

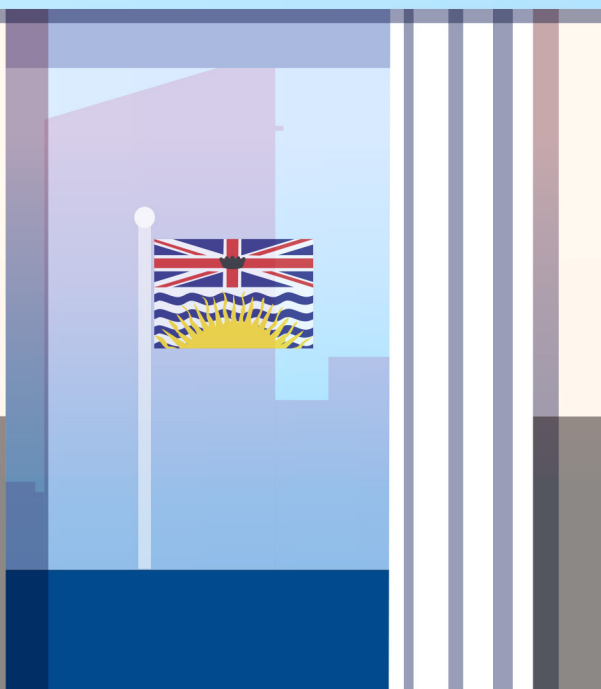
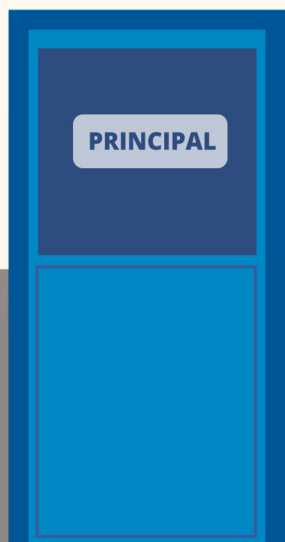
Principals' Work and Well-Being in British Columbia

Dr. Fei Wang

Dr. Katina Pollock

Booklet #1

Work Intensification of Principals



PART OF A SERIES OF 4 BOOKLETS

OVERVIEW

This booklet summarizes the findings of a research survey. The following results include principals' work intensification, how it manifests, the contributing factors, and the related challenges and possibilities.

