





**PART-TIME AND OCCASIONAL TEACHERS  
IN ONTARIO'S ELEMENTARY SCHOOL SYSTEM**

*by*

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## I. INTRODUCTION

In the 1980s, with the increase in the employer's demand for flexibility and low labour costs, new types of employment structures are emerging in public and private sector organizations. Full-time employment, once the 'norm', is being replaced by part-time and other types of temporary employment structures. The academic and popular media have been predominantly interested in part-time employment in the private sector; yet increasingly emerging are similar shifts in employment structures in such public and semi-public organizations, as federal ministries, hospitals, and schools.

Contrary to the general opinion that part-time work exists only in unskilled, low-valued and low-paying jobs, in private and public sector organizations, there are a substantial number of highly skilled and well paying professional part-time jobs held by teachers, nurses, engineers, consultants and managers. Why are these highly skilled professionals employed on a part-time basis? What are the typical characteristics of the professionals working part-time? What are the employment conditions in these jobs? This study will examine these issues by focusing on one of the longest existing part-time professions, the elementary school teaching.

Part-time teaching is a long established practice among the elementary school teachers in Ontario. It has existed since the kindergarten programmes were included in the elementary schools' curricula. Now, part-time employment is no longer the sole preserve of the kindergarten teachers but is, instead becoming increasingly common in the elementary school system.

There are two additional reasons for choosing the elementary school teachers as the focus of analysis in this study. First, teaching at the elementary school level is a profession which is substantially the same throughout the school boards. Because it is not, like secondary-school teaching, subject oriented, it does not have those discrepancies in the employment conditions, responsibilities and/or work load which stem from perceived or real differences in the subject taught. Thus, focusing on a narrowly defined occupation will help us to avoid comparing full-time and part-time employees, performing quite different jobs within the same occupational group.

Second, part-time teaching is predominantly a unionized profession. With the exception of some occasional teachers, all the full-time and part-time teachers are members of the teachers' associations, organizations which function both as professional associations and as labour unions. In comparison to most part-time employees, who are not unionized (Labour Canada, 1983; Zeytinoglu 1987), part-time teachers seem to be unique within the part-time labour force because of their high percentage of unionization. They are, therefore, worthy of further study.

In the following sections, I will examine the employment conditions of elementary school teachers, particularly those working on a full-time, part-time, and occasional schedule. Prior to discussing these employment conditions, however, I will provide background information on the following: the different types of contracts a teacher may hold in an elementary school in Ontario, the unions that represent the teachers in negotiations, the employer structure, and, finally, collective bargaining in the elementary school system, as it pertains to part-time and occasional teachers.

## II. DIFFERENT TYPES OF TEACHERS AND THEIR ASSOCIATIONS

### 1. Types of Teachers:

In the Ontario elementary school system, there are three types of teachers: full-time, part-time and occasional teachers. These are classified according to the type of employment, the type of contract they held, and the type of legislative coverage.

In terms of the type of employment, full-time teachers are employed by a school board for a consecutive period and on a full-time schedule for at least a year. Part-time teachers are also employed for a consecutive period and on a regular basis but for a fraction of the full-time teachers' schedule. A part-time teacher may teach from one-third of to more than half the workload of a full-time teacher. An occasional teacher -- also referred to as a substitute teacher -- is employed to fill a vacancy on a temporary basis, if, during the school year, a teacher is absent from her/his regular duties due to sickness or death. An occasional teacher may teach for a few days or for almost a full school year, depending on the vacancy.

The education sector is unique in terms of the teachers' employment contract. Most teachers have two types of contracts: an individual (written or implicit) contract, and a collective agreement signed by the association (union).

Full-time and part-time teachers all have individual contracts with the school boards to provide services on a full-time or part-time basis. Occasional teachers, although considered non-contract by the school boards and government, do, according to common law hold an implicit contract to provide services only for the time period required by the employers. Consequently, in theory if not necessarily in practice, an occasional

teacher has the freedom to decide to work whenever she/he is called in. Full-time and part-time teachers, on the other hand, are obliged to work for the duration of their contract.

In addition, if they are unionized, teachers have an additional contract, which is a collective agreement covering the salary and overall employment conditions for the one-year or two-year period, depending on the time period for which the agreement is negotiated.

