

New Zealand Principals' Federation survey

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Table of Contents

1. Introduction	3
2. Summary of the results	3
3. Methodology	6
4. Results	7
Response rates	8
Reporting conventions	8
School and personal characteristics	9
<i>The schools of the respondents</i>	9
<i>The respondents</i>	10
<i>The respondents and their schools</i>	13
Survey results	17
<i>Opinions about resourcing</i>	17
<i>Recruitment, retention, advancement, and job satisfaction</i>	24
<i>Relationships with government agencies</i>	29
Appendix 1: Comparison of national data with survey data	32

Tables

Table 1	Age of respondents	10
Table 2	Experience of principals in number of appointments, and years of service.....	11
Table 3	Sample data and Ministry data for state and state-integrated schools; across all schools	32
Table 4	Sample data and Ministry data for state and state-integrated schools; by type of school	33

Figures

Figure 1	Number of appointments as principal held by male and female respondents.....	12
Figure 2	Number of years of service as principal for male and female respondents	12
Figure 3	Number of appointments as principal by authority of school.....	14
Figure 4	Number of years of service as a principal by U-grade of school.....	16
Figure 5	Overall opinions on the adequacy of resourcing	18
Figure 6	Adequacy of staffing entitlement by size of school.....	20
Figure 7	Response to question as to whether the operational grant was enough to meet the needs of the school, by decile.	21
Figure 8	Opinions on the adequacy of the schools' 5-year property grant by authority	22
Figure 9	Principals' opinions on aspects of their job ($n = 1205$)	25
Figure 10	Ability of principals to recruit good teachers to their schools by decile	26
Figure 11	Ability of principals to retain good teachers by decile.....	27
Figure 12	Ratings of government agencies.....	30

1. Introduction

The New Zealand Principals' Federation (NZPF) undertook a survey in October/November 2004 to get a measure of the opinion of their members¹ on important issues such as resourcing, recruitment and retention of teachers, career paths of principals, and relationships with government agencies. They plan to repeat the survey, possibly annually. The survey was designed to provide base-line data for future, similar surveys.

This report first gives a summary of the findings, and then examines these findings in greater detail.

2. Summary of the results

Response rate

The survey had a 54 percent response rate, but can be taken to be relatively representative of most categories of school with the possible exceptions of secondary schools in main urban areas, high-decile secondary schools, and low decile composite schools. The response rate to individual questions was high, with the non-response rate typically being under one percent.

¹ The survey was open to non-members, but the invitation emails were addressed to members, who include principals of schools in both the primary and secondary sector.

Overall results

Resourcing

The majority of principals indicated that their resourcing was inadequate, whether it was the operational grant, the 5-year property funding, funding for various staffing needs, ICT use, or advice and support for special needs students. The resourcing issues where just over a quarter of the principals agreed that their funding was adequate (the most favourable responses given to any of the questions) were funding professional development, teacher aide hours for ORRS funded students, and external advice and support for students with behavioural or other special needs.

Being a principal

Most principals enjoy their jobs, and the majority feel that they can recruit and retain good teachers for their schools. On the whole their opinions on recruitment and retention were similar, but where they differed, more principals were confident of retaining good teachers once they had been recruited than *vice versa*. Opinions on a career progression for aspiring principals in New Zealand, and whether the respondent could get a position in a larger school were more varied, with about half agreeing. Most principals felt that their work and personal life were not balanced, and also that they did not have time for the educational leadership part of their jobs.

Government agencies

Opinions about whether ERO, MOE, and the NZQA (only 89 respondents qualified to answer this question), do a good job were evenly divided: almost equal numbers (a third) disagreed, gave a neutral response, and agreed, with those agreeing having a slim majority. Whether CYFS does a good job was rated more negatively, with 60 percent disagreeing, and only 10 percent agreeing.

Group differences

Where there were no differences

Opinions on resourcing for professional development, administrative staff hours, teacher aide hours for non-ORRS funded students with special needs, the job done by the NZQA, and enjoyment of the principal's job were much the same across all categories of principal.

State schools and state-integrated schools

Principals from state schools more strongly disagreed that their operational grant was adequate, or that the external advice and support they received for students with special behavioural needs or other special needs was adequate. Principals in state-integrated schools were more likely to withhold judgement on the adequacy of their 5-year property funding. Principals at state schools were less likely to think that there was a good career progression for aspiring principals in New Zealand, and were more likely to give the job done by the MOE and CYFS a lower rating. Principals from state schools were more likely to have ORRS funded students.

