Presentation of results from the workplace violence experienced by teachers questionnaire administered to the members of the Quebec Provincial Association of Teachers

Summary

Abridged version

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This document is a summary of a research report by Michaël Badeau, a master's student at the Laval University Department of Industrial Relations.

Introduction

Over the last few years, an increase has been observed in the number of workplace health and safety issues handled by the Quebec Provincial Association of Teachers (QPAT). In light of this situation, QPAT has organized various meetings with members to pinpoint the reasons behind the increase. Importantly, interviews have identified a variety of workplace violence issues experienced by teachers.

As a result, QPAT decided to include this problem in its strategic action plan, with the aim of taking action to address situations of violence. One of the first steps was to organize an information session with union representatives to raise their awareness so they can report situations of violence. The session was led by Nancy Champagne, Executive Assistant in Labour Relations Advisor at QPAT. Thanks to the input of the representatives at the information session, the extent of under-reported incidents of violence directed against teachers—in spite of their significant impact on the physical and psychological integrity of teachers—began to emerge.

During the same period, the Association was contacted by Jean-Noël Grenier, an Associate Professor with the Department of Industrial Relations at Laval University. Grenier strongly recommended the services of one of his students, Michaël Badeau (then a master's student in industrial relations with a profile in professional intervention in the workplace), in case the Association felt a need for additional resources. Ms. Champagne realized the potential of this proposal as a springboard for proactive action on the problem of workplace violence. Together with QPAT President Sébastien Joly, she proposed that the Association's Executive Committee develop a project specifically to address the matter.

Given the impact of violent situations on its members' everyday lives, QPAT ultimately decided to conduct its own survey in order to develop courses of action for combating workplace violence, and, in so doing, to improve its members' quality of life. With this goal in mind, a decision was made to begin by developing a questionnaire to produce a global portrait of the violent situations that teachers are subjected to in their schools and centres.

Under the joint supervision of Mr. Grenier and Ms. Champagne, Mr. Badeau was given several tasks, including developing and validating a questionnaire, administering it to respondents, facilitating focus groups, and analyzing the collected data. The complete project was carried out from January 15 to June 6, 2018.

What's at stake

This document examines the situations of workplace violence experienced by teachers in the Anglophone school boards of Quebec.[1] However, before undertaking such a study, it is important to consider its potential contribution to the development of scholarly knowledge. This section of the report is intended to provide the reader with an understanding of the study's theoretical relevance, and with perspective on its social relevance.

Theoretical relevance

In terms of theoretical relevance, it is worth mentioning, first, that few studies have investigated the workplace violence experienced by teachers (Jeffrey & Sun, 2006, p. 6). A literature review performed in early 2018 turned up only a handful of studies dealing with this issue within the teaching profession (Maranda et al., 2014; Vézina et al., 2011; Jeffrey, 2011; Janosz, 2009a; Janosz, 2009b; Girard et al., 2002). A pan-Canadian study by QPAT likewise showed the paucity of literature on the topic among labour organizations. In fact, only two of the fourteen unions in the Canadian Teachers' Federation (CTF-FCE) have conducted studies on the topic, namely the Saskatchewan Teachers' Federation and the Elementary Teachers' Federation of Ontario.[2] One of the reasons cited in the literature to explain the scarcity of such research in the teaching profession—despite the fact that workplace violence generally abounds in other professional categories involving direct contact with the public—is that teachers are viewed as having a greater propensity to stay quiet after being subjected to violence at work (Jeffrey & Sun, 2006, p. 11).[3] Having this questionnaire administered by a union is conducive to teacher participation,

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[1] More specifically, these school boards are the Littoral School Board (Anglophone division), Eastern Shores School Board, Central Québec School Board, Eastern Townships School Board, Western Québec School Board, Sir Wilfrid Laurier School Board, English-Montréal School Board, Lester B. Pearson School Board, New Frontiers School Board, and Riverside School Board.

[2] The Elementary Teachers' Federation of Ontario is the only union to have conducted a study directly dealing with the workplace violence experienced by its members. A study by the Saskatchewan Teachers' Federation, for its part, investigated teachers' professional experiences, and dealt with workplace violence only indirectly.

[3] All French-to-English translations of direct quotations in this text are ours.

given that the respondents' answers are guaranteed to stay anonymous with regard to their employers, thus diminishing fears of professional retaliation.

The second item to mention in terms of theoretical relevance is that the study addresses a major gap observed in the scholarly literature: none of the reviewed studies discusses the workplace violence experienced by teachers in the Anglophone school boards of Quebec.

Third, although various informal interviews have been held between QPAT and its members—thus helping to identify some potential sources of violence within school boards—these speculations need to be confirmed using empirical data obtained through an "... orderly and systematic process of collecting observable and verifiable data" (Fortin, 2010, p. 29). Only then is it possible to create a representative profile of the violent situations experienced by the teachers in Anglophone school boards in the course of their duties.

Social relevance

Regarding the social relevance of the study, it is interesting to note that, according to some research, teachers are at particular risk of being subjected to various forms of workplace violence (Maranda et al., 2013; Vézina et al., 2011; Jeffrey & Sun, 2006). The Québec Survey on Working, Employment and OHS Conditions (EQCOTESST) concluded that employees in the education sector are especially exposed to physical violence, in addition to being among the classes of workers that exhibit the most psychological distress (Maranda, 2014, p. 5-6). Furthermore, "… the statistics of the *Commission de la santé et de la sécurité du travail* (CSST) show that Quebec teachers rank second among the professions most affected by workplace violence" (Maranda et al., 2013, p. 227).

It should be noted that many issues surrounding the problem of the workplace violence experienced by teachers are addressed in the scholarly literature. These issues are as many potential causes that may perpetuate or even promote violent incidents in a given workplace. These violent situations can affect teachers' physical as well as psychological well-being (Maranda et al., 2013; Jeffrey & Sun, 2006). Consequently, it is important to describe such issues with a view to democratizing information on certain realities that are generally little known, even by the stakeholders concerned in the education community.

In this respect, first, some authors report a trivialization of situations of violence directed against teachers (Jeffrey, 2011; Jeffrey & Sun, 2006). Indeed, some school boards still consider violence an inherent job risk, thus legitimizing their inaction on the problems reported to them (Jeffrey, 2006, p. 12). Some teachers may associate the violence experienced by a teacher with his or her lack of experience or poor teaching methods (Ibid., p. 9). This tenacious prejudice may have significant repercussions on the support that teacher victims of violence receive from their colleagues. Indeed, teachers reportedly continue to be very critical of the "inadequacies" of their colleagues (Rojo & Minier, 2015, p. 231). Hence, rather than exposing themselves to the judgment of their peers or even suffering retaliation from their employers, struggling teachers seem to prefer to remain silent about the difficult situations with which they are confronted in their work (Ibid., p. 231).

Second, in the early 2000s, the New Public Management (NPM) practices adopted in Quebec schools may have resulted in promoting a "customer-centred" approach in school and school board administrations, with negative repercussions on the mental health of teachers (Maranda et al., 2014, p. 21-22). Under this new approach, teachers bear increasing responsibility for the academic success of their students, whereas the opposite is true of parents (Rojo & Minier, 2015, p. 230-232). In other words, a "… shift of the role of educating parent toward the teacher, without an attendant valuing [of the latter's] work," may have occurred (Ibid., p. 232). This situation may exacerbate negative parental behaviours toward teachers in different ways, for example by allowing parents to have disproportionate expectations about their children's success, diminishing parental support of the disciplinary measures implemented by teachers, causing school administrations to tolerate poor treatment of teachers by parents, etc. (Girard et al., 2002, p. 26). This last point can be explained by the fact that some administrators might downplay or even turn a blind eye to certain violent incidents that occur at their schools in order to protect their reputations (Ibid., p. 19).