In terms of the collective agreement coverage, there is another distinction made among the three types of teachers. According to the Teaching Profession Act<sup>1</sup>, a teacher is a person legally qualified to teach in an elementary school and is under contract. Full-time and part-time teachers fall within the jurisdiction of the Act. Although occasional teachers may be (and most are) legally qualified to teach in Ontario schools, they are not considered as "teachers" within the definition of the Act since they are not under contract. Therefore, under the education sector's collective bargaining legislation<sup>2</sup>, occasional teachers cannot be covered by the same agreement as full-time and part-time teachers, but instead, are required to negotiate a separate agreement. Furthermore, occasional teachers are statutorily restricted from joining the full-time and part-time teachers' unions, although in practice some unions have been able to circumvent this restriction by creating sister associations.

## 2. Teachers' Associations

In Ontario, full-time, part-time and occasional teachers are organized under four associations and a public sector union. With the exception of the occasional teachers, all other elementary school teachers in Ontario are

required by legislation to join one of the associations, based on their sex, language, or the type of the school board for which they teach.

Male elementary school teachers employed by a public school board and under contract, are members of the Ontario Public School Teachers Federation (OPSTF) which has approximately 14,000 statutory members<sup>3</sup>. Female elementary school teachers employed under contract in public school boards are members of the Federation of Women Teachers' Associations of Ontario (FWTAAO) which has approximately 33,000 members. In schools where French is the first language, L'Association des enseignantes et des enseignants franco-ontariens (AEFO) is organized. It has approximately 5,500 members.

In Catholic School Boards, both male and female teachers are organized under the Ontario English Catholic Teachers' Association (OECTA). The association presently has a membership of 25,000 elementary and secondary school teachers.

Occasional teachers are not, organized along the same lines as full-time and part-time teachers but, instead, are separated according to the school board. Occasional teachers employed in separate schools are organized by the Ontario Catholic Occasional Teachers' Association (OCOTA) which is a sister organization of OECTA. Occasional teachers in public schools are organized as separate bargaining units of either the OPSTF or the Ontario Public Service Employees Union (OPSEU).

### 3. School Boards

As I mentioned above, in Ontario, there are two types of school boards: public school boards and separate school boards. The immediate employer of

the teachers is a school board, although the ultimate employer is the provincial government. In terms of collective bargaining, the associations negotiate with the school boards. In Ontario, there are 182 school boards, with 3742 elementary schools, employing 60118 elementary school teachers (Ontario Ministry of Education, 1987).

#### 4. Negotiations for Part-Time and Occasional Teachers

Negotiations for full-time and part-time teachers are held together, since both types of teachers are in the same bargaining unit. Furthermore, in public elementary schools, the OPSTF and the FWTAO's local branches (local unions) negotiate jointly in all jurisdictions across the province to reach one agreement per school board.

OECTA's units (local unions) negotiate with the Separate School Boards and sign agreements for both full-time and part-time teachers employed at the elementary school level.

The AEFO locals and the group with which they are associated, either the OPSTF and FWTAO or OECTA, negotiate together and reach a single agreement. Occasional teachers are a totally separate group in terms of negotiations. They fall under the jurisdiction of a separate act, the Ontario Labour Relations Act and, therefore, negotiate separately from the full-time and part-time teachers.

Having provided this background information, I will now focus on part-time teachers' employment conditions. I will, first, discuss existing studies on part-time professionals, explain the design of this study, and follow that with a presentation of the results.

### III. PREVIOUS STUDIES ON PART-TIME PROFESSIONALS

Part-time work has been a topic of interest for many researchers, yet, to date, there are only a handful of studies on part-time professionals. Macro level studies on part-time employment present significant differences in employment conditions for full-time and part-time workers, particularly in terms of pay and benefits (Labour Canada, 1983; Zeytinoglu 1987; White, 1983). While these studies provide invaluable information on part-time work force, they do not focus on skilled part-time workers. A few studies on part-time professionals, such as part-time university faculty (Warne and Lundy, 1988; Zeytinoglu and Ahmed, 1988) or nurses (Dixon, 1987; Pilkington and Wood, 1986), conclude that relative to their full-time counterparts part-time professionals are employed as marginals<sup>4</sup>. Their status and employment conditions, however, have improved through unionization and the standardized scheduling of part-time work.