Location

Where there were differences between principals of schools in different locations, the differences were always greatest between those in schools in the main urban areas and rural schools. Principals in rural schools were slightly more likely to see their staffing entitlement, external advice and support for students with special behavioural needs, and 5-year property funding as being adequate. They were more likely to report difficulties recruiting and retaining good teachers, and tended to give CYFS a moderately low rating (schools in the main urban centres gave a lower rating). They were less likely to have ORRS funded students.

School roll

Principals from small schools were more likely to see their staffing entitlement as adequate, that the external advice and support they received for students with special behavioural needs or other special needs was adequate, and slightly less likely to see their operational grant as inadequate. They were less likely to strongly agree that they could recruit good teachers, and they were likely to give CYFS a more moderate rating. They were less likely to have ORRS funded students. Principals of smaller schools were less likely to think that they could move to a larger schools if they wanted to.

School type

Special schools more likely to see their staffing entitlement as adequate. Composite school principals were more likely to indicate problems recruiting good teachers. Secondary school principals were more likely to think that there was a good career progression for principals in New Zealand, but were less likely to think that they had a balance between their work and personal life.

Decile

Principals of low decile schools were more likely to see their operational grant as adequate, and those of high decile schools were more likely to see it as inadequate (but a large proportion of all schools saw it as inadequate). Principals from low decile schools were more likely to report difficulty recruiting and retaining good teachers than those from high decile schools, and were more likely to give CYFS a low rating. Decile 3 schools were more likely to have ORRS funded students.

Depth of experience

Principals with more experience, both as measured by years of service and number of appointments, were less likely to think that there was a good career progression for principals in New Zealand. Those with more years of service (over 16 years) were more likely to give the MOE and ERO a lower rating.

Gender

Male respondents were more likely to think that they could move to a larger school if they wanted to. Female respondents were more likely to feel that they did not have enough time for educational leadership, and that they did not have a balance between their work and personal life.

3. Methodology

To deliver the survey as quickly and economically as possible, an online survey was used. The survey was designed by NZCER in conjunction with the NZPF, and was put online by Rosemary Laing of DataPlus, who also produced basic summary tables. The NZPF sent email invitations to all its members, encouraging them to take part in the survey. A link to the survey website was given in the email, together with an assurance that the survey should take about 3 minutes to complete. It was hoped that having a short survey, that was easy to access and quick to complete, would result in a high response rate. Follow-up reminders were sent to all members once the survey had been online for a couple of weeks.

In online surveys it is possible to make completion of some or all questions compulsory (the respondent cannot go to the next question until the current one has been completed), but it was

decided not to make any questions compulsory, as this might discourage respondents and decrease the response rate.

It was also decided that instead of asking the principals to supply information such as U-grade, decile, and type of school, we would ask for their school Ministry of Education (MOE) number. It is difficult to know whether this discouraged any from responding (some 29 records had no number, but these could also have been people “testing” the survey—many of these 29 were incomplete—rather than starting to respond and then refusing to give their school number). Some invalid school numbers were provided, and some schools had multiple responses (47 had two responses, and 2 had three responses). The records with invalid or missing school numbers were deleted, and duplicate records were deleted (if one of the two records was more complete, that was used, otherwise the earlier response was used, or the response of the older/more experienced respondent).

4. Results

In this section the response rates are reported, responses to the questions are described, and some interrelationships between questions are explored.

The aim of this survey was to determine the opinions of school principals in 2004. However, we also obtained information on who the principals were, in terms of their age, level of experience, gender, and ethnicity. We also have information on the types of schools in which they work. Before addressing the responses to the “real” questions, we examine the demographic characteristics of the respondents and their schools, as this can give insight into the summary of the opinions expressed.

We therefore first look at the characteristics of the schools in which the principals worked, then the personal characteristics of the respondents, such as age, gender, and experience, and the interrelationships between the two. The inter-relationships allow us to address such questions as where less experienced principals tend to get appointments: in rural areas; in small schools; or in low decile schools?

Next the responses to the questions on resourcing, recruitment and retention, aspirations and job satisfaction, and relationships with government agencies are explored. Where there were statistically significant differences between groups or categories of principal (defined by personal or school characteristics), these are reported for each question.

Response rates

The analysis that follows is based on 1205 responses from the 2214 NZPF members. This is a response rate of 54 percent.

It was not compulsory to answer individual questions, yet the non-response rate to almost all questions was well under 1 percent (typically between 0 and 4 respondents did not answer any one question). The exceptions to this were the question on 5-year property funding (13 respondents or 1 percent did not answer), the questions about whether the school had ORRS funded students and NCEA students (8 percent and 5 percent non-response, respectively; it was assumed that those who did not respond did not have such students), and gender (59 respondents or 5 percent did not respond).