Third, according to some research, integrating students with behavioural disorders into regular classrooms could also accentuate the prevalence of violent incidents directed against teachers (Massé et al., 2015, p. 182, 193; Jeffrey, 2011, p. 22-34). Since the early 2000s, the proportion of students with adjustment difficulties in regular classrooms has continually increased (Maranda et al., 2014, p. 12). However, a significant percentage of teachers—approximately 70%—believe that their university training insufficiently prepared them for handling the disruptive behaviours

of such students, so that teachers find themselves powerless and unequipped in certain situations (Massé et al., 2015, p. 182-193).

Fourth, some studies demonstrate the importance of investigating the phenomenon of cyberbullying that is emerging as a result of the growing use of new information and communication technologies (CSQ, 2011; Browne, 2007). In Ontario, a 2007 study indicated that more than 84% of elementary or secondary school teachers had been targets of cyberbullying (Browne, 2007, p. 15). What is more, in Quebec, more than one third of school staff report being uninformed about the rules in force to deal with this problem (CSQ, 2011).

Importantly, the violent situations experienced by teachers in the course of their duties may have serious consequences not only on their physical and psychological health, but on the education system at large.

Firstly, this violence can have a variety of impacts on teachers' overall health, ranging from physical symptoms such as fatigue and headaches to stress, a sense of incompetence, a loss of enjoyment of teaching, decreased interest in the profession, etc. (Jeffrey & Sun, 2006, p. 133-135). Additionally, of all occupational sectors, workers in education are among the highest consumers of psychotropic drugs (Maranda et al., 2014, p. 6). Violent incidents can even lead some affected teachers to develop mental illnesses that require them to stop working (Jeffrey & Sun, 2006, p. 135).

Secondly, these violent situations can have serious consequences for the education system. According to a 2008 study by the CSQ, as a result of difficult working conditions, one out of five teachers leaves the profession after just a few years on the job market to pursue a different career (Duchesne & Kane, 2010, p. 64). In addition, to preserve their mental health, more than six out of ten teachers are reported to voluntarily reduce their working hours (Maranda et al., 2014, p. 8). On a related note, according to the *Fédération des commissions scolaires du Québec*, almost 50% of absences by education workers can be attributed to a psychological problem (Ibid., p. 8-10). These elements lead to economic losses for Quebec and a significant loss of expertise in the current context of a shortage of workers (Ibid., p. 10). This illustrates the importance of examining the problem of workplace violence as a major psychosocial risk factor in schools.

In sum, this section of the report has underscored the theoretical and social importance of the problem of the violence experienced by teachers at work. It must also be specified that the design of the questionnaire administered by QPAT was in large part inspired by the literature review cited earlier. Indeed, in addition to taking into account the particularities of the organizational model of Anglophone school boards in Quebec, further work was done to include issues currently surrounding the problem of workplace violence in order to produce the most accurate portrait possible of the violent situations experienced by teachers.

Methodology

To facilitate analysis of the results, a decision was made to design a questionnaire on a specialized digital platform called SimpleSurvey.

Dimensions of violence

The questionnaire addresses three dimensions of violence: physical violence, psychological violence and cyberbullying. To ensure that the respondents properly understood the distinctions between the three, concrete examples of violent incidents illustrating each category were provided in a lexicon at the beginning of the questionnaire.

Although sexual violence is dealt with separately in some pre-existing questionnaires (Girard et al., 2002; Jeffrey & Sun, 2006), the designers of the present questionnaire decided to include this form of violence under psychological and physical violence. Indeed, according to certain studies, the prevalence of sexual violence is very low in schools (Ibid.). In contrast, prominence was given to cyberbullying, which has been affecting a growing number of teachers over the last few years (Browne, 2007; CSQ, 2011).

Sources of violence

The questionnaire addresses four sources of the violent situations encountered by teachers, namely students, parents of students, colleagues in the workplace[4] and administrators. This choice of sources of violence can be explained, first, by the various problems of violence noted in recent years by local unions. These include student behavioural problems and the inefficiency of disciplinary measures, parental pressure, a lack of support and leadership from the

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[4] The term "colleagues in the workplace" includes teachers, support personnel and professionals.

administration and colleagues, etc. Second, a review of the literature and of various pre-existing questionnaires in the education sector was conducted in order to cover the main sources of violence against teachers in schools.

Administration of the questionnaire

The questionnaire covers the violent situations experienced by teachers during the school years 2016–2017 and 2017–2018.

It was administered between March 28 and April 14, 2018. The electronic link to the online questionnaire was distributed by email. Regarding the processing of answers, data entry was completed using SimpleSurvey to preserve the respondents' anonymity. This data collection tool helped identify quantitative data in order to produce a profile of the violent situations experienced by teachers in the Anglophone school boards of Quebec.

Two focus groups were organized by QPAT. Both were held with teachers with heterogeneous sociodemographic characteristics in order to expand and deepen understanding of certain key points that emerged from analysis of the results from the questionnaire on workplace violence.

Presentation of the results

Response rate and sample composition

The response rate for the questionnaire was 27.46%. Out of the 2,378 questionnaires sent to randomly chosen members, 653 provided us with their answers. This is considered an acceptable response rate for an Internet-based survey (Sue & Ritter, 2007, p. 8). It should also be clarified that a number of factors may have limited the number of respondents; for example, many questionnaires were blocked by the respondents' firewalls, some teachers selected at random had not worked in the last two years and were therefore ineligible for the study, others may have viewed the topic of the questionnaire as taboo, etc. It is also worth noting that 146 individuals began but unfortunately did not complete or submit their questionnaire. This may be attributable to its relatively long duration (approximately 15 minutes), or respondents forgetting to complete it. The maximum margin of error for the sample is 4% (19 times out of 20).

Sociodemographic data

The majority of the respondents were elementary teachers (47.03%) and secondary teachers (32.97%). To a lesser extent, the sample was also made up of vocational education (7.19%), adult education (6.56%) and preschool (6.25%) teachers.

The vast majority were regular teachers (79.5%), followed by part-time teachers (9.94%), replacement teachers (5.21%), hourly paid teachers (4.73%) and occasional substitute teachers (0.63%). Almost 72% of the teachers in the sample were tenured, as opposed to slightly more than 26% who were not.

More than 21% of the respondents were less than 34 years old, approximately 65% were 35-54 years old, and almost 16% were 55 and above. More than 78% of the sample was composed of women, and less than 20%, men. Finally, more than 50% of the respondents had less than 15 years of teaching experience.

Results for every topic addressed

Results have been transposed into tables. To respect respondents' confidentiality, answers to open-ended questions have not been explicitly detailed in this document. However, a summary of these comments will be presented.