In addition to studies on the marginality of part-time workers in their work place (Beechey, 1987; Beechey and Perkins, 1987; White, 1983), and the segregation of part-time workers into female-dominated jobs (Holden and Hansen, 1987; Weeks, 1984; Spencer, 1988), there is Kahne's (1985) discussion of the possibility of a "new concept" of part-time work in which full-time earnings are prorated, fringe benefits are paid, and a career progression is possible.

Focusing primarily on part-time workers in non-professional occupations, others (Dombois and Osterland, 1987; Osterman 1987; Evans and Bell, 1986) attempt to explain part-time employment within the overall framework of economic recession, international competition and the restructuring of work. These studies approach part-time work as a new form

of flexible utilization of labour whereby firms segment their operations in such a way that they create a well developed employment system for a certain group of permanent workers and a secondary system for a clearly differentiated group of temporary workers.

While their approaches and methods of studying the part-time phenomenon are different, researchers nonetheless assume that a dichotomous employment structure exists in the work places. There is one structure for the 'core' group, consisting of full-time employees, and another for the 'peripheral' (secondary) group, which comprises part-time employees. Applying this dichotomous model to the elementary school system, one finds that full-time teachers are the 'core' workers, and part-time and occasional teachers are the 'peripherals'.

The core group tends to be characterized as one in which employees with permanent status are central to the long term future of the organization. The training and development resources of the organization are mainly devoted to them, and they are more likely to enjoy good career and promotion prospects. The 'peripheral' group has little access to career opportunities, little investment in training by the organization, and tends to be characterized as a group with high turnover and less secure jobs. (Evans and Bell, 1986).

#### IV. THE STUDY

To examine the employment conditions for full-time, part-time and occasional teachers, I conducted interviews in the summers of 1987 and 1988 with three teachers' associations representing the English speaking teachers and two school boards, one representing the public school board and the other representing the separate school board. In addition, a survey was

sent to a sample of boards and teachers associations' locals that were located in Ontario.

The interviews and the survey contained similar questions, designed to reveal the following: the profile of part-time teachers, why part-time teachers are hired, and the promotion, training and layoff policies for part-time and occasional teachers in comparison to full-time teachers.

To select the survey sample, I obtained on request from the Ontario Ministry of Labour in October 1986 a listing of collective agreements, specifically covering full-time and part-time teachers in Ontario. The list contained a total of 97 agreements covering full-time and part-time teachers. Of those agreements the ones expiring in 1988 were eliminated. Since the questionnaires were to be mailed in 1988, I did not expect the parties to respond at a time when they could possibly be in negotiations. In addition, agreements which covered less than 100 teachers were eliminated because I wanted to focus on larger school boards. Because of the nature of my study, secondary school teachers or other groups of workers employed by the school boards were also eliminated from the study. After these eliminations, my survey sample consisted of 51 collective agreements covering 51 school boards and 83 association locals<sup>5</sup>.

The procedure for mailing the questionnaires was different for the school boards and the associations. For the school boards, a letter informing them of the upcoming survey was mailed to the Director of Education and the highest ranking human resources manager. After the initial mailing of the questionnaire, we telephoned those school boards that did not respond and offered another copy of the questionnaire. A reminder letter and a second mailing of the original questionnaire were sent to those

boards that did not respond to the initial requests. This procedure resulted in an 80 percent response rate from the school boards.

For the associations, we contacted the Presidents or the research staff, explained the purposes of the questionnaire, and requested their assistance. After the associations' approval of the contents of the questionnaire, we made arrangements for the mailing process. The questionnaires were mailed by the two associations to their local union representatives. Upon our request, a letter of acknowledgement was included with each questionnaire. Through our contact person in the association, we followed up with a second mailing. The third association provided the mailing list of its local union representatives. In that case, we followed the same procedure as the school boards. This procedure resulted in an average response rate of 52 percent from the three associations.

Participation in the study was based on the understanding that the identity of the organizations would be kept confidential and anonymous.