Reporting conventions

In the discussion about each of the statements in the survey, where a group (or groups) of principals gave responses that differed markedly from the responses of others, these responses are compared with responses given by other principals. Which “other” principals were used in the comparison was determined as follows:

- If there was only *one* extreme group (say decile 1 principals), these were usually compared with all *other* principals, (those from decile 2–10 schools), or the other group when there were only two groups (male/female or state/state-integrated).
- If *several* categories of principals gave high/low levels of agreement, then the comparison was more meaningfully made with the *overall* level (so if full primary principals were more likely to agree, and intermediate principals were less likely to agree, then the comparison in each case would be with the overall level of agreement).

Differences in responses are reported if, firstly, an overall chi-square test was significant at the 0.01 level, and, secondly, a test of whether the proportion of principals in a particular category giving a particular level of response was the same as the proportion of principals in all other categories giving the same response was significant at the 0.01 level of significance (for example, was the percentage of primary principals strongly agreeing the same as the percentage of non-primary principals who strongly agreed?). Cases where the *p*-value for this test was less than 0.01 are discussed, with the added proviso that where a gradient across categories, such as decile,

school size, amount of experience, or age can be anticipated, there should be evidence of such a gradient. In the absence of the gradient, it was assumed that any variation observed (whether statistically significant or not) was due to chance.

Overall differences are shown using a type of bar chart, such as Figure 5. There is one bar for each question. The bars are centred on the middle of the neutral category, and each bar has as many segments as there are possible responses to the question. The total “positive” and “negative” percentages can be read off the horizontal axis, and the figures in the bars give the percentages in each segment. For instance in Figure 5, in the bottom-most bar about resourcing for non-ORRS funded students with special needs, there was a 9 percent neutral response, 5 percent agreed and 0 percent strongly agreed (so there appear to be only 4 segments to the bar). This means that overall $9/2 = 4.5$, 5, and 0 percent gave “positive” responses, a total of 9.5 or about 10 percent, and the bar ends mid-way between 0 and 20 on the horizontal axis (at about 10 percent). The bars have been sorted so that the totals of the agree and strongly agree categories are in descending order.

School and personal characteristics

The schools of the respondents

Given that 46 percent of the members did not respond, it is important to see whether those that did can be considered to be representative of the population.

Comparisons between the characteristics of the sample respondents and the population of state and state-integrated schools are given in the Appendix (note that not all of the principals of these 2537 schools are members of the NZPF). The sample can be taken to be representative of the population, in many respects.

Looked at overall, the various types of schools were fairly represented: 40 percent were contributing, 46 percent full primary, 5 percent intermediate, 4 percent secondary, 3 percent composite, and 2 percent restricted composite (Yr 7–10). The most obvious difference between the sample and population proportions is that 12 percent of the population of state and state-integrated schools are secondary schools, but in the sample only 4 percent were. Given this under-representation reflecting the NZPF membership, it is better to compare the population and sample characteristics within the broad categories Contributing/Full primary/Intermediate, Secondary, Composite, and Special schools. The comparisons that follow concentrate on this more detailed comparison within broad types of school.

Eighty-eight percent of the responses were from state school principals (12 percent from state-integrated), and with the exception of the Composite schools, the proportions of each type of schools from the state and state-integrated schools matched those of the population (state composite schools are under-represented and state-integrated composite schools are over-represented).

Between 8 and 11 percent of the schools were in each of the decile groups (8 percent decile 1, and 11 percent decile 5), so overall all deciles were well represented. However, looked at within each type of school, it becomes apparent that decile 1 and 2 composite schools are under-represented, but decile 3 and 4 composite schools are over-represented (this would be associated with the over-representation of state-integrated composite schools). Decile 3–4 secondary schools are over-represented and decile 9–10 secondary schools are under-represented.

Fifty-three percent of the responses were from school in the main urban areas, 7 percent from secondary urban areas, 11 percent from minor urban areas, and 29 percent from schools in rural areas, which is close to the population proportions in each location. On the whole the different types of school were well represented in the different locations, with the exception of the larger secondary schools in main urban areas.

The size of the school is represented by the U-grade which is determined by the number of students on the principals grading roll (this excludes foreign fee-paying students), and half the schools were from U4 and U5 schools (rolls of between 151 and 500 pupils). Larger secondary schools have been under-represented.

The respondents

More respondents were male (676 or 56 percent), than female, although overall 5 percent declined to give their gender, the highest rate of non-response to any of the questions. Most were between 40 and 59 years old (see Table 1). The non-response rate for age was under 1 percent.