Topic 1: The prevalence of violence in schools/centres

To begin, topic 1 of this questionnaire dealt with the prevalence of violence in the schools and centres of Anglophone school boards in Quebec. Thus, at the questionnaire's first question, the respondents had to say if they had been the victim of at least one act of physical and psychological violence or cyberbullying during the past two years. The results obtained were unequivocal. Indeed, nearly 56% of respondents were victims of at least one violent event in the course of their work during this given period. In fact, the second question made it possible to note that a very large proportion of respondents, almost 84%, agreed that violence toward teachers is a worrying phenomenon, while only 6% of teachers disagreed. The importance of this concern can be explained by the fact that over 50% of respondents perceived that the number of physical and psychological violence or cyberbullying situations increased during the past two years within their schools (**Question 3**). This group of teachers had the opportunity, at

Question 4, to prioritize some predetermined organizational factors that, in their opinion, contributed most to an increased rate of violence.

Table: Organizational factors responsible for increasing the rate of violence in schools

Respondents: 324

	Priority 1	Priority 2	Priority 3	Priority 4	Total
Increase in the number of students per class	13.53% (41)	14.52% (44)	28.05% (85)	43.89% (133)	100% (303)
Increase in the number of students with special needs integrated into regular classes	46.94% (138)	23.81% (70)	21.09% (62)	8.16% (24)	100% (294)
Lack of support and services offered by the school/centre or school board for students with special needs	31.42% (93)	41.22% (122)	20.61% (61)	6.76% (20)	100% (296)
Lack of teacher training to equip them to respond appropriately to students with special needs	11.82% (37)	20.13% (63)	29.71% (93)	38.34% (120)	100% (313)

We noted that an increased number of students with special needs integrated into regular classrooms, as well as the lack of support and services offered by the school or centre and school board for these students, were the two factors considered to contribute the most to the emergence of violence toward teachers. As a matter of fact, with respect to the special needs students integrated into regular classrooms, over 70% of respondents believed that this was an important cause of violence. A number of comments from respondents described the difficulty of providing quality teaching in a classroom of 25 students in which a special needs student is integrated because his or her condition requires constant attention. Similarly, over 72% of teachers agreed that a lack of resources and support from the administration in order to integrate these students is also a key cause that leads to violent situations. For example, according to some comments, Francophone school boards have a larger number of specialized educators to ease the integration process.

The increased number of students in classrooms and the lack of training teachers are offered to help them work adequately with special needs students were considered to be factors less likely to contribute to the emergence of violence. With respect to the lack of training, almost 32% of

teachers believed that this is an important cause responsible for the violence directed against them. However, some of the respondents' comments showed that they considered their university training as insufficient to enable them to act adequately regarding violence. Finally, 28% of teachers considered the increased number of students in each classroom as a main factor that leads to violence toward them.

Comments to Question 4 shed light on two additional organizational factors that may potentially contribute to increase the rate of violence against teachers in schools. First, many respondents claimed that some administrators did not offer sufficient support to teachers who experienced violent acts against them. In fact, administrators did not seem to be proactive on this issue and some teachers even believed that administrators were more preoccupied with responding to the "whims" of parents rather than their employees' health and safety. In addition, the organizational culture of some schools had the effect of trivializing violence against teachers. On the one hand, students were either subjected to little or no consequences when their behaviours were inappropriate and, on the other hand, the abusive behaviours of students' parents toward teachers was tolerated by the administration.

Finally, to conclude topic 1, **Question 5** addressed the sense of security among teachers in schools where they work. The results obtained show that most respondents, over 68%, feel safe in their workplace. However, the analysis of results also reveals that almost one out of seven teachers consider that his or her school is not a safe workplace, which is a significant proportion.

Topic 2: Violence directed against teachers by students

It must be noted that topic 2 in this questionnaire addressed violence against teachers caused by student. First, respondents were asked if they had, in the past two years, been subjected to one or many acts of physical and psychological violence or cyberbullying by students. Data analysis for **Question 6** shows the existence of an important problem because nearly one out of two teachers claimed to have been subjected to violent behaviours by students at least once during the given period. For its part, **Question 7** made it possible to determine the number of violent incidents experienced by a teacher according to the three dimensions of violence addressed in this study.

Table: Number of violent incidents caused by a student and experienced by the teachers surveyed, according to the dimensions of violence studied

Respondents: 307

	None	Between 1 and 5	Between 6 and 10	More than 10	Total
Physical	35.89% (103)	48.78% (140)	7.67% (22)	7.67% (22)	100% (287)
Psychological	20.39% (62)	52.96% (161)	13.49% (41)	13.16% (40)	100% (304)
Cyberbullying	84.81% (229)	12.96% (35)	1.85% (5)	0.37% (1)	100% (270)

This table shows that 80% of teachers who experienced violence against them at work by students (47% of respondents) were subjected to psychological violence, 64% to physical violence, and 15% to cyberbullying. Additionally, most teachers experienced fewer than five acts of violence by students during the past two years. However, one out of seven teachers were victims to over 6 incidents of physical violence during the past two years and the proportion increased to one out of four teachers for psychological violence.

Next, **Question 9** shows that most teachers (61%) believed that their school's administration took cases of violence against them seriously when such situations were caused by students. However, one out of five teachers did not share this opinion. In addition, when we asked this question to respondents regarding their school board (**Question 9B**), teachers—in a greater proportion (28%)—perceived that their institution did not take their cases of violence against teachers seriously.

Question 10 asks respondents how comfortable they feel in intervening when they witness a violent incident by a student against a teacher. An analysis of the results actually shows that most teachers (61%) are comfortable intervening in this particular situation, while over 18% say the opposite.

Finally, **Question 11A),** which is unique to Topic 2, deals with how much teachers know about two prevention procedures required under Quebec law as stated in the *Education Act*. A majority of teachers seem to know about the first, which requires rules of conduct and safety to be

implemented in schools. An overwhelming proportion (85%) of respondents say that they are aware of these measures in their educational institution. However, 24% of the teachers who know about these rules do not believe that they are applied in their schools/centres when violence is committed against a teacher. These same teachers seem to be much less aware of the second procedure called for in the *Education Act*, the *Action Plan Against Bullying and Violence* (**Question 11B**). In fact, almost two teachers out of five don't know that this Plan exists in their educational institution. As with the rules of conduct and safety, over 22% of respondents have the perception that the sanctions called for in this procedure are not applied when a teacher suffers violence from a student. (**Question 11C**).

Topic 3: Violence directed against teachers by parents of students

First, remember that Topic 3 in this questionnaire looks at violence suffered by teachers and caused by the <u>parent of a student</u>. In order to better describe the situation, respondents had to first specify whether they had been victims of one or more types of physical violence, psychological violence or cyberbullying by parents of students in the past two years (**Question 12**). An analysis of the results shows that almost one teacher in three has faced this type of problem at least once. This is a significant proportion. We then asked respondents about how many incidents they had experienced of each of the three different dimensions of violence looked at in this study (**Question 13**). The results bring out certain facts worth mentioning (see the table).

Table: Number of incidents of each of the dimensions of violence studied caused by a parent of a student experienced by the teachers surveyed

Respondents: 219

	None	Between 1 and 5	Between 6 and 10	More than 10	Total
Physical	91.28% (157)	5.81% (10)	2.33% (4)	0.58% (1)	100% (172)
Psychological	9.86% (21)	76.06% (162)	8.92% (19)	5.16% (11)	100% (213)
Cyberbullying	47.54% (87)	45.90% (84)	4.92% (9)	1.64% (3)	100% (183)

So we see that 90% of teachers who are victims of workplace violence by parents of students (33% of respondents) suffer psychological violence, 52% of them suffer cyberbullying and nearly 9% suffer physical violence. Moreover, as was noted for violence caused by students, the

majority of teaching staff has experienced less than five violent incidents caused by this source of violence. Situations of psychological violence and cyberbullying seem more likely, however, to be repeated a higher number of times. We also note that the proportion of teachers who are victims of cyberbullying by parents of students is much higher for this topic than for the previous one.