THE RESPONDENTS

1239
invited

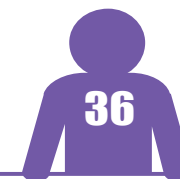
38.3%
response rate



elementary
principals



secondary
principals



elem/sec
principals

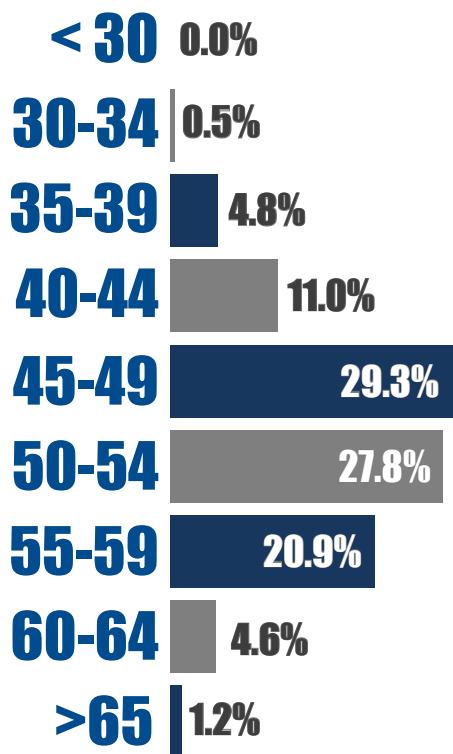


middle school
principals

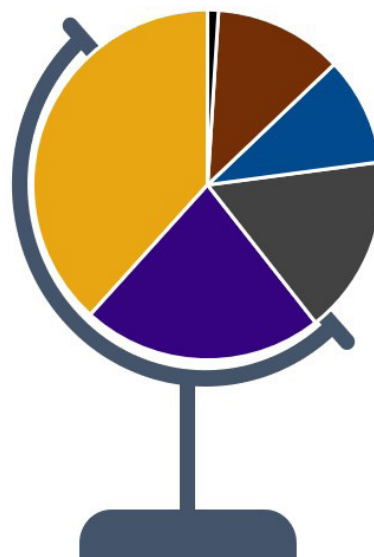
GENDER



AGE

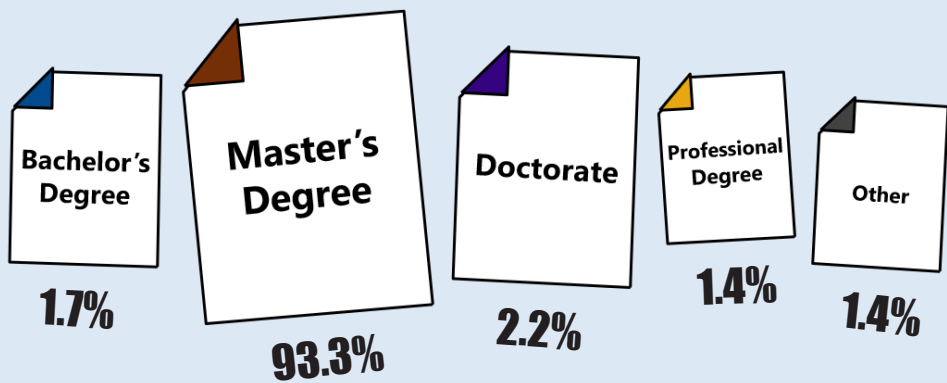


SCHOOL LOCATION



56 school boards

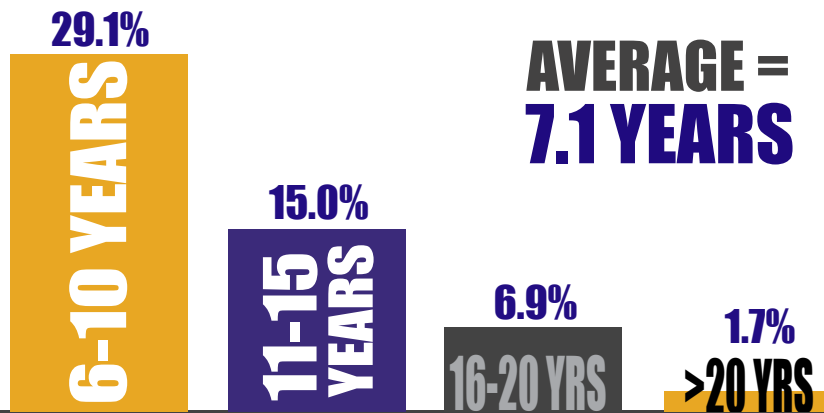
HIGHEST LEVEL OF EDUCATION ACHIEVED



47.3%

LESS THAN 5 YEARS

YEARS OF EXPERIENCE AS A PRINCIPAL



AVERAGE = 7.1 YEARS

Overall, how well principals felt they manage their work:



0%
very poor



7.8%
poor



26.7%
average



60.5%
good



4.9%
outstanding

HOW PRINCIPALS SPEND THEIR TIME

AVERAGE HOURS SPENT PER WEEK ON WORK-RELATED ACTIVITIES



Many principals would like to spend **LESS** time on activities related to managerial and administrative matters such as:

Internal School Management (49.0%)
Student Discipline/Attendance (46.2%)
Administrative Directives (40.8%)
School Board Committees (36.0%)
Building Maintenance (34.4%)

Principals also felt that the following activities should have **MORE** time dedicated to them:

Curriculum & Instructional Leadership (79.8%)
Principal's Own Professional Development (79.6%)
Classroom Walk-Throughs (79.5%)
Student Well-Being (50.0%)
Student-Related Activities (49.2%)
Staff Well-Being (44.9%)