Table 1 **Age of respondents**

Age in years	Percentage (<i>n</i> = 1205)
Under 30	1
30-39	9
40-49	35
50-59	48
60 and over	8

Most principals (63 percent) were in their first or second appointment as principal, and had been a principal for at most 10 years (52 percent) (see Table 2).

Table 2 **Experience of principals in number of appointments, and years of service**

Number of appointments	Percentage (<i>n</i> = 1205)	Years of service	Percentage (<i>n</i> = 1205)
1	40	0–5	30
2	23	6–10	22
3	17	11–15	15
4	10	21–25	8
5	6	26–30	4
6+	4	31+	2

Of the 480 principals in their first appointment, 60 percent had at most 5 years experience, and at the opposite extreme, 8 principals (2 percent) had over 20 years experience but said they were still in their first position as principal. There was the expected association between age and years of service, however some principals had been appointed principal for the first time relatively late in their careers: 7 percent of those over 60 had under 5 years of service, as had a fifth of those in their fifties. The principals who had had more appointments also had longer service: of the 239 who had 4 or more appointments all had at least 6 years of service, and of the 45 with at least 6 appointments, 69 percent had over 20 years of service. There was a strong relationship between age and number of appointments, but there were also notable exceptions. Some younger principals had had several appointments (a fifth and just over a quarter of those in their thirties and forties, respectively, had at least 3 appointments), while some older principals had very few (a third of those in their fifties were still in their first appointment, as were a quarter of those in their sixties).

As is shown in Figure 1, the female principals were more likely to have had fewer appointments (60 percent were in their first appointment, compared to 24 percent of males), and male principals were correspondingly more likely to have had more appointments (29 percent had 4 or more appointments, compared to 8 percent of the females).

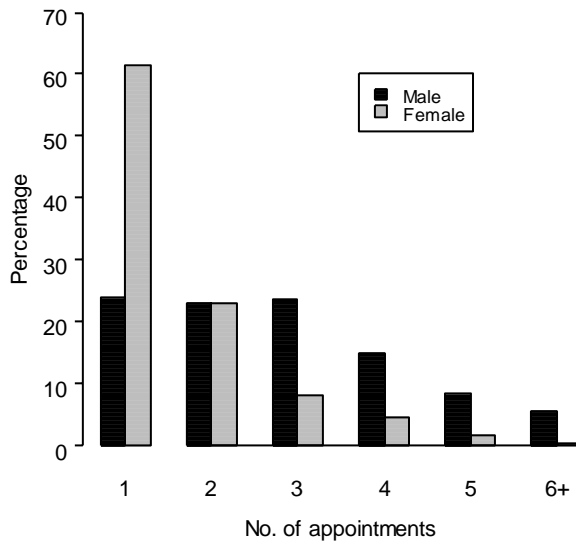


Figure 1 **Number of appointments as principal held by male and female respondents**

The age distributions for male and female respondents were very similar, yet the number of years service as a principal showed differences consistent with those for the number of appointments (see Figure 2): 18 percent of males compared with 46 percent of females had under 5 years of experience, but 23 percent of males compared with 4 percent of females had over 20 years of experience as a principal.

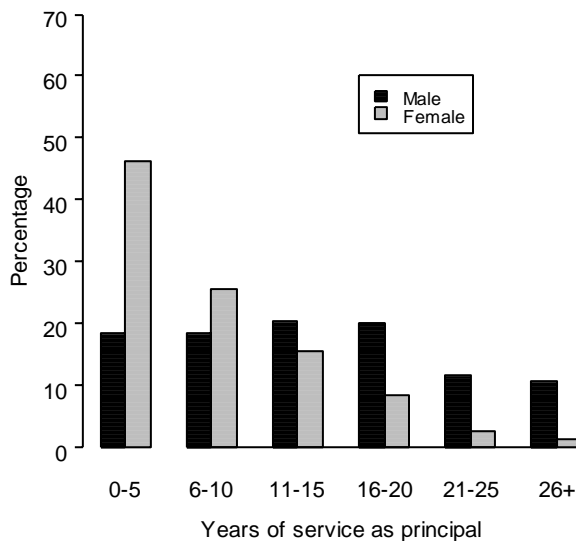


Figure 2 **Number of years of service as principal for male and female respondents**

The vast majority of respondents gave their ethnicity as NZ European (89 percent), 7 percent were Māori, 1 percent Pasifika, and 3 percent other ethnicities. There were significant differences in the years of service among the different ethnic groups. Overall, 30 percent of the respondents had at most 5 years of service, but 39 percent of each of the Māori and “other” principals were that “new”. At the other extreme, 31 percent of pākehā principals had at least 16 years of service, compared to 15 percent of the Māori principals. Given the relationship between experience and ethnicity that has been explored above, it is not surprising that 58 percent of the pākehā were over 50 years old, but only 35 percent of the Māori were in the same age group. The gender ratio was relatively constant across the ethnic groups.

