

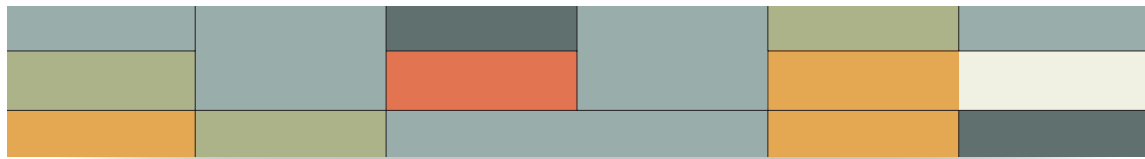


A Union of Professionals



Quality of Worklife Survey





After concerns of stress on the job were reported to the Badass Teachers Association, a survey on well-being, working conditions and stressors for educators was designed by a group of teachers who are members of the American Federation of Teachers or BATs, and it was reviewed and refined by a workplace stress expert and a professional pollster. Circulated via email and social media, the survey was posted online on April 21 and closed on May 1. The first of its kind, the 80-question survey was filled out by more than 30,000 educators.

Overview of Respondents

POSITION

- 80% teachers/special education teachers
- 8% counselor, nurses, psychologists, social workers, librarians
- 12% other positions in schools

YEARS IN EDUCATION

- 24% 0-10 years
- 38% 11-20 years
- 38% more than 20 years

YEARS IN CURRENT POSITION

- 42% 0-10 years
- 34% 11-20 years
- 24% more than 20 years

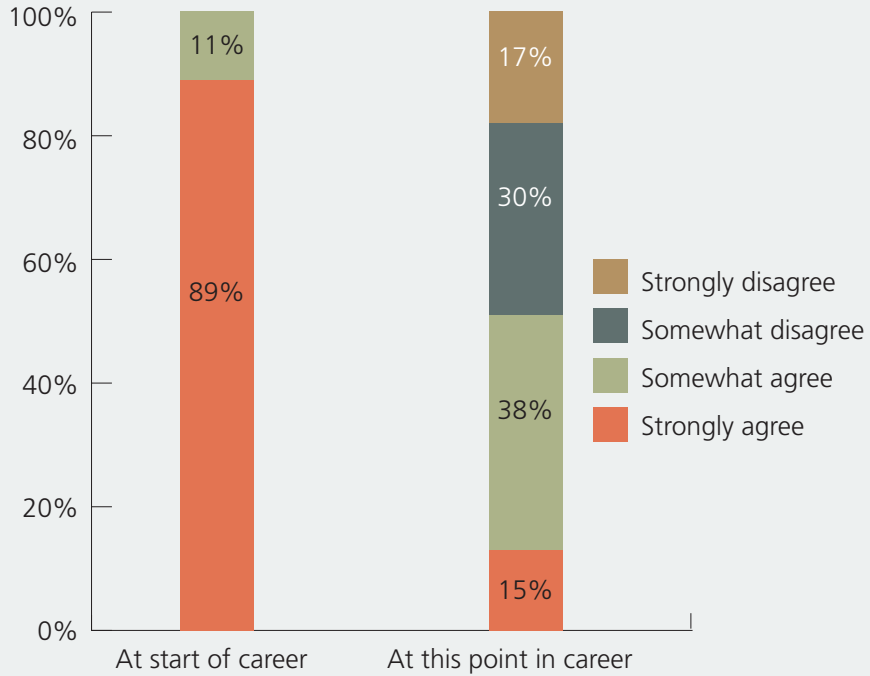
- 47% urban, 37% suburban, 16% rural
- 98% public school, 1% charter school; 1% private/parochial