## V. FINDINGS AND DISCUSSION

Interviews provided an overview of the part-time and occasional teachers and their employment conditions. This qualitative data was supported by the quantitative data obtained from the questionnaires. The findings from the interview and the results of the questionnaire and comments of the individual respondents are presented in the following sections.

### 1. Interview Findings

Interviews supported the typical employment characteristics generally associated with part-time work: low valued jobs, little prospects for

promotion, insecurity and (if not unionized) low pay. At the same time, interviews illustrated the diversity in employment policies based on the continuity and regularity of the teaching assignments.

Interviews indicated that full-time and part-time teachers earn the same salary and benefits, prorated for part-time teachers. Occasional teachers, on the other hand, are paid prorated salary only if they are unionized. The majority of the occasional teachers who are not members of a union are generally paid lower salaries per day than their full-time and part-time counterparts and do not receive benefits.

According to the interviews, a typical part-time teacher was defined as, female with dependent children, and working part-time on a voluntary basis. The associations' representatives, however, also identified another group of part-time teachers, one which is smaller in number but considered as the most disadvantaged of all. That group consists of part-time or occasional teachers working on an involuntary basis because they are unable to receive a full-time contract with a school board yet want access to those full-time jobs through part-time or occasional positions.

From the interviews it was learned that the major factors influencing a school board's decision to hire part-time or occasional teachers were: the board's demand for flexibility in scheduling work, the teacher's preference to work part-time, and the gender of the teacher since female teachers being considered more suitable for part-time work. Teachers' associations and school boards did not consider low labour costs an important factor in employment decisions for the unionized teachers since collective agreements provide for an equivalent compensation package. They did, however, indicate that it may be a factor in hiring unorganized occasional teachers.

In terms of the promotion of teachers to full-time above entry level positions, interviews indicated limited career ladders. Although, according to the collective agreements, there is a yearly movement on the salary grid, the parties do not consider it as a promotion. Promotion in an elementary school environment means a move to a supervisory level, such as a vice principal position. Representatives of the associations and the school boards said that in promotion decisions if there were equally qualified full-time, part-time and occasional teachers as candidates, full-time teachers were generally considered prior to part-time and occasional teachers. If a full-time teacher was not available, then a part-time teacher was considered. Occasional teachers were considered last. Nonetheless, occasional teachers have a relatively good chance to be considered because not all part-time teachers would want to fill in a full-time vacancy. The representatives stated that since many female part-time teachers are voluntary part-time, they would turn down a promotion offering full-time employment.

One of the association representatives indicated that there have been cases where a part-time supervisory position, such as a vice-principal position, was given to a full-time teacher rather than a part-time teacher. In such cases, the full-time teacher will be responsible for the part-time vice-principal position and will teach half time. The school board would hire another part-time teacher to fill in the second half of the teaching position. Therefore, eliminating the promotion possibilities of any existing part-time teachers. In addition, interviews suggested that in promotion decisions personal qualifications, such as ability and responsibility are considered to be more important than the teacher's seniority.

In reply to the training questions, both the teachers' associations and the school boards indicated the existence of extensive training programs for competency on the job. However, in order to be considered for promotion, individuals had to take outside courses on their own time and at their own expense. In terms of access to training, the interviews suggested that full-time and part-time teachers had equal access to employer-sponsored on-the-job training programs. In practice, however, part-time teachers, because of their fewer hours of work, had limited access to such programs. Occasional teachers generally had even less access to training programs.

Layoffs are not common among teachers, but I was also informed that if layoffs were necessary, then, according to the collective agreement, they would be in the order of reverse seniority. Consequently, occasional teachers would be laid off first, followed by regular part-time, and lastly by full-time teachers.

## 2. Survey Findings

### 2.a Employer Reasons to Hire

Analysis of the questionnaire data suggest that certain factors are important in hiring decisions and others are less important or not applicable to the education sector. As Table 1 presents, school boards do not consider low wages or benefits as factors influencing their hiring decisions. This is because their collective agreements already cover both groups of teachers and provide prorated salary and benefits to part-time teachers. In the case of the occasional teachers, school boards hire them not necessarily because they are cheaper to employ but because someone has to fill in an unexpected vacancy when a full-time or part-time teacher is absent from work.