The respondents and their schools

State compared with state-integrated

Principals at state schools tended to have more years of service as a principal (mean of 11.7 years, standard deviation (SD) of 8.24; 31 percent having at least 16 years of service, 29 percent having at most 5 years) than those at state-integrated schools (mean of 9.1 years, SD of 7.25; 17 percent having at least 16 years of service, 39 percent having at most 5 years). There were corresponding differences in the number of appointments as principal that they had had, with 38 percent of state school principals being in their first appointment as principal, compared with 57 percent of state-integrated school principals, see Figure 3. There was a slight tendency for state school principals to be older (49 percent were in their fifties) than those in state-integrated schools (39 percent were in their fifties), but the differences were less marked than those for years of service and number of appointments.

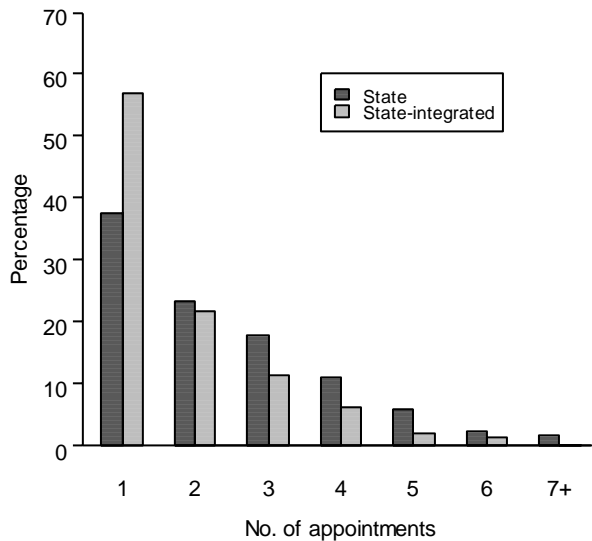


Figure 3 **Number of appointments as principal by authority of school**

The majority of principals in state schools were male (58 percent), and those in state-integrated schools were female (53 percent). There were no significant differences between the ethnic groups.

Type of school

Principals at primary schools tended to have most years of service as a principal (31 percent having at least 16 years of service, 29 percent having at most 5 years), and those at secondary schools the least (11 percent having at least 16 years of service, 53 percent having at most 5 years). Few secondary or special school principals had had more than 2 appointments (in each case 64 percent were in their first appointment), while more principals in the primary sector had held more appointments (38 percent were still in their first appointment, 21 percent had held 4 or more appointments). There were some indications of age differences in the different types of school, but there was no very clear pattern. The youngest principals (under 40) were almost all in contributing, full primary, or intermediate schools.

The difference between the proportions of male and female principals was greatest in intermediate, secondary and composite schools (78, 64 and 66 percent males, respectively).

There were no significant differences between the ethnic groups.

Location

Principals at rural schools tended to have fewer years of service (18 percent having at least 16 years of service, 43 percent having at most 5 years), those at schools in main urban areas to have more service (35 percent having at least 16 years of service, 27 percent having at most 5 years). Fifty-eight percent of rural principals responding were in their first appointment, compared to 35 percent in the larger centres, and at the other end of the scale, 10 percent of rural principals had held 4 or more appointments, compared to 30 percent of principals in minor urban areas. Correspondingly, 19 percent of rural principals were under 40, compared with 9 percent overall, and 54 percent of main or secondary urban principals were in their fifties, compared with 36 percent of those in rural areas.

In rural schools, 48 percent of the principals were male, 47 percent female (5 percent did not give their gender), but in minor urban schools 69 percent of the principals were male.

Around half of the respondents identifying as each of Māori and “other” ethnic groups were at rural schools, compared 29 percent overall.

School roll

If principals can “work their way up” to larger schools, it is not surprising that amongst the non-secondary principals, larger proportions of less experienced principals were in smaller schools (49 percent of those in U1 or U2 grade schools had at most 5 years of service, compared with 30 percent overall), and larger proportions of more experienced principals were in larger schools (47 percent of those in U5 or U6 grade schools had at least 16 years of experience, compared with 30 percent overall), see Figure 4.

