

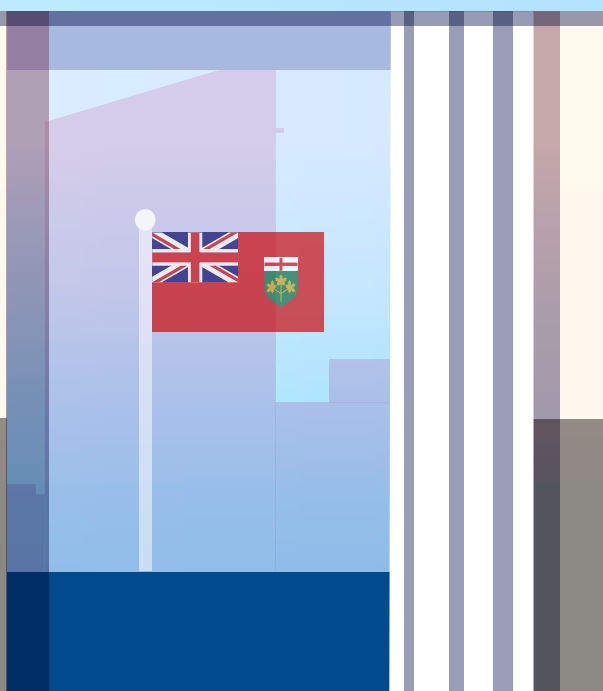
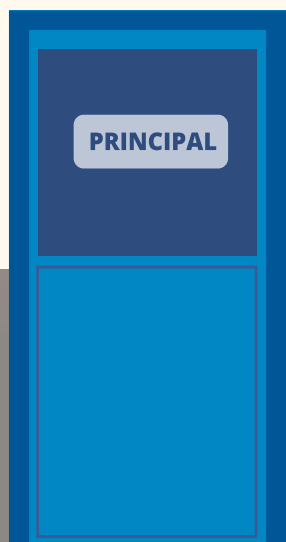
# Principals' Work and Well-Being in Ontario

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Booklet #1

Work Intensification of Principals



**PART OF A SERIES OF 4 BOOKLETS**

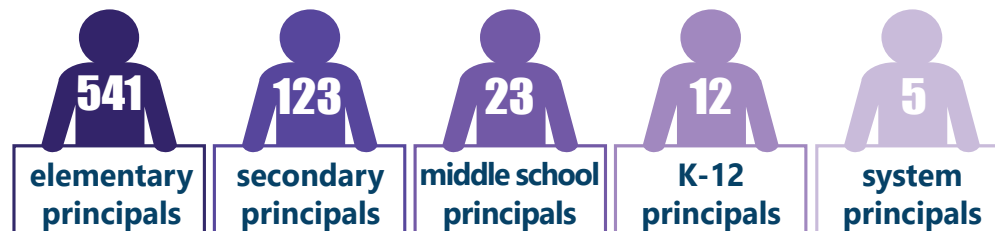
# Overview

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

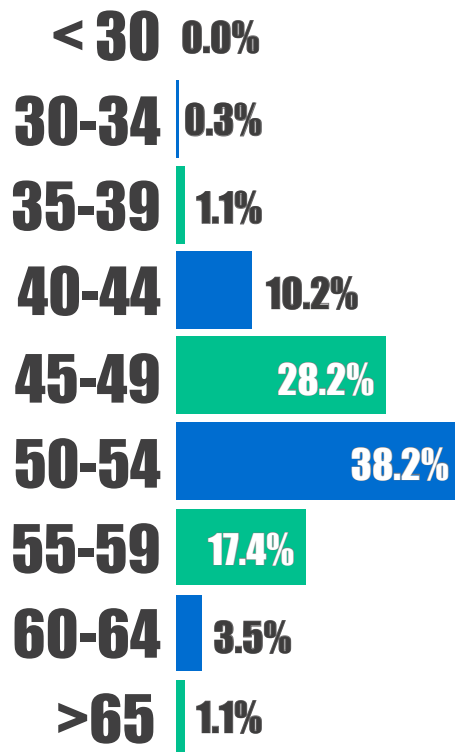
**35.6%**  
response rate



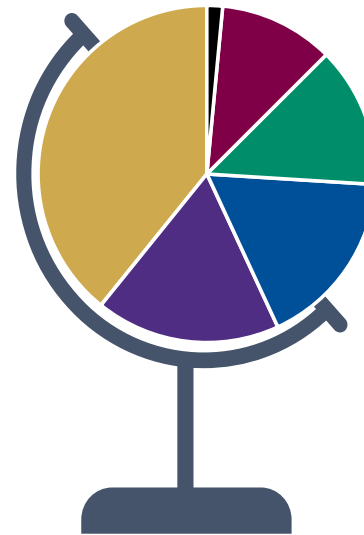
## Gender



## Age



## School Location

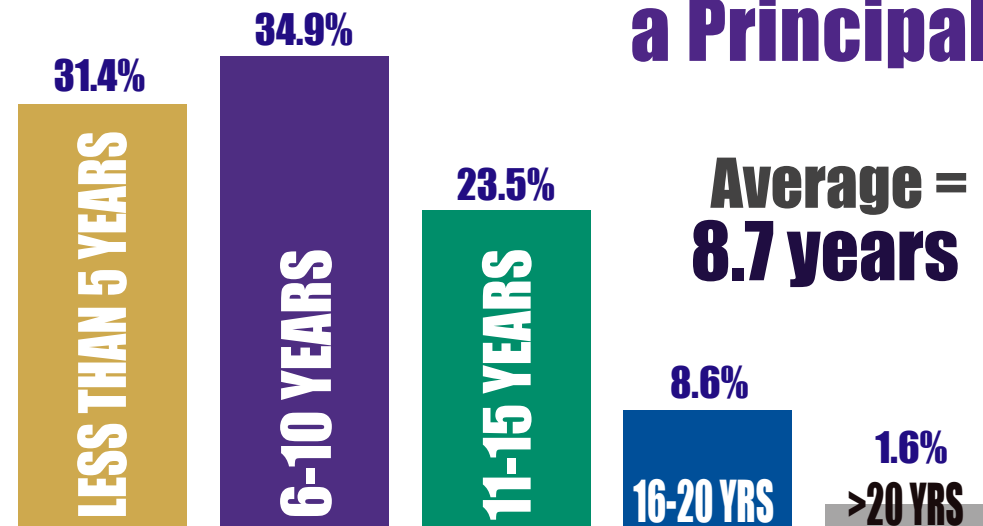


**33** school boards

## 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**



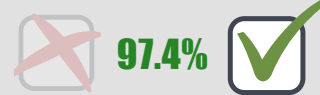
The extent to which principals agreed with the following statements:



strongly disagree or disagree



agree or strongly agree



97.4%



I have compassion for people at my work



94.2%



The demands of everyday work life have an impact on me



56.7%



I often feel overwhelmed by my work responsibilities



47.4%



My work negatively impacts my relationship with my family & friends



46.9%



I do not find current professional activities helpful for my work



43.5%



The role of principalship is what I expected



55.7%



I have given up trying to make big improvements or changes in my professional life



73.8%



I do not fit very well with the communities my school serves



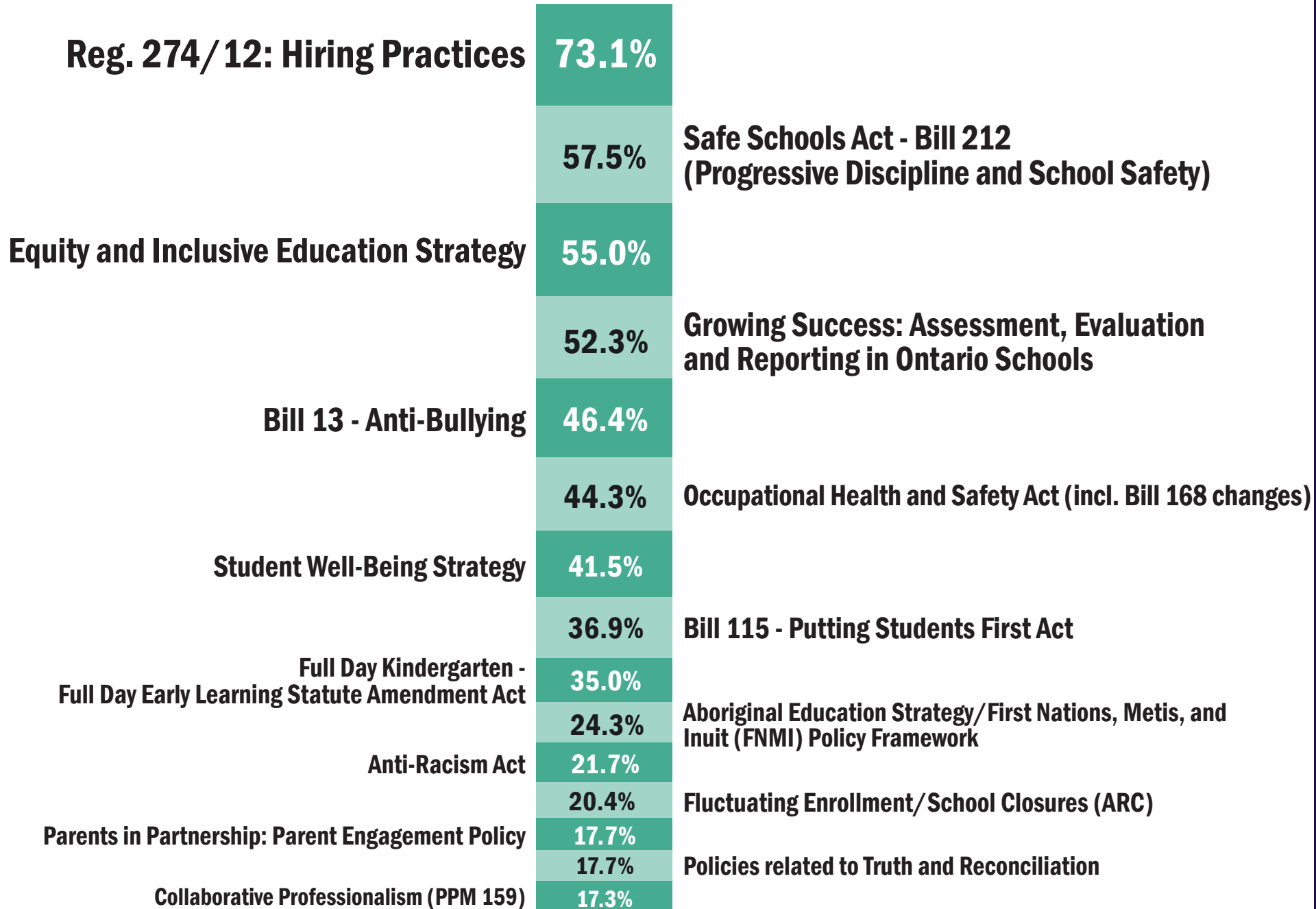
74.7%



I do not enjoy being in a new situation that requires me to change old familiar ways of doing things

# 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>

### To cite this booklet:

Pollock, K. & Wang, F. (2020). *Principals' work and well-being in Ontario: Booklet #1 Work intensification of principals*.  
University of Western Ontario, London, Ontario, Canada.



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

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