education

This east coast Canadian province is heralded as a "leader in the field of inclusive education" (MacKay, 2006, p. 24) and a pioneer in the field of inclusive education (New Brunswick Association for Community Living, 2005). While the schools in this province have experienced good success with inclusive education, it is also evident that resulting "behavior problems appear to be a very pressing concern for teachers and school administrators" (MacKay, 2006, p. 45) and that inclusive education adds to teachers' workload (Belliveau et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick et al., 2005; Harvey & Spinney, 2000; Naylor, 2001a; Smaller et al., 2005; Sutton & Huberty, 2001). This topic will be discussed in greater detail in the Summary of Previous Studies of Teacher Workload section.

Technology in the Classrooms

Introduction of computers into the classrooms of the schools in this east coast Canadian province began in earnest in the 1991-1992 school year. This was the year in which schools began to be computer networked. Between 1992 and 1996, a project entitled UNITE, (Using Network to Integrate Technology with Education), a bilingual English-French project, was undertaken utilizing federal and provincial funding (K. McCluskey, personal communication, August 18, 2008). By 1996, all schools in this province were connected via a wide area network (WAN) (K. McCluskey, personal communication, August 18, 2008). Partnered with New Brunswick Tel, International Business Machines (IBM), and MacIntosh, this initiative brought computers to every school in this province. This, of course, meant that the teachers in this province must now receive professional development that would enable them to utilize these new

computers in their classrooms. As Kevin McCluskey of the Educational Programs and Services Branch of the provincial Department of Education stated, "Teachers were, in fact, expected to become computer literate as quickly as possible, which added to their workload and stress level as computers gained a foothold in the classrooms of the 1990s" (K. McCluskey, personal communication, August 18, 2008).

Today, as McCluskey also indicated, there is a province-wide system of student and teacher e-mail accounts, provided free by the Department of Education, in every school in this east coast Canadian province. Online courses, which began in 1998, have expanded to 43; a total of 20 teachers are involved in teaching online courses; 4,000 students take one or more courses online each year; and the province is now selling online courses internationally to India and China. Some teachers have actually left the regular classroom to teach online courses at the high school level (K. McCluskey, personal communication, August 18, 2008; New Brunswick Department of Education, 2008).

Foundation Years and Graduation Years

As a result of the Commission on Excellence in Education report in 1994 entitled *Schools for a New Century*, four schools in this east coast Canadian province implemented the high school Foundation Years-Graduation Years program (Gill, 1998). The Foundation Years included the grade 9/10 block; the Graduation Years included the 11/12 block. This innovation was a "dramatic innovation in the high school program and would involve considerable structural and pedagogical changes on the part of all school personnel involved" (Gill, 1998, p. 1).

The program experienced several criticisms during its initial stage. Criticism included (a) the program was implemented without proper pilot data collection or evaluation; (b) the "outcomes" (goals of the modules in the program) were developed without input from teachers; (c) its applicability in rural schools, where the number of teachers on staff was smaller, was questioned, as teachers were to team-teach the students; and (e) the reporting system lacked clarity for parents (Gill, 1998). Two comments that arose 3 years into the program were, "One third of teachers at Moncton High School are having health problems due to stress they are feeling as a result of trying to make it work" (Davis, 1997, as cited in Gill, 1998, p. 3) and "Nearly one quarter of Grade 9 and 10 students in the high school foundation program [in a Saint John high school] are not moving ahead as planned" (Davis, 1997, as cited in Gill, 1998, p. 3). By 2007, and a change of government, the name of the program changed to the 9-10 Program. This program, while it is still under the watchful eye of the Minister of Education and his Advisory Committee, has been discontinued in most of the province's high schools.

100% Retention Rate

The Education Act, passed into law on February 28, 1997, Chapter 15, subsection 1(b) states that a child "is required to attend school in the school in which the child is placed by the superintendent concerned under section 11 until the child graduates from high school or attains the age of eighteen years" (New Brunswick Department of Education, 1998a, p. 14). In this province, as the previous Minister of Education indicated, every effort is made to include students in the regular classroom setting; however, presently there is only one district in which full inclusion of special needs

students in all regular classes is mandated (K. Lamrock, personal communication, November 12, 2008). For at-risk students who are in danger of failing or dropping out, the provincial government provides alternative educational programs. Not all at-risk students, however, elect to participate in alternative education programs and therefore remain in the regular classrooms until age 18. Teachers consequently feel the pressure to educate students who do not wish to remain in school. As reported in the *New Brunswick Graduation: The New School Leaving Age* report (New Brunswick Department of Education, 1998b), "Teachers feel they must strive to keep **all** students in school and at the same time practice **zero tolerance** for unacceptable, threatening behaviors" (p.11), which is an added stress factor for teachers.

Another part of the problem, as it affects teachers, is not only the increased need for teacher training regarding how be effective professionals (New Brunswick Teachers Association, 2002) but also the lack of support by school administration, district office, the provincial Department of Education, and parents that teachers feel when dealing with behavioral problems created by at-risk students in regular classrooms (New Brunswick Teachers Association, 2002). The same report highly recommended having "clear expectations and policies" (regarding discipline). Teachers must consistently enforce the rules (New Brunswick Teachers Association, 2002). Discipline problems stemming from 100% retention rate continue to cause stress for high school teachers in today's classrooms (New Brunswick Teachers Association, 2002). In addition to comprehending the transitional changes in the historical framework of this province's senior high school education, it is necessary for the reader to understand the theoretical framework upon which this study was based.

Theoretical Framework

While a constructivist conceptual framework was used to develop this study, I utilized Apple's (1986) *workload intensification thesis* as the classical theoretical framework or "knowledge claim" (Creswell, 2003) upon which to base the study.

Workload intensification with regard to education is not a new concept. Apple (1986) developed the intensification thesis in which he attempted to explain how teachers were being faced with the growing demands of not only policy makers but also of society. His thesis suggested that, because of workload intensification, teachers were becoming preoccupied with administrative, assessment, and other types of duties, which were detracting from quality teaching time. One outcome of this was that teachers were coming to rely more upon prepackaged curricula materials because of their preoccupation with these duties and the lack of time to create materials relevant to the local context (Apple, 1986). An additional claim that Apple made was that intensification was, in fact, "misrecognized by some teachers as professionalism" (Apple, 1986, p. 45). Hence, work intensification became self-imposed to meet the standards set by the policy makers and to retain, in teachers' minds, the status of "effective teacher" (p. 45).

These phenomena, together with intrusion upon instructional time, unmanageable class size/class composition, inadequate preparation time, multiple meetings with parents, and increasing "administrivia" have continued to erode teacher effectiveness at the onset of the 21st century. This is evidenced in international research completed in Canada, the United States, and the United Kingdom (Belliveau et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick et al., 2005; Hall, 2004; Harvey & Spinney, 2000; Naylor, 2001a; Smaller et al., 2005; Sutton & Huberty, 2001).

The concept of workload intensification continues to be a topic of concern to researchers at the beginning of the 21st century. Ballet (2005), Ballet and Kelchtermans (2002), and Ballet et al., (2006) have sought to refine Apple's 1986 version of workload intensification as follows:

> First, the experience of intensification is not only induced by changes at the macro level, but there appear to be multiple sources for intensification. Secondly, the intensification impact does not operate in a linear and automatic way, but is mediated. Finally, the impact of intensification turns out to be different among different teachers. (Ballet et al., 2006, p. 211)

In keeping with these refinements to Apple's workload intensification thesis, I explored the third refinement of the study by Ballet et al. (2006) by examining particular attributes of teacher performance (preparation time, collaborative activities, professional development, nonteaching duties, out-of-field teaching assignments), and personal well-being (stress, free time).

Summary of Previous Studies of Teacher Workload

In searching for excellence, partners in education must be cognizant of the findings of current educational research; be open to realistic change that is relevant to their schools' particular cultures, either a full change, or as recommended by Marzano, an incremental one (Marzano, 2003); determine what the enduring questions regarding the search for excellence are; and finally select what modifications or reforms they are going to introduce and how. The literature review highlighted some of the enduring questions regarding the workloads of teachers.

The 17 research studies of teachers' workloads cited in this document reflect the responses/opinions of approximately 20,000 teachers employed in various parts of Canada, the United States, and the United Kingdom. Eleven of these studies were conducted via surveys or interviews, and each included approximately 500 or more teachers. They included studies completed in (a) Canada--a nationwide survey of 2,000 teachers (three); surveys in Prince Edward Island (two), Ontario, Newfoundland and Labrador, Nova Scotia, Alberta, Saskatchewan, and British Columbia (two); (b) United States--a national survey utilizing a representation of beginning teachers from Texas and Louisiana; high school music band teachers; and special education teachers regarding inclusion; and (c) United Kingdom--a Birmingham study of remodeling teacher workloads. The remaining two studies, each of which included surveys or interviews of fewer than 500 teachers, included research in Canada—Winnipeg, Manitoba; and the United States--Southeastern Idaho and Arkansas.

A summary of the findings of these research documents determined that the overall recurring issues in education are excessive teacher workloads, inclusive education, class composition, discipline problems, meeting the needs of *all* of today's students, nonteaching duties, curriculum implementation, job intensification, the delivery methods of professional development, lack of administrative support, lack of resources, meeting and/or communicating with parents, and expectations of teachers (Belliveau et al., 2002; Brown, 2004; Clark, 2006; Dibbon,2004; Gunter et al., 2005; Hansen & Sullivan, 2004; Harvey & Spinney, 2000; Jeanlouis, 2004; Kancianic, 2006; Kutcy, 2004; Naylor, 2001a, 2001b; Pancheri, 1998; Schaefer, 2003; Smaller, et al., 2005; Sprague, 2002; Taylor, Zimmer, & Womack, 2005). In the literature noted above, the issue of *time*

is a common thread; teachers are concerned about how they can find enough time within the school day to execute all aspects of the job well. As Hargreaves (1992) so aptly stated: "Intensification represents one of the most tangible ways in which the work privileges of educated workers gets [*sic*] eroded" (p. 87).

The erosion of available time to execute necessary duties speaks directly to the workloads of teachers and school administrators. For the purpose of this study, workload intensification was defined as a dynamic process characterized by the escalation of multiple and diverse tasks that teachers must perform. Hargreaves (1992) said that this escalation

> leads to reduced time for relaxation, a lack of time to retool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages. (p. 88)

With respect to time, Article 18 of this east coast Canadian province's teachers' current contract (March 1, 2008 to February 29, 2012) stated that "the number of hours of instruction exclusive of the noon recess shall be: Anglophone sector: for the high school years – minimum 5 ½ hours, maximum 6 hours" (Agreement, 2009, p. 9). By averaging the number of full-time hours of contact with students, as reported in the above international studies, the average amount of specified time that teachers are expected to be engaged with students on a daily basis is approximately 7 ¼ to 7 ½ hours, or 36 ¼ to 37 ½ hours per week. Add to that the "invisible work of teachers" (Dibbon, 2004, p. 12) that spills over into a teacher's personal life, and the internationally recorded average

weekly working hours for teachers to do what they feel is a good job becomes 55.6 hours for Canadian teachers, as cited by Ellis (2008)—hours, one might add, for which they are not paid.

Inclusive Education

One factor that impinges upon teachers' time during the specified working day is inclusion of identified special needs students in a teacher's classroom, particularly without an aide (MacKay, 2006), and students with SEPs related to learning disabilities. A glance at Appendix A, Geographical View of Teachers' Workloads and Concerns, which is a summary of the information found in the studies referenced in this section of the proposal, indicates that inclusion of special needs students in a regular classroom, particularly without an aide, and students with SEPs is of concern to teachers (Belliveau et al., 2002; Dibbon, 2004; Hansen & Sullivan, 2004; Harvey & Spinney, 2000; Jeanlouis, 2004; Kancianic, 2006; Naylor, 2001a, 2001b; Pancheri, 1998; Taylor et al., 2005). For example, teachers in Nova Scotia spend approximately 4.2 additional hours per week in preparing Individualized Program Plans (IPPs) for special needs students (Harvey & Spinney, 2000), which accounts for approximately 8% of their working time.

The role of special education teachers in Canadian and American schools is primarily one of consultation or collaboration (Pancheri, 1998). Unless the teacher has a teaching assistant(s) (TAs) for the special needs students and the students with SEPs in his/her classroom, the onus remains on the classroom teacher to teach and prepare curriculum materials and individualized tests for each child with particular needs in the classroom in addition to preparing materials and tests for the other students as a whole. Exacerbating the situation is teaching a combined class of different levels of intellectual

abilities or, worst case scenario, teaching two unrelated subjects in one classroom at the same time. This puts additional pressure upon a teacher to meet the varying needs of his/her students (MacKay, 2006). As it continues to increase, pressure from inclusion and other diverse sources, spells *stress* (MacKay, 2006). Again, a glance at Appendix A, Geographical View of Teachers' Workloads and Concerns, indicates that stress and work intensification in Canada, the United States, and the United Kingdom are major concerns. As one coworker stated, "This can translate into a teacher's reduced ability to monitor students' daily work properly and this affects student achievement" (C. Noel, personal communication, November 3, 2007).

Teaching an inclusive class necessitates proper professional development. Hargreaves (as cited in Laureate Education, Inc., 2008) succinctly connected teacher professional development to levels of student learning.

Attributes of Teacher Performance and Well-Being

The review of the literature determined that there are many factors that contribute to teacher workload. As I attempted to determine how workload intensification is perceived to impact teacher performance and personal well-being, I examined some of the attributes of teacher performance and well-being. This study limited the attributes to the following: (a) teacher performance—preparation, collaborative activities, professional development, nonteaching duties, and out-of-field teaching assignments; and (b) well-being—stress and free time.

Preparation Time

The summary, Geographical View of Teachers' Workloads and Concerns (Appendix A), indicates that teacher preparation time is an ongoing concern for teachers.

While this province's results were gleaned from the PanCanadian study (Kamanzi et al., 2007), the remaining preparation time indicators were gleaned from 16 studies in Canada, the United States, and the United Kingdom (Belliveau et al., 2002; Brown, 2004; Canadian Teachers Federation, 2003; Dibbon, 2004; Fullan & Hargreaves, 1996; Gunter et al., 2005; Hargreaves, 1992; Harvey & Spinney, 2000; Jeanlouis, 2004; Kancianic, 2006; Kutcy, 2004; McCallum, 2003; Naylor, 2001a, 2001b; Pancheri, 1998; Schaefer, 2003; Smaller et al., 2005). As Dibbon (2004) indicated, teachers need regular, job-embedded preparation time to meet the diversified needs of today's students. Even within the last 2 decades, Hargreaves (1992) cited the need for increasing preparation time to alleviate teacher stress levels and facilitate their having quality free time. Hence, an examination of the status of preparation time in this east coast Canadian province's senior high schools today was undertaken.

Collaborative Activities

DuFour, DuFour, and Hulley (2008) and Muhammad (2008) are some of the more recent advocates of teacher collaboration. It is via collaboration with one's peers that teachers determine the answers to the four "Critical Questions of Learning:"

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it? (DuFour et al., 2008).

DuFour et al. (2008) clearly delineated what constitutes actual collaboration. While teachers may form teams or committees to address the discipline policy, school supervision, and student misconduct, for example, none of these activities truly leads to a

school's becoming a Professional Learning Community (PLC). When teachers engage in questioning and discussing the curriculum guides, what the core knowledge of each subject is that each student should learn, how the data pertaining to student achievement reflects their goals of improving student learning, what strengths and weaknesses in student learning exist and how are they going to address them, and what is working and what is not working, then teachers are engaging in genuine PLC professional dialogue (DuFour et al., 2008; Muhammad, 2008).

Another key factor in collaboration is that the teams "must have time to meet during the workday and throughout the school year" (DuFour et al., 2008, p. 67). Research has shown that this remains an ongoing concern in schools that are striving to become PLCs (Leonard & Leonard, 2003). Administration needs to find creative ways to ensure that time for genuine collaboration is job-embedded. To facilitate job-embedded collaboration, the PLC model advocates the addition-subtraction principle (DuFour et al., 2008). According to this principle, a teacher's workload is to be balanced; when something is added to his/her workload, something else is to be removed so as not to overload the teacher. In this doctoral study, I looked at the status of collaboration in the senior high schools of this east coast Canadian province and its impact upon teacher performance and well-being.

Professional Development

What is the purpose of professional development (PD)? As Hannay, Wideman, and Seller (2006) suggested, should it be called *professional learning*? Professional *development*, as opposed to professional *learning*, is a social activity (Putnam & Borko, 1999), one in which both the instructors and the students evolve. As Leithwood (2006)

has stated, “meaningful professional development is a working condition associated with teacher morale, organizational commitment, engagement in the school and profession, as well as pedagogical knowledge” (p. 75). However, the effectiveness of the professional development opportunities offered to teachers during nonteaching hours is questionable (Katzenmeyer & Moller, 2001; Rebora, 2004). As Katzenmeyer and Moller (2001) have stated, “Menus of short-term workshops are still the more prevalent form of professional development, though we know that this approach lacks many essential elements that make professional development effective” (p. 55).

On the other hand, Bray (2002); Center for Teaching Quality (2007); DuFour et al. (2008); Leithwood (2006); Morris, Chrispeels, and Burke (2003); and Rock (2002) clearly emphasized that collaborative inquiry, both within and outside the school, is vital to the professional development of teachers and administrators and to student achievement. This necessitates regularly providing time within the school day for teachers to discuss everything from curriculum, testing, pedagogy, and leadership to classroom experiences, student achievement, best practices, and collaborative culture.

Three days are allotted by the provincial government of this east coast Canadian province for subject council activities, that is, for teachers to collaborate on subject area concerns. This is an example of collaborative inquiry during school time (New Brunswick Teachers Association, 2007). In fact, schools are closed and the teachers travel to another area to meet and discuss curriculum-related concerns and ideas, something that Putnam and Borko (1999) encouraged. Restructuring these subject councils from the previous 19 into three groups (elementary, middle, and senior high) has proven to be effective. The provincial Teachers Association verified the effectiveness of

restructuring subject councils: “On Friday, May 4, 2008, over 80% of our teacher membership attended one of the three provincial conferences organized by our Councils” (New Brunswick Teachers Association, 2007, p. 17). As the former provincial Teachers Association Director, Robert Fitzpatrick, indicated, previous attendance at subject council days under the former structure was normally approximately 60% (R. Fitzpatrick, personal communication, June 4, 2008). The program for the subject council days, however, has not been without criticism. Some teachers have voiced their disappointment that, at the High School Subject Council, greater emphasis is placed upon mathematics, English, and science and there is less provided for teachers of other subject areas (J. McDowell, P. Kirkpatrick, personal communication, July 24, 2008).

What are the ramifications of the theoretical perspectives on professional development and the PD experiences of teachers and school administrators? Studies show that uninterrupted time allotted within the school day for teachers to collaborate, on a regular basis, is most beneficial to professional development (Bray, 2002; DuFour et al., 2008; Morris et al., 2003; Muhammad, 2008; Putnam & Borko, 1999).

Another strategy, advocated by Richardson (2004), is the Japanese *lesson study*, wherein teachers collaboratively create lesson plans, teach, observe one another’s teaching, discuss, and revise the lessons as required. Cohan and Honigsfeld (2006) saw the Japanese lesson study as “a generative process through which teachers continually improve and redirect their teaching as needs arise from their students and classrooms” (p. 524). It aligns with the concept of DuFour et al. (2008) regarding the Professional Learning Community in which teachers work “collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students

they serve" (p. 30). Although the Japanese lesson study requires a commitment of more, not less, time (Katzenmeyer & Moller, 2001), the process leads teachers to become "lifelong learners" (Yoshida, 2004, p. 5). Yoshida (2004) further stated that "It is especially important to think of lesson study as a professional development activity, not as teacher training and lesson development. It creates opportunities for teachers to think deeply about instruction, learning, curriculum, and education" (as cited in Cohan & Honigsfeld, 2006, p. 82). Because Japanese lesson planning is a time-consuming venture, it requires well-organized meetings to maximize the time that teachers have to collaborate, whether it is job-embedded or after school (Chokshi & Fernandez, 2004). It also requires administrative support in terms of "scheduling, obtaining substitute coverage, and allocating funds" (Chokshi & Fernandez, 2004, p. 521).

Professional development with respect to the use of computers in the classroom must address what Becker (2007) referred to as a "disconnect" between technological professional development and actual utilization in the classroom. Becker (2007) noted the need in this technological age for "training or help in instructional ways to integrate technology into the curriculum" (p. 114). In Becker's study, this need was voiced by "both novice and veteran teachers" (p. 114).

If building a culture of learning within a school is to be fully realized, strategies employed to improve professional development necessitate commitment on the part of all engaged in the process, from government to the school administrator and teacher levels. Teachers have valuable insights to share, whether they are teachers with many years of experience or newcomers to the profession who possess the latest theories in their repertoire of knowledge. To build these new cultures of learning, collaborating within

and beyond the school will be a fundamental force to stimulate ongoing inquiry and innovation (Hannay et al., 2006). Weinbaum et al. (2004) summarized what effective professional development should be when he cited McLaughlin and Talbert (2001) as stating,

> Researchers of every stripe agree that professional development should be long-term and frequent, have a strong school-based component, enable teachers to consider their teaching in light of research and their own practice, be grounded in teaching and student learning, and be linked to curricula. (p. 17)

Professional development in the 21st century needs to be results-driven, standards-based, inquiry-oriented, job-embedded, mission-focused, and needs-oriented (Laureate Education, Inc., 2008; National Staff Development Council, 2001; O'Haire & Froese-Germain, 2008; Wiggins & McTighe, 2006).

Nonteaching Duties

The review of the literature revealed that nonteaching duties is another area of concern for teachers in Canada, the United States, and the United Kingdom (Appendix A). Dibbon (2004) made a salient statement with which I agree:

> Given the turbulent nature of schools today where there are tremendous demands placed on teachers, ranging from the implementation of new curricula to managing a plethora of social issues, the expectation for teachers to do mandatory supervision is no longer reasonable—in fact, it is an extremely poor use of professional time. (p. 34)

A pertinent study that undertook the examination of nonteaching duties was a study in the United Kingdom of 32 schools involved in the project known as *remodeling*

(Gunter et al., 2005). Remodeling meant that people other than teachers took over the nonteaching work of teachers and freed teachers to do the required teaching and learning jobs for which they were trained and hired. Significant results included (a) hours worked decreased from 2002 to 2003; (b) 95% of teachers did evening and weekend work; (c) there was a marked decline in the time spent on clerical jobs that were formerly done by teachers; (d) levels of job satisfaction and commitment increased as the change in hours required to work fell, and some teachers were motivated to work longer hours on things they felt were important and motivating; and (e) improved relationships with teacher assistants and bursars.

Teaching Assignments

Little research has reported findings of teachers receiving out-of-field teaching assignments, that is, subject areas outside of their areas of expertise. However, Dibbon (2004) was one researcher who mentioned that teachers were being assigned subjects to teach outside of their areas of expertise, which added to their workload and stress level. In his study, Dibbon noted the following:

> Out-of-field teaching is a characteristic of our school system that we need to know more about. We need more data on the extent to which it occurs and on the consequences (for teachers and students) and we need to know what takes place in the classrooms of teachers where there is not a good fit between their qualifications and training and their teaching assignments. (p. 35)

Dibbon indicated the need for teachers to "possess subject area expertise" as a necessity for meeting the diverse needs of their students (p. 31). Teaching out-of-field subjects, which necessitates added preparation time, places an added burden upon teachers and

increases their teaching workload (p. 31). As I was looking at how workload impacts teacher performance and personal well-being, out-of-field teaching assignments were also examined.

Stress

Besides the 17 workload studies wherein teacher stress was cited as a workload factor, five other reports regarding teacher stress, all of which emphasized the fact that teacher stress levels are increasing, were reviewed(Attridge, Bergmark, Parker, & Lapp, 2002; Hansen & Sullivan, 2004; Nagel & Brown, 2003; Naylor, 2001b; Schaefer, 2003). As Skipper (2007) indicated, teachers must put their personal wellness first if they are to expect their students to be healthy and productive members of society.