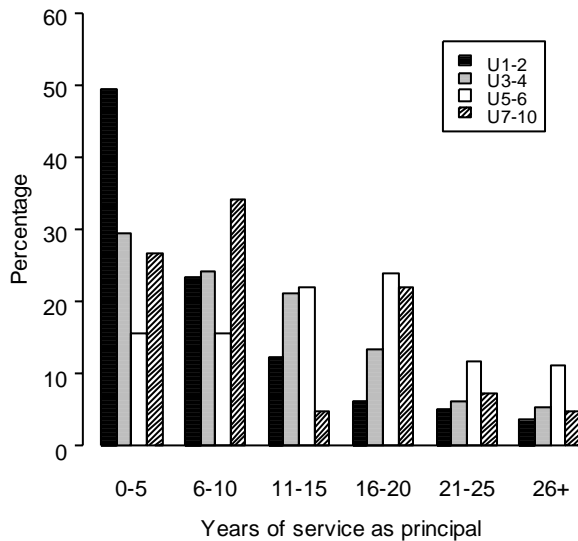


Figure 4 **Number of years of service as a principal by U-grade of school**

The pattern of numbers of appointments follows that of length of service: 59 percent of U1 or U2 principals were in their first appointment, compared to 24 percent of U5 or U6 principals, while 8 and 31 percent, respectively, had held 4 or more appointments. There is a clear age distinction, too, with 20 percent of U1 or U2 principals being under 40 years of age, compared with 4 percent of U5 or U6 principals, while 36 percent of U1 or U2 principals were in their fifties, compared with 56 percent of U5 or U6 principals.

Perhaps associated with the differences in experience and age, the changing gender balance may be underlying the fact that 37 percent of U1 or U2 school principals responding were male, compared with 67 percent of the U5 or U6 principals, and 61 percent of the U7–U10 principals (this last will also relate to the greater proportion of males in the secondary sector).

There were differences in the ethnic mix of principals in the different size schools, probably reflecting the tendency of Māori to be principals of rural schools. Over half of the Māori principals were in U1 or U2 schools, Pasifika principals tended to be in the slightly larger urban schools (two thirds were in U4 or U5 schools), and those identifying as “other” were all principals of U1–U6 schools.

Decile

Experience, as measured by years of service and number of appointment was similar in schools across the decile groups, as were age, and gender.

Over half of the Māori and Pasifika principals were in decile 1 or 2 schools (57 and 66 percent, respectively), compared with 18 percent overall; fifty percent of those identifying as “other” were in decile 5–8 schools.

Survey results

Opinions about resourcing

The principals were asked 10 questions about resourcing (9 if they had no ORRS funded students), and the overall responses are summarised in Figure 5. The principals did not give a very positive picture of their resourcing. The percentages that felt that their resourcing was *inadequate* ranged from 57 percent (for external advice and support for students with special behavioural needs and other special needs) to 89 percent (for the operational grant), and conversely the percentages that felt that their resourcing was *adequate* ranged from 27 percent (for external advice and support for students with special behavioural needs, and professional development) to 5 percent (for teacher aide hours for non-ORRS funded students with special needs).