HOW PRINCIPALS SPEND THEIR TIME

56.9

avg. # of hrs worked per week

97.2

% of principals working more than 40 hrs per week

HOURS SPENT ON COMMUNICATION TASKS & IF LESS, MORE, OR THE SAME AMOUNT SHOULD BE SPENT

9.6

e-mail

LESS

6.0

informal (impromptu) meetings

SAME

4.7

formal (pre-scheduled) meetings

SAME

3.1

phone (cell or landline)

SAME

2.0

text messaging

SAME

1.5

other modes of communication

SAME

1.4

social media

SAME

1.4

school newsletter

SAME

WORK-RELATED CHALLENGES & POSSIBILITIES

LACK OF REPLACEMENT STAFF

LACK OF TEACHERS W/ SPEC ED EXPERTISE

LACK OF SPEC ED SUPPORT FOR TEACHERS

DIFFICULTY TERMINATING UNDER-PERFORMING TEACHERS

LACK OF TIME TO EVALUATE TEACHERS

DIFFICULTY RECRUITING & HIRING THE RIGHT TEACHERS

LACK OF QUALIFIED SUBSTITUTE TEACHERS

TEACHER/STAFF APATHY & RESISTANCE TO CHANGE

LACK OF TIME FOR TEACHER PLANNING & PD

PRINCIPALS' 'FAIL TO FILLS'