Pickering (n.d.), in summarizing a study of teacher stress stated, "The issue of teachers' stress is one that has received reasonable attention regionally, nationally, and internationally. . . [and] confirms the ongoing prevalence and consistency of teachers' concerns related to classroom conditions and their link to stress" (p. 22). In summarizing a 2005 study of teacher stress by Younghusband, Pickering (n.d.) cited 10 main causes of teacher stress as follows:

"1. Balancing multiple demands
2. Work overload
3. Lack of time
4. Inadequate resources
5. Inadequate administrative support
6. Inclusive classes
7. Pathways (a special needs program in British Columbia, Canada)

8. Student misbehavior
9. Ongoing changes
10. Inadequate professional development" (p. 24).

In this ever-changing world, there is a great need in 21st century schools to emphasize teacher wellness (Skipper, 2007). This study examined teacher workload and investigated ways of maximizing teacher performance and well-being.

Free Time

All the workload studies cited in the review of the literature mention how teacher workload impacts teachers' free time—what cannot be accomplished within the specified job-embedded preparation period spills over into teachers' evening and weekend time. As one teacher is quoted in Dibbon (2004), "I have no time for my family and a social life is out of the question—my work has become my life." In the United Kingdom, Helsby (as cited in Gunter et al., 2005) noted that "people work longer hours in order to meet work demands, which increasingly impinge upon their private life" (p. 451). As noted in Appendix A, lost family time was a concern found in studies in Canada, the United States, and the United Kingdom.

Constructivism and Teacher Leadership

Constructivism

In addition to collaborative inquiry, constructivism plays a significant role in effective teaching and learning and teacher leadership (Lambert et al., 2002). What is *constructivism* and how does it apply to teaching, teacher workload intensification, and teacher leadership? Lambert et al. (2002) defined constructivism as "the theory of

learners constructing meaning based upon their previous knowledge, beliefs, and experiences" (p. 1). From the review of the literature, the definition of constructivism is as follows: Constructivism is an active, inquiry-based, collaborative, reflective process wherein information evolves (Katzenmeyer & Moller, 2001; Lambert et al., 2002; Schön, 1983; Weinbaum et al., 2004). Constructivism involves the learners' forming knowledge and beliefs; they ascribe meaning to experiences; and involves shared inquiry, reflection, and metacognition (Lambert et al., 2002). Constructivism has an important role to play in the development of teacher excellence, student achievement, and teacher leadership (Lambert et al., 2002).

From the constructivist point of view, knowledge is constructed by the individual through his/her interactions with one's environment (Lambert et al., 2002). Questioning to promote critical thinking, which began with Socrates (Murphy, 1997) and continued with John Dewey (Field, 2007) and Jerome Bruner (Flores, 2001), remains one of the tenets of effective teaching and learning today (Canter, 2004). Constructivism has an important role to play not only in the public school classrooms but also in the professional development of teachers and school administrators. Taken together, collaborative inquiry and constructivism are key elements in the process of enhancing teachers' professionalism, teaching skills, and ultimately student achievement (Bray, 2002; Canter, 2004; Lambert et al., 2002; Leithwood, 2006; Morris et al., 2003).

Given the rapid pace at which changes occur in education today, which necessitates adaptability on the part of teachers, plus the demands that the public places upon teachers, it is a recognizable fact that teachers face workload intensification on a regular basis. Harvey Brooks (1963, as cited in Schön, 1983) stated,

> The dilemma of the professional today lies in the fact that both ends of the gap he is expected to bridge with his profession are changing so rapidly: the body of knowledge that he must use and the expectations of that he must serve. Both of these changes have their origin in the same common factor—technological change. (p. 15)

Considering the advancements in technology since 1963, when Brooks was citing this dilemma, how many more demands upon teachers' time are made by the necessity to keep abreast of technological advances that are finding their way into schools? Again, referring to the PD connection, there is a great need to continue to prepare teachers to utilize technology effectively in both the classroom and in administrative tasks. Foltos (n.d.) stated,

> If we expect teachers to use technology in ways that enrich and enhance student achievement, we must provide them with the professional development they need to develop the confidence and skills to apply technology, and an understanding of how technology supports standards-based education. (para. 9)

Constructivist Teacher Leadership

The theory of constructivism also applies to teacher leadership. Lambert et al., (2002.) defines *constructivist leadership* as "the reciprocal processes that enable participants in an educational community to construct meanings that lead toward a shared purpose of schooling" (p. 36). Research at the beginning of the 21st century regarding constructivist teacher leadership clearly emphasizes the need for "leading for meaning" (Lambert et al., 2002, p. 42). As Jones and Brader-Araje, (2002) stated, "students bring with them a rich array of prior experiences, knowledge, and beliefs that they use in

constructing new understandings" (para. 18). In the diverse classrooms of the 21st Century, constructivism has a key role to play in student achievement (Lambert et al., 2002).

Contrary to the Coleman Report, in which he concluded that students' family backgrounds preconditioned their success in school (Association for Effective Schools, Inc., 1996), it is now expected that "all [students] achieve and all, regardless of background, have access to a rich, rigorous curriculum" (Lambert et al., 2002, p. 5) so that they construct meaning from their experiences with this curriculum. The intent behind the philosophy that "all children can learn" is laudable and achievable to differing degrees. All children *can* learn something; however, it is ludicrous to imply that all children can learn the same material to the same level in the same classroom at the same rate during the same amount of time (Thomas & Bainbridge, 2001). Human beings are unique; children develop at different rates (Thomas & Bainbridge, 2001).

It is time for teacher leaders to ensure that while each child has the opportunity to achieve at his/her maximum potential, each teacher is supported and given every opportunity to acquire the knowledge and skills necessary to meet the diverse needs of today's students (Newmann, 2007). Furthermore, teacher leaders need to ensure that the standards to be met are clearly defined and reflect authentic learning that prepares students to assume their rightful roles in today's society (Lambert et al, 2002).

Who are these teacher leaders? How do we define leadership in today's complex school communities? Lambert (n.d., p. 1) described these teachers as being "fully alive" in their classrooms, their schools, and their districts. They yearn to make a difference in not only the lives of their students but also within their own lives and the lives of their

colleagues. They are curious, reflective, action-driven educators who seek to collaborate with their peers in order to improve their craft and student achievement. Leadership for these teacher leaders is not solely embodied in the authority of the principal; it is a reciprocal process that empowers teachers to "transform themselves, others, organizations, and society" (Lambert et al., 2002, p. xviii). "Teacher leaders mentor others into leadership" (Lambert, n.d., p. 8); they do this via collaboration with classroom teachers, administrators, and program developers (Crowther, Kaagan, Ferguson, & Hann, 2002).

Part of the problem for teacher leaders in today's schools is the dilemma of how to move from "transformational leadership" to "constructivist leadership". Transformational leadership situates responsibility for the growth of others in the designated leader," who is the principal (Lambert et al., 2002, p. 39). Constructivist leadership "separates leadership from the leader and situates it in the patterns of relationships among participants" (Lambert et al., 2002, pp. 39-40). Barth (2001) described the principal as either an obstacle to or a supporter of teacher leadership. It is the latter that 21st century schools seek in order to advance the opportunities for shared teacher leadership and more effective professional learning, collegiality, and collaboration.

Shortcomings of the Literature Review

The literature review, although very enlightening, was not without its shortcomings. The Prince Edward Island study (Belliveau et al., 2002) included administrators, librarians, and counselors in its statistics regarding full-time teaching. Principals, vice-principals, librarians, and counselors were not all teaching in classrooms

full time. The British Columbia study (Naylor, 2001a, 2001b) unfortunately omitted middle school teachers from the survey.

Perusal of the literature cited in this proposal has yielded the following conclusions:

1. Stress levels of teachers in Canada, the United States, and the United Kingdom where intensive surveys have been completed are high.
2. Education reforms are repeatedly put into place without the provision of adequate resources, qualified teachers, teacher assistants, and proper funding.
3. Decisions regarding education and the delivery of it are made externally; input from teachers themselves is seriously lacking.
4. Constantly changing curriculum and lack of teacher training add significantly to teachers' workloads.
5. Inclusive education, while laudable, is improperly supported and also adds to teachers' workload.

As a result of the literature review, it was my intention to survey classroom teachers separately from administrators, as some administrators are nonteaching personnel. In this east coast Canadian province, research is lacking regarding workload and ideas for improving education. International research abounds regarding the actual number of hours that teachers are working and what workload factors are causing teachers great stress. I attempted to go one step further and determine *how* these workload intensification factors actually impact teachers' performance and personal well-being. The two major research questions were as follows:

1. How do senior high school teachers in this east coast Canadian province perceive workload intensification impacting teacher performance?
2. How do senior high school teachers in this east coast Canadian province perceive workload intensification impacting personal well-being?

In addition to addressing these two overarching questions, the study also (a) defined the essence of the term workload intensification as viewed by the senior high school teachers in this east coast Canadian province; and (b) developed workload, teacher performance, and personal well-being continuums against which educators can measure their personal workload; and (c) determined what positive changes, if any, are needed to improve the workloads of teachers in senior high schools in this east coast Canadian province.

Future Research

Other longstanding questions for future research are as follows: What needs to be done to improve student discipline both in the classroom and in the school? Can nonteaching jobs--those clerical and supervisory jobs that include completing endless forms; balancing attendance records; completing anecdotal report cards manually; doing bus, cafeteria, and hallway duty; and even decorating one's classroom—be allocated to other responsible staff and leave the teachers to do what they are trained to do, that is, teach? A study in Birmingham, England, has attempted just that and teachers are pleased with the results (Gunter et al., 2005). Training and employing people other than teachers to do these duties is an effective strategy (Gunter et al., 2005).

Summary and Conclusion

The review of the literature focused upon six areas: (a) historical framework of education in an east coast Canadian province; (b) determining a theoretical framework for the study; (c) workload studies in Canada, the United States, and the United Kingdom; (d) professional development; (e) attributes of teacher performance and personal well-being; and (f) constructivism and teacher leadership. Facts gleaned from the review of the literature are as follows:

- Teacher workload has intensified over the past few years and continues to do so, as evidenced in the 16 workload studies contained in the literature review. Canadian studies have revealed that workload hours per week have increased from 51.8 hours in a 2000-2001 survey to 55.6 hours in a 2005 survey (Ellis, 2008).
- Time for job-embedded school-related responsibilities is not standardized. The 16 workload studies included in the literature review indicate that the workload of today's classroom teachers necessitates the expenditure of unaccountable hours of personal time to complete job-related activities: preparing lessons, including special lessons for those who are on Individualized Education Plans (IEPs); assessing student work; supervising outside of classroom hours; reporting to parents; meeting with parents; attending staff meetings; participating in committee meetings; working in teacher study groups; learning new curricula; and preparing to teach subjects outside of their areas of expertise.

- Professional development (PD) that is job-embedded is heralded as a more effective method of delivering effective PD, as opposed to the one-shot after-school workshops (Bray, 2002; DuFour et al., 2008; Katzenmeyer & Moller, 2001; Leithwood, 2006; Morris et al., 2003; Muhammad, 2008). PD is a lifelong learning exercise.
- Teacher retention is a problem in some parts of Canada and the United States ("One in three," 2005; Allen, 2005; Dibbon, 2004; Emerick et al., 2005; Margolis, 2008; Quartz et al., 2008).
- While some teachers may rise to the challenge of a demanding workload, others are feeling stressed and overwhelmed (Belliveau et al., 2002; Berger, 2006; Dibbon, 2004; Harvey & Spinney, 2000; Naylor, 2001a, 2001b; Smaller et al., 2005; Taylor et al., 2005).
- Collaborative inquiry and constructivism are key elements in the process of enhancing teachers' professionalism, teaching skills, and ultimately student achievement (Bray, 2002; Canter, 2004; Lambert et al., 2002; Leithwood, 2006; Morris et al., 2003). Constructivism also has a vital role to play in teacher leadership (Lambert et al., 2002).
- Leadership for teacher leaders is not solely embodied in the authority of the principal; it is a reciprocal process that empowers teachers to "transform themselves, others, organizations, and society" (Lambert et al., 2002, p. xviii). "Teacher leaders mentor others into leadership" (Lambert, n.d., p. 8).

The provincial government of this east coast Canadian province is undertaking a review of teacher workload in public senior high schools of the province. Therefore, now

is the opportune time for me to conduct my doctoral study, delineate a provincial picture of senior high school teachers' workload in this east coast Canadian province, and ultimately write a white paper as part of that provincial study.

Review of Methods

Prior to beginning any research project, a researcher must choose which method will be most appropriate for gathering data that will ultimately provide a plausible answer to the overarching research question. A review of the literature indicated that there are three possible research designs: (a) quantitative, (b) qualitative, and (c) mixed method research (Babbie, 2004; Creswell, 2003; Nesbary, 2000; Tashakkori & Teddlie, 1998, 2003).

The quantitative approach allows one to collect numerical data from large numbers of participants; however, as Babbie (2004) indicated, this has the "disadvantages that numbers have, including a potential loss in richness of meaning" (p. 26). The qualitative approach permitted me to collect "text and image data" (Creswell, 2003, p. 179). However, as Babbie (2004) indicated, "qualitative data can have the disadvantages of purely verbal descriptions" (p. 27); the researcher does not simply quantify the descriptions but rather includes specific quotes to support the claim(s) that he/she is making. The nature of the research question is an indicator of the type of research design that one should employ. Tashakkori and Teddlie (2003) indicated that "The ultimate goal of any research project is to answer the questions that were set forth at the project's beginning. Mixed methods are useful if they provide better opportunities for answering our research questions" (p. 14).

After having read several resource methodology books (Babbie, 2004; Creswell, 2003, 2007; Moustakas, 1994; Nesbary, 2000; Tashakkori & Teddlie, 1998, 2003), I decided to utilize a mixed method, sequential, phenomenological design and a constructivist paradigm for two reasons. The quantitative approach is an expedient method for collecting data relevant to identifying the characteristics of a population based upon an appropriate sample of individuals (Creswell, 2003). Ergo, the quantitative phase in the study was used to gather data via a survey that would enable the researcher to examine the perceived effects of teacher workload upon teacher performance and well-being.

The second reason is the qualitative approach enables the researcher to choose from five different strategies or "traditions of inquiry: narrative, phenomenological, ethnography, case study, and grounded theory" (Creswell, 2003, p. 183). Therefore, the qualitative phase of the study permitted the exploration of the survey responses in greater depth, comparison of the responses of the administrators to those of the teachers, and exploration of the extent to which workload intensification was a factor in teachers' decisions to leave the profession prior to having taught for 35 years or having reached age-service index of 85 years.

Ultimately, I attempted to determine the essence of the phenomenon workload intensification according to the secondary school teachers in this east coast Canadian province.

Section 3 will describe the research design in more detail, the role of the researcher, the context for the study, the measures for protecting the ethical rights of

participants, selection criteria for selecting participants, the types of data to be collected, and a description of the proposed analysis procedures.

Section 3: Methodology

The purpose of this phenomenological, inferential, mixed method study was to explore roles that secondary teachers must assume, including their diverse teaching roles, and how they perceive those roles impacting their teacher performance and personal well-being. Using the lens of senior high school teachers and administrators in this east coast Canadian province, this two-phase, sequential mixed methods study examined the perceived effects of teacher workload intensification upon their teacher performance and personal well-being.

Organization of the Section

This section will describe the methodology that was utilized in the study. The remainder of the section will be presented in the following order: (a) Intent of the Study, (b) Research Design and Approach, (c) Justification for a Mixed methods Approach, (d) Setting and Sample, (e) Connection between Questions and Goals of the Study, (f) Context and Sequential Strategies, (g) Data Analysis and Validation Procedures, (h) Protection of Participants' Rights, and (i) Summary and Conclusion.

Intent of the Study

The intent of this study was to answer the research questions: How do secondary school teachers in this east coast Canadian province perceive workload intensification impacting teacher performance? How do secondary school teachers in this east coast Canadian province perceive workload intensification impacting personal well-being? The following null (H_0) and alternative (H_1) hypotheses were tested:

1. H_0: Workload intensification has no significant impact upon teacher performance.

2. H_1: Workload intensification has a significant impact upon teacher performance.
3. H_0: Workload intensification has no significant impact upon personal well-being.
4. H_1: Workload intensification has a significant impact upon personal well-being.

In an attempt to answer the research questions, three variables were utilized: (a) the independent variable was teacher workload intensification; (b) the dependent variables were teacher performance and personal well-being. The attributes of the dependent variables studied were limited to teacher performance and well-being. Teacher performance was measured by the following:

1. Preparation time: time that includes preparation for classes, marking, self-study to prepare to teach classes outside one's area of expertise, photocopying, and administrative paperwork.
2. Collaborative activities: including in-school mentoring of new teachers, study groups/team meetings, and committees for school-wide improvement.
3. Professional development (PD) activities: job-embedded professional development activities, as well as after-school PD.
4. Nonteaching duties: including hall monitoring, cafeteria duty, bus duty, and special events duty (concerts, plays, dances).
5. Out-of-field teaching assignments: including teaching assignments for which one has no prior training in the subject area.

Personal well-being was assessed as follows:

1. Stress level: feeling overwhelmed by one's workload as related to teaching and nonteaching school duties.

2. Free time: refers to time wherein one is devoting his/her efforts towards nonschool related activities.

Research Design and Approach

This study utilized a sequential explanatory strategy, guided by a theoretical framework, wherein it sought "to elaborate on or expand findings of one method (quantitative) with another method (qualitative)" (Creswell, 2003, p. 16) as described in Figure 1.

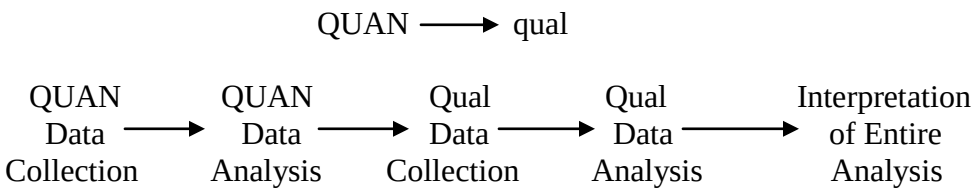

Figure 1. Sequential explanatory design. From *Research Design: Qualitative, Quantitative, and Mixed methods Approaches (2nd ed.,* by J. W. Creswell, 2003, p. 213. Published by Sage Publications, Thousand Oaks, CA. Copyright 2003 by Sage Publications, Inc.

Data Collection—Phase 1 (Quantitative)

Phase 1 of the study explored teacher workload experiences via data from a quantitative, cross-sectional survey of a randomly selected sample of 484 English senior high school teachers in this east coast Canadian province. In this phase, a survey containing checkmark questions regarding teacher background, Likert scale questions regarding current workload and its perceived effect upon teacher performance and well-being, and two open-ended questions regarding the top three workload-related stressors and the top three priorities to improve the education system was utilized.

In Phase 1, an online survey (Appendix B) was created in the teachers' provincial online education portal as the initial tool for gathering information. The survey contained

only two sections for which permission from the authors to quote material was required; these were the sections pertaining to "job satisfaction" and "personality types." See Appendix C for a copy of the permission letter from Ross Reinhold and Appendix D for a copy of the permission letter from Marianne Sorensen. Before beginning the survey, it was necessary to (a) acquire Walden University's Institutional Review Board's (IRB) approval for conducting the research in public secondary schools in the English sector of one Canadian province, and (b) contact the superintendent of each school district and the principal of each public secondary school to acquire permission to conduct the survey with their secondary school employees. Having obtained IRB approval (IRB Approval Number 04-02-10-0380028) and the permission of the relevant superintendents and school principals, I obtained a current list of full-time provincial secondary school teachers, together with school names, school addresses and phone numbers, and teachers' e-mail addresses from the provincial Department of Education.

An e-mail was then sent to each teacher in the convenience sample to invite him/her to participate in the survey; it explained the reason for the research and providing directions for the completion of the survey in a cover letter. The e-mailed invitation included the reason for the survey; a formal consent form; and directions for completing the online version of the survey, together with the participant's personal code for beginning the online survey. The online survey questionnaire included a Consent Form to be completed by the prospective participant and submitted to me together with the completed survey.

The survey was available to the sample participants via their secure online education portal for 3 weeks beginning April 23, 2010. The survey had to be completed

in one sitting only. Once the participant has clicked the "Submit to Researcher" button at the end of the survey, further access to the survey questionnaire was denied.

For those participants who preferred to complete a "pen-and-paper" version of the survey, this option was provided, together with a stamped, self-addressed return envelope to the participant upon request. This was noted in the cover letter instructions.

Throughout the 3-week period, I monitored the responses. By the middle of the 2nd week, I contacted the remaining nonrespondents via e-mail with a friendly message to (a) ensure that they received the e-mailed invitation to complete the survey, and (b) encourage them to respond before the deadline. Ultimately, 353 paper copies of the survey were sent to those who had not responded to the online version.

When the 3-week period expired, I downloaded all responses and participants' information from the secured education portal to a CD ROM, verified its accuracy, and then stored it, together with a backup copy, in a combination-locked file in my home office. To prevent any unwarranted access to the data via Internet or other means, once the download had been completed, any participant information and responses that were entered into the education portal were permanently deleted and no downloaded data pertaining to the research was stored on my personal computer. The data was stored on CD ROM in spreadsheet format that was easily converted to SPSS format for analysis. When performing analysis, the researcher uploaded the data from the CD ROM to my personal office computer, completed the applicable analysis, and again stored the data only on the CD ROM.

Data Collection—Phase 2 (Qualitative*)*

Phase 2 was used to augment the findings from the quantitative phase with qualitative focus group interviews with the criterion-based sample of 15 teachers selected from three major senior high schools in different geographical areas of this province, plus the convenience sample of 10 district and school administrators (one superintendent and nine principals or vice-principals), to explore the results in greater depth and to facilitate a comparison of their responses to those of the senior high school classroom teachers. I also interviewed 15 teachers who had left the profession within the last 5 years with fewer than 35 years of teaching experience. In this phase, I utilized an empirical phenomenological approach. Moustakas (1994) described this approach as one that "involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (p. 13).

Following interview guidelines set forth by Moustakas (1994) and Creswell (2007), I first created an interview protocol (Creswell, 2007) containing significant open-ended questions that would elicit teacher focus group participants' detailed accounts of their experiences of workload intensification and how they perceive that it has impacted their performance and personal well-being. I also created a similar interview protocol to use with the administrative focus group participants that would elicit their perceptions of teacher workload and how it impacts performance and personal well-being. Finally, I created an interview protocol to use with the 15 teachers who had left the profession within the last 5 years with fewer than 35 years of teaching experience. To maintain an original record of the interviews and to facilitate verbatim transcription of the

participants' experiences, I audio taped the interviews and color-coded sections of the transcriptions of the interviews for later use in analysis.

Prior to the beginning of an interview, I set aside my knowledge, opinions, and judgments and, together with the focus group participants, took a fresh look at the phenomenon workload intensification. This process Moustakas (1994) termed *epoche,* "a Greek word meaning to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things" (p. 33).

The interview process was interactive. Therefore, the participants related their experiences of workload intensification to me and to one another; I was particularly attentive to the participants' responses to the interview questions, recorded their responses via audiotape, and made handwritten reflective notes on the interview protocol sheets (Creswell, 2003).

The intent of this approach was to allow me as researcher to determine the essence of the term workload intensification as perceived by the 484 survey participants, the 15 criterion-based sample of teacher focus group participants, the 10 administrators (one superintendent and nine principals or vice-principals), and the 15 teachers who left the profession early. As a final gesture of gratitude to those who had participated in the study, I sent a message of thanks to each participant who took the time to complete the survey.

Data Analysis

For Phase 1 of the study, the quantitative phase, the Statistical Package for the Social Sciences (SPSS) to perform statistical tests for hypothesis testing was utilized. As the survey instrument collected data on a nominal scale, I utilized a nonparametric test,

chi square, to determine the relationship between teaching workload and the perceived impact it has upon teacher performance and between teaching workload and the perceived impact on personal well-being. I also utilized a Spearman Rho correlation test to evaluate the correlation among workload, teacher absenteeism, and teacher perception of preparation time.