Note that only 45% of respondents feel comfortable intervening when they witness a violent incident caused by a parent **(Question 16)**.

*Topic 4: Violence directed against teachers by **colleagues** in the workplace*

This topic looks at violence suffered by teachers from a colleague[5]. Firstly, respondents had to specify whether they had been victims, in the last two years, of one or more acts of physical violence, psychological violence or cyberbullying by members of this group. An analysis of the data from **Question 17** shows how pertinent this question is, because over 27% of teachers have been exposed to violence caused by colleagues at least once during the period studied. **Question 18** was used to specify the number of violent incidents experienced by a teacher for the three different dimensions of violence dealt with in this study.

Table: Number of violent incidents caused by a colleague experienced by the teachers surveyed for each of the dimensions of violence studied

Respondents: 184

	None	Between 1 and 5	Between 6 and 10	More than 10	Total
Physical	93.65% (118)	5.56% (7)	0.00% (0)	0.79% (1)	100% (126)
Psychological	6.04% (11)	61.54% (112)	16.48% (30)	15.93% (29)	100% (182)
Cyberbullying	72.73% (88)	19.83% (24)	4.13% (5)	3.31% (4)	100% (121)

This table shows that 94% of teachers who are victims of workplace violence from colleagues (27% of respondents) suffer psychological violence, 27% suffer cyberbullying and 6% suffer physical violence. Psychological violence among colleagues seems to be the scourge of

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[5] On this questionnaire, the term "colleague" includes teachers, support personnel and professionals.

educational institutions. The data collected illustrates clearly that besides being relatively widespread, this violence tends to reoccur multiple times. For example, more than one in two teachers who are victims of psychological violence have suffered this violence more than five times in the past two years. Similarly, cases of cyberbullying also seem to be repeated for nearly 38% of teachers who are victims. Ultimately, just as for topics 2 and 3 on the questionnaire, which dealt respectively with violence caused by a student or by the parent of a student, this topic stands out for the prevalence of psychological violence caused by colleagues.

Question 20A) indicates that almost one teacher in six has the perception that the administration of their educational institution doesn't take cases of violence endured by teachers seriously when these situations are caused by colleagues. Moreover, when we asked the same question about respondents' school boards (**Question 20B**), they also, and in a similar proportion, have the perception that the board doesn't take these cases of violence seriously either.

In conclusion, **Question 21** asks respondents how comfortable they feel about intervening when they witness a violent incident caused by a colleague against a teacher. An analysis of the results shows that almost 43% of teachers feel comfortable enough to intervene in this specific situation, while more than one teacher in four affirms the contrary. In comparison, only 19% of respondents said that they weren't comfortable intervening when a violent incident was caused by a student.

*Topic 5: Violence directed against teachers by the **administration***

First, recall that Topic 5 on this questionnaire deals with violence suffered by teachers from a member of the administration. To better define the situation, respondents first had to specify whether they had been victims of one or more situations of physical violence, psychological violence or cyberbullying by members of this group in the last two years (**Question 22**). An analysis of the results shows the existence of a certain problem in this respect, as almost one teacher in five has been exposed to violence caused by members of the administration during the period covered by the study. Respondents were then asked how many incidents of each of the three dimensions of violence mentioned in the questionnaire they had experienced (**Question 23**). The results uncover certain facts worth mentioning.

Table: Number of incidents of the dimensions of violence studied caused by the administration experienced by the teachers surveyed

Respondents: 130

	None	Between 1 and 5	Between 6 and 10	More than 10	Total
Physical	90.79% (69)	3.95% (3)	3.95% (3)	1.32% (1)	100% (76)
Psychological	3.94% (5)	62.20% (79)	22.83% (29)	11.02% (14)	100% (127)
Cyberbullying	77.63% (59)	15.79% (12)	3.95% (3)	2.63% (2)	100% (76)

This table shows that 96% of teachers who are victims of workplace violence by a member of the administration (20% of respondents) suffer psychological violence, 22% of them suffer cyberbullying and 9% suffer physical violence. Although all of the topics dealt with above (Topics 2, 3 and 4) show the existence of a major problem with the prevalence of psychological violence against teachers, the proportion of teachers who are victims of psychological violence by a member of the administration is higher than for the three other sources of violence measured previously. Also, as in the cases for Topic 4, the data clearly illustrates that these situations of psychological violence tend to reoccur multiple times in a short period. More than one teacher in two has suffered more than five violent incidents just in the two-year period examined.

Next, **Question 25A)** indicates that almost one teacher in six has the perception that the administration of their educational institution does not take cases of violence suffered by teachers seriously when these situations are caused by a member of the administration. Moreover, when we ask respondents the same question about their school boards (**Question 25B**), the proportion rises to 24%. For Question 25A), however, we must give readers the same warning as for questions 9 and 20 on the questionnaire. A significant proportion of respondents answered "Neither agree, nor disagree" to each of these questions. This situation is probably explained by the fact that many respondents have never had to contact the administration of their institution or school board to resolve a problem of workplace violence and so cannot express a clear opinion on the question.

Finally, **Question 26** assesses how comfortable respondents are in intervening when they witness a violent incident caused by a member of the administration against a teacher. An analysis of the

results shows that more than two teachers in five do not feel comfortable enough to intervene in these specific situations. Compared to the previous topics (2, 3 and 4), this is where we find far and away the highest proportion of teachers who don't feel comfortable intervening in this type of situation. These figures may be explained by the hierarchical relationship between the parties, a relationship that may feed teachers' fears of suffering a form of reprisals if they intervene.

Topic 6: The processes and follow-up put in place to act on workplace violence against teachers

First, remember that this topic deals with the processes by which teachers report a violent incident and the follow-up by stakeholders in the school environment to counter these situations. First, **Question 27** asks respondents how well they know the formal processes that they can use within their institution to report a violent incident. An analysis of the results shows an alarming statistic: more than one teacher in two admits to not knowing these procedures very well or at all. This information shows that this is a major problem and that many teachers may be caught off guard when they are victims of violence. The next question, **Question 28,** indicates the main channels of communication used by teachers to report a violent incident.

Table: Channels of communications used by respondents to report a violent incident against them

Respondents: 640

	None	Between 1 and 5	Between 6 and 10	More than 10	Total
Using the form used by my school/centre to report an accident or incident	78.10% (460)	19.02% (112)	1.87% (11)	1.02% (6)	100% (589)
Police report	97.83% (541)	2.17% (12)	0.00% (0)	0.00% (0)	100% (553)
Meeting with the administration of my school/centre or other representatives of the school board	59.74% (365)	36.33% (222)	2.45% (15)	1.47% (9)	100% (611)
Meeting with union representatives	75.13% (441)	21.81% (128)	2.21% (13)	0.85% (5)	100% (587)

This table shows that a meeting with "the administration of their school/centre or other representatives of their school board" is the means teachers use most often to report these events (246 situations), followed by a "meeting with union representatives" (146 situations). "Using the form used by their school/centre to report an accident or incident" was chosen less often

(129 situations). Finally, making a "police report" is the mechanism used the least often to report a violent incident, as it is probably reserved for extremely serious acts (12 situations). It is relevant to mention that in 42 of the situations noted, the same teacher reported more than five acts of violence to the employer or union. Thirdly, in **Question 29** respondents have to specify whether they feel generally supported by their "colleagues", "the school administration", "representatives of their school board" or "their union representatives" when reporting a violent incident in the workplace.

