

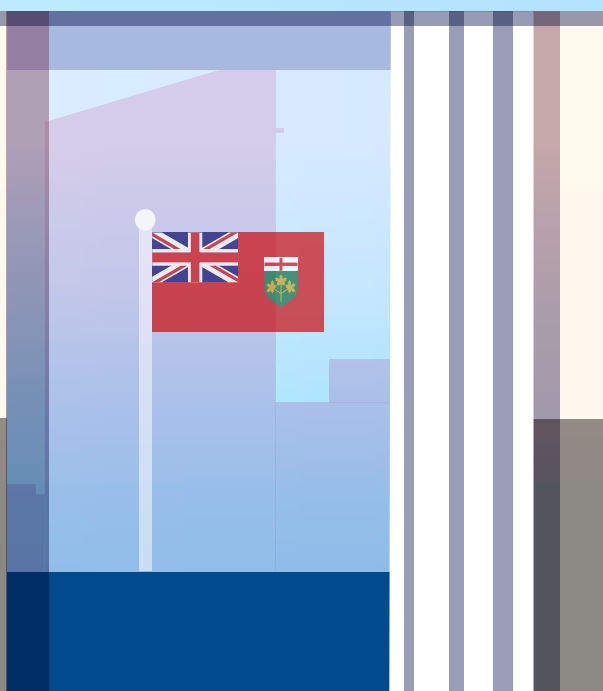
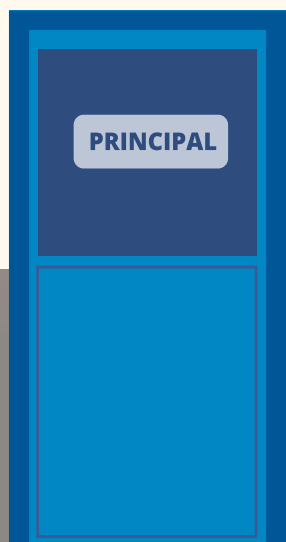
# Principals' Work and Well-Being in Ontario

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Booklet #1

Work Intensification of Principals



**PART OF A SERIES OF 4 BOOKLETS**

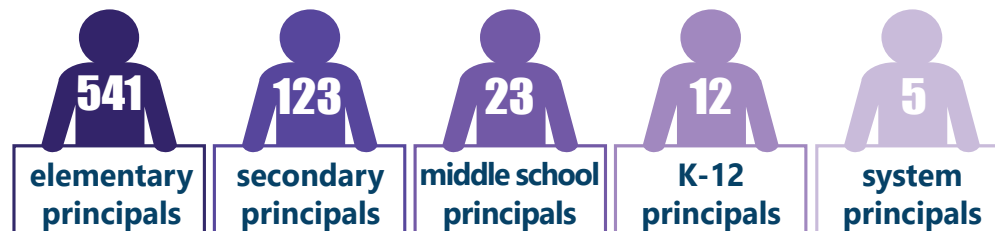
# Overview

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

**2419**  
invited

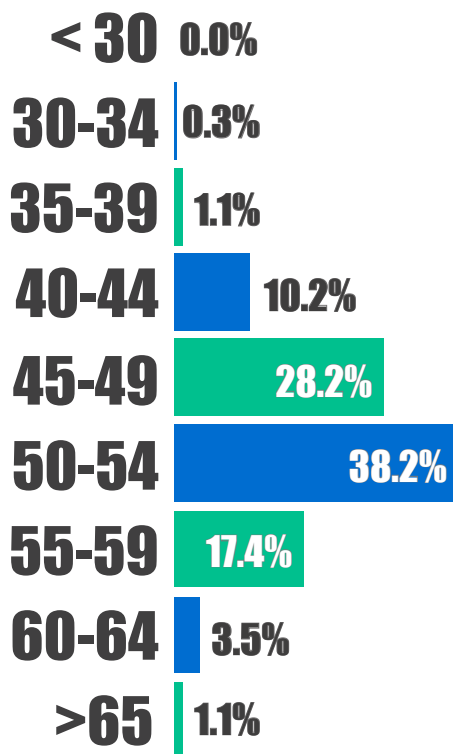
**35.6%**  
response rate



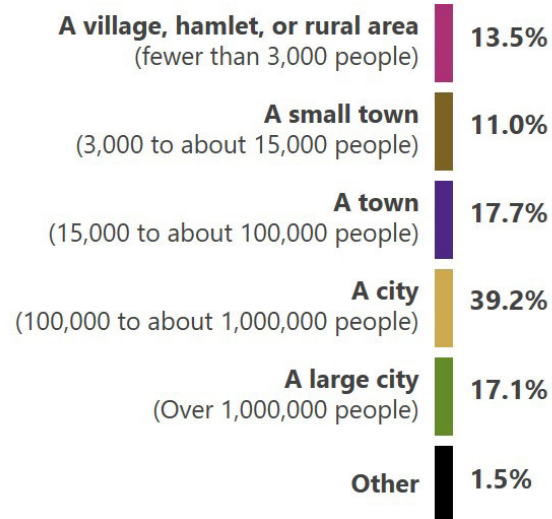
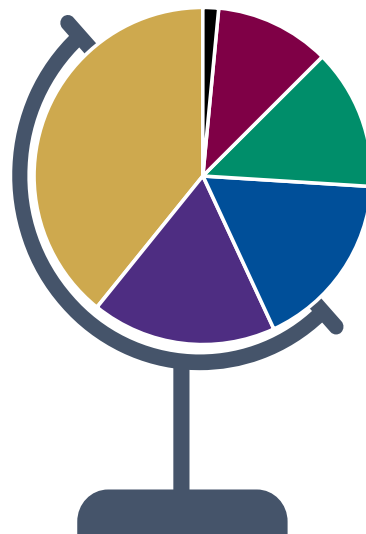
# Gender