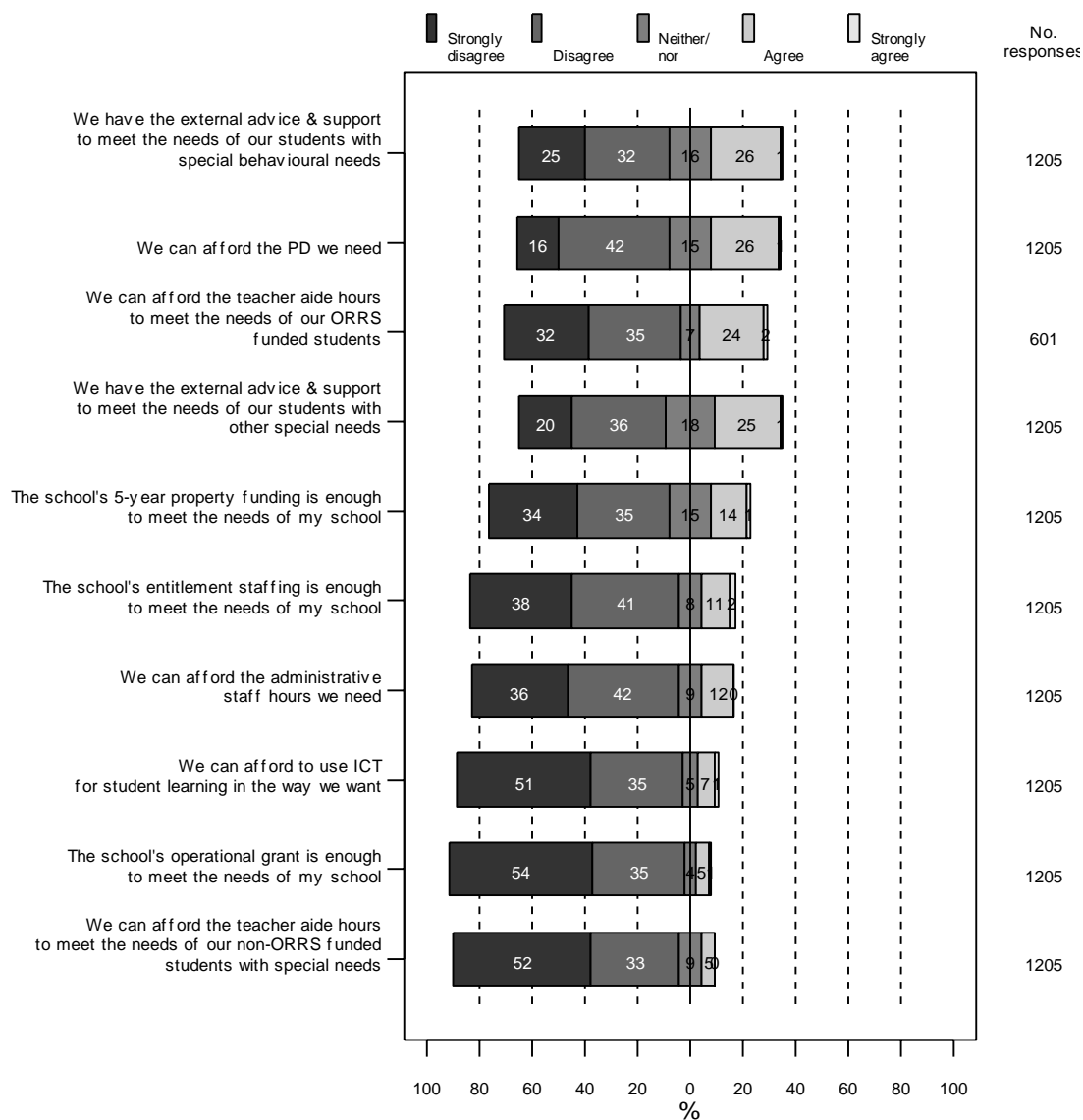


Figure 5 Overall opinions on the adequacy of resourcing

Were there any sub-groups whose opinions of their resourcing were less, or more, negative? Each of the resourcing issues is discussed in turn, under the broader categories of staffing, the operational grant, property funding, special needs resources, and ICT use.

Staffing

The respondents were asked five questions related to staffing: whether the school's staffing entitlement meets the needs of the school; whether they can afford the administrative staff hours

they need; whether they can afford the professional development they need; whether they can afford the teacher aide hours needed for non-ORRS funded students; and, if they have ORRS funded students, whether they can afford the teacher aide hours for these students.

The responses to some of these questions were much the same across all categories of principal. Other questions showed marked differences in response by decile, location, or size of school. Typically, differences of opinion were defined by school characteristics, rather than by personal characteristics such as age, gender, experience, or ethnicity.

Staffing entitlement: There were no statistically significant differences related to decile, or to the principals' number of appointments, age, gender, ethnic group, or years of service.

Sixty-four percent of the principals of special schools indicated that they agreed or strongly agreed that their staffing entitlement was adequate, compared with 12 percent of the other principals.

Principals of main urban schools were less likely to agree and more likely to disagree strongly (percentages of 9 and 43 percent, respectively) and those of rural schools were more likely to agree and less likely to disagree strongly (percentages of 23 and 27, respectively).

Principals from smaller schools, U1, U2, and U3, were more likely to agree (34 and 21 percent, for U1 and U2, respectively) and correspondingly less likely to disagree strongly (percentages of 20, 28, and 25, for U1, U2 and U3, respectively), while larger schools, U3, U4 and U5 were less likely to agree (5 and 4 percent for U5 and U6, respectively) and more likely to disagree strongly (44 and 51 percent for U4 and U5, respectively), as is shown in Figure 6.

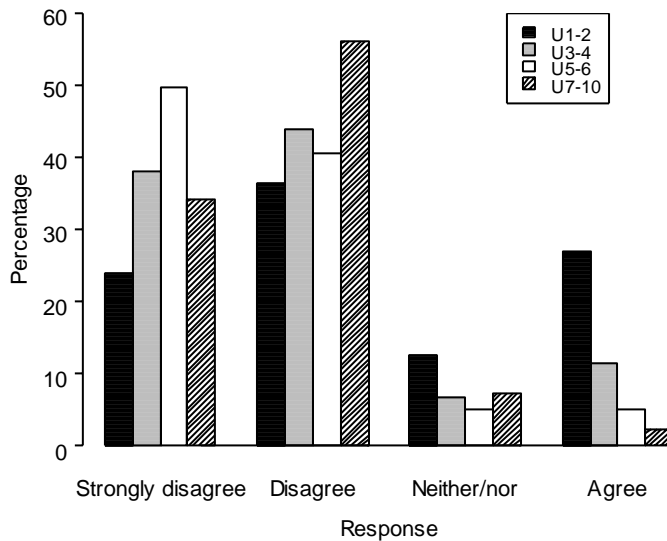


Figure 6 **Adequacy of staffing entitlement by size of school**

Administrative staff hours: The responses to the question about whether the school could afford the necessary number of administrative staff hours were similar for principals in all categories.