LACK OF TEACHER KNOWLEDGE & SKILLS

TEACHER TURNOVER

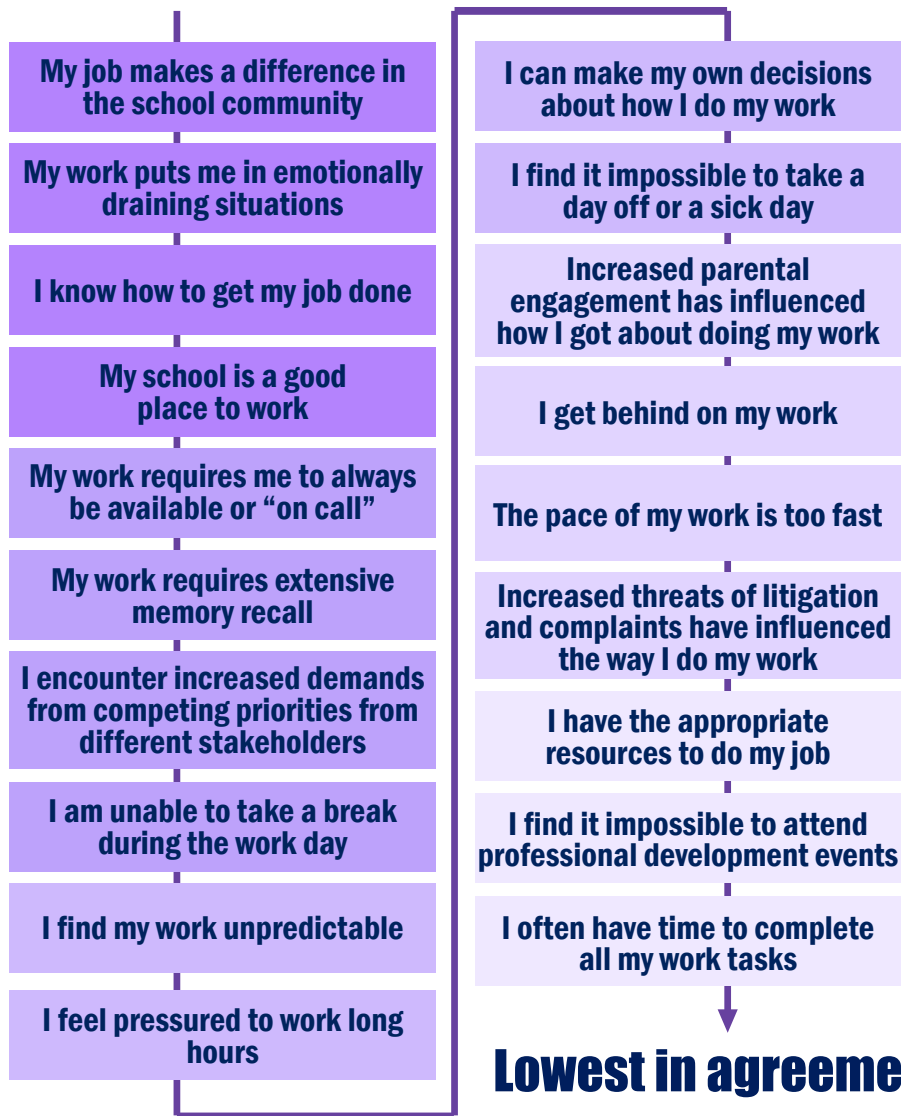
LACK OF TRUST BETWEEN TEACHERS & PARENTS/GUARDIANS

Ranking of factors OFTEN or ALWAYS affecting principals' work with regard to teachers:

WORK-RELATED CHALLENGES & POSSIBILITIES

Principals AGREED or STRONGLY AGREED with the following statements:

Highest in agreement



Lowest in agreement

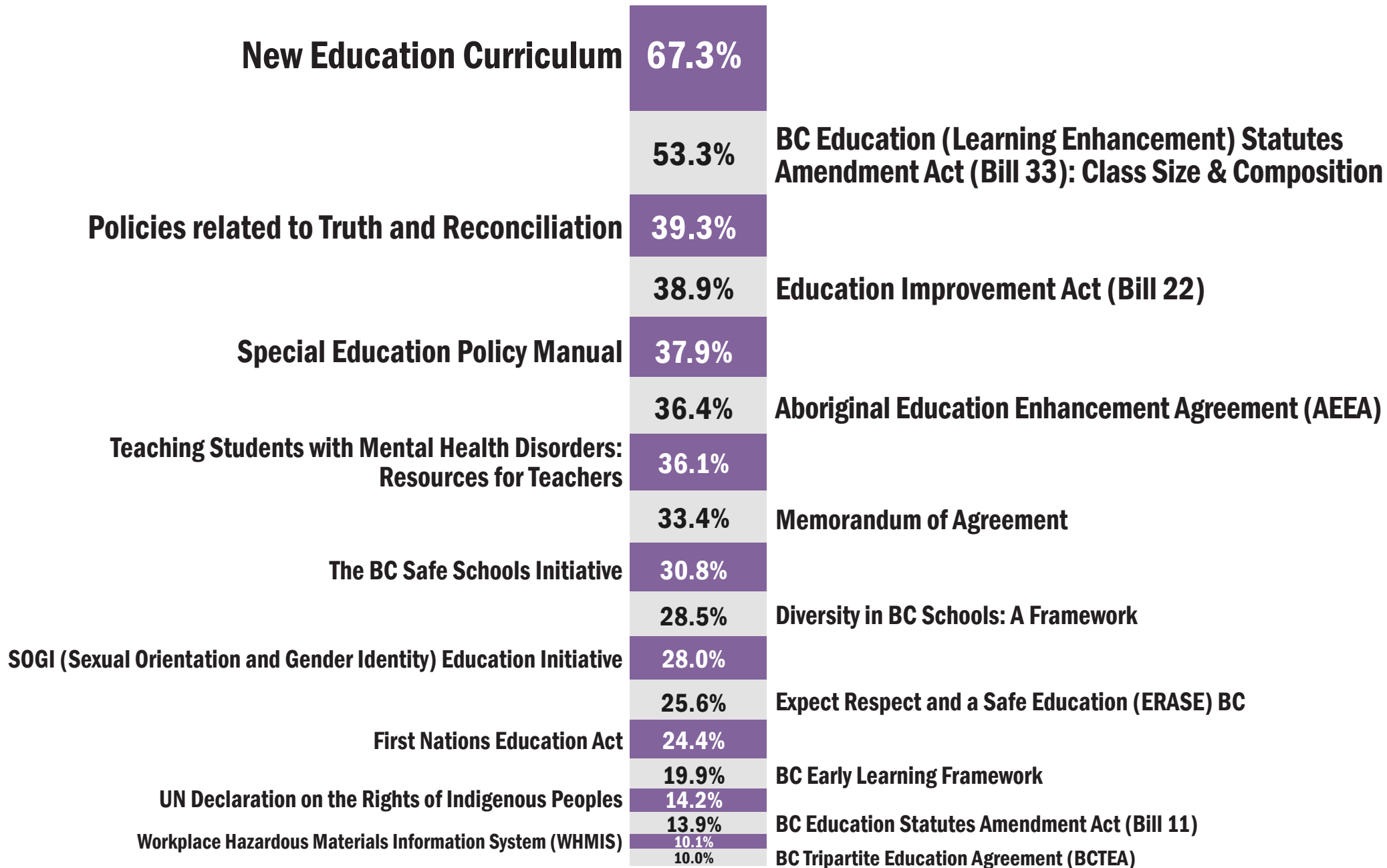
The extent to which principals agreed with the following statements:



<input checked="" type="checkbox"/>	99.0%	<input type="checkbox"/>	I have compassion for people at my work
<input checked="" type="checkbox"/>	94.8%	<input type="checkbox"/>	The demands of everyday work life have an impact on me
<input checked="" type="checkbox"/>	51.5%	<input type="checkbox"/>	I often feel overwhelmed by my work responsibilities
<input checked="" type="checkbox"/>	46.1%	<input type="checkbox"/>	My work negatively impacts my relationship with my family & friends
<input checked="" type="checkbox"/>	40.4%	<input type="checkbox"/>	The role of principalship is what I expected
<input checked="" type="checkbox"/>	42.1%	<input type="checkbox"/>	I do not find current professional activities helpful for my work
<input checked="" type="checkbox"/>	70.5%	<input type="checkbox"/>	I have given up trying to make big improvements or changes in my professional life
<input checked="" type="checkbox"/>	78.2%	<input type="checkbox"/>	I do not enjoy being in a new situation that requires me to change old familiar ways of doing things
<input checked="" type="checkbox"/>	78.8%	<input type="checkbox"/>	I do not fit very well with the communities my school serves

POLICY & EXTERNAL INFLUENCE

Principals reflected on which of the following provincial policies impacted their work **A LOT**:



POLITICAL CLIMATE

The top 10 areas where principals' work has been VERY or EXTREMELY impacted by the political climate surrounding public education in the past 2 years:

Growing mental health issues among students, teachers, and parents (87.6%)

A system of anxiety in education (81.9%)

Supreme court ruling on class size and composition (81.2%)

BC curriculum change (75.3%)

Finite resources available to meet demanding constituents (65.6%)

Other (63.2%)

Advances in Information Communication Technology (61.6%)

Increasingly diverse student populations (60.0%)

Consumer mentality among parents (53.9%)

Impact of the changing government (e.g., reduced resources, recent policy and program changes) (51.9%)

RECOMMENDATIONS

For Ministry of Education

- reduce the number of policies and initiatives principals are responsible for to address the time-consuming nature of regulations, follow-up reports, and documentation
- make standardized templates, samples, and routine tasks into an operational manual to alleviate principals' paperwork and administrative tasks

For District School Boards

- recognize context matters and allow principals more localized discretion and decision-making
- streamline work processes by consolidating standardized templates, forms, samples, and routine tasks into an interactive portal/database to alleviate principals' paperwork and administrative tasks

For Professional Associations

- advocate and lobby for members to have more staffing arrangements (e.g., co-principalship, VPs, administrative assistants, dedicated school management positions, and district resource people), and increased health and well-being benefits (e.g., counselling, physiotherapy, etc.), resource allocations, and administrative time
- enhance its process for disseminating and sharing information with its members

For Principals

- create opportunities for collaboration
- engage in peer support and learning on effective practices
- create or revisit your existing well-being plan to determine if it includes all components of your well-being

Principal Investigators:



Dr. Fei Wang
University of British Columbia
fei.wang@ubc.ca
Twitter: @DrFeiWang



Western

Dr. Katina Pollock
University of Western Ontario
katina.pollock@uwo.ca
Twitter: @DrKatinaPollock

For the full research report, visit:
<https://bit.ly/BCprincipals2020>

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