For Phase 2, I utilized approved qualitative analysis procedures such as unedited transcription of the audiotaped interviews; highlighting of significant statements, ideas, and quotes from the participants; horizontalization; development of clusters of meaning or themes (Creswell, 2007); and writing textural, structural, and composite descriptions of the data that capture the essence of the phenomenon workload intensification. To facilitate analyzing and summarizing the qualitative data, I utilized NVivo 8 software.

Justification for a Mixed Methods Approach

As I wished to determine not only the perceived impact of workload upon teacher performance and personal well-being but also the essence of the term workload intensification, I chose a sequential explanatory strategy. This strategy enabled me to collect and analyze quantitative data in Phase 1 of the study. In Phase 2, I utilized an empirical phenomenological approach; I collected qualitative data to enhance the information gleaned from the quantitative phase and ultimately determine the essence of the term workload intensification.

The aim of the empirical phenomenological approach, as described by Moustakas (1994), is "to determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it" (p. 13). The quantitative data revealed closed-ended information that can be statistically evaluated for

validity and reliability (Creswell, 1999). It also enabled me to form criterion-based focus groups for the qualitative phase of the study based upon participants' responses to the survey questions. The open-ended qualitative data enabled me to acquire "comprehensive descriptions that provide the basis for a reflective structural analysis that portray the essences of the experience" (Moustakas, 1994, p. 13). As Miller (2003) stated,

> In a very basic sense, the qualitative analysis must be directed to some part of the quantitative analysis so that something more, different, or novel may be discovered and analyzed. That is, there must be the presumption that there is something more to the "story" than what is given by the quantitative portion of the study. . . . What is desired through the qualitative analysis is a deeper understanding of how and why the variables indicate what they do. (pp. 423-457)

Given the goals of this study, I determined that a mixed methods approach would be the most appropriate method for the study.

Integration of the Approaches

As the quantitative data was collected, I utilized SPSS to generate a summary spreadsheet of responses to keep a running total of the responses to each "yes-no" and Likert scale question. I also utilized SPSS to conduct the chi-square and Spearman Rho tests.

When the qualitative data had been collected, I (a) transcribed the audiotapes; (b) highlighted significant statements, ideas, and quotes from the participants to facilitate development of rich text in Section 4, Presentation of Findings and Analysis

(horizontalization); (c) developed clusters of meaning (Creswell, 2003) or themes common to both the survey results and the interview findings; and (d) wrote textural, structural, and composite descriptions of the data that captured the essence of the phenomenon workload intensification. It is in Section 4, Presentation of Findings and Analysis, that I integrated both the quantitative and the qualitative data. In that section, I commented upon how the qualitative data augmented, explained, supported, or negated the findings in the quantitative phase of the study (Creswell, 2003).

Setting and Sample

I utilized a convenience sample of 484 members of the population of 1,497 senior high school teachers in the English section of this east coast Canadian province. This randomly selected sample was to ensure a 95% confidence level and a confidence interval of ±four percentage points of the population parameter (Babbie, 2004; Nesbary, 2000). As I was given access to only 484 teachers in the public schools of this east coast Canadian province, I decided to survey all 484 teachers. A sample size calculator at www.surveysystem.com was utilized to determine the sample required for a 4% confidence interval (error rate) and a 95% confidence level.

Eligibility Criteria

To participate in this survey, a teacher had to be teaching (a) in one of the public senior high schools in this east coast Canadian province, (b) in the English sector of the provincial high schools, (c) on a full-time basis. Candidates had to have access to e-mail and the Internet to receive the invitation to participate in the study and to complete the online survey. However, if a candidate wished to complete a pen–and–paper version of the survey, that was acceptable.

Characteristics of the Selected Sample

In Phase 1, the selected sample consisted of full-time senior high school teachers in the English sector of this east coast Canadian province. In Phase 2, the criterion-based selection of classroom teacher participants was selected on the basis of their having indicated in the survey that they fulfill one of the nine categories related to workload (easy, healthy, excessive workload), teacher performance (exceeds, meets, falls short of my expectations), and well-being (low, average, high stress level). The administrative participants were a convenience sample of administrators made up of one superintendent and eight school administrators who work full time in a local district. The random sample of 15 teachers who had left the profession within the last 5 years with fewer than 35 years of teaching experience was chosen from a list of teachers provided by the provincial Teachers Association.

Role of the Researcher

In Phase 1, my role was to (a) obtain IRB approval to conduct the research, (b) obtain the sample frame (a list of full-time teachers employed in the public schools of this east coast Canadian province) from the provincial Department of Education, contact the appropriate district and school administrators for permission to conduct the research with their classroom teachers, (c) collect the online data, and (d) analyze and summarize the data.

In Phase 2, I (a) prepared interview protocol sheets and interview questions; (b) selected the teacher focus group participants (according to their responses to the nine possible categories under workload, teacher performance, and well-being), the convenience sample of administrators, and the group of teachers who had left the

profession prior to having taught for 35 years; (c) gained access to the schools for the interviews; (d) selected a location for the administrative interviews; and (e) conducted, recorded, transcribed, analyzed, and summarized the findings of the interviews. I carefully worded the closed-ended survey questions so as not to lead the respondents in a particular direction. I also "bracketed out" my personal experiences of workload intensification (Creswell, 2003) when conducting the interviews.

Connections between Questions and Goals of the Study

This study sought to answer two research questions. How do senior high school teachers in an east coast Canadian province perceive workload intensification impacting teacher performance? How do senior high school teachers in an east coast Canadian province perceive workload intensification impacting personal well-being? I posed questions regarding workload intensification, the five attributes of teacher performance, and the two attributes of personal well-being. I also posed interview questions that would explore the crucial aspects of classroom teachers' and administrators' perceptions of (a) the attributes of workload intensification; (b) how workload intensification impacts teacher performance and personal well-being; (c) if necessary, ways that workload intensification can be ameliorated; and (d) the balance point with respect to workload beyond which it detracts from being energizing and becomes debilitating. As the ultimate goals of the study were (a) to paint a provincial picture of senior high school teachers' workload in this east coast Canadian province, and (b) to write a white paper for the provincial government depicting how the workload of senior high school teachers is impacting their teacher performance and personal well-being, the questions posed in both

the survey and the interviews served to educe the vital information needed to meet these two goals.

Context and Sequential Strategies

Phase 1—Quantitative

Instrument. In Phase 1 (quantitative), following the receipt of permission to conduct the research, I created the online survey entitled, "Understanding How Teacher Workload is Perceived to Impact Teacher Performance and Personal Well-Being," and posted it online in the provincial Education (NBED) teachers' portal—a private online portal wherein teachers obtain access to education documents. Access to the survey via the NBED portal was limited to those teachers who had been chosen to participate as described earlier in this section. The instrument was a four-part survey that collected nominal data as follows: (a) teacher workload, (b) professional development, (c) job satisfaction, and (d) demographics.

Concepts measured. The concepts measured by the instrument included (a) years of teaching experience; (b) amount of teacher workload in terms of number of classes taught, class composition, classes taught outside one's area of expertise; (c) hours worked during the regular school day; (d) hours worked outside of the regular school day; (e) hours devoted to collaborative activities; (f) attendance at professional development activities; (g) perception of the effectiveness of professional development activities; (h) hours spent in nonteaching duties; (i) perceived impact of workload upon teacher performance; (j) perceived impact of workload upon personal well-being; (k) teacher input into school-wide decision making; (l) top three stressors that affect teachers'

performance and personal well-being; (m) hours spent on out-of-field teaching assignments; and (n) teachers' suggestions for improving work life.

Scores/ratings. The scores/ratings obtained from the responses regarding the above concepts were nominal data. Ergo, I tested the results for validity and reliability by utilizing the chi-square test and a Spearman Rho correlation test. The chi-square test is a nonparametric hypothesis testing technique that tests frequency distribution (Gravetter & Wallnau, 2008). As the survey instrument collected data on a nominal scale, I utilized a chi-square to determine the relationship between teaching workload and the perceived impact it has upon teacher performance and between teaching workload and the perceived impact on personal well-being. "The *chi-square statistic* simply measures how well the data (f_o) fits the hypothesis (f_e) . . . the numerical value of chi-square is a measure of the discrepancy between the observed frequencies (data) and the expected frequencies (H_o)*"* (Gravetter & Wallnau, 2008, p. 477). I chose this test because it would permit me to test the form of the frequency distribution; it would also determine the significance of the relationship, if any, of the results of the comparative question regarding how males and females compare in their perception of what factors increase teacher workload. I also utilized a Spearman Rho correlation test to evaluate the correlation among workload, teacher absenteeism, and teacher perception of preparation time.

The overarching research question examined the relationship between the independent variable (teacher workload) and the two dependent variables (teacher performance and well-being. I designed three different assessment scales as follows: (a) teacher workload scale, (b) teacher performance scale, and (c) teacher well-being scale in

an effort to develop the applicable formula for maximizing teacher performance and well-being. I divided the survey instrument into four sections (Teaching Workload, Professional Development, Job Satisfaction, and Demographics); specific questions within each section applied to each of the three scales.

Teacher workload scale. Section A: Teaching Workload comprised questions that would indicate the level of workload that each teacher carried in the semester in which the survey instrument was administered. Questions 1-9, 11-13, 18-20, and 22-25 spoke directly to teacher workload. In Section B: Professional Development, questions 2, 3, 5, 6, 8, 11, and 12 addressed teacher workload. In Section C: Job Satisfaction, 1-3, 8, and 13 related to workload. All of these questions enabled me to establish an evaluation on a scale of 1-5 the level of teaching workload that teachers are experiencing. As participants in the focus group interviews represented each of the three levels on the workload scale, responses to these questions were elaborated upon and clarified in the focus group interviews that were undertaken in Phase 2: The Qualitative Phase of the study.

Teacher performance scale. Although Section A: Teaching Workload primarily addressed the level of teaching workload, it was hypothesized that teaching workload directly impacts teaching performance. In Section A, questions 14, 17-24, and 29 spoke directly to teaching performance. In Section B: Professional Development, questions 2-12 addressed teaching performance. In Section C: Job Satisfaction, questions 1-5, 8, and 13 related to teaching performance. All of these questions enabled me to establish an evaluation on a scale of 1-5 of teacher performance as self-rated by the secondary school teachers who participated in the survey. As participants in the focus group interviews

represented each of the three levels on the teacher performance scale, responses to these questions were elaborated upon and clarified in the focus group interviews that were undertaken in Phase 2: The Qualitative Phase of the study.

***Teacher well-being scale*.** This scale was to determine the extent to which a teacher's personal well-being is affected by his/her workload. In Section A: Teaching Workload, questions 10-12, 15, and 17-30 spoke directly to well-being. In Section B: Professional Development, questions 2, 5, 6, 8, 11, and 12 addressed well-being. All questions in Section C: Job Satisfaction related to well-being. As participants in the focus group interviews represented each of the three levels on the teacher well-being scale, responses to these questions were elaborated upon and clarified in the focus group interviews that were undertaken in Phase 2: The Qualitative Phase of the study. It was in these sessions that identification of stressors and the levels of stress were determined.

Question 16 related both to workload and well-being in that it questioned the actions that teachers have taken to balance work and fun. This was an important question in developing the formula for maximizing teacher performance and well-being. I hypothesized that the independent variable (teacher workload) and the two dependent variables (teacher performance and well-being) are interactive. The responses to the survey questions overlapped with respect to impacting workload, performance, and well-being. Therefore, this necessitated clarifying and elaborating upon responses in the focus group sessions to determine the extent to which they did impact one another and permit me to develop the formula for maximizing teacher performance and well-being.

Section D: Demographics was added to the survey for comparison purposes. This section enabled the researcher to compare results based upon gender, family status, certification level, teaching assignment, and years of teaching experience.

Reliability and Validity

Reliability is a "quality of measurement that suggests that the same data would have been collected each time in repeated observations of the same phenomenon" (Babbie, 2004, p. 141). To test the survey instrument for reliability, I piloted the survey with two different groups of recently retired senior high school teachers in my local district to ascertain if the results would be the same.

Validity "refers to the extent to which an empirical measure adequately reflects the concept it is intended to measure" (Babbie, 2004, p. 143). To ensure the validity of the quantitative data, I explicitly defined the variables in the study and employed relevant statistical analysis. I also had five experts in the field of education review the survey form to document its validity.

Survey Completion Processes

To complete the online survey, the participant had to log onto the NBED portal, sign into the area of the portal containing the survey instrument, read the instructions for completing the survey, provide an electronic signature (e-mail address/assigned code) to signify that this person is completing the survey, complete the survey, and submit it to the researcher. Once submitted, the participant no longer had access to the survey. Those participants who wished to complete a pen-and-paper survey had the option to do so. In this case, I mailed a copy of the survey, together with a stamped, return envelope to the

participant who then completed the survey and returned it to me. I then had to key the results into the online survey so that SPSS could include them in its calculations.

Presentation of Raw Data

The raw data was available to me only in the online education portal during the scheduled time for completion of the survey. Once the deadline for completing the survey had expired, I downloaded the raw data and the compiled SPSS results to my secure office computer, stored the data (two copies) on CD ROM, and filed it in a secure file cabinet in my home office. I then deleted the data from the online web site. Once the analysis had been completed, the raw data was available in either table format included in the body of the manuscript or in the appendix (depending upon the volume of the data being reported).

Data Description for Each Variable

The study comprised three variables: one independent and two dependent. The independent variable was workload; the dependent variables were teacher performance and personal well-being. "Independent variables are variables that (probably) cause, influence, or affect outcomes" (Creswell, 2003, p. 94). "Dependent variables are variables that depend on the independent variables; they are the outcomes or results of the influence of the independent variables" (Creswell, 2003, p. 94). In this study, I hypothesized that the independent variable, workload, has a significant effect upon the two dependent variables, teacher performance and personal well-being. As previously mentioned in Section 1, I explored five attributes of teacher performance (preparation time, collaborative activities, professional development, nonteaching duties, and out-of-

field teaching assignments) and two attributes of personal well-being (stress and free time).

Phase 2--Qualitative

In Phase 2 (qualitative), I created criterion-based focus groups of 15 teachers (five from each of three major senior high schools in this east coast Canadian province) based upon their responses to the survey questions in the quantitative phase. As I intended to describe the essence of the term workload intensification, I interviewed those classroom teachers who indicated in the survey that they fall into one of the three categories under workload, teacher performance, and well-being respectively. In addition, to gain the insights of district and school administrators, I formed one convenience-based focus group containing the superintendent and nine school administrators in my local school district, of which seven participated. Finally, I interviewed 15 teachers who had left the profession within the last 5 years with fewer than 35 years of teaching experience.

Procedures for Gaining Access to Participants

To gain access to the proposed focus group participants, I (a) contacted those classroom teachers who indicated in the survey that they fall into one of the three categories under workload, teacher performance, and well-being respectively via e-mail or telephone, and (b) contacted the superintendent and a randomly selected sample of principals/vice-principals via e-mail to invite them to form a focus group to discuss teacher workload intensification and how they perceive it impacting teacher performance and well-being, and (c) contacted teachers who had left the profession within the last 5 years with fewer than 35 years of experience, as gleaned from a list provided by the provincial Teachers Association.

Methods for Establishing a Researcher-Participant Working Relationship

To establish a researcher-participant working relationship, I introduced myself to the participants, explained the purpose of the research, and guaranteed the confidentiality and anonymity of their individual responses in verbal or written form. I also bracketed out my personal experiences of workload intensification (Creswell, 2003) so as to ensure a transcendental approach to analyzing and reporting the findings from the interviews in Phase 2.

Data Triangulation

I used data triangulation; that is, I collected data via (a) survey, (b) interviews with classroom teacher focus groups, (c) interviews with district and school administrators, and (d) interviews with teachers who left the profession early. The data from the interviews with classroom teachers and the interviews with the administrators served to augment the survey results.

Data Analysis and Validation Procedures

As previously outlined, I utilized two quantitative statistical procedures to analyze the results of the survey: chi-square and Spearman Rho correlation. These statistical analysis procedures were applied in the quantitative phase of the study. In the qualitative phase, I (a) transcribed the audiotapes; (b) highlighted significant statements, ideas, and quotes from the participants to facilitate development of rich text in Section 4, Presentation of Findings and Analysis (horizontalization); and (c) developed clusters of meaning (Creswell, 2003) or themes common to both the survey results and the interview findings. To assure validity of the study, I utilized several techniques: (a) triangulation of the data from all three sources (survey, focus group sessions, and telephone interviews);

(b) member-checking; (c) the writing of rich, thick description of the results; (d) clarifying any personal bias that I might have brought to the study; (e) presenting not only supportive but also discrepant information that may have arisen in the study; and (f) using an external auditor to review the final report (Creswell, 2003, p. 196).

In Section 4, I integrated the findings from the two phases of the study. I also used NVivo 8 qualitative analysis software to facilitate analyzing and summarizing the qualitative data. I utilized the coding template noted in Creswell (2007) as follows:

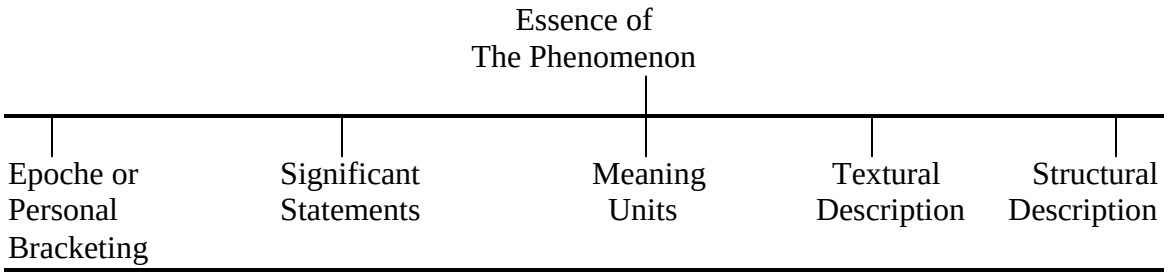

Figure 2. Template for coding a phenomenological study. From *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.) by J. W. Creswell, 2007, p. 170. Published by Sage Publications, Thousand Oaks, CA. Copyright 2007 by Sage Publications, Inc.

Protection of Participants' Rights

Research ethics in studying human beings is always an issue of concern (Babbie, 2004). The researcher gained the approval of the IRB prior to beginning to collect any data from the participants. Accordingly, no protected or vulnerable populations, as outlined in the IRB application form, were targeted in this research. These vulnerable or protected individuals included pregnant women, children 17 years of age and under, prisoners, residents of a facility (nursing home, assisted living), mentally/emotionally disabled individuals, individuals less than fluent in English, the elderly, traumatized

individuals, economically disadvantaged individuals, clients or potential clients of the researcher, and students or subordinates of the researcher.

Summary and Conclusion

This doctoral study utilized a mixed methods approach to answer two research questions: How do senior high school teachers in this east coast Canadian province perceive workload intensification impacting teacher performance? How do senior high school teachers in this east coast Canadian province perceive workload intensification impacting personal well-being? The sequential procedure permitted me to collect data in one phase of the study (quantitative) that would be augmented, explained, and interpreted by the findings of the other (qualitative).

The study drew a convenience sample of 484 senior high school teachers from a population of 1,497 in the English sector of the province of this east coast Canadian province to participate in the quantitative part of the study. In the qualitative phase, the researcher utilized a criterion-based sample of 15 teachers (five per focus group) from three major high schools in the province, a convenience focus group of seven district/school administrators to expand the information gleaned from the quantitative phase, and a random sample of 15 teachers who had left the teaching profession within the last 5 years with fewer than 35 years in the teaching profession to ascertain what factors influenced their decision to leave the profession early. Analysis of each phase of the study incorporated approved quantitative and qualitative procedures.

There are two sections remaining in the study. Section 4 of the study will integrate the information from the two phases of the study. In Section 5, I will draw conclusions and make recommendations for future research.

Section 4: Presentation and Analysis of Data

Researchers have indicated that (a) the workloads of Canadian teachers are intensifying, (b) their nonteaching roles are becoming significantly more extensive, and (c) teachers are being asked to take on responsibilities for which they are not properly trained (Belliveau, et al.,, 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick, et al., 2005; Harvey & Spinney, 2000; Kamanzi, et al., 2007; Naylor, 2001a; Smaller, et al., 2005; Sutton & Huberty, 2001). As stated in the introductory section of the study, the purpose of this study was to explore the roles that senior high school teachers must assume and how these roles impact their performance and well-being. Using the lens of this east coast Canadian province's senior high school teachers, this two-phase, sequential explanatory, phenomenological mixed methods study examined the effects of teacher workload intensification upon teacher performance and personal well-being.

Theoretical Background

The theoretical basis for the study was the workload intensification thesis of Apple (1986). In the intensification thesis, Apple (1986) attempted to explain how teachers were being faced with the growing demands of not only policy makers but also of society. Utilizing Apple's theory as a foundation, this study investigated the factors that contribute to the workload intensification of full-time senior high school teachers in the English sector of public schools of this east coast Canadian province. It investigated how workload intensification is perceived to impact their teacher performance and personal well-being and sought to uncover the essence of the meaning of workload intensification for this segment of the teaching population.

The questions that the study sought to answer were as follows:

1. Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province?
2. How is workload intensification perceived to impact teacher performance?
3. How is workload intensification perceived to impact teacher well-being?
4. How do males and females compare in their perception of what factors increase teacher workload?
5. What is the correlation among workload, teacher absenteeism, and teacher's perception of preparation time?
6. Are effective teachers leaving the profession because of workload intensification?

Hypotheses

The null hypotheses tested in this study stated that (a) workload intensification has no significant impact upon teacher performance and (b) workload intensification has no significant impact upon teacher well-being. The alternative hypotheses proposed a direct relationship between the independent variable, workload intensification, and each of the two dependent variables, teacher performance and teacher well-being.

Phases of the Study

The study consisted of two phases. Phase 1 was the quantitative phase in which participants completed a survey. Phase 2 was the qualitative phase in which I conducted four focus group sessions (one with a convenience sample of administrators and three with criterion-based samples of teachers who had completed the survey) and individual interviews with 15 teachers who had left the profession within the last five years prior to having taught for 35 years or having reached the age-service index of 85.

Pilot Study

Prior to conducting the actual study, six recently retired teachers completed a pilot study of the online version of the survey to determine (a) if the wording of the questions was clear and (b) if the survey was easily accessible and easily navigated. While the online study was easily accessible, a problem arose with the fact that respondents were unable to return to a previous page to change his/her responses once he/she had clicked "Next." It was also discovered that if a participant chose to exit the study and return later to complete it, the software would not permit the participant to do so. Ergo, these two conditions had to be addressed in the cover letter that accompanied the survey.

Two of these same pilot participants agreed to complete the paper version of the survey as well simply to ensure that (a) everything matched the online version and (b) to determine the difference in time that it took to complete each version. These two pilot survey participants accurately speculated that teachers would prefer the paper version to the online version: 17% to 83% respectively.

Phase 1--Quantitative

The quantitative phase of the study examined five attributes of teacher performance and two attributes of teacher well-being via a cross-sectional survey (Appendix B) and addressed Research Questions 1, 2, and 3. The following attributes of teacher performance were studied:

1. Preparation time.
2. Collaborative activities.
3. Professional development.
4. Nonteaching duties.

5. Out-of-field teaching assignments.

The following attributes of teacher well-being were investigated:

1. Free time.
2. Stress.

In addition, the survey examined teacher job satisfaction, personality characteristics, and demographics.

Development of the Survey Instrument

The survey instrument (Appendix B) consisted of 4 sections: (a) Workload, (b) Professional Development, (c) Job Satisfaction, and (d) Demographics. In an attempt to put the pieces of the workload puzzle together and facilitate the development of a formula for maximizing teacher performance and personal well-being, I created questions in each section that addressed (a) teacher workload scale, (b) teacher performance scale, and (c) teacher wellness scale. These scales were expected to contribute pertinent information to the development of the aforementioned formula.

