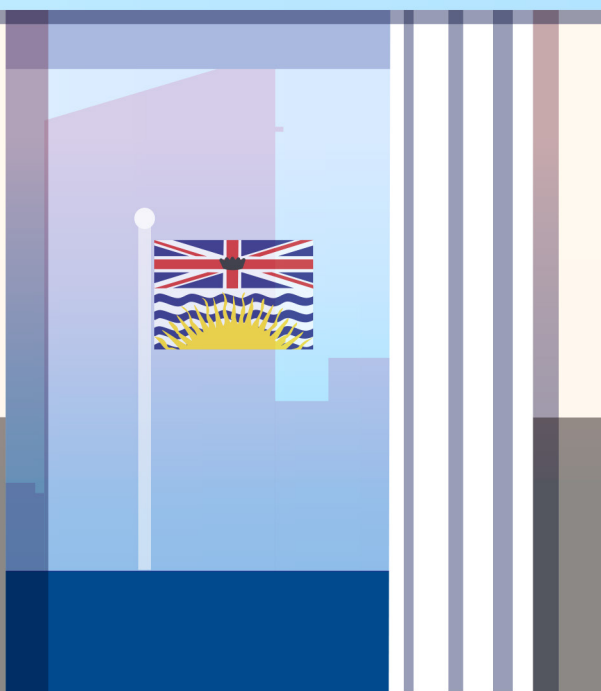
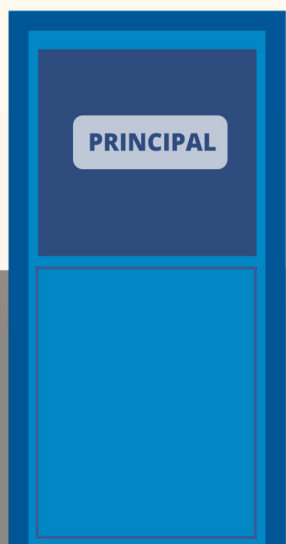