Table: Perception of respondents of the support received when they reported a violent incident

Respondents: 622

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree	Total
Teachers and other categories of personnel in my school/centre	6.32% (39)	3.40% (21)	34.85% (215)	37.76% (233)	17.67% (109)	100% (617)
The school/centre administration and other officials of my school board	12.19% (74)	15.49% (94)	44.32% (269)	21.91% (133)	6.10% (37)	100% (607)
My union representatives	4.79% (29)	5.12% (31)	48.10% (291)	27.27% (165)	14.71% (89)	100% (605)

Interestingly, this table shows that more than one teacher in four is dissatisfied with the support received from "the administration of the institution or other officials". In comparison, only one teacher in ten is dissatisfied with the support received from "union representatives" or "colleagues". However, we must mention that a large proportion of respondents answered "Neither agree nor disagree" to the question, probably because many of them have never reported a violent incident involving themselves and so are unable to give an opinion. Finally, **Question 30** on the questionnaire deals with the phenomenon of teachers not reporting incidents of violence that they experienced in the workplace.

Table: Proportion of teaching staff who **do not always report** a violent incident they experience

Respondents: 650

Choice	Percentage	Number			
Yes	50.46%	328			
No	20.31%	132			
I have not experienced workplace violence	29.23%	190			
Total	100%	650			

An analysis of the results brings out two interesting statistics. First, it's alarming to see that over 71% of teachers who are the victims of workplace violence don't always report these incidents. Secondly, this question also shows that in fact fewer than 29% of teachers have never been victims of workplace violence. While this questionnaire only covers violence that occurred in the 2016-2017 and 2017-2018 school years, certain respondents seem to have forgotten this starting instruction. The proportion of teachers who have been victims of violent acts is significantly higher than in Question 1, jumping from 56% to 71%. Then **Question 31,** associated with the previous one, identifies the reasons why respondents had not reported the incidents of violence of which they had been victims according to eleven indicators established in advance by the designers of the questionnaire.

Table: Reasons why respondents did not report an incident of workplace violence

Respondents: 325

Choice	Percentage	Number		
I was not aware or familiar with the process for reporting an episode of violence.	34.15%	111		
I did not think reporting was required/warranted for the situation(s) in question.	44.31%	144		
I was encouraged or pressured not to report.	12.62%	41		
I was concerned about possible professional consequences for me.	54.77%	178		
I was concerned about possible professional consequences for the colleague(s) who committed the violence.	11.08%	36		
I was concerned about the possible professional consequences for the member(s) of the administration who committed the violence.	6.77%	22		
I was concerned about possible school-based/academic repercussions for the student(s) who committed the violence.	10.46%	34		
I was concerned about possible home-based/family repercussions for the student(s) who committed the violence.	14.46%	47		
I felt sympathetic to the student who committed the violence.	20.92%	68		
I felt that I could manage the situation(s) without the need for reporting.	55.69%	181		
The reporting process is too time-consuming and/or cumbersome.	15.69%	51		
Total	100%	325		

An analysis of the results shows that when teachers do not report a violent incident it is most often because they feel able to manage the situation without needing to report it (181 cases), closely followed by the fear of suffering professional consequences because of the reporting process (178 cases). On this latter point, certain comments show how much teachers fear

reprisals, or even job loss, after making a report. The third reason is that the teacher doesn't believe that the incident requires reporting (144 cases). This situation can be explained, based on participant comments, by a phenomenon of trivialization of violence present within educational institutions. In particular, teachers share their fear of being judged by their peers and of not being taken seriously by their administration, which considers violence to be "normal" in the profession. The fourth reason is a lack of knowledge of reporting procedures (111 cases), followed by the teacher's sympathy for the student who committed the violence (68 cases). Also, in a lower proportion, the other reasons for a teacher not reporting a violent incident are: a cumbersome reporting procedure (51 cases), concern about family repercussions for the student who committed the violence (47 cases), pressure on the teacher to not report the incident (41 cases) and concern about professional repercussions for the colleague who committed the violence (36 cases). On the bottom of the list is concern about possible school-based repercussions for the student having committed the violence (34 cases) and concern about the professional repercussions for the member of the administration responsible for the violent incident. We must also mention that the respondents' comments also bring out certain additional reasons for not reporting an incident. On top of the list, numerous participants indicate that reporting an incident is completely useless. The authors of the violence get a slap on the wrist, or no punishment at all. Many teachers also indicate that the reporting procedure isn't taken seriously by administrators, showing a lack of support on their part. Similarly, teachers seem to feel uneasy reporting acts of violence caused by members of this group. A few respondents indicate being unable to report the incident because they no longer have the psychological capacity to do so. Finally, other teachers mentioned that, at the time, the events didn't seem to be important enough to be reported, but that they built up over time to finally have a serious effect on them.

The questionnaire concludes with two open questions. First, participants are invited to indicate what types of procedures they would like the administration of their institution or their school board to implement to counteract the violence experienced by teachers **(Question 32)**. Among the 333 comments received we were able to identify a few general findings. First, a large proportion of respondents want their administrators to adopt more severe sanctions against violent individuals. Indeed, the idea of implementing a "zero tolerance for violence policy" that would apply to all schools and centres without exception comes up numerous times. Many respondents also mention their dissatisfaction with certain administrators who are more worried

about the reputation of their educational institution than about the health and safety of teachers. Respondents also want their employer to give them more support during the process of reporting an act of violence and to follow up better. For example, in their opinion administrators should no longer tolerate violent behaviour by students, despite pressure from parents to minimize the situation. With respect to the parents of students, many teachers suggest establishing a contract that parents would have to sign and that would describe rules of conduct that applied to them, as well as explicitly listing the sanctions to which they would be subject in the case of an infraction (e.g.: forbidden to contact the teacher electronically, expulsion of the parent, etc.). In the case of a conflict with a student, a few teachers also mention that students' parents shouldn't be able to go directly to the administration and should first try to find a solution with the teacher involved. Also, a significant percentage of teachers want the administration to inform them better about resources at their disposal to report a violent incident. In general, they want these procedures to be applied uniformly within educational institutions, easily accessible and clear. A specific problem came up in this area, because it seems that many casual teachers or those with low seniority haven't been told that these procedures exist. Also, although the administration of some educational institutions really seems to be concerned about workplace violence, others apparently stigmatize teaching staff who are victims of violence and consider teachers "to blame" for these events. The effect of this situation is to make it harder for teachers to report violence because they are afraid of reprisals. To remedy the situation, some participants suggest including in the reporting process a third party to process complaints of violence. A labour-management committee at the school-board level could even be formed to review, if needed, any administrative decisions made by the administrations of the schools and centres. This would make it possible to ensure that the process is not mismanaged by an ill-intentioned member of the administration. Finally, to a lesser extent teachers call for more training on how to deal with students' violent behaviours, the end of integrating students with severe behavioural disorders into regular classrooms, additional resources to meet the needs of special needs students and smaller class sizes.