Data Gathering Procedures

The population for this study consisted of full-time senior high school teachers in the public schools of an east coast Canadian province, a total of 1,497 teachers. The superintendents of all nine districts within the province received a telephone message eliciting participation; all but one superintendent agreed to permit the execution of this research in their districts. Each superintendent who did agree provided a signed Letter of Cooperation as proof of their having granted permission to conduct this research. Each school principal was then contacted by phone and a subsequent e-mail to obtain a Letter of Consent and a Data Use Agreement, together with a current list of contact information

for teachers in their schools—50 in total. Of the 50 principals contacted, only 2 refused to let their teachers participate. Another 21 principals did not respond to requests for permission to contact their teachers. Because not every district superintendent and/or principal gave permission to conduct this research in his/her high schools, it was necessary to utilize a convenience sample of 484 teachers for whom permission to contact by the respective school principals was granted.

Each teacher was then invited via e-mail to participate in an online survey and possibly participate in a focus group session. The e-mail included three items: (a) a cover letter informing them of the proposed research, (b) a formal consent form, and (c) instructions regarding how to access the survey.

Teacher Participation

The response rate to the online survey was minimal (5%) after having sent teachers two polite e-mail reminders. Therefore, a paper copy of the survey, together with a self-addressed, stamped envelope, was then sent to each teacher who had not responded to the online version of the survey to encourage them to participate. This resulted in a return of 127 more completed surveys; therefore, the overall response rate to the survey was 32% (153/484).

Phase 2--Qualitative

The qualitative phase of the study served to augment the findings of the quantitative phase and addressed all four research questions. Appendices G, H, and I contain the questions addressed by the focus group sessions and the personal interviews with teachers who had left the profession within the last five years prior or having taught for 35 years of having reached the age-service index of 85.

Development of Interview Protocols

Protocols had to be developed for each of the four focus group sessions (administrators plus three teacher sessions) and for the telephone interviews with the teachers who had left the teaching profession within the last 5 years prior to having taught for 35 years or having reached the age-service index of 85. Copies of the protocols are in Appendices G, H, and I.

Data Gathering Procedures

Four separate focus group sessions were held: (a) administrators' focus group that consisted of a convenience sample of one superintendent and six other administrators, including principals and vice-principals; and (b) criterion-based samples of classroom teachers who were chosen from three large high schools in different geographic locations within the province (three groups of five teachers each for a total of 15 teachers). Telephone interviews with 15 randomly selected teachers who had left the teaching profession within the last 5 years prior to having attained 35 years of service or having reached the age-service index of 85 were conducted.

I garnered participants for the four focus group sessions by e-mailing them and inviting them to participate in the respective sessions. The participants of the administrators' focus group session met in the private board room of the chosen superintendent's office. The three teacher focus group sessions were conducted in the respective classrooms of one of the teachers in each of the three schools; no students were present. A laptop computer coupled with Smart Board technology to record what teachers were stating so that they could visualize what was being recorded was utilized. All four focus group sessions were audiotaped using a Sony IC digital recorder.

Teachers were invited to participate in the personal telephone interview sessions via telephone. After having e-mailed them the interview questions, the telephone interview sessions were conducted and, with their permission, recorded using a Sony IC recorder.

Participation

With respect to the administrators' focus group session, one superintendent and nine principals and/or vice-principals were invited to participate. Of the 10 invited, seven were able to attend. The other three administrators were given the protocol sheet questions, which they were to complete and return as soon as possible.

For the teacher focus group sessions, five teachers from each of three large high schools (a total of 15 teachers) were invited to participate—five teachers per group. In each of the three sessions, all those invited to attend participated.

For the individual telephone interview with each of 15 teachers who had left the profession early, a random sample of 15 teachers who had left the profession within the last five years without having taught for 35 years or attained age-service index of 85 were invited to participate. All 15 teachers participated.

Data Analysis

Data analysis comprised a quantitative phase wherein the survey data were entered into an Excel spreadsheet and subsequently into the SSPS Version 16.0 computer program to enable me to conduct statistical tests on the data. These tests included a nonparametric chi-square test to determine the relationship between teaching workload and the perceived impact it has upon teacher performance and between teaching workload and the perceived impact on personal well-being. This test permitted the

testing of the form of the frequency distribution. The chi-square test was also used to determine the significance of the relationship, if any, of the results of the comparative question regarding how males and females compare in their perception of what factors increase teacher workload. The evaluation of the correlation among workload, teacher absenteeism, and teacher perception of preparation time was tested using a Spearman Rho correlation test.

In Phase 2 of the analysis, unedited transcription of the audiotaped interviews; highlighting of significant statements, ideas, and quotes from the participants; horizontalization; development of clusters of meaning or themes (Creswell, 2007); and writing textural, structural, and composite descriptions of the data that capture the essence of the phenomenon workload intensification were utilized. To facilitate analyzing and summarizing the qualitative data, NVivo *8* software was utilized. Raw data and all subsequent analysis information were stored on my password protected computer and a backup copy on a secured flash drive. Each teacher was issued a personal code number to protect the identity of each participant. All raw data will be kept for a period of 5 years, at which time it will be destroyed.

Participants' Profile

Information regarding their education and years of experience were gathered to determine the profile of the participants. A total of 153 teachers (72 males, 80 females, and 1 unidentified) completed the survey. Table J1 (Appendix J) summarizes the findings. As a result of this analysis, it is evident that the majority of the teachers has a Bachelor degree with Certificate V, and is a relatively young teacher in the first half of his/her career (between 0 and 15 years of experience). This information was vital to the

outcome of the research and was needed to determine not only how workload was impacting their teacher performance and well-being but also whom it was impacting—at what stage were they in their careers as this would contribute valuable information to my formula for maximizing teacher performance and well-being.

For a sequential, mixed methods study, Creswell (2003) recommended that the researcher report the quantitative data results followed by the qualitative results. He/she can then explain in a subsequent "interpretation" section "how the qualitative findings helped to elaborate on or extend the quantitative results" (p. 222). Therefore, the remainder of this section will address the following: (a) Phase1—Quantitative Results, (b) Phase 2—Qualitative Results, (c) Evidence of Quality, and (d) Summary of Results and Transition.

Data Analysis Results: Phase 1

The survey consisted of a total of 64 questions. Section A of the survey focused upon workload. In this section, teachers were asked to indicate their level of workload with respect to their assigned classes, school-related activities, teaching and nonteaching activities. Section B focused upon professional development activities and factors seen as negatively tipping the balance scales (workload, performance, and well-being) towards becoming heavy, debilitating, and stressful respectively. Section C gathered information related to job satisfaction, and Section"," demographics.

Survey Findings Regarding Workload

In order to ascertain definitive answers to the first three research questions, it was necessary to determine what the workload of the senior high school teachers in this east coast Canadian province was. How did it look? What contributed to it? This

necessitated suggesting some possible factors that aligned with those in the Review of the Literature (Section 2) and adding an "Other" category wherein teachers could record additional factors that contributed to workload. In the following analysis, the survey questions (SQ) will be referenced by number (SQA1, SQA2, SQB1, SQB2, SQC1, SQC2, etc.).

Research question 1. The first research question asked, Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province? The analysis indicated that there is a problem. Seventy-three percent cited their workload as stressful (SQA26); however, only 40.5% indicated that their workload necessitated occasionally taking sick days in order to cope (SQA27). Fifty-one percent of teachers indicated that their workload had intensified significantly over the past 5 years (SQA29) and that this workload intensification had added to their stress level (72.5%) (SQA30). They also indicted that their workload significantly impinges upon their personal time (80%) (SQA28). The scope of the problem will become clearer as the results of the analysis unfold in the following sections.

Research question 2. The second research question asked, How is workload intensification perceived to impact teacher performance? Before being able to respond to this question, it was necessary to establish (a) what the workload included, (b) how teachers rated their workload and (c) how they rated their performance.

Workload: assigned classes. In Section A, teachers were asked to describe their workload based upon their Assigned Classes*:* number of different subjects taught, number of combined classes, number of subjects taught within and outside of one's area of expertise, number of subjects being taught for which they had received no prior in-

service or university training, and number of Specialized Education Plan (SEPs) students they had in each class period (SQA1-6). Table 2 provides a detailed analysis of workload with respect to assigned classes.

Table 2

Workload: Assigned Classes

	Survey Responses on a Scale of 0-5						
Factor	0	1	2	3	4	5+	Unknown
SQA1: Different Subject Areas Taught	4	9	33	42	45	19	1
SQA2: Combined Classes	68	28	25	16	11	4	1
SQA3: Subjects in Area of Expertise	24	19	35	30	38	6	1
SQA4: Out-of-Field Subjects	80	27	21	17	4	3	1
SQA5: No prior In-Service or Formal University Credits For Subjects Taught	109	26	11	4	0	1	2

The findings indicated that 91% teach two or more different subjects within one semester, with 29% teaching 4 or 5 different subjects in one semester (SQA1) which impacts their preparation time. The majority of teachers are not teaching in consolidated schools (SQA2). The number of subjects that teachers are teaching within their areas of expertise range from 0-5 in one semester with the highest number teaching 4 out of 6 per semester (25%) (SQA3). Inclusive education is of great concern to teachers in this east

coast Canadian province. While the schools in this province have experienced good success with inclusive education, it is also evident that resulting "behavior problems appear to be a very pressing concern for teachers and school administrators" (MacKay, 2006, p. 45) and that inclusive education significantly adds to teachers' workload (SQA18). Teachers were asked to indicate how many students with SEPs were included in each class period that semester. Regarding having SEPs in teachers' regular classes, 85% indicated that this significantly increased their workload (SQA18). The only factor that increased teacher workload more than SEPs was Department of Education initiatives (89%) (SQA19).

A further analysis of the data revealed that the number of SEPs per period ranged from two to 20 in individual classes over a 5- to 6-period day (SQA6). The one teacher with the greatest number of students with SEPs in her 5-period day totaled 22. The highest number of SEPs in a single class period was 11 (SQA6).

Workload: teacher workload scale. Because one of the goals of this study, as the title suggested, was to determine a formula to maximize teacher performance and well-being, teachers were asked to rate their workload on a scale of 1-5, where 1 = Balanced work and personal life, 3 = Moderately balanced work and personal life, and 5= Heavy work demands that negatively tip the balance between work and personal life. The transitional ratings were 2 = Less Balanced and 4 = Moderately Heavy. Teachers rated their workload as *balanced* (normal expected hours and all goals/requirements being met—approximately a 40-hour work week); *moderate* (average expected hours and **most** goals/requirements being met—approximately a 45-hour work week); and *heavy* (extensive hours and **several** goals/requirements being met (approximately a 50+-hour

work week. In addition to analyzing teacher workload according to (a) gender and (b) teachers' perceived rating of balanced, less balanced, moderate, moderately heavy, or heavy, the study also examined how teachers rated their workload according to (a) gender, (b) perceived rating, and (c) years of experience. Of the 153 participants, 38% rated their workload as moderate, while 50% rated their workload as moderately heavy (25%) or heavy (25%) (SQA13). Table 3 summarizes these findings.

Table 3

Teacher Workload Scale Results by Gender

	Balanced	Less Balanced	Moderate Workload	Moderately Heavy Workload	Heavy Workload	Totals	Percentages
Male	9	6	23	19	15	72	47%
Female	3	1	35	18	23	79	52%
Gender Not Indicated				1		1	1%
Totals	12	7	58	38	38	153	100%

Survey Findings Regarding Performance

The following attributes of teacher performance were studied:

1. Preparation time: time that includes preparation for classes, marking, self-study to prepare to teach classes outside one's area of expertise, photocopying, and administrative paperwork.
2. Collaborative activities: including in-school mentoring of new teachers, study groups/team meetings, and committees for school-wide improvement.

3. Professional development (PD) activities: job-embedded professional development activities, as well as after-school PD.
4. Nonteaching duties: including hall monitoring, cafeteria duty, bus duty, and special events duty (concerts, plays, dances).
5. Out-of-field teaching assignments: including teaching assignments for which one has no prior training in the subject area.

Table 4 summarizes the results of the analysis of school-related factors that impact teacher workload and performance.

Table 4

Workload: School-Related Activities

	Survey Responses on a Scale of 0-5 Hours						
Factor	0	1	2	3	4	5+	Unknown
SQA7: Personnel Shortage Coverage	85	27	18	11	2	10	0
SQA8: Collaborative Activities (Weekly Hours)	14	63	34	15	7	20	0
SQA9: Scheduled Nonteaching Duties (Weekly Hours)	1	34	45	22	17	33	1

The performance attributes results will be reported in the same order as listed above.

Preparation time. Teachers in this province teach 4-5 classes per day depending upon whether they teach in a 5- or 6-period day. Each teacher has a job-embedded preparation period equivalent in time to one class period (SQA10). Teachers spend 1-2 hours daily during their free time preparing for classes (SQA11).

Teachers were also asked to indicate the frequency with which they had to participate in school-related activities that included their teaching and nonteaching duties. Table L1 (Appendix L) summarizes the results. The results indicated that 68 teachers had covered approximately 154 hours of teacher shortage time during their regularly scheduled preparation periods (SQA7). This denoted that teachers who utilized their preparation periods to cover 154 hours of teacher shortage time actually saved district offices 154 hours of supply teacher wages. Moreover, these same 154 hours spent covering other teachers' classes equated to a loss of 154 hours of job-embedded preparation time.

After-school collaboration. The results of the study indicated that teachers participate in after-school collaborative activities (SQA8) on a weekly basis. From Table L1 (Appendix L), it is clear that most teachers spent approximately 1-2 hours weekly collaborating after school.

Professional development activities. Survey Section B questions were designed to examine professional development (PD) activity offerings (SQB2) and teachers' perceived needs (SQB11). Questions in Survey Question B2 addressed PD and workload (SQB2). Of the 153 survey participants, 147 (96%) indicated that they participate in professional development activities (SQB1). Question B2 examined six types of PD activities (SQB2). Table L1 (Appendix L) summarizes teachers participation in PD activities.

From Table L1 (SQB2), it is obvious that teachers prefer provincial subject council days: 147 teachers (96%) and after-school collaboration with staff: 120 teachers

(78%). On the days when the province offers subject council PD activities, the schools are closed thereby making attendance at these days more feasible.

Of the 153 respondents, teachers indicated that they need relevant PD in different areas into order to teach their students effectively (SQB11). Table M1 (Appendix M) summarizes the areas in which teachers indicated that they need relevant PD. From Table M1, it is clear that the top three areas in which teachers need PD are (a) incorporating technology into subject areas (55%), (b) special education (46%), and (c) gifted and talented education (40%).

Technology in the classroom. Of the 153 participants, 55% indicated that they need PD regarding incorporating technology into their subject areas (SQB11). While the provincial government provided each with a laptop computer to assist him/her with teaching, teachers found that (a) the computers are already outdated and (b) run very slowly, which they indicated detracted from their preparation time. There are still teachers who need PD not only in how to use it as a tool other than to use e-mail and MS-Word; they need PD in how to utilize a computer as a tool in the classroom—incorporate it into their class presentations and assignments.

Special education. One factor that impinges upon teachers' time during the specified working day is inclusion of identified special needs students in a teacher's classroom, particularly without an aide (MacKay, 2006), and students with SEPs related to learning disabilities. As noted above, 85% indicated that this significantly increased their workload (SQA18). With SEPs comes a great deal of administrivia (SQA23) which increases teachers' workload and detracts from quality preparation time and performance. Of the 153 respondents, 46% indicated that they need PD in this area.

Gifted and talented education. This was the third highest area of need for PD training (SQA11). Of the 153 respondents, 40% indicated that they needed PD training in this area.

Nonteaching duties. Other nonteaching duties (bus duty, cafeteria duty, photocopying, administrivia, etc.) ranged from 0 to 5+ hours weekly (SQA9). The majority of teachers (30%) spend 2 hours weekly in nonteaching activities, while 22% and 21% respectively spend 1 and 5+ hours weekly.

Out-of-field assignments. With respect to out-of-field subject teaching, 48% are teaching such subjects with 42% of them teaching between 1 and 3 out-of-field subjects per semester. Teachers indicated that teaching out-of-field subjects significantly increased their workload (61%) (SQA20).

Performance: teacher performance scale: Aligning with the study goal to create a formula for maximizing teacher performance and well-being, teachers were asked to rate the teacher performance on a scale from 1 to 5, where 1 = Average, 3 = Challenging, and 5 = Debilitating. The transitional ratings were 2 = Moderately Challenging and 4 = Moderately Debilitating. Teachers rated their performance as *average* (working and meeting **all** goals and/or requirements; minimal stress); *challenging* (working at maximum capacity and meeting **most** goals/requirements; average stress); and *debilitating* (working at maximum capacity and can meet only **some** goals and/or requirements; very stressed). The analysis of the ratings indicated that the majority of the teachers rated themselves as either 3 (challenging) or a 4 (moderately debilitating). An analysis of the results indicated that the majority of the teachers (65%) rated their performance as either challenging (43%) or moderately debilitating (22%); the

breakdown with respect to gender was 33% male and 37% female (SQA14). Table 5 summarizes the findings of the teacher performance scale.

Table 5

Teacher Performance Scale Results by Gender

	Average	Moderately Challenging	Challenging	Moderately Debilitating	Debilitating	Total s	Percentage
Male	9	8	34	17	4	72	47%
Female	5	7	34	26	8	80	52%
Gender Not Indicated							1%
Totals	14	15	68	43	12	153	100%

Research Question 2 asked, How is workload intensification perceived to impact teacher performance? The analysis of the responses indicated that workload has a significant impact upon teacher performance. The nonparametric chi-square test indicated that there is a significant relationship between the independent variable workload and the dependent variable teacher performance, χ^2 (16, n = 153) = 73.727, $p<.005$. Therefore, the first null hypothesis was rejected, indicating that teacher workload has a significant impact upon teacher performance.

Survey Findings Regarding Well-Being

The following attributes of teacher well-being were studied:

1. Stress level: feeling overwhelmed by one's workload as related to teaching and nonteaching school duties.
2. Free time: refers to time wherein one is devoting his/her efforts toward nonschool related activities.

Research question 3. The third research question asked, How is workload intensification perceived to impact teacher well-being? Before responding to this question, it was necessary to establish via survey questions (SQ) (a) how teachers perceived their personal stress level (SQA15, SQC4-5) and free time (SQA28), (b) what they do to relieve stress (SQA16), and (c) what they considered their top three stressors (SQC6). The following will present the results in the order noted in a-c above.

Well-being: teacher well-being/stress scale. Again, because one of the goals of this study, as the title suggested, was to determine a formula to maximize teacher performance and well-being, teachers were asked to rate their well-being/stress level on a scale of 1-5, where 1 = Low Impact on Well-Being, 3 = Average Impact on Well-Being, and 3 = High Impact on Well-Being. The transitional values were 2 = Moderately Average Impact and 4 = Moderately High Impact. Teachers rated their performance as *low impact* (very healthy; low stress level; **rarely** take a sick day; healthy balance between work and personal time); *average* (good health; average stress level; take a sick day(s) to maintain a healthy balanced work and personal time); *high impact* reduced health; high stress level; take sick days regularly to manage workload; difficult to maintain a balanced work and personal life). The analysis of the ratings indicated that the majority of the teachers rated themselves as 3

average impact on well-being (41%). Another 35% rated their well-being/stress level as 4 moderately high impact (25%) or 5 high impact (10%).

The majority of teachers indicated that they feel work-related stress fairly frequently (45%) (SQC4), while another 33% indicated that they feel job-related stress sometimes (SQC4). Compared to 5 years ago, the majority of teachers feel that their work-related stress has increased (39%) (SQC5). The top three job-related stressors (SQA12, SQC6) all related to having sufficient time and support to do the job well: (a) inclusion of SEPs in regular classes without proper support (64%), (b) administrivia (55%), and (c) lack of job-embedded collaboration time with peers (49%).

Free time. In the survey, Question A28 asked if workload impinges upon free time. The result indicated that 80% of the respondents indicated that workload significantly impinges upon their free time. Table 6 summarizes the findings of the teacher well-being scale.

Table 6

Teacher Well-Being Scale Results by Gender

	Low Impact	Moderately Average	Average	Moderately High	High	Not Stated	Totals	Percentage
Male	8	15	31	13	5		72	47%
Female	3	7	31	25	10	4	80	52%
Gender Not Indicated						1	1	1%
Totals	11	22	62	38	15	5	153	100%

In response to Research Question 3, How is workload intensification perceived to impact well-being, the analysis of the responses indicated that workload has a significant impact upon teacher well-being. The nonparametric chi-square test indicated that there is a significant relationship between the independent variable workload and the dependent variable teacher well-being, χ^2 (16, n = 153) = 26.594, $p < .05$. Therefore, I rejected the second null hypothesis and concluded that teacher workload has a significant impact upon teacher well-being.

In order to alleviate stress or balance work and fun (SQA16), teachers participated in the following activities: physical activity (walking, sport, aerobics, jogging, swimming, etc.) (80%); breathing exercises (17%); relaxation techniques (12%); self-reflection (37%); mini-vacation (32%); meditation (4%); stress management techniques (yoga, tai chi, journaling, etc.) (10%); and conversing with a trusted friend (75%). Other activities included professional counseling, cutting back on giving extra help, trying to relax more with hobbies and participating in family activities, talking to spouse, listening to music, reading and social activities, socializing with coworkers, not taking work home, participating in religious activities (church), making their children a priority, and taking mental health days. As one can readily see, the two most popular stress relievers are physical activity (80%) and conversing with a trusted friend (75%).

Research question 4. This research question asked, How do males and females compare in their perception of what factors increase teacher workload? To answer this question, the results of Survey Question A12 were summarized. The analysis of these results indicted that both males and females are very close in their perceptions of what factors increase teacher workload. With the exception of *lack of job-embedded*

collaboration, where 30% of females as compared to 19% of males considered this a factor that negatively tipped the balance scale, the results indicated that males and females were within 3-8 percentage points of one another with respect to all the other factors considered. Table 7 summarizes the findings. The top three factors were: (a) inclusive education without proper support (64%), (b) too much administrivia (55%), and (c) lack of job-embedded collaboration (49%).

Table 7

Comparison of Workload Factors by Gender (n = 153)

Factors	Male	Female	Unknown	Totals
None	1	2		3
Too Many After-School Meetings	17	13		30
Too Many Nonteaching Duties	35	39		74
Inclusive Education without Proper Support (SEPS)	56	42		98
Too Many Different Subject Areas	25	31		56
Too Much Administrivia	46	38	1	84
Lack of Input into School-Wide Decision Making	18	19		37
Out-of-Field Teaching	16	19		35
Lack of Appropriate PD	21	21		42
Lack of Job-Embedded Collaboration	29	46		75
Lack of Perceived Administrative Support	14	14		28
No Response			2	2

Research question 5. Research Question 5 asked, What is the correlation among workload, teacher absenteeism, and teacher perception of preparation time?" To answer this question, the results of the findings regarding (a) workload ratings (SQA13), (b) the sufficiency of teacher in-school preparation time (SQA17), and (c) absenteeism (SQA27) were summarized. The Spearman Rho correlation analysis examined the relationships among these three variables for n=153 participants. The correlation indicated that teacher workload, teacher preparation time, and teacher absenteeism were significantly related, $r = 0.179$, $n=153$, $p < .01$, for the two-tailed test.

This subsection will conclude with the recommendations that teachers suggested to improve the system and create a greater balance among workload, teacher performance, and teacher well-being (SQC8). Having entered the data for this question into NVivo 8 and conducted a query with respect to recommendations that teachers put forth, the results indicated that the top three recommendations were (a1) administrative leadership that is strong; collaborative; fair and consistent in creating and enforcing school policies and assigning teachers' teaching and nonteaching duties (43%); (a2) put the onus on students and parents with regard to making students accountable and fostering student success (43%); (b) provide more teacher support with respect to TAs, clerical support, materials, and relevant PD that addresses their teaching needs (54%); and (c) either improve support for and delivery of inclusive education or abandon it altogether (50%).