The other factor that seems to be inapplicable to the elementary school teachers is the flexibility in layoff decisions. Education is not a sector that can be easily influenced by fluctuations in the economy and the layoffs which often result from such fluctuations. It is a service producing sector which requires continuity. The changes in the number of teachers is a gradual fluctuation which depends on the demographics of the population, not the market forces. Furthermore, as discussed before, when teachers are hired, they agree to provide services for the school year or until the replaced person is available for work. The individual contract, whether written or implicit, binds both the teacher and the employers, and thus eliminates the flexibility in layoffs as a factor in the decisions to employ part-time teachers.

If we exclude the "not applicable" responses from the data and analyze the ranking of the factors for the school boards, the teacher's preference to work part-time and the school boards' demand for flexibility in scheduling work are ranked as the most important factors (See Table 1). As one respondent from the school boards makes clear:

The teaching contracts make no distinction between full-time and part-time re: rate of salary, benefits or working conditions. The part-time teacher, in general terms, does not contribute to the total school program in as complete a way as does a full-time teacher. This is a consideration for staffing a school as the extracurricular program of a school is of significant importance. All teachers need to become involved in this aspect of the school's program. However, a part-time teacher does provide flexibility to in-class programming and therefore has significant potential for a school board in its attempts to be as efficient as possible with the allocation of teaching staff.

Data seem to indicate the stereotyping also influences the hiring decisions. As Table 1 presents, of those respondents from the school boards that provided a ranking, 46 percent would consider hiring a part-time or an occasional teacher if, in their opinion, the employee were suitable for

part-time employment. Often suitability for part-time teaching consisted of being female with dependent children.

The responses from the teachers' associations and school boards, are comparable, although the percentage support for not applicable responses is lower for the teachers' associations representatives. As Table 1 presents, teachers' associations consider low labour costs and flexibility in layoffs as insignificant factors in hiring decisions. A majority of the associations' respondents are of the opinion that school boards hire part-time teachers for the flexibility they provide in scheduling work. They also indicate that employers hire part-time teachers because the teachers themselves, particularly female teachers, want to work part-time. A female respondent supports this issue by saying:

In my opinion part-time employment opportunities are the perfect arrangement for many families. Part-timers tend to work more than their specified percent (just as many full-timers work more than 100%) so I see them as a bargain. Job-sharing is a way of accommodating part-time workers. Unfortunately our administration tends to look upon this specific arrangement unfavourable.

While female teachers want to work part-time, they are, as the <sup>qualitative</sup> responses illustrated, becoming increasingly concerned that if they convert to part-time, they may find it difficult to convert that into full-time once they are ready to return to work on a full-time basis.

In addition, the associations' respondents consider that the stereotyping of females as "suitable for part-time employment because of their child care responsibilities," plays a significant role in influencing the employers' hiring decisions (ranked a second).

While the majority of the respondents from the associations consider low labour costs as not applicable to education sector, those who responded seem to rank low benefits and wages as relatively important in hiring

decisions, particularly for occasional teachers (see Table 1). One of the association respondents elaborated on this issue:

Our occasional teachers have no bargaining unit. They are a small group which changes regularly and, in addition, they are geographically spread out. They are at the mercy of the school board. Occasional teachers who fill in for extended periods of time really have the worst situation. They have no benefits. If they are sick one day they lost salary but they may find themselves teaching eight or nine months continuously. Classroom assistants and teachers' aides have little or no security but when they are hired full-time they do have benefits which beat the occasional teachers' situation.

Overall, the data support the interviews' claim that part-time and occasional teachers are hired because they provide flexibility in scheduling work, they are suitable for part-time work, and employees prefer to work part-time. Low labour costs and flexibility in layoffs do not seem to be important factors for hiring part-time and occasional teachers.

## 2.b. Promotion Policies

As presented in Table 2, in promotion decisions, the school boards indicate a clear preference for full-time teachers. However, they also indicate that if a full-time teacher is not available or unwilling to fill in the full-time position, they would consider promoting a part-time teacher, and lastly an occasional teacher. As presented in Table 3, the majority of the respondents from the school boards consider education and experience as the most important factors in promotion decisions, followed by personal qualifications and seniority. As one of the employer respondents says,

The only promotion is to principal, vice-principal, co-ordinator or consultant position which is generally full-time. We would promote the best qualified applicant which has the education, experience and the personal skills to perform the job.