RACE/GENDER/SPECIAL POPULATION

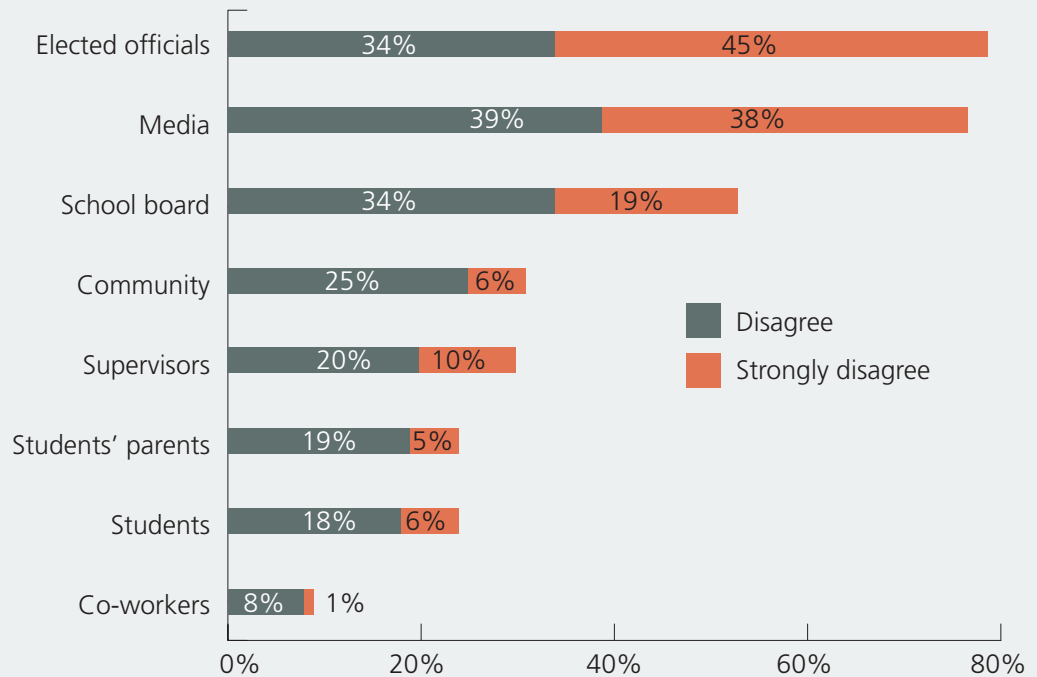
- 81% female
- 19% male
- 80% white
- 9% Latino/Hispanic
- 7% African-American
- 5% religious minority
- 4% ethnic minority
- 4% persons with disabilities
- 3% LGBTQ
- 2% Asian-American

Survey Results

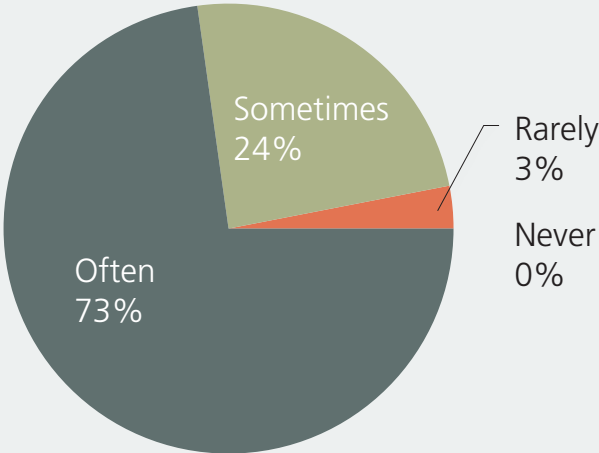
I AM ENTHUSIASTIC ABOUT MY PROFESSION



I AM TREATED WITH RESPECT BY ... PERCENT OF THOSE WHO DISAGREE WITH THIS STATEMENT



HOW OFTEN DO YOU FIND YOUR WORK STRESSFUL?