The following section will delineate the results of the qualitative phase of the study and how they supported, augmented, or contradicted the findings in the quantitative

phase. The order of presentation will be aligned with the research questions and the corresponding attributes of performance and well-being that were researched.

Data Analysis Results: Phase 2

As previously stated, the qualitative phase of the study served to augment the findings of the quantitative phase and addressed all five research questions. Qualitative data were collected via four focus group sessions (one with administrators and three with teachers who had completed the survey) and via individual interviews with 15 teachers who had left the profession early. "Qualitative research is emergent rather than tightly prefigured . . . the research questions may change and be refined as the inquirer learns what to ask and to whom it should be asked" (Creswell, 2003, p. 181). Ergo, I prepared protocols for each focus group session and for the interview sessions which provided structure and direction to the sessions (Appendices G, H, and I).

Qualitative Data Analysis

All focus group sessions and individual interviews were audiotaped, transcribed, and then coded. With the aid of NVivo 8 qualitative computer software, a color coding process was created to cluster together similar topics, develop categories, and ultimately conduct an analysis. While initial codes arose from the research questions, predominant themes that arose from the reading of the transcripts subsequently became codes that enabled the development of concepts and meanings. As a result, five themes developed:

1. Workload intensity.
2. Impact of workload on teacher performance.
3. Impact of workload on well-being.
4. Accountability of administrators.

5. Accountability of parents and students.

As this was a phenomenological study, ultimately the coding process enabled the writing of a general description of the outcomes and defining of workload intensification as it was perceived by the participants located in this east coast Canadian province.

Qualitative Findings

When reporting the qualitative research findings, the following codes for the administrators' focus group were used: (a) S = Superintendent, (b) MA1 = Male Administrator 1, (c) FA1 = Female Administrator 1, and so forth to differentiate the speakers in their seating order in the audiotaping of the session. For the teachers' focus group sessions, each respective session was labeled as A, B, or C to represent sessions 1, 2, and 3. Ergo, the third speaker around the table in Session A, who was a male, was labeled MTA3, while the second speaker around the table, who was a female, was labeled FTA2. Likewise, in Sessions B and C, the first speaker in Session B, who was a male, was labeled MTB1; the first speaker in Session C, who was a female, was labeled MTC1. Teachers who had left the profession early and participated in telephone interviews were labeled TI1, TI2, and so forth. Table N1 (Appendix N) quotes significant statements of various participants that relate directly to workload intensity, out-of-field courses, relevant PD, Department of Education initiatives, student absenteeism, and top-down administrative support. The qualitative results will address research questions 1, 2, 3, and 6, including each of the five themes noted above.

Research question 1. The results of Phase 1 of the study demonstrated that there is a problem with workload intensification in this east coast Canadian province. The administrators' focus group session yielded information that served to confirm that

statement--information that clarified what teachers had indicated as the problems. Fifty-one percent indicated that their workload had increased over the past 5 years, 73% said their workload was a source of stress for them, and 72.5% indicated that the increase in their workload over the past 5 years had added significantly to their stress level. The administrators' focus group responses regarding workload intensification being a problem in this province corroborated teachers' responses regarding contributing factors: (a) new curricula; (b) new technologies; (c) the increase in administrivia; (d) inclusive education, which places students of all levels and abilities in regular classes; and (e) the high absenteeism of students.

Theme 1: workload intensity. Teacher workload has intensified significantly over the past 5 years (SQA29). Several factors have contributed to this workload intensification: (a) assigned classes (subjects) (FTA1, FTA2, MTA3, MTB1, MTB3), (b) inclusive education (FTA2, MTB1, FTC3, FTC4, FTC5), (c) out-of-field teaching (FTC5, MTB4), (d) nonteaching duties (FTA2, MTA2, MTA3, FTC2, FTC3, FTC5), (e) need for relevant PD that meets teachers' needs (Open-Ended SQC8), (f) excessive administrivia (FTA2, MTB1, MTB3, MTB4, FTC4), (g) numerous district and Department of Education initiatives (MTB1, FTA2, MTA3, MTB1, MTB3, FTC4), (h) student absenteeism (FTA1, MTB1, MTB3), and (i) lack of perceived top-down administrative support (FTA1, FTA2, MTA1, FTB2, MTA3, MTB1, MTB3, MTB4, FTC3, FTC4, FTC5, MTC1). Responses from the administrators' and the three focus groups of teachers served to corroborate and augment the findings in the qualitative phase of the study. Table N1 (Appendix N) summarizes significant responses gleaned from the four

focus groups and the individual telephone interviews that support the findings in the quantitative phase of the study.

Inclusive education was perceived as one of the major contributing factors to teacher workload and stress (SQA18). The superintendent in the administrators' focus group session clarified the meaning of the three different levels of SEPs: (a) *accommodated*, which means that there are "variations to the educational environment without changes to the curriculum; students need to meet all the outcomes of the curriculum; (b) *modified*, which means that the teacher "changes the curriculum up to 90% according to the current definition;" and (c) *individualized*, which means that "the child does not follow any typical curriculum. So, 100% of the child's education program varies from the prescribed curriculum, and that would be our most profoundly involved" (S). Therefore, the more SEPs in the individualized category that are present in a single class, the greater the workload for that teacher.

From the administrators' focus group session, it was also gleaned that teachers are being asked to take on responsibilities for which they are not necessarily properly trained and which add to their paperwork. For example, "the physical monitoring of (students') medical conditions—reporting to outside agencies; it has to be taken care of with reams of paperwork" (MA3). Teachers "take this on as their responsibility" (MA4). "That's teachers; that's what they do; they take that on—checking, 'Have you taken your insulin? Have you checked your sugars? What are they (sugars) today? Did you eat,?' etc." (FA5) This significantly adds to their workload.

Research question 2. How was workload intensification perceived to impact teacher performance? When addressing this question, teachers in Session A were quick

to cite evidence of how workload has a significant impact upon their preparation time. As one major example, Teacher MTA3 cited the preparation of SEPs, especially at the beginning of a new semester when the teacher has hardly had time to find out about the new SEP students coming into his/her classroom. When queried further, MTA3 replied, "SEPs—star that one!" FTA2 added that it "starts off heavy early; and when they get into the classes, it gets a bit better; but it's insane—meetings!" Ergo, the efficient preparation of SEP paperwork and the ensuing meetings add a significant amount of work to teachers' workload. Table N1 (Appendix N) highlights some of the other significant statements from each of the focus group session that explained and/or augmented the findings in the quantitative phase of the study.

Theme 2: impact of workload on teacher well-being. From the qualitative results of Research Question 2, both administrators and teachers agreed that more and more responsibilities are being added to teachers' workload and that has a negative effect upon teacher performance. Administrators commented upon the hours that teachers put in on a daily basis to do the assigned job. "They're working nights, all weekends, holidays, etc." (MA4). One factor is the stage of the teacher's career that may impact performance: "They may have been teaching the same sort of subject matter that, by the 10th year, they begin to get a little bit bored and may be looking for something else that they haven't found" (MA4); "Or, if they did switch you and you didn't want to be switched—there's two sides to it for sure—changing to new subjects by choice versus being appointed" (FA5). In addition to this, "we are getting more towards that point where job security is an issue of importance for young teachers" (S).

Administrators noted the effect that the "high absenteeism of students at the high school level" (FA2) has upon teacher performance. It adds pressure to keep these students caught up with the class. It affects the accountability of teachers trying to get them back into the curriculum and be able to do what they are supposed to do" (FA2).

Research question 3. How is workload intensification perceived to impact teacher well-being? Theme 3 will qualify the findings with respect to this question and validate the findings of the quantitative phase of the study--specifically that workload is having a significant impact upon teachers' personal time.

Theme 3: impact of workload on teacher well-being. The teacher focus group members in all three sessions indicated that the same factors that increase workload and impact teacher performance also impact teacher well-being. As noted in the listing at of the top three stressors (Open-Ended SQC6), the top three stressors all related to having sufficient time and support to do the job well. Some examples that teachers cited were (a) parent phone calls (FTA1); (b) e-mails (administrative and parental) (FTA2); and (c) nonteaching duties like dances (FTA2), hallway, cafeteria duty (MTA3). Other stressors included (a) the number of courses you have to teach in a semester (FTA1); (b) the number of preps for different courses (MTA3); (c) the place of exams in the schedule—"English exams do take longer to mark" (FTA2) so they should be placed earlier in the exam week schedule.

In addition to job-related activities, there are also the extra-curricular activities, like "coaching" (FTA2); "I just find now that the expectation is that you will work extra hours" (MTA3); "what we call extra, they (administrators) say that's part of your job" (MTA3). "You couldn't do what they ask you to do in the time they give you to do it

(MTA3); “but if you are not involved in school activities, belong to a group or a club, you don’t have marking in your courses, for example—best job, nice pay cheque” (FTA2).

If a teacher assumes a supervisory position of responsibility (SPR or department head), he/she does not get an extra period per day to perform the duties that come with this position. Therefore, time—or the lack thereof—is a great concern to teachers. In addition to this is teachers’ concern for the perceived lack of administrative support: “Admin is just not in tune with the human part of the teacher—there’s the ‘teacher’ but there’s the other person” (FTA2). “We have teachers that you can see burning out! You’ve got to shuffle people; you’ve got to make their life easier” (MTA3).

With respect to Department of Education initiatives, teachers feel a great deal of stress while trying to incorporate these initiatives. One teacher commented, “They (the department) know where they want to go; but they don’t know where they are! They say, here is where we want to be with ‘21st Century Learning;’ here’s where we want to be, but they can’t tell you where we are” (MTA3). The underlying consensus is that new departmental initiatives are coming faster than teachers can effectively evaluate the success of the previous initiative.

Finally, a teacher indicated how workload impacts her personal/free time: “I find it really hard to make commitments to do anything on my own time, like a scheduled thing or whatever that’s going to be regular because you never know—I get stressed out if I get too far behind” (FTA1). The others in the group all concurred.

The results have indicated that teachers' workload continues to intensify. Workload intensification is significantly impacting teacher performance and personal well-being.

Theme 4: accountability of administrators. Only 18% of survey respondents indicated that lack of perceived school administrative support tipped the balance scales. However, the findings from the three teacher focus group sessions addressed the fact that teachers have certain expectations of administration—from the Department of Education level to the school administrative level. Notably, teachers want strong, collaborative, decisive, and consistent administrative leaders who not only support them but also encourage teachers to participate in making the education system work. They want administrators who not only consult with them and collaborate with them in establishing and enforcing school policies—policies "with teeth" (Open-Ended SQ8) but also hold others accountable for students' achievement; that is, parents and students themselves (Open-Ended SQ8, MTB1, MTB3, MTB2, MTC1, MTC5). Within the day-to-day operation of the school, teachers want to receive more noticeable support from administrators in terms of (a) lightening their administrivia and nonteaching duties (FTA1, MTA3, FTC2, FTC2, MTB3, MTB4), (b) as much as possible, balancing the workload of each teacher by considering the number of SEPs in his/her class, the preparation/marking intensity of the assigned subjects to be taught, teacher's background and areas of expertise, personality and strengths (MTB3, MTC1, FTC4), and (c) putting more onus on office staff to reduce the excess paperwork of teachers, for example, collecting money, preparing and sending out attendance letters (FTA1, FTA2, MTB4, FTC2).

Theme 5: accountability of students and parents. Regarding parents and students, teachers were primarily concerned with the lack of support of parents with respect to ensuring that their students attend school regularly (MTB1, MTB2, MTB4). One teacher cited the fact that student absenteeism creates volumes of work for the teacher in order for the teacher to get that student caught up with the class. In essence he said, "One truant student equals the workload of 10 regular students" (MTB3). Although the majority of students and parents appeared to be supportive, teachers nevertheless were concerned about the growing lack of respect for teachers and administrators by some students and parents (FTC3, MTC1).

Research question 6. Are effective teachers leaving the profession because of workload intensification? The results of the telephone interviews with 15 teachers who had left the profession within the last 5 years prior to having taught for 35 years or having reached age-service index 85 indicated that workload was the primary factor for choosing to retire early. Of the 15 teachers interviewed, 53% indicated that workload was a major deciding factor (TI1, TI4, TI8, TI9, TI11, TI13, TI14, TI15); 40% indicated that lack of administrative support (particularly with regard to Department of Education initiatives and student attitude and behavior issues) was a major deciding factor (TI3, TI8, TI10, TI11, TI12, TI14); and 33% indicated that all of the other school-related responsibilities beyond teaching led them to retire early—it was simply "time to go" (TI2, TI5, TI6, TI7, TI15). Other factors included the offer of a position teaching adults (TI1, TI5), the impact of the death of peers so soon after their retirement (TI6, TI7), and major health issues (TI8).

Among the teachers who cited workload as a major deciding factor with respect to leaving the profession early, it was the stress level brought about by improperly supported inclusive education (TI2, TI4, TI11), the administrivia brought about by not only SEPs but also paperwork with respect to students on medication, students involved in accidents—anything that could results in litigation—(TI2,TI4, TI5, TI6, TI7, TI9, TI11, TI13, TI15) that led them to choose to leave or retire prior to having taught for 35 years. Teacher TI2 stated, "The paperwork was becoming more and more. Paperwork was part of the legal system—documentation just in case there was going to be a problem. You weren't just concerned about teaching your subject; you were concerned about what impact it was going to have on somebody else."

Teacher TI cited the fact that "workload is stressful when teacher values clash with what the district and the Department of Education is doing and when teachers feel that they are compromising our standards." Moving to a teaching position outside of the public school system (teaching adults) was rejuvenating for this teacher because "under this division, you have everything to work with; you even have Smart Boards in every classroom." It was noted that not all public schools within this east coast Canadian province are equally equipped with respect to technology and supplies that are necessary to deliver the course well.

Other teachers noted the fact that there "is a lot more political interference in teaching" (TI2) and parents actually go to their political representatives with issues that should be discussed directly with the school administrators (TI3). These same issues with respect to student attitude, absenteeism, and behavior issues are not be addressed effectively and consistently by school administrators and district office personnel (TI2,

TI3, TI7, TI8, TI10, TI12, TI14). Teachers want administrators to be fair and consistent in addressing student discipline issues.

Evidence of Quality

To ensure the reliability of the survey instrument, two different groups of recently retired senior high school teachers in the local district piloted the survey to ascertain if the results would be the same. The pilot study also reassured the clarity of the wording of the questions and the accessibility of the online version of the survey. To ensure the validity of the quantitative data, explicit definitions of the variables in the study and employment of relevant statistical analysis were used. Five experts in the field of education reviewed the survey form to ensure its validity.

The following assured validity of the qualitative phase of the study: (a) triangulation of the data from all three sources (survey, focus group sessions, and telephone interviews); (b) member-checking; (c) the writing of rich, thick description of the results; (d) clarifying any personal bias that I might have brought to the study; (e) presenting not only supportive but also discrepant information that may have arisen in the study; and (f) using an external auditor to review the final report (Creswell, 2003, p. 196).

Summary and Transition

In this study, greater weight was given to the quantitative phase wherein a large number of teachers (153) responded to survey questions that helped me to paint a provincial picture of the workload of senior high school teachers in the public schools of this east coast Canadian province and its impact upon teacher performance and well-being. The qualitative phase of the study gathered data designed to explain, enhance, clarify, counter, and/or augment the quantitative findings.

The findings of the qualitative phase of the study served to explain and augment the findings of the quantitative phase. The one and only area wherein there was a minor discrepancy was in the legality of the SEP document—is it a legal document? Whereas teachers in the third focus group stated that it was (FTC2, FTC4, TI9), the administrators' focus group did not state that emphatically; the superintendent responded, "It is yet to be tested."

The research questions were the driving force behind the development of the survey, the focus group and interview protocols, and the analysis of all the data. Consequently, the six research questions led to the development of themes in the qualitative phase of the study.

The triangulation of the results of the analysis of three different types of data collected—survey, focus group sessions, and individual interviews—served to elicit significant responses to the six research questions:

1. Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province?
2. How is workload intensification perceived to impact teacher performance?
3. How is workload intensification perceived to impact teacher well-being?
4. How do males and females compare in their perception of what factors increase teacher workload?
5. What is the correlation among workload, teacher absenteeism, and teacher perception of preparation time?
6. Are effective teachers leaving the profession because of workload intensification?

The results indicated that there is a problem regarding teacher workload intensification in public senior high schools in this east coast Canadian province. Workload intensification has a significant impact upon teacher performance and teacher well-being. With respect to how males and females view the factors that contribute to workload intensification, the results indicated that they are in close agreement regarding what factors contribute to workload intensification and how they contribute to it. There is a strong correlation among workload, teacher absenteeism, and teacher perception of preparation time. Interviews with teachers who had left the profession prior to having taught for 35 years were conducted to determine if teachers were leaving the profession early because of workload intensification. The results indicated that workload intensification is the primary reason why teachers in this province are leaving the profession early (53%).

As a closing question at the end of the teacher focus group sessions, each teacher completed this statement: "I feel like a professional when . . ." The responses were clear and concise:

- The principal supports me (MTB4)
- I'm asked for constructive input and administration listens to me (MTB1, FTC3, FTC5)
- My classroom is not treated like a dumping ground (FTB2)
- A student thanks you (MTB4)
- Students are engaged and learning (MTB4)
- Students who often act out actually show you respect (MTB3)

- An administrator drops by my class, sits in, and enjoys it without formal reports (MTB4)
- My time is valued (FTC4)
- I am respected by administrators (MTC1)
- A student thanks me for a lesson (MTB3)
- Students who wouldn't normally have respect for anybody come and show you a little bit (FTB2)
- The rules are in place and students respond (MTB1)
- My opinion is taken seriously (FTC5)
- You're treated like—not just like, 'oh, no' and just turn away or that's it; that what I say is considered valuable (FTC5)
- I can collaborate with fellow teachers to come up with new ideas for the students (MTC1)
- I am respected by parents (FTC3)

Having completed the analysis of the data and reported the findings in Section 4, in Section 5 I will (a) interpret the findings, (b) cite the implications for social change, (c) suggest recommendations for further study, and (d) conclude with a reflection upon the research process. Throughout Section 5, an alignment of the research findings with the Literature Review in Section 2 will occur.

Section 5: Summary, Conclusions, Recommendations, and Commentary

Why study teacher workload intensification and its perceived impact upon teacher performance and personal well-being? First, researchers had already indicated that (a) the workloads of teachers in Canada, the United States, and England are intensifying, (b) their nonteaching roles are becoming significantly more extensive, and (c) teachers are being asked to take on responsibilities for which they are not properly trained (Belliveau, et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick, et al., 2005; Harvey & Spinney, 2000; Kamanzi, et al., 2007; Naylor, 2001a; Smaller, et al., 2005; Sutton & Huberty, 2001). While other Canadian researchers had mentioned past increases in teachers' working hours (Dibbon, 2004; Ellis, 2008), no in-depth study of teacher workload in this east coast Canadian province had ever been published. Secondly, the Department of Education in this province was planning to conduct research into teacher workload. Ergo, this research would provide the provincial government with an accurate picture of the workload of public high school teachers in this east coast Canadian province. The ultimate goals of this study were to demonstrate the impact of workload intensification in this east coast Canadian province's public senior high schools and, if necessary, seek ways to improve the work life of these high school teachers.

Overview of the Study

This mixed methods, sequential, phenomenological study was conducted in two phases: Phase 1, Quantitative; Phase 2, Qualitative. In the quantitative phase, 484 out of a population of 1,497 senior high school teachers were invited to participate in an online survey containing 64 questions. The survey was divided into four sections: (a) Teaching Workload, (b) Professional Development, (c) Job Satisfaction, and (d) Demographics.

The questions were of two types: (a) Likert-Scale and (b) check box. Both an online version and a paper version of the survey were available; however, of the 153 respondents, 83% elected to complete the paper version.

Phase 2 was used to augment the findings from Phase 1. This phase included four focus group sessions: (a) administrators, (b) teachers from high school A, (c) teachers from high school B, and (d) teachers from high school C. The convenience sample of administrators included one superintendent and seven other high school administrators. The criterion-based sample of teachers who participated in the three focus group sessions included three groups of five teachers each, one group from each of the three high schools located in different geographic locations, for a total of 15 teachers. These teachers had participated in the survey and were selected to participate in the focus group sessions based upon their having indicated in the survey that they fulfill one of the nine categories related to workload (easy, healthy, excessive workload), teacher performance (exceeds, meets, falls short of my expectations), and well-being (low, average, high stress level).

Phase 2 culminated in individual interviews with 15 teachers who had left the profession prior to having taught for 35 years or having reached age-service index of 85. These telephone interviews were also executed to augment the findings in Phase 1.

Research Questions and Hypotheses

This research was designed to answer six questions:

1. Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province?
2. How is workload intensification perceived to impact teacher performance?

3. How is workload intensification perceived to impact teacher well-being?
4. How do males and females compare in their perception of what factors increase teacher workload?
5. What is the correlation among workload, teacher absenteeism, and teacher's perception of preparation time?
6. Are effective teachers leaving the profession because of workload intensification?

Two hypotheses were tested. The null hypotheses tested in this study stated that (a) workload intensification has no significant impact upon teacher performance and (b) workload intensification has no significant impact upon teacher well-being. The alternative hypotheses proposed a direct relationship between the independent variable, workload intensification, and each of the two dependent variables, teacher performance and teacher well-being.

Research Findings

Priority was given to the quantitative phase of the study in which 153 teachers responded to the survey. The results indicated the following answers to the research questions.

In response to the question 1, there is definitely a problem regarding workload intensification in this east coast Canadian province. Seventy-three per cent of the respondents indicated that their workload is stressful (SQA26); 40.5% needed to take sick days in order to cope (SQA27); 51% indicated that their workload had intensified over the past 5 years (SQA29); 72.5% said that their workload added significantly to their

stress level (SQA30); and 80% indicated that their workload impinged upon their personal time (SQA28).

In regard to the question 2, the findings indicated that 91% teach two or more different subjects within one semester, with 29% teaching 4 or 5 different subjects in one semester (SQA1) which impacts their preparation time. The number of subjects that teachers are teaching within their areas of expertise range from 0-5 in one semester with the highest number teaching 4 out of 6 per semester (25%) (SQA3). Inclusive education significantly adds to teachers' workload (SQA18). Regarding having SEPs in teachers' regular classes, 85% indicated that this significantly increased their workload (SQA18). The only factor that increased teacher workload more than SEPs was Department of Education initiatives (89%) (SQA19). Of the 153 participants, 38% rated their workload as moderate, while 50% rated their workload as moderately heavy (25%) or heavy (25%) (SQA13). With respect to teacher performance, 68 teachers had covered approximately 154 hours of teacher shortage time during their regularly scheduled preparation periods (SQA7), which detracted from their job-embedded preparation time. Teachers also need relevant PD in certain areas. The top three areas in which teachers need PD are (a) incorporating technology into subject areas (55%), (b) special education (46%), and (c) gifted and talented education (40%). The majority of teachers (30%) spend 2 hours weekly in nonteaching activities, while 22% and 21% respectively spend 1 and 5+ hours weekly. With respect to out-of-field subject teaching, 48% are teaching such subjects with 42% of them teaching between 1 and 3 out-of-field subjects per semester. Teachers indicated that teaching out-of-field subjects significantly increased their workload (61%) (SQA20). The analysis of the responses indicated that workload has a significant impact

upon teacher performance. The nonparametric chi-square test indicated that there is a significant relationship between the independent variable workload and the dependent variable teacher performance where χ^2 (16, n = 153) = 73.727, p < .005. Therefore, the first null hypothesis was rejected and the conclusion was that teacher workload does have a significant impact upon teacher performance.

