OVERVIEW

This booklet summarizes the findings of a research survey and demonstrates:

- principals’ self-care,
- the availability and effectiveness of organizational support, and
- the necessary skills for principals in intensified work conditions.

THE RESPONDENTS

1239 invited
38.3% response rate

284 elementary principals
77 secondary principals
36 elem/sec principals
12 middle school principals
**DEMOGRAPHICS**

**GENDER**
- Female: 57.6%
- Male: 41.2%
- Prefer not to answer: 1.2%
- Non-binary: 0%

**AGE**
- < 30: 0.0%
- 30-34: 0.5%
- 35-39: 4.8%
- 40-44: 11.0%
- 45-49: 29.3%
- 50-54: 27.8%
- 55-59: 20.9%
- 60-64: 4.6%
- > 65: 1.2%

**HIGHEST LEVEL OF EDUCATION ACHIEVED**
- Bachelor's Degree: 1.7%
- Master's Degree: 93.3%
- Doctorate: 2.2%
- Professional Degree: 1.4%
- Other: 1.4%

**SCHOOL LOCATION**
- A village, hamlet, or rural area (fewer than 3,000 people): 10.0%
- A small town (3,000 to about 15,000 people): 16.5%
- A town (15,000 to about 100,000 people): 22.3%
- A city (100,000 to about 1,000,000 people): 38.3%
- A large city (Over 1,000,000 people): 11.9%
- Other: 1.0%

**YEARS OF EXPERIENCE AS A PRINCIPAL**
- Less than 5 years: 47.3%
- 6-10 years: 29.1%
- 11-15 years: 15.0%
- 16-20 years: 6.9%
- Greater than 20 years: 1.7%

**AVERAGE = 7.1 YEARS**

56 school boards
Overall, how well principals thought they were managing their well-being:

- Very poor: 4.4%
- Poor: 19.8%
- Neutral: 30.3%
- Good: 41.6%
- Excellent: 3.9%

Overall, how well principals felt they can cope with work-related stress:

- Very poor: 1.7%
- Poor: 13.5%
- Neutral: 25.9%
- Good: 52.9%
- Excellent: 5.9%

The top 10 ways principals coped with a draining day at work:

1. I Manage My Emotions Well
2. Self-Efficacy Helps Me Manage My Work
3. I Feel Resilient At Work
4. I Am Able To Turn Adversity Into Achievement
5. I Engage In Mindful Practices To Manage My Work
6. Seeking Solitude
7. Eating
8. Using Alcohol
9. Physical Activities/Exercising
10. Spending Time With Family/Friends/Pets

The extent to which principals AGREED or STRONGLY AGREED with these statements:

- I Manage My Emotions Well: 90.3%
- Self-Efficacy Helps Me Manage My Work: 76.9%
- I Feel Resilient At Work: 73.8%
- I Am Able To Turn Adversity Into Achievement: 66.3%
- I Engage In Mindful Practices To Manage My Work: 55.2%
The following supports were deemed effective for many principals but were not available for everyone:

<table>
<thead>
<tr>
<th>Support</th>
<th>Effectiveness Rate</th>
<th>Specific Support Was Unavailable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information sharing for members of professional associations (e.g. BCPVPA)</td>
<td>53.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Health and well-being benefits</td>
<td>49.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Adequate resource allocations</td>
<td>36.3%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Additional time for administrative work</td>
<td>35.9%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Mentoring for school principals</td>
<td>35.9%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Streamlined work processes</td>
<td>35.2%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Coaching for school principals</td>
<td>30.0%</td>
<td>26.1%</td>
</tr>
<tr>
<td>Redefine the principal’s role</td>
<td>22.5%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Modification to teacher hiring practice</td>
<td>22.2%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Early Intervention Program (EIP)</td>
<td>21.2%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Work with policy makers to clarify policies &amp; their intent</td>
<td>14.6%</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

**Skills Principals Thought Were Necessary to Effectively Manage Their Work:**

- Conflict Resolution
- Communication Skills
- Skills to De-escalate Situations
- Time Management
- Problem Solving
- Emotional Intelligence
- Stress Reduction
- Instructional Knowledge
- Social Intelligence
- Legal/Procedural Knowledge
- Skills & Knowledge to Engage Indigenous Practices
- Use of Technology & Social Media
- Other
### RECOMMENDATIONS

#### For Ministry of Education
- re-evaluate existing health and safety related initiatives and programs to consider how principals’ health and well-being can be included

#### For District School Boards
- develop and use support phone lines, online platforms, early intervention programs, counselling services, and health assessment tools to support school principals
- consider what other additional district supports can be specifically targeted to school principals such as expanding the school well-being mandate to include principals

#### For Professional Associations
- deliver continued professional learning opportunities focused on coping strategies and mindfulness practices such as those from the American Psychology Association
- partner with outside agencies whose expertise are around managing workplace stress such as the Starling Minds, Here to Help, We Well-being

#### For Principals
- build a personal support network and reduce personal isolation through participating in formal and informal coaching, mentoring, and/or networking, and attending professional learning programs to build resilience and self-care strategies
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For the full research report, visit:  

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