# Age

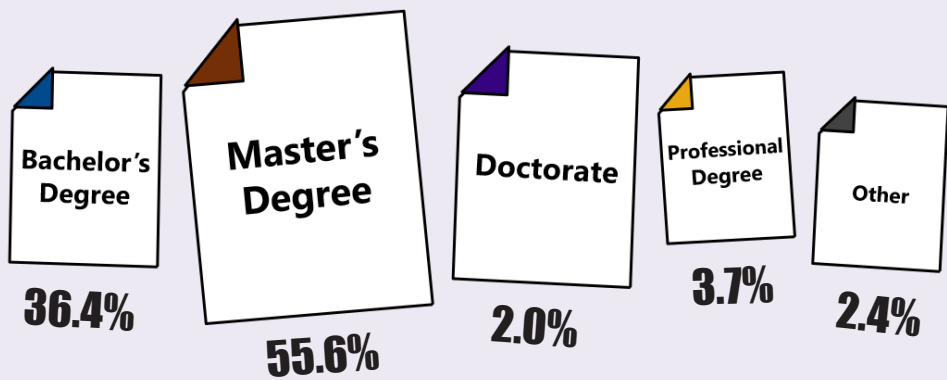


# School Location

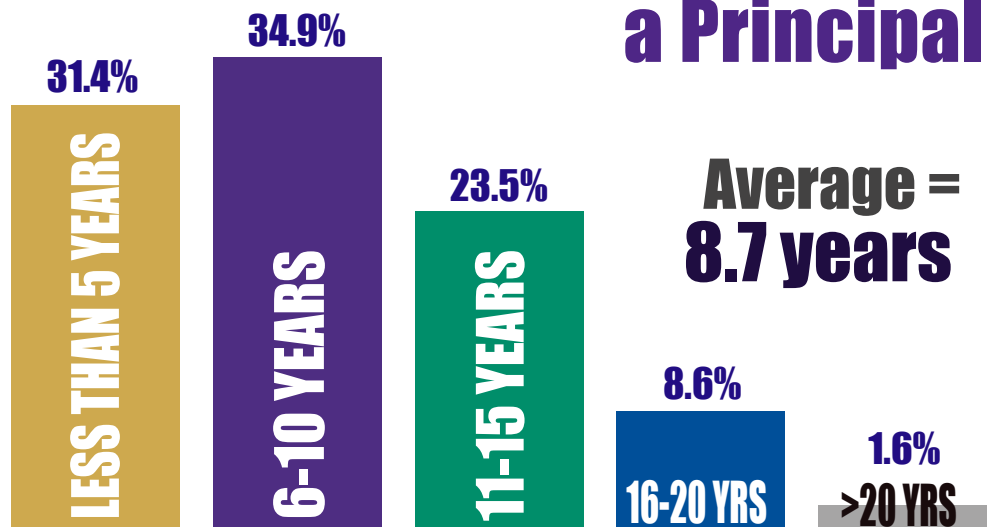


**33** school boards

# Highest Level of Education Achieved



# Years of Experience as a Principal



Overall, how well principals feel they manage their work:



1.6%  
very poor



6.1%  
poor



30.5%  
average



56.3%  
good



5.5%  
outstanding

# How Principals Spend Their Time

## Average Hours Spent per Week on Work-Related Activities



Many principals would like to spend **LESS** time on **student discipline and attendance (57.7%)**.

They would also like to decrease the number of hours spent on activities related to managerial and administrative matters such as:

Administrative Directives (53.1%)  
Internal School Management (43.8%)  
School Board Committees (29.6%)  
Building Maintenance (28.0%)

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

Classroom Walk-Throughs (75.2%)  
Curriculum & Instructional Leadership (74.5%)  
Principal's Own Professional Development (74.0%)

# How Principals Spend Their Time

**57.3**

avg. # of hrs worked per week

**97.5%**

% of principals working more than 40 hrs per week

## Hours Spent on Communication Tasks & if Less, More, or the Same Amount Should be Spent

**10.5**

e-mail

LESS

**7.8**

informal (impromptu) meetings

SAME

**5.4**

formal (pre-scheduled) meetings

SAME

**3.8**

phone (cell or landline)