In response to question 3, the majority of the teachers rated themselves as 3 average impact on well-being (41%). Another 35% rated their well-being/stress level as 4 moderately high impact (25%) or 5 high impact (10%). The majority of teachers indicated that they feel work-related stress fairly frequently (45%) (SQC4), while another 33% indicated that they feel job-related stress sometimes (SQC4). Compared to 5 years ago, the majority of teachers feel that their work-related stress has increased (39%) (SQC5). The top three job-related stressors (SQA12, SQC6) all related to having sufficient time and support to do the job well: (a) inclusion of SEPs in regular classes without proper support (64%), (b) administrivia (55%), and (c) lack of job-embedded collaboration time with peers (49%). Eighty percent of the respondents indicated that workload significantly impinges upon their free time. The nonparametric chi-square test indicated that there is a significant relationship between the independent variable workload and the dependent variable well-being where χ^2 (16, n = 153) = 26.594, p < .05. Therefore, the second null hypothesis was rejected and the conclusion was that teacher workload does have a significant impact upon teacher well-being.

In regard to question 4, with the exception of lack of job-embedded collaboration, where 30% of females as compared to 19% of males considered this a factor that negatively tipped the balance scale, the results indicated that males and females were

within 3-8 percentage points of one another with respect to all the other factors considered.

In response to question 5, the correlation indicated that teacher workload, teacher preparation time, and teacher absenteeism were significantly related, $r = 0.179$, $n=153$, $p < .01$, two tails, which means that teacher workload impacts teacher preparation time and ultimately means that teachers sometimes take sick leave as a means of coping with their workload demands.

In response to question 6, the results indicated that workload intensification was the primary reason for teachers leaving the profession prior to having taught for 35 years in this province (53%).

Interpretation of the Findings

Subsequent to the analytical findings presented in Section 4, several conclusions regarding the research questions and the themes that emerged from the study were drawn. The conclusions aligned with (a) the theoretical framework that formed the foundation of the study, (b) the literature review presented in Section 2, and (c) the research findings presented in Section 4. The following will present those conclusions in the same order of the research questions and themes that were presented in Section 4, as well as relate them to the theoretical framework and the literature review.

Research Question 1 (Theme 1): Workload Intensity

Based upon the results of the literature review, which indicated that (a) the workload of teachers in Canada, the United States, and England were intensifying, (b) their nonteaching roles are becoming significantly more extensive, and (c) teachers are being asked to take on responsibilities for which they are not properly trained (Belliveau,

et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick, et al., 2005; Harvey & Spinney, 2000; Kamanzi, et al., 2007; Naylor, 2001a; Smaller, et al., 2005; Sutton & Huberty, 2001), plus the fact that no published research regarding teacher workload of the senior high school teachers in this east coast Canadian province per se appeared to exist, the determination was that the time was right to investigate the question: Is there a problem regarding teacher workload intensification in public senior high schools of this east coast Canadian province? Given the findings that teachers in the senior high schools of this province are exhibiting signs of stress (73%) that necessitate their taking sick days to cope with their workload (40.5%), the conclusion was that there is definitely a workload problem in the senior high school classrooms of this east coast Canadian province. Just under three-quarters of the high school teaching population indicated that their job is stressful (73%). Not only is their workload stressful, but an even higher percentage (80%) find their workload significantly impinging upon their personal time—time for which they are not paid. While it is true that teachers who enter the teaching profession are cognizant of the fact that it will necessitate their conducting some job-related activities outside of regular school hours, it has become apparent that the actual of number of outside-of-school hours required to do the job has become excessive. The teaching contract in this province indicates that the "number of hours of instruction exclusive of the noon recess shall be, for the High School years – minimum of 5 ½ hours, maximum 6 hours" (Agreement, 2008-2012). Including the hours that teachers are required to be on the school premises, this translates to a minimum of 36 ¼ hours to a maximum of 40 hours per week. As noted in the literature review, Ellis (2008) indicated that teachers in this east coast Canadian province are putting in a significantly

greater number of hours to complete their daily job-related responsibilities—an increase from 50.98 hours per week in 2000 to 55.6 hours per week in 2005. This study indicated that teachers are spending an additional 1-2 hours (67%) of their personal time on a daily basis preparing for classes (SQA11); that translates to an additional 5-10 hours per week—this is in addition to their scheduled nonteaching duties (bus duty for example.) and their 5-10 weekly collaborative hours (Appendix L). Taking into consideration the 5-10 hours per week preparing for classes on personal time, plus the additional 5-10 hours per week collaborating, added to the 36 ¼ to 40 designated teaching hours, means teachers are now spending upwards of 56 ¼ to 60 hours weekly on job-related activities.

Research Question 2 (Theme 2): Teacher Performance

One of the two overarching questions that this study sought to answer was, How is workload intensification perceived to impact teacher performance? As noted in the definition of terms, *teacher performance* refers to how a teacher carries out his/her daily diverse tasks, (including teaching and nonteaching responsibilities), whether they be assigned or self-imposed, to do the job well. Once a provincial picture of what senior high school teacher workload in this east coast Canadian province included (via the survey questionnaire and the teacher focus group sessions) (Tables 2, 3, 4, Appendices K, L) arose, and it was determined that teacher workload has a significant impact upon their performance (Table 5), three factors significantly impacting teacher performance emerged: (a) Department of Education initiatives (89%) (SQA 19), (b) inclusive education (85%) (SQA18), and (c) teaching out-of-field subjects (especially with no prior training) (61%) (SQA20).

The results indicated that the problem regarding Department of Education initiatives is the lack of time allotted to initiate change and test its relevance to the cultural education setting. A teacher participant in the Focus Group B stated it succinctly:

> The principals always want a balanced workload—they want a healthy staff and they're *constantly* being inundated with change! Constant change creates chaos—and that's what we have. If you're going to enact change, give it 5 years to work. Start something, focus on it, and implement it seriously. [Have] supports in place (MTB1).

The reader will recall from the literature review that Department of Education reforms of the past have significantly impacted teacher workload, performance, and well-being (Table 1). Today, a quarter of a century later, teachers are still struggling to make such innovations as inclusive education, technology in the classroom, and the 100% retention rate to succeed. For example, while teachers welcome technology as a tool to facilitate teaching and learning, there are still teachers (55%) who need PD in incorporating technology into the classroom (Appendix M); also, as one teacher stated (FTA2), "What happens if technology fails?" In other words, one must have an alternate lesson plan each day in case the Smart Board Technology system fails. The underlying consensus is that new departmental initiatives are coming faster than teachers can effectively evaluate the success of the previous initiative.

As noted in the review of the literature, this east coast Canadian province is heralded as a "leader in the field of inclusive education" (MacKay, 2006, p. 24), and a pioneer in the field of inclusive education (New Brunswick Association for Community

Living, 2005). While the schools in this province have experienced good success with inclusive education, it is also evident that resulting "behavior problems appear to be a very pressing concern for teachers and school administrators" (MacKay, 2006, p. 45) and that inclusive education adds to teachers' workload (Belliveau et al., 2002; Canadian Teachers Federation, 2007; Dibbon, 2004; Emerick et al., 2005; Harvey & Spinney, 2000; Naylor, 2001a; Smaller et al., 2005; Sutton & Huberty, 2001). One teacher in School B concisely stated (FTB2), "Let the teachers teach! In other words, inclusive education has brought with it so much administrivia and created so much intensive class preparation without proper teacher support that 85% of senior high school teachers indicated this significantly increased their workload (SQA18). The term T*eacher Assistant* (TA) appears to be a misnomer; teacher assistants are primarily student tutors whom teachers have to prepare on a daily basis to help students on SEPs. As a teacher from School B stated,

> TAs are substitutes for teachers; they are not trained on curriculum; they're not trained in modifying curriculum; they're simply there to help the student out—almost like a tutor. So all the special needs kids that have been dumped into the classrooms—all that work has been downloaded to the teacher. The teacher support was supposed to be in place, and it got eroded over the years (MTB1).

Referring to the inclusion of modified and individualized SEPs, teacher FTA2 stated, "You can't challenge anybody in that case; you know what I mean—you are just trying to keep up." While teachers are not totally against inclusion, they nevertheless are clear that they need more support to execute the program effectively—student tutors, TAs trained to assist teachers (not just tutor students), and more secretarial support with respect to

administrivia. The results of the study reflected what one survey respondent so aptly stated, "I believe we need to take a good, long look at integration; looks great on paper but has some very serious practical implications."

With respect to out-of-field teaching, slightly fewer than half of high school teachers (48%) in this east coast Canadian province teach out-of-field subjects in any given semester (Table 2). In fact, the study indicated that 42% of teachers are teaching between 1 and 3 out-of-field subjects per semester. Teachers indicated that teaching out-of-field subjects significantly increased their workload (61%) (SQA20). Dibbon (2004) indicated the need for teachers to "possess subject area expertise" as a necessity for meeting the diverse needs of their students (p. 31). Teaching out-of-field subjects, which necessitates added preparation time, places an added burden upon teachers and increases their teaching workload (p. 31).

Research Question 3 (Theme 3): Well-Being

The second overarching question that this study sought to answer was, How is workload intensification perceived to impact teacher well-being? As noted in the definition of terms, teacher well-being refers to the teacher's personal sense of wellness, satisfaction, and happiness (Misch, 2007). There were 153 survey participants in the study. The analysis of the ratings indicated that the majority of the teachers rated themselves as 3 average impact on well-being (41%). Another 35% rated their well-being/stress level as 4 moderately high impact (25%) or 5 high impact (10%) (Table 6). Given that the top three job-related stressors (SQA12, SQC6) all related to having sufficient time and support to do the job well (Table 7): (a) inclusion of SEPs in regular classes without proper support (64%), (b) administrivia (55%), and (c) lack of job-

embedded collaboration time with peers (49%), it was evident that the Department of Education needs to take a serious look at what they are expecting teachers to accomplish within the specified amount of time that the department has given them and the apparent lack of support to do the job well. An analogy is expecting an institution to operate effectively without providing the necessary operating tools and support systems and is comparable to expecting an automobile to run smoothly without all the proper operating parts in place and a service department to ensure that damaged or broken parts can be repaired, maintained, and/or replaced. As one teacher succinctly stated, "I think that administration just is not in tune with the human part of the teacher; you know what I mean—there's the 'teacher' but there's the other *person*" (FTA2).

On the other hand, members of the administrators' focus group indicated that they are aware of the effects that workload intensification has upon teacher well-being—the stress brought on by inclusion, excess administrivia, possible litigation with respect to medical issues or accidents, parental demands, the time spent e-mailing/responding to e-mail, the fact that the newer generation of teachers have job security issues as well as a "very, very different (approach) than what has been being faced for the past two or three generations" (S). The same superintendent also pointed out how newer teachers "bring very, very different considerations in terms of running your school . . . in terms of volunteerism; I think, though, that's because of liability issues—in some cases it may be because people that coached before, they're afraid now" (S). "We are not a litigious society, but we're a step away from that" (S). While the newer generation of teachers are still professional, they view work as "work is only part of me—it's not all of me" (FTA2), and another principal noted the belief of younger teachers, "It's not my life"

(FTA5). This appears to be the direction that the profession is taking: "The reality is that the code of conduct says that we are teachers 24/7, that takes on a different hue with the current generation—not that they're not professional, but they are teachers during the workday" (S). What they now question as being a legitimate part of their teacher responsibilities, the older generation of teachers simply accepted as the *expected* and did it unquestioningly. It reflected what Apple (1986) claimed that intensification was, in fact, "misrecognized by some teachers as professionalism" (Apple, 1986, p. 45).

Another aspect of this is the fact that "the peer community has changed so much" (MTA4). As this administrator said,

> Back 20 years ago, when I was in my first years of teaching, parents supported every decision that you made . . . what the teacher said was—that's the way it was. But now I think it's just gone so much the other way; parents are just so supportive of everything that their little Johnny does and so willing to challenge things" (MTA4).

The pendulum has begun to swing the other way, and this adds considerable stress to teachers' work life.

Research Question 4

In trying to develop the formula for maximizing teacher performance and personal well-being, it was important to answer Research Question 4: How do males and females compare in their perception of what factors increase teacher workload? The results of the study indicated there was basically no significant difference between how males and females view what factors negatively tip the balance scales with respect to workload, performance, and well-being, with one minor exception—job-embedded

collaboration. In this instance, more females (30%) as compared to males (19%) considered this a factor that negatively tipped the balance scales. The results indicated that males and females were within 3-8 percentage points of one another with respect to all the other factors considered (Table 7). Therefore, gender does not play a significant role in determining what factors negatively tip the workload, performance, and well-being scales.

Research Question 5

Research Question 5 sought to determine if there is any correlation among workload, teacher absenteeism, and teacher perception of preparation time? The results of the study indicated that teacher workload, teacher preparation time, and teacher absenteeism were significantly related. Therefore, teacher workload impacts teacher preparation time and ultimately means that teachers sometimes take sick leave as a means of coping with the requirements of their workload.

Research Question 6

The final research question sought to determine whether or not workload intensification is a cause of effective teachers leaving the profession. The results of the study indicated that workload intensification is the primary reason why teachers in this province left the profession prior to having taught for 35 years (53%).

Theme 4: Accountability of Administrators

The results of the study indicated that teachers want administrators who

- are strong, collaborative, decisive, and consistent administrative leaders
- not only support them but also encourage teachers to participate in making the education system work

- not only consult with them and collaborate with them in establishing and enforcing school policies—policies "with teeth" (Open-Ended SQ8)
- hold others accountable for students' achievement, that is, parents and students themselves (Open-Ended SQ8, MTB1, MTB3, MTB2, MTC1, MTC5)
- provide noticeable support in terms of
    - lightening their administrivia and nonteaching duties (FTA1, MTA3, FTC2, FTC2, MTB3, MTB4)
    - as much as possible, balancing the workload of each teacher by considering the number of SEPs in his/her class
    - considering the preparation/marking intensity of the assigned subjects to be taught
    - considering teacher's background and areas of expertise, personality and strengths (MTB3, MTC1, FTC4)
    - putting more onus on office staff to reduce the excess paperwork of teachers, for example, collecting money, preparing and sending out attendance letters (FTA1, FTA2, MTB4, FTC2).

In light of the above, part of the formula for maximizing teacher performance and well-being will include administrative roles that weigh the pros and cons of assigning teaching and nonteaching roles to teachers and providing the proper support staff that will lighten teachers' workload.

Theme 5: Accountability of Students and Parents

The final theme that arose from the qualitative phase of the survey was in respect to accountability issues regarding students and parents. Although the majority of

students and parents appeared to be supportive, teachers nevertheless were concerned about the growing lack of respect for teachers and administrators by some students and parents (FTC3, MTC1). Student absenteeism was also cited by members of the administrators' focus group session as one of the issues that administrators would like to be able to address more effectively. Administrators cited (a) "accommodating the disinterested student" (FA2) and (b) "having students attend classes more; increase student attendance" (FA5). This aligned with what teachers in teacher focus group sessions were saying: (a) "one truant students equals the workload of 10 regular students" (MTB3), (b) "put the onus on the students and the parents" (MTB1, MTB4) with respect to regular attendance and proper behavior in the school, and (c) "restore the loss of credits after 13 absences" (MTB1) rule to encourage better student attendance. From the results of the study, I concluded that declining student attendance has an impact upon teacher performance. Teachers have a responsibility to keep absent students current with what the class as a whole is doing, parents are putting pressure on teachers to accommodate absent students, and there is no longer support in the form of truancy officers to assist in ameliorating the absenteeism problem.

Relationship to Theoretical Framework

As stated in Section 1, the study was based upon Apple's (1986) workload intensification thesis as the classical theoretical framework or knowledge claim (Creswell, 2003). In addition, other researchers sought to refine Apple's workload intensification thesis as follows:

> First, the experience of intensification is not only induced by changes at the macro level, but there appear to be multiple sources for intensification. Secondly, the

> intensification impact does not operate in a linear and automatic way, but is mediated. Finally, the impact of intensification turns out to be different among different teachers. (Ballet et al., 2006, p. 211)

In keeping with their refinements to Apple's workload intensification thesis, my study explored the third refinement of the study by Ballet et al. (2006) by examining particular attributes of teacher performance (preparation time, collaborative activities, professional development, nonteaching duties, out-of-field teaching assignments), and personal well-being (stress, free time). The results of this study aligned with the basic tenets of Apple's (1986) workload intensification thesis and with the refinements of Ballet et al. (2006) wherein teachers "are being faced with the growing demands of not only policy makers but also of society" (Apple, 1986). Sources of workload intensification are not only hierarchical but also self-imposed as teachers strive to meet the demands of administration and parents and make the system work. As Ballet et al. (2006) have indicated, "Teachers' personal beliefs mediate the impact of what happens in their jobs" (p. 213). Ergo, teachers' personalities have a role to play in determining how they react to change and workload intensification. Teachers respond to the demands of workload intensification in different ways. What is a stimulus to one may be viewed as debilitating to others (Ballet et al., 2006). These results speak to the formula for maximizing teacher performance and well-being in that administrators must be cognizant of teachers' backgrounds, subject areas of expertise, personality type, and values when assigning teaching and nonteaching responsibilities.

Formula for Maximizing Teacher Performance and Well-Being

The ultimate goal of the study was to develop a formula to maximize teacher performance and personal well-being. Part of the formula required addressing the factors that add to teacher workload. Figure 3 summarizes those factors.

Figure 3 indicated that the top three factors that impact teacher workload arose from Department of Education initiatives/administration which included (a) number of different subject areas taught per semester (91%), (b) Department of Education initiatives in general (89%), and (c) inclusive education (85%). Add to that the top three stressors that teachers identified all of which related to having sufficient time and support to do the job well: (a) inclusion of SEPs in regular classes without proper support (64%), (b) administrivia (55%), and (c) lack of job-embedded collaboration time with peers (49%). Combining those two perspectives (factors that impact workload—which in turn impact performance and well-being—and stressors), I concluded that the formula for maximizing teacher performance and well-being is as follows:

Reduce the Frequency of Department of Education Initiatives	+	Increase Administrative Support	=	Healthy Teacher Workload

What does this formula entail? What have teachers identified as factors that need to be considered when the Department of Education, the District Office, and school administrators are determining the assignment of teaching and nonteaching duties? The results of the analysis indicated that all factors that make a teacher effective must be carefully balanced by their supervisors, primarily the principal and vice-principals. These include, first of all, *qualifications*—administrators must be certain that courses are being assigned to teachers who have the proper qualifications: academic degree(s),

certificate level, (c) specialty training, and (d) technological preparation. The South Carolina Department of Education (2007), for example, defines *effective teachers* as "teachers with the subject-matter knowledge and teaching skills necessary to help all children achieve to high academic standards, regardless of individual learning styles or needs" (p. 1).

A second consideration is *area of expertise*—teachers should be teaching within their areas of expertise. In this study, teachers indicated that teaching outside of their area of expertise is conducive to higher stress levels. With respect to out-of-field subject teaching, 48% of these teachers are teaching such subjects with 42% of them teaching between 1 and 3 out-of-field subjects per semester. Teachers indicated that teaching out-of-field subjects significantly increased their workload (61%) (SQA20).

Thirdly, administrators need to consider *teacher experience and workload*. Part of the balance necessitates not overloading teachers, whether they are new teachers, teachers in their midcareers, or senior teachers. Byrne (cited in Hawley & Rollie, 2007) stated,

> Teachers' commitment to their schools and feelings of stress and morale, which influence instructional performance and student learning, are eroded when teachers perceive their workloads to be unfair in comparison with the work of other teachers in their own schools or across the district—when the overall number of pupils for which they are responsible becomes excessive, the size of their classes is perceived to make unreasonable demands on the time required for preparation and marking, and this situation seriously erodes the opportunities for providing differentiated instruction for their students. Excessive paperwork

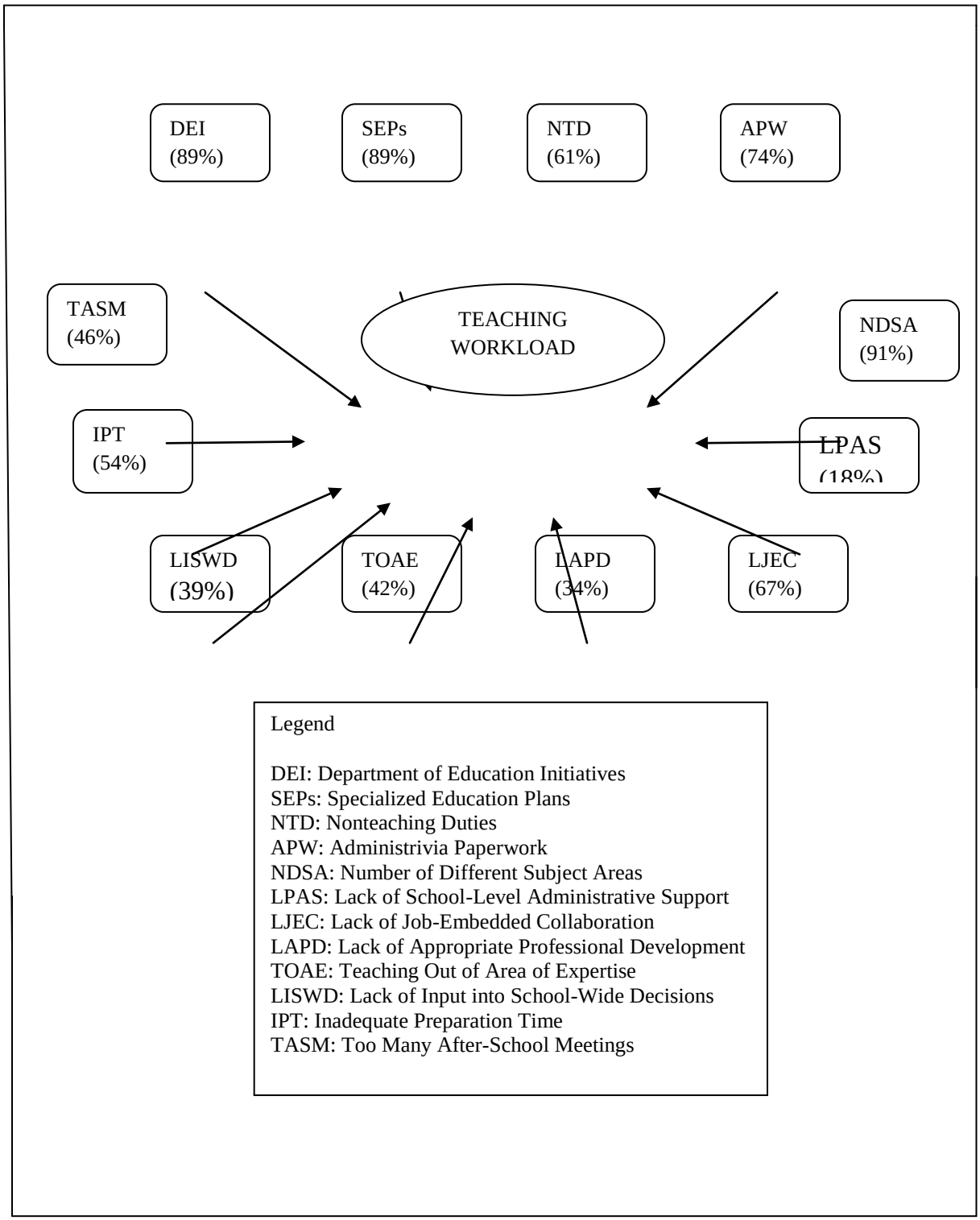

Figure 3. Factors that add to teacher workload

> (filling in forms, collecting information for others, etc.) and the burden of nonteaching demands, such as hall monitoring, bus duty, and lunchroom supervision, add to perceptions that workload volume is excessive and has negative effects on teaching and learning . (pp. 142-143)

The results of this study align with Byrne's findings. Teachers in this study indicated that two factors contributed most to workload were (a) having SEPs in teachers' regular classes (85%) (SQA18), and (b) Department of Education initiatives (89%) (SQA19). Ergo, school administrators need to consider the number of students with SEPs in each classroom and balance the assignment of SEPs among the teaching staff as much as possible. Teachers, in fact, question the need for the number of SEPs who are being required in today's classrooms—do all of these students really need to be on specialized education plans?

Another factor that school administrators must take into consideration when assigning teaching and nonteaching responsibilities is *teacher personality*. Table 7 describes the two personality types.

In the same article, Friedman and Rosenmann were reported to have determined that Type A personalities are at greater risk for the development of heart disease than are Type B personalities (Stress-Prone Personalities, n.d.). When assigning teaching and nonteaching responsibilities, administrators need to be cognizant of teachers' personality type.