Secondly, respondents could state what role they thought that their union representatives should play in dealing with the problem of workplace violence (**Question 33**). Among the 332 comments received we were able to identify a few general findings. First and foremost, the comments show that most respondents feel that the union is responsible for supporting its members who are experiencing a problem with workplace violence. To do so, teachers expect

their union to listen to their needs and to be available to help them. The union also, according to teachers, needs to provide services and resources to counter these violent events and to advise them about what processes need to be initiated to remedy the situation. In this respect, while most respondents seem satisfied with the services offered by their union, many would like their union representatives to be more present in the workplace, for instance, to see that the rules and procedures already established with the employer on the subject of workplace violence are enforced. A few gaps on the part of the union are also mentioned by certain members: teachers who aren't sure who their union representatives are, a refusal of the union to get involved (without suggesting any other solutions) when a member is the victim of violence from another union member, the absence of a confidential system for reporting violence, etc. Then, participants in the questionnaire also seem to expect their union to spread awareness and information on the problem of workplace violence. Indeed, certain respondents specified that they didn't know what can or can't be considered as a violent event. Others simply don't know what procedures to follow to report a violent incident, or even what resources the union provides to help them get past the event. Numerous respondents also mention that their union representatives need to continue to be proactive in developing procedures that would protect them more effectively from workplace violence, as well as to keep pressure on the employer to try to get as many improvements as possible in working conditions in the classroom. Finally, some participants suggest that the union remain in close contact with members of the administration in order to effectively coordinate the needs of its members.

Conclusion

In conclusion, this report shows the importance for all stakeholders in the field of education to work in synergy to act on the problem of workplace violence against teaching staff. Certain highlights brought out by the questionnaire illustrate the scope of the phenomenon and the urgency of action. While **84%** of teachers say that they are concerned about this issue and over **56%** of them say that they have experienced violence in the last two years, more than **one teacher in two** believes that this problem has deteriorated during this same period. By administering this questionnaire to respondents and holding two "focus groups" we were also able to confirm the existence of certain issues found in the scientific literature, including: the trivialization of violence in the teaching environment, the emergence of the phenomenon of cyberbullying against teachers, a more and more "client-centred" management approach of

educational institutions and the various problems related to today's class composition. Other issues, such as the devaluing of the teaching profession or the absence of follow-up after a teacher reports a violent incident, were also described.

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WORKPLACE VIOLENCE IN THE TEACHING PROFESSION
QUÉBEC ENGLISH SCHOOL BOARDS

Survey of QPAT Members

March 26, 2018

BA in Industrial Relations

Laval University

Survey on workplace violence experienced by teachers working in Anglophone school boards in Québec

Kirkland, Québec
March 27, 2018

The Quebec Provincial Association of Teachers (QPAT) recognizes that teachers have experienced increasing workplace violence in recent years. Violence at work can take different forms (physical, psychological, cyberbullying, etc.) and may emanate from various sources such as students, colleagues, parents or administrators.

To help us develop a global overview of this problem as it is experienced in our schools and centres, we invite you to take a few minutes to fill out a short electronic survey consisting of 41 questions. Your participation is extremely important whether or not you have been a victim of any of these forms of violence. Your response will help us better understand this issue which impacts on your health, security and quality of life at work. It will enable us, in cooperation with the Canadian Teachers' Federation (CTF), to develop tools and recommendations to prevent and act on these situations.

The survey targets 2,400 teachers, using a stratified random sample method. We therefore ask you to answer all questions and return the completed survey before April 13, 2018.

Be assured that the responses collected in this survey will be treated in a **confidential** and **anonymous** manner by the team analyzing results, and in no case will your identity be revealed.

Your participation is greatly appreciated.

Sébastien Joly
President of QPAT

Nancy Champagne
Executive Assistant in Labour Relations at QPAT

Sherri Brown
Director of Research and Professional Development at CTF

Michaël Badeau
External consultant affiliated with Laval University

Definitions of elements associated with workplace violence used in the survey

Violence:

"Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property." (Article 13 *Education Act*).

Physical Violence:

Examples of violent physical actions:
- Pushing or shoving, spitting, throwing an object, a slap in the face, a punch, a kick, a bite, attack with a weapon, etc.

Psychological Violence:

Examples of violent psychological actions:
- Inappropriate comments, attacks on reputation, threats and intimidation, personal insults, name-calling, blackmail, stalking, repetitive attacks on professional competence (teaching method, evaluation, marks, etc.), destruction of personal property, etc.

Cyberbullying:

According to the *Rapport du Comité d'experts sur la cyberintimidation,* this can entail either a direct form of bullying (e.g. threats) or an indirect form (e.g. rumours) which is carried out using information and communication technology.

Examples of cyberbullying:

- Defamatory utterances, insults, threats of physical violence, negative comments on physical appearance, repetitive attacks on professional competence (teaching method, evaluation, marks, etc.), threats against the security of personal property, etc.

How to respond to the survey:

– The survey addresses violent situations experienced during the school years **2016-2017** and **2017-2018**.

– We encourage you to respond to each question.

– In the case of open-ended questions, please limit answers to the space provided.

– If a technical problem occurs, contact us at any time at the following address: https://www.qpatsurvey@qpat-apeq.qc.ca

List of topics covered in the questionnaire

The prevalence of violence in schools/centres

Violence directed against teachers by **students**

Violence directed against teachers by **parents** of students

Violence directed against teachers by **colleagues** in the workplace

Violence directed against teachers by the **administration**

The processes and follow-up put in place to act on workplace violence against teachers

General information

Topic 1: **THE PREVALENCE OF VIOLENCE IN SCHOOLS/CENTRES**

1. **In the course of the last two school years, I have experienced one or more situations of physical violence, psychological violence and/or cyberbullying:**

   ☐ Yes
   ☐ No

2. **I consider the situations of physical violence, psychological violence and/or cyberbulling experienced by teachers to be a worrying phenomenon:**

   ☐ Strongly agree
   ☐ Agree
   ☐ Neither agree nor disagree
   ☐ Disagree
   ☐ Strongly disagree

3. **I consider that the situations of physical violence, psychological violence and/or cyberbulling experienced by teachers in my school have increased over the last two years:**

   ☐ Strongly agree
   ☐ Agree
   ☐ Neither agree nor disagree (Please go directly to question 5)
   ☐ Disagree (Please go directly to question 5)
   ☐ Strongly disagree (Please go directly to question 5)

4. **Please prioritize the organizational factors listed below that may, in your opinion, potentially contribute to the increased rate of violence against teachers in schools:**

    (Please rank each of these answers from 1 to 4, or tick the box *none of these answers*)

    ☐   Increase in the number of students per class

    ☐   Increase in the number of students with special needs integrated into regular classes

    ☐   Lack of support and services offered by the school/centre or school board for students with special needs

    ☐   Lack of teacher training to equip them to respond appropriately to students with special needs

    ☐   None of these answers

5. **I feel safe in my workplace:**

    ☐ Strongly agree
    ☐ Agree
    ☐ Neither agree nor disagree
    ☐ Disagree
    ☐ Strongly disagree

Topic 2: **VIOLENCE DIRECTED AGAINST TEACHERS BY <u>STUDENTS</u>**

6. **During the last two school years, I was subjected to one or more situations of physical violence, psychological violence and/or cyberbullying carried out by students:**

    ☐   Yes
    ☐   No (Please go directly to Question 9)

7. **During the last two school years, I was subjected to one or more types of violence perpetrated by a student or students:**
    (Please check off the appropriate frequency of each form of violence below)

Type of Violence	**Number of incidents**			
	None	Between 1 and 5	Between 6 and 10	More than 10
Physical	☐	☐	☐	☐
Psychological	☐	☐	☐	☐
Cyberbullying	☐	☐	☐	☐