WORK LIFE OF THOSE WHO ARE OFTEN STRESSED (73% OF ALL RESPONDENTS):

LESS LIKELY TO

- Be able to make decisions on their own
- Be able to count on their manager for support
- Trust their manager
- Have sufficient opportunities to be involved in decision-making, planning and goal-setting

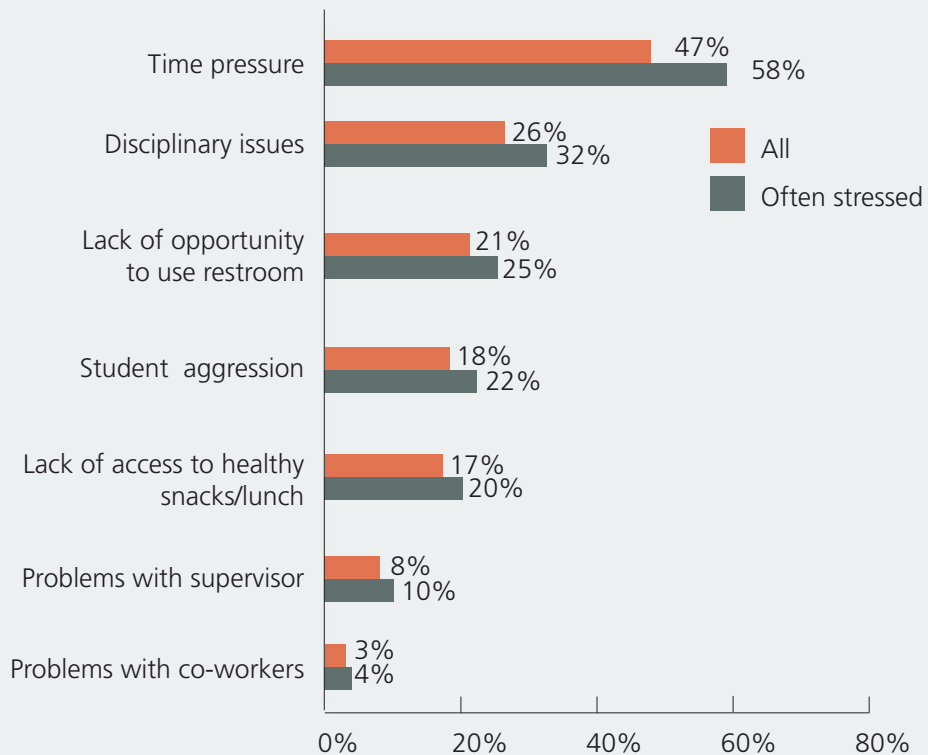
MORE LIKELY TO

- Leave work physically and emotionally exhausted
- Have increased the amount of time they spend on work outside their job

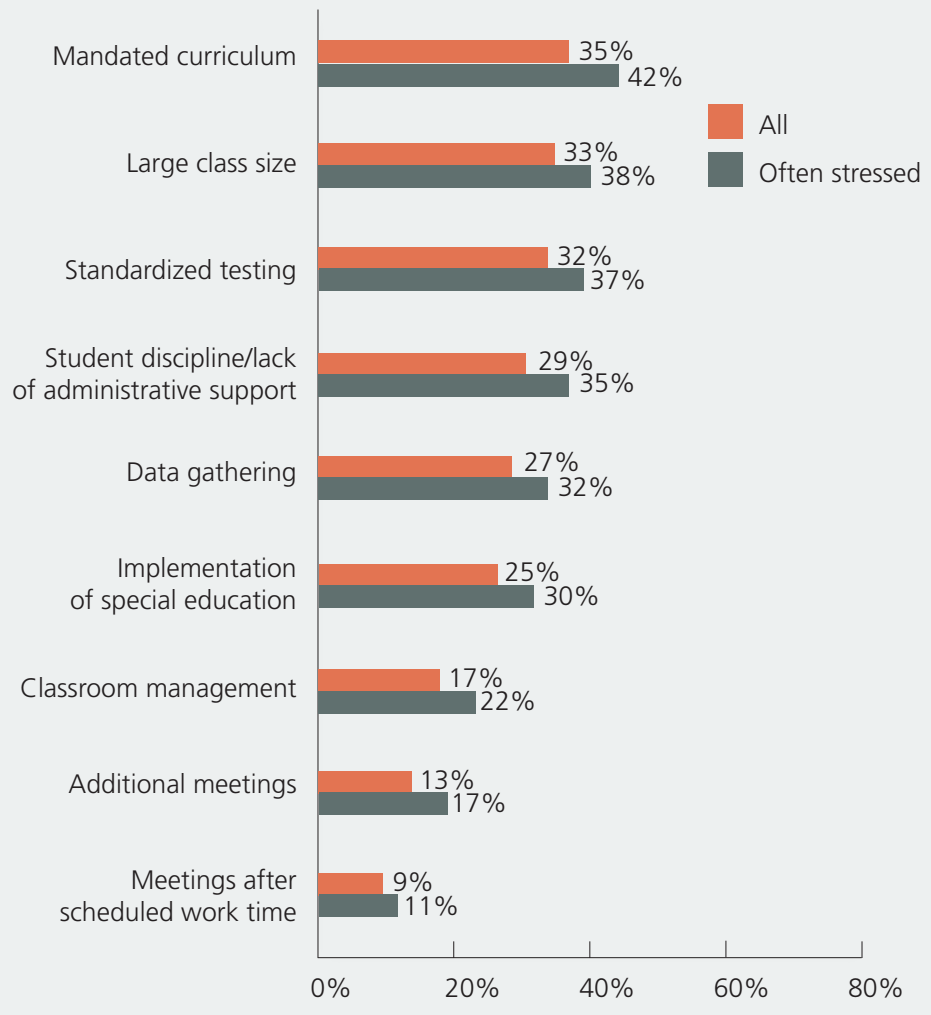
MAJOR SOURCES OF STRESS IN WORKPLACE:



EVERYDAY STRESSORS IN THE WORKPLACE:



EVERYDAY STRESSORS IN THE CLASSROOM:



WHAT HAS THE LAST YEAR BEEN LIKE?

- 18% of all respondents have been threatened with physical violence at school or in a school setting; 27% of all special education teachers have been threatened with physical violence at school or in a school setting (who make up 12% of the total response).
- 9% of all respondents have been physically assaulted; 18% of all special education teachers have been physically assaulted.
- 30% of all respondents have been bullied.

A CLOSER LOOK AT THOSE WHO HAVE BEEN BULLIED:

- Who is the bully?
 - 58% identify an administrator or supervisor
 - 38% identify a co-worker
 - 34% identify a student
 - 30% identify a student's parent

- Who has been bullied the most?
 - 51% of respondents with a disability
 - 38% of LGBTQ respondents
 - 36% of respondents who identify as ethnic minority
 - 38% of respondents who identify as religious minority
 - While 70% of respondents say their school has a bullying or harassment policy, only 42% say staff are regularly provided training on it.
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HEALTH AND WELL-BEING:

- 45% do not get adequate bathroom breaks;
 - 44% are not able to use the breaks they do get.
 - Only half say their school district encourages them to take sick leave when they are ill.
 - 26% of respondents say that in the last 30 days, their mental health (stress, depression, emotional challenges) was not good for 9 or more days.
 - 51% work in facilities that are only fair/poor.
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WHAT DOES THE FUTURE HOLD?

- Despite these challenges, only 14% say they are very likely to seek employment outside the field of education in the next year.
 - Of concern: The populations that most reflect the diversity of our country are more likely to leave.
 - 23% of those with a disability
 - 22% of African-American
 - 19% of ethnic minorities
 - 18% of LGBTQ respondents
 - 17% of Hispanics
 - 16% of Asian-Americans
 - 16% of religious minorities
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WHAT CAN BE DONE TO IMPROVE THE WORKPLACE?

- In their own words from survey responses:
 - Teachers should be treated with respect in every way. When decisions are made or when problems arise, teachers should not be dumped on. This testing season has been one of the worst experiences of my professional life.
 - Less intrusion into pedagogical/classroom decisions by lawmakers and district administrators.
 - More respect for teaching as a profession and treatment of teachers as professionals who can decide what is best for their students.
 - More funding, less testing, removal of humiliation as a form of control.