Table 7

Traits of Personality Types

Type A	**Type B**
Driven by ambition	Less competitive
Self-demanding	Less rushed
Sense of time urgency	More genuinely easy going
Aggressive	Able to separate work from play
Competitive	Not rushed or impatient
Impatient	Evenhanded
Free-floating (but well rationalized) hostility	Non-hostile

Note. Friedman and Rosenman as cited in *Stress-Prone Personalities.* (nd). Retrieved from http://www.winona.edu/stress/stressprone.htm

As noted above, the greatest factor that contributes to tipping teacher workload, performance, and well-being scales was Department of Education initiatives. Ergo, part of the formula must include the frequency and kind of departmental initiatives that teachers are expected to adopt. Katzenmeyer and Moller (2001) stated it succinctly: "Asking teachers to work with scripted programs monitored by personnel external to the classroom context violates a belief in a professional model of teaching and does not promote teacher leadership" (pp. 21-22). Teachers in the study questioned the "expertise" of individuals in top-down administration (Department of Education, superintendents, school administrators) making decisions to implement initiatives "piecemeal" (TI8). For example, as the superintendent in the administrators' focus group indicated, "PLC is an approach, a philosophy that they've adopted across the province, so it should be something that is appearing in a variety of ways in a whole lot of schools"

(S). Part of the PLC approach is the "addition-subtraction principle" (DuFour, et al., 2008; Muhammad, 2008). Teachers in this study indicated that while the PLC approach is something that is being attempted across this province, all the principles of the approach are not being implemented—notably, the "addition-subtraction" principle wherein if something is added to a teacher's workload, some other responsibility is taken away (DuFour, et al., 2008; Muhammad, 2008). Consequently, two things that administrators need to consider when assigning teaching and nonteaching duties are (a) implementing a new program as a whole (not piecemeal) and giving the initiative at least 3-5 years to work, as cited in the teacher focus group sessions, and (b) when assigning an extra duty to a teacher's already designated workload, utilize the PLC principle and remove some other responsibility so as not to overload teachers. From the perspective of teachers who left the profession prior to having taught for 35 years, it was noted that more local teacher expertise could be utilized in bringing about new initiatives as opposed to hiring "experts" from abroad to bring in ideas from their culture which may or may not be relevant to this province's culture (TI8, TI10).

Finally, administrators need to ensure teacher support is adequate and that school rules are fair, just, and consistently enforced. Collaborating with teachers is an important way to create a school climate wherein discipline problems are held to a minimum. Katzenmeyer and Moller (2001) stated, "Teaching and learning are also enhanced when student behavior is under control and collaboration among teachers is encouraged" (p. 144). In this study, teachers indicated their perceived lack of administrative support, particularly pertaining to matters of student discipline. Therefore, part of the formula for ensuring a healthy teacher workload is the kind of administrative support that assures

teachers that their concerns are heard and dealt with in a timely and caring manner. If administrators keep the above components of the workload formula in mind when assigning teaching and nonteaching duties, a healthy workload balance for teachers should ensue, thus maximizing teacher performance and personal well-being.

Implications for Social Change

> Walden University defined positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions. (Walden University, 2008)

In keeping with Walden's vision, this study sought to determine ways to improve the work life of the senior high school teachers in this east coast Canadian province via highlighting the impact that workload intensification has upon their teacher performance and personal well-being and presenting the results of the study to the stakeholders in the province's public education system. The development of the formula for maximizing teacher performance and personal well-being is a positive social change element that if utilized in a constructive manner has the potential to transform the work lives of teachers in this east coast Canadian province.

Recommendations for Action

Based upon the findings of the research study, I recommend that the Minister of Education and his Department of Education coworkers seriously consider the ramifications of permitting the workload intensification process that is presently occurring in this province to continue. I recommend the following.

- The Minister take a serious look at the success and/or failure of the Department of Education initiatives that have been put in place over the last 5 years, primarily SEPs and PLCs
- all levels of administration (Department of Education, district office, and schools) should take a serious look at the demands that are being placed upon the members of their teaching staffs, involve teachers in assessing teaching workloads (teaching and nonteaching responsibilities), and strive to offer more perceptive, fair, empathetic, concrete teacher support
- if the province is serious about adopting the PLC philosophy, then adopt it as a program—not piecemeal; do not select elements of it to try while ignoring other elements that are key to the success of the program, and provide at least 5 years to implement it properly and evaluate its success or failure
- be cognizant of our culture and our cultural needs—because a program works in Chicago, United States, does not necessarily mean that it will work in this east coast Canadian province; instead of spending large amounts of money to bring in experts from other countries, recognize and utilize the professional expertise that exists among the teachers of this province or other Canadian provinces
- put the onus for student achievement not only upon the teacher but also upon the student and his/her parents
- establish and enforce fair discipline—have a discipline "policy with teeth," as one teacher stated; be certain that the stated consequences are consistently utilized and enforced

- reassess the position of teacher assistants (TAs), whom teachers in this province view primarily as "student tutors" as opposed to "teacher assistants;" teacher assistants, in the true sense of the term, would provide assistance to teachers that would not necessitate teachers' teaching the TAs what to do and how to do it on a daily basis; teacher assistants, in the form of secretarial support, would take care of the administrivia that plague teachers on a regular basis and detract from their teaching and preparation time
- as much as possible, assign teachers courses within their areas of expertise
- remember that teachers are not robots—they are human beings with human needs and family responsibilities—strive to remember that teachers are of different personality types and consider their personality type when assigning teaching and nonteaching responsibilities
- provide the relevant PD that teachers are requesting, especially the top three: incorporating technology into subject areas, special education, gifted and talented education;
- protect teachers' teaching time—find alternative ways of sharing information with teachers and students that do not disrupt teaching time (the semester system has already reduced teacher-student contact time regarding the curriculum).

Taken together, these steps to balance teachers' workload and its impact upon performance and well-being should elicit a healthy teacher workload.

Recommendations for Further Study

The participants in this research study described their teacher workload, identified how workload impacts teacher performance and well-being, indicated stressors in teaching, and identified the shortcomings of the system. Given the results of this study, the following future research is recommended:

- teacher workload and its corresponding impact upon teacher performance and well-being at the elementary school level
- teacher workload and its corresponding impact upon teacher performance and well-being at the middle school level
- administrators' workload and how it impacts his/her leadership
- creative effective ways to provide job-embedded collaboration for teachers
- effective methods of identifying students who truly need an SEP
- how inclusive education has improved education for all
- a phenomenological study to define *teacher professionalism* in the 21st century—the rights and roles of professional teachers
- creative and effective discipline practices in 21st century schools
- the effect(s) that utilizing ancillary personnel to perform nonteaching duties has on teacher performance and school morale.

Reflection of Researcher's Experience

I undertook this research for several reasons: (a) evidence from the literature review that effective teachers are leaving the profession and one of the primary reasons is workload intensification; (b) I witnessed both new and veteran teachers struggling with

government initiatives, student discipline, and the fast-paced growth of utilizing computers in the classroom without relative professional development; (c) the provincial government was planning to examine teacher workload in this province, and I wanted to be able to contribute pertinent data to that study; and (d) ultimately I wanted to make a difference in the professional lives of teachers.

Being a retired teacher with administrative and 30 years of classroom experience, I brought to the study some preconceived ideas of what the issues might be. Nevertheless, I followed the advice of Creswell (2003) and Moustakas (1994) and made every attempt to bracket out my personal experiences of workload (Creswell, 2003) when conducting the focus group sessions and the telephone interviews and strove to practice *epoche* (Moustakas, 1994), "a Greek word meaning to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things" (p. 33). The interview process was interactive. Therefore, the participants related their experiences of workload intensification to me and to one another; I was particularly attentive to the participants' responses to the interview questions. With respect to the survey phase of the study, I made every effort to word the closed-ended survey questions so as not to lead the respondents in a particular direction.

I utilized an empirical phenomenological approach. Moustakas (1994) described this approach as one that "involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (p. 13). The working definition of workload intensification that was provided at the beginning of each focus group session remained

unchanged at the end of the sessions. Teachers felt that the working definition was all inclusive and required no further modifications.

One final reflection: We are in the technological age; ergo, I expected that teachers would be more eager to complete an online survey than a paper version. Much to my surprise, teachers preferred the paper version. Reflection upon why that occurred elicited the following: the online survey had to be completed in one sitting; the paper version could be complete over a period of time and teachers could complete the paper version in small increments of time.

It is my fervent hope that the results of this study will have a positive impact upon the stakeholders in education (provincial Minister of Education, district superintendents, school principals and vice-principals, teachers, parents, and students). Constructive collaboration among all these education stakeholders has the potential to effect beneficial education practices that benefit all. Let the teachers teach!

Conclusion

The purpose of this study was to explore the roles that senior high school teachers must assume and how the roles impact their performance and well-being. Using the lens of this east coast Canadian province's senior high school teachers, this two-phase, sequential mixed method, phenomenological study examined the effects of teacher workload intensification upon their teacher performance and personal well-being. It is clear from the results of this study that, while not all teachers experience workload intensification in exactly the same way, 88% of them are experiencing their workload as moderate (38%) to moderately heavy (25%) to heavy (25%). Student issues are on-going: student absenteeism, student attitude, inappropriate student behavior, continue to

add to teacher stress. Lack of perceived effective administrative support (Department of Education, district office personnel, and school administrative personnel) exacerbates the problems. There is also a need to put the onus on not only the students but also the parents to effect greater student achievement. Accountability is not only a responsibility of the teacher; there must be accountability on the part of all the stakeholders in education (Department of Education, district office personnel, school administrators, parents, and students) if the system is to move forward in a positive direction. Haynes (cited in Vimeo, 2010) stated, "It takes a community to educate a child!" All of the stakeholders in this education community have a role to play; any imbalance or failure on the part of any member of this community to act responsibly has ramifications for the future of society.

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Appendix A

Table A1

Geographical View of Teachers' Workloads and Concerns

Study	Inclusion	Class Composition	Class Size	Administrivia	Discipline	Technology
Prince Edward Island	*	*	*	*	*	*
Ontario	*		*		*	
Newfoundland	*	*	*	*	*	*
Nova Scotia	*	*	*	*	*	
New Brunswick	*	*	*	*	*	
Saskatchewan	*	*	*		*	
British Columbia	*	*	*	*	*	*
United Kingdom				*	*	
United States	*	*	*	*	*	

Note. The asterisk (*) means that the item was of concern to surveyed teachers. If blank, no comments regarding this item were made.

(table continues)

Study	Hours Worked Per Week	Daily Hours in School	Daily Hours Outside School	Weekly Preparation
Prince Edward Island	*	*	*	*
Ontario	*	*		
Newfoundland	*	*		*
Nova Scotia	*	*		*
New Brunswick	*	*		
Saskatchewan	*	*	*	
British Columbia	*	*	*	
United Kingdom	*		*	
United States	*			*

(table continues)

Study	Student Evaluation	Supervision/ Nonteaching Duties	Developing Resources	Meetings	Summer	Teaching Assignments
Prince Edward Island	*		*	*	*	*
Ontario						
Newfoundland		*				*
Nova Scotia		*		*		
New Brunswick		*				
Saskatchewan		*				*
British Columbia		*				
United Kingdom		*		*		
United States		*	*	*		*

(table continues)

Study	Public Image	Decision Input	Lack of Collaboration Time	Loss of Family Time
Prince Edward Island	*	*	*	*
Ontario				
Newfoundland	*		*	*
Nova Scotia	*		*	*
New Brunswick			*	
Saskatchewan				
British Columbia				*
United Kingdom		*	*	*
United States	*	*	*	*

Appendix B: Cover Letter, Consent Form, And Survey
Teacher Workload: A Formula for Maximizing
Teacher Performance and Well-Being

LET TEACHERS' VOICES BE HEARD!

Dear Colleague:

I am a retired teacher with 30 years of classroom experience at the high school level. I have a personal concern about the diversified roles (teaching and non-teaching) that secondary school teachers are expected to assume and the impact that the **resulting workload** is having upon their performance and personal well-being. With your input, I want to **examine that concern** and seek to determine how prevalent that is in our senior high schools today.

My goals are to paint a realistic picture of secondary teacher workload in our province, define workload intensification as it is perceived by our secondary teachers, and discuss that picture and definition personally with the our Minister of Education, who is aware of my project and has given permission for me to conduct a survey via your NBED portal. There is no government monetary support for this project; however, the results will form a major part of my doctoral dissertation.

I am therefore asking you to complete a short online survey located within your NBED portal. Completion of the survey will take approximately 15 minutes. You may skip any questions that you do not wish to answer. Your participation is voluntary. There are no risks involved in participating in this research. Confidentiality is of the utmost importance to the researcher and is therefore guaranteed. You must complete the survey in one sitting; however, you may return to change your responses to questions prior to submitting the completed survey. The survey will be available in your education portal for three weeks beginning January 11, 2010. If you prefer a "pen-and-paper copy" of the survey, please request it via e-mail at one of my two e-mail addresses noted below. Your responses are important to me. The results will be made available to you via your NBED portal upon completion of the research.

You may ask any questions you wish regarding the survey by contacting the researcher, Norma A. (Campbell) Sugden, at (506) 773-0883 or via e-mail at my home normaasugden@rogers.com or at my university address norma.sugden@waldenu.edu If you wish to talk privately about your rights as a participant, you may call Dr. Leilani Endicott, Director of the Research Center at Walden University, at 1-800-925-3368, extension 1210.

I look forward to your input. Please complete the consent form on page 2.

Sincerely yours,

Norma A. Sugden
Ed.D. Candidate
Walden University

CONSENT FORM

I have read the above information. I have received answers to any questions that I have at this time. I am 18 years of age or older, and I consent to participate in this study.

*Printed name of Participant

Participant's Electronic* Signature
(Your e-mail address preferred)

Researcher's Electronic* Signature Norma A. Snyder

*Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, his/her e-mail address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. **Only the researcher will be privy to the information on this consent form. Electronic signature (e-mail address) will permit me to contact you if the need to clarify responses arises, so that I can ensure that I am accurately representing your response in my final report.**

*** Your personal electronic signature protects your responses from being accessible by anyone other than the researcher.**

Please go to the survey form.

TEACHER WORKLOAD: A FORMULA FOR MAXIMIZING
TEACHER PERFORMANCE AND WELL-BEING

SURVEY

A. TEACHING WORKLOAD

PURPOSE: The purpose of this section is to gather data relating to your workload: assigned classes and hours associated with school-related activities.

DIRECTIONS: For questions 1-15, click the ***box to the left*** *of* the appropriate number.

Assigned Classes:

1. I am teaching ___ DIFFERENT subject areas this semester? (e.g., English 103 and English 113 would count as two.) ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

2. I am teaching ___ **combined classes** this semester (classes in which I have 1 or more students who require separate and different instructional material and methods which I provide without resource and methods support). ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

3. Of the subjects that I am teaching this semester, ____ **are** in my area of expertise (your study major or minor). ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

4. This semester I am teaching ___ subjects **outside** of my area of expertise (that is, outside of my study major or minor). ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

5. This semester, I am teaching ____ subjects for which I have received **no prior** in-service or formal university credits. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

6. I have ____students with **"Special Education Plan" (SEPs)** in each class period?

   a. Period 1 ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

   b. Period 2 ☐ 0 ☐ 1 ☐ +2 ☐ 3 ☐ 4 ☐ 5+

   c. Period 3 ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

   d. Period 4 ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

   e. Period 5 ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

   f. Period 6 ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

   g. Period 7 ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

School-Related Activities:

7. I have had to cover personnel shortages (someone out sick with no supply teacher available) ____ times in the last school year. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

8. I spend approximately ____ hours weekly participating in after-school **collaborative activities**, (committee meetings, team meetings, etc.). ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

9. I spend approximately ____ hours performing non-teaching duties on a scheduled basis (bus, cafeteria, photocopying, administrivia). ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

10. I have ____ hour(s) of **designated** in-school prep time ***daily.*** ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

11. I spend approximately _____ hours preparing for classes ***daily on my personal time***. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

12. Of the ***total*** hours spent in preparation, I spend approximately ____ hour**s weekly** preparing to teach a subject area for which I have received no in-service or formal university credits. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5+

DIRECTIONS: The following three questions are ***based upon your teaching/non-teaching assignments for the current year*** and relate directly to the following research questions: "How do secondary school teachers in New Brunswick, Canada, perceive workload intensification impacting teacher performance?" "How do secondary school teachers in New Brunswick, Canada, perceive workload intensification impacting personal well-being?"

13. On a scale of 1 – 5, where

    1 = Balanced work and personal life
    3 = Moderately balanced work and personal life
    5 = Heavy work demands that negatively tip the balance between work and personal life

    rate how you perceive your **assigned teaching and nonteaching duties that comprise your workload. (Check <u>one</u> box only.)**

Teacher Workload Scale

Balanced ↓	*Moderate* ↓	*Heavy* ↓
Normal expected hours and all goals/requirements being met (approximately a 40-hour work week).	Average expected hours and **most** goals/requirements being met (approximately 45-hour work week).	Extensive hours and **several**/goals/requirements being met (approximately 50+-hour work week).
☐ 1	☐ 2 ☐ 3	☐ 4 ☐ 5

14. As a result of Question 13, on a scale of 1 – 5, where

    1 = Average stressors; balanced workload
    3 = Challenging stressors
    5 = Very stressful and debilitating stressors; unbalanced workload with negative impact on professional performance and well-being.

and given your assigned workload, rate how you perceive your **performance** as a teacher **as affected by your teacher workload/responsibilities**. **(Check <u>one</u> box only.)**

Teacher Performance Scale

Average ↓	*Challenging* ↓	*Debilitating* ↓
Working and meeting **all** goals and/or requirements; minimal stress.	Working at maximum capacity and meeting ***most*** goals/requirements; average stress.	Working at maximum capacity and can meet only *some* goals and/or requirements; very stressed.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

15. As a result of Questions13 and 14, on a scale of 1 – 5, where

1 = Very healthy; low stress level
3 = Average health; moderate stress level
5 = High stress level that impacts health

rate your perception of your **personal well-being as affected by your teacher workload/responsibilities**. **(Check <u>one</u> box only.)**

Teacher Well-Being Scale

Low Impact on Well-Being ↓	*Average Impact on Well-Being* ↓	*High Impact on Well-Being* ↓
Very healthy; low stress level; ***rarely*** take a sick day; healthy balance between work and personal time.	Good health; average stress level; take a sick day(s) to maintain a healthy balanced work and personal time.	Reduced health; high stress level; take sick days regularly to manage workload; difficult to maintain a balanced work and personal life.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

16. I have taken the following actions to attempt to alleviate or balance *work* and *fun*:

Directions: Check all that apply.

☐ Physical activity that is enjoyable (walking, sport, aerobics, jogging, swimming, for example)

☐Breathing exercises

☐ Relaxation techniques (progressive muscle relaxation, listening to relaxation recordings)

☐ Self-reflection

☐ Mini-vacation

☐ Meditation

☐ Stress management techniques (Yoga, tai chi, journaling, etc.)

☐ Conversing with a trusted friend

☐ Other:

_____

The purpose of the next 12 questions is to gather data related to your teaching and non-teaching activities and your personal well-being.

DIRECTIONS: For each of the following statements, please check only one box per question.
"NA" means "Not Applicable" (Doesn't apply to me)
"NC" means "No Comment."

Teaching Activities:

17. My designated preparation time during the school day is sufficient.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

18. Having students on *SEPs* in my regular classes significantly increases my workload.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/A***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

19. Adapting new instructional techniques that the district and/or the Department of Education require teachers to implement significantly adds to my workload.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

20. Teaching outside of my area of expertise (out-of-field courses) significantly increases my workload.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/A***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

21. I need more job-embedded (within school hours) teacher collaboration time.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

Non-Teaching Activities:

22. I have too many duties other than instruction of students.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

23. I have too much administrative paperwork ("administrivia").

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

24. I have too many after-school job-related activities (staff meetings, committee meetings, meetings with parents, etc.)

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

25. I lack input into school-wide decision making.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

Well-Being:

26. My workload is a source of stress for me.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

27. Based upon my response to Question 26, my workload sometimes necessitates my taking sick days.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

28. My workload impinges upon my personal time.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

29. My workload has increased over the past 5 years.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

30. This workload increase over the past 5 years has added to my stress level.

Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***N/C***
☐ 4	☐ 3	☐ 2	☐ 1	☐ 0

B. PROFESSIONAL DEVELOPMENT:

PURPOSE: The purpose of this section is to examine professional development activity offerings and perceived needs.

DIRECTIONS: For Question 1 – 10, check one box per line.

1. Do you participate in professional development (PD) activities?

☐ *Yes* (Go to Question 2) ☐ *No* (Go to Question 3)

	Yes	*No*
2. In which PD activities do you participate?		
a. After-school DISTRICT PD	☐	☐
b. After-school collaboration with staff	☐	☐
c. Provincial subject council days	☐	☐
d. PD offered during summer vacation	☐	☐
e. Online courses	☐	☐
f. Night-school courses	☐	☐
3. Job-embedded collaboration time at my school is ample.	☐	☐
4. I prefer job-embedded PD activities.	☐	☐
5. Our district provides relevant PD activities after school.	☐	☐
6. Work-related responsibilities prevent my participating in after-school DISTRICT PD.	☐	☐
7. Our provincial PD Committee offers relevant subject council sessions.	☐	☐
8. Work-related responsibilities prevent my participating in provincial high school subject council meetings.	☐	☐
9. District professional development activities address my teaching needs.	☐	☐
10. Provincial professional development activities address my teaching needs.	☐	☐

11. In which of the following areas (if any) do you ***need*** relevant professional development in order to teach your students effectively? **(Check as many as are applicable.)**

- ☐ None
- ☐ Special education
- ☐ Gifted and talented education
- ☐ English as a second language
- ☐ One or more of my assigned teaching subject areas
- ☐ Current teaching methods
- ☐ Incorporating technology into subject areas
- ☐ Classroom management/discipline techniques
- ☐ Other (optional) _____

12. What factors, if any, do you perceive as ***negatively tipping the "balance scale"*** with respect to workload, teaching performance, and/or well-being?

- ☐ None
- ☐ Too many after school meetings
- ☐ Too many nonteaching duties (supervision, administration, etc.)
- ☐ Including designated "special needs" students in regular classes without appropriate support
- ☐ Too many different subject areas assigned (which necessitate more prep time)
- ☐ Too much administrivia (trivial paperwork)
- ☐ Lack of input into school-wide decision making
- ☐ Teaching assignments that are outside one's area of expertise

☐ Lack of appropriate professional development activities

☐ Lack of job-embedded collaborative activities (time to work/discuss with peers)

☐ Lack of perceived administrative support in solving problems

☐ Other (optional) -

_____

C. JOB SATISFACTION

PURPOSE: The purpose of this section is to gather data pertaining to your job satisfaction. Questions 1, 2, 4, 5, and 7 were quoted from the University of Alberta's "AASUA Work Load/Work Life Study" found at http://www.uofaweb.ualberta.ca/aasua/pdfs/AASUAworkloadReportJune30.pdf with the express permission of Marianne Sorensen via e-mail dated 2009 09 22.

DIRECTIONS: For each of the following, **check the *one box that indicates the best answer per question.***

1. In the past 12 months, have you applied for, or seriously considered applying for, a position elsewhere because of dissatisfaction with your workload?

☐ Yes, I applied.

☐ Yes, I seriously considered applying.

☐ No, (Go to Question 4)

2. Have you applied for, or seriously considered applying for, early retirement because of dissatisfaction with your workload?

☐ Yes, I applied.

☐ Yes, I seriously considered applying.

☐ No, (Go to Question 4)

3. If you answered "Yes" to Question 1 and/or Question 2, what would be your reason(s) for leaving? **(Check as many as apply.)**

☐ Workload intensification (defined as "a dynamic process characterized by the escalation of multiple and diverse tasks that teachers must perform, which leads to reduced time for relaxation, a lack of time to "retool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages" (Hargreaves, 1992).