Although the respondents from the teachers' associations concur with the employers ranking of factors, a few respondents from the associations

also state that other factors such as political reasons, affirmative action programs or interview ability, play an influential role in promotion decisions. For example, an association respondent said, "there is no consistent or coherent policy on promotions but it is pure whim," and one other elaborated by saying, "in the public sector (i.e. education) jobs are given to friends or relatives -- hiring procedures are loose and can be overruled by supervisory personnel."

### 2.c. Training Policies

In the education sector, training for proficiency on the job is important. In this study, however, the focus is on a different type of training -- the one which prepares employees for advancement to supervisory level job opportunities.

The responses to our survey illustrate that at least 71 percent of the school boards provide training to full-time and part-time teachers, but only 8 percent indicate that the same training programs are available for occasional teachers. In terms of priority in access to training programs, as Table 2 presents, the majority of the employers claim that they provide equal access to full-time and part-time teachers. A substantial majority, however, reply that the question is not applicable to occasional teachers, indicating that, because of their intermittent work schedules, occasional teachers do not attend or are not encouraged to attend the training programs. In addition to training for promotional purposes, there are professional development days sponsored by the teachers' federation. If there is a professional development day and if an occasional teacher is working at that time, for example, covering a maternity leave, then she/he attends the training session. However, they do not have access to

management/supervisory training programs sponsored by the employer. An employer representative elaborated on this question as follows:

Training programs for teachers are basically Ministry Course/University Course. In most cases teachers pay their own tuition. However, the board does assist persons who are requalifying to retain a position by providing financial assistance where possible. Supply [occasional] teachers aren't covered by the collective agreement and therefore do not get the benefit or the promotional opportunities until internal posting is completed.

In terms of the availability of training programs, the majority of the association representatives indicate that training programs are available for full-time teachers (63 percent). More than half (54 percent) consider training to be available for part-time and occasional teachers. However, in reply to the question of who gets the priority in access to training programs, respondents from the teachers associations rank full-time teachers first, followed by part-time teachers. For the occasional teachers, more than half of the respondents indicated that this question did not apply either because they are not covered by the agreement or because they are not provided with the opportunity to attend training programs (See Table 2).

#### 2.d Layoff Policies

Employer responses to layoff questions revealed that a large percentage do not consider layoffs as applicable to their sector and prefer not to answer the question. Of those that replied, a substantial majority ranked occasionals as the first to be laid off, followed by regular part-time teachers and lastly by full-time teachers (Table 2). In terms of the factors influencing layoff decisions, employers consider seniority as the most important factor, followed by education and personal qualifications (Table 3). An employer respondent explained that,

Teachers have a transfer surplus process which considers seniority and qualifications. The least senior with the least skill or qualifications is required the first to be laid off.

The teachers' associations ranking of layoff decisions and the factors that influence those decisions are similar to the employers' response, suggesting the secondary status of part-time and occasional teachers in comparison to full-time teachers.

## VI. CONCLUSIONS

In this study, based on interviews and a survey of school boards and the teachers' associations, I attempted to provide an overview of the part-time phenomenon in the teaching profession. In particular, the study examined the different types of teachers and their associations, the employer reasons for hiring part-time teachers and the application of promotion, training and layoff policies with regard to full-time, part-time and occasional teachers.

The study found that school boards hire part-time and occasional teachers for three major reasons: the flexibility they provide in scheduling the teaching assignments, the employee's preference to work part-time and the employer's perception of the employee as suitable for part-time employment. The findings of this study also indicate that low labour costs and flexibility in layoff decisions are insignificant factors in hiring decisions.

The results of this study suggest that there exists three distinct applications of employment policies with respect to full-time, part-time and occasional teachers. While full-time teachers enjoy preferential treatment in employment policies, part-time and occasional teachers are employed as peripherals. However, school boards also differentiate within the peripheral group. More specifically, in the application of employment policies, school boards indicate that there is a definite preference for

part-time teachers who have regular employment contracts with the school boards, over occasional teachers who are employed on a temporary basis.