SAME

**2.2**

text messaging

SAME

**1.7**

social media

SAME

**1.3**

other modes of communication

SAME

**1.1**

school newsletter

SAME

# 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 (94.5%)

A system of anxiety in education (86.0%)

Impact of the changing government (82.2%)

Finite resources available to meet demanding constituents (68.9%)

A culture of complaints and litigation in educational system (63.8%)

Diversification of student discipline (59.6%)

Advances in Information Communication Technology (59.3%)

Consumer mentality among parents (57.3%)

Operational and building management demands (53.6%)

Other (50.0%)

# Work-Related Challenges & Possibilities

Principals **AGREED** or **STRONGLY AGREED** with the following statements:

**Highest in agreement**

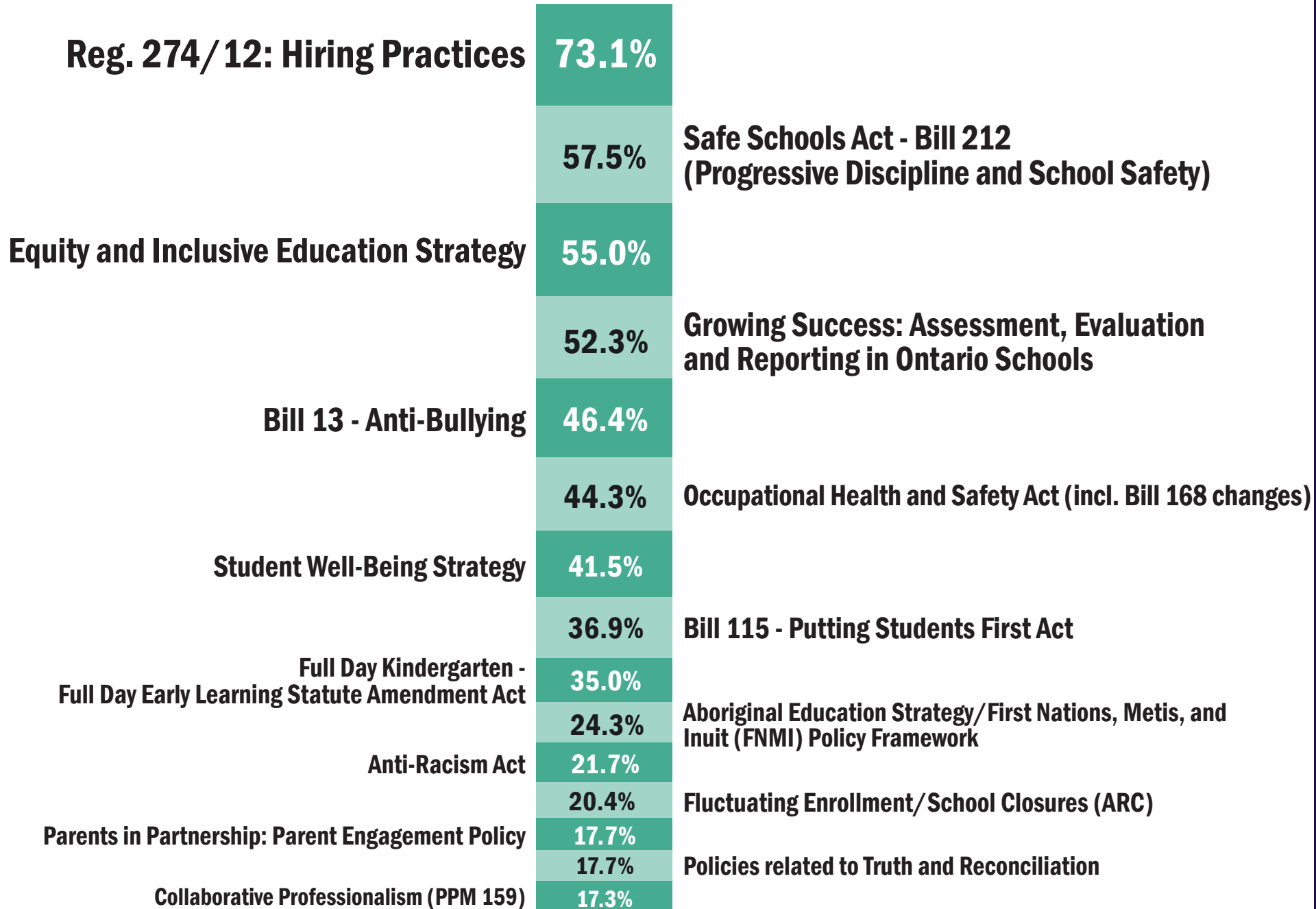


The extent to which principals agreed with the following statements:



# Policy & External Influence

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



# Recommendations

## For Ministry of Education

- align the number of policies and initiatives principals are responsible for to address the time-consuming nature of regulations, follow-up reports, and documentation
- recognize context matters and allow principals more localized discretion and decision-making
- make provincially standardized templates, sample documents, and routine tasks to alleviate principals' paperwork and administrative tasks

## For District School Boards

- 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



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For the full research report, visit:  
<https://bit.ly/ONprincipals2020>

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