☐ Including designated "special needs" students in regular classes without appropriate support

☐ Too many different subject areas assigned (which necessitate more prep time)

☐ Too much administrivia (trivial paperwork)

☐ Lack of input into school-wide decision making

☐ Teaching assignments that are outside one's area of expertise

☐ Lack of appropriate professional development activities

☐ Lack of job-embedded collaborative activities (time to work/discuss with peers)

☐ Lack of perceived administrative support in solving problems

☐ Other (optional)_____

4. I feel work-related stress.

☐ Very frequently

☐ Fairly frequently

☐ Sometimes

☐ Almost never

☐ Never (Go to Question 6)

5. Compared to 5 years ago, my work-related stress has

   ☐ Significantly increased

   ☐ Increased

   ☐ Remained the same

   ☐ Decreased

   ☐ Significantly decreased

   ☐ Not applicable; I have taught fewer than 5 years.

6. My top 3 job-related stressors are:

   a. _____

   b. _____

   c. _____

7. Overall, how satisfied are you with your current job?

   ☐ Very satisfied

   ☐ Satisfied

   ☐ Somewhat satisfied

   ☐ Dissatisfied

   ☐ Very dissatisfied

8. What do you perceive are your top three priorities to improve the education system, reduce job-related stress, and increase job satisfaction?

   a. _____

   b. _____

   c. _____

Note: The following 4 questions regarding personality type are quoted from www.PersonalityPathways.com© with the express permission of the author, Ross Reinhold, to copy and distribute the material in my survey; ALL other copying and/or distribution is strictly prohibited. Should you wish a more in-depth analysis of your personality type, I refer you to http://www.personalitypathways.com/education.html for recommended readings on the topic and reference to the MBTI inventory cited there. The responses to these questions will enable me to make a comparison based upon personality type with respect to the impact of workload upon teacher performance and personal well-being.

Extraverted Characteristics:

- Act first, think/reflect later
- Feel deprived when cut off from interaction with the outside world
- Usually open to and motivated by outside world of people and things
- Enjoy wide variety and change in people relationships

Introverted Characteristics:

- Think/reflect first, then Act
- Regularly required an amount of "private time" to recharge batteries
- Motivated internally, mind is sometimes so active it is "closed" to outside world
- Prefer one-to-one communication and relationships

9. Choose which best fits: ☐ **Extraversion (E)** ☐ **Introversion (I)**

Sensing Characteristics:

- Mentally live in the Now, attending to present opportunities
- Using common sense and creating practical solutions is automatic-instinctual
- Memory recall is rich in detail of facts and past events
- Best improvise from past experience
- Like clear and concrete information; dislike guessing when facts are "fuzzy"

Intuitive Characteristics:

- Mentally live in the Future, attending to future possibilities
- Using imagination and creating/inventing new possibilities is automatic-instinctual
- Memory recall emphasizes patterns, contexts, and connections

- Best improvise from theoretical understanding
- Comfortable with ambiguous, fuzzy data and with guessing its meaning

10. Choose which best fits: ☐ **Sensing (S)** ☐ **Intuition (N)**

Thinking Characteristics:

- Instinctively search for facts and logic in a decision situation
- Naturally notices tasks and work to be accomplished
- Easily able to provide an objective and critical analysis
- Accept conflict as a natural, normal part of relationships with people

Feeling Characteristics:

- Instinctively employ personal feelings and impact on people in decision situations
- Naturally sensitive to people needs and reactions
- Naturally seek consensus and popular opinions
- Unsettled by conflict; have almost a toxic reaction to disharmony

11. Choose which best fits: ☐ **Thinking (T)** ☐ **Feeling (F)**

Judging Characteristics:

- Plan many of the details in advance before moving into action
- Focus on task-related action; complete meaningful segments before moving on
- Work best and avoid stress when able to keep ahead of deadlines
- Naturally use targets, dates and standard routines to manage life.

Perceiving Characteristics:

- Comfortable moving into action without a plan; plan on-the-go
- Like to multitask, have variety, mix work and play
- Naturally tolerant of time pressure; work best close to the deadlines
- Instinctively avoid commitments which interfere with flexibility, freedom and variety

12. Choose which best fits: ☐ **Judging (J)** ☐ **Perceiving (P)**

13. As a result of Questions 9 – 13, and the fact that Friedman & Rosenman (1974) have described Personality Type A and B as cited in http://www.winona.edu/stress/stressprone.htm as follows:

Type A	**Type B**
Driven by ambition	Less competitive
Self-demanding	Less rushed
Sense of time urgency	More genuinely easy going
Aggressive	Able to separate work from play
Competitive	Not rushed or impatient
Impatient	Evenhanded
Free-floating (but well rationalized) hostility	Non-hostile

rate yourself as Type A or Type B.

☐ Type **A** ☐ Type **B**

D. DEMOGRAPHICS

PURPOSE: The purpose of this section is to facilitate the comparison of survey responses upon these bases.

DIRECTIONS: For each of the following, check the <u>one box that indicates the best answer per question</u>.

1. Gender: ☐ Male ☐ Female

2. Family Status: ☐ Single ☐ Single Parent ☐ Married ☐ Married Parent ☐ Other (widowed, divorced, separated)

3. Number of children at home ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

4. Highest Teaching Certification: ☐ I ☐ II ☐ III ☐ IV ☐ V ☐ VI

5. Highest Degree Held: ☐ Bachelor ☐ Master ☐ Doctorate

6. Do you teach in a **consolidated school** (school that includes grades other than grades 9-12)?

   ☐ Yes(Go to Question 7)

   ☐ No (go to Question 9)

7. If yes, in addition to teaching senior high school subjects (grades 9-12), do you also teach subjects in grades **other than** grades 9-12?

   ☐ Yes

   ☐ No

8. Years of Teaching Experience: ☐ 0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 35+

You have completed the survey! Thank you for taking the time to do so.

Please click the "Submit" button to submit your responses.

Norma A. Sugden, Ed.D. Candidate at Walden University

E-mail: normaasugden@rogers.com or norma.sugden@waldenu.edu

Appendix C: Reinhold Permission Letter

September 9, 2009

Hello Again Norma,

As I said in our phone conversation I'd like to support your project.

Below is my standard response to those situations where I feel it is possible to reproduce my inventory in print form. Please adapt these requirements to your situation (some modification is OK - just doing your best to meet my concerns is all I ask) then please go forward.

Doing what you ask may be possible if you can amend your print version with copyright notices that make it clear it is not to be copied and distributed so as to protect my intellectual property. In addition, part of the bargain is that I receive publicity for my website and that the heritage and underlying values of the Myers-Briggs Type Indicator is honored.

It is my strong preference to use the CSI in the manner it was intended - on the web. But I realize there are circumstances that make it not practical to do so. When these circumstances involve a non-profit educational or church use and the leader is not charging a fee, I will often approve it being used in print form (on a case by case basis), as long as the printed version is amended in a fashion similar to what I describe below:

- You need to clearly specify Ross Reinhold as the author and www.PersonalityPathways.com as the source of the inventory.
- You should recommend further reading by citing some of my reference pages on the site. . . for example http://www.personalitypathways.com/education.html
- You need to **very clearly** specify on the distributed material that you have express permission to copy and distribute the material and that ALL other copying and/or distribution is strictly prohibited.
- And finally, you need to include somewhere in the material or your presentation the point I underscore in my website that taking a bona fide MBTI inventory from a person qualified to administer it is the best way to get a measure of what might be one's Personality Type.

If you can do the above (or as I indicate whatever is practical for your situation), then you have my permission to proceed.

I'd love to receive a copy of your thesis or survey results.

Thanks for writing and best wishes with your project.

---Ross

Appendix D: Sorensen Permission Letter

Fwd: permission

Printable Format

Subject : **Fwd: permission**
Date : Tue, Sep 22, 2009 01:33 PM CDT
From : **Marianne Sorensen <marianne@socialresearch.ca>**
To : norma.sugden@waldenu.edu

Begin forwarded message:

From: Marianne Sorensen <marianne@socialresearch.ca>
Date: September 12, 2009 2:51:13 PM MDT
To: "Norma Sugden" <normaasugden@rogers.com>
Subject: Re: permission

Dear Norma,

By all means, please use the same wording as the question on the Work Life Study survey. I always feel that survey questions, or any methodologies for that matter, are to be shared as widely as possible. In fact, I may have "borrowed" some of these questions from elsewhere, I don't really remember. Given this, you probably shouldn't credit me, though you could mention that the set of questions has been used elsewhere.

Best of luck with your research!

Marianne

On 2009-09-12, at 11:07 AM, Norma Sugden wrote:

> Dear Marianne:
>
> I am a retired secondary school teacher in New Brunswick, Canada. I am currently pursuing my Ed.D. degree online via Walden University, Minneapolis, MN. As I am doing a mixed method study pertaining to teacher workload and its perceived effects upon teacher performance and personal well-being, Phase 1 of my research will include surveying 500 secondary school teachers in this province. Phase 2 will be qualitative in nature.
>
> I came across your survey with respect to the "Work Life Study" that you and Jennifer de Peuter utilized in 2006. There are approximately 5 questions pertaining to job satisfaction (Questions 21-25) on your survey that I would like to utilize in mine with one minor change: I would use 5 years as opposed to 3 years in Question 25. I am therefore writing you to ask you for permission to use those questions in my survey.
>
> Would you kindly send me an e-mail confirmation that it will be acceptable for me to use the same wording of Questions 21-25, with the one exception noted above? I will naturally give credit to you and Jennifer in my survey and in my dissertation.
>
> I look forward to your reply.
>
> Sincerely yours,
>
> Norma Anne Sugden
> Walden Ed.D. Program
> 7 Cedar Street
> Miramichi, NB
> E1N 3M7
> Canada
> Tel: 1 (506) 773-0883
> EMail: normaasugden@rogers.com

Appendix E: Superintendents' Letter of Cooperation

(Date)

Mrs. Norma A. Sugden
7 Cedar Street
Miramichi, NB
E1N 3M7

Dear Mrs. Sugden:

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Teacher Workload: A Formula for Maximizing Teacher Performance and Well-Being" within the public senior high schools of District (*District Number)*. As part of this study, I authorize you to conduct an online survey with these teachers and to conduct focus group sessions with a small selected group of the survey respondents to elaborate upon their responses. Individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting. I will contact the principals of District (*District Number)* public senior high schools informing them of your proposed research and ask for their assistance in putting you in contact with their teachers.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University Institutional Review Board.

Sincerely yours,

(Name of Superintendent)
District *(District Number)* Superintendent

Appendix F: Principals' Letter of Cooperation

(Date)

Mrs. Norma A. Sugden
7 Cedar Street
Miramichi, NB
E1N 3M7

Dear Mrs. Sugden:

Based upon my review of your research proposal, I give permission for you to conduct the study entitled "Teacher Workload: A Formula for Maximizing Teacher Performance and Well-Being" within *(Name of School)*. As part of this study, I authorize you to invite members of my organization, whose names and contact information I will provide, to participate in the study as survey participants and possible interview/focus group subjects. Their participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University Institutional Review Board (IRB).

Sincerely yours,

(Name of Principal)
Principal

Appendix G: Interview Protocol for Administrators – Focus Group Session

Time of Interview:

Date of Interview:

Place:

Interviewer: Norma A. Sugden

Interviewee:

Positions of Interviewee:

Project Description: This interview will seek to elicit administrators' experiences with teacher workload and their plans to address the relevant issues. The overarching research questions will be "How do administrators assign teacher workload?" "How do administrators address teachers' concerns, particularly those involving teacher workload and student behavior?"

Questions:

1. On what basis are teachers assigned to particular schools?

2. When teachers have been assigned to schools, how do administrators determine and assign their teaching and non-teaching assignments?

3. In what ways does classroom management impact teaching performance?

4. In what ways does classroom management impact teacher well-being?

5. How does the school administration support teachers in their efforts to maintain classroom discipline?

6. How are the school personnel addressing the issue of inclusion?

7. What would be the top three concerns that administrators would like to be able to address more effectively regarding teacher workload and promote teacher wellness?

Thank the interviewees for participating in this interview. Assure them that confidentiality of responses is guaranteed. Ask them if I may send them a transcript of the interview notes for verification purposes and contact them should I need to clarify anything regarding the interview.

Adapted from Creswell, J. W. (2007). Figure 7.4. In Qualitative inquiry & research design: Choosing among five approaches (2nd. ed., p. 136). Thousand Oaks, CA: Sage

Appendix H: Interview Protocol for Survey Respondents – Focus Group Session

Time of Interview:

Date of Interview:

Place:

Interviewer: Norma A. Sugden

Interviewee:

Positions of Interviewee:

Project Description: This interview will seek to elicit teachers' experiences with secondary school workload intensification and its impact upon their teacher performance and well-being. The overarching question will be, "What, if any, impact has teacher workload had upon your teacher performance and your personal well-being?"

Questions:

1. You cited your workload as (a) balanced, (b) moderate, or (c) heavy. Describe your particular workload.

2. You cited your teacher performance as (a) average, (b) challenging, or (c) debilitating. What are the three key variables that impact your teacher performance?

3. What are the barriers to achieving a balanced/healthy workload for all teachers?

4. What are the top three variables that administrators must consider when assigning teaching and non-teaching assignments?

Thank the interviewees for participating in this interview. Assure them that confidentiality of responses is guaranteed. Ask them if I may send them a transcript of the interview notes for verification purposes and contact them should I need to clarify anything regarding the interview.

Adapted from Creswell, J. W. (2007). Figure 7.4. In Qualitative inquiry & research design: Choosing among five approaches (2nd. ed., p. 136). Thousand Oaks, CA: Sage

Appendix I: Interview Protocol for Teachers Who Left The Profession Early

Focus Group Session

Time of Interview:

Date of Interview:

Place:

Interviewer: Norma A. Sugden

Interviewee:

Positions of Interviewee:

Project Description: This interview will seek to elicit teachers' experiences with secondary school workload intensification and its impact upon their decision to leave the teaching profession prior to having attained 35 years of teaching experience or age-service index of 85. The overarching research question will be "What role, if any, did workload intensification play in your decision to leave the teaching profession early?"

Questions:

1. What factor(s) in your teaching experience led you to decide to leave the teaching profession early?

2. How did these factors impact your teacher performance?

3. How did these factors impact your personal well-being?

Thank the interviewees for participating in this interview. Assure them that confidentiality of responses is guaranteed. Ask them if I may send them a transcript of the interview notes for verification purposes and contact them should I need to clarify anything regarding the interview.

Adapted from Creswell, J. W. (2007). Figure 7.4. In Qualitative inquiry & research design: Choosing among five approaches (2nd. ed., p. 136). Thousand Oaks, CA: Sage

Appendix J: Participants' Profile

Table J1

Participants' Profile

	Male	Female	Unknown
Highest Degree Earned			
Bachelor	58	63	0
Master	14	15	0
Doctoral	0	1	0
Unknown	0	1	1
Highest Certificate Earned			
Certificate IV	10	13	0
Certificate V	50	52	0
Certificate VI	12	15	0
Unknown	0	0	1
Years of Experience			
0 - 5	17	13	0
6 – 10	16	16	0
11 – 15	12	17	0
16 – 20	6	12	0
21 – 25	10	8	0
26 – 30	6	8	0
31 – 35	4	5	0
35+	1	0	0
Unknown	0	1	1

Appendix K: Teacher Balanced Workload Scale by Years of Experience

Table K1

Teacher Balanced Workload Scale Results by Years of Experience

		Years of Experience							
	n	0-5	6-10	11-15	16-20	21-25	26-30	31-35	35+	Unknown
Balanced Workload										
Male	9	1	1	4			1	2		
Female	3				1	1		1		
Subtotals	12	1	1	4	1	1	1	3		
Less Balanced Workload										
Male	6	1	1		1	1	2			
Female	1				1					
Subtotals	7	1	1	1	1	1	2			
Moderate Workload										
Male	23	6	5	2	2	5		2	1	
Female	34	8	6	6	6	1	4	3		
Subtotals	57	14	11	8	8	6	4	5	1	

(table continues)

		Years of Experience							
	n	0-5	6-10	11-15	16-20	21-25	26-30	31-35	35+	Unknown
Moderately Heavy Workload										
Male	19	5	4	4	2	2	2			
Female	18	2	4	5	2	2	2	1		
Unknown	1									1
Subtotals	38	7	8	9	4	4	4	1		1
Heavy Workload										
Male	16	4	5	2	1	3	1			
Female	23	3	5	5	3	3	2	1		1
Subtotals	39	7	10	7	4	6	3	1		1

Appendix L: Rate of Participation in PD Activities

Table L1

Rate of Participation in PD Activities

PD Activity	Participated	Did Not Participate	No Response
QB2a: After-School District PD	83	47	23
QB2b: After-School Collaboration With Staff	120	18	15
QB2c: Provincial Subject Council Days	147	0	6
QB2d: PD Offered During Summer	76	51	26
QB2e: Online Courses	27	78	48
QB2f: Night-School Courses	17	90	54

Appendix M: Areas in Which Relevant PD Is Needed

Table M1

Areas in Which Relevant PD Is Needed

Areas of Need	Number of Responses	Percentage of Responses
None	6	4%
Special Education	71	46%
Gifted and Talented Education	61	40%
English as a Second Language	21	14%
One or More of Assigned Teaching Subject Areas	42	27%
Current Teaching Methods	50	33%
Incorporating Technology into Subject Areas	84	55%
Classroom Management/Discipline Techniques	33	22%
Other: Century 21 Project-Based learning	2	2%
Collaboration with Same-Subject Teachers	2	2%
Using Computers for Efficiently	1	1%
Dealing with Issues Faced by Students	1	1%
Science Lab Procedures/Activities	1	1%
French Immersion	1	1%
Questioning Techniques	1	1%
Advisory Responsibilities	1	1%

Appendix N: Significant Statements of Respondents and Corresponding Interpreted Meaning

Table N1

Significant Statements of Respondents and Corresponding Interpreted Meaning

Significant Statement	Subsequent Meaning
"The number of courses you have to teach in a semester" (intensifies workload).	Adds to workload
"The number of preps for different courses. If you have four different courses to prep for in high school, it's huge; you just survive; you spread yourself too thin."	Adds to workload
"You couldn't do what they ask you to do in the time they give you to do it."	Lack of time to do the job well
"A lot of other jobs, they don't have the two months off, but they do not work at the level of *intensity* that we do also. It's expected that, if you're going to be a teacher, you're going to have to do some work at home."	Intense workload has repercussions for performance and well-being.
"As an administrator, you would want to have ideally no more than 2 different courses to prep for (for your staff) depending upon what the workload of the particular course was; don't have anything over 2 *in-field* courses per semester to teach."	Keep courses to be taught within field of expertise; maximum 2 different courses per semester.
Re: *SEPs:* "We are responsible 100% for the programming for those kids. You can't challenge anybody in that case; you know what I mean, you're just trying to keep up."	The greater the number of SEPS in one course, the greater the workload, which impacts performance and well-being.

(table continues)

Significant Statements of Respondents and Corresponding Interpreted Meaning

Re: *SEPs*: "Now, today, everything is Downloaded to the teacher. All the Special needs kids that have been Dumped into the classrooms—all that Has been downloaded to the teacher. The support was supposed to be in place, and it got eroded over the years. It's a lot of kids in one class—this year I had 14 SEPs in one class."	Lack of support for teachers to implement sustain effective SEPs students in regular classes. Class composition needs to be more balanced
"We want to put in the extra hours to be ready, but we don't know how many (SEPs) we're getting; we don't even know who we're getting—their names."	To prepare adequately for SEPs, teachers need to know students' names and history earlier in the year.
Out-of-field courses: "Your area of expertise should definitely be #1" when administrators are considering courses to assign to teachers).	Limit the number of courses to prep.
Relevant PD: "Need relevant PD that addresses teachers' needs."	Lack of relevant PD opportunities.
Administrivia: "The focus is almost getting away from teaching in the classroom; it's just all this other *paperwork* that's constant; e-mails.	Administrivia and e-mail intensify workload.
Department of Education Initiatives: "The principals always want a balanced workload—they want a healthy staff and they're *constantly* being inundated with change! Constant change creates chaos—and that's what we have. If you're going to enact change, give it 5 years to work. Start something, focus on it, and implement it seriously. (Have) supports in place."	Too many department initiatives; too much change impacts workload, performance, and well-being.

(table continues)

Significant Statements of Respondents and Corresponding Interpreted Meaning

Student Absenteeism: "There's no onus on the kid; that's the problem. One truant kid equals the workload of 10 regular kids. Some districts in Ontario have a truancy officer. Attendance is such a disgrace really that if they're not going to get policies in place, then start hiring people. There's lack of parental support, too. The biggest thing is the erosion of rules"	Students and parents must take more responsibility for student attendance and proper conduct. Absenteeism must be dealt with consistently and effectively. Must have "policies with teeth."
Lack of perceived top-down administrative support: "The expectation is that you will work extra hours at home; what we call extra, they say that's part of your job. You couldn't do what they ask you to do in the time they give you to do it. Make sure that most teachers, if not all of them, had one opportunity to have a course that had an obvious reduction in marking. The number of SEPs per class is a concern; too many kids on SEPs. Administration is not following the PLC rule of removing some responsibility when another responsibility is added to a teacher's workload. I feel more professional when the principal supports me, when he/she doesn't use my course as a dumping ground, when my time is valued, when I am respected by administrators."	Although extra work time is taken for granted, workload is impacting teachers' personal time. Workloads are not balanced among teachers. Teachers would like to see the PLC "plus and minus" rule practiced. Teachers need administrators who support them, respect them, and are considerate when assigning teaching and nonteaching duties to them.

Adapted from Creswell, J. A. (2007). Table 1. In Qualitative inquiry & research design: Choosing among five approaches (2nd. ed., pp. 271-272). Thousand Oaks, CA: Sage

Curriculum Vitae

Norma Anne Sugden

Education

2007-2010	Walden University	Ed.D. Teacher Leadership
1975-1978	University of New Brunswick	M.Ed. Educational Foundations
1974-1975	St. Thomas University	B.Ed. Secondary Education
1972-1974	St. Thomas University	B.A. Honors English
1954-1966 (Academic)	St. Michael Academy	High School Graduation

Leadership Positions

2008-2010	New Brunswick Health Council	Executive Secretary-Treasurer
1993-1995	New Brunswick Canadian Association of Business Education Teachers (CABET)	CABET Councillor
1992-1995	New Brunswick Dept. of Education	Researcher
1991-1993	New Brunswick Teachers Association Bus.Educ. Subject Council	President
1991-1992	District PD Committee	Chairperson
1990-1992	District Discipline Committee	Chairperson
1990-1991	CABET National Conference	Chairperson (Displays Committee)
1989-1991	Provincial PD Committee	Secretary
1988-1991	New Brunswick Teachers Association	Branch President
1984-1985	Business Education Subject Provincial Subject Council	President

Teaching Experience

1981-2003	James M. Hill Memorial High School	Vocational Department Head
1976-1981	New Brunswick Community College	Vice-Principal
1970-1972	St. Michael's Academy	Teacher

Other Experience

2007-2008	Miramichi Leader/Weekend	Guest Columnist
2006-2007 & 2010	Province of New Brunswick	MLA Election Office Manager
2003-2010	Miramichi Big Brothers/Sisters	Mentor
1967-present	St. Michael's Basilica	Church Organist

Research

"Student Rationale for Business Education in the Province of New Brunswick," an article published in November 1979 in the *Canadian Vocational Journal, 15*(3).

"Status of Business Education in the Province of New Brunswick" (1993) researched and written as part of my responsibilities on the New Brunswick Curriculum Development Advisory Committee.

Awards and Honors

A.B. Lumsden Award, May 4, 1984, "for recognition of her contribution to Business Education in the Province of New Brunswick."

The New Brunswick Teachers Association Certificate "in special recognition of dedicated service to education in New Brunswick and to the Association, June 20, 1991: NBTA Council Coordinating Committee (June 1985 – May 1986); NBTA Professional Development Committee (June 1989 – 1991)."