8. **A) In what physical places did the incidents of violence listed in question 7 occur?** (Several answers are possible)

Physical Violence	Psychological Violence
☐ Classroom/Gymnasium	☐ Classroom/Gymnasium
☐ Staffroom	☐ Staffroom
☐ School yard	☐ School yard
☐ Parking	☐ Parking
☐ Other locations in the educational institution	☐ Other locations in the educational institution
☐ Locations outside the workplace	☐ Locations outside the workplace
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

B) On what occasions did the violent incidents listed in question 8 A) occur?
(Several answers are possible)

Physical Violence	Psychological Violence
☐ During a meeting with a parent	☐ During a meeting with a parent
☐ During a meeting with the administration	☐ During a meeting with the administration
☐ During a staff, department or committee meeting	☐ During a staff, department or committee meeting
☐ During a fundraising event, school outing or extra-curricular activity	☐ During a fundraising event, school outing or extra-curricular activity
☐ During a class	☐ During a class
☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)	☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

C) In which virtual location or locations did the cyberbullying listed in question 7 occur? (Several answers are possible)

Cyberbullying
☐   Telephone
☐   E-mail
☐   Text message
☐   Social media (e.g.: FMcebook, Twitter, blog, etc.)
☐   Website (e.g.: Rate My Teachers, etc.)
☐   Web Video (e.g.: YouTube, etc.)
☐   Not applicable
☐   Other: (Details) _____

9. **A) I have the impression that my <u>school administration</u> takes violence directed against teachers by students seriously:**

   ☐ Strongly agree
   ☐ Agree
   ☐ Neither agree nor disagree
   ☐ Disagree
   ☐ Strongly disagree

B) I have the impression that my <u>school board</u> takes violence directed against teachers by students seriously:

     ☐ Strongly agree
     ☐ Agree
     ☐ Neither agree nor disagree
     ☐ Disagree
     ☐ Strongly disagree

10. I feel comfortable intevening when I witness a violent incident against a teacher when it is caused by a student:

     ☐ Strongly agree
     ☐ Agree
     ☐ Neither agree nor disagree
     ☐ Disagree
     ☐ Strongly disagree

11. A) Knowledge of the rules of conduct and safety in my school/centre

(i)   I know the <u>rules of conduct and safety</u> in my school/centre:

     ☐ Yes
     ☐ No (Please go to question 12)

(ii)   I know the the <u>action plan against bullying and violence</u> in my school/centre

     ☐ Yes
     ☐ No (Please to to question 12)

B) I have the impression that the rules of conduct and safety outlined in question 11 A) are applied in my school/centre when a student commits a violent act against a teacher:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

C) I have the impression that the action plan against bullying and violence outlined in question 11 A) are applied in my school/centre when a student commits a violent act against a teacher:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

Topic 3: **VIOLENCE DIRECTED AGAINST TEACHERS BY <u>PARENTS</u> OF STUDENTS**

12. During the last two school years I was subjected to one or more situations of physical violence, psychological violence and/or cyberbullying carried out by parent(s) of students:

☐   Yes
☐   No (Please go directly to question 15)

13. During the last two school years, I was subjected to one or more types of violence perpetrated by the parent(s) of students:
(Please check a frequency category for each type of violence experienced)

Type of Violence	**Number of incidents**			
	None	Between 1 and 5	Between 6 and 10	More than 10
Physical	☐	☐	☐	☐
Psychological	☐	☐	☐	☐
Cyberbullying	☐	☐	☐	☐

14. A) In what physical places did the incidents of violence listed in question 13 occur? (Several answers are possible)

Physical Violence	Psychological Violence
☐ Classroom/Gymnasium	☐ Classroom/Gymnasium
☐ Staffroom	☐ Staffroom
☐ School yard	☐ School yard
☐ Parking	☐ Parking
☐ Other locations in the educational institution	☐ Other locations in the educational institution
☐ Locations outside the workplace	☐ Locations outside the workplace
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

B) On what occasions did the violent incidents listed in question 14 A) occur?
(Several answers are possible)

Physical Violence	Psychological Violence
☐ During a meeting with a parent	☐ During a meeting with a parent
☐ During a meeting with administration	☐ During a meeting with administration
☐ During a staff, department or committee meeting	☐ During a staff, department or committee meeting
☐ During a fund-raising activity, a field trip or an extra-curricular activity	☐ During a fund-raising activity, a field trip or an extra-curricular activity
☐ During a class	☐ During a class
☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)	☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

C) In which virtual location or locations did the cyberbullying listed in question 13 occur? (Several answers are possible)

Cyberbullying
☐ Telephone
☐ E-mail
☐ Text message
☐ Social media (e.g.: FMcebook, Twitter, blog, etc.)
☐ Website (e.g.: Rate My Teachers, etc.)
☐ Web Video (e.g.: YouTube, etc.)
☐ Not applicable
☐ Other: (Details) _____

15. A) I have the impression that my <u>school administration</u> takes violence directed against teachers by parents seriously:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

B) I have the impression that my <u>school board</u> takes violence directed against teachers by parents seriously:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

16. **I feel comfortable intevening when I witness a violent incident against a teacher when it is caused by a parent:**

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

VIOLENCE DIRECTED AGAINST TEACHERS BY <u>COLLEAGUES</u> IN THE WORKPLACE ***

***In this survey, the term "colleagues in the workplace" includes teachers, support personnel and professionals.

17. **During the last two school years I was subjected to one or more situations of physical violence, psychological violence and/or cyberbullying carried out by a work colleague:**

    ☐ Yes
    ☐ No (Please go directly to question 20)

18. **During the last two school years, I was subjected to one or more type of violence carried out by a work colleague:**
    (Please check off a frequency category for each of the following types of violence)

Type of Violence	Number of incidents			
	None	Between 1 and 5	Between 6 and 10	More than 10
Physical	☐	☐	☐	☐
Psychological	☐	☐	☐	☐
Cyberbullying	☐	☐	☐	☐

19. A) In what physical locations did the incidents of violence listed in question 18 occur? (Several answers are possible)

Physical Violence	Psychological Violence
☐ Classroom/Gymnasium	☐ Classroom/Gymnasium
☐ Staffroom	☐ Staffroom
☐ School yard	☐ School yard
☐ Parking	☐ Parking
☐ Other locations in the educational institution	☐ Other locations in the educational institution
☐ Locations outside the workplace	☐ Locations outside the workplace
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

B) On what occasions did the violent incidents listed in question 19 A) occur?
(Several answers are possible)

Physical Violence	Psychological Violence
☐ During a meeting with a parent	☐ During a meeting with a parent
☐ During a meeting with administration	☐ During a meeting with administration
☐ During a staff, department or committee meeting	☐ During a staff, department or committee meeting
☐ During a fund-raising activity, a field trip or an extra-curricular activity	☐ During a fund-raising activity, a field trip or an extra-curricular activity
☐ During a class	☐ During a class
☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)	☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

C) In which virtual location or locations did the cyberbullying listed in question 18 occur? (Several answers are possible)

Cyberbulling
☐ Telephone
☐ E-mail
☐ Text message
☐ Social media (e.g.: FMcebook, Twitter, blog, etc.)
☐ Website (e.g.: Rate My Teachers, etc.)
☐ Web Video (e.g.: YouTube, etc.)
☐ Not applicable
☐ Other: (Details) _____

