



PRINCIPAL
HEALTH & WELLBEING SURVEY

APPA Symposium: Principal Health and Wellbeing

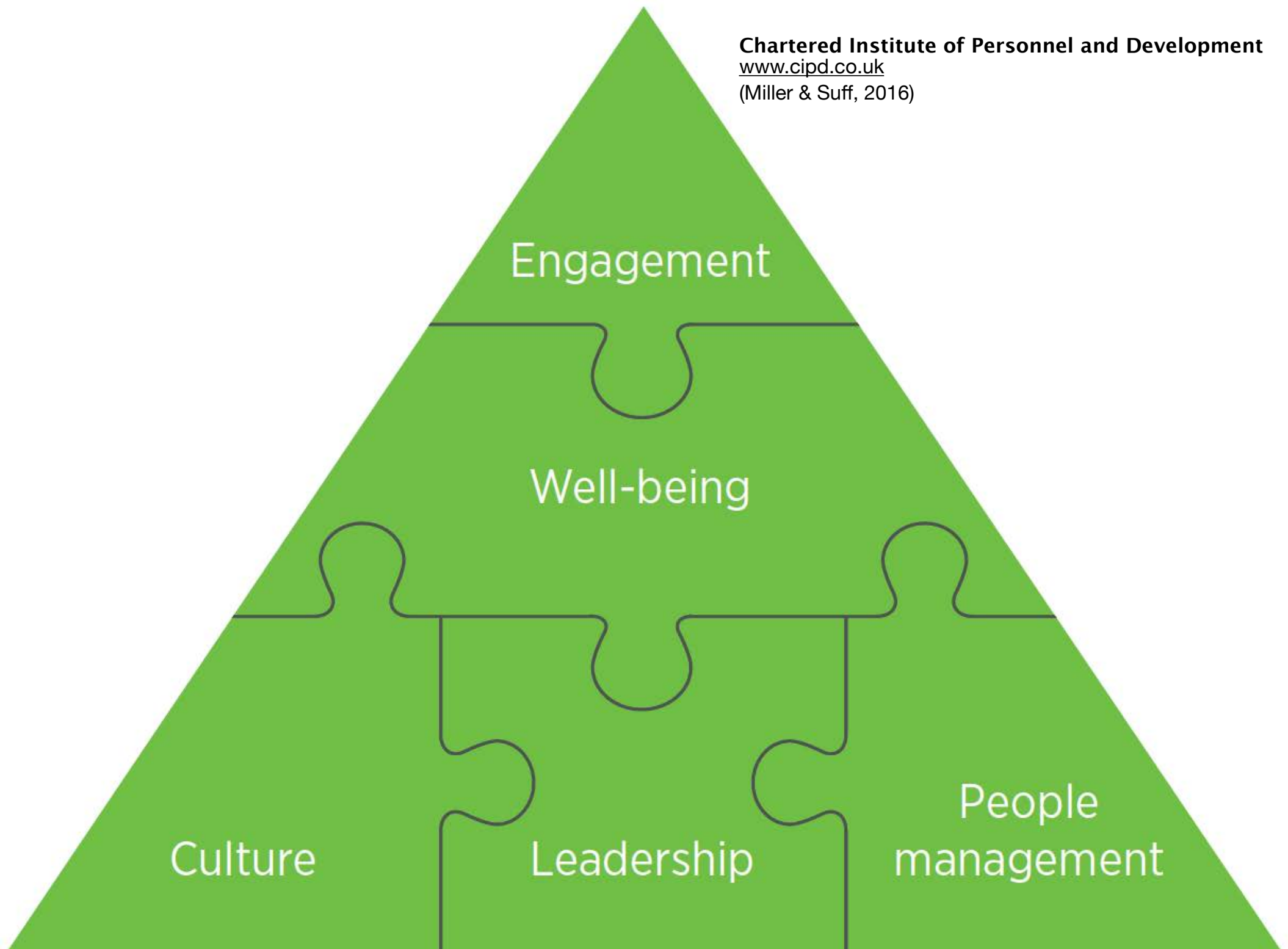
What Makes a Difference?

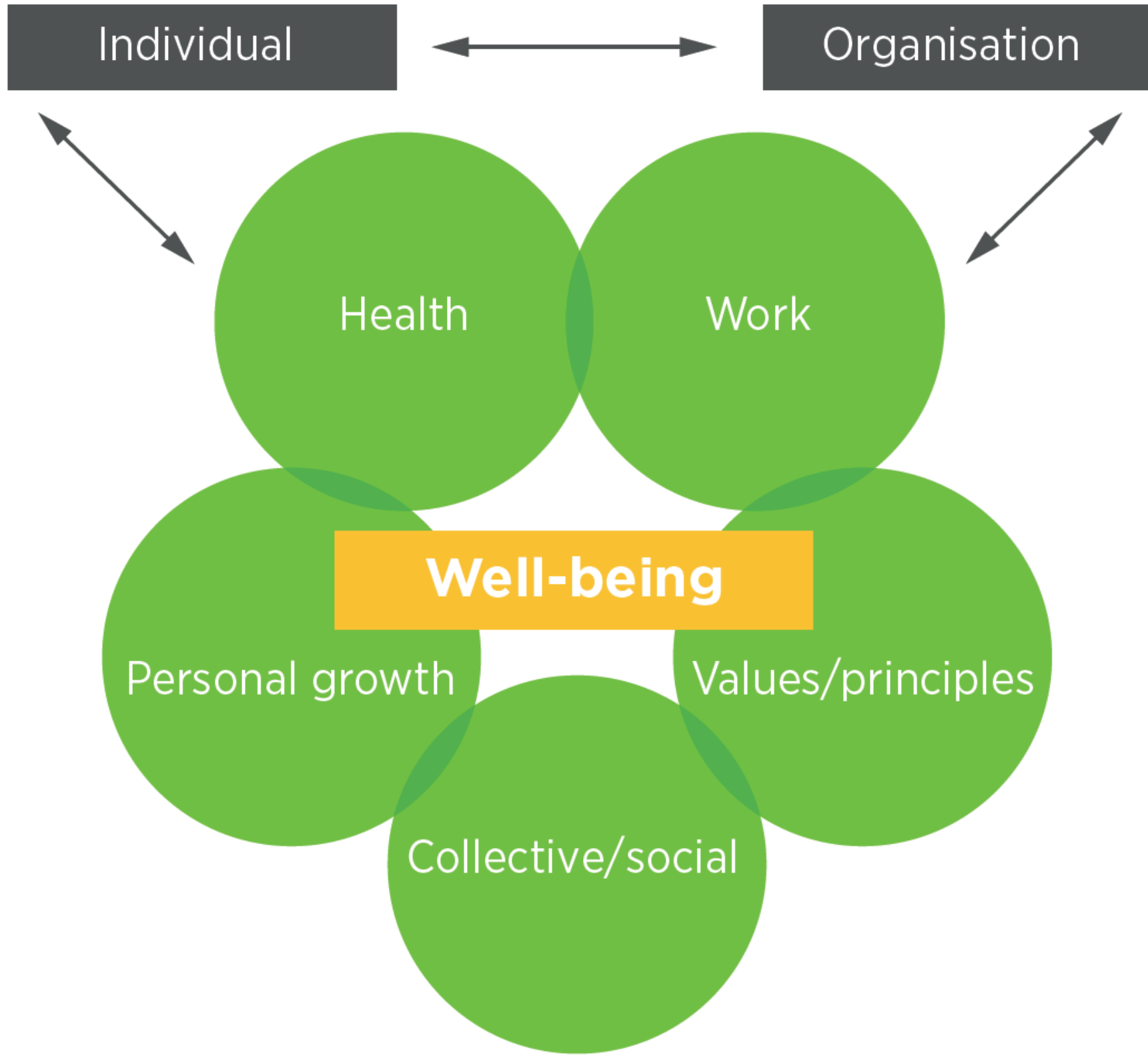
Philip Riley

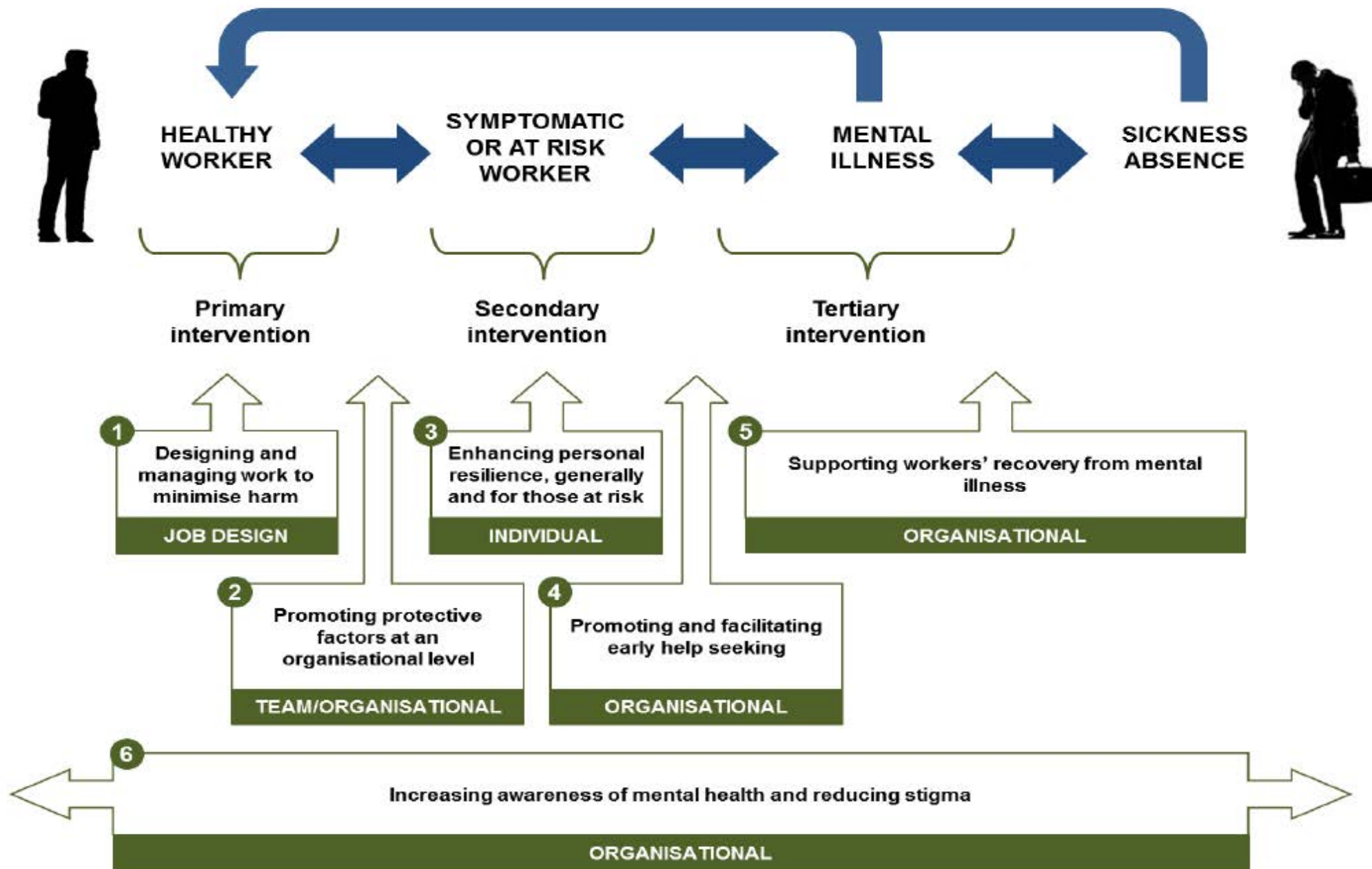
1.8.2017



Australian Primary
Principals Association







Working Hours

“In 1930 the International Labour Organisation (ILO) set the maximum working week to 48 h. This remains the current hour limit beyond which, according to the ILO, no worker should exceed because of the potential health and safety risk” (Dinh, Strazdins, & Welsh, 2017, p. 42).

2016: Australian Principals average work hours:

Mean: **53.5** hours (11.1% above the safe limit).

Median **58** hours (10 hours or 20.8% above the safe limit)

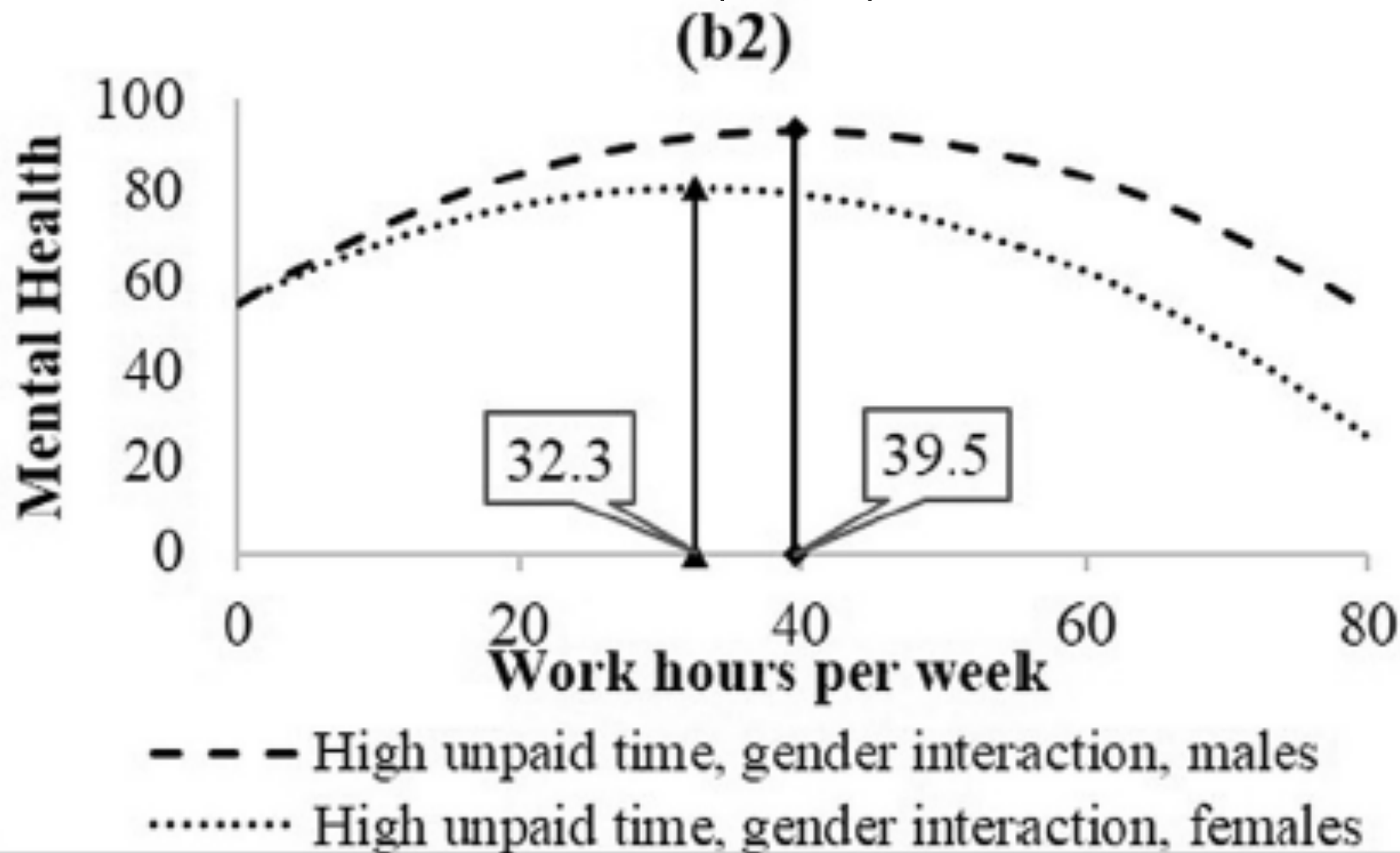
55% worked upwards of **51-56** hours per week during term

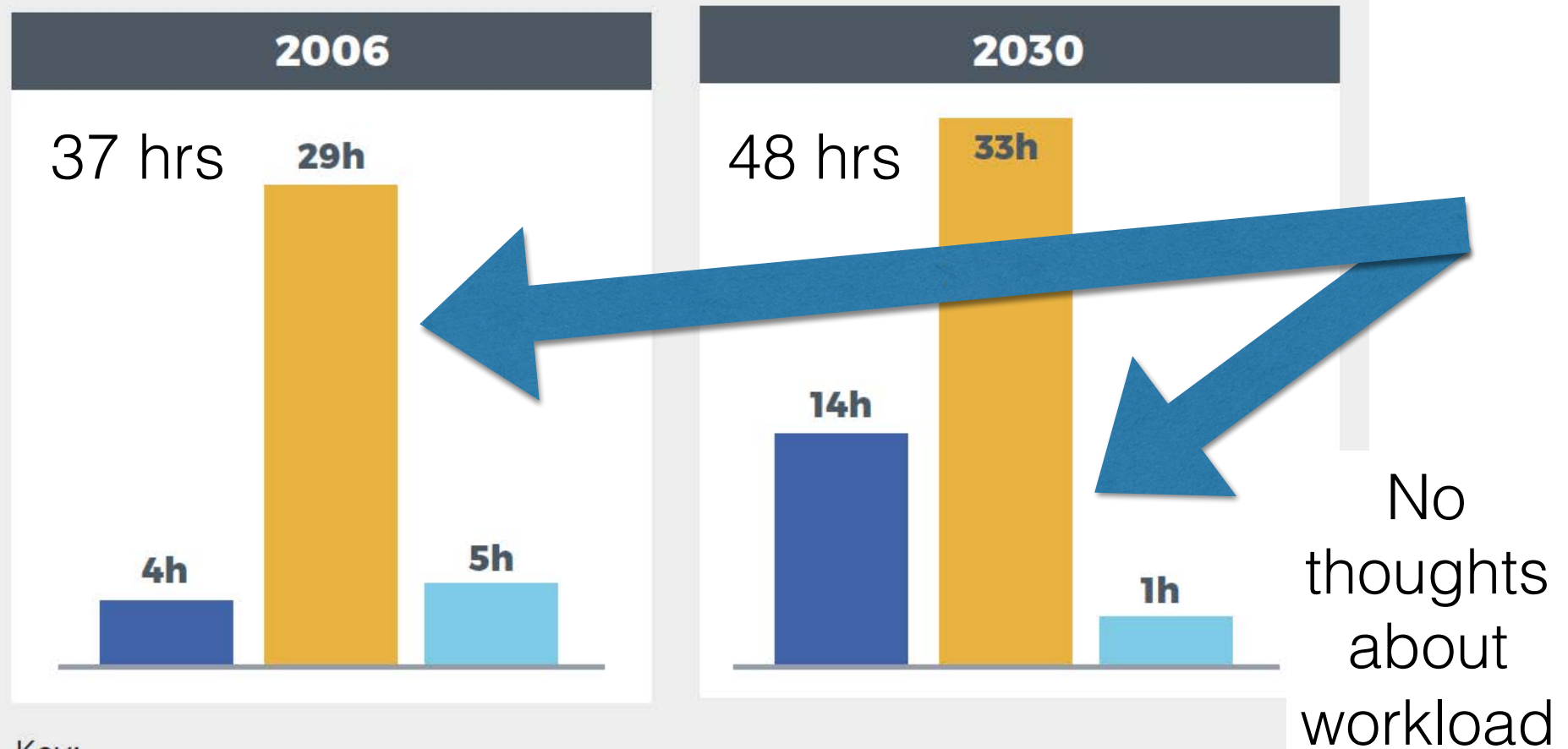
27% working upwards of **61-65** hours per week.

22% work upwards of **25** hours per week in holidays

Australia: 13% of all employees worked 50 hours or more in 1978
19% in 2000 (ABS)

Mental health begins to decline at 10 hours below the ILO limit and 20 hours below the average working hours for Australian principals





Key:



Facilitate student learning



Interacting with students



Repetitive information analysis

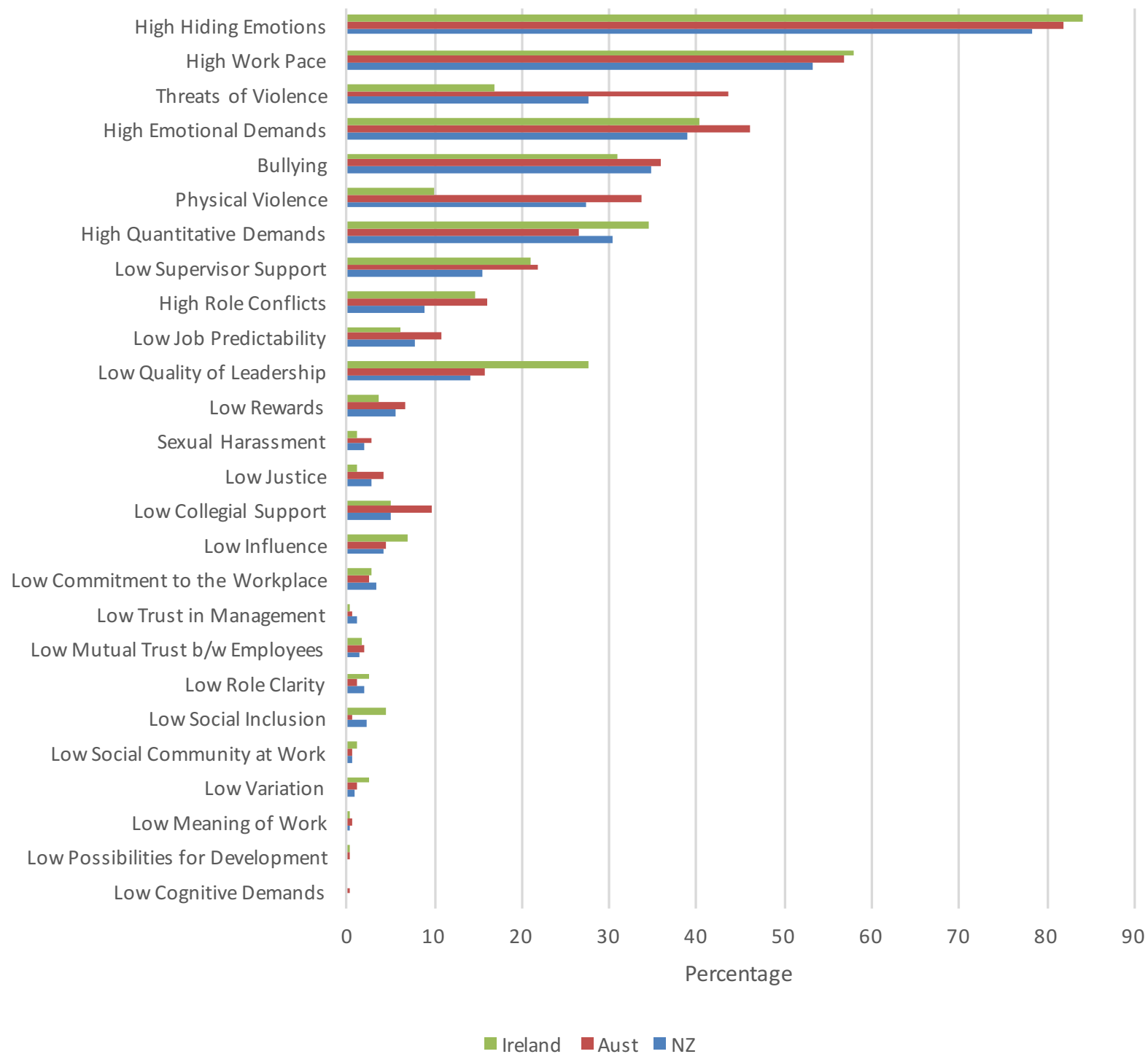
* Facilitation tasks will incorporate interaction with students, such that tasks are not mutually exclusive

Note: Comparison of time spent on key activities performed by a primary school teacher in 2030 versus 2006. ONET, ABS, AlphaBeta analysis

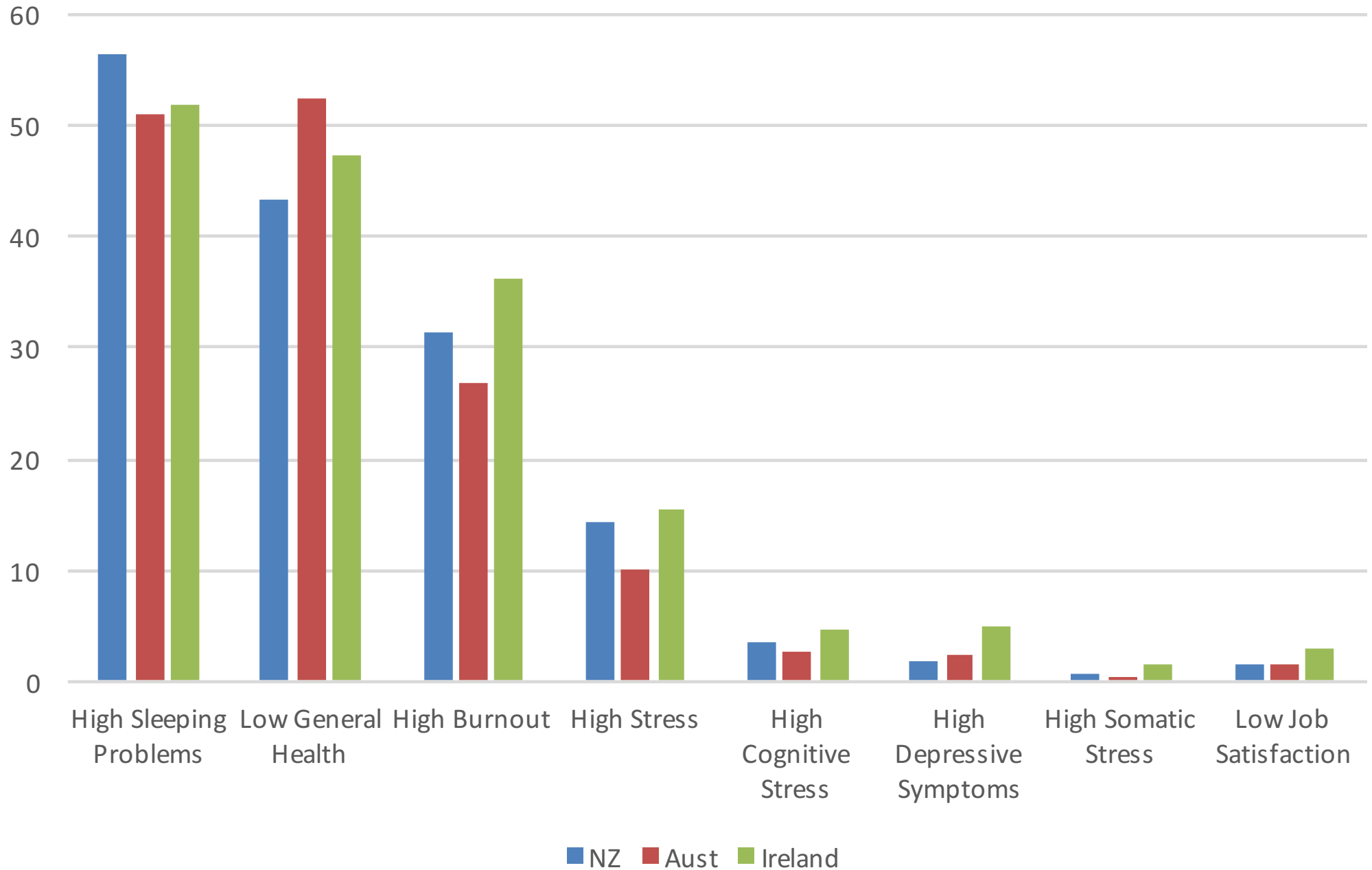


Strain Scales	Resource Scales	Outcome Scales
High Quantitative Demands	Low Influence	High Burnout
High Work Pace	Low Possibilities for Development	High Stress
Low Cognitive Demands	Low Variation	High Sleeping Problems
High Emotional Demands	Low Meaning of Work	High Depressive Symptoms
High Demand for Hiding Emotions	Low Commitment to the Workplace	High Somatic Stress
Low Job Predictability	Low Rewards	High Cognitive Stress
Low Role Clarity	Low Quality of Leadership	Low General Health
High Role Conflicts	Low Collegial Support	Low Job Satisfaction
High Job Insecurity	Low Supervisor Support	
Sexual Harassment*	Low Social Community at Work	
Threats of Violence*	Low Trust in Management	
Physical Violence*	Low Trust Between Employees	
Bullying*	Low Justice	
	Low Social Inclusion	

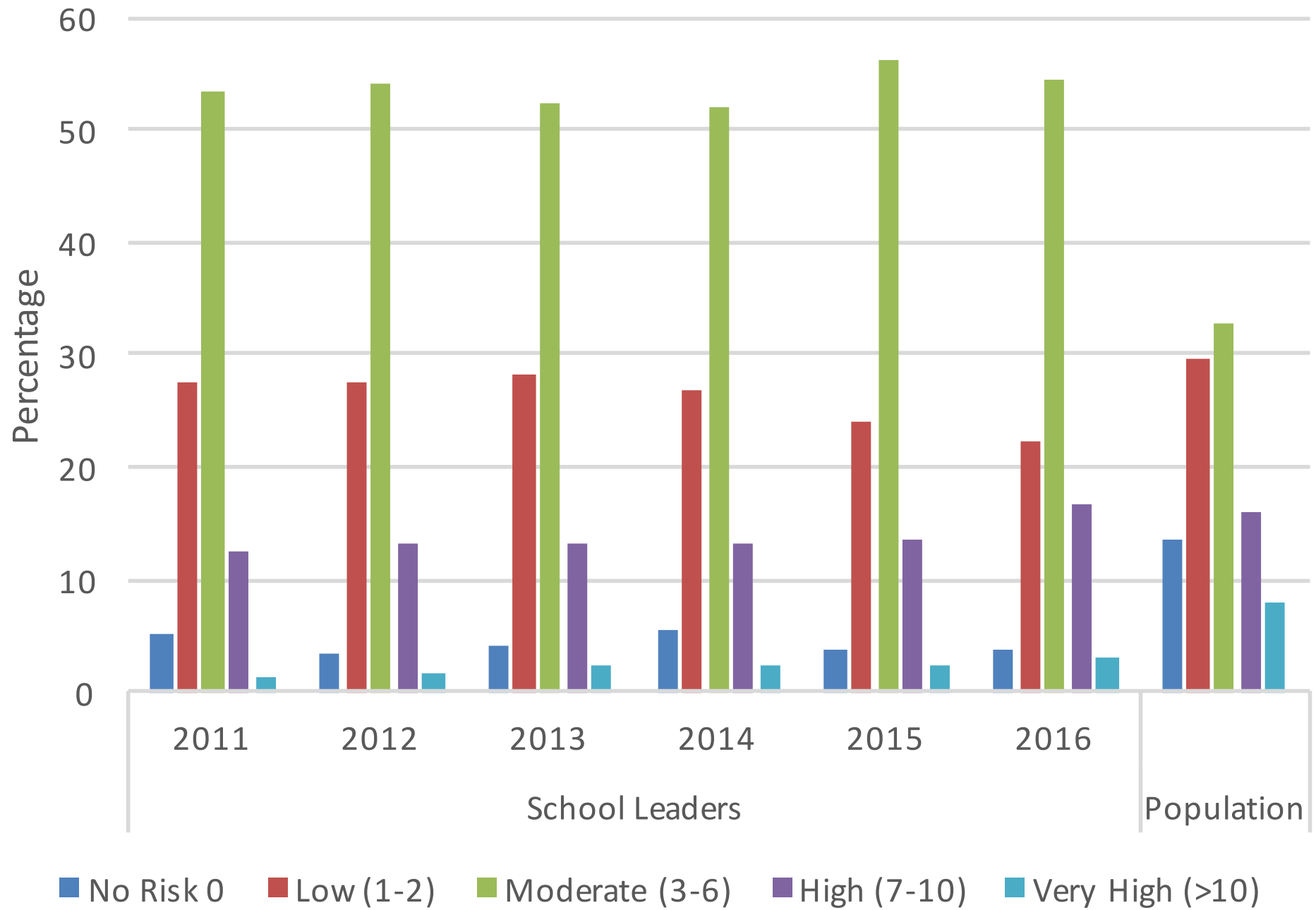
Combined Strain & Resource Variables

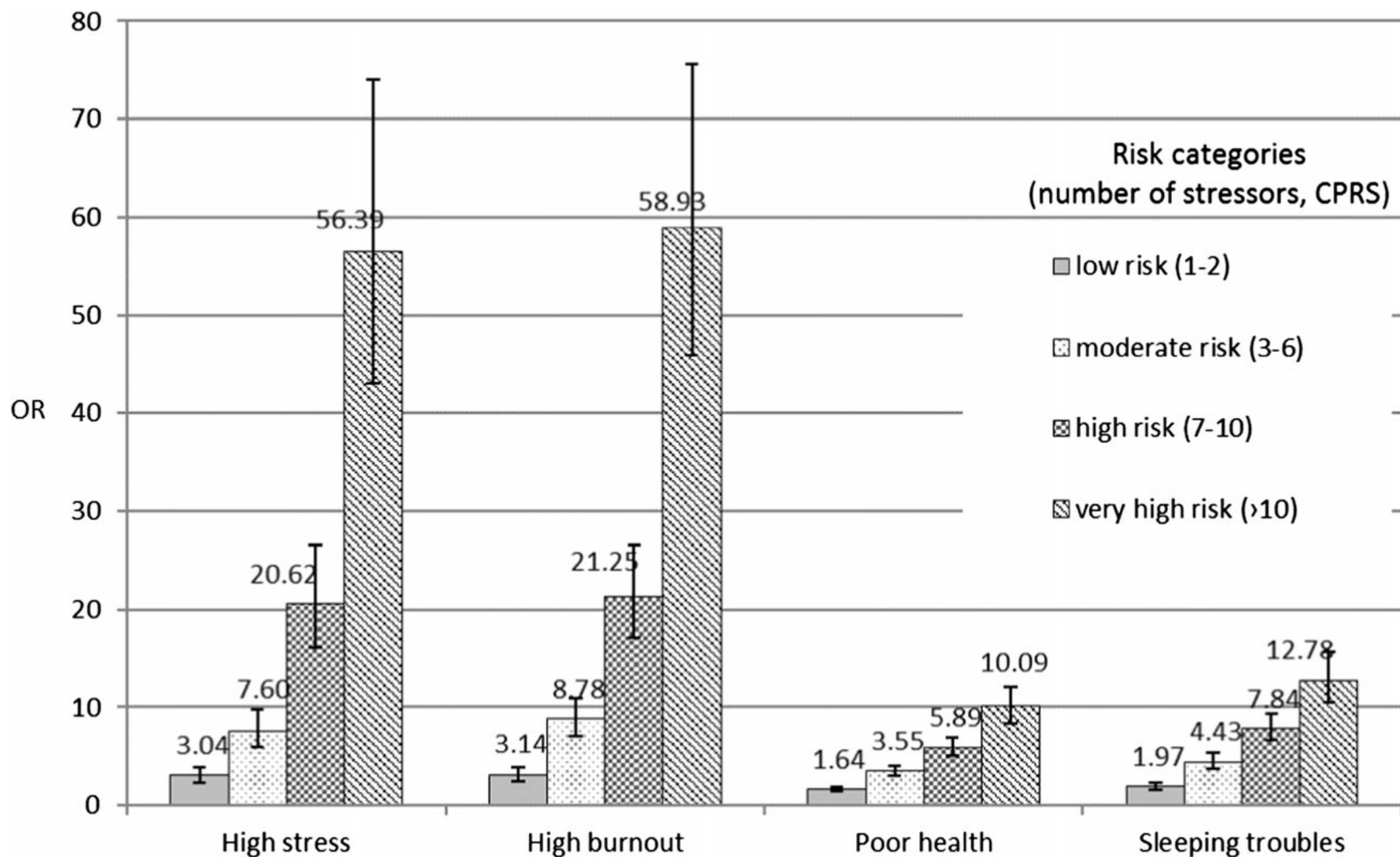


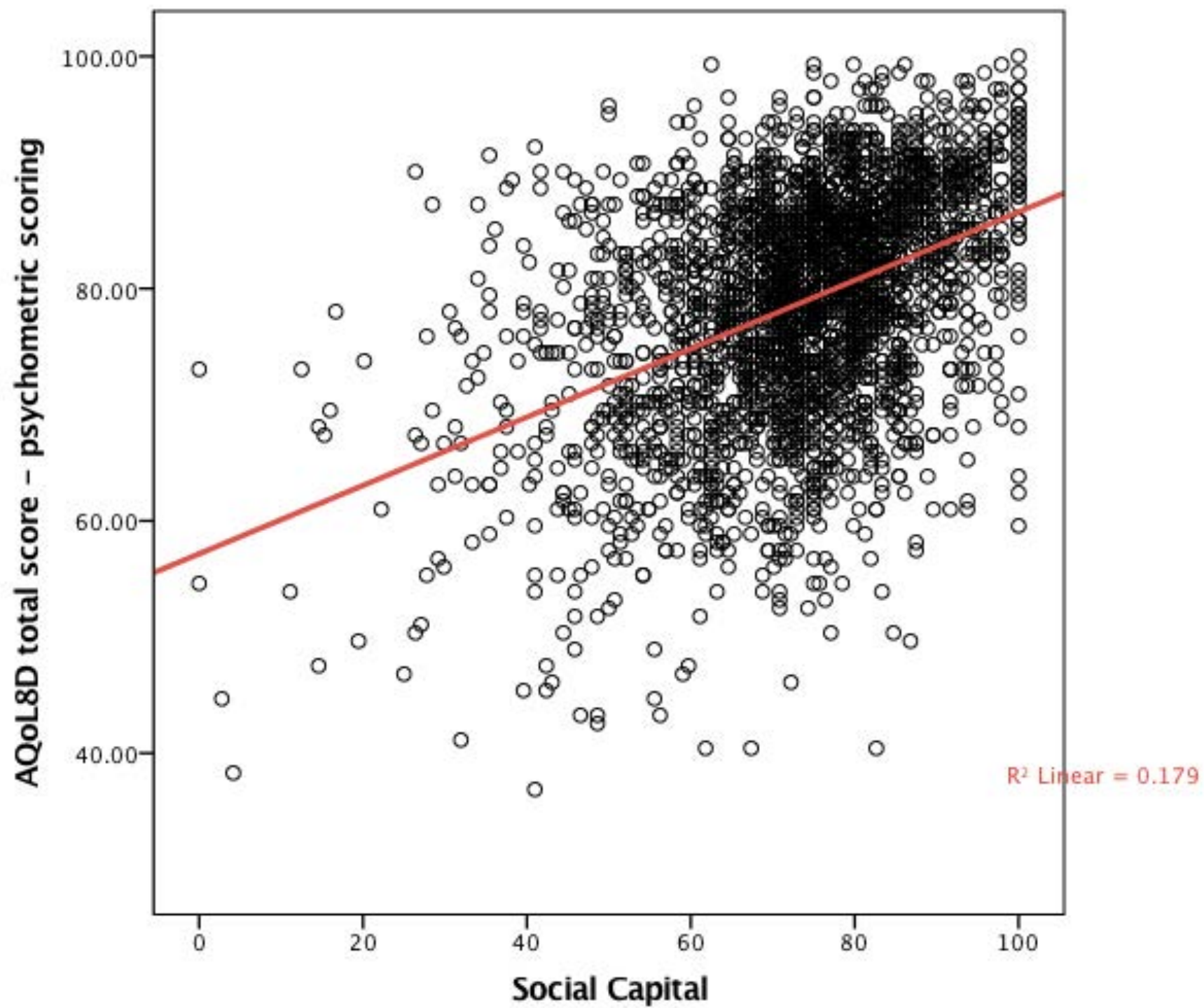
Outcome Variables

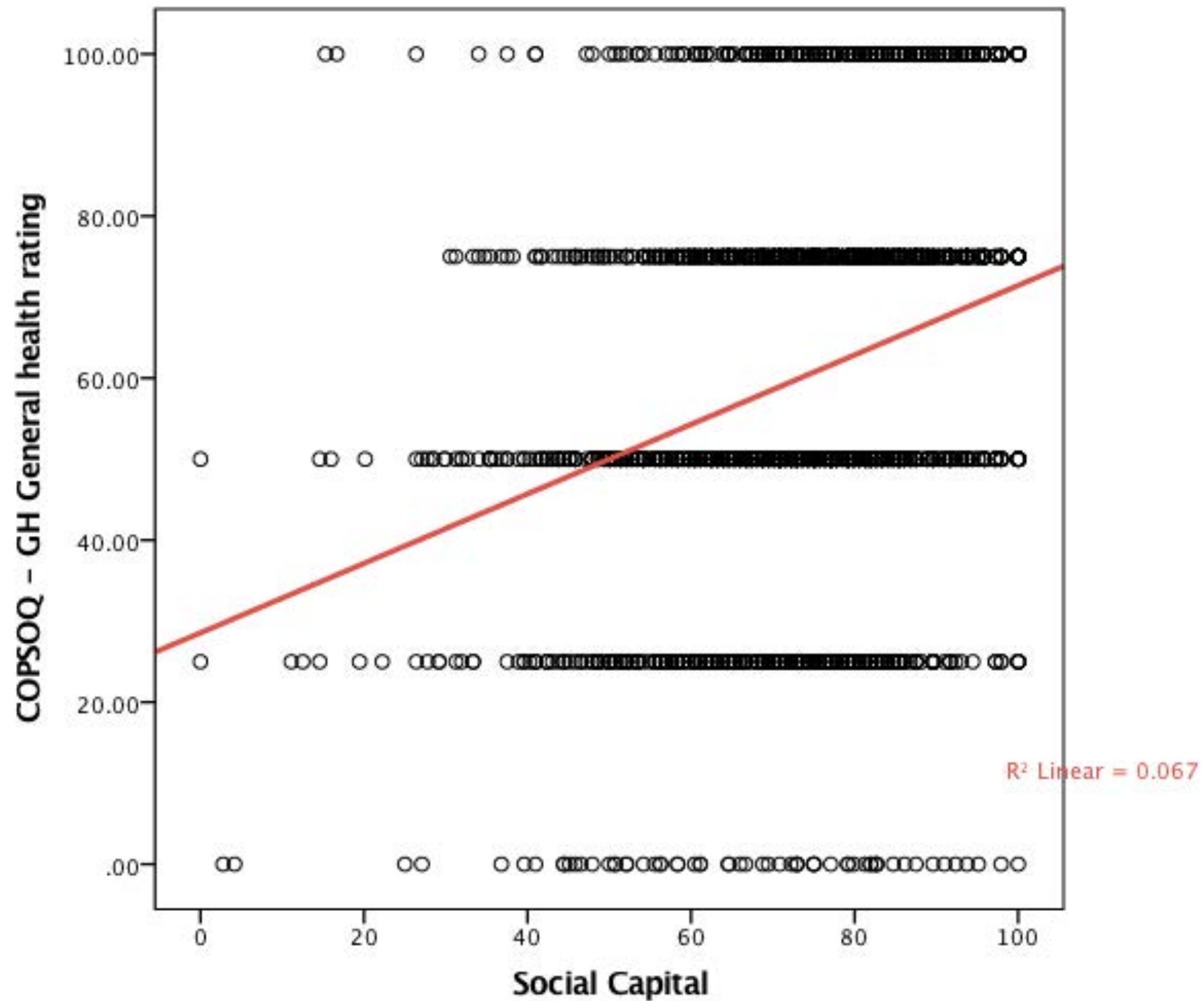


Composite Psychosocial Risk

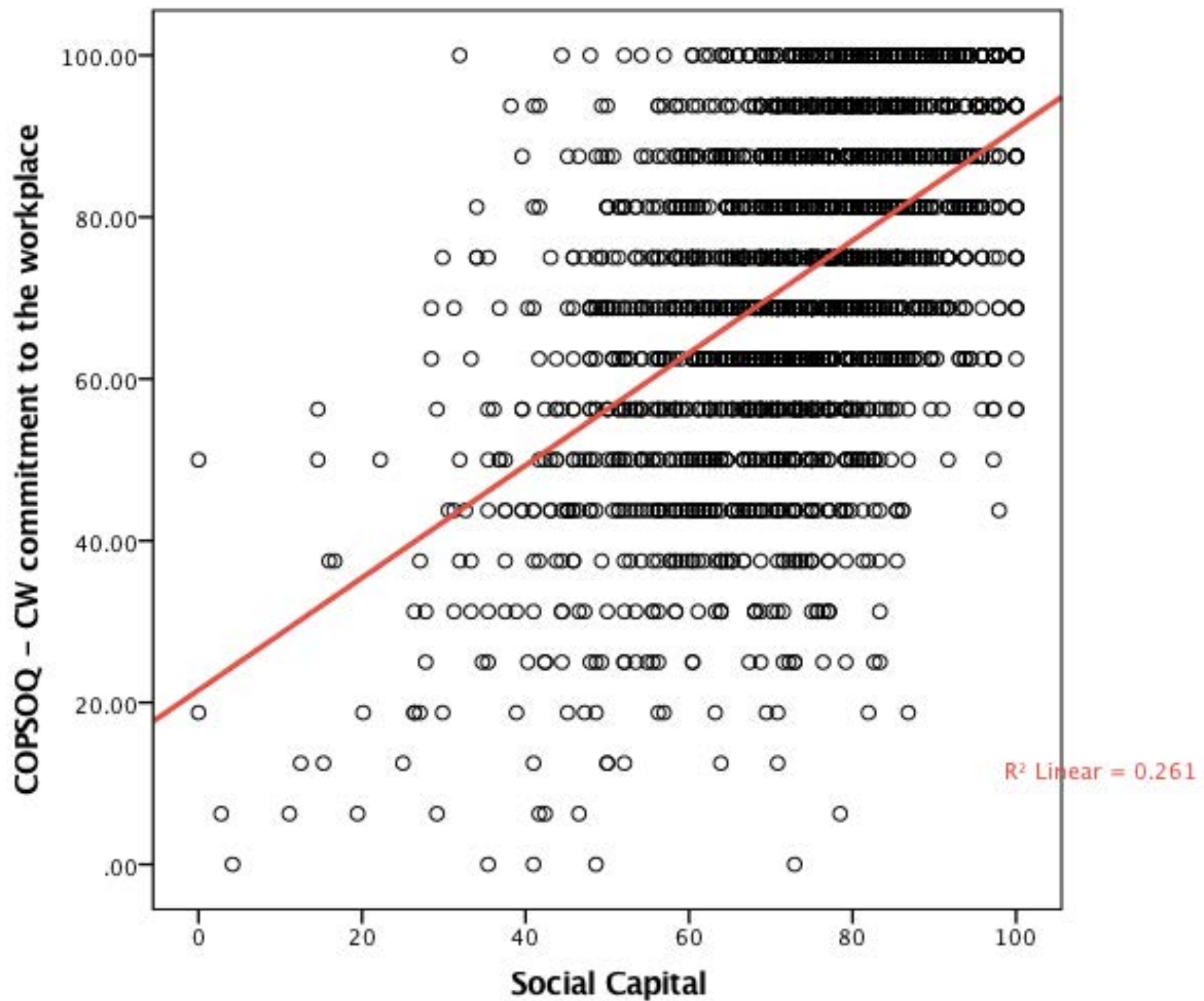


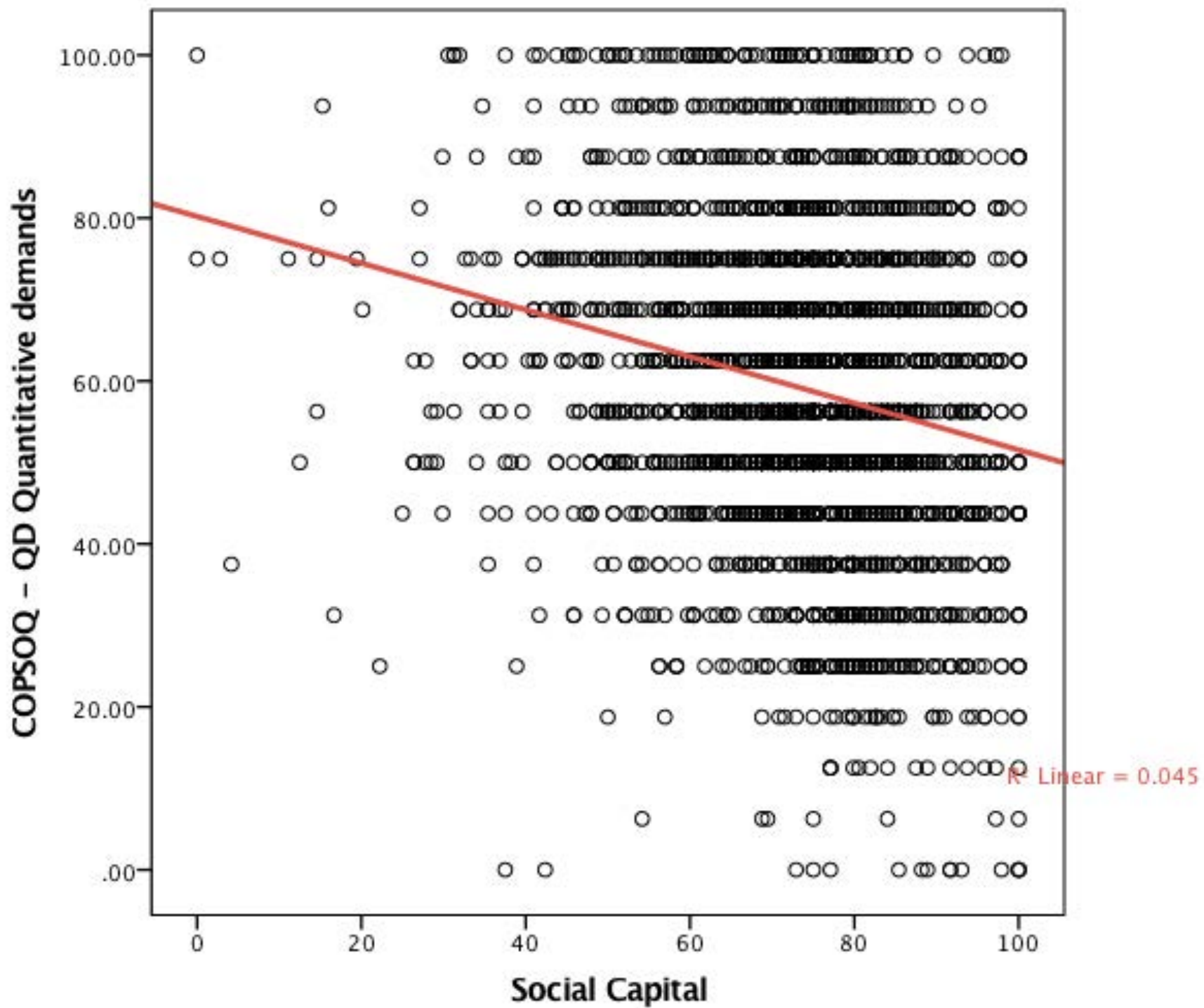




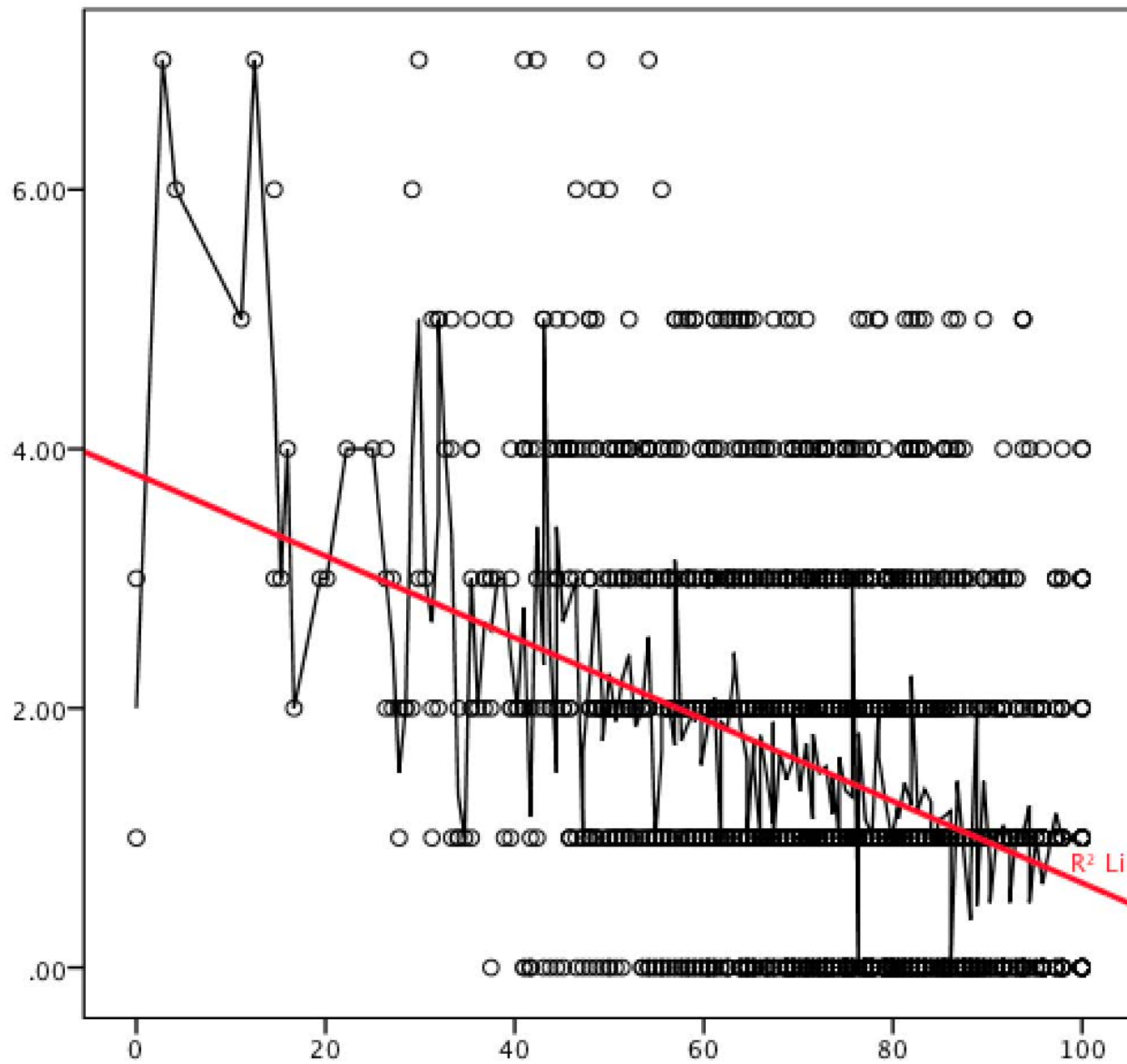








Composite Psychosocial Risk Score

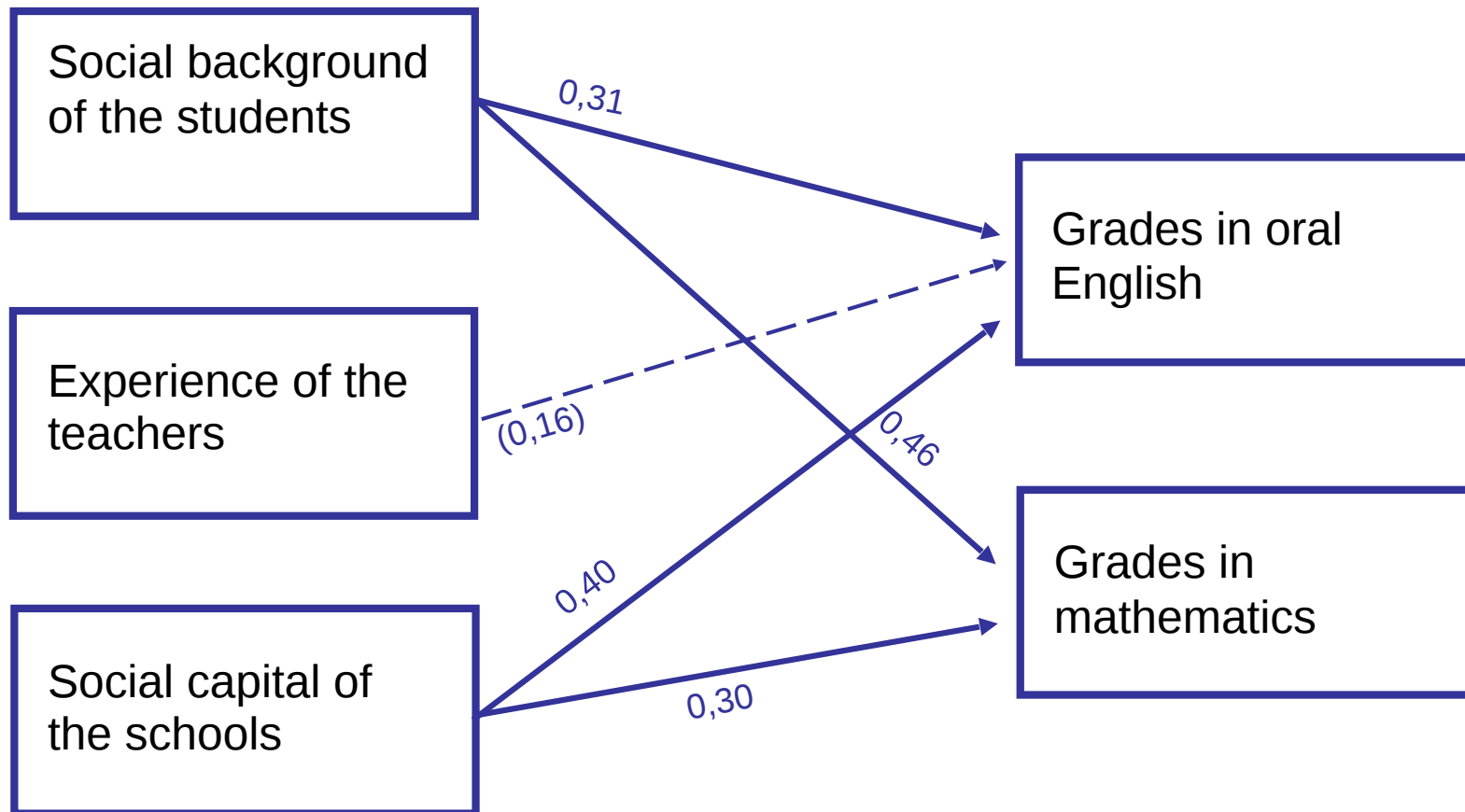


$R^2 \text{ Linear} = 0.119$

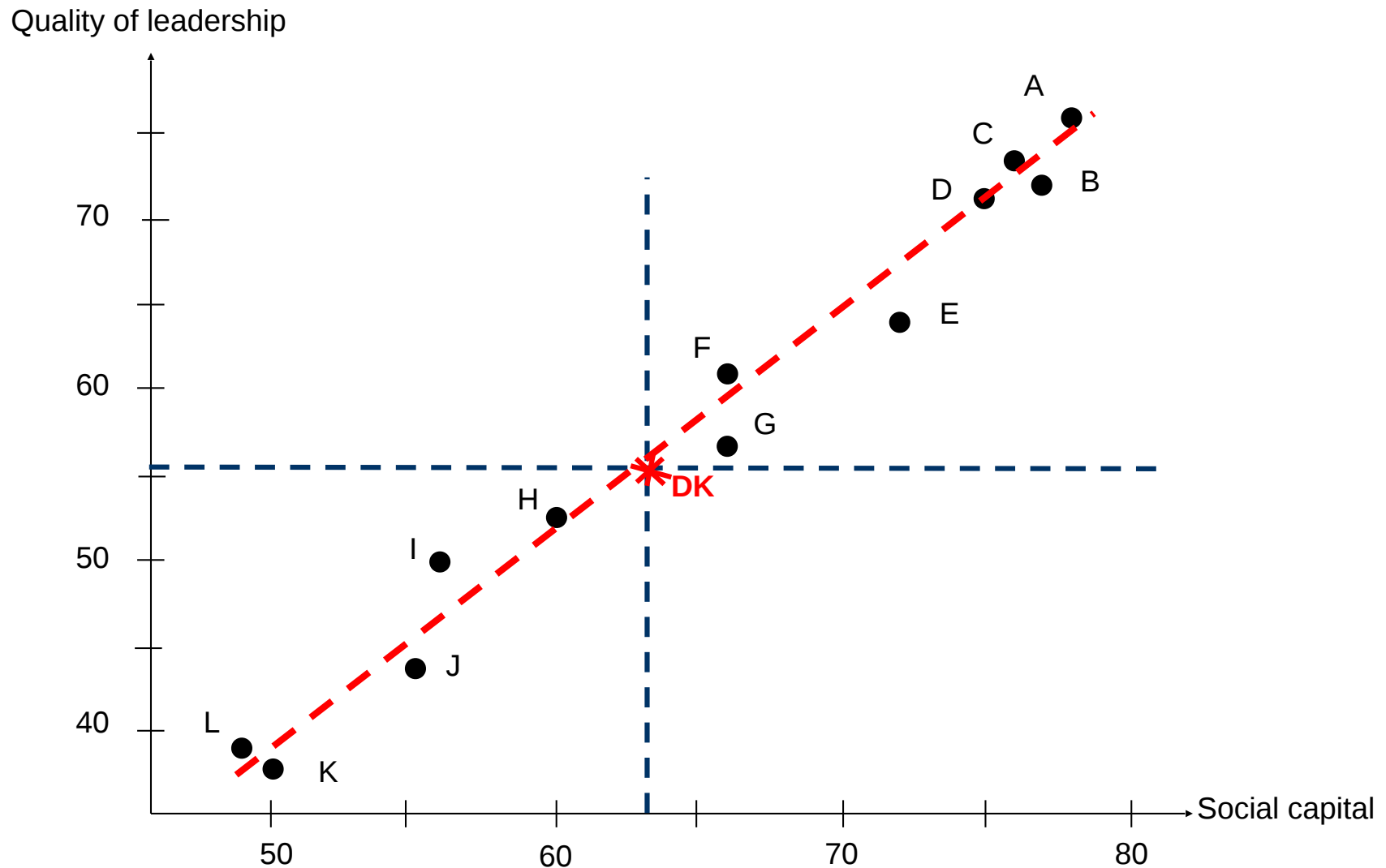
Social Capital

Social capital and school grades

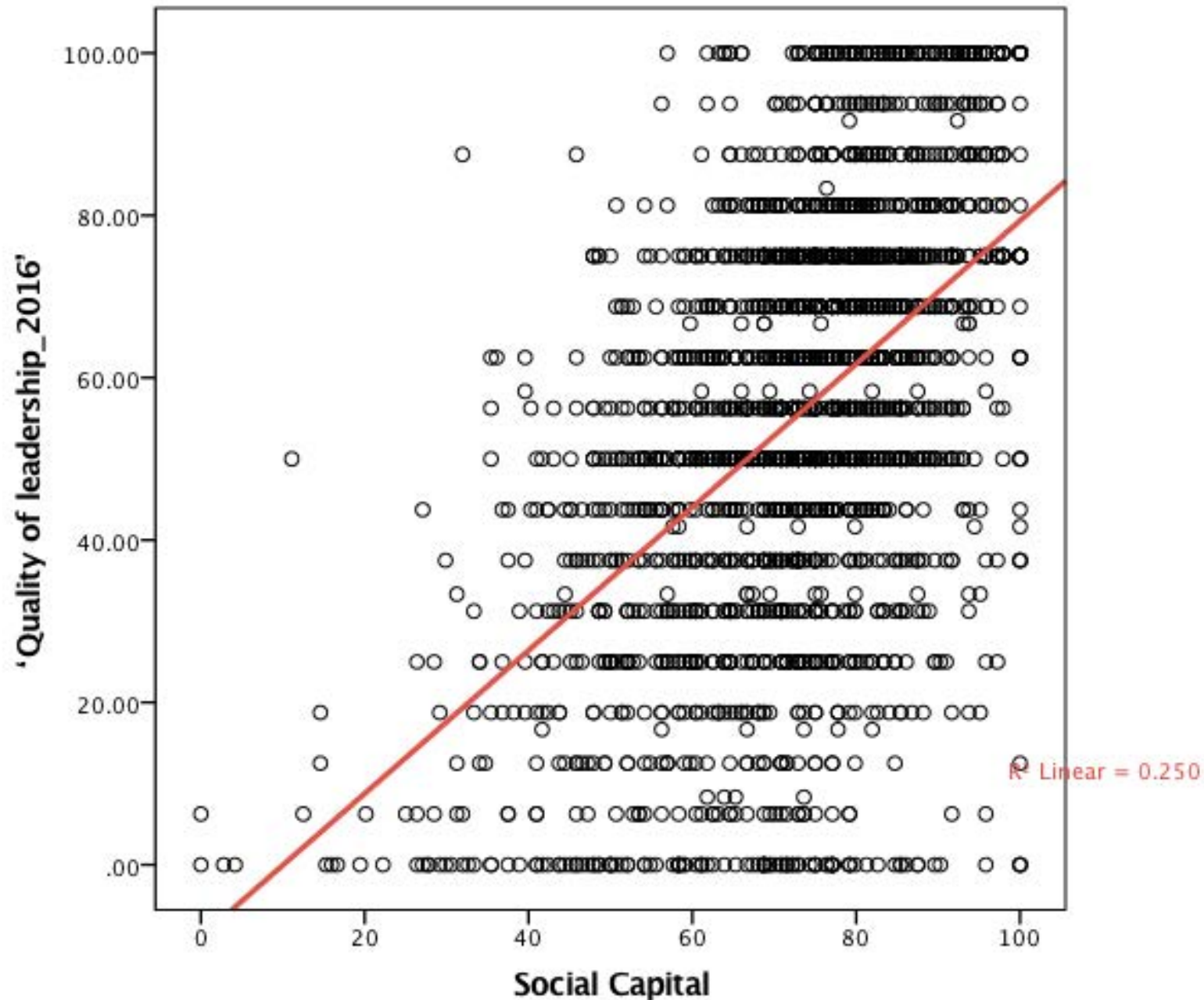
A study of 88 American schools
(2,167 teachers, 5,130 parents and 88 leaders)



Social capital and quality of leadership in the schools of a Danish municipality



Social capital and quality of leadership in the schools of Australia



Common clusters of factors

- Low influence, high work pace, low meaning, few possibilities for development.
- High emotional demands, low role clarity, high role conflicts, high meaning.
- High work-family conflicts, high quantitative demands, high influence, high meaning
- Low trust, low justice, low quality of leadership, low job satisfaction

Remember that factors are at different levels!

- Some work environment factors are at *job-level*. (For instance demands, influence, meaning, etc.)
- Others are at *group or department level*. (For instance quality of leadership, predictability, recognition, social support, etc.)
- And finally, some are at *workplace level* (For instance justice, trust, etc.)

2017 Survey open now

www.principalhealth.org



Australia



Ireland



New Zealand

The longitudinal Principal Health and Wellbeing surveys are being conducted to assess effects of complexity and workload demands on school leaders.

The annual survey is available to all school principals, deputy principals and assistant principals.

Select your flag to continue.