TABLE 1:

School Boards' Reasons to Hire Part-Time Teachers and Associations Views

<u>Reasons</u>	<u>Responses from the School Boards (N = 41)</u>				<u>Responses from the Teachers' Associations (N = 41)</u>			
	<u>% NA</u>	<u>Resp. with NA excluded</u>			<u>% NA</u>	<u>Resp. with NA excluded</u>		
	<del>(N=41)</del>	<u># Resp.</u>	<u>Rank</u>	<u>% in Rank</u>	<del>(N=41)</del>	<u># Resp.</u>	<u>Rank</u>	<u>% in Rank</u>
Low Wages	83	7	8	72	66	13	3	23
Low Benefits	78	9	8	44	55	17	2	29
Flexibility in Scheduling	31	27	1	44	31	27	1	52
Flexibility in Layoff	71	12	4	42	58	16	1	31
Employee Prefers to Work Part-time	12	36	1	44	18	32	1	38
Employee is Suitable for Part-time Work	41	24	2	46	32	18	2	32

TABLE 2: Promotion, Training and Layoff Policies

Employment Policy and the Type of Teacher	School Boards					Associations				
	Rank	# Responded <sup>a</sup>	% <sup>a</sup>	# Responded <sup>b</sup>	% <sup>b</sup>	Rank	# Responded <sup>a</sup>	% <sup>a</sup>	# Responded <sup>b</sup>	% <sup>b</sup>
Promotion:										
Full-Time	1	41	73	33	91	1	41	90	39	95
Part-Time	2	40	65	31	84	2	40	73	36	81
Occasional	3	40	40	23	70	3	39	46	24	75
Access to Training:										
Full-Time	1	41	66	28	96	1	41	73	30	100
Part-Time	1	41	54	27	81	2	41	44	28	74
Occasional	9(2) <sup>c</sup>	39	75	10	50	9(3) <sup>c</sup>	40	55	18	61
Layoffs:										
Full-Time	3	41	39	29	55	3	41	46	27	70
Part-Time	2	41	63	30	87	2	41	46	26	73
Occasional	1	41	66	27	100	1	41	46	20	95

a: majority ranking, including not applicable answers.

b: majority ranking, excluding not applicable answers.

c: 9 means not applicable.

TABLE 3: Factors Influencing Employment Decisions

Factors	School Boards					Associations				
	Rank	# Responded <sup>a</sup>	% <sup>a</sup>	# Responded <sup>b</sup>	% <sup>b</sup>	Rank	# Responded <sup>a</sup>	% <sup>a</sup>	# Responded <sup>b</sup>	% <sup>b</sup>
<b>Promotion:</b>										
Personal Qualifications	2	41	59	37	65	2	39	56	38	58
Education and Experience	1	41	73	39	77	1	39	64	39	64
Seniority	3	40	60	35	69	3	39	67	36	72
<b>Layoffs:</b>										
Personal Qualifications	3	40	40	28	57	3	41	49	29	69
Education and Experience	2	40	48	31	61	2	41	61	33	76
Seniority	1	41	61	37	68	1	40	76	40	78

a: Majority ranking, including not applicable answers.

b: Majority ranking, excluding not applicable answers.

## Footnotes:

1. Teaching Profession Act, RSO 1980 c. 495 (am July 1985 s. 1(1)).
2. The School Boards and Teachers Collective Negotiations Act, 1975.
3. Membership figures are obtained from the teachers' unions.
4. In this study, marginal, peripheral or secondary terminologies are used interchangeably to describe the jobs or workers who are employed in substandard employment conditions. Most of these jobs are low paying, offer little security, and employ low valued, unskilled and nonunion workers with no possibilities for career progression. Education and training do not increase the wages, and most marginal workers are in "dead-end jobs". Core or primary jobs have the opposite characteristics of the marginal or secondary jobs. For more, see Doeringer & Piore (1971), Beechey, and Perkins (1987), Mangum, Mayall and Nelson (1985).
5. The survey covered 51 collective agreements, but because male and female teachers are represented by separate unions, the total number of questionnaires mailed to the local unions (branches or units), in fact, was 83.

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