Principals' Work and Well-Being in British Columbia

Dr. Fei Wang

Dr. Katina Pollock

Booklet #4 Coping Strategies



PART OF A SERIES OF 4 BOOKLETS

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

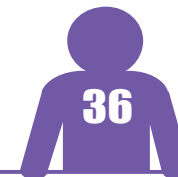
38.3%
response rate



elementary
principals



secondary
principals



elem/sec
principals

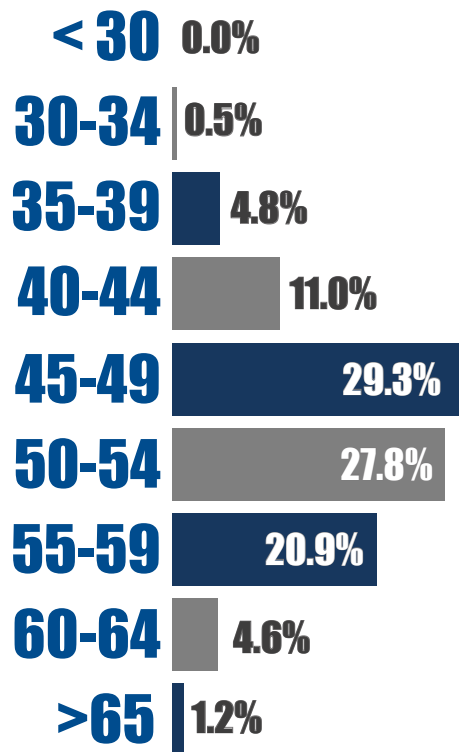


middle school
principals

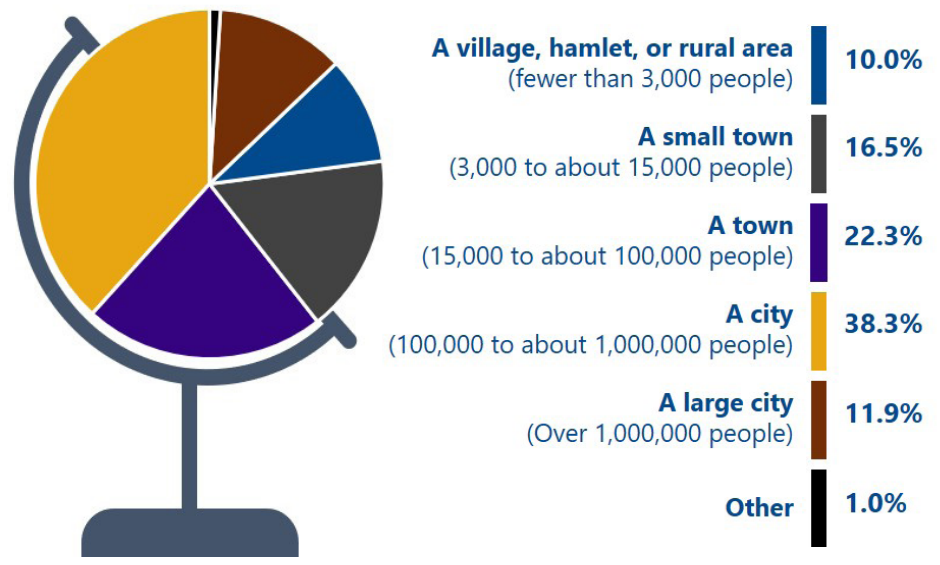
GENDER



AGE

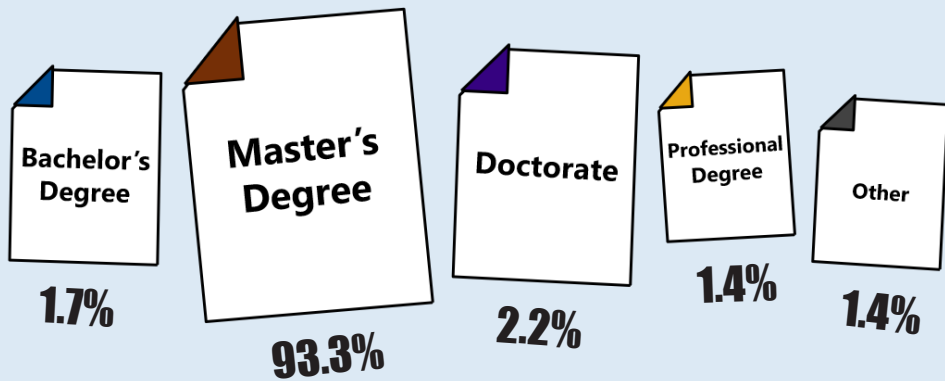


SCHOOL LOCATION

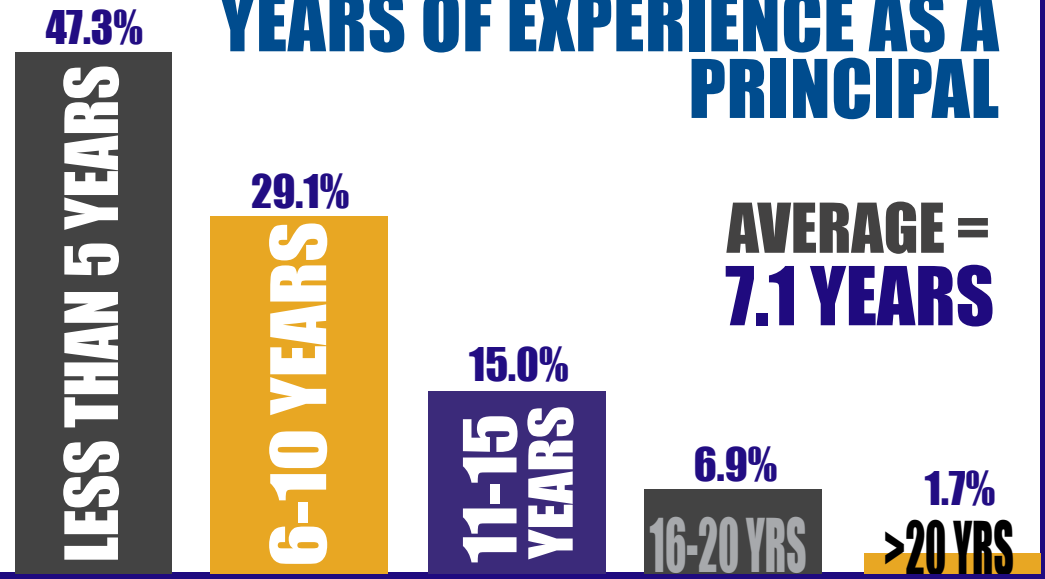


56 school boards

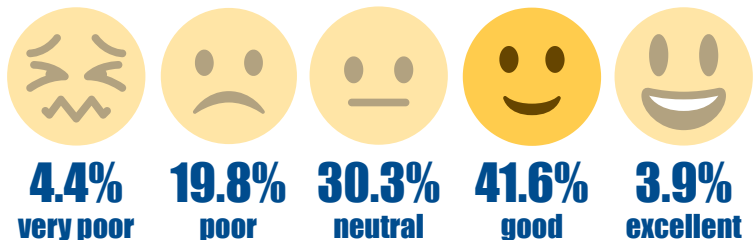
HIGHEST LEVEL OF EDUCATION ACHIEVED



YEARS OF EXPERIENCE AS A PRINCIPAL

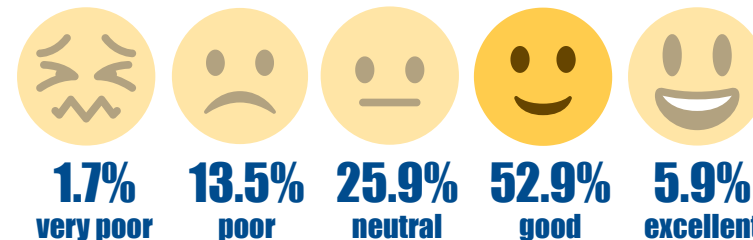


Overall, how well principals thought they were managing their well-being:



SELF-CARE

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



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

90.3% I MANAGE MY EMOTIONS WELL

76.9% SELF-EFFICACY HELPS ME MANAGE MY WORK

73.8% I FEEL RESILIENT AT WORK

66.3% I AM ABLE TO TURN ADVERSITY INTO ACHIEVEMENT

55.2% I ENGAGE IN MINDFUL PRACTICES TO MANAGE MY WORK

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

ORGANIZATIONAL SUPPORT FOR PRINCIPALS

The following supports were deemed effective for many principals but were not available for everyone:

	EFFECTIVENESS RATE	SPECIFIC SUPPORT WAS UNAVAILABLE
Information sharing for members of professional associations (e.g. BCPVPA)	53.4%	0.7%
Health and well-being benefits	49.0%	6.4%
Adequate resource allocations	36.3%	14.9%
Additional time for administrative work	35.9%	39.4%
Mentoring for school principals	35.9%	21.0%
Streamlined work processes	35.2%	19.0%
Coaching for school principals	30.0%	26.1%
Redefine the principal's role	22.5%	30.3%
Modification to teacher hiring practice	22.2%	27.8%
Early Intervention Program (EIP)	21.2%	23.1%
Work with policy makers to clarify policies & their intent	14.6%	26.5%

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

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>

To cite this booklet:

Wang, F. & Pollock, K. (2020). *Principals' work and well-being in British Columbia: Booklet #4 Coping strategies*. University of British Columbia, Vancouver, British Columbia, Canada.

bcp  vpa

This research was supported by the Social Sciences and Humanities Research Council of Canada.



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada 