

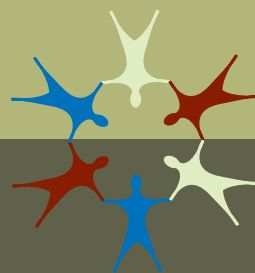
School principals in Canada: context, profil and work

**PanCanadian surveys of principals and teachers
in elementary and secondary schools (2005-2006)**

Branka Cattonar
Claude Lessard
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Alan Wright
Principal Writer : Branka Cattonar



Évolution actuelle du personnel
de l'enseignement primaire
et secondaire au Canada



Current Trends in the Evolution
of School Personnel in Canadian
Elementary and Secondary Schools

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Branka Cattonar
Principal writer
Université de Montréal

Members of the Team (Project 3):

Université de Montréal, Québec : Jean-Guy Blais, Thierry Karsenti, Claude Lessard, Maurice Tardif

Université de Sherbrooke, Québec : Jimmy Bourque, François Larose

Université du Québec à Rimouski, Québec : Alan Wright

Statistics Canada, Ontario : Patric Blouin, Raynald Lortie, Kathleen Trudeau

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*Évolution actuelle du personnel de l'enseignement
primaire et secondaire au Canada
Current Trends in the Evolution of School Personnel
in Canadian Elementary and Secondary Schools*



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Sylvie Côté

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Chaire de recherche du Canada sur les métiers de l'éducation

Faculté des Sciences de l'éducation, Université de Montréal

C.P. 6128, succursale Centre-ville

Montréal (Québec)

Canada H3C 3J7

Tél. (514) 343-7444

Télec. (514) 343-6070

www.crifpe.ca/lessard

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FORWARD

« Joint Principals Survey: Teachcan and Statistics Canada 2005 » refers to a survey carried out by our research team in conjunction with Statistics Canada. Together, we produced an index of data available on elementary and secondary school personnel, and developed and undertook the survey with a sample of Canadian school principals.

INTRODUCTION

PRESENTATION OF THE SURVEY ON SCHOOL PRINCIPALS IN CANADA

Over the last ten years, the educational systems in Canada's various provinces have undergone several important changes (Lessard and Brassard, 2006; Riopel and Tardif, 2005). While certain general trends (such as the emphasis on accountability or the desire to professionalize teachers) seemed to be transversal or common to the various regions, each province undertook specific educational reforms and demonstrated a particular type of academic governance (Ben Jaafar and Anderson, 2004; Lessard and Brassard, 2006; Lessard and Grimmett, 2004).

With these changes in mind, it is important to analyze the effects that a transformed educational system and new educational policy can have on the conditions and nature of the work performed by personnel working in the field of education. The specific objective of the present report is to examine the restructuring of the profession of principal and its relationship to changes in the way Canada's educational systems are regulated. It will do this by analyzing the way principals have dealt with changes in education, and the way they view and claim to practise their profession. At the same time, it will compare occupational experiences in the various Canadian provinces.

The report is based on a questionnaire survey carried out in the year 2005 on 2144 primary school and secondary school principals throughout Canada¹. In the introduction, we will present the research problem and the survey carried out (its principal objectives, its validity, the questionnaire designed for the principals and the main aspects of the applied statistical analysis). We will also clarify the principle features of the sample from the standpoint of educational variables (level and system of education) and regional variables (the urban or rural locality of schools, breakdown according to province and region).

In the following chapters, we will present the main findings of the survey. First, *Chapter 1* will provide the social and professional profile of the principals, in terms of their gender, age, ethnicity, education and career. *Chapter 2* will examine the educational environments in which the principals worked, by describing the main characteristics of the student body and the personnel in the schools they managed. *Chapter 3* will pay special attention to educational orientation in the schools: the educational objectives to which they attached importance, as well as the various services provided to support students with problems. In *Chapter 4*, we will examine the way the principals experienced changes in the educational system. We will see that most principals feel that many changes have had a significant and often negative impact on their working conditions and their tasks, though this varied according to the province. In *Chapter 5*, we will analyze the way the principals described and claimed to perform their work, by endeavouring to understand any tensions – linked to changes in the educational system -- that may exist between their “actual” job and their “ideal” job. We will see that from the principals' standpoint their occupation is comprised of numerous responsibilities and roles, and that it provides them with job satisfaction in many ways. Lastly, *Chapter 6* will pay special attention to the conditions in which the principals and teachers were inducted into their work. In the *Conclusion*, we will return to the survey's most significant findings, recalling the principal differences revealed according to working context (region, province, teaching level and sector, and student profiles) and according to the social and professional profile of the directors.

¹ The survey was carried out as part of a study supported by the Social Sciences and Humanities Research Council of Canada (Major Collaborative Research Initiatives), in partnership with Statistics Canada.

I. THE RESEARCH PROBLEM: CHANGE IN THE TYPE OF EDUCATIONAL REGULATION AND THE NORMATIVE RE-DEFINING OF THE ROLE OF SCHOOL PRINCIPALS

During the last decade, the educational systems in Canada's various provinces made *many significant changes in their form of regulation*: decentralization of power towards the (educational) institutions; centralization of financing, curriculum and/or assessment; greater role given to parents – within the framework of institutional councils, non-confessional educational structures, an increase in competition among schools, the emergence of “standards” (for the curriculum and teaching profession), new expectations in terms of accountability, the development of standardized assessment, various performance indicators, etc. (Ben Jaafar and Anderson, 2004; Lessard and Brassard, 2006; Lessard and Grimmett, 2004). Beyond the specific changes in each province, certain general trends in educational policy seemed transversal and common to the various regions². According to Lessard *et al*, it was above all possible to identify a “Canada-wide” strategy supported by the desire to standardize education in Canada. This centred on an obligation to perform and an accountability on the part of educational personnel, since it placed the emphasis on the production of quantified results and indicators of academic performance. Specifically, Lessard *et al* identified two major trends in the type of educational governance in Canada. The first was toward reinforcement of the central authority in the educational system; this was reflected in various measures such as increased quality control, the development of standardized assessment, increasingly centralized curricula and financing and the creation of performance standards, etc. The second was toward strengthening the “horizontal axis of governance”, which was exemplified by a relative change – decentralizing power towards educational institutions – and involved mobilizing local educational personnel, developing “performance plans” produced locally at each school, developing a culture of competition among educational institutions, etc. (Lessard and Brassard 2006; Lessard and Grimmett, 2004)³.

However, each Canadian province also underwent specific changes, and each could be characterized by a particular type of educational governance. In particular, according to Lessard *et al*, several characteristics differentiate the provinces:

- first, a governance model inspired by either community-based democratic values of participation (as in Québec, Manitoba, Saskatchewan, the Northwest Territories, the Yukon and Nunavut) or by liberal democratic values favouring regulation by a quasi-market (such as in Alberta, Ontario, British Columbia);

² In Canada, education at the primary and secondary school levels comes under provincial jurisdiction, and educational governance is based on a three-tiered structure: the provincial authorities (the provincial department of education); the intermediate authorities (school commissions or school districts, which are decentralized entities administered by a Board of Commissioners; the latter are elected by the population and are responsible for a given territory) and the educational institutions. What Lessard *et al* call “Canada’s institutional heritage” also includes a strong inclination toward local and community-based democratic participation (Lessard and Brassard, 2006; Lessard and Grimmett, 2004).

³ To different degrees, these trends have also been supported in many European countries. In these countries, there has been a significant growth in the “State as an evaluator”. In the latter, the State tends to assign to itself control over the general orientation of the educational system (by defining the missions and operationalization criteria for system “outcomes”), while delegating resource management to local actors (Maroy and Dupriez, 2000). In France, for example, Demailly (1997) describes the spread of a “culture of evaluation” that promotes a “technique for rationalizing organized action” that is linked to a new normative order for public action, that of the obligation of results, as opposed to the more customary obligation of means (“using the right approach”). According to Demailly (1997), the “culture of evaluation” is accompanied by a redefining of the professional identity of teaching personnel and, in particular, by downgrading “Kraft identities” and instead ensuring that this culture is more rooted at the local level.

- second, centralization of financing, curricula and assessment (as in Québec, Alberta, Ontario and British Columbia) or, on the contrary, their decentralization (such as in Manitoba, Saskatchewan, the Northwest Territories, the Yukon and Nunavut);
- New Brunswick, Prince Edward Island, Nova Scotia and Newfoundland had an intermediate or mixed situation (Lessard and Brassard 2006; Lessard and Grimmett, 2004).

A *normative redefining of the concept and role of the educational establishment* accompanied the changes in the type of educational regulation. According to Lessard and Brassard (2006), over the last twenty years the dominant concept of this establishment in Canada has been that of the “community school”, which is supposed to form a real educational community within the school itself and at the same time establish links with the community it serves. In this approach, the mobilization of local actors is strongly encouraged: teachers are required to work as a team and the parents of students are given an upgraded role in running the educational system (especially through their participation on institutional councils). This trend was accompanied by greater accountability on the part of the institutions with regard to the academic success of their students within the framework of a “limited empowerment” of teaching and administrative personnel. While the political rhetoric gave greater professional autonomy to educational personnel, in reality this autonomy was limited in various ways, as well as varying from province to province. The centralized curricula and standardized assessments that were made public restricted this autonomy. According to Lessard and Brassard (2006), educational establishments seemed, therefore, to be “imbued with a managerial logic inspired by a current called New Public Management”. According to Ben Jaafar and Anderson (2004), the educational institution has become an “accountability unit” held publicly responsible for the performance of students. At the same time, we are witnessing the rise of various forms of “desectoralization” in the field of education. This is increasing the number of schools from which parents can choose, and is introducing a form of competition among establishments, obliging them to position themselves in an educational “quasi-market” (Lessard and Brassard, 2006)⁴. When all is said and done, the educational establishment seems increasingly to be providing a setting in which the various actors must mobilize and work together to produce satisfying results, and are held publicly responsible for the performance of the students.

Redefining the educational establishment gave it a greater role in implementing educational policies and more responsibility in determining the quality and effectiveness of the education provided. This was accompanied by a *normative and prescriptive redefining of the institution, and of the role and functions of educational personnel*. Several authors have advanced the idea that new institutional recommendations are exhorting principals to become “*educational leaders*”, *that is taking initiative when it comes to educational activities within their schools and giving direction to educational reforms by managing their educational team* (Bergeron *et al*, 2005; Brassard *et al*, 2004; Corriveau, 2004). In Europe, comparable trends were noted, while several studies demonstrated that the role of the principal as an administrator and manager was no longer enough; henceforth, they also had to be “educational leaders”, initiators of educational policy in their schools and “agents of change” in the educational system (Dutercq, 2006). Thus, in the *Communauté française de Belgique*, Dupriez (2002, 2005) shows that insofar as the principle of results-based management of the educational system guided recent educational policies, they enhanced the status of the new ideal model of the “mobilized institution”. In this model, the various actors are supposed to work together to create projects that will give rise to quality teaching adapted to the specific characteristics of their teaching environment. At the same time, the role of school principals is redefined: the latter are called upon to become pedagogical leaders capable not only of managing individuals and resources, but also of taking it upon themselves to get involved in managing the educational mission of

⁴ The tendency of educational systems to regulate themselves on the basis of a quasi-market form is also found in other national contexts characterized by a decentralized way of functioning (Maroy and Dupriez, 2000). The educational quasi-market may be defined as a “hybrid institutional form that combines (i) the principle of schools making their own choices with (ii) the principle of public funding for the student” (Vandenbergh, 2000).

their school and ensuring dialogue and consultation among the teachers. In France, Pelage (1998, 2003) showed that today's head teacher must become a dynamic actor in the transformation of the educational system by combining many skills: tight management and careful mobilization of human resources; administrative efficiency and results-based performance; pedagogical responsibility and innovation. Here, the principal's role is redefined around the image of the "school principal", who must support the modernization of the educational system by promoting the development of innovative educational practices and encouraging collective reflection and teamwork on the part of teachers. In England, Osborn (2002) has pointed out that school principals are now seen primarily as "agents of change" – taking charge of the implementation of educational changes – whereas before the 1980s, "head teachers" were perceived primarily as members of the teaching staff whose principal function was to direct other teachers. Thus, their new role increasingly isolates them from teaching, teachers and students. In a more general way, Leclercq (2005) notes that in many European and North American countries, the increased autonomy and accountability of educational institutions have been accompanied by a redefining of the functions of school principals. The latter are no longer considered mere administrators – ensuring compliance with regulations, budgeting and managing personnel – but also managers, educational advisers and initiators, responsible for the results they have obtained with a group they must lead, once they have familiarized themselves with its members.

Given the context – change in educational system's regulation and in the normative redefining of the educational establishment – it is important to comprehend the concrete effects on the working conditions and work content of school principals: *How have the principals of different Canadian provinces been affected by recent educational changes? How has their professional/work experience been affected? How do they currently experience, view and exercise their profession?* These are but a few of the questions we will try to answer in the present report. We will base our answers on the results of a 2005 questionnaire survey on 2144 primary- and secondary-school principals throughout Canada.

II. THE SCHOOL PRINCIPAL SURVEY

1. The objectives and purpose of the survey

The purpose of the questionnaire survey carried out, and that we will refer to in the rest of the report as the "Teachcan Survey on Principals", is to study the profession of principal on the basis of the principal's *subjective descriptions* of their profession, while taking into account the *objective conditions* in which their professional experience occurs. There are several objectives: to describe *the social characteristics* of those who make up the profession (in terms of classic sociological variables such as sex, age, level of education, etc.), to shed light on the *paths by which the principals have been integrated into the profession*, to understand certain of their *working conditions* (in particular, the characteristics of the students and personnel, social relationships within the schools and the institutional culture) and, lastly, to analyze the *principals' opinions with regard to the changes* that have taken place in the educational field, and the way they *relate to the profession* (the tasks they have accomplished, their ideal conception of the profession and their job satisfaction).

The questionnaire⁵ for the principals has 51 questions (with 420 variables) grouped together in six sections dealing with:

- 1) The *socio-demographic profile of the principals and the characteristics of the school* (questions on the social characteristics of the principals, such as age, level of education, seniority, etc.;

⁵ The questionnaire (cf. Appendix 1) was developed collaboratively by J.-G. Blais (Université de Montréal), J. Bourque (University of Moncton), F. Larose (Université de Sherbrooke), C. Lessard (Université de Montréal), M. Tardif (Université de Montréal) et A. Wright (University of Windsor) as well as by P. Blouin, R. Lortie, K. Trudeau, of Statistics Canada.

- questions on the personnel and students of the school, such as the students' social origins, the percentage of students who are drop-outs, the ethnic characteristics of the teaching staff, etc.);
- 2) *Integration and professional development* (questions on the terms of employment, and the integration and professional development of new teachers and principals when they start out);
 - 3) *Social relationships in schools* (questions on the relationships among the various categories of actors in the institutions);
 - 4) *Perception of change and of its repercussions* (questions on how the principals perceived the educational changes, and how they experienced the impact of these changes on their work and the functioning of the schools);
 - 5) *The work and responsibilities* (questions on the job satisfaction of principals, and on their work – not only the work they say they have carried out in practice, but also the work they would like to accomplish ideally);
 - 6) *Educational projects and values* (questions on the educational orientation of the school, from the standpoint of the educational objectives it values).

2. The survey sampling and validity

In 2005, a questionnaire (tested in advance) was sent to 4800 school principals; it was based on a stratified sampling plan, by region and by level of education⁶. There was a 44.6% response rate among the 2144 principals who responded. The respondent sample was, in part, not valid at the regional level (5% significance level) inasmuch as it under-represented the province of Ontario and over-represented the Atlantic Provinces and the Northwest Territories (see Table I.1).

Table I.1 Validity of sample, by region

	Population		Sample obtained		Difference (in percentage)	Validity at the 5% significance level
	Percentage	N	Percentage	N		
Ontario	36.4%	5547	25.5 %	546	- 10.9%	Under-represented
Prairies	22.5%	3435	22.5 %	482	/	Valid
Québec	19.4%	2959	19.6 %	421	+ 0.2%	Valid
Atlantic Provinces	7.9%	1208	15.4 %	330	+ 7.5%	Over-represented
British Columbia	12.9%	1974	14.4 %	309	+ 1.5%	Valid
Northwest Territories	0.8%	121	2.6 %	56	+ 1.8%	Over-represented
Total	100%	15244	100%	2144		

With regard to the level of education, the sample obtained was valid at the primary level, and mixed or slightly over-represented at the secondary level. However, as can be seen in Table I.2, the validity of the sample as concerns the level of education varied by region.

⁶ The sample frame consisted of all the primary and secondary schools in the public and private sectors throughout Canada. The following schools were not targeted by the survey: continuing education or day schools for adults, vocational or trade schools, language schools and cultural education schools, home schools, community education centres, social service centres, distance education centres, cyberschools and the schools of First Nation communities. Administration of the questionnaire was supervised by R. Lortie and P. Blouin of Statistics Canada. The pre-test was carried out, in Montréal, under the management of T. Karsenti (Université de Montréal), in Toronto, under the management of D. Gérin-Lajoie (University of Toronto) and, in Moncton, under the management of Y. Bouchamma (Université de Moncton).

Table I.2 The validity of the sample, by educational level and region

		Population		Sample obtained		Difference (in percentage)	Validity at the 5% significance level
		N	Percentage	N	Percentage		
Atlantic Provinces	Primary	689	57.0%	192	58.2%	+ 1.2%	Valid
	Secondary	317	26.3%	90	27.3%	+ 1.0%	Valid
	Mixed	202	16.7%	48	14.5%	- 2.2%	Under-represented
Québec	Primary	2216	74.9%	306	72.7%	- 2.2%	Under-represented
	Secondary	604	20.3%	96	22.8%	+ 2.5%	Over-represented
	Mixed	139	4.7%	19	4.5%	- 0.2%	Valid
Ontario	Primary	4182	75.4%	406	74.4%	- 1.0%	Valid
	Secondary	1134	20.4%	121	22.2%	+ 1.8%	Valid
	Mixed	231	4.2%	19	3.5%	- 0.7%	Valid
Prairies	Primary	1525	44.4%	220	45.6%	+ 1.2%	Valid
	Secondary	745	21.7%	118	24.5%	+ 2.8%	Over-represented
	Mixed	1165	33.9%	144	29.9%	- 4.0%	Under-represented
British Columbia	Primary	1305	66.2%	205	66.3%	+ 0.1%	Valid
	Secondary	494	25.0%	76	24.6%	- 0.4%	Valid
	Mixed	175	8.8%	28	9.1%	+ 0.3%	Valid
Northwest Territories	Primary	47	38.8%	23	41.1%	+ 2.3%	Over-represented
	Secondary	20	16.5%	8	14.3%	- 2.2%	Under-represented
	Mixed	54	44.7%	25	44.6%	- 0.1%	Valid
Canada	Primary	9964	65.4%	1352	63.1%	- 2.3%	Valid
	Secondary	3314	21.7%	509	23.7%	+ 2%	Over-represented
	Mixed	1966	12.9%	283	13.2%	+ 0.3%	Valid
	Total	15244		2144			

3. The statistical analysis

The objective of the empirical analysis is, first, to do a *statistical description* of the profession of school principal in its current form. This comprises a description of the profession, its working conditions, the way the principals perceive changes in the field of education, and the way they define and perform their work. Beyond the basic description, it involves producing “comprehensive figures”. It also involves *understanding* the professional experience of the principals by analyzing how their perceptions of changes in the field of education, their conception of the profession, their practice and their experience vary (i) by social and occupational profile (individual variables), and (ii) according to the context in which they work, (which includes both the school type, as indicated by the type of students and personnel, and the politico-institutional context in the province). Thus, the objective of the analysis is not only to demonstrate statistical regularities, but also to bring out individual and contextual differences. Stated differently, it involves understanding the principles that guide the profession’s internal cohesion and diversity; it involves both the career experiences common to all school principals and those that vary according to the individuals in question and their work contexts.

In this “comprehensive description” approach, the data collected were analyzed primarily using statistical tools such as flat tabs and multivariate breakdowns (using SPSS statistical analysis software). The main statistical tools used were the *Chi-Square test* (test of association among the qualitative variables); *Cramer’s V*, (measuring the degree of association), *Kendall’s tau* (measuring the correlation among ordered variables), the *Pearson coefficient* (measuring the correlation among continuous quantitative variables) and the *Anova test* (test to compare averages among different groups; this was used together with Fischer’s F test of significance).

Legend of symbols used in the statistical analysis

For the remainder of the report, we employ the following symbols:

- V = “Cramer’s V” measuring the level of association between two qualitative variables, which vary between zero and one. The closer it is to one, the stronger the relation between the two variables;
- T = “Kendall’s tau”, measuring the correlation between two ordered variables. The closer it is to one, the stronger the correlation;
- PC = “The Pearson coefficient” measuring the coefficient of correlation used to measure the association between two continuous quantitative variables. It indicates the strength of the linear relationship between the two variables, without attributing a causal relationship. It varies between - 1 (a perfectly linear and negative relationship) and + 1 (a perfectly linear and positive relationship);
- F = “Fischer’s F”, referring to a test to compare averages; when it is significant, the groups are considered to be statistically different for the variable on which the comparison of averages was carried out;
- *** Indicates a statistically significant relationship at a level of less than 1‰; ** indicates a statistically significant relationship at a level of less than 1%; * indicates a statistically significant relationship at a level of less than 5%; NS indicates a relationship that is not statistically significant.

III. THE PRINCIPAL CHARACTERISTICS OF THE SAMPLE

1. The education variables

The school sector

Most of the principals interviewed (90%) worked in a public school. Only 10% were principals of a private school. By “public” schools, we mean schools managed directly by a school authority or a public body, while “private” refers to schools managed by a non-governmental body, or by a body on which most members of the board of directors are not appointed by a public body (even if they receive funding from the State). In our sample, private school principals are more common in British Columbia, Ontario and Québec, while public school principals are more common in the Atlantic Provinces, the Prairies and the Northwest Territories (Tables I.3 and I.4).

Table I.3 Breakdown of principals, by school sector and by region

	Public	Private	Total
Atlantic Provinces	97.9%	2.1%	100.0% (330)
British Columbia	81.6%	18.4%	100.0% (309)
Ontario	87.5%	12.5%	100.0% (546)
Prairies	92.5%	7.5%	100.0% (482)
Québec	89.3%	10.7%	100.0% (421)
Northwest Territories	98.2%	1.8%	100.0% (56)
All of Canada	90.0%	10.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Cramer’s V = 0.166***

Table I.4 Breakdown of principals, by school sector and by province

	Public	Private	Total
Newfoundland and Labrador	100.0%	-	100.0% (79)
Prince Edward Island	95.5%	4.5%	100.0% (22)
Nova Scotia	96.1%	3.9%	100.0% (128)
New Brunswick	99.0%	1.0%	100.0% (101)
Québec	89.3%	10.7%	100.0% (421)
Ontario	87.5%	12.5%	100.0% (546)
Manitoba	89.6%	10.4%	100.0% (115)
Saskatchewan	96.9%	3.1%	100.0% (127)
Alberta	91.7%	8.3%	100.0% (240)
British Columbia	81.6%	18.4%	100.0% (309)
Yukon	100.0%	-	100.0% (20)
Northwest Territories	95.2%	4.8%	100.0% (21)
Nunavut	100.0%	-	100.0% (15)
All of Canada	90.0%	10.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Cramer's V = 0.173*** Chi-Square test not valid (there were insufficient theoretical frequencies)

The educational level

Of the respondents in the sample, 63.1% were principals in a primary school, 23.7% in a secondary school and 13.2% in a mixed school⁷. As noted previously (see Table I.2), our sample slightly over-represented the situation in secondary schools (at the 5% level of significance). The proportion of principals at the primary, secondary and mixed levels varied greatly from region to region; in fact, our sample (see the “sample obtained” column in Table I.2) varied to the same extent as it did vis-à-vis the population of Canada as a whole (see the “population” column in Table I.2)⁸. Thus, in our sample, British Columbia, Québec and Ontario had comparatively more primary school principals (respectively 66.3%, 72.7% and 74.4%, compared to 63.1% for the entire sample). The Prairies, British Columbia and the Atlantic Provinces had a higher proportion of secondary school principals (respectively 24.5%, 24.6% and 27.3% compared to 23.7% for the entire sample). Lastly, we find a greater number of mixed school principals in the Atlantic Provinces, the Prairies and the Northwest Territories (respectively 14.5%, 29.9% and 44.6% compared to 13.2% for the entire sample).

Table I.5 Breakdown of principals, by level of education and by region

	Primary	Mixed	Secondary	Total
Atlantic Provinces	58.2%	14.5%	27.3%	100.0% (330)
British Columbia	66.3%	9.1%	24.6%	100.0% (309)
Ontario	74.4%	3.5%	22.2%	100.0% (546)
Prairies	45.6%	29.9%	24.5%	100.0% (482)
Québec	72.7%	4.5%	22.8%	100.0% (421)
Northwest Territories	41.1%	44.6%	14.3%	100.0% (56)
All of Canada	63.1%	13.2%	23.7%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

V = 0,247***

⁷ “Mixed” refers to schools that provide education at both the primary and secondary school levels.

⁸ If we take into account the entire population of principals in Canada (cf. Table I.2), we see similarly that British Columbia, Québec and Ontario have a greater number of primary schools (respectively, 66.2%, 74.9% and 75.4% compared with 65.4% for all of Canada). British Columbia and the Atlantic Provinces have a greater proportion of secondary schools (respectively, 25% and 26.3%, compared with 21.7% for all of Canada). Lastly, there are a greater number of mixed schools in the Atlantic Provinces, the Prairies and the Northwest Territories (respectively, 16.7%, 33.9% and 44.7% compared to 12.9% for all of Canada).

In our sample, there were comparatively more primary school principals in New Brunswick, Québec, Ontario and British Columbia. Secondary school principals were more numerous in Prince Edward Island, Nova Scotia, New Brunswick, Alberta and British Columbia. Lastly, principals in mixed schools were more numerous in Newfoundland and Labrador, Manitoba, Saskatchewan, Alberta, the Yukon, the Northwest Territories and Nunavut.

Table I.6 Breakdown of principals, by level of education and by province

	Primary	Mixed	Secondary	Total
Newfoundland and Labrador	43.0%	34.2%	22.8%	100.0% (79)
Prince Edward Island	59.1%	9.1%	31.8%	100.0% (22)
Nova Scotia	59.4%	10.2%	30.5%	100.0% (128)
New Brunswick	68.3%	5.9%	25.7%	100.0% (101)
Québec	72.7%	4.5%	22.8%	100.0% (421)
Ontario	74.4%	3.5%	22.2%	100.0% (546)
Manitoba	48.7%	27.8%	23.5%	100.0% (115)
Saskatchewan	46.5%	35.4%	18.1%	100.0% (127)
Alberta	43.8%	27.9%	28.3%	100.0% (240)
British Columbia	66.3%	9.1%	24.6%	100.0% (309)
Yukon	50.0%	35.0%	15.0%	100.0% (20)
Northwest Territories	33.3%	57.1%	9.5%	100.0% (21)
Nunavut	40.0%	40.0%	20.0%	100.0% (15)
All of Canada	63.1%	13.2%	23.7%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

V = 0.270*** Chi-Square test not valid (there were insufficient theoretical frequencies)

Also, most of the primary and secondary schools in our sample were located in urban areas (respectively 72.5% et 79.8%), while most mixed schools were located in rural areas (59.7%).

Table I.7 Breakdown of principals by location of the school and by level of education

	Rural	Urban	Total
Primary	27.5%	72.5%	100.0% (1352)
Mixed	59.7%	40.3%	100.0% (283)
Secondary	20.2%	79.8%	100.0% (509)
Total	30.0%	70.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 V = 0.261***

It should also be noted that the mixed schools in our sample were, for the most part, in the private system.

Table I.8 Breakdown of principals by school sector and by level of education

	Public	Private	Total
Primary	92.8%	7.2%	100.0% (1352)
Mixed	76.7%	23.3%	100.0% (283)
Secondary	90.0%	10.0%	100.0% (509)
Total	90.0%	10.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada V = 0.178***

2. Regional variables

The rural or urban location of the schools

Seventy percent of the respondents were principals in a school located in an urban area, while 30% were in a school located in a rural area. There were comparatively more rural school principals in the Prairies

(33.2%), the Atlantic Provinces (47.6%) and the Northwest Territories (62.5%), while the principals of schools in urban areas formed the vast majority in Québec (74.6%), British Columbia (78.3%) and Ontario (78.4%).

Table I.9 Breakdown of principals by location of the school and by region

	Rural	Urban	Total
Atlantic Provinces	47.6%	52.4%	100.0% (330)
British Columbia	21.7%	78.3%	100.0% (309)
Ontario	21.6%	78.4%	100.0% (546)
Prairies	33.2%	66.8%	100.0% (482)
Québec	25.4%	74.6%	100.0% (421)
Northwest Territories	62.5%	37.5%	100.0% (56)
All of Canada	30.0%	70.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 V = 0,228***

There were comparatively more rural school principals in New Brunswick (35.6%), Prince Edward Island (40.9%), Manitoba (41.7%), Saskatchewan (44.1%), the Yukon (50%), Nova Scotia (50.0%), Newfoundland and Labrador (60.8%), the Northwest Territories (66.7%) and Nunavut (73.3%).

Table I.10 Breakdown of principals by location of the school and by province

	Rural	Urban	Total
Newfoundland and Labrador	60.8%	39.2%	100.0% (79)
Prince Edward Island	40.9%	59.1%	100.0% (22)
Nova Scotia	50.0%	50.0%	100.0% (128)
New Brunswick	35.6%	64.4%	100.0% (101)
Québec	25.4%	74.6%	100.0% (421)
Ontario	21.6%	78.4%	100.0% (546)
Manitoba	41.7%	58.3%	100.0% (115)
Saskatchewan	44.1%	55.9%	100.0% (127)
Alberta	23.3%	76.7%	100.0% (240)
British Columbia	21.7%	78.3%	100.0% (309)
Yukon	50.0%	50.0%	100.0% (20)
Northwest Territories	66.7%	33.3%	100.0% (21)
Nunavut	73.3%	26.7%	100.0% (15)
All of Canada	30.0%	70.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

V = 0.265*** Chi-Square test not valid (there were insufficient theoretical frequencies)

As noted above, the majority (almost 60%) of mixed schools (offering both primary secondary level education) were located in rural areas (see Table I.7). Also, in our sample more urban schools than rural schools belonged to the private system.

Table I.11 Breakdown of principals by educational sector and by location of the school

	Public	Private	Total
Urban	88.7%	11.3%	100.0% (644)
Rural	93.0%	7.0%	100.0% (1500)
Total	90.0%	10.0%	100.0% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 $V = 0,065^{**}$

The regions and the provinces

Of the respondents, 25.5% were from Ontario, 22.5% from the Prairies, 19.6% from Québec, 15.4% from the Atlantic Provinces, 14.4% from British Columbia and 2.6% from the Northwest Territories (see Table I.1). As noted previously, our survey under-represented the province of Ontario and over-represented the Atlantic Provinces and the Northwest Territories (at the 5% level of significance). The exact breakdown of principals by province was as follows:

Table I.12 Breakdown of principals, by province

	Percentage	N
Ontario	25.5%	546
Québec	19.6%	421
British Columbia	14.4%	309
Alberta	11.2%	240
Nova Scotia	6.0%	128
Saskatchewan	5.9%	127
Manitoba	5.4%	115
New Brunswick	4.7%	101
Newfoundland and Labrador	3.7%	79
Prince Edward Island	1.0%	22
Northwest Territories	1.0%	21
Yukon	0.9%	20
Nunavut	0.7%	15
Total	100.0%	2144

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

As already pointed out, the schools in the various regions and provinces seemed to be highly differentiated from the perspective of several variables: breakdown of schools by educational sector (see Tables I.3 and I.4), educational level (see Tables I.5 and I.6) and urban/rural location (see Tables I.9 and I.10).

The following Tables summarize the situations in the various regions and provinces of Canada. We see that the profile of certain regions – the Atlantic Provinces, the Prairies and the Northwest Territories – were quite similar inasmuch as they had a greater number of mixed schools, belonged to the public sector and were located in rural areas. The schools of British Columbia and Québec had a relatively similar profile, inasmuch as they had a greater number of primary school principals, belonged to the private system and were located in urban areas. Ontario’s principals were different from their counterparts in the latter two provinces inasmuch as a greater number of them managed private schools.

Table I.13 Regions of residence – summary table

	Teaching level	Educational system	Urban/rural region
Atlantic Provinces	+ mixed, secondary	+ public	+ rural
Prairies	+ mixed, secondary	+ public	+ rural
Northwest Territories	+ mixed	+ public	+ rural
British Columbia	+ primary, secondary	+ private	+ urban
Québec	+ primary	+ private	+ urban
Ontario	+ primary	+ private	+ urban
Cramer's V value	0.247***	0.166*** NV	0.228***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

+ = More often than in the other regions;

NV: Chi-Square test not valid (there were insufficient theoretical frequencies)

Table I.14 The provinces - summary table

	Level of education	Educational sector	Urban / rural region
Newfoundland and Labrador	+ mixed	+ public	+ rural
Saskatchewan	+ mixed	+ public	+ rural
Yukon	+ mixed	+ public	+ rural
Northwest Territories	+ mixed	+ public	+ rural
Nunavut	+ mixed	+ public	+ rural
Manitoba	+ mixed	+ private	+ rural
Prince Edward Island	+ secondary	+ public	+ rural
Nova Scotia	+ Secondary	+ public	+ rural
New Brunswick	+ mixed, Secondary	+ public	+ rural
Alberta	+ mixed, Secondary	+ public	+ urban
Québec	+ Primary	+ private	+ urban
British Columbia	+ Primary, Secondary	+ private	+ urban
Ontario	+ Primary	+ private	+ urban
Cramer's V value	0.270*** NV	0.173*** NV	0.265*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

+ = More often than in the other regions;

NV: Chi-Square test not valid (there were insufficient theoretical frequencies)

CHAPTER 1: THE SOCIO-PROFESSIONAL PROFILES OF THE SCHOOL PRINCIPALS

In this chapter, we turn to the socio-professional profiles of the school principals and the way they have evolved: Who are Canada's school principals? Has their social profile changed? Does it vary by province and teaching level? What was their career path into the profession?

We will begin by describing the main socio-demographic characteristics of the principals in terms of sex, age and ethnicity. We will then examine their professional characteristics: training (level and field of study), and length of service in the various occupations they held during their career.

In this description, we will pay special attention to the internal unity and differentiation in the profession. This will allow us, especially, to better understand the principals' different relationships to changes in education (chapter 4) and to their profession (chapter 5). In particular, we will identify these differences by province and teaching level, both of which seem to constitute major differentiation factors.

We will base our description on the questionnaire survey (presented in the introduction) to which, as noted previously, 2144 principals responded in the year 2005. We will also compare our data to the official statistics available (produced by Statistics Canada) and to previous data from older surveys. This comparison will allow us to demonstrate several major trends, especially the re-feminization of the profession.

As we shall see, the survey demonstrates that the profiles of the principals vary greatly by teaching level and province. For Canada as a whole, the corps of principals seemed quite heterogeneous. In addition, we will see that this profession is still largely male (especially in secondary schools), even though a comparison with data obtained prior to our survey suggests a gradual re-feminization of the profession.

I. THE SOCIO-DEMOGRAPHIC PROFILE OF SCHOOL PRINCIPALS

We will begin by describing the socio-demographic profile of the school principals according to their gender, age and ethnicity.

1. Gender: a re-feminization of the profession

In 2004-2005, about 8000 men (53%) and 7000 women (47%) were principals of a primary or secondary school in Canada (Statistics Canada, 2006a: 2). Of the principals who participated in our survey, 54.9% were male and 45.1% female¹. Thus, males occupied the majority of positions as school principal². By comparison, in July 2006 the paid active population³ in Canada was 53.4% male and 46.6% female. Thus, the proportion of female and male school principals in Canada was similar to that found within the entire paid labour force. In addition, the proportion of females occupying a management position in Canada was 37% in 2004 (Statistics Canada, The Daily, 7 March 2006: 2). Thus, it is possible to state that the teaching profession enables a greater number of females to attain management positions. However, relative to all

¹ Our sample is representative in terms of the sex of the principals to a threshold of 5%.

² There were other national contexts in which males constituted a majority of school principals. According to one source in the United States, 53.7% of primary and secondary school principals are male and 46.4% female. Source: U.S. Department of Education, National Centre for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

³ The paid active population includes all individuals with a job, 25 years of age or over.

personnel working in primary and secondary schools, where they represented 64% of the work force in 1998-1999⁴ (Statistics Canada, Education in Canada, 2000: 166), *females seemed to be greatly under-represented in the profession of principal*.

Table 1.1 Percentage of males and females: principals, all educational personnel and the employed labour force in Canada

	Primary and secondary school principals, 2006 ¹			Educational personnel in primary and secondary schools, 1998-1999 ²			Employed labour force, 2005 ³		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
All of Canada	53%	47%	100.0% (15 000)	36%	64%	100.0% (300 261)	53.1%	46.9%	100% (16 169 700)

1 Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

2 This refers to full-time educational personnel, working at the primary or secondary levels; it includes all full-time, teaching personnel and all full-time, non-teaching school personnel. Source: Statisticse Canada, Education in Canada, 2000.

3 The employed labour force includes all individuals with a job, 25 years of age or older. Source: Statistics Canada, The Labor Force Survey, LFS, 2005, Table 282-0002.

The predominance of males in the occupation of principal – notwithstanding the fact that the majority of teachers are female – is a phenomenon cited frequently in the contemporary literature on the profession of principal; furthermore, it occurs in a variety of national contexts⁵. The reasons frequently advanced to explain this phenomenon refer to different ways of relating to occupational status and career; males tend to place greater emphasis on these two aspects of the profession. Noteworthy in this regard is a pan-Canadian study carried out in the early 1990s by King and Peart (1992)⁶. It reveals that as soon as the (future) male principals began teaching, they made “career plans” different from those of their female counterparts. Thus, while they were still teachers, 22% of the males hoped to become principals, compared to only 7% of the females.

Nevertheless, there has not always been a preponderance of males. For example, until 1963-1964 – at which time they accounted for 53% of all principals – females made up the majority of primary school and secondary school principals in Québec. Starting in the 1960s, the rate of feminization amongst Québec’s principals began to decline steadily, at least until the mid-1980s, when females accounted for no more 25% of principals (Baudoux, 1994: 29)⁷. According to Baudoux (1994), the increasing number of male principals in Québec during this period is linked to a variety of social phenomena. These include the secularization and spread of mixed educational structures, which tended to favour males by giving them access to or allowing them to maintain positions as principals. To this trend, we must add that the educational elites favoured the increasingly male composition (or “masculinization”) of teaching personnel as a whole. King and Peart (1992), too, note that between the early 1970s and the mid-1980s there was decline in the proportion of female principals in Canada as whole. However, in the 1980s, the profession started to re-feminize, and this trend seemed to continue. We may assume that the other Canadian provinces experienced the same trend, even though we do not have the precise data to back this up.

⁴ This is an rough comparison, inasmuch as the data in our possession go back to 1998-1999 and involve only full-time personnel.

⁵ For France, see the work of M. Cacouault-Bitaud (1998). It shows that more female than male principals have degrees (the opposite result to that we obtained in our study, see later in article), that more often than not female principals come from relatively privileged social environments and that they are mostly unmarried (or separated). The data also demonstrate that the way principals related to their career and family life was sex-specific.

⁶ The study by King and Peart (1992) was conducted among 1600 principals and assistant principals working in primary and secondary schools across Canada.

⁷ In France, Cacouault-Bitaud (1998) also notes the decline, starting in the second half of the 1960s, in the rate of feminization of head teachers.

While males nowadays seem to constitute the majority of school principals, our survey reveals that the proportion of males and females in this profession varies greatly *by teaching level*. Thus, as principals in primary schools, females slightly outnumber their male counterparts (51.9%), whereas males greatly predominate in secondary schools (69.9%) and mixed schools (60.4%)⁸.

Table 1.2 Gender of principals, by region and teaching level

		Male	Female	Total	Cramer's V
All of Canada	Primary	48.1%	51.9%	100.0% (1332)	0.188***
	Mixed	60.4%	39.6%	100.0% (283)	
	Secondary	69.9%	30.1%	100.0% (509)	
	Total	54.9%	45.1%	100.0% (2144)	
Atlantic Provinces	Primary	43.8%	56.3%	100.0% (192)	0.227***
	Mixed	50.0%	50.0%	100.0% (48)	
	Secondary	70.0%	30.0%	100.0% (90)	
	Total	51.8%	48.2%	100.0% (330)	
British Columbia	Primary	56.1%	43.9%	100.0% (205)	0.224***
	Mixed	60.7%	39.3%	100.0% (28)	
	Secondary	81.6%	18.4%	100.0% (76)	
	Total	62.8%	37.2%	100.0% (309)	
Ontario	Primary	45.6%	54.4%	100.0% (406)	NS
	Mixed	57.9%	42.1%	100.0% (19)	
	Secondary	59.5%	40.5%	100.0% (121)	
	Total	49.1%	50.9%	100.0% (546)	
Prairies	Primary	50.5%	49.5%	100.0% (220)	0.233***
	Mixed	62.5%	37.5%	100.0% (144)	
	Secondary	78.8%	21.2%	100.0% (118)	
	Total	61.0%	39.0%	100.0% (482)	
Québec	Primary	45.1%	54.9%	100.0% (306)	NS
	Mixed	47.4%	52.6%	100.0% (19)	
	Secondary	60.4%	39.6%	100.0% (96)	
	Total	48.7%	51.3%	100.0% (421)	
Northwest Territories	Primary	73.9%	26.1%	100.0% (23)	NV
	Mixed	80.0%	20.0%	100.0% (25)	
	Secondary	100.0%	-	100.0% (8)	
	Total	80.4%	19.6%	100.0% (56)	

Source: Joint Principals Survey: Teachcan and Statistics Canada 2005

NS: not significant

NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

In all regions, female principals remain over-represented in primary schools and under-represented in secondary schools. However, any differences among teaching levels are statistically significant only in the Atlantic Provinces, British Columbia and the Prairies (to be more precise, in Nova Scotia, Alberta and British Columbia). In British Columbia and The Prairies, females were also in the minority among primary school principals.

⁸ The incidence of women as a majority of primary school principals, and of men as a majority of secondary school principals, has also been noted in the United States, where a study revealed that 55.1% of primary school principals were women and 76.9% of secondary school were men. Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000.

Table 1.3 Gender of principals, by province and teaching level

		Male	Female	Total	Cramer's V
All of Canada	Primary	48.1%	51.9%	100.0% (1332)	0.188***
	Mixed	60.4%	39.6%	100.0% (283)	
	Secondary	69.9%	30.1%	100.0% (509)	
	Total	54.9%	45.1%	100.0% (2144)	
Newfoundland and Labrador	Primary	47.1%	52.9%	100.0% (34)	NS
	Mixed	66.7%	33.3%	100.0% (27)	
	Secondary	72.2%	27.8%	100.0% (18)	
	Total	59.5%	40.5%	100.0% (79)	
Prince Edward Island	Primary	53.8%	46.2%	100.0% (13)	NV
	Mixed	50.0%	50.0%	100.0% (2)	
	Secondary	71.4%	28.6%	100.0% (7)	
	Total	59.1%	40.9%	100.0% (22)	
Nova Scotia	Primary	44.7%	55.3%	100.0% (76)	0.280*
	Mixed	30.8%	69.2%	100.0% (13)	
	Secondary	71.8%	28.2%	100.0% (39)	
	Total	51.6%	48.4%	100.0% (128)	
New Brunswick	Primary	39.1%	60.9%	100.0% (69)	NV
	Mixed	16.7%	83.3%	100.0% (6)	
	Secondary	65.4%	34.6%	100.0% (26)	
	Total	44.6%	55.4%	100.0% (101)	
Québec	Primary	45.1%	54.9%	100.0% (306)	NS
	Mixed	47.4%	52.6%	100.0% (19)	
	Secondary	60.4%	39.6%	100.0% (96)	
	Total	48.7%	51.3%	100.0% (421)	
Ontario	Primary	45.6%	54.4%	100.0% (406)	NS
	Mixed	57.9%	42.1%	100.0% (19)	
	Secondary	59.5%	40.5%	100.0% (121)	
	Total	49.1%	50.9%	100.0% (546)	
Manitoba	Primary	57.1%	42.9%	100.0% (56)	NS
	Mixed	56.3%	43.8%	100.0% (32)	
	Secondary	77.8%	22.2%	100.0% (27)	
	Total	61.7%	38.3%	100.0% (115)	
Saskatchewan	Primary	55.9%	44.1%	100.0% (59)	NS
	Mixed	57.8%	42.2%	100.0% (45)	
	Secondary	60.9%	39.1%	100.0% (23)	
	Total	57.5%	42.5%	100.0% (127)	
Alberta	Primary	43.8%	56.2%	100.0% (105)	0.364***
	Mixed	68.7%	31.3%	100.0% (67)	
	Secondary	85.3%	14.7%	100.0% (68)	
	Total	62.5%	37.5%	100.0% (240)	
British Columbia	Primary	56.1%	43.9%	100.0% (205)	0.224***
	Mixed	60.7%	39.3%	100.0% (28)	
	Secondary	81.6%	18.4%	100.0% (76)	
	Total	62.8%	37.2%	100.0% (309)	
Yukon	Primary	80.0%	20.0%	100.0% (10)	NV
	Mixed	57.1%	42.9%	100.0% (7)	
	Secondary	100.0%	-	100.0% (3)	
	Total	75.0%	25.0%	100.0% (20)	
Northwest Territories	Primary	57.1%	42.9%	100.0% (7)	NV
	Mixed	91.7%	8.3%	100.0% (12)	
	Secondary	100.0%	-	100.0% (2)	
	Total	81.0%	19.0%	100.0% (21)	
Nunavut	Primary	83.3%	16.7%	100.0% (6)	NV
	Mixed	83.3%	16.7%	100.0% (6)	
	Secondary	100.0%	-	100.0% (3)	
	Total	86.7%	13.3%	100.0% (15)	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: not significant

NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

The proportion of male and female principals also varies by *region*, irrespective of teaching level. Thus, there are comparatively more female principals in the Atlantic Provinces, Ontario and Québec. In Ontario, Québec and New Brunswick, there is even a slight majority of females (they account, respectively, for 50.9%, 51.3% and 55.4% of all principals), while they constitute a minority in the other regions. In the Northwest Territories males account for 80% of all principals – irrespective of their teaching level. Males are in the majority in the secondary schools of all provinces, while females are in the majority only in primary schools in the Atlantic Provinces, Ontario and Québec.

Table 1.4 Gender of principals, by teaching level and region

		Male	Female	Total	Cramer's V
All levels	Atlantic Provinces	51.8%	48.2%	100.0% (330)	0.145***
	British Columbia	62.8%	37.2%	100.0% (309)	
	Ontario	49.1%	50.9%	100.0% (546)	
	Prairies	61.0%	39.0%	100.0% (482)	
	Québec	48.7%	51.3%	100.0% (421)	
	Northwest Territories	80.4%	19.6%	100.0% (56)	
	Total	54.9%	45.1%	100.0% (2144)	
Primary	Atlantic Provinces	43.8%	56.3%	100.0% (192)	0.107*
	British Columbia	56.1%	43.9%	100.0% (205)	
	Ontario	45.6%	54.4%	100.0% (406)	
	Prairies	50.5%	49.5%	100.0% (220)	
	Québec	45.1%	54.9%	100.0% (306)	
	Northwest Territories	73.9%	26.1%	100.0% (23)	
	Total	48.1%	51.9%	100.0% (1352)	
Mixed	Atlantic Provinces	50.0%	50.0%	100.0% (48)	NS
	British Columbia	60.7%	39.3%	100.0% (28)	
	Ontario	57.9%	42.1%	100.0% (19)	
	Prairies	62.5%	37.5%	100.0% (144)	
	Québec	47.4%	52.6%	100.0% (19)	
	Northwest Territories	80.0%	20.0%	100.0% (25)	
	Total	60.4%	39.6%	100.0% (283)	
Secondary	The Atlantic Provinces	70.0%	30.0%	100.0% (90)	0.213***NV
	British Columbia	81.6%	18.4%	100.0% (76)	
	Ontario	59.5%	40.5%	100.0% (121)	
	Prairies	78.8%	21.2%	100.0% (118)	
	Québec	60.4%	39.6%	100.0% (96)	
	Northwest Territories	100.0%	-	100.0% (8)	
	Total	69.9%	30.1%	100.0% (509)	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: not significant

NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

Table 1.5 Gender of principals, by teaching level and province

		Male	Female	Total	Cramer's V
All levels	Newfoundland and Labrador	59.5%	40.5%	100.0% (79)	0.154***
	Prince Edward Island	59.1%	40.9%	100.0% (22)	
	Nova Scotia	51.6%	48.4%	100.0% (128)	
	New Brunswick	44.6%	55.4%	100.0% (101)	
	Québec	48.7%	51.3%	100.0% (421)	
	Ontario	49.1%	50.9%	100.0% (546)	
	Manitoba	61.7%	38.3%	100.0% (115)	
	Saskatchewan	57.5%	42.5%	100.0% (127)	
	Alberta	62.5%	37.5%	100.0% (240)	
	British Columbia	62.8%	37.2%	100.0% (309)	
	Yukon	75.0%	25.0%	100.0% (20)	
	Northwest Territories	81.0%	19.0%	100.0% (21)	
	Nunavut	86.7%	13.3%	100.0% (15)	
Total	54.9%	45.1%	100.0% (2144)		
Primary	Newfoundland and Labrador	47.1%	52.9%	100.0% (34)	NS NV
	Prince Edward Island	53.8%	46.2%	100.0% (13)	
	Nova Scotia	44.7%	55.3%	100.0% (76)	
	New Brunswick	39.1%	60.9%	100.0% (69)	
	Québec	45.1%	54.9%	100.0% (306)	
	Ontario	45.6%	54.4%	100.0% (406)	
	Manitoba	57.1%	42.9%	100.0% (56)	
	Saskatchewan	55.9%	44.1%	100.0% (59)	
	Alberta	43.8%	56.2%	100.0% (105)	
	British Columbia	56.1%	43.9%	100.0% (205)	
	Yukon	80.0%	20.0%	100.0% (10)	
	Northwest Territories	57.1%	42.9%	100.0% (7)	
	Nunavut	83.3%	16.7%	100.0% (6)	
Total	48.1%	51.9%	100.0% (1352)		
Mixed	Newfoundland and Labrador	66.7%	33.3%	100.0% (27)	NS NV
	Prince Edward Island	50.0%	50.0%	100.0% (2)	
	Nova Scotia	30.8%	69.2%	100.0% (13)	
	New Brunswick	16.7%	83.3%	100.0% (6)	
	Québec	47.4%	52.6%	100.0% (19)	
	Ontario	57.9%	42.1%	100.0% (19)	
	Manitoba	56.3%	43.8%	100.0% (32)	
	Saskatchewan	57.8%	42.2%	100.0% (45)	
	Alberta	68.7%	31.3%	100.0% (67)	
	British Columbia	60.7%	39.3%	100.0% (28)	
	Yukon	57.1%	42.9%	100.0% (7)	
	Northwest Territories	91.7%	8.3%	100.0% (12)	
	Nunavut	83.3%	16.7%	100.0% (6)	
Total	60.4%	39.6%	100.0% (283)		
Secondary	Newfoundland and Labrador	72.2%	27.8%	100.0% (18)	0.236 **NV
	Prince Edward Island	71.4%	28.6%	100.0% (7)	
	Nova Scotia	71.8%	28.2%	100.0% (39)	
	New Brunswick	65.4%	34.6%	100.0% (26)	
	Québec	60.4%	39.6%	100.0% (96)	
	Ontario	59.5%	40.5%	100.0% (121)	
	Manitoba	77.8%	22.2%	100.0% (27)	
	Saskatchewan	60.9%	39.1%	100.0% (23)	
	Alberta	85.3%	14.7%	100.0% (68)	
	British Columbia	81.6%	18.4%	100.0% (76)	
	Yukon	100.0%	0.0%	100.0% (3)	
	Northwest Territories	100.0%	0.0%	100.0% (2)	
	Nunavut	100.0%	0.0%	100.0% (3)	
Total	69.9%	30.1%	100.0% (509)		

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: not significant NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

There is a comparatively greater number of female principals in New Brunswick, Québec and Ontario; likewise, there are comparatively more women among educational personnel as a whole (both teaching and non-teaching staff) in these three provinces⁹. Consequently, this cannot be explained solely by a greater accessibility of females to positions as principals in these three provinces. Also, if we consider the proportion of females in the total employed population in each Canadian province, we observe that, contrary to the situation in the other provinces, the percentage of female principals in New Brunswick, Québec and Ontario is higher than the percentage of females in the active population. On the other hand, in the Yukon and the Northwest Territories, where females form the vast majority of educational personnel as a whole, females have less access to positions as principal.

Table 1.6 Percentage of males and females: school principals, all educational personnel and the employed labour force in Canada

	Principals Survey. Teachcan. 2005			Primary and secondary school personnel, 1998-1999 ¹			Employed population, 2005 ²		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Newfoundland and Labrador	59.5%	40.5%	100.0% (79)	43%	57%	100.0% (6 418)	51.9%	48.1%	100% (214 100)
Prince Edward Island	59.1%	40.9%	100.0% (22)	39%	61%	100.0% (1 389)	50.1%	49.9%	100% (68 200)
Nova Scotia	51.6%	48.4%	100.0% (128)	36%	64%	100.0% (9 518)	51.6%	48.4%	100% (443 100)
New Brunswick	44.6%	55.4%	100.0% (101)	34%	66%	100.0% (7 490)	51.3%	48.7%	100% (350 500)
Québec	48.7%	51.3%	100.0% (421)	34%	66%	100.0% (68 651)	53.1%	46.9%	100% (3 717 300)
Ontario	49.1%	50.9%	100.0% (546)	34%	66%	100.0% (117 098)	53.0%	47.0%	100% (6 397 700)
Manitoba	61.7%	38.3%	100.0% (115)	41%	59%	100.0% (12 520)	53.2%	46.8%	100% (580 300)
Saskatchewan	57.5%	42.5%	100.0% (127)	39%	61%	100.0% (11 514)	53.7%	46.3%	100% (483 500)
Alberta	62.5%	37.5%	100.0% (240)	36%	64%	100.0% (29 999)	54.8%	45.2%	100% (1 784 400)
British Columbia	62.8%	37.2%	100.0% (309)	41%	59%	100.0% (33 899)	53.1%	46.9%	100% (2 130 500)
Yukon	75.0%	25.0%	100.0% (20)	33%	67%	100.0% (419)	***	***	***
Northwest Territories	81.0%	19.0%	100.0% (21)	34%	66%	100.0% (1 328)	***	***	***
Nunavut	86.7%	13.3%	100.0% (15)	***	***	***	***	***	***
All of Canada	54.9%	45.1%	100.0% (2144)	36%	64%	100.0% (300 261)	53.1%	46.9%	100% (16 169 700)

¹ This refers to full-time educational personnel, working at the primary and secondary levels; it includes all full-time teaching and non-teaching school personnel. Source: Statistics Canada, Education in Canada, 2000.

² The employed labour force includes all individuals, aged 25 years or older, with a job; Source: Statistics Canada, The Labour Force Survey (LFS), 2005, Table 282-0002. *** Data gap

It should be noted that the survey does not bring to light major differences in gender breakdown *between generations* of principals, and thus does not allow us to conclude that there has been any evolution in terms of the “feminization” or “masculinization” of the profession. Nonetheless, there are more females

⁹ This is a rough comparison, inasmuch as the data in our possession go back to 1998-1999 and involve only full-time personnel.

among principals between the ages of 40 and 49, which might allow us to assume that there has been a measure of “feminization” in the profession. The fact that there are fewer females among principals less than 40 years of age could be explained by a belated entry of females (linked to their position in the life cycle) into the occupation of principal. Indeed, we may assume that comparatively more females interrupted their careers to take care of their children during this period¹⁰.

Table 1.7 Gender of principals, by age group

	Male	Female	Total
-40 years of age	59.8%	40.2%	100.0% (244)
40-49 years of age	48.8%	51.2%	100.0% (646)
50-59 years of age	58.1%	41.9%	100.0% (1086)
+60 years of age	52.3%	47.7%	100.0% (107)

Cramer's V = 0.090**

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

On the other hand, a comparison with previous data confirms a marked feminization of the profession over the last 20 years, especially at the secondary school level.

Table 1.8 Proportion of female primary school and secondary school principals since the 1970s

	Primary school	Secondary school	Total
1972-1973*	20%	4%	100.0%
1976-1977*	16%	4%	100.0%
1980-1981*	15%	4%	100.0%
1984-1985*	17%	6%	100.0%
1988-1989*	20%	8%	100.0%
1989-1990*	22%	8%	100.0%
2005**	52%	30%	100.0%

* Data provided by the Canadian Teachers' Federation, cited by King and Peart (1992)

** Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

¹⁰ The study by King and Peart (1992) revealed that more female than male principals quit teaching for a year to take care of their children.

Also, the proportion of male principals over 50 years of age is higher than that of their female counterparts in almost every province (Manitoba and Saskatchewan being the two exceptions). This is also true of educators generally (except in the Yukon). Thus, we may assume that the level of feminization in the profession of principal is similar to that in educational professions as a whole.

Table 1.9 Percentage of principals and educators 50 years of age or older, by gender and province

	Principals Survey, Teachcan, 2005		Educators, Statistics Canada, 1999-2000 ¹	
	Female	Male	Female	Male
Newfoundland and Labrador	26.7%	39.1%	12.5%	19.3%
Prince Edward Island	22.2%	61.5%	32.3%	42.9%
Nova Scotia	50.0%	54.8%	23.5%	33.8%
New Brunswick	46.4%	53.5%	23.7%	35.9%
Québec	45.7%	53.7%	31.8%	48.8%
Ontario	54.3%	59.5%	30.8%	36.5%
Manitoba	63.6%	49.3%	26.0%	34.0%
Saskatchewan	37.3%	36.2%	29.2%	35.2%
Alberta	46.0%	51.7%	31.3%	37.7%
British Columbia	57.1%	64.7%	31.5%	36.4%
Yukon	20.0%	66.7%	37.7%	28.2%
Northwest Territories	40.0%	50.0%	***	***
Nunavut	0.0%	84.6%	***	***
All of Canada	49.0%	55.3%	30.1%	38.4%

¹ Source: Statistics Canada, Elementary/Secondary Education Staff Survey (ESESS), 2003. *** Data gap

2. Age

The average age of those who responded to our survey is 49.55 (standard deviation of 7.49), while about 57% of the principals are over 50 years of age. Compared to the labour force as a whole, as well as to teaching personnel as a whole, principals are clearly older, which is understandable, given their belated entry into the occupation, after having performed other functions for many years (cf. point II. 2 on career).

Table 1.10 Age of principals, teaching personnel and the labour force

	Principals Survey, Teachcan, 2005	Teaching personnel, Canada, 1999-2000 ¹	Labour force 1999 ²
Under 40 years of age	11.7%	32.7%	36.8%
40 – 49 years of age	31.0%	34.3%	36.1%
50 – 59 years of age	52.1%	31.8%	21.3%
60 years of age and over	5.1%	1.2%	5.8%
Total	100% (2083)	100% (275 947)	100%

¹ Full-time, public primary school and secondary-school educators, 1999-2000. Source: Statistics Canada, Elementary/Secondary Education Staff Survey (ESESS), 2003

² Source: Statistics Canada, The Labor Force Survey (LFS), 2005.

Our survey shows that the age of principals varies *by region*. Thus, the majority of principals in the Atlantic Provinces, the Prairies and Québec are less than 50 years of age; the majority of principals in British Columbia, Ontario and the Northwest Territories are over 50 years of age. To be more exact, the majority of principals in Newfoundland and Labrador, Prince Edward Island, New Brunswick, Québec, Saskatchewan, Alberta and Northwest Territories are less than 50 years of age, whereas in the other provinces most are over 50 years of age.

Table 1.11 Age of principals, by region

	- 50 years of age	+ 50 years of age	Total
Atlantic Provinces	53.3%	46.7%	100.0% (319)
British Columbia	38.1%	61.9%	100.0% (302)
Ontario	43.1%	56.9%	100.0% (527)
Prairies	52.5%	47.5%	100.0% (469)
Québec	50.4%	49.6%	100.0% (411)
Northwest Territories	45.5%	54.5%	100.0% (55)
Total	47.5%	52.5%	100.0% (2083)

Cramer's V = 0.110*** Source: Joint Principals Survey: Teachcan and Statistics Canada 2005

Table 1.12 Age of principals, by province

	Percentage			N	Average	
	- 50 years of age	+ 50 years of age	Total		Average	Standard deviation
Newfoundland and Labrador	65.8%	34.2%	100.0% (76)	76	46.42	7.04
Prince Edward Island	54.5%	45.5%	100.0% (22)	22	48.27	7.02
Nova Scotia	47.5%	52.5%	100.0% (122)	122	49.96	7.20
New Brunswick	50.5%	49.5%	100.0% (99)	99	48.07	7.36
Québec	50.4%	49.6%	100.0% (411)	411	48.83	8.10
Ontario	43.1%	56.9%	100.0% (527)	527	50.21	6.90
Manitoba	45.1%	54.9%	100.0% (113)	113	49.41	7.44
Saskatchewan	63.3%	36.7%	100.0% (120)	120	47.25	7.92
Alberta	50.4%	49.6%	100.0% (236)	236	49.58	7.20
British Columbia	38.1%	61.9%	100.0% (302)	302	51.33	7.25
Yukon	45.0%	55.0%	100.0% (20)	20	50.40	7.87
Northwest Territories	60.0%	40.0%	100.0% (20)	20	49.50	8.19
Nunavut	26.7%	73.3%	100.0% (15)	15	52.60	9.23
Total	47.5%	52.5%	100.0% (2083)	2083	49.56	7.49
	Cramer's V = 0.146***			Fischer's F= 4.869***		

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

In certain provinces (Prince Edward Island, Québec, Alberta), we may assume that the principals are relatively young compared to the personnel as a whole, while in others (Nova Scotia, Ontario, Manitoba), they seem comparatively older¹¹.

Table 1.13 Age of principals and teaching personnel, by province

	Enquête Directeurs, Teachcan, 2005			Teaching personnel, Canada, 1999-2000 ¹		
	- 50 years of age	+ 50 years of age	Total	- 50 years of age	+ 50 years of age	Total
Newfoundland and Labrador	65.8%	34.2%	100.0% (76)	84.7%	15.3%	100.0% (6 287)
Prince Edward Island	54.5%	45.5%	100.0% (22)	63.7%	36.3%	100.0% (1 355)
Nova Scotia	47.5%	52.5%	100.0% (122)	72.8%	27.2%	100.0% (9 354)
New Brunswick	50.5%	49.5%	100.0% (99)	72.3%	27.7%	100.0% (7 339)
Québec	50.4%	49.6%	100.0% (411)	62.6%	37.4%	100.0% (59 524)
Ontario	43.1%	56.9%	100.0% (527)	67.3%	32.7%	100.0% (112 227)
Manitoba	45.1%	54.9%	100.0% (113)	70.8%	29.2%	100.0% (11 300)
Saskatchewan	63.3%	36.7%	100.0% (120)	68.4%	31.6%	100.0% (10 036)
Alberta	50.4%	49.6%	100.0% (236)	66.4%	33.6%	100.0% (27 427)
British Columbia	38.1%	61.9%	100.0% (302)	66.5%	33.5%	100.0% (29 337)
Yukon	45.0%	55.0%	100.0% (20)	65.5%	34.5%	100.0% (423)
Northwest Territories	60.0%	40.0%	100.0% (20)	***	***	***
Nunavut	26.7%	73.3%	100.0% (15)	***	***	***
Total	47.5%	52.5%	100.0% (2083)	66.9%	33.1%	100.0% (275 947)

¹ Full-time, public primary-school and secondary-school educators, in 1999-2000; Source: Statistics Canada, Elementary/Secondary Education Staff Survey (ESESS), 2003.

*** Data gap

There are also slight differences *by teaching level*. In particular, secondary-school principals are comparatively older (they are over-represented in the “over 41 years of age” categories), while those in mixed schools are comparatively younger (they are over-represented in the “under 41 years of age” category). The higher average age of secondary-school principals might be explained by their belated entry into the occupation, by recruiting trends that differed at the time according to teaching level or by a bias in our sample.

Table 1.14 Age of principals, by teaching level

	Percentage					Average		
	- 40 years of age	41-50 years of age	51-60 years of age	+ 61 years of age	Total	N	Average	Standard deviation
Primary	14.3%	32.9%	49.9%	3.0%	100.0% (1311)	1311	49.3951	7.4010
Mixed	20.1%	35.9%	37.7%	6.2%	100.0% (273)	273	48.3407	8.8012
Secondary	8.6%	35.3%	51.9%	4.2%	100.0% (499)	499	50.6533	6.8088
Total	13.7%	33.8%	48.8%	3.7%	100.0% (2083)	2083	49.5583	7.4948
	Cramer's V = 0.090***					Fischer's F = 9.313***		

Source: Joint Principals Survey: Teachcan and Statistics Canada 2005

¹¹ However, this comparison is of limited value to the extent that the data in our possession on the age of teaching personnel go back to 1999-2000.

3. Ethno-linguistic factors: a cultural gap vis-à-vis the school population

The majority of the principals in our sample speak English at home (76.9%) and do not speak a second language at home (88.8%)¹². The majority of the principals surveyed in Québec speak French at home (89%), while in the other provinces (aside from New Brunswick) over 90% of the principals spoke English. In New Brunswick, a significant proportion of the principals also speak French at home (29.7%). Furthermore, almost all of the respondents state that they are white (97.4%). Only 2.6% belonged to a “visible minority”¹³ – less than 1% of the principals are black (0.6%), Chinese (0.4%), South Asian (0.4%), Filipino (0.1%), Latin American (0.1%), Arab (0.1%), West Asian (0.1%) or Japanese (0.1%) – whereas 13.4% of the population of Canada as a whole belong to a visible minority (Source: Statistique Canada, Population des minorités visibles, Recensement de 2001). Also, only 1% of the principals surveyed are “aboriginals” (0.9% North American Indian and 0.1% Inuit) and 0.8% are Métis.

Table 1.15 Ethnicity of school principals and the Canadian population

	Principals Survey, Teachcan, 2005	All of Canada, 2001 ¹
White	97.4%	***
North American Indian	.9%	***
Métis	.8%	***
Black	.6%	2.2 %
Chinese	.4%	3.5 %
South Asian	.4%	3.1 %
Inuit	.1%	***
Filipino	.1%	1.0 %
Latin American	.1%	0.7 %
Arab	.1%	1.0 %
West Asian	.1%	***
Japanese	.1%	0.2 %
South-East Asian	.0%	0.7 %
Korean	.0%	0.3 %
N	2100	29,639,035

¹ Source: Joint Principals Survey: Teachcan and Statistics Canada

*** Data gap

However, the ethnicity of principals varies *by region*. Thus, principals who belong to a visible minority are more numerous in British Columbia (3.6%) and Ontario (3.1%), whereas aboriginal principals are comparatively more numerous in the Northwest Territories (5.4%).

¹² As the other language spoken in the home, 4.4% state that they speak French, 3% English and 3.8% another language.

¹³ According to the *Employment Equity Act* (1995, c. 44), visible minorities include “persons, other than Aboriginals, not of the white race or who do not have a white skin”. According to this definition, the population of visible minorities includes the following groups: Chinese, South Asians, Blacks, Filipinos, Latin Americans, South-East Asians, Arabs, West Asians, Japanese, Koreans and the inhabitants of the Pacific Islands (Statistique Canada, Définitions et notes, Recensement de 2001).

Table 1.16 Principals belonging to visible minorities, by region

	Visible minorities ¹	Aboriginals ²	Métis ³
Atlantic Provinces	1.5%	.3%	.6%
British Columbia	3.6%	2.3%	2.0%
Ontario	3.1%	.9%	.0%
Prairies	.6%	.8%	1.1%
Québec	1.0%	.0%	.2%
Northwest Territories	.0%	5.4%	3.7%
Total	1.9% (40)	.9% (20)	.8% (16)
Cramer's V	0.088** NV	0.104*** NV	0.094** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

¹ The “visible minority” category is comprised of principals who are Chinese, South Asian, Filipino, Latin American, Arab, West Asian, Japanese, Korean, and Southeast Asian

² The “aboriginal” category is made up of North American Indian or Inuit principals

³ The “Métis” category is made up of principals who state that they are Métis

By comparing our data with the ethnicity of the school-age population, as well as with that of the Canadian population as a whole, we may assume that there is a *cultural gap* between, on the one hand, the school population and the general population, and, on the other hand, the principals, since in practically every province (except Prince Edward Island) fewer of the latter belong to a visible minority.

Table 1.17 Belonging to a visible minority: principals, school-age population and the Canadian population as a whole, by province

	Principals Survey, Teachcan, 2005			Population of school age, 2001 ⁴	Population as a whole, 2001 ⁵
	Aboriginal	Métis ²	Visible minority ³	Visible minority ³	Visible minority ³
Newfoundland and Labrador	1.3%	2.6%	.0%	1%	0.8 %
Prince Edward Island	.0%	.0%	4.5%	1%	0.9 %
Nova Scotia	.0%	.0%	3.1%	5%	3.8 %
New Brunswick	.0%	.0%	.0%	2%	1.3 %
Québec	.0%	.2%	1.0%	9%	7.0 %
Ontario	.9%	.0%	3.1%	22%	19.1 %
Manitoba	.0%	2.8%	.9%	9%	7.9 %
Saskatchewan	.8%	1.6%	1.6%	3%	2.9 %
Alberta	1.3%	.0%	.0%	12%	11.2 %
British Columbia	2.3%	2.0%	3.6%	26%	21.6 %
Yukon	.0%	10.0%	.0%	3%	3.6 %
Northwest Territories	4.8%	.0%	.0%	4%	4.2 %
Nunavut	13.3%	.0%	.0%	< 1%	0.8 %
All of Canada (N)	.9% (20)	.8% (16)	1.9% (40)	16%	13.4 % (3 983 845)

¹ The “Aboriginal” category is comprised of principals who are North American Indian or Inuit.

² The “Métis” category is comprised of principals who state that they are Métis.

³ The “visible minority” is comprised of principals who are Chinese, South Asian, Filipino, Latin American, Arab, West Asian, Japanese, Korean and Southeast Asian

⁴ School-age population (5 to 24 years of age), in 2001. Source: Statistique Canada, Recensement de la population de 2001.

⁵ Source: Statistique Canada, Population des minorités visibles, Recensement de la population de 2001.

It should be noted that the survey did not differentiate the ethnicity of the principals by gender, age, school teaching level, urban or rural location of the school or the educational sector to which the school belonged.

II. THE PROFESSIONAL PROFILE OF THE PRINCIPALS

We will now examine the professional profile of the principals: their level of education, field of study and length of service in various occupations over the course of their career.

1. Level of education and field of study

The highest completed degree held by most principals responding to our survey is a master's (57.1%). A bachelor's degree is held by 21.3%, while 17.8% hold a graduate degree/diploma, 1.8% hold a teaching certificate/diploma or a degree in education and 1.7% hold a doctoral degree. In general, principals seem to have a greater number of qualifications than teachers. In fact, almost all of the principals (97.9%) hold a degree that is equivalent to or higher than a bachelor's, compared to 75.6% of teachers (Source: Statistique Canada, Recensement 2001).

Table 1.18 Highest level of education completed

	Highest level of education completed by the principals (%):
Teaching certificate/diploma or degree in education	1.8%
Bachelor's degree	21.4%
Graduate degree or certificate	17.8%
Master's degree	57.3%
Doctorate	1.7%
Total	100.0% (2128)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

In addition, the educational fields chosen by most principals (at the highest level completed) are education (49.4%) and educational administration (40.4%). This is followed by social science and humanities (7.2%), literature (4.6%) and physical education (4.6%). They choose other fields of study to only a minor extent.

Table 1.19 Field of study of highest degree obtained

	Percentage of principals who have studied this field:
Education	49.4%
Educational administration	40.4%
Social sciences or humanities	7.2%
Literature	4.6%
Physical education	4.6%
Natural Sciences	2.5%
Public administration / Business management	1.9%
Mathematics or Computer science	1.7%
Theology or Philosophy	1.4%
Arts	1.2%
Second language teaching	1.0%
Other fields of study	0.7%

N = 2130

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

There is a relatively strong correlation between the degree held and particular fields of study. Thus, most principals with a master's degree or graduate degree have studied educational administration (53.4% and 41.3% respectively) or education (43% and 50.8% respectively). The profile of those with a bachelor's is more varied: while 64.4% of those with a bachelor's degree have studied education, there is also a comparatively greater number of them who have studied other fields, particularly social sciences/humanities (14.5%), physical education (9.5%) or literature (8.8%). By contrast, only 6.4% of those with a bachelor's degree have studied educational administration. Also, about 10% of the principals have studied more than one field (as is evident from the "Total" row in the following table¹⁴).

Table 1.20 Field of study, by highest degree obtained

	Master's degree	Graduate degree or diploma	Bachelor's degree	Total	Cramer's V
Education	43.0%	50.8%	64.4%	49.2%	0.172***
Educational administration	53.4%	41.3%	6.4%	40.7%	0.384***
Literature	3.1%	4.5%	8.8%	4.6%	0.108***
Mathematics or computer science	.9%	1.9%	4.0%	1.8%	0.093***
Natural sciences	1.2%	2.6%	5.7%	2.5%	0.116***
Social science or humanities	4.8%	6.6%	14.5%	7.3%	0.151***
Physical education	1.8%	7.7%	9.5%	4.6%	0.163***
Total	108.20% (2501)	115.40%	113.30%	110.70%	

The figures represent the percentage of principals who have studied the field indicated and also hold a degree in that field.

N = 2051

Source: Joint Principals Survey: Teachcan and Statistics Canada 2005

The survey reveals that the degree held varies according to the *teaching level* in which the principals work. Thus, most of those who work in primary and secondary schools hold a master's degree (56.6% at the primary level and 65.8% at the secondary level). Nonetheless, a significant proportion of primary school principals hold either a bachelor's degree (20.5%) or a graduate degree (19.3%). From this standpoint, the primary school principals have a more varied profile, but one with fewer degrees, than their secondary school counterparts. Also, comparatively more primary school principals have a degree in education (52.5% of the primary school principals versus 42.8% of the secondary school principals; $V = 0.082^{***}$), whereas comparatively more secondary school principals have studied educational administration (45.8% of the secondary school principals versus 39.9% of the primary school principals; $V = 0.079^{***}$)¹⁵. The profile of the principals who work in mixed schools is more varied in terms of the degree held; they hold fewer degrees than their counterparts at the primary or secondary levels (only 43.6% of the mixed school principals hold a master's degree, while 34.8% hold a bachelor's degree).

¹⁴ The fact that the total is greater than 100% indicates that some principals said they are holders of the highest degree in several fields of study.

¹⁵ The fact that most of the principals in the primary schools hold a degree in education, while most of the principals of the secondary schools hold a degree in educational administration is related to the fact that most of the principals of the primary schools hold bachelor's degrees and most of the principals of the secondary schools hold a master's degree. Stated differently, the observed relationship between the teaching level of the school and the field of study of the principals is related to the type of degree held (which varies according to the teaching level); the relationship no longer holds if we control for the type of degree held.

Table 1.21 Degree held, by teaching level

	Bachelor's degree	Graduate degree or diploma	Master's degree	Other	Total
Primary	20.5%	19.3%	56.6%	3.5%	100.0% (1344)
Secondary	15.9%	14.7%	65.8%	3.5%	100.0% (509)
Mixed	34.8%	15.6%	43.6%	6.0%	100.0% (282)
Total	21.3%	17.8%	57.1%	3.8%	100.0% (2135)

V = 0.113***

Source : Joint Principals Survey: Teachcan and Statistics Canada 2005

Female principals, of whom there is a greater proportion at the primary level (as noted previously), usually hold a bachelor's or graduate degree, and more often than not have studied education or literature. By contrast, it is more common for males, who are comparatively more numerous at the secondary level, to hold a higher degree (master's) and to study educational administration, natural sciences and physical education¹⁶. However, the differences noted between males and females with regard to their level of study are linked to their breakdown by teaching level (if we control for level [primary, mixed or secondary] the differences are no longer statistically significant). At the primary level, however, there are still differences in the field of study.

Table 1.22 Type of degree held, by gender and teaching level

		Bachelor's degree	Graduate degree or diploma	Master's degree	Other	Total	Cramer's V
All levels combined	Male	19.9%	16.6%	60.6%	2.9%	100.0% (1174)	0.086***
	Female	23.0%	19.1%	52.9%	5.0%	100.0% (961)	
	Total	21.3%	17.8%	57.1%	3.8%	100.0% (2135)	
Primary	Male	19.3%	18.1%	59.8%	2.8%	100.0% (647)	NS
	Female	21.7%	20.5%	53.7%	4.2%	100.0% (697)	
	Total	20.5%	19.3%	56.6%	3.5%	100.0% (1344)	
Mixed	Male	33.9%	14.0%	48.5%	3.5%	100.0% (171)	NS
	Female	36.0%	18.0%	36.0%	9.9%	100.0% (111)	
	Total	34.8%	15.6%	43.6%	6.0%	100.0% (282)	
Secondary	Male	14.3%	15.2%	67.7%	2.8%	100.0% (356)	NS
	Female	19.6%	13.7%	61.4%	5.2%	100.0% (153)	
	Total	15.9%	14.7%	65.8%	3.5%	100.0% (509)	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : non-significant test; NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

¹⁶ On the other hand, there is no difference between the men and the women as concerns the following fields of study: mathematics, second languages, social science and humanities, theology, arts, public administration or business administration.

Table 1.23 Field of study, by gender and teaching level

		Education	Educational administration	Literature	Natural sciences	Physical education
All levels combined	Male	43.8%	44.1%	3.2%	3.6%	6.1%
	Female	56.3%	35.9%	6.5%	1.1%	2.8%
	Total	49.4% (2130)	40.4% (2130)	4.6% (2130)	2.5% (2130)	4.6% (2130)
	Cramer's V	0.124***	0.083***	0.078***	0.078***	0.077***
Primary	Male	45.8%	44.9%	3.3%	2.8%	6.1%
	Female	58.6%	35.4%	5.9%	.9%	2.6%
	Total	52.5% (704)	39.9% (536)	4.6% (62)	1.8% (24)	4.2% (57)
	Cramer's V	0.128***	0.097***	0.062*	0.073**	0.086**
Mixed	Male	42.7%	35.7%	4.7%	6.4%	5.3%
	Female	53.7%	27.8%	10.2%	2.8%	1.9%
	Total	47.0% (131)	32.6% (91)	6.8% (19)	5.0% (14)	3.9% (11)
	Cramer's V	NS	NS	NS	NS	NV
Secondary	Male	40.7%	46.6%	2.2%	3.7%	6.5%
	Female	47.7%	43.8%	6.5%	1.3%	4.6%
	Total	42.8% (218)	45.8% (233)	3.5% (18)	2.9% (15)	5.9% (30)
	Cramer's V	NS	NS	0.106*	NV	NS

Source : Joint Principals Survey: Teachcan and Statistics Canada 2005

The figures indicate the percentages of principals (male / female) – at each level of education – who have studied in the field noted.

NS: test not significant

NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

If we compare *generations*, we observe that the older principals (over 50 years of age) are more likely to hold a higher degree (master's), whereas principals less than fifty years of age are more likely to hold a bachelor's or graduate degree. These differences continue to be significant only for primary school principals. The data do not necessarily reflect a relative decline in the level of training; they could also be indicative of different periods in the professional development cycle. Indeed, in several regions, a master's degree is not mandatory when principals begin the actual exercise of their functions, and we may assume that some of the principals enroll in master's programs later on.

Table 1.24 Highest level of study, by age of principals

	Bachelor's degree	Graduate degree or diploma	Master's degree	Total
- 40 years of age	36.7%	23.3%	40.0%	100.0% (275)
41-50 years of age	23.5%	18.5%	58.0%	100.0% (685)
51-60 years of age	17.0%	17.7%	65.3%	100.0% (974)
+ 61 years of age	20.6%	14.7%	64.7%	100.0% (68)
Total	22.1%	18.6%	59.3%	100.0% (2002)

Source : Joint Principals Survey: Teachcan and Statistics Canada 2005

V = 0,129***

Table 1.25 Highest level of study, by age of the principals and teaching level

		Bachelor's degree	Graduate degree or diploma	Master's degree	Total	Cramer's V
All levels combined	- 50 years of age	27.3%	19.9%	52.8%	100.0% (960)	0.137***
	+ 50 years of age	17.3%	17.5%	65.3%	100.0% (1042)	
	Total	22.1%	18.6%	59.3%	100.0% (2002)	
Primary	- 50 years of age	26.1%	22.6%	51.3%	100.0% (598)	0.141***
	+ 50 years of age	17.0%	18.2%	64.9%	100.0% (666)	
	Total	21.3%	20.3%	58.5%	100.0% (1264)	
Mixed	- 50 years of age	42.3%	16.8%	40.9%	100.0% (149)	NS
	+ 50 years of age	28.7%	16.7%	54.6%	100.0% (108)	
	Total	36.6%	16.7%	46.7%	100.0% (257)	
Secondary	- 50 years of age	20.2%	14.6%	65.3%	100.0% (213)	NS
	+ 50 years of age	13.4%	16.0%	70.5%	100.0% (268)	
	Total	16.4%	15.4%	68.2%	100.0% (481)	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : not significant

Lastly, there are important differences among the *regions*. Thus, there is a comparatively greater number of principals with a master's degree in British Columbia (85.7%), the Atlantic Provinces (74.5%), the Northwest Territories (66.7%) and Ontario (65.5%), while principals in Québec and the Prairies are more likely to hold a bachelor's degree (31.5% and 31.4%, respectively) or a graduate degree (35.2% and 20.8%). In addition, the principals of the Atlantic Provinces, Ontario and the Northwest Territories are more likely to have studied education (52%, 57.6% and 53.6%, respectively). The majority of principals in British Columbia studied educational administration (53.4%). The principals in the Prairies and Québec have a more varied profile in terms of their fields of study. The teaching level does not affect these differences among provinces.

Table 1.26 Type of degree held, by region

	Bachelor's degree	Graduate degree or diploma	Master's degree	Total
Atlantic Provinces	15.4%	10.1%	74.5%	100.0% (318)
British Columbia	8.9%	5.5%	85.7%	100.0% (293)
Ontario	18.7%	15.8%	65.5%	100.0% (519)
Prairies	31.5%	20.8%	47.6%	100.0% (466)
Québec	31.5%	35.2%	33.3%	100.0% (406)
Northwest Territories	15.7%	17.6%	66.7%	100.0% (51)
Total	22.2%	18.5%	59.4%	100.0% (2053)

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

V = 0.261***

Table 1.27 Field of study, by region

	Education	Educational administration
Atlantic Provinces	52.0%	50.5%
British Columbia	41.4%	53.4%
Ontario	57.6%	27.8%
Prairies	46.1%	39.2%
Québec	46.0%	39.1%
Northwest Territories	53.6%	50.0%
Total	49.4%	40.4%
Cramer's V	0.114***	0.186***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

N = 2130

Principals in all locations have more qualifications than either the population 15 years of age or older, the overall labour force or the teachers in the various provinces. Compared to the overall labour force, we see that the principals (like the teachers) are more likely to have a degree equal to or higher than a bachelor's degree (i.e., a bachelor's degree, graduate degree or master's). Compared to the teachers, the principals in most regions are more likely to hold a master's degree and less likely to hold a certificate, a bachelor's degree (except in the Northwest Territories), a graduate degree (except in New Brunswick, Québec, Saskatchewan and Alberta) or a doctorate (except in the Northwest Territories). The differences demonstrated by our survey with regard to the level of the degree held by the principals (by province) probably reflect in part those observed in all populations of the provinces. Thus, in Ontario, British Columbia and the Yukon, more of the population (and a greater number of the principals) hold a master's degree. On the other hand, in other provinces, such as the Atlantic Provinces, the comparatively higher degree held by the principals is not mirrored by the population as a whole. We may assume that this is linked to different hiring policies.

Table 1.28 Level of study: principals, teachers, labour force and population fifteen years of age or older, Canada

	Principal Survey, Teachcan, 2005			Teachers, 2001 ¹			Labour force, 2001 ¹			Population fifteen years of age or older, 2001 ¹														
	Certificate ²	Bachelor's degree	Master's degree	Total (N)	Certificate ³	Bachelor's degree	Master's degree	Total (N)	Certificate ³	Bachelor's degree	Master's degree	Total (N) ²												
Newfoundland and Labrador	1.3	24.1	6.3	65.8	2.5	100 (79)	15.9	56.2	7.8	14.4	4.2	100 (333)	59.3	11.3	0.9	3.0	0.4	100 (4835)	46.6	6.5	0.6	1.7	0.3	100 (419 015)
Prince Edward Island	0.0	18.2	13.6	68.2	0.0	100 (22)	20.0	42.9	24.3	8.6	4.3	100 (70)	55.6	10.8	2.1	2.8	0.2	100 (1673)	49.1	8.1	1.1	1.6	0.3	100 (106 695)
Nova Scotia	4.7	11.0	5.5	78.0	0.8	100 (127)	15.1	37.0	14.6	21.9	10.1	100 (535)	57.0	12.9	1.8	3.4	0.8	100 (10 445)	48.7	9.2	1.4	2.4	0.5	100 (732 365)
New Brunswick	1.0	11.9	16.8	70.3	0.0	100 (101)	17.8	46.5	11.6	15.3	8.3	100 (398)	60.5	10.9	1.3	2.4	0.6	100 (8 427)	49.8	7.8	1.0	1.7	0.4	100 (589 370)
Québec	1.7	30.8	34.4	32.5	0.7	100 (416)	18.1	52.0	8.6	13.4	6.2	100 (4405)	61.7	12.5	1.7	3.3	0.7	100 (88 151)	53.2	9.1	1.4	2.5	0.5	100 (5 832 350)
Ontario	2.4	18.0	15.2	63.1	1.3	100 (539)	17.5	38.0	21.5	15.8	6.0	100 (6538)	57.2	16.4	2.6	4.0	0.8	100 (148 984)	50.1	11.1	2.1	3.2	0.6	100 (9 048 035)
Manitoba	1.8	33.3	33.3	30.7	0.9	100 (114)	14.9	51.2	14.9	10.6	6.0	100 (1045)	54.1	11.5	1.7	2.0	0.5	100 (14 281)	46.3	8.9	1.4	1.7	0.4	100 (869 315)
Saskatchewan	3.2	42.1	22.2	31.7	0.8	100 (126)	16.5	58.2	7.0	10.8	5.3	100 (601)	55.2	10.6	1.0	1.7	0.5	100 (12 322)	47.1	8.2	0.7	1.3	0.4	100 (755 525)
Alberta	0.0	23.3	12.9	61.3	2.5	100 (240)	14.3	54.0	7.6	14.1	8.4	100 (1639)	57.3	12.5	1.1	2.8	0.7	100 (41 979)	51.5	10.7	1.0	2.2	0.6	100 (2 322 020)
British Columbia	1.0	8.4	5.2	81.2	4.2	100 (309)	14.3	39.0	19.0	19.4	7.1	100 (2192)	59.4	13.3	2.1	3.7	0.8	100 (48 513)	53.3	10.5	1.6	2.8	0.6	100 (3 160 565)
Yukon	5.0	5.0	5.0	80.0	5.0	100 (20)																		100 (22 485)
Northwest Territories	5.0	15.0	20.0	55.0	5.0	100 (20)	28.6	2.4	40.5	11.9	2.4	100 (84)	55.3	11.9	1.1	3.5	0.5	100 (1160)	47.4	9.5	1.0	2.6	0.2	100 (26 945)
Nunavut	0.0	26.7	26.7	46.7	0.0	100 (15)																		100 (16 680)
All of Canada	1.8	21.3	17.1	57.1	1.7	100 (212 8)	16.7	44.9	15.1	15.2	6.5	100 (17 445)	58.4	12.8	1.9	3.4	0.7	100 (381 344)	51.3	10.1	1.6	2.7	0.5	100 (23 901 360)

¹ Source : Statistique Canada. Recensement de la population, 2001. We have excluded from the table the following categories, which were not included in our survey: those "without qualifications" or with "medical degrees" (which, in Canada as a whole, accounted for 33.2% and 0.5% respectively of the population older than 15 years of age).

² The complete wording used in our questionnaire was "diploma, degree or teaching certificate".

³ The "certificate" category includes the following educational credentials, all of which are at a level lower than the bachelor's degree: certificate of secondary studies, vocational school certificate or diploma, college diploma or certificate, university diploma or certificate lower than a bachelor's degree.

2. Career and length of service

The total average length of service of the respondents (comprising all occupations held during the respondent's career) is 22.83 years (standard deviation of 10.46). At the *primary school level*, the principals surveyed have an average length of service in their occupation of 6.64 years. At the *secondary school level* it is 4.40 years, and in *mixed schools* it is 3.22 years. Consequently, our sample includes principals in both secondary schools and mixed schools who have only recently taken up their position.

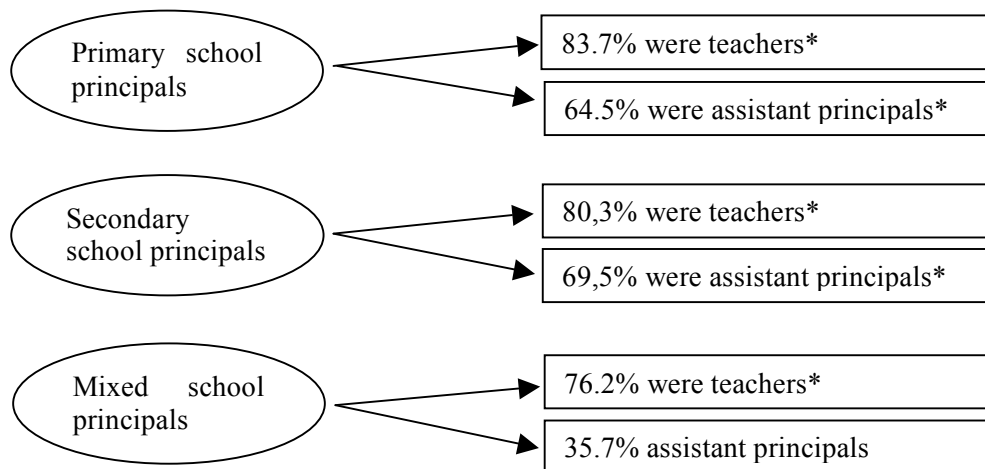
Table 1.29 Length of service of principals in their occupation

	Average (years)	Standard deviation
Primary school principals	6.64	6.57
Secondary school principals	4.40	5.52
Principals in mixed schools	3.22	5.13

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Our survey reveals that before becoming principals, most have been teachers (between 76% and 83%, depending on the teaching level) or assistant principals (64.5% at the primary level, and 69.5% at the secondary level, but only 35.7% in mixed schools) irrespective of teaching level.

Diagram 1 - The career of the principals: percentage of principals who have been teachers or assistant principals, by teaching level



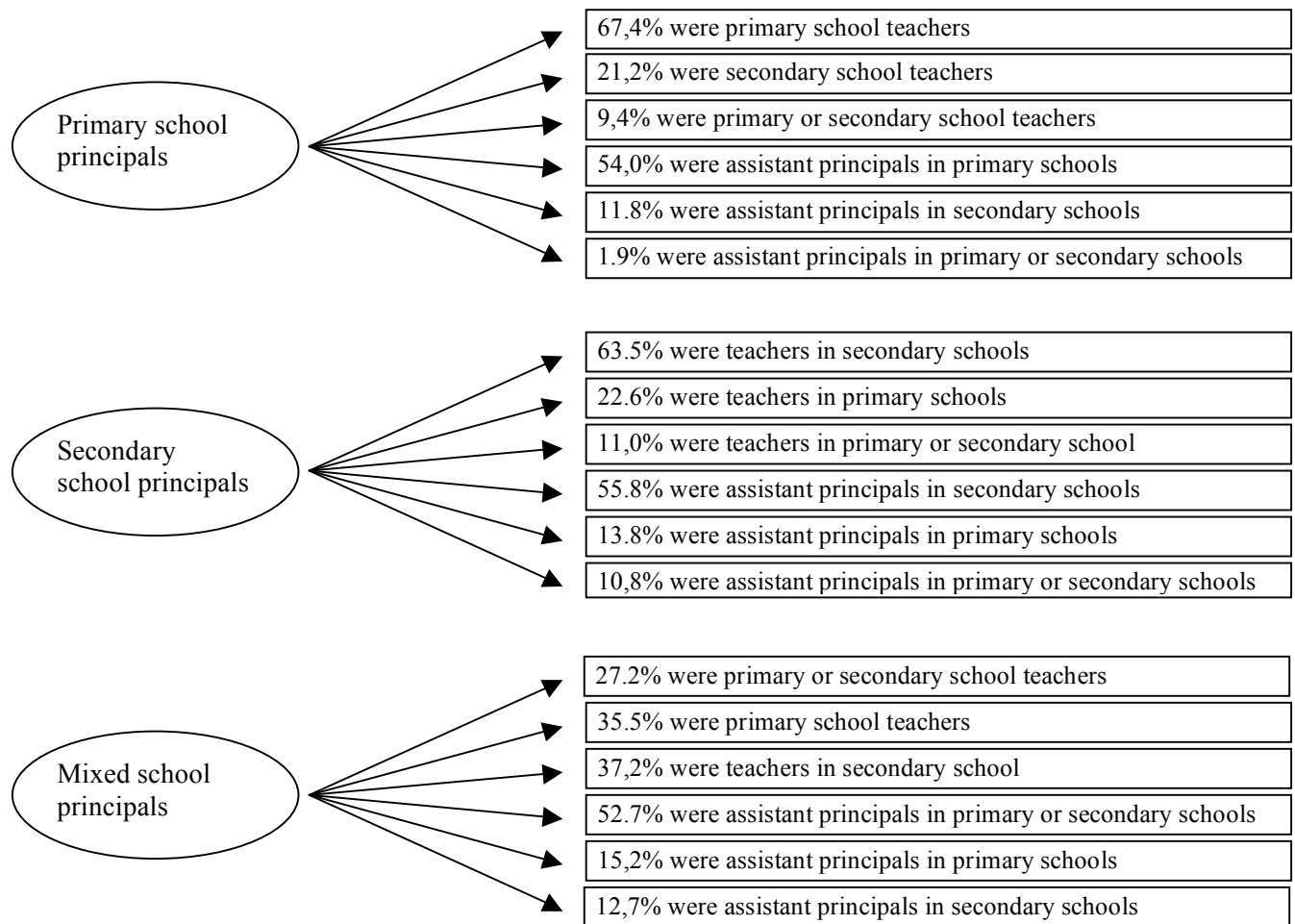
Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Irrespective of teaching level (primary, secondary or mixed)

Many principals have been assistant principals and teachers at the same teaching level as the one at which they are currently working. Of the *primary school principals*, 54% have been assistant principals at the primary school level (on average, for 2.24 years) and 67.4% have been teachers at the primary school level (on average, for 9.49 years). Of the *secondary school principals*, 55.8% have been assistant principals at the secondary school level (on average, for 3.11 years) and 63.5% have been teachers at the secondary school level (on average, for 8.32 years). Of the *mixed school principals*, 52.7% have been assistant principals in mixed schools (on average, for 0.7 years) and 27.2% have been teachers in these schools (on average, for 3.92 years). We may assume that there is a *measure of mobility between teaching levels* inasmuch as an appreciable number of principals exercised an occupation during their career at a level other than their current one. Of the principals *at the primary level*, 11.8% have experience as an assistant principal at the secondary level, while 21.2% have been teachers at the secondary level; of the

principals at the secondary level, 13.9% have been assistant principals at the primary level and 22.6% have been teachers at the primary level; of the principals in mixed schools, more than 10% have been assistant principals at the primary or secondary level, and more than 35% have been teachers at the primary or secondary level.

Diagram 2 - The career of the principals: percentage of principals who had been teachers or assistant principals at various teaching levels



Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

We also note that primary and mixed school principals have been teachers – taking into account all levels taught during their career – for an average period that was slightly longer than that of secondary school principals: 12.9 and 12.5 years, respectively, versus 11.5 years for secondary school principals. However, the latter have worked, on average, for longer periods of time as assistant principals: 4 years (taking into account all levels taught during their career) versus 1.9 for the principals of mixed schools and 2.9 years for the principals of primary schools. Lastly, only 10% of the principals have been student advisers or have exercised another occupation during their career¹⁷.

¹⁷ Most often, the other occupations exercised involve education at higher levels (college or adult education).

Table 1.30 Length of service of principals in various occupations, by teaching level

Length of service as:	During their entire career			In their present school		
	Average (in years)	Percentage *	Cramer's V	Average (in years)	Percentage *	Cramer's V
Primary						
Assistant principal at the primary school level	2.25	54.0%	0.393** *	.36	10.6%	0.148***
Teacher at the primary school level	9.49	67.5%	0.397** *	1.42	17.6%	0.202***
Assistant principal at the secondary school level	.52	11.8%	0.447** *	.0	.7%	0.383***
Teacher at the secondary school level	1.86	21.2%	0.374** *	.01	1.1%	0.331***
Assistant principal at the primary / secondary school level	.17	1.9%	0.541** *	.0	.7%	0.193***
Teacher at the primary / secondary school level	1.12	9.4%	0.181** *	.23	2.4%	0.253***
Student adviser	.42	10.6%	NS	.06	.2%	0.075** NV
Another occupation	.55	8.3%	0.072**	.11	1.6%	0.099***
Total Length of service ¹	22.91	-	-	5.75	-	-
total Length of service as assistant principal ²	2.95	64.5%	0.215** *	0.41	11.6%	0.178***
Total Length of service as teacher ³	12.48	83.7%	0.069*	1.76	20.2%	0.188***
Secondary						
Assistant principal at the primary school level	.45	13.8%	0.393** *	.0	1.6%	0.148***
Teacher at the primary school level	1.69	22.6%	0.397** *	.10	1.2%	0.202***
Assistant principal at the secondary school level	3.11	55.8%	0.447** *	1.07	24.0%	0.383***
Teacher at the secondary school level	8.32	63.5%	0.374** *	2.10	20.0%	0.331***
Assistant principal primary / secondary school level	.43	10.8%	0.541** *	.0	2.6%	0.193***
Teacher at the primary / secondary school level	1.46	11.0%	0.181** *	.42	3.5%	0.253***
Student adviser	.48	9.8%	NS	.02	.5%	0.075** NV
Another occupation	.95	13.2%	0.072**	.30	3.7%	0.099***
Total Length of service ¹	23.11	-	-	7.83	-	-
Total Length of service as assistant principal ²	4.00	69.5%	0.215** *	0.65	27.3%	0.178***
Total Length of service as a teacher ³	11.49	80.3%	0.069*	2.63	23.8%	0.188***
Mixed						
Assistant principal at the primary school level	.66	15.2%	0.393** *	.19	4.6%	0.148***
Teacher at the primary school level	4.34	35.5%	0.397** *	1.05	15.2%	0.202***
Assistant principal at the secondary school level	.56	12.7%	0.447** *	.20	5.7%	0.383***
Teacher at the secondary school level	4.63	37.2%	0.374** *	1.60	19.1%	0.331***
Assistant principal at the primary / secondary school level	.70	52.7%	0.541** *	.42	9.5%	0.193***

Teacher at the primary / secondary school level	3.92	27.2%	0.181** *	2.09	18.7%	0.253***
Student adviser	.34	7.4%	NS	.08	1.8%	0.075** NV
Another occupation	.92	11.7%	0.072**	.44	6.0%	0.099***
Total Length of service ¹	21.96	-	-	10.10	-	-
Total Length of service as assistant principal ²	1.93	35.7%	0.069*	0.81	17.0%	0.178***
Total Length of service as a teacher ³	12.96	76.2%	0.215** *	4.75	44.5%	0.188***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* For each teaching level, the percentage of the principals with experience in a variety of occupations

¹ Total length of service, taking into account all occupations and all teaching levels during career

² Total length of service as assistant principal, taking into account all teaching levels during career

³ Total length of service as a teacher, taking into account all teaching levels during career

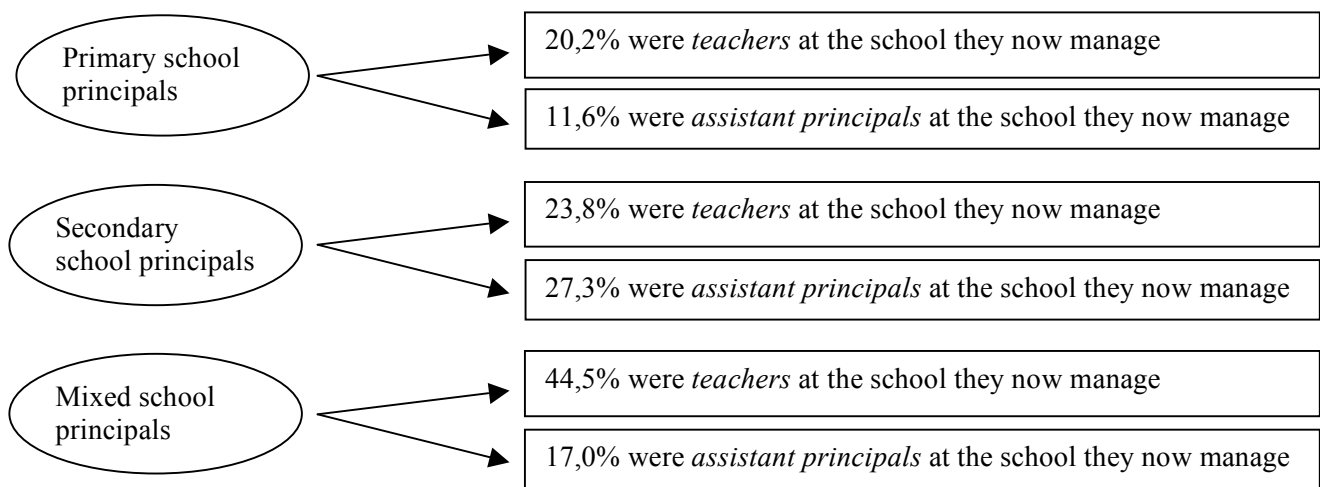
The value of Cramer's V varies according to teaching level

NS : not significant

NV : Chi-Square test not valid (there are insufficient theoretical frequencies)

There is a point that needs to be considered regarding the career of the principals *in the schools where they are working* (at the time of the survey). We may assume that the majority of the principals have advanced their career in one or several other schools since only a minority have worked as an assistant principal or teacher in the school they are managing (at the time of the survey). On average, the length of service of the principals in the schools where they are now working is 6.81 years (standard deviation of 8.20), which accounts for about 30% of their entire career. *Among primary school principals*, only 11.6% have worked as an assistant principal in their school, while 20.2% had worked as a teacher. *Among secondary school principals*, only 27.3% have been assistant principals in their school, and 23.8% teachers. Lastly, *of the principals in mixed schools*, 17% have been assistant principals, and 44.5% teachers, in the school they are managing (at the time of the survey). Thus, when hiring principals, it seems that mixed schools hire their own teachers more often than other schools.

Diagram 3 - The career of principals in the schools where they were working at the time of the survey



Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Lastly, the principals' total length of service (taking into account all occupations held) within the school where they are working is short compared to their total length of service (taking into account all occupations held). Once again, it is the principals of *mixed* schools who, on average, have served comparatively longer in the schools where they are now working (at the time of the survey): 10.10 years, versus 5.75 years for primary school principals and 7.83 years for the principals of secondary schools.

If we compare the career of principals *by sex*, we note that more female than male principals have been teachers at the primary level, student advisers or have exercised another occupation; this is true irrespective of the level at which they are teaching. In addition, their length of service as a teacher at the primary level is always, on average, higher than that of their male counterparts, irrespective of the level at which they are now working. Comparatively more males have been assistant principals or secondary school teachers, irrespective of the level at which they are now working. Also, the duration of their service in these occupations is, on average, always longer than that of their female counterparts. Thus, it seems that more female than male principals are recruited from primary school teachers, while more male than female principals are recruited from secondary school teachers; this is true irrespective of the level at which they are now teaching. On the other hand, there is almost no statistically significant difference between the men and the women with respect to their careers in the schools they are now managing.

Table 1.31 Occupational experience of principals in various occupations, by sex and teaching level

Experience as*:	Male	Female	Total	Cramer's V
All levels taken into account				
Assistant principal at the primary school level	35.9%	43.6%	39.4%	V = 0.079***
Primary school teacher	44.5%	62.6%	52.6%	V = 0.180***
Assistant principal at the secondary school level	28.2%	15.3%	22.4%	V = 0.154***
Secondary school teacher	40.9%	24.0%	33.3%	V = 0.178***
Assistant principal at the primary/secondary school level	13.1%	7.8%	10.7%	V = 0.086***
Primary/secondary school teacher	13.5%	10.4%	12.1%	NS
Assistant principal, irrespective of teaching level	63.9%	59.4%	61.9%	NS
Teacher, irrespective of teaching level	81.4%	82.4%	81.9%	NS
Student adviser	7.1%	13.4%	10.0%	V = 0.105***
Another occupation	9.1%	10.9%	9.9%	NS
Primary				
Assistant principal at the primary school level	53.2%	54.8%	54.0%	NS
Primary school teacher	60.9%	73.7%	67.5%	0.136***
Assistant principal at the secondary school level	15.8%	8.1%	11.8%	0.120***
Secondary school teacher	26.2%	16.5%	21.2%	0.118***
Assistant principal at the primary/secondary school level	2.0%	1.9%	1.9%	NS
Primary/secondary school teacher	10.8%	8.1%	9.4%	NS
Assistant principal, irrespective of teaching level	67.4%	61.8%	64.5%	NS
Teacher, irrespective of teaching level	82.3%	85.0%	83.7%	NS
Student adviser	7.1%	13.8%	10.6%	0.110***
Another occupation	6.8%	9.7%	8.3%	0.053*
Mixed				
Assistant principal at the primary school level	16.4%	13.4%	15.2%	NS
Primary school teacher	31.0%	42.3%	35.5%	NS
Assistant principal at the secondary school level	13.5%	11.6%	12.7%	NS
Secondary school teacher	46.8%	22.5%	37.2%	0.245***
Assistant principal at the primary/secondary school level	58.8%	43.2%	52.7%	0.153*
Primary/secondary school teacher	29.2%	24.1%	27.2%	NS
Assistant principal, irrespective of teaching level	38.6%	31.3%	35.7%	NS
Teacher, irrespective of level	78.9%	71.8%	76.2%	NS
Student adviser	5.8%	9.8%	7.4%	NS
Another occupation	9.9%	14.3%	11.7%	NS
Secondary:				
Assistant principal at the primary school level	13.5%	14.5%	13.8%	NS
Primary school teacher	21.1%	26.3%	22.6%	NS
Assistant principal at the secondary school level	57.9%	51.0%	55.8%	NS
Secondary school teacher	65.1%	59.9%	63.5%	NS
Assistant principal at the primary/secondary school level	11.5%	9.2%	10.8%	NS
Primary/secondary school teacher	11.0%	11.1%	11.0%	NS
Assistant principal, irrespective of teaching level	69.7%	69.1%	69.5%	NS
Teacher, irrespective of level	81.1%	78.3%	80.3%	NS
Student adviser	7.9%	14.4%	9.8%	NS
Another occupation	12.9%	13.7%	13.2%	NS

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentage of men (out of 100%) or of women (out of 100%) with experience in a variety of occupations since the beginning of their career, by each teaching level

NS: not significant

NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

Table 1.32 Occupational experience of principals in various functions in the school where they were working at the time of the survey, by sex and teaching level

	Male	Female	Total	Cramer's V
Experience as*:				
Primary				
Assistant principal at the primary school level	10.2%	11.0%	10.6% (143)	NS
Primary school teacher	13.1%	21.8%	17.6% (238)	0.115***
Assistant principal at the secondary school level	.8%	.6%	.7% (9)	NV
Secondary school teacher	1.2%	1.0%	1.1% (15)	NS
Assistant principal at the primary/secondary school level	.5%	1.0%	.7% (10)	NV
Primary/secondary school teacher	2.3%	2.6%	2.4% (33)	NS
Assistant principal, irrespective of teaching level	11.1%	12.1%	11.6% (157)	NS
Teacher, irrespective of teaching level	16.0%	24.1%	20.2% (273)	0.101***
Student adviser	.2%	.3%	.2% (3)	NV
Another occupation	.8%	2.3%	1.6% (21)	NS
Mixed				
Assistant principal at the primary school level	5.3%	3.6%	4.6% (13)	NS
Primary school teacher	9.4%	24.1%	15.2% (43)	0.121***
Assistant principal at the secondary school level	6.4%	4.5%	5.7% (16)	NS
Secondary school teacher	24.0%	11.6%	19.1% (54)	0.154**
Assistant principal at the primary/secondary school level	9.4%	9.8%	9.5% (27)	NS
Primary/secondary school teacher	17.5%	20.5%	18.7% (53)	NS
Assistant principal, irrespective of teaching level	18.7%	14.3%	17.0% (48)	NS
Teacher, irrespective of teaching level	40.9%	50.0%	44.5% (126)	NS
Student adviser	1.2%	2.7%	1.8% (5)	NV
Another occupation	4.1%	8.9%	6.0% (17)	NS
Secondary :				
Assistant principal at the primary school level	1.1%	2.6%	1.6% (8)	NV
Primary school teacher	1.4%	.7%	1.2% (6)	NV
Assistant principal at the secondary school level	22.8%	26.8%	24.0%	NS
Secondary school teacher	19.9%	20.3%	20.0% (102)	NS
Assistant principal at the primary/secondary school level	2.5%	2.6%	2.6% (13)	NV
Primary/secondary school teacher	3.7%	3.3%	3.5% (18)	NS
Assistant principal, irrespective of teaching level	25.6%	31.4%	27.3% (139)	NS
Teacher, irrespective of teaching level	24.4%	22.2%	23.8% (121)	NS
Student adviser	.3%	.7%	.4% (2)	NV
Another occupation	3.1%	5.2%	3.7% (19)	NS

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentage of males (out of 100%) or of females (out of 100%) with experience in a variety of occupations in the school where they were working at the time of the survey (for each teaching level, since the beginning of their career).

NS : not significant

NV : Chi-Square test not valid (there are insufficient theoretical frequencies)

Table 1.33 Length of service (in years) of the principals in various occupations, by sex and teaching level

Length of service as* :	Male	Female	Total	Fischer's F
All levels taken into account				
Primary school principal	5.15	4.62	4.91	NS
Assistant primary school principal	1.58	1.65	1.61	NS
Primary school teacher	5.18	9.13	6.96	112.97***
Secondary school principal	1.98	.68	1.39	69.34***
Assistant secondary school principal	1.50	.70	1.14	46.24***
Secondary school teacher	4.66	2.66	3.76	46.28***
Primary / secondary school principal	1.25	.44	.89	37.50***
Assistant primary /secondary school principal	.41	.18	.30	10.82***
Primary /secondary school teacher	1.66	1.45	1.57	NS
Student adviser	.29	.59	.42	15.40***
Another occupation	.64	.76	.69	NS
Assistant principal, irrespective of teaching level	3.50	2.54	3.07	29.76***
Teacher, irrespective of teaching level	11.52	13.28	12.31	18.39***
Total length of service during career	23.32	22.24	22.83	NS
Total length of service in the school	6.93	6.65	6.81	NS
Primary				
Primary school principal	7.76	5.61	6.64	37.05***
Assistant primary school principal	2.41	2.10	2.25	NS
Primary school teacher	7.79	11.07	9.49	43.99***
Secondary school principal	.42	.17	.29	8.58**
Assistant secondary school principal	.79	.26	.52	26.38***
Secondary school teacher	2.32	1.43	1.86	12.37***
Primary / secondary school principal	.48	.23	.35	NS
Assistant primary /secondary school principal	.27	.08	.17	NS
Primary /secondary school teacher	1.20	1.04	1.12	NS
Student adviser	.26	.57	.42	11.81***
Another occupation	.38	.71	.55	NS
Assistant principal, irrespective of teaching level	3.48	2.46	2.9563	22.37***
Teacher, irrespective of teaching level	11.33	13.55	12.4874	20.14***
Total length of service during career	23.32	22.52	22.91	NS
Total length of service in the school	5.66	5.83	5.75	NS

**Length of service (in years) of the principals in various occupations, by sex and teaching level
(continued)**

Mixed				
Primary school principal	3.14	3.18	3.15	NS
Assistant primary school principal	.70	.60	.66	NS
Primary school teacher	3.09	6.25	4.34	11.51***
Secondary school principal	1.71	.55	1.26	7.07**
Assistant secondary school principal	.58	.54	.56	NS
Secondary school teacher	6.10	2.37	4.63	14.29***
Primary / secondary school principal	4.02	1.99	3.22	10.87***
Assistant primary /secondary school principal	.78	.57	.70	NS
Primary /secondary school teacher	3.85	4.01	3.92	NS
Student adviser	.29	.41	.34	NS
Another occupation	.88	.98	.92	NS
Assistant principal, irrespective of teaching level	2.07	1.72	1.9364	NS
Teacher, irrespective of teaching level	13.06	12.80	12.9609	NS
Total length of service during career	22.75	20.79	21.96	NS
Total length of service in the school	9.59	10.86	10.10	NS
Secondary :				
Primary school principal	1.37	1.11	1.29	NS
Assistant primary school principal	.50	.34	.45	NS
Primary school teacher	1.41	2.35	1.69	5.37*
Secondary school principal	4.96	3.09	4.40	12.40***
Assistant secondary school principal	3.24	2.80	3.11	NS
Secondary school teacher	8.25	8.50	8.32	NS
Primary / secondary school principal	1.33	.30	1.02	10.11**
Assistant primary /secondary school principal	.48	.32	.43	NS
Primary / secondary school teacher	1.45	1.49	1.46	NS
Student adviser	.34	.79	.48	5.01*
Another occupation	1.01	.81	.95	NS
Assistant principal, irrespective of teaching level	4.2275	3.5000	4.0098	NS
Teacher, irrespective of teaching level	11.1268	12.3618	11.4970	NS
Total length of service during career	23.59	22.01	23.11	NS
Total length of service in the school	8.03	7.35	7.83	NS

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Anova Test insignificant

By *region*, there were comparatively more principals in the primary schools of British Columbia, Ontario and Northwest Territories who have been assistant principals or teachers in primary schools. In the other provinces, we may assume that most of the principals are recruited from teachers at other levels (the Chi-square test does not allow us to verify this, since there are insufficient theoretical frequencies). In the secondary schools, we may assume that that comparatively more principals in British Columbia, Ontario and the Prairies are recruited among secondary school teachers, while in the other provinces a comparatively greater number have been teachers at other levels (the Chi-square test does not allow us to verify this, since there are insufficient theoretical frequencies).

Table 1.34 Occupational experience of principals in various occupations in the school where they were working at the time of the survey, by region and teaching level

	The Atlantic Provinces	British Columbia	Ontario	Prairies	Québec	The Northwest Territories	Total	Cramer's V
Experience as*:								
Primary								
Assistant primary school principal	44.3%	63.9%	71.1%	47.7%	35.0%	60.9%	54.0% (730)	0.288***
Primary school teacher	63.4%	76.0%	80.8%	62.6%	50.3%	69.6%	67.5% (911)	0.250***
Assistant secondary school principal	11.5%	9.8%	5.7%	12.7%	21.6%	4.3%	11.8% (160)	NV
Secondary school teacher	25.5%	19.5%	14.6%	25.5%	23.9%	39.1%	21.2% (286)	NV
Assistant primary /secondary school principal	3.6%	2.9%	.2%	2.3%	2.0%	4.3%	1.9%	NV
Primary /secondary school teacher	10.4%	10.2%	4.7%	15.5%	10.5%	4.3%	9.4% (127)	NV
Assistant principal, irrespective of teaching level	53.6%	70.7%	74.6%	62.7%	54.2%	73.9%	64.5% (871)	0.186***
Teacher, irrespective of teaching level	83.2%	89.7%	86.4%	85.8%	74.8%	82.6%	83.7% (1128)	NV
Student adviser	9.4%	9.3%	13.1%	10.0%	9.8%	4.3%	10.6% (143)	NV
Another occupation	9.9%	6.3%	6.7%	9.5%	9.5%	13.0%	8.3% (112)	NV
Mixed								
Assistant primary school principal	16.7%	21.4%	21.1%	16.0%	5.3%	4.0%	15.2% (43)	NV
Primary school teacher	29.8%	50.0%	47.4%	30.6%	36.8%	48.0%	35.5% (100)	NS
Assistant secondary school principal	16.7%	7.1%	26.3%	11.1%	10.5%	12.0%	12.7% (36)	NV
Secondary school teacher	31.3%	39.3%	31.6%	37.5%	38.9%	48.0%	37.2% (105)	NS
Assistant primary /secondary school principal	60.4%	39.3%	21.1%	59.0%	35.3%	52.0%	52.7% (148)	0.232***
Primary /secondary school teacher	39.6%	25.0%	10.5%	25.0%	26.3%	32.0%	27.2% (77)	NS
Assistant principal, irrespective of teaching level	45.8%	32.1%	42.1%	36.1%	21.1%	24.0%	35.7% (101)	NS
Teacher, irrespective of teaching level	76.6%	82.1%	73.7%	75.7%	66.7%	80.0%	76.2% (214)	NV
Student adviser	8.3%	7.1%	10.5%	5.6%	15.8%	8.0%	7.4% (21)	NV
Another occupation	20.8%	7.1%	5.3%	8.3%	15.8%	20.0%	11.7% (33)	NV
Secondary								
Assistant primary school principal	10.0%	14.5%	16.5%	17.1%	10.4%	-	13.8% (70)	NV
Primary school teacher	24.4%	22.4%	26.4%	17.9%	22.9%	12.5%	22.6% (115)	NV
Assistant secondary school principal	51.1%	61.8%	61.2%	50.0%	58.3%	25.0%	55.8% (284)	NV
Secondary school teacher	58.9%	65.8%	68.6%	64.7%	61.5%	25.0%	63.5% (322)	NV
Assistant primary /secondary school principal	10.0%	15.8%	7.4%	15.3%	6.3%	12.5%	10.8% (55)	NV
Primary /secondary school teacher	16.7%	13.2%	1.7%	14.4%	11.5%	12.5%	11.0% (56)	NV
Assistant principal, irrespective of teaching level	64.4%	77.6%	77.7%	65.8%	64.6%	37.5%	69.5% (353)	NV
Teacher, irrespective of teaching level	75.6%	85.5%	84.3%	80.2%	78.1%	50.0%	80.3% (407)	NV

Student adviser	13.3%	5.3%	8.3%	7.6%	15.6%	-	9.8% (50)	NV
Another occupation	13.3%	18.4%	5.0%	11.9%	21.9%	-	13.2% (67)	NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentage (out of 100%) of principals in each province with experience in a variety of occupations in the school where they were working at the time of the survey (for each teaching level, since the beginning of their career).

NS : not significant

NV : Chi-Square test not valid (there are insufficient theoretical frequencies)

On the other hand, the survey did not reveal any statistically significant relationship between (i) the experience of the principals in various occupations during their career and (ii) their *age*, *teaching level*, *educational sector* or *school location (urban versus rural)*.

III. CONCLUSION

Our survey brings to light the fact that the majority of principals nowadays are male. Compared to the proportion of men and women in the teaching profession, women are under-represented in the profession of principal. Nonetheless, it seems that teaching enables more women to obtain management positions (compared to the proportion of women who occupy a management position in Canada as whole). A comparison with data accumulated in previous periods suggests that over the last few years there has been a gradual re-feminization of the profession. The survey also demonstrates that “aboriginal” and “visible minority” principals are under-represented relative to the school-age population in Canada; this suggests a certain cultural gap between the principals and the school population. With regard to their professional characteristics, most of the principals have more qualifications than the teachers, the labour force or the population 15 years of age and older. In particular, more of them have a master’s degree. Lastly, our survey shows that before they became principals, most have been teachers or assistant principals – mostly, but not always, at the teaching level at which they were working at the time of the survey. Indeed, an examination of their career reveals that over the course of their career a non-negligible proportion of principals have worked in an occupation at a level other than the one in which they are currently working. In addition, the analysis shows that most have been teachers or assistant principals in a school other than the one they were now managing. Thus, our study indicates a measure of occupational mobility among teaching levels and schools.


Beyond the general trends, our survey demonstrates above all that the social and professional profile of the principals varies greatly by teaching level and province, especially as concerns their gender and level of education. The following summary table presents the main differences by *teaching level*. A feature that stands out here is that in most cases the principals of *primary* schools are women, and holders of a graduate degree and a degree in education. In the *secondary schools*, principals are, in most cases, holders of a master’s degree and a degree educational administration. Lastly, in *mixed* schools principals are, more often than not, males and holders of bachelor’s degrees.

Table 1.35 Summary table: Profile of principals by teaching level

	Primary schools	Mixed schools	Secondary schools	Value of Cramer's V
Sex	+ Female (51.9%)	+ Male (60.4%)	+ Male (69.9%)	0.188***
Age	+ - 40 years of age (14.3%) and 51-60 years of age (49.9%)	+ - 40 years of age (20.1%), 41-50 years of age (35.9%) and + 61 years of age (6.2%)	+ 41-50 years of age (35.3%), 51-60 years of age (51.9%) and + 61 years of age (4.2%)	0.090***
Level of education	+ Graduate degree (19.3%)	+ Bachelor's degree (34.8%) or other degree (6%)	+ Master's degree (65.8%)	0.113***
Field of study	+ Education (52.5%)		+ Educational administration (45.8%)	0.082*** 0.079***
Ethnicity	/	/	/	NS
Experience in various occupations	+ Assistant primary school principal (54%)			0.393***
	+ primary school teacher (67.5%)			0.397***
			+ Assistant secondary school principal (55.8%)	0.447***
			+ Secondary school teacher (63.5%)	0.374***
		+ Assistant primary / secondary school principal (52.7%)		0.541***
		+ Primary school teacher / secondary (27.2%)		0.181***
		+ Another occupation (11.7%)	+ Another occupation (13.2%)	0.072**
Region	+ British Columbia (66.3%), Ontario (74.4%), Québec (72.7%)	+ The Atlantic Provinces (14.5%), Prairies (29.9%), Northwest Territories (44.6%)	+ The Atlantic Provinces (27.3%), British Columbia (24.6%), Prairies (24.5%)	0.247***
Province	+ New Brunswick (68.3%), Québec (72.7%), Ontario (74.4%), British Columbia (66.3%)	+ Newfoundland and Labrador (34.2%), Manitoba (27.8%), Saskatchewan (35.4%), Alberta (27.9%), Yukon (35%), Northwest Territories (57.1%), Nunavut (40%)	+ Prince Edward Island (31.8%), Nova Scotia (30.5%), New Brunswick (25.7%), Alberta (28.3%), British Columbia (24.6%)	0.270*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

/ = no relationship; + = in most cases; NS : not significant; NV : Chi-Square test not valid (there are insufficient theoretical frequencies)

 : strong relationship, irrespective of region or province

The profiles of the principals also vary greatly *by region* (or province), as the following two summary tables illustrate. In terms of sex and age, the profiles of the principals in the Atlantic Provinces and Québec are relatively similar, inasmuch as they include (i) comparatively more women and (ii) principals less than 50 years of age. Conversely, in British Columbia and the Northwest Territories, the majority of

principals are (i) men and (ii) principals over 50 years of age. Lastly, the majority of principals in Ontario are (i) women and (ii) mostly over 50 years of age, whereas the majority of principals in the Prairies are men and most are less than fifty years of age. As concerns their level of education, in most cases the principals of the Atlantic Provinces, British Columbia and Northwest Territories have a master's degree, while their counterparts in the Prairies and Québec more often than not have a bachelor's degree or a graduate degree.

Table 1.36 Summary table: profile of the principals, by region

	The Atlantic Provinces	British Columbia	Ontario	Prairies	Québec	The Northwest Territories	Cramer's V
Sex	+ female (48.2%)	+ male (62.8%)	+ female (50.9%)	+ male (61%)	+ female (51.3%)	+ male (80.4%)	0.145***
Age	+ - 50 years of age (53.3%)	+ + 50 years of age (61.9%)	+ + 50 years of age (56.9%)	+ - 50 years of age (52.5%)	+ - 50 years of age (50.4%)	+ + 50 years of age (54.5%)	0.110***
Level of education	+ master's degree (74.5%)	+ master's (85.7%)	+ master's (65.5%)	+ bachelor's (31.5%), graduate degree (20.8%)	+ bachelor's (31.5%), graduate degree (35.2%)	+ master's degree (66.7%)	0.261***
Field of study	+ education (52.0%)		+ education (57.6%)			+ education (53.6%)	0.114***
	+ educational administration (50.5%)	+ educational administration (53.4%)				+ educational administration (50.0%)	0.186***
Ethnicity	NV	NV	NV	NV	NV	NV	NV
Visible minorities	NV	NV	NV	NV	NV	NV	NV
Experience in various occupations		+ assistant primary school principal	+ assistant primary school principal				0.250***
		+ primary school teacher	+ primary school teacher				0.211***
					+ assistant secondary school principal		0.099***
				+ secondary school teacher		+ secondary school teacher	0.090**
				+ assistant primary / secondary school principal		+ assistant primary / secondary school principal	0.259***
		+ primary school teacher / secondary	+ primary school teacher / secondary	+ primary school teacher / secondary		+ primary school teacher / secondary	0.161***
Teaching level	+ mixed (14.5%), secondary (27.3%)	+ primary (66.3%), secondary (24.6%)	+ primary (74.4%)	+ mixed (29.9%), secondary (24.5%)	+ primary (72.7%)	+ mixed (44.6%)	0.247***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

/ = no relationship + = in most cases NS : not significant NV : Chi-Square test not valid (there are insufficient theoretical frequencies)


 : strong relationship irrespective of the teaching level

Table 1.37 Summary table: profile of the principals by province

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Québec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Yukon	Northwest Territories	Nunavut	Cramer's V
Gender	+ Male (59.5%)	+ Male (59.1%)	+ female (48.4%)	+ female (55.4%)	+ female (51.3%)	+ female (50.9%)	+ Male (61.7%)	+ Male (57.5%)	+ Male (62.5%)	+ Male (62.8%)	+ Male (75%)	+ Male (81%)	+ Male (86.7%)	0.154**
Average age	+ -50 years of age (65.8%)	+ -50 years of age (54.5%)	+ +50 years of age (52.5%)	+ -50 years of age (50.5%)	+ -50 years of age (50.4%)	+ +50 years of age (56.9%)	+ +50 years of age (54.9%)	+ -50 years of age (63.3%)	+ -50 years of age (50.4%)	+ +50 years of age (61.9%)	+ +50 years of age (55%)	+ -50 years of age (60%)	+ +50 years of age (73.3%)	0.146**
Level of education	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Field of study	+ education n	+ education n	+ education n	+ education n	- education n	+ education n	+ education n	- education n	- education n	- education n	+ education n	- education n	+ education n	0.128**
	+ education n	- education n	+ education n	+ education n	- education n	- education n	- education n	- education n	+ education n	+ education n	+ education n	- education n	+ education n	0.212**
Visible minority	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Teaching level	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Educational sector	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV
Region (urban or rural)	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

/ = no relationship + = in most cases NS: not significant

NV: Chi-Square test not valid (there are insufficient theoretical frequencies)



The following summary table summarizes the profile of the principals *by sex*. Of note, women are more numerous among the principals of the Atlantic Provinces, Ontario and Québec; comparatively more women manage primary schools. Comparatively more of them hold a bachelor's degree or a graduate degree, and more of them have studied education or literature. Men are more numerous among the principals of British Columbia, the Prairies and the Northwest Territories, and more of them managed secondary or mixed schools. More of them hold a master's degree, and more have studied educational administration, natural sciences or physical education.


Table 1.38 Summary table: the gender of principals

	Male	Female	Cramer's V
Age	+ - 40 years of age, + 50-59 years of age	+ 40-49 years of age, + +60 years of age	V = 0.091***
Level of education	+ master's	+ bachelor's degree, + graduate degree	V = 0.086***
Field of study	+ educational administration		V = 0.083***
		+ education	V = 0.124***
	+ sciences		V = 0.078***
	+ physical education		V = 0.077***
		+ literature	V = 0.078***
Ethnicity	/	/	NS
Total length of service	/	/	NS
Experience in various occupations		+ assistant primary school principal	V = 0.079***
		+ primary school teacher	V = 0.180***
		+ assistant secondary school principal	V = 0.154***
		+ secondary school teacher	V = 0.178***
		+ assistant principal, primary/secondary school	V = 0.086***
		+ student adviser	V = 0.105***
Teaching level	+ secondary, mixed	+ primary	V = 0.188***
Regions	+ British Columbia, Prairies, Northwest Territories	+ The Atlantic Provinces, Ontario, Québec	V = 0.145***

Source : Enquête Directeurs, Teachcan, 2005

/ = no relationship; + = in most cases; NS: not significant;
 NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

 : strong relationship, irrespective of region  : strong relationship, irrespective of teaching level

 : strong relationship, irrespective of region or teaching level

If we consider differences between principals *by generation*, we note that principals less than 50 years of age are more numerous in the Atlantic Provinces, the Prairies and Québec. In most cases, they are principals in mixed schools, females and holders of a bachelor's degree or graduate degree. Principals over 50 years of age are more numerous in British Columbia, Ontario and the Northwest Territories. Most are principals in primary or secondary schools, male and have a master's degree.

Table 1.39 Summary table: age of principals

	- 50 years of age	+ 50 years of age	Cramer's V
Gender	+ female	+ Male	V = 0.63*
Level of education	+ bachelor's degree, + graduate degree	+ master's	V = 0.137***
Field of study	/	/	NS
Ethnicity	/	/	NS
Teaching level	+ mixed	+ primary, secondary	V = 0.072**
Regions	+ Atlantic Provinces, Prairies, Québec	+ British Columbia, Ontario, Northwest Territories	V = 0.110**

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

/ = no relationship; + = in most cases; NS: not significant;
 NV : Chi-Square test not valid (there are insufficient theoretical frequencies)

-  : strong relationship, irrespective of region
-  : strong relationship, irrespective of teaching level
-  : strong relationship, irrespective of teaching level

Lastly, the following table presents the main differences between the principals, *by degree held*


Table 1.40 Summary table: level of education of the principals

	Bachelor's degree	Graduate degree	Master's degree	Value of Cramer's V
Gender	+ female	+ female	+ Male	0.086***
Age	+ - 40 years of age, 41-50 years of age	+ - 40 years of age	+ 51-60 years of age, + 61 years of age	0.129***
Field of study	+ education	+ education		0.172***
		+ educational administration	+ educational administration	0.384***
	+ literature			0.108***
	+ math and computer science	+ math et computer science		0.093***
	+ natural sciences	+ natural sciences		0.116***
	+ social science			0.151***
	+ physical education			0.163***
Ethnicity	/	/	/	NS
Experience in various occupations		+ primary school principal	+ primary school principal	0.092***
			+ assistant primary school principal	0.156***
			+ secondary school principal	0.090***
			+ assistant secondary school principal	0.104***
			+ student adviser	0.099***
Teaching level	+ mixed	+ primary	+ secondary	0.113***
Region of residence	+ Prairies, Québec	+ Prairies, Québec	+ Atlantic Provinces, British Columbia, Ontario, Northwest Territories	0.261***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

/ = no relationship; + = in most cases; NS: not significant; NV: Chi-Square test not valid (there are insufficient theoretical frequencies)

 : strong relationship, irrespective of region  : strong relationship, irrespective of teaching level

 : strong relationship, irrespective of region or teaching level

CHAPTER 2: THE EDUCATIONAL INSTITUTIONS

Now that we have delineated the socio-professional profile of the principals, we will describe the educational institutions for which they had responsibility (at the time of the survey). The analysis will help us to understand the principals' working conditions and reveal the basic elements needed to subsequently understand their relationship to their work (in Chapters 4 and 5). Stated differently, it involves examining the concrete conditions in which they exercise their profession and which affect their work experience, job satisfaction and conception of the profession.

We begin by describing the educational institutions in terms of their size (the number of staff and students) and the make-up of their personnel. The second section will describe the student body in the schools directed by the principals, in terms of the students' social and cultural characteristics (social and ethnic origins) and their behaviour in and attitude toward school (as revealed by their absenteeism, dropping out, disabilities or problematical behaviour). The third section deals with the relationships between the school and the students' parents. The fourth and final section will describe the teachers in terms of their ethnicity and problematical conduct.

Once again, we will reveal variations by province, since these seem to constitute a major differentiation factor. We will see that the principals' descriptions of their schools also vary by teaching level (primary, secondary or mixed), their location (urban or rural) and their sector (public or private). On the other hand, the principals' perceptions concerning the characteristics of their institutions, students and teachers hardly vary at all according to their socio-professional profile. Thus, the survey tends to show that sex, level/field of studies, or even age and length of service does not influence the way they perceive or describe their work context, and that criteria for recruiting principals do not vary according to the characteristics of the student body, or those of the teachers, in the schools they supervise. The only statistically significant association observed involves the ethnicity of the principals, and that of the students and teachers, in the schools they supervise.

As we shall see, the principals' perceptions of their school, student body and teachers vary greatly. Consequently, we may hypothesize that the principals (and their teachers) worked in institutions – and with students – that are very different from one another. This indicates that the Canadian school system and, consequently, the educators' working conditions, are relatively segregated. It would seem important to take into account the diversity of school contexts, inasmuch as actual day-to-day experience and the conceptions of the profession vary according to the student body of the schools that the principals supervise. This will be demonstrated in the following chapters.

Our description has important limitations since it is based on the *subjective perceptions and assessments* that the surveyed principals have of their school and students. Some studies show that, in terms of their work, individuals tend more to situate themselves according to (i) the meaning they attribute to their work and (ii) their systems of representation, than according to the objective characteristics of the situation (Abric, 1999). Thus, according to Blin (1997), teachers do not react to situations and contexts as they really are, but primarily as they perceive them. However, we believe that the objective characteristics of situations should not be ignored; ideally, we should have access to “objective” indicators.

I. THE SIZE AND COMPOSITION OF THE SCHOOL

We will begin by describing the schools in terms of their size (numbers of students and educators) and the composition of their education team (the various categories of employees present). As we shall see, the size and composition of the schools vary greatly according to several institutional variables (teaching sector and level) and regional variables (province and location [urban versus rural] of the schools).

1. Number of students

On the average, each school participating in our survey had 361.74 students (standard deviation of 321.73). The coefficient of variation, equal to 0.89, indicates significant variance in the size of the institutions¹.

The number of students varies greatly according to several school-related and regional variables. Firstly, it varies *by teaching level*. Thus, the secondary schools on average have a greater number of students than either the primary or the mixed schools. In addition, the greatest variation is that among the mixed schools.

Table 2.1 Number of students by level of education

	N	Average	Standard deviation	Coefficient of variation
Primary	1352	284,72	160,63	0,56
Mixed	283	204,28	205,01	1,01
Secondary	509	653,89	479,15	0,73
Total	2144	361,74	321,73	0,89

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

F = 383,274***

¹ The coefficient of variation is the ratio of the standard deviation to the mean. As a percentage, it expresses the relative amplitude of variation around the mean: the greater its value, the greater the dispersion of data around the mean (and vice-versa).

The number of students also vary *by teaching sector*. Thus, public primary and secondary schools have, on average, the greatest number of students.

Table 2.2 Number of students by teaching sector

	N	Average	Standard deviation	Fisher's F
Primary				
Public	1255	293,41	158,87	53,156***
Private	97	172,30	140,29	
Total	1352	284,72	160,63	
Mixed				
Public	217	199,65	196,36	NS
Private	66	219,48	232,19	
Total	283	204,28	205,01	
Secondary				
Public	458	678,46	479,30	12,287***
Private	51	433,24	421,44	
Total	509	653,89	479,15	
All levels combined				
Public	1930	374,24	323,74	29,563***
Private	214	249,04	279,45	
Total	2144	361,74	321,73	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Next, we observe that the average number of students in *urban schools* is higher than in rural schools.

Table 2.3 Number of students by urban or rural location of the school

	N	Average	Standard deviation	Fisher's F
Primary				
Urban	980	321,66	154,80	218,746***
Rural	372	187,40	132,78	
Total	1352	284,72	160,63	
Mixed				
Urban	114	273,77	271,24	23,700***
Rural	169	157,40	124,80	
Total	283	204,28	205,01	
Secondary				
Urban	406	698,33	493,75	17,833***
Rural	103	478,71	369,54	
Total	509	653,89	479,15	
All levels combined				
Urban	1500	419,97	340,58	15,472***
Rural	644	226,12	219,62	
Total	2144	361,74	321,73	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Lastly, we note that the schools in Québec and Ontario have, on average, more students than the schools in the other provinces.

Table 2.4 Number of students by region

	N	Average	Standard deviation	Fisher's F
Primary				
Atlantic	192	238,15	147,96	9,005***
British Columbia	205	282,48	144,50	
Ontario	406	316,40	164,93	
Prairies	220	252,29	133,97	
Québec	306	298,55	180,61	
Territories	23	260,43	133,88	
Canata, total	1352	284,72	160,63	
Mixed				
Atlantic	48	189,71	167,11	4,405***
British Columbia	28	159,75	142,03	
Ontario	19	218,16	246,74	
Prairies	144	201,61	190,25	
Québec	19	396,79	383,96	
Territories	25	140,64	89,88	
Canata, total	283	204,28	205,01	
Secondary				
Atlantic	90	550,07	341,24	9,434***
British Columbia	76	613,66	464,67	
Ontario	121	748,47	482,38	
Prairies	118	501,19	403,36	
Québec	96	872,27	586,09	
Territories	8	405,38	261,86	
Canata, total	509	653,89	479,15	
All levels combined				
Atlantic	330	316,17	262,77	14,061***
British Columbia	309	352,81	302,73	
Ontario	546	408,73	326,66	
Prairies	482	298,08	269,02	
Québec	421	433,81	406,25	
Territories	56	227,66	167,05	
Canata, total	2144	361,74	321,73	

Source : Joint Principals Survey: Teachcan and Statistics Canada , 2005

Table 2.5 Number of students by province

	N	Average	Standard deviation
Newfoundland and Labrador	79	239,10	194,37
Prince Edward Island	22	326,09	261,92
Nova Scotia	128	344,44	257,74
New Brunswick	101	338,47	304,47
Québec	421	433,81	406,25
Ontario	546	408,73	326,66
Manitoba	115	270,92	222,20
Saskatchewan	127	210,61	175,01
Alberta	240	357,38	313,06
British Columbia	309	352,81	302,73
Yukon	20	223,70	201,89
Northwest Territories	21	206,29	161,41
Nunavut	15	262,87	122,73
Canada, total	2144	361,74	321,73

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

F = 8,046***

2. The number and categories of personnel

The principals surveyed reveal that, on average, each school has 32.38 staff members (standard deviation of 30.71), including: 28.45 full-time staff (standard deviation of 29.36) and 3.92 part-time staff (standard deviation of 6.40). Thus, on average, part-time staff in the schools accounted for about 13% of total staff. In detail, based on the principals' statements, the schools have, on average, 0.95 assistant principals; 21.65 teachers and 2.38 non-teaching professional employees²; 5.00 school aides³; 1.08 daycare employees and 4.30 support staff⁴. The ratio between the number of staff and the number of students is as follows: on average, the schools has 9.09 students per staff member, 14.28 students per teacher, 11.11 students per full-time staffer and 16.67 students per full-time teacher. However, the high values for the coefficients of variation indicate that there is great variance in the number of different categories of employees in the schools, especially part-time staff and school aids, daycare employees and assistant principals.

² Includes librarians, nurses, psychologists, social workers, speech-language pathologists, guidance and vocational counsellors, coordinators, supervisors and educational consultants.

³ Student monitors, special education technician, behavioural assistants and play/recreation assistants.

⁴ Includes clerical staff and maintenance employees.

Table 2.6 Number and category of staff

	N	Average	Standard deviation	Coefficient of variation
Vice-principals full-time	2144	,61	2,14	3,50
Vice-principals part-time	2144	,34	1,51	4,44
Teaching staff full-time	2144	18,84	18,22	0,96
Teaching staff part-time	2144	2,81	5,48	1,95
Other professional non teaching staff full-time	2144	1,10	2,31	2,1
Other professional non teaching staff part-time	2144	1,28	1,96	1,53
Teacher-aides full-time	2144	3,38	4,19	1,23
Teacher-aides part-time	2144	1,62	18,74	11,56
Child-care workers full-time	2144	,63	2,25	3,57
Child-care workers part-time	2144	,45	1,71	3,8
Support staff full-time	2144	3,34	4,28	1,28
Support staff part-time	2144	,96	2,42	2,52
Other full-time	2144	,06	,71	11,83
Other part-time	2144	,27	9,37	34,70
Total staff	2144	32,38	30,71	0,94
Total full-time staff	2144	28,45	29,36	1,03
Total part-time staff	2144	3,92	6,40	1,63
Total part-time staff / total staff	2113	,13	,19	1,46
Total vice-principals	2144	,95	2,76	2,90
Total teaching staff	2144	21,65	19,62	0,90
Total non teaching professionals	2144	2,38	2,91	1,22
Total assistant-teachers	2144	5,00	19,19	3,38
Total child-care workers	2144	1,08	3,19	2,95
Total support staff	2144	4,30	5,01	1,16
Teacher / student ratio	2144	0,07	0,06	0,85
Staff / student ratio	2144	0,11	0,12	1,09
Full time teachers / student ratio	2144	0,06	0,05	0,83
Full-time staff / student ratio	2144	0,09	0,10	1,11

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The number of employees varies greatly according to the number of students in the school. This is especially true when the employees are teachers (Pearson's coefficient = 0.880***) or support staff (CP = 0.624***). However, in certain categories the correlation between the number of employees and the number of students is either weak or non-existent (such as daycare employees or school aids).

Table 2.7 Staff number according to student number (correlations)

	Total student number
Total staff	,764***
Total principals	,077***
Total vice-principals	,288***
Total teaching staff	,880***
Total non-teaching professionals	,350***
Total assistant-teachers	,107***
Total child-care workers	/
Total support staff	,624***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers represent Pearson coefficients / : non significant correlation

The number of employees also varies strongly *by teaching level*: secondary schools on average have the most employees, as opposed – in particular – to mixed schools. However, if we compare the number of employees to the number of students, we observe that there is a more favourable ratio in the mixed schools. Thus, the mixed schools have one staff member for every 6.25 students, whereas secondary and primary schools had one staff member for every 10 students. Also, the mixed schools have one teacher per 11.11 students, compared to one teacher per 16.66 students in the secondary and primary schools. There are comparatively more daycare employees in the primary schools. The latter also have comparatively more part-time employees.

Table 2.8 Staff number by level of education

		N	Average	Standard deviation	Fisher's F
Total vice-principals	Primary	1352	,69	2,34	35,827***
	Mixed	283	,61	,93	
	Secondary	509	1,84	4,01	
	Total	2144	,95	2,76	
Total teaching staff	Primary	1352	17,01	10,88	289,890***
	Mixed	283	14,72	13,64	
	Secondary	509	37,83	29,33	
	Total	2144	21,65	19,62	
Total non-teaching professionals	Primary	1352	2,28	2,74	20,380***
	Mixed	283	1,72	2,58	
	Secondary	509	3,01	3,36	
	Total	2144	2,38	2,91	
Total assistant-teachers	Primary	1352	4,27	4,30	5,688***
	Mixed	283	3,97	4,70	
	Secondary	509	7,49	38,52	
	Total	2144	5,01	19,19	
Total child-care workers	Primary	1352	1,55	3,87	42,205***
	Mixed	283	,30	,92	
	Secondary	509	,25	1,03	
	Total	2144	1,08	3,19	
Total support staff	Primary	1352	3,25	2,86	154,851***
	Mixed	283	3,54	4,88	
	Secondary	509	7,49	7,60	
	Total	2144	4,30	5,01	
Total full-time staff	Primary	1352	22,14	23,34	211,317***
	Mixed	283	20,24	19,04	
	Secondary	509	49,79	37,25	
	Total	2144	28,45	29,36	
Total part-time staff	Primary	1352	4,36	6,74	9,760***
	Mixed	283	2,71	4,73	
	Secondary	509	3,42	6,18	
	Total	2144	3,92	6,40	
Total part-time staff/ total staff	Primary	1331	0,16	0,20	32,394***
	Mixed	278	0,13	0,18	
	Secondary	504	0,08	0,14	
	Total	2113	0,13	0,19	
Total staff	Primary	1352	26,50	24,65	181,244***
	Mixed	283	22,96	20,97	
	Secondary	509	53,22	39,28	
	Total	2144	32,38	30,71	
Teacher number by student	Primary	1352	0,06	0,03	24,758***
	Mixed	283	0,09	0,08	
	Secondary	509	0,06	0,07	
	Total	2144	0,06	0,05	
Staff number by student	Primary	1352	,10	0,08	33,599***
	Mixed	283	,16	,18	
	Secondary	509	,10	,11	
	Total	2144	,11	,11	
Full-time teacher number by student	Primary	1352	0,08	0,08	28,154***
	Mixed	283	0,14	0,18	
	Secondary	509	0,09	0,10	
	Total	2144	0,09	0,10	
Full-time staff number by student	Primary	1352	0,05	0,03	36,673***
	Mixed	283	0,08	0,08	
	Secondary	509	0,06	0,07	
	Total	2144	0,06	0,05	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The absolute number of different categories of employees does not vary *by teaching sector*. On the other hand, the employee/student ratio and teacher/student ratio, as well as the proportion of part-time staff, vary by sector (public or private). Thus, at the primary-school level, private schools have, on average, comparatively more employees and teachers per student: one employee per 7.14 students and one teacher per 11.11 students, whereas public primary schools have one employee per 10 students and one teacher per 16.66 students. At the secondary-school level, too, private schools have more employees per student: one employee per 5.88 students and one teacher per 9.09 students, whereas the public secondary schools have one employee per 11.11 students and one teacher per 16.66 students. Lastly, the primary and secondary schools in the private sector have a greater proportion of part-time employees.

Table 2.9 Staff number by teaching sector

		N	Average	Standard deviation	Fisher's F
All levels combined					
Total part-time staff / total staff	Public	1902	0,13	0,18	35,698***
	Private	211	0,21	0,23	
	Total	2113	0,13	0,19	
Teacher number by student	Public	1930	0,07	0,05	90,776***
	Private	214	0,10	0,11	
	Total	2144	0,07	0,06	
Staff number by student	Public	1930	0,11	0,11	37,297***
	Private	214	0,16	0,17	
	Total	2144	0,11	0,11	
Full-time teacher number by student	Public	1930	0,06	0,04	14,275***
	Private	214	0,07	0,08	
	Total	2144	0,06	0,05	
Full-time staff number by student	Public	1930	0,09	0,10	30,959***
	Private	214	0,12	0,13	
	Total	2144	0,09	0,10	
Primary					
Total part-time staff / total staff	Public	1235,00	0,15	0,20	28,018***
	Private	96,00	0,26	0,25	
	Total	1331,00	0,16	0,20	
Teacher number by student	Public	1255,00	0,06	0,03	65,606***
	Private	97,00	0,09	0,07	
	Total	1352,00	0,07	0,03	
Staff number by student	Public	1255,00	0,10	0,09	14,532***
	Private	97,00	0,14	0,08	
	Total	1352,00	0,10	0,09	
Full-time teacher number by student	Public	1255,00	0,05	0,03	18,221***
	Private	97,00	0,06	0,05	
	Total	1352,00	0,05	0,03	
Full-time staff number by student	Public	1255,00	0,08	0,08	NS
	Private	97,00	0,10	0,06	
	Total	1352,00	0,08	0,08	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

Staff number by teaching sector (continued)

		N	Average	Standard deviation	Fisher's F
Mixed					
Total part-time staff / total staff	public	214,00	0,12	0,17	NS
	Private	64,00	0,17	0,20	
	Total	278,00	0,13	0,18	
Teacher number by student	public	217,00	0,08	0,06	10,506***
	Private	66,00	0,12	0,15	
	Total	283,00	0,09	0,09	
Staff number by student	public	217,00	0,16	0,19	NS
	Private	66,00	0,18	0,19	
	Total	283,00	0,16	0,19	
Full-time teacher number by student	public	217,00	0,14	0,18	NS
	Private	66,00	0,14	0,17	
	Total	283,00	0,14	0,18	
Full-time staff by student	public	217,00	0,07	0,05	NS
	Private	66,00	0,09	0,13	
	Total	283,00	0,08	0,08	
Secondary					
Total part-time staff / total staff	public	453	0,07	0,13	17,503***
	Private	51	0,16	0,20	
	Total	504	0,08	0,14	
Teacher number by student	public	458	0,06	0,07	12,872***
	Private	51	0,11	0,12	
	Total	509	0,07	0,08	
Staff number by student	public	458	0,09	0,09	17,278***
	Private	51	0,17	0,23	
	Total	509	0,10	0,12	
Full-time teacher number by student	public	458	0,06	0,07	NS
	Private	51	0,07	0,07	
	Total	509	0,06	0,07	
Full-time staff by student	public	458	0,09	0,09	6,359*
	Private	51	0,12	0,14	
	Total	509	0,09	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

The *rural and urban schools* are also differentiated by the size and composition of their staff. In general, the urban schools have a higher absolute number of employees. However, at the primary-school level, the employee/student ratio is more favourable in the rural schools. Thus, at the primary-school level, the rural schools have on average one employee per 9.09 students and one teacher per 14.28 students – in contrast to the urban schools, where there is one employee per 10 students, and one teacher per 16.66 students. However, the difference between the rural and urban schools at the primary school level is not significant when applied to full-time employees. In addition, the primary schools have a higher proportion of part-time employees. On the other hand, in the mixed schools and secondary schools, the employee/student ratio – and the proportion of part-time staff – do not vary by the location of the school (urban or rural).

Table 2.10 Staff number by urban or rural location of the school

		N	Average	Standard deviation	Fisher's F
All levels combined					
Total full-time staff	Urban	1500	32,50	32,17	98,935***
	Rural	644	19,04	18,25	
	Total	2144	28,45	29,36	
Total part-time staff	Urban	1500	4,30	6,90	18,103**
	Rural	644	3,02	4,96	
	Total	2144	3,92	6,40	
Total part-time staff / total staff	Urban	1478	0,13	0,18	9,961***
	Rural	635	0,15	0,22	
	Total	2113	0,13	0,19	
Total staff	Urban	1500	36,80	33,58	108,905***
	Rural	644	22,07	19,06	
	Total	2144	32,38	30,71	
Total vice-principals	Urban	1500	1,13	3,22	22,210***
	Rural	644	,52	,94	
	Total	2144	,95	2,76	
Total teaching staff	Urban	1500	24,75	21,12	132,079***
	Rural	644	14,43	12,98	
	Total	2144	21,65	19,62	
Total non-teaching professionals	Urban	1500	2,69	3,10	58,422***
	Rural	644	1,65	2,23	
	Total	2144	2,38	2,91	
Total assistant-teachers	Urban	1500	5,57	22,79	NS
	Rural	644	3,67	3,68	
	Total	2144	5,00	19,19	
Total child-care workers	Urban	1500	1,37	3,68	42,424***
	Rural	644	,40	1,32	
	Total	2144	1,08	3,19	
Total support staff	Urban	1500	4,83	5,60	57,678***
	Rural	644	3,06	2,91	
	Total	2144	4,30	5,01	
Teacher number by student	Urban	1500	,06	,05	9,656**
	Rural	644	,07	,05	
	Total	2144	,06	,05	
Staff number by student	Urban	1500	,10	,12	5,632**
	Rural	644	,12	9,30	
	Total	2144	,11	,11	
Full-time teacher number by student	Urban	1500	0,06	0,05	NS
	Rural	644	0,06	0,05	
	Total	2144	0,06	0,05	
Full-time staff by student	Urban	1500	0,09	0,11	NS
	Rural	644	0,10	0,08	
	Total	2144	0,09	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 NS : Non significant

Staff number by urban and rural location of the school (continued : in primary schools)

		N	Average	Standard deviation	Fisher's F
Primary					
Total full-time staff	Urban	980	24,84	25,78	49,127***
	Rural	372	15,05	12,61	
	Total	1352	22,14	23,34	
Total part-time staff	Urban	980	4,71	7,20	9,708***
	Rural	372	3,43	5,24	
	Total	1352	4,36	6,74	
Total part-time staff / total staff	Urban	965	0,15	0,19	7,948**
	Rural	366	0,18	0,24	
	Total	1331	0,16	0,20	
Total staff	Urban	980	29,55	27,11	56,542***
	Rural	372	18,48	13,58	
	Total	1352	26,50	24,65	
Total vice-principals	Urban	980	,81	2,69	NS
	Rural	372	,35	,81	
	Total	1352	,69	2,34	
Total teaching staff	Urban	980	18,93	11,36	121,065***
	Rural	372	11,94	7,42	
	Total	1352	17,01	10,88	
Total non-teaching professionals	Urban	980	2,52	2,87	28,015***
	Rural	372	1,65	2,24	
	Total	1352	2,28	2,74	
Total assistant-teachers	Urban	980	4,61	4,55	21,833***
	Rural	372	3,39	3,41	
	Total	1352	4,27	4,30	
Total child-care workers	Urban	980	1,94	4,37	36,134***
	Rural	372	,54	1,62	
	Total	1352	1,55	3,87	
Total support staff	Urban	980	3,54	3,12	36,727***
	Rural	372	2,50	1,79	
	Total	1352	3,25	2,86	
Teacher number by student	Urban	980	,06	,03	24,507***
	Rural	372	,07	,03	
	Total	1352	,06	,03	
Staff number by student	Urban	980	,10	,09	5,029***
	Rural	372	,11	,06	
	Total	1352	,10	,08	
Full-time teacher number by student	Urban	980	0,05	0,03	NS
	Rural	372	0,05	0,02	
	Total	1352	0,05	0,03	
Full-time staff by student	Urban	980	0,08	0,08	NS
	Rural	372	0,09	0,05	
	Total	1352	0,08	0,08	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

Staff number by urban and rural location of the school (continued : in mixed schools)

		N	Average	Standard deviation	Fisher's F
Mixed					
Total full-time staff	Urban	114	25,82	24,54	17,334***
	Rural	169	16,47	12,97	
	Total	283	20,24	19,04	
Total part-time staff	Urban	114	3,62	6,12	7,146**
	Rural	169	2,10	3,37	
	Total	283	2,71	4,73	
Total part-time staff / total staff	Urban	112	0,13	0,19	NS
	Rural	166	0,13	0,18	
	Total	278	0,13	0,18	
Total staff	Urban	114	29,44	27,31	19,442***
	Rural	169	18,58	13,74	
	Total	283	22,96	20,97	
Total vice-principals	Urban	114	,80	1,10	8,563**
	Rural	169	,47	,77	
	Total	283	,61	,93	
Total teaching staff	Urban	114	19,53	17,87	25,835***
	Rural	169	11,47	8,43	
	Total	283	14,72	13,64	
Total non-teaching professionals	Urban	114	2,21	3,21	7,237**
	Rural	169	1,38	2,00	
	Total	283	1,72	2,58	
Total assistant-teachers	Urban	114	4,76	5,93	5,382*
	Rural	169	3,44	3,57	
	Total	283	3,97	4,70	
Total child-care workers	Urban	114	,43	1,19	4,347*
	Rural	169	,20	,66	
	Total	283	,30	,92	
Total support staff	Urban	114	4,89	6,88	15,252***
	Rural	169	2,63	2,46	
	Total	283	3,54	4,88	
Teacher number by student	Urban	114	,09	,10	NS
	Rural	169	,08	,08	
	Total	283	,09	,08	
Staff number by student	Urban	114	,18	,24	NS
	Rural	169	,15	,14	
	Total	283	,16	,18	
Full-time teacher number by student	Urban	114	0,08	0,08	NS
	Rural	169	0,08	0,08	
	Total	283	0,08	0,08	
Full-time staff by student	Urban	114	0,16	0,23	NS
	Rural	169	0,13	0,13	
	Total	283	0,14	0,18	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

Staff number by urban and rural location of the school (continued : in secondary schools)

		N	Average	Standard deviation	Fisher's F
Secondary					
Total full-time staff	Urban	406	52,86	38,55	14,005***
	Rural	103	37,67	28,70	
	Total	509	49,79	37,25	
Total part-time staff	Urban	406	3,51	6,26	NS
	Rural	103	3,05	5,89	
	Total	509	3,42	6,18	
Total part-time staff / total staff	Urban	401	0,07	0,13	NS
	Rural	103	0,09	0,17	
	Total	504	0,08	0,14	
Total staff	Urban	406	56,38	40,76	13,354***
	Rural	103	40,73	29,84	
	Total	509	53,22	39,28	
Total vice-principals	Urban	406	1,99	4,42	NS
	Rural	103	1,23	1,28	
	Total	509	1,84	4,01	
Total teaching staff	Urban	406	40,25	30,33	14,040***
	Rural	103	28,28	22,68	
	Total	509	37,83	29,33	
Total non-teaching professionals	Urban	406	3,23	3,52	8,709**
	Rural	103	2,14	2,47	
	Total	509	3,01	3,36	
Total assistant-teachers	Urban	406	8,11	43,06	NS
	Rural	103	5,06	4,43	
	Total	509	7,49	38,52	
Total child-care workers	Urban	406	,26	1,09	NS
	Rural	103	,21	,73	
	Total	509	,25	1,03	
Total support staff	Urban	406	7,92	8,10	NS
	Rural	103	5,77	4,78	
	Total	509	7,49	7,60	
Teacher number by student	Urban	406	,06	,08	NS
	Rural	103	,06	,03	
	Total	509	,06	,07	
Staff number by student	Urban	406	,10	,12	NS
	Rural	103	,09	,04	
	Total	509	,10	,11	
Full-time teacher number by student	Urban	406	0,06	0,08	NS
	Rural	103	0,06	0,02	
	Total	509	0,06	0,07	
Full-time staff by student	Urban	406	0,09	0,11	NS
	Rural	103	0,09	0,03	
	Total	509	0,09	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

Lastly, the survey reveals differences *by region*, and these provide mixed results according to teaching level. At the primary-school level, the schools in Québec and the Northwest Territories have the highest absolute number of employees. If we examine in detail the various categories of employees, we note that

the primary schools in Québec have comparatively more professional employees, daycare employees and support staff. Primary schools in British Columbia also have more professional employees and support staff, while those in the Prairies and the Northwest Territories have more school aides. The teacher/student ratio is more favourable in the Atlantic Region, Québec and the Northwest Territories. Lastly, primary schools in British Columbia, the Prairies and Québec have the highest proportion of part-time employees.

Among the mixed schools, those in Québec and Ontario have a greater absolute number of teachers, professional employees, daycare employees and support staff. In addition, the mixed schools in Québec and the Prairies have comparatively more school aides; in the Atlantic Region, the mixed schools have more professional employees; in the Atlantic Region and British Columbia, they have more daycare employees; in British Columbia, they have more support staff. The Prairies have the weakest teacher/student ratio. Lastly, the mixed schools in British Columbia and Ontario have the highest proportion of part-time employees.

At the secondary-school level, the schools in Québec and Ontario have the greatest absolute number of teachers and support staff. Québec's secondary schools also have more assistant principals and professional employees. On the other hand, the employee/student and teacher/student ratios in the secondary schools do not vary by region.

Table 2.11 Staff number by region

		N	Average	Standard deviation	Fisher's F
All levels combined					
Total full-time staff	Atlantic	330	28,47	41,24	9,778***
	British Columbia	309	23,62	23,87	
	Ontario	546	30,55	26,16	
	Prairies	482	23,97	19,86	
	Québec	421	35,29	34,39	
	Territories	56	22,02	14,80	
	Canata, total	2144	28,46	29,37	
Total part-time staff	Atlantic	330	2,24	4,14	33,868***
	British Columbia	309	4,17	6,25	
	Ontario	546	2,99	4,37	
	Prairies	482	3,29	4,92	
	Québec	421	7,24	9,93	
	Territories	56	2,07	2,87	
	Canata, total	2144	3,92	6,41	
Total part-time staff / total staff	Atlantic	324	0,09	0,16	13,487***
	British Columbia	302	0,17	0,23	
	Ontario	542	0,11	0,14	
	Prairies	474	0,14	0,19	
	Québec	415	0,18	0,22	
	Territories	56	0,10	0,13	
	Canata, total	2113	0,13	0,19	
Total staff	Atlantic	330	30,71	41,30	14,895***
	British Columbia	309	27,80	24,87	
	Ontario	546	33,53	26,73	
	Prairies	482	27,26	21,00	
	Québec	421	42,54	37,42	
	Territories	56	24,09	15,09	
	Canata, total	2144	32,38	30,72	
Total vice-principals	Atlantic	330	0,99	1,46	3,442**
	British Columbia	309	0,72	1,14	
	Ontario	546	0,74	1,26	
	Prairies	482	0,96	2,93	
	Québec	421	1,40	4,90	
	Territories	56	0,70	0,74	
	Canata, total	2144	0,95	2,76	
Total teaching staff	Atlantic	330	19,18	13,72	16,143***
	British Columbia	309	20,05	19,42	
	Ontario	546	24,03	20,13	
	Prairies	482	17,38	16,82	
	Québec	421	27,33	24,62	
	Territories	56	16,09	10,34	
	Canata, total	2144	21,65	19,63	
Total non-teaching professionals	Atlantic	330	1,91	2,30	57,302***
	British Columbia	309	2,65	2,92	
	Ontario	546	1,56	2,41	
	Prairies	482	1,91	2,47	
	Québec	421	4,29	3,54	
	Territories	56	1,45	2,30	
	Canata, total	2144	2,38	2,91	
Total assistant-teachers	Atlantic	330	3,96	3,96	2,879*
	British Columbia	309	4,59	4,19	
	Ontario	546	3,91	3,77	
	Prairies	482	7,88	39,61	
	Québec	421	4,41	5,10	
	Territories	56	3,86	2,50	
	Canata, total	2144	5,00	19,19	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Staff number by region (continued)

		N	Average	Standard deviation	Fisher's F
Total child-care workers	Atlantic	330	0,15	0,62	137,700***
	British Columbia	309	0,46	1,22	
	Ontario	546	0,39	1,13	
	Prairies	482	0,23	0,93	
	Québec	421	4,26	5,95	
	Territories	56	0,07	0,37	
	Canada, total	2144	1,08	3,20	
Total support staff	Atlantic	330	3,84	3,54	6,765***
	British Columbia	309	4,01	4,10	
	Ontario	546	4,45	4,30	
	Prairies	482	3,92	5,18	
	Québec	421	5,36	7,01	
	Territories	56	2,48	1,81	
	Canada, total	2144	4,30	5,02	
Teacher number by student	Atlantic	330	0,07	0,06	2,531*
	British Columbia	309	0,07	0,06	
	Ontario	546	0,07	0,05	
	Prairies	482	0,06	0,03	
	Québec	421	0,08	0,07	
	Territories	56	0,08	0,03	
	Canada, total	2144	0,07	0,06	
Staff number by student	Atlantic	330	0,12	0,17	3,221**
	British Columbia	309	0,10	0,10	
	Ontario	546	0,10	0,10	
	Prairies	482	0,11	0,08	
	Québec	421	0,12	0,12	
	Territories	56	0,12	0,06	
	Canada, total	2144	0,11	0,11	
Full-time teacher number by student	Atlantic	330	0,07	0,06	5,489***
	British Columbia	309	0,05	0,05	
	Ontario	546	0,06	0,03	
	Prairies	482	0,05	0,03	
	Québec	421	0,06	0,07	
	Territories	56	0,07	0,02	
	Canada, total	2144	0,06	0,05	
Full-time staff by student	Atlantic	330	0,11	0,17	4,380***
	British Columbia	309	0,08	0,09	
	Ontario	546	0,09	0,07	
	Prairies	482	0,10	0,08	
	Québec	421	0,09	0,10	
	Territories	56	0,11	0,04	
	Canada, total	2144	0,09	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Staff number by region (continued : in primary schools)

		N	Average	Standard deviation	Fisher's F
Primary					
Total full-time staff	Atlantic	192	23,81	49,48	2,422*
	British Columbia	205	18,41	19,45	
	Ontario	406	21,87	11,64	
	Prairies	220	20,52	11,83	
	Québec	306	24,94	17,65	
	Territories	23	24,83	13,62	
	Canata, total	1352	22,15	23,34	
Total part-time staff	Atlantic	192	2,55	4,44	22,342***
	British Columbia	205	4,40	6,07	
	Ontario	406	2,92	4,19	
	Prairies	220	4,36	5,88	
	Québec	306	7,55	10,02	
	Territories	23	2,04	2,70	
	Canata, total	1352	4,36	6,75	
Total part-time staff / total staff	Atlantic	188	0,11	0,18	11,719***
	British Columbia	198	0,19	0,23	
	Ontario	402	0,12	0,15	
	Prairies	218	0,17	0,21	
	Québec	302	0,21	0,24	
	Territories	23	0,08	0,11	
	Canata, total	1331	0,16	0,20	
Total staff	Atlantic	192	26,36	49,54	5,197***
	British Columbia	205	22,80	20,50	
	Ontario	406	24,79	12,76	
	Prairies	220	24,89	13,74	
	Québec	306	32,49	21,41	
	Territories	23	26,87	13,83	
	Canata, total	1352	26,51	24,66	
Total vice-principals	Atlantic	192	0,76	1,41	NS
	British Columbia	205	0,47	0,86	
	Ontario	406	0,51	1,28	
	Prairies	220	1,05	4,13	
	Québec	306	0,76	2,82	
	Territories	23	0,83	0,72	
	Canata, total	1352	0,69	2,34	
Total teaching staff	Atlantic	192	14,94	8,37	5,866***
	British Columbia	205	16,79	16,73	
	Ontario	406	17,41	8,93	
	Prairies	220	15,02	8,29	
	Québec	306	19,32	11,12	
	Territories	23	17,57	7,33	
	Canata, total	1352	17,01	10,89	
Total non-teaching professionals	Atlantic	192	1,79	1,94	38,895***
	British Columbia	205	2,73	2,99	
	Ontario	406	1,29	2,18	
	Prairies	220	1,99	2,43	
	Québec	306	3,87	3,11	
	Territories	23	1,91	2,87	
	Canata, total	1352	2,29	2,74	
Total assistant-teachers	Atlantic	192	4,09	4,31	18,051***
	British Columbia	205	4,21	3,18	
	Ontario	406	3,56	3,18	
	Prairies	220	6,62	6,19	
	Québec	306	5,64	4,14	
	Territories	23	5,22	2,54	
	Canata, total	1352	4,28	4,30	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Staff number by region (continued : in primary schools)

		N	Average	Standard deviation	Fisher's F
Total child-care workers	Atlantic	192	0,11	0,51	146,059***
	British Columbia	205	0,47	1,37	
	Ontario	406	0,41	1,15	
	Prairies	220	0,21	0,64	
	Québec	306	5,80	6,29	
	Territories	23	0,09	0,42	
	Canata, total	1352	1,56	3,87	
Total support staff	Atlantic	192	3,03	2,43	NS
	British Columbia	205	3,27	3,79	
	Ontario	406	3,18	1,82	
	Prairies	220	3,21	2,07	
	Québec	306	3,59	3,88	
	Territories	23	2,43	1,73	
	Canata, total	1352	3,26	2,86	
Teacher number by student	Atlantic	192	0,07	0,02	5,734***
	British Columbia	205	0,06	0,06	
	Ontario	406	0,06	0,03	
	Prairies	220	0,06	0,02	
	Québec	306	0,07	0,04	
	Territories	23	0,07	0,02	
	Canata, total	1352	0,07	0,03	
Staff number by student	Atlantic	192	0,12	0,17	7,846***
	British Columbia	205	0,09	0,06	
	Ontario	406	0,09	0,05	
	Prairies	220	0,11	0,05	
	Québec	306	0,12	0,09	
	Territories	23	0,11	0,02	
	Canata, total	1352	0,10	0,09	
Full-time teacher number by student	Atlantic	192	0,06	0,02	6,229***
	British Columbia	205	0,05	0,05	
	Ontario	406	0,05	0,02	
	Prairies	220	0,05	0,02	
	Québec	306	0,06	0,03	
	Territories	23	0,06	0,01	
	Canata, total	1352	0,05	0,03	
Full-time staff by student	Atlantic	192	0,10	0,17	5,290***
	British Columbia	205	0,07	0,06	
	Ontario	406	0,08	0,03	
	Prairies	220	0,09	0,05	
	Québec	306	0,09	0,06	
	Territories	23	0,10	0,02	
	Canata, total	1352	0,08	0,08	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Staff number by region (continued : in mixed schools)

	N	Average	Standard deviation	Fisher's F
Mixed				
Total full-time staff	Atlantic	20,85	16,12	2,877*
	British Columbia	48	17,04	
	Ontario	28	28,68	
	Prairies	19	18,87	
	Québec	144	31,79	
	Territories	19	15,40	
	Canata, total	25	20,24	
	Canata, total	25	19,05	
Total part-time staff	Atlantic	283	1,92	4,810***
	British Columbia	48	2,71	
	Ontario	28	5,47	
	Prairies	19	2,23	
	Québec	144	6,58	
	Territories	19	2,04	
	Canata, total	25	2,72	
	Canata, total	25	4,73	
Total part-time staff / total staff	Atlantic	283	0,08	2,969*
	British Columbia	48	0,23	
	Ontario	28	0,19	
	Prairies	19	0,13	
	Québec	144	0,13	
	Territories	19	0,12	
	Canata, total	25	0,13	
	Canata, total	25	0,18	
Total staff	Atlantic	283	22,77	4,045***
	British Columbia	48	19,75	
	Ontario	28	34,16	
	Prairies	19	21,10	
	Québec	144	38,37	
	Territories	19	17,44	
	Canata, total	25	22,96	
	Canata, total	25	20,98	
Total vice-principals	Atlantic	283	0,77	NS
	British Columbia	48	0,61	
	Ontario	28	0,89	
	Prairies	144	0,51	
	Québec	19	1,00	
	Territories	25	0,40	
	Canata, total	283	0,61	
	Canata, total	283	0,94	
Total teaching staff	Atlantic	48	15,02	7,651***
	British Columbia	28	11,36	
	Ontario	19	23,63	
	Prairies	144	12,78	
	Québec	19	28,79	
	Territories	25	11,64	
	Canata, total	283	14,72	
	Canata, total	283	13,64	
Total non-teaching professionals	Atlantic	48	1,90	NS
	British Columbia	28	1,71	
	Ontario	19	2,21	
	Prairies	144	1,56	
	Québec	19	3,11	
	Territories	25	0,92	
	Canata, total	283	1,72	
	Canata, total	283	2,59	
Total assistant-teachers	Atlantic	48	2,04	5,163***
	British Columbia	28	3,29	
	Ontario	19	1,95	
	Prairies	144	5,16	
	Québec	19	4,79	
	Territories	25	2,60	
	Canata, total	283	3,98	
	Canata, total	283	4,71	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Staff number by region (continued : in mixed schools)

		N	Average	Standard deviation	Fisher's F
Total child-care workers	Atlantic	48	0,33	0,81	NS
	British Columbia	28	0,50	0,88	
	Ontario	19	0,53	1,26	
	Prairies	144	0,21	0,61	
	Québec	19	0,68	2,29	
	Territories	25	0,08	0,40	
	Canata, total	283	0,30	0,92	
Total support staff	Atlantic	48	3,21	2,56	3,217**
	British Columbia	28	3,64	3,26	
	Ontario	19	5,89	10,05	
	Prairies	144	3,17	4,08	
	Québec	19	6,68	9,12	
	Territories	25	2,12	1,62	
	Canata, total	283	3,55	4,88	
Teacher number by student	Atlantic	48	0,12	0,14	6,070***
	British Columbia	28	0,10	0,11	
	Ontario	19	0,18	0,15	
	Prairies	144	0,07	0,04	
	Québec	19	0,09	0,04	
	Territories	25	0,09	0,03	
	Canata, total	283	0,09	0,09	
Staff number by student	Atlantic	48	0,21	0,27	3,167**
	British Columbia	28	0,19	0,27	
	Ontario	19	0,28	0,31	
	Prairies	144	0,13	0,13	
	Québec	19	0,13	0,08	
	Territories	25	0,15	0,08	
	Canata, total	283	0,16	0,19	
Full-time teacher number by student	Atlantic	48	0,11	0,14	4,117***
	British Columbia	28	0,09	0,11	
	Ontario	19	0,11	0,06	
	Prairies	144	0,06	0,04	
	Québec	19	0,08	0,04	
	Territories	25	0,08	0,02	
	Canata, total	283	0,08	0,08	
Full-time staff by student	Atlantic	48	0,20	0,26	2,573*
	British Columbia	28	0,15	0,24	
	Ontario	19	0,22	0,28	
	Prairies	144	0,12	0,12	
	Québec	19	0,11	0,08	
	Territories	25	0,12	0,05	
	Canata, total	283	0,14	0,18	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Staff number by region (continued : in secondary schools)

	N	Average	Standard deviation	Fisher's F
Secondary				
Total full-time staff				13,268***
Atlantic		42,46	24,88	
British Columbia	90	40,12	29,14	
Ontario	76	59,95	36,71	
Prairies	121	36,62	28,39	
Québec	118	68,99	50,75	
Territories	96	34,63	22,01	
Canata, total	8	49,79	37,25	
Total part-time staff	509	1,74	2,95	7,057***
Atlantic		4,12	7,30	
British Columbia	90	2,81	4,34	
Ontario	76	2,57	4,47	
Prairies	121	6,39	9,61	
Québec	118	2,25	2,66	
Territories	96	3,43	6,19	
Canata, total	8	0,05	0,08	NS
Total part-time staff / total staff	509	0,11	0,19	
Atlantic		0,06	0,11	
British Columbia	90	0,09	0,17	
Ontario	76	0,09	0,15	
Prairies	121	0,08	0,12	
Québec	118	0,08	0,14	
Territories	96	0,08	0,14	
Canata, total	8	44,20	24,94	14,200***
Total staff	504	44,24	30,58	
Atlantic		62,76	37,16	
British Columbia	90	39,19	29,90	
Ontario	76	75,38	55,04	
Prairies	121	36,88	22,16	
Québec	118	53,22	39,28	
Territories	96	1,61	1,63	4,288***
Canata, total	8	1,45	1,54	
Total vice-principals	509	1,47	0,94	
Atlantic		1,34	1,45	
British Columbia	90	3,51	8,61	
Ontario	76	1,25	0,89	
Prairies	121	1,84	4,01	
Québec	118	30,42	17,29	13,311***
Territories	96	32,04	23,64	
Canata, total	8	46,28	28,97	
Total teaching staff	509	27,37	27,39	
Atlantic		52,57	36,54	
British Columbia	90	25,75	17,27	
Ontario	76	37,83	29,33	
Prairies	121	2,19	2,43	20,541***
Québec	118	2,79	3,02	
Territories	96	2,39	2,61	
Canata, total	8	2,20	2,78	
Total non-teaching professionals	509	5,85	4,38	
Atlantic		1,75	2,19	
British Columbia	90	3,01	3,37	
Ontario	76	4,71	3,45	NS
Prairies	121	6,07	5,57	
Québec	118	5,39	5,03	
Territories	96	13,54	79,36	
Canata, total	8	6,77	7,00	
Total assistant-teachers	509	3,88	2,17	
Atlantic		7,50	38,52	
British Columbia	90			
Ontario	76			
Prairies	121			
Québec	118			
Territories	96			
Canata, total	8			

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Staff number by region (continued : in secondary schools)

		N	Average	Standard deviation	Fisher's F
Total child-care workers	Atlantic	90	0,13	0,71	NS
	British Columbia	76	0,43	0,87	
	Ontario	121	0,32	1,06	
	Prairies	118	0,31	1,52	
	Québec	96	0,08	0,56	
	Territories	8	0,00	0,00	
	Canata, total	509	0,25	1,03	
Total support staff	Atlantic	90	5,89	4,92	6,678***
	British Columbia	76	6,16	4,46	
	Ontario	121	8,49	5,95	
	Prairies	118	6,16	8,67	
	Québec	96	10,75	10,66	
	Territories	8	3,75	2,25	
	Canata, total	509	7,49	7,60	
Teacher number by student	Atlantic	90	0,06	0,05	NS
	British Columbia	76	0,06	0,02	
	Ontario	121	0,08	0,08	
	Prairies	118	0,06	0,04	
	Québec	96	0,08	0,14	
	Territories	8	0,06	0,01	
	Canata, total	509	0,07	0,08	
Staff number by student	Atlantic	90	0,09	0,08	NS
	British Columbia	76	0,09	0,05	
	Ontario	121	0,12	0,15	
	Prairies	118	0,09	0,05	
	Québec	96	0,11	0,18	
	Territories	8	0,10	0,02	
	Canata, total	509	0,10	0,12	
Full-time teacher number by student	Atlantic	90	0,06	0,04	NS
	British Columbia	76	0,05	0,02	
	Ontario	121	0,07	0,03	
	Prairies	118	0,05	0,03	
	Québec	96	0,07	0,14	
	Territories	8	0,06	0,01	
	Canata, total	509	0,06	0,07	
Full-time staff by student	Atlantic	90	0,09	0,08	NS
	British Columbia	76	0,08	0,04	
	Ontario	121	0,10	0,08	
	Prairies	118	0,08	0,05	
	Québec	96	0,10	0,18	
	Territories	8	0,09	0,01	
	Canata, total	509	0,09	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

A detailed review by province reveals that the schools in New Brunswick, Québec and Ontario have, on average, comparatively more employees. In particular, schools in Québec have more teachers, professional employees, daycare employees and support staff. If we examine employee/student ratios, we observe that the ratio is more favourable in the schools of Newfoundland-Labrador, Nova Scotia, New Brunswick, Québec, Manitoba, Saskatchewan, the Yukon and the Northwest Territories. As concerns the teacher/student ratio, it is more favourable in the schools of Newfoundland-Labrador, Nova Scotia, Québec, the Yukon and the Northwest Territories. Lastly, the schools in Québec, Manitoba, Saskatchewan, British Columbia and the Yukon have the highest proportion of part-time employees.

Table 2.12 Staff number by province

		N	Average	Standard deviation	Fisher's F
Total staff	Newfoundland and Labrador	79	22,40	13,72	7,482***
	Prince Edward Island	22	27,59	20,22	
	Nova Scotia	128	31,63	20,23	
	New Brunswick	101	36,70	69,04	
	Québec	421	42,53	37,42	
	Ontario	546	33,53	26,73	
	Manitoba	115	27,36	21,27	
	Saskatchewan	127	22,56	16,08	
	Alberta	240	29,68	22,76	
	British Columbia	309	27,79	24,87	
	Yukon	20	25,45	17,48	
	Northwest Territories	21	22,71	16,24	
	Nunavut	15	24,20	9,86	
Canata, total	2144	32,38	30,72		
Total full-time staff	Newfoundland and Labrador	79	21,01	13,32	5,454***
	Prince Edward Island	22	24,81	18,72	
	Nova Scotia	128	28,85	20,10	
	New Brunswick	101	34,60	69,17	
	Québec	421	35,29	34,39	
	Ontario	546	30,54	26,16	
	Manitoba	115	23,20	18,95	
	Saskatchewan	127	19,08	14,62	
	Alberta	240	26,92	22,09	
	British Columbia	309	23,62	23,87	
	Yukon	20	22,10	17,49	
	Northwest Territories	21	20,85	15,33	
	Nunavut	15	23,53	10,23	
Canata, total	2144	28,45	29,37		
Total part-time staff	Newfoundland and Labrador	79	1,39	2,19	14,833***
	Prince Edward Island	22	2,77	4,33	
	Nova Scotia	128	2,78	4,90	
	New Brunswick	101	2,09	4,14	
	Québec	421	7,24	9,93	
	Ontario	546	2,98	4,37	
	Manitoba	115	4,16	6,50	
	Saskatchewan	127	3,48	4,83	
	Alberta	240	2,76	3,94	
	British Columbia	309	4,17	6,25	
	Yukon	20	3,35	3,72	
	Northwest Territories	21	1,85	2,33	
	Nunavut	15	66	1,11	
Canata, total	2144	3,92	6,41		

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Staff number by province (continued)

		N	Average	Standard deviation	Fisher's F
Total part-time staff / total staff	Newfoundland and Labrador	78	0,08	0,15	6,991***
	Prince Edward Island	21	0,10	0,13	
	Nova Scotia	127	0,10	0,15	
	New Brunswick	98	0,09	0,17	
	Québec	415	0,18	0,22	
	Ontario	542	0,11	0,14	
	Manitoba	111	0,17	0,23	
	Saskatchewan	125	0,16	0,20	
	Alberta	238	0,11	0,16	
	British Columbia	302	0,17	0,23	
	Yukon	20	0,17	0,17	
	Northwest Territories	21	0,08	0,10	
	Nunavut	15	0,04	0,06	
Canata, total	2113	0,13	0,19		
Total vice-principals	Newfoundland and Labrador	79	,67	0,52	2,150**
	Prince Edward Island	22	1,27	0,88	
	Nova Scotia	128	1,00	1,27	
	New Brunswick	101	1,16	2,10	
	Québec	421	1,40	4,90	
	Ontario	546	,73	1,26	
	Manitoba	115	,46	0,63	
	Saskatchewan	127	,84	1,89	
	Alberta	240	1,25	3,88	
	British Columbia	309	,72	1,14	
	Yukon	20	,70	0,66	
	Northwest Territories	21	,61	0,74	
	Nunavut	15	,80	0,86	
Canata, total	2144	,95	2,76		
Total teaching staff	Newfoundland and Labrador	79	16,31	10,61	8,070***
	Prince Edward Island	22	18,68	13,60	
	Nova Scotia	128	20,91	13,26	
	New Brunswick	101	19,31	16,09	
	Québec	421	27,33	24,62	
	Ontario	546	24,02	20,13	
	Manitoba	115	16,42	12,64	
	Saskatchewan	127	12,87	10,25	
	Alberta	240	20,21	20,45	
	British Columbia	309	20,04	19,42	
	Yukon	20	18,25	13,13	
	Northwest Territories	21	13,80	9,67	
	Nunavut	15	16,40	6,15	
Canata, total	2144	21,65	19,63		
Total non-teaching professionals	Newfoundland and Labrador	79	1,36	2,47	25,624***
	Prince Edward Island	22	1,22	1,57	
	Nova Scotia	128	2,30	2,16	
	New Brunswick	101	1,99	2,38	
	Québec	421	4,28	3,54	
	Ontario	546	1,56	2,41	
	Manitoba	115	2,38	2,78	
	Saskatchewan	127	2,28	2,71	
	Alberta	240	1,48	2,09	
	British Columbia	309	2,65	2,92	
	Yukon	20	1,45	2,24	
	Northwest Territories	21	1,71	2,83	
	Nunavut	15	1,06	1,49	
Canata, total	2144	2,38	2,91		

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Staff number by province (continued)

		N	Average	Standard deviation	Fisher's F
Total assistant-teachers	Newfoundland and Labrador	79	1,70	1,47	1,817*
	Prince Edward Island	22	3,45	2,15	
	Nova Scotia	128	4,34	3,68	
	New Brunswick	101	5,35	5,04	
	Québec	421	4,40	5,10	
	Ontario	546	3,90	3,77	
	Manitoba	115	6,71	6,16	
	Saskatchewan	127	5,13	4,63	
	Alberta	240	9,89	55,85	
	British Columbia	309	4,58	4,19	
	Yukon	20	4,40	2,04	
	Northwest Territories	21	3,61	3,19	
	Nunavut	15	3,46	1,96	
	Canata, total	2144	5,00	19,19	
Total child-care workers	Newfoundland and Labrador	79	,17	0,53	57,240***
	Prince Edward Island	22	,00	0,00	
	Nova Scotia	128	,23	0,86	
	New Brunswick	101	,04	0,30	
	Québec	421	4,26	5,95	
	Ontario	546	,39	1,13	
	Manitoba	115	,20	0,68	
	Saskatchewan	127	,18	0,74	
	Alberta	240	,27	1,10	
	British Columbia	309	,46	1,22	
	Yukon	20	,00	0,00	
	Northwest Territories	21	,19	0,60	
	Nunavut	15	,00	0,00	
	Canata, total	2144	1,08	3,20	
Total support staff	Newfoundland and Labrador	79	3,34	1,91	3,756***
	Prince Edward Island	22	4,31	3,58	
	Nova Scotia	128	4,35	4,00	
	New Brunswick	101	3,45	3,82	
	Québec	421	5,36	7,01	
	Ontario	546	4,45	4,30	
	Manitoba	115	3,86	4,05	
	Saskatchewan	127	2,92	2,46	
	Alberta	240	4,47	6,49	
	British Columbia	309	4,01	4,10	
	Yukon	20	2,35	2,11	
	Northwest Territories	21	2,38	1,77	
	Nunavut	15	2,80	1,47	
	Canata, total	2144	4,30	5,02	
Teacher number by student	Newfoundland and Labrador	79	,08	,04	2,253***
	Prince Edward Island	22	,06	,02	
	Nova Scotia	128	,07	,09	
	New Brunswick	101	,06	,02	
	Québec	421	,07	,07	
	Ontario	546	,06	,05	
	Manitoba	115	,06	,02	
	Saskatchewan	127	,06	,03	
	Alberta	240	,06	,03	
	British Columbia	309	,06	,05	
	Yukon	20	,09	,03	
	Northwest Territories	21	,07	,01	
	Nunavut	15	,06	,01	
	Canata, total	2144	,06	,05	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Staff number by province (continued)

		N	Average	Standard deviation	Fisher's F
Staff number by student	Newfoundland and Labrador	79	,15	,17	2,687***
	Prince Edward Island	22	,10	,04	
	Nova Scotia	128	,11	,13	
	New Brunswick	101	,11	,22	
	Québec	421	,12	,12	
	Ontario	546	,10	,10	
	Manitoba	115	,12	,07	
	Saskatchewan	127	,12	,12	
	Alberta	240	,09	,05	
	British Columbia	309	,09	,10	
	Yukon	20	,14	,08	
	Northwest Territories	21	,12	,02	
	Nunavut	15	,09	,01	
Canata, total	2144	,11	,11		
Full-time teacher number by student	Newfoundland and Labrador	79	0,08	0,04	3,407***
	Prince Edward Island	22	0,06	0,02	
	Nova Scotia	128	0,07	0,09	
	New Brunswick	101	0,05	0,02	
	Québec	421	0,06	0,07	
	Ontario	546	0,06	0,03	
	Manitoba	115	0,05	0,03	
	Saskatchewan	127	0,05	0,03	
	Alberta	240	0,05	0,03	
	British Columbia	309	0,05	0,05	
	Yukon	20	0,08	0,03	
	Northwest Territories	21	0,07	0,02	
	Nunavut	15	0,06	0,01	
Canata, total	2144	0,06	0,05		
Full-time staff by student	Newfoundland and Labrador	79	0,14	0,16	2,843***
	Prince Edward Island	22	0,09	0,04	
	Nova Scotia	128	0,10	0,13	
	New Brunswick	101	0,11	0,22	
	Québec	421	0,09	0,10	
	Ontario	546	0,09	0,07	
	Manitoba	115	0,10	0,07	
	Saskatchewan	127	0,11	0,12	
	Alberta	240	0,09	0,05	
	British Columbia	309	0,08	0,09	
	Yukon	20	0,12	0,05	
	Northwest Territories	21	0,11	0,03	
	Nunavut	15	0,09	0,02	
Canata, total	2144	0,09	0,10		

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

II. THE STUDENT PROFILE

The principals were asked several questions to gain an understanding of their students' main characteristics: their social and cultural origins, and their education-related and behavioural characteristics. Once again, we see that the profiles of the student bodies, as described by the principals, seem to vary by context, particularly by province.

1. The social background of students

The principals participating in our survey state that they work in schools in which, on average, 18.67% of their students have a high family income, 56.43% of their students have an average family income and 36.39% of their students have a low family income. However, the relatively high values of the coefficients of variation indicate that this varies somewhat according to the school in question.

Table 2.13 Family income of students

	N	Average	Standard deviation	Coefficient of variation
% of students from high income families	2144	18,67	27,807	1,48
% of students from middle income families	2144	56,43	26,259	0,46
% of students from low income families	2144	36,39	30,059	0,82

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The social background of the students, as perceived by the principals, does not vary by the teaching level of the school (primary, secondary or mixed). On the other hand, it does vary *by sector*. Thus, based on the answers of the principals who work in the private schools, they have a higher proportion of students with a high family income (32%, on average), whereas the public schools principals have comparatively more students with a low family income (37.5%, on average).

Table 2.14 Family income of students by teaching sector of the school

		N	Average	Fisher's F
% of students from high income families	Public	1930	17,19	56,057***
	Private	214	32,00	
	Total	2144	18,67	
% of students from middle income families	Public	1930	56,08	NS
	Private	214	59,53	
	Total	2144	56,43	
% of students from low income families	Public	1930	37,52	27,393***
	Private	214	26,25	
	Total	2144	36,39	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

The social background of the students also varies *by region*: based on the answers of the principals who work in British Columbia and Ontario, they have a higher average percentage of students with a high family income, while the principals in the Atlantic Region and the Northwest Territories claim to have more students with a low family income; based on the answers of the principals in Québec, they not only have a higher average proportion of students with a high family income, but also a higher average proportion of students with a low family income.

Table 2.15 Family income of students by region

		N	Average	Fisher's F
% of students from high income families	Atlantic	330	13,62	4,295***
	British Columbia	309	19,05	
	Ontario	546	21,95	
	Prairies	482	17,67	
	Québec	421	19,84	
	Territories	56	14,32	
	Canata, total	2144	18,67	
% of students from middle income families	Atlantic	330	52,95	4,087***
	British Columbia	309	59,68	
	Ontario	546	56,05	
	Prairies	482	58,42	
	Québec	421	56,20	
	Territories	56	47,23	
	Canata, total	2144	56,43	
% of students from low income families	Atlantic	330	44,48	11,553***
	British Columbia	309	31,56	
	Ontario	546	32,66	
	Prairies	482	33,73	
	Québec	421	40,28	
	Territories	56	45,55	
	Canata, total	2144	36,39	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

More exactly, based on the answers of the principals in Newfoundland-Labrador, Nova Scotia, New Brunswick and the Northwest Territories, they have a higher average proportion of students with a low family income. The answers provided by their counterparts in Prince Edward Island, Manitoba, Québec and Nunavut indicate not only a higher average proportion of students with a high family income but also a higher average proportion of students with a low family income.

Table 2.16 Family income of students by province

		N	Average	Fisher's F
% of students from high income families	Newfoundland and Labrador	79	12,41	2,091**
	Prince Edward Island	22	20,05	
	Nova Scotia	128	14,04	
	New Brunswick	101	12,62	
	Québec	421	19,84	
	Ontario	546	21,95	
	Manitoba	115	19,30	
	Saskatchewan	127	15,72	
	Alberta	240	17,91	
	British Columbia	309	19,05	
	Yukon	20	9,55	
	Northwest Territories	21	15,24	
	Nunavut	15	19,40	
Canata, total	2144	18,67		
% of students from middle income families	Newfoundland and Labrador	79	48,54	2,963***
	Prince Edward Island	22	54,36	
	Nova Scotia	128	56,98	
	New Brunswick	101	51,00	
	Québec	421	56,20	
	Ontario	546	56,05	
	Manitoba	115	60,76	
	Saskatchewan	127	59,40	
	Alberta	240	56,78	
	British Columbia	309	59,68	
	Yukon	20	58,65	
	Northwest Territories	21	44,81	
	Nunavut	15	35,40	
Canata, total	2144	56,43		
% of students from low income families	Newfoundland and Labrador	79	52,16	8,338***
	Prince Edward Island	22	43,55	
	Nova Scotia	128	38,36	
	New Brunswick	101	46,45	
	Québec	421	40,28	
	Ontario	546	32,66	
	Manitoba	115	40,64	
	Saskatchewan	127	36,08	
	Alberta	240	29,18	
	British Columbia	309	31,56	
	Yukon	20	31,80	
	Northwest Territories	21	39,86	
	Nunavut	15	71,87	
Canata, total	2144	36,39		

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Except in Québec, the family income of students does not vary *by school location (urban/ rural)*. In this province, the answers provided by the principals in rural schools indicate they have a higher proportion of students with a low family income (on average, 49.40%, versus 37.17% in the urban schools; $F = 12.555^{***}$). We should point out that the perception of the students' social backgrounds does not vary by principal profile (sex, age, level of studies, ethnicity, length of service).

2. The cultural background of students

Language spoken and immigrant background of students

The answers provided by the principals surveyed indicate that, on average, the student body is 9.69% allophone⁵, and that 7.76% of the students arrived in Canada less than a year ago. However, the high values of the coefficients of variation indicate that circumstances vary greatly from one school to the next.

Table 2.17 Spoken language and immigration background of students

	N	Average	Standard deviation	Coefficient of variation
% of allophone students	2059	9,69	21,588	2,22
% of students who arrived in Canada less than a year ago	1866	7,76	23,663	3,04

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The answers provided by the principals surveyed indicate that the percentage of allophone students who are recent immigrants does not vary *by principal profile, teaching level or the school sector*. On the other hand, it varies greatly *by region*. Thus, the percentage of allophone students is higher in British Columbia, Ontario, the Prairies and the Northwest Territories; the percentage of students who are recent immigrants is higher in Ontario and the Prairies.

Table 2.18 Spoken language and immigration background of students by region

		N	Average	Fisher's F
% of allophone students	Atlantic	321	1,22	16,820***
	British Columbia	292	12,43	
	Ontario	522	12,85	
	Prairies	464	9,83	
	Québec	409	8,75	
	Territories	51	21,35	
	Canata, total	2059	9,69	
% of students who arrived in Canada less than a year ago	Atlantic	270	5,96	4,915***
	British Columbia	268	5,49	
	Ontario	486	9,75	
	Prairies	426	11,22	
	Québec	368	4,49	
	Territories	48	4,85	
	Canata, total	1866	7,76	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

⁵ The questionnaire defined “allophone students” as a “students who speak mostly in a language other than English or French at home”.

In detail, the answers provided by the principals in Ontario, Manitoba, Alberta, British Columbia and Nunavut indicate they have on average, a higher percentage of allophone students. Those in Nova Scotia, Ontario, Saskatchewan, Alberta and the Yukon claim to have, on average, more students who have arrived in Canada over the last year.

Table 2.19 Spoken language and immigration background of students by province

		N	Average	Fisher's F
% of allophone students	Newfoundland and Labrador	76	1,47	14,465***
	Prince Edward Island	21	2,33	
	Nova Scotia	123	1,11	
	New Brunswick	101	,92	
	Québec	409	8,75	
	Ontario	522	12,85	
	Manitoba	109	11,28	
	Saskatchewan	124	8,44	
	Alberta	231	9,89	
	British Columbia	292	12,43	
	Yukon	20	1,25	
	Northwest Territories	16	7,69	
	Nunavut	15	62,73	
	Canada, total	2059	9,69	
% of students who arrived in Canada less than a year ago	Newfoundland and Labrador	60	3,42	4,822***
	Prince Edward Island	16	,25	
	Nova Scotia	108	8,03	
	New Brunswick	86	6,21	
	Québec	368	4,49	
	Ontario	486	9,75	
	Manitoba	98	4,08	
	Saskatchewan	109	20,58	
	Alberta	219	9,76	
	British Columbia	268	5,49	
	Yukon	16	13,06	
	Northwest Territories	17	1,06	
	Nunavut	15	,40	
	Canada, total	1866	7,76	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The stated percentages of allophone students also varies by *the school's location (urban or rural)*, but this applies only to certain provinces. Thus, in Québec, Ontario and British Columbia, the principals of urban schools have a higher average percentage of allophone students.

Table 2.20 Spoken language of students by urban or rural location of school

% of allophone students		N	Average	Fisher's F
Québec	Urban	307	11,06	17,797***
	Rural	102	1,80	
	Total	409	8,75	
Ontario	Urban	406	15,10	18,633***
	Rural	116	4,97	
	Total	522	12,85	
British Columbia	Urban	226	15,66	21,311***
	Rural	66	1,38	
	Total	292	12,43	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The ethnicity of students

The principals answers reveal that the student body in their school is, on average, made up of 74% white students, while 17% of the students belong to a visible minority⁶, 7% are aboriginal students (North American Indian, Inuit) and 2% were Métis students. Once again, the high values of the coefficients of variation indicate that there is wide variance in the ethnic composition of the student body in the schools.

Table 2.21 Ethnic characteristics of students

	N	Average	Standard deviation	Coefficient of variation
% of White students	2007	0,74	0,34	0,47
% of North American Indian students	2007	0,06	0,16	2,59
% of Inuit students	2007	0,01	0,08	7,99
% of Chinese students	2007	0,03	0,11	3,61
% of South Asian students	2007	0,03	0,08	2,83
% of Black students	2007	0,03	0,09	3,10
% of Filipino students	2007	0,01	0,04	4,27
% of Latin American students	2007	0,01	0,07	7,07
% of Southeast Asian students	2007	0,01	0,05	5,14
% of Arab students	2007	0,02	0,08	3,82
% of West Asian students	2007	0,01	0,03	2,53
% of Japanese students	2007	0,00	0,02	/
% of Korean students	2007	0,01	0,05	5,43
% of students from other origins	2007	0,02	0,09	4,72
% of Métis students	2007	0,02	0,10	4,85
% of Aboriginal students ¹	2007	0,07	0,17	2,50
% of visible minority students ²	2007	0,17	0,30	17,93
% of minority students ³	2007	0,26	0,34	11,61

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

¹ The “Aboriginal” category brings together students said (by principals) to be North American Indians and Inuit

² The “visible minority” category brings together students said (by principals) to be Chinese, South Asian, Filipino, Latin American, Arab, West Asian, Japanese, Korean, Southeast Asian

³ The “minority” category brings together students said (by principals) to be “visible minority”, “Aboriginal” and “Métis”

In addition, there are several correlations between the percentages of students of different ethnic backgrounds belonging to visible minorities. We may therefore assume that in certain schools there is a relative concentration of students belonging to visible minorities.

⁶ The *Employment Equity Act* (1995, Ch. 44) defines visible minorities as “persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in color”. According to this definition, the visible minority population includes: Chinese, South Asian, Black, Filipino, Latin-American, Southeast Asian, Arab, West Asian, Japanese, Korean and the inhabitants of the Trust Territory of the Pacific Islands (Statistique Canada, Définitions et notes, Recensement de 2001).

Table 2.22 Associations between ethnic characteristics of students (correlations)

% of White students	1,000																						
% of North American Indian students	-,420** *	1,000																					
% of Métis students	-,286** *	-,131** *	1,000																				
% of Inuit students	-,192** *	/	/	1,000																			
% of Chinese students	-,416** *	/	/	/	1,000																		
% of South Asian students	-,394** *	/	/	/	/	1,000																	
% of Black students	-,403** *	/	/	/	/	/	1,000																
% of Latin American students	-,286** *	/	/	/	/	/	/	1,000															
% of Southeast Asian students	-,313** *	/	/	/	/	/	/	/	1,000														
% of White students																							
% of North American Indian students																							
% of Métis students																							
% of Inuit students																							
% of Chinese students																							
% of South Asian students																							
% of Black students																							
% of Latin American students																							
% of Southeast Asian students																							
% of Arab students																							
% of Southeast Asian students																							
% of Latin American students																							
% of West Asian students																							
% of Japanese students																							
% of Korean students																							
% of students from other origins																							

% of Arab students	-,305** *	- ,061** *	/	/	/	/	,078** *	,121** *	/	,083** *	,132** *	1,000	,224** *	/	/	/
% of West Asian students	-,281** *	-,051**	/	/	,117** *	,152** *	,144** *	,079** *	,091** *	,133** *	,224** *	1,000	1,000	,087** *	,120** *	/
% of Japanese students	-,215** *	/	/	/	,113** *	,096** *	/	/	/	,133** *	/	/	,087** *	1,000	,201** *	,057**
% of Korean students	-,250** *	/	/	/	,115** *	,060**	/	/	,050**	,055**	/	/	,120** *	,201** *	1,000	/
% of students from other origins	-,267** *	/	/	/	/	/	/	/	/	,045*	/	/	/	,057**	/	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Pearson coefficients / : non significant correlation

There are also several correlations between the ethnicity of the students and their social backgrounds. Thus, the greater the number of principals who state they have Chinese and Korean students, the greater the number who describe the student body of their school as being composed of students with a high family income. By contrast, the percentage of North American Indian, Inuit, Métis and Black students is positively correlated with that of students with a low family income. We may hypothesize that the Aboriginal, Métis or Black students come from more modest backgrounds, or at least the principals perceive them as such.

Table 2.23 Associations between ethnic and social characteristics of students (correlations)

	% of students from high income families	% of students from middle income families	% of students from low income families
% of White students	/	,118***	-,102***
% of North American Indian students	/	-,074***	,152***
% of Métis students	-,052*	-,063**	,084***
% of Inuit students	/	-,080***	,094***
% of Chinese students	,128***	-,053*	-,076***
% of South Asian students	/	/	/
% of Black students	/	-,064**	,052*
% of Filipino students	/	/	/
% of Latin American students	/	/	/
% of Southeast Asian students	/	/	/
% of Arab students	/	/	/
% of West Asian students	/	/	/
% of Japanese students	/	/	-,076***
% of Korean students	,074***	/	-,079***
% of students from other origins	/	/	/
% of Aboriginal students	/	-,102***	,178***
% of visible minority students	,055*	-,056*	/
% of minority students	/	-,118***	,102***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Pearson coefficients / : non significant correlation

The survey also reveals that the principals who are themselves aboriginal supervise schools that, on average, have a higher percentage of aboriginal students. Similarly, the principals who themselves belong to a visible minority work in schools that, on average, have more students belonging to visible minorities. We may therefore assume that there is *a relative cultural proximity between the principals and the student body of the schools they supervise*, even though, as we mentioned in Chapter 1, the principals belonging to visible minorities remain under-represented compared to the ethnicity of the student population for Canada as a whole.

Table 2.24 Ethnic characteristics of students according to those of principals

		N	Average	Standard deviation	Fisher's F
Aboriginal					
% of White students	Non Aboriginal principal	1989	0,74	0,34	21,216***
	Aboriginal principal	18	0,36	0,40	
	Total	2007	0,74	0,34	
% of Métis students	Non Aboriginal principal	1989	0,022	0,09	NS
	Aboriginal principal	18	0,023	0,05	
	Total	2007	0,022	0,09	
% of Aboriginal students	Non Aboriginal principal	1989	0,06	0,17	32,044***
	Aboriginal principal	18	0,30	0,36	
	Total	2007	0,07	0,17	
% of visible minority students	Non Aboriginal principal	1989	0,17	0,29	NS
	Aboriginal principal	18	0,31	0,35	
	Total	2007	0,18	0,29	
% of minority students	Non Aboriginal principal	1989	0,26	0,34	21,216***
	Aboriginal principal	18	0,64	0,40	
	Total	2007	0,26	0,34	
Visible minority					
% of White students	Non visible minority principal	1971	0,74	0,34	14,525***
	Visible minority principal	36	0,52	0,37	
	Total	2007	0,74	0,34	
% of Métis students	Non visible minority principal	1971	0,02	0,09	NS
	Visible minority principal	36	0,01	0,02	
	Total	2007	0,02	0,09	
% of Aboriginal students	Non visible minority principal	1971	0,06	0,17	NS
	Visible minority principal	36	0,04	0,13	
	Total	2007	0,06	0,17	
% of visible minority students	Non visible minority principal	1971	0,17	0,29	26,317***
	Visible minority principal	36	0,42	0,39	
	Total	2007	0,17	0,29	
% of minority students	Non visible minority principal	1971	0,26	0,34	14,525***
	Visible minority principal	36	0,48	0,37	
	Total	2007	0,26	0,34	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

The survey does not reveal any variation in the ethnic composition of the student population *by teaching level or sector*. On the other hand, it reveals very strong variations *by region*. In particular, the answers provided by the principals in the Northwest Territories reveal they had the highest percentage of aboriginal students (on average, 60%), whereas those in British Columbia and Ontario have more students belonging to visible minorities (about 25%). The schools in Québec and the Prairies seem to have the fewest students belonging to an ethnic minority.

Table 2.25 Ethnic characteristics of students by region

		N	Average	Standard deviation	Fisher's F
% of White students	Atlantic	311	0,87	0,29	45,830***
	British Columbia	293	0,61	0,34	
	Ontario	501	0,72	0,35	
	Prairies	457	0,72	0,33	
	Québec	393	0,82	0,31	
	Territories	52	0,27	0,31	
	Canata, total	2007	0,74	0,34	
% of Métis students	Atlantic	311	0,01	0,10	21,424***
	British Columbia	293	0,02	0,08	
	Ontario	501	0,00	0,04	
	Prairies	457	0,06	0,14	
	Québec	393	0,01	0,06	
	Territories	52	0,07	0,17	
	Canata, total	2007	0,02	0,10	
% of Aboriginal students	Atlantic	311	0,03	0,10	161,644***
	British Columbia	293	0,11	0,20	
	Ontario	501	0,03	0,10	
	Prairies	457	0,08	0,17	
	Québec	393	0,02	0,11	
	Territories	52	0,60	0,36	
	Canata, total	2007	0,07	0,17	
% of visible minority students	Atlantic	311	0,10	0,25	19,254***
	British Columbia	293	0,25	0,33	
	Ontario	501	0,25	0,34	
	Prairies	457	0,14	0,24	
	Québec	393	0,15	0,29	
	Territories	52	0,07	0,16	
	Canata, total	2007	0,18	0,30	
% of minority students	Atlantic	311	0,13	0,29	45,830***
	British Columbia	293	0,39	0,34	
	Ontario	501	0,28	0,35	
	Prairies	457	0,28	0,33	
	Québec	393	0,18	0,31	
	Territories	52	0,73	0,31	
	Canata, total	2007	0,26	0,34	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Table 2.26 Ethnic characteristics of students by province

		N	Average	Standard deviation	Fisher's F
% of White students	Newfoundland and Labrador	73	0,88	0,29	20,805***
	Prince Edward Island	21	0,92	0,23	
	Nova Scotia	118	0,82	0,33	
	New Brunswick	99	0,90	0,26	
	Québec	393	0,82	0,31	
	Ontario	501	0,72	0,35	
	Manitoba	106	0,75	0,30	
	Saskatchewan	123	0,74	0,31	
	Alberta	228	0,70	0,34	
	British Columbia	293	0,61	0,34	
	Yukon	20	0,46	0,32	
	Northwest Territories	19	0,21	0,30	
	Nunavut	13	0,06	0,08	
	Canata, total	2007	0,74	0,34	
	% of Métis students	Newfoundland and Labrador	73	0,04	
Prince Edward Island		21	0,00	0,00	
Nova Scotia		118	0,00	0,03	
New Brunswick		99	0,01	0,10	
Québec		393	0,01	0,06	
Ontario		501	0,00	0,04	
Manitoba		106	0,05	0,12	
Saskatchewan		123	0,09	0,19	
Alberta		228	0,04	0,12	
British Columbia		293	0,02	0,08	
Yukon		20	0,05	0,12	
Northwest Territories		19	0,13	0,24	
Nunavut		13	0,00	0,00	
Canata, total		2007	0,02	0,10	
% of Aboriginal students		Newfoundland and Labrador	73	0,02	0,13
	Prince Edward Island	21	0,03	0,09	
	Nova Scotia	118	0,03	0,09	
	New Brunswick	99	0,02	0,08	
	Québec	393	0,02	0,11	
	Ontario	501	0,03	0,10	
	Manitoba	106	0,09	0,19	
	Saskatchewan	123	0,11	0,17	
	Alberta	228	0,07	0,15	
	British Columbia	293	0,11	0,20	
	Yukon	20	0,44	0,32	
	Northwest Territories	19	0,61	0,38	
	Nunavut	13	0,82	0,27	
	Canata, total	2007	0,07	0,17	

Ethnic characteristics of students by province (continued)

		N	Average	Standard deviation	Fisher's F
% of visible minority students	Newfoundland and Labrador	73	0,06	0,21	10,086***
	Prince Edward Island	21	0,06	0,22	
	Nova Scotia	118	0,15	0,29	
	New Brunswick	99	0,07	0,22	
	Québec	393	0,15	0,29	
	Ontario	501	0,25	0,34	
	Manitoba	106	0,10	0,18	
	Saskatchewan	123	0,07	0,18	
	Alberta	228	0,19	0,29	
	British Columbia	293	0,25	0,33	
	Yukon	20	0,05	0,06	
	Northwest Territories	19	0,05	0,12	
	Nunavut	13	0,11	0,28	
	Canata, total	2007	0,18	0,30	
	% of minority students	Newfoundland and Labrador	73	0,12	
Prince Edward Island		21	0,08	0,23	
Nova Scotia		118	0,18	0,33	
New Brunswick		99	0,10	0,26	
Québec		393	0,18	0,31	
Ontario		501	0,28	0,35	
Manitoba		106	0,25	0,30	
Saskatchewan		123	0,26	0,31	
Alberta		228	0,30	0,34	
British Columbia		293	0,39	0,34	
Yukon		20	0,54	0,32	
Northwest Territories		19	0,79	0,30	
Nunavut		13	0,94	0,08	
Canata, total		2007	0,26	0,34	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Lastly, the survey reveals that in certain provinces – Québec, Ontario and British Columbia – students belonging to visible minorities are more numerous in *urban schools*. In Saskatchewan, there are more aboriginal students in *urban schools*, whereas in the Northwest Territories they are found primarily in *rural* environments.

Table 2.27 Ethnic characteristics of students by urban or rural location of school

		N	Average	Standard deviation	Fisher's F
Québec					
% of White students	Urban	293	0,78	0,34	23,034***
	Rural	100	0,95	0,18	
	Total	393	0,82	0,31	
% of visible minority students	Urban	293	0,19	0,32	29,849***
	Rural	100	0,02	0,10	
	Total	393	0,15	0,29	
% of minority students	Urban	293	0,22	0,34	23,034***
	Rural	100	0,05	0,18	
	Total	393	0,18	0,31	
Ontario					
% of White students	Urban	392,00	0,68	0,36	31,389***
	Rural	109,00	0,88	0,24	
	Total	501,00	0,72	0,35	
% of visible minority students	Urban	392,00	0,30	0,35	36,027***
	Rural	109,00	0,08	0,21	
	Total	501,00	0,25	0,34	
% of minority students	Urban	392,00	0,32	0,36	31,389***
	Rural	109,00	0,12	0,24	
	Total	501,00	0,28	0,35	
Saskatchewan					
% of Aboriginal students	Urban	67,00	0,15	0,18	12,818***
	Rural	56,00	0,05	0,12	
	Total	123,00	0,11	0,17	
British Columbia					
% of White students	Urban	226,00	0,57	0,35	10,851***
	Rural	67,00	0,73	0,29	
	Total	293,00	0,61	0,34	
% of Aboriginal students	Urban	226,00	0,10	0,18	7,264*
	Rural	67,00	0,17	0,23	
	Total	293,00	0,11	0,20	
% of visible minority students	Urban	226,00	0,31	0,34	30,481***
	Rural	67,00	0,07	0,17	
	Total	293,00	0,25	0,33	
% of minority students	Urban	226,00	0,43	0,35	10,851***
	Rural	67,00	0,27	0,29	
	Total	293,00	0,39	0,34	
Northwest Territories					
% of White students	Urban	7,00	0,51	0,31	27,834***
	Rural	12,00	0,03	0,05	
	Total	19,00	0,21	0,30	
% of Aboriginal students	Urban	7,00	0,32	0,30	9,585**
	Rural	12,00	0,78	0,31	
	Total	19,00	0,61	0,38	
% of minority students	Urban	7,00	0,49	0,31	27,834***
	Rural	12,00	0,97	0,05	
	Total	19,00	0,79	0,30	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Perceptions of the impact of students’ cultural diversity on relationships in the school

We have just observed that, based on the statements made by the principals surveyed, schools in Canada are made up mainly of white students (74% on average); they include few students from ethnically indigenous backgrounds (on average, 7%) or from a visible minority (on average, 17%). However, the survey data indicate great variance in the ethnic composition of the schools’ student bodies, leading us to assume that students belonging to visible minorities are concentrated in certain schools. Stated differently, certain schools seem to have greater cultural diversity than others. During the survey, we also questioned the principals on their perceptions of the influence (positive or negative) of students’ cultural diversity on relationships within the school. First, as we can see from the following table, about 25% of the principals reply that cultural diversity “is not relevant” in their case; in other words, their school is not affected by the cultural diversity of their students. Second, the vast majority of the principals (over 92%) in charge of schools where, in their opinion, there is cultural diversity seem to have a positive view of it. Indeed, they claim it have a positive impact on their own job satisfaction (97.7% if we cumulate the first two rankings in the table) and on various relationships in the school: their relationships with teachers (98.3%), their relationships with students (98,2%), their relationships with parents (96%), the relationships between teachers and students (96.3%), the relationships between teachers and parents (92.20%) and the relationships among students (93.3%). It is possible that, to an extent, these very high percentages reflect a certain “political correctness” associated with a normative social expectation prompting the principals to state they favour cultural diversity.

Table 2.28 Influence of cultural diversity of students on relations in the school

	Very positive	Somewhat positive	Somewhat negative	Very negative	Total	Not applicable
Relations between principal and the teaching staff and other professionals	51,9%	46,4%	1,6%	,1%	100,0% (1458)	27,7% (593)
Relations between principal and students	56,4%	41,8%	1,7%	,1%	100,0% (1510)	25,6% (549)
Relations between teachers and students	43,9%	52,4%	3,7%	,1%	100,0% (1530)	24,6% (528)
Relations between principal and parents	48,6%	47,4%	3,8%	,2%	100,0% (1516)	25,4% (544)
Relations between students	35,9%	57,4%	6,4%	,3%	100,0% (1558)	23,4% (502)
Relations between teachers and parents	36,4%	55,8%	7,7%	,2%	100,0% (1526)	24,8% (531)
Principal’s satisfaction at work	48,5%	49,2%	1,9%	,5%	100,0% (1505)	25,2% (540)

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The principals' perceptions of the influence of the student body's cultural diversity on relationships within the school, as well as on their job satisfaction, are all highly correlated with one another. Stated differently, the greater the number of principals who consider that this type of diversity has a positive impact on one type of relationship, the greater the number who claim it have an impact on the other types (and conversely).

Table 2.29 Influence of cultural diversity of students on relations in the school - Correlations

	Relations between principal and students	Relations between principal and parents	Relations between principal and the teachers	Relations between teachers and students	Relations between teachers and parents	Relations between students	Principal's satisfaction at work
Relations between principal and students	1,000	,775***	,653***	,605***	,539***	,533***	,620***
Relations between principal and parents	,775***	1,000	,624***	,578***	,628***	,539***	,590***
Relations between principal and the teaching staff and other professionals	,653***	,624***	1,000	,695***	,626***	,523***	,585***
Relations between teachers and students	,605***	,578***	,695***	1,000	,798***	,669***	,626***
Relations between teachers and parents	,539***	,628***	,626***	,798***	1,000	,670***	,587***
Relations between students	,533***	,539***	,523***	,669***	,670***	1,000	,576***
Principal's satisfaction at work	,620***	,590***	,585***	,626***	,587***	,576***	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The principals' perceptions of the influence of the student body's cultural diversity on relationships within the school, as well as on their job satisfaction, is weakly correlated with the ethnicity or social background of the students. However, most ethnic backgrounds are associated with positive views regarding the influence of cultural diversity (especially Asian backgrounds), whereas principals who work in schools with a larger number of indigenous students tend to have a more negative view. In addition, they have a more positive view when their student body is composed of students from more privileged social backgrounds.

Table 2.30 Influence of cultural diversity of students on relations in the school according to social background and ethnic characteristics of students

	Relations between principal and students*	Relations between principal and parents*	Relations between principal and teaching staff*	Relations between teachers and students*	Relations between teachers and parents*	Relations between students*	Principal's satisfaction at work*
Ethnic characteristics of students							
% of White students	,057***	/	/	/	/	/	,060***
% of North American Indian students	,048**	,053**	,052**	,054**	,091***	,091***	/
% of Métis students	,057**	/	,053**	/	,051**	,071***	/
% of Inuit students	/	/	/	/	/	/	/
% of Chinese students	-123***	-081***	-061**	-063***	/	-059***	-116***
% of South Asian students	-104***	-075***	/	/	/	/	-120***
% of Black students	-080***	-062***	/	/	/	/	-060***
% of Filipino students	-053**	/	/	/	/	/	-080***
% of Latin American students	/	/	/	/	/	/	/
% of Southeast Asian students	-083***	/	/	-059**	/	/	-097***
% of Arab students	/	/	/	/	/	/	-058**
% of West Asian students	-066***	/	/	-056**	/	/	-091***
% of Japanese students	-073***	/	/	/	/	/	-059**
% of Korean students	-110***	-073***	/	-064***	-049**	-102***	-095***
% of Aboriginal students	-051**	060***	057**	062***	092***	098***	/
% of visible minority students	-132***	-081***	-054**	-073***	-044**	-073***	-116***
Social background of students							
% of students from high income families	/	-056**	/	/	-044**	-073***	-045**
% of students from middle income families	-083***	-082***	-065***	-082***	-099***	-086***	-073***
% of students from low income families	050**	059***	/	076***	090***	092***	060***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extent of the scale goes to "very positively" to "very negatively"

The survey reveals that the principals' perceptions regarding the influence of the students' cultural diversity on relationships within the school, and on their job satisfaction, do not vary at all by *teaching level, teaching sector or the location (urban or rural) of the school*. On the other hand, it reveals several differences by *region (and province)*, especially when it deals with teaching sectors. Overall, it seems that the principals in provinces located in the Atlantic Region have a more positive perception of the influence of cultural diversity on their relationships with parents, on the relationships between teachers and students, and on the relationships between teachers and parents. This contrasts significantly with the perceptions of principals in Québec – and especially of those in the Northwest Territories.

Table 2.31 Influence of cultural diversity of students on relations in the school by region

	Relations between principal and parents	Relations between teachers and students	Relations between teachers and parents
All levels combined			
Atlantic	99,5%	99,0%	98,5%
British Columbia	98,8%	95,4%	91,1%
Ontario	96,7%	95,6%	92,1%
Prairies	94,6%	97,3%	93,0%
Québec	94,5%	96,1%	90,2%
Territories	80,0%	87,0%	75,5%
Total	96,0%	96,2%	92,1%
<i>Cramer's V</i>	,185*** NV	,112** NV	,149*** NV
Primary			
Atlantic	99,1%	100,0%	98,2%
British Columbia	99,4%	96,4%	94,1%
Ontario	96,4%	96,1%	92,9%
Prairies	95,4%	99,4%	93,7%
Québec	94,6%	97,0%	91,7%
Territories	90,9%	90,5%	90,5%
Total	96,6%	97,3%	93,6%
<i>Cramer's V</i>	,110* NV	,112* NV	NS NV
Mixed			
Atlantic	100,0%	97,0%	97,0%
British Columbia	100,0%	100,0%	96,2%
Ontario	100,0%	93,3%	93,3%
Prairies	96,1%	95,1%	91,1%
Québec	93,3%	93,3%	86,7%
Territories	68,0%	80,0%	68,0%
Total	94,0%	94,0%	89,8%
<i>Cramer's V</i>	,404*** NV	,227*** NV	,277** NV
Secondary			
Atlantic	100,0%	98,2%	100,0%
British Columbia	96,7%	90,6%	80,6%
Ontario	97,6%	94,0%	89,2%
Prairies	91,6%	95,9%	93,9%
Québec	94,2%	94,2%	86,0%
Territories	87,5%	100,0%	57,1%
Total	95,4%	94,7%	89,6%
<i>Cramer's V</i>	NS NV	NS NV	,250*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who, in each region and for each level of education, believe that cultural diversity has a very positive or fairly positive influence.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Table 2.32 Influence of cultural diversity of students on relations in the school by province

	Relations between principal and parents	Relations between teachers and students	Relations between teachers and parents
Newfoundland and Labrador	100,0%	97,4%	97,5%
Ile du Prince Edouard	100,0%	100,0%	100,0%
Nouvelle-Ecosse	98,8%	100,0%	97,6%
New Brunswick	100,0%	98,5%	100,0%
Québec	94,5%	96,1%	90,2%
Ontario	96,7%	95,6%	92,1%
Manitoba	93,3%	96,7%	92,3%
Saskatchewan	92,2%	96,8%	87,2%
Alberta	96,3%	97,9%	96,3%
British Columbia	98,8%	95,4%	91,1%
Yukon	80,0%	90,0%	75,0%
Northwest Territories	85,0%	94,7%	73,7%
Nunavut	73,3%	73,3%	78,6%
Total	96,0%	96,2%	92,1%
<i>Cramer's V</i>	<i>,196*** NV</i>	<i>,143**</i>	<i>,165***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who, in each province, believe that cultural diversity has a very positive or fairly positive influence.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the analysis reveals that perceptions of the influence of cultural diversity hardly vary at all according to the socio-professional profile of the principals. We observe only that the older or more experienced principals tend to have a more positive view of it.

Table 2.33 Influence of cultural diversity of students on relations in the school by age and length of service of principals

	Relations between principal and students*	Relations between principal and parents*	Relations between principal and teaching staff*	Relations between teachers and students*	Relations between teachers and parents*	Relations between students*	Principal's satisfaction at work*
Age	-,092***	-,080***	-,086***	-,076***	-,052**	-,060***	-,073***
Length of service in career	-,082***	-,071***	-,065***	-,067***	-,056***	-,048**	-,054**
Length of service in the school	-,054**	/	-,055**	-,073***	-,068***	-,077***	-,055**

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extent of the scale goes to "very positively" to "very negatively"

Student absenteeism (truancy) and dropping out

The principals surveyed state that there is a low rate of student absenteeism and students not completing their year, about 4% on average. However, the situation varies greatly by school, as we can see from the high values of the coefficients of variation.

Table 2.34 Absenteeism and number of dropouts among students

	N	Average	Standard deviation	Coefficient of variation
% of absent students	2054	,0424	,04925	2,05
% of students who do not finish the year in the school	2027	,0434	,07827	1,81

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages of truant students and those not completing their year have a high positive correlation with one another (Pearson’s coefficient = 0.333***). In addition, the greater the number of principals who say they have to deal with truant students or drop-outs, the greater the number who say they have a high proportion of students with a low family income or an indigenous/Métis background. We may therefore assume that students with various types of difficulties (education-related or poverty-related) are concentrated in certain schools.

Table 2.35 Absenteeism and number of dropouts among students according to their social background and their ethnic characteristics

	% of absent students	% of students who do not finish the year in the school
% of students from high income family	/	-,109***
% of students from middle income family	-,158***	-,221***
% of students from low income family	,178***	,221***
% of Métis students	,133***	,100***
% of Aboriginal students	,375***	,204***
% of visible minority students	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Pearson coefficients / : non significant

The stated incidence of truancy or dropping out does not vary *according to the socio-professional profile of the principals, the location (urban or rural) of the school or the sector*. On the other hand, it varies greatly *by teaching level*. Thus, in practically every region (except the Northwest Territories), secondary-school principals have the highest percentage of truants. Based on their replies, secondary-school principals in British Columbia and the Prairies also have to deal more with dropouts.

Table 2.36 Absenteeism and number of dropouts among students by level of education

			N	Average	Standard deviation	Fisher's F
Canata, total	% of absent students	Primary	1307	0,03	0,04	70,821***
		Mixed	274	0,04	0,05	
		Secondary	473	0,06	0,07	
		Total	2054	0,04	0,05	
	% of students who do not finish the year in the school	Primary	1289	0,04	0,07	4,621***
		Mixed	269	0,04	0,09	
		Secondary	469	0,05	0,09	
		Total	2027	0,04	0,08	
Atlantic	% of absent students	Primary	190,00	0,03	0,02	21,120***
		Mixed	48,00	0,04	0,05	
		Secondary	85,00	0,06	0,03	
		Total	323,00	0,04	0,03	
	% of students who do not finish the year in the school	Primary	184,00	0,03	0,08	NS
		Mixed	46,00	0,03	0,08	
		Secondary	85,00	0,03	0,11	
		Total	315,00	0,03	0,09	
British Columbia	% of absent students	Primary	193,00	0,04	0,02	19,680***
		Mixed	27,00	0,04	0,04	
		Secondary	70,00	0,08	0,09	
		Total	290,00	0,05	0,05	
	% of students who do not finish the year in the school	Primary	193,00	0,04	0,05	7,152***
		Mixed	26,00	0,04	0,07	
		Secondary	72,00	0,09	0,15	
		Total	291,00	0,05	0,09	
Ontario	% of absent students	Primary	389,00	0,04	0,05	16,642***
		Mixed	19,00	0,02	0,02	
		Secondary	113,00	0,07	0,04	
		Total	521,00	0,04	0,05	
	% of students who do not finish the year in the school	Primary	381,00	0,05	0,07	NS
		Mixed	19,00	0,08	0,24	
		Secondary	109,00	0,05	0,06	
		Total	509,00	0,05	0,08	
Prairies	% of absent students	Primary	215,00	0,04	0,03	19,266***
		Mixed	140,00	0,03	0,04	
		Secondary	109,00	0,07	0,10	
		Total	464,00	0,04	0,06	
	% of students who do not finish the year in the school	Primary	213,00	0,06	0,08	5,764**
		Mixed	138,00	0,03	0,06	
		Secondary	112,00	0,06	0,08	
		Total	463,00	0,05	0,08	
Québec	% of absent students	Primary	297,00	0,02	0,02	18,435***
		Mixed	17,00	0,04	0,04	
		Secondary	88,00	0,04	0,03	
		Total	402,00	0,03	0,02	
	% of students who do not finish the year in the school	Primary	296,00	0,03	0,06	NS
		Mixed	17,00	0,03	0,04	
		Secondary	84,00	0,03	0,05	
		Total	397,00	0,03	0,06	
Territories	% of absent students	Primary	23,00	0,09	0,09	NS
		Mixed	23,00	0,12	0,07	
		Secondary	8,00	0,16	0,08	
		Total	54,00	0,11	0,08	
	% of students who do not finish the year in the school	Primary	22,00	0,07	0,07	NS
		Mixed	23,00	0,08	0,06	
		Secondary	7,00	0,14	0,07	
		Total	52,00	0,08	0,07	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Student absenteeism and dropping out also seem to vary *by region*, regardless of teaching level. Overall, therefore, the replies of school principals in the Atlantic Region and Québec indicate they have the lowest percentage of truants or dropouts; this contrasts especially with the situation of the principals in the Northwest Territories.

Table 2.37 Absenteeism and number of dropouts among students by region

		N	Average	Standard deviation	Fisher's F
All levels combined % of absent students	Atlantic	323,00	0,04	0,03	32,561***
	British Columbia	290,00	0,05	0,05	
	Ontario	521,00	0,04	0,05	
	Prairies	464,00	0,04	0,06	
	Québec	402,00	0,03	0,02	
	Territories	54,00	0,11	0,08	
	Canata, total	2054,00	0,04	0,05	
% of students who do not finish the year in the school	Atlantic	315,00	0,03	0,09	9,565***
	British Columbia	291,00	0,05	0,09	
	Ontario	509,00	0,05	0,08	
	Prairies	463,00	0,05	0,08	
	Québec	397,00	0,03	0,06	
	Territories	52,00	0,08	0,07	
	Canata, total	2027,00	0,04	0,08	
Primary % of absent students	Atlantic	190,00	0,03	0,02	17,887***
	British Columbia	193,00	0,04	0,02	
	Ontario	389,00	0,04	0,05	
	Prairies	215,00	0,04	0,03	
	Québec	297,00	0,02	0,02	
	Territories	23,00	0,09	0,09	
	Canata, total	1307,00	0,03	0,04	
% of students who do not finish the year in the school	Atlantic	184,00	0,03	0,08	7,385***
	British Columbia	193,00	0,04	0,05	
	Ontario	381,00	0,05	0,07	
	Prairies	213,00	0,06	0,08	
	Québec	296,00	0,03	0,06	
	Territories	22,00	0,07	0,07	
	Canata, total	1289,00	0,04	0,07	
Mixed % of absent students	Atlantic	48,00	0,04	0,05	15,775***
	British Columbia	27,00	0,04	0,04	
	Ontario	19,00	0,02	0,02	
	Prairies	140,00	0,03	0,04	
	Québec	17,00	0,04	0,04	
	Territories	23,00	0,12	0,07	
	Canata, total	274,00	0,04	0,05	
% of students who do not finish the year in the school	Atlantic	46,00	0,03	0,08	2,115*
	British Columbia	26,00	0,04	0,07	
	Ontario	19,00	0,08	0,24	
	Prairies	138,00	0,03	0,06	
	Québec	17,00	0,03	0,04	
	Territories	23,00	0,08	0,06	
	Canata, total	269,00	0,04	0,09	
Secondary % of absent students	Atlantic	85	0,06	0,03	7,186***
	British Columbia	70	0,08	0,09	
	Ontario	113	0,07	0,04	
	Prairies	109	0,07	0,10	
	Québec	88	0,04	0,03	
	Territories	8	0,16	0,08	
	Canata, total	473	0,06	0,07	
% of students who do not finish the year in the school	Atlantic	85	0,03	0,11	5,070***
	British Columbia	72	0,09	0,15	
	Ontario	109	0,05	0,06	
	Prairies	112	0,06	0,08	
	Québec	84	0,03	0,05	
	Territories	7	0,14	0,07	
	Canata, total	469	0,05	0,09	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

In greater detail, we observe that, based on their statements, the principals in Newfoundland-Labrador, Saskatchewan, Alberta, British Columbia, the Yukon, the Northwest Territories and Nunavut have a higher percentage of absentee students. Based on their statements, the principals in Ontario, Saskatchewan, Alberta, British Columbia, the Yukon, the Northwest Territories and Nunavut have a higher number of students who have not completed their year.

Table 2.38 Absenteeism and number of dropouts among students by province

		N	Average	Standard deviation	Fisher's F
% of absent students	Newfoundland and Labrador	78	0,05	0,05	18,728***
	Prince Edward Island	21	0,04	0,03	
	Nova Scotia	124	0,04	0,02	
	New Brunswick	100	0,04	0,03	
	Québec	402	0,03	0,02	
	Ontario	521	0,04	0,05	
	Manitoba	109	0,04	0,04	
	Saskatchewan	124	0,05	0,06	
	Alberta	231	0,05	0,07	
	British Columbia	290	0,05	0,05	
	Yukon	19	0,06	0,04	
	Northwest Territories	20	0,11	0,05	
	Nunavut	15	0,18	0,11	
	Canata, total	2054	0,04	0,05	
	% of students who do not finish the year in the school	Newfoundland and Labrador	79	0,04	
Prince Edward Island		20	0,02	0,02	
Nova Scotia		121	0,02	0,02	
New Brunswick		95	0,03	0,10	
Québec		397	0,03	0,06	
Ontario		509	0,05	0,08	
Manitoba		108	0,03	0,05	
Saskatchewan		122	0,05	0,09	
Alberta		233	0,06	0,08	
British Columbia		291	0,05	0,09	
Yukon		19	0,05	0,06	
Northwest Territories		21	0,09	0,08	
Nunavut		12	0,10	0,06	
Canata, total		2027	0,04	0,08	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

3. Students in difficulty or with disabilities

Based on the replies of the principals who took part in our survey, they have to deal with a low proportion of students *formally* identified as having problems of a physical, psychological, behavioural or instructional order. Based on their replies, an average of 3.79% of the students in their schools have a visual disability, hearing loss, motor disability or speech problems, 5.07% of the students have a psychological or behavioural problem and 12.32% of the students have a learning problem. During the survey, we also asked them how many students have access to special services for each type of problem. As we can see from the following table, and based on their answers, the principals have on average more students with access to a special service for a physical disability than students formally identified as actually having a disability (on average, 4% of the students have access to this type of service, whereas, on average, disabled students represent only 3% of the student body). For psychological and behavioural problems, the corresponding figures are 6% (with access) and 5% (disabled). We can hypothesize that some principals, by cleverly manipulating categories of students officially recognized as disabled, or by juggling their budgets, managed to provide these special services to students whom they feel need them, but are not formally identified as disadvantaged. On the other hand, only 10% of the students, on average, are thought to have access to a special service for a learning problem, whereas those who are formally identified as having a learning problem account, on average, for 12%. However, the situation seems to vary greatly by school, as indicated by the high values of the coefficients of variation.

Table 2.39 Student problems and handicaps and their access to specialized services

	N	Average	Standard deviation	Coefficient of variation
% of students formally identified as having visual, auditory, motor, speaking disabilities	2029	,03	,07	2,0
% of students having access to a specialized service for visual, auditory, motor, speaking disabilities	1982	,04	,15	3,7
% of students formally identified as having a psychological or behavioral problem	2028	,05	,13	2,6
% of students having access to a specialized service for psychological or behavioral problems	1981	,06	,29	4,8
% of students formally identified as having a learning disability	2044	,12	,19	1,5
% of students having access to a specialized service for learning disabilities	2008	,10	,22	2,2

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

In addition, there is a high positive correlation among all the percentages of students who suffer from these three types of problems and have access to a special service, especially the percentage of students with a psychological/behavioural problem and the percentage of students with a learning problem. This prompts us to assume that students with “difficulties” are *relatively concentrated* in certain schools. The survey also reveals that the greater the number of principals who claim they have to deal with students affected by these three types of problems, the greater the number who claim to have students with a low family income, or to have Métis or aboriginal students. Lastly, the greater the number of principals who claim they have to deal with students affected by a psychological, behavioural or learning problem, the greater the number who claim to have a high percentage of truants or dropouts.

Table 2.40 Student problems and handicaps and their access to specialized services according to other student characteristics

	% of students formally identified as having visual, auditory, motor, speaking disabilities	% of students formally identified as having a psychological or behavioral problem	% of students formally identified as having a learning disability	% of students having access to a specialized service for visual, auditory, motor, speaking disabilities	% of students having access to a specialized service for psychological or behavioral problems	% of students having access to a specialized service for learning disabilities
% of students having a visual, auditory, motor, speaking disabilities	1	,221***	,348***	,632***	,193***	,355***
% of students having a psychological or behavioral problem	,221***	1	,504***	,267***	,560***	,411***
% of students having a learning disability	,348***	,504***	1	,553***	,582***	,697***
% of students having access to a specialized service pour visual, auditory, motor, speaking disabilities	,632***	,267***	,553***	1,000	,729***	,722***
% of students having access to a specialized service pour a psychological or behavioral problem	,193***	,560***	,582***	,729***	1,000	,891***
% of students having access to a specialized service pour a learning disability	,355***	,411***	,697***	,722***	,891***	1,000
% of students from high income families	/	/	-,058*	/	/	/
% of students from middle income families	-,065**	-,137**	-,185**	-,076***	-,132***	-,139***
% of students from low income families	,077***	,165***	,131***	/	,097***	,080***
% of Métis students	,076***	,087***	,094***	/	,055*	/
% of Aboriginal students	,079***	,134***	,102***	/	,070*	/
% of visible minority students	/	/	/	/	/	/
% of minority students	,056*	,064**	/	/	/	/
% of absent students	/	,261***	,161***	/	,201***	,093***
% of students who do not finish the year in the school	/	,288***	,239***	/	,166***	,091***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Pearson coefficients / : non significant

Principals' perceptions of their students' problems, as well as the percentage of students they claim have access to a special service for one of the three types of problems, do not vary according to *the location of the school (urban or rural)*. On the other hand, they do vary by *teaching level*, which in turn varies by region. Thus, in the Atlantic Region and the Prairies, the answers provided by primary-school principals indicate they have a higher percentage of students with a visual disability, hearing loss, motor disability or speech problems, and with access to special services for these problems, while in British Columbia this is true of mixed-school principals. In British Columbia and Ontario, there seems to be comparatively more secondary school and mixed-school students with a psychological, behavioural or learning problem. In Québec and the Northwest Territories, the survey reveals no statistically significant variation among the teaching levels.

Table 2.41 Student problems and handicaps and their access to specialized services by level of education

		N	Average	Standard deviation	Fisher's F
Canata, total					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	1287	0,04	0,08	23,399***
	Mixed	263	0,05	0,11	
	Secondary	479	0,02	0,06	
	Total	2029	0,04	0,08	
% of students having access to a specialized service pour visual, auditive, motor, speaking disabilities	Primary	1252	0,04	0,08	3,013*
	Mixed	261	0,06	0,25	
	Secondary	469	0,03	0,22	
	Total	1982	0,04	0,16	
% of students formally identified as having a psychological or behavioral problem	Primary	1280	0,04	0,09	9,645***
	Mixed	265	0,07	0,18	
	Secondary	483	0,07	0,19	
	Total	2028	0,05	0,14	
% of students having access to a specialized service for psychological or behavioral problems	Primary	1244	0,04	0,09	9,285***
	Mixed	264	0,10	0,35	
	Secondary	473	0,09	0,52	
	Total	1981	0,06	0,29	
% of students formally identified as having a learning disability	Primary	1289	0,11	0,10	9,750***
	Mixed	270	0,16	0,31	
	Secondary	485	0,14	0,27	
	Total	2044	0,12	0,19	
% of students having access to a specialized service for learning disabilities	Primary	1262	0,10	0,10	4,258*
	Mixed	269	0,13	0,30	
	Secondary	477	0,12	0,37	
	Total	2008	0,11	0,23	
Atlantic					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	180,00	0,05	0,05	24,556***
	Mixed	41,00	0,03	0,03	
	Secondary	84,00	0,02	0,02	
	Total	305,00	0,04	0,04	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Primary	173	0,04	0,04	23,207***
	Mixed	40	0,03	0,03	
	Secondary	82	0,01	0,02	
	Total	295	0,03	0,04	
% of students formally identified as having a psychological or behavioral problem	Primary	179,00	0,04	0,04	NS
	Mixed	42,00	0,04	0,15	
	Secondary	84,00	0,04	0,08	
	Total	305,00	0,04	0,08	
% of students having access to a specialized service for psychological or behavioral problems	Primary	173	0,04	0,07	NS
	Mixed	42	0,09	0,44	
	Secondary	83	0,10	0,68	
	Total	298	0,06	0,40	
% of students formally identified as having a learning disability	Primary	179,00	0,13	0,09	NS
	Mixed	45,00	0,19	0,47	
	Secondary	85,00	0,15	0,20	
	Total	309,00	0,15	0,22	
% of students having access to a specialized service for learning disabilities	Primary	177	0,12	0,09	NS
	Mixed	44	0,12	0,16	
	Secondary	84	0,17	0,68	
	Total	305	0,13	0,37	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005 NS : Non significant

**Student problems and handicaps and their access to specialized services by level of education
(continued)**

		N	Average	Standard deviation	Fisher's F
British Columbia					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	195,00	0,03	0,03	16,641***
	Mixed	27,00	0,08	0,20	
	Secondary	73,00	0,01	0,02	
	Total	295,00	0,03	0,07	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Primary	193	0,03	0,03	NS
	Mixed	27	0,07	0,20	
	Secondary	74	0,03	0,12	
	Total	294	0,03	0,09	
% of students formally identified as having a psychological or behavioral problem	Primary	195,00	0,03	0,03	11,145***
	Mixed	27,00	0,07	0,10	
	Secondary	73,00	0,11	0,24	
	Total	295,00	0,05	0,13	
% of students having access to a specialized service for psychological or behavioral problems	Primary	190	0,03	0,04	7,167***
	Mixed	27	0,06	0,11	
	Secondary	72	0,09	0,23	
	Total	289	0,05	0,13	
% of students formally identified as having a learning disability	Primary	194,00	0,10	0,08	3,616**
	Mixed	28,00	0,17	0,22	
	Secondary	74,00	0,15	0,26	
	Total	296,00	0,12	0,16	
% of students having access to a specialized service for learning disabilities	Primary	193	0,09	0,07	3,307*
	Mixed	28	0,15	0,23	
	Secondary	75	0,09	0,16	
	Total	296	0,10	0,12	
Ontario					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	383,00	0,03	0,06	NS
	Mixed	18,00	0,04	0,07	
	Secondary	114,00	0,02	0,05	
	Total	515,00	0,03	0,06	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Primary	370	0,02	0,07	NS
	Mixed	19	0,13	0,54	
	Secondary	108	0,06	0,43	
	Total	497	0,04	0,23	
% of students formally identified as having a psychological or behavioral problem	Primary	376,00	0,03	0,06	9,735***
	Mixed	18,00	0,12	0,24	
	Secondary	115,00	0,04	0,12	
	Total	509,00	0,03	0,09	
% of students having access to a specialized service for psychological or behavioral problems	Primary	361	0,02	0,06	13,243***
	Mixed	19	0,31	0,67	
	Secondary	111	0,08	0,43	
	Total	491	0,05	0,25	
% of students formally identified as having a learning disability	Primary	383,00	0,08	0,09	5,263**
	Mixed	19,00	0,17	0,25	
	Secondary	115,00	0,15	0,42	
	Total	517,00	0,10	0,22	
% of students having access to a specialized service for learning disabilities	Primary	370	0,07	0,09	10,676***
	Mixed	19	0,31	0,64	
	Secondary	110	0,14	0,42	
	Total	499	0,10	0,25	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

**Student problems and handicaps and their access to specialized services by level of education
(continued)**

		N	Average	Standard deviation	Fisher's F
Prairies					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	213,00	0,07	0,09	17,938***
	Mixed	140,00	0,05	0,11	
	Secondary	113,00	0,01	0,02	
	Total	466,00	0,05	0,09	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Primary	210	0,07	0,10	NS
	Mixed	139	0,07	0,26	
	Secondary	109	0,02	0,04	
	Total	458	0,06	0,16	
% of students formally identified as having a psychological or behavioral problem	Primary	214,00	0,04	0,04	NS
	Mixed	140,00	0,06	0,18	
	Secondary	115,00	0,06	0,14	
	Total	469,00	0,05	0,12	
% of students having access to a specialized service for psychological or behavioral problems	Primary	213	0,04	0,10	NS
	Mixed	138	0,08	0,31	
	Secondary	114	0,12	0,73	
	Total	465	0,07	0,40	
% of students formally identified as having a learning disability	Primary	214,00	0,11	0,09	NS
	Mixed	139,00	0,13	0,29	
	Secondary	115,00	0,11	0,16	
	Total	468,00	0,12	0,19	
% of students having access to a specialized service for learning disabilities	Primary	210	0,10	0,12	NS
	Mixed	140	0,12	0,30	
	Secondary	114	0,10	0,16	
	Total	464	0,11	0,20	
Québec					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	295,00	0,04	0,11	NS
	Mixed	15,00	0,02	0,03	
	Secondary	89,00	0,03	0,11	
	Total	399,00	0,03	0,11	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Primary	285	0,04	0,11	NS
	Mixed	14	0,01	0,02	
	Secondary	89	0,03	0,15	
	Total	388	0,03	0,12	
% of students formally identified as having a psychological or behavioral problem	Primary	295,00	0,06	0,17	NS
	Mixed	16,00	0,17	0,33	
	Secondary	89,00	0,10	0,30	
	Total	400,00	0,08	0,21	
% of students having access to a specialized service for psychological or behavioral problems	Primary	286	0,06	0,13	NS
	Mixed	16	0,15	0,34	
	Secondary	86	0,08	0,26	
	Total	388	0,07	0,18	
% of students formally identified as having a learning disability	Primary	298,00	0,13	0,13	NS
	Mixed	16,00	0,16	0,18	
	Secondary	89,00	0,14	0,18	
	Total	403,00	0,14	0,15	
% of students having access to a specialized service for learning disabilities	Primary	291	0,12	0,12	NS
	Mixed	16	0,11	0,15	
	Secondary	87	0,11	0,18	
	Total	394	0,12	0,14	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

Student problems and handicaps and their access to specialized services by level of education (continued)

		N	Average	Standard deviation	Fisher's F
Territories					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Primary	21,00	0,05	0,04	NS
	Mixed	22,00	0,10	0,15	
	Secondary	6,00	0,04	0,04	
	Total	49,00	0,07	0,11	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Primary	21	0,04	0,05	NS
	Mixed	22	0,04	0,10	
	Secondary	7	0,03	0,03	
	Total	50	0,04	0,07	
% of students formally identified as having a psychological or behavioral problem	Primary	21,00	0,04	0,03	NS
	Mixed	22,00	0,08	0,08	
	Secondary	7,00	0,05	0,03	
	Total	50,00	0,06	0,06	
% of students having access to a specialized service for psychological or behavioral problems	Primary	21	0,02	0,03	NS
	Mixed	22	0,05	0,08	
	Secondary	7	0,03	0,03	
	Total	50	0,04	0,06	
% of students formally identified as having a learning disability	Primary	21,00	0,10	0,08	NS
	Mixed	23,00	0,24	0,22	
	Secondary	7,00	0,20	0,12	
	Total	51,00	0,18	0,17	
% of students having access to a specialized service for learning disabilities	Primary	21	0,09	0,08	NS
	Mixed	22	0,09	0,14	
	Secondary	7	0,10	0,08	
	Total	50	0,09	0,11	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 NS : Non significant

In certain regions, there are also several differences *by educational sector*. Thus, in the Atlantic Region, comparatively more private-school principals (on average, 77%) said they have to help students with a learning problem, whereas in the Prairies the responses of private-school principals reveal a higher percentage of students with a psychological or behavioural problem (on average, 14%). It is possible that the Atlantic Region private-school principals participating in our survey are in charge of special schools for students with learning difficulties. At the same time, in these two regions (the Atlantic Region and the Prairies) the survey does not reveal any variation by sector in the percentage of students with access to a special service for these problems. On the other hand, it does reveal that this type of variation is present in Ontario and Québec. Thus, in Ontario the responses of the private-school principals reveal that there is a higher percentage of students with access to a special service for the three types of problems, while in Québec the responses of the public-school principals reveal a higher percentage of students with access to a special service for a learning problem.

Table 2.42 Student problems and handicaps and their access to specialized services by teaching sector

		N	Average	Standard deviation	Fisher's F
Atlantic					
% of students formally identified as having a learning disability	Public	302,00	0,13	0,12	71,767***
	Private	7,00	0,77	1,13	
	Total	309,00	0,15	0,22	
Prairies					
% of students formally identified as having a psychological or behavioral problem	Public	433,00	0,04	0,09	20,573***
	Private	29,00	0,14	0,30	
	Total	469,00	0,05	0,12	
Ontario					
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Public	435	0,02	0,08	10,695***
	Private	62	0,13	0,62	
	Total	497	0,04	0,23	
% of students having access to a specialized service for psychological or behavioral problems	Public	432	0,03	0,10	14,929***
	Private	59	0,16	0,67	
	Total	491	0,05	0,25	
% of students having access to a specialized service for learning disabilities	Public	435	0,08	0,10	12,152***
	Private	64	0,20	0,65	
	Total	499	0,10	0,25	
Québec					
% of students having access to a specialized service for learning disabilities	Public	357	0,12	0,14	8,074**
	Private	37	0,06	0,09	
	Total	394	0,12	0,14	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Lastly, the survey shows that only among the primary-school principals does the percentage of students with handicaps or in difficulty – and that have access to a special service – vary by region. Thus, at the primary-school level, responses indicate it is mostly Québec principals who have to deal with students formally identified as having a behavioural, psychological or learning problem. The responses of Prairies principals indicate a comparatively higher percentage of students with a physical problem.

Table 2.43 Student problems and handicaps and their access to specialized services by region

		N	Average	Standard deviation	Fisher's F
Primary					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Atlantic	180,00	0,05	0,05	10,213***
	British Columbia	195,00	0,03	0,03	
	Ontario	383,00	0,03	0,06	
	Prairies	213,00	0,07	0,09	
	Québec	295,00	0,04	0,11	
	Territories	21,00	0,05	0,04	
	Canata, total	1287,00	0,04	0,08	
% of students having access to a specialized service for visual, auditive, motor, speaking disabilities	Atlantic	173	0,04	0,04	9,132***
	British Columbia	193	0,03	0,03	
	Ontario	370	0,02	0,07	
	Prairies	210	0,07	0,10	
	Québec	285	0,04	0,11	
	Territories	21	0,04	0,05	
	Canata, total	1252	0,04	0,08	
% of students formally identified as having a psychological or behavioral problem	Atlantic	179,00	0,04	0,04	6,180***
	British Columbia	195,00	0,03	0,03	
	Ontario	376,00	0,03	0,06	
	Prairies	214,00	0,04	0,04	
	Québec	295,00	0,06	0,17	
	Territories	21,00	0,04	0,03	
	Canata, total	1280,00	0,04	0,09	
% of students having access to a specialized service for psychological or behavioral problems	Atlantic	173	0,04	0,07	5,666***
	British Columbia	190	0,03	0,04	
	Ontario	361	0,02	0,06	
	Prairies	213	0,04	0,10	
	Québec	286	0,06	0,13	
	Territories	21	0,02	0,03	
	Canata, total	1244	0,04	0,09	
% of students formally identified as having a learning disability	Atlantic	179,00	0,13	0,09	10,177***
	British Columbia	194,00	0,10	0,08	
	Ontario	383,00	0,08	0,09	
	Prairies	214,00	0,11	0,09	
	Québec	298,00	0,13	0,13	
	Territories	21,00	0,10	0,08	
	Canata, total	1289,00	0,11	0,10	
% of students having access to a specialized service for learning disabilities	Atlantic	177	0,12	0,09	9,362***
	British Columbia	193	0,09	0,07	
	Ontario	370	0,07	0,09	
	Prairies	210	0,10	0,12	
	Québec	291	0,12	0,12	
	Territories	21	0,09	0,08	
	Canata, total	1262	0,10	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

In detail, the responses of the primary-school principals who work in Newfoundland/Labrador, Nova Scotia, New Brunswick, Manitoba, Saskatchewan, Alberta, the Yukon and the Northwest Territories indicate they have a higher percentage of students with a visual disability, hearing loss, motor disability or speech problem. The answers provided indicate that comparatively more primary-school principals in Prince Edward Island, New Brunswick, Québec and the Yukon have to contend with students with a psychological or behavioural problem. Lastly, the answers provided by primary-school principals in Prince Edward Island, Nova Scotia, New Brunswick, Québec, the Yukon and the Northwest Territories indicate they have a higher percentage of students with a learning problem.

Table 2.44 Student problems and handicaps by province

		N	Average	Standard deviation	Fisher's F
Primary					
% of students formally identified as having visual, auditive, motor, speaking disabilities	Newfoundland and Labrador	32	0,06	0,05	5,042***
	Prince Edward Island	11	0,04	0,04	
	Nova Scotia	73	0,05	0,04	
	New Brunswick	64	0,05	0,06	
	Québec	295	0,04	0,11	
	Ontario	383	0,03	0,06	
	Manitoba	54	0,07	0,08	
	Saskatchewan	58	0,05	0,06	
	Alberta	101	0,08	0,10	
	British Columbia	195	0,03	0,03	
	Yukon	9	0,05	0,03	
	Northwest Territories	6	0,08	0,06	
	Nunavut	6	0,02	0,02	
	Canata, total	1287	0,04	0,08	
% of students formally identified as having a psychological or behavioral problem	Newfoundland and Labrador	32	0,02	0,02	2,805***
	Prince Edward Island	12	0,05	0,04	
	Nova Scotia	72	0,04	0,04	
	New Brunswick	63	0,05	0,06	
	Québec	295	0,06	0,17	
	Ontario	376	0,03	0,06	
	Manitoba	53	0,04	0,04	
	Saskatchewan	59	0,03	0,04	
	Alberta	102	0,04	0,05	
	British Columbia	195	0,03	0,03	
	Yukon	9	0,05	0,04	
	Northwest Territories	6	0,03	0,02	
	Nunavut	6	0,03	0,03	
	Canata, total	1280	0,04	0,09	
% of students formally identified as having a learning disability	Newfoundland and Labrador	32	0,10	0,08	4,748***
	Prince Edward Island	12	0,15	0,08	
	Nova Scotia	72	0,13	0,07	
	New Brunswick	63	0,14	0,11	
	Québec	298	0,13	0,13	
	Ontario	383	0,08	0,09	
	Manitoba	53	0,11	0,07	
	Saskatchewan	59	0,11	0,11	
	Alberta	102	0,11	0,09	
	British Columbia	194	0,10	0,08	
	Yukon	9	0,12	0,08	
	Northwest Territories	6	0,12	0,09	
	Nunavut	6	0,05	0,07	
	Canata, total	1289	0,11	0,10	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

4. Problematical behaviour among students

We will terminate our description of the school population, which is based on the surveyed principals' perceptions and descriptions of their school's student body, by addressing the question of problematical behaviour among students. As we see in the following table, very few principals say they had to deal *to a great extent* with these problems. Rather, most stated they have to deal with them *to some extent*, *to a little extent*, or even *not at all*. In particular, more than 80% declare they have to contend *to a little extent* or *not at all* with property offences (80.1% if we cumulate the last two entries in the table), with alcohol or drug consumption by students (81.1%), with abuse (verbal or physical) against a staff member (84.5%), with dropping out (86.4%), with sexual harassment among students (89.7%), with racism among students (91.1%) or with possession of a weapon (96.3%). The problems they say they have to confront the most (*to a great extent* or *to some extent*) involve poor socio-economic situations of students' families (49.8% if we cumulate the first two entries of the table), disputes among students (46%), intimidation among students (43.5%), rudeness toward teachers (35.3%), absenteeism (34.9%), creating a disturbance during a class (31.0%), apathy (30.9%), lateness (30.7%) and health problems (21.0%). It would seem, therefore, that according to the principals the main difficulties they face involve the socio-economic situation of students, the way they relate to their schooling (absenteeism, apathy) and what is commonly called "the rudeness" or lack of civility of students disrupting classes (unjustified lateness, creating a disturbance, and disputes or intimidation among students). On the other hand, the more serious discipline problems (often given the most media coverage) arise less frequently (possession of a weapon, alcohol or drug consumption, mistreatment of a staff member or sexual harassment).

Table 2.45 Problematical behaviors of students

	To a great extent	To a certain extent	To a little extent	Not at all	Total	N
Deterioration of socio-economic status of student's families	17,50%	32,30%	35,40%	14,80%	100,0%	2080
Conflicts among students	9,50%	36,50%	44,20%	9,80%	100,0%	2081
Bullying among students	8,20%	35,30%	48,90%	7,60%	100,0%	2085
Student disrespect for teachers	8,80%	26,40%	47,60%	17,20%	100,0%	2082
Student absenteeism	9,00%	25,90%	47,90%	17,20%	100,0%	2078
Disruption of classes by students	8,20%	22,80%	45,90%	23,10%	100,0%	2083
Student apathy	7,60%	23,30%	44,20%	24,90%	100,0%	2073
Student tardiness	6,60%	24,10%	50,80%	18,50%	100,0%	2081
Health problems in students	2,90%	18,10%	55,60%	23,40%	100,0%	2076
Infractions against property (vandalism, theft) by students	2,70%	17,20%	53,90%	26,20%	100,0%	2083
Students' use of alcohol or drugs	7,30%	11,60%	22,80%	58,30%	100,0%	2079
Verbal abuse or physical assault of a staff member by a student	4,40%	11,00%	37,30%	47,30%	100,0%	2081
Students dropping out	3,00%	10,60%	23,10%	63,30%	100,0%	2078
Sexism/Sexual harassment among students	1,70%	8,50%	41,60%	48,20%	100,0%	2082
Racism/Racial conflicts among students	1,80%	7,10%	38,70%	52,40%	100,0%	2078
Students possessing weapons	1,90%	1,80%	16,60%	79,70%	100,0%	2079

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The declared incidence of various types of problems have a high positive correlation. We may therefore assume that *problems are comparatively concentrated in certain schools*. Moreover, the greater the number of principals stating they have to deal with problematical behaviour, the greater the number stating they have a high percentage of students whose family have a low income, who fail to attend school or drop out, or have a psychological, behavioural or learning problem. The survey also reveals several relationships between the incidence of difficult students and their ethnicity. Thus, the greater the number of principals stating they have a high percentage of Métis or Aboriginal students, the greater the number stating they have to deal with numerous problems: health problems, socio-economic deterioration, weapons possession, alcohol and drug consumption, absenteeism, sexual harassment, racism, lateness, dropping out and apathy. Only racism among students and lateness for school are associated with students belonging to visible minority.

Table 2.46 Problematical behaviors of students - Correlations

Conflicts among students	1,000	688***	331***	276***	Deterioration of socio-economic status of student's families	388***	388***	388***	388***	Verbal abuse or physical assault of a staff member by a student	378***	238***	297***	237***	392***	284***	146***	300***
Bullying among students	1,000	1,000	334***	273***	Students possessing weapons	404***	207***	207***	224***	Students' use of alcohol or drugs	445***	222***	350***	260***	377***	261***	152***	309***
Health problems in students	1,000	334***	1,000	391***	Students against property (vandalism, theft)	319***	183***	183***	204***	Student disrespect for teachers	239***	317***	259***	221***	250***	266***	167***	212***
Conflicts among students	276***	273***	391***	1,000	Students possessing weapons	343***	207***	207***	209***	Student disrespect for teachers	296***	344***	235***	220***	272***	279***	178***	294***
Health problems in students	388***	404***	319***	343***	Students against property (vandalism, theft)	1,000	311***	311***	344***	Student disrespect for teachers	375***	321***	378***	292***	329***	334***	233***	329***
Health problems in students	199***	207***	183***	207***	Students possessing weapons	311***	1,000	1,000	512***	Student disrespect for teachers	288***	287***	390***	375***	237***	231***	307***	253***
Health problems in students	179***	224***	204***	209***	Students possessing weapons	344***	512***	512***	1,000	Student disrespect for teachers	339***	385***	489***	310***	253***	299***	514***	383***
Health problems in students	445***	445***	239***	296***	Students possessing weapons	399***	288***	288***	339***	Student disrespect for teachers	1,000	338***	399***	316***	508***	348***	223***	453***
Health problems in students	378***	373***	240***	268***	Students possessing weapons	375***	335***	335***	331***	Student disrespect for teachers	549***	303***	403***	354***	398***	296***	229***	378***
Health problems in students	238***	222***	317***	344***	Students possessing weapons	321***	287***	287***	385***	Student disrespect for teachers	338***	1,000	372***	305***	349***	554***	323***	414***
Health problems in students	297***	350***	259***	235***	Students possessing weapons	378***	390***	390***	489***	Student disrespect for teachers	399***	372***	1,000	477***	318***	312***	336***	389***
Health problems in students	237***	260***	221***	220***	Students possessing weapons	292***	375***	375***	310***	Student disrespect for teachers	316***	305***	477***	1,000	277***	303***	207***	259***
Health problems in students	392***	377***	250***	272***	Students possessing weapons	329***	237***	237***	253***	Student disrespect for teachers	508***	349***	318***	277***	1,000	445***	161***	432***
Health problems in students	284***	261***	266***	279***	Students possessing weapons	334***	231***	231***	299***	Student disrespect for teachers	348***	554***	312***	303***	445***	1,000	271***	432***
Health problems in students	146***	152***	167***	178***	Students possessing weapons	233***	307***	307***	514***	Student disrespect for teachers	223***	323***	336***	207***	161***	271***	1,000	406***
Health problems in students	300***	309***	212***	294***	Students possessing weapons	329***	253***	253***	383***	Student disrespect for teachers	453***	414***	389***	432***	1,000	432***	406***	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

Table 2.47 Problematical behaviors of students and other student characteristics

	% of students from high income families	% of students from middle income families	% of students from low income families	% of Métis students	% of Aboriginal students	% of visible minority students	% of students with déficience visuelle, auditive, motrice, de la parole	% of students with problème psychologique ou comportemental	% of students with problème d'apprentissage	% of absent students	% of students who do not finish the year in the school
Conflicts among students*	,084***	,061***	-,133***	/	/	,041*	/	-,167***	-,123***	-,087***	-,131***
Bullying among students*	,063***	,052**	-,120***	/	/	,068***	/	-,126***	-,074***	-,071***	-,091***
Health problems in students*	,087***	,104***	-,129***	-,071***	-,098***	/	-,058***	-,148***	-,082***	-,133***	-,137***
Deterioration of socio-economic status of student's families *	,201***	,159***	-,297***	-,056**	-,132***	/	-,081***	-,237***	-,181***	-,169***	-,211***
Infractions against property (vandalism, theft) by students*	,057***	,065***	-,092***	/	/	/	/	-,116***	-,078***	-,125***	-,156***
Students possessing weapons*	/	/	-,064***	-,084***	-,084***	/	/	-,076***	-,049**	-,170***	-,150***
Students' use of alcohol or drugs*	/	/	-,072***	-,126***	-,151***	,057***	,140***	-,091***	-,049**	-,242***	-,143***
Student disrespect for teachers*	,093***	,080***	-,134***	/	/	/	/	-,146***	-,091***	-,124***	-,118***
Verbal abuse or physical assault of a staff member by a student*	,083***	,093***	-,149***	/	-,055**	,046*	/	-,188***	-,104***	-,105***	-,119***
Student absenteeism*	,088***	,111***	-,160***	-,104***	-,177***	/	/	-,121***	-,105***	-,307***	-,232***
Sexism/Sexual harassment among students*	/	/	-,067***	-,065***	-,068***	/	,057***	-,093***	-,078***	-,157***	-,129***
Racism/Racial conflicts among students*	/	,054**	-,046*	-,109***	-,163***	-,180***	/	-,072***	/	-,127***	-,173***
Disruption of classes by students*	,106***	,088***	-,162***	/	-,091***	/	-,046*	-,132***	-,106***	-,179***	-,155***
Student tardiness*	/	,080***	-,109***	-,063**	-,141***	-,068***	/	-,109***	-,088***	-,240***	-,217***
Students dropping out*	/	,056***	-,082***	-,081***	-,076***	-,071***	,129***	-,110***	-,063***	-,132***	-,113***
Student apathy*	,095***	,088***	-,146***	-,063***	-,070***	-,109***	,063***	-,143***	-,116***	-,154***	-,153***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extent of the scale goes from "to a great extent" to "not at all"

In addition, the analysis reveals that when the students' behaviour poses fewer problems, the principals have a more positive perception of the influence of students' cultural diversity.

Table 2.48 Influence of cultural diversity of students on relations in the school according to problematical behavior of students

	Relations between principal and students**	Relations between principal and parents**	Relations between principal and teaching staff**	Relations between teachers and students**	Relations between teachers and parents**	Relations between students**	Principal's satisfaction at work**
Conflicts among students*	-,109***	-,109***	-,115***	-,118***	-,119***	-,176***	-,120***
Bullying among students*	-,118***	-,121***	-,139***	-,130***	-,135***	-,179***	-,120***
Health problems in students*	-,053**	-,089***	-,080***	-,073***	-,089***	-,109***	-,066***
Deterioration of socio-economic status of student's families *	-,080***	-,109***	-,095***	-,092***	-,115***	-,115***	-,064***
Infractions against property (vandalism, theft) by students*	-,126***	-,137***	-,140***	-,167***	-,162***	-,177***	-,116***
Students possessing weapons*	-,086***	-,073***	-,093***	-,112***	-,104***	-,129***	-,086***
Students' use of alcohol or drugs*	-,144***	-,145***	-,130***	-,164***	-,155***	-,174***	-,117***
Student disrespect for teachers*	-,166***	-,167***	-,167***	-,198***	-,183***	-,216***	-,168***
Verbal abuse or physical assault of a staff member by a student*	-,134***	-,147***	-,131***	-,176***	-,165***	-,210***	-,136***
Student absenteeism*	-,096***	-,150***	-,104***	-,122***	-,162***	-,133***	-,094***
Sexism/Sexual harassment among students*	-,089***	-,112***	-,113***	-,167***	-,165***	-,191***	-,100***
Racism/Racial conflicts among students*	-,083***	-,122***	-,098***	-,163***	-,159***	-,226***	-,112***
Disruption of classes by students*	-,110***	-,129***	-,116***	-,139***	-,169***	-,177***	-,134***
Student tardiness*	-,076***	-,121***	-,101***	-,122***	-,158***	-,141***	-,087***
Students dropping out*	-,165***	-,154***	-,142***	-,159***	-,138***	-,149***	-,116***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Kendall's Tau / : non significant correlation
 * The extant of the scale goes from "to a great extent" to "not at all"
 ** The extant of the scale goes to "very positively" to "very negatively"

Once again, the perception of the incidence of the various problems does not vary *according to the socio-professional profile of the principals*. On the other hand, the stated incidence of certain types of problems varies greatly with several contextual variables. First, it vary *by teaching level*, though this differs by region. Thus, more secondary-school principals – and in certain regions more mixed-school principals – state they have to deal with various types of problems: property offences, possession of a weapon, alcohol and drug consumption, sexual harassment, racism among students, students dropping out and student apathy. Aside from possession of a weapon, these problems seem to be extremely significant in the secondary schools, to the extent that the majority of principals state they have to contend with them – *to a great extent, to a certain extent or to a little extent*⁷. For example, about 90%

⁷ We grouped questions into the categories "to a great extent", "to a certain extent" and "to a little extent" since they have to meet requirements of validity for the statistical tool employed (the Chi Square test assumes a sufficient number of theoretical or expected frequencies).

of the secondary-school principals state they face (*to a great extent, to a certain extent or to a little extent*) the problem of alcohol or drug consumption by students.

Table 2.49 Problematical behaviors of students by level of education

		Infractions against property	Possessing weapons	Use of alcohol or drugs	Sexism/Sexu al harassment among students	Racism/Racia l conflicts among students	Dropping out	Apathy
Atlantic	Primary	61,6%	11,3%	16,2%	36,6%	30,6%	12,3%	67,0%
	Mixed	77,1%	20,8%	58,3%	48,9%	31,9%	42,6%	79,2%
	Secondary	85,6%	33,3%	90,0%	85,6%	52,2%	66,7%	92,2%
	Total	70,6% (228)	18,8% (61)	43,0% (139)	52,0% (168)	36,8% (119)	31,8% (103)	75,9% (245)
	<i>Cramer's V</i>	0,235***	0,245***	0,658***	0,426***	0,198***	0,514***	0,257***
British Columbia	Primary	63,4%	12,7%	10,3%	27,8%	48,5%	9,3%	56,6%
	Mixed	46,4%	7,1%	32,1%	25,0%	17,9%	46,4%	71,4%
	Secondary	86,7%	33,3%	92,0%	81,3%	65,3%	78,7%	88,0%
	Total	67,5% (208)	17,2% (53)	32,2% (99)	40,6% (125)	49,8% (153)	29,6% (91)	65,6% (202)
	<i>Cramer's V</i>	0,254***	NV	0,739***	0,471***	0,247***	0,652***	0,282***
Ontario	Primary	71,0%	17,8%	22,2%	49,2%	53,2%	9,8%	66,5%
	Mixed	44,4%	5,6%	38,9%	22,2%	27,8%	27,8%	55,6%
	Secondary	87,0%	49,1%	87,0%	80,9%	62,6%	77,4%	91,3%
	Total	73,6% (385)	24,2% (126)	37,0% (193)	55,3% (289)	54,4% (284)	25,3% (132)	71,6% (373)
	<i>Cramer's V</i>	NV	NV	0,554***	0,291***	0,128*	NV	0,237***
Prairies	Primary	65,1%	15,1%	22,6%	33,2%	50,2%	16,0%	66,5%
	Mixed	72,1%	13,6%	55,0%	55,7%	34,5%	43,9%	85,6%
	Secondary	81,2%	36,8%	92,3%	82,1%	67,5%	70,9%	94,0%
	Total	71,2% (334)	20,0% (94)	49,7% (233)	52,1% (244)	49,9% (233)	38,0% (178)	79,1% (368)
	<i>Cramer's V</i>	0,143**	0,241***	0,563***	0,395***	0,243***	0,461***	0,291***
Québec	Primary	81,8%	15,9%	23,7%	47,1%	41,1%	47,6%	75,5%
	Mixed	88,9%	27,8%	61,1%	66,7%	50,0%	55,6%	88,2%
	Secondary	87,4%	28,4%	90,5%	75,8%	48,9%	78,9%	91,6%
	Total	83,5% (338)	19,4% (78)	41,1% (166)	54,7% (222)	43,3% (175)	55,3% (224)	79,9% (321)
	<i>Cramer's V</i>	NV	NV	0,579***	0,248***	NS	0,265***	NV
Territories	Primary	90,9%	27,3%	40,9%	63,6%	68,2%	45,5%	81,8%
	Mixed	72,0%	12,0%	72,0%	56,0%	28,0%	79,2%	92,0%
	Secondary	87,5%	12,5%	100,0%	57,1%	50,0%	100,0%	100,0%
	Total	81,8% (45)	18,2% (10)	63,6% (35)	59,3% (32)	47,3% (26)	67,9% (36)	88,9% (48)
	<i>Cramer's V</i>	NV	NV	NV	NV	NV	NV	NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who, in each region and for each level of education, who claim they have to confront the particular problem "a lot", "fairly" or "a little".

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The stated incidence of some problems also varies *by region*, though this depends on the teaching level. Thus, of the responses provided by primary-school principals, those in the Northwest Territories have to deal (*to a great extent, to a certain extent or to a little extent*) more frequently with the following problems involving their students: property offences, attacks on staff, sexual harassment among students, racism among students and disturbances. With the exception of attacks on staff, these problems are also raised more frequently by primary-school principals in Ontario. Lastly, a comparatively greater number of Québec principals claim they have to deal with property offences, attacks on staff and sexual harassment among students.

Table 2.50 Problematical behaviors of students by region

		Infractions against property	Verbal abuse or physical assault of a staff member	Sexism/Sexual harassment among students	Racism/Racial conflicts among students	Disruption
Primary	Atlantic	61,6%	53,2%	36,6%	30,6%	80,2%
	British Columbia	63,4%	39,0%	27,8%	48,5%	72,7%
	Ontario	71,0%	47,3%	49,2%	53,2%	76,9%
	Prairies	65,1%	45,3%	33,2%	50,2%	77,4%
	Québec	81,8%	64,4%	47,1%	41,1%	64,0%
	Territories	90,9%	68,2%	63,6%	68,2%	95,5%
	Canata, total	70,3% (1306)	50,7% (1306)	41,2% (1307)	46,3% (1304)	74,2% (1308)
	<i>Cramer's V</i>	0,169***	0,176***	0,178***	0,164***	0,145***
Mixed	Atlantic	77,1%	54,2%	48,9%	31,9%	80,9%
	British Columbia	46,4%	21,4%	25,0%	17,9%	64,3%
	Ontario	44,4%	27,8%	22,2%	27,8%	61,1%
	Prairies	72,1%	45,3%	55,7%	34,5%	77,1%
	Québec	88,9%	66,7%	66,7%	50,0%	83,3%
	Territories	72,0%	60,0%	56,0%	28,0%	92,0%
	Canata, total	69,7% (277)	46,0% (276)	50,0% (276)	32,4% (275)	77,2% (276)
	<i>Cramer's V</i>	0,251**	0,238**	0,246**	NS	NV
Secondary	Atlantic	85,6%	67,8%	85,6%	52,2%	93,3%
	British Columbia	86,7%	40,0%	81,3%	65,3%	76,0%
	Ontario	87,0%	66,1%	80,9%	62,6%	81,7%
	Prairies	81,2%	57,8%	82,1%	67,5%	82,1%
	Québec	87,4%	72,6%	75,8%	48,9%	83,2%
	Territories	87,5%	62,5%	57,1%	50,0%	100,0%
	Canata, total	85,4% (500)	61,7% (499)	80,8% (499)	59,5% (499)	83,6% (499)
	<i>Cramer's V</i>	NV	NV	NV	NV	NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who, for each level of education and in each region, who claim they have to confront the particular problem "a lot", "fairly" or "a little".

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The stated incidence of the various types of problems with students also varies strongly *by school sector*; it is mostly public-school principals who declare they have to deal with the various types of problems (*to a great extent, to a certain extent or to a little extent*). Only the stated incidence of dropping out does not vary – at least not in a statistically significant way – from sector to sector.

Table 2.51 Problematical behaviors of students by teaching sector

	Conflicts among students	Bullying among students	Health problems	Deterioration of socio-economic status	Infractions against property	Possessing weapons	Use of alcohol or drugs	Disrespect for teachers	Verbal abuse or physical assault of a staff member	Absenteeism	Sexism/Sexual harassment among students	Racism/Racial conflicts among students	Disruption	Tardiness	Apathy
Public	91,3%	94,1%	78,8%	87,8%	76,4%	21,9%	42,8%	84,6%	56,1%	84,8%	54,3%	49,3%	78,7%	82,6%	77,0%
Private	79,9%	75,7%	57,5%	61,4%	50,5%	5,4%	30,4%	66,8%	21,8%	65,0%	30,0%	33,0%	60,4%	72,3%	58,3%
Total	90,1%	92,3%	76,6%	85,1%	73,8%	20,3%	41,6%	82,9%	52,7%	82,8%	51,9%	47,6%	76,9%	81,6%	75,1%
<i>Cramer's V</i>	0,113***	0,206***	0,151***	0,222***	0,176***	0,123***	0,075***	0,140***	0,205***	0,156***	0,146***	0,097***	0,130***	0,079***	0,129***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who, for each teaching sector, claim they have to confront the particular problem “a lot”, “fairly” or “a little”. NS : Non significant

Lastly, the survey reveals that certain problematical behaviour (property offences, possession of a weapon, racism and lateness) is raised mostly by the principals of schools *in urban areas*.

Table 2.52 Problematical behaviors of students by urban or rural location of the school

	Infractions against property	Possessing weapons	Racism/Racial conflicts among students	Tardiness
Urban school	75,7%	22,4%	52,3%	84,3%
Rural school	69,5%	15,4%	36,7%	75,3%
Total	73,8% (2083)	20,3% (2079)	47,6% (2078)	81,6% (2081)
<i>Cramer's V</i>	0,064**	0,080***	0,144**	0,106**

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who claim they have to confront the particular problem “a lot”, “fairly” or “a little”.

III. PROBLEMATICAL RELATIONSHIPS WITH STUDENTS' PARENTS

The survey asked the principals two questions on problematical relationships they might have with students' parents. As the following table demonstrates, most principals surveyed state they face problematical relationships with students' parents *to a little extent* or *not at all*. Still, many of those surveyed say they have to deal with disputes between parents and teachers, *to a great extent* or *to a certain extent* (19.20% if we cumulate the first two entries of the table) and with complaints from parents or students (20.40%). The stated incidence of these two problematical relationships have a high positive correlation (Kendall's Tau = 0.701***).

Table 2.53 Interaction problems encountered with parents

	To a great extent	To a certain extent	To a little extent	Not at all	Total	N
Conflicts between parents and teachers	2,6%	16,6%	60,3%	20,5%	100,0%	2082
Complaints from parents and students	2,9%	17,5%	61,8%	17,7%	100,0%	2075

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Contrary to what we might have assumed, the stated incidence of problematical relationships with parents was very weakly related to the *profile of the student body*. It did not vary at all according to the students' social and family background (their family income) or their ethnicity, and very weakly according to their school-related characteristics (absences / dropping out). On the other hand, the more the principals claimed to have a high percentage of students with a psychological or behavioural problem – or to have to contend with various types of problematical behaviour on the part of their students (disputes, intimidation, etc.) – the more they claimed to have problematical relationships with students' parents.

Table 2.54 Interaction problems encountered with parents by student profile

	Conflicts between parents and teachers*	Complaints from parents and students*
% of absent students	-,049**	/
% of students who do not finish the year in the school	-,063***	-,047*
% of students with a psychological or behavioral problem	-,070***	-,067***
Conflicts among students*	,327***	,342***
Bullying among students*	,335***	,353***
Health problems in students*	,235***	,223***
Deterioration of socio-economic status of student's families *	,233***	,213***
Infractions against property (vandalism, theft) by students*	,309***	,307***
Students possessing weapons*	,210***	,209***
Students' use of alcohol or drugs*	,166***	,167***
Student disrespect for teachers*	,364***	,364***
Verbal abuse or physical assault of a staff member by a student*	,332***	,332***
Student absenteeism*	,254***	,240***
Sexism/Sexual harassment among students*	,289***	,291***
Racism/Racial conflicts among students*	,253***	,239***
Disruption of classes by students*	,359***	,343***
Student tardiness*	,304***	,310***
Students dropping out*	,139***	,152***
Student apathy*	,352***	,352***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extent of the scale goes from "to a great extent" to "not at all"

The survey does not establish any statistically significant variation by *teaching level, school location (urban or rural), province or socio-professional profile of the principal*. On the other hand, according to the responses provided by the principals, problematical relationships with students' parents are more significant in the *public schools*.

Table 2.55 Interaction problems encountered with parents by teaching sector

	Conflicts between parents and teachers	Complaints from parents and students
Public	20,3%	21,6%
Private	9,7%	10,6%
Total	19,3%	20,5%
<i>Cramer's V</i>	<i>0,080***</i>	<i>0,081***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals who claim they have to confront the particular problem "from a great extent" to a "certain extent".

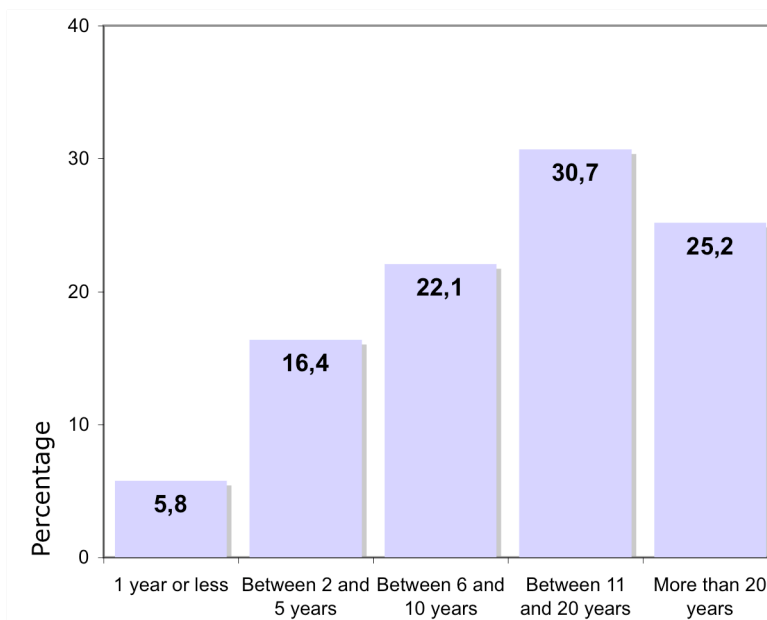
IV. PROFILE OF THE TEACHING STAFF

We will terminate our description of educational institutions in Canada by discussing certain characteristics of the teaching staff: length of service, ethnicity and the problems they manifest. The survey reveals, once again, that the characteristics of the teaching staff, as perceived by the principals, vary greatly by context – especially province and educational sector.

1. Teaching experience

Based on the statements of the principals surveyed, 5.8% (on average) of the teachers in the schools in the sample have served one year or less (standard deviation of 9.6), 16.4% have served 2 to 5 years (standard deviation of 15.5), 22.1% have served 6 to 10 years (standard deviation of 17.8), 30.7% have served 11 to 20 years (standard deviation of 21.8) and 25.2% have served more than 20 years (standard deviation of 21,2).

Graphic 1 : Teaching experience of teaching staff



Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The survey reveals variations *by teaching level*: mixed schools have comparatively more teachers with less than five years of experience, whereas primary and secondary schools have a higher percentage of teachers with between 6 and 10 years of experience.

Table 2.56 Teaching experience of teaching staff by level of education

		N	Average	Standard deviation	Fisher's F
% of teachers with one (1) year or less of teaching experience	Primary	1306	5,41	8,70	17,172***
	Mixed	274	9,05	15,84	
	Secondary	490	5,46	6,49	
	Total	2070	5,90	9,61	
% of teachers between 2 and 5 years of teaching experience	Primary	1307	15,48	14,87	7,904***
	Mixed	275	18,56	19,95	
	Secondary	490	18,12	14,35	
	Total	2072	16,52	15,58	
% of teachers between 6 and 10 years of teaching experience	Primary	1309	22,35	18,44	3,634*
	Mixed	274	19,59	19,72	
	Secondary	493	23,12	14,74	
	Total	2076	22,17	17,84	
% of teachers between 11 and 20 years of teaching experience	Primary	1305	31,52	22,17	NS
	Mixed	273	28,95	25,19	
	Secondary	493	29,46	18,56	
	Total	2071	30,69	21,82	
% of teachers with more than 20 years of teaching experience	Primary	1306	25,92	22,08	NS
	Mixed	274	24,75	23,22	
	Secondary	494	24,27	17,71	
	Total	2074	25,37	21,29	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

The survey also reveals that *the public schools* have, on average, a higher proportion of teachers with longer service (11 years or more), whereas the statements of private-school principals reveal a higher percentage of teachers who have begun their employment more recently (whose experience is less than 11 years).

Table 2.57 Experience of teaching staff by teaching sector

		N	Average	Standard deviation	Fisher's F
All levels combined % of teachers with one (1) year or less of teaching experience	public	1865	5,58	8,984	22,319***
	Private	205	8,90	13,724	
	Total	2070	5,90	9,606	
% of teachers between 2 and 5 years of teaching experience	public	1867	15,80	14,872	40,597***
	Private	205	23,03	19,811	
	Total	2072	16,52	15,576	
% of teachers between 6 and 10 years of teaching experience	public	1872	21,60	17,298	19,897***
	Private	204	27,44	21,537	
	Total	2076	22,17	17,838	
% of teachers between 11 and 20 years of teaching experience	public	1866	31,17	21,677	9,168**
	Private	205	26,32	22,644	
	Total	2071	30,69	21,817	
% of teachers with more than 20 years of teaching experience	public	1870	26,51	21,557	56,020***
	Private	204	14,92	15,092	
	Total	2074	25,37	21,288	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Teaching experience of teaching staff by teaching sector (continued)

		N	Average	Standard deviation	Fisher's F
Primary					
% of teachers with one (1) year or less of teaching experience	Public	1212	5,19	8,311	11,491***
	Private	94	8,33	12,339	
	Total	1306	5,41	8,695	
% of teachers between 2 and 5 years of teaching experience	Public	1213	14,92	14,219	24,726***
	Private	94	22,77	20,333	
	Total	1307	15,48	14,872	
% of teachers between 6 and 10 years of teaching experience	Public	1215	21,76	17,833	17,579***
	Private	94	29,99	23,857	
	Total	1309	22,35	18,443	
% of teachers between 11 and 20 years of teaching experience	Public	1211	32,01	21,974	8,060**
	Private	94	25,29	23,750	
	Total	1305	31,52	22,165	
% of teachers with more than 20 years of teaching experience	Public	1213	26,85	22,226	30,917***
	Private	93	13,78	15,803	
	Total	1306	25,92	22,084	
Mixed					
% of teachers with one (1) year or less of teaching experience	Public	211	8,51	14,929	NS
	Private	63	10,84	18,610	
	Total	274	9,05	15,845	
% of teachers between 2 and 5 years of teaching experience	Public	212	17,11	19,993	4,934*
	Private	63	23,43	19,189	
	Total	275	18,56	19,955	
% of teachers between 6 and 10 years of teaching experience	Public	212	17,94	18,839	6,680**
	Private	62	25,23	21,695	
	Total	274	19,59	19,718	
% of teachers between 11 and 20 years of teaching experience	Public	211	29,26	25,716	NS
	Private	62	27,92	23,494	
	Total	273	28,95	25,193	
% of teachers with more than 20 years of teaching experience	Public	212	27,91	24,250	18,440***
	Private	62	13,95	15,037	
	Total	274	24,75	23,222	
Secondary					
% of teachers with one (1) year or less of teaching experience	Public	442	5,24	6,381	5,103*
	Private	48	7,46	7,181	
	Total	490	5,46	6,489	
% of teachers between 2 and 5 years of teaching experience	Public	442	17,59	13,521	6,317**
	Private	48	23,04	19,984	
	Total	490	18,12	14,349	
% of teachers between 6 and 10 years of teaching experience	Public	445	22,88	14,649	NS
	Private	48	25,29	15,563	
	Total	493	23,12	14,741	
% of teachers between 11 and 20 years of teaching experience	Public	444	29,81	18,450	NS
	Private	49	26,29	19,478	
	Total	493	29,46	18,564	
% of teachers with more than 20 years of teaching experience	Public	445	24,93	18,010	6,277**
	Private	49	18,29	13,492	
	Total	494	24,27	17,715	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

The stated experience of the teaching staff does not vary *by the location of the school (urban or rural)*. On the other hand, it varies *by province*. At the primary-school level, Ontario schools have a teaching staff that has been recruited more recently (less than ten years of service), while those in British Columbia and the Atlantic Region have teaching staffs with longer service (more than 11 years of service). At the secondary-school level, Ontario and Québec schools have comparatively more teachers with shorter service (with less than five years of service); this contrasts especially with the situation of

schools in British Columbia, the Atlantic Region and the Northwest Territories. Lastly, among the mixed schools, those in the Atlantic Region, the Prairies, Québec and the Northwest Territories have a higher proportion of teaching staff with long service (more than 20 years of service).

Table 2.58 Teaching experience of teaching staff by region

		N	Average	Standard deviation	Fisher's F
All levels combined					
% of teachers with one (1) year or less of teaching experience	Atlantic	320	5,58	11,50	7,633***
	British Columbia	299	3,48	7,00	
	Ontario	520	7,56	8,93	
	Prairies	473	6,09	10,48	
	Québec	404	5,40	8,49	
	Territories	54	7,46	12,59	
	Canata, total	2070	5,90	9,61	
	<hr/>				
% of teachers between 2 and 5 years of teaching experience	Atlantic	321	12,66	12,18	15,834***
	British Columbia	294	13,64	16,31	
	Ontario	521	20,59	15,80	
	Prairies	475	15,10	15,71	
	Québec	407	17,39	14,96	
	Territories	54	21,65	19,80	
	Canata, total	2072	16,52	15,58	
	<hr/>				
% of teachers between 6 and 10 years of teaching experience	Atlantic	322	17,93	15,73	13,492***
	British Columbia	298	21,17	18,58	
	Ontario	520	25,03	17,66	
	Prairies	473	19,16	16,73	
	Québec	408	26,08	19,23	
	Territories	55	22,29	15,50	
	Canata, total	2076	22,17	17,84	
	<hr/>				
% of teachers between 11 and 20 years of teaching experience	Atlantic	319	30,40	20,47	4,519***
	British Columbia	296	34,97	23,24	
	Ontario	520	28,67	20,11	
	Prairies	474	31,95	24,17	
	Québec	407	29,75	20,69	
	Territories	55	24,67	20,23	
	Canata, total	2071	30,69	21,82	
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% of teachers with more than 20 years of teaching experience	Atlantic	321	34,65	23,46	28,626***
	British Columbia	297	27,77	23,86	
	Ontario	520	18,72	16,19	
	Prairies	475	27,98	22,84	
	Québec	407	21,79	17,55	
	Territories	54	25,20	21,98	
	Canata, total	2074	25,37	21,29	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Teaching experience of teaching staff by region (continued)

		N	Average	Standard deviation	Fisher's F
Primary					
% of teachers with one (1) year or less of teaching experience	Atlantic	186	4,65	7,33	12,544***
	British Columbia	200	2,64	4,91	
	Ontario	385	7,96	9,48	
	Prairies	217	5,49	10,38	
	Québec	296	4,63	8,46	
	Territories	22	2,32	4,57	
	Canata, total	1306	5,41	8,70	
% of teachers between 2 and 5 years of teaching experience	Atlantic	186	11,00	11,32	13,681***
	British Columbia	198	11,97	14,96	
	Ontario	385	19,96	15,62	
	Prairies	217	13,99	14,58	
	Québec	299	15,85	14,56	
	Territories	22	16,45	13,60	
	Canata, total	1307	15,48	14,87	
% of teachers between 6 and 10 years of teaching experience	Atlantic	187	16,79	15,87	12,176***
	British Columbia	199	20,39	19,21	
	Ontario	385	24,74	18,03	
	Prairies	216	17,89	14,96	
	Québec	300	27,02	20,53	
	Territories	22	25,86	17,15	
	Canata, total	1309	22,35	18,44	
% of teachers between 11 and 20 years of teaching experience	Atlantic	186	31,92	22,53	2,430*
	British Columbia	198	34,88	23,24	
	Ontario	384	28,89	20,89	
	Prairies	217	33,52	23,29	
	Québec	298	30,90	21,71	
	Territories	22	32,59	22,11	
	Canata, total	1305	31,52	22,17	
% of teachers with more than 20 years of teaching experience	Atlantic	187	36,90	25,39	23,661***
	British Columbia	198	31,17	25,31	
	Ontario	384	19,04	17,18	
	Prairies	217	29,30	22,76	
	Québec	298	22,13	18,60	
	Territories	22	23,27	21,35	
	Canata, total	1306	25,92	22,08	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Teaching experience of teaching staff by region (continued)

		N	Average	Standard deviation	Fisher's F
Mixed					
% of teachers with one (1) year or less of teaching experience	Atlantic	48	12,17	24,39	NS
	British Columbia	28	9,43	15,75	
	Ontario	17	5,71	8,36	
	Prairies	140	7,43	12,98	
	Québec	17	10,53	9,66	
	Territories	24	13,13	16,67	
	Canata, total	274	9,05	15,84	
% of teachers between 2 and 5 years of teaching experience	Atlantic	48	15,33	16,75	2,213*
	British Columbia	27	19,78	19,27	
	Ontario	18	29,67	24,03	
	Prairies	141	16,83	19,55	
	Québec	17	18,65	15,68	
	Territories	24	25,42	25,26	
	Canata, total	275	18,56	19,95	
% of teachers between 6 and 10 years of teaching experience	Atlantic	48	17,29	18,99	NS
	British Columbia	27	21,52	19,23	
	Ontario	17	22,47	25,22	
	Prairies	140	19,32	19,96	
	Québec	17	24,12	21,30	
	Territories	25	18,40	15,63	
	Canata, total	274	19,59	19,72	
% of teachers between 11 and 20 years of teaching experience	Atlantic	47	28,26	21,87	2,286*
	British Columbia	26	39,62	27,46	
	Ontario	18	25,50	19,01	
	Prairies	140	30,39	27,60	
	Québec	17	21,59	18,91	
	Territories	25	18,60	17,03	
	Canata, total	273	28,95	25,19	
% of teachers with more than 20 years of teaching experience	Atlantic	47	28,45	22,28	2,583*
	British Columbia	27	11,41	13,02	
	Ontario	18	18,22	15,65	
	Prairies	141	26,43	25,28	
	Québec	17	25,18	16,16	
	Territories	24	27,25	25,87	
	Canata, total	274	24,75	23,22	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Teaching experience of teaching staff by region (continued)

		N	Average	Standard deviation	Fisher's F
Secondary					
% of teachers with one (1) year or less of teaching experience	Atlantic	86	3,92	4,58	4,055***
	British Columbia	71	3,49	5,31	
	Ontario	118	6,52	6,86	
	Prairies	116	5,59	6,43	
	Québec	91	6,98	7,88	
	Territories	8	4,63	4,75	
	Canata, total	490	5,46	6,49	
% of teachers between 2 and 5 years of teaching experience	Atlantic	87	14,74	10,46	5,521***
	British Columbia	69	16,00	18,07	
	Ontario	118	21,27	14,51	
	Prairies	117	15,09	12,05	
	Québec	91	22,23	15,26	
	Territories	8	24,63	13,19	
	Canata, total	490	18,12	14,35	
% of teachers between 6 and 10 years of teaching experience	Atlantic	87	20,75	13,06	NS
	British Columbia	72	23,21	16,55	
	Ontario	118	26,32	15,07	
	Prairies	117	21,31	15,45	
	Québec	91	23,34	13,42	
	Territories	8	24,63	5,71	
	Canata, total	493	23,12	14,74	
% of teachers between 11 and 20 years of teaching experience	Atlantic	86	28,30	13,86	NS
	British Columbia	72	33,51	21,69	
	Ontario	118	28,43	17,65	
	Prairies	117	30,89	21,23	
	Québec	92	27,53	16,95	
	Territories	8	21,88	18,96	
	Canata, total	493	29,46	18,56	
% of teachers with more than 20 years of teaching experience	Atlantic	87	33,15	18,80	10,229***
	British Columbia	72	24,57	19,74	
	Ontario	118	17,73	12,63	
	Prairies	117	27,38	19,73	
	Québec	92	20,07	13,93	
	Territories	8	24,38	8,16	
	Canata, total	494	24,27	17,71	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

The following table provides the situation for *the provinces*, without taking into account educational levels. In particular, we note that the schools in Ontario and Nunavut have, on average, comparatively more teachers with less than 5 years of experience, while those in Prince Edward Island, New Brunswick, Alberta and British Columbia have a higher proportion of teachers with more than 11 years of experience. Schools in Québec have more teachers with between 2 and 10 years of experience.

Table 2.59 Teaching experience of teaching staff by province

		N	Average	Standard deviation	Fisher's F
% of teachers with one (1) year or less of teaching experience	Newfoundland and Labrador	78	7,08	16,81	3,924***
	Prince Edward Island	20	4,65	6,29	
	Nova Scotia	121	4,41	10,77	
	New Brunswick	101	6,01	7,33	
	Québec	404	5,40	8,49	
	Ontario	520	7,56	8,93	
	Manitoba	113	4,95	9,02	
	Saskatchewan	125	6,23	13,53	
	Alberta	235	6,56	9,20	
	British Columbia	299	3,48	7,00	
	Yukon	19	9,89	16,97	
	Northwest Territories	20	5,05	8,59	
	Nunavut	15	7,60	10,67	
	Canata, total	2070	5,90	9,61	
% of teachers between 2 and 5 years of teaching experience	Newfoundland and Labrador	78	11,83	11,74	8,546***
	Prince Edward Island	21	10,29	10,28	
	Nova Scotia	123	10,71	11,05	
	New Brunswick	99	16,24	13,54	
	Québec	407	17,39	14,96	
	Ontario	521	20,59	15,80	
	Manitoba	113	14,81	16,64	
	Saskatchewan	125	13,69	13,58	
	Alberta	237	15,99	16,29	
	British Columbia	294	13,64	16,31	
	Yukon	19	13,63	12,44	
	Northwest Territories	20	30,75	24,14	
	Nunavut	15	19,67	16,87	
	Canata, total	2072	16,52	15,58	
% of teachers between 6 and 10 years of teaching experience	Newfoundland and Labrador	78	18,67	17,62	6,641***
	Prince Edward Island	21	22,10	20,11	
	Nova Scotia	123	14,25	12,86	
	New Brunswick	100	21,01	15,65	
	Québec	408	26,08	19,23	
	Ontario	520	25,03	17,66	
	Manitoba	112	20,34	15,48	
	Saskatchewan	125	18,74	15,28	
	Alberta	236	18,82	18,02	
	British Columbia	298	21,17	18,58	
	Yukon	19	25,74	14,99	
	Northwest Territories	21	22,19	18,19	
	Nunavut	15	18,07	11,39	
	Canata, total	2076	22,17	17,84	
% of teachers between 11 and 20 years of teaching experience	Newfoundland and Labrador	76	31,24	20,34	3,204***
	Prince Edward Island	21	37,95	22,92	
	Nova Scotia	124	27,57	20,95	
	New Brunswick	98	31,72	19,07	
	Québec	407	29,75	20,69	
	Ontario	520	28,67	20,11	
	Manitoba	113	34,86	26,25	
	Saskatchewan	125	28,50	21,38	
	Alberta	236	32,38	24,40	
	British Columbia	296	34,97	23,24	
	Yukon	19	30,05	19,85	
	Northwest Territories	21	16,10	12,42	
	Nunavut	15	29,87	25,95	
	Canata, total	2071	30,69	21,82	
% of teachers with more than 20 years of teaching experience	Newfoundland and Labrador	78	32,10	21,40	16,931***
	Prince Edward Island	21	25,71	16,21	
	Nova Scotia	123	43,97	25,83	
	New Brunswick	99	26,97	19,03	
	Québec	407	21,79	17,55	
	Ontario	520	18,72	16,19	
	Manitoba	113	25,36	22,06	
	Saskatchewan	125	32,89	24,44	
	Alberta	237	26,63	22,03	
	British Columbia	297	27,77	23,86	
	Yukon	19	21,47	19,08	
	Northwest Territories	20	29,10	27,65	
	Nunavut	15	24,73	16,83	
	Canata, total	2074	25,37	21,29	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

2. Ethnicity of teaching staff

Based on the principals' descriptions, the vast majority of teachers working in the schools covered by our survey are white (93% on average)⁸. The average percentage of teachers belonging to a "visible minority", or who are "Aboriginal" is marginal (4% and 1%, respectively)⁹. Nevertheless, based on the principals' statements, there is a non-negligible percentage of allophone teachers (14%) (whose mother tongue is neither English nor French).

Table 2.60 Ethnic characteristics of teaching staff

	N	Average	Standard deviation
Percentage* of Allophone teachers	1780	0,14	0,83
Percentage* of White teachers	1780	0,93	0,16
Percentage* of North American Indian teachers	1780	0,01	0,06
Percentage* of Métis teachers	1780	0,01	0,05
Percentage* of Inuits teachers	1780	0,00	0,04
Percentage* of Chinese teachers	1780	0,01	0,04
Percentage* of South Asian teachers	1780	0,01	0,06
Percentage* of Black teachers	1780	0,01	0,05
Percentage* of Filipino teachers	1780	0,00	0,03
Percentage* of Latin American teachers	1780	0,00	0,03
Percentage* of Southeast Asian teachers	1780	0,00	0,03
Percentage* of Arab teachers	1780	0,00	0,02
Percentage* of West Asian teachers	1780	0,00	0,01
Percentage* of Japanese teachers	1780	0,00	0,02
Percentage* of Korean teachers	1780	0,00	0,02
Percentage* of teachers with other ethnic characteristic	1780	0,01	0,05
Percentage* of teachers belonging to a visible minority ¹	1780	0,04	0,13
Percentage* of Aboriginal teachers ²	1780	0,01	0,07
Percentage* of teachers belonging to a minority ³	1780	0,06	0,15

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

¹ The "visible minority" category brings together Chinese, South Asian, Filipino, Latin American, Arabic, West Asian, Japanese, Korean, Southeast Asian teachers and non specified ethnic group

² The "Aboriginal" category brings together the North American Indian and Inuit teachers

³ The "minority" category brings together "visible minority", "Aboriginal" and "Métis" teachers

* Percentages were calculated in relating the numbers of teachers from each ethnic origin to the total of teachers from all ethnic categories

We note that, in a given school, the greater the number of teachers belonging to a particular ethnic minority, the greater the tendency of the school to have a high proportion of teachers belonging to other ethnic minorities. We may therefore assume that there is a *tendency among certain schools toward a relative concentration of teaching staff belonging to ethnic minorities*.

⁸ We must treat this data with caution since the number of non-responses was significant (16% of the principals did not specify the ethnicity of their teaching staff).

⁹ See note 6 for a definition.

Table 2.61 Ethnic characteristics of teaching staff - Correlations

	% of Allophone teachers	% of White teachers	% of North American Indian teachers	% of Métis teachers	% of Inuits teachers	% of Chinese teachers	% of South Asian teachers	% of Black teachers	% of Filipino teachers	% of Latin American teachers	% of Southeast Asian teachers	% of Arab teachers	% of West Asian teachers	% of Japanese teachers	% of Korean teachers
% of Allophone teachers	1,000	-,309***	,054**	/	,078***	,223***	,235***	,155***	,145***	,168***	,123***	,141***	,147***	,046*	,073***
% of White teachers	-,309***	1,000	-,339***	-,281***	-,172***	-,379***	-,398**	-,414***	-,207***	-,258***	-,208***	-,239***	-,194***	-,220***	-,147***
% of North American Indian teachers	,054**	-,339***	1,000	,175***	,077***	/	/	/	/	/	/	/	/	/	/
% of Métis teachers	/	-,281***	,175***	1,000	,065**	/	/	/	/	/	/	/	/	/	/
% of Inuits teachers	,078***	-,172***	,077***	,065**	1,000	/	/	/	/	/	/	/	/	/	/
% of Chinese teachers	,223***	-,379***	/	/	/	1,000	,349***	,140***	,092***	,100***	,159***	,074***	,130***	,166***	,093***
% of South Asian teachers	,235***	-,398***	/	/	/	,349***	1,000	,173***	,149***	,135***	,219***	,118***	,220***	,178***	,195***
% of Black teachers	,155**	-,414***	/	/	/	,140***	,173***	1,000	,101***	,208***	,123***	,252***	,151***	/	,051*
% of Filipino teachers	,145***	-,207***	/	/	/	,092***	,149***	,101***	1,000	,068**	,083***	/	/	,073**	,064**
% of Latin American teachers	,168***	-,258***	/	/	/	,100***	,135***	,208***	,068**	1,000	,116***	,175***	,166***	,088***	,090***
% of Southeast Asian teachers	,123***	-,208***	/	/	/	,159***	,219***	,123***	,083***	,116***	1,000	,129***	,230***	,150***	,152***
% of Arab teachers	,141***	-,239***	/	/	/	,074***	,118***	,252***	/	,175***	,129***	1,000	,263***	/	,074**
% of West Asian teachers	,147***	-,194***	/	/	/	,130***	,220***	,151***	,041*	,166***	,230***	,263***	1,000	,102***	,189***
% of Japanese teachers	,046*	-,220***	/	/	/	,166***	,178***	/	,073**	,088***	,150***	/	,102***	1,000	,195***
% of Korean teachers	,073***	-,147***	/	/	/	,093***	,195***	,051*	,064**	,090***	,152***	,074**	,189***	,195***	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Pearson's coefficients /: Non significant

In addition, the survey reveals a relationship between the ethnicity of the principals and that of the teachers. Thus, the principals who are themselves Métis or Aboriginal, or who belong to a visible minority, tend to direct schools that have a higher proportion of teachers who are Métis or Aboriginal, or who belong to an ethnic minority.

Table 2.62 Ethnic characteristics of teaching staff according to the ethnic characteristics of principals

	N	Average % of White teachers	Average % of Métis teachers	Average % of Aboriginal teachers	Average % of teachers belonging to a visible minority	Average % of teachers belonging to a minority
White principals	1706	0,94 <i>F = 67,517***</i>	0,01 <i>F = 7,252**</i>	0,01 <i>F = 13,223***</i>	0,04 <i>F = 45,663***</i>	0,06 <i>F = 67,517***</i>
Métis principals	14	0,75 <i>F = 19,390***</i>	0,14 <i>F = 119,924***</i>	0,04 NS	0,07 NS	0,25 <i>F = 19,390***</i>
Aboriginal principals	14	0,70 <i>F = 30,358***</i>	0,02 NS	0,15 <i>F = 49,732***</i>	0,13 <i>F = 4,926**</i>	0,30 <i>F = 30,358***</i>
Principals belonging to a visible minority	31	0,79 <i>F = 25,854***</i>	0,00 NS	0,01 NS	0,20 <i>F = 45,128***</i>	0,21 <i>F = 25,854***</i>
Principals belonging to a minority	60	0,74 <i>F = 95,481***</i>	0,04 <i>F = 32,668***</i>	0,07 <i>F = 33,206***</i>	0,15 <i>F = 38,957***</i>	0,26 <i>F = 95,481***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
NS : Non significant

In addition, the greater the number of schools that have teachers with less than 10 years of service, the greater the number that tend to have teachers belonging to an ethnic minority. We may assume that the recruitment of teachers belonging to ethnic minorities is a *relatively recent trend*.

Table 2.63 Ethnic characteristics of teaching staff and their experience - Correlations

	% of teachers with at most one year of teaching experience	% of teachers between 2 and 5 years of teaching experience	% of teachers between 6 and 10 years of teaching experience	% of teachers between 11 and 20 years of teaching experience	% of teachers with at least 20 years of teaching experience
Percentage of White teachers	/	-,064**	-,049*	/	,070**
Percentage of teachers belonging to a minority	/	,064**	,049*	/	-,070**
Percentage of teachers belonging to a visible minority	/	,066**	,047*	/	-,064**
Percentage of Métis teachers	/	/	/	/	/
Percentage of Aboriginal teachers	,072**	/	/	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Pearson's coefficients /: Non significant

The survey does not reveal any variation in the ethnic make-up of the teaching staff *by teaching level*. On the other hand, it reveals significant variation *by province*. Thus, according to the principals, there are more Métis teachers in the Prairies and the Territories (to be more precise, in Manitoba, Saskatchewan and the Northwest Territories); by and large, the Aboriginal teaching staff are located primarily in the Northwest Territories (where they account, on average, for 25% of staff); the teachers belonging to a visible minority are more numerous in British Columbia and Ontario. Lastly, it seems that Québec and the Atlantic Region have the lowest percentage of teachers belonging to an ethnic minority.

Table 2.64 Ethnic characteristics of teaching staff by region

		N	Average	Standard deviation	Fisher's F
Percentage of White teachers	Atlantic	276	0,97	0,09	34,716***
	British Columbia	254	0,90	0,18	
	Ontario	443	0,93	0,13	
	Prairies	417	0,93	0,17	
	Québec	344	0,96	0,14	
	Territories	46	0,68	0,26	
	Canata, total	1780	0,93	0,16	
Percentage of Métis teachers	Atlantic	276	0,00	0,02	13,292***
	British Columbia	254	0,00	0,02	
	Ontario	443	0,00	0,01	
	Prairies	417	0,02	0,09	
	Québec	344	0,00	0,00	
	Territories	46	0,02	0,06	
	Canata, total	1780	0,01	0,05	
Percentage of teachers belonging to a visible minority	Atlantic	276	0,02	0,08	9,331***
	British Columbia	254	0,09	0,18	
	Ontario	443	0,06	0,12	
	Prairies	417	0,04	0,12	
	Québec	344	0,04	0,13	
	Territories	46	0,05	0,17	
	Canata, total	1780	0,05	0,13	
Percentage of Aboriginal teachers	Atlantic	276	0,00	0,03	129,060***
	British Columbia	254	0,01	0,05	
	Ontario	443	0,01	0,03	
	Prairies	417	0,01	0,08	
	Québec	344	0,00	0,05	
	Territories	46	0,25	0,22	
	Canata, total	1780	0,01	0,08	
Percentage of teachers belonging to a minority	Atlantic	276	0,03	0,09	34,716***
	British Columbia	254	0,10	0,18	
	Ontario	443	0,07	0,13	
	Prairies	417	0,07	0,17	
	Québec	344	0,04	0,14	
	Territories	46	0,32	0,26	
	Canata, total	1780	0,07	0,16	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Table 2.65 Ethnic characteristics of teaching staff by province

		N	Average	Standard deviation	Fisher's F
Percentage of White teachers	Newfoundland and Labrador	67	0,98	0,08	15,755***
	Prince Edward Island	20	0,94	0,22	
	Nova Scotia	100	0,97	0,09	
	New Brunswick	89	0,99	0,04	
	Québec	344	0,96	0,14	
	Ontario	443	0,93	0,13	
	Manitoba	102	0,93	0,16	
	Saskatchewan	114	0,91	0,20	
	Alberta	201	0,93	0,16	
	British Columbia	254	0,90	0,18	
	Yukon	16	0,74	0,25	
	Northwest Territories	17	0,72	0,22	
	Nunavut	13	0,56	0,30	
	Canata, total	1780	0,93	0,16	
Percentage of Métis teachers	Newfoundland and Labrador	67	0,01	0,03	10,448***
	Prince Edward Island	20	0,00	0,00	
	Nova Scotia	100	0,00	0,01	
	New Brunswick	89	0,00	0,00	
	Québec	344	0,00	0,00	
	Ontario	443	0,00	0,01	
	Manitoba	102	0,03	0,12	
	Saskatchewan	114	0,04	0,12	
	Alberta	201	0,01	0,04	
	British Columbia	254	0,00	0,02	
	Yukon	16	0,01	0,03	
	Northwest Territories	17	0,05	0,09	
	Nunavut	13	0,00	0,00	
	Canata, total	1780	0,01	0,05	
Percentage of teachers belonging to a visible minority	Newfoundland and Labrador	67	0,02	0,06	4,718***
	Prince Edward Island	20	0,06	0,22	
	Nova Scotia	100	0,02	0,07	
	New Brunswick	89	0,01	0,03	
	Québec	344	0,04	0,13	
	Ontario	443	0,06	0,12	
	Manitoba	102	0,02	0,06	
	Saskatchewan	114	0,02	0,11	
	Alberta	201	0,05	0,15	
	British Columbia	254	0,09	0,18	
	Yukon	16	0,08	0,25	
	Northwest Territories	17	0,03	0,06	
	Nunavut	13	0,04	0,14	
	Canata, total	1780	0,05	0,13	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Ethnic characteristics of teaching staff by province (continued)

		N	Average	Standard deviation	Fisher's F
Percentage of Aboriginal teachers	Newfoundland and Labrador	67	0,00	0,02	65,823***
	Prince Edward Island	20	0,00	0,01	
	Nova Scotia	100	0,01	0,04	
	New Brunswick	89	0,00	0,02	
	Québec	344	0,00	0,05	
	Ontario	443	0,01	0,03	
	Manitoba	102	0,02	0,10	
	Saskatchewan	114	0,03	0,11	
	Alberta	201	0,01	0,04	
	British Columbia	254	0,01	0,05	
	Yukon	16	0,18	0,17	
	Northwest Territories	17	0,21	0,19	
	Nunavut	13	0,40	0,25	
	Canada, total	1780	0,01	0,08	
Percentage of teachers belonging to a minority	Newfoundland and Labrador	67	0,02	0,08	15,755***
	Prince Edward Island	20	0,06	0,22	
	Nova Scotia	100	0,03	0,09	
	New Brunswick	89	0,01	0,04	
	Québec	344	0,04	0,14	
	Ontario	443	0,07	0,13	
	Manitoba	102	0,07	0,16	
	Saskatchewan	114	0,09	0,20	
	Alberta	201	0,07	0,16	
	British Columbia	254	0,10	0,18	
	Yukon	16	0,26	0,25	
	Northwest Territories	17	0,28	0,22	
	Nunavut	13	0,44	0,30	
	Canada, total	1780	0,07	0,16	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

If we compare our data with that on the population of school age or that of the population of Canada as a whole, we note that, in most provinces, teachers belonging to a visible minority are *under-represented* (the exceptions being Prince Edward Island, Newfoundland/Labrador, Yukon and Nunavut, where the teachers belonging to a visible minority seem to be *over-represented*).

Table 2.66 Membership to a visible minority group among teachers, school age population, and the whole population, by province

	Principals Survey, Teachcan, 2005			School age population, 2001 ⁴	Canada, total, 2001 ⁵
	Aboriginal ¹	Métis ²	Visible minority ³	Visible minority	Visible minority
Newfoundland and Labrador	0%	1%	2%	1%	0,8 %
Prince Edward Island	0%	0%	6%	1%	0,9 %
Nova Scotia	1%	0%	2%	5%	3,8 %
New Brunswick	0%	0%	1%	2%	1,3 %
Québec	0%	0%	4%	9%	7,0 %
Ontario	1%	0%	6%	22%	19,1 %
Manitoba	2%	3%	2%	9%	7,9 %
Saskatchewan	3%	4%	2%	3%	2,9 %
Alberta	1%	1%	5%	12%	11,2 %
British Columbia	1%	0%	9%	26%	21,6 %
Yukon	18%	1%	8%	3%	3,6 %
Northwest Territories	21%	5%	3%	4%	4,2 %
Nunavut	40%	0%	4%	< 1%	0,8 %
Canada, total	1%	1%	5%	16%	13,4 %

¹ The “Aboriginal” category brings together teachers said (by principals) to be North American Indians and Inuit

² The “visible minority” category brings together teachers said (by principals) to be Chinese, South Asian, Filipino, Latin American, Arab, West Asian, Japanese, Korean, Southeast Asian

³ The “minority” category brings together teachers said (by principals) to be “visible minority”, “Aboriginal” and “Métis”

⁴ School age population (5 to 24 years old), in 2001 ; Source : Statistic Canada, 2001 census of population.

⁵ Total Population, in 2001 ; Source : Statistic Canada, 2001 census of population.

We also observe that in certain provinces the teaching staff belonging to a visible minority are, on average, more numerous in *urban schools*, whereas Aboriginal teachers are more numerous in *rural schools*.

Table 2.67 Ethnic characteristics of teaching staff by urban or rural location of school

		N	Average	Standard deviation	Fisher's F
Atlantic					
% of White teachers	Urban	138	0,97	0,11	NS
	Rural	138	0,98	0,08	
	Total	276	0,97	0,09	
% of Métis teachers	Urban	138	0,00	0,00	NS
	Rural	138	0,00	0,03	
	Total	276	0,00	0,02	
% of teachers belonging to a visible minority	Urban	138	0,02	0,09	NS
	Rural	138	0,02	0,07	
	Total	276	0,02	0,08	
% of Aboriginal teachers	Urban	138	0,01	0,04	NS
	Rural	138	0,00	0,01	
	Total	276	0,00	0,03	
% of teachers belonging to a minority	Urban	138	0,03	0,11	NS
	Rural	138	0,02	0,08	
	Total	276	0,03	0,09	
British Columbia					
% of White teachers	Urban	195,00	0,89	0,19	NS
	Rural	59,00	0,92	0,17	
	Total	254,00	0,90	0,18	
% of Métis teachers	Urban	195,00	0,00	0,02	NS
	Rural	59,00	0,00	0,01	
	Total	254,00	0,00	0,02	
% of teachers belonging to a visible minority	Urban	195,00	0,10	0,19	4,457*
	Rural	59,00	0,04	0,15	
	Total	254,00	0,09	0,18	
% of Aboriginal teachers	Urban	195,00	0,01	0,02	16,077***
	Rural	59,00	0,03	0,09	
	Total	254,00	0,01	0,05	
% of teachers belonging to a minority	Urban	195,00	0,11	0,19	NS
	Rural	59,00	0,08	0,17	
	Total	254,00	0,10	0,18	
Ontario					
% of White teachers	Urban	343,00	0,92	0,14	13,742***
	Rural	100,00	0,97	0,07	
	Total	443,00	0,93	0,13	
% of Métis teachers	Urban	343,00	0,00	0,01	NS
	Rural	100,00	0,00	0,01	
	Total	443,00	0,00	0,01	
% of teachers belonging to a visible minority	Urban	343,00	0,08	0,14	19,286***
	Rural	100,00	0,02	0,04	
	Total	443,00	0,06	0,12	
% of Aboriginal teachers	Urban	343,00	0,00	0,03	NS
	Rural	100,00	0,01	0,05	
	Total	443,00	0,01	0,03	
% of teachers belonging to a minority	Urban	343,00	0,08	0,14	13,742***
	Rural	100,00	0,03	0,07	
	Total	443,00	0,07	0,13	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Ethnic characteristics of teaching staff by urban or rural location of the school (continued)

		N	Average	Standard deviation	Fisher's F
Prairies					
% of White teachers	Urban	267,00	0,91	0,19	4,141*
	Rural	150,00	0,95	0,12	
	Total	417,00	0,93	0,17	
% of Métis teachers	Urban	267,00	0,02	0,10	NS
	Rural	150,00	0,02	0,08	
	Total	417,00	0,02	0,09	
% of teachers belonging to a visible minority	Urban	267,00	0,05	0,14	6,178*
	Rural	150,00	0,02	0,07	
	Total	417,00	0,04	0,12	
% of Aboriginal teachers	Urban	267,00	0,02	0,09	NS
	Rural	150,00	0,01	0,05	
	Total	417,00	0,01	0,08	
% of teachers belonging to a minority	Urban	267,00	0,09	0,19	4,141*
	Rural	150,00	0,05	0,12	
	Total	417,00	0,07	0,17	
Québec					
% of White teachers	Urban	249,00	0,95	0,17	7,827***
	Rural	95,00	1,00	0,02	
	Total	344,00	0,96	0,14	
% of Métis teachers	Urban	249,00	0,00	0,00	NS
	Rural	95,00	0,00	0,00	
	Total	344,00	0,00	0,00	
% of teachers belonging to a visible minority	Urban	249,00	0,05	0,15	7,771**
	Rural	95,00	0,00	0,02	
	Total	344,00	0,04	0,13	
% of Aboriginal teachers	Urban	249,00	0,00	0,06	NS
	Rural	95,00	0,00	0,01	
	Total	344,00	0,00	0,05	
% of teachers belonging to a minority	Urban	249,00	0,05	0,17	7,827**
	Rural	95,00	0,00	0,02	
	Total	344,00	0,04	0,14	
Territories					
% of White teachers	Urban	17,00	0,75	0,30	NS
	Rural	29,00	0,64	0,23	
	Total	46,00	0,68	0,26	
% of Métis teachers	Urban	17,00	0,02	0,03	NS
	Rural	29,00	0,02	0,07	
	Total	46,00	0,02	0,06	
% of teachers belonging to a visible minority	Urban	17,00	0,11	0,26	3,477*
	Rural	29,00	0,01	0,05	
	Total	46,00	0,05	0,17	
% of Aboriginal teachers	Urban	17,00	0,12	0,13	10,801***
	Rural	29,00	0,32	0,23	
	Total	46,00	0,25	0,22	
% of teachers belonging to a minority	Urban	17,00	0,25	0,30	NS
	Rural	29,00	0,36	0,23	
	Total	46,00	0,32	0,26	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005 NS : Non significant

Lastly, the survey reveals that in certain regions (the Atlantic Region, Ontario, Prairies, Québec) *private schools* tend to have more teaching staff belonging to an ethnic minority.

Table 2.68 Ethnic characteristics of teaching staff by teaching sector

		N	Average	Standard deviation	Fisher's F
Atlantic					
% of White teachers	public	271,00	0,97	0,09	NS
	Private	5,00	0,98	0,04	
	Total	276,00	0,97	0,09	
% of Métis teachers	public	271,00	0,01	0,02	5,446*
	Private	5,00	0,02	0,04	
	Total	276,00	0,01	0,02	
% of teachers belonging to a visible minority	public	271,00	0,02	0,08	NS
	Private	5,00	0,00	0,00	
	Total	276,00	0,02	0,08	
% of Aboriginal teachers	public	271,00	0,00	0,03	NS
	Private	5,00	0,00	0,00	
	Total	276,00	0,00	0,03	
% of teachers belonging to a minority	public	271,00	0,03	0,09	NS
	Private	5,00	0,02	0,04	
	Total	276,00	0,03	0,09	
British Columbia					
% of White teachers	public	203,00	0,90	0,18	NS
	Private	51,00	0,88	0,19	
	Total	254,00	0,90	0,18	
% of Métis teachers	public	203,00	0,00	0,02	NS
	Private	51,00	0,00	0,01	
	Total	254,00	0,00	0,02	
% of teachers belonging to a visible minority	public	203,00	0,08	0,18	NS
	Private	51,00	0,12	0,19	
	Total	254,00	0,09	0,18	
% of Aboriginal teachers	public	203,00	0,02	0,06	NS
	Private	51,00	0,00	0,01	
	Total	254,00	0,01	0,05	
% of teachers belonging to a minority	public	203,00	0,10	0,18	NS
	Private	51,00	0,12	0,19	
	Total	254,00	0,10	0,18	
Ontario					
% of White teachers	public	390,00	0,94	0,12	9,328**
	Private	53,00	0,88	0,21	
	Total	443,00	0,93	0,13	
% of Métis teachers	public	390,00	0,00	0,01	NS
	Private	53,00	0,00	0,00	
	Total	443,00	0,00	0,01	
% of teachers belonging to a visible minority	public	390,00	0,05	0,10	12,520***
	Private	53,00	0,12	0,21	
	Total	443,00	0,06	0,12	
% of Aboriginal teachers	public	390,00	0,01	0,04	NS
	Private	53,00	0,00	0,01	
	Total	443,00	0,01	0,03	
% of teachers belonging to a minority	public	390,00	0,06	0,12	9,328**
	Private	53,00	0,12	0,21	
	Total	443,00	0,07	0,13	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

Ethnic characteristics of teaching staff by teaching sector (continued)

		N	Average	Standard deviation	Fisher's F
Prairies					
% of White teachers	public	383,00	0,94	0,15	10,047***
	Private	34,00	0,82	0,29	
	Total	417,00	0,93	0,17	
% of Métis teachers	public	383,00	0,02	0,09	NS
	Private	34,00	0,01	0,02	
	Total	417,00	0,02	0,09	
% of teachers belonging to a visible minority	public	383,00	0,03	0,10	10,761***
	Private	34,00	0,12	0,24	
	Total	417,00	0,04	0,12	
% of Aboriginal teachers	public	383,00	0,01	0,07	6,025**
	Private	34,00	0,05	0,19	
	Total	417,00	0,01	0,08	
% of teachers belonging to a minority	public	383,00	0,07	0,15	10,047***
	Private	34,00	0,18	0,29	
	Total	417,00	0,07	0,17	
Québec					
% of White teachers	public	317,00	0,96	0,14	NS
	Private	27,00	0,94	0,19	
	Total	344,00	0,96	0,14	
% of Métis teachers	public	317,00	0,00	0,00	NS
	Private	27,00	0,00	0,00	
	Total	344,00	0,00	0,00	
% of teachers belonging to a visible minority	public	317,00	0,04	0,14	NS
	Private	27,00	0,02	0,03	
	Total	344,00	0,04	0,13	
% of Aboriginal teachers	public	317,00	0,00	0,00	9,744***
	Private	27,00	0,04	0,19	
	Total	344,00	0,00	0,05	
% of teachers belonging to a minority	public	317,00	0,04	0,14	NS
	Private	27,00	0,06	0,19	
	Total	344,00	0,04	0,14	
Territories					
% of White teachers	public	45,00	0,67	0,26	NS
	Private	1,00	1,00	,	
	Total	46,00	0,68	0,26	
% of Métis teachers	public	45,00	0,02	0,06	NS
	Private	1,00	0,00	,	
	Total	46,00	0,02	0,06	
% of teachers belonging to a visible minority	public	45,00	0,05	0,17	NS
	Private	1,00	0,00	,	
	Total	46,00	0,05	0,17	
% of Aboriginal teachers	public	45,00	0,26	0,22	NS
	Private	1,00	0,00	,	
	Total	46,00	0,25	0,22	
% of teachers belonging to a minority	public	45,00	0,33	0,26	NS
	Private	1,00	0,00	,	
	Total	46,00	0,32	0,26	

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS : Non significant

3. Problems manifested by teachers

Very few of the principals surveyed state that the smooth functioning of their school is affected *to a great extent* by problems teachers are having, such as alcohol or drug consumption, absenteeism or turnover of teaching staff. Rather, most principals declare they are affected *to a little extent* or *not at all* by these problems: 97.3% (if we cumulate the last two entries in the table) with regard to alcohol and drug consumption, 80.2% with regard to absenteeism and 71.8% with regard to the turnover of teaching staff.

Table 2.69 Problems encountered with teachers

	To a great extent	To a certain extent	To a little extent	Not at all	Total	N
Teacher turnover	8,1%	20,0%	36,7%	35,1%	100,0%	2077
Teacher absenteeism	3,9%	15,8%	41,6%	38,6%	100,0%	2077
Staff's use of alcohol or drugs	1,4%	1,2%	10,4%	86,9%	100,0%	2081

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The stated incidences of these three types of problems are positively correlated amongst themselves, especially teacher turnover and absenteeism. This allows us to assume that *there is a relative concentration of problems* in certain schools.

Table 2.70 Problems encountered with teachers - Correlations

	Use of alcohol or drugs	Turnover	Absenteeism
Use of alcohol or drugs	1,000	,120***	,206***
Turnover	,120***	1,000	,450***
Absenteeism	,206***	,450***	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

There are also several links between the incidence of problems among teachers, as described by the principals, and various characteristics of the educational institutions and their staff. First, comparatively more principals working in large schools (that is, with more students and staff) state they have to deal with these problems, especially teacher absenteeism.

Table 2.71 Problems encountered with teachers by size of the school

	Use of alcohol or drugs*	Turnover*	Absenteeism*
School enrolment	-,126***	/	-,207***
Total of staff	-,105***	-,058***	-,206***
Total of principal	/	/	/
Total of vice-principals	-,105***	/	-,126***
Total of teaching staff	-,116***	/	-,200***
Total of professional non teaching	/	-,115***	-,161***
Total of teachers' aides	-,119***	/	-,088***
Total of child-care workers	/	-,111***	-,137***
Total of support staff	-,093***	/	-,137***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extant of the scale goes from "to a great extent" to "not at all"

Lastly, comparatively more principals claime they have to deal with turnover in teaching staff if they work in schools with a higher proportion of recently recruited teachers.

Table 2.72 Problems encountered with teachers according to their experience

	Use of alcohol or drugs*	Turnover*	Absenteeism*
Pourcentage enseignants ayant 1 an ou moins d'ancienneté	/	-,135***	-,067***
% of teachers between 2 and 5 years of teaching experience	/	-,166***	-,072***
% of teachers between 6 and 10 years of teaching experience	/	-,080***	-,057***
% of teachers between 11 and 20 years of teaching experience	/	,081***	/
% of teachers with more than 20 years of teaching experience	/	,115***	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extant of the scale goes from "to a great extent" to "not at all"

The stated incidence of problems manifested by teachers also varies *by region*. Thus, based on the responses of the principals, comparatively more Québec principals have to deal (*to a great extent or to a certain extent*) with teacher absenteeism and turnover. There are also comparatively more principals in the Northwest Territories who state they have to contend with turnover of teaching staff.

Table 2.73 Problems encountered with teachers by region

	Use of alcohol or drugs*	Turnover*	Absenteeism*
Atlantic	2,8%	22,7%	11,4%
British Columbia	1,6%	23,5%	17,6%
Ontario	3,1%	24,8%	17,7%
Prairies	2,3%	17,5%	15,2%
Québec	2,5%	50,4%	36,4%
Territories	5,6%	45,5%	16,4%
Canata, total	2,6%	28,2%	19,7%
<i>Cramer's V</i>	NS	0,263***	0,212***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentage of principals, in each region, who claim they are confronted with this problem a lot or fairly

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

If we consider the situation in *the provinces* in greater detail, we observe that based on the principals' responses, those most affected by turnover in teaching staff are Québec, the Northwest Territories and Nunavut.

Table 2.74 Problems encountered with teachers by province

	Use of alcohol or drugs*	Turnover*	Absenteeism*
Newfoundland and Labrador	5,2%	25,0%	11,7%
Prince Edward Island	-	25,0%	4,8%
Nova Scotia	2,4%	23,2%	12,7%
New Brunswick	2,0%	19,8%	10,9%
Québec	2,5%	50,4%	36,4%
Ontario	3,1%	24,8%	17,7%
Manitoba	2,7%	17,1%	15,3%
Saskatchewan	3,2%	16,9%	12,9%
Alberta	1,7%	18,0%	16,4%
British Columbia	1,6%	23,5%	17,6%
Yukon	-	15,0%	5,0%
Northwest Territories	5,0%	65,0%	15,0%
Nunavut	14,3%	60,0%	33,3%
Canata, total	2,6%	28,2%	19,7%
<i>Cramer's V</i>	NS NV	0,277***	0,219*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentage of principals, in each province, who claim they are confronted with this problem a lot or fairly

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In certain regions, teacher absenteeism and turnover also seem to vary by *educational sector*. Thus, in British Columbia and Québec, there are more public-school principals who, judging by their responses, have to deal with teacher turnover, whereas in the Prairies this is true of private-school principals. In Ontario, comparatively more public-school principals say they have to contend with teacher absenteeism.

Table 2.75 Problems encountered with teachers by teaching sectors

	Use of alcohol or drugs*	Turnover*	Absenteeism*
Canada, total			
Public	2,8%	29,1%	20,6%
Private	1,0%	19,4%	12,1%
Total	2,6%	28,2%	19,7%
<i>Cramer's V</i>	NS	0,065**	0,064**
Atlantic			
Public	2,8%	22,9%	11,6%
Private	-	14,3%	-
Total	2,8%	22,7%	11,4%
<i>Cramer's V</i>	NS NV	NS NV	NS NV
British Columbia			
Public	2,0%	26,1%	19,7%
Private	-	12,3%	8,8%
Total	1,6%	23,5%	17,6%
<i>Cramer's V</i>	NS NV	,127**	NS
Ontario			
Public	3,5%	26,1%	19,0%
Private	-	14,8%	8,2%
Total	3,1%	24,8%	17,7%
<i>Cramer's V</i>	NS NV	NS	,091*
Prairies			
Public	2,3%	16,0%	15,5%
Private	2,8%	36,1%	11,1%
Total	2,3%	17,5%	15,2%
<i>Cramer's V</i>	NS NV	,141**	NS
Québec			
Public	2,5%	54,0%	37,9%
Private	2,2%	20,5%	24,4%
Total	2,5%	50,4%	36,4%
<i>Cramer's V</i>	NS NV	,209***	NS
Territories			
Public	5,7%	44,4%	16,7%
Private	-	100,0%	-
Total	5,6%	45,5%	16,4%
<i>Cramer's V</i>	NS NV	NS NV	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentage of principals, in each sector, who claim they are confronted with this problem a lot or fairly

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

On the other hand, the stated incidence of problems with teachers does not vary by *the school's teaching level* (primary, secondary or mixed), or by *the profile of the principals* (their sex, level and field of study, ethnicity or length of service).

4. Teacher profile and student profile

The survey reveals several relationships – as described by the principals – between the teachers’ profile and those of the students. We may therefore hypothesize that the *recruitment of teachers varies according to the profile of the student body*.

First, there are several statistically significant correlations between the ethnicity of the teaching staff and that of the students. Thus, the greater the number of principals stating that their school has a high percentage of students belonging to an ethnic minority group, the greater the number stating that their school also has comparatively more teachers belonging to an ethnic minority group, which is often the same group. We may therefore assume that *in certain schools there is a relative cultural proximity between the teaching staff and the student body*, even though, as noted previously, the teachers belonging to a visible minority generally remain under-represented relative to the population of school age.

Our survey also reveals several relationships between the ethnicity of the teaching staff and the social, school-related and behavioural characteristics of the students. Thus, the greater the number of principals stating they have a high percentage of teachers belonging to an ethnic minority (especially Aboriginal), the greater the number describing their school’s student body as having a high percentage of students with one or more of the following characteristics: a low family income, student absenteeism, dropping out, experiencing various kinds of problems (a physical disability or a psychological, behavioural or learning problem) or simply being “difficult”. Aboriginal teachers in particular seem to work in schools with a relatively “difficult” student body.

Table 2.76 Ethnic characteristics of teaching staff and of students - Correlations

	% of White students	% of North American Indian students	% of Métis students	% of Inuit students	% of Chinese students	% of South Asian students	% of Black students	% of Filipino students	% of Latin American students	% of Southeast Asian students	% of Arab students	% of West Asian students	% of Japanese students	% of Korean students	% of Aboriginal students	% of students belonging to a visible minority
% of White teachers	,386***	,119***	,092***	,104***	,225***	,240***	,161***	,226***	,204***	,204***	,217***	,197***	,166***	,178***	,149***	,286***
% of North American Indian teachers	,174***	,301***	,097***	,071**	/	/	-,054*	/	/	/	/	/	/	/	,293***	/
% of Métis teachers	,146***	,178***	,351***	,075***	/	/	-,059**	/	-,057**	/	/	/	/	/	,179***	/
% of Inuits teachers	,116***	/	/	,420***	-,062	-,040	-,085***	/	-,059*	/	/	/	/	/	,156***	/
% of Chinese teachers	,224***	/	/	/	,335***	,325***	,138***	,273***	,175***	,218***	,188***	,209***	,232***	,265***	/	,272***
% of South Asian teachers	,204***	/	/	/	,247***	,282***	,123***	,244***	,204***	,187***	,198***	,228***	,179***	,242***	/	,251***
% of Black teachers	,177***	,077***	/	/	,174***	,168***	,267***	,144***	,244***	,168***	,225***	,188***	,078***	,106***	,065***	,238***
% of Filipino teachers	,116***	/	/	/	,132***	,166***	,106***	,216***	,147***	,127***	,070**	/	,102***	,146***	/	,145***
% of Latin American teachers	,126***	/	/	/	,137***	,129***	,117***	,112***	,255***	,183***	,204***	,118***	,136***	,127***	-,056*	,166***
% of Southeast Asian teachers	,092***	/	/	/	,114***	,127***	,100***	,164***	,144***	,183***	,135***	,148***	,106***	,076***	/	,122***
% of Arab teachers	,089***	,083***	-,060**	/	,109***	,098***	,159***	,070**	,161***	,149***	,269***	,220***	,074***	/	,091***	,143***
% of West Asian teachers	,111***	/	/	/	,136***	,126***	,107***	,101***	,161***	,157***	,153***	,260***	,110***	,109***	/	,145***
% of Japanese teachers	,104***	/	/	/	,157***	,140***	,070***	,115***	,087***	,087***	,072***	,110***	,129***	,152***	/	,129***
% of Korean teachers	,074***	/	/	/	,096***	,064**	,059**	,113***	,108***	,103***	,090***	,114***	,117***	,147***	/	,101***
% of teachers belonging to a visible minority	,301***	/	/	/	,295***	,309***	,253***	,269***	,283***	,268***	,288***	,259***	,205***	,247***	/	,383***

% of Aboriginal teachers	,203***	,265***	,087***	,198***	/	/	,078***	/	/	/	/	/	/	/	/	,330***	/	,203***
% of teachers belonging to a minority	,386***	,119***	,092***	,104***	,225***	,240***	,161***	,226***	,204***	,204***	,217***	,197***	,166***	,178***	,149***	,286***	,286***	,386***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Pearson's coefficients / : non significant

Table 2.77 Ethnic characteristics of teaching staff by student profile - Correlations

	Social background of students			Problematical behaviors of students							
	% of students from high income families	% of students with revenu familial moyen	% of students with revenu familial faible	Conflicts among students*	Bullying among students*	Health problems in students*	Deterioration of socio-economic status*	Infractions against property (vandalism, theft) by students*	Students possessing weapons*	Use of alcohol or drugs *	Student disrespect for teachers*
% of White teachers	/	,074**	/	/	/	/	/	/	/	/	/
% of North American Indian teachers	/	-,102***	,068**	/	/	/	-,088***	/	/	-,070**	/
% of Métis teachers	/	-,061*	/	/	/	/	/	/	/	/	/
% of Inuits teachers	/	-,080***	,101***	/	/	/	/	/	/	-,073**	/
% of Chinese teachers	/	/	/	,073**	,096***	/	/	/	/	/	/
% of South Asian teachers	/	/	/	/	/	/	/	/	/	/	,066*
% of Black teachers	/	/	/	/	/	/	/	/	/	/	/
% of Filipino teachers	/	/	/	/	/	/	/	/	/	/	/
% of Latin American teachers	,077***	/	/	/	/	/	/	/	/	/	/
% of Southeast Asian teachers	/	/	/	/	/	/	/	/	/	/	/
% of Arab teachers	/	/	/	/	/	/	/	/	/	/	/
% of West Asian teachers	/	/	/	/	/	/	/	/	/	/	/
% of Japanese teachers	/	/	/	,062*	,085***	/	/	/	/	/	/
% of Korean teachers	/	/	/	/	/	/	/	/	/	/	/
% of teachers belonging to a visible minority	/	/	/	,068**	,091***	/	/	/	/	/	/
% of Aboriginal teachers	/	/	/	/	/	/	-,096***	/	/	-,099***	/
% of teachers belonging to a minority	-,051*	-,128***	,112***	/	/	/	/	/	/	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Pearson's coefficients / : non significant

* The extent of the scale goes from "to a great extent" to "not at all"

Verbal abuse or physical assault of a staff member by a student*	Student absenteeism*	Sexism/Sexual harassment among students*	Racism/Racial conflicts among students*	Disruption of classes by students*	Student tardiness*	Students dropping out*	Student apathy*	Absenteeism and dropout		Problems and handicaps		
								% of absent students	% of students who do not finish the year in the school	% of students with a visual, auditory, motor, speaking disabilities	% of students with a psychological or behavioral problem	% of students with a learning disabilities
/	,114***	/	,077***	/	,126***	/	/	,117***	-,069**	/	/	/
/	,081***	/	/	/	-,076**	/	/	,095***	,097***	/	100***	,079***
/	/	/	/	/	/	/	/	,106***	/	/	/	/
-,078***	-,125***	/	/	-,084***	-,136***	-,132***	-,101***	,198***	,062*	/	/	/
/	/	/	-,068**	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/
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/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	,080***	/	/	/	/	/
/	-,136***	/	/	-,086***	-,138***	-,087***	-,098***	,189***	,114***	/	,075**	,074**
/	-,114***	/	-,077***	/	-,126***	/	/	,117***	,069**	/	/	/

Next, our survey reveals several relationships between student-body profile and problems manifested by teaching staff. Thus, the greater the number of principals claiming to have students with a low family income, a very poor attendance record (absenteeism), who fail to finish their school year (drop-outs), experience psychological, behavioural or learning problems, or who are simply “difficult”, the greater the number who claim they have to deal with problems manifested by their teaching staff. Once again, we may assume that difficulties and problems – with teachers as well as with students – *are relatively concentrated in certain schools.*

Table 2.78 Problems encountered with teachers by student profile

	Use of alcohol or drugs by teaching staff*	Teacher turnover*	Teacher absenteeism*
% of students from high income families	/	/	/
% of students from middle income families	/	,059***	/
% of students from low income families	/	-,075***	/
% of absent students	-,098***	/	/
% of students who do not finish the year in the school	-,079****	-,033*	-,041*
% of students with visual, auditive, motor, speaking disabilities	/	/	,045**
% of students with a psychological or behavioral problem	-,043*	-,103***	-,081***
% of students with learning disabilities	/	-,089***	-,036*
% of White students	,046*	-,038*	/
% of North American Indian students	-,054**	,087***	,079***
% of Inuit students	-,064**	,064***	/
% of Chinese students	-,074***	/	/
% of South Asian students	/	/	/
% of Black students	/	/	/
% of Filipino students	-,049*	/	-,093***
% of Latin American students	/	,044*	/
% of Southeast Asian students	/	/	-,068***
% of Arab students	/	/	-,055**
% of West Asian students	/	/	-,073***
% of Japanese students	/	/	-,073***
% of Korean students	/	/	/
% of students from other origins	/	,067***	/
% of Métis students	/	/	/
% of Aboriginal students	-,078***	,068***	,065***
% of visible minority students	/	,034*	-,047**
% of minority students	-,046**	,038*	/
Conflicts among students*	,091***	,162***	,203***
Bullying among students*	,118***	,164***	,219***
Health problems in students*	,137***	,143***	,186***
Deterioration of socio-economic status of student's families *	,116***	,185***	,163***
Infractions against property (vandalism, theft) by students*	,208***	,183***	,256***
Students possessing weapons*	,435***	,116***	,185***
Students' use of alcohol or drugs*	,332***	,125***	,161***
Student disrespect for teachers*	,145***	,211***	,254***
Verbal abuse or physical assault of a staff member by a student*	,244***	,204***	,265***
Student absenteeism*	,169***	,194***	,242***
Sexism/Sexual harassment among students*	,289***	,175***	,253***
Racism/Racial conflicts among students*	,260***	,125***	,190***
Disruption of classes by students*	,148***	,190***	,247***
Student tardiness*	,138***	,176***	,254***
Students dropping out*	,270***	,172***	,186***
Student apathy*	,173***	,245***	,252***
Conflicts between parents and teachers*	,172***	,235***	,324***
Complaints from parents and students*	,166***	,243***	,324***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extant of the scale goes from “to a great extent” to “not at all”

Lastly, the survey reveals several relatively weak relationships between the *length of service of the teaching staff* and *student characteristics*. Thus, we see that the shorter the length of service of the school's teaching staff (up to ten years of service), the greater the tendency to describe their students as absentee, drop-outs, with a learning problem or with a behavioural problem. We may therefore hypothesize that beginning teachers tend to start out in schools that are comparatively “difficult”.

Table 2.79 Experience of teaching staff by student profile

	% of teachers with a year or less of experience	% of teachers between 2 and 5 years of experience	% of teachers between 6 and 10 years of experience	% of teachers between 11 and 20 years of experience	% of teachers with more than 20 years of experience
% of students from high income families	/	/	/	/	/
% of students from middle income families	/	-.067**	/	.060*	/
% of students from low income families	/	/	/	-.067**	/
% of absent students	/	.068**	/	/	/
% of students who do not finish the year in the school	/	.112***	/	-.066**	/
% of students with visual, auditive, motor, speaking disabilities	/	/	/	/	/
% of students with a psychological or behavioral problem	/	/	/	/	/
% of students with a learning disability	/	.069**	/	/	/
% of White students	/	/	-.040*	/	/
% of North American Indian students	-.047**	-.056***	/	/	.060***
% of Inuit students	/	/	/	/	.065***
% of Chinese students	/	/	/	/	/
% of South Asian students	/	.037**	.081***	/	/
% of Black students	.047*	.056***	.066***	/	/
% of Filipino students	.058***	.065***	.057***	/	/
% of Latin American students	/	/	.044*	/	/
% of Southeast Asian students	/	.061***	.078***	/	-.050**
% of Arab students	/	/	.075***	/	/
% of West Asian students	/	/	.090***	/	/
% of Japanese students	.052**	.042*	.050**	/	/
% of Korean students	/	/	/	/	/
% of students from other origins	/	/	/	/	/
% of Métis students	/	/	/	/	/
% of Aboriginal students	-.041*	-.054***	-.039*	/	.064***
% of visible minority students	.037*	.036*	.066***	/	/
% of minority students	/	/	.040*	/	/
Conflicts among students*	/	/	-.054**	/	/
Bullying among students	-.075***	/	-.045*	/	/
Health problems in students*	/	/	/	/	/
Deterioration of socio-economic status of student's families *	/	/	/	/	/
Infractions against property (vandalism, theft) by students*	/	/	/	/	/
Students possessing weapons*	-.058**	/	-.049*	/	/
Students' use of alcohol or drugs*	-.080***	-.055**	-.060***	/	/
Student disrespect for teachers*	-.090***	-.061***	-.064***	/	/
Verbal abuse or physical assault of a staff member by a student*	/	/	-.047*	/	/
Student absenteeism*	-.068***	-.066***	/	/	/
Sexism/Sexual harassment among students*	-.073***	-.054**	-.065***	/	/
Racism/Racial conflicts among students*	-.065***	/	-.063***	/	/
Disruption of classes by students*	-.062***	/	/	/	/
Student tardiness*	-.054**	-.055***	/	/	/
Students dropping out*	/	/	-.047*	/	/
Student apathy*	-.070***	-.057***	/	.054**	/
Conflicts between parents and teachers*	-.048*	-.053**	/	/	/
Complaints from parents and students*	-.062***	-.046*	/	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : non significant correlation

* The extent of the scale goes from “to a great extent” to “not at all”

V. CONCLUSION

Overall, most principals surveyed draw a relatively positive portrait of their respective student bodies and personnel. Indeed, most claim that they have to deal with only a low proportion of absentee students, those that do not complete their academic year or those that have physical, psychological, learning or behavioural problems. Most state that the smooth functioning of their school is not greatly affected by the different kinds of problematical behaviour exhibited by the students, students' parents or teachers.

However, the greater or lesser variations in the principals' perceptions leads us to believe that the profiles of the student body and teaching staff vary by schools, which means that the Canadian school system is somewhat segregated. In particular, the survey indicates that the various types of student difficulties and problems are relatively concentrated in certain schools.

In addition, the survey reveals that the profiles of both students and teachers, based on the principals' descriptions of these profiles, vary greatly *by region* (see the following summary table). In particular, the schools located in the Northwest Territories seem to have students experiencing numerous and varied problems (disadvantaged socio-economic situation, absenteeism, dropping out, apathy, disruptiveness, disputes, property offences, etc.). This contrasts especially with the situation of schools in British Columbia and the Prairies.

Table 2.80 Synthesis : School characteristics by region

	Atlantic	British Columbia	Ontario	Prairies	Québec	Territories	Canada, total	Statistical tests
School size								
Average number of students	316,17	352,81	408,73	298,08	433,81	227,66	361,74	F = 14,061***
Average number of full-time staff	28,47	23,62	30,55	23,97	35,29	22,02	28,46	F = 9,778***
Average number of part-time staff / total staff	0,09	0,17	0,11	0,14	0,18	0,10	0,13	F = 13,487***
Average number of teachers	19,18	20,05	24,03	17,38	27,33	16,09	21,65	F = 16,143***
Average number of teachers by students	0,07	0,07	0,07	0,06	0,08	0,08	0,07	F = 2,531*
Student profile								
Average percentage of allophone students	1,22	12,43	12,85	9,83	8,75	21,35	9,69	F = 16,820***
Average percentage of students who arrived in Canada for less than a year ago	5,96	5,49	9,75	11,22	4,49	4,85	7,76	F = 4,915***
Average percentage of Aboriginal students	0,03	0,11	0,03	0,08	0,02	0,60	0,07	F = 161,64***
Average percentage of Métis students	0,01	0,02	0,00	0,06	0,01	0,07	0,02	F = 21,424***
Average percentage of students who belong to a visible minority group	0,10	0,25	0,25	0,14	0,15	0,07	0,18	F = 19,254***
Average percentage of students with a high family income	13,62	19,05	21,95	17,67	19,84	14,32	18,67	F = 4,295***
Average percentage of students with a middle family income	52,95	59,68	56,05	58,42	56,20	47,23	56,43	F = 4,087***
Average percentage of students with a low family income	44,48	31,56	32,66	33,73	40,28	45,55	36,39	F = 11,553***
Deterioration of socio-economic situation of students *	51,4%	47,1%	42,6%	44,8%	62,8%	69,1%	49,8%	V = 0,159***
Average percentage of absent students	0,04	0,05	0,04	0,04	0,03	0,11	0,04	F = 32,561***
Average percentage of students not finishing school year	0,03	0,05	0,05	0,05	0,03	0,08	0,04	F = 9,565***
Students dropping out*	7,1%	6,5%	10,2%	15,6%	23,5%	35,8%	13,6%	V = 0,205***
Student absenteeism*	31,2%	34,3%	35,4%	38,0%	29,2%	72,2%	34,9%	V = 0,144***
Apathy*	28,5%	21,8%	29,2%	30,5%	39,8%	50,0%	30,9%	V = 0,135***
Disruption of students in classroom*	35,2%	23,4%	35,2%	30,5%	25,4%	53,7%	31,0%	V = 0,128***
Student tardiness*	28,1%	29,6%	33,6%	29,9%	26,6%	64,8%	30,8%	V = 0,132***
Conflicts among students*	46,6%	31,9%	49,2%	40,1%	57,3%	56,4%	54,0%	V = 0,164***
Bullying among students*	45,2%	24,4%	48,9%	37,5%	55,3%	49,1%	43,4%	V = 0,200***
Infractions against property by students*	18,3%	13,6%	18,5%	17,9%	27,4%	41,8%	20,0%	V = 0,140***
Student disrespect for teachers*	36,4%	21,4%	41,2%	30,1%	42,0%	41,8%	35,2%	V = 0,153***
Verbal abuse or physical assault of a staff member by a student*	17,3%	6,8%	15,3%	12,2%	22,7%	25,5%	15,4%	V = 0,144***
Parent profile								
Complaints from parents and students*	15,3%	14,6%	22,2%	19,1%	28,8%	18,5%	20,5%	V = 0,121***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentages represent the proportion of principals who, in each region and for all levels of education, declare that the listed problems hinder to a great or to a certain degree the proper functioning of their school.

Synthesis : School characteristics by region (continued)

	Atlantic	British Columbia	Ontario	Prairies	Québec	Territories	Canada total	Statistical tests
Teachers profile								
Average % of Aboriginal teachers	0,00	0,01	0,01	0,01	0,00	0,25	0,01	F = 129,06***
Average % of Métis teachers	0,00	0,00	0,00	0,02	0,00	0,02	0,01	F = 13,292***
Average % of teachers belonging to a visible minority	0,02	0,09	0,06	0,04	0,04	0,05	0,05	F = 9,331***
Average % of teachers with 1 year or less of teaching experience	5,58	3,48	7,56	6,09	5,40	7,46	5,90	F = 7,633***
Average % of teachers between 2 and 5 years of teaching experience	12,66	13,64	20,59	15,10	17,39	21,65	16,52	F = 15,834***
Average % of teachers between 6 and 10 years of teaching experience	17,93	21,17	25,03	19,16	26,08	22,29	22,17	F = 13,492***
Average % of teachers between 11 and 20 years of teaching experience	30,40	34,97	28,67	31,95	29,75	24,67	30,69	F = 4,519***
Average % of teachers with more than 20 years of teaching experience	34,65	27,77	18,72	27,98	21,79	25,20	25,37	F = 28,626***
Teacher turnover*	22,7%	23,5%	24,8%	17,5%	50,4%	45,5%	28,2%	V = 0,263***
Teacher absenteeism*	11,4%	17,6%	17,7%	15,2%	36,4%	16,4%	19,7%	V = 0,212***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentages represent the proportion of principals who, in each region and for all levels of education, declare that the listed problems hinder to a great or to a certain degree the proper functioning of their school.

The survey also reveals significant differences among the *educational sectors* (see the following summary table). In particular, the public schools seemed to have students who were more disadvantaged or more “difficult” to handle than the students in the private schools. In addition, problematical relationships with parents and problems manifested by teachers seemed more significant in the public schools.

Table 2.81 Synthesis: Scholl characteristics by teaching sectors

	Public	Private	Total	Statistics tests
School size				
Average number of students	374,24	249,04	361,74	F = 29,563***
Average number of part-time staff / total staff	0,13	0,21	0,13	F = 35,698***
Average number of teachers by students	,06	0,07	,06	F = 14,275***
Student profile				
Average percentage of students with a high family income	17,19	32,00	18,67	F = 56,057***
Average percentage of students with a low family income	37,52	26,25	36,39	F = 27,393***
Deterioration of socio-economic status of students *	52,7%	22,7%	49,8%	V = 0,180***
Average percentage of students with a low family income *	36,3%	22,8%	34,9%	V = 0,084***
Student tardiness	31,9%	19,9%	30,8%	V = 0,078***
Apathy*	32,4%	17,5%	30,9%	V = 0,096***
Disruption of students in classroom *	32,6%	16,4%	31,0%	V = 0,104***
Conflicts among students*	48,3%	24,5%	46,0%	V = 0,142***
Bullying among students*	45,7%	22,8%	43,4%	V = 0,138***
Infractions against property by students *	21,2%	9,2%	20,0%	V = 0,089***
Student disrespect for teachers *	37,0%	19,0%	35,2%	V = 0,112***
Parent profile				
Complaints from parents and students*	21,6%	10,6%	20,5%	V = 0,081***
Conflicts between parents and teachers*	20,3%	9,7%	19,3%	V = 0,080***
Teacher profile				
Average % of teachers with 1 year or less of teaching experience	5,58	8,90	5,90	F = 22,319***
Average % of teachers between 2 and 5 years of teaching experience	15,80	23,03	16,52	F = 40,597***
Average % of teachers between 6 and 10 years of teaching experience	21,60	27,44	22,17	F = 19,897***
Average % of teachers between 11 and 20 years of teaching experience	31,17	26,32	30,69	F = 9,168**
Average % of teachers with more than 20 years of teaching experience	26,51	14,92	25,37	F = 56,020***
Teacher turnover*	29,1%	19,4%	28,2%	V = 0,065**
Teacher absenteeism*	20,6%	12,1%	19,7%	V = 0,064**
Average % of teachers belonging to a visible minority	0,04	,09	0,05	F = 27,946***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentages represent the proportion of principals who, in each region and for all levels of education, declare that the listed problems hinder to a great or to a certain degree the proper functioning of their school.

The survey reveals that the educational contexts also varied by *teaching level* (see the following summary table). In particular, the behavioural problems of the students appeared to be more significant in secondary schools – and even in mixed schools – whereas disputes with parents were raised more by the primary-school principals.

Table 2.82 Synthesis : School characteristics by level of education

	Primary	Mixed	Secondary	Total	Statistics tests
School size					
Average number of students	284,72	204,28	653,89	361,74	F = 328,274***
Average number of full-time staff	22,14	20,24	49,79	28,45	F = 211,317***
Average number of part-time staff / total staff	0,16	0,13	0,08	0,13	F = 32,394***
Average number of teachers	17,01	14,72	37,83	21,65	F = 289,890***
Average number of teachers by students	0,06	0,09	0,06	0,06	F = 24,758***
Student profile					
Average percentage of students absents	0,03	0,04	0,06	0,04	F = 70,821***
Average percentage of students not finishing school year	0,04	0,04	0,05	0,04	F = 4,621***
Average percentage of students with visual, auditive, motor, speaking disabilities	0,04	0,05	0,02	0,04	F = 23,399***
Average percentage of students with a psychological or behavioral problem	0,04	0,07	0,07	0,05	F = 9,645***
Average percentage of students avec a learning disability	0,11	0,16	0,14	0,12	F = 9,750***
Students dropping out*	6,8%	19,7%	28,1%	13,6%	V = 0,267***
Students absenteeism*	25,8%	33,6%	59,8%	34,9%	V = 0,297***
Apathy*	23,9%	35,6%	46,3%	30,9%	V = 0,206***
Student tardiness*	25,7%	29,2%	44,7%	30,8%	V = 0,171***
Use of alcohol or drugs*	3,8%	20,2%	57,4%	18,9%	V = 0,572***
Infractions against property by students*	17,1%	21,3%	26,8%	20,0%	V = 0,102***
Possessing weapons*	2,6%	3,2%	6,8%	3,7%	V = 0,093***
Students disrespect for teachers*	31,8%	32,0%	46,0%	35,2%	V = 0,127***
Parent profile					
Conflicts between parents and teachers *	21,2%	20,6%	13,4%	19,3%	V = 0,083***
Teacher profile					
Average % of teachers with 1 year or less of teaching experience	5,41	9,05	5,46	5,90	F = 17,172***
Average % of teachers between 2 and 5 years of teaching experience	15,48	18,56	18,12	16,52	F = 7,904***
Average % of teachers between 6 and 10 years of teaching experience	22,35	19,59	23,12	22,17	F = 3,634*

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentages represent the proportion of principals who, in each region and for all levels of education, declare that the listed problems hinder to a great or to a certain degree the proper functioning of their school.

Lastly, the size of the schools, as well as the ethnic composition of their student bodies and personnel, varied by *location (urban or rural)*. Thus, based on the principals' responses, the schools located in urban areas seemed to have comparatively more students and personnel. In addition, they seemed to have more students and teachers belonging to ethnic minorities, whereas the rural schools had, on average, more Aboriginal and Métis students and teachers.

Table 2.83 Synthesis : School characteristics by urban or rural location of the school

	Urban	Rural	Total	Tests statistiques
School size				
Average <i>number</i> of students	419,97	226,12	361,74	15,472***
Average <i>number</i> of full-time staff	32,50	19,04	28,45	98,935***
Average <i>number</i> of part-time staff / total personnel	0,13	0,15	0,13	9,961***
Average <i>number</i> of teachers	24,75	14,43	21,65	132,079***
Average <i>number</i> of teacher by students	,06	,07	,06	9,656**
Student profile				
Average percentage of students allophones	11,37	5,83	9,69	29,965***
Average percentage of Aboriginal students	0,05	0,09	0,07	18,067***
Average percentage of Métis students	0,02	0,03	0,02	7,899**
Average percentage of students belonging to a visible minority	0,23	0,06	0,18	137,406***
Teacher profile				
Average % of Aboriginal teachers	,0091	,0253	,0143	18,266***
Average % of teachers belonging to a visible minority	,0621	,0179	,0480	44,280***
Teacher turnover*	33,9%	25,7%	28,2%	0,084***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Percentages represent the proportion of principals who, in each region and for all levels of education, declare that the listed problems hinder to a great or to a certain degree the proper functioning of their school.

CHAPTER 3: THE EDUCATIONAL PROFILE OF THE SCHOOLS

In the present chapter, we examine the educational profile of the schools: *Which educational objectives do they pursue with the students? Which strategies do they apply in providing support to students experiencing social or learning problems?* These questions merit particular examination given the context: as we saw in Chapter 2, a non-negligible proportion of students are described as having learning or behavioural problems, or as experiencing a deterioration in their social situation, especially in schools that tend to have a high concentration of these problems.

We will first analyze the general educational objectives the schools value. Second, we will examine the support services provided, more specifically services designed to help exceptional students or services to integrate them, as well as the principals' satisfaction with the latter. Third, we will consider the policies applied to school life and students (teams/groups actively interested in improving school life, and written policies on discipline, student evaluation, absenteeism and homework/assignments). Lastly, we will examine the satisfaction of the principals with regard to professions that target students with special characteristics – professions introduced into their school.

As we shall see, most of the schools surveyed seem to pursue multiple educational objectives aiming simultaneously to develop student knowledge and self-management skills and provide several services to support students experiencing various problems (learning, adapting socially or to the school, or problems of an economic nature). Most principals seem generally satisfied with these services. However, we will see that the educational profile of the school varies according to several contextually related characteristics, especially region (or province), teaching level and sector, as well as the profile of the student body.

I. THE EDUCATIONAL GOALS OF THE SCHOOLS

As we can see in the following table, most Canadian educational institutions seem to pursue multiple educational objectives aiming to simultaneously develop knowledge and self-management skills among students. Thus, over 95% of the principals surveyed state that their school considers the following educational objectives important¹: acquiring good work habits and self-discipline (97.9%), developing basic literacy skills (96.2%), encouraging academic excellence (96.2%), personal growth (96.2%) and developing human relations skills (95.2%). Next come the development of moral values (87.7%), developing multicultural knowledge and understanding (74.9%), and two objectives that aim to develop a “community-oriented school”: increasing volunteerism among students (73.8%) and among parents (71.8%). On the other hand, the principals are more divided when it comes to the transition to post-secondary education (considered important by 55.3%) and professional trades training (considered important by 43.7%).

¹ Question asked: ‘We are interested in the importance your institution places on various educational goals. To what extent does your institution promote each of the following goals?’

Table 3.1 Educational goals of schools

	To a great extent	To a certain extent	To a little extent	Not at all	Total	N
Taking on good work habits and self-discipline	72,1%	25,8%	2,0%	0,1%	100,0%	2060
Building basic literacy skills (reading, math, writing, speaking)	87,3%	8,9%	1,4%	2,4%	100,0%	2051
Encouraging academic excellence	69,0%	27,2%	3,1%	0,7%	100,0%	2058
Personal growth (e.g., self-esteem, self-knowledge)	65,7%	30,5%	3,5%	0,3%	100,0%	2066
Human relations skills	55,7%	39,5%	4,3%	0,5%	100,0%	2144
Embracing of specific moral values	49,4%	38,3%	9,5%	2,7%	100,0%	2053
Development of multi-cultural awareness and understanding	29,1%	45,8%	21,4%	3,8%	100,0%	2053
Encouragement of students doing volunteer work	30,6%	43,2%	20,4%	5,8%	100,0%	2053
Encouragement of parents doing volunteer work	32,1%	39,7%	22,1%	6,1%	100,0%	2057
Transition to postsecondary education	26,9%	28,4%	12,3%	32,5%	100,0%	2048
Occupational or vocational skills	12,4%	31,3%	24,5%	31,8%	100,0%	2049

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Several educational objectives are mutually correlated. Notable among the strongest correlations are those that involve:

- placing value on the development of basic literacy skills, encouraging academic excellence and acquiring good work habits;
- improving the status of professional training and the transition toward post-secondary education;
- improving the status of objectives focusing more on the development of self-management skills among students: acquisition of good work habits and self-discipline, personal growth, developing moral values, developing multicultural knowledge and understanding, and developing human relations skills;
- improving the status of volunteerism among students and among parents.

Table 3.2 Educational goals of schools – Correlations

	Goals centered on knowledge development		More long-term goals		Goals centered on behavior development					Goals centered on the development of “community schools”	
	Building basic literacy skills	Encouraging academic excellence	Transition to postsecondary education	Occupational or vocational skills	Taking on good work habits and self-discipline	Personal growth	Embracing of specific moral values	Development of multi-cultural awareness and understanding	Human relations skills	Encouragement of parents doing volunteer work	Encouragement of students doing volunteer work
Goals centered on knowledge development											
Building basic literacy skills	1,000	,263***	-,085**	-,075***	,262**	,199***	,108***	,168***	,164***	,187***	,072***
Encouraging academic excellence	,263***	1,000	,162**	/	,316***	,249***	,201***	,238***	,210***	,209***	,244***
More long-term goals											
Transition to postsecondary education	-,085***	,162***	1,000	,570***	/	/	,068***	,058**	/	-,055**	,222***
Occupational or vocational skills	-,075***	/	,570**	1,000	/	/	/	,058**	,057**	-	,178***
Goals centered on behavior development											
Taking on good work habits and self-discipline	,262***	,316***	/	/	1,000	,572***	,348***	,298***	,481***	,272***	,227***
Personal growth	,199***	,249***	/	/	,572***	1,000	,348***	,334***	,616***	,286***	,235***
Embracing of specific moral values	,108***	,201***	,068*	/	,348***	,348***	1,000	,289***	,427***	,225***	,238***
Development of multi-cultural awareness and understanding	,168***	,238***	,058**	,058**	,298***	,334***	,289***	1,000	,348***	,297***	,296***
Human relations skills	,164***	,210***	/	,057***	,481***	,616***	,427***	,348***	1,000	,277***	,248***
Goals centered on the development of “community schools”											
Encouragement of parents doing volunteer work	,187***	,209***	-,055**	-,103***	,272***	,286***	,225***	,297***	,277***	1,000	,386***
Encouragement of students doing volunteer work	,072***	,244***	,222**	,178***	,227***	,235***	,238***	,296***	,248***	,386***	1,000

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/: Non significant

There are only a few educational objectives whose value or status vary according to the school's *teaching level*. Thus, comparatively more secondary-school and mixed-school principals claim that their school attributes importance to the transition toward post-secondary education and professional training, while more primary-school principals claim to promote volunteerism among parents. On the other hand, when it comes to valuing other educational objectives the survey reveals no statistically significant difference among teaching levels.

Table 3.3 Educational goals of schools by level of education

	Transition towards post-secondary level	Vocational training	Parent volunteering
Canada, total			
Elementary	41,9%	30,3%	83,2%
Mixed	67,0%	54,2%	68,4%
Secondary	83,5%	73,3%	43,5%
Total	55,2%	43,8%	71,9%
<i>Cramer's V</i>	,361***	,369***	,368***
Atlantic			
Elementary	22,6%	21,0%	88,8%
Mixed	87,2%	61,7%	85,4%
Secondary	79,3%	66,7%	60,5%
Total	47,5%	39,4%	80,7%
<i>Cramer's V</i>	,590***	,445***	,311***
British Columbia			
Elementary	37,6%	15,9%	89,6%
Mixed	71,4%	46,4%	82,1%
Secondary	77,0%	68,9%	37,8%
Total	50,3%	31,7%	76,3%
<i>Cramer's V</i>	,359***	,492***	,516***
Ontario			
Elementary	55,1%	41,0%	84,8%
Mixed	70,6%	35,3%	55,6%
Secondary	92,0%	83,0%	36,4%
Total	63,7%	50,0%	73,4%
<i>Cramer's V</i>	,317***	,349***	,454***
Prairies			
Elementary	25,6%	25,7%	81,8%
Mixed	56,1%	52,5%	66,9%
Secondary	80,2%	73,3%	50,9%
Total	48,5%	45,8%	69,6%
<i>Cramer's V</i>	,449***	,393***	,273***
Quebec			
Elementary	52,3%	35,7%	74,6%
Mixed	72,2%	50,0%	38,9%
Secondary	85,3%	72,0%	31,2%
Total	61,1%	44,8%	62,8%
<i>Cramer's V</i>	,290***	,308***	,392***
Territories			
Elementary	31,8%	27,3%	77,3%
Mixed	79,2%	75,0%	58,3%
Secondary	100,0%	62,5%	50,0%
Total	63,0%	53,7%	64,8%
<i>Cramer's V</i>	,554*** NV	,447** NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education and each region, who claim that their school gives importance "to a great extent" or "to a certain extent" to the concerned objective.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The survey data also indicates several differences *according to region or province*. Thus, comparatively fewer principals in Québec declare that their school values the development of basic literacy skills. Conversely, comparatively more principals in Québec, as well as in Ontario and Alberta, claim to promote moral values. Lastly, comparatively more principals in the Atlantic Region, British Columbia and Ontario favour the development of volunteerism.

Table 3.4 Educational goals of schools by region

	Basic literacy	Moral values	Parent volunteering
All levels of education combined			
Atlantic	98,7%	83,8%	80,7%
British Columbia	100,0%	78,8%	76,3%
Ontario	98,6%	91,1%	73,4%
Prairies	98,7%	86,8%	69,6%
Quebec	84,9%	95,7%	62,8%
Territories	98,1%	77,8%	64,8%
Canada, total	96,2%	87,7%	71,9%
<i>Cramer's V</i>	,291***	,173***	,130***
Elementary			
Atlantic	98,9%	86,5%	88,8%
British Columbia	100,0%	80,5%	89,6%
Ontario	99,2%	93,0%	84,8%
Prairies	99,5%	86,5%	81,8%
Quebec	91,9%	96,9%	74,6%
Territories	95,5%	81,8%	77,3%
Canada, total	97,7%	89,7%	83,2%
<i>Cramer's V</i>	,207*** NV	,186*** NV	,144*** NV
Mixed			
Atlantic	97,8%	81,3%	85,4%
British Columbia	100,0%	92,9%	82,1%
Ontario	94,4%	88,9%	55,6%
Prairies	99,3%	87,1%	66,9%
Quebec	94,4%	100,0%	38,9%
Territories	100,0%	79,2%	58,3%
Canada, total	98,5%	86,9%	68,4%
<i>Cramer's V</i>	NS NV	NS NV	,261***
Secondary			
Atlantic	98,8%	79,3%	60,5%
British Columbia	100,0%	68,9%	37,8%
Ontario	97,3%	84,7%	36,4%
Prairies	96,5%	87,1%	50,9%
Quebec	61,7%	91,6%	31,2%
Territories	100,0%	62,5%	50,0%
Canada, total	91,0%	82,9%	43,5%
<i>Cramer's V</i>	,501***	,202*** NV	,211*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education and for each region, who claim that their school gives importance “to a great extent” or “to a certain extent” to the concerned objective.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Table 3.5 Educational goals of schools by province

	Basic literacy	Moral values	Parent volunteering
Newfoundland and Labrador	98,7%	85,7%	75,3%
Prince Edward Island	100,0%	76,2%	71,4%
Nova Scotia	100,0%	82,0%	82,0%
New Brunswick	97,0%	86,0%	85,1%
Quebec	84,9%	95,7%	62,8%
Ontario	98,6%	91,1%	73,4%
Manitoba	98,2%	85,6%	68,8%
Saskatchewan	99,2%	84,4%	67,2%
Alberta	98,7%	88,7%	71,3%
British Columbia	100,0%	78,8%	76,3%
Yukon	100,0%	78,9%	89,5%
Northwest Territories	100,0%	80,0%	60,0%
Nunavut	93,3%	73,3%	40,0%
Canada, total	96,2%	87,7%	71,9%
<i>Cramer's V</i>	,293*** NV	,179*** NV	,154*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each province and for all levels of education combined, who claim that their school gives importance “to a great extent” or “to a certain extent” to the concerned objective.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

A school’s educational goals seem to vary *according to the profile of the student body*. Thus, objectives focusing on knowledge development (development of basic literacy skills and encouraging academic excellence) are more highly valued in schools whose students have fewer learning or behavioural problems. In addition, encouraging academic excellence seems more important in schools where the students are more socially advantaged. Objectives focusing on the development of self-management skills among students and volunteerism among parents also seem more encouraged in schools whose students have fewer learning or behavioural problems. However, the development of multicultural knowledge is more valued amongst principals who say they have to confront problems of racism among students. Schools also promoted this objective more when they have a relatively large number of students from ethnic minorities. Lastly, the transition toward post-secondary education and professional training seems, by contrast, more valued in schools with more “difficult” students.

Table 3.6 Educational goals of schools by student profile

	Goals centered on knowledge development		More long-term goals		Goals centered on behavior development					Goals centered on the development of “community schools”	
	Basic literacy skills*	Academic excellence*	Transition to postsecondary education*	Vocational training*	Taking on good work habits and self-discipline*	Personal growth*	Human relations skills*	Moral values*	Multi-cultural awareness and understanding*	Parent volunteering*	Students volunteering*
Students social characteristics											
Percentage of students from high income families	,048*	- ,081**	- ,073***	/	/	/	/	/	/	/	-,053**
Percentage of students from middle income families	/	- ,062**	/	/	/	/	/	/	/	/	/
Percentage of students from low income families	/	,107**	/	/	,055**	/	/	,076**	/	,055***	,053**
Students school behaviour characteristics											
Percentage of absent students	/	/	/	-,081***	,064***	/	,055**	,136**	/	,098***	/
Percentage of students who do not finish the year in the school	/	,057**	,063***	/	/	/	/	,101**	/	,063***	,054**
Students ethnic characteristics											
Percentage of native students	-,055**	/	/	/	/	/	/	,136**	/	/	/
Percentage of visible minority students	-,056**	- ,075**	/	,077***	/	- ,067**	- ,071***	- ,068**	- ,241***	- ,058***	-,075***
Problems encountered with students											
Conflicts among students*	/	- ,102**	/	,069***	-,060**	- ,068**	-,064**	/	- ,083***	- ,072***	/
Bullying among students*	-,055*	- ,080**	/	,105***	-,065**	-,061**	- ,068***	/	- ,072***	-,050*	/
Health problems in students*	/	- ,080**	/	,073***	/	/	/	/	/	/	/
Deterioration of socio-economic status of student’s families*	/	- ,129**	/	,068***	-,076***	/	/	- ,063**	/	/	/
Infractions against property by students*	- ,079***	- ,083**	,095***	,135***	-,102***	- ,082**	/	-,055*	/	- ,092***	/
Students possessing weapons*	/	/	,121***	,145***	-,070***	-,056*	/	/	/	- ,086***	/
Students’ use of alcohol or drugs*	- ,161***	/	,285***	,334***	-,138***	- ,120**	- ,094***	- ,123**	-,050*	- ,238***	,072***
Student disrespect for teachers*	-,062**	- ,129**	,074***	,113***	-,121***	- ,123**	- ,110***	- ,086**	- ,110***	- ,117***	/
Verbal abuse or physical	-	-	/	,107***	-,079***	-,060**	-,053*	-	-	-	/

assault of a staff member by a student*	,078***	,102**						,067**	,076***	,096***	
Student absenteeism*	/	/	,091***	,162***	-,108***	-,062**	-	-	/	-	/
Sexism/Sexual harassment among students*	-	-,057*	,166***	,215***	-,122***	-	-	-	-,056**	-	/
Racism/Racial conflicts among students*	/	/	,060***	,081***	/	/	/	/	,111***	/	,059**
Disruption of classes by students*	/	-,057**	/	/	-,085***	-,062**	-,053*	-	/	-,056**	/
Student tardiness*	/	/	,074***	,105***	-,067***	/	/	-,052**	/	-	/
Students dropping out*	-	-	,230***	,304***	-,150***	-	-	-	-	-	/
	,189***	,111**				,127**	,090***	,094**	,083***	,243***	
Student apathy*	-	-	,125***	,181***	-,133***	-	-	-	-	-	/
	,088***	,121**				,121**	,097***	,079**	,103***	,195***	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

Lastly, the analysis reveals that the educational goals of the school does not vary at all by either *the teaching level* or *the location of the school (urban versus rural)*, and only very slightly *according to the profile of the principal*. However, we observe that the older the principals or the longer their service, the more they tend to promote academic excellence, development of multicultural knowledge, development of literacy skills, the acquisition of good work habits and personal growth.

Table 3.7 Educational goals of schools by age of principals

	Age	Total length of services in career	Total length of services in school
Building basic literacy skills*	-.060***	-.081***	/
Encouraging academic excellence*	-.105***	-.116***	-.085***
Transition to postsecondary education*	/	/	/
Occupational or vocational skills*	/	/	/
Taking on good work habits and self-discipline*	-.069***	-.070***	-.069***
Personal growth*	-.080***	-.067***	-.073***
Human relations skills*	/	/	/
Embracing of specific moral values*	/	/	/
Development of multi-cultural awareness and understanding*	-.116***	-.080***	/
Encouragement of parents doing volunteer work*	/	/	/
Encouragement of students doing volunteer work*	/	/	-.064***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

II. SUPPORT SERVICES PROVIDED TO STUDENTS

1. Special services designed for students with difficulties

During the survey, we asked a series of questions to find out which special services provided to students were designed to help those experiencing various types of problems, and the satisfaction of the principals with regard to the latter. As we can see in the following table, most principals surveyed state that their school proposes special services to help students with learning problems (80.7%) or to avert difficulties in adapting socially or to the school itself (70.1%). Most also state that their school has established strategic partnerships with organizations to better serve economically underprivileged students (70.5%). When their school provides these kinds of special services, most principals (over 70%) state they are entirely or somewhat satisfied, especially with special services designed for students officially identified as having learning difficulties (if we cumulate the first two entries in the table, 85.30% state they are satisfied). At the same time, a non-negligible proportion of them state that, on the contrary, they are dissatisfied, especially with strategic partnerships (if we cumulate the last two entries in the table, 23.8% state they are dissatisfied with them) and with the special services designed for early prevention of difficulties in adapting socially or to the school (28% state they are dissatisfied with them). Lastly, 35% of the principals surveyed consider that teacher training is entirely or somewhat inadequate in meeting the needs of students officially identified as having learning problems.

Table 3.8 Special services offered

Special services offered	Special services offered			Special services satisfaction (in the case of offered ones)				
	Existing *	Non- existing *	Total	Very satisfactory	Relatively satisfactory	Not very satisfactory	Not satisfactory at all	Total
Special programs, paths or services for special education students at school	80,7%	19,3%	100,0% (2051)	25,8%	59,5%	12,1%	2,5%	100,0% (1656)
Teacher's training has been adequate to meet the needs of special education students	-	-	-	19,9%	45,1%	26,1%	8,9%	100,0% (1657)
Special programs, paths or services designed for the early prevention of social or school adjustment problems ²	70,1%	29,9%	100,0% (2002)	14,0%	58,0%	21,9%	6,1%	100,0% (1404)
Strategic partnerships with other organizations that school established to better serve economically disadvantaged students	70,5%	29,5%	100,0% (2044)	15,5%	60,7%	18,9%	4,9%	100,0% (1442)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

* The "non-existing" category, which cannot be found as this in the questionnaire, brings together all principals who answered "does not apply" ; the "existing" category brings together all other principals.

The analysis reveals a relationship among the various special services provided; it leads one to assume that in certain schools these services are *relatively concentrated*. In particular, the establishment of strategic partnerships with other organizations (designed to better serve economically underprivileged students) often go hand in hand with providing services for early prevention of difficulties in adapting socially or to the school.

² Examples mentioned in the questionnaire sent to the principals: e.g., Breakfast programs, Animations Passe-Partout, Head Start, Early Childhood Initiative, High/Scope, Parenting programs.

Table 3.9 Special services offered - Associations

		Special services offered for special education students	Preventive services offered for school or social maladjustments	Strategic partnerships set up to improve services for disadvantaged students
Special services offered for special education students	Yes		73,4%	73,4%
	non		53,4%	57,0%
	Total		69,8%	70,3%
	<i>Cramer's V</i>		,168***	,141***
Preventive services offered for school or social maladjustments	Yes	86,3%		79,9%
	non	72,3%		49,8%
	Total	82,1%		70,9%
	<i>Cramer's V</i>	,168***		,303***
Strategic partnerships set up to improve services for disadvantaged students	Yes	84,7%	79,1%	
	non	72,6%	48,6%	
	Total	81,1%	70,2%	
	<i>Cramer's V</i>	,141***	,303***	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

On the other hand, the analysis reveals practically no relationship between providing special services and the educational goals of the school. It reveals only that schools valuing basic literacy skills tend more to provide special services for students with learning problems.

Table 3.10 Special services offered by educational goals of schools

		Special services offered for special education students		
		Yes	No	Total
Promotion of basic literacy	To a great extent or to a certain extent	81,6%	18,4%	100,0%
	To a little extent or not at all	59,2%	40,8%	100,0%
	Total	80,7%	19,3%	100,0%
	<i>Cramer's V</i>		0,108***	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The survey also shows that providing special services varies according to several contextual factors apart from the location of the school (urban versus rural). First, it varies *by region* and, specifically, by teaching level. Thus, comparatively more primary-school and secondary-school principals in the Atlantic Region, Ontario and Prairies state that their school provides special services for students with learning problems. Among the mixed schools and secondary schools, preventive services to help students adjust socially or to the school seem to be provided more in the Atlantic Region and the Northwest Territories. Lastly, the establishment of strategic partnerships seem more prevalent in primary schools in the Atlantic Region, Québec and the Northwest Territories. On the other hand, the principals' satisfaction with regard to these various types of special services does not vary by region. However, at the primary school level, more principals in the Atlantic Region – and even more in Québec – consider that teacher training is not adequate in meeting the needs of students with learning problems. In Chapter 6, we will also see that the Québec principals have a more negative view of their teachers' preparation and skills.

Table 3.11 Special services offered by region

	Special services offered for special education students	Preventive services offered for school or social maladjustments	Strategic partnerships set up to improve services for disadvantaged students	Satisfaction for teacher training and the way it addresses the needs of special education students
All levels of education combined				
Atlantic	87,7%	76,6%	72,5%	64,0%
British Columbia	84,4%	66,0%	66,2%	69,5%
Ontario	84,0%	67,3%	67,0%	68,0%
Prairies	81,4%	69,2%	67,1%	67,6%
Quebec	68,5%	70,1%	80,1%	52,9%
Territories	72,7%	88,9%	76,4%	68,3%
Canada, total	80,7%	70,1%	70,5%	65,0%
<i>Cramer's V</i>	,166***	,100***	,115***	,117***
Elementary				
Atlantic	85,3%	78,9%	73,1%	62,4%
British Columbia	86,2%	69,7%	64,7%	68,0%
Ontario	82,6%	71,3%	67,5%	67,9%
Prairies	81,8%	76,8%	71,5%	63,5%
Quebec	68,1%	76,6%	80,5%	49,0%
Territories	86,4%	90,9%	81,8%	63,2%
Canada, total	80,2%	74,6%	71,7%	62,7%
<i>Cramer's V</i>	,169*** NV	NS	,126***	,145***
Mixed				
Atlantic	86,7%	80,9%	64,4%	61,5%
British Columbia	75,0%	53,6%	57,1%	66,7%
Ontario	72,2%	35,3%	58,8%	69,2%
Prairies	78,3%	62,4%	52,9%	68,5%
Quebec	77,8%	77,8%	83,3%	50,0%
Territories	56,0%	87,5%	64,0%	73,3%
Canada, total	76,8%	66,3%	58,6%	66,2%
<i>Cramer's V</i>	NS NV	,278***	NS	NS NV
Secondary				
Atlantic	93,2%	69,3%	75,3%	68,3%
British Columbia	82,9%	60,6%	74,0%	74,6%
Ontario	90,9%	58,9%	66,7%	68,0%
Prairies	84,5%	63,4%	76,5%	73,5%
Quebec	68,1%	47,1%	78,0%	66,1%
Territories	87,5%	87,5%	100,0%	71,4%
Canada, total	84,3%	60,5%	74,3%	70,1%
<i>Cramer's V</i>	,235*** NV	,160* NV	NS NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

If we view variations *according to province*, we note that special services for students with learning difficulties seem to be offered more in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Ontario, Saskatchewan, Alberta, British Columbia and the Yukon; preventive services for adapting socially or to the school are provided more in Newfoundland and Labrador, Prince Edward Island, New Brunswick, Manitoba, Alberta, the Yukon, the Northwest Territories and Nunavut. Lastly, there are more strategic partnerships established in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Québec and the Yukon. In addition, fewer principals in New Brunswick, Québec, Manitoba and Nunavut seem satisfied with the adequacy of teacher training in meeting the needs of students with learning problems.

Table 3.12 Special services offered by province

	Special services offered for special education students	Preventive services offered for school or social maladjustments	Strategic partnerships set up to improve services for disadvantaged students	Satisfaction for teacher training and the way it addresses the needs of special education students
All levels of education combined				
Newfoundland and Labrador	94,7%	85,7%	74,7%	72,2%
Prince Edward Island	89,5%	85,7%	80,0%	76,5%
Nova Scotia	82,9%	63,6%	72,0%	66,7%
New Brunswick	87,9%	83,2%	70,0%	51,7%
Quebec	68,5%	70,1%	80,1%	52,9%
Ontario	84,0%	67,3%	67,0%	68,0%
Manitoba	69,1%	70,5%	62,4%	63,2%
Saskatchewan	88,3%	64,4%	69,9%	71,7%
Alberta	83,7%	71,1%	67,8%	67,0%
British Columbia	84,4%	66,0%	66,2%	69,5%
Yukon	90,0%	95,0%	85,0%	72,2%
Northwest Territories	50,0%	85,0%	70,0%	81,8%
Nunavut	80,0%	85,7%	73,3%	50,0%
Canada, total	80,7%	70,1%	70,5%	65,0%
<i>Cramer's V</i>	,206*** NV	,138*** NV	,123** NV	,148*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

There is also strong variation by *teaching sector* in the availability of special services. Thus, the various types of services seem to be available much more in public schools than in private schools.

Table 3.13 Special services offered by teaching sector

	Special services offered for special education students	Preventive services offered for school or social maladjustments	Strategic partnerships set up to improve services for disadvantaged students
Canada, total			
Public	84,2%	74,1%	73,1%
Private	49,0%	31,4%	46,2%
Total	80,7%	70,1%	70,5%
<i>Cramer's V</i>	,267***	,273***	,174***
Atlantic			
Public	88,4%	78,0%	73,5%
Private	57,1%	14,3%	28,6%
Total	87,7%	76,6%	72,5%
<i>Cramer's V</i>	,140* NV	,220*** NV	,147*** NV
British Columbia			
Public	89,6%	72,6%	71,5%
Private	61,4%	35,8%	42,9%
Total	84,4%	66,0%	66,2%
<i>Cramer's V</i>	,302***	,298***	,236***
Ontario			
Public	89,8%	72,6%	70,6%
Private	41,0%	22,6%	37,5%
Total	84,0%	67,3%	67,0%
<i>Cramer's V</i>	,431***	,326***	,221***
Prairies			
Public	83,8%	71,3%	67,5%
Private	52,8%	44,1%	61,8%
Total	81,4%	69,2%	67,1%
<i>Cramer's V</i>	,214***	,156***	NS
Quebec			
Public	71,8%	75,1%	83,3%
Private	40,5%	27,5%	53,5%
Total	68,5%	70,1%	80,1%
<i>Cramer's V</i>	,208***	,318***	,232***
Territories			
Public	74,1%	88,7%	77,8%
Private	-	100,0%	-
Total	72,7%	88,9%	76,4%
<i>Cramer's V</i>	NS NV	NS NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Only preventive services for adapting socially or to the school vary according to *teaching level*, and this applies only in a few regions only. Thus, in Ontario, the Prairies and Québec, comparatively more primary schools provide this type of service. In Québec, comparatively more mixed schools seem to provide preventive services for adapting socially or to the school.

Table 3.14 Special services offered by level of education

Preventive services offered for school or social maladjustments	
Canada, total	
Elementary	74,6%
Mixed	66,3%
Secondary	60,5%
Total	70,1%
Cramer's V	,132***
Atlantic	
Elementary	78,9%
Mixed	80,9%
Secondary	69,3%
Total	76,6%
Cramer's V	NS
British Columbia	
Elementary	69,7%
Mixed	53,6%
Secondary	60,6%
Total	66,0%
Cramer's V	NS
Ontario	
Elementary	71,3%
Mixed	35,3%
Secondary	58,9%
Total	67,3%
Cramer's V	,168***
Prairies	
Elementary	76,8%
Mixed	62,4%
Secondary	63,4%
Total	69,2%
Cramer's V	,151**
Quebec	
Elementary	76,6%
Mixed	77,8%
Secondary	47,1%
Total	70,1%
Cramer's V	,269***
Territories	
Elementary	90,9%
Mixed	87,5%
Secondary	87,5%
Total	88,9%
Cramer's V	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Surprisingly, providing various types of special services does not seem to be strongly linked to the *characteristics of the students*. In particular, providing special services to students with learning

difficulties seem more or less independent of the educational characteristics of the student population (as described by the principals), and very independent of the percentage of students believed to have a learning problem. On the other hand, there seem to be relatively more preventive services for adapting socially or to the school, and more strategic partnerships to better serve disadvantaged students, in schools with socially disadvantaged students, indigenous students and students displaying various kinds of problematical behaviour (dropping out, conflicts among students, health problems, deterioration in their social or economic situation, etc.). Thus, the existence of these two services seems to be more closely related to the characteristics of the student body.

Table 3.15 Special services offered by student, teacher and parent profiles

	Special services offered for special education students			Preventive services offered for school or social maladjustments			Strategic partnerships set up to improve services for disadvantaged students		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Students social characteristics									
Percentage of students from high income families	16,92 (*)	24,37	18,35 F = 23,834***	15,94(*)	23,21	18,11 F = 30,563***	15,34(*)	25,33	18,28 F = 58,244***
Percentage of students from middle income families	/	/	NS	54,72(*)	59,33	56,10 F = 13,198***	54,38(*)	60,38	56,15 F = 22,428***
Percentage of students from low income families	/	/	NS	39,66(*)	27,83	36,13 F = 68,780***	39,16(*)	29,23	36,24 F = 47,926***
Students school characteristics									
Percentage of special education students	/	/	NS	/	/	NS	0,13(*)	0,10	0,12 F = 6,495**
Percentage of absent students	/	/	NS	/	/	NS	/	/	NS
Percentage of students who do not finish the year in the school	/	/	NS	0,05(*)	0,04	0,04 F = 9,143**	0,05(*)	0,04	0,04 F = 9,569**
Students ethnic characteristics									
Percentage of native students	/	/	NS	0,08(*)	0,04	0,06 F = 17,944***	0,07(*)	0,05	0,07 F = 6,454**
Percentage of visible minority students	/	/	NS	/	/	NS	/	/	NS
Problems encountered with students									
Conflicts among students	47,8% (**)	37,4%	45,8% V = ,082***	49,9% (**)	38,4%	46,5% V = ,106***	50,2% (**)	36,0%	46,0% V = ,130***
Bullying among students	/	/	NS	46,3% (**)	37,9%	43,8% V = ,078***	46,4% (**)	35,7%	43,3% V = ,098***
Health problems in students	/	/	NS	23,5% (**)	14,4%	20,8% V = ,103***	23,4% (**)	15,2%	21,0% V = ,091***
Deterioration of socio-economic status of student's families	/	/	NS	55,5% (**)	36,5%	49,8% V = ,174***	57,6% (**)	32,1%	50,0% V = ,233***
Infractions against property by students	/	/	NS	22,2% (**)	15,8%	20,3% V = ,073***	23,3% (**)	12,9%	20,2% V = ,118***
Students possessing weapons	/	/	NS	/	/	NS	4,7% (**)	1,7%	3,8% V = ,072***
Students' use of alcohol or drugs	/	/	NS	/	/	NS	21,1% (**)	14,3%	19,1% V = ,079***
Student disrespect for teachers	/	/	NS	/	/	NS	38,6% (**)	27,7%	35,3% V = ,104***
Verbal abuse or physical assault of a staff member by a student	/	/	NS	/	/	NS	17,6% (**)	10,7%	15,6% V = ,087***
Student absenteeism	/	/	NS	/	/	NS	38,9% (**)	26,7%	35,3% V = ,117***
Sexism/Sexual harassment among students	/	/	NS	/	/	NS	/	/	NS
Racism/Racial conflicts among students	/	/	NS	/	/	NS	/	/	NS
Disruption of classes by students	33,0% (**)	23,4%	31,2% V = ,082***	33,5% (**)	25,8%	31,2% V = ,076***	/	/	NS
Student tardiness	/	/	NS	/	/	NS	/	/	NS
Students dropping out	/	/	NS	/	/	NS	/	/	NS
Student apathy	/	/	NS	/	/	NS	/	/	NS
Problems encountered with teachers									
Staff's use of alcohol or drugs	/	/	NS	/	/	NS	/	/	NS
Teacher turnover	/	/	NS	/	/	NS	31,3% (**)	21,5%	28,4% V = ,098***

Teacher absenteeism	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	NS
Problematical relations with parents	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	NS
Conflicts between parents and teachers	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	NS
Complaints from parents and students	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	NS

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

(*) Average percentage of students of the school showing signs of the concerned characteristic as claimed by principals

NS: Non significant

() Percentage of principals who claim to be confronted in a great or certain extent to the concerned problem**

2. Services to integrate students

The principals were also asked a series of more specific questions concerning the impact of services provided at the school on the integration of students³. As we can see in the following table, most principals (over 85%) state that their school has various types of specific services involving the integration of students: services to help students learn the language of the school (as well as linguistic support services) (84.9%), additional training (for student integration) provided by the school board or other authorities (87%), initial training for the teachers or the principal in the area of integration (89.9%), services and activities targeting the school-family link (94%), academic upgrading and catching-up services for students with learning difficulties (96.3%). When these services are available, most of the principals surveyed (over 77% if we cumulate the first two entries in the table) consider that their impact on the integration of students is either somewhat or very positive. In particular, the vast majority of principals consider the following services as having a positive impact: linguistic support services (95.1%, if we cumulate the first two entries in the table) academic upgrading services (90.4%). However, a non-negligible proportion of the principals feel that the following services has had a negative influence on the integration of students: activities targeting the school-family link (16.4% if we cumulate the last two entries in the table), initial training for the teachers or the principal on the question of integration (20.4%) and additional training provided by the school board or other authorities (22.3%).

Table 3.16 Offered services for student integration and their influence

	Existence of services			Perception of their influence (if the service exists)				
	Existing *	Non-existing*	Total	Very positive	Somewhat positive	Somewhat negative	Very negative	Total
Services for learning the language of the school and language support	84,9%	15,1%	100,0% (2056)	39,5%	55,7%	4,5%	,4%	100,0% (1746)
Development activities offered by the school board or other bodies on student integration	87,0%	13,0%	100,0% (2055)	16,4%	61,3%	19,9%	2,5%	100,0% (1787)
Initial training for teachers or school administration on the issue of integration	89,9%	10,1%	100,0% (2057)	17,1%	62,5%	18,3%	2,1%	100,0% (1850)
Services and activities to build school/family links	94,0%	6,0%	100,0% (2053)	17,5%	66,1%	15,1%	1,3%	100,0% (1930)
Remedial and learning support services for special education students	96,3%	3,7%	100,0% (2058)	39,3%	51,0%	8,7%	,9%	100,0% (1981)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The “non-existing” category, which cannot be found as this in the questionnaire, brings together all principals who answered “does not apply”; the “existing” category brings together all other principals.

³ Question asked: ‘Among the characteristics of your school and the services offered, how positive are their impact on the inclusiveness of all students?’

Analysis of the relationships among these various services leads us to assume that there is a *relative concentration* of these services in certain schools. In fact, when the school provide one type of service, in most cases they provide the other types as well (and vice versa). In particular, additional training for integration often exists alongside (a) initial training for this purpose and (b) activities targeting the school-family link.

Table 3.17 Offered services for student integration - Associations

		Existence of services for language support	Existence of remedial and learning support services	Existence of initial training on the issue of integration	Existence of development activities on integration	Existence of activities to build school/family links
Existence of services for language support	Yes		98,0%	93,6%	90,2%	96,3%
	No		86,8%	70,3%	68,7%	80,8%
	Total		96,3%	90,1%	87,0%	94,0%
	<i>Cramer's V</i>		,213***	,279***	,229***	,233***
Existence of remedial and learning support services	Yes	86,4%		92,2%	89,1%	95,5%
	No	46,1%		35,1%	33,8%	55,3%
	Total	84,9%		90,0%	87,0%	94,0%
	<i>Cramer's V</i>	,213***		,363***	,312***	,320***
Existence of initial training on the issue of integration	Yes	88,2%	98,5%		94,4%	97,1%
	No	54,7%	75,5%		19,1%	66,2%
	Total	84,9%	96,2%		86,9%	94,0%
	<i>Cramer's V</i>	,279***	,363***		,669***	,389***
Existence of development activities on integration	Yes	88,0%	98,5%	97,8%		97,8%
	No	63,7%	80,9%	38,4%		68,9%
	Total	84,9%	96,2%	90,0%		94,0%
	<i>Cramer's V</i>	,229***	,312***	,669***		,409***
Existence of activities to build school/family links	Yes	87,1%	97,8%	93,0%	90,4%	
	No	52,0%	72,4%	43,9%	32,5%	
	Total	84,9%	96,3%	90,0%	87,0%	
	<i>Cramer's V</i>	,233***	,320***	,389***	,409***	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

In addition, we observed that the various services designed to integrate students are provided, more often than not, when the school also has special services for students with problems (specialized services for students with learning difficulties, preventive services for students having difficulty adapting socially or to the school, and strategic partnerships to better serve underprivileged students). Once again, it seems that there is a *relative concentration* of these support services in certain schools.

Table 3.18 Offered services for student integration by special services offered for special education students

		Existence of services for language support	Existence of remedial and learning support services	Existence of initial training on the issue of integration	Existence of development activities on integration	Existence of activities to build school/family links
Special services offered for special education students	Yes	87,1%	99,0%	92,1%	89,3%	95,7%
	No	75,5%	84,8%	80,8%	76,9%	87,2%
	Total	84,9%	96,2%	89,9%	86,9%	94,0%
	<i>Cramer's V</i>	,128***	,293***	,148***	,145***	,141***
Preventive services offered for school or social maladjustments	Yes	87,9%	98,5%	92,8%	91,8%	96,8%
	No	78,4%	92,2%	83,7%	77,0%	88,7%
	Total	85,1%	96,6%	90,1%	87,4%	94,4%
	<i>Cramer's V</i>	,122***	,159***	,139***	,204***	,162***
Strategic partnerships set up to improve services for disadvantaged students	Yes	86,4%	97,3%	92,2%	90,7%	96,2%
	No	81,6%	94,4%	85,3%	78,8%	89,7%
	Total	85,0%	96,5%	90,2%	87,1%	94,3%
	<i>Cramer's V</i>	,061**	,071***	,106***	,162***	,127***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The presence of services for the integration of students is also linked – though weakly – to certain of the school’s educational goals. Thus, more often than not, the schools that foster increasing volunteerism among parents tend to provide various types of services designed to integrate students. We may therefore assume that increasing volunteerism among parents is viewed as an action facilitating the integration of students. We also note that linguistic support and catching-up services tend to be provided more in schools that value the development of basic literacy skills, or that encourage academic excellence. Linguistic support services tend to be provided more in schools promoting multicultural knowledge and understanding.

Table 3.19 Offered services for student integration by educational goals of schools

		Existence of services for language support	Existence of remedial and learning support services	Existence of initial training on the issue of integration	Existence of development activities on integration	Existence of activities to build school/family links
Building basic literacy skills	To a great extent or to a certain extent	85,5%	96,6%	/	/	94,5%
	To a little extent or not at all	71,4%	89,6%	/	/	85,7%
	Total	84,9%	96,3%	/	/	94,1%
	<i>Cramer's V</i>	,075***	,071***	NS	NS	,071***
Encouraging academic excellence	To a great extent or to a certain extent	85,6%	96,6%	/	/	/
	To a little extent or not at all	69,3%	89,6%	/	/	/
	Total	85,0%	96,3%	/	/	/
	<i>Cramer's V</i>	,086***	,070**	NS	NS	NS
Development of multi-cultural awareness and understandings	To a great extent or to a certain extent	87,7%	/	/	/	/
	To a little extent or not at all	77,3%	/	/	/	/
	Total	85,1%	/	/	/	/
	<i>Cramer's V</i>	,127***	NS	NS	NS	NS
Encouragement of parents doing volunteer work	To a great extent or to a certain extent	86,8%	97,2%	92,4%	89,3%	96,1%
	To a little extent or not at all	80,2%	94,0%	83,9%	80,9%	89,0%
	Total	85,0%	96,3%	90,0%	87,0%	94,1%
	<i>Cramer's V</i>	,083***	,075***	,127***	,113***	,134***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

The survey data reveals that the presence of services for the integration of students varies little by *region*. We observe only that there is less of a tendency among primary and secondary schools in Québec to provide (a) linguistic support services and (b) activities targeting the school-family link. Fewer schools in Ontario, too, provide activities targeting the school-family link. The positive or negative perceptions of the various services designed to integrate students do not vary at all by region.

Table 3.20 Offered services for student integration by region

	Existence of services for language support	Existence of activities to build school/family links
All levels of education combined		
Atlantic	84,6%	95,6%
British Columbia	86,9%	96,4%
Ontario	87,4%	92,0%
Prairies	88,2%	95,5%
Quebec	75,2%	91,4%
Territories	96,2%	96,3%
Canada, total	84,9%	94,0%
<i>Cramer's V</i>	,143***	,086**
Elementary		
Atlantic	87,0%	96,2%
British Columbia	88,7%	97,0%
Ontario	89,1%	93,0%
Prairies	91,9%	98,1%
Quebec	75,3%	94,4%
Territories	100,0%	100,0%
Canada, total	86,3%	95,3%
<i>Cramer's V</i>	,181*** NV	,095* NV
Mixed		
Atlantic	76,1%	91,3%
British Columbia	74,1%	100,0%
Ontario	82,4%	82,4%
Prairies	82,0%	90,6%
Quebec	88,9%	94,4%
Territories	91,3%	91,7%
Canada, total	81,5%	91,5%
<i>Cramer's V</i>	NS NV	NS NV
Secondary		
Atlantic	84,3%	96,6%
British Columbia	86,7%	93,3%
Ontario	82,3%	90,3%
Prairies	88,8%	96,6%
Quebec	72,3%	81,7%
Territories	100,0%	100,0%
Canada, total	83,2%	91,9%
<i>Cramer's V</i>	,162** NV	,203*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

At the provincial level, we observe only that Newfoundland and Labrador, Nova Scotia, New Brunswick and Québec tend to offer fewer linguistic support services.

Table 3.21 Offered services for student integration by province

Existence of services for language support	
Newfoundland and Labrador	81,6%
Prince Edward Island	100,0%
Nova Scotia	84,4%
New Brunswick	84,0%
Quebec	75,2%
Ontario	87,4%
Manitoba	90,9%
Saskatchewan	88,6%
Alberta	86,6%
British Columbia	86,9%
Yukon	90,0%
Northwest Territories	100,0%
Nunavut	100,0%
Canada, total	84,9%
<i>Cramer's V</i>	<i>,153*** NV</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The existence of services designed to integrate students, as well as the perception of the impact of these services, hardly vary at all *by teaching level*. The analysis reveals only that in certain regions (the Atlantic Region, Ontario and the Prairies), primary schools tend more to provide academic upgrading services.

Table 3.22 Offered services for student integration by level of education

	Existence of remedial and learning support services
Canada, total	
Elementary	97,4%
Mixed	92,6%
Secondary	95,4%
Total	96,3%
<i>Cramer's V</i>	,087***
Atlantic	
Elementary	98,4%
Mixed	91,3%
Secondary	100,0%
Total	97,8%
<i>Cramer's V</i>	,188*** NV
British Columbia	
Elementary	97,5%
Mixed	96,4%
Secondary	93,3%
Total	96,4%
<i>Cramer's V</i>	NS NV
Ontario	
Elementary	97,4%
Mixed	70,6%
Secondary	95,6%
Total	96,1%
<i>Cramer's V</i>	,247*** NV
Prairies	
Elementary	99,5%
Mixed	94,9%
Secondary	96,6%
Total	97,4%
<i>Cramer's V</i>	,126* NV
Quebec	
Elementary	95,1%
Mixed	100,0%
Secondary	90,4%
Total	94,2%
<i>Cramer's V</i>	NS NV
Territories	
Elementary	95,2%
Mixed	87,5%
Secondary	100,0%
Total	92,5%
<i>Cramer's V</i>	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

On the other hand, differences among *teaching sectors* are more important. Thus, in most regions of Canada, the various services designed to integrate students are offered more in public schools. On the other hand, perceptions of the positive or negative impact of these services do not vary by sector.

Table 3.23 Offered services for student integration by teaching sector

	Existence of remedial and learning support services	Existence of initial training on the issue of integration	Existence of development activities on integration	Existence of activities to build school/family links
Canada, total				
Public	97,8%	91,6%	90,0%	95,1%
Private	82,2%	74,9%	59,1%	84,2%
Total	96,3%	89,9%	87,0%	94,0%
<i>Cramer's V</i>	,245***	,166***	,274***	,136***
Atlantic				
Public	98,4%	93,2%	91,7%	96,5%
Private	66,7%	16,7%	16,7%	50,0%
Total	97,8%	91,8%	90,3%	95,6%
<i>Cramer's V</i>	,294*** NV	,380*** NV	,344*** NV	,308*** NV
British Columbia				
Public	98,8%	92,8%	88,8%	97,2%
Private	86,0%	80,7%	64,9%	93,0%
Total	96,4%	90,5%	84,3%	96,4%
<i>Cramer's V</i>	,269*** NV	,160**	,255***	NS NV
Ontario				
Public	99,1%	91,9%	90,8%	93,6%
Private	72,9%	62,7%	44,1%	79,7%
Total	96,1%	88,5%	85,5%	92,0%
<i>Cramer's V</i>	,433*** NV	,292***	,422***	,164*** NV
Prairies				
Public	98,6%	92,3%	87,6%	96,0%
Private	82,9%	80,6%	83,3%	88,9%
Total	97,4%	91,4%	87,3%	95,5%
<i>Cramer's V</i>	,262*** NV	,112* NV	NS NV	,092* NV
Quebec				
Public	94,4%	87,9%	91,5%	92,9%
Private	93,2%	88,6%	59,1%	79,5%
Total	94,2%	88,0%	87,9%	91,4%
<i>Cramer's V</i>	NS NV	NS	,312***	,150** NV
Territories				
Public	94,2%	92,5%	88,7%	96,2%
Private	-	-	-	100,0%
Total	92,5%	90,7%	87,0%	96,3%
<i>Cramer's V</i>	,485*** NV	,430*** NV	,356** NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The analysis also reveals that in several regions (British Columbia, Ontario and the Prairies), comparatively more *urban schools* provide linguistic support services.

Table 3.24 Offered services for student integration by urban or rural location of the school

Existence of services for language support	
Canada, total	
Urban	87,2%
Rural	79,4%
Total	84,9%
<i>Cramer's V</i>	,100***
Atlantic	
Urban	87,4%
Rural	81,6%
Total	84,6%
<i>Cramer's V</i>	NS
British Columbia	
Urban	90,4%
Rural	73,8%
Total	86,9%
<i>Cramer's V</i>	,201***
Ontario	
Urban	89,7%
Rural	78,9%
Total	87,4%
<i>Cramer's V</i>	,133**
Prairies	
Urban	90,3%
Rural	84,0%
Total	88,2%
<i>Cramer's V</i>	,092*
Quebec	
Urban	77,4%
Rural	68,4%
Total	75,2%
<i>Cramer's V</i>	NS
Territories	
Urban	100,0%
Rural	93,9%
Total	96,2%
<i>Cramer's V</i>	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the survey data reveals once again – yet surprisingly – that the various services designed to integrate students are practically independent of the *academic, social or behavioural characteristics of the student body*. Nonetheless, it should be noted that the additional training (organized by the school board or other authorities) required to help students integrate is offered more in schools with a greater number of students described as manifesting problematical behaviour. On the other hand, the way the principals perceive the impact (positive or negative) of these services on the integration of students is slightly more correlated with the incidence of problems encountered not only with the students, but also with the teachers or the students' parents. Overall, the greater the number of the principals who maintain that the various services have a positive impact on the integration of students, the fewer who state they have to deal with problems involving their students, teachers or students' parents.

Table 3.26 Perception of the influence of services for student integration according to student, teacher and parent profiles

	Influence of services for language support**	Influence of remedial and learning support services**	Influence of initial training on the issue of integration**	Influence of development activities on integration**	Influence of activities to build school/family links**
Students social characteristics					
Percentage of students from high income families	/	/	/	/	/
Percentage of students from middle income families	/	/	/	/	/
Percentage of students from low income families	/	/	/	/	,063***
Students school behaviour characteristics					
Percentage of absent students	/	/	/	/	/
Percentage of students who do not finish the year in the school	/	/	/	/	,079***
Students ethnic characteristics					
Percentage of native students	/	/	/	/	/
Percentage of visible minority students	/	/	/	/	/
Problems encountered with students					
Conflicts among students*	/	/	-,075***	/	/
Bullying among students*	/	/	/	/	/
Health problems in students*	/	/	/	/	/
Deterioration of socio-economic status of student's families*	/	/	/	/	/
Infractions against property by students*	/	/	/	/	/
Students possessing weapons*	/	/	/	/	/
Students' use of alcohol or drugs*	/	/	/	/	/
Student disrespect for teachers*	-,054*	-,085***	-,091***	-,092***	-,130***
Verbal abuse or physical assault of a staff member by a student*	/	-,069***	-,073***	-,059**	-,071***
Student absenteeism*	/	/	-,067**	-,069**	-,083***
Sexism/Sexual harassment among students*	/	/	/	/	-,080***
Racism/Racial conflicts among students*	/	/	/	/	/
Disruption of classes by students*	-,070***	-,089***	-,134***	-,126***	-,125***
Student tardiness*	/	/	-,066**	-,102***	-,096***
Students dropping out*	-,064**	-,057**	-,054*	/	-,084***
Student apathy*	-,052*	-,052*	-,108***	-,098***	-,114***
Problems encountered with teachers					
Staff's use of alcohol or drugs*	/	/	/	/	/
Teacher turnover*	/	-,081***	-,087***	-,059**	-,088***
Teacher absenteeism*	/	/	-,082***	/	-,070***
Problematical relations with parents					
Conflicts between parents and teachers*	/	-,101***	-,092***	-,099***	-,113***
Complaints from parents and students*	/	-,078***	-,097***	-,072***	-,092***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very positive" to "very negative"

III. POLICIES ON SCHOOL LIFE AND STUDENTS

The principals were asked several questions concerning the policies of their school towards school life and students. First, most of those surveyed (82.4%) maintain that in their school there is a team or a group actively interested in improving school life. The vast majority (98.1%) also state that their school organizes periodic staff meetings (monthly or more often). In addition, most stated that their school has written policies on discipline (95.6%), evaluating students (76%), absenteeism (62.7%) and homework/assignments (58.5%). By contrast, a significant proportion of the principals state that their school has no written policy on evaluating students (24%), absenteeism (37.3%) and particularly homework/assignments (41.5%).

Table 3.27 Policies towards school life and students

	Yes	No	Total
Written discipline policy	95,6%	4,4%	100,0% (2077)
Written student evaluation policy	76,0%	24,0%	100,0% (2071)
Written policy on absenteeism	62,7%	37,3%	100,0% (2073)
Written policy on homework	58,5%	41,5%	100,0% (2071)
Active school improvement group or team	82,4%	17,6%	100,0% (2066)
Regular staff meetings (at least once a month)	98,1%	1,9%	100,0% (2079)

Source : Joint Principals Survey : Teachcan and Statistics Canada, 2005

These various types of policies are for the most part mutually correlated. Stated differently, when principals state that their school has one of these policies, they are also more likely to have the other policies as well.

Table 3.28 Policies towards school life and students - Associations

		Written student evaluation policy	Written discipline policy	Written policy on absenteeism	Written policy on homework	Active school improvement group or team	Regular staff meetings
Active school improvement group or team	Yes	77,2%	96,6%	64,5%	61,0%		98,7%
	No	69,5%	91,2%	53,7%	46,7%		95,1%
	Total	75,9%	95,6%	62,6%	58,5%		98,1%
	<i>Cramer's V</i>	,068**	,100***	,085***	,111***		,101***
Regular staff meetings	Yes	/	96,1%	/	/	82,9%	
	No	/	72,5%	/	/	55,0%	
	Total	/	95,6%	/	/	82,4%	
	<i>Cramer's V</i>	NS	,158***	NS	NS	,101***	
Written student evaluation policy	Yes		97,6%	69,9%	64,7%	83,9%	/
	No		89,2%	40,1%	39,2%	77,9%	/
	Total		95,6%	62,8%	58,6%	82,5%	/
	<i>Cramer's V</i>		,177***	,263***	,222***	,068**	NS
Written discipline policy	Yes	77,6%		64,9%	60,5%	83,2%	98,5%
	No	40,7%		13,2%	14,3%	64,4%	87,9%
	Total	75,9%		62,6%	58,5%	82,4%	98,1%
	<i>Cramer's V</i>	,177***		,219***	,192***	,100***	,158***
Written policy on absenteeism	Yes	84,6%	99,1%		70,6%	84,9%	/
	No	61,4%	89,8%		37,8%	78,2%	/
	Total	76,0%	95,6%		58,4%	82,4%	/
	<i>Cramer's V</i>	,263***	,219***		,322***	,085***	NS
Written policy on homework	Yes	83,9%	98,9%	75,8%		86,0%	/
	No	64,6%	90,9%	44,2%		77,4%	/
	Total	75,9%	95,6%	62,6%		82,4%	/
	<i>Cramer's V</i>	,222***	,192***	,322***		,111***	NS

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

NS: Non significant

Also, comparatively more schools with a team or a group interested in improving school life provide support and integration services to students with difficulties. On the other hand, the other policies have no link to support services for students.

Table 3.29 Policies towards school life and students by special services offered to students

		Active school improvement group or team
Special services offered for special education students	Yes	85,7%
	No	67,0%
	Total	82,1%
	<i>Cramer's V</i>	,192***
Prevention services offered for school or social maladjustments	Yes	85,9%
	No	75,0%
	Total	82,7%
	<i>Cramer's V</i>	,132***
Strategic partnerships set up to improve services for disadvantaged students	Yes	86,4%
	No	74,2%
	Total	82,8%
	<i>Cramer's V</i>	,147***
Existence of services for language support	Yes	84,0%
	No	75,4%
	Total	82,7%
	<i>Cramer's V</i>	,081***
Existence of remedial and learning support services	Yes	83,9%
	No	46,6%
	Total	82,5%
	<i>Cramer's V</i>	,183***
Existence of development activities on integration	Yes	85,2%
	non	63,9%
	Total	82,5%
	<i>Cramer's V</i>	,189***
Existence of activities to build school/family links	Yes	84,0%
	No	58,5%
	Total	82,6%
	<i>Cramer's V</i>	,158***

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The analysis reveals that the various policies on school life and students vary very little by context, and they do not vary at all according to the location of the school (urban versus rural). However, it reveals several comparatively important differences *by region*, as well as *by teaching level*. Overall, more principals in the Atlantic Region state that their school has a team interested in improving school life as well as a written policy for evaluating students. More schools in Ontario have written policies on homework/assignments.

Table 3.30 Policies towards school life and students by region

	Written student evaluation policy	Written policy on homework	Active school improvement group or team
All levels of education combined			
Atlantic	83,0%	63,0%	95,0%
British Columbia	73,3%	55,0%	86,9%
Ontario	75,2%	77,9%	84,5%
Prairies	78,4%	52,6%	71,6%
Quebec	70,6%	40,3%	79,5%
Territories	74,5%	50,9%	76,4%
Canada, total	76,0%	58,5%	82,4%
<i>Cramer's V</i>	,094**	,267***	,199***
Elementary			
Atlantic	81,3%	67,4%	97,3%
British Columbia	72,4%	54,2%	91,1%
Ontario	68,9%	76,9%	84,4%
Prairies	78,2%	53,3%	76,4%
Quebec	68,9%	37,0%	78,1%
Territories	59,1%	45,5%	81,8%
Canada, total	72,6%	58,7%	84,6%
<i>Cramer's V</i>	,115**	,305***	,196*** NV
Mixed			
Atlantic	83,0%	57,4%	82,2%
British Columbia	71,4%	53,6%	53,6%
Ontario	76,5%	94,1%	70,6%
Prairies	77,1%	49,6%	57,1%
Quebec	77,8%	44,4%	72,2%
Territories	88,0%	52,0%	64,0%
Canada, total	78,5%	54,0%	63,4%
<i>Cramer's V</i>	NS NV	,218***	,204*
Secondary			
Atlantic	86,7%	56,7%	96,7%
British Columbia	76,3%	57,9%	88,0%
Ontario	96,5%	79,1%	86,7%
Prairies	80,2%	54,8%	80,3%
Quebec	74,5%	50,0%	85,1%
Territories	75,0%	62,5%	100,0%
Canada, total	83,3%	60,4%	87,1%
<i>Cramer's V</i>	,220*** NV	,217*** NV	,166** NV

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each region and each teaching sector, who claimed that there is such a politic in their school.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Table 3.31 Policies towards school life and students by province

	Written student evaluation policy	Written discipline policy	Written policy on absenteeism	Written policy on homework	Active school improvement group or team
Newfoundland and Labrador	94,7%	86,8%	55,3%	57,9%	94,6%
Prince Edward Island	75,0%	95,2%	80,0%	61,9%	90,5%
Nova Scotia	89,0%	99,2%	64,6%	65,9%	96,0%
New Brunswick	68,3%	96,0%	67,3%	63,4%	95,0%
Quebec	70,6%	96,8%	53,7%	40,3%	79,5%
Ontario	75,2%	97,9%	69,1%	77,9%	84,5%
Manitoba	78,2%	87,3%	57,3%	42,2%	73,4%
Saskatchewan	72,6%	91,1%	68,3%	41,1%	61,3%
Alberta	81,5%	96,1%	73,4%	63,6%	76,3%
British Columbia	73,3%	95,8%	53,9%	55,0%	86,9%
Yukon	80,0%	100,0%	75,0%	45,0%	85,0%
Northwest Territories	95,0%	95,0%	55,0%	70,0%	70,0%
Nunavut	40,0%	80,0%	46,7%	33,3%	73,3%
Canada, total	76,0%	95,6%	62,7%	58,5%	82,4%
<i>Cramer's V</i>	,166*** NV	,169*** NV	,165***	,292***	,217*** NV

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each province and for all levels of education combined, who claimed that there is such a politic in their school.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Certain policies vary by *teaching level*. For example, in several regions (the Atlantic Region, British Columbia, the Prairies), comparatively more primary and secondary schools have a team interested in improving school life. However, there are comparatively more written policies on absenteeism in mixed and secondary schools.

Table 3.32 Policies towards school life and students by level of education

	Written policy on absenteeism	Active school improvement group or team
Canada, total		
Elementary	52,6%	84,6%
Mixed	67,5%	63,4%
Secondary	86,2%	87,1%
Total	62,7%	82,4%
<i>Cramer's V</i>	,292***	,197***
Atlantic		
Elementary	50,8%	97,3%
Mixed	68,1%	82,2%
Secondary	90,0%	96,7%
Total	64,2%	95,0%
<i>Cramer's V</i>	,356***	,238*** NV
British Columbia		
Elementary	41,6%	91,1%
Mixed	71,4%	53,6%
Secondary	80,3%	88,0%
Total	53,9%	86,9%
<i>Cramer's V</i>	,348***	,316*** NV
Ontario		
Elementary	61,9%	84,4%
Mixed	94,1%	70,6%
Secondary	89,6%	86,7%
Total	69,1%	84,5%
<i>Cramer's V</i>	,267***	NS NV
Prairies		
Elementary	60,0%	76,4%
Mixed	65,5%	57,1%
Secondary	86,3%	80,3%
Total	68,2%	71,6%
<i>Cramer's V</i>	,230***	,213***
Quebec		
Elementary	44,0%	78,1%
Mixed	66,7%	72,2%
Secondary	81,7%	85,1%
Total	53,7%	79,5%
<i>Cramer's V</i>	,321***	NS NV
Territories		
Elementary	50,0%	81,8%
Mixed	56,0%	64,0%
Secondary	100,0%	100,0%
Total	60,0%	76,4%
<i>Cramer's V</i>	,342* NV	NS NV

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education, who claimed that there is such a politic in their school.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

In several regions (the Atlantic Region, British Columbia, Ontario, the Prairies), comparatively more *public schools* have a team/group interested in improving school life.

Table 3.33 Policies towards school life and students by teaching sector

		Active school improvement group or team
Canada, total	Public	85,0%
	Private	58,2%
	Total	82,4%
	<i>Cramer's V</i>	,208***
Atlantic	Public	96,5%
	Private	28,6%
	Total	95,0%
	<i>Cramer's V</i>	,456*** NV
British Columbia	Public	93,2%
	Private	57,4%
	Total	86,9%
	<i>Cramer's V</i>	,405***
Ontario	Public	88,6%
	Private	51,7%
	Total	84,5%
	<i>Cramer's V</i>	,322***
Prairies	Public	73,7%
	Private	47,2%
	Total	71,6%
	<i>Cramer's V</i>	,157***
Quebec	Public	79,1%
	Private	82,2%
	Total	79,5%
	<i>Cramer's V</i>	NS
Territories	Public	77,8%
	Private	-
	Total	76,4%
	<i>Cramer's V</i>	NS NV

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each teaching sector, who claimed that there is such a politic in their school.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the survey data reveal that the various policies on school life and students are very weakly related to the *characteristics of the school's student body*. We observe only that there are comparatively more written policies on absenteeism in schools where students show higher levels of problematical behaviour (absenteeism, lateness, dropping out, property offences, drug and alcohol consumption). By contrast, there seems to be more written policies on homework/assignments in schools with a socially privileged student population or made up of students belonging to ethnic minorities.

Table 3.34 Policies towards school life and students by student profile, problems encountered with teachers and the parents

	Written student evaluation policy	Written discipline policy	Active school improvement group or team	Regular staff meetings	Written policy on absenteeism			Written policy on homework			
					Yes	No	Total	Yes	No	Total	Statistical test
											Statistical test
Students social characteristics											
Percentage of students from high income families	NS	NS	NS	NS	/	/	/	19,77 (*)	16,35	18,35	F=7,849**
Percentage of students from middle income families	NS	NS	NS	NS	/	/	/	/	/	/	NS
Percentage of students from low income families	NS	NS	NS	NS	/	/	/	34,29 (*)	38,57	36,07	F=10,350***
Students school behaviour characteristics											
Percentage of absent students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Percentage of students who do not finish the year in the school	NS	NS	NS	NS	/	/	/	/	/	/	NS
Students ethnic characteristics											
Percentage of native students	NS	NS	NS	NS	/	/	/	,05 (*)	,08	,06	F=12,477***
Percentage of visible minority students	NS	NS	NS	NS	/	/	/	,20 (*)	,14	,17	F=16,255***
Problems encountered with students											
Conflicts among students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Bullying among students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Health problems in students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Deterioration of socio-economic status of student's families	NS	NS	NS	NS	/	/	/	/	/	/	NS
Infractions against property by students	NS	NS	NS	NS	22,3% (**)	16,4%	20,1%	V = ,070***	/	/	NS
Students possessing weapons	NS	NS	NS	NS	/	/	/	/	/	/	NS
Students' use of alcohol or drugs	NS	NS	NS	NS	24,5% (**)	9,5%	18,9%	V = ,186***	/	/	NS
Student disrespect for teachers	NS	NS	NS	NS	/	/	/	/	/	/	NS
Verbal abuse or physical assault of a staff member by a student	NS	NS	NS	NS	/	/	/	/	/	/	NS
Student absenteeism	NS	NS	NS	NS	38,9% (**)	28,6%	35,1%	V = ,105***	/	/	NS
Sexism/Sexual harassment among students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Racism/Racial conflicts among students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Disruption of classes by students	NS	NS	NS	NS	/	/	/	/	/	/	NS
Student tardiness	NS	NS	NS	NS	33,7% (**)	25,8%	30,8%	V = ,083***	/	/	NS
Students dropping out	NS	NS	NS	NS	15,6% (**)	10,4%	13,7%	V = ,074***	/	/	NS
Student apathy	NS	NS	NS	NS	/	/	/	/	/	/	NS
Problems encountered with teachers											
Staff's use of alcohol or drugs	NS	NS	NS	NS	/	/	/	/	/	/	NS
Teacher turnover	NS	NS	NS	NS	/	/	/	/	/	/	NS
Teacher absenteeism	NS	NS	NS	NS	/	/	/	/	/	/	NS
Problematical relations with parents											
Conflicts between parents and teachers	NS	NS	NS	NS	/	/	/	/	/	/	NS
Complaints from parents and students	NS	NS	NS	NS	/	/	/	/	/	/	NS

Source: Principals Survey, Teachcan, 2005

NS: Non significant

(*) Average percentage of students of the school showing signs of the concerned characteristic as claimed by principals

(**) Percentage of principals who claim to be confronted in a great or certain extent to the concerned problem

IV. MISSION/SPECIALISATION OF SCHOOLS TARGETING A SPECIAL CATEGORY OF STUDENT CLIENTELE

In order to delineate the educational projects of the schools, we questioned the principals on their satisfaction with schools missions/specialisations targeting a particular student category (for example, those involved in sports-study programs, international education, special work-study schedule, etc.) eventually implemented by their school⁴. First, as we can see in the following table, a very large proportion of the principals surveyed (over 50%) replies that these missions/specialisations “did not apply” in their case; stated differently, their school does not have missions/specialisations targeting a special category of student clientele. In addition, the vast majority of principals who manage schools having these kinds of missions/specialisations are satisfied (between 84% and 95% if we cumulate the first two entries in the table) with their impact, and on several counts: the overall environment of the institution (95.7% if we cumulate the first two entries in the table), the quality of education received by students as a whole (95.3%), parental satisfaction (95.2%), the integration of this profile with pedagogical activities (90.8%), the impact on the job of principal (89.1%) and the recruiting of students (84%).

Table 3.35 Existence of missions/specialisations targeting a special category of student clientele by school characteristics and principal satisfaction

	Existence of particular missions			Satisfaction for particular missions (in the case where the school adopted one)				
	Existing*	Non-existing*	Total	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Total
General climate of the school	47,4%	52,6%	100,0% (2144)	45,2%	50,5%	4,1%	,1%	100,0% (1017)
Parent's satisfaction	47,1%	52,9%	100,0% (2144)	38,9%	56,3%	4,4%	,4%	100,0% (1010)
Quality of knowledge acquired by students	47,1%	52,9%	100,0% (2144)	34,1%	61,2%	4,6%	,2%	100,0% (1010)
Integration of this profile into instructional activities	45,4%	54,6%	100,0% (2144)	28,7%	62,1%	8,8%	,4%	100,0% (973)
Impact on the tasks of the principal	45,0%	55,0%	100,0% (2144)	27,4%	61,7%	9,2%	1,8%	100,0% (965)
Recruitment of students	29,2%	70,8%	100,0% (2144)	29,0%	55,0%	14,4%	1,6%	100,0% (627)

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

* The “non-existing” category, which cannot be found as this in the questionnaire, brings together all principals who answered “does not apply”; the “existing” category brings together all other principals.

⁴ Question asked: ‘In the last decade, your school might have adopted a mission/specialisation targeting a group of students with specific characteristics (e.g., sports and studies combined, international education, work study schedule, arts concentration, science concentration, music, volunteer work). If this is the case, what were the impacts of this particular mission/specialisation on your level of satisfaction over the past year with: (If your school has adopted more than one (1) mission/specialisation, please refer only to the primary one’.

The impacts of their school's special missions are highly correlated together, and this affected the principals' degree of satisfaction. Stated differently, the greater the principals' satisfaction with one type of impact, the greater is their tendency to be satisfied with the other types.

Table 3.36 Satisfaction with missions/specialisations targeting a special category of student clientele by school characteristics - Correlations

	Impact on the tasks of the principal	Integration of this profile into instructional activities	Recruitment of students	General climate of the school	Parent's satisfaction	Quality of knowledge acquired by students
Impact on the tasks of the principal	1,000	,631***	,466***	,447***	,385***	,431***
Integration of this profile into instructional activities	,631***	1,000	,479***	,463***	,447***	,490***
Recruitment of students	,466***	,479***	1,000	,465***	,433***	,425***
General climate of the school	,447***	,463***	,465***	1,000	,601***	,554***
Parent's satisfaction	,385***	,447***	,433***	,601***	1,000	,547***
Quality of knowledge acquired by students	,431***	,490***	,425***	,554***	,547***	1,000

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The analysis reveals that the satisfaction of the principals regarding missions that target a special category of student does not vary at all by contextual or institutional variables such as *region, province, teaching level, teaching sector* or *the location of the school (urban versus rural)*. On the other hand, based on the “does not apply” answers provided by the respondents, we may assume that the presence of these missions varies by *region*. Thus, there seems to be comparatively fewer of these missions in Québec’s primary schools, and comparatively fewer of them in British Columbia and Ontario’s secondary schools.

Table 3.37 Existence of missions/specializations targeting a special category of student clientele by school characteristics and region

	Impact on the tasks of the principal	Integration of this profile into instructional activities	Recruitment of students	General climate of the school	Parent's satisfaction	Quality of knowledge acquired by students
Elementary						
Atlantic	45,3%	46,9%	19,8%	51,0%	50,5%	50,5%
British Columbia	42,4%	41,0%	22,9%	44,4%	44,4%	43,9%
Ontario	43,1%	43,8%	24,1%	46,6%	46,1%	46,1%
Prairies	45,9%	45,5%	26,8%	47,3%	47,3%	46,8%
Quebec	26,8%	27,5%	21,6%	27,5%	27,5%	27,5%
Territories	43,5%	43,5%	34,8%	43,5%	43,5%	43,5%
Canada, total	40,1%	40,4%	23,4%	42,6%	42,4%	42,2%
<i>Cramer's V</i>	,149***	,147***	NS	,170***	,167***	,166***
Mixed						
Atlantic	50,0%	52,1%	29,2%	60,4%	56,3%	50,0%
British Columbia	64,3%	64,3%	60,7%	64,3%	64,3%	64,3%
Ontario	57,9%	63,2%	52,6%	63,2%	57,9%	63,2%
Prairies	43,8%	44,4%	25,0%	47,2%	47,2%	48,6%
Quebec	36,8%	36,8%	36,8%	36,8%	36,8%	36,8%
Territories	52,0%	52,0%	24,0%	48,0%	52,0%	52,0%
Canada, total	48,1%	49,1%	31,8%	51,6%	50,9%	50,9%
<i>Cramer's V</i>	NS	NS	,257***	NS	NS	NS
Secondary						
Atlantic	56,7%	56,7%	27,8%	57,8%	57,8%	60,0%
British Columbia	51,3%	51,3%	39,5%	53,9%	52,6%	52,6%
Ontario	43,0%	43,8%	36,4%	45,5%	44,6%	43,8%
Prairies	61,0%	61,0%	47,5%	62,7%	62,7%	63,6%
Quebec	69,8%	69,8%	66,7%	69,8%	69,8%	69,8%
Territories	75,0%	75,0%	25,0%	75,0%	75,0%	75,0%
Canada, total	56,4%	56,6%	43,4%	58,0%	57,6%	58,0%
<i>Cramer's V</i>	,192*** NV	,187*** NV	,262*** NV	,176** NV	,184** NV	,193**

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each region and for each level of education, who claim that their school endowed a vocation.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Table 3.38 Existence of missions/specialisations targeting a special category of student clientele by school characteristics and province

	Impact on the tasks of the principal	Integration of this profile into instructional activities	Recruitment of students	General climate of the school	Parent's satisfaction	Quality of knowledge acquired by students
Newfoundland and Labrador	53,2%	50,6%	25,3%	59,5%	58,2%	54,4%
Prince Edward Island	63,6%	59,1%	18,2%	63,6%	63,6%	63,6%
Nova Scotia	45,3%	49,2%	25,0%	51,6%	50,0%	51,6%
New Brunswick	47,5%	49,5%	20,8%	51,5%	51,5%	51,5%
Quebec	37,1%	37,5%	32,5%	37,5%	37,5%	37,5%
Ontario	43,6%	44,5%	27,8%	46,9%	46,2%	46,2%
Manitoba	40,9%	40,9%	27,8%	41,7%	41,7%	41,7%
Saskatchewan	47,2%	46,5%	20,5%	51,2%	51,2%	51,2%
Alberta	53,8%	54,2%	38,8%	55,4%	55,4%	56,3%
British Columbia	46,6%	45,6%	30,4%	48,5%	48,2%	47,9%
Yukon	65,0%	65,0%	40,0%	65,0%	65,0%	65,0%
Northwest Territories	47,6%	47,6%	19,0%	47,6%	47,6%	47,6%
Nunavut	40,0%	40,0%	26,7%	33,3%	40,0%	40,0%
Canada, total	45,0%	45,4%	29,2%	47,4%	47,1%	47,1%
Cramer's V	,116**	,111**	,112**	,132***	,128***	,127***

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each province and for all levels of education combined, who claim that their school endowed a vocation.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The presence of these missions does not seem to vary by *teaching level*, *teaching sector*, *the location of the school (urban versus rural)* or even the *profile of the school's students*. However, the survey data reveal several correlations between (a) the satisfaction of principals with these missions and (b) the *characteristics of the students*, and *the problems encountered with the teachers and parents*. Thus, comparatively more principals state they are satisfied with missions that target a special category of students when they work in relatively “privileged” environments: schools with students who are more socially privileged and do not have behavioural problems, in which there are fewer problems with teachers and students’ parents.

Table 3.39 Satisfaction with missions/specialisations targeting a special category of student clientele by school characteristics and by student profile, problems encountered with teachers and the parents

	Impact on the tasks of the principal	Integration of this profile into instructional activities	Recruitment of students	General climate of the school	Parent's satisfaction	Quality of knowledge acquired by students
Students social characteristics						
Percentage of students from high income families	-,071***	-,096***	-,074**	-,108***	-,116***	-,115***
Percentage of students from middle income families	/	-,066**	/	-,060**	-,102***	-,112***
Percentage of students from low income families	/	/	,091***	,071***	,063**	,102***
Students school behaviour characteristics						
Percentage of absent students	/	/	,071**	/	,072***	,103***
Percentage of students who do not finish the year in the school	/	/	,113***	/	,058**	,073***
Students ethnic characteristics						
Percentage of native students	/	/	/	/	/	/
Percentage of visible minority students	/	/	/	-,063**	/	-,052**
Problems encountered with students						
Conflicts among students	-,062**	-,091***	-,112***	-,115***	-,104***	-,133***
Bullying among students	/	-,061**	-,110***	-,120***	-,111***	-,123***
Health problems in students	/	/	/	/	-,062**	/
Deterioration of socio-economic status of student's families	/	/	-,119***	-,081***	-,086***	-,113***
Infractions against property by students	-,074**	-,075**	-,071**	-,133***	-,142***	-,118***
Students possessing weapons	/	/	/	/	-,070**	-,072**
Students' use of alcohol or drugs	/	/	/	/	-,064**	-,066**
Student disrespect for teachers	-,082***	-,102***	-,116***	-,185***	-,163***	-,169***
Verbal abuse or physical assault of a staffmember by a student	-,110***	-,123***	-,143***	-,199***	-,168***	-,153***
Student absenteeism	/	-,067**	/	-,077***	-,096***	-,117***
Sexism/Sexual harassment among students	-,078***	-,069**	/	-,116***	-,124***	-,142***
Racism/Racial conflicts among students	-,072**	-,075**	/	-,093***	-,113***	-,091***
Disruption of classes by students	-,087***	-,113***	-,121***	-,136***	-,158***	-,161***
Student tardiness	-,065**	/	-,125***	-,081***	-,110***	-,109***
Students dropping out	-,066**	-,062**	/	-,063**	-,093***	-,113***
Student apathy	-,092***	-,129***	-,153***	-,175***	-,142***	-,179***
Problems encountered with teachers						
Staff's use of alcohol or drugs	/	/	/	/	/	/
Teacher turnover	-,141***	-,080***	/	-,122***	-,111***	-,085***
Teacher absenteeism	-,118***	/	/	-,107***	-,075***	-,067**
Problematical relations with parents						
Conflicts between parents and teachers	-,135***	-,132***	-,169***	-,183***	-,188***	-,136***
Complaints from parents and students	-,155***	-,119***	-,143***	-,179***	-,197***	-,162***

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/: Non significant

V. CONCLUSION

Overall, the survey data reveal that, based on the statements of their principals, most educational institutions in Canada seem to pursue *multiple educational objectives* designed to foster students' knowledge and self-management skills (acquisition of good work habits, development of basic literacy skills, academic excellence and personal growth, etc.). They also intend to provide *several special services* (programs, progress monitoring, partnerships) designed to support students experiencing various types of difficulties (learning, adapting socially or to the school, or problems of an economic order) or intended to integrate them. When these services are provided, most principals say they are satisfied with them or believe they have a positive influence. Also, most institutions seemed to have *a variety of policies on school life and students*: a team actively interested in improving school life, periodic staff meetings, and written policies on discipline, student evaluation, absenteeism and homework/assignments. Lastly, a significant proportion of the schools (over 40%) implement missions that target a special category of student clientele (such as students involved in sports-study programs, international education, a special work-study schedule, an arts-schooling concentration, a sciences concentration, music, volunteering). The vast majority of principals working in schools that have these special missions are satisfied with their impact – and this on several counts: the overall environment of the institution, the quality of the students' education, parental satisfaction, etc.

Beyond these general trends, our analysis reveals that the educational profile of the schools varies according to several contextual characteristics. In particular, it reveals several differences among the *regions* (or *provinces*). Thus, fewer Québec principals state that their school values the development of basic literacy skills. Conversely, more principals in Québec, as well as in Ontario and Alberta, state that they foster moral values. Lastly, more principals in the Atlantic Region, British Columbia and Ontario favour developing volunteerism among parents. It seems that the schools in the Atlantic Region tend to provide the most support services for students experiencing difficulties (services designed to integrate students or policies regarding school life or students); this is very different from the situation prevailing in Québec in particular. Comparatively more of these schools establish strategic partnerships, but only to better serve their underprivileged students.

Table 3.40 Synthesis: Educational goal of schools by region

	Valued educational goals			Special services offered and the satisfaction of principals towards them				Offered services for student integration		Policies towards school life and students		
	Basic literacy	Moral values	Parent volunteering	Special services offered for special education students	Preventive services offered for school or social maladjusted students	Strategic partnerships set up to improve services for disadvantaged students	Satisfaction for teacher training and the way it addresses the needs of special education students	Existence of services for language support	Existence of activities to build school/family links	Active school improvement group or team	Written student evaluation policy	Written policy on homework
Atlantic	98,7%	83,8%	80,7%	87,7%	76,6%	72,5%	64,0%	84,6%	95,6%	95,0%	83,0%	63,0%
British Columbia	100,0%	78,8%	76,3%	84,4%	66,0%	66,2%	69,5%	86,9%	96,4%	86,9%	73,3%	55,0%
Ontario	98,6%	91,1%	73,4%	84,0%	67,3%	67,0%	68,0%	87,4%	92,0%	84,5%	75,2%	77,9%
Prairies	98,7%	86,8%	69,6%	81,4%	69,2%	67,1%	67,6%	88,2%	95,5%	71,6%	78,4%	52,6%
Quebec	84,9%	95,7%	62,8%	68,5%	70,1%	80,1%	52,9%	75,2%	91,4%	79,5%	70,6%	40,3%
Territories	98,1%	77,8%	64,8%	72,7%	88,9%	76,4%	68,3%	96,2%	96,3%	76,4%	74,5%	50,9%
Canada, total	96,2%	87,7%	71,9%	80,7%	70,1%	70,5%	65,0%	84,9%	94,0%	82,4%	76,0%	58,5%
Cramer's V	,291***	,173***	,130***	,166***	,100***	,115***	,117***	,143***	,086**	,199***	,094**	,267***

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each region and all levels of education combined, who claim that their school pursues the concerned objective, organizes the concerned service or politic, or who declare themselves as satisfied by the service.

Table 3.41 Synthesis: Educational goals of schools by province

	Valued educational goals			Special services offered and the satisfaction of principals towards them						Offered services for student integration		Policies towards school life and students				
	Basic literacy	Moral values	Parent volunteering	Special services offered for special education students	Preventive services offered for school or social maladjustments	Strategic partnerships set up to improve services for disadvantaged students	Satisfaction for teachers and the way it addresses the needs of students with learning difficulties	Existence of services for language support	Active school improvement group or team	Written student evaluation policy	Written discipline policy	Written policy on absenteeism	Written policy on homework			
Newfoundland and Labrador	98,7%	85,7%	75,3%	94,7%	85,7%	74,7%	72,2%	81,6%	94,6%	94,7%	86,8%	55,3%	57,9%			
Prince Edward Island	100,0%	76,2%	71,4%	89,5%	85,7%	80,0%	76,5%	100,0%	90,5%	75,0%	95,2%	80,0%	61,9%			
Nova Scotia	100,0%	82,0%	82,0%	82,9%	63,6%	72,0%	66,7%	84,4%	96,0%	89,0%	99,2%	64,6%	65,9%			
New Brunswick	97,0%	86,0%	85,1%	87,9%	83,2%	70,0%	51,7%	84,0%	95,0%	68,3%	96,0%	67,3%	63,4%			
Quebec	84,9%	95,7%	62,8%	68,5%	70,1%	80,1%	52,9%	75,2%	79,5%	70,6%	96,8%	53,7%	40,3%			
Ontario	98,6%	91,1%	73,4%	84,0%	67,3%	67,0%	68,0%	87,4%	84,5%	75,2%	97,9%	69,1%	77,9%			
Manitoba	98,2%	85,6%	68,8%	69,1%	70,5%	62,4%	63,2%	90,9%	73,4%	78,2%	87,3%	57,3%	42,2%			
Saskatchewan	99,2%	84,4%	67,2%	88,3%	64,4%	69,9%	71,7%	88,0%	61,3%	72,6%	91,1%	68,3%	41,1%			
Alberta	98,7%	88,7%	71,3%	83,7%	71,1%	67,8%	67,0%	86,6%	76,3%	81,5%	96,1%	73,4%	63,6%			
British Columbia	100,0%	78,8%	76,3%	84,4%	66,0%	66,2%	69,5%	86,9%	86,9%	73,3%	95,8%	53,9%	55,0%			
Yukon	100,0%	78,9%	89,5%	90,0%	95,0%	85,0%	72,2%	90,0%	85,0%	80,0%	100,0%	75,0%	45,0%			
Northwest Territories	100,0%	80,0%	60,0%	50,0%	85,0%	70,0%	81,8%	100,0%	70,0%	95,0%	95,0%	55,0%	70,0%			
Nunavut	93,3%	73,3%	40,0%	80,0%	85,7%	73,3%	50,0%	100,0%	73,3%	40,0%	80,0%	46,7%	33,3%			
Canada, total	96,2%	87,7%	71,9%	80,7%	70,1%	70,5%	65,0%	84,9%	82,4%	76,0%	95,6%	62,7%	58,5%			
<i>Cramer's V</i>	,293***	,179***	,154***	,206***	,138***	,123***	,148***	,153***	,217***	,166***	,169***	,165***	,292***			
	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV			

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each province and for all levels of education combined, who claim that their school pursues the concerned objective, organizes the concerned service or practice, or who declare themselves as satisfied by the service.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The analysis also reveals several important differences among *teaching levels*. Comparatively more primary schools seem to pursue an objective of (a) fostering volunteerism among parents, (b) providing preventive services to respond to difficulties students are having with school or adjusting socially, and (c) offer “catch-up” services. Comparatively more secondary and mixed schools seem to promote the transition towards the post-secondary level and professional training and to have written policies on absenteeism. Lastly, fewer mixed schools (than schools at any other level) seem to have teams/groups interested in school life.

Table 3.42 Synthesis: Educational goals of schools by level of education

	Valued educational goals			Special services offered	Offered services for student integration	Policies towards school life and students	
	Transition towards post-secondary level	Vocational training	Parent volunteering	Preventive services offered for school or social maladjustments	Existence of remedial and learning support services	Active school improvement group or team	Written policy on absenteeism
Elementary	41,9%	30,3%	83,2%	74,6%	97,4%	84,6%	52,6%
Mixed	67,0%	54,2%	68,4%	66,3%	92,6%	63,4%	67,5%
Secondary	83,5%	73,3%	43,5%	60,5%	95,4%	87,1%	86,2%
Total	55,2%	43,8%	71,9%	70,1%	96,3%	82,4%	62,7%
<i>Cramer's V</i>	,361***	,369***	,368***	,132***	,087***	,197***	,292***

Source: Joint Principals Survey : Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each level of education, who claim that their school pursues the concerned objective, organizes the concerned service or politic.

There are also several important differences among the *teaching sectors*. The survey reveals that comparatively more *public schools* offer specific services: special services for students with learning problems, preventive services for students with academic or social difficulties, strategic partnerships to better serve underprivileged students, “catch-up” services, activities targeting the school-family link, etc.

Table 3.43 Synthesis: Educational goals of schools by teaching sector

	Special services offered			Offered services for student integration				Policies towards school life and students
	Special services offered for special education students	Preventive services offered for school or social maladjustments	Strategic partnerships set up to improve services for disadvantaged students	Existence of remedial and learning support services	Existence of initial training on the issue of integration	Existence of development activities on integration	Existence of activities to build school/family links	Active school improvement group or team
Public	84,2%	74,1%	73,1%	97,8%	91,6%	90,0%	95,1%	85,0%
Private	49,0%	31,4%	46,2%	82,2%	74,9%	59,1%	84,2%	58,2%
Total	80,7%	70,1%	70,5%	96,3%	89,9%	87,0%	94,0%	82,4%
<i>Cramer's V</i>	,267***	,273***	,174***	,245***	,166***	,274***	,136***	,208***

Source: Principals Survey, Teachcan, 2005

The percentages represent the proportion of principals, in each teaching sector, who claim that their school pursues the concerned objective, organizes the concerned service or politic.

The survey reveals that the educational profile of the school varies according to the profile of the student population, though less so than one might have supposed *a priori*. In particular, providing various types of special services designed to support students with difficulties, or to integrate students, is very weakly linked to the educational, social or behavioural characteristics of the school population. It is as if the existence of these services is decided (more or less) independently of the profile of the students for whom they are intended. Nonetheless, the survey reveals that certain services, such as (a) preventive services to address difficulties in adapting to school or socially, (b) strategic partnerships to better serve underprivileged students, (c) additional training on integration organized by the school board or other authorities, and (d) written policies on absenteeism, tend to be organized by schools with students who are socially underprivileged and have various behavioural problems.

Lastly, the survey reveals that the educational profile of the school hardly varies at all *according to the location of the school (urban versus rural) or according to the social/occupational profile of the principals* who direct them. We observe only that comparatively more of the older principals or those with longer service tend to promote academic excellence, developing multicultural knowledge, developing literacy skills, acquiring good work habits and fostering personal growth among students.

CHAPTER 4: CHANGES TO THE EDUCATIONAL SYSTEM: PERCEPTIONS AND IMPACTS

Now that we have described the school principals' main socio-professional characteristics and the educational environment in which they work, we will devote the present chapter to an analysis of the way they deal with recent changes to the educational system. Our analysis is based on their replies to five survey questions probing their perceptions on the impact of changes that have affected the field of education over the last decade.

In Part One, we will consider the changes that, according to the principals, have an important impact on their school. In Part Two, we will examine how, in their view, school-related changes have an impact, both on their own function and on the operations of their school.

As we shall see, most principals claim that they have to deal with numerous changes; however, they nuance their views regarding the impact of these changes on the operations of their school and on their own function. Their perceptions of changes to the educational system and the consequences of the latter vary by province, teaching sector (public / private), teaching level (primary / secondary / mixed) and the school's student body (as perceived and described by the principals). Once again, the survey reveals that the province (or region) category constitutes one of the main factors of differentiation. On the other hand, the principals' perceptions of changes to the educational system hardly vary at all by their socio-professional profile. Thus, the latter variable seems linked primarily to contextual factors.

I. CHANGES AFFECTING SCHOOLS

1. Changes having an impact on the schools

We began by asking the principals to evaluate the impact of various changes that affected the educational field over the last decade¹. As we can see from the following table, most principals surveyed feel that many changes have made an important impact on their school. Specifically, over 85% of the principals consider the impact of *changes of a pedagogical nature* (the introduction of new educational approaches – curriculum - and information and communication technologies) and *budgetary cuts* (the reduction in human, physical and financial resources) to be either *very important* or *important*. The majority of those surveyed also mention several changes in *the form of school regulation*, such as the new accountability policies (79%, if we cumulate the first two entries in the table), the new distribution of powers between the central and local authorities (72.2%), the standardized evaluation of students (71.7%) and formalized teacher evaluation (61.6%). Lastly, most respondents consider the impact of demographic changes, such as changes in teaching personnel (68.6%) and fluctuations in the number of students (67.6%), and socio-economic changes in the milieu (59.6%) to be either *very important* or *important*. The change whose impact is considered important by the fewest directors (42.9%) is that involving the cultural and linguistic diversity of the students.

¹ Question asked in the questionnaire: "Listed below are changes that occurred in the previous decade. How do you evaluate the impact these changes have had on your school?"

Table 4.1 Educational system changes' impact on schools

	Very important	Important	Not very important	Not important at all	Total	N
Pedagogical changes						
New instructional approaches (curriculum)	44,2%	47,4%	7,0%	1,4%	100%	2082
Information and communication technologies (ICT) in education and management	38,1%	50,5%	8,5%	2,9%	100%	2087
Reduction in resources						
Reduction in other resources (material, financial)	51,8%	35,3%	7,4%	5,6%	100%	2079
Reduction in human resources	58,2%	27,3%	6,9%	7,7%	100%	2080
School regulation form changes						
New accountability policies	33,5%	45,5%	15,5%	5,5%	100%	2081
A new distribution of responsibilities and authorities between central and local bodies, and within the institution	34,2%	38,0%	18,2%	9,6%	100%	2080
Standardized student assessment	23,3%	48,4%	19,7%	8,6%	100%	2081
Formalized teacher assessment	19,9%	41,7%	26,8%	11,6%	100%	2079
Mergers and reorganization of school boards	28,1%	25,4%	20,3%	26,1%	100%	2079
Demographic changes						
School staff changes : retirement, redeployment or renewal	24,1%	44,5%	24,9%	6,4%	100%	2072
Fluctuation in the number of students	31,8%	35,8%	24,6%	7,9%	100%	2084
Social changes						
Socio-economic changes in the environment	20,2%	39,4%	28,9%	11,5%	100%	2077
Cultural and linguistic diversity	12,9%	30,0%	37,3%	19,8%	100%	2082

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Practically all perceptions on the importance of the various changes are positively correlated together. Stated differently, the more the principals deem that one type of change has an important impact on their school, the more they tend to deem that the impact of other changes are important. Of note among the highest correlations, are those between the reduction in human resources and the reduction in physical/financial resources (Kendall's Tau = 0.529***), as well as those among new accountability policies, standardized evaluation of students, formalized teacher evaluation, and the new distribution of powers between the central and local authorities (Kendall's Tau values higher than 0.300***).

Table 4.2 Educational system changes' impact on schools – Correlations

	Reduction in resources		Demographic changes		Social changes		Pedagogical changes		School regulation form changes				
	Reduction in human resources	Reduction in other resources	School staff changes	Fluctuation in the number of students	Socio-economic changes in the environment	Cultural and linguistic diversity	ICT in education and management	New instructional approaches	New distribution of authorities between central and local bodies	Reorganization of school boards	Standardized student assessment	New accountability policies	Formalized teacher assessment
Reduction in resources													
Reduction in human resources	1,000	,529***	,161***	,086***	,161***	,140***	,157***	,149***	,251***	,154***	,207***	,210***	,165***
Reduction in other resources	,529***	1,000	,167***	,126***	,191***	,153***	,178***	,164***	,246***	,148***	,161***	,194***	,169***
Demographic changes													
School staff changes	,161***	,167***	1,000	,157***	,170***	,077***	,096***	,141***	,177***	,199***	,098***	,141***	,118***
Fluctuation in the number of students	,086***	,126***	,157***	1,000	,298***	,077***	,088***	,091***	,102***	,088***	,074***	,092***	,088***
Social changes													
Socio-economic changes in the environment	,161***	,191***	,170***	,298***	1,000	,247***	,116***	,132***	,212***	,107***	,124***	,150***	,130***
Cultural and linguistic diversity	,140***	,153***	,077***	,077***	,247***	1,000	,153***	1,000	,162***	/	,230***	,214***	,198***
Pedagogical changes													
ICT in education and management	,157***	,178***	,096***	,088***	,116***	,153***	1,000	,327***	,250***	,219***	,206***	,298***	,221***
New instructional approaches	,149***	,164***	,141***	,091***	,132***	,167***	,327***	1,000	,215***	,160***	,274***	,302***	,298***
School regulation form changes													
New distribution of responsibilities between central and local bodies	,251***	,246***	,177***	,102***	,212***	,162***	,250***	,215***	1,000	,370***	,210***	,331***	,210***
Reorganization of school boards	,154***	,148***	,199***	,088***	,107***	/	,219***	,160***	,370***	1,000	,123***	,180***	,147***
Standardized student assessment	,207***	,161***	,098***	,074***	,124***	,230***	,206***	,274***	,210***	,123***	1,000	,476***	,380***
New accountability policies	,210***	,194***	,141***	,092***	,150***	,214***	,298***	,302***	,331***	,180***	,476***	1,000	,384***
Formalized teacher assessment	,165***	,169***	,118***	,088***	,130***	,198***	,221***	,298***	,210***	,147***	,386***	,384***	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

The survey reveals that the perceptions of the impact of changes vary greatly *by region*, but also depend on the teaching level. Among these differences, we note particularly that:

- at the primary school level, comparatively more principals in the Atlantic Provinces, Ontario, Québec and the Northwest Territories deem the impact of changes in personnel to be important, whereas at the secondary school level more principals in the Atlantic Provinces and Québec consider them important;
- at both the primary school and secondary school level, comparatively more principals in British Columbia, Ontario, the Prairies and the Northwest Territories consider the impact of cultural diversity to be important, whereas for mixed schools, the principals in Québec and the Northwest Territories consider them important;
- at the primary school level, comparatively more principals in the Atlantic Provinces, the Prairies and Québec consider the impact of the new educational approaches to be important, whereas at the secondary school level, principals in the Atlantic Provinces, the Prairies and Ontario consider them important;
- at the primary school level, the new distribution of powers between the central and local authorities has a greater impression on principals in the Atlantic Provinces and Québec, whereas among the principals working in mixed schools, it is principals in the Atlantic Provinces and the Prairies who value them;
- at both the primary school and secondary school levels, the impact of the restructuring of school boards is deemed important by comparatively more principals in the Atlantic Provinces, Ontario and Québec, whereas in mixed schools, comparatively more principals in the Atlantic Provinces and the Prairies consider them important;
- comparatively more principals in the Atlantic Provinces, Ontario and British Columbia deem the impact of the standardized evaluation of students to be important, while more principals in the Atlantic Provinces and Ontario deem formalized teacher evaluation to be important.

Lastly, it is the principals in the Atlantic Provinces and Ontario who attribute importance to the impact of more changes (than in any other region or province). The differences among the regions are probably linked to school-related policies specific to each province, even though we are able to discern trends that are common to all provinces (Lessard and Brassard, forthcoming; Lessard and Grimmett, 2004).

Table 4.3 Educational system changes' impact on schools by region

	Reduction in resources		Demographic changes		Social changes		Pedagogical changes		School regulation form changes				
	Reduction in human resources	Reduction in other resources	School staff changes	Fluctuation in the number of students	Socio-economic changes in the environment	Cultural and linguistic diversity	ICT in education and management	New instructional approaches	New distribution of responsibilities between central and local bodies	Reorganization of school boards	Standardized student assessment	New accountability policies	Formalized teacher assessment
All level combined	90,0%	91,9%	74,4%	72,4%	65,3%	32,4%	92,6%	94,2%	78,9%	74,1%	84,3%	84,8%	70,8%
Atlantic	83,4%	85,1%	61,6%	65,0%	58,2%	49,8%	84,1%	85,1%	65,7%	28,4%	76,9%	83,5%	43,0%
British Columbia	87,7%	88,3%	71,3%	62,5%	56,1%	46,5%	89,0%	91,4%	71,3%	55,6%	80,6%	81,2%	75,9%
Prairies	86,5%	86,9%	58,7%	73,3%	61,2%	49,5%	88,2%	92,1%	70,5%	44,4%	66,2%	73,0%	59,2%
Québec	81,6%	84,8%	76,9%	65,6%	57,3%	30,0%	89,6%	95,1%	77,6%	67,4%	53,0%	77,9%	52,6%
Territories	67,3%	75,9%	74,1%	68,5%	70,9%	69,1%	81,8%	83,3%	52,7%	29,1%	67,3%	60,0%	60,0%
Canada, total (N)	85,4% (1777)	87,1% (1810)	68,7% (1423)	67,6% (1409)	59,6% (1238)	42,9% (893)	88,6% (1849)	91,6% (1910)	72,2% (1502)	53,5% (1113)	71,7% (1493)	79,0% (1645)	61,6% (1280)
<i>Cramer's V</i>	0,117** *	0,089**	0,153** *	0,093**	NS	0,189** *	NS	0,122*** NV	0,122** *	0,305** *	0,247** *	0,128***	0,237** *
Elementary													
Atlantic	89,8%	92,5%	70,8%	73,3%	62,0%	31,7%	91,5%	93,1%	85,6%	77,1%	86,8%	87,6%	72,7%
British Columbia	86,8%	88,2%	59,8%	64,4%	56,4%	51,2%	83,9%	88,8%	70,4%	28,4%	77,8%	88,8%	46,1%
Ontario	88,3%	90,1%	73,9%	63,1%	57,1%	49,0%	89,8%	91,1%	71,0%	55,2%	79,9%	81,4%	76,6%
Prairies	89,2%	88,6%	59,7%	73,9%	67,1%	58,0%	88,2%	94,8%	74,5%	42,2%	69,7%	76,8%	58,3%
Québec	84,7%	87,5%	76,5%	66,9%	60,1%	32,4%	90,7%	97,3%	81,9%	72,1%	58,1%	80,3%	56,7%
Territories	81,8%	86,4%	81,8%	61,9%	77,3%	63,6%	77,3%	90,5%	54,5%	27,3%	86,4%	72,7%	68,2%
Canada, total (N)	87,5% (1143)	89,3% (1167)	69,7% (909)	67,3% (880)	60,3% (786)	44,9% (588)	88,9% (1165)	93,0% (1218)	75,7% (988)	55,3% (722)	74,2% (971)	82,3% (1075)	63,8% (833)
<i>Cramer's V</i>	NS	NS	0,153** *	NS	NS	0,205** *	NS	0,114** NV	0,150** *	0,339** *	0,226** *	0,112** NV	0,233** *

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequency)

Educational system changes' impact on schools by region (continued)

	Reduction in resources		Demographic changes		Social changes		Pedagogical changes		School regulation form changes				
	Reduction in human resources	Reduction in other resources	School staff changes	Fluctuation in the number of students	Socio-economic changes in the environment	Cultural and linguistic diversity	ICT in education and management	New instructional approaches	New distribution of responsibilities between central and local bodies	Reorganization of school boards	Standardized student assessment	New accountability policies	Formalized teacher assessment
Mixed													
Atlantic	86,4%	80,4%	79,1%	80,4%	69,6%	34,8%	89,1%	93,6%	60,9%	71,7%	80,4%	80,4%	69,6%
British Columbia	51,9%	57,1%	64,3%	71,4%	67,9%	46,4%	85,7%	85,7%	46,4%	40,7%	67,9%	57,1%	46,4%
Ontario	63,2%	52,6%	47,4%	52,6%	52,6%	23,5%	66,7%	88,9%	21,1%	21,1%	61,1%	61,1%	55,6%
Prairies	82,4%	82,9%	56,4%	72,5%	59,2%	39,4%	82,3%	89,4%	66,9%	50,7%	64,8%	69,5%	62,0%
Québec	84,2%	73,7%	47,4%	73,7%	63,2%	57,9%	100,0%	100,0%	57,9%	42,1%	50,0%	63,2%	57,9%
Territories	56,0%	62,5%	70,8%	68,0%	56,0%	72,0%	84,0%	76,0%	48,0%	28,0%	52,0%	52,0%	56,0%
Canada, total (N)	76,4% (211)	75,4% (208)	60,8% (166)	72,0% (201)	61,3% (171)	42,6% (118)	84,1% (233)	89,2% (248)	58,4% (163)	48,6% (135)	65,3% (181)	67,5% (187)	39,6% (110)
<i>Cramer's V</i>	NS/NV	NS/NV	NS	NS	NS	0,233**	NS/NV	NS/NV	0,254**	0,276***	NS	NS	NS
Secondary													
Atlantic	92,2%	96,6%	79,8%	66,7%	70,0%	32,6%	96,7%	96,7%	74,2%	68,9%	81,1%	81,1%	67,4%
British Columbia	85,5%	86,8%	65,3%	64,5%	59,5%	47,4%	84,2%	75,0%	60,0%	24,0%	77,6%	78,9%	33,3%
Ontario	89,6%	87,8%	66,7%	62,3%	53,0%	41,2%	89,6%	93,0%	80,9%	62,6%	86,0%	83,5%	76,5%
Prairies	86,8%	88,7%	59,6%	73,0%	53,0%	46,1%	95,7%	90,4%	67,5%	40,9%	61,7%	70,4%	57,4%
Québec	71,6%	78,5%	84,0%	60,0%	47,3%	17,0%	84,2%	87,4%	68,4%	58,1%	37,6%	73,4%	38,7%
Territories	62,5%	87,5%	62,5%	87,5%	100,0%	75,0%	87,5%	87,5%	62,5%	37,5%	62,5%	50,0%	50,0%
Canada, total (N)	84,9% (423)	87,7% (435)	70,4% (348)	65,9% (328)	56,8% (281)	37,7% (187)	90,4% (451)	89,2% (444)	70,8% (351)	51,6% (256)	68,8% (341)	76,9% (383)	56,4% (279)
<i>Cramer's V</i>	0,212*** NV	NS/NV	0,203*** NV	NS/NV	0,188** NV	0,246*** NV	0,176* NV	0,216*** NV	NS/NV	0,307*** NV	0,375*** NV	NS/NV	0,323*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who evaluate that the impact of the change is "very important" or "important"

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

We will now examine in detail the perceptions of principals *by province*. Here are the main variations. A comparatively greater number of the principals (in brackets) attribute importance to:

- the impact of *the restructuring of school boards* (the principals in Newfoundland and Labrador, Nova Scotia, New Brunswick, Québec and Ontario);
- the impact of *the standardized evaluation of students* (the principals in New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Alberta, British Columbia and the Yukon);
- the impact of *formalized teacher evaluation* (the principals in Ontario, Newfoundland and Labrador, New Brunswick, the Northwest Territories and Nova Scotia);
- the impact of *the cultural and linguistic diversity of the students* (the principals in Nunavut, the Yukon, the Northwest Territories and Alberta).

Table 4.4 Educational system changes' impact on schools by province

	Reduction in resources		Demographic changes		Social changes		Pedagogical changes		School regulation form changes				
	Reduction in human resources	Reduction in other resources	School staff changes	Fluctuation in the number of students	Socio-economic changes in the environment	Cultural and linguistic diversity	ICT in education and management	New instructional approaches	New distribution of responsibilities between central and local bodies	Reorganization of school boards	Standardized student assessment	New accountability policies	Formalized teacher assessment
All level combined													
Newfoundland & Labrador	96,0%	93,4%	73,0%	75,3%	65,8%	18,4%	93,5%	94,9%	85,5%	92,1%	88,3%	83,1%	74,0%
Prince Edward Island	71,4%	90,5%	65,0%	76,2%	70,0%	38,1%	100,0%	90,5%	66,7%	38,1%	23,8%	76,2%	66,7%
Nova Scotia	90,4%	92,0%	78,7%	75,2%	69,8%	40,5%	93,7%	93,6%	77,6%	78,6%	84,1%	84,6%	69,1%
New Brunswick	89,0%	91,0%	72,3%	66,0%	58,4%	31,6%	89,1%	95,0%	78,0%	62,4%	94,1%	88,1%	71,3%
Québec	81,6%	84,8%	76,9%	65,6%	57,3%	30,0%	89,6%	95,1%	77,6%	67,4%	53,0%	77,9%	52,6%
Ontario	87,7%	88,3%	71,3%	62,5%	56,1%	46,5%	89,0%	91,4%	71,3%	55,6%	80,6%	81,2%	75,9%
Manitoba	84,5%	83,6%	60,9%	69,4%	55,5%	47,7%	86,5%	95,5%	63,1%	39,6%	65,8%	70,9%	57,7%
Saskatchewan	79,8%	78,2%	61,0%	79,0%	68,5%	41,1%	87,9%	88,7%	66,9%	54,8%	40,3%	57,3%	52,4%
Alberta	91,0%	93,1%	56,5%	72,1%	60,1%	54,7%	89,3%	92,3%	76,0%	41,2%	80,3%	82,4%	63,5%
British Columbia	83,4%	85,1%	61,6%	65,0%	58,2%	49,8%	84,1%	85,1%	65,7%	28,4%	76,9%	83,5%	43,0%
Yukon	65,0%	75,0%	70,0%	70,0%	70,0%	70,0%	70,0%	85,0%	50,0%	25,0%	80,0%	60,0%	60,0%
North West Territories	60,0%	63,2%	68,4%	65,0%	65,0%	60,0%	90,0%	84,2%	50,0%	15,0%	60,0%	70,0%	70,0%
Nunavut	80,0%	93,3%	86,7%	71,4%	80,0%	80,0%	86,7%	80,0%	60,0%	53,3%	60,0%	46,7%	46,7%
Canada, total (N)	85,4% (1777)	87,1% (1810)	68,7% (1423)	67,6% (1409)	59,6% (1238)	42,9% (893)	88,6% (1849)	91,6% (1910)	72,2% (1502)	53,5% (1113)	71,7% (1493)	79,0% (1645)	61,6% (1280)
<i>Cramer's V</i>	0,152*** NV	0,140*** NV	0,161*** NV	NS NV	NS	0,210** *	NS NV	0,130*** NV	0,142*** NV	0,335** *	0,337*** NV	0,183*** NV	0,244*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each province, who evaluate that the impact of the change is "very important" or "important"

NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In several regions, the survey data reveal strong differences by teaching sector. The teaching sectors seem to be affected in various ways by changes in the educational system. In general, we note that comparatively more principals in public schools attribute importance to the impact of several changes to the educational system. Specifically, comparatively more principals in British Columbia, Ontario, the Prairies and Québec deem the following to be important: (a) the impact of the restructuring of school boards and (b) the new division of responsibilities and powers between the central and local authorities. In British Columbia, Ontario and Québec, comparatively more public school principals feel that the impact of the resources cuts and the new accountability policies are important. In Ontario and Québec, comparatively more of them claim that changes in matters affecting personnel (retirement, redeployment or renewal) have importance. Lastly, comparatively more public school principals in Ontario attribute importance to the impact of information and communication technologies, new educational technologies, the standardized evaluation of students and formalized teacher evaluation. However, there is one exception: in British Columbia, more private school principals attribute importance to the impact of formalized teacher evaluation. On the other hand, the survey does not reveal any difference between the private and public sectors as concerns perceptions of the impact of social changes (socio-economic changes in the milieu and cultural and linguistic diversity).

Table 4.5 Educational system changes' impact on schools by teaching sector

	Reduction in resources		Demographic changes		Pedagogical changes		School regulation form changes				
	Reduction in human resources	Reduction in other resources	School staff changes		ICT in education and management	New instructional approaches	New distribution of responsibilities between central and local bodies	Reorganization of school boards	Standardized student assessment	New accountability policies	Formalized teacher assessment
All of Canada	Public	89,8%	90,5%	70,4%	90,4%	92,7%	76,6%	58,1%	74,0%	82,3%	62,7%
	Private	45,3%	55,4%	52,9%	71,6%	80,9%	31,7%	11,7%	50,5%	48,5%	51,0%
	Total	85,4%	87,1%	68,7%	88,6%	91,6%	72,2%	53,5%	71,7%	79,0%	61,6%
	<i>Cramer's V</i>	0,374***	0,311***	0,112***	0,176***	0,127***	0,299***	0,277***	0,154***	0,246***	0,072***
Atlantic	Public	91,4%	93,3%	74,6%	93,1%	94,7%	80,3%	75,4%	84,9%	85,4%	71,4%
	Private	16,7%	28,6%	66,7%	71,4%	71,4%	14,3%	14,3%	57,1%	57,1%	42,9%
	Total	90,0%	91,9%	74,4%	92,6%	94,2%	78,9%	74,1%	84,3%	84,8%	70,8%
	<i>Cramer's V</i>	0,338***	0,347***	<i>NS</i>	<i>NS</i>	0,144**	0,236***	0,203***	<i>NS</i>	0,115*	<i>NS</i>
British Columbia	Public	94,0%	92,8%	64,8%	85,3%	84,9%	71,1%	30,5%	78,9%	87,7%	37,6%
	Private	35,7%	50,9%	47,4%	78,9%	86,0%	42,1%	19,3%	67,9%	64,9%	66,7%
	Total	83,4%	85,1%	61,6%	84,1%	85,1%	65,7%	28,4%	76,9%	83,5%	43,0%
	<i>Cramer's V</i>	0,605***	0,457***	<i>NS</i>	<i>NS</i>	<i>NS</i>	0,238***	<i>NS</i>	<i>NS</i>	0,238***	0,228***
Ontario	Public	93,8%	94,2%	74,7%	94,0%	95,2%	78,4%	61,8%	85,8%	87,3%	81,2%
	Private	42,9%	45,3%	46,9%	52,4%	63,5%	19,0%	10,9%	41,9%	36,5%	36,5%
	Total	87,7%	88,3%	71,3%	89,0%	91,4%	71,3%	55,6%	80,6%	81,2%	75,9%
	<i>Cramer's V</i>	0,502***	0,495***	0,201***	0,431***	0,369***	0,426***	0,334***	0,358***	0,422***	0,339***
Prairies	Public	88,5%	87,9%	58,1%	88,9%	92,4%	73,2%	47,1%	67,3%	73,7%	59,4%
	Private	62,9%	74,3%	65,7%	80,0%	88,6%	37,1%	11,4%	52,9%	64,7%	57,1%
	Total	86,5%	86,9%	58,7%	88,2%	92,1%	70,5%	44,4%	66,2%	73,0%	59,2%
	<i>Cramer's V</i>	0,197***	0,107**	<i>NS</i>	<i>NS</i>	<i>NS</i>	0,208***	0,189***	<i>NS</i>	<i>NS</i>	<i>NS</i>
Québec	Public	85,0%	86,7%	78,9%	90,1%	95,0%	82,5%	74,9%	54,7%	83,1%	53,1%
	Private	52,4%	67,5%	58,5%	85,4%	95,2%	35,7%	2,4%	37,5%	30,0%	48,8%
	Total	81,6%	84,8%	76,9%	89,6%	95,1%	77,6%	67,4%	53,0%	77,9%	52,6%
	<i>Cramer's V</i>	0,257***	0,160***	0,146**	<i>NS</i>	<i>NS</i>	0,343***	0,469***	<i>NS</i>	0,383***	<i>NS</i>
Territories	Public	68,5%	77,4%	75,5%	83,3%	83,3%	53,7%	29,6%	68,5%	61,1%	61,1%
	Private	-	-	-	-	-	-	-	-	-	-
	Total	67,3%	75,9%	74,1%	81,8%	83,3%	52,7%	29,1%	67,3%	60,0%	60,0%
	<i>Cramer's V</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each teaching sector and in each region, who evaluate that the impact of the change is "very important" or "important"

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In certain regions, perceptions of the impact of some changes also vary *by teaching level*. Specifically, comparatively more primary school principals in the Atlantic Provinces, British Columbia and Québec – and more secondary school principals in Ontario – attribute importance to the impact of the new division of powers.

Table 4.6 Educational system changes' impact on schools by level of education

		Reduction in human resources	Reduction in other resources	New distribution of responsibilities between central and local bodies	New accountability policies
All of Canada	Elementary	87,5%	89,3%	75,7%	82,3%
	Mixed	76,4%	75,4%	58,4%	67,5%
	Secondary	84,9%	87,7%	70,8%	76,9%
	Total	85,4%	87,1%	72,2%	79,0%
	<i>Cramer's V</i>	0,104***	0,138***	0,130***	0,124***
Atlantic	Elementary	89,8%	92,5%	85,6%	87,6%
	Mixed	86,4%	80,4%	60,9%	80,4%
	Secondary	92,2%	96,6%	74,2%	81,1%
	Total	90,0%	91,9%	78,9%	84,8%
	<i>Cramer's V</i>	NS NV	0,184** NV	0,217***	NS
British Columbia	Elementary	86,8%	88,2%	70,4%	88,8%
	Mixed	51,9%	57,1%	46,4%	57,1%
	Secondary	85,5%	86,8%	60,0%	78,9%
	Total	83,4%	85,1%	65,7%	83,5%
	<i>Cramer's V</i>	0,263*** NV	0,248*** NV	0,159*	0,251*** NV
Ontario	Elementary	88,3%	90,1%	71,0%	81,4%
	Mixed	63,2%	52,6%	21,1%	61,1%
	Secondary	89,6%	87,8%	80,9%	83,5%
	Total	87,7%	88,3%	71,3%	81,2%
	<i>Cramer's V</i>	0,145** NV	0,216*** NV	0,233***	NS NV
Prairies	Elementary	89,2%	88,6%	74,5%	76,8%
	Mixed	82,4%	82,9%	66,9%	69,5%
	Secondary	86,8%	88,7%	67,5%	70,4%
	Total	86,5%	86,9%	70,5%	73,0%
	<i>Cramer's V</i>	NS	NS	NS	NS
Québec	Elementary	84,7%	87,5%	81,9%	80,3%
	Mixed	84,2%	73,7%	57,9%	63,2%
	Secondary	71,6%	78,5%	68,4%	73,4%
	Total	81,6%	84,8%	77,6%	77,9%
	<i>Cramer's V</i>	NS NV	NS NV	0,173** NV	NS NV
Territories	Elementary	81,8%	86,4%	54,5%	72,7%
	Mixed	56,0%	62,5%	48,0%	52,0%
	Secondary	62,5%	87,5%	62,5%	50,0%
	Total	67,3%	75,9%	52,7%	60,0%
	<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who evaluate that the impact of the change is "very important" or "important"

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In most regions, comparatively more principals in *urban schools* tend to attribute importance to the cultural diversity of their students.

Table 4.7 Educational system changes' impact on schools by urban or rural location of the school

		Cultural and linguistic diversity
All of Canada	Rural	28,4%
	Urban	49,1%
	Total	42,9%
	<i>Cramer's V</i>	0,191***
Atlantic	Rural	28,1%
	Urban	36,3%
	Total	32,4%
	<i>Cramer's V</i>	NS
British Columbia	Rural	31,3%
	Urban	55,0%
	Total	49,8%
	<i>Cramer's V</i>	0,195***
Ontario	Rural	18,9%
	Urban	53,9%
	Total	46,5%
	<i>Cramer's V</i>	0,286***
Prairies	Rural	34,0%
	Urban	57,2%
	Total	49,5%
	<i>Cramer's V</i>	0,219***
Québec	Rural	12,9%
	Urban	35,8%
	Total	30,0%
	<i>Cramer's V</i>	0,216***
Territories	Rural	74,3%
	Urban	60,0%
	Total	69,1%
	<i>Cramer's V</i>	NS

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each location, who evaluate that the impact of the change is "very important" or "important".

NS : Non significant

The perception of the changes also varies, though weakly, by both the *profile of the student body* and the school's *teachers*. Specifically, the greater the number of principals who work in schools with a high percentage of students with a low family income, the greater the number who attribute importance to the impact of various changes: primarily socio-economic changes in the milieu, but also reductions in human resources, staff changes, fluctuations in the number of students, the new division of responsibilities between local and central authorities and the restructuring of school boards. In addition, the greater the number of principals who claim that, to a large extent, they have to deal with various kinds of problematical behaviour on the part of students (disputes between students, rowdiness, lateness, etc.), the the greater the number who attribute importance to the impact of the various changes. We may assume that the principals who work with comparatively "difficult" or "socially disadvantaged" students feel the impact of various changes to the educational system more deeply.

Table 4.8 Educational system changes' impact on schools by the profile of students and teaching staff

	Social background of students			Problems encountered with students														Problems encountered with teachers				
	Percentage of students from high income family	Percentage of students from middle income	Percentage of students from low income family	Conflicts among students*	Bullying among students*	Health problems in students*	Deterioration of socio-economic status of students*	Infractions against property by students*	Students possessing weapons*	Students' use of alcohol or drugs*	Student disrespect for teachers	Verbal abuse or physical assault of a staff member by a student*	Student absenteeism*	Sexism/Sexual harassment among students*	Racism/Racial conflicts among students*	Disruption of classes by students*	Student tardiness*	Students dropping out*	Student apathy*	Staff's use of alcohol or drugs*	Teacher turnover*	Teacher absenteeism*
Reduction in human resources**	,096***	/	- ,059***	,093***	,106***	,094***	,120***	,091***	,080***	,028***	,095***	,068***	,068***	,075***	,108***	,130***	,090***	- ,061***	/	/	/	/
Reduction in other resources**	/	/	/	,097***	,094***	,094***	,091***	,066***	,083***	/	,068***	,053**	/	/	,086***	,074***	,074***	/	/	/	/	/
School staff changes**	/	/	- ,075***	,109***	,115***	,083***	,137***	,102***	,079***	/	,106***	,076***	/	,103***	/	,081***	,070***	/	,098***	/	,281***	,160***
Fluctuation in the number of students**	,087***	/	- ,071***	/	/	/	,098***	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Socio-economic changes in the environment**	,119***	,076***	- ,177***	,111***	,078***	,125***	,320***	,093***	,128***	,065***	,080***	,133***	,064***	,112***	,121***	,121***	,061***	,100***	/	/	,077***	/
Cultural and linguistic diversity**	/	/	/	/	/	,130***	,121***	,103***	,100***	/	/	,063***	/	/	,223***	/	,147***	/	/	/	/	/
Introduction of ICT / Information and communication technologies (ICT) in education and management **	/	/	/	/	/	/	/	/	,071***	/	/	/	/	/	/	/	/	/	/	/	/	/
New instructional approaches**	/	/	/	,076***	,093***	/	,071***	/	/	/	/	,074***	/	/	/	/	/	/	/	/	,063***	,085***
New distribution of responsibilities and authorities between central and local institutions**	,054**	/	- ,062***	,095***	,103***	,075***	,133***	,115***	,070***	/	,085***	,103***	,069***	,089***	,106***	,080***	,093***	/	/	/	,076***	,111***
Reorganization of school boards**	,079***	/	- ,065***	,103***	,115***	/	,076***	/	/	/	,094***	/	,069***	/	,062***	/	/	/	/	/	,091***	,073***
Standardized student assessment**	,049**	/	/	/	/	/	,067***	/	,070***	/	/	/	/	/	/	/	/	- ,063***	/	/	/	/
New accountability policies**	/	/	/	/	,079***	,070***	,102***	/	/	/	/	/	/	/	/	/	,065***	/	/	/	/	,094***
Formalized teacher assessment**	/	/	/	,085***	/	/	,060***	/	/	/	/	/	/	/	,068***	,062***	/	/	/	/	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very important" to "not important at all"

Lastly, the perceptions of changes hardly vary at all by the *profile of the principals*. We observe only that older principals, or those with longer service, tend to attribute greater importance to (a) the impact of information and communication technologies and (b) the cultural diversity of their students. By contrast, principals with a shorter length of service in their school tend to attribute greater importance to the impact of several changes: reductions in resources, new educational technologies, new accountability policies, the new division of responsibilities, changes in educational personnel and cultural diversity. We may assume that the latter group of principals tend to over-estimate the impact of various changes because they have fewer points of reference, given the shorter period of time they have worked in the school.

Table 4.9 Educational system changes' impact on schools by age and experience of principals

	Age	Total career experience	Total experience in school
Reduction in human resources*	/	/	,057***
Reduction in other resources*	/	/	,093***
School staff changes*	/	/	,074***
Fluctuation in the number of students*	/	/	/
Socio-economic changes*	/	/	/
New distribution of responsibilities*	/	/	,053**
Reorganization of school boards*	/	/	/
ICT in education and management*	-,105***	-,069***	/
New instructional approaches*	/	/	,061***
Cultural and linguistic diversity*	-,079***	-,047**	,061***
Standardized student assessment*	/	/	/
New accountability policies*	/	/	,059***
Formalized teacher assessment*	/	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

* The extent of the scale goes from "very important" to "not important at all"

2. Increase in competition among schools

One question in the survey deals specifically with the importance of competition among schools². As we can see from the following table, an appreciable proportion of the principals surveyed, though not a majority, deem that the increase in competition among schools in their sector is important (39.7% when we cumulate the first two entries in the table) and has an important impact on the recruitment and retention of personnel (46%), the recruitment and retention of students (37.40%) and their own tasks (29.7%). Thus, the competition among schools and the existence of “quasi-markets in education” seem to affect a significant proportion – though not a majority – of schools.

Table 4.10 Competition amongst schools and its impacts

	Very important	Important	Not very important	Not important at all	Total	N
The increased competition between the schools in your area	16,1%	23,6%	34,1%	26,1%	100%	2077
Impact of competition on your job as principal	9,7%	20,0%	41,1%	29,2%	100%	2078
Impact of competition on the recruitment and retention of students	12,8%	24,6%	31,4%	31,2%	100%	2077
Impact of competition on the recruitment and retention of staff	13,9%	32,0%	32,8%	20,2%	100%	2073

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Their perceptions of the importance and effects of competition have high positive correlations with each other. In particular, the more principals attribute importance to the increase in competition among the schools, the more they claim that it has an important impact on the recruitment and retention of students (Kendall’s Tau= 0.665***). On the other hand, the principals’ perceptions have lower correlations with the way they perceive the impact of other changes to the educational system. Nevertheless, the more the principals deem that competition, and the impact of this competition, among the schools are important, the more they tend to attribute importance to various changes in the educational system, especially the new accountability policies. Thus, we may assume that the latter are accompanied by an increase in competition among the schools. In addition, the impact of competition on the recruitment and retention of personnel seem to be felt more deeply when changes in personnel are perceived as important, while the importance of competition on the recruitment and retention of students is mentioned more when the principals attribute importance to the cultural diversity of their students.

² Question asked: “Based on your own experience, what has been the significance of ... ?”.

Table 4.11 Competition amongst schools and its impacts - Correlations

	Increased competition between the schools in your area	Impact of competition on your job as principal	Impact of competition on the recruitment and retention of students	Impact of competition on the recruitment and retention of staff
Perception of competition between schools				
Increased competition between the schools in your area	1,000	,502***	,665***	,370***
Impact of competition on your job as principal	,502***	1,000	,519***	,371***
Impact of competition on the recruitment and retention of students	,665***	,519***	1,000	,456***
Impact of competition on the recruitment and retention of staff	,370***	,371***	,456***	1,000
Perception of education system changes				
Reduction in human resources	/	/	/	/
Reduction in other resources	,042**	,059***	/	,069***
School staff changes	,065***	,107***	,078***	,142***
Fluctuation in the number of students	,067***	,052**	,069***	,076***
Socio-economic changes	,044**	,081***	,074***	,116***
New distribution of responsibilities	,046**	,089***	,072***	,062***
Reorganization of school boards	/	,065***	/	,047**
ICT in education and management	/	/	/	/
New instructional approaches	/	,053***	/	,051**
Cultural and linguistic diversity	,089***	,074***	,108***	,096***
Standardized student assessment	,072***	,088***	,064***	,060***
New accountability policies	,104***	,132***	,091***	,096***
Formalized teacher assessment	/	,083***	/	,116***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

The way principals feel about competition among schools varies *by region*. At the primary school level, comparatively more principals in British Columbia, the Prairies and Québec attribute importance to the increase in competition among schools, whereas at the secondary school level there are comparatively more in Ontario, the Prairies and Québec. At the primary school level, comparatively more principals in British Columbia, the Prairies, Québec and the Northwest Territories attribute importance to the impact of competition on the recruitment and retention of students, whereas at the secondary school level, there are comparatively more of these principals in Ontario, the Prairies and Québec. Lastly, fewer principals in the Atlantic Provinces attribute importance to the increase in competition among schools or to the effects of this competition.

Table 4.12 Competition amongst schools by region

		Increased competition between the schools in your area	Impact of competition on your job as principal	Impact of competition on the recruitment and retention of students	Impact of competition on the recruitment and retention of staff
All level combined	Atlantic	20,6%	25,5%	14,8%	42,0%
	British Columbia	44,5%	29,0%	40,3%	43,5%
	Ontario	40,4%	27,8%	39,9%	49,2%
	Prairies	46,2%	27,8%	44,1%	50,4%
	Québec	45,8%	39,5%	44,3%	42,0%
	Territories	21,8%	20,0%	22,2%	43,6%
	Canada, total	39,8%	29,7%	37,4%	46,0%
	<i>Cramer's V</i>	<i>0,189***</i>	<i>0,111***</i>	<i>0,215***</i>	<i>NS</i>
Elementary	Atlantic	19,0%	25,4%	13,2%	36,0%
	British Columbia	44,1%	28,1%	37,7%	35,3%
	Ontario	34,4%	26,2%	33,6%	46,2%
	Prairies	48,1%	29,5%	43,8%	48,3%
	Québec	39,3%	36,1%	36,8%	37,7%
	Territories	36,4%	27,3%	36,4%	50,0%
	Canada, total	37,0%	29,1%	33,7%	41,5%
	<i>Cramer's V</i>	<i>0,183***</i>	<i>NS</i>	<i>0,192***</i>	<i>NS</i>
Mixed	Atlantic	28,3%	27,7%	23,9%	48,9%
	British Columbia	42,9%	39,3%	50,0%	71,4%
	Ontario	50,0%	16,7%	66,7%	66,7%
	Prairies	38,0%	23,2%	35,9%	52,1%
	Québec	26,3%	15,8%	21,1%	27,8%
	Territories	12,0%	8,0%	12,0%	40,0%
	Canada, total	34,5%	23,3%	34,2%	51,8%
	<i>Cramer's V</i>	<i>NS</i>	<i>NS NV</i>	<i>0,274***</i>	<i>NS</i>
Secondary	Atlantic	20,0%	24,4%	13,3%	51,1%
	British Columbia	46,1%	27,6%	43,4%	55,3%
	Ontario	59,1%	35,1%	57,0%	56,5%
	Prairies	53,0%	30,4%	54,8%	52,2%
	Québec	69,5%	54,7%	72,3%	58,1%
	Territories	12,5%	37,5%	14,3%	37,5%
	Canada, total	49,9%	34,7%	48,8%	54,3%
	<i>Cramer's V</i>	<i>0,335*** NV</i>	<i>0,218*** NV</i>	<i>0,389*** NV</i>	<i>NS NV</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who believes that the increase in competition or its impacts are “very important” or “important”.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

If we examine the situation *by province*, we note that comparatively more principals in Alberta, Québec, Ontario and British Columbia attribute importance to the increase in competition among schools, and to the impact of the latter on student recruitment. In particular, the majority of principals in Alberta attribute importance to the increase in competition among schools (61.6% versus 39.8% for all principals) and the impact of competition on student recruitment (56.8% versus 37.4% for all principals).

Table 4.13 Competition amongst schools by province

	Increased competition between the schools	Impact of competition on your job as principal	Impact of competition on the recruitment and retention of students	Impact of competition on the recruitment and retention of staff
Newfoundland & Labrador	16,9%	23,1%	11,7%	44,9%
Prince Edward Island	9,1%	18,2%	18,2%	50,0%
Nova Scotia	23,0%	23,8%	12,7%	42,1%
New Brunswick	23,0%	31,0%	19,0%	38,0%
Québec	45,8%	39,5%	44,3%	42,0%
Ontario	40,4%	27,8%	39,9%	49,2%
Manitoba	34,2%	20,7%	28,8%	50,5%
Saskatchewan	27,9%	14,8%	33,6%	41,8%
Alberta	61,6%	38,0%	56,8%	54,9%
British Columbia	44,5%	29,0%	40,3%	43,5%
Yukon	30,0%	25,0%	20,0%	35,0%
North West Territories	25,0%	25,0%	25,0%	50,0%
Nunavut	6,7%	6,7%	21,4%	46,7%
Canada, total	39,8%	29,7%	37,4%	46,0%
<i>Cramer's V</i>	0,246***	0,162*** NV	0,251***	NS

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each province, who believes that the increase in competition or its impacts are "very important" or "important".

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Perceptions of the competition among schools also vary by the *teaching level* at which the principals are working. Thus, in most provinces, comparatively more secondary school principals attribute importance to the increase in competition among the schools, and to the impact of this competition on the recruiting of students and personnel.

Table 4.14 Competition amongst schools by level of education

		Increased competition between the schools	Impact of competition on your job as principal	Impact of competition on the recruitment and retention of students	Impact of competition on the recruitment and retention of staff
All of Canada	Elementary	37,0%	29,1%	33,7%	41,5%
	Mixed	34,5%	23,3%	34,2%	51,8%
	Secondary	49,9%	34,7%	48,8%	54,3%
	Total	39,8%	29,7%	37,4%	46,0%
	<i>Cramer's V</i>	0,118***	0,075**	0,132***	0,116***
Atlantic	Elementary	19,0%	25,4%	13,2%	36,0%
	Mixed	28,3%	27,7%	23,9%	48,9%
	Secondary	20,0%	24,4%	13,3%	51,1%
	Total	20,6%	25,5%	14,8%	42,0%
	<i>Cramer's V</i>	NS	NS	NS	NS
British Columbia	Elementary	44,1%	28,1%	37,7%	35,3%
	Mixed	42,9%	39,3%	50,0%	71,4%
	Secondary	46,1%	27,6%	43,4%	55,3%
	Total	44,5%	29,0%	40,3%	43,5%
	<i>Cramer's V</i>	NS	NS	NS	0,247***
Ontario	Elementary	34,4%	26,2%	33,6%	46,2%
	Mixed	50,0%	16,7%	66,7%	66,7%
	Secondary	59,1%	35,1%	57,0%	56,5%
	Total	40,4%	27,8%	39,9%	49,2%
	<i>Cramer's V</i>	0,212***	NS	0,223***	NS
Prairies	Elementary	48,1%	29,5%	43,8%	48,3%
	Mixed	38,0%	23,2%	35,9%	52,1%
	Secondary	53,0%	30,4%	54,8%	52,2%
	Total	46,2%	27,8%	44,1%	50,4%
	<i>Cramer's V</i>	NS	NS	0,140**	NS
Québec	Elementary	39,3%	36,1%	36,8%	37,7%
	Mixed	26,3%	15,8%	21,1%	27,8%
	Secondary	69,5%	54,7%	72,3%	58,1%
	Total	45,8%	39,5%	44,3%	42,0%
	<i>Cramer's V</i>	0,269***	0,193***	0,318***	0,184***
Territories	Elementary	36,4%	27,3%	36,4%	50,0%
	Mixed	12,0%	8,0%	12,0%	40,0%
	Secondary	12,5%	37,5%	14,3%	37,5%
	Total	21,8%	20,0%	22,2%	43,6%
	<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who believes that the increase in competition or its impacts are “very important” or “important”.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In certain regions, the survey reveals some variation by *school location (urban versus rural)*. Thus, in the Prairies and Québec, comparatively more principals in urban schools attribute importance to the increase in competition – and to the impact of this competition – among schools, whereas in the other regions the differences between the urban and rural schools are not statistically significant.

Table 4.15 Competition amongst schools by urban or rural location of the school

		Increased competition between the schools	Impact of competition on the recruitment and retention of students
All of Canada	Rural	28,7%	25,8%
	Urban	44,6%	42,4%
	Total	39,8%	37,4%
	<i>Cramer's V</i>	0,149***	0,157***
Atlantic	Rural	19,4%	14,2%
	Urban	21,8%	15,3%
	Total	20,6%	14,8%
	<i>Cramer's V</i>	NS	NS
British Columbia	Rural	32,8%	34,3%
	Urban	47,7%	41,9%
	Total	44,5%	40,3%
	<i>Cramer's V</i>	NS	NS
Ontario	Rural	34,5%	34,5%
	Urban	42,0%	41,4%
	Total	40,4%	39,9%
	<i>Cramer's V</i>	NS	NS
Prairies	Rural	32,5%	27,4%
	Urban	53,2%	52,6%
	Total	46,2%	44,1%
	<i>Cramer's V</i>	0,197***	0,240***
Québec	Rural	32,7%	30,7%
	Urban	50,2%	48,8%
	Total	45,8%	44,3%
	<i>Cramer's V</i>	0,152**	0,158***
Territories	Rural	14,3%	11,4%
	Urban	35,0%	42,1%
	Total	21,8%	22,2%
	<i>Cramer's V</i>	NS NV	0,352** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each location and in each province, who believes that the increase in competition or its impacts are “very important” or “important”.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The impact of competition among schools on student recruitment is felt more keenly by private school principals in certain regions (British Columbia, Ontario, the Prairies, Québec). On the other hand, the survey reveals no statistically significant difference between *teaching sectors* as regards the perception of increased competition among schools, or of this competition's impact on the function of principal or the recruiting of personnel. Stated differently, in the estimation of the principals, the increase in competition among schools seem to affect both public and private schools.

Table 4.16 Competition amongst schools by teaching sector

		Impact of competition on the recruitment and retention of students
All of Canada	Public	34,7%
	Private	61,6%
	Total	37,4%
	<i>Cramer's V</i>	0,165***
Atlantic	Public	14,4%
	Private	33,3%
	Total	14,8%
	<i>Cramer's V</i>	NS NV
British Columbia	Public	36,1%
	Private	58,9%
	Total	40,3%
	<i>Cramer's V</i>	0,179**
Ontario	Public	37,1%
	Private	60,7%
	Total	39,9%
	<i>Cramer's V</i>	0,155***
Prairies	Public	42,5%
	Private	63,9%
	Total	44,1%
	<i>Cramer's V</i>	0,115*
Québec	Public	41,3%
	Private	69,8%
	Total	44,3%
	<i>Cramer's V</i>	0,177***
Territories	Public	22,6%
	Private	-
	Total	22,2%
	<i>Cramer's V</i>	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each teaching sector and in each province, who believes that the increase in competition or its impacts are "very important" or "important".

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the survey reveals that perceptions of the competition among schools do not vary at all by *the profile of the principal*, and with varying strength by *the profile of the student body, the parents or the teachers*. In general, the more the principals claim they have to handle various problems involving their students, students' parents or their personnel, the more they tend to attribute importance to the increase in competition among schools, and to the effects of this competition on their function and on the recruitment of students and personnel. The more they claim to have a high proportion of students with a low family income, the more they tend to attribute importance to the increased competition among the schools in their

sector, and to the impact of this competition on student recruitment. We may therefore assume that the competition among schools has a more profound effect on schools with a relatively “difficult” and socially disadvantaged student body, and that it is associated with comparatively problematical relationships with the parents (complaints and disagreements).

Table 4.17 Competition amongst schools by student, teacher and parent profiles

	Increased competition between the schools in your area**	Impact of competition on your job as principal**	Impact of competition on the recruitment and retention of students**	Impact of competition on the recruitment and retention of staff**
<i>Social background of students</i>				
Percentage of students from high income family	-,075***	/	/	/
Percentage of students from middle income family	/	/	/	/
Percentage of students from low income family	,076***	/	,084***	/
<i>Problems encountered with students</i>				
Conflicts among students*	/	,065***	/	,061***
Bullying among students*	/	,075***	/	,093***
Health problems in students*	/	,067***	,069***	,100***
Deterioration of socio-economic status of student's families*	/	,103***	/	,100***
Infractions against property by students*	,059***	,112***	,072***	,105***
Students possessing weapons*	,069***	,071***	,063***	,084***
Students' use of alcohol or drugs*	,073***	/	,090***	,107***
Student disrespect for teachers*	/	,066***	/	,097***
Verbal abuse or physical assault of a staff member by a student*	/	,074***	/	,079***
Student absenteeism*	/	/	/	/
Sexism/Sexual harassment among students*	,063***	,070***	,069***	,107***
Racism/Racial conflicts among students*	,077***	,075***	,087***	,077***
Disruption of classes by students*	/	/	/	,085***
Student tardiness*	/	/	/	,091***
Students dropping out*	,068***	,078***	,106***	,084***
Student apathy*	/	/	/	,073***
<i>Problems encountered with teachers</i>				
Staff's use of alcohol or drugs*	/	,077***	,076***	,070***
Teacher turnover*	/	,089***	,063***	,140***
Teacher absenteeism*	,072***	,125***	,093***	,109***
<i>Problems encountered with parents</i>				
Conflicts between parents and teachers*	,061***	,088***	,082***	,099***
Complaints from parents and students*	,088***	,101***	,089***	,092***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

* The extent of the scale goes from “to a great extent” to “not at all”

** The extent of the scale goes from “very important” to “not important at all”

II. IMPACT OF CHANGES TO THE EDUCATIONAL SYSTEM

1. Effects on the function of principal

We then asked the principals to shed light on how changes to the educational system affected their function³. As we see from the following table, the majority of those surveyed feel that there have been many impacts, some of which are negative, on the content and conditions of their work. In particular, most find that their workload has increased (96% if we cumulate the first two entries in the table), that they have been obliged to develop new skills to adapt to the changes (92.1%), that they have become more aware of relationships in the school environment (80.1%), that they have been obliged to modify their management approach (79.6%), that they have to further clarify their school's operating rules (76.4%), that they have been obliged to stay the course on the most important aspects of their school's mission (75.8%), that they have to take further training (66.8%) and that they have to further reduce the human costs of the changes (61.2%). On the other hand, the majority does not find that their career plan has been disrupted (80.7% if we cumulate the last two entries in the table) or that their status has improved (76.7%). The principals' views are more divided when it comes to their control over conditions (45.2% claim that their control over conditions has declined, while 54.8% do not consider that it has declined) or their motivation (52.1% claim to be more motivated, while 47.9% do not make this claim).

Table 4.18 Impacts of Education system changes on principal's function

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Total	N
My workload has increased	83,6%	12,4%	1,3%	2,7%	100,0%	2078
I am developing new abilities to adapt to the changes	35,3%	56,8%	4,2%	3,7%	100,0%	2074
I am more aware of relations with the school's environment	24,3%	55,8%	12,2%	7,7%	100,0%	2066
I found it necessary to change my management approach	27,4%	52,1%	10,5%	10,0%	100,0%	2075
I was driven to clarify my school's operating rules	21,2%	55,2%	15,6%	8,0%	100,0%	2069
I am more focused on the key elements of the school's mission	23,5%	52,3%	16,5%	7,7%	100,0%	2070
I found it necessary to obtain training	23,0%	43,8%	16,4%	16,8%	100,0%	2071
I learned to minimize the human costs of change	11,5%	49,7%	21,3%	17,5%	100,0%	2048
I am more motivated	12,3%	39,8%	32,2%	15,8%	100,0%	2064
My mastery of the situation has diminished	10,6%	34,6%	32,9%	21,9%	100,0%	2066
My status has improved	3,7%	19,6%	50,4%	26,3%	100,0%	2063
My career plan has been disrupted	5,8%	13,5%	35,1%	45,5%	100,0%	2074

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Perceptions concerning the effects of changes to the educational system on the function of principal have, for the most part, high positive correlations amongst themselves. In particular, the more the principals deem that their workload has increased, the more they attribute importance to other impacts. Among the highest correlations, there are also those between:

- having to modify their management approach and the feeling that their control over conditions has declined and that their workload has increased;
- the increase in their motivation and their development of new adaptation skills, an improvement in their status and staying the course regarding the most important aspects of their school's mission;
- a greater awareness of relationships with the school's milieu and clarification of rules regarding the the school's operation.

³ Question asked: "The preceding changes have had an impact on the work of managing schools. Listed below are results ensuing from these changes. How do you evaluate the impact each one had on you?"

Table 4.19 Impacts of Education system changes on principal's function - Correlations

	Change of management approach	Diminution of mastery of situation	Increase of motivation	Developing new abilities to adapt	Increase of workload	Improvement of status	Focus on the key elements of school's mission	Minimize the human costs of change	Clarification of school's operating rules	More aware of relations with school's environment	Disruption of career plan	Additional training
Change of management approach	1,000	,357***	,108***	,185***	,292***	,081***	,122***	,164***	,255***	,220***	,200***	,266***
Diminution of mastery of situation	,357***	1,000	-,098***	/	,259***	/	-,076***	,078***	,103***	,074***	,262***	,192***
Increase of motivation	,108***	-,098***	1,000	,383***	,095***	,340***	,365***	,164***	,213***	,303***	/	,161***
Developing new abilities to adapt	,185***	,024	,383***	1,000	,244***	,164***	,329***	,200***	,285***	,306***	/	,245***
Increase of workload	,292***	,259***	,095***	,244***	1,000	,077***	,132***	,115***	,152***	,182***	,133***	,262***
Improvement of status	,081***	/	,340***	,164***	,077***	1,000	,249***	,170***	,166***	,188***	,149***	,141***
Focus on the key elements of school's mission	,122***	-,076***	,365***	,329***	,132***	,249***	1,000	,237***	,332***	,338***	/	,159***
Minimize the human costs of change	,164***	,078***	,164***	,200***	,115***	,170***	,237***	1,000	,294***	,224***	,165***	,123***
Clarification of school's operating rules	,255***	,103***	,213***	,285***	,152***	,166***	,332***	,294***	1,000	,441***	,146***	,221***
More aware of relations with school's environment	,220***	,074***	,303***	,306***	,182***	,188***	,338***	,224***	,441***	1,000	,095***	,213***
Disruption of career plan	,200***	,262***	/	/	,133***	,149***	/	,165***	,146***	,095***	1,000	,188***
Additional training	,266***	,192***	,161***	,245***	,262***	,141***	,159***	,123***	,221***	,213***	,188***	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Kendall's Tau / : Non significant

The way the principals describe the effects of changes to the educational system on their function is also correlated with their assessment of the impact of school-related. In general, the more they deem that the various changes to the educational system have a greater impact, the more they claim that these changes have an impact on their function. In particular, the more they state that their workload has increased, the more they attribute importance to the impact of the reduction in resources (human, physical and financial), cultural diversity and new accountability policies. In addition, in cases where, in their estimation, the cultural diversity and the new accountability policies have had a great impact, more principals claim to have modified their management approach and to have seen a decline in their control over conditions. We may assume that of all the changes made to the educational system, it is the new accountability policies that have the greatest impact on the function of principal – inasmuch as it is the perception of the importance of the new accountability policies that has the highest correlation with a large number of impacts on the function of principal. Cultural diversity and the new division of responsibilities between the central and local authorities also appears to have a significant impact on their function.

Their perceptions of the impact of changes to the educational system on their function are also correlated with the way they feel about the competition among schools. In particular, the more they attribute importance to the increase in competition among schools (and to the impact of this competition), the more they feel compelled to clarify the rules concerning the way their school operates, become aware of the relationships between the school and its milieu and take additional training.

Table 4.20 Perception of education system changes and of their impacts on principal's function - Correlations

	Change of management approach	Diminution of mastery of situation	Increase of motivation	Developing new abilities to adapt	Increase of workload	Improvement of status	Focus on the key elements of school's mission	Minimize the human costs of change	Clarification of school's operating rules	More aware of relations with school's environment	Disruption of career plan	Additional training
<i>Perception of impact of education system changes</i>												
Reduction in human resources	,152***	,165***	/	,128***	,271***	/	/	,062***	/	,088***	,069***	,106***
Reduction in other resources	,171***	,151***	/	,144***	,228***	/	/	,056**	,054**	,092***	,055**	,108***
School staff changes	,120***	,089***	/	,062**	,133***	/	/	,062***	,092***	,067***	,059**	,114***
Fluctuation in the number of students	,068***	,050**	,058**	,070***	,088***	,045*	,055**	/	,062***	,055**	,070***	,051**
Socio-economic changes in the environment	,135***	,082***	,075***	,092***	,157***	,050**	,048*	/	,085***	,094***	,113***	,128***
Cultural and linguistic diversity	,226***	,200***	/	,093***	,237***	/	,046*	,052**	,131***	,081***	,119***	,152***
ICT in education and management	,127***	,110***	/	,063***	,157***	,038*	/	,067***	,094***	,051**	,133***	,147***
New instructional approaches	,142***	,066***	,065***	,153***	,169***	/	,082***	,065***	,117***	,129***	,042*	,155***
New distribution of responsibilities between central and local bodies	,148***	,055**	,104***	,167***	,159***	/	,129***	,058**	,140***	,135***	,040*	,178***
Reorganization of school boards	,108***	,064***	,067***	,105***	,074***	,075***	,098***	,060***	,073***	,098***	,038*	,101***
Standardized student assessment	,124***	,145***	/	,087***	,176***	/	,066***	/	,087***	,066***	,051**	,139***
New accountability policies	,243***	,181***	,052**	,159***	,208***	/	,129***	,074***	,172***	,151***	,089***	,191***
Formalized teacher assessment	,183***	,112***	,071***	,116***	,146***	,054**	,094***	,053**	,105***	,113***	,084***	,169***
<i>Perception of competition amongst schools</i>												
The increased competition between the schools	,052*	,040*	,044*	/	/	,045*	,041*	,066**	,083**	,083**	,049*	,051*
Impact of competition on your job as principal	,092**	,082**	,059**	,068**	,048*	,053*	,045*	,110**	,131**	,127**	,136**	,100**
Impact of competition on the recruitment and retention of students	,080**	,046*	,063**	,075**	/	,064**	,048*	,096**	,123**	,126**	,097**	,090**
Impact of competition on the recruitment and retention of staff	,106**	,061**	,075**	,073**	,070**	,042*	,046*	,073**	,116**	,127**	,115**	,126**

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

The survey data reveal that some of the principals' opinions regarding the impact of changes to the educational system on their function vary *according to the region* in which they work – at least at the primary school level. Thus, comparatively more primary school principals in British Columbia and Ontario find that their control over conditions had been reduced; more of those in the Atlantic Provinces, the Prairies, Québec and the Northwest Territories claim that their motivation has increased; more of those in Québec state that they have to learn how to reduce the costs of the changes; lastly, more principals in the Atlantic Provinces, Ontario and the Northwest Territories claim they have taken additional training.

Table 4.21 Impacts of Education system changes on principal's function by region

		Diminution of mastery of situation	Increase of motivation	Minimize the human costs of change	Additional training
All level combined	Atlantic	46,0%	52,9%	55,8%	70,6%
	British Columbia	46,9%	49,2%	58,3%	57,7%
	Ontario	54,0%	45,6%	56,5%	72,1%
	Prairies	41,4%	56,4%	60,2%	66,2%
	Québec	36,6%	55,1%	74,1%	65,8%
	Territories	42,6%	65,4%	70,4%	60,0%
	Canada, total	45,2%	52,0%	61,2%	66,9%
	<i>Cramer's V</i>	<i>0,124***</i>	<i>0,095**</i>	<i>0,139***</i>	<i>0,102***</i>
Elementary	Atlantic	45,2%	54,0%	54,8%	73,0%
	British Columbia	51,2%	47,8%	55,8%	58,4%
	Ontario	54,6%	47,8%	57,5%	72,9%
	Prairies	43,8%	52,4%	58,0%	67,1%
	Québec	38,0%	53,5%	75,2%	68,1%
	Territories	47,6%	81,0%	59,1%	77,3%
	Canada, total	47,2%	51,2%	60,8%	68,7%
	<i>Cramer's V</i>	<i>0,127***</i>	<i>0,094**</i>	<i>0,158***</i>	<i>0,110**</i>
Mixed	Atlantic	46,7%	58,7%	53,5%	67,4%
	British Columbia	32,1%	66,7%	67,9%	46,4%
	Ontario	38,9%	44,4%	50,0%	72,2%
	Prairies	42,6%	59,4%	55,7%	64,1%
	Québec	36,8%	68,4%	63,2%	68,4%
	Territories	40,0%	56,0%	83,3%	52,0%
	Canada, total	41,3%	59,4%	59,2%	62,6%
	<i>Cramer's V</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>
Secondary	Atlantic	47,2%	47,8%	58,9%	67,0%
	British Columbia	40,5%	46,7%	61,6%	60,0%
	Ontario	54,4%	38,1%	53,9%	69,3%
	Prairies	35,4%	60,0%	69,6%	67,0%
	Québec	32,3%	57,0%	73,1%	58,5%
	Territories	37,5%	50,0%	62,5%	37,5%
	Canada, total	42,2%	50,0%	63,4%	64,4%
	<i>Cramer's V</i>	<i>0,168** NV</i>	<i>0,165** NV</i>	<i>NS NV</i>	<i>NS NV</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who "strongly agree" and "somewhat agree" with the impact

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

If we consider variations *by province* in detail, more principals in the Northwest Territories, Nova Scotia and Ontario mention having less control over conditions, whereas more principals in Saskatchewan, Nunavut, the Yukon, Prince Edward Island and the Northwest Territories (the opposite situation for principals, for the most part, from Ontario and British Columbia) mention an increase in motivation. More principals in Nunavut, the Northwest Territories and Québec mention having to learn to reduce human costs. Lastly, more principals in Nova Scotia, New Brunswick, Ontario and Manitoba mention having to take additional training.

Table 4.22 Impact of Education system changes on principal's function by province

	Diminution of mastery of situation	Increase of motivation	Minimize the human costs of change	Additional training
Newfoundland & Labrador	46,2%	53,8%	55,8%	59,0%
Prince Edward Island	20,0%	66,7%	52,4%	52,4%
Nova Scotia	54,8%	51,2%	53,7%	76,8%
New Brunswick	40,0%	51,5%	59,2%	75,8%
Québec	36,6%	55,1%	74,1%	65,8%
Ontario	54,0%	45,6%	56,5%	72,1%
Manitoba	34,9%	53,6%	56,9%	70,9%
Saskatchewan	38,2%	69,6%	58,9%	64,0%
Alberta	46,1%	50,6%	62,4%	65,1%
British Columbia	46,9%	49,2%	58,3%	57,7%
Yukon	30,0%	68,4%	55,0%	55,0%
North West Territories	60,0%	60,0%	78,9%	65,0%
Nunavut	35,7%	69,2%	80,0%	60,0%
Canada, total	45,2%	52,0%	61,2%	66,9%
<i>Cramer's V</i>	<i>0,157***</i>	<i>0,126***</i>	<i>0,148***</i>	<i>0,129***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, in each province, who "strongly agree" and "somewhat agree" with the impact

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The perceptions regarding the impact of changes to the educational system on the function of principal hardly vary at all *by teaching sector*. We observe only that in certain provinces (British Columbia, Ontario, the Prairies and Québec), more public school principals claim that their control over conditions has declined.

Table 4.23 Impacts of Education system changes on principal's function by teaching sector

		Diminution of mastery of situation
All of Canada	Public	47,5%
	Private	24,3%
	Total	45,2%
	<i>Cramer's V</i>	0,139***
Atlantic	Public	46,5%
	Private	16,7%
	Total	46,0%
	<i>Cramer's V</i>	NS NV
British Columbia	Public	52,2%
	Private	23,2%
	Total	46,9%
	<i>Cramer's V</i>	0,225***
Ontario	Public	57,6%
	Private	27,4%
	Total	54,0%
	<i>Cramer's V</i>	0,196***
Prairies	Public	42,7%
	Private	25,7%
	Total	41,4%
	<i>Cramer's V</i>	0,091*
Québec	Public	38,4%
	Private	21,4%
	Total	36,6%
	<i>Cramer's V</i>	0,108*
Territories	Public	43,4%
	Private	-
	Total	42,6%
	<i>Cramer's V</i>	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each teaching sector and in each region, who "strongly agree" and "somewhat agree" with the impact

NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Perceptions regarding the impact of changes to the educational system on the function of principal also vary, though weakly, *by profile of the student body* and by problems encountered with *teachers* or *students' parents*. Nonetheless, the more principals claim they have to deal with various problems involving the students in their school, their teachers or the students' parents, the more they claim having to contend with several changes in their function, especially modifications to their management approach, the decline in their control over conditions, the increase in their workload and additional training.

Table 4.24 Impacts of Education system changes on principal's function by student, teacher and parent profiles

	Change of management approach**	Diminution of mastery of situation**	Increase of motivation**	Developing new abilities to adapt**	Increase of workload**	Improvement of status**	Focus on the key elements of school's mission**	Minimize the human costs of change**	Clarification of school's operating rules**	More aware of relations with school's environment**	Disruption of career plan**	Additional training**
Social background of students												
Percentage of students from high income family	/	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from middle income family	/	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from low income family	/	/	/	/	/	/	/	/	/	/	/	/
Problems encountered with students												
Conflicts among students*	,120** *	,094** *	/	/	,088** *	/	/	/	,076** *	/	,067** *	,115** *
Bullying among students*	,120** *	,125** *	/	,067** *	,106** *	/	/	/	,098** *	,076** *	,074** *	,117** *
Health problems in students*	,074** *	,087** *	/	/	,074** *	/	/	/	/	/	,061** *	,086** *
Deterioration of socio-economic status of student's families*	,123** *	,123** *	/	,077** *	,153** *	/	/	,099** *	,093** *	,085** *	,092** *	,134** *
Infractions against property by students*	,076** *	,106** *	/	/	,106** *	/	/	/	/	/	/	,089** *
Students possessing weapons*	/	,066** *	/	/	,078** *	/	/	/	/	/	/	,087** *
Students' use of alcohol or drugs*	/	/	/	/	/	/	/	/	/	/	/	/
Student disrespect for teachers*	,073** *	,106** *	/	/	,116** *	/	/	/	,077** *	/	,072** *	,095** *
Verbal abuse or physical assault of a staffmember by a student*	,076** *	,076** *	/	/	,105** *	/	/	/	,070** *	/	,091** *	,087** *
Student absenteeism*	/	,090** *	/	/	,090** *	/	/	/	/	/	/	,069** *
Sexism/Sexual harassment among students*	,088** *	,117** *	/	/	,084** *	/	/	/	/	/	,099** *	,086** *
Racism/Racial conflicts among students*	,072** *	,105** *	/	/	,068** *	/	/	/	/	/	/	,090** *
Disruption of classes by students*	,090** *	,118** *	/	/	,123** *	/	/	/	/	/	/	,101** *
Student tardiness*	,068** *	,093** *	/	/	,086** *	/	/	/	/	/	/	/
Students dropping out*	/	/	/	/	/	/	/	,070** *	,067** *	/	,077** *	/
Student apathy*	,068** *	,085** *	/	/	,095** *	/	/	/	,063** *	/	,071** *	,073** *
Problems encountered with teachers												
Staff's use of alcohol or drugs*	,067** *	,076** *	/	/	,068** *	/	/	,058** *	/	/	,077** *	,083** *
Teacher turnover*	,109** *	,080** *	/	/	,074** *	/	/	,082** *	,083** *	,040** *	,044** *	,094** *
Teacher absenteeism*	,141** *	,117** *	/	/	,104** *	/	/	,079** *	,098** *	,065** *	,055** *	,081** *

Problems encountered with parents												
Conflicts between parents and teachers*	,142** *	,135** *	/	/	,113** *	/	/	,064** *	,100** *	,090***	,114** *	,089** *
Complaints from parents and students*	,143** *	,128** *	/	/	,130** *	/	/	/	,097** *	,093***	,108** *	,103** *

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "strongly agree" to "strongly disagree"

On the other hand, perceptions regarding the impact of changes to the educational system on the function of principal do not vary at all, in a statistically significant way, by *teaching level*, the *school's location* or the *profile of the principals*.

2. Effects on the schools

We also asked the principals to evaluate the impact of changes to the educational system on the operation of the schools⁴. The majority of the principals surveyed deem that these changes have a significant impact on their schools: a greater demand for institutional training and coaching (81.6% if we cumulate the first two entries in the table), a climate of greater mistrust and resistance to change (66.7%), destabilization and a loss of the habitual points of reference (62,6%), a significant decline in the quality of the services provided to students (60.3%) and an impression that their actions were less effective (58,5%). Thus, the larger number of principals claim primarily negative effects; they appear more divided with regard to the positive effects of changes to the educational system: improved personnel skills (57.6% consider it important, if we cumulate the first two entries in the table, contrasted to 42.4% who state that it is not important, if we cumulate the last two entries in the table), improved school success (56.2% versus 43.8%), greater motivation on the part of personnel (53.4% versus 46.6%), improved social integration by students (52.4% versus 47,6%). On the other hand, the majority attributes *little or no importance to the deterioration of the school's environment* (62% if we cumulate the last two entries in the table), the strengthening of cliques and rivalries between groups and sectors (63.6%) and the selection of and support for students (76.4%).

Table 4.25 Impacts of Education system changes on schools

	Very important	Important	Not very important	Not important at all	Total %	N
Greater demand for training and institutional guidance	31,1%	50,6%	13,9%	4,5%	100 %	2073
Environment of greater distrust and resistance to change	26,9%	39,8%	24,0%	9,3%	100 %	2070
Destabilization, loss of normal benchmarks	17,1%	45,5%	27,7%	9,7%	100 %	2057
Noticeable decline in the quality of services to students	23,9%	36,4%	27,6%	12,1%	100 %	2076
Feeling of ineffectiveness developing	16,7%	41,8%	30,7%	10,7%	100 %	2072
Higher professional qualifications of teaching staff	12,8%	44,8%	33,0%	9,5%	100 %	2075
Increased costs to parents	16,9%	40,3%	29,7%	13,1%	100 %	2068
Improved school success and retention rates	9,0%	47,2%	35,2%	8,6%	100 %	2061
Higher motivation of staff	13,7%	39,7%	31,9%	14,7%	100 %	2069
Better social integration of students	8,4%	44,0%	35,4%	12,2%	100 %	2063
Greater involvement of parents in learning and educational activities	13,9%	37,9%	36,5%	11,8%	100 %	2076
Deterioration of the school environment	12,3%	25,7%	39,4%	22,6%	100 %	2063

⁴ Question asked: "Below are a number of statements that describe the effects of the changes (positive or negative) that occurred in schools in the previous decade. Please indicate how significant the impact has been for each of the following statements".

Reinforcement of “cliques” and rivalries between groups and sectors	10,9%	25,5%	38,5%	25,1%	100 %	2073
Greater student selection	3,7%	20,0%	37,7%	38,6%	100 %	2017

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

For the most part, perceptions of the impact of changes to the educational system on the functioning of their schools are correlated together. Among the highest correlations, are:

- the greater motivation of personnel and the improvement in school success and retention;
- the loss of the habitual points of reference, the creation of a climate of increased mistrust and an impression that their actions are less effective;
- the increased rivalries, the creation of a climate of increased mistrust and the impression that their actions are less effective, the deterioration in the environment;
- the decline in the quality of services provided to students and the deterioration in the environment;
- the improvement in school success and the improvement in the selection of students, the greater involvement on the part of parents, the improved skills of teachers, the improved social integration of students.

Table 4.26 Impacts of Education system changes on schools - Correlations

	Greater demand for training	Higher motivation of staff	Higher qualification of teaching staff	Improvement of school success	Better social integration of students	Loss of usual benchmarks	Environment of greater distrust	Feeling of ineffectiveness	Reinforcement of rivalries	Decline of the quality of services to students	Deterioration of the school environment	Greater student selection	Greater involvement of parents	Increased costs to parents
Greater demand for training	1,000	,108*	,207*	,089*	,116*	,183*	,136**	,173*	,121*	,109*	,079**	/	,081*	,109*
Higher motivation of staff	,108*	1,000	,271*	,327*	,276*	/	-,097**	-,112*	-,087*	/	/	,190*	,238*	/
Higher qualification of teaching staff	,207*	,271*	1,000	,312*	,322*	/	-,054**	-,052*	/	/	/	,224*	,267*	,097*
Improvement of school success	,089*	,327*	,312*	1,000	,357*	/	-,044*	-,069*	/	-,051*	-,058**	,337*	,337*	/
Better social integration of students	,116*	,276*	,322*	,357*	1,000	/	/	/	/	/	/	,258*	,351*	,062*
Loss of usual benchmarks	,183*	/	/	/	/	1,000	,400**	,380*	,256*	,225*	,267**	/	/	,122*
Environment of greater distrust	,136*	-,097*	-,054*	-,044*	/	,400*	1,000	,576*	,482*	,277*	,392**	/	/	,120*
Feeling of ineffectiveness	,173*	-,112*	-,052*	-,069*	/	,380*	,576**	1,000	,430*	,299*	,396**	/	/	,122*
Reinforcement of rivalries	,121*	-,087*	/	/	/	,256*	,482**	,430*	1,000	,207*	,340**	,098*	/	,114*
Decline of the quality of services to	,109*	/	/	-,051*	/	,225*	,277**	,299*	,207*	1,000	,443**	/	/	,226*

students														
Deterioration of the school environment	,079*	/	/	-,058*	/	,267*	,392**	,396*	,340*	,443*	1,000	,072*	/	,225*
Greater student selection	/	,190*	,224*	,337*	,258*	/	/	/	,098*	/	,072**	1,000	,261*	,064*
Greater involvement of parents	,081*	,238*	,267*	,337*	,351*	/	/	/	/	/	/	,261*	1,000	,084*
Increased costs to parents	,109*	/	,097*	/	,062*	,122*	,120**	,122*	,114*	,226*	,225**	,064*	,084*	1,000

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

The way the principals perceive the effects of changes to the educational system on the operation of the schools is also roughly correlated with their overall evaluation of the impact of changes to the educational system. In particular, several changes to the educational system are associated with negative impacts, particularly:

- the reduction in resources (human or other), the decline in the quality of services provided to students, the deterioration of the environment, the creation of a climate of increased mistrust and an impression that their actions are less effective;
- the cultural diversity and the loss of points of reference, the creation of a climate of increased mistrust and the impression that their actions are less effective, the increased rivalries, the decline in the quality of services, the deterioration in the environment;

We also observe that the greater demand for training is primarily associated with the new educational technologies, the new division of powers between central and local authorities, the new accountability policies, formalized teacher evaluation and the cultural diversity of students. Lastly, we notice that the new division of responsibilities between the central and local authorities is associated with positive impacts, such as greater motivation on the part of personnel, the improvement in school success and retention and improved personnel skills.

Perceptions of the impact of changes to the educational system on the operation of the schools are also correlated with perceptions of their impact on the function of principal. Among the highest correlations are those between:

- having to modify their management approach and the loss of points of reference;
- the decline in their control over conditions and the loss of points of reference, the climate of greater mistrust, the impression that their actions are less effective, the decline in the quality of services provided to students, the deterioration in the environment;
- the increase in their motivation and the improvement in school success, improved personnel skills, the greater motivation on the part of personnel.

On the other hand, perceptions of the impact of changes to the educational system on the schools have a low correlation with that of the competition amongst schools. However, we note that the more the principals deem that the increase in competition among schools – and the impact of this competition – are important, the more they tend to mention the following impacts, which are rather negative: the increased rivalries among sectors, the improvement in the selection of students, the deterioration in the environment and the increase in costs born by parents. At the same time, positive impacts, such as the improvement in school success, the greater involvement on the part of parents and improved personnel skills are also associated with the competition among schools.

Table 4.27 Impacts of Education system changes on schools by perceptions of Education system changes - Correlations

	Greater demand for training	Higher motivation of staff	Higher qualification of teaching staff	Improvement of school success	Better social integration of students	Loss of usual benchmarks	Environment of greater distrust	Felling of ineffectiveness	Reinforcement of rivalries	Decline of the quality of services to students	Deterioration of the school environment	Greater student selection	Greater involvement of parents	Increased costs to parents
Importance of education system changes														
Reduction in human resources	,140**	,069**	,053**	/	,086**	,144**	,232***	,232***	,164**	,317***	,246***	/	,052**	,130**
Reduction in other resources	,159**	,066**	,062**	/	,067**	,154**	,199***	,199***	,127**	,304***	,236***	/	/	,173**
School staff changes	,138**	,042*	,089**	,041*	/	,191**	,157***	,121***	,123**	,108***	,120***	/	/	,074**
Fluctuation in the number of students	,094**	,090**	,092**	,058**	,069**	,072**	,046*	,052**	,055**	/	,060***	/	,053**	,072**
Socio-economic changes in the environment	,138**	,118**	,104**	,060**	,106**	,126**	,121***	,125***	,130**	,128***	,168***	,075**	/	,118**
Cultural and linguistic diversity	,192**	/	,049*	,045*	,070**	,236**	,225***	,228***	,193**	,185***	,181***	/	,046*	,098**
ICT in education and management	,159**	/	,060**	/	,052**	,167**	,152***	,150***	,126**	,157***	,123***	/	/	,094**
New instructional approaches	,210**	,089**	,141**	,096**	,089**	,135**	,092***	,094***	,101**	,103***	,056**	,052**	,110**	,127**
New distribution of authorities between central and local bodies	,279**	,139**	,154**	,142**	,115**	,152**	,111***	,106***	,059**	,133***	,080***	/	,113**	,099**
Reorganization of school boards	,081**	,082**	,058**	,078**	,134**	,069**	,072***	,057**	,107**	,091***	,086***	,070**	,075**	,059**
Standardized student assessment	,145**	,068**	,082**	,087**	,062**	,115**	,160***	,122***	,152**	,138***	,125***	/	,109**	,087**
New accountability policies	,213**	/	,108**	,053**	,114**	,146**	,165***	,149***	,148**	,167***	,124***	/	,116**	,102**
Formalized teacher assessment	,212**	,138**	,163**	,080**	,074**	,094**	,110***	,098***	,098**	,142***	,120***	,041*	,102**	,087**
Competition amongst schools														
Increased competition between the schools in your area	/	,043*	/	,055**	/	,052*	,047*	/	,094**	,040*	,067**	,120**	,079**	,141**
Impact of competition on your job as principal	,056**	,065**	,102**	,072**	,072**	,129**	,088**	,082**	,136**	,087**	,113**	,125**	,097**	,083**
Impact of competition on the recruitment and retention of students	,051*	,064**	,064**	,089**	,051*	,089**	,058**	,047*	,111**	,052*	,120**	,161**	,105**	,124**
Impact of competition on the recruitment and retention of staff	,140**	,094**	,141**	,090**	,069**	,083**	,065**	,087**	,119**	,082**	,137**	,142**	,098**	,149**
Impacts on the function of principal														
Change of management approach	,196**	,061**	,108**	,052**	,085**	,225**	,195***	,199***	,172**	,151***	,136***	,057**	,059**	,082**
Diminution of mastery of situation	,112**	/	/	/	/	,226**	,260***	,302***	,218**	,223***	,250***	,068**	,057**	,097**
Increase of motivation	,105**	,240**	,240**	,247**	,182**	-,046*	-,099***	-	-,048**	-	-	,106**	,135**	/

Increase of motivation	,105**	,240**	,240**	,247**	,182**	-,046*	-,099***	-,117***	-,048**	-,063***	-,098***	,106**	,135**	/
Developing new abilities to adapt	,178**	,169**	,200**	,166**	,159**	,067**	/	/	/	/	/	/	,149**	,073**
Increase of workload	,220**	,045*	,123**	,056**	/	,175**	,229***	,216***	,118**	,207***	,159***	/	,047*	,141**
Improvement of status	,066**	,124**	,164**	,139**	,160**	/	-,084***	-,091***	/	-,048*	-,040*	,097**	,131**	,039*
Focus on the key elements of school's mission	,132**	,197**	,212**	,233**	,188**	/	-,046*	-,087***	/	-,045*	-,074***	,086**	,174**	-,045*
Minimize the human costs of change	,083**	,085**	,112**	,083**	,114**	,086**	,053**	/	,053**	,079***	,053**	,092**	/	/
Clariification of school's operating rules	,192**	,115**	,176**	,147**	,105**	,125**	,104***	,102***	,094**	,041*	,041*	,096**	,104**	,060**
More awareness of relations with school's environment	,189**	,156**	,226**	,184**	,169**	,100**	,075***	,074***	,090**	,055**	,048*	,093**	,161**	,060**
Disruption of career plan	,093**	/	,056**	/	,060**	,166**	,147***	,181***	,154**	,144***	,157***	,099**	/	,081**
Additional training	,290**	,088**	,165**	,099**	,085**	,170**	,142***	,173***	,134**	,111***	,089***	,052**	,074**	,080**

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

The survey reveals, once again, several differences among *the regions* – at least among secondary school principals. In outline form, we observe that comparatively more primary school principals in the Atlantic Provinces, British Columbia, the Prairies and the Northwest Territories note positive impacts (improvement in school success, improvement in the social integration of students and improvement in teachers' skills) and comparatively fewer note negative impacts (loss of points of reference, creating a climate of greater mistrust, deterioration in the school's environment, decline in the quality of services provided to students), the opposite of the situation for principals in Ontario, in particular. Primary school principals in Québec seem more divided: comparatively more claim that the changes to the educational system has led not only to a loss of points of reference and the creation of a climate of greater mistrust, but also to improvement in the social integration of students and an improvement in teachers' skills. In addition, more principals in British Columbia and Ontario are affected by the increased rivalries; more primary school principals in Ontario, the Prairies, Québec and the Northwest Territories deem that the impact of changes to the educational system is a greater demand for training; lastly, more principals in the Atlantic Provinces, British Columbia and the Prairies mention greater involvement on the part of parents.

Table 4.28 Impacts of Education system changes on schools by region

		Greater demand for training	Higher qualification of teaching staff	Improvement of school success	Better social integration of students	Loss of usual benchmarks	Environment of greater distrust	Reinforcement of rivalries	Decline of the quality of services to students	Deterioration of the school environment	Greater involvement of parents
All level combined	Atlantic	84,4%	72,0%	60,9%	59,5%	59,6%	55,9%	26,8%	64,2%	35,9%	54,6%
	British Columbia	67,1%	47,6%	60,9%	63,7%	55,8%	69,1%	42,7%	59,4%	36,8%	62,9%
	Ontario	84,9%	53,6%	49,1%	38,9%	63,7%	75,3%	45,5%	70,1%	49,6%	51,2%
	Prairies	79,6%	55,7%	59,1%	54,0%	53,5%	58,1%	29,3%	51,7%	35,0%	52,7%
	Québec	89,1%	60,0%	54,2%	54,5%	80,0%	73,4%	35,0%	57,3%	30,8%	43,2%
	Territories	78,2%	65,5%	60,0%	46,3%	55,6%	56,6%	40,0%	44,4%	25,9%	32,7%
	Canada, total	81,6%	57,6%	56,2%	52,4%	62,6%	66,7%	36,4%	60,3%	38,0%	51,7%
	<i>Cramer's V</i>	<i>0,177***</i>	<i>0,150**</i>	<i>0,095**</i>	<i>0,174**</i>	<i>0,193**</i>	<i>0,172***</i>	<i>0,151***</i>	<i>0,147***</i>	<i>0,147**</i>	<i>0,132***</i>
Elementary	Atlantic	82,8%	70,9%	58,2%	58,3%	60,9%	54,5%	29,0%	66,8%	35,1%	57,1%
	British Columbia	70,0%	46,1%	61,4%	70,9%	56,9%	73,4%	44,3%	61,8%	34,3%	70,6%
	Ontario	86,7%	55,8%	47,1%	41,7%	65,1%	75,3%	45,1%	71,0%	48,7%	51,4%
	Prairies	84,6%	58,8%	54,5%	56,2%	53,9%	53,8%	26,9%	52,1%	30,0%	58,6%
	Québec	88,9%	63,0%	52,7%	55,1%	82,7%	75,9%	33,3%	61,5%	31,6%	48,1%
	Territories	95,5%	63,6%	68,2%	66,7%	71,4%	66,7%	31,8%	52,4%	28,6%	50,0%
	Canada, total	83,8%	58,7%	53,8%	54,4%	65,5%	68,6%	36,9%	63,5%	37,3%	55,6%
	<i>Cramer's V</i>	<i>0,174***</i> <i>NV</i>	<i>0,149**</i>	<i>0,108**</i>	<i>0,197**</i>	<i>0,214**</i>	<i>0,207***</i>	<i>0,156***</i>	<i>0,135***</i>	<i>0,157**</i>	<i>0,150***</i>
Mixed	Atlantic	75,6%	83,0%	82,6%	64,4%	47,8%	52,2%	25,5%	57,8%	34,0%	67,4%
	British Columbia	60,7%	60,7%	57,1%	57,1%	42,9%	39,3%	14,3%	42,9%	28,6%	57,1%
	Ontario	61,1%	55,6%	33,3%	44,4%	38,9%	44,4%	27,8%	44,4%	44,4%	66,7%
	Prairies	76,1%	52,1%	59,6%	48,9%	51,4%	62,7%	31,2%	51,4%	39,0%	49,3%
	Québec	94,7%	42,1%	47,4%	57,9%	72,2%	63,2%	42,1%	42,1%	16,7%	31,6%
	Territories	68,0%	64,0%	56,0%	28,0%	40,0%	54,2%	48,0%	44,0%	20,0%	24,0%
	Canada, total	74,0%	58,8%	60,3%	50,7%	49,5%	56,7%	30,6%	49,8%	34,3%	50,7%
	<i>Cramer's V</i>	<i>NS NV</i>	<i>0,244**</i>	<i>0,246**</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>0,251***</i>
Secondary	Atlantic	92,1%	68,5%	55,2%	59,6%	63,2%	60,7%	22,7%	61,8%	38,6%	42,7%
	British Columbia	61,8%	46,7%	61,1%	46,7%	57,9%	68,4%	48,7%	59,2%	46,7%	44,0%
	Ontario	82,8%	45,6%	58,3%	28,7%	62,9%	80,2%	49,6%	71,3%	53,5%	47,8%
	Prairies	74,8%	54,4%	67,0%	56,1%	55,3%	60,2%	31,3%	51,3%	39,1%	46,1%
	Québec	88,3%	54,3%	60,2%	52,1%	73,1%	67,7%	38,7%	47,3%	30,9%	30,1%
	Territories	62,5%	75,0%	50,0%	50,0%	62,5%	37,5%	37,5%	25,0%	37,5%	12,5%
	Canada, total	80,1%	54,0%	60,4%	48,1%	62,3%	67,3%	38,2%	57,9%	41,9%	42,0%
	<i>Cramer's V</i>	<i>0,254***</i> <i>NV</i>	<i>NS NV</i>	<i>NS NV</i>	<i>NS NV</i>	<i>NS NV</i>	<i>0,182** NV</i>	<i>0,207*** NV</i>	<i>0,196*** NV</i>	<i>NS NV</i>	<i>NS NV</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who evaluate that the impact is “very important” or “important”.

NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

More specifically, if we sketch the situation in *the provinces*, we see that comparatively more principals in Prince Edward Island, New Brunswick, Manitoba, Saskatchewan, the Yukon and the Northwest Territories point to positive effects, while fewer of them point to negative effects. This is the reverse of the situation for the principals in, primarily, Ontario and Alberta. Principals in British Columbia, Ontario, the Yukon, the Northwest Territories and Nunavut are affected more by the increased rivalries.

Table 4.29 Impacts of Education system changes on schools by province

	Greater demand for training	Higher qualification of teaching staff	Improvement of school success	Better social integration of students	Loss of usual benchmarks	Environment of greater distrust	Reinforcement of rivalries	Decline of the quality of services to students	Deterioration of the school environment	Increased costs to parents
Newfoundland & Labrador	90,3%	75,3%	71,1%	51,3%	48,6%	48,6%	25,7%	67,1%	29,9%	67,5%
Prince Edward Island	85,7%	90,9%	77,3%	81,8%	57,1%	28,6%	20,0%	54,5%	23,8%	40,9%
Nova Scotia	84,1%	62,4%	51,2%	57,7%	63,7%	62,2%	31,7%	60,0%	41,6%	58,7%
New Brunswick	80,2%	77,2%	61,4%	63,0%	63,3%	59,0%	22,8%	69,3%	36,0%	35,0%
Québec	89,1%	60,0%	54,2%	54,5%	80,0%	73,4%	35,0%	57,3%	30,8%	55,8%
Ontario	84,9%	53,6%	49,1%	38,9%	63,7%	75,3%	45,5%	70,1%	49,6%	60,7%
Manitoba	78,9%	54,5%	58,6%	53,6%	47,2%	50,9%	21,1%	47,3%	21,4%	60,7%
Saskatchewan	78,4%	57,4%	68,0%	62,8%	53,2%	52,8%	24,0%	33,1%	27,6%	49,2%
Alberta	80,5%	55,4%	54,7%	49,6%	56,6%	64,2%	36,1%	63,4%	45,5%	63,5%
British Columbia	67,1%	47,6%	60,9%	63,7%	55,8%	69,1%	42,7%	59,4%	36,8%	59,8%
Yukon	80,0%	55,0%	75,0%	75,0%	60,0%	60,0%	40,0%	20,0%	15,0%	50,0%
North West Territories	75,0%	75,0%	50,0%	21,1%	50,0%	66,7%	40,0%	52,6%	31,6%	10,0%
Nunavut	80,0%	66,7%	53,3%	40,0%	57,1%	40,0%	40,0%	66,7%	33,3%	40,0%
Canada, total	81,6%	57,6%	56,2%	52,4%	62,6%	66,7%	36,4%	60,3%	38,0%	57,2%
<i>Cramer's V</i>	<i>0,182*** NV</i>	<i>0,167** *</i>	<i>0,135** *</i>	<i>0,205** *</i>	<i>0,203** *</i>	<i>0,201** *</i>	<i>0,169** *</i>	<i>0,203** *</i>	<i>0,187** *</i>	<i>0,167** *</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, in each province, who evaluate that the impact is “very important” or “important”.

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

On a regional level, the impacts of the changes to the educational system are felt differently in different *teaching sectors*. Thus, in British Columbia, Ontario, the Prairies and Québec, it is mainly the public school principals who point up several negative impacts of changes in the educational system: loss of points of reference, creation of a climate of greater mistrust, the impression that their actions are less effective and decline in the quality of services provided to students. In British Columbia and Ontario, comparatively more public school principals deem that changes to the educational system have led to increased rivalries and a deterioration in the environment. Lastly, in Ontario more public school than private school principals mention the greater demand for training.

Table 4.30 Impacts of Education system changes on schools by teaching sector

		Greater demand for training	Loss of usual benchmarks	Environment of greater distrust	Feeling of ineffectiveness	Reinforcement of rivalries	Decline of the quality of services to students	Deterioration of the school environment
All of Canada	Public	83,7%	65,3%	70,0%	61,9%	38,1%	64,1%	40,2%
	Private	62,5%	37,0%	35,2%	26,6%	20,1%	25,2%	17,3%
	Total	81,6%	62,6%	66,7%	58,5%	36,4%	60,3%	38,0%
	<i>Cramer's V</i>	0,161***	0,178***	0,218***	0,211***	0,110***	0,235***	0,140***
Atlantic	Public	85,0%	60,1%	56,6%	59,0%	27,3%	65,1%	36,3%
	Private	50,0%	33,3%	16,7%	16,7%	-	16,7%	16,7%
	Total	84,4%	59,6%	55,9%	58,3%	26,8%	64,2%	35,9%
	<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV	NS NV	NS NV	NS NV
British Columbia	Public	69,0%	60,7%	77,0%	64,3%	48,8%	64,7%	42,3%
	Private	58,2%	33,9%	32,7%	23,6%	14,5%	35,7%	12,5%
	Total	67,1%	55,8%	69,1%	57,0%	42,7%	59,4%	36,8%
	<i>Cramer's V</i>	NS	0,208***	0,367***	0,315***	0,266***	0,228***	0,240***
Ontario	Public	90,3%	68,7%	81,8%	68,8%	50,0%	76,4%	53,6%
	Private	44,3%	26,2%	26,2%	27,9%	11,5%	23,0%	19,7%
	Total	84,9%	63,7%	75,3%	64,1%	45,5%	70,1%	49,6%
	<i>Cramer's V</i>	0,412***	0,285***	0,414***	0,274***	0,248***	0,376***	0,219***
Prairies	Public	79,8%	55,5%	59,6%	54,5%	29,6%	53,7%	36,3%
	Private	77,1%	28,6%	40,0%	25,7%	25,7%	27,8%	19,4%
	Total	79,6%	53,5%	58,1%	52,4%	29,3%	51,7%	35,0%
	<i>Cramer's V</i>	NS	0,143**	0,105*	0,152***	NS	0,138**	NS
Québec	Public	89,4%	81,6%	75,9%	63,2%	34,5%	62,3%	32,1%
	Private	85,7%	65,9%	51,2%	31,7%	39,0%	14,3%	19,0%
	Total	89,1%	80,0%	73,4%	60,0%	35,0%	57,3%	30,8%
	<i>Cramer's V</i>	NS NV	0,120*	0,169***	0,194***	NS	0,297***	NS
Territories	Public	79,6%	56,6%	57,7%	59,3%	40,7%	45,3%	26,4%
	Private	-	-	-	-	-	-	-
	Total	78,2%	55,6%	56,6%	58,2%	40,0%	44,4%	25,9%
	<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV	NS NV	NS NV	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each teaching sector and in each region, who evaluate that the impact is "very important" or "important".

NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In several regions, the perceptions of certain impacts of changes to the educational system on schools vary by teaching level. Thus, in the Atlantic Provinces and the Prairies comparatively more secondary school and mixed school principals attribute importance to the loss of points of reference. In the Atlantic Provinces, comparatively more primary school and mixed school principals point up increased

involvement on the part of parents, while in British Columbia and Québec, this increased involvement applies to primary school principals.

Table 4.31 Impacts of Education system changes on schools by level of education

		Loss of usual benchworks	Greater involvement of parents
All of Canada	Elementary	65,5%	55,6%
	Mixed	49,5%	50,7%
	Secondary	62,3%	42,0%
	Total	62,6%	51,7%
	<i>Cramer's V</i>	0,110***	0,114***
Atlantic	Elementary	11,1%	57,1%
	Mixed	28,3%	67,4%
	Secondary	34,1%	42,7%
	Total	20,1%	54,6%
	<i>Cramer's V</i>	0,263***	0,163***
British Columbia	Elementary	21,5%	70,6%
	Mixed	32,1%	57,1%
	Secondary	25,4%	44,0%
	Total	23,5%	62,9%
	<i>Cramer's V</i>	NS	0,236***
Ontario	Elementary	17,9%	51,4%
	Mixed	27,8%	66,7%
	Secondary	31,8%	47,8%
	Total	21,3%	51,2%
	<i>Cramer's V</i>	NS*	NS
Prairies	Elementary	21,3%	58,6%
	Mixed	31,9%	49,3%
	Secondary	39,3%	46,1%
	Total	29,0%	52,7%
	<i>Cramer's V</i>	0,164***	NS
Québec	Elementary	21,8%	48,1%
	Mixed	33,3%	31,6%
	Secondary	30,9%	30,1%
	Total	24,4%	43,2%
	<i>Cramer's V</i>	NS NV	0,161***
Territories	Elementary	19,0%	50,0%
	Mixed	8,0%	24,0%
	Secondary	37,5%	12,5%
	Total	16,7%	32,7%
	<i>Cramer's V</i>	NS NV	NS NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who evaluate that the impact is "very important" or "important".

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

To a greater or lesser degree, it also varies by the *profile of the student body*, by *teachers* and by *the students' parents*. In general, the more the principals claim they have to deal with various problems involving their students, their teachers or their students' parents, the more they attribute importance to the negative effects of changes to the educational system on their school. Stated differently, it would seem that the negative effects of changes to the educational system have a greater impact when the principals work in contexts that are more "difficult". On the other hand, their perceptions of positive effects (the motivation and skills of personnel, school success and the social integration of students) do not seem to be linked to the characteristics of their student body or their personnel. Also, the more the principals claim that their school has a high proportion of students with a high family revenue, the more they tend to attribute importance to the involvement of parents and the increase in costs for parents.

Table 4.32 Impacts of Education system changes on schools by student, teacher and parent profiles

	Greater demand for training**	Higher motivation of staff**	Higher qualification of teaching staff**	Improvement of school success**	Better social integration of students**	Loss of usual benchmarks**	Environment of greater distrust**	Feeling of ineffectiveness**	Reinforcement of rivalries**	Decline of the quality of services to students**	Deterioration of the school environment**	Greater student selection**	Greater involvement of parents**	Increased costs to parents**
Social background of students														
Percentage of students from high income family	/	/	/	/	/	/	/	,055***	/	/	/	/	,072***	-
Percentage of students from middle income family	/	/	/	/	/	/	/	/	/	/	,056***	/	-	,078***
Percentage of students from low income family	/	/	/	/	/	/	/	,057***	/	,057***	/	/	,082***	,084***
Problems encountered with students														
Conflicts among students*	,099***	/	/	/	/	,158***	,153***	,161***	,139***	,103***	,146***	/	/	/
Bullying among students*	,119***	/	,063***	/	/	,175***	,163***	,179***	,145***	,123***	,173***	/	/	/
Health problems in students*	,095***	/	,065***	,066***	,093***	,071***	,097***	,124***	,110***	,077***	,138***	/	/	/
Deterioration of socio-economic status of student's families*	,139***	/	/	/	,084***	,176***	,150***	,172***	,152***	,138***	,170***	/	/	/
Infractions against property by students*	,083***	/	/	/	/	,124***	,132***	,131***	,154***	,092***	,187***	,081***	/	,072***
Students possessing weapons*	/	/	/	/	/	,066***	,115***	,121***	,116***	,067***	,140***	,088***	/	,073***
Students' use of alcohol or drugs*	/	/	/	/	/	/	,062***	,057***	,085***	/	,131***	,127***	-	/
Student disrespect for teachers*	,089***	/	/	/	/	,136***	,166***	,178***	,128***	,102***	,192***	/	/	/
Verbal abuse or physical assault of a staff member by a student*	,092***	/	/	/	/	,146***	,146***	,145***	,127***	,105***	,147***	/	/	/
Student absenteeism*	/	/	/	/	/	,076***	,130***	,099***	,121***	,067***	,135***	,077***	-	/
Sexism/Sexual harassment among students*	,080***	/	/	/	/	,145***	,136***	,143***	,133***	,083***	,172***	,108***	-	/
Racism/Racial conflicts among students*	/	/	/	/	/	,123***	,153***	,155***	,164***	,108***	,156***	,077***	,062***	/
Disruption of classes by students*	,074***	/	/	/	/	,092***	,127***	,173***	,125***	,119***	,201***	/	/	/
Student tardiness*	/	/	/	/	/	,094***	,124***	,123***	,119***	,112***	,170***	,062***	/	/
Students dropping out*	/	/	/	/	/	,070***	/	/	,063***	/	,087***	,147***	-	/
Student apathy*	,074***	/	/	/	/	,124***	,131***	,159***	,116***	/	,162***	,062***	-	/
Problems encountered with teachers														
Staff's use of alcohol or drugs*	/	/	/	/	/	/	,081***	,067***	,126***	/	,084***	,086***	/	/
Teacher turnover*	,123***	/	/	/	/	,134***	,121***	,106***	,107***	,076***	,066***	/	/	/
Teacher absenteeism*	,109***	/	/	/	/	,181***	,201***	,151***	,157***	,080***	,113***	/	/	,070***
Problems encountered with parents														
Conflicts between parents and teachers*	,118***	/	/	/	/	,154***	,217***	,214***	,199***	,109***	,184***	,051*	/	/
Complaints from parents and students*	,119***	/	/	/	/	,159***	,193***	,181***	,162***	,080***	,136***	,051*	/	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very important" to "not important at all"

On the other hand, the way principals perceive the impact of educational system changes on the operation of the schools does not vary at all by *the location of the school (urban versus local)* and almost not at all by *the profile of the principals*. The lone relationships are several involving the principals' length of service in their school. Thus, the shorter the principals' length of service within their school, the more they attribute importance to negative impacts, such as the climate of greater mistrust, increased rivalries, the impression that their actions are less effective, the deterioration of the environment, the loss of points of reference and the decline in the quality of services provided to students. Once again, we may assume that the principals who have begun employment at their school more recently tend to over-estimate the impact of the changes because they have fewer points of reference, given the shorter period of time they have worked in the school.

Table 4.33 Impacts of Education system changes on schools by principal's experience at school

	Total experience in school
Higher motivation of staff*	/
Loss of usual benchworks*	,089***
Environment of greater distrust*	,136***
Feeling of ineffectiveness*	,100***
Reinforcement of rivalries*	,114***
Greater demand for training*	,077***
Decline of the quality of services to students*	,081***
Improvement of school success*	/
Greater student selection*	/
Greater involvement of parents*	/
Deterioration of the school environment*	,097***
Higher qualification of teaching staff*	/
Increased costs to parents*	/
Better social integration of students*	/

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

* The extent of the scale goes from "very important" to "not important at all"

3. Positive effects on schools in the future

As we have just seen, the principals maintain that recent changes to the educational system have resulted in several negative effects on their schools. That said, most of them seem to remain optimistic insofar as they also think these changes would *eventually* have many positive effects⁵ (cf. next table), namely, on: student instruction (81.7% if we cumulate the first two entries in the table), their function as principal (74.4%), the social integration of the students (68.5%), the relationships with parents (67.7%), the professionalization of teachers (67.4%), recognition of the school's mission (67.2%) and the effectiveness of the educational system (66.9%). This optimism might reflect a certain adherence by the principals to the changes underway. It might also be understood as reflecting particular career motivations, which are clearly distinguishable from those of teachers, in particular. Thus, several studies, bearing on a variety of national contexts, have demonstrated that principals appreciate the challenge of change and like to feel they are "right in the middle of the action" in spite of the requirements and complexity of the task (Barrère, 2006; Corriveau, 2004). In the following chapter, we will also see that a majority of the principals value their role as "agent of change". We may therefore assume that, faced with the changes in

⁵ Question asked: "To what extent do you believe that the changes that occurred in the previous decade will have a positive impact on the following aspects at your school?"

the educational system, their attitude reflects a certain “internalization” of the current stipulation to become agents in charge of transforming the educational system.

Table 4.34 Anticipated positive effects of Education system changes on schools

	To a great extent	To a certain extent	To a little extent	Not at all	Total	N
Student learning	24,9%	56,8%	14,0%	4,4%	100%	2074
Duties as school principal	32,2%	42,2%	16,8%	8,9%	100%	2075
Student integration into society	17,7%	50,8%	24,0%	7,5%	100%	2074
Relationships with parents	20,7%	47,0%	24,9%	7,4%	100%	2077
Professionalization of teachers	18,9%	48,4%	22,7%	9,9%	100%	2074
Recognition of the school's mission statement	20,3%	47,0%	24,0%	8,8%	100%	2073
Effectiveness of the school system	16,8%	50,1%	24,7%	8,4%	100%	2074

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

Perceptions regarding the positive effects of changes to the educational system have a high positive correlation with each other, in particular:

- student instruction and the integration of students into society, the effectiveness of the educational system;
- the effectiveness of the educational system and student instruction, the function of principal, relationships with parents;
- recognition of the school’s mission and relationships with the parents.

They also have a positive correlation with the way the principals perceive the impact of various changes to the educational system. In particular, we observe that the more the principals think that the new educational technologies, the new division of powers between the central and local authorities, the restructuring of school boards, the new accountability policies and formalized teacher evaluation have an important impact, the more they tend to feel that the changes to the educational system would have a positive impact on the schools. We may therefore assume that these educational system changes, in particular, are viewed positively by the principals. Similarly, the more the principals think that the increase in competition among schools – and the impact of this competition – are important, the more they tend to feel that the changes to the educational system would have a positive impact on the schools. In addition, several impacts on the function of principal are associated with positive impacts on the schools. In particular, the more the principals claim that, following changes to the educational system, they have to change their management approach or become more adaptable – or that their workload has changed – the more they think that the changes to the educational system would have a positive impact on the schools.

Table 4.35 Anticipated positive effects of education system changes on schools - Correlations

	Student learning	Student integration into society	Professionalization of teachers	Duties as school principal	Effectiveness of the school system	Relationships with parents	Recognition of the school's mission statement
Positive effects							
Student learning	1,000	,542**	,466**	,395**	,518**	,444**	,401**
Student integration into society	,542**	1,000	,451**	,322**	,410**	,441**	,396**
Professionalization of teachers	,466**	,451**	1,000	,446**	,472**	,411**	,423**
Duties as school principal	,395**	,322**	,446**	1,000	,550**	,436**	,369**
Effectiveness of the school system	,518**	,410**	,472**	,550**	1,000	,532**	,446**
Relationships with parents	,444**	,441**	,411**	,436**	,532**	1,000	,511**
Recognition of the school's mission statement	,401**	,396**	,423**	,369**	,446**	,511**	1,000
Importance of Education system changes							
Reduction in human resources	/	/	/	/	/	/	/
Reduction in other resources	/	/	/	,086***	/	/	/
School staff changes	/	,055**	,075***	/	/	/	,052**
Fluctuation in the number of students	,079***	,056**	,092**	,054**	,070**	,093***	,079***
Socio-economic changes in the environment	,072***	,077***	,088***	,084***	,074***	,072***	,064***
Cultural and linguistic diversity	/	,063***	/	/	/	/	/
ICT in education and management	/	,050**	/	/	/	/	/
New instructional approaches	,102***	,095***	,110***	,104***	,070***	,104***	,091***
New distribution of authorities between central and local bodies	,197***	,164***	,162***	,127***	,141***	,145***	,139***
Reorganization of school boards	,098***	,112***	,064**	,106***	,119***	,077***	,088**
Standardized student assessment	/	/	/	/	,065***	/	/
New accountability policies	,117***	,099***	,080**	,070***	,076**	,112***	,107***
Formalized teacher assessment	,111***	,080***	,146***	,089***	,118***	,100***	,088***
Competition amongst schools							
Increased competition between the schools in your area	,043*	,050*	/	,054**	,054**	,059**	,082**
Impact of competition on your job as principal	,071**	,097**	,086**	,096**	,092**	,116**	,115**
Impact of competition on the recruitment and retention of students	,069**	,060**	/	,086**	,079**	,106**	,092**
Impact of competition on the recruitment and retention of staff	,077**	,091**	,077**	,088**	,076**	,090**	,097**
Effects on schools							
Higher motivation of staff	,235***	,217***	,261***	,186***	,232***	,232***	,205***
Loss of usual benchmarks	/	,063***	/	/	-,068***	/	/
Environment of greater distrust	/	/	-,117***	/	-,069***	-,064***	-,072***
Feeling of ineffectiveness	-,072***	/	-,085***	-,074***	-,098***	-,071***	-,087***
Reinforcement of rivalries	/	/	-,088**	/	/	/	/
Greater demand for training	,154***	,112***	,180***	,116***	,118***	,096***	,141***
Decline of the quality of services to students	/	/	-,059**	/	-,055**	/	-,065***
Improvement of school success	,324***	,286***	,261***	,196***	,271***	,281***	,260***
Greater student selection	,075***	,103***	,097***	,079***	,070***	,097***	,084***
Greater involvement of parents	,237***	,218***	,183***	,158***	,228***	,346***	,228***
Deterioration of the school environment	-,071***	-,099***	-,122***	-,054**	-,081***	-,076***	-,116***
Higher qualification of teaching staff	,243***	,240***	,355***	,227***	,246***	,243***	,224***
Increased costs to parents	/	/	/	/	/	/	/
Better social integration of students	,256***	,379***	,265***	,191***	,235***	,302***	,257***
Effects on the function of principal							
Change of management approach	,078***	,087***	,058**	,066***	/	,071***	,062***
Diminution of mastery of situation	-,064***	-,051**	-,067***	-,083***	-,095**	-,062***	-,097**
Increase of motivation	,289***	,234***	,257***	,281***	,299***	,247***	,272***
Developing new abilities to adapt	,203***	,183***	,169***	,192***	,198***	,216***	,192***
Increase of workload	,088***	/	/	,082***	,061**	,067***	/
Improvement of status	,137***	,172***	,166***	,175***	,182***	,176***	,186***
Focus on the key elements of school's mission	,273***	,234***	,255***	,256***	,266***	,259***	,363***
Minimize the human costs of change	,081***	,123***	,110***	,080***	,108***	,113***	,112***
Clarification of school's operating rules	,183***	,174***	,161***	,165***	,147***	,180***	,214***
More aware of relations with school's environment	,210***	,198***	,200***	,219***	,216***	,247***	,222***
Disruption of career plan	/	/	/	/	/	/	/
Additional training	,105***	,120***	,105***	,107***	,096***	,091***	,085***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Kendall's Tau /: Non significant

Among the primary school principals, perceptions of several positive impacts vary *by region*. In general, we observe once again that it is the primary school principals in Ontario who have a more negative view of changes to the educational system, insofar as fewer of them think they would have positive effects. Conversely, it is the primary school principals in Québec and the Atlantic Provinces who seem the most optimistic – at any rate as concerns the salutary effects that changes to the educational system would have on the professionalization of teachers, relationships with parents and recognition of the school’s mission. In addition, comparatively more principals in Québec feel that the changes to the educational system would have positive effects on integrating students into society. On the other hand, there is no statistically significant difference between the regions as concerns the positive impact on student instruction and the effectiveness of the educational system.

Table 4.36 Anticipated positive effects of education system changes on schools by region

		Student integration into society	Professionalizat ion of teachers	Relationships with parents	Recognition of the school’s mission
All level combined	Atlantic	68,4%	79,3%	71,4%	70,5%
	British Columbia	69,8%	51,8%	67,9%	64,3%
	Ontario	57,1%	61,2%	58,5%	59,7%
	Prairies	67,2%	69,2%	68,8%	63,6%
	Québec	84,6%	75,4%	76,2%	81,6%
	Territories	61,8%	67,3%	61,8%	61,1%
	Total	68,5%	67,4%	67,7%	67,2%
	<i>Cramer’s V</i>	0,198***	0,192***	0,133***	0,167***
Elementary	Atlantic	66,7%	79,9%	75,1%	70,9%
	British Columbia	71,6%	56,4%	73,0%	66,7%
	Ontario	58,1%	63,0%	58,8%	59,4%
	Prairies	68,9%	71,2%	74,8%	68,1%
	Québec	85,5%	75,9%	80,4%	82,1%
	Territories	63,6%	72,7%	81,8%	72,7%
	Total	69,4%	68,8%	71,2%	68,9%
	<i>Cramer’s V</i>	0,215***	0,173***	0,186***	0,177***
Mixed	Atlantic	73,9%	80,4%	76,1%	80,4%
	British Columbia	64,3%	48,1%	53,6%	78,6%
	Ontario	55,6%	55,6%	55,6%	61,1%
	Prairies	60,6%	69,0%	62,0%	57,0%
	Québec	89,5%	68,4%	57,9%	73,7%
	Territories	56,0%	64,0%	52,0%	60,0%
	Total	64,4%	67,5%	61,9%	64,7%
	<i>Cramer’s V</i>	NS	NS	NS	NS
Secondary	Atlantic	69,3%	77,5%	61,1%	64,4%
	British Columbia	67,1%	40,8%	59,2%	52,6%
	Ontario	54,0%	55,7%	57,9%	60,5%
	Prairies	72,4%	66,1%	66,4%	63,5%
	Québec	80,9%	75,3%	66,7%	81,9%
	Territories	75,0%	62,5%	37,5%	28,6%
	Total	68,5%	63,5%	62,0%	64,3%
	<i>Cramer’s V</i>	0,195*** NV	0,260*** NV	NS NV	0,210*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and in each region, who evaluate that the changes will have this impact “to a great extent” or “to a certain extent”.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

An examination of differences *by province* reveals that comparatively more principals in Prince Edward Island, New Brunswick, Québec and Saskatchewan feel that the changes to the educational system would have a positive effect on the integration of students into society, the professionalization of teachers, relationships with parents and recognition of the school's mission. This is the reverse of the view held by principals in, primarily, Ontario and Alberta. These principals seem more pessimistic.

Table 4.37 Anticipated positive effects of Education system changes on schools by province

		Student integration into society	Professionalizati on of teachers	Relationships with parents	Recognition of the school's mission
All level combined	Newfoundland & Labrador	67,5%	72,7%	68,8%	70,1%
	Prince Edward Island	77,3%	81,8%	86,4%	72,7%
	Nova Scotia	61,6%	80,8%	65,9%	65,1%
	New Brunswick	75,8%	82,0%	77,0%	77,0%
	Québec	84,6%	75,4%	76,2%	81,6%
	Ontario	57,1%	61,2%	58,5%	59,7%
	Manitoba	68,2%	68,8%	74,8%	57,7%
	Saskatchewan	74,0%	78,0%	73,2%	74,0%
	Alberta	63,2%	64,8%	63,7%	60,9%
	British Columbia	69,8%	51,8%	67,9%	64,3%
	Yukon	70,0%	60,0%	60,0%	57,9%
	North West Territories	40,0%	75,0%	55,0%	65,0%
	Nunavut	80,0%	66,7%	73,3%	60,0%
	Total	68,5%	67,4%	67,7%	67,2%
<i>Cramer's V</i>		0,218*** NV	0,204*** NV	0,154*** NV	0,184*** NV

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, in each province, who evaluate that the changes will have this impact "to a great extent" or "to a certain extent".

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

On the other hand, perceptions of the positive impacts of changes to the educational system do not vary by *teaching level, school location (urban versus local), teaching sector, the profile of the principals, the profile of the student body and that of teachers or relationships with students' parents*. Lastly, the principals' views on the possible positive impact in the future of changes to the educational system seem relatively independent of their profile and the context in which they work (except for the context of province). Their views might reflect more of an *a priori* adherence to the changes that are underway.

III. CONCLUSION

Most of the principals surveyed feel that the recent changes to the educational system have had numerous impacts on their school and their function. As we saw, the changes with impacts considered important by the greatest number of principals involve *changes of a pedagogical nature* (new educational technologies, ICTs), *budgetary cuts* (reduction in human, physical and financial resources) and *changes in the form of school regulation* (such as the new accountability policies or the new division of responsibilities between the central and local authorities). In the principals' view, these changes have an important impact on their function and their school – some *negative* (increase in their workload, the creation of a climate of greater mistrust, loss of points of reference, decline in the quality of services provided to students, the impression that their actions are less effective, etc.), some *positive* (the increase in their own motivation, positive impacts on student instruction, their function as principal, integrating students into society, etc.) and some “*neutral*” (a new adaptability, modification in management approach, the greater demand for training, etc.). Consequently, we could say that the principals have *nuanced* and *varied* views on the impact that changes to the educational system have on their school and their function.

However, the way the principals experience the changes to the educational system, and feel the effects of these changes, varies a great deal by the region (or province) in which they work (see the following summary tables). Indeed, each region (or province) experiences specific changes (Lessard and Brassard, forthcoming; Lessard and Grimmett, 2004).

In outline form, the survey data reveal that:

- *the presence of “quasi-markets in education”* and of a logic of competition among institutions is felt more deeply by the principals in Alberta, Québec, British Columbia and Ontario;
- *the form of governance (based on results)* resulting in standardized evaluation (of students and teachers) and a policy of accountability, leave more of a mark on Ontario, British Columbia, the Atlantic Provinces and Alberta;
- *the restructuring of power* between the central and local levels is more of an issue in Québec and the Atlantic Provinces;
- *the reduction in resources* is felt more deeply in Ontario and the Maritime Provinces; however, it is in Québec and the Northwest Territories that comparatively more principals claim that they have been obliged to learn to *reduce the human costs* of changes;
- *changes in personnel* are raised more in Ontario, British Columbia, Québec, in the Northwest Territories and the Atlantic Provinces, whereas the *fluctuations in the number of students* are considered important by comparatively more principals in the Prairies, the Northwest Territories and the Atlantic Provinces;
- changes involving the *cultural and linguistic diversity* of the student body are felt more deeply in Alberta, Ontario, British Columbia and the Territories (Yukon, the Northwest Territories, Nunavut);
- *the new educational approaches* are considered important by comparatively more principals in the Prairies, Québec and the Atlantic Provinces;
- lastly, *parents' increased participation in the educational system* is felt more in British Columbia, the Prairies and the Atlantic Provinces.

In addition, there are comparatively more principals in Ontario who invoke the negative effects of the changes to the educational system (such as the deterioration in the environment or the decline in the quality of services provided to students). This is the opposite of what is invoked by principals from, primarily, Québec and the Atlantic Provinces, who more frequently note the positive impacts (that are underway or anticipated).

Table 4.38 Synthesis : Perceptions of Education system changes and their impacts by region

	Ontario	British Columbia	Prairies	Québec	Territories	Atlantic	Canada, total	Cramer's V
The increased competition between the schools in your area	40,4%	44,5%	46,2%	45,8%	21,8%	20,6%	39,8%	<i>0,189***</i>
Impact of competition on your job as principal	27,8%	29,0%	27,8%	39,5%	20,0%	25,5%	29,7%	<i>0,111***</i>
Impact of competition on the recruitment and retention of students	39,9%	40,3%	44,1%	44,3%	22,2%	14,8%	37,4%	<i>0,215***</i>
Reinforcement of rivalries	45,5%	42,7%	29,3%	35,0%	40,0%	26,8%	36,4%	<i>0,151***</i>
New accountability policies	81,2%	83,5%	73,0%	77,9%	60,0%	84,8%	79,0%	<i>0,128***</i>
Standardized student assessment	80,6%	76,9%	66,2%	53,0%	67,3%	84,3%	71,7%	<i>0,247***</i>
Formalized teacher assessment	75,9%	43,0%	59,2%	52,6%	60,0%	70,8%	61,6%	<i>0,237***</i>
New distribution of authorities between central and local bodies	71,3%	65,7%	70,5%	77,6%	52,7%	78,9%	72,2%	<i>0,122***</i>
Reorganization of school boards	55,6%	28,4%	44,4%	67,4%	29,1%	74,1%	53,5%	<i>0,305***</i>
Reduction in human resources	87,7%	83,4%	86,5%	81,6%	67,3%	90,0%	85,4%	<i>0,117***</i>
Reduction in other resources	88,3%	85,1%	86,9%	84,8%	75,9%	91,9%	87,1%	<i>0,089**</i>
Minimize the human costs of change	56,5%	58,3%	60,2%	74,1%	70,4%	55,8%	61,2%	<i>0,139***</i>
School staff changes	71,3%	61,6%	58,7%	76,9%	74,1%	74,4%	68,7%	<i>0,153***</i>
Fluctuation in the number of students	62,5%	65,0%	73,3%	65,6%	68,5%	72,4%	67,6%	<i>0,093**</i>
Cultural and linguistic diversity	46,5%	49,8%	49,5%	30,0%	69,1%	32,4%	42,9%	<i>0,189***</i>
New instructional approaches	91,4%	85,1%	92,1%	95,1%	83,3%	94,2%	91,6%	<i>0,122*** NV</i>
Greater involvement of parents	51,2%	62,9%	52,7%	43,2%	32,7%	54,6%	51,7%	<i>0,132***</i>
Additional training by the principal	72,1%	57,7%	66,2%	65,8%	60,0%	70,6%	66,9%	<i>0,102***</i>
Greater demand for training	84,9%	67,1%	79,6%	89,1%	78,2%	84,4%	81,6%	<i>0,177***</i>
Higher qualification of teaching staff	53,6%	47,6%	55,7%	60,0%	65,5%	72,0%	57,6%	<i>0,150***</i>
Diminution of mastery of situation by the principal	54,0%	46,9%	41,4%	36,6%	42,6%	46,0%	45,2%	<i>0,124***</i>
Loss of usual benchmarks	63,7%	55,8%	53,5%	80,0%	55,6%	59,6%	62,6%	<i>0,193***</i>
Environment of greater distrust	75,3%	69,1%	58,1%	73,4%	56,6%	55,9%	66,7%	<i>0,172***</i>
Deterioration of the school environment	49,6%	36,8%	35,0%	30,8%	25,9%	35,9%	38,0%	<i>0,147***</i>
Decline of the quality of services to students	70,1%	59,4%	51,7%	57,3%	44,4%	64,2%	60,3%	<i>0,147***</i>
Increase of principal's motivation	45,6%	49,2%	56,4%	55,1%	65,4%	52,9%	52,0%	<i>0,095**</i>
Improvement of school success	49,1%	60,9%	59,1%	54,2%	60,0%	60,9%	56,2%	<i>0,095**</i>
Better social integration of students	38,9%	63,7%	54,0%	54,5%	46,3%	59,5%	52,4%	<i>0,174***</i>
Positive impacts on the student integration into society	57,1%	69,8%	67,2%	84,6%	61,8%	68,4%	68,5%	<i>0,198***</i>
Positive impacts on the professionalization of teachers	61,2%	51,8%	69,2%	75,4%	67,3%	79,3%	67,4%	<i>0,192***</i>
Positive impacts on the relationships with parents	58,5%	67,9%	68,8%	76,2%	61,8%	71,4%	67,7%	<i>0,133***</i>
Positive impacts on the recognition of the school's mission	59,7%	64,3%	63,6%	81,6%	61,1%	70,5%	67,2%	<i>0,167***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, in each region and all level of education combined, who claim that the changes or its impact is "very important" or "important". NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Table 4.39 Synthesis. Perceptions of Education system changes and their impacts by province

	Canada	Ontario	CB	Alberta	Manitoba	Saskatchewan	Québec	Yukon	TNO	Nunavut	TNL	NÉ	NB	IPE	Cramer's V
Increased competition between the schools	39,8%	40,4%	44,5%	61,6%	34,2%	27,9%	45,8%	30,0%	25,0%	6,7%	16,9%	23,0%	23,0%	9,1%	0,246***
Impact of competition on your job as principal	29,7%	27,8%	29,0%	38,0%	20,7%	14,8%	39,5%	25,0%	25,0%	6,7%	23,1%	23,8%	31,0%	18,2%	0,162***
Impact of competition on the recruitment and retention of students	37,4%	39,9%	40,3%	56,8%	28,8%	33,6%	44,3%	20,0%	25,0%	21,4%	11,7%	12,7%	19,0%	18,2%	0,251***
Reinforcement of rivalries	36,4%	45,5%	42,7%	36,1%	21,1%	24,0%	35,0%	40,0%	40,0%	40,0%	25,7%	31,7%	22,8%	20,0%	0,169***
Standardized student assessment	71,7%	80,6%	76,9%	80,3%	65,8%	40,3%	53,0%	80,0%	60,0%	60,0%	88,3%	84,1%	94,1%	23,8%	0,337***
Formalized teacher assessment	61,6%	75,9%	43,0%	63,5%	57,7%	52,4%	52,6%	60,0%	70,0%	46,7%	74,0%	69,1%	71,3%	66,7%	0,244***
New accountability policies	79,0%	81,2%	83,5%	82,4%	70,9%	57,3%	77,9%	60,0%	70,0%	46,7%	83,1%	84,6%	88,1%	76,2%	0,183***
Reorganization of school boards	53,5%	55,6%	28,4%	41,2%	39,6%	54,8%	67,4%	25,0%	15,0%	53,3%	92,1%	78,6%	62,4%	38,1%	0,335***
New distribution of responsibilities central / local	72,2%	71,3%	65,7%	76,0%	63,1%	66,9%	77,6%	50,0%	50,0%	60,0%	85,5%	77,6%	78,0%	66,7%	0,142***
Reduction in other resources	87,1%	88,3%	85,1%	93,1%	83,6%	78,2%	84,8%	75,0%	63,2%	93,3%	93,4%	92,0%	91,0%	90,5%	0,140***
Diminution of human resources	85,4%	87,7%	83,4%	91,0%	84,5%	79,8%	81,6%	65,0%	60,0%	80,0%	96,0%	90,4%	89,0%	71,4%	0,152***
Minimize the human costs of change	61,2%	56,5%	58,3%	62,4%	56,9%	58,9%	74,1%	55,0%	78,9%	80,0%	55,8%	53,7%	59,2%	52,4%	0,148***
School staff changes	68,7%	71,3%	61,6%	56,5%	60,9%	61,0%	76,9%	70,0%	68,4%	86,7%	73,0%	78,7%	72,3%	65,0%	0,161***
Cultural and linguistic diversity	42,9%	46,5%	49,8%	54,7%	47,7%	41,1%	30,0%	70,0%	60,0%	80,0%	18,4%	40,5%	31,6%	38,1%	0,210***
New instructional approaches	91,6%	91,4%	85,1%	92,3%	95,5%	88,7%	95,1%	85,0%	84,2%	80,0%	94,9%	93,6%	95,0%	90,5%	0,130***
Greater involvement of parents	51,7%	51,2%	62,9%	45,9%	63,4%	55,7%	43,2%	50,0%	10,0%	40,0%	60,5%	47,2%	55,4%	72,7%	0,170***
Additional training	66,9%	72,1%	57,7%	65,1%	70,9%	64,0%	65,8%	55,0%	65,0%	60,0%	59,0%	76,8%	75,8%	52,4%	0,129***
Greater demand for training	81,6%	84,9%	67,1%	80,5%	78,9%	78,4%	89,1%	80,0%	75,0%	80,0%	90,3%	84,1%	80,2%	85,7%	0,182***
Higher qualification of teaching staff	57,6%	53,6%	47,6%	55,4%	54,5%	57,4%	60,0%	55,0%	75,0%	66,7%	75,3%	62,4%	77,2%	90,9%	0,167***
Diminution of mastery of situation	45,2%	54,0%	46,9%	46,1%	34,9%	38,2%	36,6%	30,0%	60,0%	35,7%	46,2%	54,8%	40,0%	20,0%	0,157***
Loss of usual benchmarks	62,6%	63,7%	55,8%	56,6%	47,2%	53,2%	73,0%	60,0%	50,0%	57,1%	48,6%	63,7%	63,3%	57,1%	0,203***
Environment of greater distrust	66,7%	75,3%	69,1%	64,2%	50,9%	52,8%	80,4%	60,0%	66,7%	40,0%	48,6%	62,2%	59,0%	28,6%	0,201***
Increased costs to parents	57,2%	60,7%	59,8%	63,5%	60,7%	49,2%	55,8%	50,0%	10,0%	40,0%	67,5%	58,7%	35,0%	40,9%	0,167***
Deterioration of the school environment	38,0%	49,6%	36,8%	45,5%	21,4%	27,6%	30,8%	15,0%	31,6%	33,3%	29,9%	41,6%	36,0%	23,8%	0,187***
Feeling of ineffectiveness	58,5%	64,1%	57,0%	57,4%	45,9%	48,8%	60,0%	60,0%	70,0%	40,0%	50,0%	69,8%	55,4%	30,0%	0,136***
Decline of the quality of services to students	60,3%	70,1%	59,4%	63,4%	47,3%	33,1%	57,3%	20,0%	52,6%	66,7%	67,1%	60,0%	69,3%	54,5%	0,206***
Increase of motivation	52,0%	45,6%	49,2%	50,6%	53,6%	69,6%	55,1%	68,4%	60,0%	69,2%	53,8%	51,2%	51,5%	66,7%	0,126***
Positive impacts on the relationships with parents	67,7%	58,5%	67,9%	63,7%	74,8%	73,2%	76,2%	60,0%	55,0%	73,3%	68,8%	65,9%	77,0%	86,4%	0,154***
Positive impacts on the professionalization of teacher	67,4%	61,2%	51,8%	64,8%	68,8%	78,0%	75,4%	60,0%	75,0%	66,7%	72,7%	80,8%	82,0%	81,8%	0,204***

Improvement of school success	56,2%	49,1%	60,9%	54,7%	58,6%	68,0%	54,2%	75,0%	50,0%	53,3%	71,1%	51,2%	61,4%	77,3%	0,135***
Better social integration of students	52,4%	38,9%	63,7%	49,6%	53,6%	62,8%	54,5%	75,0%	21,1%	40,0%	51,3%	57,7%	63,0%	81,8%	0,205***
Positive impacts on the student integration into society	68,5%	57,1%	69,8%	63,2%	68,2%	74,0%	84,6%	70,0%	40,0%	80,0%	67,5%	61,6%	75,8%	77,3%	0,218***
Positive impacts on the recognition of the school's mission	67,2%	59,7%	64,3%	60,9%	57,7%	74,0%	81,6%	57,9%	65,0%	60,0%	70,1%	65,1%	77,0%	72,7%	NV 0,184***

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table indicate the proportion of principals, in each province, who judge that the impact of the change is “very important” or “important”.

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Thus, from province to province, the principals have different assessments of the impact of changes to the educational system. These differences still need to be analyzed in detail, especially by establishing their links with the specific educational policies in each province.

While ‘province’ seems to be the most discriminant variable, the survey reveals that principals’ perceptions of changes to the educational system also differ, though to a lesser degree, according to other contextual variables, such as *sector*, *teaching level*, the *profile of the student body* and the *location of the school (urban versus local) of which they are in charge*. Thus, several changes to the educational system seem to affect the public schools more than the private schools: the cutback in resources, the new division of responsibilities between the central and local authorities, the new accountability policies, the standardized evaluation of students, formalized teacher evaluation, the increased rivalries among schools, staff changes, information and communication technologies and the new educational technologies. Only the impact of competition on the recruitment and retention of students is considered more important by private school principals. Also, a comparatively greater number of public school principals point to the negative impact of changes to the educational system, whether the impact is on their own function (declining control over conditions) or on the operations of the school (loss of points of reference, the emergence of a climate of greater mistrust, the impression that their actions are less effective, the decline in the quality of services provided to students and the deterioration of the environment).

Table 4.40 Synthesis : Perceptions of Education system changes and their impacts by teaching sector

	Public	Private	Total	Cramer's V
Reduction in human resources	89,8%	45,3%	85,4%	<i>0,374***</i>
Reduction in other resources	90,5%	55,4%	87,1%	<i>0,311***</i>
New distribution of responsibilities between central and local bodies	76,6%	31,7%	72,2%	<i>0,299***</i>
Reorganization of school boards	58,1%	11,7%	53,5%	<i>0,277***</i>
New accountability policies	82,3%	48,5%	79,0%	<i>0,246***</i>
Standardized student assessment	74,0%	50,5%	71,7%	<i>0,154***</i>
Formalized teacher assessment	62,7%	51,0%	61,6%	<i>0,072***</i>
Impact of competition on the recruitment and retention of students	34,7%	61,6%	37,4%	<i>0,165***</i>
Reinforcement of rivalries	38,1%	20,1%	36,4%	<i>0,110***</i>
School staff changes	70,4%	52,9%	68,7%	<i>0,112***</i>
ICT in education and management	90,4%	71,6%	88,6%	<i>0,176***</i>
New instructional approaches	92,7%	80,9%	91,6%	<i>0,127***</i>
Greater demand for training	83,7%	62,5%	81,6%	<i>0,161***</i>
Diminution of mastery of situation by the principal	47,5%	24,3%	45,2%	<i>0,139***</i>
Loss of usual benchworks	65,3%	37,0%	62,6%	<i>0,178***</i>
Environment of greater distrust	70,0%	35,2%	66,7%	<i>0,218***</i>
Feeling of ineffectiveness	61,9%	26,6%	58,5%	<i>0,211***</i>
Decline of the quality of services to students	64,1%	25,2%	60,3%	<i>0,235***</i>
Deterioration of the school environment	40,2%	17,3%	38,0%	<i>0,140***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, in each sector and all provinces combined, who evaluate that the impact of the change is “very important” or “important”.

Several changes also seem to have a greater impact on the primary schools. Effects include, among others, a reduction in resources, a new division of responsibilities between the central and local authorities, new accountability policies and a greater involvement on the part of parents. A comparatively greater number of primary school principals, too, believe that the changes to the educational system lead to a loss of points of reference. On the other hand, there were a comparatively greater number of secondary school principals who point to increased competition among schools, and to the impact of this heightened competition on their task and on the recruitment of students and teachers. This also applies to urban principals, who claim they have to deal more with cultural and linguistic diversity in their student body.

Table 4.41 Synthesis : Perceptions of Education system changes and their impacts by level of education

	Elementary	Mixed	Secondary	Total	Cramer's V
Reduction in human resources	87,5%	76,4%	84,9%	85,4%	<i>0,104***</i>
Reduction in other resources	89,3%	75,4%	87,7%	87,1%	<i>0,138***</i>
New distribution of authorities between central and local bodies	75,7%	58,4%	70,8%	72,2%	<i>0,130***</i>
New accountability policies	82,3%	67,5%	76,9%	79,0%	<i>0,124***</i>
Increased competition between the schools	37,0%	34,5%	49,9%	39,8%	<i>0,118***</i>
Impact of competition on your job as principal	29,1%	23,3%	34,7%	29,7%	<i>0,075**</i>
Impact of competition on the recruitment and retention of students	33,7%	34,2%	48,8%	37,4%	<i>0,132***</i>
Impact of competition on the recruitment and retention of teaching staff	41,5%	51,8%	54,3%	46,0%	<i>0,116***</i>
Loss of usual benchworks	65,5%	49,5%	62,3%	62,6%	<i>0,110***</i>
Greater involvement of parents	55,6%	50,7%	42,0%	51,7%	<i>0,114***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each level of education and all provinces combined, who evaluate that the impact of the changes is "very important" or "important".

Table 4.42 Synthesis : Perception of Education system changes and their impacts by urban or rural location of the school

	Rural	Urban	Total	Cramer's V
Cultural and linguistic diversity	28,4%	49,1%	42,9%	<i>0,191***</i>
The increased competition between the schools	28,7%	44,6%	39,8%	<i>0,149***</i>
Impact of competition on the recruitment and retention of students	25,8%	42,4%	37,4%	<i>0,157***</i>

Source : Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, for each location of school and all provinces combined, who evaluate that the changes is "very important" or "important".

The way the principals face the changes also seems to be influenced by the *profile of the student body* in the school where they work. Thus, as we observed, the more they claim to have to deal with a “difficult” student body (students who are rowdy, late, displayed various kinds of problematical behaviour, etc.), the more they tend to attribute importance to the impact of changes in the educational system and to observe that these changes have had a negative impact on their function (including the decline in their control over circumstances or the increase in their workload) and on the operations of their school (such as the decline in the quality of services provided to students or the loss of points of reference). Thus, the changes to the educational system seem to be felt more deeply when the principals work in contexts considered more “difficult”. In addition, it is mostly the principals who direct schools with students from more privileged backgrounds (with a high family income) who tend to attribute importance to the increase in competition among the schools in their sector and to the tougher selection of students.

On the other hand, perceptions of the impact of changes to the educational system hardly vary at all according to the *socio-professional profile of the principals* (their sex, age, length of service and their level and field of study). We observe only that there are a few relationships involving their length of service in their school. Thus, the shorter the principals’ length of service in their school, the more they tend to attribute importance to the impact of a number of changes and to invoke negative impacts. Could it be that these principals tend to over-estimate the impact of the changes because over time they have accumulated fewer points of reference?

Finally, the survey reveals that the way the principals have experienced the impact of and dealt with the recent changes to the educational system, is primarily associated with contextual – and especially province-related – contingencies.

**CHAPTER 5: HOW SCHOOL PRINCIPALS RELATE TO THEIR WORK:
THE WORK THEY ACCOMPLISH, THEIR IDEAL CONCEPTIONS OF THEIR PROFESSION
AND THE WAY THEY ACTUALLY EXPERIENCE THE PROFESSION**

In this chapter, we explore the realities of the profession of principal. To this end, we present the results of the survey dealing with *how the school principals claim to practise their profession, their ideal conception of the profession and the way they actually experience it*. These issues are particularly important to investigate given the context, as pointed out in the introduction to this report: nowadays, school principals must deal with important changes that have occurred in the way educational systems are regulated. Principals are also obliged to deal with two other phenomena that have occurred at the same time: a normative redefining of their role and of that performed by educational institutions. Thus, in Canada as in other western countries, the conception of the institution that is currently dominant is that of the “community school” (Lessard and Brassard, 2006) that must shape itself into a genuine “educational community” while forging links with the community it is serving. Here, the various actors must mobilize and work together to get good results and are held publicly accountable for student performance. This redefining of the educational institution goes hand in hand with a normative redefining of the role and work performed by educational personnel. As concerns principals, new institutional requirements are giving them specific instructions to become “educational leaders”, that is, to give direction to the educational activities in their school and pilot educational reforms by mobilizing their education team (Bergeron *et al*, 2005; Brassard *et al*, 2004; Corriveau, 2004).

Given the context, it is important to understand how academic change and the institutional redefining of the principal’s role concretely affect the professional content and work conditions of school principals: *How do they experience, view and practise their occupation nowadays?* These are the questions we will attempt to answer in the present chapter. In the first section, we present the survey results, which shed light on (i) how principals perceive their general role in ideal terms, and (ii) how they actually perform it. In the second section, we examine in detail the various responsibilities they claim to carry out in their school and those they would like, ideally, to carry out. The third section endeavours to understand the similarities and differences between their “actual work” and their “ideal work”. In the fourth section, we analyse their job satisfaction with regard to different aspects of their profession, and their satisfaction in relationships with various categories of actors. As we shall see, according to most of the principals surveyed their work involves numerous responsibilities and roles, and affords them job satisfaction in many ways. In the fifth and final section, we suggest several ways that changes in academic regulation might involve a restructuring of the profession of principal in Canada. In particular, the latter involves an increased participation in relations outside the confines of the school itself and in teacher supervision.

Again, as in preceding chapters, we compare the occupational experience of principals in various Canadian provinces, teaching levels, teaching sectors and the urban or rural location of their school. We also examine how they differ according to their particular social and professional characteristics and according to the profile of the students and teachers in their school.

I. A MULTIPLE ROLE

We begin by describing the way the principals participating in the survey define their role. First, we examine the roles they claim to *actually* perform in the exercise of their profession. We then examine the functions they would like, *ideally*, to perform.

1. Roles actually performed

As in several studies carried out in various European countries (Barrère, 2006; Boissinot, 2005; Dupriez, 2002; Osborn, 2002), our survey data indicate that in the view of the principals, their work involves numerous responsibilities and roles. Indeed, as concerns the roles they claim to fulfil *in reality* as part of their work (see the following table)¹, the majority of principals surveyed (over 85%, if we cumulate the first two rankings in the table) state that the dozens of roles assigned to them figure either *importantly* or *very importantly* in their work. Thus, we could say that the primary characteristic of their role (as based on the principals' descriptions) is that it is *multiple*. With closer examination of the various roles they claim to undertake currently, we see that the vast majority of principals (over 96%, if we cumulate the first two rankings in the table) consider the largest roles to be those involving *management* and *administration*: emergency manager (97.9%), orchestra conductor (97.9%) and general administrator of the school (96.2%). Next come the roles more closely associated with *work of a pedagogical nature* (agent of change in the policies and practices of the school, educational project planner in the school, supervisor and evaluator of teachers' work), as well as with *management of external relations* (contact person for parents and mediator, liaison with the authorities and promoter of the school in the community). Lastly, the activities less frequently considered to play a large role in the actual exercise of their work are those that involve *pedagogical activities* (the role of pedagogical leader) and the *education of the students*. Nonetheless, more than 85% of the principals believe that the latter roles still figure importantly. Thus, the survey data suggest that the majority of principals performs roles that nowadays are highly valued in educational policy – agent of change (94.3%) and educational leader (85.8%) – even though it seems that management and administration still constitute the largest component of their role.

Table 5.1 Assumed roles

	Very important	Important	Not very important	Not important at all	Total	N
Management and administration						
(1)* Manager of emergencies and unforeseen situations in the school	76,1%	21,8%	1,6%	,5%	100,0%	2067
(2) Conductor, coordinator, assembler, team leader	68,1%	29,8%	1,7%	,4%	100,0%	2062
(3) School's general administrator (e.g., budget, equipment)	66,9%	29,3%	3,0%	,8%	100,0%	2064
Pedagogical work and animation						
(4) Change agent for the school's policies and practices for the school's policies and practices	54,5%	39,8%	4,8%	,9%	100,0%	2058
(5) Developer and planner of the school's educational project	47,2%	46,6%	4,2%	2,1%	100,0%	2055
(6) Supervisor and evaluator of the work of teachers	63,2%	30,6%	4,7%	1,6%	100,0%	2060
(10) Pedagogical leader	46,8%	39,0%	11,6%	2,8%	100,0%	2059
(11) Educator of students	44,4%	44,8%	10,0%	,8%	100,0%	2060
External relation management						
(7) Parents' spokesperson and mediator between them and teachers	53,2%	39,3%	5,3%	2,2%	100,0%	2060
(8) Liaison with school authorities (school boards, ministry)	60,2%	31,3%	6,2%	2,3%	100,0%	2060
(9) Promoter of the school in the community	47,9%	41,8%	9,5%	,8%	100,0%	2064

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

* In parenthesis: Rank of the role as an assumed role

¹ Question asked [Translator's Note: The French-to-English translator of the present text did not formulate or translate any of the questions in the questionnaire to which these footnotes refer, and which are reproduced here, in the present footnotes.]: "Presently, indicate the importance of each of the following roles in your work".

The importance given to the various roles carried out reveals high positive correlations. Some of the strongest correlations are those that exist among:

- various educational leadership roles: pedagogical leader, educational project planner for the school, agent of change in the policies and practices of the school and supervisor of teachers' work;
- roles that involve the administration and management of external relations: emergency manager, orchestra leader, general administrator of the school, contact person for parents and liaison with the authorities;
- the role of promoter of the school in the community and the roles associated with pedagogical activities (educational leader, educational project planner, agent of change in practices, supervisor of teachers' work).

Table 5.2 Assumed roles - Correlations

	Management and administration			Pedagogical work and animation					External relation management		
	Manager of emergencies	Conductor	General administrator	Pedagogical leader	Planner of the educational project	for the school's policies and practicesfor practices	Educator of students	Supervisor of the work of teachers	Promoter of the school in the community	Parents' spokesperson	Liaison with school authorities
Management and administration											
Manager of emergencies	1,000	,280***	,342***	,090***	,149***	,182***	,107***	,184***	,150***	,301***	,196***
Conductor	,280***	1,000	,340***	,238***	,292***	,281***	,188***	,287***	,248***	,287***	,214***
General administrator	,342***	,340***	1,000	,177***	,222***	,209***	,067***	,251***	,185***	,307***	,308***
Pedagogical work and animation											
Pedagogical leader	,090***	,238***	,177***	1,000	,369***	,306***	,257***	,294***	,373***	,156***	,157***
Planner of the educational project	,149***	,292***	,222***	,369***	1,000	,448***	,145***	,247***	,344***	,229***	,192***
Change agent for the school's policies and practicesfor practices	,182***	,281***	,209***	,306***	,448***	1,000	,121***	,276***	,343***	,221***	,209***
Educator of students	,107***	,188***	,067***	,257***	,145***	,121***	1,000	,248***	,207***	,118***	,067***
Supervisor of the work of teachers	,184***	,287***	,251***	,294***	,247***	,276***	,248***	1,000	,301***	,269***	,253***
External relation management											
Promoter of the school in the community	,150***	,248***	,185***	,373***	,344***	,343***	,207***	,301***	1,000	,212***	,200***
Parents' spokesperson	,301***	,287***	,307***	,156***	,229***	,221***	,118***	,269***	,212***	1,000	,363***
Liaison with school authorities	,196***	,214***	,308***	,157***	,192***	,209***	,067***	,253***	,200***	,363***	1,000

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The survey shows that the roles the principals claim to currently perform in their occupation do not vary according to *the profile of the principals* (sex, level of degree held, age, length of service). On the other hand, they vary according to several contextual factors (except of the location - urban or rural - of the school), especially *region*. Thus, the academic leadership role is undertaken comparatively more often by principals in British Columbia, Ontario and the Prairies; that of student educator more often by principals in the Atlantic Provinces, British Columbia, the Prairies and the Northwest Territories; that of supervising the work of teachers more often by principals in the Atlantic Provinces, Ontario, the Prairies and the Northwest Territories; lastly, that of school promoter in the community is undertaken more often by principals of all regions except Québec. In fact, principals in Québec state that they fulfill these four roles comparatively less frequently.

Table 5.3 Assumed roles by region

	Pedagogical leader	Educator of students	Supervisor of the work of teachers	Promoter of the school in the community
All levels combined				
Atlantic	87,9%	90,4%	95,3%	90,4%
British Columbia	92,8%	88,5%	92,1%	90,8%
Ontario	88,1%	82,7%	98,4%	92,0%
Prairies	92,5%	91,4%	93,8%	94,8%
Québec	85,6%	75,8%	87,1%	77,9%
Territories	83,3%	96,3%	98,1%	98,1%
Canada, total	89,1%	85,7%	93,7%	89,6%
<i>Cramer's V</i>	0,093***	0,171***	0,163*** NV	0,199***
Elementary				
Atlantic	89,2%	93,6%	97,3%	90,9%
British Columbia	92,6%	91,0%	92,0%	91,6%
Ontario	91,1%	83,1%	98,4%	91,1%
Prairies	93,8%	92,3%	94,3%	96,2%
Québec	85,5%	75,6%	86,6%	75,2%
Territories	86,4%	95,5%	95,5%	95,5%
Canada, total	90,2%	85,9%	93,9%	88,5%
<i>Cramer's V</i>	0,098* NV	0,197*** NV	0,189*** NV	0,231*** NV
Mixed				
Atlantic	91,5%	93,6%	89,4%	93,6%
British Columbia	96,3%	85,2%	92,6%	88,9%
Ontario	94,4%	88,9%	94,4%	77,8%
Prairies	89,1%	92,8%	91,4%	91,4%
Québec	88,9%	94,4%	94,4%	77,8%
Territories	91,7%	100,0%	100,0%	100,0%
Canada, total	90,8%	92,6%	92,3%	90,5%
<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV
Secondary				
Atlantic	83,0%	81,8%	94,4%	87,5%
British Columbia	92,1%	82,9%	92,1%	89,5%
Ontario	77,2%	80,5%	99,1%	97,4%
Prairies	94,0%	87,9%	95,7%	96,6%
Québec	85,1%	72,8%	87,1%	86,2%
Territories	50,0%	87,5%	100,0%	100,0%
Canada, total	85,5%	81,5%	94,1%	92,2%
<i>Cramer's V</i>	0,222*** NV	NS NV	0,174** NV	0,180** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education and in each region, who believe that the (effective) role is “very important” or “important” in performing their work.

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

If we consider in greater detail differences *by province*, we observe that the role of academic leader is said to be important by comparatively more principals from Newfoundland and Labrador, Manitoba, Saskatchewan, Alberta, British Columbia and the Yukon; that of student educator by comparatively more principals from every province except Ontario and Québec; that of supervisor of teachers' work by comparatively more principals from Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario, Manitoba, Alberta, the Yukon, the Northwest Territories and Nunavut; lastly, that of promoter of the school in the community is said to be important by comparatively fewer principals in New Brunswick and Québec.

Table 5.4 Assumed roles by province

	Pedagogical leader	Educator of students	Supervisor of the work of teachers	Promoter of the school in the community
All levels combined				
Newfoundland and Labrador	92,1%	97,3%	96,0%	94,7%
Prince Edward Island	77,3%	90,9%	85,7%	95,5%
Nova Scotia	86,9%	86,3%	95,2%	92,7%
New Brunswick	88,1%	90,1%	97,0%	83,2%
Québec	85,6%	75,8%	87,1%	77,9%
Ontario	88,1%	82,7%	98,4%	92,0%
Manitoba	94,6%	92,0%	95,5%	97,3%
Saskatchewan	89,3%	90,9%	87,0%	94,3%
Alberta	93,1%	91,3%	96,5%	94,0%
British Columbia	92,8%	88,5%	92,1%	90,8%
Yukon	89,5%	100,0%	100,0%	100,0%
Northwest Territories	75,0%	95,0%	95,0%	95,0%
Nunavut	86,7%	93,3%	100,0%	100,0%
Canada, total	89,1%	85,7%	93,7%	89,6%
<i>Cramer's V</i>	<i>0,112** NV</i>	<i>0,178*** NV</i>	<i>0,187*** NV</i>	<i>0,211*** NV</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each province, who believe that the (effective) role is "very important" or "important" in performing their work.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The survey also reveals several variations by *educational sector*. Thus, in the various regions (except the Northwest Territories) more public-school principals than private-school principals perform the roles of (i) general school administrator and (ii) liaison with the authorities.

Table 5.5 Assumed roles by teaching sector

	School's general administrator	Liaison with school authorities
Canada, total		
Public	97,5%	92,6%
Private	83,1%	81,6%
Total	96,1%	91,5%
<i>Cramer's V</i>	0,222***	0,117***
Atlantic		
Public	97,2%	93,0%
Private	71,4%	57,1%
Total	96,6%	92,3%
<i>Cramer's V</i>	0,207*** NV	0,196*** NV
British Columbia		
Public	96,8%	94,3%
Private	87,7%	93,0%
Total	95,1%	94,1%
<i>Cramer's V</i>	0,163** NV	NS NV
Ontario		
Public	98,0%	92,1%
Private	78,0%	71,2%
Total	95,7%	89,7%
<i>Cramer's V</i>	0,316*** NV	0,219***
Prairies		
Public	97,9%	91,4%
Private	75,0%	88,9%
Total	96,1%	91,2%
<i>Cramer's V</i>	0,317*** NV	NS NV
Québec		
Public	98,1%	92,2%
Private	92,7%	78,0%
Total	97,5%	90,8%
<i>Cramer's V</i>	0,104* NV	0,148*** NV
Territories		
Public	92,5%	98,1%
Private	100,0%	100,0%
Total	92,6%	98,1%
<i>Cramer's V</i>	NS NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each teaching sector and for each region, who believe that the (effective) role is "very important" or "important" in performing their work.

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The discharge of particular roles does not vary much by *teaching level*. We observe only that a comparatively greater number of primary- and secondary-school principals consider the role of orchestra leader important, while a comparatively greater number of mixed- and primary-school principals consider that of student educator important. However, these differences are not statistically significant when we

control for region; this indicates that the differences observed between teaching levels are probably due to a differentiated breakdown in teaching levels by region (cf. Chapter1).

Table 5.6 Assumed roles by level of education

	Conductor	Educator of students
Elementary	98,4%	85,9%
Mixed	94,1%	92,6%
Secondary	98,8%	81,5%
Total	97,9%	85,7%
<i>Cramer's V</i>	<i>0,104***</i>	<i>0,093***</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education, who believe that the (effective) role is “very important” or “important” in performing their work.

Lastly, the survey shows that the exercise of various roles varies very slightly by *the profiles of the student body*, by *student's parents and by teacher*. That said, we can identify several trends:

- the greater the number of principals who claim to have students with a high family income, the fewer the number to consider the role of student educator important;
- the greater the number of principals who claim to have a high percentage of students who are truant or do not finish their year, the greater the number to claim they are exercising the role of supervising teachers' work, and the fewer the number to perform a role of academic leadership or of educational project planner;
- the greater the number of principals who claim to have a high percentage of aboriginal students in their school, the fewer the number to perform the role of educational project planner, and the greater the number to perform the role of student educator;
- the fewer the number of principals who claim to confront various problems with their students, the greater the number to consider the role of academic leader important;
- the greater the number of principals claiming to have problematic relationships with students' parents, the greater the number to perform the role of emergency manager, and fewer the number to perform a role of academic leadership or of promoter of the school in the community.

Based on these relationships – which are, in fact, relatively weak – we may assume that the roles of student educator and supervisor of teachers' work are more meaningful in educational environments with “difficult” students – as opposed to the role of academic leader or of educational project planner for the school.

Table 5.7 Assumed roles by profile of students, teachers and parents

	Management and administration			Pedagogical work and animation				External relation management			
	Manager of emergencies **	Conductor **	General administrator*	Pedagogical leader **	Planner of the educational project **	school's policies and	Educator of students **	Supervisor of the work of teachers **	Promoter of the school in the community **	Parents' spokesperson **	Liaison with school authorities **
Students social characteristics											
Percentage of students from high income families	/	/	/	/	/	/	,068***	/	/	/	/
Percentage of students from middle income families	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from low income families	/	/	/	/	/	/	/	/	/	/	/
Students scholar characteristics											
Percentage of absent students	/	/	/	,048**	,066**	/	/	-	,078***	/	/
Percentage of students who do not finish the year in the school	/	/	/	,039*	,037*	/	/	/	/	/	/
Students ethnic characteristics											
Percentage of native students	/	/	/	/	,075**	/	/	-	,087***	/	/
Percentage of visible minority students	/	/	/	/	/	/	/	/	/	/	/
Problems encountered with students											
Conflicts among students*	/	/	/	/	/	/	/	/	/	/	/
Bullying among students*	/	/	/	/	/	/	/	/	/	/	/
Health problems in students*	/	/	/	/	/	/	/	/	/	/	/
Deterioration of socio-economic status of student's families*	/	/	/	/	/	/	/	/	/	/	/
Infractions against property by students*	/	/	/	/	/	/	/	/	/	/	/
Students possessing weapons*	/	/	/	/	/	/	/	/	/	/	/
Students' use of alcohol or drugs*	/	/	/	-	,077***	/	/	/	/	/	/
Student disrespect for teachers*	/	/	/	-	,073***	/	/	/	/	/	/
Verbal abuse or physical assault of a staff member by a student*	/	/	/	/	/	/	/	/	/	/	/
Student absenteeism*	/	/	/	-	,060**	/	/	/	/	/	/
Sexism/Sexual harassment among students*	/	/	/	-	,084***	/	/	/	/	/	/
Racism/Racial conflicts among students*	/	/	/	/	/	/	/	/	/	/	/
Disruption of classes by students*	/	/	/	/	/	/	/	/	/	/	/
Student tardiness*	/	/	/	/	/	/	/	/	/	/	/
Students dropping out*	/	/	/	-	,076***	/	/	/	/	/	/
Student apathy*	/	/	/	-	,076***	/	/	/	-	,063***	/
Problems encountered with teachers											
Staff's use of alcohol or drugs*	/	/	/	/	/	/	/	/	/	/	/
Teacher turnover*	/	/	/	/	/	/	-	,074***	/	/	/
Teacher absenteeism*	/	/	/	/	/	/	-	,101***	/	/	/
Problems encountered with students' parents											
Conflicts between parents and teachers*	,072**	/	/	-,058**	-,044*	/	/	/	-,054**	,051**	/

Complaints from parents and students*	,069**	/	,042*	-	/	/	-,059**	/	-,052**	/	/
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Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very important" to "not important at all"

2. Ideal conceptions of the role of principal

As concerns the roles they *would like to perform*, we observe that the majority of principals surveyed (over 88%) consider that *ideally* their work should, in addition, involve a wide variety of roles². In particular, over 95% of the respondents (obtained by cumulating the first two rankings in the table) value the roles that fall within the sphere of *work of a pedagogical nature*: academic leader (97.6%), agent of change in the school's policies and practises (97.1%), supervisor of teachers' work (96.7%) and educational project planner for the school (95.3%). Thus the principals themselves seem to posit, as an ideal, the institutional redefining of the principal's role currently being promoted by educational policies – advocating they become pedagogical leaders and agents of educational change (cf. the introduction to the report). In France, Barrère has pointed out that they are being called upon to become educational “experts in channelling initiative and dynamism” (especially in mobilizing their personnel); moreover, they seem to view this directive more as a “sound basis for fulfilling their personal ambition” than as a constraint (Barrère, 2006, 159). The role of orchestra leader, which involves quite a bit of coordinating work, is highly valued by 97% of the principals. By contrast, the roles that appeal to the fewest principals are those in which they serve as a contact for parents (nonetheless, valued by 88.9% of the principals), liaison with the authorities (nonetheless, valued by 90.7% of the principals) and educator of students (nonetheless, valued by 91.3% of the principals). Lastly, and in brief, we could say that the roles appealing to the greatest number of principals include, in order, *pedagogical activities* (pedagogical leader, agent of change in the school's policies and practises, supervisor of teachers' work and educational project planner for the school), followed by roles involving *management and administration* (orchestra leader, emergency manager and general administrator for the school) and, lastly, *manager of external relations* (promoter of the school in the community, liaison with the authorities, contact for parents and mediator).

Table 5.8 Ideal roles

	Very important	Important	Not very important	Not important at all	Total	N
Pedagogical work and animation						
(1)* Pedagogical leader <i>ideally</i>	73,9%	23,7%	1,5%	1,0%	100,0%	1988
(2) Change agent for the school's policies and practices for the school's policies and practices <i>ideally</i>	58,0%	39,1%	1,6%	1,4%	100,0%	1985
(4) Supervisor of the work of teachers <i>ideally</i>	67,2%	29,5%	1,7%	1,7%	100,0%	1978
(5) Planificateur projet éducatif de l'école <i>ideally</i>	51,4%	43,9%	2,4%	2,3%	100,0%	1976
(9) Educator of students <i>ideally</i>	53,6%	37,7%	6,4%	2,3%	100,0%	1974
Management and administration						
(3) Conductor, coordinator, assembler, team leader <i>ideally</i>	64,6%	32,4%	1,8%	1,3%	100,0%	1976
(7) Manager of emergencies <i>ideally</i>	59,2%	33,5%	6,0%	1,4%	100,0%	1978
(8) General administrator of l'école <i>ideally</i>	50,9%	39,9%	7,6%	1,6%	100,0%	1981
External relation management						
(6) Promoter of the school in the community <i>ideally</i>	55,2%	39,4%	3,9%	1,6%	100,0%	1987
(10) Liaison with school authorities <i>ideally</i>	52,3%	38,4%	6,8%	2,5%	100,0%	1975
(11) Parents' spokesperson et mediator <i>ideally</i>	42,8%	46,1%	8,3%	2,9%	100,0%	1976

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

* In parenthesis: Rank of the role as an assumed role

² Question asked: “Ideally, indicate the importance that each of the following roles should have in your work.”

The importance accorded to various ideal roles reveals high positive correlations. Some of the highest correlations are those that exist among³:

- the roles involving management and administration: emergency manager, orchestra leader and general administrator of the school;
- the roles involving pedagogical activities and promotion of the school in the community: pedagogical leader, educational project planner, agent of change in the policies and practices of the school and promoter of the school in the community;
- the role of contact for parents, and the roles of emergency manager, general administrator of the school and officer for liaising with the authorities.

Table 5.9 Ideal roles - Correlations

	Management and administration			Pedagogical work and animation					External relation management		
	Manager of emergencies <i>ideally</i>	Conductor <i>ideally</i>	General administrator <i>ideally</i>	Pedagogical leader <i>ideally</i>	Planner of the educational project <i>ideally</i>	Change agent for the school's policies and practices <i>ideally</i>	Educator of students <i>ideally</i>	Supervisor of the work of teachers <i>ideally</i>	Promoter of the school in the community <i>ideally</i>	Parents' spokesperson <i>ideally</i>	Liaison with school authorities <i>ideally</i>
Management and administration											
Manager of emergencies <i>ideally</i>	1,000	,295***	,348***	,084***	,146***	,224***	,224***	,226***	,226***	,318***	,245***
Conductor <i>ideally</i>	,295***	1,000	,308***	,186***	,275***	,282***	,169***	,264***	,212***	,251***	,209***
General administrator <i>ideally</i>	,348***	,308***	1,000	,081***	,193***	,181***	,110***	,243***	,186***	,318***	,296***
Pedagogical work and animation											
Pedagogical leader <i>ideally</i>	,084***	,186***	,081***	1,000	,306***	,266***	,166***	,278***	,246***	,138***	,115***
Planner of the school's educational project <i>ideally</i>	,146***	,275***	,193***	,306***	1,000	,469***	,117***	,227***	,338***	,230***	,172***
Change agent for the school's policies and practices <i>ideally</i>	,224***	,282***	,181***	,266***	,469***	1,000	,116***	,288***	,311***	,222***	,198***
Educator of students <i>ideally</i>	,224***	,169***	,110***	,166***	,117***	,116***	1,000	,204***	,164***	,170***	,077***
Supervisor of the work of teachers <i>ideally</i>	,226***	,264***	,243***	,278***	,227***	,288***	,204***	1,000	,221***	,275***	,241***
External relation management											
Promoter of the school in the community <i>ideally</i>	,226***	,212***	,186***	,246***	,338***	,311***	,164***	,221***	1,000	,225***	,208***
Parents' spokesperson <i>ideally</i>	,318***	,251***	,318***	,138***	,230***	,222***	,170***	,275***	,225***	1,000	,374***
Liaison with school authorities <i>ideally</i>	,245***	,209***	,296***	,115***	,172***	,198***	,077***	,241***	,208***	,374***	1,000

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau

³ We should point out that the structure of the correlations for the valuing of ideal roles is quite similar to that for the significance attributed to the roles undertaken (cf. Table 5.2).

The survey reveals that the importance attributed to different roles varies only very slightly by contextual factors. It seems as if the principals' ideal conception of their occupation is comparatively independent of (i) institutional variables and (ii) the conditions in which they work. First, if we consider differences by *region*, there is variation in the importance attributed to one role alone, that of student educator: fewer principals in Québec than in other regions want, in an ideal scenario, to perform this role.

Table 5.10 Ideal roles by region

	Educator of students <i>ideally</i>
All levels combined	
Atlantic	95,4%
British Columbia	91,5%
Ontario	92,4%
Prairies	94,9%
Québec	82,3%
Territories	92,2%
Canada, total	91,3%
<i>Cramer's V</i>	0,164*** NV
Elementary	
Atlantic	95,5%
British Columbia	93,3%
Ontario	93,1%
Prairies	96,1%
Québec	83,0%
Territories	94,7%
Canada, total	91,7%
<i>Cramer's V</i>	0,176*** NV
Mixed	
Atlantic	93,0%
British Columbia	88,5%
Ontario	80,0%
Prairies	94,2%
Québec	87,5%
Territories	92,0%
Canada, total	92,0%
<i>Cramer's V</i>	NS NV
Secondary	
Atlantic	96,5%
British Columbia	87,8%
Ontario	91,8%
Prairies	93,8%
Québec	79,1%
Territories	85,7%
Canada, total	90,1%
<i>Cramer's V</i>	0,197** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education and in each region, who believe that the role should be “very important” or “important” in performing their work.

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

It would seem that there are a comparatively greater number of differences among the *provinces*; however, these differences should be treated with caution inasmuch as the Chi-Square test is not valid (due to an insufficient number of theoretical frequencies). Thus, the role of the school's educational project planner is considered important by comparatively more principals in Québec, Ontario, Manitoba, Alberta and Nunavut; that of student educator is idealized by comparatively fewer principals in Québec and the Northwest Territories; that of supervisor of teachers' work is considered important by a greater number of principals in New Brunswick, Ontario, Manitoba, Alberta, and British Columbia and the Northwest Territories; lastly, the role of emergency manager is considered important by a greater number of principals in Ontario, Manitoba, Alberta, British Columbia, Newfoundland and Labrador, Nova Scotia, Saskatchewan and the Yukon.

Table 5.11 Ideal roles by province

	Planner of the school's educational project <i>ideally</i>	Educator of students <i>ideally</i>	Supervisor of the work of teachers <i>ideally</i>	Manager of emergencies <i>ideally</i>
All levels combined				
Newfoundland and Labrador	94,4%	100,0%	95,8%	93,0%
Prince Edward Island	83,3%	94,4%	88,9%	83,3%
Nova Scotia	90,8%	95,8%	96,6%	94,1%
New Brunswick	94,9%	91,8%	96,9%	89,8%
Québec	98,2%	82,3%	96,6%	86,5%
Ontario	95,7%	92,4%	97,9%	95,5%
Manitoba	97,2%	96,3%	98,2%	95,4%
Saskatchewan	93,3%	92,6%	86,8%	96,7%
Alberta	96,0%	95,5%	97,3%	92,9%
British Columbia	94,9%	91,5%	98,3%	93,6%
Yukon	83,3%	94,7%	94,7%	94,7%
Northwest Territories	85,0%	90,0%	95,0%	100,0%
Nunavut	100,0%	91,7%	100,0%	91,7%
Canada, total	95,3%	91,3%	96,7%	92,7%
<i>Cramer's V</i>	0,128*** NV	0,173*** NV	0,154*** NV	0,138*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education and in each region, who believe that the role should be "very important" or "important" in performing their work.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The survey reveals that the importance attributed to several roles also varies by *educational sector*. Thus, a comparatively greater number of principals in public schools claim that, ideally, they would like to perform the roles of pedagogical leader, student educator and supervisor of teachers' work.

Table 5.12 Ideal roles by teaching sector

	Pedagogical leader <i>ideally</i>	Educator of students <i>ideally</i>	Supervisor of the work of teachers <i>ideally</i>
Canada, total			
Public	98,2%	92,3%	97,0%
Private	92,7%	82,6%	93,2%
Total	97,6%	91,3%	96,7%
<i>Cramer's V</i>	0,106*** NV	0,101***	0,064**
Atlantic			
Public	97,7%	95,7%	96,7%
Private	85,7%	85,7%	71,4%
Total	97,4%	95,4%	96,1%
<i>Cramer's V</i>	0,112* NV	NS NV	0,194*** NV
British Columbia			
Public	98,8%	93,7%	98,3%
Private	96,4%	81,8%	98,2%
Total	98,3%	91,5%	98,3%
<i>Cramer's V</i>	NS NV	0,166** NV	NS NV
Ontario			
Public	98,4%	93,5%	98,8%
Private	89,1%	83,6%	90,9%
Total	97,4%	92,4%	97,9%
<i>Cramer's V</i>	0,183*** NV	0,118** NV	0,177*** NV
Prairies			
Public	97,6%	95,7%	94,3%
Private	94,4%	86,1%	100,0%
Total	97,4%	94,9%	94,7%
<i>Cramer's V</i>	NS NV	0,118** NV	NS NV
Québec			
Public	98,9%	82,5%	97,4%
Private	94,7%	80,6%	88,9%
Total	98,5%	82,3%	96,6%
<i>Cramer's V</i>	0,099* NV	NS	0,138*** NV
Territories			
Public	96,1%	94,0%	98,0%
Private	-	-	-
Total	94,2%	92,2%	96,1%
<i>Cramer's V</i>	0,566*** NV	0,485*** NV	0,700*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each teaching sector and for each region, who believe that the role should be "very important" or "important" in performing their work.

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The importance attributed to several roles also varies by the *teaching level* at which the principals work. We observe that fewer principals in mixed schools attribute importance to the roles of educational project planner for their school, agent of change in policies and practices and supervisor of teachers' work; this IS the opposite of the situation for primary and secondary school principals. However, these variations by teaching level are no longer statistically significant if we consider them by region, indicating that they probably involve a differentiated breakdown of teaching levels by region (cf. Chapter 2).

Table 5.13 Ideal roles by level of education

	Planner of the school's educational project <i>ideally</i>	Change agent for the school's policies and practices ideally	Supervisor of the work of teachers <i>ideally</i>
Canada, total			
Elementary	96,5%	97,3%	97,5%
Mixed	90,0%	93,1%	91,3%
Secondary	95,4%	98,5%	97,5%
Total	95,3%	97,1%	96,7%
<i>Cramer's V</i>	<i>0,101***</i>	<i>0,096***</i>	<i>0,117***</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level of education, who believe that the role should be "very important" or "important" in performing their work.

The proportion of principals indicating that, ideally, they would like to perform the various roles does not vary at all *by the location of the school (urban versus rural)*, and only very slightly *by their socio-professional profile*. We observe only that the shorter the principals' length of service, the less they want to fulfil the role of supervisor and evaluator of teachers' work (Kendall's Tau = -0.062***). In addition, we notice that of the principals in secondary schools, it is those who hold a master's degree who generally attribute importance to the role of supervisor of teachers' work.

Table 5.14 Ideal roles by level of study of principals

	Supervisor of the work of teachers <i>ideally</i>
All levels combined	
Bachelor's degree	94,0%
University certificate or diploma above bachelor level	96,9%
Master's degree	98,1%
Total	96,9%
<i>Cramer's V</i>	0,095***
Elementary	
Bachelor's degree	96,0%
University certificate or diploma above bachelor level	97,9%
Master's degree	98,3%
Total	97,7%
<i>Cramer's V</i>	NS
Mixed	
Bachelor's degree	90,2%
University certificate or diploma above bachelor level	90,5%
Master's degree	94,7%
Total	92,3%
<i>Cramer's V</i>	NS NV
Secondary	
Bachelor's degree	91,9%
University certificate or diploma above bachelor level	97,2%
Master's degree	98,7%
Total	97,4%
<i>Cramer's V</i>	0,155*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, according to each type of diploma obtained, who believe that the role should be "very important" or "important" in performing their work.

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the ideal representations of the role hardly vary at all *by the profile of the students or teachers, or by problematical relationships with parents*. Nonetheless, we note some relatively minor trends:

- the greater the number of principals who state their school has a high percentage of truant students, the greater the number who attribute importance to the roles of student educator and supervisor of teachers' work;
- the greater the number of principals who state their school has indigenous students, the greater the number who tend to attribute importance to the roles of educator of students, emergency manager and promoter of the school in the community;
- the greater the number of principals who claim they have to deal with various types of problems with their students, especially those involving drop-outs and student apathy, the fewer the number who tend to attribute importance to the roles of emergency manager or contact for parents;
- the greater the number of principals who claim they face teacher turnover and absenteeism, the fewer the number who tended to attribute importance to the roles of emergency manager and student educator;
- lastly, the greater the number who state they have to deal with complaints from parents, the greater the number who wish to perform the role of pedagogical leader and the fewer the number who wish to serve as parent contact.

Based on these trends, which are weak, we may assume that comparatively more of the principals working with relatively "difficult" students wish to perform the roles of student educator or supervisor of teachers' work. Conversely, we note that a greater number of the principals who experience fewer problems with

their students, their teachers and/or the students' parents, attribute greater importance to the roles of emergency manager / contact for parents.

Table 5.15 Assumed roles by profile of students, teachers and parents

	Management and administration			Pedagogical work and animation					External relation management		
	Manager of emergencies ideally**	Conductor ideally**	General administrator ideally**	Pedagogical leader ideally**	Planner of the educational project ideally**	Change agent for the school's policies and practices ideally**	Educator of students ideally**	Supervisor of the work of teachers ideally**	Proctor of the school in the community ideally**	Parents' spokesperson ideally**	Liaison with school authorities ideally**
Students social characteristics											
Percentage of students from high income families	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from middle income families	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from low income families	/	/	/	/	/	/	/	/	/	/	/
Students scholar characteristics											
Percentage of absent students	/	/	/	/	/	/	-,061** *	-,056**	/	/	/
Percentage of students who do not finish the year in the school	/	/	/	/	/	/	/	/	/	/	/
Students ethnic characteristics											
Percentage of native students	-,055**	,053*	/	/	/	/	-,093** *	/	-,055**	/	/
Percentage of visible minority students	/	/	/	-,069***	/	/	/	/	/	/	/
Problems encountered with students											
Conflicts among students*	/	/	/	/	/	/	/	/	/	/	/
Bullying among students*	/	/	/	/	/	/	/	/	/	/	/
Health problems in students*	/	/	/	/	/	/	/	/	/	/	/
Deterioration of socio-economic status of student's families*	/	/	/	/	/	/	/	/	/	/	/
Infractions against property by students*	/	/	/	/	/	/	/	/	/	/	/
Students possessing weapons*	/	/	/	/	/	/	/	/	/	/	/
Students' use of alcohol or drugs*	-,075***	/	-,067** *	/	/	/	/	/	/	-,076***	/
Student disrespect for teachers*	-,066***	/	/	/	/	/	/	/	/	/	/
Verbal abuse or physical assault of a staff member by a student*	/	/	/	/	/	/	/	/	/	/	/
Student absenteeism*	/	/	/	/	/	/	/	/	/	/	/
Sexism/Sexual harassment among students*	/	/	/	/	/	/	/	/	/	/	/
Racism/Racial conflicts among students*	/	/	/	/	/	/	/	/	/	/	/
Disruption of classes by students*	/	/	/	/	/	/	/	/	/	/	/
Student tardiness*	/	/	/	/	/	/	/	/	/	/	/
Students dropping out*	-,086***	/	/	/	/	/	-,065** *	/	/	-,071***	/
Student apathy*	-,079***	/	/	/	/	/	/	/	/	-,070***	/
Problems encountered with teachers											
Staff's use of alcohol or drugs*	/	/	/	/	/	/	/	/	/	/	/
Teacher turnover*	-,107***	/	/	/	/	/	-,096** *	/	/	/	/
Teacher absenteeism*	-,088***	/	/	/	/	/	-,109**	/	/	/	/

								*				
Problems encountered with students' parents												
Conflicts between parents and teachers*	/	/	/	/	/	/	/	/	/	/	/	/
Complaints from parents and students*	/	/	/	,073***	/	/	/	/	/	/	-,055**	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very important" to "not important at all"

II. A MULTITUDE OF RESPONSIBILITIES

Now that we have delineated the way principals define their role, we will continue our analysis of the work they perform by examining in detail the various responsibilities they say they undertake and those they would like, ideally, to assume.

1. Responsibilities assumed

If we examine in detail the various responsibilities that the principals surveyed claim to undertake⁴ (cf. the table 5.16), we see once again that their work is extremely varied. Indeed, the majority of them state that they are either completely responsible for, or play a major role in, most of the different responsibilities mentioned. Indeed, very few responsibilities seem to totally escape their control. Consequently, from the principals' perspective, their work consists of a *multitude of responsibilities*. The responsibilities cited by most principals (by more than 90% of them) are, in order: development of school regulations (97.1% if we cumulate the first two rankings in the table), development of the school's mission (96.3%), accounting duties (95.6%), supervising and evaluating teachers (93.9%), disciplining students (92.0%), budgetary appropriation (91.9%), assigning teaching tasks (90.7%) and educating the community about the objectives and achievements of their school (90.7%)⁵. In brief, we observe that most principals (over 70%) state that they primarily carry out tasks involving *academic administration* (developing the regulations and mission of the school, assigning teaching tasks, dividing up students, analyzing school statistics), *accounting tasks*, *teacher supervision*, *internal management* (disciplinary measures and student supervision), *resource management* (budgetary appropriation, management of generated funds and physical assets) and *managing external relations* (educating the community, resolving conflicts with families, guiding parent participation, developing partnerships involving the school and the community). By contrast, the majority of principals state that they play either a minor role in, or are not at all responsible for, selecting students (74.3% if we cumulate the last two rankings in the table 5.16), recruiting and selecting professional personnel (70.4%) and technical personnel (64.1%), as well as evaluating learning materials (64.9%). A significant proportion of the principals state that they have few or no responsibilities in the recruitment or in the pedagogical development of teachers, in the supervision of professional and technical personnel, in guiding parents, in the delineation and evaluation of teaching programs, in the choice of instructional materials or in the raising private funds. Lastly, we note that 63.4% of principals have no teaching tasks⁶.

The diversity of responsibilities assumed by the principals seem to be a fundamental characteristic of their profession, and is frequently noted in the literature (Corriveau, 2004). A qualitative study carried out in France by Barrère (2006) demonstrates that the multitude of tasks to be carried out can be exhausting, especially since they are brief, scattered and fragmented. At the same time, principals also consider the tasks stimulating since they promote an appreciated and "exhilarating sensation of action", and increase their feeling of usefulness. As we will see further on, our survey also reveals that it is the principals themselves who, *if they had a choice*, would like to perform a multitude of tasks.

⁴ Question asked: "Presently, at your school, to what extent do you have responsibility for the following as principal?"

⁵ In particular, the majority of principals claim to be *completely responsible* for the supervision of teachers (72.2%), for the assigning of teaching tasks (68.3%) and for accounting tasks (65.4%).

⁶ Question asked: "As the principal of this school, do your regular duties include teaching?"

Table 5.16 Assumed responsibilities

	Fully responsibl e	Major role	Minor role	Not responsib le	Total	N
Pedagogical work						
(1)* Development of the school's rules	29,2%	67,9%	2,3%	,6%	100,0%	2056
(2) Development of the school's mission, its educational direction, or development or success plan	30,0%	66,3%	3,1%	,6%	100,0%	2058
(7) Assignment of teaching tasks	68,3%	22,4%	6,2%	3,1%	100,0%	2045
(11) Assignment of students to classes or to the educational programs in the school	45,7%	39,7%	9,8%	4,9%	100,0%	2050
(15) Collection, processing and analysis of school data and statistics	30,9%	47,1%	16,0%	6,0%	100,0%	2050
(17) Evaluation of educational programs and teaching methods	25,6%	49,9%	19,0%	5,5%	100,0%	2042
(18) Definition of the objectives and profiles (or options) of the educational programs at the school	19,5%	55,8%	15,6%	9,1%	100,0%	2039
(26) Selection of educational materials	7,1%	45,4%	41,8%	5,6%	100,0%	2058
(29) Evaluation of educational materials	5,2%	29,9%	49,4%	15,5%	100,0%	2052
Resource management						
(6) Decisions for allocation of the budget within the school	49,6%	42,3%	5,4%	2,7%	100,0%	2051
(10) Management of funds generated by school activities and services	43,3%	42,2%	9,8%	4,6%	100,0%	2050
(12) Management of the school's material resources (equipment, facilities)	39,8%	45,1%	12,7%	2,3%	100,0%	2058
(16) Developing the school budget	44,1%	33,8%	11,2%	10,9%	100,0%	2052
(27) Acquisition of private funds (donations from the community, fundraising)	17,9%	33,0%	28,7%	20,4%	100,0%	2038
Internal relation management						
<i>Relations with teachers</i>						
(4) Supervision of teachers	72,2%	21,7%	4,6%	1,5%	100,0%	2053
(20) Recruitment and selection of teachers	16,8%	49,1%	25,6%	8,5%	100,0%	2036
(22) Educational development of teachers	12,0%	50,1%	33,0%	4,9%	100,0%	2043
<i>Relations with students</i>						
(5) Disciplining of students	35,2%	56,9%	7,2%	,7%	100,0%	2054
(14) Supervision of students outside of class, in the school	28,0%	51,6%	18,2%	2,5%	100,0%	2049
(31) Recruitment and selection of students	11,8%	13,9%	14,8%	59,5%	100,0%	2010
<i>Non-teaching staff management</i>						
(21) Supervision of professional staff	41,6%	24,1%	17,7%	16,6%	100,0%	2032
(23) Supervision of technical staff	37,3%	22,9%	14,6%	25,2%	100,0%	2028
(28) Recruitment and selection of technical staff (e.g., student supervisors, special education technicians, recreation assistants)	12,4%	23,5%	22,0%	42,1%	100,0%	2012
(30) Recruitment and selection of professional staff (e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance councillors, coordinators, supervisors)	8,1%	21,5%	24,0%	46,4%	100,0%	2025
External relation management						
<i>Relations with authorities</i>						
(3) Reporting to appropriate authorities for accountability	65,4%	30,2%	2,6%	1,8%	100,0%	2044
(24) Participation on management or school board committees	19,2%	36,6%	29,5%	14,6%	100,0%	2044
<i>Relations with the environment</i>						
(8) Raising the community's awareness of the school's objectives and achievements	36,2%	54,5%	7,9%	1,4%	100,0%	2051
(19) Partnerships with community organizations	27,6%	47,3%	17,7%	7,4%	100,0%	2050
<i>Relations with parents</i>						
(9) Resolution of conflicts between school/families over values	34,4%	51,4%	9,8%	4,4%	100,0%	2046
(13) Ensuring parental involvement in the life of the school	22,6%	61,0%	14,5%	2,0%	100,0%	2054

(25) Educational and administrative training of parent members of the school's governing body	21,3%	33,8%	24,3%	20,7%	100,0%	2050
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Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

* In parenthesis: rank of the responsibility as assumed responsibility

Table 5.17 Tasks involving teaching

	N	Percentage
Yes	770	36,6%
No	1331	63,4%
Total	2101	100,0%

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

There are numerous correlations among the responsibilities principals undertake. Among the responsibilities that have the highest correlation, the following are noteworthy:

- the recruitment and the supervision of various types of personnel (teachers, professional personnel and technical personnel);
- the recruitment (or the lack thereof) of students and teaching personnel;
- teacher supervision and the assigning of teaching tasks;
- the development of partnerships with community organizations and the raising of private funds;
- the development of school regulations, student supervision, disciplinary measures and their division into classes or courses;
- the development of the school's mission and regulations, the delineation of the objectives and contours of the teaching programs used in the school and their evaluation;
- the development of the school's mission and regulations and educating the community;
- the choice of instructional materials and their evaluation;
- guiding parent participation, resolving conflicts between the school and families,
- guiding parents, educating the community and developing partnerships;
- accounting and analyzing school statistics;
- accounting, physical assets management and educating the community;
- the development and allocation of budgets;
- management of physical assets and of generated funds.

Table 5.18 Assumed responsibilities - Correlations

	Pedagogical work									Resource management				
	Assignment of teaching tasks	Development of the school's rules	Development of the school's mission	Definition of the educational programs	EVALUATION of educational programs and teaching methods	Selection of educational materials	Evaluation of educational materials	Assignment of students	Analysis of school statistics	Acquisition of private funds	Management of material resources	Management of funds generated	Developing the school budget	Allocation of the budget
Assignment of teaching tasks	1,000	,116***	,069***	,150***	,235***	/	/	,267** *	,154***	/	,126***	,137***	,075***	,158***
Development of the school's rules	,116***	1,000	,448***	,276***	,215***	,160***	,124***	,264** *	,158***	,082***	,254***	,251***	,167***	,269***
Development of the school's mission	,069***	,448***	1,000	,360***	,235***	,123***	,090***	,163** *	,157***	,069***	,233***	,203***	,186***	,233***
Definition of the educational programs	,150***	,276***	,360***	1,000	,456***	,197***	,210***	,190** *	,166***	/	,134***	,152***	,152***	,133***
Evaluation of educational programs and teaching methods	,235***	,215***	,235***	,456***	1,000	,225***	,261***	,220** *	,214***	/	,133***	,136***	,109***	,117***
Selection of educational materials	/	,160***	,123***	,197***	,225***	1,000	,617***	,172** *	,124***	/	,124***	,070***	/	,078***
Evaluation of educational materials	/	,124***	,090***	,210***	,261***	,617***	1,000	,146** *	,137***	,069***	,102***	/	/	/
Assignment of students	,267***	,264***	,163***	,190***	,220***	,172***	,146***	1,000	,153***	,132***	,184***	,192***	,088***	,176***
Analysis of school statistics	,154***	,158***	,157***	,166***	,214***	,124***	,137***	,153** *	1,000	,115***	,216***	,183***	,177***	,237***
Acquisition of private funds	/	,082***	,069***	/	/	/	,069***	,132** *	,115***	1,000	,131***	,232***	,084***	,072***
Management of material resources	,126***	,254***	,233***	,134***	,133***	,124***	,102***	,184** *	,216***	,131***	1,000	,399***	,180***	,264***
Management of funds generated	,137***	,251***	,203***	,152***	,136***	,070***	/	,192** *	,183***	,232***	,399***	1,000	,256***	,299***
Developing the school budget	,075***	,167***	,186***	,152***	,109***	,055**	/	,088** *	,177***	,084***	,180***	,256***	1,000	,384***
Allocation of the budget	,158***	,269***	,233***	,133***	,117***	,078***	/	,176** *	,237***	,072***	,264***	,299***	,384***	1,000
Recruitment of teachers	,300***	/	/	,150***	,218***	/	/	,064** *	,081***	/	/	/	,072***	/
Supervision of teachers	,331***	,108***	,090***	,114***	,275***	,098***	,088***	,240** *	,145***	,081***	,155***	,177***	,072***	,113***
Educational development of teachers	,100***	,118***	,141***	,183***	,204***	,159***	,167***	,109** *	,069***	,122***	,099***	,106***	,139***	,076***
Recruitment of students	/	/	/	,149***	,078***	/	,092***	,063** *	/	/	/	/	,062***	/
Supervision of students	/	,405***	,270***	,157***	,145***	,178***	,146***	,247** *	,162***	,159***	,231***	,240***	,075***	,137***
Disciplining of students	,100***	,438***	,271***	,172***	,178***	,188***	,142***	,266** *	,156***	,127***	,250***	,233***	,115***	,192***
Recruitment of professional staff	,091***	/	/	,154***	,096***	/	/	/	/	/	/	/	/	/
Recruitment of technical staff	,078***	/	/	,131***	,083***	/	,068***	/	/	/	/	/	,110***	/
Supervision of professional staff	,154***	,115***	,074***	,133***	,162***	/	/	,083** *	,073***	,052**	,082***	,114***	,062***	,069***
Supervision of technical staff	,055**	,097***	,107***	,114***	,074***	/	/	,072** *	,066***	,084***	,098***	,118***	,148***	,073***
Participation on management committees	/	,079***	,102***	,101***	,063***	,064***	,089***	/	,109***	,094***	,116***	,137***	,171***	,095***
Reporting to appropriate authorities for accountability	,139***	,205***	,212***	,167***	,192***	,096***	,094***	,166** *	,355***	,104***	,305***	,261***	,273***	,280***
Community's awareness	,110***	,303***	,335***	,186***	,205***	,126***	,106***	,163** *	,250***	,189***	,334***	,307***	,180***	,239***
Developing partnerships	,098***	,192***	,220***	,130***	,139***	,076***	,085***	,155** *	,194***	,314***	,281***	,372***	,147***	,147***
Ensuring parental involvement	,070***	,282***	,287***	,174***	,162***	,171***	,157***	,188** *	,199***	,189***	,286***	,257***	,127***	,161***
Educational and	/	,082***	,135***	,068***	100***	/	,076***	,088** *	,175***	,157***	,132***	,172***	,071***	,084***

administrative training of parents members of the school's governing body								*						
Resolution of conflicts between school/families over values	,129***	,283***	,216***	,170***	,205***	,150***	,142***	,190** *	,217***	,175***	,299***	,309***	,113***	,185***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau /: Non significant

Relations with teachers			Relations with students			Non-teaching staff management				Relations with authorities		Relations with the environment		Relations with parents		
Recruitment of teachers	Supervision of teachers	Educational development of teachers	Recruitment of students	Supervision of students	Disciplining of students	Recruitment of professional staff	Recruitment of technical staff	Supervision of professional staff	Supervision of technical staff	Participation on management committees	Reporting to appropriate authorities for accountability	Community's awareness	Partnerships with community organizations	Ensuring parental involvement	administrative training of parents members of the school's governing	Resolution of conflicts between school/families over values
,300***	,331**	,100***	/	/	,100**	,091***	,078**	,154***	,055***	/	,139***	,110***	,098**	,070**	/	,129***
,060**	,108**	,118***	/	,405***	,438**	/	/	,115***	,097***	,079***	,205***	,303***	,192**	,282**	,082***	,283***
/	,090**	,141***	/	,270***	,271**	/	/	,074***	,107***	,102***	,212***	,335***	,220**	,287**	,135***	,216***
,150***	,114**	,183***	,149***	,157***	,172**	,154***	,131**	,133***	,114***	,101***	,167***	,186***	,130**	,174**	,068***	,170***
,218***	,275**	,204***	,078***	,145***	,178**	,096***	,083**	,162***	,074***	,063***	,192***	,205***	,139**	,162**	,100***	,205***
/	,098**	,159***	/	,178***	,188**	/	/	/	/	,064***	,096***	,126***	,076**	,171**	/	,150***
/	,088**	,167***	,092***	,146***	,142**	/	,068**	/	/	,089***	,094***	,106***	,085**	,157**	,076***	,142***
,064***	,240**	,109***	,063***	,247***	,266**	/	/	,083***	,072***	/	,166***	,163***	,155**	,188**	,088***	,190***
,081***	,145**	,069***	/	,162***	,156**	/	/	,073***	,066***	,109***	,355***	,250***	,194**	,199**	,175***	,217***
/	,081**	,122***	/	,159***	,127**	/	/	,052**	,084***	,094***	,104***	,189***	,314**	,189**	,157***	,175***
/	,155**	,099***	/	,231***	,250**	/	/	,082***	,098***	,116***	,305***	,334***	,281**	,286**	,132***	,299***
/	,177**	,106***	/	,240***	,233**	/	/	,114***	,118***	,137***	,261***	,307***	,372**	,257**	,172***	,309***
,072***	,072**	,139***	,062***	,075***	,115**	/	,110**	,062***	,148***	,171***	,273***	,180***	,147**	,127**	,071***	,113***
/	,113**	,076***	/	,137***	,192**	/	/	,069***	,073***	,095***	,280***	,239***	,147**	,161**	,084***	,185***
1,000	,130**	,132***	,144***	-,077***	/	,340***	,261**	,127***	/	/	/	/	/	/	/	/
,130***	1,000	,144***	,065***	,132***	,157**	/	/	,281***	,170***	/	,190***	,162***	,142**	,112**	,132***	,189***
,132***	,144**	1,000	,111***	/	/	,105***	,145**	,081***	,157***	,143***	,134***	,140***	,157**	,111**	,139***	,143***
,144***	,065**	,111***	1,000	/	/	,192***	,201**	,096***	,131***	,086***	/	/	/	/	/	/
-	,132**	/	/	1,000	,492**	-,099***	-	,063**	/	/	,158***	,270***	,229**	,315**	,144***	,229***
,077***	,157**	/	/	,492***	1,000	/	/	,063***	,094***	/	,187***	,264***	,195**	,285**	,100***	,284***
,340***	/	,105***	,192***	-,099***	/	1,000	,413**	,339***	,178***	,096***	/	/	/	/	/	/
,261***	/	,145***	,201***	-,063***	/	,413***	1,000	,182***	,477***	,133***	/	,063***	,079**	/	/	,083***
,127***	,281**	,081***	,096***	,065***	,063**	,339***	,182**	1,000	,325***	/	,092***	,094***	,102**	,070**	,075***	,100***
/	,170**	,157***	,131***	/	,094**	,178***	,477**	,325***	1,000	,140***	,121***	,104***	,144**	,070**	,082***	,146***
/	/	,143***	/	/	/	/	/	/	/	1,000	,136***	,112***	,222**	,093**	,144***	,180***
/	,190**	,134***	/	,158***	,187**	/	/	,092***	,121***	,136***	1,000	,294***	,237**	,194**	,145***	,249***
/	,162**	,140***	/	,270***	,264**	/	,063**	,094***	,104***	,112***	,294***	1,000	,400**	,392**	,298***	,324***
/	,142**	,157***	/	,229***	,195**	/	,079**	,102***	,144***	,222***	,237***	,400***	1,000	,311**	,267***	,355***
/	,112**	,111***	,055**	,315***	,285**	/	/	,070***	,070***	,093***	,194***	,392***	,311**	1,000	,255***	,320***

/	,132**	139***	/	,144***	,100**	/	/	,075***	,082***	,144***	,145***	,298***	,267**	,255**	1,000	,218***
	*				*								*	*		
/	,189**	143***	/	,229***	,284**	/	,083**	,100***	,146***	,180***	,249***	,324***	,355**	,320**	,218***	1,000
	*				*		*						*	*		

We also observe that a comparatively greater number of principals with teaching tasks state they assume tasks involving student discipline, whereas more of those without these tasks state they are responsible for the pedagogical development of teachers, the working out of the budget, the development of the school mission and the management of generated funds.

Table 5.19 Assumed responsibilities according to the fact of having or not a teaching task

	Have a teaching task	Do not have a teaching task	Total	Cramer's V
Pedagogical work				
Development of the school's mission	93,9%	97,9%	96,4%	<i>0,104***</i>
Resource management				
Management of funds generated by school activities and services	81,0%	88,1%	85,5%	<i>0,097***</i>
Developing the school budget	71,9%	81,7%	78,1%	<i>0,114***</i>
Internal relation management				
Educational development of teachers	53,8%	66,7%	61,9%	<i>0,127***</i>
Disciplining of students	95,6%	89,9%	92,0%	<i>0,101***</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentage represent the proportion of principals, according to the fact of having or not a teaching task, who claim being fully responsible or playing a major role.

There are also several relationships involving responsibilities assumed and roles performed that will allow us to draw a more “concrete” portrait of the various roles carried out by the principals – roles discussed in the section 1. The highest correlations are those between:

- the role of *emergency manager* and the taking on of responsibility in (i) managing physical assets (or equipment), (ii) disciplining students, (ii) performing accounting tasks and (iv) resolving conflicts with families. Thus, emergency management seems to involve various tasks: the management of physical assets (or equipment), maintaining order in the school, and relationships with parents and the authorities;
- the role of *orchestra leader* and the taking on of responsibilities in disciplining students, educating the community and guiding parent participation. Thus, the main part of the coordinating work undertaken by the principals seems to be that involving students, parents and the school environment;
- the role of *general administrator of the school* and the taking on of responsibilities in physical asset management, the management of generated funds, the working out of the budget and budgetary appropriation. Thus, the role of administrator seems primarily to involve the management of physical assets and budgets;
- the role of *pedagogical leader* and the taking on of responsibilities in the pedagogical development of teachers;
- the role of *educational project planner for the school* and the taking on of responsibilities in developing the school mission and educating the community, and in the pedagogical development of teachers. We may assume that developing the school’s educational project is accompanied by tasks carried out in collaboration with teachers and the community in which the school is located;
- the role of *agent of change for school policies and practices* and the education of the community. We may assume that promoting new practices in the school is accompanied by tasks involving the education of the community in which the school is located;
- the role of *student educator* and student supervision and disciplinary action. We also observe that it is mostly principals with teaching tasks who say they perform the role of educator;
- the role of *supervisor and evaluator of teachers’ work*, and the undertaking of the following tasks: teaching tasks, teacher supervision and evaluating programs and methods;

- the role of *promoter of the school in the community* and the taking on of responsibilities in educating the community, developing partnerships and guiding parent participation;
- the role of *mediator and contact for parents* and the taking on of responsibilities not only in resolving conflicts with families, guiding parent participation, educating the community and developing partnerships, but also in the management of generated funds and in disciplining students. Thus, it seems that the relational work with the students' parents carried out by the principals also combines well with handling disciplinary tasks and financial resources;
- the role of *liaison with the authorities* and the taking on of responsibilities in accounting and developing partnerships.

Table 5.20 Assumed responsibilities by performed role– Correlations

	Management and administration			Pedagogical work and animation					External relation management		
	Manager of emergencies	Conductor	General administrator	Pedagogical leader	Planner of the educational	Change agent for the	Educator of students	Supervisor of the work of	Promoter of the school in	Parents' spokesperson	Liaison with school
Pedagogical work											
Development of the school 's rules	,097** *	,125** *	,148** *	,135** *	,173** *	,116** *	,109** *	,114** *	,110** *	,146** *	,094** *
Development of the school 's mission	,085** *	,138** *	,157** *	,088** *	,207** *	,140** *	/	,114** *	,127** *	,115** *	,070** *
Assignment of teaching tasks	,083** *	,073** *	,108** *	,118** *	/	,137** *	,116** *	,203** *	,100** *	/	,102** *
Assignment of students	,101** *	,115** *	,117** *	,098** *	,099** *	,096** *	,082** *	,146** *	,074** *	,116** *	,084** *
Definition of the educational programs	/	,129** *	,109** *	,134** *	,157** *	,151** *	,080** *	,145** *	,145** *	,060	,095** *
Evaluation of educational programs and teaching methods	/	,089** *	,105** *	,172** *	,145** *	,146** *	,115** *	,251** *	,136** *	,083** *	,090** *
Selection of educational materials	/	,093** *	,093** *	,163** *	,151** *	,076** *	,128** *	,097** *	/	/	/
Evaluation of educational materials	/	,098** *	,082** *	,168** *	,148** *	,088** *	,137** *	,104** *	,105** *	,076** *	/
Analysis of school statistics	,097** *	,102** *	,143** *	,087** *	,118** *	,152** *	,114** *	,169** *	,146** *	,120** *	,140** *
Resource management											
Acquisition of private funds	,082** *	,074** *	,096** *	/	,112** *	,073** *	/	/	,125** *	,123** *	,086** *
Management of material resources	,184** *	,123** *	,251** *	,075** *	,173** *	,120** *	/	,128** *	,114** *	,155** *	,134** *
Management of funds generated	,147** *	,148** *	,252** *	,108** *	,154** *	,179** *	/	,181** *	,146** *	,196** *	,132** *
Developing the school budget	,078** *	,109** *	,261** *	,065** *	,133** *	,154** *	/	,112** *	/	,104** *	,111** *
Allocation of the budget	,113** *	,095** *	,302** *	/	,118** *	,169** *	/	,141** *	,103** *	,115** *	,122** *
Internal relation management											
<i>Relations with teachers</i>											
Recruitment of teachers	/	/	/	,126** *	,067** *	,112** *	/	,181** *	,143** *	/	/
Supervision of teachers	,101** *	,096** *	,088** *	,138** *	,117** *	,110** *	/	,303** *	,097** *	,130** *	,126** *
Educational development of teachers	/	,124** *	,056	,200** *	,201** *	,124** *	/	,158** *	,079** *	,071** *	,089** *
<i>Relations with students</i>											
Recruitment of students	/	/	/	/	/	/	/	/	,076** *	/	/
Supervision of students	,130** *	,114** *	,102** *	/	,108** *	,070** *	,161** *	,085** *	,124** *	,122** *	,067** *
Disciplining of students	,173** *	,151** *	,153** *	,079** *	,120** *	,072** *	,134** *	,101** *	,089** *	,184** *	,067** *
Non-teaching staff management											
Recruitment of professional staff	- ,068** *	/	/	,072** *	,076** *	/	/	,064** *	,092** *	/	/
Recruitment of technical staff	/	/	/	,071** *	,092** *	,070** *	/	/	/	/	/
Supervision of professional staff	/	/	,065** *	,086** *	/	/	,080** *	,145** *	,125** *	,067** *	,066** *
Supervision of technical staff	/	,074** *	,081** *	/	,090** *	,080** *	/	/	/	,071** *	,074** *

External relation management											
<i>Relations with authorities</i>											
Participation on management committees	/	,085** *	,076** *	/	,124** *	,132** *	/	,071** *	,072** *	,094** *	,138** *
Reporting to appropriate authorities for accountability	,175** *	,144** *	,204** *	,082** *	,169** *	,160** *	/	,175** *	,128** *	,136** *	,190** *
<i>Relations with the environment</i>											
Community's awareness	,152** *	,162** *	,166** *	,122** *	,210** *	,199** *	,102** *	,160** *	,237** *	,183** *	,153** *
Partnerships with community organizations	,134** *	,143** *	,177** *	,071** *	,197** *	,158** *	/	,129** *	,185** *	,198** *	,180** *
<i>Relations with parents</i>											
Ensuring parental involvement	,139** *	,151** *	,152** *	,102** *	,194** *	,158** *	,090** *	,148** *	,225** *	,198** *	,106** *
Educational and administrative training of parents members of the school's governing body	,075** *	,078** *	,065** *	/	,082** *	,122** *	/	,114** *	,126** *	,155** *	,121** *
Resolution of conflicts between school/families over values	,171** *	,147** *	,143** *	,088** *	,186** *	,170** *	,092** *	,158** *	,158** *	,255** *	,171** *

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau /: Non significant

Table 5.21 Performed roles according to the fact of having or not a teaching task

		Educator of students		Total
		Very important or important	Not very or not important	
Tasks involving teaching	Yes	95,0%	5,0%	100,0%
	No	80,1%	19,9%	100,0%
	Total	85,6%	14,4%	100,0%

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Cramer's V = 0,205***

The survey demonstrates that several responsibilities the principals claim to assume vary greatly *by region*, though in a particular way – according to teaching level. First, we observe that whether or not they have teaching tasks varies greatly by region. Thus, the majority of principals in the Atlantic Provinces (54.7%), British Columbia (55.2%), the Prairies (60.9%) and the Northwest Territories (50%) have teaching tasks, versus only 5.5% of principals in Québec and 16.9% of principals in Ontario. Here are several key points:

- Comparatively fewer primary- and secondary-school principals in Québec undertake certain responsibilities associated with work of a pedagogical order (assigning teaching tasks, analyzing school statistics and evaluating programs and methods); comparatively fewer principals in Atlantic Provinces undertake the delineation of teaching programs;
- Comparatively more principals in the Atlantic Provinces and Québec say they are responsible for raising private funds;
- Comparatively fewer principals in the Atlantic Provinces and British Columbia said they undertook the working out of budgets;
- It seems that comparatively fewer principals in Québec and British Columbia take on responsibilities involving the recruitment of teachers; fewer principals in Québec take on teacher supervision duties; on the other hand, more principals in Québec (and the Prairies) state that they assume duties associated with the pedagogical development of teachers;
- It seems that comparatively fewer principals in the Atlantic Provinces take on responsibilities involving student recruitment;
- At the primary-school level, comparatively more principals in the Prairies and the Northwest Territories claim to take on the recruitment of professional and technical personnel. As for mixed schools, there are comparatively more principals in British Columbia and the Northwest Territories who take on this task, while at the secondary-school level, comparatively more principals in the Prairies state that they assume this responsibility;
- Lastly, fewer principals in the Atlantic Provinces and the Prairies state that they participate in management committees.

Table 5.22 Assumed responsibilities by region

	Pedagogical work					Resource management	
	Teaching task*	Assignment of teaching tasks	Analysis of school data and statistics	Definition of the educational programs	Evaluation of educational programs and teaching methods	Acquisition of private funds	Developing the school budget
All levels combined							
Atlantic	54,7%	95,3%	79,5%	55,7%	64,6%	69,1%	59,9%
British Columbia	55,2%	91,7%	89,7%	82,7%	83,9%	35,0%	73,2%
Ontario	16,9%	96,1%	81,8%	79,2%	84,7%	50,0%	78,3%
Prairies	60,9%	95,3%	82,4%	82,4%	81,6%	44,8%	82,4%
Québec	5,5%	73,4%	57,3%	71,9%	56,2%	55,3%	89,9%
Territories	50,0%	94,5%	81,8%	74,5%	89,1%	61,8%	80,0%
Canada, total	36,6%	90,7%	78,0%	75,3%	75,4%	50,9%	77,9%
<i>Cramer's V</i>	0,477***	0,296***	0,256***	0,213***	0,270***	0,204***	0,224***
Elementary							
Atlantic	65,1%	94,1%	82,7%	52,2%	59,1%	71,4%	58,1%
British Columbia	60,5%	89,9%	90,5%	81,8%	82,2%	33,0%	71,4%
Ontario	18,1%	96,0%	83,4%	75,9%	84,7%	54,0%	76,0%
Prairies	58,5%	94,8%	79,1%	79,0%	79,7%	48,6%	82,5%
Québec	5,0%	68,9%	58,2%	66,4%	54,5%	58,4%	91,0%
Territories	39,1%	90,9%	81,8%	68,2%	86,4%	50,0%	72,7%
Canada, total	35,0%	88,4%	78,0%	71,7%	73,1%	53,3%	77,1%
<i>Cramer's V</i>	,517***	,334*** NV	,269*** NV	,212***	,292***	,220***	,245***
Mixed							
Atlantic	70,5%	91,3%	80,0%	70,5%	72,7%	73,9%	58,7%
British Columbia	64,3%	100,0%	77,8%	85,2%	85,2%	53,6%	77,8%
Ontario	66,7%	84,2%	63,2%	88,9%	89,5%	44,4%	63,2%
Prairies	74,8%	95,0%	84,3%	84,5%	77,5%	36,9%	77,1%
Québec	15,8%	82,4%	64,7%	70,6%	62,5%	52,9%	82,4%
Territories	72,0%	96,0%	84,0%	80,0%	88,0%	76,0%	84,0%
Canada, total	68,2%	93,5%	80,2%	81,3%	78,4%	49,8%	74,1%
<i>Cramer's V</i>	,315***	NS NV	NS NV	NS NV	NS NV	,316***	NS NV
Secondary							
Atlantic	24,7%	100,0%	72,4%	55,8%	72,1%	61,6%	64,4%
British Columbia	38,2%	93,4%	92,1%	84,0%	88,0%	33,3%	76,3%
Ontario	5,1%	98,2%	79,6%	88,6%	84,1%	37,7%	88,6%
Prairies	47,8%	96,5%	86,2%	86,0%	90,4%	47,8%	88,8%
Québec	5,2%	85,7%	53,2%	89,1%	60,4%	46,2%	87,9%
Territories	12,5%	100,0%	75,0%	75,0%	100,0%	50,0%	87,5%
Canada, total	23,4%	95,1%	76,7%	81,4%	79,9%	45,4%	82,3%
<i>Cramer's V</i>	,418*** NV	,228*** NV	,307*** NV	,309*** NV	,282*** NV	,185*** NV	,246*** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The percentages represent the proportion of principals, in each region and for each level of education, who claim being fully responsible or playing a major role.

* Represents the percentage of principals who have a teaching task

Relations with teachers			Relations with students	Non-teaching staff management			Relations with authorities
Recruitment of teachers	Supervision of teachers	Educational development of teachers	Recruitment of students	Recruitment of professional staff	Recruitment of technical staff	Supervision of technical staff	Participation on management committees
65,8%	95,9%	55,4%	8,7%	17,6%	24,2%	46,2%	35,8%
51,5%	95,0%	47,3%	26,3%	32,0%	33,7%	67,9%	56,5%
78,5%	98,2%	61,0%	27,9%	24,6%	30,7%	49,3%	56,8%
82,0%	90,8%	63,7%	32,7%	47,3%	47,4%	60,0%	53,3%
39,1%	88,9%	79,3%	28,4%	19,8%	36,9%	79,6%	70,1%
83,3%	98,2%	53,7%	18,5%	51,9%	57,4%	59,3%	79,6%
65,9%	93,9%	62,1%	25,7%	29,6%	35,9%	60,2%	55,9%
0,350***	0,151*** NV	0,206***	0,177***	0,253***	0,176***	0,243***	0,219***
63,9%	97,3%	56,2%	6,1%	10,4%	21,7%	48,4%	38,9%
44,2%	96,0%	49,2%	18,5%	24,5%	26,8%	66,7%	50,0%
75,7%	98,9%	60,1%	22,5%	20,8%	29,3%	46,1%	54,2%
78,7%	92,5%	64,2%	26,4%	39,8%	45,7%	60,8%	50,2%
29,4%	90,6%	82,2%	20,6%	11,2%	31,9%	81,4%	71,1%
81,8%	95,5%	63,6%	40,9%	47,6%	52,4%	66,7%	66,7%
59,4%	95,3%	63,6%	20,0%	21,3%	31,5%	60,3%	54,7%
,401***	,156*** NV	,229***	,167*** NV	,257*** NV	,166***	,279***	,206***
56,5%	89,1%	57,8%	20,9%	31,1%	39,1%	47,8%	37,2%
82,1%	100,0%	60,7%	60,7%	64,3%	64,3%	71,4%	77,8%
94,7%	84,2%	72,2%	68,4%	73,7%	63,2%	63,2%	72,2%
81,7%	84,5%	57,7%	25,7%	43,3%	42,6%	50,7%	55,0%
88,2%	100,0%	70,6%	41,2%	47,1%	70,6%	82,4%	64,7%
83,3%	100,0%	48,0%	4,0%	60,0%	64,0%	60,0%	92,0%
79,0%	89,2%	58,9%	30,5%	47,3%	49,3%	56,0%	59,6%
,261*** NV	,210*** NV	NS	,371***	,240**	,223**	,199*	,311***
74,7%	96,5%	52,3%	8,2%	25,6%	21,4%	40,7%	28,4%
59,2%	90,8%	37,3%	33,8%	39,5%	40,3%	69,9%	65,8%
85,0%	98,2%	62,3%	38,9%	28,9%	29,7%	57,7%	62,6%
88,6%	95,6%	70,2%	52,6%	66,4%	56,6%	70,3%	56,9%
59,8%	81,5%	72,0%	49,5%	41,3%	46,2%	73,6%	68,1%
87,5%	100,0%	42,9%	-	37,5%	50,0%	37,5%	75,0%
75,3%	93,1%	60,1%	37,4%	41,1%	39,7%	62,1%	56,9%
,284*** NV	,238*** NV	,247*** NV	,329*** NV	,305*** NV	,258*** NV	,249*** NV	,280*** NV

If we consider differences *by province*, we observe, first, that the majority of principals in Newfoundland and Labrador, Prince Edward Island, New Brunswick, Saskatchewan, Alberta and British Columbia – but only a minority of those in the other provinces – have teaching tasks. We note that:

- comparatively fewer principals in Québec and the Yukon are involved in assigning teaching tasks;
- comparatively fewer principals in Prince Edward Island, Québec and the Yukon take on responsibility for analyzing school statistics;
- a comparatively greater number of principals in Ontario, Manitoba, Alberta, British Columbia and the Yukon take on duties to delineate and evaluate programs;
- a comparatively greater number of principals in Ontario, the Yukon and Nunavut get involved in the selection and evaluation of instructional materials;
- a comparatively greater number of principals in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Ontario, Manitoba, Saskatchewan, Alberta and the Yukon take on the duty of dividing up students;
- a comparatively greater number of principals in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Québec, Northwest Territories, Nunavut take on duties in the raising of private funds;
- a comparatively greater number of principals in Prince Edward Island, Québec, Ontario, Saskatchewan, Alberta and Nunavut get involved in the working out of budgets;
- a comparatively greater number of principals in Ontario, Manitoba Alberta take on responsibilities in recruitment and in work involving teachers (pedagogical supervision and development);
- comparatively more principals in Québec, Ontario, Manitoba, Alberta, British Columbia and Nunavut get involved in recruiting students;
- comparatively more principals in Manitoba, Alberta, the Northwest Territories and Nunavut take on responsibilities involving the management of non-teaching personnel (recruitment et supervision);
- comparatively more principals in Québec, Ontario, Saskatchewan, British Columbia, Yukon, the Northwest Territories and Nunavut participate in management committees;
- lastly, comparatively more principals in Newfoundland and Labrador, Nova Scotia, New Brunswick, Ontario and British Columbia provide guidance to parents.

Table 5.23 Assumed responsibilities by province

	Pedagogical work										Resource management		Relations with teachers			Relations with students	Non-teaching staff management				External relation management	
	Teaching task *	Assignment of teaching tasks	Analysis of school statistics	Definition of the educational programs	Evaluation of educational programs and teaching methods	Selection of educational materials	Evaluation of educational materials	Assignment of students	Acquisition of private funds	Developing the school budget	Recruitment of teachers	Supervision of teachers	Educational development of teachers	Recruitment of students	Recruitment of professional staff		Recruitment of technical staff	Supervision of professional staff	Supervision of technical staff	Participation on management committees	Participation on administrative training of parents members of the	
Newfoundland and Labrador	69,7%	94,7%	86,7%	65,3%	72,0%	37,3%	25,3%	88,0%	84,0%	77,3%	65,3%	93,3%	54,7%	12,2%	24,0%	16,0%	67,6%	43,2%	40,0%	58,7%		
Prince Edward Island	66,7%	95,2%	65,0%	60,0%	60,0%	5,0%	5,0%	85,7%	52,4%	81,0%	85,0%	95,2%	40,0%	5,3%	42,1%	31,6%	71,4%	61,9%	40,0%	40,0%		
Nova Scotia	32,8%	95,9%	78,5%	57,5%	66,4%	41,0%	21,5%	88,4%	71,5%	56,6%	65,0%	95,1%	55,7%	10,8%	13,9%	33,3%	61,7%	48,4%	27,6%	57,9%		
New Brunswick	68,0%	94,9%	78,2%	45,5%	57,6%	27,7%	16,8%	83,7%	58,2%	46,5%	63,3%	99,0%	58,6%	4,2%	12,4%	17,7%	68,0%	42,3%	41,8%	64,4%		
Quebec	5,5%	73,4%	57,3%	71,9%	56,2%	53,6%	31,5%	76,5%	55,3%	89,9%	39,1%	88,9%	79,3%	28,4%	19,8%	36,9%	55,1%	79,6%	70,1%	49,6%		
Ontario	16,9%	96,1%	81,8%	79,2%	84,7%	62,0%	42,3%	89,5%	50,0%	78,3%	78,5%	98,2%	61,0%	27,9%	24,6%	30,7%	57,9%	49,3%	56,8%	61,6%		
Manitoba	36,6%	92,9%	80,5%	88,4%	83,9%	48,7%	38,1%	85,7%	47,7%	64,6%	83,0%	95,5%	66,1%	32,7%	45,5%	42,3%	80,0%	47,7%	46,9%	48,7%		
Saskatchewan	78,0%	91,0%	80,5%	77,2%	67,5%	47,2%	30,9%	90,2%	50,8%	80,5%	65,0%	74,8%	44,7%	17,9%	30,9%	36,1%	67,5%	58,5%	65,9%	29,3%		
Alberta	63,4%	98,7%	84,4%	82,3%	88,0%	52,2%	35,8%	87,1%	40,3%	92,2%	90,5%	97,0%	72,5%	40,6%	57,0%	55,9%	83,2%	66,7%	49,8%	52,4%		
British Columbia	55,2%	91,7%	89,7%	82,7%	83,9%	59,9%	43,0%	84,8%	35,0%	73,2%	51,5%	95,0%	47,3%	26,3%	32,0%	33,7%	71,6%	67,9%	56,5%	65,8%		
Yukon	70,0%	90,0%	65,0%	80,0%	90,0%	40,0%	30,0%	95,0%	55,0%	70,0%	90,0%	100,0%	60,0%	15,0%	35,0%	45,0%	60,0%	45,0%	80,0%	45,0%		
Northwest Territories	38,1%	95,0%	95,0%	65,0%	80,0%	30,0%	25,0%	85,0%	65,0%	75,0%	63,2%	95,0%	45,0%	15,0%	60,0%	50,0%	75,0%	52,6%	75,0%	20,0%		
Nunavut	40,0%	100,0%	86,7%	80,0%	100,0%	73,3%	66,7%	80,0%	66,7%	100,0%	100,0%	100,0%	57,1%	28,6%	64,3%	85,7%	93,3%	86,7%	85,7%	33,3%		
Canada, total	36,6%	90,7%	78,0%	75,3%	75,4%	52,5%	35,1%	85,4%	50,9%	77,9%	65,9%	93,9%	62,1%	25,7%	29,6%	35,9%	65,7%	60,2%	55,9%	55,0%		
Cramer's V	0,521**	0,302***	0,267***	0,230**	0,293**	0,211**	0,187**	0,137**	0,225***	0,290***	0,372***	0,247**	0,239***	0,208***	0,289***	0,215***	0,208**	0,264**	0,237**	0,201**		
	*	NV	*	*	** NV	*	*	** NV	*	*	*	** NV	*	NV	NV	*	*	*	*	*		

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each province, who claim being fully responsible or playing a major role.

* Represents the percentage of principals who have a teaching task

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

A number of the responsibilities assumed also vary *by the teaching level* in which the principals work and, in addition, by region. Thus, comparatively more principals in mixed schools, and even in primary schools, have teaching tasks. In addition, comparatively more principals in mixed schools and primary schools state that they take on the tasks of selecting and evaluating instructional materials. In addition, comparatively more principals in primary schools take on duties involving the coaching of and disciplinary measures against students. Lastly, comparatively more principals in either secondary or mixed schools state they have responsibilities involving the delineation of programs or the recruitment of teachers, students and professional and technical personnel.

Table 5.24 Assumed responsibilities by level of education

	Pedagogical work				Relations with teachers	Relations with students			Non-teaching staff management	
	Teaching task *	Definition of the educational programs	Selection of educational materials	Evaluation of educational materials	Recruitment of teachers	Recruitment of students	Supervision of students	Disciplining of students	Recruitment of professional staff	Recruitment of technical staff
All of Canada										
Elementary	35.0%	71.7%	59.8%	38.7%	59.4%	20.0%	83.0%	95.3%	21.3%	31.5%
Mixed	68.2%	81.3%	57.3%	43.8%	79.0%	30.5%	71.1%	90.6%	47.3%	49.3%
Secondary	23.4%	81.4%	31.0%	20.8%	75.3%	37.4%	75.3%	84.3%	41.1%	39.7%
Total	36.6%	75.3%	52.5%	35.1%	65.9%	25.7%	79.6%	92.0%	29.6%	35.9%
Cramer's V	,274***	,109***	,243***	,172***	,177***	,172***	,115***	,170***	,237***	,132***
Atlantic										
Elementary	65.1%	52.2%	38.2%	20.0%	63.9%	6.1%	86.0%	98.9%	10.4%	21.7%
Mixed	70.5%	70.5%	42.2%	40.0%	56.5%	20.9%	76.1%	93.5%	31.1%	39.1%
Secondary	24.7%	55.8%	19.5%	9.2%	74.7%	8.2%	83.7%	89.5%	25.6%	21.4%
Total	54.7%	55.7%	33.6%	19.9%	65.8%	8.7%	84.0%	95.6%	17.6%	24.2%
Cramer's V	,373***	NS	,186**	,236***	NS	,177**NV	NS	,202**NV	,225***	,146*
British Columbia										
Elementary	60.5%	81.8%	68.8%	46.7%	44.2%	18.5%	84.8%	96.0%	24.5%	26.8%
Mixed	64.3%	85.2%	66.7%	51.9%	82.1%	60.7%	57.1%	78.6%	64.3%	64.3%
Secondary	38.2%	84.0%	34.2%	30.3%	59.2%	33.8%	82.7%	82.9%	39.5%	40.3%
Total	55.2%	82.7%	59.9%	43.0%	51.5%	26.3%	81.7%	91.1%	32.0%	33.7%
Cramer's V	,201***	NS NV	,305***	,152*	,235***	,293***	,205**	,240*** NV	,261***	,242***
Ontario										
Elementary	18.1%	75.9%	70.4%	47.2%	75.7%	22.5%	84.3%	95.8%	20.8%	29.3%
Mixed	66.7%	88.9%	68.4%	52.6%	94.7%	68.4%	42.1%	78.9%	73.7%	63.2%
Secondary	5.1%	88.6%	33.0%	24.3%	85.0%	38.9%	73.5%	79.6%	28.9%	29.7%
Total	16.9%	79.2%	62.0%	42.3%	78.5%	27.9%	80.4%	91.6%	24.6%	30.7%
Cramer's V	,287*** NV	,138** NV	,320***	,196***	,121* NV	,235***	,220*** NV	,256*** NV	,240*** NV	,140**
Prairies										
Elementary	58.5%	79.0%	55.9%	40.3%	78.7%	26.4%	78.8%	93.4%	39.8%	45.7%
Mixed	74.8%	84.5%	58.9%	41.1%	81.7%	25.7%	78.2%	94.4%	43.3%	42.6%
Secondary	47.8%	86.0%	28.4%	18.1%	88.6%	52.6%	75.4%	91.2%	66.4%	56.6%
Total	60.9%	82.4%	50.0%	35.0%	82.0%	32.7%	77.8%	93.2%	47.3%	47.4%
Cramer's V	,207***	NS	,249***	,204***	NS	,243***	NS	NS	,218***	NS
Québec										
Elementary	5.0%	66.4%	57.2%	33.1%	29.4%	20.6%	81.5%	93.4%	11.2%	31.9%
Mixed	15.8%	70.6%	64.7%	52.9%	88.2%	41.2%	64.7%	94.1%	47.1%	70.6%
Secondary	5.2%	89.1%	40.2%	22.6%	59.8%	49.5%	60.7%	77.2%	41.3%	46.2%
Total	5.5%	71.9%	53.6%	31.5%	39.1%	28.4%	76.1%	89.7%	19.8%	36.9%
Cramer's V	NS NV	,212*** NV	,150**	,136*	,339***	,278***	,211*** NV	,226*** NV	,349*** NV	,193***
Territories										
Elementary	39.1%	68.2%	45.5%	36.4%	81.8%	40.9%	77.3%	90.9%	47.6%	52.4%
Mixed	72.0%	80.0%	52.0%	44.0%	83.3%	4.0%	64.0%	84.0%	60.0%	64.0%
Secondary	12.5%	75.0%	25.0%	25.0%	87.5%	-	100.0%	87.5%	37.5%	50.0%
Total	50.0%	74.5%	45.5%	38.2%	83.3%	18.5%	74.5%	87.3%	51.9%	57.4%
Cramer's V	,432*** NV	NS NV	NS NV	NS NV	NS NV	,479***	NS NV	NS NV	NS NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The percentages represent the proportion of principals, for each level of education and in each region, who claim being fully responsible or playing a major role.

* Represents the percentage of principals who have a teaching task

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Several responsibilities assumed also vary *by educational sector*. Thus, comparatively more principals in public schools state that they have responsibilities involving resource management (budgetary appropriation, management of generated funds, management of physical assets), teacher supervision, coaching and disciplinary measures against students, as well as relationships with the community in which the school is located school (educating the community, developing partnerships). As for the principals in private schools, a comparatively large number state that they take on responsibilities in recruiting teachers, students and technical and professional personnel.

Table 5.25 Assumed responsibilities by teaching sector

	Resource management			Relations with teachers		Relations with students			Non-teaching staff management		External relation management	
	Allocation of the budget	Management of funds generated	Management of material resources	Recruitment of teachers	Supervision of teachers	Recruitment of students	Supervision of students	Disciplining of students	Recruitment of professional staff	Recruitment of technical staff	Community's awareness	Developing partnerships
All of Canada												
Public	93.5%	88.2%	86.8%	63.2%	94.9%	20.5%	82.7%	93.5%	24.6%	32.1%	92.5%	77.6%
Private	77.2%	61.4%	68.0%	90.1%	84.7%	71.1%	51.0%	79.1%	74.6%	69.6%	74.3%	49.5%
Total	91.9%	85.6%	85.0%	65.9%	93.9%	25.7%	79.6%	92.0%	29.6%	35.9%	90.7%	74.9%
Cramer's V	.178***	.227***	.157***	.170***	.127***	.349***	.237***	.0159***	.331***	.236***	.187***	.192***
Atlantic												
Public	88.8%	89.7%	87.8%	65.7%	96.8%	6.6%	84.9%	96.2%	16.7%	23.8%	92.3%	78.6%
Private	71.4%	71.4%	57.1%	71.4%	57.1%	100.0%	42.9%	71.4%	57.1%	42.9%	28.6%	28.6%
Total	88.4%	89.3%	87.1%	65.8%	95.9%	8.7%	84.0%	95.6%	17.6%	24.2%	90.9%	77.5%
Cramer's V	NS NV	NS NV	.134* NV	NS NV	.294***	.492***	.168**	.177** NV	.157** NV	NS NV	.325*** NV	.175** NV
British Columbia												
Public	94.3%	88.6%	84.4%	41.8%	94.7%	15.0%	89.3%	93.5%	21.4%	24.3%	94.3%	71.8%
Private	82.5%	57.9%	66.7%	93.0%	96.5%	73.7%	49.1%	80.7%	77.2%	74.5%	70.2%	42.1%
Total	92.1%	82.8%	81.1%	51.5%	95.0%	26.3%	81.7%	91.1%	32.0%	33.7%	89.7%	66.2%
Cramer's V	.171** NV	.318***	.178**	.401***	NS NV	.525***	.408***	.175**	.469***	.415***	.310***	.246***
Ontario												
Public	95.4%	91.2%	88.8%	76.5%	99.3%	21.6%	83.8%	92.2%	17.6%	25.4%	94.5%	78.5%
Private	70.0%	56.7%	68.9%	93.4%	90.2%	72.6%	54.8%	87.1%	74.2%	67.7%	73.3%	44.1%
Total	92.4%	87.1%	86.5%	78.5%	98.2%	27.9%	80.4%	91.6%	24.6%	30.7%	92.0%	74.5%
Cramer's V	.307***	.331***	.188***	.135**	.226**	.374***	.238***	NS	.433***	.303***	.251*** NV	.253***
Prairies												
Public	95.1%	85.3%	85.6%	81.7%	91.2%	31.1%	80.1%	94.4%	45.9%	46.2%	92.3%	75.0%
Private	75.0%	61.1%	61.1%	86.1%	86.1%	51.4%	50.0%	77.8%	63.9%	61.1%	75.0%	52.8%
Total	93.6%	83.5%	83.8%	82.0%	90.8%	32.7%	77.8%	93.2%	47.3%	47.4%	91.0%	73.3%
Cramer's V	.219***	.174***	.177***	NS	NS NV	.114*	.193***	.176*** NV	.096*	NS	.162*** NV	.134**
Québec												
Public	93.0%	88.1%	86.0%	33.1%	91.5%	22.6%	79.4%	92.1%	11.9%	31.7%	89.0%	82.8%
Private	85.4%	70.7%	75.6%	90.2%	65.9%	76.2%	48.8%	69.8%	85.7%	79.1%	90.2%	70.0%
Total	92.2%	86.3%	84.9%	39.1%	88.9%	28.4%	76.1%	89.7%	19.8%	36.9%	89.2%	81.5%
Cramer's V	NS NV	.155***	NS	.358***	.249***	.370***	.224***	.228*** NV	.571***	.306***	NS NV	.100*
Territories												
Public	92.6%	75.9%	90.7%	84.9%	100.0%	17.0%	74.1%	88.9%	52.8%	58.5%	92.6%	77.8%
Private	-	100.0%	100.0%	-	-	100.0%	100.0%	-	-	-	-	-
Total	90.9%	76.4%	90.9%	83.3%	98.2%	18.5%	74.5%	87.3%	51.9%	57.4%	90.9%	76.4%
Cramer's V	NS NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV	NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each teaching sector and for each region, who claim being fully responsible or playing a major role.

* Represents the percentage of principals who have a teaching task

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The responsibilities assumed by the principals hardly vary at all *on the basis of the urban or rural location of the school*. We observe only that comparatively more principals in rural schools have teaching tasks (regardless of teaching level or region).

Table 5.26 Assumed responsibilities by urban or rural location of the school

	Teaching task *
Rural	56,0%
Urban	28,3%
Total	36,6%
<i>Cramer's V</i>	<i>0,264***</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

* Represents the percentage of principals who have a teaching task

Neither do the responsibilities undertaken vary much *by principal profile*. Particularly notable is the fact that the survey does not reveal any significant statistical differences by sex, age or length of service. It demonstrates only that, of the principals in primary and mixed schools, comparatively more of those who claim to hold a master's degree say that they take on responsibilities involving the analysis of school statistics, teacher supervision, parental guidance and accounting tasks. At the secondary level, comparatively more of those who hold a graduate degree or a masters' degree state that they take on responsibilities involving the analysis of school statistics or accounting. We may therefore assume that their education has a certain influence on the carrying out of these responsibilities.

Table 5.27 Assumed responsibilities by level of degree of principals

	Analysis of school data and statistics	Supervision of teachers	Educational and administrative training of parents members of the school's governing body	Reporting to appropriate authorities for accountability
All levels combined				
Bachelor's degree	69,6%	90,0%	45,3%	91,7%
University certificate or diploma above bachelor level	75,5%	93,2%	55,1%	95,9%
Master's degree	82,0%	96,1%	58,7%	97,7%
Total	78,1%	94,2%	55,1%	96,1%
<i>Cramer's V</i>	<i>,123***</i>	<i>,106***</i>	<i>,107***</i>	<i>,122***</i>
Elementary				
Bachelor's degree	70,6%	92,6%	52,2%	93,7%
University certificate or diploma above bachelor level	72,1%	94,0%	57,6%	95,2%
Master's degree	82,9%	96,8%	61,4%	97,9%
Total	78,2%	95,4%	58,7%	96,5%
<i>Cramer's V</i>	<i>,137***</i>	<i>,086**</i>	<i>,075*</i>	<i>,098**</i>
Mixed				
Bachelor's degree	74,0%	84,5%	28,9%	88,4%
University certificate or diploma above bachelor level	83,7%	90,7%	41,9%	97,7%
Master's degree	85,5%	95,0%	50,0%	97,4%
Total	80,9%	90,4%	40,6%	94,1%
<i>Cramer's V</i>	<i>NS</i>	<i>,161* NV</i>	<i>,196**</i>	<i>,187* NV</i>
Secondary				
Bachelor's degree	61,0%	88,3%	43,2%	89,5%
University certificate or diploma above bachelor level	82,2%	91,8%	54,2%	97,2%
Master's degree	78,9%	94,7%	55,5%	97,2%
Total	76,5%	93,2%	53,4%	96,0%
<i>Cramer's V</i>	<i>,163***</i>	<i>NS NV</i>	<i>NS</i>	<i>,145** NV</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each type of degree and each level of education, who claim being fully responsible or playing a major role.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the survey demonstrates that the responsibilities assumed vary very slightly *by student profile, and by problems encountered with teachers and parents*. Nonetheless, on the basis of the few – and relatively weak – correlations revealed in the analysis, we have noted the following trends:

- The greater the number of principals stating they have a high percentage of students with a high family income – and a low percentage of students with a low family income – the more they claim to take on responsibilities involving recruitment of teachers, students and professional and technical personnel. We may assume that that the issues involved in recruiting students and personnel is more significant in schools with a relatively socially advantaged student body;
- The greater the number of principals stating they have a “difficult” student body (students who are either absent, not completing their year, indigenous, belong to visible minorities or display various types of problematic behaviour), the greater the number who state they take on tasks involving the assignment of teaching tasks, the delineation and evaluation of programs, the analysis of school statistics, the recruitment and supervision of teachers, student supervision, the recruitment of professional and technical personnel, the development of partnerships. Conversely, the fewer who claim to take on tasks involving problems with their students, the greater the number who claim to take on tasks involving the selection and evaluation of instructional materials;
- The greater the number of principals who claim they face teacher turnover and absenteeism, the fewer who claim they take on tasks involving the assignment of teaching tasks and the recruitment of teachers – but the greater the number who claim they take on tasks involving the pedagogical development of teachers;
- Lastly, the greater the number of principals stating they face problems with students’ parents, the fewer who say they take on tasks involving the delineation and evaluation of programs, as well as the selection and evaluation of programs and instructional materials.

It is interesting to note that the survey also reveals several relationships between having (or not having) teaching tasks and the principals’ descriptions of their school’s student body. Thus, fewer principals with teaching tasks state they face problems with students: conflicts between students, bullying, property offences, alcohol and drug consumption, rudeness toward teachers and sexual harassment. Thus, continuing to teach and, consequently, maintaining close and steady relationships with students seem to “positively” influence principals’ idea of student behaviour.

Table 5.28 Assumed responsibilities by profile of students

	Pedagogical work									Resource management				
	Assignment of teaching tasks **	Development of the school's rules **	Development of the school's mission **	Definition of the educational programs **	Evaluation of educational programs and materials **	Selection of educational materials **	Evaluation of educational materials **	Assignment of students**	Analysis of school statistics **	Acquisition of private funds **	Management of material resources **	Management of funds generated **	Developing the school budget**	Allocation of the budget**
Students social characteristics														
Percentage of students from high income families	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from middle income families	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from low income families	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Students scholar characteristics														
Percentage of absent students	-,074***	/	/	/	,073***	,080***	,058***	/	-,057***	/	/	/	/	/
Percentage of students who do not finish the year in the school	-,061***	/	/	/	-,067***	/	/	/	/	/	/	/	/	/
Students ethnic characteristics														
Percentage of native students	-,075***	/	,068**	/	,083***	,068***	/	/	-,074***	/	/	/	/	/
Percentage of visible minority students	/	/	/	-,059***	-,057***	/	/	/	/	,068**	/	/	/	/
Problems encountered with students														
Conflicts among students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Bullying among students*	/	/	/	/	/	-,075***	-,091***	/	/	/	/	/	/	/
Health problems in students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Deterioration of socio-economic status of student's families*	/	/	/	/	/	/	-,064***	/	/	,067**	/	,067**	,064**	/
Infractions against property by students*	/	/	/	/	/	/	/	/	/	/	/	/	,073**	/
Students possessing weapons*	/	/	/	/	/	-,078***	-,062**	/	/	/	/	/	/	/
Students' use of alcohol or drugs*	,071**	/	,067**	,076***	/	-,177***	-,129***	/	/	/	/	/	,070**	/
Student disrespect for teachers*	/	/	/	/	/	-,064***	-,083***	/	/	/	/	/	/	/
Verbal abuse or physical assault of a staff member by a student*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Student absenteeism*	/	/	/	/	/	-,088***	-,060**	/	/	/	/	/	/	/
Sexism/Sexual harassment among students*	/	/	/	/	/	-,124***	-,097***	/	/	/	/	/	/	/
Racism/Racial conflicts among students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Disruption of classes by students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Student tardiness*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Students dropping out*	/	/	,061**	,071***	/	-,102***	/	/	/	/	/	/	,086**	/
Student apathy*	/	/	/	/	/	-,098***	-,096***	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "Fully responsible" to "Not responsible"

Relations with teachers			Relations with students			Non-teaching staff management				Relations with authorities		Relations with the environment		Relations with parents		
Recruitment of teachers **	Supervision of teachers **	Educational development of teachers**	Recruitment of students**	Supervision of students **	Disciplining of students **	Recruitment of professional staff**	Recruitment of technical staff **	Supervision of professional staff **	Supervision of technical staff **	Participation on management committees **	appropriate authorities for	Community's awareness **	Partnerships with community organizations**	Animation participation des parents**	parents training of members of the school's	Resolution of conflicts between school/families over values **
-.097***	/	/	-.103***	/	/	-.087***	-.053**	/	/	/	/	/	/	/	/	/
.070***	/	/	.105***	/	/	.070***	.076***	/	/	/	/	/	/	/	/	/
-.063***	-.056**	.097***	/	/	/	/	.052**	/	/	/	/	/	/	/	/	/
-.053**	-.063***	/	/	/	/	/	.053**	/	/	/	/	/	/	/	/	/
-.072***	/	.083***	/	/	/	-.090***	/	.071***	/	/	/	/	/	/	/	/
/	/	/	-.133***	/	/	/	/	/	/	/	/	/	/	/	-.066***	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	.065***	.065**	/	/	/	/	/	/	/	.065***	/	/	/
/	/	/	/	.062**	/	/	/	/	/	/	/	/	/	/	/	/
-.073***	/	/	/	.056**	/	/	/	/	/	.071***	/	/	.127***	/	.071***	/
/	/	/	/	.063***	/	/	/	/	/	/	/	/	/	/	/	/
.075***	/	/	/	/	/	.065***	/	/	/	/	/	/	/	/	/	/
.119***	/	/	/	/	/	.165***	.077***	/	/	/	/	/	/	/	/	-.063***
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	.073**	/	/	/	/	/	/	/	.087***	/	/	/
/	/	/	/	/	/	.075***	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	.064***	/	/	/	/	/	/	.074***	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	.066***	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	.076***	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	.083***	/	/	.134***	.097***	/	/	.072***	/	/	/	/	/	-.083***
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Table 5.30 Teaching task according to problematic behaviors of students

		Conflicts among students	Bullying among students	Infractions against property	Students' use of alcohol or drugs	Student disrespect for teachers	Sexism/Sexual harassment among students
Tasks involving teaching	Yes	38,6%	35,3%	15,0%	12,8%	29,0%	6,7%
	No	50,3%	48,3%	22,6%	22,1%	38,5%	12,0%
	Total	46,0%	43,5%	19,8%	18,7%	35,0%	10,0%
<i>Cramer's V</i>		,113***	,126***	,092***	,115***	,095***	,086***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim being confronted to a “large extent” or to “a certain extent” to the problematic behavior

2. Ideal conceptions of a principal's responsibilities

If, as noted previously, principals take on numerous responsibilities then, as our survey suggests, it is because the principals themselves would have it this way. Indeed, most principals surveyed state that, *ideally*, they would like to perform numerous tasks⁷. In particular, the responsibilities idealized most – by over 90% of the respondents (by cumulating the first two rankings in the table) – are, in order: assigning teaching tasks (95.1%), developing the school mission (94.3%), developing the school regulations (94.2%), supervising teachers' work (93.9%), budgetary appropriation (93.5%) and recruiting teachers (93.2%). Conversely, most principals do not wish to undertake the following responsibilities: recruiting and selecting students (64.8% by cumulating the last two rankings in the table), raising private funds (64.6%), evaluating instructional materials (53.4%) and providing parents with pedagogical guidance (50.4%). In general, we observe that the principals value, more than any other task, those involving *work of a pedagogical nature* (assigning teaching tasks, and developing the school mission and school regulations), *relationships with the teachers* (teacher supervision and recruitment), *budget management* (the allocation and working out of the budget). Conversely, most do not want to take on responsibilities that involve recruiting and selecting students, raising private funds, evaluating instructional materials and providing parents with pedagogical guidance. A significant proportion of the principals attribute little value to tasks associated with the management of non-teaching personnel (supervising and recruiting technical and professional personnel).

⁷ Question asked: “Ideally, at your school, to what extent would you like to have responsibility for the following as principal? 1 – I would like to be fully responsible for this task; 2 – I would like to play a major role in carrying out this task; 3 – I would prefer to play a minor role in carrying out this task; 4 – I would not like to be responsible for this task.”

Table 5.31 Ideal responsibilities

	Fully responsible	Major role	Minor role	Not responsible	Total	N
Pedagogical administration						
(1)* Assignment of teaching tasks <i>ideally</i>	72,1%	23,0%	2,4%	2,5%	100,0%	1960
(2) Development of the school's mission, its educational direction, or development or success plan <i>ideally</i>	25,1%	69,2%	4,1%	1,6%	100,0%	1961
(3) Development of the school's rules <i>ideally</i>	26,1%	68,1%	4,2%	1,6%	100,0%	1960
(10) Assignment of students to classes or to the educational programs in the school <i>ideally</i>	43,3%	42,4%	8,8%	5,4%	100,0%	1959
(11) Evaluation of educational programs and teaching methods <i>ideally</i>	22,5%	62,3%	11,7%	3,5%	100,0%	1957
(12) Definition of the objectives and profiles (or options) of the educational programs at the school <i>ideally</i>	18,1%	63,9%	11,6%	6,4%	100,0%	1960
(21) Collection, processing and analysis of school data and statistics <i>ideally</i>	16,4%	52,2%	23,0%	8,4%	100,0%	1966
(26) Selection of educational materials <i>ideally</i>	7,2%	54,8%	33,3%	4,6%	100,0%	1974
(29) Evaluation of educational materials <i>ideally</i>	5,5%	41,0%	42,9%	10,6%	100,0%	1972
Resource management						
(5) Decisions for allocation of the budget within the school <i>ideally</i>	44,7%	48,8%	4,4%	2,1%	100,0%	1970
(9) Developing the school budget <i>ideally</i>	39,7%	47,7%	7,8%	4,7%	100,0%	1970
(14) Management of funds generated by school activities and services <i>ideally</i>	34,5%	44,9%	13,9%	6,7%	100,0%	1966
(17) Management of the school's material resources (equipment, facilities) <i>ideally</i>	28,5%	45,7%	20,1%	5,8%	100,0%	1973
(30) Acquisition of private funds (donations from the community, fundraising) <i>ideally</i>	11,1%	24,3%	29,6%	35,0%	100,0%	1954
Internal relation management						
Relations with teachers						
(4) Supervision of teachers <i>ideally</i>	63,7%	30,2%	3,1%	3,0%	100,0%	1962
(6) Recruitment and selection of teachers <i>ideally</i>	36,5%	56,7%	4,1%	2,6%	100,0%	1976
(19) Educational development of teachers <i>ideally</i>	13,7%	59,3%	22,3%	4,7%	100,0%	1967
Relations with students						
(13) Disciplining of students <i>ideally</i>	26,1%	55,0%	15,7%	3,2%	100,0%	1959
(22) Supervision of students outside of class, in the school <i>ideally</i>	21,7%	45,6%	26,1%	6,5%	100,0%	1950
(31) Recruitment and selection of students <i>ideally</i>	11,7%	23,5%	15,4%	49,4%	100,0%	1934
Non-teaching staff management						
(18) Supervision of professional staff <i>ideally</i>	37,6%	36,5%	15,4%	10,6%	100,0%	1957
(23) Recruitment and selection of technical staff (<i>e.g., student supervisors, special education technicians, recreation assistants</i>) <i>ideally</i>	22,6%	43,1%	14,4%	20,0%	100,0%	1972
(24) Recruitment and selection of professional staff (<i>e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors</i>) <i>ideally</i>	19,6%	45,7%	20,2%	14,6%	100,0%	1989
(25) Supervision of technical staff <i>ideally</i>	33,6%	30,2%	15,1%	21,1%	100,0%	1945
External relation management						
Relations with the environment						
(8) Raising the community's awareness of the school's objectives and achievements <i>ideally</i>	24,4%	63,2%	9,5%	2,9%	100,0%	1970
(20) Partnerships with community organizations <i>ideally</i>	19,3%	53,3%	18,6%	8,8%	100,0%	1969
Relations with authorities						
(7) Reporting to appropriate authorities for accountability <i>ideally</i>	46,3%	43,2%	7,3%	3,2%	100,0%	1958
(27) Participation on management or school board committees <i>ideally</i>	14,9%	42,1%	29,5%	14,4%	100,0%	1962
Relations with parents						
(15) Ensuring parental involvement in the life of the school <i>ideally</i>	14,9%	63,0%	18,0%	4,1%	100,0%	1970
(16) Resolution of conflicts between school/families over values <i>ideally</i>	22,2%	53,9%	16,4%	7,5%	100,0%	1966
(28) Educational and administrative training of parent members of the school's governing body <i>ideally</i>	11,5%	38,1%	28,8%	21,6%	100,0%	1968

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

* In parenthesis: rank of the responsibility as ideal responsibility

For the most part, the various idealized responsibilities have a high positive correlation amongst themselves. Of those with the highest correlation, the following are noteworthy:

- assigning teaching tasks, dividing up students and teacher supervision;
- various responsibilities involving work of a pedagogical nature: developing regulations, developing the school mission, delineating and evaluating programs, selecting and evaluating instructional materials; also, developing regulations is highly correlated with coaching and the disciplining against students;
- analysis of academic data and accounting tasks;
- various responsibilities associated with resource management: physical resource - management (physical assets), management of generated funds, the allocation and working out of the budget; in addition, the management of generated funds has a high correlation with the management of external relations (resolving conflicts with families, educating the community, developing partnerships); budget management also has a high correlation with accounting tasks and the development of the school mission;
- student supervision, disciplinary measures and guiding parent participation;
- recruitment and supervision of teachers, and technical and professional personnel;
- various responsibilities associated with managing external relations (guiding parent participation, parental guidance, resolving conflicts with families, educating the community, developing partnerships, accounting tasks); in addition, accounting has a high correlation with the working out of the budget.

Table 5.32 Ideal responsibilities – Correlations

	Pedagogical work									Resource management				
	Assignment of teaching tasks <i>ideally</i>	Assignment of students <i>ideally</i>	Development of the school's rules <i>ideally</i>	Development of the school's mission <i>ideally</i>	Definition of the educational programs <i>ideally</i>	Evaluation of educational programs and teaching methods <i>ideally</i>	Selection of educational materials <i>ideally</i>	Evaluation of educational materials <i>ideally</i>	Analysis of school statistics <i>ideally</i>	Acquisition of private funds <i>ideally</i>	Management of material resources <i>ideally</i>	Management of funds generated <i>ideally</i>	Developing the school budget <i>ideally</i>	Allocation of the budget <i>ideally</i>
Assignment of teaching tasks <i>ideally</i>	1,000	,317***	,193** *	,165***	,172***	,233***	,099** *	/	,118***	/	,133** *	,156***	,145***	,211** *
Assignment of students <i>ideally</i>	,317***	1,000	,316** *	,218***	,223***	,255***	,206** *	,148***	,141***	,113** *	,199** *	,205***	,128***	,207** *
Development of the school's rules <i>ideally</i>	,193***	,316***	1,000	,483***	,343***	,296***	,219** *	,147***	,149***	,079** *	,272** *	,259***	,267***	,343** *
Development of the school's mission <i>ideally</i>	,165***	,218***	,483** *	1,000	,438***	,326***	,179** *	,107***	,181***	/	,237** *	,240***	,261***	,319** *
Definition of the educational programs <i>ideally</i>	,172***	,223***	,343** *	,438***	1,000	,484***	,220** *	,173***	,180***	,076** *	,170** *	,186***	,212***	,221** *
Evaluation of educational programs and teaching methods <i>ideally</i>	,233***	,255***	,296** *	,326***	,484***	1,000	,244** *	,234***	,206***	/	,185** *	,187***	,185***	,202** *
Selection of educational materials <i>ideally</i>	,099***	,206***	,219** *	,179***	,220***	,244***	1,000	,645***	,172***	,138** *	,214** *	,144***	,114***	,151** *
Evaluation of educational materials <i>ideally</i>	,055	,148***	,147** *	,107***	,173***	,234***	,645** *	1,000	,179***	,131** *	,192** *	,110***	,056	,081** *
Analysis of school statistics <i>ideally</i>	,118***	,141***	,149** *	,181***	,180***	,206***	,172** *	,179***	1,000	,152** *	,235** *	,196***	,195***	,188** *
Acquisition of private funds <i>ideally</i>	/	,113***	,079** *	/	,076***	/	,138** *	,131***	,152***	1,000	,178** *	,212***	,067***	,088** *
Management of material resources <i>ideally</i>	,133***	,199***	,272** *	,237***	,170***	,185***	,214** *	,192***	,235***	,178** *	1,000	,448***	,253***	,283** *
Management of funds generated <i>ideally</i>	,156***	,205***	,259** *	,240***	,186***	,187***	,144** *	,110***	,196***	,212** *	,448** *	1,000	,334***	,340** *
Developing the school budget <i>ideally</i>	,145***	,128***	,267** *	,261***	,212***	,185***	,114** *	/	,195***	,067** *	,253** *	,334***	1,000	,460** *
Allocation of the budget <i>ideally</i>	,211***	,207***	,343** *	,319***	,221***	,202***	,151** *	,081***	,188***	,088** *	,283** *	,340***	,460***	1,000
Recruitment of teachers <i>ideally</i>	,212***	,097***	,125** *	,147***	,184***	,228***	/	/	,072***	/	,073** *	,119***	,106***	,103** *
Supervision of teachers <i>ideally</i>	,396***	,278***	,197** *	,173***	,189***	,290***	,136** *	,128***	,151***	,112** *	,201** *	,215***	,168***	,187** *
Educational development of teachers <i>ideally</i>	,101***	,123***	,188** *	,202***	,218***	,274***	,197** *	,183***	,134***	,134** *	,125** *	,144***	,157***	,104** *
Recruitment of students <i>ideally</i>	/	,095***	,070** *	,076***	,144***	,088***	/	/	/	,082** *	/	/	,076***	/
Supervision of students <i>ideally</i>	,088***	,286***	,413** *	,248***	,176***	,187***	,228** *	,196***	,182***	,188** *	,279** *	,271***	,139***	,181** *
Disciplining of students <i>ideally</i>	,147***	,291***	,448** *	,291***	,215***	,241***	,266** *	,214***	,186***	,157** *	,313** *	,254***	,191***	,237** *
Recruitment of professional staff <i>ideally</i>	,074***	,065***	,132** *	,135***	,171***	,125***	/	,071***	/	/	/	,092***	,107***	,081** *
Recruitment of technical staff <i>ideally</i>	,084***	,082***	,105** *	,110***	,147***	,132***	,084** *	,089***	,072***	/	,087** *	,095***	,131***	,073** *
Supervision of professional staff <i>ideally</i>	,189***	,131***	,183** *	,156***	,184***	,200***	,069** *	,077***	,120***	,087** *	,142** *	,173***	,163***	,116** *
Supervision of technical staff <i>ideally</i>	,110***	,146***	,160** *	,143***	,148***	,115***	,094** *	,096***	,089***	,099** *	,146** *	,148***	,167***	,100** *
Ensuring parental involvement <i>ideally</i>	,087***	,170***	,285** *	,270***	,201***	,177***	,244** *	,231***	,205***	,184** *	,280** *	,254***	,166***	,197** *
Educational and administrative training of parents members of the school's governing body <i>ideally</i>	/	,102***	,114** *	,146***	,107***	,137***	,127** *	,144***	,176***	,198** *	,177** *	,202***	,105***	,079** *
Resolution of conflicts between school/families over values <i>ideally</i>	,112***	,185***	,280** *	,229***	,212***	,205***	,162** *	,156***	,217***	,148** *	,257** *	,309***	,188***	,226** *
Community's awareness <i>ideally</i>	,124***	,177***	,330** *	,344***	,246***	,247***	,165** *	,158***	,250***	,167** *	,297** *	,300***	,250***	,267** *
Partnerships with community organizations <i>ideally</i>	,102***	,135***	,196** *	,228***	,177***	,172***	,141** *	,187***	,228***	,279** *	,296** *	,359***	,170***	,198** *
Participation on management	/	,069***	,116** *	,148***	,154***	,120***	,139** *	,151***	,124***	,150** *	,154** *	,183***	,177***	,133** *

<i>committees ideally</i>			*				*			*	*			*
Reporting to appropriate authorities for accountability ideally	,175***	,209***	,234** *	,240***	,205***	,204***	,131** *	,127***	,348***	,126** *	,277** *	,268***	,304***	,325** *

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau /: Non significant

Relations with teachers			Relations with students			Non-teaching staff management				Relations with parents			Relations with the environment		Relations with authorities	
Recruitment of teachers <i>ideally</i>	Supervision of teachers <i>ideally</i>	Educational development of teachers <i>ideally</i>	Recruitment of students <i>ideally</i>	Supervision of students <i>ideally</i>	Disciplining of students <i>ideally</i>	Recruitment of professional staff <i>ideally</i>	Recruitment of technical staff <i>ideally</i>	Supervision of professional staff <i>ideally</i>	Supervision of technical staff <i>ideally</i>	Ensuring parental involvement <i>ideally</i>	Educational and administrative training of parents	Resolution of conflicts between school/families over	Community's awareness <i>ideally</i>	Partnerships with community organizations	Participation on management committees <i>ideally</i>	Reporting to appropriate authorities for
.212***	.396***	.101***	/	.088**	.147**	.074***	.084***	.189***	.110**	.087**	.056	.112***	.124**	.102**	/	.175***
.097**	.278***	.123***	.095**	.286**	.291**	.065***	.082***	.131***	.146**	.170**	.102***	.185***	.177**	.135**	.069**	.209***
.125***	.197***	.188***	.070**	.413**	.448**	.132***	.105***	.183***	.160**	.285**	.114***	.280***	.330**	.196**	.116**	.234***
.147***	.173***	.202***	.076**	.248**	.291**	.135***	.110***	.156***	.143**	.270**	.146***	.229***	.344**	.228**	.148**	.240***
.184***	.189***	.218***	.144**	.176**	.215**	.171***	.147***	.184***	.148**	.201**	.107***	.212***	.246**	.177**	.154**	.205***
.228***	.290***	.274***	.088**	.187**	.241**	.125***	.132***	.200***	.115**	.177**	.137***	.205***	.247**	.172**	.120**	.204***
/	.136***	.197***	/	.228**	.266**	/	.084***	.069***	.094**	.244**	.127***	.162***	.165**	.141**	.139**	.131***
/	.128***	.183***	/	.196**	.214**	.071***	.089***	.077***	.096**	.231**	.144***	.156***	.158**	.187**	.151**	.127***
.072***	.151***	.134**	/	.182**	.186**	/	.072***	.120***	.089**	.205**	.176***	.217***	.250**	.228**	.124**	.348***
/	.112***	.134***	.082**	.188**	.157**	/	/	.087***	.099**	.184**	.198***	.148***	.167**	.279**	.150**	.126***
.073***	.201***	.125***	/	.279**	.313**	/	.087***	.142***	.146**	.280**	.177***	.257***	.297**	.296**	.154**	.277***
.119***	.215***	.144***	/	.271**	.254**	.092***	.095***	.173***	.148**	.254**	.202***	.309***	.300**	.359**	.183**	.268***
.106***	.168***	.157***	.076**	.139**	.191**	.107***	.131***	.163***	.167**	.166**	.105***	.188***	.250**	.170**	/	.304***
.103***	.187***	.104***	/	.181**	.237**	.081***	.073***	.116***	.100**	.197**	.079***	.226***	.267**	.198**	.133**	.325***
1,000	.229***	.130***	.131**	/	.072**	.405***	.315***	.166***	.089**	/	.081***	.095***	.105**	.094**	/	.074***
.229***	1,000	.190***	.088**	.183**	.221**	.103***	.106***	.389***	.250**	.148**	.144***	.209***	.179**	.151**	.093**	.246***
.130***	.190***	1,000	.118**	.151**	.116**	.159***	.156***	.158***	.175**	.166**	.173***	.170***	.211**	.212**	.201**	.162***
.131***	.088***	.118***	1,000	/	/	.162***	.159***	.130***	.141**	/	.070***	/	/	/	.102**	/
/	.183***	.151***	/	1,000	.480**	/	/	.129***	.131**	.308**	.170***	.260***	.249**	.222**	.110**	.196***
.072***	.221***	.116***	/	.480**	1,000	/	.076***	.152***	.163**	.306**	.125***	.299***	.262**	.220**	.123**	.228***
.405**	.103***	.159***	.162**	/	/	1,000	.462***	.339***	.224**	/	.100***	.113***	.083**	.116**	.085**	.072***
.315***	.106***	.156***	.159**	/	.076**	.462***	1,000	.239***	.512**	.076**	.109***	.122***	.118**	.147**	.116**	.101***
.166***	.389***	.158***	.130**	.129**	.152**	.339***	.239***	1,000	.383**	.089**	.117***	.174***	.144**	.146**	.103**	.142***
.089***	.250***	.175***	.141**	.131**	.163**	.224***	.512***	.383***	1,000	.120**	.145***	.192***	.162**	.175**	.157**	.144***
/	.148***	.166***	/	.308**	.306**	/	.076***	.089***	.120**	1,000	.265***	.273***	.390**	.293**	.161**	.235***
.081***	.144***	.173***	.070**	.170**	.125**	.100***	.109***	.117***	.145**	.265**	1,000	.224***	.297**	.285**	.195**	.134***
.095***	.209***	.170***	/	.260**	.299**	.113***	.122***	.174***	.192**	.273**	.224***	1,000	.305**	.344**	.241**	.257***
.105***	.179***	.211**	/	.249**	.262**	.083***	.118***	.144***	.162**	.390**	.297***	.305***	1,000	.369**	.169**	.308***
.094***	.151***	.212***	/	.222**	.220**	.116***	.147***	.146***	.175**	.293**	.285***	.344***	.369**	1,000	.254**	.250***
/	.093***	.201**	.102**	.110**	.123**	.085***	.116***	.103***	.157**	.161**	.195***	.241**	.169**	.254**	1,000	.166***
.074***	.246***	.162***	/	.196**	.228**	.072***	.101***	.142***	.144**	.235**	.134***	.257***	.308**	.250**	.166**	1,000

There are also several correlations among the idealized roles and responsibilities. Among those with the highest correlation are the following:

- the role of *pedagogical leader* and the pedagogical development of teachers;
- the role of *educational project planner* for the school and the responsibilities involved in developing the school's regulations and mission, guiding parent participation and educating the community;
- the role of *agent of change in the policies and practices of the school* and educating the community;
- the role of *supervisor and evaluator of teachers' work* and the responsibilities involved in teacher supervision and the evaluation of teaching programs;
- the role of *emergency manager* and disciplining students;
- the role of *general administrator of the school* and the responsibilities involved in physical resource management, management of generated funds, the working out and appropriation of the budget, and accounting tasks;
- the role of *promoter of the school in the community* and the responsibilities involved in educating the community, guiding parent participation and developing partnerships;
- the role of *contact for parents* and the responsibilities involved in guiding parent participation, resolving clashes of values between families and the school, and educating the community;
- the role of *liaison with the authorities* and accounting tasks.

Table 5.33 Ideal responsibilities by ideal roles

	Pedagogical work and animation					Management and administration			External relations management		
	Pedagogical leader <i>ideally</i>	Developer and planner of the school's	Change agent for the school's policies and	Educator of students <i>ideally</i>	Supervisor of the work of teachers <i>ideally</i>	Manager of emergencies <i>ideally</i>	Conductor, coordinator, assembler...team	School's general administrator <i>ideally</i>	Promoter of the school in the community <i>ideally</i>	Parents' spokesperson and mediator <i>ideally</i>	Liaison with school authorities <i>ideally</i>
Pedagogical work											
Assignment of teaching tasks <i>ideally</i>	,116** *	/	,137** *	,104** *	,168***	,115** *	/	,115** *	/	,070** *	,087***
Assignment of students <i>ideally</i>	,075** *	,106** *	,112** *	,083** *	,123***	,124** *	,106** *	,124** *	/	,131** *	,103***
Development of the school's rules <i>ideally</i>	,071** *	,214** *	,172** *	/	,128***	,146** *	,145** *	,160** *	,075***	,181** *	,105***
Development of the school's mission <i>ideally</i>	,125** *	,249** *	,175** *	/	,144***	/	,139** *	,134** *	,123***	,149** *	/
Definition of the educational programs <i>ideally</i>	,088** *	,190** *	,178** *	,084** *	,134***	,089** *	,118** *	,128** *	,138***	,114** *	,118***
Evaluation of educational programs and teaching methods <i>ideally</i>	,144** *	,146** *	,158** *	,130** *	,210***	,092** *	,109** *	,095** *	,125***	,127** *	,112***
Selection of educational materials <i>ideally</i>	,090** *	,167** *	,112** *	,118** *	,080***	,097** *	,101** *	,139** *	,053	,126** *	,090***
Evaluation of educational materials <i>ideally</i>	,089** *	,160** *	,115** *	,132** *	,113***	,103** *	,113** *	,156** *	,108***	,140** *	,102***
Analysis of school statistics <i>ideally</i>	,096** *	,139** *	,141** *	,108** *	,160***	,165** *	,084** *	,161** *	,158***	,131** *	,179***
Resource management											
Acquisition of private funds <i>ideally</i>	/	,077** *	,075** *	/	,072***	,111** *	,087** *	,125** *	,151***	,136** *	,110***
Management of material resources <i>ideally</i>	/	,156** *	,131** *	/	,110***	,172** *	,160** *	,289** *	,117***	,130** *	,133***
Management of funds generated <i>ideally</i>	,118** *	,142** *	,173** *	/	,157***	,153** *	,133** *	,239** *	,120***	,197** *	,145***
Developing the school budget <i>ideally</i>	,100** *	,130** *	,141** *	/	,124***	,078** *	,116** *	,218** *	,080***	,105** *	,121***
Allocation of the budget <i>ideally</i>	/	,166** *	,191** *	/	,135***	,133** *	,146** *	,284** *	,128***	,144** *	,144***
Relations with teachers											
Recruitment of teachers <i>ideally</i>	/	/	,097** *	/	,132***	/	/	/	,089***	,073** *	,085***
Supervision of teachers <i>ideally</i>	,151** *	,108** *	,153** *	/	,308***	,154** *	,117** *	,119** *	,101***	,144** *	,124***
Educational development of teachers <i>ideally</i>	,200** *	,169** *	,147** *	/	,170***	,038	,139** *	/	,086***	,121** *	,086***
Relations with students											
Recruitment of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Supervision of students <i>ideally</i>	/	,112** *	,097** *	,136** *	,116***	,163** *	,124** *	,156** *	/	,146** *	,113***
Disciplining of students <i>ideally</i>	/	,105** *	,099** *	,114** *	,117***	,211** *	,152** *	,198** *	/	,182** *	,128***
Non-teaching staff management											
Recruitment of professional staff <i>ideally</i>	/	/	,062	/	,075***	/	/	/	,074***	/	,073***
Recruitment of technical staff <i>ideally</i>	,079** *	,102** *	,077** *	/	,071***	/	/	/	,094***	,066** *	,072***
Supervision of professional staff <i>ideally</i>	,083** *	,094** *	,112** *	/	,160***	/	,079** *	,072** *	,114***	,081** *	,095***
Supervision of technical staff <i>ideally</i>	,078** *	,098** *	,098** *	/	,097***	/	,090** *	/	,050	,085** *	,073***
External relations management											
Ensuring parental involvement <i>ideally</i>	,075** *	,212** *	,181** *	,088** *	,145***	,148** *	,180** *	,186** *	,205***	,220** *	,132***
Educational and	,102** *	,112** *	,141** *	/	,101***	,090** *	,100** *	,071** *	,141***	,159** *	,099***

administrative training of parents members of the school's governing body <i>ideally</i>	*	*	*			*	*	*		*	
Resolution of conflicts between school/families over values <i>ideally</i>	,087** *	,178** *	,178** *	,067** *	,137***	,181** *	,144** *	,152** *	,138***	,256** *	,153***
Community's awareness <i>ideally</i>	,121** *	,234** *	,226** *	/	,161***	,160** *	,179** *	,189** *	,240***	,204** *	,173***
Partnerships with community organizations <i>ideally</i>	,093** *	,184** *	,173** *	/	,105***	,108** *	,144** *	,150** *	,200***	,177** *	,181***
Participation on management committees <i>ideally</i>	,108** *	,140** *	,133** *	/	,073***	,068** *	,093** *	,098** *	,077***	,133** *	,160***
Reporting to appropriate authorities for accountability <i>ideally</i>	,101** *	,197** *	,186** *	/	,198***	,171** *	,160** *	,220** *	,165***	,145** *	,240***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/: Non significant

Once again, the survey reveals several major differences between the regions, specifically by teaching level. In brief, we observe that:

- fewer principals in Québec than in other regions want to have responsibility for assigning teaching tasks, analyzing school statistics and recruiting teachers;
- the delineation of teaching programs is idealized by comparatively fewer principals in the Atlantic Provinces and Ontario;
- comparatively more principals in Ontario, the Prairies and Québec place value on recruiting students;
- comparatively fewer principals in the Atlantic Provinces and Ontario want to get involved in the recruitment and supervision of non-teaching personnel;
- lastly, comparatively more principals in British Columbia, Québec and the Northwest Territories want to participate on management committees.

Table 5.34 Ideal responsibilities by region

	Pedagogical work			Relations with teachers	Relations with students	Non-teaching staff management				External relations management
	Assignment of teaching tasks <i>ideally</i>	Analysis of school statistics <i>ideally</i>	Definition of the educational programs <i>ideally</i>	Recruitment of teachers <i>ideally</i>	Recruitment of students <i>ideally</i>	Recruitment of professional staff <i>ideally</i>	Recruitment of technical staff <i>ideally</i>	Supervision of professional staff <i>ideally</i>	Supervision of technical staff <i>ideally</i>	Participation on management committees <i>ideally</i>
All levels combined										
Atlantic	95,7%	74,8%	68,4%	94,2%	19,9%	61,2%	57,4%	67,9%	49,0%	41,5%
British Columbia	96,5%	76,5%	89,3%	94,8%	34,6%	73,2%	78,4%	81,0%	75,9%	60,1%
Ontario	95,8%	69,2%	81,9%	94,2%	37,8%	56,3%	50,4%	62,8%	49,8%	54,6%
Prairies	96,9%	70,5%	86,0%	95,2%	38,2%	67,6%	63,4%	81,9%	63,3%	51,0%
Québec	90,6%	53,6%	82,4%	87,1%	42,5%	70,6%	84,5%	78,8%	85,2%	75,5%
Territories	93,9%	75,0%	83,7%	97,9%	23,9%	70,0%	67,3%	73,5%	57,4%	70,8%
Canada, total	95,1%	68,6%	82,0%	93,2%	35,2%	65,3%	65,7%	74,1%	63,8%	57,0%
<i>Cramer's V</i>	0,106*** <i>NV</i>	0,168***	0,165***	0,122*** <i>NV</i>	0,154***	0,132***	0,268***	0,180***	0,290***	0,221***
Elementary										
Atlantic	96,6%	73,7%	65,9%	96,2%	16,6%	55,8%	54,4%	66,5%	49,7%	42,0%
British Columbia	97,4%	76,8%	88,5%	96,4%	28,2%	71,5%	80,5%	80,6%	77,0%	55,2%
Ontario	96,1%	70,6%	81,7%	94,2%	33,1%	53,4%	50,3%	60,2%	48,7%	54,3%
Prairies	97,5%	70,4%	84,9%	94,6%	33,5%	62,8%	60,3%	87,3%	61,6%	49,3%
Québec	90,3%	52,5%	79,3%	86,8%	36,1%	66,3%	85,7%	75,3%	87,8%	77,6%
Territories	94,7%	83,3%	78,9%	100,0%	35,3%	80,0%	73,7%	89,5%	76,5%	61,1%
Canada, total	95,3%	68,1%	80,4%	93,3%	30,6%	61,4%	65,6%	72,7%	64,7%	57,2%
<i>Cramer's V</i>	,130*** <i>NV</i>	,189***	,169*** <i>NV</i>	,146*** <i>NV</i>	,138***	,146***	,311**	,227***	,334***	,240***
Mixed										
Atlantic	85,7%	72,1%	71,4%	83,7%	30,0%	60,5%	62,8%	69,8%	47,6%	53,7%
British Columbia	92,3%	69,2%	88,5%	76,0%	65,4%	61,5%	65,4%	69,2%	69,2%	80,8%
Ontario	66,7%	37,5%	75,0%	80,0%	53,3%	60,0%	53,3%	53,3%	46,7%	47,1%
Prairies	95,7%	65,7%	87,9%	92,8%	32,8%	66,4%	57,6%	70,6%	56,8%	53,3%
Québec	87,5%	62,5%	87,5%	93,8%	43,8%	75,0%	75,0%	81,3%	68,8%	75,0%
Territories	91,3%	78,3%	87,0%	95,7%	13,0%	65,2%	65,2%	56,5%	52,2%	73,9%
Canada, total	91,2%	66,3%	84,4%	89,3%	35,8%	65,0%	60,7%	68,7%	56,3%	58,8%
<i>Cramer's V</i>	,252*** <i>NV</i>	NS	NS <i>NV</i>	NS <i>NV</i>	,269***	NS	NS	NS <i>NV</i>	NS	,232**
Secondary										
Atlantic	98,8%	78,6%	72,3%	95,2%	22,2%	72,9%	61,0%	70,0%	48,2%	34,5%
British Columbia	95,8%	78,1%	91,5%	97,2%	40,6%	81,9%	77,5%	86,1%	75,4%	65,8%
Ontario	99,1%	69,4%	83,5%	96,4%	50,9%	65,2%	50,5%	72,7%	53,8%	56,9%
Prairies	97,3%	76,5%	85,8%	99,1%	53,1%	77,9%	76,6%	85,7%	75,0%	51,3%
Québec	92,1%	55,6%	90,9%	87,0%	61,8%	83,3%	82,4%	89,0%	80,0%	69,0%
Territories	100,0%	42,9%	85,7%	100,0%	33,3%	57,1%	57,1%	85,7%	28,6%	85,7%
Canada, total	96,8%	71,1%	84,7%	95,2%	46,8%	75,4%	68,8%	80,7%	65,7%	55,6%
<i>Cramer's V</i>	NS <i>NV</i>	,200** <i>NV</i>	,180** <i>NV</i>	,198*** <i>NV</i>	,260*** <i>NV</i>	,164*** <i>NV</i>	,266*** <i>NV</i>	,194*** <i>NV</i>	,284*** <i>NV</i>	,243*** <i>NV</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each region and for each level of education, who claim being ideally fully responsible or playing a major role.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

We will now outline the differences among the provinces:

- Analyzing school statistics is idealized by fewer principals in Prince Edward Island, Québec, Manitoba and the Yukon;
- The delineation and evaluation of teaching programs is valued by a comparatively greater number of principals in Manitoba, Alberta, British Columbia, the Yukon and Nunavut;
- Raising private funds is valued by a greater number of principals in Newfoundland and Labrador, Nova Scotia, New Brunswick, Québec, Ontario, Saskatchewan and Nunavut;
- The working out of the budget is idealized by a greater number of principals in Prince Edward Island, Québec, Alberta and British Columbia;
- Recruitment and teacher supervision is valued by a greater number of principals in Prince Edward Island, Nova Scotia, Ontario, Manitoba, Alberta, British Columbia, Yukon and Nunavut, while instructional development is valued by a greater number of principals in Québec, British Columbia and the Yukon;
- Recruiting students is valued by a greater number of principals in Ontario, Manitoba, Alberta and Québec;
- The recruitment and supervision of non-teaching personnel are valued by a greater number of principals in Québec, Alberta, British Columbia and Nunavut;
- Participation on management committees is valued by a greater number of principals in Québec, Saskatchewan, British Columbia, the Yukon, the Northwest Territories and Nunavut;
- Developing partnerships is idealized by a greater number of principals in Newfoundland and Labrador, Québec, Manitoba, Yukon and Nunavut;
- Lastly, parental guidance is valued by a greater number of principals in New Brunswick, Québec, Ontario and British Columbia.

Table 5.35 Ideal responsibilities by province

	Pedagogical work			Resource management		Relations with teachers			Relations with students	Non-teaching staff management				External relations management		
	Analysis of school statistics <i>ideally</i>	Definition of the educational programs <i>ideally</i>	Evaluation of educational programs and teaching methods <i>ideally</i>	Acquisition of private funds <i>ideally</i>	Developing the school budget <i>ideally</i>	Recruitment of teachers <i>ideally</i>	Supervision of teachers <i>ideally</i>	Educational development of teachers <i>ideally</i>		Recruitment of students <i>ideally</i>	Recruitment of professional staff <i>ideally</i>	Recruitment of technical staff <i>ideally</i>	Supervision of professional staff <i>ideally</i>	Supervision of technical staff <i>ideally</i>	Participation on management committees <i>ideally</i>	Partnerships with community organizations <i>ideally</i>
Newfoundland and Labrador	81,9%	76,4%	86,3%	54,8%	84,7%	95,9%	91,8%	64,4%	22,2%	58,9%	56,2%	73,2%	52,1%	52,8%	77,8%	45,8%
Prince Edward Island	57,9%	68,4%	73,7%	22,2%	88,9%	94,7%	94,4%	52,6%	5,6%	70,0%	73,7%	55,6%	50,0%	47,4%	72,2%	47,4%
Nova Scotia	72,2%	69,0%	81,2%	42,7%	82,9%	96,6%	94,0%	66,4%	21,7%	58,5%	60,9%	64,7%	53,8%	34,5%	69,2%	47,4%
New Brunswick	76,0%	61,9%	76,3%	35,4%	72,9%	89,8%	93,8%	66,3%	18,6%	64,3%	51,0%	70,1%	40,6%	40,2%	70,1%	51,5%
Québec	53,6%	82,4%	76,1%	41,3%	92,9%	87,1%	94,6%	89,3%	42,5%	70,6%	84,5%	78,8%	85,2%	75,5%	82,3%	51,2%
Ontario	69,2%	81,9%	88,1%	36,7%	86,2%	94,2%	96,0%	71,6%	37,8%	56,3%	50,4%	62,8%	49,8%	54,6%	69,4%	52,0%
Manitoba	66,4%	90,8%	92,6%	30,6%	80,2%	98,2%	96,3%	69,7%	40,2%	62,4%	58,3%	83,2%	48,6%	46,8%	75,5%	41,8%
Saskatchewan	69,2%	80,2%	78,5%	36,4%	83,5%	90,0%	74,4%	53,7%	22,5%	63,3%	60,2%	75,0%	66,1%	60,0%	72,5%	29,8%
Alberta	73,3%	86,8%	87,7%	23,0%	93,4%	96,5%	95,6%	69,7%	45,7%	72,4%	67,5%	84,9%	68,9%	48,2%	65,6%	45,1%
British Columbia	76,5%	89,3%	92,4%	28,3%	90,4%	94,8%	95,8%	74,3%	34,6%	73,2%	78,4%	81,0%	75,9%	60,1%	69,1%	61,6%
Yukon	68,4%	89,5%	89,5%	31,6%	78,9%	94,7%	94,7%	73,7%	31,6%	57,9%	57,9%	68,4%	52,6%	68,4%	84,2%	42,1%
Northwest Territories	76,5%	76,5%	76,5%	35,3%	82,4%	100,0%	88,2%	64,7%	17,6%	70,6%	58,8%	70,6%	43,8%	58,8%	70,6%	29,4%
Nunavut	83,3%	84,6%	100,0%	66,7%	84,6%	100,0%	100,0%	71,4%	20,0%	85,7%	92,3%	84,6%	83,3%	91,7%	84,6%	38,5%
Canada, total	68,6%	82,0%	84,8%	35,4%	87,5%	93,2%	93,9%	73,0%	35,2%	65,3%	65,7%	74,1%	63,8%	57,0%	72,6%	49,6%
<i>Cramer's V</i>	0,179* *** NV	0,182** *	0,177** *	0,160** *	0,161** *	0,145* *** NV	0,215** ** NV	0,212** * NV	0,187** *	0,148* *** NV	0,281** ** NV	0,192** * NV	0,310** * NV	0,237** *	0,129** *	0,154** *

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each province, who claim being ideally fully responsible or playing a major role.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Principals in *different educational sectors*, too, seem to have varying conceptions of their ideal tasks. Thus, in practically all regions (except the Northwest Territories), a comparatively greater number of principals in public schools want, ideally, to take on responsibilities in assigning teaching tasks, dividing up students, developing regulations, appropriating budgets, managing physical resources, coaching, disciplining students and educating the community, whereas principals in private schools want to undertake responsibilities involving the recruitment of students.

Table 5.36 Ideal responsibilities by teaching sector

	Pedagogical work			Resource management		Relations with students			External relations management
	Assignment of teaching tasks <i>ideally</i>	Assignment of students <i>ideally</i>	Development of the school's rules <i>ideally</i>	Allocation of the budget <i>ideally</i>	Management of material resources <i>ideally</i>	Recruitment of students <i>ideally</i>	Supervision of students <i>ideally</i>	Disciplining of students <i>ideally</i>	Community's awareness <i>ideally</i>
All of Canada									
Public	96,3%	87,3%	95,1%	94,5%	76,2%	31,7%	70,4%	82,6%	88,8%
Private	84,1%	71,1%	85,8%	84,5%	56,0%	67,9%	39,5%	66,8%	76,6%
Total	95,1%	85,8%	94,2%	93,5%	74,2%	35,2%	67,4%	81,1%	87,6%
<i>Cramer's V</i>	,166***	,138***	,118***	,120***	,136***	,226***	,196***	,119***	,109***
Atlantic									
Public	96,6%	86,5%	95,0%	92,9%	74,1%	18,6%	67,2%	78,5%	88,6%
Private	57,1%	42,9%	85,7%	71,4%	42,9%	71,4%	28,6%	71,4%	42,9%
Total	95,7%	85,5%	94,8%	92,4%	73,4%	19,9%	66,3%	78,3%	87,5%
<i>Cramer's V</i>	,293*** NV	,186*** V	NS NV	,122* NV	NS NV	,199*** NV	,123* NV	NS NV	,207*** NV
British Columbia									
Public	97,0%	89,0%	94,5%	95,8%	77,2%	24,3%	74,0%	86,1%	90,3%
Private	94,3%	79,2%	90,6%	92,7%	46,3%	79,2%	41,5%	71,7%	75,9%
Total	96,5%	87,2%	93,8%	95,2%	71,5%	34,6%	68,1%	83,4%	87,7%
<i>Cramer's V</i>	NS NV	,113*	NS NV	NS NV	,266***	,450**	,270***	,150*	,170**
Ontario									
Public	98,1%	90,3%	96,9%	94,8%	78,6%	34,8%	73,4%	83,4%	89,5%
Private	78,6%	73,2%	87,5%	77,6%	58,9%	60,7%	35,7%	64,3%	74,5%
Total	95,8%	88,3%	95,8%	92,8%	76,3%	37,8%	69,0%	81,2%	87,8%
<i>Cramer's V</i>	,314*** NV	,171***	,151*** NV	,216*** NV	,147***	,172***	,262***	,157***	,145***
Prairies									
Public	97,6%	86,9%	95,0%	93,8%	73,5%	36,9%	66,0%	84,8%	87,1%
Private	88,6%	75,0%	83,3%	80,6%	44,4%	54,3%	41,7%	77,8%	69,4%
Total	96,9%	86,0%	94,1%	92,8%	71,2%	38,2%	64,0%	84,3%	85,7%
<i>Cramer's V</i>	,140** NV	,093*	,133** NV	,138** NV	,172***	,096*	,136**	NS	,137**
Québec									
Public	91,9%	83,8%	95,6%	95,6%	77,7%	38,8%	73,3%	80,5%	89,7%
Private	78,9%	57,9%	78,9%	89,5%	78,9%	74,4%	42,1%	52,6%	94,4%
Total	90,6%	81,2%	94,0%	95,0%	77,8%	42,5%	70,2%	77,7%	90,1%
<i>Cramer's V</i>	,133** NV	,198***	,210*** V	NS NV	NS	,220***	,205***	,200***	NS
Territories									
Public	93,9%	87,5%	79,2%	91,8%	75,0%	23,9%	63,8%	81,3%	83,7%
Private	-	-	-	-	-	-	-	-	-
Total	93,9%	87,5%	79,2%	91,8%	75,0%	23,9%	63,8%	81,3%	83,7%
<i>Cramer's V</i>	NV	NV	NV	NV	NV	NV	NV	NV	NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each sector and in each region, who claim being ideally fully responsible or playing a major role.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The survey also demonstrates that there are differences *by teaching level* in the principals' esteem for a number of responsibilities, at least in certain regions. Thus, we observe that a comparatively greater number of primary-school principals want to have responsibility for managing generated funds, coaching and disciplining students. A comparatively greater number of primary-school and mixed-school principals also place great value on tasks involving the selection and evaluation of instructional materials. A comparatively greater number of secondary-school and mixed-school principals want to assume tasks involving student recruitment, whereas a greater number of primary-school and secondary-school principals want to assume tasks involving the supervision of teachers' work.

Table 5.37 Ideal responsibilities by level of education

	Pedagogical work		Resource management	Relations with teachers	Relations with students		
	Selection of educational materials <i>ideally</i>	Evaluation of educational materials <i>ideally</i>	Management of funds generated <i>ideally</i>	Supervision of teachers' work <i>ideally</i>	Recruitment of students <i>ideally</i>	Supervision of students <i>ideally</i>	Disciplining of students <i>ideally</i>
All of Canada							
Elementary	69,0%	51,6%	83,2%	95,1%	30,6%	72,2%	84,8%
Mixed	66,4%	53,0%	66,3%	85,1%	35,8%	60,5%	79,5%
Secondary	41,7%	30,1%	77,1%	95,6%	46,8%	58,8%	72,6%
Total	62,1%	46,6%	79,5%	93,9%	35,2%	67,4%	81,1%
<i>Cramer's V</i>	,237***	,187***	,143***	,144***	,142***	,133***	,131***
Atlantic							
Elementary	62,5%	50,0%	83,6%	95,5%	16,6%	67,6%	84,7%
Mixed	55,6%	57,8%	74,4%	81,4%	30,0%	62,8%	74,4%
Secondary	43,5%	28,2%	76,2%	95,2%	22,2%	65,5%	66,7%
Total	56,2%	45,1%	80,3%	93,4%	19,9%	66,3%	78,3%
<i>Cramer's V</i>	,166**	,217***	NS	,197** NV	NS	NS	,194**
British Columbia							
Elementary	69,1%	52,6%	82,9%	96,3%	28,2%	75,4%	88,0%
Mixed	76,9%	61,5%	53,8%	92,3%	65,4%	65,4%	76,9%
Secondary	45,2%	38,4%	82,2%	95,8%	40,6%	49,3%	73,6%
Total	63,8%	49,8%	80,1%	95,8%	34,6%	68,1%	83,4%
<i>Cramer's V</i>	,228***	NS	,206***	NS NV	,233***	,238***	,174** NV
Ontario							
Elementary	76,0%	57,4%	81,1%	96,3%	33,1%	72,8%	85,0%
Mixed	53,3%	60,0%	35,3%	73,3%	53,3%	40,0%	60,0%
Secondary	37,3%	25,2%	78,2%	98,2%	50,9%	60,6%	71,6%
Total	66,5%	50,1%	78,9%	96,0%	37,8%	69,0%	81,2%
<i>Cramer's V</i>	,345***	,271***	,205*** NV	,213*** NV	,165***	,158** NV	,174*** NV
Prairies							
Elementary	64,2%	44,1%	79,2%	90,7%	33,5%	68,6%	83,9%
Mixed	67,6%	47,1%	67,6%	84,2%	32,8%	60,7%	84,3%
Secondary	30,4%	19,1%	77,4%	96,4%	53,1%	59,8%	85,0%
Total	56,8%	38,7%	75,2%	90,1%	38,2%	64,0%	84,3%
<i>Cramer's V</i>	,309***	,235***	,118*	,153**	,177***	NS	NS
Québec							
Elementary	68,0%	49,3%	88,8%	95,7%	36,1%	74,9%	82,6%
Mixed	81,3%	62,5%	81,3%	93,8%	43,8%	62,5%	75,0%
Secondary	56,3%	43,2%	74,4%	91,2%	61,8%	56,8%	62,9%
Total	65,9%	48,4%	85,3%	94,6%	42,5%	70,2%	77,7%
<i>Cramer's V</i>	NS	NS	,171** NV	NS NV	,220***	,170*** NV	,199*** NV
Territories							
Elementary	61,1%	61,1%	82,4%	94,7%	35,3%	70,6%	88,9%
Mixed	66,7%	58,3%	69,6%	91,3%	13,0%	60,9%	78,3%
Secondary	57,1%	57,1%	42,9%	100,0%	33,3%	57,1%	71,4%
Total	63,3%	59,2%	70,2%	93,9%	23,9%	63,8%	81,3%
<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV	NS NV	NS NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level and each region, who claim being ideally fully responsible or playing a major role.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

On the other hand, the ideal conceptions of the tasks hardly vary at all *by school location (urban vs. rural)*. We observe only that in several regions (the Atlantic Provinces, the Prairies, Québec), a comparatively large number of principals in urban schools want, ideally, to have the responsibility of recruiting students.

Table 5.38 Ideal responsibilities by urban or rural location of the school

	Recruitment of students <i>ideally</i>
All of Canada	
Rural	23,8%
Urban	40,2%
Total	35,2%
<i>Cramer's V</i>	,158***
Atlantic	
Rural	14,0%
Urban	25,2%
Total	19,9%
<i>Cramer's V</i>	,140**
British Columbia	
Rural	31,3%
Urban	35,6%
Total	34,6%
<i>Cramer's V</i>	NS
Ontario	
Rural	29,8%
Urban	40,0%
Total	37,8%
<i>Cramer's V</i>	NS
Prairies	
Rural	21,3%
Urban	46,7%
Total	38,2%
<i>Cramer's V</i>	,246***
Québec	
Rural	33,0%
Urban	45,8%
Total	42,5%
<i>Cramer's V</i>	,114*
Territories	
Rural	16,7%
Urban	37,5%
Total	23,9%
<i>Cramer's V</i>	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each location of the school and each region, who claim being ideally fully responsible or playing a major role.

NS: Non significant NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Ideal conceptions of tasks also vary very little by *principal profile*. Nevertheless, we observe that more male than female principals tend to value managing professional personnel (recruitment and supervision), managing physical resources and appropriating budgets. In addition, we note the older the principals, the more they tend to value developing the school mission, evaluating programs, supervising teachers, guiding parent participation and accounting. On the other hand, the shorter their length of service in the school, the more they tend to want to assume responsibilities involving the pedagogical development of teachers and participation on management committees. However, the relationships between on the one hand the idealization of responsibilities and on the other hand the principals' age or length of service is relatively weak. We should point out that the survey does not reveal any variation by the principals' level or field of study.

Table 5.39 Ideal responsibilities by gender of principals

	Non-teaching staff management		Resource management	
	Recruitment of professional staff ideally	Supervision of professional staff ideally	Management of material resources ideally	Allocation of the budget ideally
All levels combined				
Males	70,4%	79,4%	78,4%	95,2%
Females	58,9%	67,5%	69,0%	91,3%
Total	65,3%	74,1%	74,2%	93,5%
<i>Cramer's V</i>	,121***	,134***	,107***	,079***
Elementary				
Males	66,2%	77,7%	83,1%	95,6%
Females	57,0%	68,0%	70,4%	91,6%
Total	61,4%	72,7%	76,6%	93,6%
<i>Cramer's V</i>	,094***	,109***	,149***	,082**
Mixed				
Males	68,9%	75,9%	68,6%	93,8%
Females	58,6%	57,4%	68,0%	86,4%
Total	65,0%	68,7%	68,3%	90,9%
<i>Cramer's V</i>	NS	,195***	NS	,124*
Secondary				
Males	78,7%	84,0%	74,7%	95,2%
Females	67,4%	72,9%	63,4%	93,6%
Total	75,4%	80,7%	71,3%	94,7%
<i>Cramer's V</i>	,120**	,129***	,114**	NS

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, for each level and each gender, who claim being ideally fully responsible or playing a major role.

NS: Non significant

Table 5.40 Ideal responsibilities by age and years of service

	Age	Total years of service in career	Total years of service in the school
Pedagogical work			
Assignment of teaching tasks <i>ideally</i> *	/	/	/
Assignment of students <i>ideally</i> *	/	/	/
Development of the school's rules <i>ideally</i> *	/	/	/
Development of the school's mission <i>ideally</i> *	-.069***	/	/
Definition of the educational programs <i>ideally</i> *	/	/	/
Evaluation of educational programs and teaching methods <i>ideally</i> *	-.066***	/	/
Selection of educational materials <i>ideally</i> *	/	/	/
Evaluation of educational materials <i>ideally</i> *	/	/	/
Analysis of school statistics <i>ideally</i> *	/	/	/
Resource management			
Acquisition of private funds <i>ideally</i> *	,056***	/	/
Management of material resources <i>ideally</i> *	/	/	/
Management of funds generated <i>ideally</i> *	/	/	/
Developing the school budget <i>ideally</i> *	/	/	/
Allocation of the budget <i>ideally</i> *	/	/	/
Teachers management			
Recruitment of teachers <i>ideally</i> *	/	/	/
Supervision of teachers <i>ideally</i> *	-.072***	/	/
Educational development of teachers <i>ideally</i> *	/	/	,090***
Students management			
Recruitment of students <i>ideally</i> *	/	/	/
Disciplining of students <i>ideally</i> *	/	/	/
Supervision of students <i>ideally</i> *	/	/	/
Non-teaching staff management			
Recruitment of professional staff <i>ideally</i> *	/	/	/
Recruitment of technical staff <i>ideally</i> *	/	/	/
Supervision of professional staff <i>ideally</i> *	/	/	/
Supervision of technical staff <i>ideally</i> *	/	/	,061***
Relations with parents			
Ensuring parental involvement <i>ideally</i> *	-.060***	/	/
Educational and administrative training of parents members of the school's governing body <i>ideally</i> *	/	/	/
Conflict resolution with families <i>ideally</i> *	/	/	/
Relations with the environment			
Community's awareness <i>ideally</i> *	-.074***	/	/
Partnerships with community organizations <i>ideally</i> *	/	/	,058***
Relations with authorities			
Participation on management committees <i>ideally</i> *	/	,062***	,095***
Reporting to appropriate authorities for accountability <i>ideally</i> *	-.061***	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "Fully responsible" to "Not responsible"

Lastly, the survey reveals several relatively weak correlations between the value placed on various tasks and *the profiles of students, teachers and parents* in the school managed by the principals. Here are the main trends:

- the greater the number of principals stating they have a high percentage of students with a high family revenue – and a low percentage of students with a low family revenue – the greater the number to positively evaluate the task of student recruitment. Thus, once again, and as note previously with regard to tasks undertaken, the recruiting of students seems to be associated with a student body that is more socially advantaged;
- the greater the number of principals stating they have to deal with “difficult” students (students who are either absent, not completing their year or displaying various types of problematic behaviour, etc.), the greater the number who tend to positively evaluate assigning teaching tasks, evaluating programs and methods, recruiting, supervising and developing teachers pedagogically, recruiting students, and recruiting and supervising professional personnel. In particular, it should be noted that there is a greater desire on the part of principals to recruit students or teachers when they head up schools with students from ethnic minorities. Conversely, the less the principals claim to have to deal with “difficult” students, the more they wish to take on tasks involving the selection of instructional materials;
- the more the principals state they have to deal with teacher turnover or absenteeism, the more they tend to place value on the pedagogical development of teachers;
- lastly, the more the principals state they have to deal with problematical relationships with parents (complaints, disputes), the more they want to take on tasks involving parental guidance, and the less they wish to take on accounting tasks.

Table 5.41 Ideal responsibilities by profile of students

	Pedagogical work								Resource management					
	Assignment of teaching tasks <i>ideally**</i>	Development of the school's rules <i>ideally**</i>	Development of the school's mission <i>ideally**</i>	Definition of the educational programs <i>ideally**</i>	Evaluation of educational programs and teaching methods <i>ideally**</i>	Selection of educational materials <i>ideally**</i>	Evaluation of educational materials <i>ideally**</i>	Assignment of students <i>ideally**</i>	Analysis of school statistics <i>ideally**</i>	Acquisition of private funds <i>ideally**</i>	Management of material resources <i>ideally**</i>	Management of funds generated <i>ideally**</i>	Developing the school budget <i>ideally**</i>	Allocation of the budget <i>ideally**</i>
Students social characteristics														
Percentage of students from high income families	/	/	/	/	/	.071***	/	/	/	/	/	/	/	/
Percentage of students from middle income families	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Percentage of students from low income families	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Students scholar characteristics														
Percentage of absent students	/	/	/	/	-	.074***	/	/	/	/	/	/	/	/
Percentage of students who do not finish the year in the school	.068***	/	/	/	-	.090***	.063***	/	/	/	/	/	/	/
Students ethnic characteristics														
Percentage of native students	.071***	/	/	/	-	.095***	/	/	/	/	/	/	/	/
Percentage of visible minority students	/	/	/	/	-.051**	.059**	/	/	/	/	/	/	/	/
Problems encountered with students														
Conflicts among students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Bullying among students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Health problems in students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Deterioration of socio-economic status of student's families*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Infractions against property by students*	/	/	/	/	/	/	/	/	/	/	/	.077***	/	/
Students possessing weapons*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Students' use of alcohol or drugs*	/	/	/	.082***	/	-	.133***	.108***	/	/	/	/	/	/
Student disrespect for teachers*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Verbal abuse or physical assault of a staff member by a student*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Student absenteeism*	/	/	/	/	/	-	.067***	/	/	/	/	/	/	/
Sexism/Sexual harassment among students*	/	/	/	/	/	-	.088***	/	/	/	/	/	/	/
Racism/Racial conflicts among students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Disruption of classes by students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Student tardiness*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Students dropping out*	/	/	/	/	/	-	.079***	/	/	/	/	/	/	/

Student apathy*	/	/	/	/	/	-	/	/	/	/	/	/	/	/
						064***								

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "Fully responsible" to "Not responsible"

Teachers management			Students management			Non-teaching staff management			Relations with authorities		Relations with environment		Relations with parents			
Recruitment of teachers <i>ideally**</i>	Supervision of teachers <i>ideally**</i>	Educational development of teachers <i>ideally**</i>	Recruitment of students <i>ideally**</i>	Supervision of students <i>ideally**</i>	Disciplining of students <i>ideally**</i>	Recruitment of professional staff <i>ideally**</i>	Recruitment of technical staff <i>ideally**</i>	Supervision of professional staff <i>ideally**</i>	Supervision of technical staff <i>ideally**</i>	Participation on management committees <i>ideally**</i>	Reporting to appropriate authorities for accountability <i>ideally**</i>	Community's awareness <i>ideally**</i>	Partnerships with community organizations <i>ideally**</i>	Ensuring parental involvement <i>ideally**</i>	administrative training of parents members of the school's governing body	Resolution of conflicts between school/families over values <i>ideally**</i>
/	/	/	-	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	.087***	/	/	/	/	/	/	/	/	/	/	/	/	/
.060***	/	/	.078***	/	/	/	/	/	/	/	/	/	/	/	/	/
.056***	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
.060***	.068***	/	/	/	.058***	/	/	/	/	/	/	/	/	/	/	/
-.050**	-.056**	/	/	/	/	-	/	/	-	/	/	/	/	/	/	/
.111***	.068***	.066***	.113***	/	/	.080***	/	/	.083***	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	.080***	/	/	/	/	/	/	/	/	/	/
/	/	.081***	/	/	/	/	.080***	/	.061***	.082***	/	/	.090***	/	/	/
/	/	/	/	/	/	.063***	.069***	/	/	.069***	/	/	/	/	/	/
.081***	/	/	/	/	/	.083***	/	/	/	/	/	/	/	/	/	/
/	/	/	.070***	/	/	.110***	/	.070***	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	.092***	/	/	/	/	/	/	/	/	/	/
.079***	/	/	.062***	/	/	.094***	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	.069***	/	/	/	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
/	/	.072***	.090***	/	/	.080***	/	.073***	.065***	/	/	/	/	/	/	/
/	/	/	/	/	/	.080***	.073***	.065***	/	.069***	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	-	/	/
/	/	/	/	/	/	/	/	/	/	/	/	/	/	.096***	/	/

Table 5.42 Ideal responsibilities by profile of teachers and parents

	Pedagogical work								Resource management					
	Assignment of teaching tasks <i>ideally**</i>	Development of the school's rules <i>ideally**</i>	Development of the school's mission <i>ideally**</i>	Definition of the educational programs <i>ideally**</i>	Evaluation of educational programs and teaching methods <i>ideally**</i>	Selection of educational materials <i>ideally**</i>	Evaluation of educational materials <i>ideally**</i>	Assignment of students <i>ideally**</i>	Analysis of school statistics <i>ideally**</i>	Acquisition of private funds <i>ideally**</i>	Management of material resources <i>ideally**</i>	Management of funds generated <i>ideally**</i>	Developing the school budget <i>ideally**</i>	Allocation of the budget <i>ideally**</i>
Problems encountered with teachers														
Staff's use of alcohol or drugs*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Teacher turnover*	/	/	/	/	/	/	/	/	/	,062**	/	/	/	/
Teacher absenteeism*	/	/	/	/	/	/	/	/	/	/	/	,091**	/	/
Problems encountered with students' parents														
Conflicts between parents and teachers*	/	/	/	/	/	/	/	/	-,062**	/	/	/	/	/
Complaints from parents and students*	/	/	/	/	/	/	/	/	-,060**	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "Fully responsible" to "Not responsible"

Teachers management			Students management			Non teaching staff management			Relations with authorities		Relations with the environment		Relations with parents			
Recruitment of teachers <i>ideally**</i>	Supervision of teachers <i>ideally**</i>	Educational development of teachers <i>ideally**</i>	Recruitment of students <i>ideally**</i>	Supervision of students <i>ideally**</i>	Disciplining of students <i>ideally**</i>	Recruitment of professional staff <i>ideally**</i>	Recruitment of technical staff <i>ideally**</i>	Supervision of professional staff <i>ideally**</i>	Supervision of technical staff <i>ideally**</i>	Participation on management committees <i>ideally**</i>	Reporting to appropriate authorities for accountability <i>ideally**</i>	Community's awareness <i>ideally**</i>	Partnerships with community organizations <i>ideally**</i>	Ensuring parental involvement <i>ideally**</i>	Administrative training of parents members of the school's governing body	Resolution of conflicts between school/families over values <i>ideally**</i>
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	.106***	/
/	/	.088***	/	/	/	/	.070***	/	.075***	/	/	/	/	/	/	/
/	/	.070***	.077***	/	/	.079***	.067***	/	.076***	/	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	/	/	-.062**	/	/	/	.063***	/
/	/	/	/	/	/	/	/	/	/	/	-.064**	/	/	/	.049**	/

III. “ACTUAL WORK” AND “IDEAL WORK”: CONVERGENCE AND DIVERGENCE

We will now examine the answers provided by the principals to questions on the tasks and roles they claim *in effect* to be performing, in the exercise of their profession, and compare them with those they would like, *ideally*, to perform. The analysis will allow us to comprehend either the convergence between their “actual work” and their “ideal work” or, conversely, their divergence. Stated differently, we will compare their existing work (as stated) to their hopes or desires (their ideal conceptions) regarding the profession.

To this end, we created two new variables – one concerning roles, the other concerning responsibilities – by subtracting the rank obtained by each role or responsibility *qua* assumed task from the rank obtained *qua* idealized task. These two new variables, presented in the following two tables, take three forms:

- a “convergence” form, representing cases in which principals reply in exactly the same way regarding the roles or responsibilities they assume, as they do for those they esteem or value (for example, principals who reply they are, and indeed want to be, completely in charge of the task, or, conversely, principals who are not at all, nor desire to be, in charge of the task) ;
- a “playing less of a role than desired” form, representing cases in which principals state they have, in reality, less responsibility for the task than they would ideally like to have (for example, those who reply that they play a major role in carrying out the task, whereas they would like to have complete responsibility for the task or, on the other hand, who reply that they have absolutely no responsibility at all vis-à-vis the task though, ideally, they would like to play a major role in performing it) ;
- lastly, a “performed more than desired” form, representing cases in which principals state that, in actual fact, they have more responsibility for the task than they desire (for example, those who reply that they play a major role in carrying out the task, whereas they prefer to play only a minor role).

As we can see from the following two tables, for practically all roles and responsibilities (aside from the recruitment of professional personnel), there is *broad convergence between the principals’ degree of actual responsibility in carrying out the tasks and their desires in this regard*. Stated differently, most principals classify their said undertaking of roles or responsibilities in exactly the same way as they classify the roles or responsibilities that they wish, ideally, to fulfil. We may therefore assume that most principals do exactly what they want to do (ideally): they idealize *a posteriori* the tasks they end up performing.

However, the convergence is not absolute: the analysis also reveals that for a significant number of principals there is a *relative gap between “ideal tasks” and “real tasks”*. Thus, we observe that between 11% and 31% of the principals state that they perform more of the following roles and responsibilities than they desire: the roles of emergency manager, orchestra leader, general administrator, parent contact, liaison officer, tasks involving the management of generated funds and physical assets, raising private funds, analysis of academic data, coaching and disciplining students, resolving disputes with families, guiding parent participation, parental guidance, educating the community, developing partnerships with the community and accounting tasks. Conversely, a significant proportion of principals (between 12% and 55%) state that they perform fewer of the following roles and responsibilities than they desire: the roles of agent of change, educational project planner, supervisor of teachers’ work, academic leader, educator of students, promoter of the school in the community; the responsibilities of working out the budget, assigning teaching tasks, delineating and evaluating programs, selecting and evaluating instructional materials, recruiting students, the recruiting and pedagogical development of teachers, and the recruiting and supervision of technical and professional personnel. Thus, a *division* appear between, on the one hand, roles and responsibilities that a large number of principals say they assume more than they desire – those involving resource management, administration, coaching and disciplining students, managing external relations (with the parents and the community in which the school was located) and accounting tasks -- and, on the other hand, tasks of a pedagogical nature that a large number of principals say they assume

less than they want to -- recruiting students, the recruiting and pedagogical development of teachers, budgeting and the management of non-teaching personnel.

Table 5.43 Distance between idealized and assumed roles

	Role <i>not performed</i> as much as wished	Concordance	Role <i>performed more than</i> wished	Total	N
Management and administration					
Manager of emergencies	2,8%	75,0%	22,2%	100,0%	1977
Conductor, coordinator, assembler, team leader	7,5%	81,2%	11,4%	100,0%	1973
School's general administrator (e.g., budget, equipment)	4,4%	73,2%	22,4%	100,0%	1977
Pedagogical work					
Change agent for the school's policies and practices	15,3%	75,7%	9,0%	100,0%	1978
Developer and planner of the school's educational project	14,4%	77,6%	8,0%	100,0%	1971
Supervisor and evaluator of the work of teachers	14,3%	77,3%	8,4%	100,0%	1974
Pedagogical leader	37,4%	58,7%	3,9%	100,0%	1983
Educator of students	17,0%	78,7%	4,3%	100,0%	1970
External relations management					
Parents' spokesperson and mediator	3,7%	80,3%	16,1%	100,0%	1971
Liaison with school authorities	5,1%	82,3%	12,6%	100,0%	1970
Promoter of the school in the community	20,4%	71,2%	8,4%	100,0%	1984

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Table 5.44 Distance between idealized and assumed responsibilities

	Responsibility not assumed as much as wished	Concordance	Responsibility more assumed than wished	Total	N
Resource management					
Decision for allocation of the budget within the school	8,0%	82,1%	10,0%	100,0%	1967
Management of funds generated	5,6%	77,1%	17,4%	100,0%	1963
Management of material resources	5,4%	70,6%	24,0%	100,0%	1971
Developing the school budget	17,1%	72,3%	10,6%	100,0%	1967
Acquisition of private funds	8,5%	60,4%	31,2%	100,0%	1948
Pedagogical work					
Development of the school's rules	2,1%	91,2%	6,7%	100,0%	1959
Development of the school's mission	3,1%	88,0%	8,9%	100,0%	1959
Assignment of teaching tasks	12,9%	81,7%	5,4%	100,0%	1953
Assignment of students to classes	5,1%	88,7%	6,2%	100,0%	1958
Analysis of school data and statistics	6,1%	67,8%	26,1%	100,0%	1963
Evaluation of educational programs	15,8%	76,1%	8,1%	100,0%	1969
Definition of the objectives and profiles	14,0%	79,8%	6,2%	100,0%	1951
Selection of educational materials	16,4%	77,7%	5,9%	100,0%	1967
Evaluation of educational materials	21,1%	72,8%	6,1%	100,0%	1968
Internal relation management					
Relations with students					
Disciplining of students	1,0%	80,3%	18,7%	100,0%	1959
Supervision of students	2,4%	78,4%	19,2%	100,0%	1948
Recruitment and selection of students	19,2%	75,0%	5,8%	100,0%	1918
Relations with teachers					
Supervision of teachers	6,0%	81,3%	12,7%	100,0%	1959
Recruitment and selection of teachers	42,2%	53,8%	4,0%	100,0%	1958
Educational development of teachers	21,5%	69,6%	8,9%	100,0%	1957
Non-teaching staff management					
Supervision of professional staff	21,4%	67,9%	10,7%	100,0%	1945
Supervision of technical staff	15,7%	73,6%	10,8%	100,0%	1936
Recruitment of technical staff	44,7%	51,1%	4,2%	100,0%	1943
Recruitment of professional staff	54,7%	41,9%	3,4%	100,0%	1959
External relations management					
Relations with parents					
Resolution of conflicts between school/families over value	2,8%	75,1%	22,1%	100,0%	1960
Ensuring parental involvement	6,2%	76,9%	16,9%	100,0%	1969
Educational and administrative training of parents	8,9%	70,8%	20,3%	100,0%	1392
Relations with the environment					
Community's awareness aux objectifs	5,9%	75,9%	18,2%	100,0%	1967
Partnerships with community organizations	8,4%	75,2%	16,4%	100,0%	1966
Relations with authorities					
Reporting to appropriate authorities for accountability	1,4%	75,8%	22,8%	100,0%	1955
Participation on management or school board committees	11,8%	75,0%	13,2%	100,0%	1957

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

We can also examine in detail the percentage of principals who state that they assume (or not) a role or responsibility while at the same time ideally wishing (or not) to perform it (see the two following tables). Once again, the analysis primarily reveals *a major convergence between the principals' ideal conceptions of their profession and the tasks they claim to perform in reality*. Indeed, most of the principals who say they assume a task or a role also state that, *ideally*, they *want* to perform it, just as most of the principals who say they do not take on a task or a role also state that, ideally, they *do not want* to perform it. Still, the analysis confirms that the convergence is not absolute and that there are several differences between “*ideal work*” and “*actual work*”. In particular, it will be observed that the majority of principals not undertaking the following tasks or roles want, ideally, to perform them: pedagogical leader (90.9%) teacher recruitment (86.3%), supervisor of teachers' work (76.8%), agent of change regarding practices (76.5%), promoter of the school in the community (70.5%), assigning teaching tasks (68%), working out the budget (57%), educational project planner for the school (56.1%), student educator (53.5%), budgetary appropriation (53.2%), recruitment of professional personnel (52.7%), supervision of teachers' work (52.5%), recruitment of technical personnel (50.1%). Stated differently, more principals want to have responsibilities involving *the management of teaching and non-teaching personnel* (teacher recruitment and supervision, recruitment of technical and professional personnel), *academic leadership* (the roles of pedagogical leader, agent of change in practices, educational project planner for the school), *budget management* (allocation and development), *student education* and *promotion of the school in the community*. In addition, we observe that a significant proportion of the principals who assume the following responsibilities do not wish to perform them: raising private funds (39.9%), pedagogical guidance for parents (20.7%), analysis of academic data (18.4%), physical resource management (16.6%) and student supervision (17.0%).

Table 5.45 Performed roles and ideal roles

	% who assume and would wish to assume	% who assume and would wish not to assume	% who do not assume and would wish to assume	% who do not assume and would wish not to assume	Cramer's V
Management and administration					
Manager of emergencies	94,1%	5,9%	26,8%	73,2%	0,369***
Conductor, coordinator, assembler, team leader	98,0%	2,0%	51,2%	48,8%	0,402***
School's general administrator (e.g., budget, equipment)	93,2%	6,8%	33,8%	66,2%	0,398***
Pedagogical work					
Change agent for the school's policies and practices	98,4%	1,6%	76,5%	23,5%	0,306***
Developer and planner of the school's educational project	98,0%	2,0%	56,1%	43,9%	0,483***
Supervisor and evaluator of the work of teachers	98,1%	1,9%	76,8%	23,2%	0,290***
Pedagogical leader	98,5%	1,5%	90,9%	9,1%	0,156***
Educator of students	97,8%	2,2%	53,5%	46,5%	0,556***
External relations management					
Parents' spokesperson and mediator	95,0%	5,0%	12,9%	87,1%	0,686***
Liaison with school authorities	96,0%	4,0%	35,1%	64,9%	0,589***
Promoter of the school in the community	97,5%	2,5%	70,5%	29,5%	0,368***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Table 5.46 Assumed responsibilities et idealized responsibilities

	% who assume and would wish to assume	% who assume and would wish not to assume	% who do not assume and would wish to assume	% who do not assume and would wish not to assume	Cramer's V
Resource management					
Decision for allocation of the budget within the school	97,1%	2,9%	53,2%	46,8%	0,486***
Management of funds generated	89,5%	10,5%	20,7%	79,3%	0,601***
Management of material resources	83,4%	16,6%	21,0%	79,0%	0,506***
Developing the school budget	96,1%	3,9%	57,0%	43,0%	0,489***
Acquisition of private funds	60,1%	39,9%	10,0%	90,0%	0,524***
Pedagogical work					
Development of the school's rules	96,4%	3,6%	23,7%	76,3%	0,530***
Development of the school's mission	96,4%	3,6%	38,9%	61,1%	0,468***
Assignment of teaching tasks	97,9%	2,1%	68,0%	32,0%	0,401***
Analysis of school data and statistics	81,6%	18,4%	22,6%	77,4%	0,526***
Evaluation of educational programs	96,7%	3,3%	49,4%	50,6%	0,572***
Definition of the objectives and profiles	95,6%	4,4%	40,9%	59,1%	0,616***
Selection of educational materials	93,2%	6,8%	28,5%	71,5%	0,666***
Evaluation of educational materials	90,8%	9,2%	23,4%	76,6%	0,642***
Internal relation management					
Relations with students					
Disciplining of students	87,5%	12,5%	6,5%	93,5%	0,557***
Assignment of students to classes	96,8%	3,2%	22,4%	77,6%	0,757***
Supervision of students	83,0%	17,0%	7,2%	92,8%	0,654***
Recruitment and selection of students	91,0%	9,0%	16,3%	83,7%	0,678***
Relations with teachers					
Supervision of teachers	96,6%	3,4%	52,5%	47,5%	0,443***
Recruitment and selection of teachers	96,9%	3,1%	86,3%	13,7%	0,200***
Educational development of teachers	91,2%	8,8%	43,4%	56,6%	0,523***
Non-teaching staff management					
Supervision of professional staff	94,2%	5,8%	37,1%	62,9%	0,622***
Supervision of technical staff	91,8%	8,2%	22,5%	77,5%	0,708***
Recruitment of technical staff	94,3%	5,7%	50,1%	49,9%	0,444***
Recruitment of professional staff	95,4%	4,6%	52,7%	47,3%	0,405***
External relations management					
Relations with parents					
Resolution of conflicts between school/families over value	87,1%	12,9%	10,8%	89,2%	0,626***
Ensuring parental involvement	87,5%	12,5%	29,4%	70,6%	0,519***
Educational and administrative training of parents	79,3%	20,7%	13,2%	86,8%	0,657***
Relations with the environment					
Community's awareness aux objectifs	92,4%	7,6%	42,5%	57,5%	0,444***
Partnerships with community organizations	87,9%	12,1%	27,3%	72,7%	0,590***
Relations with authorities					
Reporting to appropriate authorities for accountability	92,7%	7,3%	17,9%	82,1%	0,496***
Participation on management or school board committees	85,6%	14,4%	20,5%	79,5%	0,653***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Lastly, based on the two preceding analyses, we may assume that most principals undertake tasks associated with the *management and administration of the school* (the roles of emergency management and school administrator) *academic administration* (developing the school's regulations and mission, assigning teaching tasks...), *internal management* (orchestra leader, disciplining students...), *managing external relations* (parent contact, liaison with the authorities, promoter of the school in the community) and *accounting tasks*, whereas they want primarily to perform tasks connected to academic work and leadership (the roles of pedagogical leader and agent of change regarding school practices, delineation of teaching programs...), *recruitment of personnel* (teacher, professional and technical personnel) and *budget management* (working out and allocating the budget). Thus, the data from our survey tends to confirm the results of other research, carried out in a variety of national contexts, These, too, reveal a certain *tension between*, on the one hand, the *administrative work and management of external relations* that the principals are obliged to undertake -- and that they often consider thankless or less dignified -- *and*, on the other hand, *work involving academic leadership*, which they consider more worthy but to which they are unable to devote as much time as they would like (Barrère, 2006; Dupriez, 2002; Leclercq, 2005). The data from our survey suggest also that certain tasks set out in changes in the form of academic regulation are highly regarded by the principals themselves, especially those that involve academic leadership (such as pedagogical guidance or agent of change regarding practices), whereas others seem, on the contrary, to be "rejected" by some of the principals (such as analyzing academic data and accounting).

IV. DAY-TO-DAY WORK EXPERIENCE

We will now continue our examination of the principals' relationship to their work by examining their everyday work experience, as interpreted through their job satisfaction with different aspects of their profession and their satisfaction regarding their relationships with various categories of actors.

1. Overall job satisfaction as regards employment and working conditions

In spite of the complexity of their job, our survey demonstrates that the majority of principals state they are *entirely or somewhat satisfied* with many aspects of their profession⁸. In particular, over 80% say they are satisfied with their professional development (87.9% if we cumulate the first two rankings in the table), with the support provided by their superiors (84.6%), with their accountability (82.3%) and with their professional autonomy (81.0%). However, they are more divided when it comes to their remuneration (52.6% state they are satisfied, and 47.4% unsatisfied) while most are dissatisfied (completely or somewhat) with regard to their workload (53.3%) and its impact on their family life (63.9%).

Table 5.47 Work satisfaction

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Total	N
My professional development	29,6%	58,6%	10,0%	1,8%	100,0%	2082
Support from my supervisors	43,3%	42,7%	10,5%	3,5%	100,0%	2073
My accountability	19,2%	63,7%	14,3%	2,8%	100,0%	2074
My professional autonomy	23,5%	58,0%	15,3%	3,2%	100,0%	2077
The acknowledgement of my occupation	15,4%	44,8%	29,1%	10,7%	100,0%	2075
Legal standards framing my work	7,0%	54,6%	30,9%	7,5%	100,0%	2063
Level of remuneration	11,9%	41,0%	32,8%	14,4%	100,0%	2074
My workload	9,5%	37,3%	36,8%	16,3%	100,0%	2080
Impact on my family life	6,2%	30,5%	45,5%	17,8%	100,0%	2072

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Based on the various questions designed to reveal their satisfaction concerning various aspects of their profession, we derived an "overall work satisfaction" index (Cronbach's alpha = 0.8251)⁹. This index measures primarily the principals' overall satisfaction concerning their *employment and working conditions* (none of the questions asked actually deals with their satisfaction as regards the *content* of their work). We observe that 71.2% of the principals are generally satisfied with their employment and working conditions, versus 28.8% who are unsatisfied.

Table 5.48 Index of overall work satisfaction

	Generally satisfied	Generally unsatisfied	Total	N
Index of overall work satisfaction	71,2%	28,8%	100,0%	1875

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

As we can see from the following table, it is satisfaction concerning workload and that involving recognition of the function to be performed that contribute the most to the level of overall work

⁸ Question asked: "Please rate your overall level of satisfaction with:"

⁹ Cronbach's alpha is a test for internal consistency facilitating an understanding of the extent to which each of the items (or questions asked) constitutes an equivalent measurement of the same concept (in this case, overall work satisfaction). To be considered valid, Cronbach's alpha must have a value greater than 0.70, which it does in the present case (it has a value of 0.8251). Thus, we created an "overall work satisfaction index" by adding together the principals' answers to the first nine questions. We then grouped together the scores for this index (varying between 0 and 27) into two categories: a "generally satisfied" category (scores between 0 and 13) and a "generally dissatisfied" category (scores between 14 and 27).

satisfaction. In addition, we observe that levels of satisfaction with regard to various aspects of the profession have a high positive correlation. This indicates that the more the principals claim to be satisfied with one aspect of the profession, the more they claim to be satisfied with other aspects (and vice-versa). Among the highest correlations are the following:

- satisfaction concerning workload and that concerning impact on family life;
- satisfaction concerning remuneration and that concerning recognition of the function and workload;
- satisfaction concerning accountability and that concerning work supervision based on legal standards, professional development and professional autonomy.

Table 5.49 Work satisfaction – Correlations

	Support from supervisors	Workload	Remuneration	Acknowledgement of occupation	Impact on family life	Legal standards framing work	Accountability	Professional development	Professional autonomy	Index of overall work satisfaction
Support from supervisors	1,000	,255***	,229***	,271***	,190***	,182***	,223***	,263***	,279***	,465***
Workload	,255***	1,000	,361***	,329***	,513***	,279***	,310***	,212***	,324***	,585***
Remuneration	,229***	,361***	1,000	,435***	,287***	,204***	,215***	,188***	,221***	,517***
Acknowledgement of occupation	,271***	,329***	,435***	1,000	,337***	,270***	,300***	,200***	,327***	,580***
Impact on family life	,190***	,513***	,287***	,337***	1,000	,329***	,303***	,219***	,307***	,567***
Legal standards framing work	,182***	,279***	,204***	,270***	,329***	1,000	,414***	,248***	,302***	,507***
Accountability	,223***	,310***	,215***	,300***	,303***	,414***	1,000	,431***	,424***	,523***
Professional development	,263***	,212***	,188***	,200***	,219***	,248***	,431***	1,000	,456***	,449***
Professional autonomy	,279***	,324***	,221***	,327***	,307***	,302***	,424***	,456***	1,000	,542***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The literature on the profession of principal frequently raises the issue of work overload and the problematical relationship between private life and professional life (Barrère, 2006; Bouchamma, 2004; Corriveau, 2004; King et Peart, 1992; Leclercq, 2005; Osborn, 2002). As observed above, this is easy to understand if we consider the multitude of tasks they have to perform. Nevertheless, the overall job satisfaction they display might, at first sight, seem more surprising if we compare it to the job dissatisfaction generally expressed by teachers. However, job satisfaction is identified with hopes nurtured regarding a profession and the career motivation that comes into play in choosing a career (Michel, 1998). By drawing on other studies that have analyzed the reasons individuals give for leaving teaching for a career as a principal, we may assume that their overall job satisfaction is linked to the exercise of responsibilities and the variety of their tasks, both of which constitute aspects of the profession principals often raise as figuring prominently among the career motivations most important to them (Barrère, 2006; Cacouault-Bitaud, 1998). Thus, according to Barrère, “the professional optimism of head teachers may be understood as a blend of numerous diversified tasks, where each day brings its share of resolving problems or interceding to improve relationships, or of portraying a potential improvement to an institution that owes them so much” (Barrère, 2006, 158).

Our study also reveals that the principals' job satisfaction regarding various aspects of the profession has a weak relationship with the roles and responsibilities they claim to assume, and none at all with the fact that they have, or do not have teaching tasks. Stated differently, *their job satisfaction does not seem closely related to the work they perform*. In part, this is understandable to the extent that the questions they were asked did not deal with their satisfaction regarding the content of their work (but, rather, with employment and working conditions). However, we note that the more the principals claim to assume the role of pedagogical leader, the more they claim to be satisfied with practically all aspects of their profession, especially their professional autonomy, their professional development, the way their work is framed by legal standards and their accountability. Also, the more they claim to assume other roles associated with work of a pedagogical nature (educational project planner for their school, agent of change for the policies and practices of the school, student educator and supervisor of teachers' work) as well as that of promoter of the school in the community, the more they claim to be satisfied with their accountability, their professional development and their professional autonomy. On the other hand, we observe that the more they claim to assume the role of emergency manager, the more they claim to be dissatisfied with their workload and with the impact of their work on their family life. Lastly, the more they claim to be in charge of personnel recruitment (teaching, professional, technical), the more they claim to be satisfied with their professional autonomy and workload. *Thus, the tasks associated with pedagogical work and personnel recruitment are not only highly esteemed by the principals, but also seem to constitute sources of overall job satisfaction.*

Table 5.50 Work satisfaction by assumed roles

	Support from supervisors**	Workload**	Remuneration**	Acknowledgement of occupation**	Impact on family life**	Legal standards framing work**	Accountability**	Professional development**	Professional autonomy**	Index of overall work satisfaction**
Management and administration										
Manager of emergencies*	/	-,094***	/	/	-,079***	/	/	/	/	-,046*
Conductor, coordinator, assembler, team leader *	/	/	/	/	/	/	/	,069***	,076***	,040*
School's general administrator (e.g., budget, equipment) *	/	/	/	/	/	/	/	/	/	/
Pedagogical work and animation										
Pedagogical leader*	,097***	,085***	/	,094***	,095***	,115***	,113***	,160***	,176***	,147***
Educator of students *	/	/	/	/	/	/	,075***	,095***	,088***	,057**
Supervisor and evaluator of the work of teachers *	,076***	/	/	/	/	/	,099***	,116***	,068***	,063***
Developer and planner of the school's educational project*	/	/	/	/	/	/	,092***	,122***	,115***	,067***
Change agent for the school's policies and practices *	,068***	/	/	/	/	/	,072***	,113***	,091***	,056**
External relations management										
Promoter of the school in the community*	,090***	/	/	,083***	/	/	,110***	,135***	,112***	,098***
Parents' spokesperson and mediator *	/	/	/	/	/	/	/	/	/	/
Liaison with school authorities *	/	/	/	/	/	/	/	/	,065***	,051**

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "very important" to "not important at all"

** The extent of the scale goes from "very satisfied" to "very unsatisfied"

Table 5.51 Work satisfaction by assumed responsibilities

	Support from supervisors**	Workload**	Remuneration**	Acknowledgement of occupation**	Impact on family life**	Legal standards framing the work**	Accountability**	Professional development**	Professional autonomy**	Index of overall work satisfaction**
<i>Pedagogical work</i>										
Assignment of teaching tasks *	/	/	/	/	/	/	/	/	/	/
Assignment of students *	/	/	/	/	/	/	/	/	/	/
Development of the school's rules *	/	/	/	/	/	/	/	/	,074***	/
Development of the school's mission *	/	/	-,065**	/	/	/	/	/	/	/
Definition of the educational programs *	/	/	/	/	/	/	/	/	/	/
Evaluation of educational programs and teaching methods*	/	/	/	/	/	/	/	,073***	/	,043*
Selection of educational materials *	/	/	/	/	/	/	/	/	/	,052**
Evaluation of educational materials *	/	/	/	,067***	/	,063***	,084**	,072***	,070***	,067***
Analysis of school statistics *	/	/	/	/	/	/	/	/	/	/
<i>Resource management</i>										
Acquisition of private funds *	/	/	/	/	/	/	/	/	/	/
Management of material resources	/	/	/	/	/	/	/	/	/	/
Management of funds generated *	/	/	-,083**	/	/	/	/	/	/	/
Developing the school budget *	/	/	/	/	/	/	/	/	/	/
Allocation of the budget*	/	/	/	/	/	/	/	/	/	/
<i>Teachers management</i>										
Recruitment of teachers *	,087***	/	/	,101***	/	/	,079**	,066***	,136***	,077***
Supervision of teachers *	/	/	/	/	/	/	/	/	/	/
Educational development of teachers *	/	/	/	/	/	/	/	,076***	,089***	,044*
<i>Students management</i>										
Recruitment of students *	/	,078***	/	/	/	/	/	/	,072***	,056**
Supervision of students *	/	/	-,071**	/	/	/	/	/	/	/
Disciplining of students *	/	/	-,075**	/	/	/	/	/	/	-,044*
<i>Non-teaching staff management</i>										
Recruitment of professional staff *	/	,101***	,063**	,098***	/	/	,074**	/	,121***	,084***
Recruitment of technical staff*	/	,064***	/	/	/	,064***	,068**	/	,113***	,065***
Supervision of professional staff*	/	/	/	/	/	/	/	/	/	/
Supervision of technical staff*	/	/	/	/	/	/	/	/	,068***	/
<i>Relations with parents</i>										
Ensuring parental involvement*	/	/	/	/	/	/	/	/	/	/
Educational and administrative training of parents members of the school's governing body *	/	-,077***	/	/	/	/	/	/	/	/
Resolution of conflicts between	/	/	/	/	,069***	/	/	/	/	/

school/families over values*											
Relations with the environment											
Community's awareness *	/	/	/	/	/	/	/	/	/	/	/
Partnerships with community organizations *	/	/	/	-,088***	/	/	/	/	/	/	/
Relations with authorities											
Participation on management committees*	/	/	/	/	/	/	/	/	/	/	/
Reporting to appropriate authorities for accountability *	/	/	/	/	/	/	/	,075***	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau /: Non significant
* The extent of the scale goes from "Fully responsible" to "Not responsible"
** The extent of the scale goes from "very satisfied" to "very unsatisfied"

While the principals' job satisfaction with various aspects of their profession seems to have only a weak link to the tasks they perform, it seems to have a stronger link to the disparity between their ideal conceptions of the profession and the exercise of the profession in practice. Indeed, as we can see from the following tables, the principals who seem the most satisfied with different aspects of the profession are those for whom there is a similarity between the roles/responsibilities they claim to undertake and those they say they want, ideally, to perform. Conversely, there is greater dissatisfaction among principals who feel there is disparity between the roles/responsibilities they perform and those they idealize. *Thus, more than the tasks they perform, it appears that it is the gap between their expectations (hopes) with regard to the profession (that is, their ideal conceptions of the profession) and the work they end up performing that affects their job satisfaction.*

Table 5.52 Work satisfaction according to the distance between assumed and idealized roles

		Support from supervisors	Workload	Remuneration	Acknowledgement of occupation	Impact on family life	Legal standards framing work	Accountability	Professional development	Professional autonomy	Index of overall work satisfaction
Management and administration											
Manager of emergencies	role <i>not performed</i> as much as wished	77,8%	48,2%	60,7%	57,1%	39,3%	68,5%	85,7%	85,7%	71,4%	74,5%
	concordance	85,9%	51,3%	54,3%	63,4%	39,6%	61,9%	84,5%	89,3%	82,7%	74,6%
	role <i>performed more</i> than wished	80,5%	29,6%	45,3%	47,3%	22,1%	48,1%	74,0%	84,5%	75,4%	57,5%
	Total	84,5%	46,4%	52,5%	59,6%	35,7%	59,0%	82,2%	88,1%	80,8%	70,8%
	<i>Cramer's V</i>	,069*	180***	079***	136***	152***	122***	115***	,062*	087***	156***
Conductor, coordinator, assembler, team leader	role <i>not performed</i> as much as wished	NS	35,4%	49,7%	52,4%	24,7%	58,2%	76,7%	85,0%	NS	63,1%
	concordance	NS	49,3%	54,0%	61,9%	38,2%	60,8%	84,1%	89,4%	NS	73,1%
	role <i>performed more</i> than wished	NS	31,7%	43,7%	48,0%	24,1%	46,2%	72,8%	80,4%	NS	59,7%
	Total	NS	46,3%	52,5%	59,6%	35,6%	59,0%	82,2%	88,0%	NS	70,8%
	<i>Cramer's V</i>	NS	128***	067*	099***	113***	094***	102***	092***	NS	104***
School's general administrator (e.g., budget, equipment)	role <i>not performed</i> as much as wished	NS	42,5%	48,3%	64,4%	39,1%	62,1%	75,9%	85,1%	77,0%	67,5%
	concordance	NS	50,6%	55,1%	63,7%	39,2%	62,3%	84,7%	89,6%	82,8%	75,2%
	role <i>performed more</i> than wished	NS	33,4%	45,0%	45,9%	23,4%	47,7%	75,8%	83,4%	74,9%	57,1%
	Total	NS	46,4%	52,5%	59,7%	35,7%	59,0%	82,3%	88,1%	80,8%	70,9%
	<i>Cramer's V</i>	NS	143***	085***	151***	137***	123***	103***	081***	086***	166***
Pedagogical work and animation											
Pedagogical leader	role <i>not performed</i> as much as wished	81,0%	38,1%	46,1%	52,6%	25,7%	51,4%	77,3%	83,5%	74,1%	62,4%
	concordance	86,6%	52,1%	57,3%	64,8%	42,6%	64,1%	85,8%	91,4%	85,4%	76,9%
	role <i>performed more</i> than wished	87,0%	38,5%	41,0%	51,3%	28,6%	55,8%	78,2%	83,3%	79,5%	63,2%
	Total	84,5%	46,3%	52,5%	59,7%	35,8%	59,0%	82,3%	88,1%	80,9%	70,9%
	<i>Cramer's V</i>	,075**	137***	117***	124***	172***	125***	108***	120***	138***	156***
Educator of students	role <i>not performed</i> as much as wished	NS	36,7%	47,3%	51,5%	25,3%	48,9%	73,4%	84,5%	72,8%	61,1%
	concordance	NS	49,4%	54,6%	62,3%	38,3%	61,4%	84,5%	89,3%	82,8%	74,2%
	role <i>performed more</i> than wished	NS	27,1%	34,1%	42,4%	28,6%	53,6%	75,3%	80,0%	76,5%	47,4%
	Total	NS	46,3%	52,5%	59,6%	35,7%	58,9%	82,2%	88,1%	80,8%	70,8%
	<i>Cramer's V</i>	NS	126***	095***	111***	106***	097***	116***	077**	098***	154***
Supervisor and evaluator of the work of teachers	role <i>not performed</i> as much as wished	78,4%	35,3%	45,6%	46,3%	25,5%	54,8%	76,6%	81,6%	79,2%	60,7%
	concordance	85,6%	49,5%	54,6%	63,0%	38,8%	61,1%	83,7%	89,8%	82,2%	74,1%
	role <i>performed more</i> than wished	84,8%	33,7%	44,6%	50,0%	23,5%	46,6%	78,2%	83,6%	70,9%	58,1%
	Total	84,5%	46,2%	52,4%	59,5%	35,6%	59,0%	82,2%	88,1%	80,8%	70,8%
	<i>Cramer's V</i>	068***	125***	079**	132***	123***	087***	072**	097***	080***	133***
Developer and planner of the school's educational project	role <i>not performed</i> as much as wished	NS	36,7%	47,3%	52,1%	27,4%	51,1%	71,4%	81,3%	71,4%	58,6%
	concordance	NS	49,6%	54,7%	62,1%	38,3%	60,8%	84,7%	89,5%	82,3%	73,9%
	role <i>performed more</i> than wished	NS	30,4%	38,5%	50,3%	23,4%	55,8%	77,1%	86,7%	80,6%	62,3%
	Total	NS	46,2%	52,4%	59,7%	35,6%	59,0%	82,2%	88,1%	80,6%	70,7%
	<i>Cramer's V</i>	NS	134***	097***	090***	109***	071**	128***	089***	096***	130***
Change agent for the school's policies and practices	role <i>not performed</i> as much as wished	NS	42,2%	47,7%	51,3%	26,2%	50,8%	74,0%	82,8%	73,8%	60,1%
	concordance	NS	48,2%	54,3%	62,2%	39,0%	61,5%	84,1%	89,2%	82,5%	73,7%
	role <i>performed more</i> than wished	NS	36,9%	45,5%	52,0%	23,5%	51,1%	79,9%	87,6%	77,1%	64,2%
	Total	NS	46,3%	52,5%	59,6%	35,7%	58,9%	82,2%	88,1%	80,7%	70,8%
	<i>Cramer's V</i>	NS	074***	065*	093***	125***	092***	096***	070***	084***	117***
External relations management											
Promoter of the school in the community	role <i>not performed</i> as much as wished	80,9%	37,6%	51,5%	54,6%	27,1%	55,3%	78,6%	82,9%	NS	62,2%
	concordance	86,1%	50,5%	54,4%	63,5%	39,5%	61,5%	84,9%	89,4%	NS	75,2%
	role <i>performed more</i> than wished	80,6%	32,3%	39,5%	40,7%	24,6%	47,9%	69,5%	89,2%	NS	55,8%
	Total	84,5%	46,3%	52,5%	59,8%	35,7%	59,1%	82,3%	88,1%	NS	70,9%
	<i>Cramer's V</i>	,066*	134***	082***	138***	125***	085***	122***	081**	NS	152***
Parents'	role <i>not performed</i> as much as	78,9%	43,1%	55,6%	55,6%	33,3%	51,4%	76,4%	80,6%	80,6%	68,8%

spokesperson and mediator	wished										
	concordance	85,8%	49,5%	54,1%	62,9%	38,8%	61,5%	84,3%	89,3%	82,0%	73,7%
	role <i>performed more than</i> wished	79,4%	30,9%	43,5%	43,5%	20,1%	47,1%	72,9%	83,6%	74,4%	56,1%
	Total	84,5%	46,3%	52,5%	59,5%	35,6%	58,9%	82,2%	88,1%	80,8%	70,8%
	<i>Cramer's V</i>	,071**	,137***	,079**	,145***	,143***	,111***	,114***	,079**	,071**	,114***
Liaison with school authorities	role <i>not performed as much as</i> wished	65,3%	38,0%	37,0%	51,0%	21,2%	57,9%	78,0%	80,0%	72,0%	51,7%
	concordance	86,1%	49,4%	54,6%	62,4%	38,8%	61,1%	84,1%	89,1%	82,9%	74,6%
	role <i>performed more than</i> wished	81,4%	29,4%	44,5%	44,4%	21,1%	44,8%	71,4%	84,7%	70,6%	54,3%
	Total	84,4%	46,3%	52,4%	59,6%	35,6%	58,9%	82,2%	88,1%	80,8%	70,8%
	<i>Cramer's V</i>	,128***	,138***	,098***	,128***	,141***	,110***	,114***	,074**	,116***	,177***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claimed being satisfied (very or somewhat).

NS: Non significant

Table 5.53 Overall work satisfaction according to the distance between assumed and idealized responsibilities

		Index of overall work satisfaction	
Pedagogical work	Assignment of teaching tasks	responsibility <i>not assumed</i> as much as wished	NS
		concordance	NS
		responsibility <i>more assumed</i> than wished	NS
		Total	NS
		<i>Cramer's V</i>	NS
Assignment of students		responsibility <i>not assumed</i> as much as wished	56,7%
		concordance	72,0%
		responsibility <i>more assumed</i> than wished	65,4%
		Total	70,8%
		<i>Cramer's V</i>	,080**
Development of the school's rules		responsibility <i>not assumed</i> as much as wished	45,9%
		concordance	71,2%
		responsibility <i>more assumed</i> than wished	74,1%
		Total	70,8%
		<i>Cramer's V</i>	,082**
Development of the school's mission		responsibility <i>not assumed</i> as much as wished	58,0%
		concordance	71,7%
		responsibility <i>more assumed</i> than wished	65,1%
		Total	70,8%
		<i>Cramer's V</i>	,062*
Definition of the educational programs		responsibility <i>not assumed</i> as much as wished	63,7%
		concordance	72,2%
		responsibility <i>more assumed</i> than wished	67,3%
		Total	70,7%
		<i>Cramer's V</i>	,067*
Evaluation of educational programs and teaching methods		responsibility <i>not assumed</i> as much as wished	60,1%
		concordance	73,7%
		responsibility <i>more assumed</i> than wished	62,5%
		Total	70,7%
		<i>Cramer's V</i>	,121***
Selection of educational materials		responsibility <i>not assumed</i> as much as wished	58,9%
		concordance	73,7%
		responsibility <i>more assumed</i> than wished	67,7%
		Total	70,9%
		<i>Cramer's V</i>	,123***
Evaluation of educational materials		responsibility <i>not assumed</i> as much as wished	62,9%
		concordance	73,6%
		responsibility <i>more assumed</i> than wished	67,0%
		Total	70,9%
		<i>Cramer's V</i>	,099***
Analysis of school statistics		responsibility <i>not assumed</i> as much as wished	60,2%
		concordance	74,1%
		responsibility <i>more assumed</i> than wished	64,3%
		Total	70,7%
		<i>Cramer's V</i>	,111***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claimed being *satisfied* (very or somewhat).

NS: Non significant

**Overall work satisfaction according to the distance between assumed and idealized responsibilities
(continued)**

		Index of overall work satisfaction
Resource management Acquisition of private funds	responsibility <i>not assumed</i> as much as wished	61,0%
	concordance	75,5%
	responsibility <i>more assumed</i> than wished	65,0%
	Total	71,0%
	<i>Cramer's V</i>	,125***
Management of material resources	responsibility <i>not assumed</i> as much as wished	63,2%
	concordance	75,4%
	responsibility <i>more assumed</i> than wished	59,1%
	Total	71,0%
	<i>Cramer's V</i>	,156***
Management of funds generated	responsibility <i>not assumed</i> as much as wished	60,4%
	concordance	74,7%
	responsibility <i>more assumed</i> than wished	56,9%
	Total	70,9%
	<i>Cramer's V</i>	,157***
Developing the school budget	responsibility <i>not assumed</i> as much as wished	66,2%
	concordance	73,3%
	responsibility <i>more assumed</i> than wished	60,8%
	Total	70,8%
	<i>Cramer's V</i>	,094***
Allocation of the budget	responsibility <i>not assumed</i> as much as wished	55,9%
	concordance	73,0%
	responsibility <i>more assumed</i> than wished	63,5%
	Total	70,8%
	<i>Cramer's V</i>	,112***
Teachers management Recruitment of teachers	responsibility <i>not assumed</i> as much as wished	66,1%
	concordance	74,8%
	responsibility <i>more assumed</i> than wished	68,9%
	Total	70,8%
	<i>Cramer's V</i>	,094***
Supervision of teachers	responsibility <i>not assumed</i> as much as wished	67,6%
	concordance	72,8%
	responsibility <i>more assumed</i> than wished	59,7%
	Total	70,9%
	<i>Cramer's V</i>	,094***
Educational development of teachers	responsibility <i>not assumed</i> as much as wished	63,1%
	concordance	73,8%
	responsibility <i>more assumed</i> than wished	66,7%
	Total	70,9%
	<i>Cramer's V</i>	,125***
Students management Recruitment of students	responsibility <i>not assumed</i> as much as wished	58,1%
	concordance	73,8%
	responsibility <i>more assumed</i> than wished	78,7%
	Total	70,9%
	<i>Cramer's V</i>	,142***
Supervision of students	responsibility <i>not assumed</i> as much as wished	56,4%
	concordance	73,7%
	responsibility <i>more assumed</i> than wished	60,7%
	Total	70,9%
	<i>Cramer's V</i>	,122***
Disciplining of students	responsibility <i>not assumed</i> as much as wished	38,9%
	concordance	74,2%
	responsibility <i>more assumed</i> than wished	57,7%
	Total	70,8%
	<i>Cramer's V</i>	,157***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claimed being satisfied (very or somewhat).

**Overall work satisfaction according to the distance between assumed and idealized responsibilities
(continued)**

		Index of overall work satisfaction
Non-teaching staff management Recruitment of professional staff	responsibility <i>not assumed</i> as much as wished	66,7%
	concordance	76,1%
	responsibility <i>more assumed</i> than wished	73,2%
	Total	70,8%
	<i>Cramer's V</i>	,101***
Recruitment of technical staff	responsibility <i>not assumed</i> as much as wished	67,0%
	concordance	74,4%
	responsibility <i>more assumed</i> than wished	69,6%
	Total	70,8%
	<i>Cramer's V</i>	,079**
Supervision of professional staff	responsibility <i>not assumed</i> as much as wished	67,5%
	concordance	73,1%
	responsibility <i>more assumed</i> than wished	64,2%
	Total	71,0%
	<i>Cramer's V</i>	,071**
Supervision of technical staff	responsibility <i>not assumed</i> as much as wished	70,3%
	concordance	71,9%
	responsibility <i>more assumed</i> than wished	63,0%
	Total	70,7%
	<i>Cramer's V</i>	,060*
Relations with parents Ensuring parental involvement	responsibility <i>not assumed</i> as much as wished	65,8%
	concordance	74,1%
	responsibility <i>more assumed</i> than wished	59,3%
	Total	71,1%
	<i>Cramer's V</i>	,125***
Educational and administrative training of parents members of the school's governing body	responsibility <i>not assumed</i> as much as wished	64,6%
	concordance	74,9%
	responsibility <i>more assumed</i> than wished	60,4%
	Total	71,0%
	<i>Cramer's V</i>	,135***
Resolution of conflicts between school/families over values	responsibility <i>not assumed</i> as much as wished	49,0%
	concordance	75,5%
	responsibility <i>more assumed</i> than wished	58,5%
	Total	71,0%
	<i>Cramer's V</i>	,176***
Relations with the environment Community's awareness	responsibility <i>not assumed</i> as much as wished	59,6%
	concordance	74,4%
	responsibility <i>more assumed</i> than wished	59,8%
	Total	70,9%
	<i>Cramer's V</i>	,137***
Partnerships with community organizations	responsibility <i>not assumed</i> as much as wished	69,7%
	concordance	74,0%
	responsibility <i>more assumed</i> than wished	58,0%
	Total	71,0%
	<i>Cramer's V</i>	,130***
Relations with authorities Participation on management committees	responsibility <i>not assumed</i> as much as wished	56,7%
	concordance	74,8%
	responsibility <i>more assumed</i> than wished	60,9%
	Total	70,8%
	<i>Cramer's V</i>	,154***
Reporting to appropriate authorities for accountability	responsibility <i>not assumed</i> as much as wished	50,0%
	concordance	74,5%
	responsibility <i>more assumed</i> than wished	59,9%
	Total	70,9%
	<i>Cramer's V</i>	,145***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claimed being satisfied (very or somewhat).

The data in our survey reveal that the principals' job satisfaction as regards several aspects of their profession also varies according to a number of contextual factors, particularly *by region*. Thus, we observe that comparatively more primary school and secondary school principals in British Columbia, the Northwest Territories and the Prairies state they are satisfied with their workload. In particular, the majority of principals in the Prairies and the Northwest Territories say they are satisfied with their workload, whereas in the other regions only a minority of principals say they are satisfied. As regards remuneration of primary- and mixed- school principals, comparatively more of those who work in British Columbia, the Northwest Territories and Ontario say they are satisfied. In secondary schools, it is mostly the principals from the Atlantic Provinces who say they are dissatisfied with their income. As concerns the framing of their work according to legal norms, among the primary-school principals it is mostly those in British Columbia, the Prairies and Québec who say they are satisfied, whereas among secondary-school principals it is mostly those in British Columbia, Québec and the Northwest Territories. Lastly, regarding their accountability, it is mostly principals in British Columbia who state they are satisfied. In general, we observe that more principals in British Columbia than in other regions stated they are satisfied with most aspects of the profession – the opposite situation to that for principals in the Atlantic Provinces.

Table 5.54 Work satisfaction by region

	Workload	Remuneration	Legal standards framing work	Accountability
All levels combined				
Atlantic	42,5%	39,6%	49,8%	77,2%
British Columbia	49,3%	62,0%	65,6%	87,6%
Ontario	41,5%	58,5%	55,7%	79,0%
Prairies	54,8%	51,7%	59,7%	85,9%
Québec	44,0%	45,8%	67,8%	83,0%
Territories	58,2%	78,2%	54,5%	78,2%
Canada, total	46,7%	52,6%	59,4%	82,3%
<i>Cramer's V</i>	,110***	,173***	,125***	,100***
Elementary				
Atlantic	45,5%	43,4%	50,0%	78,5%
British Columbia	48,8%	60,4%	64,9%	87,2%
Ontario	40,8%	59,1%	58,4%	79,5%
Prairies	55,5%	47,6%	60,5%	88,2%
Québec	41,7%	41,4%	67,1%	78,8%
Territories	59,1%	81,8%	68,2%	90,9%
Canada, total	45,6%	51,6%	60,6%	82,0%
<i>Cramer's V</i>	,111**	,179***	,113**	,109**
Mixed				
Atlantic	47,9%	44,7%	62,5%	81,3%
British Columbia	63,0%	74,1%	77,8%	100,0%
Ontario	63,2%	57,9%	57,9%	73,7%
Prairies	49,6%	56,1%	62,1%	87,9%
Québec	72,2%	44,4%	66,7%	100,0%
Territories	60,0%	76,0%	48,0%	64,0%
Canada, total	54,0%	57,1%	62,5%	85,6%
<i>Cramer's V</i>	NS	,200**	NS	,271***
Secondary				
Atlantic	33,3%	28,9%	42,7%	72,2%
British Columbia	46,1%	61,8%	63,2%	84,2%
Ontario	40,0%	56,5%	46,1%	78,3%
Prairies	59,8%	53,8%	55,2%	79,5%
Québec	45,7%	59,6%	70,2%	92,6%
Territories	50,0%	75,0%	37,5%	87,5%
All of Canada	45,6%	52,6%	54,6%	81,2%
<i>Cramer's V</i>	,182** NV	,233*** NV	,205*** NV	,170**

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each region and for each level of education, who claimed being *very* or *somewhat satisfied*.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

If we consider the job satisfaction level *in the various provinces*, we observe, in a general way, that more principals in Manitoba, British Columbia and the Yukon state they are satisfied with many aspects of the profession (workload, remuneration, recognition of the function, framing of their work according to legal norms, professional development). This is in stark contrast to the situation of the principals in Newfoundland and Labrador. We also note that the principals in Québec, Manitoba, Saskatchewan, British Columbia, Yukon and Nunavut state that *overall* they are more satisfied with the various aspects of their profession. Regarding their workload, more principals in Manitoba, British Columbia, the Yukon, Nunavut, Prince Edward Island, Alberta and Saskatchewan state they are satisfied. As concerns their remuneration, more principals in Manitoba, British Columbia, the Yukon, Nunavut, Prince Edward Island, Alberta, Ontario and the Northwest Territories state they are satisfied. As concerns the recognition of their function, more principals in Manitoba, British Columbia, the Yukon, Nunavut, Prince Edward Island, Ontario, the Northwest Territories, and Nova Scotia say they are satisfied. As concerns the framing of their work according to legal norms, more of the principals in Manitoba, British Columbia, the Yukon, Nunavut, Saskatchewan and Québec claim to be satisfied. Lastly, as concerns their professional development, more principals in Manitoba, British Columbia, the Yukon, Alberta, Nova Scotia, Québec and New Brunswick state they are satisfied.

Table 5.55 Work satisfaction by province

	Workload	Remuneration	Acknowledgement of occupation	Legal standards framing work	Professional development	Index of overall work satisfaction
Newfoundland and Labrador	34,6%	29,9%	50,6%	46,8%	73,1%	50,0%
Prince Edward Island	68,2%	61,9%	63,6%	25,0%	81,0%	68,4%
Nova Scotia	43,3%	37,0%	59,8%	48,8%	88,2%	65,0%
New Brunswick	42,0%	45,5%	50,5%	58,6%	89,1%	68,1%
Québec	44,0%	45,8%	52,9%	67,8%	90,6%	71,9%
Ontario	41,5%	58,5%	64,5%	55,7%	86,0%	70,8%
Manitoba	60,2%	58,4%	62,5%	61,9%	93,8%	85,1%
Saskatchewan	55,3%	43,4%	57,4%	64,5%	87,0%	74,1%
Alberta	51,9%	52,8%	54,1%	56,0%	89,3%	67,9%
British Columbia	49,3%	62,0%	69,2%	65,6%	89,9%	75,8%
Yukon	70,0%	90,0%	60,0%	65,0%	90,0%	84,2%
Northwest Territories	40,0%	65,0%	60,0%	35,0%	70,0%	55,6%
Nunavut	66,7%	80,0%	73,3%	66,7%	86,7%	78,6%
All of Canada	46,7%	52,6%	59,7%	59,4%	87,9%	71,2%
<i>Cramer's V</i>	<i>0,138***</i>	<i>0,195***</i>	<i>0,131***</i>	<i>0,153***</i>	<i>0,126***</i>	<i>0,137*** NV</i>

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each province, who claimed being *very* or *somewhat satisfied*.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

The principals' job satisfaction with regard to several aspects of their profession also varies by the educational sector in which they work. Thus, we observe that in several regions a comparatively greater number of public-school principals state they are satisfied with the support they receive from their superiors, whereas a comparatively greater number of private-school principals state they are satisfied with their workload, the recognition accorded to the task and the impact of their work on their family life.

Table 5.56 Work satisfaction by teaching sector

	Support from supervisors	Workload	Acknowledgement of occupation	Impact on family life
All of Canada				
Public	85,7%	44,3%	57,5%	34,3%
Private	74,3%	68,9%	79,5%	53,2%
Total	84,6%	46,7%	59,7%	36,1%
<i>Cramer's V</i>	,095***	,148***	,134***	,117***
Atlantic				
Public	85,8%	42,5%	54,7%	34,2%
Private	57,1%	42,9%	71,4%	57,1%
Total	85,2%	42,5%	55,0%	34,7%
<i>Cramer's V</i>	,117* NV	NS NV	NS NV	NS NV
British Columbia				
Public	80,6%	44,6%	66,7%	34,3%
Private	84,2%	70,2%	80,4%	56,4%
Total	81,3%	49,3%	69,2%	38,3%
<i>Cramer's V</i>	NS	,199***	,115*	,175**
Ontario				
Public	89,5%	38,3%	61,8%	33,4%
Private	66,1%	64,5%	83,9%	50,0%
Total	86,7%	41,5%	64,5%	35,4%
<i>Cramer's V</i>	,223***	,172***	,149***	,112**
Prairies				
Public	85,0%	53,8%	55,9%	32,9%
Private	68,6%	66,7%	69,4%	55,6%
Total	83,7%	54,8%	57,0%	34,6%
<i>Cramer's V</i>	,117*	NS	NS	,127***
Québec				
Public	85,0%	39,8%	49,4%	36,5%
Private	79,5%	79,1%	81,4%	50,0%
Total	84,4%	44,0%	52,9%	38,0%
<i>Cramer's V</i>	NS	,244***	,198***	NS
Territories				
Public	87,0%	57,4%	63,0%	38,9%
Private	100,0%	100,0%	100,0%	100,0%
Total	87,3%	58,2%	63,6%	40,0%
<i>Cramer's V</i>	NS NV	NS NV	NS NV	NS NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals, in each region and for each level of education, who claimed being very or somewhat satisfied.

NS: Non significant

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Our analysis does not reveal any statistically relevant relationship between the principals' degree of job satisfaction and the *teaching level at which they work*, the *location of their school (urban versus rural)* or their *socio-professional characteristics* (the gender, age, length of service and educational level of the principals). On the other hand, it demonstrates that their satisfaction concerning several aspects of the profession varies, though weakly, *according to the profile of the students* in their school and *the problems encountered with their teaching personnel and the parents of the students*. In general, we observe that the more the principals say they have to deal with various problems involving their students, teachers or the parents of their students, the more they declare their dissatisfaction with several aspects of their profession, in particular their workload, the recognition of their function and the impact of their work on their family life. In particular, the deterioration of the students' socio-economic situation, their disrespect toward the teachers, their behaviour in class (creating an uproar, lateness, apathy), teacher turnover and absenteeism, as well as disputes with parents (and dealing with their complaints) seem to have an impact on the principals' work satisfaction. We note, too, that the principals who administer schools with a more socially advantaged student body (that is, with high family incomes) have a greater tendency to state they are satisfied with their workload, the recognition of their function and their accountability.

Table 5.57 Work satisfaction by profile of students, teachers and students' parents

	Support from supervisors**	Workload**	Remuneration**	Acknowledgement of occupation**	Impact on family life**	Legal standards framing work**	Accountability**	Professional development**	Professional autonomy**	Index of overall work satisfaction**
Students social characteristics										
Percentage of students from high income families	/	-.053**	/	-.079***	/	/	-.076***	/	/	-.056***
Percentage of students from middle income families	/	/	/	/	/	/	/	/	/	-.048**
Percentage of students from low income families	/	/	/	-.050**	/	/	/	/	/	-.049**
Students scholar characteristics										
Percentage of absent students	/	-.063***	/	/	/	-.044**	-.047**	-.041**	-.060***	-.043**
Percentage of students who do not finish the year in the school	/	-.042**	/	/	/	/	/	/	/	-.032*
Students ethnic characteristics										
Percentage of native students	/	-.043**	-.062***	/	/	/	/	-.053**	/	-.058**
Percentage of visible minority students	/	/	/	/	/	/	/	/	/	/
Problems encountered with students										
Conflicts among students*	/	-.097***	/	-.093***	-.094***	/	-.070***	/	/	-.092***
Bullying among students*	/	-.086***	-.058**	-.106***	-.102***	/	-.061**	/	-.068***	-.096***
Health problems in students*	/	/	/	-.066***	/	/	/	/	-.056**	-.058**
Deterioration of socio-economic status of student's families*	/	-.122***	/	-.120***	-.103***	-.073***	-.091***	/	-.062***	-.121***
Infractions against property by students*	/	-.096***	/	-.070***	-.062***	/	/	/	/	-.064***
Students possessing weapons*	/	-.056**	/	-.061**	/	/	-.057**	/	/	-.061***
Students' use of alcohol or drugs*	/	/	/	/	-.061***	/	/	/	/	-.057***
Student disrespect for teachers*	/	-.112***	-.082***	-.124***	-.095***	/	-.062***	/	-.086***	-.121***
Verbal abuse or physical assault of a staff member by a student*	/	-.077***	-.061***	-.099***	-.071***	/	-.075***	/	-.084***	-.085***
Student absenteeism*	/	-.093***	/	-.068***	-.071***	/	/	/	-.062**	-.074***
Sexism/Sexual harassment among students*	/	-.086***	/	-.063***	-.065***	/	-.069***	/	-.083***	-.082***
Racism/Racial conflicts among students*	/	-.079***	/	-.069***	-.065***	/	/	/	-.062**	-.065***
Disruption of classes by students*	/	-.146***	-.077***	-.123***	-.141***	/	-.059**	/	-.088***	-.122***
Student tardiness*	/	-.135***	-.054**	-.112***	-.111***	-.073***	-.059**	/	-.089***	-.121***
Students dropping out*	-.061**	/	/	/	/	/	-.067***	-.073***	/	-.060***
Student apathy*	-.047	-.120***	/	-.122***	-.120***	/	-.098***	-.066***	-.100***	-.117***
Problems encountered with teachers										
Staff's use of alcohol or drugs*	/	/	/	/	/	/	/	/	/	-.051**
Teacher turnover*	-.084***	-.105***	/	-.096***	-.092***	/	-.086***	-.067***	-.096***	-.114***
Teacher absenteeism*	-.055**	-.120***	-.078***	-.127***	-.110***	/	-.063***	/	-.094***	-.127***
Problems encountered with students										

<i>parents</i>										
Conflicts between parents and teachers*	-,037*	-	-	-	-	-	-	-,065**	-	-
		,143***	,068***	,168***	,148***	,079***	,127***		,115***	,151***
Complaints from parents and students*	/	-	-	-	-	-	-	-	-	-
		,133***	,067***	,135***	,150***	,083***	,119***	,074***	,111***	,144***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very satisfied" to "very unsatisfied"

2. Overall satisfaction with social relations in the school

The majority of the principals (over 85%) also state they are entirely or somewhat satisfied with their relations involving various categories of actors¹⁰. In particular, over 94% are satisfied with their relations with students (99.0% if we cumulate the first two rankings in the table), teachers (96.4%), other school managers (95.0%), professional employees (94.8%), teacher assistants (94.7%) and parents (94.0%). The relations that seem to gratify them the least (though the vast majority declare they are satisfied) are those with school executives (85.2% stated they were satisfied), social agents intervening in the school (88.0%) and community representatives (89.8%).

Table 5.58 Relational satisfaction

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Total	N
Students	70,5%	28,4%	,8%	,2%	100,0%	2047
Teaching staff	54,6%	41,8%	3,4%	,2%	100,0%	2070
Other school administrators	57,3%	37,7%	4,4%	,6%	100,0%	2074
Parents	40,2%	53,8%	5,5%	,6%	100,0%	2079
Other professional non-teaching staff (e.g., librarians nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors, pedagogical counsellors)	45,1%	49,7%	4,7%	,5%	100,0%	2073
Educational assistants (e.g., supervisors, special education assistants)	44,4%	43,2%	4,4%	,5%	100,0%	2072
Community representatives	33,0%	56,8%	9,9%	,3%	100,0%	2062
Education related stakeholders acting in the school (e.g., health services, police, cultural organisations)	33,4%	54,6%	10,6%	1,4%	100,0%	2069
Board/district managers	32,4%	52,8%	12,5%	2,3%	100,0%	2073

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The degrees of satisfaction as regards relations with various categories of actors have a high positive correlation with one another. Stated differently, the greater the principals' satisfaction with their relations with one category of actors, the more they tend to be satisfied in their relations with other actors. Among the highest correlations, the following are noteworthy:

- satisfaction with other managers in their school and school executives;
- satisfaction with teaching personnel, other professional employees and teacher assistants;
- satisfaction with parents, community representatives and students ;
- satisfaction with community representatives and social agents intervening in the school.

¹⁰ Question asked: "Please rate your level of satisfaction with your interactions with the following people".

Table 5.59 Relational satisfaction - Correlations

	Other school administrators	Teaching staff	Other professional non-teaching staff	Educational assistants	Board/district managers	Parents	Community representatives	Education related stakeholders acting in the school	Students
Other school administrators	1,000	,279***	,331***	,325***	,361***	,215***	,217***	,255***	,226***
Teaching staff	,279***	1,000	,459***	,479***	,222***	,321***	,239***	,238***	,340***
Other professional non-teaching staff	,331***	,459***	1,000	,586***	,351***	,298***	,328***	,381***	,264***
Educational assistants	,325***	,479***	,586***	1,000	,348***	,346***	,329***	,363***	,330***
Board/district managers	,361***	,222***	,351***	,348***	1,000	,267***	,290***	,289***	,190***
Parents	,215***	,321***	,298***	,346***	,267***	1,000	,538***	,357***	,401***
Community representatives	,217***	,239***	,328***	,329***	,290***	,538***	1,000	,471***	,295***
Education related stakeholders acting in the school	,255***	,238***	,381***	,363***	,289***	,357***	,471***	1,000	,237***
Students	,226***	,340***	,264***	,330***	,190***	,401***	,295***	,237***	1,000

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The principals' satisfaction with regard to human relationships also has a high correlation with their satisfaction as concerns different aspects of their profession. In general, we observe that the more the principals state that they are satisfied with their relationships with different categories of actors, the more they claim to be satisfied with various aspects of their profession. In particular, the more they say they are satisfied with their relationships with school officials, the more they claim to be satisfied with all aspects of their employment and working conditions. We may therefore assume that their satisfaction regarding employment and working conditions has a positive influence on the way they perceive school officials. We also observe that their satisfaction concerning the support they receive from their superiors has a high correlation with their satisfaction concerning their relationships with other school administrators, as well as their satisfaction with the recognition of their function and relationships with parents.

Table 5.60 Relational satisfaction and work satisfaction - Correlations

	Other school administrators	Teaching staff	Other professional non-teaching staff	Educational assistants	Board/district managers	Parents	Community representatives	Education related stakeholders acting in the school	Students
Support from supervisors	,263***	,137***	,184***	,171***	,479***	,129***	,104***	,112***	,080***
Workload	,109***	,139***	,143***	,136***	,205***	,133***	,120***	,072***	,072***
Remuneration	,098***	,093***	,095***	,110***	,177***	,082***	,077***	,085***	,065***
Acknowledgement of occupation	,164***	,157***	,144***	,166***	,229***	,208***	,174***	,143***	,115***
Impact on family life	,120***	,125***	,128***	,144***	,204***	,145***	,143***	,113***	,065**
Legal standards framing work	,116***	,082***	,130***	,156***	,194***	,145***	,145***	,130***	,082***
Accountability	,149***	,168***	,184***	,177***	,225***	,184***	,160***	,158***	,156***
Professional development	,172***	,146***	,145***	,169***	,241***	,192***	,184***	,149***	,156***
Professional autonomy	,163***	,161***	,159***	,158***	,293***	,173***	,169***	,125***	,094***
Global index of professional satisfaction	,189***	,180***	,198***	,208***	,343***	,190***	,179***	,157***	,125***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The principals' satisfaction with regard to their human relationships has a very weak correlation with the responsibilities/roles they claim to assume and not at all with the fact that they have, or do not have, teaching tasks. Nonetheless, we note that the more they claim to assume roles associated with work of a pedagogical nature (pedagogical leader, agent of change in the policies and practices of the school, student educator and supervisor of teachers' work) as well as that of promoter of the school in the community, the more they claim to be satisfied in their relationships with the majority of the various categories of actors. Thus, once more, the performing of these roles seem to constitute a source of satisfaction for the principals. In addition, we observe that the more the principals assume responsibilities associated with work of a pedagogical nature (assigning teaching tasks, evaluating programs, selecting and evaluating instructional materials, etc.), the more they claim to be satisfied in their relationships with teaching assistants and students. In addition, the recruitment and supervision of teachers are associated with satisfaction in relationships with teaching personnel, whereas fulfilling responsibilities associated with managing relationships with parents (directing parent participation, parental guidance, resolving disputes with families) tends to go hand in hand with satisfaction in relationships with students.

Table 5.61 Relational satisfaction by performed roles

	Other school administrators**	Teaching staff**	Other professional non-teaching staff**	Educational assistants**	Board/district managers**	Parents**	Community representatives**	Education related stakeholders acting in the school**	Students**
Management and administration									
Manager of emergencies*	/	/	/	/	/	/	/	,063**	,078***
Conductor, coordinator, assembler, team leader *	/	,077***	/	,066**	/	/	/	/	/
School's general administrator (e.g., budget, equipment) *	/	/	/	/	/	/	/	,065**	/
Pedagogical work and animation									
Pedagogical leader *	,080***	,090***	,086***	,097***	,113***	/	,064**	,080***	,064**
Developer and planner of the school's educational project*	/	/	,072***	/	,076***	/	/	/	/
Change agent for the school's policies and practices*	/	/	,093***	,083***	,095***	,066**	,068**	,066**	,072***
Educator of students *	/	,112***	,110***	,106***	/	,107***	,111***	/	,164***
Supervisor and evaluator of the work of teachers *	,098***	,114***	,091***	,096***	/	,092***	,080***	,106***	,114***
External relations management									
Promoter of the school in the community *	,085***	,097***	,086***	,077***	,071***	,121***	,128***	,112***	,111***
Parents' spokesperson and mediator *	/	/	/	/	/	/	,066**	/	/
Liaison with school authorities *	,081***	/	/	,076***	,075***	/	,062**	,062**	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "very important" to "not important at all"

** The extent of the scale goes from "very satisfied" to "very unsatisfied"

Table 5.62 Relational satisfaction by assumed responsibilities

	Other school administrators**	Teaching staff**	Other professional non-teaching staff**	Educational assistants**	Board/district managers**	Parents**	Community representatives**	Education related stakeholders acting in the school**	Students**
Pedagogical work									
Assignment of teaching tasks *	/	,084***	/	,091***	/	/	/	/	,063**
Assignment of students *	/	/	/	,079***	/	/	/	/	,084***
Development of the school's rules *	/	/	,073***	,085***	/	/	/	/	/
Development of the school's mission *	/	/	/	/	/	/	/	,077***	/
Definition of the educational programs *	/	/	,071***	,089***	/	/	/	/	,075***
Evaluation of educational programs and teaching methods*	/	,105***	,093***	,100***	/	,071***	/	,087***	,116***
Selection of educational materials *	/	/	/	,107***	/	/	/	,067***	/
Evaluation of educational materials *	/	,080***	/	,090***	/	/	/	,071***	/
Analysis of school statistics *	/	/	/	/	/	/	/	/	,103***
Resource management									
Acquisition of private funds *	/	/	/	/	/	/	/	/	/
Management of material resources *	/	/	/	/	/	/	/	/	/
Management of funds generated *	/	/	/	/	/	/	/	/	/
Developing the school budget *	/	-,090***	/	/	/	/	/	/	/
Allocation of the budget*	/	/	/	/	/	/	/	/	/
Teachers management									
Recruitment of teachers *	,075***	,083***	/	/	/	/	/	/	/
Supervision of teachers *	/	,066**	/	/	/	/	/	/	/
Educational development of teachers *	/	/	/	/	/	/	/	/	/
Students management									
Recruitment of students *	/	/	/	/	/	/	/	/	/
Supervision of students *	/	/	/	,069***	/	/	/	/	,075***
Disciplining of students *	/	/	/	/	/	/	/	/	/
Non-teaching staff management									
Recruitment of professional staff*	/	/	,065***	/	/	/	/	/	/
Recruitment of technical staff*	/	/	/	/	,066***	/	/	/	/
Supervision of professional staff*	/	/	,078***	/	/	/	/	/	/
Supervision of technical staff*	/	/	/	/	/	/	/	/	/
Relations with parents									
Ensuring parental involvement*	/	/	/	/	/	,084***	,068***	/	,070***
Educational and administrative training of parents members of the school's governing body *	/	/	/	/	/	/	/	/	,063**
Resolution of conflicts between school/families over values *	/	/	/	/	/	/	/	/	,059**
Relations with the environment									
Community's awareness *	/	/	/	/	/	,063**	/	/	,061**
Partnerships with community organizations *	/	/	/	/	/	/	,091***	,064**	/
Relations with authorities									
Participation on management committees*	/	/	/	/	,075***	/	/	/	/
Reporting to appropriate authorities for accountability *	/	/	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "Fully responsible" to "Not responsible"

** The extent of the scale goes from "very satisfied" to "very unsatisfied"

The principals' satisfaction with regard to their relationships with various categories of actors does not vary on the basis of contextual factors, such as *region* or *province*, *teaching level*, *educational sector* or *the location of the school (urban or rural)*. Also, it hardly varies at all *by the profiles of the principals*. We observe only that the older the principals, the greater their tendency to state they are satisfied with the teaching personnel, other professional employees, teaching assistants, parents, representatives of the community and social agency officers working in the school.

Table 5.63 Relational satisfaction by age and years of service of principals

	Other school administrators*	Teaching staff*	Other professional non-teaching staff*	Educational assistants*	Board/district managers*	Parents*	Community representatives*	Education related stakeholders acting in the school*	Students*
Age	/	-,052**	-,082***	-,065***	/	-,079***	-,064***	-,079***	/
Total years of service in career	/	/	-,059***	/	/	/	/	/	/
Total years of service in the school	/	-,070***	-,070***	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "very satisfied" to "very unsatisfied"

On the other hand, there is greater variation in their satisfaction with their human relationships based on *student profile* and *problems encountered with teachers and students' parents*. Thus, the more the principals claim they have to deal with various types of problems involving their students, their teachers and students' parents, the more they claim to be dissatisfied in their relationships with different categories of actors, and in particular in their relationships with students, parents and teaching personnel. Once again, the rude behaviour of students toward teachers, their behaviour in class (creating an uproar, lateness, loafing about, apathy), teacher turnover and absenteeism and disputes with parents (including the handling of their complaints) seem, in particular, to affect the satisfaction of the principals. In addition, we observe that the principals who direct schools with socially privileged students (that is, with a high family revenue) tend to claim they are more satisfied in their relationships with parents and other school administrators.

Table 5.64 Relational satisfaction by profile of students, teachers and parents

	Other school administrators**	Teaching staff**	Other professional non-teaching staff**	Educational assistants**	Board/district managers**	Parents**	Community representatives**	Education related stakeholders acting in the school**	Students**
Students social characteristics									
Percentage of students from high income families	-089***	/	/	/	/	-076***	/	/	/
Percentage of students from middle income families	/	/	/	-056**	-053**	/	/	/	/
Percentage of students from low income families	086***	/	/	/	/	064***	/	/	077***
Students scholar characteristics									
Percentage of absent students	/	/	/	062***	049**	047**	/	/	/
Percentage of students who do not finish the year in the school	/	/	/	/	062***	055***	050**	/	/
Students ethnic characteristics									
Percentage of native students	/	/	/	/	/	/	/	/	-045*
Percentage of visible minority students	-048**	/	/	-041**	/	-064***	/	/	-064***
Problems encountered with students									
Conflicts among students*	/	-0114***	/	-0074***	/	-0182***	-0088***	-0065***	-0174***
Bullying among students*	/	-0115***	/	-0075***	/	-0163***	-0095***	-0060**	-0158***
Health problems in students*	/	/	/	/	/	-0105***	/	-0064**	-0058**
Deterioration of socio-economic status of student's families*	-0102***	-0077***	/	-0078***	/	-0137***	-0081***	-0062**	-0098***
Infractions against property by students*	/	-0116***	076***	078***	/	0153***	0105***	0072***	0150***
Students possessing weapons*	/	-0059**	/	-0080***	/	-0056***	/	/	/
Students' use of alcohol or drugs*	/	-0065***	/	-0074***	-0062**	-0080***	-0061**	/	-0122***
Student disrespect for teachers*	-0060**	-0167***	-0100***	-0136***	-0102***	-0193***	-0127***	-0081***	-0178***
Verbal abuse or physical assault of a staff member by a student*	/	-0131***	-0062**	-0095***	-0060**	-0154***	-0080***	-0060**	-0171***
Student absenteeism*	/	-0095***	-0064**	-0084***	-0056**	-0150***	-0101***	-0072***	-0083***
Sexism/Sexual harassment among students*	/	-0096***	/	-0076***	-0068***	-0094***	-0101***	-0074***	-0127***
Racism/Racial conflicts among students*	/	-0061**	/	/	/	-0057**	-0070***	/	/
Disruption of classes by students*	-0076***	-0127***	-0125***	-0124***	-0100***	-0167***	-0133***	-0077***	-0138***
Student tardiness*	-0071***	-0118***	-0099***	-0120***	-0102***	-0160***	-0124***	-0079***	-0122***
Students dropping out*	-0088***	-0123***	-0069***	-0094***	-0077***	-0135***	-0083***	-0077***	-0197***
Student apathy*	-0110***	-0153***	-0119***	-0148***	-0088***	-0214***	-0133***	-0120***	-0208***
Problems encountered with teachers									
Staff's use of alcohol or drugs*	/	/	/	-0077***	-0058**	/	-0069***	/	/
Teacher turnover*	-0080***	-0153***	-0115***	-0120***	-0054*	-0119***	-0085***	-0064***	-0121***
Teacher absenteeism*	-	-	-	-	-	-	-	/	-

	077***	255***	129***	123***	073***	109***	108***		112***
Problems encountered with students parents									
Conflicts between parents and teachers*	-,063**	-	-	-	-	-	-	-	-
Complaints from parents and students*	-	192***	118***	126***	089***	224***	152***	122***	120***
	072***	187***	109***	133***	084***	229***	151***	098***	132***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

*The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "very satisfied" to "very unsatisfied"

V. ACADEMIC CHANGES AND THE RELATIONSHIP OF PRINCIPALS TO THEIR WORK: WHAT KIND OF RESTRUCTURING IS REQUIRED FOR THE PROFESSION OF PRINCIPAL?

We will conclude our investigation of the principals' relationship to their work by examining the connection between the way they claim to exercise, understand and experience their profession and the way they perceive academic changes that have been introduced. This analysis will allow us to advance a few hypotheses on the way recent changes in approaches to academic regulation involve a restructuring of the profession of principal in Canada.

In Chapter 4, we saw that when the principals are asked directly, most of them answer the question by stating that academic changes have an *impact on the quantity and content of their work* (increase in the workload, changes in their management approach, greater concern for relationships involving the school's surrounding community) and *competency development* (a requirement involving new forms of adaptability). Furthermore, in the light of the numerous responsibilities principals claim to exercise, we may assume that the changes are accompanied by an *increase in the complexity of their role and tasks*.

Another -- and approximate -- way to comprehend the effects of the recent academic changes on the profession of principal is to examine the statistical relationships between the principals' answers to questions on their perceptions of academic changes (presented in Chapter 4) and those on their relationship to their work (presented in points I to IV of this chapter). The following summary table presents the main relationships revealed in the analysis¹¹.

In general, our main observation is that the connections between, on the one hand, the work performed or idealized by the principals (performed/desired responsibilities, performed/desired roles, teaching tasks) and, on the other hand, their opinion on academic changes (their significance; their impact, both on their own functions and on the way their school operates) are few -- and often weak. The weak connection observed between the way the principals perceive academic changes and the way they claim to practice and conceive of their profession could lead to the supposition that *recent academic changes have resulted in a weak restructuring of the profession*. On the other hand, there are higher and more frequent correlations with their job satisfaction. We could therefore hypothesize that academic changes -- at least in the way principals perceive them -- *have a certain impact on their satisfaction as regards their profession*. In particular, we note that many academic changes (increased rivalries, a decline in human and other resources, changes in academic personnel, a new division of responsibilities between the central and local authorities, new policies on accountability) are associated with greater work dissatisfaction, especially that involving workload, remuneration, the recognition given to their work, the impact of work on their family life, and their relationships with teaching personnel and school officials. On the other hand, other changes are correlated with work satisfaction, such as greater motivation on the part of personnel, greater school success or greater involvement on the part of parents. If we assume that academic changes affect the daily experience of the principals, we may also hypothesize that it is the principals' job satisfaction that affects the way they interpret academic changes and policies. We assume that the two phenomena come into play together.

¹¹ The complete group of tables forming the basis for this summary table are located at the end of the section.

If we examine in detail some of the highest correlations between their perceptions of academic changes and their relationship to the profession, we note that:

- the correlations between the principals' perceptions of academic changes and the work they perform/idealize often concern the responsibility of teacher supervision and the role of supervisor-evaluator of actual teaching duties¹². We may therefore hypothesize that one impact of recent academic changes involves *the increase in teacher supervision on the part of principals* ;
- they frequently also involve the responsibilities of training/guiding parents, mediation between parents and teachers, educating the community and developing partnerships involving the school and the community, and the role of promoting the school in the community¹³. We can therefore hypothesize that one effect of recent academic changes is *an increase in principals' involvement in relations outside the school*. In addition, involvement with parents and developing partnerships are often associated with "negative" changes (loss of points of reference, climate of greater mistrust, decline in the quality of services provided to students) ;
- exercising, wanting to assume responsibility for the pedagogical development of teachers, and the roles of pedagogical leader and educational project planner are still strongly associated with positive changes (such as an increase in the motivation of the principals and personnel, better qualifications obtained by teachers, a positive effect on student learning and integration into society, the professionalization of teachers, the function of principal, the effectiveness of the educational sector, etc.). We can hypothesize that they *view performing a more pedagogical role as having a positive effect on academic change*. However, we may also assume that performing a pedagogical role influences the principals' view of academic changes in a positive way.

If we consider the relationships between, on the one hand, each particular type of change and, on the other hand, the principals' relationship to their work, we can also hypothesize the following tendencies:

- *an increase in competition amongst the schools* and a tendency of the educational system to function as a "quasi-market" in the area of education have relatively negative impacts on the daily professional life of the principals (work dissatisfaction); in addition, they are accompanied by practices oriented toward the recruiting of students and school personnel, the autonomous financial management of the school (working out the budget) and the management of relationships with the parents (parental guidance);
- *changes of a pedagogical nature* (the introduction of information- and communications technologies [ICTs], new educational approaches) go hand in hand with assuming -- or wanting to perform -- roles of a pedagogical nature (agent of change for school practices, supervisor of teachers' work) and the role of serving as a contact for parents;

¹² In particular, the more the principals attribute importance to the impact of the decline in (i) human and other resources, (ii) information and communications technologies, (iii) new educational approaches, (iv) cultural diversity and (v) new accountability policies, the more they claim to be and want to be in charge of supervising teachers and/or performing the role of teaching supervisor.

¹³ In particular, the more the principals attribute importance to (i) cultural diversity, (ii) greater motivation on the part of personnel, (iii) improvement in school success and (iv) greater involvement on the part of parents, the more they claim to undertake the role of promoter of the school in the community. The more the principals attribute importance to (i) the loss of points of reference, (ii) the increase in training requests, (iii) the decline in the quality of services provided to students, (iv) the new division of responsibilities between the central and local authorities and (v) the positive effect of integrating students into society, the more they claim to be and want to be in charge of developing partnerships. Lastly, the more the principals attribute importance to (i) the climate of greater mistrust, the increased rivalries, the decline in the quality of services provided to students, the greater involvement on the part of parents and the new division of responsibilities between the central and local authorities, the more they claim to be and want to be in charge of parental guidance.

- *changes associated with the new approach to academic regulation* (new division of powers and responsibilities, standardized evaluation of students, formal evaluation of teachers, accountability policy, etc.) are associated with practices oriented on the one hand toward the supervision of teaching duties and the management of external relations (developing partnerships with community organizations, parental guidance, mediation between parents and teachers) and on the other hand with work dissatisfaction;
- *cultural diversity of students* tend to go hand in hand with assuming (or wanting to perform) the roles of promoter of the school in the community and that of pedagogical leader;
- *the resource squeeze* tends to go hand in hand with assuming/wanting to perform teaching supervision and work dissatisfaction .

Lastly, while the modifications to the management approach (as a result of academic changes) carried out by principals are correlated with greater work dissatisfaction, the fact that they have to further develop their ability to adapt goes hand in hand with greater work satisfaction. Stated differently, we may assume that when changes to their work content (prompted by academic changes) are accompanied by professional development, the principals experience the situation in a more positive way.

Overall, our analysis prompts us to hypothesize that recent academic changes tend to be accompanied by an *increase in teacher supervision on the part of principals and by their involvement in relationships outside the school*. They also tend to explain other trends in the restructuring of the profession of principal associated with specific academic changes (such as the re-orientation of methods employed by principals toward the recruiting of students and personnel – as related to the increase in competition among schools, or performing roles of a pedagogical order as related to changes of a pedagogical order). However, all of these hypotheses need further substantiation, including a comparison of our data with those from previous studies.

Table 5.65 School related changes and the relation to the work of principals - Synthesis

School related changes	Relation to the work				
	Assumed responsibilities	Idealized responsibilities	Assumed roles	Idealized roles	Professional satisfaction
School competition					
Increase competition between the schools	+ recruitment of students (0,276***), developing the budget (0,110***)	+ recruitment of students (0,271***)			
Impact of the competition on the job as principal	+ recruitment of students (0,164***), developing the budget (0,093***)	+ recruitment of students (0,204***), recruitment of professional staff (0,105***), recruitment of technical staff (0,110***)			
Impact of the competition on the recruitment and retention of students	+ recruitment of students (0,335***), developing the budget (0,111***), recruitment of professional staff (0,128***), recruitment of technical staff (0,121***)	+ recruitment of students (0,325***), recruitment of technical staff (0,102***)			
Impact of the competition on the recruitment and retention of staff	+ recruitment of students (0,177***), developing the budget (0,074***), recruitment of professional staff (0,136***), recrutement des enseignants (0,111***)	+ recruitment of students (0,166***), recruitment of professional staff (0,102***)			
Reinforcement of rivalries	+ educational and administrative training of parents members of the school's governing body (0,140***)	+ recruitment of teachers (0,105***), educational and administrative training of parents members of the school's governing body (0,121***)			+ unsatisfied of workload (-0,150***), acknowledgement(-0,122***), impact on family life (-0,117***), accountability (-0,111***), professional autonomy(-0,128***), relations with teachers (-0,203***)
Greater student selection	+ recruitment of students (0,190***), recruitment of professional staff (0,132***)	+ recruitment of students (0,182***)			
Pedagogical changes					
ICT in education and management			+ change agent for the school's policies and practices(0,107***), supervisor of the work of teachers (0,101***)	+ change agent for the school's policies and practices(0,112***), supervisor of the work of teachers (0,115***), parents' spokesperson (0,105***)	
New instructional approaches			+ change agent for the school's policies and practices(0,112***), supervisor of the work of teachers	+ pedagogical leader (0,138***), developer and planner of the school's educational project	

			(0,107***)	(0,103***), parents' spokesperson and mediator (0,101***), supervisor of the work of teachers (0,112***)	
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Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

School related changes and the relation to the work of principals – Synthesis (continued)

School related changes	Relation to the work				
	Assumed responsibilities	Idealized responsibilities	Assumed roles	Idealized roles	Professional satisfaction
<i>New school regulation</i>					
New distribution of responsibilities between central and local bodies	+ development of partnerships (0,135***), supervision of students (0,101***), educational and administrative training of parents members of the school's governing body (0,114***), management of funds generated (0,120***)	+ educational and administrative training of parents members of the school's governing body (0,114***)	+ school's general administrator (0,117***)		+ unsatisfied of workload (-0,204***), remuneration (-0,107***), acknowledgement (-0,152***), impact on family life (-0,141***), professional autonomy (-0,144***)
Reorganization of school boards	+ acquisition of private funds (0,121***), development of partnerships (0,127***) - recruitment of professional staff (- 0,104***)	+ acquisition of private funds (0,112***)			
New accountability policies	+ supervision of teachers (0,164***), educational and administrative training of parents members of the school's governing body (0,107***), reddition comptes (0,110***)		+ parents' spokesperson and mediator (0,104***), supervisor of the work of teachers (0,101***)	+ parents' spokesperson and mediator (0,101***), pedagogical leader (0,106***)	+ unsatisfied of workload (-0,159***), impact on family life (-0,106***)
Formalized student assessment	+ supervision of teachers (0,164***), educational and administrative training of parents members of the school's governing body (0,107***)	+ supervision of teachers (0,101***)	+ supervisor of the work of teachers (0,155***)	+ educator of students (0,101***), supervisor of the work of teachers (0,119***)	
Formalized teacher assessment			+ manager of emergencies (0,107***), parents' spokesperson and mediator (0,103***), supervisor of the work of teachers (0,180***)	+ manager of emergencies (0,116***), parents' spokesperson and mediator (0,111***), supervisor of the work of teachers (0,134***)	
Greater involvement of parents	+ animation of parental participation (0,102***)	+ animation of parental participation (0,102***)	+ promoter of the school in the community (0,114***)		+ satisfied of their relations with parents (0,122***) and students (0,103***)
<i>Staff training changes</i>					
Greater demand for training	+ development of partnerships (0,100***)		+ school's general administrator (0,113***), parents' spokesperson and mediator (0,115***)	+ parents' spokesperson and mediator (0,101***)	+ unsatisfied of workload (-0,102***), impact on family life (-0,102***)
<i>Environmental changes</i>					
Socio-economic changes		+ developing partnerships (0,104***)			
Cultural and linguistic diversity			+ pedagogical leader (0,112***), promoter of the school in the community	+ promoter of the school in the community (0,100***), pedagogical leader	

			(0,137***), supervisor of the work of teachers (0,114***)	(0,109***)	
Demographical changes					
School staff changes					+ unsatisfied of workload (-0,113***), of their relations with teaching staff (-0,104***)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

School related changes and the relation to the work of principals – Synthesis (continued)

School related changes	Relation to the work				
	Assumed responsibilities	Idealized responsibilities	Assumed roles	Idealized roles	Professional satisfaction
<i>Reduction of resources</i>					
Reduction in human resources	+ supervision of teachers (0,105***), supervision of students (0,107***) - recruitment of students (-0,116***)	+ recruitment of teachers (0,113***), supervision of teachers (0,108***)	+ manager of emergencies (0,111***) supervision of the work of teachers (0,113***)	+ supervisor of the work of teachers (0,115***), pedagogical leader (0,125***), educator of students (0,115***)	+ unsatisfied of workload (-0,176***), remuneration (-0,103***), acknowledgement(-0,114**), impact on family life (-0,137***), professional autonomy (-0,103***)
Reduction in other resources	+ supervision of teachers (0,113***), reporting to appropriate authorities for accountability (0,105***)	+ recruitment of teachers (0,104***)	+ manager of emergencies (0,100***), supervisor of the work of teachers (0,113***).	+ supervisor of the work of teachers (0,100***).	+ unsatisfied of workload (-0,136***), remuneration (-0,133***), acknowledgement(-0,136**), impact on family life (-0,116***)
<i>Changes in the content of principals' work</i>					
Changes of management approach					+ unsatisfied of workload (0,156***), acknowledgement of their function (-0,147***), impact on family life (-0,127***), professional autonomy (-0,116***).
Developing new abilities to adapt		+ community's awareness (0,102***)	+ role of pedagogical leader (0,100***), of developer and planner of the school's educational project (0,101***), of change agent for the school's policies and practices (0,123***)	+ role of pedagogical leader (0,108***), of developer and planner of the school's educational project (0,109***), of change agent for the school's policies and practices (0,143***)	+ satisfied of their accountability (0,133***), professional development (0,163***), professional autonomy (0,109***)
Focus on the key elements of school's mission	+ role of pedagogical leader (0,139***), of developer and planner of the school's educational project (0,120***), of change agent for the school's policies and practices (0,119***) and of supervisor of the work of teachers (0,102***)	+ educational development of teachers (0,105***), community's awareness (0,102**) and reporting to appropriate authorities for accountability (0,101**)		+ promoter of the school in the community (0,112***), developer and planner of the school's educational project (0,131***), change agent for the school's policies and practices (0,112***) and conductor, coordinator, assembler, team leader (0,114***)	+ satisfied of the support from supervisors (0,107***), workload (0,134***), legal standards framing their work(0,134***), their accountability (0,144***), their professional development (0,131***), their professional autonomy (0,136***), their relation with board/district managers (0,124***)
Clarification of school's operating rules	+ supervision of technical staff (0,102***), educational development of teachers (0,106***)		+ developer and planner of the school's educational project (0,110***), school's general administrator (0,109***), parents' spokesperson and mediator (0,102***)	+ developer and planner of the school's educational project (0,107***)	
More aware of relations with school's environment			+ developer and planner of the school's	+ developer and planner of the school's educational	

			educational project (0,102***)	project (0,109***)	
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Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau

School related changes and the relation to the work of principals – Synthesis (continued)

Negative impacts of school related changes	Relation to the work				
	Assumed responsibilities	Idealized responsibilities	Assumed roles	Idealized roles	Professional satisfaction
Loss of usual benchmarks	+ development of partnerships (0,128***), developing the budget (0,108***)	+ developing the budget (0,103***)			+ unsatisfied of workload (-0,157***), remuneration (-0,100***), acknowledgement(-0,156***), impact on family life (-0,104***), accountability (-0,111***), professional autonomy (-0,126***), relations with teachers (-0,119***)
Decline of the quality of services to students	+ development of partnerships (0,118***), educational and administrative training of parents (0,117***), supervision of teachers (0,123***), disciplining of students (0,104***), resolution of conflicts between school/families(0,115***)	+ recruitment of teachers (0,125***), supervision of teachers (0,114***)			+ unsatisfied of workload (-0,203***), remuneration (-0,149***), acknowledgement(-0,159***), impact on family life (-0,142***), accountability (-0,129***), professional autonomy (-0,132***)
Environment of greater distrust	+ educational and administrative training of parents members of the school's governing body (0,114***), developing the budget (0,117***)	+ recruitment of teachers (0,139***), developing the budget (0,115***)	+ manager of emergencies (0,121***)		+ unsatisfied of workload (-0,198***), remuneration (-0,117***), acknowledgement(-0,189***), impact on family life (-0,145***), legal standards framing their work (-0,113***), accountability (-0,145***), professional autonomy(-0,169***), relations with enseignant, (-0,195***)
Deterioration of the school environment	+ recruitment of teachers (0,123***)				+ unsatisfied of workload (-0,197***), remuneration (-0,109***), acknowledgement(-0,154***), impact of family life (-0,146***), legal standards framing their work (-0,117***), accountability (-0,129***), professional autonomy(-0,155***), relations with board/district managers (-0,109***)
Feeling of ineffectiveness					+ unsatisfied of workload (-0,241***), remuneration (-0,119***), acknowledgement(-0,123***), impact of family life (-0,171***), legal standards framing their work (-0,126***), accountability (-0,151***), professional autonomy(-0,182***), relations with teachers (-0,165***), professionnels (-0,165***), educational assistants (-0,126***), board/district managers (-0,132***) community representatives (-0,115***)
Diminution of mastery of situation			- pedagogical leader (-0,123***).		+ unsatisfied of the support from supervisors (-0,103***), workload (-0,266***), acknowledgement of their function (-0,164***), impact on their family life (-0,193***), legal standards framing their work (-0,143***), accountability (-0,193***), professional development (-0,141***), professional autonomy (-0,216***), of their relations with teaching staff (-0,122**), board/district managers (-0,132***), community representatives (-0,106***).
Increase of workload	+ supervision of teachers (0,116***), la reporting to appropriate authorities for accountability (0,134***)		+ manager of emergencies (0,154***), school's general administrator (0,134***)		+ unsatisfied of workload (-0,274***), their remuneration (-0,146***), acknowledgement of their function (-0,164***), impact on their family life (-0,222***), their professional autonomy (-0,134***)
Disruption of career plan					+ unsatisfied of the support from supervisors (-0,115***), workload (-0,110***), acknowledgement of their function (-0,119***), accountability

					(-0,124***), professional development (-0,113***), professional autonomy (-0,136***), relation with board/district managers (-0,106***) and parents (-0,106***)
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Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

School related changes and the relation to the work of principals – Synthesis (continued)

Positive impacts of school related changes	Relation to the work				
	Assumed responsibilities	Idealized responsibilities	Assumed roles	Idealized roles	Professional satisfaction
Higher motivation of staff			+ promoter of the school in the community (0,101***), pedagogical leader (0,107***), educator of students (0,101***), supervisor of the work of teachers (0,105***)		+ satisfied of their accountability (0,101***), professional autonomy (0,104***), relations with teachers (0,100***)
Increase of their own motivation			+ pedagogical leader (0,101***).		+ satisfied of the support from supervisors (0,132***), workload (0,192***), impact on their family life (0,118***), legal standards framing their work (0,120***), their accountability (0,143***), their professional development (0,114***), their professional autonomy (0,131***), their relation with board/district managers (0,116***)
Improvement of school success			+ promoter of the school in the community (0,123***)	+ promoter of the school in the community (0,121***), planner of the school's educational project (0,115***)	+ satisfied of their accountability (0,100***)
Higher qualification of teaching staff	+ educational development of teachers (0,105***)			+ parents' spokesperson and mediator (0,105***)	
Improvement of status of principal					+ satisfied of their workload (0,127***), acknowledgement of their function (0,145***), impact on their family life (0,116***), legal standards framing their work(0,108***)
Positive impacts of student learning	+ educational development of teachers (0,132***)	+ educational development of teachers (0,115***)	+ pedagogical leader (0,111***), developer and planner of the school's educational project (0,097***)	+ promoter of the school in the community (0,108***), developer and planner of the school's educational project (0,111***), parents' spokesperson and mediator (0,102***)	+ satisfied of the support from supervisors (0,103***), legal standards framing their work (0,116***), accountability (0,143***), professional development (0,123***), professional autonomy (0,124***), relations with board/district managers (0,110***)
Positive impacts of student integration into society	+ educational development of teachers (0,129***)	+ educational development of teachers (0,109***), developing partnerships (0,114***)	+ pedagogical leader (0,092***), developer and planner of the school's educational project (0,113***)	+ promoter of the school in the community (0,103***), developer and planner of the school's educational project (0,131***), parents' spokesperson and mediator (0,091***), liaison with school authorities (0,106***)	+ satisfied of their relations with board/district managers (0,116***)
Positive impacts of duties of school	+ educational development of	+ educational development of	+ pedagogical leader (0,128***),	+ promoter of the school in the	+ satisfied of their workload (0,108***), legal standards framing their work

principal	teachers (0,111***)	teachers (0,072***)	developer and planner of the school's educational project (0,116***), conductor, coordinator, assembler, team leader (0,108***)	community (0,082***), parents' spokesperson and mediator (0,078***)	(0,111***), accountability (0,124***), professional development (0,106***), professional autonomy (0,142***), relations with board/district managers (0,115***)
Positive impacts of the effectiveness of the school system	+ educational development of teachers (0,105***), assignment of teaching tasks (0,101***).	+ educational development of teachers (0,080***)	+ pedagogical leader (0,122***), developer and planner of the school's educational project (0,097***)	+ promoter of the school in the community (0,079***), developer and planner of the school's educational project (0,100***), parents' spokesperson and mediator (0,100***)	+ satisfied of the support from supervisors (0,106***), acknowledgement(0,107***), legal standards framing their work (0,121***), accountability (0,148***), professional development (0,102***), professional autonomy (0,131***), relations with board/district managers (0,154***)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

School related changes and the relation to the work of principals – Synthesis (continued)

Positive impacts of school related changes	Relation to the work				
	Assumed responsibilities	Idealized responsibilities	Assumed roles	Idealized roles	Professional satisfaction
Positive impacts on recognition of the school's mission	+ educational development of teachers (0,143***), participation on management or school board committees(0,104**)	+ educational development of teachers (0,111***)	+ pedagogical leader (0,120***), developer and planner of the school's educational project (0,112***)	+ promoter of the school in the community (0,098***), developer and planner of the school's educational project (0,138***), parents' spokesperson and mediator (0,113***), change agent for the school's policies and practices des politiques et pratiques (0,105***)	+ satisfied of their acknowledgement (0,132***), legal standards framing their work (0,124***), accountability (0,137***), professional development (0,118***), professional autonomy (0,143***), relations with board/district managers (0,136***)
Positive impacts on relations with parents	+ educational development of teachers (0,093***)		+ pedagogical leader (0,112***), developer and planner of the school's educational project (0,118***)	+ promoter of the school in the community (0,104***), developer and planner of the school's educational project (0,123***), parents' spokesperson and mediator (0,111***)	+ satisfied of their relations with board/district managers (0,122***) et parents (0,126***)
Positive impacts on professionalization of teachers	+ educational development of teachers (0,155***)	+ educational development of teachers (0,080***)	+ pedagogical leader (0,122***), developer and planner of the school's educational project (0,097***)	+ promoter of the school in the community (0,079***), developer and planner of the school's educational project (0,100***), parents' spokesperson and mediator (0,100***)	+ satisfied of their acknowledgement (0,117***), accountability (0,114***), professional development (0,101***), professional autonomy (0,117***)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

Table 5.66 School related changes and the assumed responsibilities and roles - Correlations

	Reduction in human resources*	Reduction in other resources*	School staff changes*	Fluctuation in the number of students	Socio-economic changes *	Cultural and linguistic diversity*	ICT in education and management	New instructional approaches* new distribution of powers between central and local boards*	Reorganization of school boards*	New accountability policies*	Formalized student assessment*	Formalized teacher assessment*
Assumed responsibilities**												
Assignment of teaching tasks	,085***	,060**	/	/	/	,054**	,082***	/	,057**	/	,086***	,082***
Assignment of students	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's rules	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's mission	/	/	/	/	/	/	/	/	/	/	/	/
Analysis of school data and statistics	,070***	/	/	/	/	/	/	/	/	,092***	,073***	,070***
Definition of educational programs	/	/	/	/	/	/	/	/	-	/	/	/
Evaluation of educational programs and teaching methods	/	/	/	/	/	,074***	/	/	,060***	/	,074***	,070***
Selection of educational materials	/	/	/	/	/	,067***	/	/	/	/	/	/
Evaluation of educational materials	/	/	/	/	/	/	/	/	/	/	/	/
Acquisition of private funds	,060**	,073***	,071***	/	/	/	,082***	,091***	,090***	,121***	,060***	/
Management of material resources	/	/	/	/	/	/	/	,074***	,077***	,064***	/	,058**
Management of funds generated	,074***	,079***	/	/	/	/	,090***	/	,120***	,084***	,089***	,082***
Developing the school budget	/	/	/	/	/	/	/	/	,093***	/	/	/
Allocation of the budget	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of teachers	/	/	-	/	/	,061***	/	/	/	-,059**	/	,080***
Supervision of teachers	,105***	,113***	/	/	/	,080***	,096***	,090***	,069***	/	,106***	,164***
Educational development of teachers	/	/	/	/	/	/	/	,094***	/	/	/	,074***
Recruitment of students	-	-	/	/	/	/	/	/	-,068***	-	/	/
Supervision of students	,116***	,093***	/	/	/	/	/	/	-,091***	/	/	/
Disciplining of students	,107***	,064***	/	/	/	/	,062**	,066***	,101***	/	,092***	,089***
Recruitment of professional staff	-	-	-,060**	/	/	/	/	-	-,070***	-	-	/
Recruitment of technical staff	,078***	,067***	/	/	/	/	/	,072***	/	,104***	,064***	,060***
Supervision of professional staff	,083***	/	/	/	/	/	/	/	/	/	/	/
Supervision of technical staff	/	/	/	/	/	,058**	,055**	/	/	/	,055**	/
Ensuring parental involvement	,064***	/	/	/	/	/	/	/	/	/	,061**	,068***
Educational and administrative training of parents members of the school's governing body	,081***	/	/	/	/	,059***	,070***	,062***	,114***	,082***	,111***	,107***
Resolution of conflicts between school/families over values	/	/	/	/	/	,072***	/	/	,098***	/	,068***	/
Community's awareness	,093***	,067***	/	/	/	,060**	,069***	,079***	,082***	/	,064**	/
Partnerships with community organizations	,056**	,076***	,084***	/	,092***	/	,082***	,078***	,135***	,127***	,081***	/
Participation on management committees	/	/	/	/	,062***	/	/	/	/	/	/	/
Reporting to appropriate authorities for accountability	,086***	,105***	/	/	/	/	,070***	/	,098***	/	,110***	/
Assumed roles***												
Manager of emergencies	,111***	,100***	/	/	/	/	,090***	,096***	,084***	/	,084***	,071***
Conductor	/	/	/	/	/	/	/	,084***	,089***	/	,070***	/
School's general administrator	,080***	,091***	,071***	,085***	/	/	/	,070***	,117***	,078***	,065***	/
Pedagogical leader	/	/	/	/	/	,112***	/	,093***	/	/	/	,084***
Educator of students	,085***	/	/	/	/	,074***	/	/	/	/	,078***	,094***
Supervisor of the work of	,113***	,099***	/	/	/	,114***	,101***	,107***	/	/	,101***	,155***

teachers													
Developer and planner of the school's educational project	/	/	/	/	/	,070***	/	,095***	,075***	/	,070***	/	/
Change agent for the school's policies and practices	,086***	,073***	/	/	,068***	/	,107***	,112***	,072***	/	,073***	/	/
Promoter of the school in the community	,092***	/	/	/	,072***	,137***	,091***	/	/	/	,073***	,097***	,085***
Parents' spokesperson and mediator	,084***	,084***	/	/	/	/	,066***	,081***	,090***	,071***	,104***	,072***	,103***
Liaison with school authorities	,057**	/	,075***	/	/	,069***	/	,077***	,079***	/	,087***	,065***	,074***
Task involving teaching	/	/	/	Very important, important V=,085***	/	/	Not or not very important V=,094***	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 Unless otherwise indicated, the numbers in the table represent Kendall's Tau
/: Non significant

* The extent of the scale goes from "very important" to "not important at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible"
*** The extent of the scale goes from "very important" to "not important at all"

Table 5.67 Impacts of changes on the function of principal and the assumed roles - Correlations

	Change of management approach*	Diminution of mastery of situation*	Increase of motivation*	Developing new abilities to adapt*	Increase of workload*	Improvement of status*	Focus on the key elements of school's mission*	Minimize the human costs of change*	Clarification of school's operating rules*	More aware of relations with schools*	Disruption of career plan*	Additional training*
Assumed responsibilities**												
Assignment of teaching tasks	/	/	/	,068***	,090***	/	/	/	/	/	/	/
Assignment of students	/	/	/	,069***	,075***	/	/	/	/	/	/	/
Development of the school's rules	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's mission	/	/	/	/	/	/	/	/	/	/	/	/
Definition of the educational programs	/	/	/	/	/	/	/	/	/	/	/	/
Evaluation of educational programs and teaching methods	/	/	/	/	/	/	,073***	/	/	/	/	/
Selection of educational materials	/	/	/	/	/	/	/	/	/	/	/	/
Evaluation of educational materials	/	-	/	/	/	/	/	/	/	/	/	/
Analysis of school data and statistics	/	,063***	/	/	/	/	/	/	/	/	/	/
Acquisition of private funds	/	/	/	,071***	/	/	/	,075***	/	/	,062***	,094***
Management of material resources	/	/	/	/	,091***	/	/	/	/	/	/	/
Management of funds generated	/	/	/	/	,085***	/	/	/	/	/	/	/
Developing the school budget	,095***	/	/	/	/	/	/	/	,075***	/	/	,066***
Allocation of the budget	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of teachers	/	/	/	/	/	/	/	/	/	/	/	/
Supervision of teachers	/	/	/	/	,116***	/	/	/	/	/	/	/
Educational development of teachers	/	-	,072***	/	/	/	,099***	/	,106***	/	/	,071***
Recruitment of students	/	,088***	/	/	-	,062***	/	/	,069***	/	/	/
Disciplining of students	/	/	/	/	,082***	/	/	/	/	/	/	/
Supervision of students	,063***	/	/	/	,073***	/	/	/	/	/	/	/
Recruitment of professional staff	/	/	,066***	/	/	,082***	/	/	,077***	,063***	/	/
Recruitment of technical staff	/	/	/	/	/	/	/	/	,084***	/	/	/
Supervision of professional staff	/	/	/	/	/	/	,075***	/	,074***	/	/	/
Supervision of technical staff	/	/	/	/	/	/	/	,068***	,102***	/	/	/
Ensuring parental involvement	/	/	/	/	/	/	/	/	/	/	/	/
Educational and administrative training of parents members of the school's governing body	/	,079***	/	/	,088***	/	/	/	/	/	/	/
Community's awareness	/	/	/	/	,081***	/	/	/	/	/	/	/
Partnerships with community organizations	,069***	/	/	,068***	,065***	/	/	/	,076***	,065***	,068***	,081***
Resolution of conflicts between school/families over values	/	/	/	/	/	/	/	/	/	/	/	/
Participation on management committees	/	/	,068***	/	/	/	,080***	/	,092***	/	,060***	,065***
Reporting to appropriate authorities for accountability	/	/	/	,075***	,134***	/	/	/	/	/	/	,085***
Assumed roles**												
Manager of emergencies	,067***	/	/	/	,154***	/	/	/	/	/	/	,091***
Conductor	/	/	/	/	,082***	,076***	/	,079***	/	/	/	/
School's general administrator	/	/	/	,080***	,132***	,065***	,070***	,109***	,066***	/	/	/
Pedagogical leader	/	-	,101***	,100***	/	,139***	/	,071***	,071***	/	/	/
Educator of students	/	,123***	/	/	/	,069***	/	/	/	/	/	/
Supervisor of the work of teachers	/	/	/	,078***	,072***	,102***	/	/	/	/	/	/
Developer and planner of the school's educational project	,071***	/	/	,101***	,087***	,120***	,070***	,110***	,102***	/	/	/
Change agent for the school's policies and practices	/	/	/	,123***	,091***	,119***	/	,087***	,071***	/	/	/
Promoter of the school in the community	/	/	,063***	/	/	,080***	/	/	/	/	/	/
Parents' spokesperson and mediator	/	/	/	/	,093***	/	/	,102***	/	/	/	/
Liaison with school authorities	/	/	/	/	,068***	/	/	,082***	,088***	/	/	/
Task involving teaching	/	/	/	/	/	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "entire agreement" to "entire disagreement" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.68 Impacts of changes on schools and the assumed responsibilities and roles - Correlations

	Higher motivation of staff*	Loss of usual benchmarks*	Environment of greater distrust*	Feeling of ineffectiveness*	Reinforcement of rivalries*	Greater demand for training*	Decrease in the quality of services to students*	Improvement of school success*	Greater student selection*	Greater involvement of parents*	Deterioration of the school environment*	Higher qualification of teaching staff*	Increase costs to parents*	Better social integration of students*
Assumed responsibilities**														
Assignment of teaching tasks	/	/	/	/	/	,075***	/	,081**	/	/	/	,074**	/	/
Assignment of students	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's rules	/	/	/	/	/	/	,072**	/	,066**	/	/	/	/	/
Development of the school's mission	/	/	/	/	/	/	/	/	,083**	/	/	/	/	/
Definition of the educational programs	/	/	/	/	/	/	/	/	,084**	/	/	/	/	/
Evaluation of educational programs and teaching methods	/	/	/	/	/	/	/	/	/	/	/	,010**	/	/
Selection of educational materials	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Evaluation of educational materials	/	-,077***	-,069***	/	/	/	/	/	/	/	-	,075**	/	/
Analysis of school data and statistics	/	/	/	,062**	/	/	/	/	/	/	,077**	/	/	/
Acquisition of private funds	/	/	/	/	/	,082***	/	/	/	/	/	,097**	,070**	/
Management of material resources	/	/	,071***	/	/	/	,073**	/	/	/	/	/	/	/
Management of funds generated	/	,064***	,095***	,082**	/	,081***	,098**	/	/	/	/	/	/	/
Developing the school budget	/	,108***	,117***	,062**	,065**	,084***	,061**	/	/	/	,072**	/	,061**	/
Allocation of the budget	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of teachers	/	-,072***	/	/	/	/	/	/	/	/	/	/	/	/
Supervision of teachers	/	/	,085***	/	/	,094***	,123**	/	/	/	,092**	/	/	/
Educational development of teachers	/	/	/	/	/	,077***	/	,081**	/	/	/	,105**	/	/
Recruitment of students	/	/	/	/	/	/	/	/	,190**	/	/	/	,068**	/
Disciplining of students	/	/	,080***	,087**	/	/	,104**	/	/	/	,079**	/	/	/
Supervision of students	/	/	,090***	,073**	/	/	,086**	/	,069**	/	,080**	/	/	/
Recruitment of professional staff	/	/	-,061***	-	/	/	-	,082**	,132**	/	/	/	/	/
Recruitment of technical staff	/	/	/	,070**	/	/	,084**	/	*	/	/	/	/	,068**
Supervision of professional staff	/	/	/	/	/	/	/	/	/	/	/	,062**	/	,067**
Supervision of technical staff	/	,094***	/	/	/	/	/	/	/	/	/	/	/	/
Ensuring parental involvement	/	/	/	/	/	/	,077**	/	/	,102**	/	,068**	/	,064**
Educational and administrative training of parents members of the school's governing body	/	,088***	,114***	,093**	,140**	,099***	,117**	/	/	/	,069**	/	,067**	,076**
Community's awareness	/	/	,077***	/	/	,089***	,077**	/	/	/	,067**	/	/	/
Resolution of conflicts between school/families over values	/	/	,087***	,074**	/	,081***	,115**	/	/	/	,084**	,072**	/	/
Partnerships with community organizations	/	,128***	,093***	,080**	,085**	,100***	,118**	/	,064**	/	,075**	,084**	/	,070**
Participation on management committees	/	/	/	/	/	,077***	/	/	/	/	/	/	/	/
Reporting to appropriate authorities for accountability	/	/	/	/	/	,070***	,088**	/	/	/	/	/	/	/
Assumed roles***														
Manager of emergencies	,107**	,073***	,121***	,090**	,064**	,092***	,082**	/	/	/	/	/	/	/
Conductor	,101**	/	/	/	/	,072***	/	/	/	/	/	/	/	/

School's general administrator	,105** *	,098***	,067***	,075** *	/	,113***	,069** *	/	/	/	/	,082** *	/	/
Pedagogical leader	,071** *	/	/	,063** *	/	/	/	,095** *	/	,067** *	- *	,086** *	/	/
Educator of students	,064** *	/	/	/	/	/	/	,077** *	/	,064** *	/	,063** *	/	/
Supervisor of the work of teachers	,101** *	/	/	/	/	,088***	/	,067** *	/	/	/	,075** *	/	/
Developer and planner of the school's educational project	/	/	/	/	/	,086***	/	,097** *	/	/	/	,071** *	/	/
Change agent for the school's policies and practices	/	/	/	/	/	,089***	/	,082** *	/	/	/	/	/	/
Promoter of the school in the community	/	/	/	/	/	/	/	,123** *	,094** *	,114** *	/	,073** *	,065** *	/
Parents' spokesperson and mediator	/	,093***	,071***	/	/	,115***	,086** *	/	/	/	/	,089** *	,093** *	,073** *
Liaison with school authorities	,064** *	/	/	/	/	,084***	/	/	/	/	/	/	/	,083** *
Task involving teaching	/	Not or not very important V=,103** *	Not or not very important V=,126**	/	/	Important-très important V=,079** *	/	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Unless otherwise indicated, the numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "very important" to "not important at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.69 Positive impacts of school related changes on school and assumed responsibilities and roles - Correlations

	Student learning*	Student integration into society *	Professionalization of teachers*	Duties as school principal*	Effectiveness of the school system*	Relationships with parents*	Recognition of the school's mission statement*
Assumed responsibilities**							
Assignment of teaching tasks	,066***	/	/	/	,101***	/	/
Assignment of students	/	/	/	/	/	/	/
Development of the school's rules	/	/	/	/	/	/	/
Development of the school's mission	/	/	/	/	/	/	/
Definition of the educational programs	/	/	/	,066***	/	/	/
Evaluation of educational programs and teaching methods	/	/	/	/	,076***	/	/
Selection of educational materials	/	/	,066***	/	/	/	/
Evaluation of educational materials	/	/	,072***	/	,068***	/	/
Analysis of school data and statistics	/	/	/	/	/	/	/
Acquisition of private funds	/	/	,074***	/	/	/	/
Management of material resources	/	/	/	/	/	/	/
Management of funds generated	/	,068***	/	/	/	/	/
Developing the school budget	/	/	/	/	/	/	/
Allocation of the budget	/	/	/	/	/	/	/
Recruitment of teachers	/	/	,067***	/	/	/	/
Supervision of teachers	/	/	/	/	,070***	/	/
Educational development of teachers	,135***	,129***	,155***	,111***	,105***	,093***	,143***
Recruitment of students	/	/	/	/	/	/	/
Supervision of students	/	/	/	/	/	/	/
Disciplining of students	/	/	/	/	/	/	/
Recruitment of professional staff	/	/	/	,066***	/	,063***	,073***
Recruitment of technical staff	/	/	/	,060***	/	/	,074***
Supervision of professional staff	/	/	/	/	/	,062***	/
Supervision of technical staff	/	,061***	/	/	/	,074***	,077***
Ensuring parental involvement	/	/	/	/	/	,063***	/
Resolution of conflicts between school/families over values	/	/	/	/	/	/	/
Educational and administrative training of parents members of the school's governing body	/	/	/	/	/	/	/
Community's awareness	/	/	/	/	/	/	/
Partnerships with community organizations	/	,079***	/	/	/	,071***	/
Participation on management committees	/	,073***	,067***	,081***	,065***	,064***	,104***
Reporting to appropriate authorities for accountability	/	/	/	/	/	/	/
Assumed roles***							
Manager of emergencies	/	/	/	/	,069***	/	/
Conductor	/	/	,081***	,108***	/	/	/
School's general administrator	/	/	/	/	/	/	/
Pedagogical leader	,111***	,092***	,122***	,128***	,113***	,112***	,120***
Educator of students	/	/	/	/	,068***	/	/
Supervisor of the work of teachers	,099***	/	,091***	,091***	,086***	/	/
Developer and planner of the school's educational project	,081***	/	,064***	,068***	/	,088***	/
Change agent for the school's policies and practices	,097***	,113***	,097***	,116***	,087***	,118***	,112***
Promoter of the school in the community	/	/	,068***	,073***	/	/	,072***
Parents' spokesperson and mediator	/	,070***	/	,066***	/	,087***	,065***
Liaison with school authorities	/	,091***	,078***	,082***	,068***	,072***	,077***
Task involving teaching	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant *The extent of the scale goes from "to a great extent" to "not at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.70 Competition importance and assumed responsibilities and roles - Correlations

	Increase competition between the schools in your area*	Impact of competition on your job as principal*	Impact of competition on the recruitment and retention of students*	Impact of competition on the recruitment and retention of staff*
Assumed responsibilities**				
Assignment of teaching tasks	/	/	/	,067***
Assignment of students	/	/	/	/
Development of the school's rules	/	/	/	/
Development of the school's mission	/	/	/	/
Definition of the educational programs	,092***	/	,076***	/
Evaluation of educational programs and teaching methods	/	/	/	/
Selection of educational materials	/	/	/	/
Evaluation of educational materials	/	/	/	/
Analysis of school data and statistics	/	/	/	/
Acquisition of private funds	/	,085***	/	,079***
Management of material resources	/	/	/	/
Management of funds generated	/	,077***	/	/
Developing the school budget	,110***	,093***	,111***	,074***
Allocation of the budget	/	/	/	/
Recruitment of teachers	/	/	,076***	,111***
Supervision of teachers	/	/	/	/
Educational development of teachers	,066***	/	,081***	/
Recruitment of students	,276***	,164***	,335***	,177***
Supervision of students	/	,069***	/	/
Disciplining of students	/	/	/	/
Recruitment of professional staff	,094***	,066***	,128***	,136***
Recruitment of technical staff	,081***	,082***	,121***	,094***
Supervision of professional staff	/	/	/	,066***
Supervision of technical staff	,060***	,084***	,084***	/
Ensuring parental involvement	/	/	/	/
Educational and administrative training of parents members of the school's governing body	/	,091***	/	/
Resolution of conflicts between school/families over values	/	,061***	/	/
Community's awareness	/	/	/	/
Partnerships with community organizations	/	,092***	/	/
Participation on management committees	/	/	/	/
Reporting to appropriate authorities for accountability	/	/	/	/
Assumed roles***				
Manager of emergencies	/	/	/	/
Conductor	/	/	/	/
School's general administrator	/	/	/	/
Pedagogical leader	/	/	/	/
Educator of students	/	/	/	/
Supervisor of the work of teachers	/	/	/	/
Developer and planner of the school's educational project	,062***	,083***	,070***	,065***
Change agent for the school's policies and practices	/	/	/	/
Promoter of the school in the community	,067***	,072***	,065***	,091***
Parents' spokesperson and mediator	,053*	,085***	,059**	,084***
Liaison with school authorities	/	/	/	/
Task involving teaching	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "very important" to "not important at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.71 School related changes and the idealized responsibilities and roles - Correlations

	Reduction in human resources*	Reduction in other resources*	School staff changes*	Fluctuation in the number of students	Socio-economic changes *	Cultural and linguistic diversity*	ICT in education and management	New instructional approaches*	New distribution of authorities between central and local boards*	Reorganization of school boards*	New accountability policies*	Formalized student assessment*	Formalized teacher assessment*
Idealized responsibilities**													
Assignment of teaching tasks <i>ideally</i>	,130***	,085***	/	/	/	/	,078***	/	,098***	,066***	/	/	/
Assignment of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's rules <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's mission <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Definition of the educational programs <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Evaluation of educational programs <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Selection of educational materials <i>ideally</i>	/	/	/	/	/	,077***	/	/	/	/	/	/	/
Evaluation of educational materials <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Analysis of school statistics <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	,069***	/
Acquisition of private funds <i>ideally</i>	/	/	/	/	/	/	/	,064***	,068***	,112***	/	/	/
Management of material resources <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Management of funds generated <i>ideally</i>	,076***	/	/	/	/	/	,089***	/	,095***	,071***	/	/	/
Developing the school budget <i>ideally</i>	/	/	/	/	/	/	/	/	,093***	/	/	/	/
Allocation of the budget <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of teachers <i>ideally</i>	,113***	,104***	/	,086***	/	,075***	/	/	,080***	/	,079***	,082***	/
Supervision of teachers <i>ideally</i>	,108***	,087***	/	/	/	/	,082***	/	,066***	/	/	,101***	/
Educational development of teachers <i>ideally</i>	/	/	,068***	/	,077***	/	/	/	/	/	/	/	/
Recruitment of students <i>ideally</i>	,064***	/	/	/	/	,064***	/	/	/	/	/	/	/
Supervision of students <i>ideally</i>	,075***	/	/	/	/	/	/	/	,075***	/	/	/	,062***
Disciplining of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of professional staff <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of technical staff <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	,062***
Supervision of professional staff <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Supervision of technical staff <i>ideally</i>	/	/	/	/	/	/	/	/	,063***	/	/	/	/

School related changes and the idealized responsibilities and roles – Correlations (continued)

	Reduction in human resources*	Reduction in other resources*	School staff changes*	Fluctuation in the number of students	Socio-economic changes *	Cultural and linguistic diversity*	ICT in education and management	New instructional approaches*	New distribution of authorities between central and local bodies*	Reorganization of school boards*	New accountability policies*	Formalized student assessment*	Formalized teacher assessment*
Ensuring parental involvement <i>ideally</i>	/	/	/	/	/	/	,072***	,070***	/	/	/	/	/
Educational and administrative training of parents members of the school's governing body <i>ideally</i>	/	/	/	/	,063***	/	,064***	,066***	,114***	,074***	,089***	,077***	/
Resolution of conflicts between school/families over values <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Community's awareness <i>ideally</i>	/	/	/	/	/	,069***	/	,079***	,064***	/	/	/	/
Partnerships with community organizations <i>ideally</i>	/	/	/	/	,104***	/	,075***	,075***	,065***	,081***	/	/	/
Participation on management committees <i>ideally</i>	/	/	,080***	,076***	,097***	/	/	/	,074***	/	/	/	/
Reporting to appropriate authorities for accountability <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/
Idealized roles***													
Manager of emergencies <i>ideally</i>	,091***	/	/	/	/	,076***	,077***	/	/	/	/	,093***	,116***
Conductor, coordinator, assembler, team leader <i>ideally</i>	/	/	/	/	/	/	/	,082***	/	/	/	/	/
School's general administrator <i>ideally</i>	/	/	/	/	/	/	,069***	,075***	/	/	/	/	/
Pedagogical leader <i>ideally</i>	,125***	,096***	/	/	,074***	,109***	,086***	,138***	/	/	,106***	,079***	,068***
Educator of students <i>ideally</i>	,126***	,075***	/	/	/	,081***	/	/	/	/	/	,101***	,087***
Supervisor of the work of teachers <i>ideally</i>	,115***	,100***	/	/	/	,089***	,115***	,112***	/	/	,098***	,119***	,134***
Developer and planner of the school's educational project <i>ideally</i>	/	/	/	/	,083***	,070***	/	,103***	/	/	,073***	/	/
Change agent for the school's policies and practices <i>ideally</i>	,091***	,080***	/	/	,086***	,068***	,112***	,091***	,089***	/	,093***	,068***	,083***
Promoter of the school in the community <i>ideally</i>	,093***	,076***	/	,069***	,091***	,100***	,076***	/	/	/	/	,099***	,083***
Parents' spokesperson and mediator <i>ideally</i>	/	/	/	/	/	/	,105***	,101***	/	/	,101***	,094***	,111***
Liaison with school authorities <i>ideally</i>	/	/	/	/	/	,065***	/	,095***	/	/	/	,066***	,083***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "very important" to "not important at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.72 Impacts on changes on the function of principal and the idealized responsibilities and roles - Correlations

	Change of management approach*	Diminution of mastery of situation*	Increase of motivation*	Developing new abilities to adapt*	Increase of workload*	Improvement of status*	Focus on the key elements of school's mission*	Minimize the human costs of change*	Clarification of school's operating rules* Conscience plus grande des relations de partenariat*	Disruption of career plan*	Additional training*
Idealized responsibilities**											
Assignment of teaching tasks <i>ideally</i>	/	/	/	/	,113***	/	/	/	/	/	/
Assignment of students <i>ideally</i>	/	/	/	/	,070***	/	/	/	/	/	/
Development of the school's rules <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Development of the school's mission <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Definition of the educational programs <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Evaluation of educational programs and teaching methods <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Selection of educational materials <i>ideally</i>	/	/	/	/	/	,066***	/	/	/	/	/
Evaluation of educational materials <i>ideally</i>	/	/	/	/	/	/	,071***	/	/	/	/
Analysis of school statistics <i>ideally</i>	/	/	,075***	/	/	,069***	,082***	/	/	/	/
Acquisition of private funds <i>ideally</i>	/	/	,079***	,069***	/	/	/	,094***	/	/	/
Developing the school budget <i>ideally</i>	,092***	/	/	/	/	/	/	,065***	/	/	/
Allocation of the budget <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Management of material resources <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Management of funds generated <i>ideally</i>	/	/	/	,077***	/	/	/	/	/	/	/
Recruitment of teachers <i>ideally</i>	/	,068***	/	/	,095***	/	/	/	/	/	/
Supervision of teachers <i>ideally</i>	/	/	/	/	,103***	/	/	/	/	/	/
Educational development of teachers <i>ideally</i>	/	/	,068***	/	/	/	,105***	,068***	,070***	/	/
Recruitment of students <i>ideally</i>	/	/	/	/	/	/	/	/	,079***	/	,072***
Supervision of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Disciplining of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/
Recruitment of professional staff <i>ideally</i>	/	/	/	/	/	/	/	,111***	,086***	/	/
Recruitment of technical staff <i>ideally</i>	/	/	/	,064***	/	/	/	,085***	,073***	/	/
Supervision of professional staff <i>ideally</i>	/	/	/	/	/	/	/	,068***	/	/	/
Supervision of technical staff <i>ideally</i>	/	/	/	,069***	/	/	/	,078***	,068***	/	/
Ensuring parental involvement <i>ideally</i>	/	/	,074***	,098***	/	/	,070***	/	/	/	/
Educational and administrative training of parents members of the school's governing body <i>ideally</i>	,065***	/	/	,086***	,072***	/	,081***	,071***	,066***	,063***	/
Resolution of conflicts between school/families over values <i>ideally</i>	/	/	/	/	/	/	,070***	/	/	/	/
Community's awareness <i>ideally</i>	/	/	/	,102***	/	/	,102***	/	/	/	/
Partnerships with community organizations <i>ideally</i>	/	/	,063***	/	/	/	,071***	,077***	,069***	,083***	,073***
Participation on management committees <i>ideally</i>	/	/	,063***	,069***	/	,063***	,087***	,067***	,068***	/	,064***
Reporting to appropriate authorities for accountability <i>ideally</i>	/	/	,093***	,098***	/	/	,101***	/	/	/	/
Idealized roles**											
Manager of emergencies <i>ideally</i>					,070***						
Conductor, coordinator, assembler, team leader <i>ideally</i>							,114***		,067***	,070***	
School's general administrator <i>ideally</i>				,071***	,075***		,096***		,066***		
Pedagogical leader <i>ideally</i>				,108***	,093***		,073***		,067***	,095***	,072***
Educator of students <i>ideally</i>				,078***							
Supervisor of the work of teachers <i>ideally</i>				,081***	,080***		,094***			,067***	
Developer and planner of the school's educational project <i>ideally</i>	,087***		,066***	,109***	,082***		,131***	,074***	,107***	,109***	
Change agent for the school's policies				,143***	,081***		,112***			,096***	

and practices <i>ideally</i>									
Promoter of the school in the community <i>ideally</i>			,068***	,090***			,112***		,083***
Parents' spokesperson and mediator <i>ideally</i>				,089***			,081***	,070***	,079***
Liaison with school authorities <i>ideally</i>				,073***			,089***	,087***	,087***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "entire agreement" to "entire disagreement" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.73 Impacts on changes on schools and idealized responsibilities and roles - Correlations

	Higher motivation of staff*	Loss of usual benchmarks*	Environment of greater distrust*	Feeling of ineffectiveness*	Reinforcement of rivalries*	Greater demand for training*	Decline of the quality of services to students*	Improvement of school success*	Greater student selection*	Greater involvement of parents*	Deterioration of the school environment*	Higher qualification of teaching staff*	Increase costs to parents*	Better social integration of students*
Idealized responsibilities**														
Assignment of teaching tasks <i>ideally</i>	/	/	,076***	,077***	,065***	,088***	,075***	/	/	/	,071***	/	/	/
Assignment of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Development of the school's rules <i>ideally</i>	/	/	,068***	/	/	/	,084***	/	/	/	/	/	/	/
Development of the school's mission <i>ideally</i>	/	/	/	/	/	/	/	/	,096***	/	/	/	/	/
Definition of the educational programs <i>ideally</i>	/	/	/	/	/	/	/	/	,084***	/	/	/	/	/
Evaluation of educational programs and teaching methods <i>ideally</i>	/	/	,068***	/	/	/	/	/	/	/	,073***	/	/	/
Selection of educational materials <i>ideally</i>	,065***	/	/	/	/	/	/	/	/	/	/	/	/	/
Evaluation of educational materials <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Analysis of school statistics <i>ideally</i>	/	,066***	/	/	/	/	/	/	/	/	/	/	/	/
Acquisition of private funds <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	,081***	/	/
Management of material resources <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Management of funds generated <i>ideally</i>	/	,066***	,074***	/	/	/	,079***	/	/	/	/	/	/	/
Developing the school budget <i>ideally</i>	/	,103***	,115***	/	/	/	,063***	/	/	/	,070***	/	/	/
Allocation of the budget <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Recruitment of teachers <i>ideally</i>	/	/	,139***	,094***	,105***	/	,125***	/	/	/	,123***	/	,072***	/
Supervision of teachers <i>ideally</i>	/	/	,098***	/	/	/	,114***	/	/	/	,092***	/	/	/
Educational development of teachers <i>ideally</i>	/	/	/	/	/	/	/	,079***	/	/	/	/	/	/
Recruitment of students <i>ideally</i>	/	/	/	/	/	/	/	/	,182***	/	,065***	/	,070***	/
Supervision of students <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Disciplining of students <i>ideally</i>	/	/	/	/	/	/	,078***	/	/	/	/	/	/	/
Recruitment of professional staff <i>ideally</i>	/	/	,064***	/	/	/	/	,096***	,086***	/	/	/	/	,081***
Recruitment of technical staff <i>ideally</i>	/	,073***	,065***	/	,074***	/	/	,072***	,068***	/	/	/	/	,081***
Supervision of professional staff <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	,072***
Supervision of technical staff <i>ideally</i>	/	,085***	/	/	/	/	/	/	/	/	/	/	/	,065***
Ensuring parental involvement <i>ideally</i>	,077***	/	/	/	/	/	/	/	/	,102***	/	,069***	/	,067***
Educational and administrative training of parents members of the school's governing body <i>ideally</i>	/	,075***	,085***	/	,121***	,088***	,072***	/	/	,069***	/	,061***	/	,088***
Resolution of conflicts between school/families over values <i>ideally</i>	/	/	/	/	/	/	,066***	/	/	/	/	/	/	/
Community's awareness <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Partnerships with community organizations <i>ideally</i>	,075***	,081***	/	/	/	,064***	,067***	,078***	,064***	/	/	,091***	/	,085***
Participation on management committees <i>ideally</i>	/	,075***	/	/	/	,083***	/	/	/	/	/	/	/	/
Reporting to appropriate authorities for accountability <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Idealized roles**														
Manager of emergencies <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Conductor, coordinator, assembler, team leader <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
School's general administrator <i>ideally</i>	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Pedagogical leader <i>ideally</i>	/	,080***	,084***	/	/	/	/	/	/	/	/	/	/	,081***
Educator of students <i>ideally</i>	,089***	/	/	/	/	,096***	,091***	/	/	/	/	/	/	,066***
Supervisor of the work of teachers <i>ideally</i>	,066***	/	/	/	/	,086***	,072***	/	/	/	/	/	/	,070***
Developer and planner of the school's educational project	,095***	/	/	/	/	,094***	/	,115***	/	/	/	/	/	,091***

<i>ideally</i>														
Change agent for the school's policies and practices <i>ideally</i>	,076***	,071***	/	/	/	,083***	/	,092***	/	/	/	,076***	/	,072***
Promoter of the school in the community <i>ideally</i>	,089***	/	/	/	/	/	/	,121***	,071***	,088***	/	,097***	/	,067***
Parents' spokesperson and mediator <i>ideally</i>	,076***	/	/	/	/	,101***	/	,071***	/	/	/	,105***	/	,076***
Liaison with school authorities <i>ideally</i>	/	/	/	/	/	,067***	/	/	/	/	/	,078***	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "very important" to "not important at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.74 Positive impacts of school related changes on schools and idealized responsibilities and roles - Correlations

	Student learning*	Student integration into society *	Professionalization of teachers*	Duties as school principal*	Effectiveness of the school system*	Relationships with parents*	Recognition of the school's mission statement*
Idealized responsibilities**							
Assignment of teaching tasks <i>ideally</i>	/	/	/	/	/	/	/
Assignment of students <i>ideally</i>	/	/	/	/	/	/	/
Development of the school's rules <i>ideally</i>	/	/	/	/	/	/	/
Development of the school's mission <i>ideally</i>	/	/	/	/	/	/	/
Definition of the educational programs <i>ideally</i>	/	/	/	/	/	/	/
Evaluation of educational programs and teaching methods <i>ideally</i>	/	/	/	/	/	/	/
Selection of educational materials <i>ideally</i>	/	/	,077***	/	/	/	/
Evaluation of educational materials <i>ideally</i>	/	/	,076***	/	/	/	,064***
Analysis of school statistics <i>ideally</i>	,077***	/	/	/	,071***	/	,079***
Acquisition of private funds <i>ideally</i>	/	,093***	,072***	,065***	,068***	,079***	,090***
Management of material resources <i>ideally</i>	/	/	/	/	/	/	/
Management of funds generated <i>ideally</i>	/	/	/	/	/	/	/
Developing the school budget <i>ideally</i>	/	/	/	/	/	/	/
Allocation of the budget <i>ideally</i>	/	/	/	/	/	/	/
Recruitment of teachers <i>ideally</i>	/	/	/	/	/	/	/
Supervision of teachers <i>ideally</i>	/	/	/	/	/	/	/
Educational development of teachers <i>ideally</i>	,115***	,109***	,080***	,072***	,070***	,060**	,111***
Recruitment of students <i>ideally</i>	/	/	/	/	/	/	/
Supervision of students <i>ideally</i>	/	/	/	/	/	/	/
Disciplining of students <i>ideally</i>	/	/	/	/	/	/	/
Recruitment of professional staff <i>ideally</i>	/	/	/	/	/	/	,064***
Recruitment of technical staff <i>ideally</i>	/	,070***	/	/	/	/	,069***
Supervision of professional staff <i>ideally</i>	/	/	/	/	/	/	/
Supervision of technical staff <i>ideally</i>	/	,077***	/	/	/	,070***	,068***
Ensuring parental involvement <i>ideally</i>	/	/	,078***	/	/	,096***	,074***
Educational and administrative training of parents members of the school's governing body <i>ideally</i>	/	,080***	/	/	/	/	,091***
Resolution of conflicts between school/families over values <i>ideally</i>	/	,064***	/	/	/	,063***	/
Community's awareness <i>ideally</i>	,076***	/	/	,067***	,079***	,082***	,095***
Partnerships with community organizations <i>ideally</i>	,064***	,114***	/	/	,063***	,087***	,093***
Participation on management committees <i>ideally</i>	/	,099***	,064***	,089***	,068***	,077***	,108***
Reporting to appropriate authorities for accountability <i>ideally</i>	/	/	/	/	,065***	,065***	,074***
Idealized roles***							
Manager of emergencies <i>ideally</i>	/	/	/	/	/	/	/
Conductor, coordinator, assembler, team leader <i>ideally</i>	,086***	,094***	,078***	,093***	,075***	/	,081***
School's general administrator <i>ideally</i>	,076***	,073***	/	/	,075***	,068***	,080***
Pedagogical leader <i>ideally</i>	,081***	,078***	/	/	,094***	,081***	,078***
Educator of students <i>ideally</i>	/	/	/	/	/	/	/
Supervisor of the work of teachers <i>ideally</i>	,069***	,075***	/	,076***	,081***	/	/
Developer and planner of the school's educational project <i>ideally</i>	,111***	,131***	,100***	,082***	,109***	,123***	,138***
Change agent for the school's policies and practices <i>ideally</i>	,075***	,082***	,071***	,071***	,062**	,073***	,105***
Promoter of the school in the community <i>ideally</i>	,108***	,103***	,079***	/	,112***	,104***	,098***
Parents' spokesperson and mediator <i>ideally</i>	,102***	,091***	,100***	,078***	,090***	,111***	,113***
Liaison with school authorities <i>ideally</i>	,079***	,106***	,079***	,092***	,087***	,072***	,099***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant *The extent of the scale goes from "to a great extent" to "not at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.75 Competition importance and idealized responsibilities and roles- Correlations

	Increase competition between the schools in your area*	Impact of competition on your job as principal*	Impact of competition on the recruitment and retention of students*	Impact of competition on the recruitment and retention of staff*
Idealized responsibilities**				
Assignment of teaching tasks <i>ideally</i>	/	/	/	,072***
Assignment of students <i>ideally</i>	/	/	/	/
Development of the school's rules <i>ideally</i>	/	,066***	/	/
Development of the school's mission <i>ideally</i>	/	/	/	/
Definition of the educational programs <i>ideally</i>	,070***	,062***	,077***	,063***
Evaluation of educational programs and teaching methods <i>ideally</i>	/	/	/	/
Selection of educational materials <i>ideally</i>	/	/	/	/
Evaluation of educational materials <i>ideally</i>	/	/	/	/
Analysis of school statistics <i>ideally</i>	/	/	/	/
Acquisition of private funds <i>ideally</i>	/	/	/	/
Management of material resources <i>ideally</i>	/	/	/	/
Management of funds generated <i>ideally</i>	/	,065***	/	/
Developing the school budget <i>ideally</i>	,081***	,084***	,084***	/
Allocation of the budget <i>ideally</i>	/	/	/	/
Recruitment of teachers <i>ideally</i>	,068***	,078***	,059**	,056**
Supervision of teachers <i>ideally</i>	/	/	/	/
Educational development of teachers <i>ideally</i>	,071***	,095***	,074***	,050*
Recruitment of students <i>ideally</i>	/	/	/	/
Supervision of students <i>ideally</i>	/	,062***	/	/
Disciplining of students <i>ideally</i>	,271***	,204***	,325***	,166***
Recruitment of professional staff <i>ideally</i>	,078***	,105***	,094***	,102***
Recruitment of technical staff <i>ideally</i>	,097***	,110***	,102***	,064***
Supervision of professional staff <i>ideally</i>	/	,066***	/	/
Supervision of technical staff <i>ideally</i>	/	,095***	,077***	/
Ensuring parental involvement <i>ideally</i>	/	/	/	/
Educational and administrative training of parents members of the school's governing body <i>ideally</i>	/	,090***	,061***	/
Resolution of conflicts between school/families over values <i>ideally</i>	/	/	/	/
Community's awareness <i>ideally</i>	/	/	/	/
Partnerships with community organizations <i>ideally</i>	/	/	/	/
Participation on management committees <i>ideally</i>	/	,075***	/	/
Reporting to appropriate authorities for accountability <i>ideally</i>	/	/	/	/
Idealized roles***				
Manager of emergencies <i>ideally</i>	/	/	/	/
Conductor, coordinator, assembler, team leader <i>ideally</i>	/	/	/	/
School's general administrator <i>ideally</i>	/	/	/	/
Pedagogical leader <i>ideally</i>	/	/	/	/
Educator of students <i>ideally</i>	/	/	/	/
Supervisor of the work of teachers <i>ideally</i>	,069***	/	/	,082***
Developer and planner of the school's educational project <i>ideally</i>	/	,075***	,067***	/
Change agent for the school's policies and practices <i>ideally</i>	/	/	/	/
Promoter of the school in the community <i>ideally</i>	,073***	/	/	,091***
Parents' spokesperson and mediator <i>ideally</i>	/	/	/	,065***
Liaison with school authorities <i>ideally</i>	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "very important" to "not important at all" ** The extent of the scale goes from "Fully responsible" to "Not responsible" *** The extent of the scale goes from "very important" to "not important at all"

Table 5.76 School related changes and the work and relational satisfaction - Correlations

	Professional satisfaction *										Rational satisfaction *							
	Support from supervisors	Workload	Remuneration	Acknowledgement of occupation	Impact on family life	Legal standards framing work	Accountability	Professional development	Professional autonomy	Other school administrators	Teaching staff	Other professional non-teaching staff	Educational assistants	Board/district managers	Parents	Community representatives	related stakeholders acting in the	Students
Reduction in human resources**	/	-.176** *	-.103** *	-.114** *	-.137** *	/	-.063**	/	-.103** *	/	/	/	/	/	/	/	/	.071** *
Reduction in other resources**	/	-.136** *	-.133** *	-.136** *	-.116** *	/	/	/	-.081** *	/	/	/	/	/	/	/	/	/
School staff changes**	/	-.113** *	-.062** *	-.071** *	-.067** *	/	/	/	-.063** *	-.104** *	/	/	/	/	/	/	/	/
Fluctuation in the number of students*	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Socio-economic changes**	/	-.081** *	-.062** *	-.072** *	-.076** *	/	/	/	/	/	/	/	/	/	/	/	/	/
Cultural and linguistic diversity**	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
ICT in education and management*	/	/	/	/	/	/	/	.087** *	/	/	/	/	/	/	.066** *	/	/	/
New instructional approaches**	/	/	/	/	/	/	/	.096** *	/	/	/	/	/	/	/	/	/	/
New distribution of authorities between central and local bodies**	-.074** *	-.204** *	-.127** *	-.152** *	-.141** *	-.089** *	-.082** *	/	-.144** *	/	/	/	-.075** *	/	/	/	/	/
Reorganization of school boards**	/	-.134** *	-.094** *	-.096** *	-.069** *	/	/	/	-.077** *	-.068** *	/	/	/	/	/	/	/	/
New accountability policies**	/	-.159** *	-.079** *	-.068** *	-.106** *	/	-.060**	/	-.073** *	/	/	/	/	/	/	/	/	/
Formalized student assessment**	/	-.088** *	/	/	-.069** *	/	/	/	/	/	/	/	/	/	/	/	/	/
Formalized teacher assessment**	.072** *	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/: Non significant

* The extent of the scale goes from "very satisfied" to "very unsatisfied"

Table 5.77 Impacts of change on the function of principal and the work and relational satisfaction - Correlations

	Professional satisfaction*										Relational satisfaction*							
	Support from supervisors	Workload	Remuneration	Acknowledgement of occupation	Impact on family life	Legal standards	Accountability	Professional development	Professional autonomy	Other school administrators	Teaching staff	Other professional non-teaching staff	Educational assistants	Board/district managers	Parents	Community representatives	Education related stakeholders acting in the school	Students
Change of management approach**	/	,156** *	,091** *	,147** *	,127** *	,063** *	,063** *	/	,116** *	/	,099** *	,083** *	/	/	,090** *	/	/	/
Diminution of mastery of situation**	,103** *	,266** *	,071** *	,164** *	,193** *	,143** *	,193** *	,141** *	,216** *	/	,122** *	,089** *	,090** *	,132** *	,096** *	,106** *	,096** *	/
Increase of motivation**	,132** *	,192** *	/	,093** *	,118** *	,120** *	,143** *	,114** *	,131** *	/	/	/	/	,116** *	/	/	/	/
Developing new abilities to adapt**	,098** *	,079** *	/	/	/	,080** *	,133** *	,163** *	,109** *	/	,098** *	,094** *	,099** *	/	/	,069** *	/	,095** *
Increase of workload**	/	,274** *	,146** *	,164** *	,222** *	,090** *	,087** *	/	,134** *	/	/	/	,072** *	/	/	,073** *	/	/
Improvement of status**	,076** *	,127** *	,085** *	,145** *	,116** *	,108** *	,088** *	/	,085** *	/	/	/	/	/	/	/	/	/
Focus on the key elements of school's mission**	,107** *	,134** *	/	,084** *	,076** *	,134** *	,144** *	,131** *	,136** *	/	/	/	/	,124** *	/	/	/	/
Minimize the human costs of change**	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Clarification of school's operating rules**	/	/	/	/	/	/	/	/	/	/	,081** *	/	/	/	/	/	/	/
More aware of relations with school's environment**	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Disruption of career plan**	,115** *	,110** *	,079** *	,119** *	,081** *	,089** *	,124** *	,113** *	,136** *	,074** *	,075** *	,085** *	,072** *	,106** *	,106** *	,073** *	,069** *	/
Additional training**	/	,094** *	/	/	,082** *	/	/	/	/	/	,081** *	/	/	/	,074** *	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "very satisfied" to "very unsatisfied" ** Le sens de l'échelle va de « entièrement d'accord » à « entièrement en désaccord »

Table 5.78 Impacts on changes on schools and the work and relational satisfaction - Correlations

	Professional satisfaction*										Relational satisfaction*							
	Support from supervisors	Workload	Remuneration	Acknowledgement of occupation	Impact on family life	Legal standards framing work	Accountability	Professional development	Professional autonomy	Other school administrators	Teaching staff	Other professional non-teaching staff	Educational assistants	Board/district managers	Parents	Community representatives	Education related stakeholders acting in the school	Students
Higher motivation of staff**	,094**	,083**	/	,069**	,052*	,091**	,101**	,055**	,104**	/	,100**	/	,077**	,090**	/	/	/	/
Loss of usual benchmarks**	,075**	,157**	,100**	,156**	,104**	-,060**	-,111**	-,052*	,126**	/	,119**	/	/	,072**	,095**	-	-,082**	/
Environment of greater distrust**	/	,198**	,117**	,189**	,145**	,113**	-,145**	/	,169**	/	,195**	-,092**	,095**	-,068**	-,077**	/	/	/
Feeling of ineffectiveness**	,079**	,241**	,119**	,223**	,171**	,126**	-,151**	-,073**	,182**	-,075**	,165**	-,109**	,126**	,132**	-,082**	-,115**	-,076**	/
Reinforcement of rivalries**	/	,150**	/	,122**	,117**	,069**	-,111**	/	,128**	-,077**	,203**	-,082**	,094**	-,064**	-,077**	/	/	/
Greater demand for training**	/	,102**	/	/	,102**	/	/	/	/	/	/	/	/	/	/	/	/	/
Decline of the quality of services to students**	-,069**	,203**	,149**	,159**	,142**	-,081**	-,129**	-,083**	,132**	/	/	/	-,067**	/	/	/	/	/
Improvement of school success**	,083**	/	/	,065**	/	/	,100**	,077**	,097**	/	/	/	,066**	/	,070**	/	/	/
Greater student selection**	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Greater involvement of parents**	,075**	/	/	,077**	/	,068**	,086**	/	,067**	/	/	,065**	,080**	,122**	,075**	,098**	,103**	/
Deterioration of the school environment**	/	,197**	,109**	,154**	,146**	-,117**	-,129**	-,075**	,155**	/	-,088**	-,084**	-,109**	-,066**	-,093**	-,065**	-,065**	/
Higher qualification of teaching staff**	/	/	/	/	/	/	/	/	,065**	/	,080**	/	/	/	/	/	/	/

Increase costs to parents**	/	-,070*** *	-,063** *	/	-,062*** *	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Better social integration of students**	/	/	/	/	-,068** *	-,070** *	/	/	/	/	/	/	/	/	/	/	/	/	/	-,077** *

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005. The numbers in the table represent Kendall's Tau /: Non significant * The extent of the scale goes from "very satisfied" to "very unsatisfied" ** The extent of the scale goes from "very important" to "not important at all"

Table 5.79 Positive impacts of school related changes on schools and the work and relational satisfaction - Correlations

	Student learning**	Student integration into society**	Professionalization of teachers**	Duties as school principal**	Effectiveness of the school system**	Relations with parents**	Recognition of the school's mission statement**
Professional satisfaction*							
Support from supervisors	,103***	,067***	,091***	,099***	,130***	,106***	,095***
Workload	,078***	,059**	,090***	,108***	,117***	,082***	,096***
Remuneration	/	/	/	/	,081***	/	,063***
Acknowledgement of occupation	,068***	,068***	,117***	,086***	,107***	,107***	,132***
Impact on family life	/	/	,078***	,077***	,077***	,062***	,074***
Legal standards framing work	,116***	,089***	,081***	,111***	,124***	,121***	,124***
Accountability	,143***	,099***	,114***	,124***	,140***	,148***	,137***
Professional development	,123***	,088***	,101***	,106***	,107***	,102***	,118***
Professional autonomy	,124***	,081***	,117***	,142***	,139***	,131***	,143***
Relational satisfaction*							
Other school administrators	/	/	/	/	/	/	/
Teaching staff	/	/	,067***	/	/	/	/
Other professional non-teaching staff	/	/	/	/	/	,077***	/
Educational assistants	/	/	/	,069***	,079***	,068***	/
Board/district managers	,110***	,116***	,096***	,115***	,154***	,122***	,136***
Parents	,068***	/	/	/	,066***	,126***	,072***
Community representatives	/	/	,067***	/	/	,079***	,081***
Education related stakeholders acting in the school	/	/	/	/	/	,070***	/
Students	/	/	/	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "very satisfied" to "very unsatisfied"

**The extent of the scale goes from "to a great extent" to "not at all"

Table 5.80 Competition importance and the work and relational satisfaction - Correlations

	Increase competition between the schools in your area**	Impact of competition on your job as principal**	Impact of competition on the recruitment and retention of students**	Impact of competition on the recruitment and retention of staff**
Professional satisfaction*				
Support from supervisors	/	/	/	/
Workload	/	/	/	/
Remuneration	/	/	/	/
Acknowledgement of occupation	/	/	/	/
Impact on family life	/	/	/	-,068***
Legal standards framing work	/	/	/	/
Accountability	/	/	/	/
Professional development	/	/	/	/
Professional autonomy	/	/	/	/
Relational satisfaction*				
Other school administrators	/	-,073***	-,053*	-,081***
Teaching staff	/	-,091***	/	/
Other professional non-teaching staff	/	-,066***	/	/
Educational assistants	/	/	/	/
Board/district managers	/	/	/	/
Parents	/	/	/	/
Community representatives	/	/	-,072***	-,071***
Education related stakeholders acting in the school	/	/	/	/
Students	/	/	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "very satisfied" to "very unsatisfied"

** The extent of the scale goes from "very important" to "not important at all"

VI. CONCLUSION

As with several studies conducted in various European countries (Barrère, 2006 ; Boissinot, 2005; Dupriez, 2002; Osborn, 2002), the data in our survey indicate that, from the principals' perspective, their work involves performing a multitude of responsibilities and roles. In particular, most of them claim that they primarily undertake tasks associated with the *management and administration of their school* (budget appropriation, emergency management, general school administration, etc.), *academic administration* (developing the school's mission and rules, assigning teaching tasks, etc.), *accounting, internal order management* (student discipline, coordination) and *managing external relations* (mediation involving parents, liaison with the authorities, promoting the school in the community). Conversely, they claim to undertake on a less frequent basis tasks connected to *recruiting students and personnel* or to *pedagogical activities* (pedagogical leadership, evaluating instructional materials, etc.). Most principals seem to be satisfied with the tasks they undertake to the extent that these tasks often form part of their ideal conception of their profession. However, we observe that they would like to have more responsibilities involving chiefly *pedagogical activities* (pedagogical leadership, agent of change in the practices of the school, supervision of teaching), *personnel recruitment* and *budget management* (working out and allocating the budget). Thus, a certain tension arises between, on the one hand, administrative work and the managing of external relations that the principals say they undertake, and, on the other hand, work involving academic leadership, which they value greatly but perform less than they would like. Lastly, in terms of their everyday experience, our survey demonstrates that, by and large, the principals seem satisfied with most aspects of their profession, except for their workload and its impact on their family life.

However, beyond these common trends, our analysis demonstrates that the profession of principal is not regarded, practised or experienced in the same way by all the principals. In particular, it reveals that their exercise of the profession -- and their everyday experience of it -- varies because of several factors connected to the context in which they work. In particular, *the region* (or province) in which they work seem to be the most discriminant variable among all those tested (cf. the following summary tables). First, the principals of the different regions are highly differentiated according to whether or not they perform teaching tasks. Thus, the majority of the principals from the Atlantic Provinces (54.7%), British Columbia (55.2%), the Prairies (60.9%) and the Northwest Territories (50%) have teaching tasks, compared to only 5.5% of Québec principals and 16.9% of Ontario principals. Fewer of the latter perform the role of educating students. We also note that:

- comparatively fewer Québec principals say they perform various tasks associated with *work of a pedagogical nature*; comparatively more principals from British Columbia and the Prairies claim to perform these tasks;
- comparatively more principals from British Columbia, Ontario and the Northwest Territories seem to perform tasks associated with *managing external relations*;
- more principals in Québec and the Northwest Territories seem to perform tasks associated with *resource management*;
- it seem to be primarily principals from British Columbia, Ontario, the Prairies (Alberta, to be more precise) and Québec who perform tasks associated with *recruiting students*. This is understandable considering that comparatively more principals from these regions attribute importance to the impact of increased competition among schools (cf. Chapter 4) ;
- comparatively more principals from Ontario, the Prairies and the Northwest Territories seem to perform tasks associated with *teacher management (instructional management)*;
- there appears to be a greater incidence of *management of non-teaching personnel* among the principals of British Columbia, the Prairies and the Northwest Territories ;
- lastly, comparatively more principals from British Columbia and the Prairies state they are satisfied with a number of aspects of their work; this is the opposite of the situation for principals in other provinces, especially those from the Atlantic Provinces and Ontario.

The differences observed among the regions (or provinces) need to be examined more closely to better understand them. This could be accomplished by exploring relationships involving their school/educational policies, the characteristics of their educational systems and the history of the profession that typifies each of them.

Table 5.81 Synthesis: Assumed responsibilities, performed roles and work satisfaction by region

	Atlantic	British Columbia	Ontario	Prairies	Québec	Territorie s	Canada, total	Cramer's V
Pedagogical work								
Teaching task	54,7%	55,2%	16,9%	60,9%	5,5%	50,0%	36,6%	0,477***
Educator of students	90,4%	88,5%	82,7%	91,4%	75,8%	96,3%	85,7%	0,171***
Assignment of teaching tasks	95,3%	91,7%	96,1%	95,3%	73,4%	94,5%	90,7%	0,296***
Pedagogical leader	87,9%	92,8%	88,1%	92,5%	85,6%	83,3%	89,1%	0,093***
Analysis of school data and statistics	79,5%	89,7%	81,8%	82,4%	57,3%	81,8%	78,0%	0,256***
Definition of the educational programs	55,7%	82,7%	79,2%	82,4%	71,9%	74,5%	75,3%	0,213***
Evaluation of educational programs and teaching methods	64,6%	83,9%	84,7%	81,6%	56,2%	89,1%	75,4%	0,270***
External relations management								
Promoter of the school in the community	90,4%	90,8%	92,0%	94,8%	77,9%	98,1%	89,6%	0,199***
Participation on management committees	35,8%	56,5%	56,8%	53,3%	70,1%	79,6%	55,9%	0,219***
Resource management								
Acquisition of private funds	69,1%	35,0%	50,0%	44,8%	55,3%	61,8%	50,9%	0,204***
Developing the school budget	59,9%	73,2%	78,3%	82,4%	89,9%	80,0%	77,9%	0,224***
Relations with students								
Recruitment of students	8,7%	26,3%	27,9%	32,7%	28,4%	18,5%	25,7%	0,177***
Teachers management								
Supervisor of the work of teachers	95,3%	92,1%	98,4%	93,8%	87,1%	98,1%	93,7%	0,163*** NV
Supervision of teachers	95,9%	95,0%	98,2%	90,8%	88,9%	98,2%	93,9%	0,151*** NV
Educational development of teachers	55,4%	47,3%	61,0%	63,7%	79,3%	53,7%	62,1%	0,206***
Recruitment of teachers	65,8%	51,5%	78,5%	82,0%	39,1%	83,3%	65,9%	0,350***
Non-teaching staff management								
Recruitment of professional staff	17,6%	32,0%	24,6%	47,3%	19,8%	51,9%	29,6%	0,253***
Recruitment of technical staff	24,2%	33,7%	30,7%	47,4%	36,9%	57,4%	35,9%	0,176***
Supervision of technical staff	46,2%	67,9%	49,3%	60,0%	79,6%	59,3%	60,2%	0,243***
Professional satisfaction								
Workload	42,5%	49,3%	41,5%	54,8%	44,0%	58,2%	46,7%	,110***
Remuneration	39,6%	62,0%	58,5%	51,7%	45,8%	78,2%	52,6%	,173***
Legal standards framing work	49,8%	65,6%	55,7%	59,7%	67,8%	54,5%	59,4%	,125***
Accountability	77,2%	87,6%	79,0%	85,9%	83,0%	78,2%	82,3%	,100***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, in each region and for all levels of education combined, who claim being responsible of the implied task or being satisfied with the implied aspect of the work.

NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Table 5.82 Synthesis: Assumed responsibilities, performed roles and work satisfaction by province

	Canada, total	Alberta	Ontario	British Columbia	Manitoba	Saskatchewan	Yukon	Northwest Territories	Nunavut	Québec	Newfoundland and Labrador	Nova Scotia	New Brunswick	Prince Edward Island	Cramer's V
Pedagogical work															
Teaching task	36.6%	63.4%	16.9%	55.2%	36.6%	78.0%	70.0%	38.1%	40.0%	5.5%	69.7%	32.8%	68.0%	66.7%	0.521***
Educator of students	85.7%	91.3%	82.7%	88.5%	92.0%	90.9%	100.0%	95.0%	93.3%	75.8%	97.3%	86.3%	90.1%	90.9%	0.178***N
Pedagogical leader	89.1%	93.1%	88.1%	92.8%	94.6%	89.3%	89.5%	75.0%	86.7%	85.6%	92.1%	86.9%	88.1%	77.3%	0.112**
Assignment of teaching tasks	90.7%	98.7%	96.1%	91.7%	92.9%	91.0%	90.0%	95.0%	100.0%	73.4%	94.7%	95.9%	94.9%	95.2%	0.302***
Analysis of school statistics	78.0%	84.4%	81.8%	89.7%	80.5%	80.5%	65.0%	95.0%	86.7%	57.3%	86.7%	78.5%	78.2%	65.0%	0.267***
Evaluation of educational programs and teaching methods	75.4%	88.0%	84.7%	83.9%	83.9%	67.5%	90.0%	80.0%	100.0%	56.2%	72.0%	66.4%	57.6%	60.0%	0.293***
Definition of the educational programs	75.3%	82.3%	79.2%	82.7%	88.4%	77.2%	80.0%	65.0%	80.0%	71.9%	65.3%	57.5%	45.5%	60.0%	0.230***
Selection of educational materials	52.5%	52.2%	62.0%	59.9%	48.7%	47.2%	40.0%	30.0%	73.3%	53.6%	37.3%	41.0%	27.7%	5.0%	0.211***
Evaluation of educational materials	35.1%	35.8%	42.3%	43.0%	38.1%	30.9%	30.0%	25.0%	66.7%	31.5%	25.3%	21.5%	16.8%	5.0%	0.181***
Assignment of students	85.4%	87.1%	89.5%	84.8%	85.7%	90.2%	95.0%	85.0%	80.0%	76.5%	88.0%	88.4%	83.7%	85.7%	0.137***
Resource management															
Developing the school budget	77.9%	92.2%	78.3%	73.2%	64.6%	80.5%	70.0%	75.0%	100.0%	89.9%	77.3%	56.6%	46.5%	81.0%	0.290***
Acquisition of private funds	50.9%	40.3%	50.0%	35.0%	47.7%	50.8%	55.0%	65.0%	66.7%	55.3%	84.0%	71.5%	58.2%	52.4%	0.225***
Recruitment of students	25.7%	40.6%	27.9%	26.3%	32.7%	17.9%	15.0%	15.0%	28.6%	28.4%	12.2%	10.8%	4.2%	5.3%	0.208***
Teachers management															
Supervision of teachers	93.9%	97.0%	98.2%	95.0%	95.5%	74.8%	100.0%	95.0%	100.0%	88.9%	93.3%	95.1%	99.0%	95.2%	0.247***
Educational development of teachers	62.1%	72.5%	61.0%	47.3%	66.1%	44.7%	60.0%	45.0%	57.1%	79.3%	54.7%	55.7%	58.6%	40.0%	0.239***
Supervisor of the work of teachers	93.7%	96.5%	98.4%	92.1%	95.5%	87.0%	100.0%	95.0%	100.0%	87.1%	96.0%	95.2%	97.0%	85.7%	0.187***N
Recruitment of teachers	65.9%	90.5%	78.5%	51.5%	83.0%	65.0%	90.0%	63.2%	100.0%	39.1%	65.3%	65.0%	63.3%	85.0%	0.372***
Non-teaching staff management															
Recruitment of technical staff	35.9%	55.9%	30.7%	33.7%	42.3%	36.1%	45.0%	50.0%	85.7%	36.9%	16.0%	33.3%	17.7%	31.6%	0.215***
Recruitment of professional staff	29.6%	57.0%	24.6%	32.0%	45.5%	30.9%	35.0%	60.0%	64.3%	19.8%	24.0%	13.9%	12.4%	42.1%	0.289***
Supervision of professional staff	65.7%	83.2%	57.9%	71.6%	80.0%	67.5%	60.0%	75.0%	93.3%	55.1%	67.6%	61.7%	68.0%	71.4%	0.208***
Supervision of technical staff	60.2%	66.7%	49.3%	67.9%	47.7%	58.5%	45.0%	52.6%	86.7%	79.6%	43.2%	48.4%	42.3%	61.9%	0.264***
External relations management															
Educational and administrative training of parents members of the school's governing body	55.0%	52.4%	61.6%	65.8%	48.7%	29.3%	45.0%	20.0%	33.3%	49.6%	58.7%	57.9%	64.4%	40.0%	0.201***
Participation on management committees	55.9%	49.8%	56.8%	56.5%	46.9%	65.9%	80.0%	75.0%	85.7%	70.1%	40.0%	27.6%	41.8%	40.0%	0.207***

Promoter of the school in the community	89,6%	94,0%	92,0%	90,8%	97,3%	94,3%	100,0%	95,0%	100,0%	77,9%	94,7%	92,7%	83,2%	95,5%	0,211*** NV
Professional satisfaction															
Professional development	87,9%	89,3%	86,0%	89,9%	93,8%	87,0%	90,0%	70,0%	86,7%	90,6%	73,1%	88,2%	89,1%	81,0%	0,126*** NV
Acknowledgement of occupation	59,7%	54,1%	64,5%	69,2%	62,5%	57,4%	60,0%	60,0%	73,3%	52,9%	50,6%	59,8%	50,5%	63,6%	0,131***
Legal standards framing work	59,4%	56,0%	55,7%	65,6%	61,9%	64,5%	65,0%	35,0%	66,7%	67,8%	46,8%	48,8%	58,6%	25,0%	0,153***
Remuneration	52,6%	52,8%	58,5%	62,0%	58,4%	43,4%	90,0%	65,0%	80,0%	45,8%	29,9%	37,0%	45,5%	61,9%	0,195***
Workload	46,7%	51,9%	41,5%	49,3%	60,2%	55,3%	70,0%	40,0%	66,7%	44,0%	34,6%	43,3%	42,0%	68,2%	0,138***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005 NV: Non valid Chi-Square (no sufficient theoretical frequencies)

Percentages represent the proportion of principals, in each province, who claim being responsible of the implied task or being satisfied with the implied aspect of the work.

The exercise and day-to-day experience of the profession also varies by *educational sector* (cf. the following summary table). Thus, a comparatively greater number of public-school principals state they have responsibilities involving the guidance or disciplining of students, school administration, resource management, teacher supervision and the management of external relations, whereas a comparatively greater number of private schools principals claim to perform tasks involving the recruitment of students or personnel. In addition, more of this latter group of principals seem satisfied with their workload and with the recognition accorded to their function, whereas comparatively more public-school principals are satisfied with the support they receive from their superiors.

Table 5.83 Synthesis: The perception of the school related changes and of their impacts by teaching sector

	Public	Private	Ensemble des réseaux	Cramer's V
Supervision of students				
Supervision of students	82,7%	51,0%	79,6%	,237***
Disciplining of students	93,5%	79,1%	92,0%	,159***
School management				
School's general administrator	97,5%	83,1%	96,1%	,222***
Resource management				
Allocation of the budget	93,5%	77,2%	91,9%	,178***
Management of funds generated	88,2%	61,4%	85,6%	,227***
Management of material resources	86,8%	68,0%	85,0%	,157***
Recruitment of students	20,5%	71,1%	25,7%	,349***
Teachers management				
Supervision of teachers	94,9%	84,7%	93,9%	,127***
Recruitment of teachers	63,2%	90,1%	65,9%	,170***
Non-teaching staff management				
Recruitment of technical staff	32,1%	69,6%	35,9%	,236***
Recruitment of professional staff	24,6%	74,6%	29,6%	,331***
External relations management				
Liaison with school authorities	92,6%	81,6%	91,5%	,117***
Community's awareness	92,5%	74,3%	90,7%	,187***
Development of partnerships	77,6%	49,5%	74,9%	,192***
Professional satisfaction				
Support from supervisors	85,7%	74,3%	84,6%	,095***
Acknowledgement of occupation	57,5%	79,5%	59,7%	,134***
Impact on family life	34,3%	53,2%	36,1%	,117***
Workload	44,3%	68,9%	46,7%	,148***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, in each sector of education, who claim being responsible of the implied task or being satisfied with the implied aspect of the work.

For several tasks, there are differences by *teaching level* (cf. the following summary table). Thus, more principals in mixed schools claim to exercise responsibilities associated with work of a pedagogical nature, while fewer of these principals claim to perform the role of orchestra leader. In addition, more principals in mixed schools and secondary schools claim to have responsibilities involving the recruiting of students and personnel. A comparatively greater number of principals in primary schools seem to undertake tasks involving guiding and disciplining students.

Table 5.84 **Synthesis: The perception of the school related changes and of their impacts by level of education**

	Elementary	Mixed	Secondary	Ensemble des ordres	Cramer's V
Pedagogical work					
Teaching task	35,0%	68,2%	23,4%	36,6%	,274***
Educator of students	85,9%	92,6%	81,5%	85,7%	0,093***
Definition of the educational programs	71,7%	81,3%	81,4%	75,3%	,109***
Selection of educational materials	59,8%	57,3%	31,0%	52,5%	,243***
Evaluation of educational materials	38,7%	43,8%	20,8%	35,1%	,172***
Supervision of students					
Supervision of students	83,0%	71,1%	75,3%	79,6%	,115***
Disciplining of students	95,3%	90,6%	84,3%	92,0%	,170***
School management					
Conductor	98,4%	94,1%	98,8%	97,9%	0,104***
Recruitment of students					
	20,0%	30,5%	37,4%	25,7%	,172***
Recruitment of teachers					
	59,4%	79,0%	75,3%	65,9%	,177***
Non-teaching staff management					
Recruitment of technical staff	31,5%	49,3%	39,7%	35,9%	,132***
Recruitment of professional staff	21,3%	47,3%	41,1%	29,6%	,237***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, for each level of education, who claim being responsible of the implied task or being satisfied with the implied aspect of the work.

The survey demonstrates that the principals' everyday experience of their profession also varies by *the profile of the school's student body* and by *the problems encountered with the student's parents and teachers*. Thus, the less the principals claim to have to contend with problems involving their students, teachers and students' parents, the more they tend to be satisfied with a number of aspects of their profession and in their relationships with various categories of actors. The principals who manage schools with socially advantaged students (with a high family revenue) also show a greater tendency to claim they are satisfied. On the other hand, the tasks assumed seem to have a relatively weak link to the profiles of the students, teachers or the parents of the students. Nevertheless, the survey reveals that the roles of (i) student educator and (ii) supervisor of teachers' work tend to be more marked in schools with 'difficult' students (in contrast to the tendency involving the roles of pedagogical leader and educational project planner for the school). In addition, there seems to be more recruiting of students and personnel by principals in schools with a more socially advantaged student body.

Lastly, the analysis demonstrates that the *socio-professional profile of the principals* (their gender, age, length of service in their function or school), their level and field of studies) seems to have very little

influence on the manner in which they experience, exercise or perceive their profession. Consequently, we are unable to conclude that their career path, training or generation have a major impact on their relationship to the profession. The content of the work performed by the principals seem to depend, above all, on *situational contingencies*. Nonetheless, we observe that, compared to their older colleagues, fewer of the younger or more-recently recruited principals want to perform roles involving the supervision or evaluation of teachers, though more of them feel that instructional development for teachers is important. We may assume that there is a certain evolution in the way the principals view working with teachers: from one involving control over the teachers to one based more on pedagogical coaching. Also, principals who hold a master's degree and male principals seem to give relatively greater importance to teacher supervision. Lastly, more male than female principals value resource management.

CHAPTER 6. PROFESSIONAL INTEGRATION AND DEVELOPMENT OF TEACHERS AND PRINCIPALS¹

The beginning of one's career is a formative period in the life of every professional. In this chapter, we will probe not only the way the principals started off in their function, but also the conditions (or procedures) for the professional induction and development of teachers – as based on the principals' perceptions of these conditions. This necessitates a better understanding of the concrete development of the crucial stages in this process – that is, of the recruitment, induction and initial years in the practice of the profession – for both the teachers and the principals, as based on the latter's perception of this process.

In Part 1, we begin by considering the professional integration and development of teachers. This is based on the principals' responses to six questions, namely: 1) the integration, support and coaching/mentoring activities benefiting new teachers; 2) the satisfaction of the principals with regard to special funds intended to promote the professional induction and development of new teachers; 3) principals' perceptions of beginning (new) teachers; 4) principals' overall satisfaction with the new teachers working in their institution; 5) principals' perceptions of the difficulties experienced by new teachers in various aspects of their work; 6) principals' opinions on the recruitment and hiring of new teachers. In Part 2, we endeavour to describe the conditions (or procedures) associated with the induction of the principals themselves. This will take into account the induction, support and coaching/mentoring/counselling activities from which they claimed to have benefited at the time they took up their position, as well as their perceptions, at the outset, of their skills and preparation for the profession.

We will indicate variations by institutional context (region, educational sector, teaching level) and according to the profile of the educational institutions involved. Thus, we compare the answers of the principals based on the percentage of students whose mother tongue was neither English nor French, on the percentage of students with a low family income (less than \$30,000 per year), on perceptions of student absenteeism, on the disruptiveness of students during courses, on dropping out and on the turnover of teaching personnel. Lastly, we also measure variations based on the socio-professional profile of the principals. We draw comparisons according to sex, age, highest level of studies completed, whether or not the principals' tasks regularly included teaching, and the principals' responsibilities in recruiting and selecting teachers.

It is important to clarify the limits of our study. On the one hand, the results obtained do not provide *direct* information on the professional induction and development of teachers, since they are based on the principals' subjective perceptions. On the other hand, only a minority of principals (43.3%) state they have time to evaluate the work of the new teachers. This low proportion suggests that we should be cautious in interpreting questions on principals' perceptions of new teachers and the difficulties these teachers face. The reason is that the principals do not have the time to assess the quality of the teachers' work and, consequently, their opinions may be based on a very superficial knowledge of the teachers' work. In sum, this glance at professional induction and development from the principals' standpoint provides information that may be both distorted and incomplete. Nonetheless, it is revealing.

¹ Mrs. Joëlle Quérin, under the supervision of Branka Cattonar, carried out the statistical analyses and wrote the first draft of the present chapter.

I. THE PROFESSIONAL INTEGRATION AND DEVELOPMENT OF THE TEACHERS

The principals were first questioned on the professional induction and development of the new teachers working in their institution. It was specified that the designation “beginning teachers” referred to those with *five years’ experience or less*. In this chapter, the terms “new teachers” or “novice teachers” also refer to those with five years’ experience or less.

This section of the survey allows us to learn more about the conditions (or procedures) surrounding the professional induction and development of new teachers, based on principals’ perceptions of them. Although nowadays the question of professional induction and development of teachers is well documented, we also wanted to learn the principals views on this question.

1. Activities to integrate, develop and support new teachers

First, the principals were asked to determine the frequency with which the new teachers working in their school benefited from or took part in the various integration, coaching/mentoring/counselling or support measures². As we can see from the following table, benefiting from or taking part in various induction or support activities is not a common occurrence. No activity seems to be used either *usually* or *always* by a majority of teachers. Only the induction activities (66.1% if we cumulate the first two entries in the table), further training (59.4%) and supporting/mentoring (53.3%) seem to be used *usually*, *always* or *often* by a majority of principals. On the contrary, activities designed to make their task easier constitute activities pursued less frequently than any other type of activity, with three quarters (74.5%) of the principals stating that the new teachers in their school do not benefit from or do not take part in them *at all*. The tasks required of the new teachers seem comparable to those required of their more experienced colleagues, in spite of the additional load associated with course preparation at the beginning of one’s career. In addition, a tiny minority (1.9%) of the principals state that the new teachers benefit from activities other than those set out in the questionnaire. These activities are divided almost equally between institutional activities, such as regular meetings or information meetings on specific characteristics of the school, and informal activities, such as improvised meetings between novice and experienced teachers, or even between new teachers and other school personnel.

Table 6.1 Welcoming, mentoring or support activities for new teachers

	Usually always	Often	Sometimes	Not at all	Total (N)
Welcoming activities	41,2%	24,9%	23,0%	10,8%	100% (2057)
Twinning or mentoring	26,1%	27,3%	32,7%	14,0%	100% (2060)
Training	23,0%	36,4%	29,6%	11,0%	100% (2054)
Resource person designated by management	17,7%	24,2%	29,8%	28,2%	100% (2051)
Support network for young teachers	12,8%	21,3%	34,1%	31,7%	100% (2048)
Support group	11,8%	21,6%	36,0%	30,6%	100% (2048)
Reduced workload	1,3%	3,9%	20,3%	74,5%	100% (2050)
Other welcoming activities	0,8%	0,6%	0,5%	98,1%	100% (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The principals who state that the new teachers in their school frequently benefit from or took part in certain induction, support or coaching activities tend to answer along the same lines for all activities

² Question asked in the questionnaire: “To your knowledge, how often do new teachers (with five (5) years of experience or less) in your school benefit from, or take part in any of the following welcoming, mentoring or support activities?”

proposed. Whenever one of the activities is offered, there is a strong chance that the others are offered as well. We may assume that the schools that are able to offer induction, support or coaching activities to the new teachers generally offer several of them. This is particularly true of the mutual assistance network for young teachers and of the support group -- two activities whose frequency distributions are almost identical and that are very strongly linked among themselves (Kendall's Tau = 0.631***). We may assume that the principals responding to the questionnaire feel that these two activities are equivalent; consequently, they responded to the two questions in the same way.

Table 6.2 Welcoming, mentoring or support activities for new teachers - Correlations

	Welcoming activities	Twining or mentoring	Resource person designated by management	Support group	Support network for young teachers	Training	Reduced workload
Welcoming activities	1	0,530***	0,383***	0,384***	0,392***	0,393***	0,198***
Twining or mentoring	0,530***	1	0,502***	0,467***	0,479***	0,443***	0,237***
Resource person designated by management	0,383***	0,502***	1	0,501***	0,427***	0,409***	0,277***
Support group	0,384***	0,467***	0,501***	1	0,631***	0,405***	0,300***
Support network for young teachers	0,392***	0,479***	0,427***	0,631***	1	0,452***	0,297***
Training	0,393***	0,443***	0,409***	0,405***	0,452***	1	0,205***
Reduced workload	0,198***	0,237***	0,277***	0,300***	0,297***	0,205***	1

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

We evaluated the variations in the principals' answers according to the *institutional context* in which they practice their profession. The analysis reveal that the variations *by region* are significant. In particular, Ontario and the Prairies are different from the other provinces to the extent that, based on the principals' perceptions, it is in these two provinces that new teachers benefit most from the various induction, support or coaching activities. Although the number of respondents is too low to allow us to verify it statistically, the multivariate cross-tabulation tables suggest that the relationship still holds between (a) the existence of induction, development and support activities for new teachers and (b) region, irrespective of teaching level (except in the mixed schools).

Table 6.3 Welcoming, mentoring or support activities for new teachers by region

	Welcoming activities	Twinning or mentoring	Resource person designated by management	Support group	Support network for young teachers	Training
All levels combined						
Atlantic	60,8%	53,1%	43,9%	36,1%	33,4%	52,2%
British Columbia	62,5%	40,5%	30,3%	29,3%	28,3%	42,7%
Ontario	68,8%	60,8%	47,3%	38,5%	41,7%	65,1%
Prairies	71,8%	62,9%	44,7%	40,7%	39,9%	64,1%
Quebec	61,5%	42,8%	37,8%	19,2%	23,5%	67,6%
Territories	77,4%	50,9%	49,1%	32,7%	27,8%	38,2%
Total	66,1%	53,3%	41,9%	33,4%	34,2%	59,4%
<i>Cramer's V</i>	0,106 ***	0,134 ***	0,099 ***	0,132 ***	0,136 ***	0,156 ***
Elementary						
Atlantic	60,3%	50,5%	40,0%	35,7%	31,5%	50,6%
British Columbia	59,8%	40,2%	30,8%	29,1%	28,8%	42,9%
Ontario	69,7%	62,0%	48,3%	38,6%	42,9%	68,9%
Prairies	79,1%	67,8%	49,3%	44,5%	44,1%	67,6%
Quebec	61,2%	40,7%	34,3%	17,9%	23,2%	69,7%
Territories	65,0%	50,0%	40,9%	31,8%	36,4%	50,0%
Total	66,4%	53,0%	41,3%	33,0%	34,8%	62,0%
<i>Cramer's V</i>	0,125 ***	0,165 ***	0,114 ***	0,156 ***	0,153 ***	0,173 ***
	NV	NV				NV
Mixed						
Atlantic	58,7%	61,7%	44,7%	37,5%	29,8%	53,2%
British Columbia	75,0%	53,6%	32,1%	28,6%	35,7%	46,4%
Ontario	61,1%	50,0%	38,9%	38,9%	38,9%	66,7%
Prairies	60,1%	53,6%	30,4%	31,4%	29,4%	54,3%
Quebec	64,7%	31,3%	41,2%	23,5%	23,5%	47,1%
Territories	84,0%	52,0%	56,0%	32,0%	20,8%	36,0%
Total	64,0%	53,3%	36,6%	32,2%	29,6%	52,0%
<i>Cramer's V</i>	NS	NS	NS	NS	NS	NS
Secondary						
Atlantic	62,9%	53,9%	51,7%	36,0%	39,3%	55,1%
British Columbia	64,9%	36,5%	28,4%	30,1%	24,3%	40,5%
Ontario	67,0%	58,4%	45,1%	38,1%	38,1%	51,8%
Prairies	72,2%	65,0%	53,4%	44,8%	44,7%	69,6%
Quebec	61,7%	51,1%	48,4%	22,3%	24,5%	64,9%
Territories	87,5%	50,0%	50,0%	37,5%	25,0%	12,5%
Total	66,5%	54,3%	46,4%	35,1%	35,0%	56,7%
<i>Cramer's V</i>	NS	NS	0,161 **	NS	0,167 **	0,223 ***
					NV	NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, for each level of education and in each region, who believe that new teachers in their school benefit *usually always* or *often* from the activity.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The principals' answers also vary, though to a lesser extent, by *educational sector*; however, this varies, by region. Thus, in British Columbia, it is the private-school teachers who seem to benefit the most from a resource person appointed by the principal, from a support group or from a support network, whereas in the Prairies it is the public-school teachers who seem to benefit the most. In Ontario, the situation seems to be more nuanced: the public-school teachers seemed to benefit more from a resource person appointed by the principal or from a support network, whereas there seems to be a greater use of support groups in private schools.

Table 6.4 Welcoming, mentoring or support activities for new teachers by teaching sector

	Resource person designated by management	Support group	Support network for young teachers
All of Canada			
Public	41,8%	33,3%	34,5%
Private	43,0%	34,0%	30,8%
Total	41,9%	33,4%	34,2%
<i>Cramer's V</i>	0,089***	0,119***	0,140***
Atlantic			
Public	44,0%	36,5%	33,5%
Private	42,9%	14,3%	28,6%
Total	43,9%	36,1%	33,4%
<i>Cramer's V</i>	NS	NS	NS
British Columbia			
Public	26,4%	26,8%	25,1%
Private	48,1%	40,7%	43,4%
Total	30,3%	29,3%	28,3%
<i>Cramer's V</i>	,199**	,167**	,177**
Ontario			
Public	47,7%	38,0%	42,8%
Private	44,3%	42,6%	33,9%
Total	47,3%	38,5%	41,7%
<i>Cramer's V</i>	,144**	,243***	,296***
Prairies			
Public	45,9%	42,3%	41,5%
Private	30,6%	22,2%	20,0%
Total	44,7%	40,7%	39,9%
<i>Cramer's V</i>	,177***	,141***	,188***
Quebec			
Public	36,9%	18,3%	23,9%
Private	46,3%	26,8%	20,0%
Total	37,8%	19,2%	23,5%
<i>Cramer's V</i>	NS	NS	NS
Territories			
Public	50,0%	33,3%	28,3%
Private	-	-	-
Total	49,1%	32,7%	27,8%
<i>Cramer's V</i>	NV	NV	NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, for each teaching sector and in each region, who believe that new teachers in their school benefit usually always or often from the activity.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

On the other hand, judging from the principals' perceptions, the support and coaching/mentoring/counselling of new teachers do not vary by *teaching* level and only very weakly by the *characteristics of the student body*. Only one aspect of the work context is associated with nearly all of their statements concerning the integration, support and coaching/mentoring/counselling activities. This is the percentage of students whose mother tongue is neither English nor French. Indeed, the higher the proportion of students with a mother tongue other than English or French, the more the new teachers seem to benefit from induction, support and counselling activities. We may assume that these activities are introduced precisely with a view to preparing the teachers to teach in multilingual classes. The most common activity in schools with a high percentage of allophones is the support network for young teachers (KT = - 0.122***) as well as the resource person assigned by the principal (KT = - 0.103***). On the other hand, since other aspects linked to the work context, such as a high rate of student absenteeism or even dropping out, could make the induction of teachers more difficult, they are not associated with the availability of induction, support and counselling activities for new teachers.

Table 6.5 Welcoming, mentoring or support activities for new teachers by profile of students

	Percentage of students who speak a language other than English or French at home
Welcoming activities*	- 0,071 ***
Twining or mentoring*	-0,071 ***
Resource person designated by management*	-0,103 ***
Support group*	-0,101 ***
Support network for young teachers*	-0,122 ***
Training*	-0,050 *
Reduced workload*	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Kendall's Tau / : Non significant
 * The extent of the scales goes from "usually always" to "not at all"

2. Principals' satisfaction with regard to special-purpose funds benefiting the professional integration and development of new teachers

The principals were questioned as to their satisfaction concerning special-purpose funds benefiting the professional induction and development of new teachers. They were asked to state if, in their view, their school disposed of these types of funds. If they replied in the affirmative, they were asked if these funds were either (a) adequate, (b) adequate but underutilized, or (c) inadequate³. Almost half of the principals (48.6%) stated that their school did not have these specific funds, while just over a quarter of them (27.2%) stated that their school had access to such funds but considered them inadequate. Overall, three quarters (75.8%) of the principals claimed that the resources were inadequate or non-existent.

Table 6.6 Satisfaction of principals regarding specific funds to promote the integration and professional development of new teachers

	N	Percentage
The specific funds are adequate	342	17,0%
The specific funds are adequate but underutilized	145	7,2%
There are specific funds but they are insufficient	545	27,2%
There are no specific funds	975	48,6%
Total	2007	100%

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

³ Question asked in the questionnaire: "If your school has access to, or has specific funds to promote the integration and professional development of new teachers, to which extent are they adequate?"

The analysis indicates that there was a connection between the answers to the preceding question concerning the availability of induction, support or coaching activities for new teachers and the answers to the present question concerning funds. We may therefore assume that the funding problems partially explain the lack of activities. For example, in the schools where the principals claim to have adequate specific funds for the professional induction and development of new teachers, half of them (49.1%) state that the new teachers in their school *usually, always* or *often* take advantage of a support network for new teachers. Among principals who state that these funds are inadequate or non-existent, this proportion drops to 30%. In part, therefore, funding problems could explain the lack of induction, support or coaching activities for new teachers.

Table 6.7 Welcoming, mentoring or support activities according to the satisfaction of principals regarding specific funds to promote the integration and professional development of new teachers

	Sufficient specific funds	Insufficient or non-existent specific funds	All principals	Cramer's V
Welcoming activities	53,1%	39,1%	42,5%	0,098 ***
Twinning or mentoring	66,2%	50,2%	54,1%	0,142 ***
Resource person designated by management	53,1%	39,1%	42,5%	0,125 ***
Support group	44,5%	30,2%	33,7%	0,131 ***
Support network for young teachers	49,1%	29,9%	34,5%	0,178 ***
Training	69,8%	56,9%	60,0%	0,113 ***
Reduced workload	8,9%	4,1%	5,3%	0,123 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, for each level of education and in each region, who believe that new teachers in their school benefit "usually always" or "often" from the activity.

While in every region a vast majority of principals claim that they do not have adequate specific funds to induct and develop new teachers, the variations among *the various regions* in Canada are still important. The Prairies distinguish themselves with over a third (36.3%) of the principals claiming to have adequate funds; this contrasts with the situation of principals in the Territories (26.9%), those in British Columbia (21.5%), Ontario (21.3%), the Atlantic Region (19.9%) and Québec (19.1%).

Table 6.8 Satisfaction of principals regarding specific funds to promote the integration and professional development of new teachers by region

All levels combined	Atlantic	19,9%
	British Columbia	21,5%
	Ontario	21,3%
	Prairies	36,3%
	Quebec	19,1%
	Territories	26,9%
	Total	24,3%
	Cramer's V	0,156 ***
Elementary	Atlantic	20,6%
	British Columbia	21,1%
	Ontario	21,9%
	Prairies	37,3%
	Quebec	18,4%
	Territories	31,8%
	Total	23,5%
	Cramer's V	0,150 ***
Mixed	Atlantic	8,9%
	British Columbia	21,4%
	Ontario	29,4%
	Prairies	31,6%
	Quebec	35,7%
	Territories	21,7%
	Total	25,9%
	Cramer's V	NS
Secondary	Atlantic	24,4%
	British Columbia	22,5%
	Ontario	18,4%
	Prairies	40,2%
	Quebec	18,5%
	Territories	28,6%
	Total	25,5%
	Cramer's V	0,198 ** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, for each level of education and in each region, who believe that funds are sufficient.

NS : non significatif / NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Nevertheless, the region constitutes the only facet in the institutional context that is linked in a significant way to principals' satisfaction concerning special-purpose funds for the professional induction and development of new teachers. The principals in both the public and private schools give similar replies, as do those in primary, secondary and mixed schools.

3. Principals' perception of new teachers

Once they had been questioned about activities promoting the induction of new teachers, the principals had to give their perception concerning new teachers themselves, and on these teachers' abilities and attitudes⁴. As we can see in the following table, the principals seem, in general, to have a very positive – though qualified – opinion about new teachers. Thus, they rarely *strongly agree* with the various statements describing the abilities of new teachers, though they very often *somewhat agree*.

Table 6.9 Principals' perception of new teachers

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Total (N)
Are prepared to assume their duties	18,7%	61,6%	16,4%	3,3%	100 (2022)
Know how to maintain order and discipline in their classes	7,7%	62,3%	26,0%	4,0%	100 (2014)
Know the program subjects	18,3%	63,7%	16,1%	1,9%	100 (2019)
Know how to evaluate their students' learning	9,2%	58,9%	28,4%	3,4%	100 (2017)
Master information and communication technology (ICT)	25,8%	58,8%	14,5%	1,1%	100 (2004)
Collaborate with other teachers in the school	38,6%	55,6%	5,3%	0,4%	100 (2008)
Get involved with other members of the school	48,7%	48,4%	2,8%	0,1%	100 (2033)
Communicate with the parents of their students	37,5%	54,4%	7,7%	0,4%	100 (2024)
Adapt their teaching and learning activities to the characteristics and abilities of their students	20,8%	60,9%	17,6%	0,6%	100 (2030)
Contribute to progress of special education students in their classes	18,5%	62,3%	18,3%	0,9%	100 (1969)
Use methods to improve their professional skills	30,8%	58,0%	10,7%	0,5%	100 (2024)
Contribute to the life of the institution	50,3%	46,5%	3,0%	0,2%	100 (2032)
Collaborate with the school's administration	51,8%	46,4%	1,8%	0,1%	100 (2028)
Participate in extra-curricular activities	45,8%	43,7%	9,5%	1,0%	100 (1981)

Source: Principals Survey, Teachcan, 2005

⁴ Question asked in the questionnaire: "Indicate the degree to which you agree or disagree with the following statements. In general, new teachers with five (5) years of experience or less".

The principals' answers to the first statement, namely the one that the new teachers "were prepared to take on this job", are particularly revealing, since it is this statement that, in a way, summarizes all the others. Indeed, it constitutes a general statement, whereas the others deal with abilities or attitudes that are more precise. While, to a certain extent, the vast majority of the principals agree with this statement (80.3% if we cumulate the first two entries in the table), only a small minority of them say they *strongly agree* (18.7%). The principals were also asked to opine on the statement that the novice teachers "collaborate with the principal" on a matter that affected them directly. More principals agreed with this statement (98.1%) than with any other. In addition, it will be noted that the principals have a more positive perception of the new teachers as concerns their attitudes than as concerns their ability. Indeed, the statements with which the greatest number of principals *strongly agree* are those indicating that the new teachers collaborate with the principals (51.8%), contribute to the life of the institution (50.3%), collaborate with other members of the school (48.7%) and participate in extra-curricular activities (45.8%). The principals seem to find that the new teachers have a positive attitude toward their profession, which does not necessarily mean they are competent teachers. The opinion of the principals is less positive when it comes to the pedagogical aspects of the teachers' work. The statements with which the fewest principals *strongly agree* are those indicating that the new teachers know how to maintain order and discipline in their classes (7.7%) and how to evaluate their students' learning (9.2%). In short, the principals feel that the new teachers would adopt positive attitudes, but have difficulty with the pedagogical aspects of their job. A divergence of this magnitude in their answers to different aspects of the question raises certain issues. Is their more negative perception vis-à-vis the pedagogical aspects justified? If it is, then could it be attributed to excessive expectations on the part of the principals or to deficiencies in teacher training?

In spite of these differences in their answers to different aspects of the question, the principals who perceive the new teachers in a positive light regarding certain aspects of their work, tend to have a positive view regarding all aspects, and vice versa. It is particularly interesting to note which statements are associated with the one to the effect that the new teachers are prepared to take on their functions. Indeed, this kind of correlation enables us to determine which abilities and attitudes are demonstrated by the teachers, who, according to the principals, are well prepared to take on their tasks. Indirectly, this tells us about the principals' expectations of new teachers, as well as about the abilities and attitudes they value more than others. The answers are very revealing: The more the principals consider that the new teachers know how to maintain order and discipline in class, the more they tend to claim that these teachers are prepared to take on their functions ($KT = 0.550^{***}$). Does this mean that, in the principals' view, well-prepared teachers are teachers who know how to maintain order and discipline in their class? Their statements concerning the pedagogical aspects of a teacher's job follow this logic closely. To be sure, there is a close link between the principals' perception that the new teachers are prepared to take on their functions and the perception that they know how to evaluate their students' learning ($KT = 0.465^{***}$), know the content of the program ($KT = 0.437^{***}$) and adapt teaching and learning activities to the characteristics and abilities of their students ($KT = 0.409^{***}$). We may assume that, for the principals, a well-prepared teacher is a teacher who has these skills. It is also interesting to note the very high correlation between the statement that the new teachers collaborate with the principal and the statement that they contribute to the life of the institution ($KT = 0.675^{***}$). We may assume that the teachers who have a good relationship with the principals also have a good relationship with all of their colleagues in the establishment, or even that the principals have an overall positive view of the teachers who collaborate with them, which leads them to believe that they contribute to the life of the institution.

Table 6.10 Principals' perception of new teachers - Correlations

Are prepared to assume their duties	1	0,550 ***	0,437 ***	0,465 ***	0,278 ***	0,294 ***	0,300 ***	0,336 ***	0,409 ***	0,365 ***	0,320 ***	0,298 ***	0,278 ***	0,280 ***	1	Are prepared to assume their duties
Know how to maintain order and discipline in their classes	0,550 ***	1	0,384 ***	0,463 ***	0,230 ***	0,235 ***	0,260 ***	0,302 ***	0,390 ***	0,339 ***	0,273 ***	0,276 ***	0,241 ***	0,254 ***	0,550 ***	Participate in extra-curricular activities
Know how to evaluate their students' learning	0,437 ***	0,384 ***	1	0,546 ***	0,288 ***	0,269 ***	0,224 ***	0,256 ***	0,333 ***	0,321 ***	0,272 ***	0,281 ***	0,213 ***	0,238 ***	0,437 ***	Contribute to the life of the institution
Know how to evaluate their students' learning	0,465 ***	0,463 ***	0,546 ***	1	0,296 ***	0,285 ***	0,242 ***	0,310 ***	0,425 ***	0,412 ***	0,328 ***	0,275 ***	0,233 ***	0,240 ***	0,465 ***	Use methods to improve their professional skills
Master information and communication technology (ICT)	0,278 ***	0,230 ***	0,288 ***	0,296 ***	1	0,266 ***	0,216 ***	0,205 ***	0,214 ***	0,190 ***	0,235 ***	0,251 ***	0,210 ***	0,220 ***	0,278 ***	Collaborate with the school's administration
Collaborate with other teachers in the school	0,294 ***	0,235 ***	0,269 ***	0,285 ***	0,266 ***	1	0,537 ***	0,405 ***	0,357 ***	0,322 ***	0,355 ***	0,393 ***	0,431 ***	0,273 ***	0,294 ***	Collaborate with the school's administration
Get involved with other members of the school	0,300 ***	0,260 ***	0,224 ***	0,242 ***	0,537 ***	0,537 ***	1	0,563 ***	0,401 ***	0,363 ***	0,416 ***	0,544 ***	0,521 ***	0,441 ***	0,300 ***	Contribute to progress of special education students in their classes
Communicate with the parents of their students	0,336 ***	0,260 ***	0,224 ***	0,242 ***	0,205 ***	0,405 ***	0,563 ***	1	0,508 ***	0,448 ***	0,443 ***	0,446 ***	0,451 ***	0,390 ***	0,336 ***	Use methods to improve their professional skills
Adapt their teaching and learning activities to the characteristics and abilities of their students	0,409 ***	0,390 ***	0,333 ***	0,425 ***	0,214 ***	0,357 ***	0,401 ***	0,508 ***	1	0,644 ***	0,463 ***	0,399 ***	0,388 ***	0,343 ***	0,409 ***	Contribute to progress of special education students in their classes
Contribute to progress of special education students in their classes	0,365 ***	0,339 ***	0,321 ***	0,412 ***	0,190 ***	0,322 ***	0,363 ***	0,448 ***	0,644 ***	1	0,488 ***	0,385 ***	0,360 ***	0,322 ***	0,365 ***	Use methods to improve their professional skills
Use methods to improve their professional skills	0,320 ***	0,273 ***	0,272 ***	0,328 ***	0,235 ***	0,355 ***	0,416 ***	0,443 ***	0,463 ***	0,488 ***	1	0,508 ***	0,472 ***	0,421 ***	0,320 ***	Contribute to the life of the institution
Contribute to the life of the institution	0,298 ***	0,276 ***	0,281 ***	0,275 ***	0,251 ***	0,393 ***	0,544 ***	0,446 ***	0,399 ***	0,385 ***	0,508 ***	1	0,675 ***	0,630 ***	0,298 ***	Collaborate with the school's administration
Collaborate with the school's administration	0,278 ***	0,241 ***	0,213 ***	0,233 ***	0,210 ***	0,431 ***	0,521 ***	0,451 ***	0,388 ***	0,360 ***	0,472 ***	0,675 ***	1	0,532 ***	0,278 ***	Participate in extra-curricular activities
Participate in extra-curricular activities	0,280 ***	0,254 ***	0,238 ***	0,240 ***	0,220 ***	0,273 ***	0,241 ***	0,390 ***	0,343 ***	0,322 ***	0,421 ***	0,630 ***	0,532 ***	1	0,280 ***	Participate in extra-curricular activities

Source: Principals Survey, Teachcan, 2005

The numbers in the table represent Kendall's Tau

The analysis also reveals a connection between the principals' perception of beginning (or new) teachers and the latter's benefiting from integration, support and coaching activities: the greater the number of principals stating that the teachers benefit from integration, support and counseling activities, the greater the number who tend to have a positive view of the abilities and attitudes of new teachers. Three integration, support and counseling activities are particularly linked to principals' perceptions of them. They are welcoming, support (or mentoring) and ongoing training. These activities are closely linked to several of the principals' claims, especially those concerning the relational aspects of the teaching function. Indeed, the greater the number of principals to claim that their teachers benefit from these three activities, the greater the number who tend to maintain that the new teachers have connections with other school staff, collaborate with the principal, collaborate with other teachers in the school, collaborate with other members of the school, communicate with the parents of the pupils, participate in extra-curricular activities and contribute to the life of the institution. We may assume that the impact of the induction, support or coaching activities performed by new teachers is highly visible in the relational aspects of their work.

On the other hand, there is no relationship between the principals' satisfaction with the funds meant specifically for the professional induction and development of new teachers and their perceptions of new teachers. Consequently, we may not conclude that having resources to improve the induction of novice teachers improves the principals' perception of new teachers.

Table 6.11 Principals' perception of new teachers by welcoming, mentoring and support activities

	Are prepared to assume their duties*	Know how to maintain order and discipline in their classes*	Know the program subjects*	Know how to evaluate their students' learning*	Master information and communication technology (ICT)*	Collaborate with other teachers in the school*	Get involved with other members of the school*	Communicate with the parents of their students*	Adapt their teaching and learning activities to the characteristics and abilities of special education students in their classes*	Use methods to improve their professional skills*	Contribute to the life of the institution*	Collaborate with the school's administration*	Participate in extra-curricular activities*
Welcoming activities**	0,082** *	/	/	/	0,085** *	0,106** *	0,184** *	0,143** *	/	0,058 **	0,140** *	0,163** *	0,145** *
Twinning or mentoring**	0,088** *	0,072** *	/	0,052 *	0,067** *	0,117** *	0,170** *	0,121** *	0,067** *	0,142** *	0,111** *	0,127** *	0,127** *
Resource person designated by management**	0,064** *	/	/	/	0,06**	0,092** *	0,093** *	0,081** *	/	0,097** *	0,054 *	0,095** *	0,080** *
Support group**	0,073** *	0,065** *	0,059 **	0,058 **	/	0,095** *	0,146** *	0,120** *	0,065** *	0,121** *	0,088** *	0,102** *	0,108** *
Support network for young teachers**	0,092** *	0,074** *	0,053 *	0,059 **	/	0,087** *	0,129** *	0,115** *	0,051 *	0,141** *	0,084** *	0,103** *	0,107** *
Training**	/	0,051 *	/	/	0,057 **	0,135** *	0,172** *	0,125** *	0,057 **	0,190** *	0,140** *	0,168** *	0,121** *
Reduced workload**	/	/	/	/	/	/	/	/	/	/	/	/	/

Source: Principals Survey, Teachcan, 2005

The numbers in the table represent Kendall's Tau

* The extent of the scales goes from "strongly agree" to "strongly disagree"

** The extent of the scales goes from "usually always" to "not at all"

We have already noted that the services (induction, support and coaching activities) provided to beginning teachers vary significantly from one region to another. The present question allows us to cast new light on the differences among the Canadian *regions* in terms of the professional induction and development of teachers. In fact, the variations are just as significant in terms of the principals' perceptions of beginning teachers, particularly among primary schools. Québec is clearly different from the other regions. In Québec, comparatively fewer principals agree with the statements; this reveals a clearly more negative perception, on the part of Québec principals, regarding new teachers. Certain differences are considerable: whereas, for all respondents, including those in Québec, 68.2% of respondents, on average, agree with the assertion that the new teachers know how to evaluate their students' education, this is true for only 52% of Québec respondents, a difference of 16.2 percentage points. Similarly, whereas 80.3% of the principals believe that the new teachers are prepared to assume their tasks, barely two thirds (67.3%) of Québec principals share this opinion. Since the survey involved questions of opinion, it did not allow us to determine if a difference of this magnitude was attributable to higher expectations on the part of Québec principals, to a lower level of real abilities on the part Québec teachers or even to more conflicting relationships between principals and teachers in Québec. Although the perceptions of the principals in the Territories, too, are quite low, and still below the Canadian average, more often than not they are still higher than those in Québec. On the other hand, British Columbia and the Prairies have a good showing, with the highest scores. The principals there generally have a positive perception of new teachers. In these two regions, the proportion of principals agreeing with the various statements is nearly always higher than the Canadian average.

Table 6.12 Principals' perception of new teachers by region

	Are prepared to assume their duties	Know how to maintain order and discipline in their classes	Know the program subjects	Know how to evaluate their students' learning	Adapt their teaching and learning activities to the characteristics and abilities of their students	Contribute to progress of special education students in their classes	Use methods to improve their professional skills	Participate in extra-curricular activities
All levels combined								
Atlantic	83,3%	69,0%	82,0%	74,5%	85,8%	82,7%	88,6%	90,7%
British Columbia	86,3%	80,5%	89,7%	76,7%	89,5%	86,2%	92,5%	84,8%
Ontario	80,7%	66,5%	81,2%	67,8%	80,9%	79,0%	93,2%	93,7%
Prairies	86,2%	77,9%	84,4%	73,1%	84,3%	82,5%	93,9%	95,2%
Quebec	67,3%	59,6%	75,5%	52,0%	71,4%	75,3%	75,3%	79,5%
Territories	73,1%	63,5%	75,0%	67,3%	79,2%	82,7%	83,0%	90,6%
Total	80,3%	70,0%	82,0%	68,2%	81,7%	80,8%	88,7%	89,5%
Cramer's V	0,176 ***	0,163 ***	0,116 **	0,184 ***	0,151 ***	0,090 *	0,223 ***	0,192 ***
Elementary								
Atlantic	80,60%	72,1%	80,6%	74,3%	87,0%	82,4%	91,3%	90,0%
British Columbia	87,50%	84,5%	87,0%	76,2%	91,2%	88,2%	92,3%	85,0%
Ontario	80,80%	67,4%	79,7%	64,9%	79,8%	78,0%	94,0%	92,7%
Prairies	82,00%	77,1%	79,0%	69,8%	82,3%	83,2%	95,5%	92,5%
Quebec	70,70%	62,8%	72,3%	46,3%	71,7%	73,9%	78,2%	77,1%
Territories	77,30%	72,7%	68,2%	59,1%	81,8%	81,0%	90,9%	90,9%
Total	79,60%	71,3%	78,9%	64,4%	81,8%	80,1%	90,0%	87,7%
Cramer's V	0,134 *** NV	0,160 ***	0,116 ** NV	0,223 ***	0,164 *** NV	NS	0,217 *** NV	0,187 *** NV
Mixed								
Atlantic	83,70%	53,5%	83,7%	74,4%	86,0%	84,1%	88,4%	90,5%
British Columbia	80,80%	65,4%	92,3%	80,8%	84,6%	80,0%	88,0%	70,8%
Ontario	70,60%	64,7%	88,2%	76,5%	100,0%	92,9%	88,2%	100,0%
Prairies	87,80%	75,4%	89,2%	76,2%	86,2%	79,7%	93,0%	95,3%
Quebec	52,90%	52,9%	82,4%	64,7%	66,7%	88,2%	55,6%	83,3%
Territories	60,90%	43,5%	78,3%	69,6%	78,3%	82,6%	78,3%	87,0%
Total	80,50%	65,6%	87,1%	75,0%	84,8%	82,1%	87,5%	90,8%
Cramer's V	0,277 *** NV	NS	NS	NS	NS	NS	0,295 *** NV	0,226 ** NV
Secondary								
Atlantic	88,60%	70,5%	84,1%	75,0%	83,3%	82,8%	83,1%	92,1%
British Columbia	84,90%	75,3%	95,9%	76,7%	86,7%	83,1%	94,6%	89,0%
Ontario	81,60%	63,7%	85,1%	76,3%	81,6%	80,4%	91,2%	96,5%
Prairies	92,10%	82,3%	88,6%	75,4%	86,0%	84,4%	92,1%	100,0%
Quebec	59,60%	51,1%	84,0%	67,0%	71,3%	77,3%	70,2%	85,7%
Territories	100,00%	100,0%	85,7%	85,7%	75,0%	87,5%	75,0%	100,0%
Total	81,80%	69,1%	87,1%	74,3%	81,6%	81,7%	86,2%	93,4%
Cramer's V	0,300 *** NV	0,246 *** NV	NS	NS	NS	NS	0,254 *** NV	0,211 *** NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Percentages represent the proportion of principals, for each level of education and in each region, who claim to "strongly" or "somewhat agree" with the statement

NS : Non significant / NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The survey did not reveal any variation by *sector* or *teaching level*. On the other hand, some of the principals' perceptions of beginning teachers varies according to certain characteristics of the *educational institutions*. This is especially true when it comes to turnover in teaching personnel, which had a strong negative link to all of the assertions concerning principals' perceptions of new teachers. This means that the greater the number of principals who believe that the turnover in teaching personnel is a problem impeding work at their school, the fewer the number who tend to agree with the various statements concerning their perception of new teachers. In short, the greater the turnover proves to be, the greater the number of principals whose perception of beginning teachers is negative. The strongest links are those between turnover in teaching personnel and the perception, on the part of principals, that the beginning teachers are prepared to take on their tasks (Kendall's Tau = - 0.178***) and adapt their teaching activities to the characteristics and abilities of their students (KT = - 0.174***). In addition, the vaster the school's experience with absenteeism, student disruptiveness and dropping out, the greater the number of principals to have a negative perception of new teachers. This means that the principals acknowledge the difficulties that new teachers have to face, but feel that they are inadequately equipped to do so, in terms of either their ability or their attitudes. In addition, the greater the number of teachers who have to come to terms with a high proportion of students with a low family income, the greater the number of principals with a negative perception of new teachers. However, the percentage of students whose mother tongue is neither French nor English may be considered an exception. The higher the proportion, the greater the number of principals with a positive perception of beginning teachers. It would seem that the principals are conscious of the challenge they face in teaching students whose mother tongue is neither French nor English, and this gives them a more positive view of teachers.

Table 6.13 Principals' perception of new teachers by the profile of students and teachers of the school

	Teacher turnover*	Percentage of students who speak a language other than English or French at home	Student absenteeism*	Disruption of classes by students*	Students dropping out*	Percentage of students having a low family income
Are prepared to assume their duties**	- 0,178 ***	- 0,073 ***	/	- 0,065 ***	- 0,062	/
Know how to maintain order and discipline in their classes**	- 0,156 ***	/	- 0,080 ***	- 0,153 ***	- 0,055 *	0,058 ***
Know the program subjects**	- 0,117 ***	/	/	/	/	/
Know how to evaluate their students' learning**	- 0,143 ***	/	/	/	/	/
Master information and communication technology (ICT)**	- 0,121 ***	/	/	/	/	/
Collaborate with other teachers in the school**	- 0,114 ***	/	/	/	- 0,076 ***	/
Get involved with other members of the school**	- 0,157 ***	/	/	/	- 0,094 ***	0,078 ***
Communicate with the parents of their students**	- 0,163 ***	- 0,093 ***	- 0,072 ***	- 0,058 **	- 0,142 ***	0,093 ***
Adapt their teaching and learning activities to the characteristics and abilities of their students**	- 0,174 ***	/	- 0,076 ***	- 0,072 ***	- 0,092 ***	/
Contribute to progress of special education students in their classes**	- 0,167 ***	/	/	- 0,057 **	- 0,092 ***	/
Use methods to improve their professional skills**	- 0,148 **	- 0,060 **	/	/	- 0,139 ***	/
Contribute to the life of the institution**	- 0,129 ***	/	/	/	- 0,081 ***	0,085 ***

Collaborate with the school's administration**	- 0,104 ***	/	/	/	- 0,105 ***	0,066 ***
Participate in extra-curricular activities**	- 0,143 ***	/	/	/	/	0,075 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau / : Non significant
* The extent of the scale goes from "to a great extent" to "not at all"
** The extent of the scale goes from "strongly agree" to "strongly disagree"

The principals' answers also vary according to *their own socio-professional profile*. The analysis reveals, first, several variations *by the age of the principals* and it seems that the older the principals, the more positive their perception of beginning teachers. For example, amongst the youngest principals (less than 41 years of age), only slightly more than half of them (55.6%) claim to be *entirely* or *somewhat in agreement* with the assertion that the beginning teachers know how to evaluate their students' education, versus over three quarters (76.8%) of the oldest principals (over 61 years of age). Also, the oldest principals tend more than their younger counterparts to believe that the beginning teachers adapt teaching and learning activities to the characteristics and abilities of their students, and advance the students experiencing learning difficulties in their classes. This kind of continuous growth of a age class from one category to the next suggests that, over time, the principals become more lenient.

Table 6.14 Principals' perception of new teachers by age

	less than 41 years old	41-50 years old	51-60 years old	More than 61 years old	All principals	Cramer's V
Know the program subjects	77,6%	79,3%	84,2%	89,9%	81,8%	0,080 *
Know how to evaluate their students' learning	55,6%	63,2%	74,0%	76,8%	67,9%	0,150 ***
Communicate with the parents of their students	86,1%	91,2%	93,4%	93,9%	91,7%	0,087 **
Adapt their teaching and learning activities to the characteristics and abilities of their students	73,5%	78,8%	85,3%	87,1%	81,5%	0,113 ***
Contribute to progress of special education students in their classes	72,3%	78,5%	83,4%	93,4%	80,5%	0,113 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The percentages represent the proportion of principals who claim to "strongly" or "somewhat agree" with the statement
NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

The survey data also indicates a link between a principal's gender and their perception of new teachers, at least among primary-school principals, and sometimes among their secondary-school counterparts. More males than females believe that the new teachers know how to maintain order and discipline in their classes, know how to evaluate their students' education, are familiar with the program content and advance the students with learning difficulties in their classes. It seems, therefore, that males have a more positive perception than do women of new teachers.

Table 6.15 Principals' perception of new teachers by gender

		Know how to maintain order and discipline in their classes	Know the program subjects	Know how to evaluate their students' learning	Contribute to progress of special education students in their classes
All levels combined	Male	74,1%	85,2%	72,9%	83,5%
	Female	65,1%	78,1%	62,4%	77,4%
	Total	70,0%	82,0%	68,2%	80,8%
	Cramer's V	0,098***	0,092***	0,113***	0,077***
Elementary	Male	76,2%	83,3%	71,7%	83,6%
	Female	66,7%	75,0%	57,8%	76,9%
	Total	71,3%	78,9%	64,4%	80,1%
	Cramer's V	0,105***	0,101***	0,144***	0,084**
Mixed	Male	66,5%	86,1%	71,5%	79,5%
	Female	64,3%	88,8%	80,6%	86,3%
	Total	65,6%	87,1%	75,0%	82,1%
	Cramer's V	NS	NS	NS	NS
Secondary	Male	73,7%	88,2%	75,9%	85,2%
	Female	58,4%	84,7%	70,7%	73,8%
	Total	69,1%	87,1%	74,3%	81,7%
	Cramer's V	0,153***	NS	NS	0,135**

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim to "strongly" or "somewhat agree" with the statement

NS : Non significant

Lastly, the analysis reveals that the principals' perception of beginning teachers varies slightly depending on whether or not they had a teaching function or depending on the responsibilities they assume in the recruitment or selection of teachers. First, we note that more principals who taught than principals who did not teach believe that the new teachers use available resources to improve their professional abilities, and also that they are prepared to take on their functions. One might imagine that the principals who taught were slightly less demanding toward the new teachers, with whom they share professional challenges on a day-to-day basis. However, the variations between the principals who taught and those who did not are weak. In addition, the principals who play an important role (completely in charge / major role) in recruiting and selecting new teachers also have a more positive view of the latter. Indeed, while nearly all the principals who play an important role in recruiting and selecting new teachers believe that the latter participate in extra-curricular activities (92.6%), the proportion is smaller among principals who play a minor role or are not at all responsible for recruitment and selection (83.8%). A variation of this magnitude is also found in the answers provided by the principals to the assertion that the new teachers know how to evaluate the education of their students and utilize resources to improve their professional abilities. We may assume that the principals who take personal responsibility for recruiting and selecting the new teachers maintain more harmonious relationships with them, thereby explaining the more positive perception.

Table 6.16 Principals' perception of new teachers by the fact of having or not a teaching task

	Yes	No	All principals	Cramer's V
Are prepared to assume their duties	83,5%	78,2%	80,1%	0,063**
Use methods to improve their professional skills	91,5%	87,1%	88,7%	0,066**

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim to "strongly" or "somewhat agree" with the statement

Table 6.17 Principals' perception of new teachers according to their assumed responsibility in recruitment and selection of teachers

	Fully responsible, major role	Minor role, not responsible	All principals	Cramer's V
Know how to evaluate their students' learning	71,8%	61,1%	68,1%	0,109 ***
Use methods to improve their professional skills	90,5%	85,2%	88,7%	0,078 ***
Participate in extra-curricular activities	92,6%	83,8%	89,7%	0,136 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim to "strongly" or "somewhat agree" with the statement

4. Principals' overall satisfaction with new teachers who worked in their institution

In spite of certain negative views by the principals concerning their new teachers, as expressed in the preceding question, particularly as concerns their abilities to maintain discipline and evaluate their students education, overall the principals seem satisfied with the work of the new teachers⁵. Thus, while barely more than half (54.7%) of the principals claim to be *completely satisfied* with the work of the new teachers who work in their institution, nearly all of them (96.5% if we cumulate the first two entries in the table) are *completely* or *somewhat satisfied*. Principals claiming to be *completely dissatisfied* with the work of the new teachers are very rare (0.4%).

Table 6.18 Satisfaction with the new teachers' work

	N	Percentage
Very satisfied	1012	54,7%
Somewhat satisfied	773	41,8%
Somewhat unsatisfied	57	3,1%
Very unsatisfied	7	0,4%
Total	1849	100%

Source: Principals Survey, Teachcan, 2005

The principals' overall satisfaction with the new teachers is not at all linked to the presence of induction, support or coaching activities; this level of satisfaction is no greater than that of their satisfaction with the funds for the induction and development of the new teachers. Thus, satisfaction depends on other factors, some of which are revealed by the overlap with the preceding question on the principals' perception concerning the abilities and attitudes of the new teachers. Thus, the analysis reveals a significant link between the statements as a whole concerning principals' perception of beginning teachers and their overall satisfaction in this regard. It seems that their satisfaction does not depend on one or a few qualities expected of the teachers, but on a group of factors. However, certain links are stronger than others; this informs us indirectly about the abilities and attitudes principals value the most. Indeed, the principals who claim to be satisfied with the work of the new teachers are generally those who are also in agreement with the statements according to which the new teachers participated in extra-curricular activities (Cramer's $V = 0.227^{***}$), are prepared to undertake their functions ($V = 0.210^{***}$) and communicate with their students parents ($V = 0.209^{***}$). These results indicate that the principals value of the teachers' commitment to their profession beyond their work in class. Indeed, the extracurricular activities and the communication with the parents require additional efforts by the teachers, who have to do more than simply prepare their courses, give their classes and correct exams. It seems that the new teachers who make these additional efforts, in spite of their heavy load, have an impact on the principals' degree of satisfaction.

⁵ Question asked in the questionnaire: "In general, to what degree are you satisfied with the work of the new teachers that were recruited this year?"

Table 6.19 Principals' general satisfaction with new teachers working in their school by their perception of beginning teachers

	Very / somewhat satisfied	Very / somewhat unsatisfied	All principals	Cramer's V
Are prepared to assume their duties	81,6%	35,9%	80,0%	0,210 ***
Know how to maintain order and discipline in their classes	71,4%	25,0%	69,8%	0,186 ***
Know the program subjects	82,5%	50,0%	81,4%	0,154 ***
Know how to evaluate their students' learning	68,4%	38,1%	67,3%	0,118 ***
Master information and communication technology (ICT)	84,5%	71,9%	84,1%	0,064 *
Collaborate with other teachers in the school	95,2%	78,1%	94,6%	0,139 ***
Get involved with other members of the school	97,7%	81,3%	97,1%	0,180 ***
Communicate with the parents of their students	92,6%	60,9%	91,5%	0,209 ***
Adapt their teaching and learning activities to the characteristics and abilities of their students	83,1%	45,3%	81,7%	0,179 ***
Contribute to progress of special education students in their classes	82,2%	43,5%	80,8%	0,180 ***
Use methods to improve their professional skills	89,3%	67,2%	88,5%	0,128 ***
Contribute to the life of the institution	97,3%	82,8%	96,8%	0,151 ***
Collaborate with the school's administration	98,6%	89,1%	98,3%	0,134 ***
Participate in extra-curricular activities	90,8%	53,1%	89,4%	0,227 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim to "strongly" or "somewhat agree" with the statement

No aspect of the institutional context seems to have a significant impact on principals' satisfaction with the new teachers. Whatever the *region*, *sector* or *teaching level*, the principals are unanimously satisfied with the work of the new teachers. However, differences do appear according to *work context*. Thus, the more the schools experience problems with turnover of teaching personnel, student rowdiness during courses and dropping out, the less the principals claim to be satisfied with the work of the new teachers. The strongest relationship is between the turnover in teaching personnel and principal satisfaction with new teachers (Kendall's Tau = - 0.207***). However, the results do not help us to understand the meaning of the relationship, to know if the principals are dissatisfied with the teachers because they consider them partially responsible for the problems the school is experiencing, or if they feel that these problems are attributable to the type of clientele served by the school. In this case, their dissatisfaction with the teachers would flow from their inability to deal with these types of students. In addition, the higher the proportion of students with a low family income, the lower the principals' satisfaction with the work of the new teachers. Conversely, the higher the proportion of students whose mother tongue is neither English or French, the more the principals are satisfied with their work. We may therefore assume that the principals are more tolerant of teachers who have to deal with allophone students than with teachers who have to deal with students from low-income families. This confirms the trend observed in the preceding question.

Table 6.20 Principals' general satisfaction with new teachers by profile of students and teaching staff

	Principals' general satisfaction with new teachers by profile of students and teaching staff*
Percentage of students who speak a language other than English or French at home	- 0,063**
Teacher turnover**	- 0,207***
Disruption of classes by students**	- 0,062**
Students dropping out**	- 0,114***
Percentage of students having a low family income	0,067***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

* The extent of the scale goes from "very satisfied" to "very unsatisfied"

** The extent of the scale goes from "to a great extent" to "not at all"

The principals' overall satisfaction with beginning teachers hardly varies at all according to their socio-professional profile. In fact, the answers given are similar regardless of age, sex, highest level of education completed by the principals, or even that they taught on a routine basis. However, there is a connection between the responsibilities undertaken by the principals in recruiting/selecting teachers and their overall satisfaction with new teachers. Thus, more principals who play a major role in recruiting and selecting teachers are satisfied (97.3%), compared to those who do not play this role (94.9%), with the new teachers working in their institution. Although this seems to confirm the above-mentioned hypothesis that the principals who personally take on the recruitment and selection of new teachers have more harmonious relationships with them, which could lead to a more positive perception of them, the relative weakness of the relationship calls for a more cautious interpretation. Indeed, in spite of a gap of only a few percentage points between the groups of principals, satisfaction is still very high in the two groups.

Table 6.21 Principals' general satisfaction with new teachers working in their school by their responsibility in recruitment and selection of teachers

		General satisfaction with new teachers		Total
		Very / somewhat satisfied	Very / somewhat unsatisfied	
Recruitment and selection of teachers	Fully responsible, major role	97,3%	2,7%	100,0 % (1204)
	Minor role, not responsible	94,9%	5,1%	100,0 % (584)
	Total	96,5%	3,5%	100,0 % (1788)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

Cramer's V = 0,064 *

5. The principals' perceptions regarding difficulties encountered by the new teachers in various aspects of their job

We have already discussed the principals' perceptions of the new teachers in relation to their abilities and attitudes (cf. point I. 3). The present question evaluates the principals' opinions regarding difficulties encountered by the new teachers in various aspects of their job⁶. According to the principals surveyed, the tasks that beginning teachers in the least difficult are those associated with communication. Thus, according to more than 75% of the principals, the following raise *few* or *no problems* for new teachers: working in a group with other teachers (87.2% if we cumulate the first two entries in the table), the use of new technologies in class (80.5%) and communication with students (78.1%). Once again, this involves attitudes adopted by teachers, rather than specialized abilities forming part of the teaching profession properly speaking and acquired during their training. On the contrary, the latter seem to present a greater number of difficulties. Maintaining discipline among students seems to be particularly problematic. Thus, according to over half of the principals questioned (54.1%), the teachers experience *some difficulties* in dealing with this aspect of their job, while 11.4% even claimed they experience *many difficulties*, a proportion that is clearly higher than that associated with other aspects of their job. Evaluating the education (of the students) also seems to raise problems, with almost half (48.8%) of the principals stating that this aspect raised *some difficulties* and 6.4% claiming that it raises *many difficulties*.

Table 6.22 Difficulties of new teachers with aspects of their work

	No difficulties	Little difficulty	Some difficulties	Many difficulties	Total (N)
Mastering the program's subjects	9,4%	51,8%	36,3%	2,5%	100% (2030)
Maintaining discipline with the students	2,9%	31,7%	54,1%	11,4%	100% (2030)
Evaluation of learning	5,2%	39,6%	48,8%	6,4%	100% (2025)
Communication with students	19,0%	59,2%	20,7%	1,2%	100% (2032)
Collaboration with parents	10,4%	53,4%	33,9%	2,3%	100% (2023)
Use of new technologies in class	29,2%	51,3%	17,6%	1,8%	100% (2014)
Team work with other teachers	33,0%	54,2%	12,1%	0,7%	100% (2019)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

⁶ Question asked in the questionnaire: "Indicate the degree of difficulty that new teachers (with five (5) years of experience or less) generally have with the following elements".

The various aspects of the question are highly correlated. Thus, the greater the number of principals who feel that the new teachers have difficulty with one aspect of their job, the greater the number who feel that the new teachers have difficulty with other aspects of their job. Thus, the principals tend to have an overall negative view or overall positive view of beginning teachers regarding the difficulties that the latter encountered. However, the scores that are, on the whole, negative, may be interpreted in two different ways: either the principals acknowledge that teaching is difficult and that the difficulties faced by the new teachers are real, though normal; or the principals feel that the new teachers experience difficulties but that the teachers ought not to encounter such difficulties. In view of the answers to the fourth question, which clearly indicate that the principals are generally satisfied with the work of the new teachers, the first hypothesis seems more probable. The stronger link is the one between the difficulties experienced in using new technologies in class and in communication with students ($KT = 0.555^{***}$). A link of this strength allows us to grasp the significance of the new technologies as a new communication tool able to catch the attention of students. Today's school-age children have never known anything but the information era, video games in three dimensions and special-effects films. A teacher who repeatedly gives lecture courses without audiovisual aids may seem boring to them, since they are used to being constantly bombarded by images and sounds. The pedagogical aspects of the teaching duties, too, are positively correlated. The principals who felt that the new teachers have difficulty evaluating the education of their students also affirm that these teachers have trouble in mastering the content of the program ($KT = 0.474^{***}$) and maintaining discipline among students ($KT = 0.470^{***}$). As for the question dealing with principals' perceptions of new teachers, the following three aspects – evaluating the learning of the students, mastering the content of the program and maintaining discipline – are associated, according to the principals, with being well prepared to assume their functions. We could derive the following from these relationships: according to the principals, well-prepared teachers are able to evaluate how their students are learning, master the content of the program and maintain discipline in class. Conversely, poorly prepared teachers have difficulty, not with one, but with all three fundamental aspects of their job. We will have another opportunity to verify this hypothesis.

Table 6.23 Difficulties of new teachers with aspects of their work - Correlations

	Mastering the program's subjects	Maintaining discipline with the students	Evaluation of learning	Communication with students	Use of new technologies in class	Team work with other teachers
Mastering the program's subjects	1	0,360 ***	0,474 ***	0,314 ***	0,255 ***	0,269 ***
Maintaining discipline with the students	0,360 ***	1	0,470 ***	0,429 ***	0,400 ***	0,192 ***
Evaluation of learning	0,474 ***	0,470 ***	1	0,383 ***	0,365 ***	0,273 ***
Communication with students	0,314 ***	0,429 ***	0,383 ***	1	0,555 ***	0,299 ***
Use of new technologies in class	0,255 ***	0,400 ***	0,365 ***	0,555 ***	1	0,287 ***
Team work with other teachers	0,269 ***	0,192 ***	0,273 ***	0,299 ***	0,287 ***	1

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The analysis indicates few statistically significant relationships between teachers benefiting from or taking advantage of induction, support and coaching activities and the difficulties encountered by the new teachers in dealing with various aspects of their job. The significant correlations primarily involve the relational aspects of teaching duties, such as those involving students or cooperation with parents. These results back up the hypothesis raised above, according to which the integration, support and coaching/mentoring/counselling have a positive impact on the relational aspects of teaching duties, whereas they do not have this impact on the more educational aspects, such as mastering the content of the program and evaluating how students are learning, or more technical aspects such as mastering the new technologies.

Table 6.24 Difficulties of new teachers with aspects of their work by welcoming, mentoring and support activities

	Maintaining discipline with the students*	Communication with students*	Collaboration with parents*
Twining or mentoring**	0,077***	0,060*	0,076***
Support group**	/	/	0,061*
Support network for young teachers**	0,068**	/	/
Training**	/	0,064*	0,087***
Reduced workload**	/	-0,081***	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

* The extent of the scale goes from "no difficulties" to "many difficulties"

** The extent of the scales goes from "usually always" to "not at all"

No link can be established between the principals' satisfaction with special-purpose funds for the professional induction-development of new teachers and teachers' difficulties in dealing with various aspects of their job. However, matters are different when it comes to the perception of new teachers' abilities. Thus, the greater the number of principals with a positive opinion of the new teachers, the greater the number who tend to maintain that the latter have little difficulty with various aspects of their job. Stated differently, a teacher who experiences few difficulties is highly regarded, or, at the very least, well prepared. In particular, the correlations prove to be highest among statements dealing with the same aspect of teaching duties. To illustrate, the strongest relationship (Kendall's Tau = 0.575***) is that between the difficulties experienced by new teachers (in the principals' view) in using new technologies in class, and the perception (again, in the principals' view) that the new teachers are mastering information and communication technologies. This link between two statements dealing with the same aspect of the job also applies to the evaluation of how students are learning (KT = 0.486***), working with other teachers (KT = 0.476***), maintaining discipline (KT = 0.472***), mastering the content of the program (KT = 0.403***) and cooperation with parents (KT = 0.384***). In addition, the principals who have a positive perception of the new teachers are also those who feel that the new teachers have little difficulty working in a team with the other teachers. This positive perception applies particularly to aspects of the job that take place beyond the confines of the class. Indeed, there is a very strong link between, on the one hand, the difficulties experienced (according to the principals) by beginning teachers in team-work involving the new teachers and, on the other hand, the perception (again, in the principals' view) that they are cooperating with other teachers in the school (KT = 0.476***), have involvements with other members of the school (KT = 0.382***), contribute to the life of the institution (KT = 0.343***) and communicate with their students' parents (KT = 0.323***). Considering that nowadays teamwork is highly valued within the framework of recent reform movements, we may assume that the principals share, or at least incorporate, the view that teamwork assures the success of joint school projects. At the heart of these projects are teachers' relationships with each other, with the students and their parents, as well as with school personnel as a whole. Lastly, we observe a strong positive link between the perception, by the principals, that the new teachers are prepared to undertake their functions, and that the perceptions that the teachers have little difficulty evaluating how students learn (KT = 0.301***), mastering the content of the program (KT = 0.250***) and maintaining discipline among students (KT = 0.294***). Thus, the hypothesis suggested above -- the principals' belief that well prepared teachers are able to evaluate their students' learning, master the content and maintain discipline in class -- seems to be confirmed. However, other aspects, further removed from the pedagogical sphere, are also strongly linked to the perception that the teachers are prepared to undertake their functions, especially those involving students (KT = 0.258***). Thus, in terms of preparation, the principals seem to have expectations that go beyond the pedagogical aspects, though they give priority to the latter.

Table 6.25 Difficulties of new teachers with aspects of their work by beginning teachers' perception

Mastering the program's subjects**	0,250***	0,184***	0,403***	0,285***	0,182***	0,191***	0,165***	0,166***	0,254***	0,227***	0,191***	0,170***	0,143***
Maintaining discipline with the students**	0,294***	0,472***	0,236***	0,300***	0,144***	0,207***	0,220***	0,251***	0,341***	0,299***	0,228***	0,202***	0,178***
Evaluation of learning**	0,301***	0,282***	0,318***	0,486***	0,212***	0,227***	0,177***	0,240***	0,361***	0,345***	0,252***	0,217***	0,191***
Communication with students**	0,258***	0,286***	0,208***	0,214***	0,173***	0,271***	0,235***	0,306***	0,284***	0,272***	0,263***	0,282***	0,282***
Collaboration with parents**	0,218***	0,279***	0,199***	0,247***	0,173***	0,271***	0,254***	0,384***	0,329***	0,323***	0,286***	0,275***	0,276***
Use of new technologies in class**	0,178***	0,141***	0,172***	0,191***	0,575***	0,224***	0,203***	0,183***	0,197***	0,185***	0,222***	0,242***	0,200***
Team work with other teachers**	0,211***	0,191***	0,182***	0,199***	0,212***	0,476***	0,417***	0,332***	0,279***	0,257***	0,293***	0,343***	0,382***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

* The extent of the scale goes from "strongly agree" to "strongly disagree"

** The extent of the scale goes from "no difficulties" to "many difficulties"

All of the principals' statements concerning the difficulties teachers encounter in various aspects of their job are also linked to the principals' overall satisfaction with the new teachers. In other words, the principals are not entirely satisfied even if the teachers manage to surmount the difficulties they face; they feel it is better if teachers are able to avoid as many difficulties as possible! The principals who are particularly satisfied with the work of the new teachers are also those who feel that the latter experience little difficulty in working as a team with other teachers ($V = 0.241^{***}$) and with students ($V = 0.179^{***}$). We may therefore assume that the principals expect, above all, that when new teachers take up their position they would already be able to work well in a team with other teachers and to communicate satisfactorily with students. According to the principals, this involves basic approaches that every teacher should master.

Table 6.26 Principals' general satisfaction with new teachers working in their school according to difficulties of new teachers with aspects of their work

	Principals very or somewhat satisfied	Principals very or somewhat unsatisfied	All principals	Cramer's V
Mastering the program's subjects	62,4%	31,3%	61,3%	0,117 ***
Maintaining discipline with the students	36,1%	6,5%	35,1%	0,112 ***
Evaluation of learning	46,2%	14,1%	45,1%	0,118 ***
Communication with students	79,5%	39,1%	78,1%	0,179 ***
Collaboration with parents	65,2%	28,1%	63,9%	0,142 ***
Use of new technologies in class	81,1%	54,0%	80,1%	0,124 ***
Team work with other teachers	89,5%	46,9%	88,0%	0,241 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who believe that new teachers have "little" or "no difficulties".

For most aspects of the teaching role, there is very little variation by institutional context. In particular, no difference was noted among *teaching levels*. On the other hand, there are several differences *by region*. Thus, among primary-school principals, fewer of those in Québec or Ontario feel that maintaining discipline and evaluating learning creates few or no difficulties for young teachers. Fewer primary-school principals located in the Territories, too, deem that maintaining discipline does not create any problems for beginning teachers. The comparatively difficult clienteles in cities such as Toronto and Montreal might explain why Ontario and Québec teachers have more difficulty than those of other regions. Nevertheless, in British Columbia, a province that also has a large city, Vancouver, obtains very different results. In fact, there are proportionately more principals in British Columbia than in Canada as a whole who feel that the new teachers in their school have little or no difficulty maintaining discipline among students. To obtain a more accurate picture of the differences between the provinces, it would be interesting if a future analysis compared various urban centres differentiated by size. As for the Territories, if the data are not skewed owing to the small number of respondents, we may assume that their socio-economic problems could explain the difficulties faced by the teachers.

Table 6.27 Difficulties of new teachers with aspects of their work by region

		Maintaining discipline with the students	Evaluation of learning
All levels combined	Atlantic	37,1%	55,1%
	British Columbia	43,8%	53,4%
	Ontario	30,7%	38,3%
	Prairies	37,0%	46,2%
	Quebec	29,5%	37,1%
	Territories	22,6%	43,4%
	Total	34,5%	44,7%
	Cramer's V	0,110 ***	0,142 ***
Elementary	Atlantic	39,7%	53,8%
	British Columbia	45,1%	50,3%
	Ontario	30,8%	36,3%
	Prairies	38,4%	41,6%
	Quebec	31,5%	31,3%
	Territories	22,7%	45,5%
	Total	35,5%	40,8%
	Cramer's V	0,116 **	0,164 ***
Mixed	Atlantic	37,8%	60,0%
	British Columbia	38,5%	73,1%
	Ontario	35,3%	47,1%
	Prairies	34,6%	52,3%
	Quebec	38,9%	61,1%
	Territories	17,4%	34,8%
	Total	34,4%	54,4%
	Cramer's V	NS	NS
Secondary	Atlantic	31,5%	55,1%
	British Columbia	42,5%	54,8%
	Ontario	29,6%	43,9%
	Prairies	37,2%	47,4%
	Quebec	21,5%	50,5%
	Territories	37,5%	62,5%
	Total	32,2%	49,9%
	Cramer's V	NS	NS

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who believe that new teachers have "little" or "no difficulties".

NS : Non significant

The perceptions of the difficulties facing beginning teachers also varies according to several aspects of *students' education profiles* and those of the *teaching personnel*. In particular, the teaching role for which the difficulties faced by the teachers is the most closely connected to the work context is maintaining discipline amongst students. It involves negative relations, which indicate the following: the greater the number of principals deeming that student rowdiness (disruptiveness) during classes (KT = - 0.207), turnover in teaching personnel (KT = - 0.152***) or even student absenteeism (KT = -0.123***) harm the smooth functioning of the school, the greater the number who tend to consider that the teachers have difficulty maintaining discipline among students. In these cases, it is difficult to determine the meaning of the relationship. If there is disruptiveness during class, is it because the teachers have difficulty maintaining discipline, or the opposite? The principals' replies reveal the existence of a link between the work context and the difficulties faced by new teachers, but they do not tell us about the reasoning underlying their assertions. The question "whose fault is it?" remains unsolved; however, the principals' generally high level of satisfaction with new teachers leads us to believe that we must look for something other than the ability of these teachers to explain the difficulties they encounter. In addition, the aspect of the work context most closely linked to the difficulties faced by the new teachers in various aspects of their job is turnover in teaching personnel. The greater the number of principals who deem that turnover in personnel is a problem preventing the school from functioning smoothly, the greater the number who perceive that the new teachers face difficulties in different aspects of their job. This relationship also raises problems of interpretation. If, from the outset, a principal feels that the new teachers are having a lot of difficulty, he will tend to find that the turnover in teaching personnel constitutes a problem, since this turnover will result in the replacement of experienced teachers with beginner teachers, and thus having difficulty. The difficulties faced by the new teachers may also be the cause of turnover in personnel, since they may seem insurmountable in the eyes of certain teachers, many of whom will quit prematurely. Lastly, the analysis reveals that a comparatively large number of principals directing schools with a high percentage of students from low-income families think that the beginning teachers encounter difficulties. Indeed, the higher the percentage of students from low-income families, the greater the number of principals who tend to feel that the new teachers working in their institution encountered difficulties in maintaining discipline among students (KT = 0.075***) and in communicating with students (KT = 0.054**).

Table 6.28 Difficulties of new teachers with aspects of their work by profile of students and teachers

	Student absenteeism*	Teacher turnover*	Disruption of classes by students*	Students dropping out*	Percentage of students having a low family income	Percentage of students who speak a language other than English or French at home
Mastering the program's subjects**	/	- 0,107 ***	/	/	/	/
Maintaining discipline with the students**	- 0,123 ***	- 0,152 ***	- 0,207 ***	- 0,090 ***	0,075 ***	/
Evaluation of learning**	- 0,058 **	- 0,125 ***	- 0,066 ***	/	/	/
Communication with students**	- 0,080 ***	- 0,101 ***	- 0,131 ***	- 0,120 ***	0,054 **	/
Collaboration with parents**	- 0,084 ***	- 0,131 ***	- 0,105 ***	- 0,097 ***	0,036*	/
Use of new technologies in class**	/	- 0,119 ***	- 0,058 **	/	/	/
Team work with other teachers**	- 0,059 **	- 0,0119 ***	- 0,070 ***	- 0,077 ***	/	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "no difficulties" to "many difficulties"

Perceptions of the difficulties faced by the beginning teachers hardly differ at all according to *the socio-professional profiles of the principals*. It was observed only that more male than female principals maintain that the new teachers have little or no difficulty in evaluating learning.

Table 6.29 Difficulties of new teachers with aspects of their work by gender of principals

		Evaluation of learning
All levels combined	Male	49,4%
	Female	39,1%
	Total	44,7%
	Cramer's V	0,103***
Elementary	Male	45,6%
	Female	36,4%
	Total	40,8%
	Cramer's V	0,093***
Mixed	Male	56,3%
	Female	51,5%
	Total	54,4%
	Cramer's V	NS
Secondary	Male	52,9%
	Female	42,9%
	Total	49,9%
	Cramer's V	0,092*

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The percentages represent the proportion of principals who believe that new teachers have "little" or "no difficulties".
 NS : Non significant

Noticeably more principals whose role included teaching (51.4%) than those whose role did not (41.0%) assert that beginning teachers have little or no difficulty with this aspect of their job. Lastly, the principals who play an important role in recruiting and selecting teachers are much more numerous (47.7%) than those who do not (39.0%) in maintaining that the teachers have little or no difficulty in evaluating learning.

Table 6.30 Difficulties of new teachers according to the fact of having or not a teaching task and the assumed responsibility of principals in the recruitment of teachers

		Evaluation of learning
Teaching task	Yes	51,4%
	No	41,0%
	Total	44,7%
	Cramer's V	0,101***
Recruitment of teachers	Fully responsible, major role	47,7%
	Minor role, not responsible	39,0%
	Total	44,8%
	Cramer's V	0,083***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The percentages represent the proportion of principals who believe that new teachers have "little" or "no difficulties".

How can we explain these variations in the principals' answers with regard to this aspect of the teaching role (evaluating learning)? We may make the assumption that the way teachers evaluate how their students learn is the element the principals find the most difficult to evaluate; consequently, their opinion on this topic is very subjective. For example, when a principal wants to determine if a beginning teacher knows how to maintain discipline among students, certain signs are unmistakable and cannot be ignored, such as

disruptiveness in the classroom. On the other hand, evaluation is a step frequently taken in private, sometimes even outside of the time spent in the educational institution. Thus, unless the teachers themselves – or their students, students’ parents or even colleagues – complain about evaluation difficulties, the principals may never be informed of the possible difficulties faced by the teachers.

6. The principals’ opinions on the recruitment and hiring of new teachers

The principals had to give their opinion on the conditions (or procedures) associated with the recruitment and hiring of new teachers. Certain statements concerned difficulties in recruiting, while others concerned outside involvement during hiring time or the working conditions of teachers starting out in their careers⁷. As we can see in the following table, difficulties in recruiting new teachers vary quite a lot, depending on the subject taught. While a majority (58.1%) of the principals *strongly* or *somewhat agree* that it is generally easy to recruit new teachers, nearly the same number (55.1%) *strongly agree* with the statement that recruiting is difficult for certain subjects. The recruiting of new teachers also seem to imply significant outside involvement. Indeed, three quarters (74.0%) of the principals *strongly* or *somewhat agree* that they received assistance from the school district or from another authority during hiring. We may assume that this assistance is sometimes perceived as an intrusion, with a majority (51.6%) of principals *strongly* or *somewhat agreeing* with the statement that the new teachers are forced upon them by other persons or other authorities. In these circumstances, it is not surprising that half of the principals question (54.7%) *strongly* or *somewhat agree* with the statement that they have a great deal of latitude when it comes to hiring new teachers.

Next, the survey data reveals that the principals have a very positive view of the working conditions of teachers starting off their careers. Thus, less than a third of the principals (31.5%) agree that the working conditions make it difficult to integrate beginning teachers into their school and even fewer (14.2%) agree that they get groups of students considered to be the most difficult. The latter assertion contradicts the often-widespread perception that the more experienced teachers are in a position – owing to their seniority (or length of service) – to choose the easiest groups, thereby leaving the most difficult groups to the beginning teachers. However, it is possible that for the purposes of social desirability, the principals tend to downplay difficult induction conditions. In addition, the vast majority (84.5%) of the principals expect that, if required, the new teachers would be able to teach subjects that are not their specialty. It is difficult to determine if an expectation expressed so clearly by the principals demonstrates their view of the teaching profession or of a practical necessity. In fact, a principal may be convinced of the need to master the subject taught and of the importance of training teachers in matters of discipline, yet expect that they be able to teach subjects outside of their specialty owing to a shortage of teachers in certain fields. Among the vast majority of principals, it is difficult to separate those who believe that a good teacher must know how to teach anything and those who resign themselves to the idea that a teacher specialized in a discipline other than the one they are teaching is better than no teacher at all.

In spite of everything, fewer than half of the principals (43.3%) agree with the statement that they have the time to evaluate the quality of the new teachers’ work, so we need to be careful in interpreting their answers as a whole.

⁷ Question asked in the questionnaire: “We would like to know your opinion on the recruitment and hiring of new teachers (with five (5) years of experience or less). Indicate the degree to which you agree or disagree with the following statements”.

Table 6.31 Principals' opinion on the recruitment and hiring of new teachers

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Total (N)
In general, it is easy to recruit new teachers	17,5%	40,6%	31,8%	10,1%	100 (2006)
It is difficult to find new teachers in some subject areas	55,1%	36,3%	5,4%	3,2%	100 (1941)
The working conditions of new teachers make their integration in my school difficult	5,7%	25,8%	41,2%	27,3%	100 (1951)
I have the freedom to choose when it is time to hire a new teacher	16,7%	28,6%	23,4%	31,3%	100 (1954)
I have time to evaluate the quality of the new teachers' work	8,3%	35,0%	39,7%	17,0%	100 (2014)
New teachers are forced on me by other people or bodies	17,4%	34,2%	19,7%	28,8%	100 (1932)
I expect new teachers to be able to teach outside their subject specialties if necessary	27,0%	57,5%	11,9%	3,6%	100 (1924)
New teachers inherit the groups of students deemed to be most difficult	2,3%	11,9%	34,5%	51,3%	100 (1972)
When hiring new teachers, I receive help from the school board of another body	33,5%	40,5%	12,5%	13,5%	100 (1866)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The two statements concerning difficulties in recruiting are highly correlated. In fact, there is a strong negative relationship between maintaining that it is easy to recruit new teachers and maintaining that recruiting is difficult in certain subjects ($KT = -0.216^{***}$). The principals who easily recruit new teachers are able to do so in all subjects. On the contrary, when recruiting is problematic in general, the problem is exacerbated in subjects for which there is a teacher shortage. The statements bearing on outside involvement during hiring are also highly correlated. By far, the strongest relationship is that between the statement that the new teachers are forced upon the principals by other individuals or authorities and that stating that the principals have real latitude when it comes to hiring a new teacher ($KT = -0.394^{***}$).

There was less of a tendency among principals stating they receive assistance during hiring to maintain that new teachers are forced upon them by others ($KT = -0.142^{***}$). This apparently contradictory situation demonstrates the different possible perceptions regarding outside involvement in the hiring process. The same outside intervention might be taken in a positive way by one principal (claiming to have obtained assistance), and who would indicate this in the questionnaire, while another principal might perceive the intervention negatively (claiming that the new teacher is forced upon him/her). This would explain why the principals who state they have received assistance do not maintain that the teachers are forced upon them.

The principals who claim to have real latitude when it comes time to hire a new teacher are also those who claim to have the time to evaluate the quality of work provided by the new teachers ($KT = 0.234^{***}$). This situation may be understood in part through the institutional definition of the principal's role, which varies especially by region, and teaching level and sector (cf. Chapter 5). Thus, in Chapter 5 we saw that the greater the number of principals who were responsible for recruiting teachers, the greater the number who were also responsible for teacher supervision and instructional development. In addition, we may assume that the principals with real latitude during recruitment of new teachers feel more involved in managing

the education team they help put together and readier to put a lot into follow-up, particularly in evaluating the work performed.

The principals who maintain that working conditions make it difficult to integrate new teachers tend more to claim that the latter get groups of students reputed to be the most difficult (KT = 0.200***). We may assume that of the working conditions that complicate the induction of novice teachers, that of grappling with difficult groups play a decisive role, whereas that of having to teach a subject other than one's speciality is less of a problem. In fact, when it comes to the expectation that the new teachers would, if necessary, teach a subject other than their speciality, the principals who maintain that working conditions make it difficult to integrate new teachers are not more numerous than those who do not.

Table 6.32 Principals' opinion on the recruitment and hiring of new teachers - Correlations

	Easy to recruit	Difficult in some subject areas	Difficult conditions	Freedom to hire	Time to evaluate the quality	Forced on me by others	Ability to teach outside subject specialty	Inherit difficult groups	Receive help when hiring
Easy to recruit	1	-0,216 ***	-0,162 ***	0,081 ***	0,123 ***	-0,107 ***	/	-0,074 ***	0,081 ***
Difficult in some subject areas	-0,216 ***	1	0,138 ***	/	-0,074 ***	/	/	/	/
Difficult conditions	-0,162 ***	0,138 ***	1	/	-0,153 ***	0,119 ***	/	0,200 ***	-0,134 ***
Freedom to hire	0,081 ***	/	/	1	0,234 ***	-0,394 ***	/	-0,080 ***	0,070 ***
Time to evaluate the quality	0,123 ***	-0,074 ***	-0,153 ***	0,234 ***	1	-0,155 ***	/	-0,060 **	0,069 ***
Forced on me by others	-0,107 ***	/	0,119 ***	-0,394 ***	-0,155 ***	1	0,070 ***	0,155 ***	-0,142 ***
Ability to teach outside subject specialty	/	/	/	/	/	0,070 ***	1	/	0,098 ***
Inherit difficult groups	-0,074 ***	/	0,200 ***	-0,08 ***	-0,060 **	0,155 ***	/	1	-0,142 ***
Receive help when hiring	0,081 ***	/	-0,134 ***	0,070 ***	0,069 ***	-0,142 ***	0,098 ***	-0,142 ***	1

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

/ : Non significant

The principals' opinions on the new teachers are highly correlated with their perceptions of recruitment conditions. In general, a positive opinion of recruiting and hiring is associated with a favourable view of the new teachers, and conversely.

Table 6.33 Principals' perception of beginning teachers and conditions of recruitment

Easy to recruit*	0,180 ***	0,178 ***	0,087 ***	0,118 ***	0,120 ***	0,112 ***	0,188 ***	0,190 ***	0,142 ***	0,110 ***	0,183 ***	0,148 ***	0,144 ***	0,145 ***
Difficult in some subject areas*	-0,057 ***	-0,081 ***	-0,008 ***	-0,019 ***	0,028 ***	0,027 ***	0,027 ***	0,002 ***	-0,044 ***	-0,035 ***	-0,018 ***	0,025 ***	0,016 ***	0,002 ***
Difficult conditions*	-0,198 ***	-0,174 ***	-0,111 ***	-0,17 ***	-0,115 ***	-0,174 ***	-0,194 ***	-0,203 ***	-0,208 ***	-0,197 ***	-0,184 ***	-0,187 ***	-0,191 ***	-0,146 ***
Freedom to hire*	0,070 ***	0,061 **	0,074 ***	0,084 ***	0,067 ***	0,109 ***	0,143 ***	0,088 ***	0,079 ***	0,073 ***	0,121 ***	0,121 ***	0,121 ***	0,152 ***
Time to evaluate the quality*	0,114 ***	0,114 ***	0,086 ***	0,101 ***	0,065 ***	0,114 ***	0,117 ***	0,110 ***	0,116 ***	0,117 ***	0,142 ***	0,090 ***	0,12 ***	0,128 ***
Forced on me by others*	-0,147 ***	-0,103 ***	-0,095 ***	-0,127 ***	-0,087 ***	-0,083 ***	-0,144 ***	-0,121 ***	-0,124 ***	-0,136 ***	-0,153 ***	-0,156 ***	-0,112 ***	-0,203 ***
Ability to teach outside subject specialty*	/	/	/	/	0,062**	/	/	/	/	/	/	/	/	/
Inherit difficult groups*	-0,139 ***	-0,108 ***	-0,100 ***	-0,124 ***	/	-0,154 ***	-0,164 ***	-0,132 ***	-0,121 ***	-0,135 ***	-0,148 ***	-0,172 ***	-0,151 ***	-0,138 ***
Receive help when hiring*	0,178 ***	0,118 ***	0,144 ***	0,140 ***	0,096 ***	0,140 ***	0,163 ***	0,127 ***	0,146 ***	0,144 ***	0,160 ***	0,171 ***	0,126 ***	0,153 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Kendall's Tau / : Non significant
 * The extent of the scale goes from "strongly agree" to "strongly disagree"

The teachers who, in the principals' view, are recruited on the basis of acceptable conditions are later viewed in a more positive light by these principals. Thus, the principals who claim it is easy to recruit new teachers also maintain that the latter communicate with their students' parents (KT = 0.190***), interact with other school employees (KT = 0.188***), utilize available resources to improve their professional skills (KT = 0.183***), are prepared to undertake their tasks (KT = 0.180***) and know how to maintain order and discipline in class (KT = 0.178***). We may assume that the schools with a better reputation attract more applicants, which allows them to select the best teachers among these applicants, who are then viewed in a more positive light by the principals. However, we could look at the link in another way if we assume that when recruiting conditions are good, so are working conditions; this would make the teachers' task easier, and they would then be viewed in a more positive light by the principals.

The teachers whose working conditions at the beginning of their careers are difficult are perceived in a less positive light by the principals. The principals who acknowledge that the working conditions of the new teachers make their induction into the school difficult maintain that the beginning teachers did not modify their teaching and learning activities according to the characteristics and abilities of their students (KT = - 0.208***), do not communicate with their students' parents (KT = - 0.203), are not prepared to undertake their tasks (KT = - 0.198***), do not contribute to the life of the institution (KT = - 0.187***), do not know how to maintain order and discipline in class (KT = - 0.174***) and do not collaborate with other teachers in the school (KT = - 0.174***). These relationships invoke the links established among the principals' answers to the third question, on their view of beginning teachers, and to the fifth question, on the difficulties these teachers faced: a teacher who has little difficulty is highly regarded; a teacher who has difficulties is seen in a negative light. We can now add that this relationship still holds when the principals are aware that the difficulties could be attributed to working conditions.

This trend is confirmed by the overlap between principals' overall satisfaction with beginning teachers and the recruitment conditions. The principals who claim to be *very* or *somewhat unsatisfied* with the work of the beginning teachers also have a negative perception of the conditions (or procedures) associated with their recruitment and induction. For example, when it comes to the claim that the new teachers have the groups of students reputed to be the most difficult, there is a markedly higher number of *unsatisfied* principals (27.9%) than *satisfied* principals (13.0%).

Table 6.34 Principals' general satisfaction with new teachers who work in their school by their opinion on recruitment and hiring of new teachers

	Very / somewhat satisfied	Very / somewhat unsatisfied	All principals	Cramer's V
In general, it is easy to recruit new teachers	58,6%	41,3%	58,0%	0,064 *
The working conditions of new teachers make their integration in my school difficult	31,2%	50,0%	31,8%	0,074**
I have the freedom to choose when it is time to hire a new teacher	46,7%	27,4%	46,0%	0,071 **
New teachers are forced on me by other people or bodies	51,1%	69,8%	51,7%	0,070 **
New teachers inherit the groups of students deemed to be most difficult	13,0%	27,9%	13,5%	0,079**
When hiring new teachers, I receive help from the school board of another body	73,7%	55,9%	73,1%	0,074 **

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The percentages represent the proportion of principals qui who claim to "strongly" or "somewhat agree" with the statement.

In addition, the principals who maintain that teachers' working conditions make their induction into the school difficult also note that the new teachers have a greater number of problems with different aspects of their job. Cooperation with parents (KT = - 0.193***), maintaining discipline among students (KT = - 0.158***), communication with students (KT = - 0.157***) and evaluation of learning (KT = - 0.150***) constitute a particular problems for the teachers for whom the principals admit that their working conditions make their induction into the school difficult. Conversely, the teachers who are easily recruited have an easier time with the various aspects of the job. The greater the number of principals to agree that in general it is easy to recruit new teachers, the fewer the number to maintain that the new teachers have difficulty maintaining discipline among students (KT = 0.113***), working in a group with other teachers (KT = 0,109***) and using new technologies in class (KT = 0.104***).

Table 6.35 Principals' opinion on the recruitment and hiring of new teachers by difficulties of new teachers - Correlations

	Mastering the program's subjects*	Maintaining discipline with the students*	Evaluation of learning*	Communication with students*	Collaboration with parents*	Use of new technologies in class*	Team work with other teachers*
In general, it is easy to recruit new teachers**	0,085 ***	0,113 ***	0,076 ***	0,089 ***	0,087 ***	0,104 ***	0,109 ***
It is difficult to find new teachers in some subject areas**	/	-0,091 ***	/	/	/	/	/
The working conditions of new teachers make their integration in my school difficult**	-0,123 ***	-0,158 ***	-0,150 ***	-0,157 ***	-0,193 ***	-0,091 ***	-0,147 ***
I have the freedom to choose when it is time to hire a new teacher**	0,058 **	/	0,072 ***	/	/	/	0,063 **
I have time to evaluate the quality of the new teachers' work**	0,066 ***	0,077 ***	0,084 ***	/	0,089 ***	0,058 **	0,074 ***
New teachers are forced on me by other people or bodies**	-0,094 ***	-0,064 ***	-0,106 ***	-0,073 ***	-0,079 ***	-0,080 ***	-0,073 ***
I expect new teachers to be able to teach outside their subject specialties if necessary**	/	/	/	/	/	0,054 *	/
New teachers inherit the groups of students deemed to be most difficult**	/	-0,099 ***	-0,101 ***	-0,089 ***	-0,076 ***	-0,067 ***	-0,125 ***
When hiring new teachers, I receive help from the school board of another body**	0,080 ***	0,079 ***	0,093 ***	0,083 ***	0,075 ***	0,062 **	0,062 **

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The numbers in the table represent Kendall's Tau / : Non significant
* The extent of the scale goes from "no difficulties" to "many difficulties"
** The extent of the scale goes from "strongly agree" to "strongly disagree"

In sum, the overlap among the different variables involving the professional induction and development of teachers allows us to come up with the following framework: On the one hand, the greater the number of the principals who observe that it is easy to recruit new teachers, the greater the number who (a) have a positive view of their abilities and attitudes, (b) maintain that they have little difficulty with various aspects of their job, and (c) are generally satisfied with their job. On the other hand, the greater the number of the principals who acknowledge that working conditions make it difficult to integrate/induct new teachers into their school, the greater the number who have (a) a negative view of their abilities and attitudes, (b) maintained that they have great difficulty with various aspects of their job, and (c) are generally less satisfied with their job. Difficult working conditions at the beginning of the teachers' careers are associated with negative opinions on the part of the principals, and the converse is true.

Beyond these general trends, the survey data suggest several variations in the recruiting and hiring conditions of new teachers *by region*. Striking variations could also be observed in recruiting difficulties. While two thirds (67.4%) of Ontario principals maintain that it is easy to recruit new teachers, this is true only of a minority (41.5%) of Québec principals. However, the principals of the regions taken as a whole agree that recruiting is difficult in certain subjects. The principals' answers concerning outside involvement in hiring also varies by region. On these questions, Québec differentiates itself from the other provinces. Many principals maintain that there is interference, but few claim to have received assistance. Conversely, in the Prairies and the Territories, few principals maintain that there has been interference and many claim that there have been assistance. Almost three quarters (71.9%) of the Québec principals claim that the new teachers are forced on them by others, whereas for the respondents generally only half (51.6%) of the total number of principals share this view. Hence, there is a strong feeling in Québec, not found in other provinces, that there is interference. The proportions are reversed on the issue of assistance received. Only half of the Québec principals (50.8%) claim they receive outside assistance, whereas for Canada as a whole, three quarters (74.0%) of the principals claim to have received this kind of assistance. In Québec, there are more principals who claim that teachers are forced upon them than those who claim to have received assistance, whereas the reverse is true in all other regions. In addition, there are more Québec principals who maintain that the new teachers get groups of students reputed to be more difficult.

Table 6.36 Principals' opinion on the recruitment and hiring of new teachers by region

	In general, it is easy to recruit new teachers	I have the freedom to choose when it is time to hire a new teacher	I have time to evaluate the quality of the new teachers' work	New teachers are forced on me by other people or bodies	New teachers inherit the groups of students deemed to be most difficult	When hiring new teachers, I receive help from the school board of another body
All levels combined						
Atlantic	55,8%	41,5%	34,6%	52,1%	10,7%	79,5%
British Columbia	63,4%	32,5%	43,6%	63,1%	13,4%	78,2%
Ontario	67,4%	55,4%	42,6%	46,6%	13,7%	75,6%
Prairies	61,0%	59,2%	55,0%	32,9%	7,5%	83,8%
Quebec	41,5%	27,1%	36,3%	71,9%	25,5%	50,8%
Territories	54,7%	59,6%	54,9%	34,0%	15,7%	86,3%
Total	58,1%	45,2%	43,3%	51,6%	14,2%	74,0%
Cramer's V	0,186 ***	0,259 ***	0,149 ***	0,279 ***	0,175 ***	0,267 ***
Elementary						
Atlantic	59,9%	40,5%	35,8%	52,8%	12,3%	79,9%
British Columbia	68,5%	25,1%	40,3%	66,7%	11,2%	75,7%
Ontario	68,8%	52,4%	43,3%	48,9%	13,2%	76,3%
Prairies	65,2%	57,9%	58,1%	36,2%	5,9%	82,2%
Quebec	47,9%	19,4%	32,4%	83,5%	24,5%	49,8%
Territories	50,0%	61,9%	42,9%	47,6%	19,0%	90,5%
Total	61,8%	40,2%	41,7%	58,0%	14,2%	72,1%
Cramer's V	0,173 ***	0,314 ***	0,168 ***	0,331 ***	0,174 ***NV	0,273 ***
Mixed						
Atlantic	26,8%	36,6%	34,1%	50,0%	4,9%	76,9%
British Columbia	40,7%	72,0%	57,1%	29,2%	7,7%	84,0%
Ontario	68,8%	88,2%	52,9%	8,3%	6,7%	55,6%
Prairies	57,3%	55,7%	46,8%	31,9%	9,0%	85,3%
Quebec	21,1%	61,1%	47,4%	12,5%	21,1%	75,0%
Territories	52,2%	47,4%	59,1%	19,0%	18,2%	77,3%
Total	48,2%	56,2%	47,4%	31,2%	9,8%	81,1%
Cramer's V	0,285 ***	0,264 **	NS	NS	NS	NS
Secondary						
Atlantic	61,2%	45,9%	32,6%	51,7%	10,3%	79,8%
British Columbia	59,2%	38,0%	47,2%	65,3%	21,4%	82,1%
Ontario	62,3%	60,6%	38,9%	42,9%	16,2%	75,2%
Prairies	57,9%	65,5%	58,4%	27,9%	8,8%	84,8%
Quebec	26,3%	43,6%	45,7%	46,7%	29,5%	49,4%
Territories	75,0%	85,7%	75,0%	37,5%	0,0%	100,0%
Total	53,9%	52,7%	45,4%	45,0%	16,5%	75,3%
Cramer's V	0,275 ***NV	0,223 ***NV	0,194 **NV	0,239 ***NV	0,212 ***NV	0,294 ***NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Variations according to *educational sector* account, in part, for variations in the principals' answers to different statements concerning the recruiting and hiring conditions for new teachers. This is especially true with regard to outside involvement. Thus, in several regions (British Columbia, Ontario and Québec), there are many public-school principals – but very few private-school principals (9,8%) – who state that new teachers are forced upon them by others (54.9%), A variation as significant as this may be attributed to the fact that public schools are affiliated with school boards. This is not true of private schools, which are consequently “protected” from this source of potential interference. In addition, when it comes to principals claiming to have the time to evaluate the quality of the new teachers' work, many more private-school principals than public-school principals make this claim.

Table 6.37 Principals' opinion on the recruitment and hiring of new teachers by teaching sector

	I have the freedom to choose when it is time to hire a new teacher	I have time to evaluate the quality of the new teachers' work	New teachers are forced on me by other people or bodies
Canada, total			
Public	42,1%	40,8%	54,9%
Private	76,2%	67,2%	9,8%
Total	45,2%	43,3%	51,6%
<i>Cramer's V</i>	0,199***	0,157***	0,236***
Atlantic			
Public	40,7%	34,1%	52,5%
Private	100,0%	75,0%	
Total	41,5%	34,6%	52,1%
<i>Cramer's V</i>	,138*** NV	NV	NV
British Columbia			
Public	24,9%	36,8%	72,6%
Private	71,7%	74,1%	13,3%
Total	32,5%	43,6%	63,1%
<i>Cramer's V</i>	,369***	,290***	,450***
Ontario			
Public	51,0%	39,7%	50,1%
Private	88,1%	65,0%	5,3%
Total	55,4%	42,6%	46,6%
<i>Cramer's V</i>	,241***	,164***	,243***
Prairies			
Public	58,9%	54,0%	33,6%
Private	63,3%	66,7%	22,2%
Total	59,2%	55,0%	32,9%
<i>Cramer's V</i>	NS	NS	NS
Quebec			
Public	21,8%	33,4%	78,2%
Private	71,4%	61,0%	
Total	27,1%	36,3%	71,9%
<i>Cramer's V</i>	,346***	,174***	,474***
Territories			
Public	59,6%	54,9%	34,0%
Private			
Total	59,6%	54,9%	34,0%
<i>Cramer's V</i>	NV	NV	NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
The percentages represent the proportion of principals who “strongly agree” or “somewhat agree” with the statement.
NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Comparisons by *teaching level* also reveal several variations concerning outside involvement during the hiring period. Many primary-school principals (58.0%) claim new teachers are forced upon them by others, whereas the same is true for only a minority of secondary-school principals (45.0%) and mixed-school principals (31.2%). At the same time, there are fewer primary-school principals who claim to have real latitude in hiring teachers.

Table 6.38 Principals' opinion on the recruitment and hiring of new teachers by level of education

		I have the freedom to choose when it is time to hire a new teacher	New teachers are forced on me by other people or bodies
All regions combined	Elementary	40,2%	58,0%
	Mixed	56,2%	31,2%
	Secondary	52,7%	45,0%
	Total	45,2%	51,6%
	Cramer's V	0,134 ***	0,186 ***
Atlantic	Elementary	40,5%	52,8%
	Mixed	36,6%	50,0%
	Secondary	45,9%	51,7%
	Total	41,5%	52,1%
	Cramer's V	NS	NS
British Columbia	Elementary	25,1%	66,7%
	Mixed	72,0%	29,2%
	Secondary	38,0%	65,3%
	Total	32,5%	63,1%
	Cramer's V	0,288***	0,215***
Ontario	Elementary	52,4%	48,9%
	Mixed	88,2%	8,3%
	Secondary	60,6%	42,9%
	Total	55,4%	46,6%
	Cramer's V	0,141*	NS
Prairies	Elementary	57,9%	36,2%
	Mixed	55,7%	31,9%
	Secondary	65,5%	27,9%
	Total	59,2%	32,9%
	Cramer's V	NS	NS
Quebec	Elementary	19,4%	83,5%
	Mixed	61,1%	12,5%
	Secondary	43,6%	46,7%
	Total	27,1%	71,9%
	Cramer's V	0,286***	0,441***
Territories	Elementary	61,9%	47,6%
	Mixed	47,4%	19,0%
	Secondary	85,7%	37,5%
	Total	59,6%	34,0%
	Cramer's V	NS	NS

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.
NS : Non significant

Perceptions regarding recruitment processes or conditions also vary *by the profiles of students and teachers in the school*. In particular, and as was the case for the new teachers' perceptions, and for the principals' satisfaction with these teachers and the difficulties they face, the principals' opinions on the recruitment and hiring of new teachers are strongly related to the turnover of teaching personnel. The greater the number of principals who see this turnover as a problem hindering the smooth functioning of the school, the fewer the number who find it easy to recruit new teachers (KT = - 0.203***). This indicates that the principals who, due to regular departures by staff, are called upon most often to recruit new teachers, are also those who have the greatest difficulty doing so. Consequently, these principals are caught up in a vicious circle, in which they have to devote a lot of time to recruiting new teachers, though they are constantly aware that there is a strong chance that these teachers would quit soon and that they would be obliged to recommence the tedious process of recruiting all over again. What is more, the greater the number of principals who view the turnover in teaching personnel as a problem hindering the smooth functioning of the school, the greater the number who claim that (a) the working conditions of the new teachers make it difficult to integrate/induct these teachers into their school (KT = 0.171***), (b) the new teachers are forced upon them by other individuals or other authorities (KT = 0.151**) and (c) and that they get groups of students reputed to be more difficult (KT = 0.121***). In addition, there are more principals who view dropping out as a problem hindering the smooth functioning of the school (compared to those who did not) who claim that the new teachers obtain groups of students reputed to be the most difficult (KT = 0.176***) and fewer (than those who do not) to claim that in general it is easy to recruit new teachers (KT = -0.110***).

Table 6.39 Principals' opinion on the recruitment and hiring of new teachers by the profile of students and teachers of the school

	Percentage of students who speak a language other than English or French at home	Student absenteeism*	Teacher turnover*	Disruption of classes by students*	Students dropping out*	Percentage of students with a low family income
In general, it is easy to recruit new teachers**	- 0,076 ***	/	- 0,203 ***	/	- 0,110 ***	0,066 ***
It is difficult to find new teachers in some subject areas**	/	0,088 ***	0,082 ***	0,070 ***	0,063 **	/
The working conditions of new teachers make their integration in my school difficult**	/	0,075 ***	0,171 ***	0,130 ***	0,122 ***	- 0,080 ***
I have the freedom to choose when it is time to hire a new teacher**	/	/	- 0,095 ***	/	/	0,077 ***
I have time to evaluate the quality of the new teachers' work**	/	- 0,050 *	- 0,072 ***	- 0,093 ***	/	0,047 *
New teachers are forced on me by other people or bodies**	/	/	0,151 ***	/	/	/
I expect new teachers to be able to teach outside their subject specialties if necessary**	/	/	/	0,061 **	/	- 0,057 ***
New teachers inherit the groups of students deemed to be most difficult**	/	0,068 ***	0,121 ***	/	0,176 ***	- 0,058 ***
When hiring new teachers, I receive help from the school board of another body**	/	/	0,111 ***	/	- 0,077 ***	/

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau /: Non significant

* The extent of the scale goes from "to a great extent" to "not at all"

** The extent of the scale goes from "strongly agree" to "strongly disagree"

The principals' opinions on the recruitment and hiring of new teachers also vary according to *the age of the principals*. Thus, the older the principals, the more they maintain that, in general it is easy to recruit new teachers (Cramer's $V = 0.148^{***}$), that they have real latitude when the time comes to hiring a new teacher (Cramer's $V = 0.082^{**}$) and the less they maintain that (a) the working conditions of the new teachers make it difficult to integrate/induct them into the school (Cramer's $V = 0.110^{***}$) and (b) the new teachers are forced upon them by others (Cramer's $V = 0.087^{***}$). Thus, the older principals seem to have a more positive view of the induction and professional development of new teachers, but this is limited to certain aspects. Two hypotheses may be advanced to explain these variations by age. On the one hand, it is possible that the older principals have performed their work in different contexts and that their perception of today's teachers take into account the changed context. On the other hand, it is possible that, over time, the principals simply become more "understanding", regardless of the context in which they perform their work.

Table 6.40 Principals' opinion on the recruitment and hiring of new teachers by age of principals

	less than 41 years old	41-50 years old	51-60 years old	More than 61 years old	All principals	Cramer's V
In general, it is easy to recruit new teachers	43,3%	55,2%	64,2%	66,2%	58,4%	0,148 ^{***}
The working conditions of new teachers make their integration in my school difficult	42,9%	33,1%	28,1%	23,5%	31,6%	0,110 ^{***}
I have the freedom to choose when it is time to hire a new teacher	38,6%	43,3%	47,3%	59,7%	45,2%	0,082 ^{**}
New teachers are forced on me by other people or bodies	56,5%	49,8%	53,0%	31,1%	51,7%	0,087 ^{**}

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Lastly, the principals' opinions on the recruitment and hiring of new teachers vary according to the *roles and responsibilities undertaken by the principals* (as described in Chapter 5). In particular, the principals whose job includes teaching are differentiated from those whose job does not. Thus, while very many principals who teach state that they receive assistance while hiring new teachers (81.6%), the proportion is much lower (69.4%) among those who do not teach. Fewer principals who teach, however, state that the new teachers are forced upon them by outsiders (a minority of the former group [46.4%] share this opinion, whereas a majority of the latter group [54.3%] agree with this statement statement. The principals who teach also seem more "demanding" of new teachers. In fact, more of them (88.9%) than of the other group (81.9%) expecte that beginning teachers could, if needed, teach subjects outside of their specialty, while fewer of them (11.0%) than of the other group [16.0%] maintain that the new teachers obtain groups of students reputed to be the most difficult.

Table 6.41 Principals' opinion on the recruitment and hiring of new teachers by the fact of having or not a teaching task

	Yes	No	All principals	Cramer's V
New teachers are forced on me by other people or bodies	46,4%	54,3%	51,5%	0,076 ^{***}
I expect new teachers to be able to teach outside their subject specialities if necessary	88,9%	81,9%	84,5%	0,094 ^{***}
New teachers inherit the groups of students deemed to be most difficult	11,0%	16,0%	14,3%	0,069 ^{**}
When hiring new teachers, I receive help from the school board of another body	81,6%	69,4%	73,8%	0,132 ^{***}

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

In addition, the survey reveals a strong link between the principals undertaking a large part of the responsibility for recruiting and selecting teachers and their opinion on the recruitment and hiring of new teachers. The principals who state that they play a major role or are entirely responsible for the recruiting and selection of teachers also claim they have real latitude when the time comes to hire a new teacher (Cramer's $V = 0.436^{***}$) and a high proportion of them disagree with the statement that the new teachers are imposed on them by other individuals or other authorities (Cramer's $V = 0.394^{***}$). Given the strength of the link, as well as the similarity in the content of the questions, we can state that in fact it involves several activities of the same phenomenon rather than being causally related. There are also more principals who claim to play a major role in, or to be entirely responsible for, recruiting and selecting teachers (than those who do not) in stating that they receive assistance during the hiring of new teachers (Cramer's $V = 0.147^{***}$). The replies provided to the three statements noted leads us to believe that the outside assistance was not at all perceived as pressure, but that it is, quite to the contrary, welcomed. The principals who claim to play a major role or to be entirely responsible for recruiting and selecting teachers also have a more positive view of the conditions for integrating/inducting teachers. Indeed, there are more of them (than of those who do not claim to play this role) who say they have the time to evaluate the quality of the new teachers' work (Cramer's $V = 0.114^{***}$); there are fewer of them (than of those who do not make the claim) who maintain that the new teachers get groups of students reputed to be more difficult (Cramer's $V = 0.100^{***}$).

Table 6.42 Principals' opinion on the recruitment and hiring of new teachers by their responsibility in the recruitment and selection of teachers

	Fully responsible, major role	Minor role, not responsible, N/A	All principals	Cramer's V
I have the freedom to choose when it is time to hire a new teacher	60,5%	14,3%	45,3%	0,436 ***
I have time to evaluate the quality of the new teachers' work	47,1%	35,1%	43,1%	0,114 ***
New teachers are forced on me by other people or bodies	37,2%	78,8%	51,4%	0,394 ***
New teachers inherit the groups of students deemed to be most difficult	11,5%	18,8%	13,9%	0,100 ***
When hiring new teachers, I receive help from the school board of another body	78,6%	64,9%	74,1%	0,147 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

II. THE PROFESSIONAL INTEGRATION AND DEVELOPMENT OF THE PRINCIPALS

The previous section dealt with the professional integration and development of new teachers who have been working, for five years or less, in the institution of the principals surveyed. The present section deals with the conditions (or procedures) associated with the integration of the principals themselves into their school; it deals specifically with principals who are managing a school for the first time. Once they had given an opinion on the integration of their teaching personnel, they had to recollect the circumstances, whether recent or in the distant past, of their own integration.

1. The welcoming, support and mentoring activities of new principals

As with the teachers, the principals were asked to indicate the extent to which they have benefited from welcoming, support or mentoring activities at the beginning of their career as principal⁸. They were given the same list of activities as in the question for the teachers. As we can see in the following table, the welcoming, support and mentoring activities were widely used by the principals. The majority of the principals state that they benefited, if only *slightly*, from each of the activities noted, with the exception of supporting and mentoring (46.1%). However, only in very rare cases did the principals benefit from these activities *a lot*. However, they were all very popular with the principals. In every case, less than one per cent of the principals stated that though these activities were made available, they did not participate in them. Twelve per cent of the principals – a figure that is far from insignificant – also benefited, if only *slightly*, from activities other than those listed. These involved informal activities and personal initiatives. While a few of them were able to attend conferences or participate in workshops most drew upon their own networks to obtain assistance. Several clarified that they had to “look for” or “find” their mentors, that they had “their own” contacts, or even “personal” contacts. Some were able to draw on their previous experience in a related task; others took training programs or read appropriate material.

Table 6.43 Welcoming, mentoring and support activities for new principals

	To a great extent	To a certain extent	To a little extent	Not at all	Offered but did not participate	Not offered	Total (N)
There were welcoming activities	14,6%	29,9%	22,3%	26,4%	0,0%	6,8%	100 (2039)
I was provided with twinning or mentoring	12,3%	15,9%	17,9%	45,1%	0,3%	8,6%	100 (2056)
I had access to a designated resource person	13,5%	21,2%	20,5%	37,4%	0,1%	7,3%	100 (2054)
I was able to participate in a support group	12,3%	20,6%	20,3%	38,1%	0,1%	8,6%	100 (2054)
I was able to participate in a peer network among principals	22,4%	30,9%	23,6%	18,3%	0,0%	4,8%	100 (2058)
I was able to benefit from appropriate development	20,8%	37,7%	24,1%	13,5%	0,1%	3,9%	100 (2045)
I benefited from other measures	8,8%	2,5%	0,7%	2,8%	0,1%	85,2%	100 (2144)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

⁸ Question asked in the questionnaire: “When you first became a school principal, to what extent did you benefit from any welcoming, support or mentoring activities?”

As in the case of the teachers, when one activity was offered, there was a good chance that the others were as well. The principals who claim to have benefited from one of the activities listed are more likely to have benefited from the others as well. In particular, there is a strong relation between benefiting from a designated resource person and supporting or mentoring (KT = 0.591***). It is possible that certain principals responding to the survey viewed these activities as equivalent, with the sponsor or mentor performing the role of resource person. Benefiting from a support network of principals is also strongly associated with benefiting from other activities, especially additional training (KT = 0.527***) and with a support group (KT = 0.523***). We may assume that the support network, which enables the principals to communicate with each other, facilitate access to other activities such as skill upgrading (or further training). In the case of support groups, it is possible that certain respondents view these activities as equivalent, with the support network performing the role of support group.

Table 6.44 Welcoming, mentoring and support activities for new principals – Correlations

	Welcoming activities	Twinning or mentoring	Designated resource person	Support group	Peer network among principals	Training
Welcoming activities	1	0,445 ***	0,393 ***	0,386 ***	0,316 ***	0,349 ***
Twinning or mentoring	0,445 ***	1	0,591 ***	0,474 ***	0,353 ***	0,384 ***
Designated resource person	0,393 ***	0,591 ***	1	0,441 ***	0,370 ***	0,394 ***
Support group	0,386 ***	0,474 ***	0,441 ***	1	0,523 ***	0,442 ***
Peer network among principals	0,316 ***	0,353 ***	0,370 ***	0,523 ***	1	0,527 ***
Training	0,349 ***	0,384 ***	0,394 ***	0,442 ***	0,527 ***	1

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau

The presence of welcoming, support or mentoring activities for new principals varies considerably *by region*, at least among the primary-school principals. However, from one region to the next, the variations are found more in the nature of the activities offered than in the overall tendency to offer (or not offer) these services. While British Columbia is the region with the greatest number of principals claiming to have benefited from induction activities and support networks for principals, it has very few benefiting from sponsoring (support) or mentoring and skill upgrading (or further training). Conversely, the latter activities are particularly popular in Québec, and the first two a lot less. Thus, it seems that certain activities are offered more in certain provinces than in others. The Atlantic is certainly the most consistent region, with a low proportion of principals claiming to have benefited from the various activities listed.

Table 6.45 Welcoming, mentoring and support activities for new principals by region

		There were welcoming activities	I was provided with twinning or mentoring	I was able to participate in a peer network among principals	I was able to benefit from appropriate development
All levels combined	Atlantic	9,6%	10,0%	19,2%	15,5%
	British Columbia	17,7%	8,8%	25,8%	18,9%
	Ontario	16,6%	13,4%	25,4%	21,3%
	Prairies	14,1%	10,4%	25,6%	18,8%
	Quebec	14,0%	18,0%	15,7%	29,0%
	Territories	17,0%	7,5%	17,0%	15,1%
	Total	14,6%	12,3%	22,4%	20,8%
	Cramer's V	0,156 ***	0,173 ***	0,183 ***	0,186 ***
Elementary	Atlantic	12,4%	10,9%	20,3%	16,4%
	British Columbia	19,6%	9,9%	29,2%	20,3%
	Ontario	17,5%	14,4%	23,6%	21,9%
	Prairies	16,8%	10,6%	26,3%	22,0%
	Quebec	14,2%	20,1%	17,7%	31,7%
	Territories	4,8%	9,5%	14,3%	19,0%
	Total	16,1%	13,8%	23,0%	23,0%
	Cramer's V	0,090 * NV	0,119 *** NV	0,195 *** NV	0,115 *** NV
Mixed	Atlantic	6,4%	8,3%	18,8%	15,2%
	British Columbia	11,1%	3,6%	17,9%	21,4%
	Ontario	17,6%	11,8%	17,6%	11,8%
	Prairies	8,8%	8,7%	23,2%	16,9%
	Quebec	21,1%	15,8%	21,1%	26,3%
	Territories	29,2%	8,3%	20,8%	16,7%
	Total	11,8%	8,8%	20,8%	17,4%
	Cramer's V	NS	NS	NS	NS
Secondary	Atlantic	5,8%	9,1%	17,0%	13,6%
	British Columbia	14,9%	7,9%	19,7%	14,5%
	Ontario	13,3%	10,5%	32,5%	20,5%
	Prairies	15,5%	12,0%	27,4%	15,4%
	Quebec	11,7%	11,7%	8,5%	21,3%
	Territories	12,5%	0,0%	12,5%	0,0%
	Total	12,4%	10,3%	21,7%	17,0%
	Cramer's V	NS	NS	0,174 *** NV	NS

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim they benefited from those activities to a "great extent".

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Several variations are also observed according to *educational sector*. Thus, a comparatively greater number of public-school principals claim to have benefited from a support network and skill-upgrading activities. This situation may be understood inasmuch as the public-school principals could count on the support of various levels of the public-school sector, whereas the private schools are entities unto themselves and part of a smaller structure. Consequently, the principals of these schools are, in a greater number of instances, left to their own devices. In particular, it could prove difficult for private-school principals to form a support network, as distinguished from their public-school counterparts, who are able to form groups of principals from schools belonging, for example, to the same school board.

Table 6.46 Welcoming, mentoring and support activities for new principals by teaching sector

	Peer network among principals	Training
All of Canada		
Private	13,1%	18,8%
Public	23,4%	21,0%
Total	22,4%	20,8%
<i>Cramer's V</i>	0,149***	0,146***
Atlantic		
Private	14,3%	28,6%
Public	19,3%	15,2%
Total	19,2%	15,5%
<i>Cramer's V</i>	,206*** NV	NS NV
British Columbia		
Private	5,4%	9,3%
Public	30,4%	21,1%
Total	25,8%	18,9%
<i>Cramer's V</i>	,284***	,210***
Ontario		
Private	15,5%	15,3%
Public	26,6%	22,1%
Total	25,4%	21,3%
<i>Cramer's V</i>	,292***	,288***
Prairies		
Private	17,1%	22,9%
Public	26,3%	18,5%
Total	25,6%	18,8%
<i>Cramer's V</i>	,174**	NS
Quebec		
Private	16,7%	31,0%
Public	15,6%	28,8%
Total	15,7%	29,0%
<i>Cramer's V</i>	NS	NS
Territories		
Private	-	-
Public	17,0%	15,1%
Total	17,0%	15,1%
<i>Cramer's V</i>	NV	NV

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim they benefited from those activities to a “great extent”.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

On the other hand, the survey data do not reveal any significant variation *by teaching level* and very little *according to the socio-professional profile of the principals*. We observe only that more of the younger principals claim to have benefited from support or mentoring (Cramer's $V = 0.079^{***}$) or from a designated resource person (Cramer's $V = 0.064^{***}$). We may assume that these activities have been introduced gradually in recent years, which explains why fewer older principals (more likely to have been working for a long time) are able to take advantage of them. In this way, the age factor would conceal the factor of the length of their service or that involving a change of context. However, it could also involve memory issues.

Table 6.47 Welcoming, mentoring and support activities for new principals by age of principals

	Less than 41 years old	41-50 years old	51-60 years old	More than 61 years old	All principals	Cramer's V
Twinning or mentoring	18,9%	13,6%	10,2%	4,2%	12,3%	0,079 ***
Designated resource person	20,0%	14,6%	11,2%	9,7%	13,5%	0,064 **

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who claim they benefited from those activities to a "great extent".

2. The principals' perceptions of their own integration

Lastly, the principals were asked to give their opinion on their own preparedness and abilities at the time they took up their duties as school principal for the first time⁹. The apparently contradictory results reveal the complexity of the profession of principal: when the vast majority of respondents are of the opinion that they were prepared to undertake this function (83.3%) and that their previous training has been useful (89.5%), there is also nearly unanimous agreement with the statement that they have learned this function on the job (94.4%). From this we may deduce that, according to the principals, if one wishes to become the director of a school (a) it is not enough to have received appropriate training and (b) many aspects of the principal's job could only be learned through experience in the profession. In addition, while half of the principals questioned strongly agree with the statement that their previous training had proved useful to them (47.3%), only a third of them (34.6%) strongly agreed that they are mastering the administrative aspects of their work. This implies that useful training does not necessarily deal with all the administrative aspects of a principal's job. The only aspect of a principal's job that seems generally to have been acquired right from the start is cooperation with staff members. Nearly all (96.1%) of the respondents are in agreement with the statement that they already knew how to collaborate with various school personnel when they assumed directorship of the school for the first time. The ability to collaborate immediately upon taking up the position is an integral part of principals' job, and of the career paths they often pursue. Indeed, the principals generally occupied other positions within their educational institution before taking up their directorship (cf. Chapter 1), thus facilitating prior contact with other staff members by the time they have taken up the position of principal.

⁹ Question asked in the questionnaire: "Referring to when you first became a school principal, indicate the degree to which you agree or disagree with the following statements".

Table 6.48 Principals' perception of their own integration

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Total (N)
I was prepared to take on this job	33,1%	50,2%	13,2%	3,5%	100 (2072)
My previous training was helpful	47,3%	42,2%	8,4%	2,1%	100 (2061)
I knew how to collaborate with the various members of the school staff	57,0%	39,1%	3,5%	0,4%	100 (2057)
I learned on the job	67,7%	26,7%	4,6%	1,0%	100 (2071)
I mastered the administrative aspects of my work	34,6%	48,6%	14,2%	2,6%	100 (2072)
I received assistance from my superiors	25,8%	48,9%	18,4%	7,0%	100 (2024)

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The principals who maintain that their previous training has been useful also tend to state that they were prepared to undertake their role (KT = 0.505***). Although the principals think that much of their role was, as we noted above, learned “on the job”, following a training program did make them better prepared – or at least to have the feeling they were better prepared. In addition, a comparatively larger number of the principals who maintain that their previous training has been useful also state that they were able to collaborate with a wide spectrum of school personnel (KT = 0.385***) and had mastered the various administrative aspects of their work (KT = 0.305***). It seems that the principals who feel their previous training has been useful have a more positive view of their abilities when it came time to assume the management of the school for the first time. A large number of principals who claim they had mastered the administrative aspects of their work early in their careers also maintain that they were ready to take on their task (KT = 0.305***) and that they were able to collaborate with various school personnel (KT = 0.218***).

Table 6.49 Principals' perception of their own integration - Correlations

	I was prepared to take on this job	My previous training was helpful	I knew how to collaborate with the various members of the school staff	I learned on the job	I mastered the administrative aspects of my work	I received assistance from my superiors
I was prepared to take on this job	1	0,505 ***	0,334 ***	/	0,350 ***	0,190 ***
My previous training was helpful	0,505 ***	1	0,385 ***	- 0,110 ***	0,204 ***	0,186 ***
I knew how to collaborate with the various members of the school staff	0,334 ***	0,385 ***	1	/	0,218 ***	0,160 ***
I learned on the job	/	- 0,110 ***	/	1	0,207 ***	/
I mastered the administrative aspects of my work	0,350 ***	0,204 ***	0,218 ***	0,207 ***	1	0,155 ***
I received assistance from my superiors	0,190 ***	0,186 ***	0,160 ***	/	0,155 ***	1

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The numbers in the table represent Kendall's Tau / : Non significant

All the welcoming, support and mentoring activities in which the principals participated are closely associated with the statement that they have received assistance from their superiors when they took over the directorship of a school for the first time. We may assume that these are equivalent statements; in other words, the principals' various welcoming, support and mentoring activities constitute, precisely, the assistance they received from their superiors. There is also a connection between the presence of welcoming, support or mentoring activities and the principals maintaining that they have found their previous training to be useful. Indeed, more of the principals who consider that their previous training has been useful also tend to state that they benefited from further training (KT = 0.167***), from a support network among principals (KT = 0.161***) and from induction activities (KT = 0.157***).

Table 6.50 Principals' perception of their own integration by welcoming, mentoring or support activities of new principals

	I was prepared to take on this job*	My previous training was helpful*	I knew how to collaborate with the various members of the school staff*	I learned on the job*	I mastered the administrative aspects of my work*	I received assistance from my superiors*
Welcoming activities**	0,145 ***	0,157 ***	0,132 ***	-0,077 ***	/	0,216 ***
Twinning or mentoring**	0,072 ***	0,127 ***	0,059 **	-0,135 ***	-0,068 ***	0,269 ***
Designated resource person**	0,122 ***	0,134 ***	0,098 ***	-0,089 ***	/	0,307 ***
Support group**	0,133 ***	0,133 ***	0,103 ***	/	/	0,248 ***
Peer network among principals**	0,180 ***	0,161 ***	0,135 ***	/	0,076 ***	0,290 ***
Training**	0,150 ***	0,167 ***	0,130 ***	-0,098 ***	/	0,333 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The numbers in the table represent Kendall's Tau / : Non significant

** The extent of the scale goes from "strongly agree" to "strongly disagree"

* The extent of the scale goes from "to a great extent" to "not at all"

There are also variations *by region*. Once again, Québec is different. Thus, fewer principals in Québec state that they were ready to take on their task or that they had mastered the administrative aspects of their work. Less than half of the principals in Québec (48.0%) *strongly agree* or *somewhat agree* with this statement, compared to (93.8%) in British Columbia. Even the score in the Territories (85.2%), the second lowest score after Québec, is distinctly better than this province. In addition, only 61.0% of the Québec respondents state they were prepared to take on their job, whereas the Canadian average was 83.3%. These results might lead us to believe that the Québec principals had less previously-acquired knowledge when they began to work, which would then imply that they have had to continue to learn their job as they went along. However, the replies to the survey indicate that, on the contrary, there are clearly fewer principals in Québec (81.3%) than there were in Canada as a whole (94.4%) – or, indeed, in any other province – to claim they have learned their job as they went along. What do these replies tell us? If the Québec principals are (a) poorly prepared, (b) fail to master the administrative aspects of their work and (c) do not learn their job as they go along, then where and when do they acquire their skills? Would this mean that they view themselves as less competent than their colleagues in other provinces? In the previous section, we saw that the Québec principals have a more negative opinion of new teachers than do their counterparts in other provinces. We now know that they also have a more negative opinion of their own start than do the principals of other provinces.

Table 6.51 Principals' perception of their own integration by region

		I was prepared to take on this job	I learned on the job	I mastered the administrative aspects of my work
All levels combined	Atlantic	84,7%	96,3%	90,1%
	British Columbia	89,6%	98,7%	93,8%
	Ontario	91,0%	96,6%	90,4%
	Prairies	87,8%	98,7%	93,3%
	Quebec	61,0%	81,3%	48,0%
	Territories	88,9%	96,3%	85,2%
	Total	83,3%	94,4%	83,2%
	Cramer's V	0,296 ***	0,281 ***	0,463 ***
Elementary	Atlantic	82,8%	98,4%	86,6%
	British Columbia	90,7%	98,0%	91,2%
	Ontario	91,6%	96,9%	90,5%
	Prairies	88,6%	98,1%	93,3%
	Quebec	59,2%	80,8%	45,8%
	Territories	100,0%	100,0%	100,0%
	Total	82,7%	94,0%	80,7%
	Cramer's V	0,340 ***	0,296 ***	0,476 ***
Mixed	Atlantic	NV	NV	NV
	British Columbia	86,7%	91,5%	93,6%
	Ontario	82,1%	100,0%	96,3%
	Prairies	81,3%	100,0%	88,2%
	Prairies	84,3%	100,0%	92,1%
	Quebec	61,1%	89,5%	73,7%
	Territories	76,0%	92,0%	76,0%
	Total	82,0%	97,1%	89,8%
Cramer's V	NS	0,248 **	NS	
Secondary	Atlantic	87,8%	94,4%	95,6%
	British Columbia	89,5%	100,0%	100,0%
	Ontario	90,4%	94,7%	90,4%
	Prairies	90,6%	98,3%	94,9%
	Quebec	66,3%	81,1%	49,5%
	Territories	100,0%	100,0%	75,0%
	Total	85,4%	93,8%	85,8%
	Cramer's V	0,266 ***	0,270 ***	0,516 ***
	NV	NV	NV	

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.

NS : Non significant

NV : Non valid Chi-Square (no sufficient theoretical frequencies)

While the variations *by region* are significant, the principals' replies to different statements are similar, regardless of *the sector* or *teaching level*. On the other hand, the principals' views on their own professional induction vary *according to their socio-professional profile*. In particular, the older principals have a positive view of their induction. Indeed, the older principals tend more to maintain that (a) they have mastered the administrative aspects of their work (Cramer's $V = 0.171^{***}$), (b) they were prepared to take on the job (Cramer's $V = 0.115^{***}$) and (c) their previous training has been useful (Cramer's $V = 0.102^{***}$). For example, while fewer than three quarters (73.5%) of the youngest principals state that, when they undertook the directorship of the school for the first time, they were prepared for the job, nearly all of the oldest principals (95.8%) make this claim. Once again, the results do not enable us to determine if this strong relationship is attributable to (a) a real levelling down in the preparation of the principals, (b) the changed context, which would imply a greater challenge for the principals who have recently started the job, (c) poor memory, which results in the older principals forgetting the difficulties they might have encountered at the start of their careers, or (d) the passing of time, which might accompany greater leniency in their self-evaluation.

Table 6.52 Principals' perception of their own integration by age

	less than 41 years old	41-50 years old	51-60 years old	More than 61 years old	All principals	Cramer's V
I was prepared to take on this job	73,5%	83,3%	84,3%	95,8%	82,9%	0,115 ***
My previous training was helpful	81,6%	90,2%	90,5%	94,5%	89,4%	0,102 ***
I mastered the administrative aspects of my work	70,0%	79,6%	87,9%	91,8%	82,8%	0,171 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.
 NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

Certain responses provided by the principals also vary *according to their highest level of education completed*. There are more principals with a masters degree than with a bachelors degree (or a diploma or certificate higher than a bachelors) to maintain that, when they took on the functions of principal for the first time, they mastered the administrative aspects of their work ($V = 0.201^{***}$), were ready to take on their tasks ($V = 0.173^{***}$) and had found their previous training to be useful ($V = 0.125^{***}$). This is true regardless of the teaching level at which they are working.

Table 6.53 Principals' perception of their own integration by their level of education

	Bachelor's degree	University Certificate on diploma above bachelor degree	Master's deegree	All principals	Cramer's V
I was prepared to take on this job	76,9%	74,2%	88,6%	83,4%	0,173 ***
My previous training was helpful	82,4%	89,1%	92,1%	89,4%	0,125 ***
I mastered the administrative aspects of my work	75,4%	71,7%	89,0%	82,8%	0,201 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005
 The percentages represent the proportion of principals who "strongly agree" or "somewhat agree" with the statement.
 NS : Non significant NV : Non valid Chi-Square (no sufficient theoretical frequencies)

However, the field in which they have obtained their degree is not significant. Even the principals who had studied educational administration stand out only very slightly. They are only slightly more numerous (92.4%) than the average for principals (89.5%) to claim that their previous training has been useful (Cramer's $V = 0.080^{***}$), and were slightly less numerous (92,4%) than the average for principals (94.4%) to have learned their functions on the job (Cramer's $V = 0.069^{**}$). It seems that no field of studies is significantly better suited than the others in preparing principals for their job.

III. CONCLUSION

In sum, the induction of the teachers and principals does not appear to be simple. For both, the integration, support and coaching/mentoring activities seem deficient. In the case of the teachers, the recruiting and hiring conditions, too, seem less than ideal. However, these hiring conditions (or procedures) have a major impact, since they are associated with the principals' (a) comparatively negative perception of the new teachers, (b) a lesser degree of satisfaction and a perception that they have experienced comparative difficulty. The good news with this survey is the satisfaction expressed by nearly all principals with the new teachers. However, when this satisfaction is absent, it is often a sign that there are difficult working conditions. It is therefore important to pay particular attention to teachers who work with a 'difficult' student population; these teachers are often caught in a vicious circle resulting in their abandoning the profession. The generally negative opinions of the new teachers – as expressed by the principals working in schools with a significant turnover of teaching personnel – give a good indication of the difficult conditions faced by the teachers in these schools. There is a need for research dealing specifically with these schools. This would provide a better understanding of the difficulties faced by both the teachers and the principals, and identify their particular needs.

However, once again, the analysis reveals significant variations *by region* (see the following summary table). In particular, Québec and the Prairies are different from the other regions, with most principals in Québec holding a comparatively negative opinion of their own performance and that of the beginning teachers: (a) more of them state that the young teachers benefit little or not at all from the various induction, support and coaching activities, (b) fewer of them are satisfied with the special-purpose funds for the professional induction and development of the new teachers, (c) fewer of them deem that the new teachers, or even they themselves, were prepared to take on their tasks, (d) more of them maintain that the young teachers get groups of students reputed to be difficult, and (e) more of them claim that the young teachers are imposed on them by others and that they have no latitude in hiring, nor the time to evaluate the young teachers. By contrast, most principals in the Prairies have a positive opinion of their own performance and that of beginning teachers, and of professional induction conditions (or procedures). The survey data reveal the variations in perception among the principals of the different regions, without indicating to what these variations could be attributed. Were the Québec principals more demanding or more severe than their colleagues in other provinces towards themselves and towards the teachers in their institution or, rather, do they exercise their profession in a more difficult setting? This question merits further research.

Table 6.54 Synthesis : Integration of new teachers by region

	Atlanti c	British Columbi a	Ontari o	Prairie s	Quebec	Territorie s	Canada, total	Cramer's V
INTEGRATION OF NEW TEACHERS								
<i>Welcoming, mentoring and support activities for new teachers (1)</i>								
Welcoming activities	60,8%	62,5%	68,8%	71,8%	61,5%	77,4%	66,1%	0,106 ***
Twining or mentoring	53,1%	40,5%	60,8%	62,9%	42,8%	50,9%	53,3%	0,134 ***
Resource person designated by management	43,9%	30,3%	47,3%	44,7%	37,8%	49,1%	41,9%	0,099 ***
Support group	36,1%	29,3%	38,5%	40,7%	19,2%	32,7%	33,4%	0,132 ***
Support network for young teachers	33,4%	28,3%	41,7%	39,9%	23,5%	27,8%	34,2%	0,136 ***
Training	52,2%	42,7%	65,1%	64,1%	67,6%	38,2%	59,4%	0,156 ***
<i>Satisfaction of principals regarding specific funds to promote the integration and professional development of new teachers (2)</i>								
	19,9%	21,5%	21,3%	36,3%	19,1%	26,9%	24,3%	0,156 ***
<i>Principals' perception of new teachers (3)</i>								
Are prepared to assume their duties	83,3%	86,3%	80,7%	86,2%	67,3%	73,1%	80,3%	0,176 ***
Know how to maintain order and discipline in their classes	69,0%	80,5%	66,5%	77,9%	59,6%	63,5%	70,0%	0,163 ***
Know the program subjects	82,0%	89,7%	81,2%	84,4%	75,5%	75,0%	82,0%	0,116 ***
Know how to evaluate their students' learning	74,5%	76,7%	67,8%	73,1%	52,0%	67,3%	68,2%	0,184 ***
Adapt their teaching and learning activities to the characteristics and abilities of their students	85,8%	89,5%	80,9%	84,3%	71,4%	79,2%	81,7%	0,151 ***
Contribute to progress of special education students in their classes	82,7%	86,2%	79,0%	82,5%	75,3%	82,7%	80,8%	0,090 *
Use methods to improve their professional skills	88,6%	92,5%	93,2%	93,9%	75,3%	83,0%	88,7%	0,223 ***
Participate in extra-curricular activities	90,7%	84,8%	93,7%	95,2%	79,5%	90,6%	89,5%	0,192 ***
<i>Difficulties encountered with new teachers (4)</i>								
Maintaining discipline with the students	37,1%	43,8%	30,7%	37,0%	29,5%	22,6%	34,5%	0,110 ***
Evaluation of learning	55,1%	53,4%	38,3%	46,2%	37,1%	43,4%	44,7%	0,142 ***
<i>Principals' opinion on the recruitment and hiring of new teachers (5)</i>								
In general, it is easy to recruit de new teachers	55,8%	63,4%	67,4%	61,0%	41,5%	54,7%	58,1%	0,186 ***
I have the freedom to choose when it is time to hire a new teacher	41,5%	32,5%	55,4%	59,2%	27,1%	59,6%	45,2%	0,259 ***
I have time to evaluate the quality of the new teachers' work	34,6%	43,6%	42,6%	55,0%	36,3%	54,9%	43,3%	0,149 ***
New teachers are forced on me by other people or bodies	52,1%	63,1%	46,6%	32,9%	71,9%	34,0%	51,6%	0,279 ***
New teachers inherit the groups of students deemed to be most difficult	10,7%	13,4%	13,7%	7,5%	25,5%	15,7%	14,2%	0,175 ***
When hiring new teachers, I receive help from the school board of another body	79,5%	78,2%	75,6%	83,8%	50,8%	86,3%	74,0%	0,267 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

- (1) Percentages represent the proportion of principals, in each region and all levels of education combined, who believe that new teachers have benefited from those activities "usually always" or "often".
- (2) Percentages represent the proportion of principals, in each region and all levels of education combined, who believe that funds are sufficient.
- (3) Percentages represent the proportion of principals, in each region and all levels of education combined, who claim to "strongly" or "somewhat agree" with the statement.
- (4) Percentages represent the proportion of principals, in each region and all levels of education combined, who believe that new teachers have "little" or "no difficulties".
- (5) The percentages represent the proportion of principals, in each region and all levels of education combined, who "strongly agree" or "somewhat agree" with the statement.

Table 6.55 Synthesis : Integration of new principals by region

	Atlantic	British Columbia	Ontario	Prairies	Quebec	Territories	Canada, total	Cramer's V
INTEGRATION OF NEW SCHOOL PRINCIPALS								
<i>Welcoming, mentoring and support activities for new principals (1)</i>								
There were welcoming activities	9,6%	17,7%	16,6%	14,1%	14,0%	17,0%	14,6%	0,156 ***
I was provided with twinning or mentoring	10,0%	8,8%	13,4%	10,4%	18,0%	7,5%	12,3%	0,173 ***
I was able to participate in a peer network among principals	19,2%	25,8%	25,4%	25,6%	15,7%	17,0%	22,4%	0,183 ***
I was able to benefit from appropriate development	15,5%	18,9%	21,3%	18,8%	29,0%	15,1%	20,8%	0,186 ***
<i>Principals' perception of their own integration (2)</i>								
I was prepared to take on this job	84,7%	89,6%	91,0%	87,8%	61,0%	88,9%	83,3%	0,296 ***
I learned on the job	96,3%	98,7%	96,6%	98,7%	81,3%	96,3%	94,4%	0,281 ***
I mastered the administrative aspects of my work	90,1%	93,8%	90,4%	93,3%	48,0%	85,2%	83,2%	0,463 ***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

(1) Percentages represent the proportion of principals, in each region and all levels of education combined, who claim they benefited from those activities "to a great extent".

(2) Percentages represent the proportion of principals, in each region and all levels of education combined, who claim to "strongly" or "somewhat agree" with the statement

On the other hand, the analysis reveals practically no variation *by teaching level* and very little *by sector* (see the following summary table). Nonetheless, comparatively more private-school principals, as well as mixed- and secondary-school principals, claim to have latitude in hiring new teachers; by contrast, comparatively more public-school principals and primary-school principals claim that new teachers are forced upon them. In addition, there are more support networks (for the principals and young teachers) in public schools, whereas there seems to be more support groups for young teachers, and more resource persons appointed by the principals, in the private schools.

Table 6.56 Synthesis : Integration of new teachers and new school principals by teaching sector

	Public	Private	Total	Cramer's V
INTEGRATION OF TEACHERS				
Welcoming, mentoring or support activities for new teachers (1)				
Resource person designated by management	41,8%	43,0%	41,9%	0,089***
Support group	33,3%	34,0%	33,4%	0,119***
Support network for young teachers	34,5%	30,8%	34,2%	0,140***
Principals' opinion on the recruitment and hiring of new teachers (2)				
I have the freedom to choose when it is time to hire a new teacher	42,1%	76,2%	45,2%	0,199***
I have time to evaluate the quality of the new teachers' work	40,8%	67,2%	43,3%	0,157***
New teachers are forced on me by other people or bodies	54,9%	9,8%	51,6%	0,236***
INTEGRATION OF SCHOOL PRINCIPALS				
Welcoming, mentoring or support activities for new principals (3)				
I was able to participate in a peer network among principals	23,4%	13,1%	22,4%	0,149***
I was able to benefit from appropriate development	21,0%	18,8%	20,8%	0,146***

Source: Joint Principals Survey: Teachcan and Statistics Canada, 2005

(1) Percentages represent the proportion of principals, in each region and all levels of education combined, who claim that new teachers benefit from those activities "usually always" or "often".

(2) The percentages represent the proportion of principals, in each region and all levels of education combined, who "strongly agree" or "somewhat agree" with the statement.

(3) Percentages represent the proportion of principals, in each region and all levels of education combined, who claim they benefited from those activities "to a great extent".

The analysis also reveals several marked variations *according to the profile of the student body* and that of *the teaching personnel* in the school directed by the principal (see the following summary table). Thus, when principals work in schools with a more "difficult" student body (absenteeism, disruptiveness, dropping out) and have a higher turnover in teaching personnel, the principals seem less satisfied with the new teachers and have a more negative opinion of beginning teachers' abilities and regarding recruiting conditions (or procedures) and induction of teachers.

Lastly, the analysis reveals that the principals' perceptions of young teachers, and the conditions (or procedures) associated with their professional induction, vary only slightly *according to their socio-professional profile*. Nevertheless, there are several variations by age, sex and level of studies. Thus, the older principals (over 50 years of age) seem more "lenient", inasmuch as more of them have a positive opinion both of young teachers and of the abilities that they themselves had when they started out. In addition, it would seem that at the beginning of their career comparatively more young principals have benefited from support services and resource persons. This may reveal that these practices were being developed during this period. In addition, more principals who hold a masters degree (compared to those who hold only a bachelor degree or a diploma higher than a bachelors) believe that they were ready to take on their job. Finally, the survey data reveal that the principals who have teaching duties or are responsible for recruiting teachers tend to have a more positive view of the young teachers' abilities.

Table 6.57 Synthesis : Integration of new teachers by profile of students and teaching staff

	Teacher turnover(1)	Percentage of students who speak a language other than English or French at home	Student absenteeism(1)	Disruption of classes by students(1)	Students dropping out(1)	Percentage of students having a low family income
Welcoming, mentoring or support activities for new teachers (2)						
Welcoming activities	/	- 0,071 ***	/	/	/	/
Twinning or mentoring	/	-0,071 ***	/	/	/	/
Resource person designated by management	/	-0,103 ***	/	/	/	/
Support group	/	-0,101 ***	/	/	/	/
Support network for young teachers	/	-0,122 ***	/	/	/	/
Training	/	-0,050 *	/	0,058 **	/	/
Reduced workload	/	/	/	0,052 *	/	/
Principals' perception of new teachers (3)						
Are prepared to assume their duties	- 0,178 ***	- 0,073 ***	/	- 0,065 ***	- 0,062	/
Know how to maintain order and discipline in their classes	- 0,156 ***	/	- 0,080 ***	- 0,153 ***	- 0,055 *	0,058 ***
Know the program subjects	- 0,117 ***	/	/	/	/	/
Know how to evaluate their students' learning	- 0,143 ***	/	/	/	/	/
Master information and communication technology (ICT)	- 0,121 ***	/	/	/	/	/
Collaborate with other teachers in the school	- 0,114 ***	/	/	/	- 0,076 ***	/
Get involved with other members of the school	- 0,157 ***	/	/	/	- 0,094 ***	0,078 ***
Communicate with the parents of their students	- 0,163 ***	- 0,093 ***	- 0,072 ***	- 0,058 **	- 0,142 ***	0,093 ***
Adapt their teaching and learning activities to the characteristics and abilities of their students	- 0,174 ***	/	- 0,076 ***	- 0,072 ***	- 0,092 ***	/
Contribute to progress of special education students in their classes	- 0,167 ***	/	/	- 0,057 **	- 0,092 ***	/
Use methods to improve their professional skills	- 0,148 **	- 0,060 **	/	/	- 0,139 ***	/
Contribute to the life of the institution	- 0,129 ***	/	/	/	- 0,081 ***	0,085 ***
Collaborate with the school's administration	- 0,104 ***	/	/	/	- 0,105 ***	0,066 ***
Participate in extra-curricular activities	- 0,143 ***	/	/	/	/	0,075 ***
General satisfaction with new teachers (4)	- 0,207 ***	- 0,063 **	/	- 0,062 **	- 0,114 ***	0,067 ***
Difficulties encountered with new teachers with some aspects of their work (5)						
Mastering the program's subjects	- 0,107 ***	/	/	/	/	/
Maintaining discipline with the students	- 0,152 ***	/	- 0,123 ***	- 0,207 ***	- 0,090 ***	0,075 ***
Evaluation of learning	- 0,125 ***	/	- 0,058 **	- 0,066 ***	/	/
Communication with students	- 0,101 ***	/	- 0,080 ***	- 0,131 ***	- 0,120 ***	0,054 **
Collaboration with parents	- 0,131 ***	/	- 0,084 ***	- 0,105 ***	- 0,097 ***	0,036*
Use of new technologies in class	- 0,119 ***	/	/	- 0,058 **	/	/
Team work with other teachers	- 0,0119 ***	/	- 0,059 **	- 0,070 ***	- 0,077 ***	/
Principals' opinion on the recruitment and hiring of new teachers (3)						
In general, it is easy to recruit de new teachers	- 0,203 ***	- 0,076 ***	/	/	- 0,110 ***	0,066 ***
It is difficult to find new teachers in some subject areas	0,082 ***	/	0,088 ***	0,070 ***	0,063 **	/
The working conditions of new teachers make their integration in my school difficult	0,171 ***	/	0,075 ***	0,130 ***	0,122 ***	- 0,080 ***
I have the freedom to choose when it is time to hire a new teacher	- 0,095 ***	/	/	/	/	0,077 ***
I have time to evaluate the quality of the new teachers' work	- 0,072 ***	/	- 0,050 *	- 0,093 ***	/	0,047 *
New teachers are forced on me by other people or bodies	0,151 ***	/	/	/	/	/
I expect new teachers to be able to teach outside their subject specialties if necessary	/	/	/	0,061 **	/	- 0,057 ***
New teachers inherit the groups of students deemed to be most difficult	0,121 ***	/	0,068 ***	/	0,176 ***	- 0,058 ***
When hiring new teachers, I receive help from the school board of another body	0,111 ***	/	/	/	- 0,077 ***	/

Source: Principals Survey, Teachcan, 2005

The numbers in the table represent Kendall's Tau / : Non significant

(1) The extent of the scale goes from "to a great extent" to "not at all"

(2) The extent of the scales goes from "usually always" to "not at all"

(3) The extent of the scale goes from "strongly agree" to "strongly disagree"

(4) The extent of the scale goes from "very satisfied" to "very unsatisfied"

(5) The extent of the scale goes from "no difficulties" to "many difficulties"

CONCLUSION

Over the last ten years, educational systems in the Canadian provinces have undergone several major transformations in their form of regulation. In particular, there has been a dual trend consisting of (a) an increase in the power of the central authorities (reflected in measures such as more centralized control of the quality of teaching, development of standardized curricula and evaluations, etc.) and (b) a decentralization of powers towards educational institutions that resulted, among other things, in the mobilizing of local actors (educational personnel and parents) and an increase in competition among schools (Ben Jaafar and Anderson, 2004 ; Lessard and Brassard, 2005 ; Lessard and Grimmett, 2005). This trend goes hand in hand with a trend among institutions to take on increased responsibility for their students' success in school; it is part of the "structured empowerment" of teaching and administrative personnel and emphasizes their accountability. These changes in the regulation of educational systems have been accompanied by an institutional, normative and prescriptive re-definition of the status and vocation of educational personnel. This has given them a greater role in the implementation of educational policies and greater responsibility for the quality and effectiveness of teaching. As concerns principals in particular, new institutional directives are instructing them to become "educational leaders", providing the driving force for the educational activities in their school and guiding educational reforms by mobilizing their educational team (Bergeron *et al*, 2005; Brassard *et al*, 2004; Corriveau, 2004). In Europe, there have been comparable trends and several studies have demonstrated that principals can no longer simply be administrators and managers; they must also act as "educational leaders", initiators of educational policy in their school and "agents of change" in the educational system (Dupriez, 2002 and 2005; Dutercq, 2006; Leclercq, 2005; Osborn, 2002; Pelage, 1998 and 2003).

In this context of change in the educational field, it is crucial to understand the way educational personnel experience and practice their profession. The present report is especially interested in the situation of principals: *Who are the principals in Canada today? What are their working conditions? How have they been affected by the recent educational changes? What is their ideal conception of their profession and how do they experience and practice it? How do they enter their profession?* We based our answers to these questions on the results of a 2005 survey questionnaire given to 2144 primary-school and secondary-school principals across Canada. The purpose of the statistical analysis of the collected data was to study the profession of principal, beginning with subjective portrayals of their work provided by the heads of institutions, while taking into account the objective conditions in which they carried out their profession. More precisely, it endeavoured to carry out a "comprehensive description" of the current realities of the profession of principal. It did this by analyzing variations or differences in their perceptions of the educational changes, their conceptions of the profession, their practices and their experiences. Variables included, on the one hand, their socio-professional profile (gender, age, length of service, and level and field of study) and, on the other hand, their work context (region/province, teaching level and sector, urban or rural location of the school, characteristics of the students and staff in the school they directed). This concluding chapter will return to the main results of the analysis.

Principals in Canada Today

In *Chapter 1*, we saw that the profession of school principal is occupied primarily by men (especially in secondary schools), even though comparisons with data collected before our survey suggest that over the

last few years there has been a gradual re-feminization of the teaching profession. In addition, our survey demonstrates that indigenous people and visible minorities have been under-represented in the profession of principal relative to the population of school age and the population of Canada as a whole. We may therefore assume the existence of a certain cultural gap between principals and school populations. As concerns their professional characteristics, most principals have a master's-level university degree (obtained in education or educational administration). Before becoming principals, the vast majority had been teachers and assistant principals, especially at the teaching level at which they were working at the time of the survey. However, our research reveals that over the course of their career a non-negligible proportion of the principals served in a position other than that in which they were working at the time of the survey. In addition, most had been teachers or assistant principals in a school other than the one in they were currently working. Our study indicates a degree of professional mobility among teaching levels and schools.

Their working conditions

In *Chapters 2 and 3*, we examined the concrete working conditions affecting the career experience of the principals. We did this by describing the educational institutions they directed in the light of the main characteristics of the students, students' parents and school personnel (*Chapter 2*), as well as the school's educational guidance (*Chapter 3*). In *Chapter 2*, we saw first that most principals surveyed portrayed their student body and their staff in a positive light. They claimed that in terms of the difficulties with which they had to deal, there was only low levels of absenteeism, of students who did not finish their year, or of physical, psychological, behavioural or learning problems. Most stated that the smooth functioning of their school was not greatly affected by problematical behaviour on the part of the students, students' parents or teachers. The principals' main difficulties seemed to involve the deterioration of students' social and economic situation, the way students related to school work (absenteeism, apathy) and incivilities that prevented classes from functioning properly (unjustified lateness, causing a commotion, and conflicts or intimidation among students). On the other hand, the more serious problems of discipline (possession of a weapon, drug and alcohol consumption, attacking a staff member, sexual harassment) arose less frequently. However, our survey indicated that student social, ethnic and educational profiles varied greatly by school and suggested that, consequently, there was a measure of segregation in the Canadian school system. In particular, it revealed that in certain schools the problems encountered were relatively concentrated, among teachers as well as students.

In *Chapter 3*, we saw that, based on their principals' statements, most schools surveyed seemed to pursue multiple educational objectives. These aimed to simultaneously develop students' knowledge and self-management skills: acquiring good work habits, developing basic literacy skills, encouraging academic excellence, personal growth, etc. In addition, most provided several special services designed to support students with difficulties (learning, adapting socially or to the school, economic) or help them integrate. When these services were provided, most principals declared they were satisfied with them or that they had had a positive influence. Lastly, a significant proportion of the schools (over 40%) introduced programs targeting a special category of student (such as those involved in sports-study programs international education, co-operative education, combined arts-academic concentration, sciences concentration, music, volunteering, etc). The vast majority of the principals who worked in schools organizing these special programs were satisfied with several aspects of their impact, namely, their impact on the overall climate of the institution, the quality of the education provided to the students, parental satisfaction, etc.

How have they been affected by the recent educational changes?

Having described the principals' main socio-professional characteristics and the educational environments in which they worked, we considered (in *Chapter 4*) the ways they were affected by recent changes in the educational system. Our study revealed that, according to the principals, pedagogical changes (new educational methods, CIT), budgetary cutbacks (reductions in human, physical or financial resources) and changes in the form of school regulation (such as new accountability policies or the new division of responsibilities between central and local authorities) had the most significant impacts on their job and their school. While they also pointed to several negative impacts (an increased climate of mistrust, a loss of direction, a decline in the quality of services provided to students, the feeling that activities were less efficient, etc.), they generally remained optimistic as to the positive effects for the future: on the ways their students would learn and the ways their school would function. Most also stated that these educational changes would have a major impact on the volume and content of their work (increase in workload, modifications in their management approach, more focus on relations with the school's milieu) and skill development (new stipulations regarding adaptability). The principals seemed to have nuanced and varied views on the impact of educational changes on their work and on the operation of their school.

What is their ideal conception of their profession and how do they experience and practice it?

In *Chapter 5*, we further explored the profession of principal by examining the way the principals experienced, defined and talked about their work. Like several studies carried out in various European countries (Barrère, 2006; Boissinot, 2005; Dupriez, 2002; Osborn, 2002), our survey data brought to light the increasing complexity of the work performed by principals, who maintained that their work drew on numerous responsibilities and roles. In particular, most stated that they primarily undertook tasks linked to the management and administration of their school (budgetary appropriation, emergency management, general administration of the school, etc.), educational administration (development of regulations and the school's mission, assignment of teaching tasks, etc.), accounting and maintaining internal order (disciplinary action against students, co-ordination) and the management of external relations (mediating with parents, acting as a liaison with the authorities, promoting the school in the community). Conversely, fewer stated they undertook tasks linked to recruiting students/staff and pedagogical leadership (role of pedagogical leader, evaluation of course material, etc.). The survey also indicated a broad correspondence between the principals' ideal conceptions of their profession and the tasks they claimed they actually carried out. Thus, principals also valued as ideals most of the roles and responsibilities they claimed to perform. However, there was not total conformity between the tasks and the ideals: the analysis reveals a number of tensions or gaps between the "ideal job" and the "actual job" among a significant proportion of the principals. In particular, many principals would like to perform additional tasks linked to *pedagogical work and leadership* (roles as pedagogical leader and agent of change in school practices, and in defining pedagogical programs), *staff recruitment* (teachers, professional and technical personnel) and *budget management* (development and allocation). Thus, our survey data tended to confirm the results of other studies, which were carried out in various national contexts. These studies also revealed a certain *tension between*, on the one hand, *the administrative work and the management of external relations* that the principals had a duty to undertake and that they often considered as thankless or less worthy *and*, on the other hand, *the pedagogical leadership* that they valued but to which they could not devote as much time as they would have wished (Barrère, 2006; Dupriez, 2002; Leclercq, 2005). Our survey data also suggested that certain tasks prescribed by changes in the methods of educational regulation were set down as ideal by the principals themselves (such as pedagogical leadership), whereas others seemed to be "rejected" by some of the principals (such as the analysis of educational data and accounting). Our analysis also tempts us to hypothesize that the recent changes in the methods of educational regulation tended to be accompanied by an increase in the principals' supervision of teachers and by their involvement in relations outside the school (managing relations with parents, developing partnerships with

the schools' milieu, promoting the school in the community). Lastly, in spite of the complexity of their task and the numerous changes they claimed to face, our survey reveals that the principals seem generally satisfied with most aspects of their occupation (professional development, support provided by superiors, accountability, etc.), aside from their workload and its impact on family life.

How do they enter their profession?

Lastly, in *Chapter 6* we examined a period that is decisive in the professional life of principals -- their entry into the profession. To this end, we considered their working conditions at the beginning of this occupation. We also examined the conditions in which beginning teachers' were integrated into their occupation and their professional development; we based our examination on the principals' own perceptions. Our survey revealed that the professional integration of both teachers and principals was not always a smooth process. In both cases, the integration, support and supervisory activities seemed deficient. In the case of the teachers, the recruitment and hiring conditions, too, were less than ideal. In particular, most principals stated that they lacked effective latitude in the hiring of new teachers, as well as the time to evaluate the quality of their work. Over 40% of the principals also stated that it was not easy to recruit new teachers. At the same time, most principals stated that in general both they and the new teachers were prepared to undertake their tasks. Comparatively few principals seemed to master the administrative aspects of their work, and comparatively few teachers seemed to master the aspects of maintaining discipline in class and evaluating student learning. Nearly all of the principals claimed to be satisfied with the work of the new teachers. In cases where they were not satisfied, this was often a reflection of difficult working conditions, especially in institutions with "difficult" students.

Determinants of the school principals' professional experience

Beyond the general trends, our survey primarily revealed that the principals' practices and experience of the profession were plural, and that they mainly varied according to the context in which the principals worked. This comprised the social, political and institutional context (the province or region; the teaching sector/level) and the type of institution in which they work (characterized by the students' behaviour and attitudes towards school). On the other hand, they varied very little according to principals' social and professional profile and career (educational and professional), at least as understood through the questionnaire survey (gender, age, length of service, level and field of study). The content of the principals' work and their professional experiences seemed to be related to contextual contingencies. In particular, *region* (or *province*) seemed to be the most distinguishing variable. The differences between provinces require in-depth exploration; they should be linked to each province's specific educational policies, the characteristics of their educational system and the history of the profession of principal in each province. Among the most important regional differences, the following are noteworthy:

Table 1: Main Regional Differences

<p>Profiles of the principals</p>	<ul style="list-style-type: none"> - The profiles of the principals in the Atlantic provinces and Québec were similar inasmuch as they both had (a) comparatively more women and (b) individuals less than fifty years of age. Conversely, those in British Columbia and the Northwest Territories consisted primarily of (a) men and (b) individuals more than fifty years of age; - Comparatively more principals in the Atlantic provinces, British Columbia and the Northwest Territories held a master's degree, while more of those in the Prairies and Québec held a bachelor's degree or a diploma above the bachelor's level;
<p>Educational institutions</p>	<ul style="list-style-type: none"> - The schools located in the Northwest Territories seemed to admit students with numerous and varied difficulties (underprivileged socio-economic situation, absenteeism, dropping out, apathy, those who created disturbances in class, conflicts, property offences, etc.); this was very different from schools in other regions, especially British Columbia and the Prairies; - Fewer principals in Québec stated that their school valued developing basic literacy skills. By contrast, more principals in Québec, Ontario and Alberta, claimed to foster the development of moral values; - More schools in the Atlantic Provinces claimed to provide the greatest number of support services to students with problems, which was quite different from schools in Québec. However, more schools in Québec established strategic partnerships to provide better services to underprivileged students;
<p>Changes in the field of education</p>	<ul style="list-style-type: none"> - More principals in Alberta, Quebec, British Columbia and Ontario were affected by the <i>presence of an educational "quasi-market"</i> and a logic of competition among institutions; - <i>Results-based governance</i> – leading to standardized evaluation (of students and teachers) -- and a policy of accountability, had a greater impact in Ontario, British Columbia, the Atlantic Provinces and Alberta; - <i>The re-structuring of power between the central and local levels</i> was promoted more in Québec and the Atlantic Provinces; - Ontario and the Maritime Provinces were affected more by the <i>decline in resources</i>; however, more principals in Québec and the Northwest Territories claimed they were obliged to learn how to <i>reduce the human costs associated with change</i>; - Ontario, British Columbia, Québec, the Northwest Territories and the Atlantic provinces tended to attribute importance to changes in <i>personnel</i> whereas the Prairies, the Northwest Territories and the Atlantic provinces tended to attribute importance to <i>variations in the number of students</i>; - The <i>cultural and linguistic diversity of the student population</i> was felt more in Alberta, Ontario, British Columbia and the Northwest Territories; - More principals in the Prairies, Québec and the Atlantic provinces attributed importance to <i>new educational approaches</i>; - British Columbia, the Prairies and the Atlantic provinces had more experience with <i>increased levels of participation in the educational system on the part of parents</i>; - It was mostly principals in Ontario who invoked various negative impacts of changes in the field of education (such as a deterioration in the living environment or a decline in the services provided to students); this contrasted especially with the responses of principals in Québec and the Atlantic Provinces, who tended more to note the positive effects (expected or actual);
<p>Work performed by principals</p>	<ul style="list-style-type: none"> - More often than not, principals in the Atlantic Provinces, British Columbia, the Prairies and the Northwest Territories had a <i>teaching duty</i>, whereas in Québec and Ontario they clearly constituted a minority. Also fewer principals in the latter provinces took on the role of educator; - Fewer principals in Québec than in other provinces (especially British Columbia and the Prairies) stated that they undertook tasks <i>of a pedagogical nature</i>; - Comparatively more principals in British Columbia, Ontario and the Northwest Territories seemed to take on <i>management of external relations</i>; - More principals in Québec and the Northwest Territories seemed to take on <i>resource management</i>; - More principals in British Columbia, Ontario, the Prairies (Alberta, to be more precise) and Québec seemed to take on duties involving <i>the recruiting of students</i>; - More principals in Ontario, the Prairies and the Northwest Territories seemed to take on duties involving the <i>management des teachers</i>; - More principals in British Columbia, the Prairies and the Northwest Territories seemed to take on duties

	<p>involving the <i>management of non-teaching personnel</i>;</p> <p>- Compared to other regions -- especially the Atlantic provinces and Ontario -- more principals in British Columbia and the Prairies stated they were <i>satisfied</i> with several aspects of their work,</p>
Professional integration	<p>- More principals in Québec than in any other region expressed a negative opinion with regard to their own performance or that of beginning teachers: more of them stated that the young teachers did not use (or hardly used) the various available integration, support or coaching activities: fewer of them stated they were satisfied with budgets intended for the integration and professional development of new teachers; fewer of them stated that they themselves or the new teachers were prepared to undertake their functions; fewer of them thought that the young teachers were burdened with groups of students reputed to be difficult and , lastly , more of them stated that others had saddled them with the young teachers or that they had neither enough latitude in hiring nor enough time to evaluate the young teachers . By contrast, more principals in the Prairies expressed a positive opinion with regard to their own performance and that of beginning teachers and with regard to professional integration activities.</p>

There were also several variations *by teaching level*. In particular, we noted that, more often than not, primary-school principals were (a) women, (b) had a university degree higher than a bachelor's degree, and (c) had a university degree in education. By contrast, most secondary-school principals were (a) men, (b) had a master's degree and (c) had a degree in educational administration. Problematical behaviour on the part of students seemed to be more prevalent in secondary schools and mixed schools, whereas conflicts with parents seemed to be more prevalent in primary schools. Changes in the field of education seemed to affect primary schools and secondary schools in different ways. Thus, more primary school principals raised the issues of the decline in resources, the new division of responsibilities between central and local authorities, the new policies on accountability, greater involvement on the part of parents and changes in the field of education leading to a loss of reference points of direction. On the other hand, more secondary-school principals raised issues of the increase in competition among schools, and its impact on their own work and the recruiting of students and teachers. Lastly, more mixed-school principals stated that they had responsibilities linked to pedagogical work, more secondary-school principals stated that they were responsible for the recruiting of students and personnel and more primary-school principals seemed to have responsibility for the supervising or disciplining students.

The survey also reveals major differences among *teaching sectors*. In particular, compared to private schools, public schools seemed to have students with a more serious disadvantage or "difficulty", and they had more problems with teachers and students' parents. At the same time, more public schools provided various types of special services for students with learning difficulties or those who had difficulty adapting socially or to the school. Several changes in the area of education seemed to affect public schools more than private schools: the decline in resources, the new division of responsibilities between central and local authorities, the new policies on accountability, the standardized student evaluations, the formal evaluation of teachers, the strengthening of competition amongst schools, changes in personnel, information and communication technologies and new educational approaches. There were also more public-school principals who raised the negative impacts of changes in the area of education, whether these had an impact on their own work (the decline in their control over situations) or on the operation the school (loss of reference points, a heightened climate of mistrust, the emergence of a feeling that actions taken were less efficient, a decline in the quality of services provided to students, deterioration in the living environment). On the other hand, the impact of competition on recruiting and keeping students was greater in private schools. Lastly, the actual experience and practice of the profession varied by sector. Thus, a greater number of public-school principals claimed they were responsible for supervising students and taking disciplinary measures against them, for school administration, for resource management and teacher supervision, and for the management of external relations. By contrast, a greater number of principals in private schools claimed they assumed responsibility for the recruitment of students and personnel. In addition, a greater number of private school principals claimed to be satisfied with their workload and the recognition they received for their services, while a greater number of public-school principals claimed to be satisfied with the support they received from their superiors.

Lastly, the survey reveals that the actual professional experience varied just as much *by the profile of the school's student body*. Thus, principals claimed to experience greater satisfaction with regard to various aspects of their profession if they managed schools whose population was better off (with a high family income) or that had few learning or behavioural difficulties. They also expressed greater satisfaction with the new teachers who were working in their school. Also, the survey revealed that comparatively more principals who worked in educational environments with "difficult" students (such as those who created disturbances in class, were late or had various behavioural problems) claimed to fulfil the roles of student educator and supervisor of teaching, whereas in more favourable environments there were comparatively more principals performing the roles of pedagogical leader and educational project planner for the school. Lastly, the impacts of changes in the field of education were felt more profoundly when the principals worked in environments that were more "difficult". Thus, the greater the number of principals who

claimed they had to deal with a “difficult” student body, the greater the number who attributed importance to the impact of educational changes and who found that these changes had a negative impact on their job (such as their reduced control over various situations, or an increase in their workload) and the operation of their school (such as a decline in the quality of services provided to students or a loss of reference points). On the other hand, it was the principals who managed schools with socially privileged students who tended most to attribute importance to the increased competition among the schools in their sector and more stringent procedures for selecting students.

In sum, the professional experience of principals in Canada today is primarily associated with specific working conditions (schools), but may also be understood in a broader educational and institutional environment, which depends simultaneously on the province, teaching level and teaching sector in question.

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ANNEX

SURVEY OF PRINCIPALS



Centre for Education Statistics

Survey of Principals

Confidential when completed.

Collected under the authority of the *Statistics Act*,
Revised Statutes of Canada, 1985, Chapter S19.

Version française disponible; 1-888-301-6058

Survey Objective

The main objective of this survey is to evaluate the impact of different changes observed in education such as curriculum changes, budget reductions, new policy directives on teaching and the work of principals in Canadian Schools. This survey aims to collect information on principals, their situations and professional practices, the transformations which affect their training, their competencies, as well as their daily work and their interactions with students and other educational partners.

The survey is conducted jointly by Statistics Canada and a team of researchers from Faculties of Education in Universities across the country. The survey is part of a research project sponsored by the Social Sciences and Humanities Research Council of Canada (SSHRC). SSHRC is an arms-length federal agency that promotes and supports university-based research and training in the social sciences and humanities. The results from this research project will provide a comprehensive picture of teaching conditions at a pan-Canadian level and in your own jurisdiction.

To provide a true picture of teaching conditions in Canadian schools, it is very important that you respond to this questionnaire. By participating in this survey, you will also provide invaluable information that will help shape the future of education policy.

Law authorizing collection

This information is collected under the authority of the *Statistics Act*, Revised Statutes of Canada, 1985, Chapter S19. While participation of this survey is voluntary, your co-operation ensures that the information collected is as accurate and comprehensive as possible.

Confidentiality

Statistics Canada is prohibited by law from publishing any statistics which would divulge information obtained from this survey that relates to any identifiable business, institution or individual without the previous written consent of that business, institution or individual. The data reported on this questionnaire



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will be treated in strictest confidence, used for statistical purposes, and published in aggregate form only. The confidentiality provisions of the *Statistics Act* are not affected by either the *Access to Information Act* or any other legislation.

Other Uses of the Information

To enhance the analytical value of the survey, the information provided in this survey may be combined with other information available to Statistics Canada from other surveys such as The Information and Communications Technologies in Schools Survey (ICTSS), or administrative records.

How to Participate

If you have any questions about the survey, contact us by telephone at 1-888-301-6058, e-mail at Education.oid@statcan.ca, or facsimile at 1-800-755-5514. Statistics Canada thanks you for your participation.

Please mail the completed questionnaire in the supplied envelope as soon as possible. Mail to:

Statistics Canada
Operations and Integration Division
Education and Culture Section
Tunney's Pasture
120 Parkdale Avenue
Ottawa, Ontario K1A 0T6

General Instructions

1. Please complete and return this form in the envelope provided.
2. When precise figures are not readily available, please provide your best estimates.
3. When answering questions that require marking a box, please use an "X".

SECTION 1 – Socio-demographic information and characteristics of your school

The following are general questions about you and your school.

1. **What is your sex?** 1200 Male ¹ Female ³

2. **What is your year of birth?**

19 1201

3A. **What language do you speak most often at home?** 1202

English 1

French 3

Other – *specify* 1203

3B. **Do you speak any other languages on a regular basis at home?** 1204

No 1

Yes, English 2

Yes, French 3

Yes, other – *specify* 1205

4. **What is the highest level of education you have completed?** 1206

Teaching certificate, diploma or licence 1

Bachelor's degree 2

University certificate or diploma above bachelor level 3

Master's degree 4

Doctorate 5

Other – *specify* 1207

5. **What was the main field of study of your highest level of education?**

Education 1208

School/Educational Administration 1209

Language Arts (*e.g., language, literature or communication*) 1210

Mathematics or Informatics 1211

Second Language Teaching 1212

Science (*e.g., physics, chemistry, biology*) 1213

Social studies (*e.g., history, geography, psychology, sociology*) 1214

Theology, Religious Studies or Philosophy 1215

Arts (*e.g., music, dance, drama, plastic arts*) 1216

Physical Education 1217

Public/Business Administration 1218

Other – *specify* 1219



6. Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you ... (Mark an "X" for all that apply.)

- White? 1221
- North American Indian? 1222
- Métis? 1223
- Inuit? 1224
- Chinese? 1225
- South Asian (e.g., East Indian, Pakistani, Sri Lankan)? 1226
- Black? 1227
- Filipino? 1228
- Latin American? 1229
- Southeast Asian (e.g., Cambodian, Indonesian, Loatian, Vietnamese)? 1230
- Arab? 1231
- West Asian (e.g., Afghan, Iranian)? 1232
- Japanese? 1233
- Korean? 1234
- Other – specify 1235

7. As the principal of this school, do your regular duties include teaching? 1236

Yes ¹ No ³

8. How many years of experience do you have in your entire career and at this school in the following positions? (Please round to the nearest whole number. If none, enter 0 (zero) in the appropriate space.)

	In your entire career Years	At this school Years
Elementary School Principal	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1238	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1237
Elementary School Vice-principal	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1240	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1239
Elementary School Teacher	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1242	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1241
Secondary School Principal	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1244	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1243
Secondary School Vice-principal	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1246	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1245
Secondary School Teacher	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1248	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1247
Elementary/Secondary School Principal	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1250	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1249
Elementary/Secondary School Vice-principal	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1252	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1251
Elementary/Secondary School Teacher	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1254	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1253
Pedagogical Consultant	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1256	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1255
Other – specify <input style="width: 250px; height: 15px;" type="text"/>	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1258	<input style="width: 20px; height: 15px;" type="text"/> <input style="width: 20px; height: 15px;" type="text"/> 1257

1259





9. Please report **approximately** how many staff hold full-time or part-time positions in your school in each of the following categories. (If a position is not staffed, please enter 0 (zero) in the appropriate space. Please round to the nearest whole number.)

	Full-time	Part-time
	Total <input type="text"/> <input type="text"/> <input type="text"/> 1276	Total <input type="text"/> <input type="text"/> <input type="text"/> 1277
Principals	<input type="text"/> 1260	<input type="text"/> 1261
Vice-principals	<input type="text"/> <input type="text"/> <input type="text"/> 1262	<input type="text"/> <input type="text"/> <input type="text"/> 1263
Teaching staff	<input type="text"/> <input type="text"/> <input type="text"/> 1264	<input type="text"/> <input type="text"/> <input type="text"/> 1265
Other professional non teaching staff (e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors, pedagogical counsellors)	<input type="text"/> <input type="text"/> <input type="text"/> 1266	<input type="text"/> <input type="text"/> <input type="text"/> 1267
Teacher-aides (e.g., student supervisors, special education technicians, behavioural assistants, recreation assistants)	<input type="text"/> <input type="text"/> <input type="text"/> 1268	<input type="text"/> <input type="text"/> <input type="text"/> 1269
Child-care workers (e.g. early childhood educators)	<input type="text"/> <input type="text"/> <input type="text"/> 1270	<input type="text"/> <input type="text"/> <input type="text"/> 1271
Support staff (e.g., office staff, caretakers)	<input type="text"/> <input type="text"/> <input type="text"/> 1272	<input type="text"/> <input type="text"/> <input type="text"/> 1273
Other – specify <input style="width: 200px; height: 20px;" type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> 1274	<input type="text"/> <input type="text"/> <input type="text"/> 1275

1278

10. About the students in your school:

(In the space provided, write the answer for each of the following (if none, enter 0 (zero).)

What is the **approximate** total school enrolment (number of students)? Total 1279

On a typical school day, **approximately** how many students are absent from school (for any reason)? 1280

Approximately how many students who begin the year in your school do **not** finish the year in your school? 1281

11. How would you describe the economic background of the students attending your school?

(Specify the **approximate** percentage of families in each category.)

High family income (over \$90,000) % 1282

Middle family income (from \$30,000 to \$90,000 per year) % 1283

Low family income (below \$30,000 per year) % 1284

Total 100%

12A. Among the students in your school, **approximately** what percentage ... (If none, enter 0 (zero) in the appropriate space.)

are Anglophone¹? % 1285

are Francophone²? % 1286

are Allophone³? % 1287

Total 100%

12B. ... arrived in Canada less than a year ago? % 1289

¹ **Anglophone** refers to students who speak mostly English at home.

² **Francophone** refers to students who speak mostly French at home.

³ **Allophone** refers to students who speak mostly in a language other than English or French at home.





13A. To your knowledge, approximately how many students in your school have been formally identified as being affected by the following problems or disabilities?

(If none, enter 0 (zero) in the appropriate space.)

A speech, hearing, vision, mobility or other health impairment that affects their learning 1290

A psychological or behavioural problem 1291

A learning problem *(e.g., a problem with attention, reading, writing)* 1292

13B. Approximately how many students that fall within each of the categories below have access to specialized services? *(If none, enter 0 (zero) in the appropriate space.)*

Speech, hearing, vision, mobility or other health impairments that affects their learning 1293

Psychological or behavioural problems 1400

Learning problems *(e.g., problems with attention, reading, writing)* 1401

14. Among your school's students and teaching staff *(full-time and part-time)*, approximately how many of them ... *(If none, enter 0 (zero) in the appropriate space.)*

Enter the appropriate number in each column

	<u>Students</u>	<u>Teaching staff</u>
Total	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1434	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1435
a) Have a mother tongue other than English or French?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1402	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1403
b) Are ...		
White?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1404	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1405
North American Indian?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1406	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1407
Métis?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1408	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1409
Inuit?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1410	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1411
Chinese?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1412	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1413
South Asian <i>(e.g., East Indian, Pakistani, Sri Lankan)</i> ?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1414	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1415
Black?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1416	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1417
Filipino?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1418	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1419

(continued on page 7)





14. Among your school's students and teaching staff (*full-time and part-time*), approximately how many of them ...
 (If none, enter 0 (zero) in the appropriate space.) (Continued)

Enter the appropriate number
 in each column

b) Are ...

Students

Teaching staff

Latin American?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1420	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1421
Southeast Asian (<i>e.g., Cambodian, Indonesian, Loatian, Vietnamese</i>)?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1422	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1423
Arab?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1424	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1425
West Asian (<i>e.g., Afghan, Iranian</i>)?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1426	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1427
Japanese?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1428	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1429
Korean?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1430	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1431
Other — specify <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1432	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	1433

1436

15. Among all of the teaching staff (*full-time and part-time*) presently employed in your institution, *approximately* what percentage of them have ...

one (1) year or less of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	% 1437
two (2) to five (5) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	% 1438
six (6) to ten (10) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	% 1439
eleven (11) to twenty (20) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	% 1440
more than twenty (20) years of teaching experience in their career?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	% 1441
<hr/>		Total 100%



SECTION 2 – Perception of change and its impact

In this section of the questionnaire, we want to determine your perception of the impact that certain major changes could have had in recent years on the school where you work.

1. Listed below are changes that occurred in the previous decade. How do you evaluate the impact these changes have had on your school? (Please mark an "X" in each row.)

	Very important	Important	Not very important	Not important at all	Not applicable
Reduction in human resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2200
Reduction in other resources (e.g., material, financial)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2201
School staff changes: retirement, redeployment or renewal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2202
Fluctuation in the number of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2203
Socio-economic changes in the environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2204
A new distribution of responsibilities and authorities between central and local bodies, and within the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2205
Mergers and reorganization of school boards (SB)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2206
Information and communication technologies (ICT) in education and management	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2207
New instructional approaches (curriculum)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2208
Cultural and linguistic diversity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2209
Standardized student assessment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2210
New accountability policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2211
Formalized teacher assessment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2212
Other change – specify <input style="width: 200px; height: 20px;" type="text"/> 2214	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2213



2. The preceding changes have had an impact on the work of managing schools. Listed below are results ensuing from these changes. How do you evaluate the impact each one had on you? (Please mark an "X" in each row.)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
I found it necessary to change my management approach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2215
My mastery of the situation has diminished	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2216
I am more motivated	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2217
I am developing new abilities to adapt to the changes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2218
My workload has increased	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2219
My status has improved	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2220
I am more focused on the key elements of the school's mission	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2221
I learned to minimize the human costs of change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2222
I was driven to clarify my school's operating rules	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2223
I am more aware of relations with the school's environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2224
My career plan has been disrupted	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2225
I found it necessary to obtain additional training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2226
Other – specify					
<input type="text" value=""/> 2228	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2227

3. Below are a number of statements that describe the effects of the changes (positive or negative) that occurred in schools in the previous decade. Please indicate how significant the impact has been for each of the following statements: (Please mark an "X" in each row.)

	Very significant	Significant	Not very significant	Not significant at all	Not applicable
Higher motivation of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2229
Destabilization, loss of normal benchmarks	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2230
Environment of greater distrust and resistance to change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2231
Feeling of ineffectiveness developing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2232
Reinforcement of "cliques" and rivalries between groups and sectors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2233
Greater demand for training and institutional guidance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2234

(continued on page 10)





3. Below are a number of statements that describe the effects of the changes (*positive or negative*) that occurred in schools in the previous decade. Please indicate how significant the impact has been for each of the following statements: (*Please mark an "X" in each row.*) (Continued)

	Very significant	Significant	Not very significant	Not significant at all	Not applicable
Noticeable decline in the quality of services to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2235
Improved school success and retention rates	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2236
Greater student selection	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2237
Greater involvement of parents in learning and educational activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2238
Deterioration of the school environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2239
Higher professional qualifications of teaching staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2240
Increased costs to parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2241
Better social integration of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2242
Other impact – <i>specify</i> <input type="text"/> 2244	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2243

4. To what extent do you believe that the changes that occurred in the previous decade will have a positive impact on the following aspects at your school? (*Please mark an "X" in each row.*)

	To a great extent	To a certain extent	To a little extent	Not at all	Not applicable
Student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2245
Student integration into society	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2246
The professionalization of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2247
Your duties as school principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2248
The effectiveness of the school system	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2249
Relationships with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2250
Recognition of the school's mission statement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2251

5. Based on your own experience, what has been the significance of:
(*Please mark an "X" in each row.*)

	Very significant	Significant	Not very significant	Not significant at all	Not applicable
The increased competition between the schools in your area	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2260
The impact of competition on your job as principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2261
The impact of competition on the recruitment and retention of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2262
The impact of competition on the recruitment and retention of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 2263



SECTION 3 – Duties and responsibilities

This section addresses your tasks and responsibilities, and the perception that you have of them.

1A. Presently, at your school, to what extent do you have responsibility for the following as principal?

1B. Ideally, at your school, to what extent would you like to have responsibility for the following as principal?

1A. Presently
1 – I am fully responsible for this task
2 – I play a major role in carrying out this task
3 – I play a minor role in carrying out this task
4 – I have no responsibility for this task
N – Not applicable

1B. Ideally
1 – I would like to be fully responsible for this task
2 – I would like to play a major role in carrying out this task
3 – I would prefer to play a minor role in carrying out this task
4 – I would not like to be responsible for this task
N – Not applicable

ENTER THE APPROPRIATE CODE NUMBER IN EACH COLUMN

	1A. Presently	1B. Ideally
Recruitment and selection of teachers	<input type="text"/> 3200	<input type="text"/> 3201
Recruitment and selection of professional staff (<i>e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors</i>)	<input type="text"/> 3202	<input type="text"/> 3203
Recruitment and selection of technical staff (<i>e.g., student supervisors, special education technicians, recreation assistants</i>)	<input type="text"/> 3204	<input type="text"/> 3205
Assignment of teaching tasks	<input type="text"/> 3206	<input type="text"/> 3207
Supervision of teachers	<input type="text"/> 3208	<input type="text"/> 3209
Supervision of professional staff	<input type="text"/> 3210	<input type="text"/> 3211
Supervision of technical staff (<i>e.g., student supervisors, special education technicians, recreation assistants</i>)	<input type="text"/> 3212	<input type="text"/> 3213
Recruitment and selection of students	<input type="text"/> 3214	<input type="text"/> 3215
Assignment of students to classes or to the educational programs in the school	<input type="text"/> 3216	<input type="text"/> 3217
Acquisition of private funds (<i>donations from the community, fundraising</i>)	<input type="text"/> 3218	<input type="text"/> 3219
Educational development of teachers	<input type="text"/> 3220	<input type="text"/> 3221
Development of the school's rules	<input type="text"/> 3222	<input type="text"/> 3223
Supervision of students outside of class, in the school	<input type="text"/> 3224	<input type="text"/> 3225
Disciplining of students	<input type="text"/> 3226	<input type="text"/> 3227
Development of the school's mission, its educational direction, or development or success plan	<input type="text"/> 3228	<input type="text"/> 3229
Definition of the objectives and profiles (<i>or options</i>) of the educational programs at the schools	<input type="text"/> 3230	<input type="text"/> 3231
Evaluation of educational programs and teaching methods	<input type="text"/> 3232	<input type="text"/> 3233

(continued on page 12)



1A. Presently, at your school, to what extent do you have responsibility for the following as principal?

(Continued)

1B. Ideally, at your school, to what extent would you like to have responsibility for the following as principal?

(Continued)

1A. Presently
1 – I am fully responsible for this task
2 – I play a major role in carrying out this task
3 – I play a minor role in carrying out this task
4 – I have no responsibility for this task
N – Not applicable

1B. Ideally
1 – I would like to be fully responsible for this task
2 – I would like to play a major role in carrying out this task
3 – I would prefer to play a minor role in carrying out this task
4 – I would not like to be responsible for this task
N – Not applicable

ENTER THE APPROPRIATE CODE NUMBER IN EACH COLUMN

	1A. Presently	1B. Ideally
Selection of educational materials	<input type="text"/> 3234	<input type="text"/> 3235
Evaluation of educational materials	<input type="text"/> 3236	<input type="text"/> 3237
Ensuring parental involvement in the life of the school	<input type="text"/> 3238	<input type="text"/> 3239
Educational and administrative training of parent members of the school's governing body	<input type="text"/> 3240	<input type="text"/> 3241
Raising the community's awareness of the school's objectives and achievements	<input type="text"/> 3242	<input type="text"/> 3243
Management of the school's material resources (<i>equipment, facilities</i>)	<input type="text"/> 3244	<input type="text"/> 3245
Management of funds generated by school activities and services	<input type="text"/> 3246	<input type="text"/> 3247
Partnerships with community organizations	<input type="text"/> 3248	<input type="text"/> 3249
Resolution of conflicts between school/families over values	<input type="text"/> 3250	<input type="text"/> 3251
Participation on management or school board committees	<input type="text"/> 3252	<input type="text"/> 3253
Developing the school budget	<input type="text"/> 3254	<input type="text"/> 3255
Decisions for allocation of the budget within the school	<input type="text"/> 3256	<input type="text"/> 3257
Collection, processing and analysis of school data and statistics	<input type="text"/> 3258	<input type="text"/> 3259
Reporting to appropriate authorities for accountability	<input type="text"/> 3260	<input type="text"/> 3261





2. Please rate your overall level of satisfaction with: (Please mark an "X" in each row.)

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
Support from my supervisors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3262
My workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3263
Level of remuneration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3264
The acknowledgement of my occupation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3265
Impact on my family life	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3266
Legal standards framing my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3267
My accountability	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3268
My professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3269
My professional autonomy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 3270

3A. Presently, indicate the importance of each of the following roles in your work:

3B. Ideally, indicate the importance that each of the following roles should have in your work:

1 – Very important
2 – Important
3 – Not very important
4 – Not important at all
N – Not applicable

ENTER THE APPROPRIATE CODE NUMBER FOR EACH COLUMN

	3A. Presently	3B. Ideally
Pedagogical leader	<input type="checkbox"/> 3271	<input type="checkbox"/> 3272
Promoter of the school in the community	<input type="checkbox"/> 3273	<input type="checkbox"/> 3274
Developer and planner of the school's educational project	<input type="checkbox"/> 3275	<input type="checkbox"/> 3276
Change agent for the school's policies and practices	<input type="checkbox"/> 3277	<input type="checkbox"/> 3278
Manager of emergencies and unforeseen situations in the school	<input type="checkbox"/> 3279	<input type="checkbox"/> 3280
Conductor, coordinator, assembler, team leader	<input type="checkbox"/> 3281	<input type="checkbox"/> 3282
School's general administrator (e.g., budget, equipment)	<input type="checkbox"/> 3283	<input type="checkbox"/> 3284
Parents' spokesperson and mediator between them and teachers	<input type="checkbox"/> 3285	<input type="checkbox"/> 3286
Liaison with school authorities (school boards, ministry)	<input type="checkbox"/> 3287	<input type="checkbox"/> 3288
Educator of students	<input type="checkbox"/> 3289	<input type="checkbox"/> 3290
Supervisor and evaluator of the work of teachers	<input type="checkbox"/> 3291	<input type="checkbox"/> 3292



SECTION 4 – Social relations in schools

This section deals with relations between the various key participants who interact in your institution.

1. Please rate your level of satisfaction with your interactions with the following people.

(Please mark an "X" in each row.)

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
Other school administrators	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4200
Teaching staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4201
Other professional non-teaching staff <i>(e.g., librarians, nurses, psychologists, social workers, speech therapists, guidance counsellors, coordinators, supervisors, pedagogical counsellors)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4202
Educational assistants <i>(e.g., supervisors, special education assistants)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4203
Board/district managers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4204
Parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4205
Community representatives	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4206
Education related stakeholders acting in the school <i>(e.g., health services, police, cultural organisations)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4207
Students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4208

2. Among the characteristics of your school and the services offered, how positive are their impact on the inclusiveness of all students?

(Please mark an "X" in each row.)

	Very positive	Somewhat positive	Somewhat negative	Very negative	Not applicable
Services for learning the language of the school and language support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4216
Remedial and learning support services for special education students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4217
Initial training for teachers or school administration on the issue of integration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4219
Development activities offered by the school board or other bodies on student integration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4220
Services and activities to build school/family links	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4223



3. What impact do you believe the cultural, ethnic, linguistic or religious diversity of your students has had on the following factors?

(Please mark an "X" in each row.)

	Very positive	Somewhat positive	Somewhat negative	Very negative	Not applicable
My relations with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4209
My relations with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4210
My relations with the teaching staff and other professionals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4211
Relations between teachers and students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4212
Relations between teachers and parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4213
Relations between students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4214
My job satisfaction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4215

4A. Are there special programs, paths or services for special education students at your school? ⁴²⁵⁰

(Formally recognized special education students refers only to those who have access to specialized services.)

¹ Yes ³ No *(Go to Question 5)*

4B. Please rate your level of satisfaction with these programs: ⁴²⁵¹

- Very satisfied 1
- Somewhat satisfied 2
- Somewhat unsatisfied 3
- Very unsatisfied 4
- Not applicable 5

4C. Do you believe that the teacher's training has been adequate to meet the needs of special education students?

(Formally recognized special education students refers only to those who have access to specialized services.) ⁴²⁵²

- Very adequate 1
- Somewhat adequate 2
- Somewhat inadequate 3
- Very inadequate 4
- Not applicable 5

5. If applicable, please rate your level of satisfaction with special programs, paths or services designed for the early prevention of social or school adjustment problems (e.g., Breakfast programs, Animations Passe-partout, Head Start, Early Childhood Initiative, High/Scope, Parenting programs). ⁴²⁵³

- Very satisfactory 1
- Relatively satisfactory 2
- Not very satisfactory 3
- Not satisfactory at all 4
- Not applicable 5





6. Listed below are different problems that may occur in a school. To what extent do each of the following hinder the proper functioning of your school?
 (Please mark an "X" in each row.)

	To a great extent	To a certain extent	To a little extent	Not at all	Not applicable
Conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4224
Bullying among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4225
Health problems in students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4226
Deterioration of socio-economic status of student's families	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4227
Infractions against property (vandalism, theft) by students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4228
Students possessing weapons	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4229
Students' use of alcohol or drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4230
Student disrespect for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4231
Verbal abuse or physical assault of a staff member by a student	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4232
Student absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4233
Sexism/Sexual harassment among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4234
Racism/Racial conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4235
Staff's use of alcohol or drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4236
Teacher turnover	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4237
Teacher absenteeism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4238
Disruption of classes by students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4239
Student tardiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4240
Students dropping out	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4241
Student apathy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4242
Conflicts between parents and teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4243
Complaints from parents and students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 4244





7. If applicable, please rate your level of satisfaction with “strategic partnerships” with other organizations that your school established to better serve economically disadvantaged students. ⁴²⁵⁴

Very satisfactory 1

Relatively satisfactory 2

Not very satisfactory 3

Not satisfactory at all 4

Not applicable 5

8. Currently, does your school have ...
(Please mark an “X” in each row.)

	Yes	No
an active school improvement group or team?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4255
regular staff meetings (<i>at least once a month</i>)?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4256
a written student evaluation policy?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4257
a written discipline policy?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4258
a written policy on absenteeism?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4259
a written policy on homework?	1 <input type="checkbox"/>	3 <input type="checkbox"/> 4260



SECTION 5 – Professional integration and development

This section focuses on issues related to the recruitment and professional development of new teachers and principals (*with five (5) years of experience or less*).

1. **To your knowledge, how often do new teachers (*with five (5) years of experience or less*) in your school benefit from, or take part in any of the following welcoming, mentoring or support activities? (Please mark an "X" in each row.)**

	Usually always	Often	Sometimes	Not at all	Not applicable
Welcoming activities (<i>e.g., meals, meeting the school's staff</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5200
Twining or mentoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5201
Resource person designated by management	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5202
Support group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5203
Support network for young teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5204
Training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5205
Reduced workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5206
Other – <i>specify</i> <input style="width: 200px; height: 20px;" type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5207

5208

2. **If your school has access to, or has specific funds to promote the integration and professional development of new teachers, to which extent are they adequate?** 5209

The specific funds are adequate	1 <input type="checkbox"/>
The specific funds are adequate but underutilized	2 <input type="checkbox"/>
There are specific funds but they are insufficient	3 <input type="checkbox"/>
There are no specific funds	4 <input type="checkbox"/>

3. **Indicate the degree to which you agree or disagree with the following statements. In general, new teachers with five (5) years of experience or less ... (Please mark an "X" in each row.)**

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
are prepared to assume their duties	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5210
know how to maintain order and discipline in their classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5211
know the program subjects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5212
know how to evaluate their students' learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5213
master information and communication technology (<i>ICT</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5214
collaborate with other teachers in the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5215

(continued on page 19)



3. Indicate the degree to which you agree or disagree with the following statements. In general, new teachers with five (5) years of experience or less ... (Please mark an "X" in each row.) (Continued)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
get involved with other members of the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5216
communicate with the parents of their students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5217
adapt their teaching and learning activities to the characteristics and abilities of their students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5218
contribute to the progress of special education students in their classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5219
use methods to improve their professional skills (e.g., reading, development activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5220
contribute to the life of the institution	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5221
collaborate with the school's administration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5222
participate in extra-curricular activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5223

4. In general, to what degree are you satisfied with the work of the new teachers that were recruited this year? 5224

Very satisfied	1 <input type="checkbox"/>
Somewhat satisfied	2 <input type="checkbox"/>
Somewhat unsatisfied	3 <input type="checkbox"/>
Very unsatisfied	4 <input type="checkbox"/>
Not applicable	5 <input type="checkbox"/>

5. Indicate the degree of difficulty that new teachers (with five (5) years of experience or less) generally have with the following elements: (Please mark an "X" in each row.)

	No difficulties	Little difficulty	Some difficulties	Many difficulties	Not applicable
Mastering the program's subjects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5225
Maintaining discipline with the students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5226
Evaluation of learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5227
Communication with students (in class and outside of class)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5228
Collaboration with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5229
Use of new technologies in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5230
Team work with other teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5231





6. We would like to know your opinion on the recruitment and hiring of new teachers (with five (5) years of experience or less). Indicate the degree to which you agree or disagree with the following statements: (Please mark an "X" in each row.)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
In general, it is easy to recruit new teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5234
It is difficult to find new teachers in some subject areas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5235
The working conditions of new teachers make their integration in my school difficult	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5236
I have the freedom to choose when it is time to hire a new teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5237
I have the time to evaluate the quality of the work of new teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5238
New teachers are forced on me by other people or bodies (e.g., school board, union)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5239
I expect new teachers to be able to teach outside their subject specialities if necessary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5240
New teachers inherit the groups of students deemed to be most difficult	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5241
When hiring new teachers, I receive help from the school board or another body	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5242

7. When you first became a school principal, to what extent did you benefit from any welcoming, support or mentoring activities? (Please mark an "X" in each row.)

	To a great extent	To a certain extent	To a little extent	Not at all	Offered but did not participate	Not offered
There were welcoming activities (e.g., meal, meeting with the school staff)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5243
I was provided with twinning or mentoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5244
I had access to a designated resource person	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5245
I was able to participate in a support group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5246
I was able to participate in a peer network among principals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5247
I was able to benefit from appropriate development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5248
I benefited from other measures – specify						
<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/> 5249

5250





8. Referring to when you first became a school principal, indicate the degree to which you agree or disagree with the following statements: (Please mark an "X" in each row.)

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Not applicable
I was prepared to take on this job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5251
My previous training was helpful	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5252
I knew how to collaborate with the various members of the school staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5253
I learned on the job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5254
I mastered the administrative aspects of my work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5255
I received assistance from my superiors	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 5256



SECTION 6 – Projects and educational goals

1. We are interested in the importance your institution places on various educational goals. To what extent does your institution promote each of the following goals: (Please mark an "X" in each row.)

	To a great extent	To a certain extent	To a little extent	Not at all	Not applicable
Building basic literacy skills (reading, math, writing, speaking)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6221
Encouraging academic excellence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6222
Transition to postsecondary education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6223
Occupational or vocational skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6224
Taking on good work habits and self-discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6225
Personal growth (e.g., self-esteem, self-knowledge)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6226
Human relations skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6227
Embracing of specific moral values	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6228
Development of multi-cultural awareness and understanding	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6229
Encouragement of parents doing volunteer work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6230
Encouragement of students doing volunteer work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6231

2. In the last decade, your school might have adopted a mission/specialisation targeting a group of students with specific characteristics (e.g., sports and studies combined, international education, work study schedule, arts concentration, science concentration, music, volunteer work). If this is the case, what were the impacts of this particular mission/specialisation on your level of satisfaction over the past year with: (If your school has adopted more than one (1) mission/specialisation, please refer only to the primary one. Please mark an "X" in each row.)

	Very satisfied	Somewhat satisfied	Somewhat unsatisfied	Very unsatisfied	Not applicable
The impact on the tasks of the principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6200
Integration of this profile into instructional activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6201
The recruitment of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6202
The general climate of the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6203
The parent's satisfaction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6204
The quality of knowledge acquired by students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 6205

★

Consent Form:

Thank you for your participation in the survey. This study was developed in collaboration with a team of researchers from Faculties of Education in Universities across the country (Université de Montréal, University of Toronto, Simon Fraser University and Université de Sherbrooke). By signing below, you authorize Statistics Canada to release all information provided in this questionnaire, **without the name of your school or your name** to the team of researchers for the purposes listed at the beginning of the questionnaire. The researchers have undertaken to keep this information confidential and to use it for research and statistical purposes only. The release of any information to the public by these institutions will only be in an aggregated form that will not identify your school.

I hereby authorize Statistics Canada to release data in this questionnaire to universities involved in this study (Université de Montréal, University of Toronto, Simon Fraser University and Université de Sherbrooke):

Yes ¹ No ³ 7200

Signature 7201

Date

Contact Information:

Name of Principal

Telephone number

E-mail

Telephone extension number