20. A) I have the impression that my <u>school administration</u> takes violence directed against teachers by colleagues in the workplace seriously:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

B) I have the impression that my <u>school board</u> takes violence directed against teachers by colleagues in the workplace seriously:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

21. I feel comfortable intevening when I witness a violent incident against a teacher when it is caused by a colleague:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Topic 5: **VIOLENCE DIRECTED AGAINST TEACHERS BY THE <u>ADMINISTRATION</u>**

22. **During the last two school years I was subjected to one or more situations of physical violence, psychological violence and/or cyberbullying carried out by an administrator:**

    ☐   Yes
    ☐   No (Please go directly to question 25)

23. **During the last two school years, I was subjected to one or more type of violence carried out by an administrator:**
    (Please check off a frequency category for each of the following types of violence)

Type of Violence	**Number of incidents**			
	None	Between 1 and 5	Between 6 and 10	More than 10
Physical	☐	☐	☐	☐
Psychological	☐	☐	☐	☐
Cyberbullying	☐	☐	☐	☐

24. A) In what physical locations did the incidents of violence listed in question 23 occur? (Several answers are possible)

Physical Violence	Psychological Violence
☐ Classroom/Gymnasium	☐ Classroom/Gymnasium
☐ Staffroom	☐ Staffroom
☐ School yard	☐ School yard
☐ Parking	☐ Parking
☐ Other locations in the educational institution	☐ Other locations in the educational institution
☐ Locations outside the workplace	☐ Locations outside the workplace
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

B) On what occasions did the violent incidents listed in question 24 A) occur?
(Several answers are possible)

Physical Violence	Psychological Violence
☐ During a meeting with a parent	☐ During a meeting with a parent
☐ During a meeting with administration	☐ During a meeting with administration
☐ During a staff, department or committee meeting	☐ During a staff, department or committee meeting
☐ During a fund-raising activity, a field trip or an extra-curricular activity	☐ During a fund-raising activity, a field trip or an extra-curricular activity
☐ During a class	☐ During a class
Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)	☐ Outside of class (e.g., during recess, lunchtime, entering or leaving classrooms, etc.)
☐ Not applicable	☐ Not applicable
☐ Other: (Details) _____	☐ Other: (Details) _____

C) In which virtual location or locations did the cyberbullying listed in question 23 occur? (Several answers are possible)

Cyberbulling
☐   Telephone
☐   E-mail
☐   Text message
☐   Social media (e.g.: FMcebook, Twitter, blog, etc.)
☐   Website (e.g.: Rate My Teachers, etc.)
☐   Web Video (e.g.: YouTube, etc.)
☐   Not applicable
☐   Other: (Details) _____

25. A) I have the impression that my <u>school administration</u> takes violence directed against teachers by administrators in the workplace seriously:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

B) I have the impression that my <u>school board</u> takes violence directed against teachers by administrators in the workplace seriously:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

26. **I feel comfortable intevening when I witness a violent incident against a teacher when it is caused by an administrator:**

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

Topic 6: **PROCESSES AND FOLLOW-UP PUT IN PLACE TO ACT ON WORKPLACE VIOLENCE AGAINST TEACHERS**

27. I am familiar with the official process used in my school to report a case of workplace violence:

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

28. During the last two school years, I have used one or more of the following channels of communication to report a violent incident which I have experienced: (More than one answer is possible)

Channels of communication	Number of reported incidents			
	None	Between 1 and 5	Between 6 and 10	More than 10
Using the form used by my school/centre to report an accident or incident	☐	☐	☐	☐
Police report	☐	☐	☐	☐
Meeting with the administration of my school/centre or other representatives of the school board	☐	☐	☐	☐
Meeting with union representatives	☐	☐	☐	☐

29. When I report a violent incident in the workplace, I generally feel supported by: (One answer for each category)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Teachers and other categories of personnel in my school/centre	☐	☐	☐	☐	☐
The school/centre administration and other officials of my school board	☐	☐	☐	☐	☐
My union representatives	☐	☐	☐	☐	☐

30. It has happened that I have not reported some of my experiences of workplace violence:

☐ Yes
☐ No (Please go directly to question 32)
☐ I have not experienced workplace violence (Please go directly to question 32)

31. If you were subjected to violence in your school(s), but chose not to report the incident(s), please indicate why not. Please select all that apply:

☐ I was not aware or familiar with the process for reporting an episode of violence.
☐ I did not think reporting was required/warranted for the situation(s) in question.
☐ I was encouraged or pressured not to report.
☐ I was concerned about possible professional consequences for me.
☐ I was concerned about possible professional consequences for the colleague(s) who committed the violence.
☐ I was concerned about the possible professional consequences for the member(s) of the administration who committed the violence.

☐ I was concerned about possible school-based/academic repercussions for the student(s) who committed the violence.

☐ I was concerned about possible home-based/family repercussions for the student(s) who committed the violence.

☐ I felt sympathetic to the student who committed the violence, given their behavioural profile and needs.

☐ I felt that I could manage the situation(s) without the need for reporting.

☐ The reporting process is too time-consuming and/or cumbersome.

☐ Other: (Please elaborate)

_____

_____

_____

_____

_____

32. In your opinion, what types of measures could be put in place by the <u>administration of your institution</u> or by your <u>school board</u> to counter situations of violence experienced by teachers?

_____

_____

_____

_____

_____

33. In your opinion, what role should the union play in dealing with the problem of workplace violence experienced by teachers?

_____

_____

_____

_____

_____

_____

Topic 7: **GENERAL INFORMATION** ***

*****We remind you that the information collected is anonymous and that your identity will remain confidential.*

34. What level do you teach currently?

- ☐ Kindergarten/preschool
- ☐ Elementary
- ☐ Secondary
- ☐ Adult Education
- ☐ Vocational Education

35. In which school board do you work?

- ☐ Littoral School Board
- ☐ Eastern Shores School Board
- ☐ Central Québec School Board
- ☐ Eastern Townships School Board
- ☐ Western Québec School Board
- ☐ Sir Wilfrid Laurier School Board
- ☐ English-Montréal School Board
- ☐ Lester B. Pearson School Board
- ☐ New Frontiers School Board
- ☐ Riverside School Board

36. What is your contractual status?

- ☐ Regular teacher (i.e. on full-time tacitly renewable contract)
- ☐ Part-time teacher
- ☐ Replacement teacher
- ☐ Hourly paid teacher
- ☐ Occasional substitute

37. Are you tenured?

☐ Yes
☐ No

38. What is your teaching qualification? (If your status is pending, please answer with expected result)

☐ Teaching licence
☐ Provisional authorization
☐ Not legally qualified but hired with tolerance
☐ Not legally qualified
☐ Other: (details)

_____

39. How old are you?

☐ 18 to 24
☐ 25 to 34
☐ 35 to 44
☐ 45 to 54
☐ 55 to 64
☐ 65 to 74
☐ 75 and over
☐ I prefer not to answer this question

40. What is your gender

☐ Male
☐ Female
☐ Other
☐ I prefer not to answer this question

41. How many years of teaching experience do you have?

- ☐ 5 years or more
- ☐ between 6 and 10 years
- ☐ between 11 and 15 years
- ☐ between 16 and 20 years
- ☐ between 21 and 25 years
- ☐ between 26 and 30 years
- ☐ between 31 and 35 years
- ☐ between 36 and 40 years
- ☐ 41 years or more

Thank you for completing the questionnaire!