Professional development: The responses to the question about resourcing for professional development were very similar for principals in all categories.

Teacher aide hours for non-ORRs funded students with special needs: The responses to the question about resourcing for teacher aide hours for ORRS funded students were very similar for principals in all categories.

Schools with ORRS funded students: Half the respondents (601 out of 1205) had ORRS funded students. New principals, both those in their first appointment, and with under 5 years service, were slightly less likely to have such students (42 percent, compared with 50 percent overall). Older principals, aged 50–59 and male principals were slightly more likely to have such students (53 and 56 percent, respectively, compared with 50 percent overall), as were the respondents from decile 3 schools (62 percent), and from state schools (51 percent compared with 39 percent at state-integrated schools). Principals of intermediate schools were more likely to have such students, those at full primary schools were less likely (66 percent compared with 45 percent, respectively). Principals of schools in main urban areas were more likely, while those of rural schools were less likely (57 and 35 percent, respectively). Consistent with the types of schools with these students, and that they are more prevalent in state schools, principals of U1–U3 grade

schools were less likely to have ORRS funded students (16–40 percent did), and those of U4–U6 were more likely to have them (56–67 percent did).

Operational grant

The significant differences in opinion between principals were between those in state and state integrated schools, in low compared with high decile schools, and in schools of different size.

Principals of both state and state-integrated schools were in broad agreement that their operational grant was not adequate to meet the needs of their school. Where they differed, was the strength with which they disagreed: 56 percent of state schools strongly disagreed, compared with 42 percent of state-integrated schools.

The differences by decile are shown in Figure 7. Low decile schools tended to be slightly more in agreement that the grant was adequate, and high decile schools tended to disagree more, and more strongly.

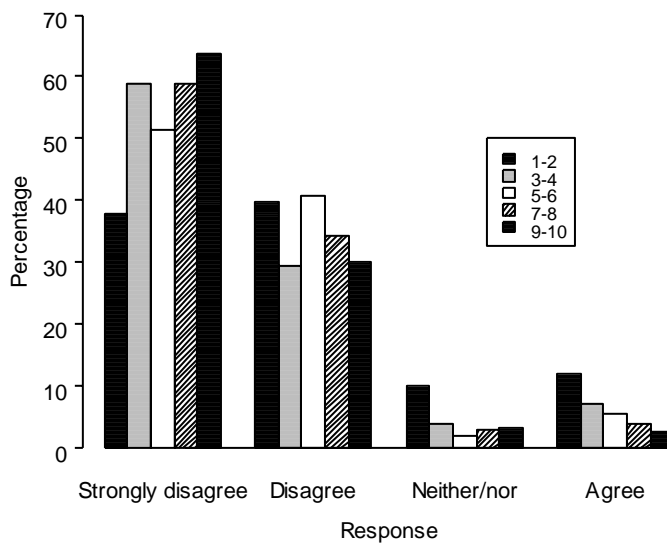


Figure 7 Response to question as to whether the operational grant was enough to meet the needs of the school, by decile.

There were significant differences by size of school, but as before, these differences are more in terms of level of disagreement that the grant was adequate than in real differences of opinion: 42 percent of principals of smaller schools, U1 or U2, strongly disagreed that their grant was adequate, compared with 75 percent of the principals of U3–10 schools.

Five-year property funding

There were no marked patterns in the levels of agreement about the adequacy of the five-year property funding associated with the principals' experience (number of appointments and years of service), or age, or the size of the school. Males were more likely to agree that the funding was adequate (17 percent compared with 11 percent of females); Māori were more likely to disagree or strongly disagree (78 percent compared with 68 percent for other ethnic groups).

Rates of both agreement and disagreement were higher in state than state-integrated schools (this sounds a paradox, but it means that state school principals expressed more definite opinions), see Figure 8; state-integrated school principals had a higher rate of neutrality (42 percent compared with 12 percent in state schools, and 8 percent from state-integrated schools did not answer this question, compared with 1 percent overall).

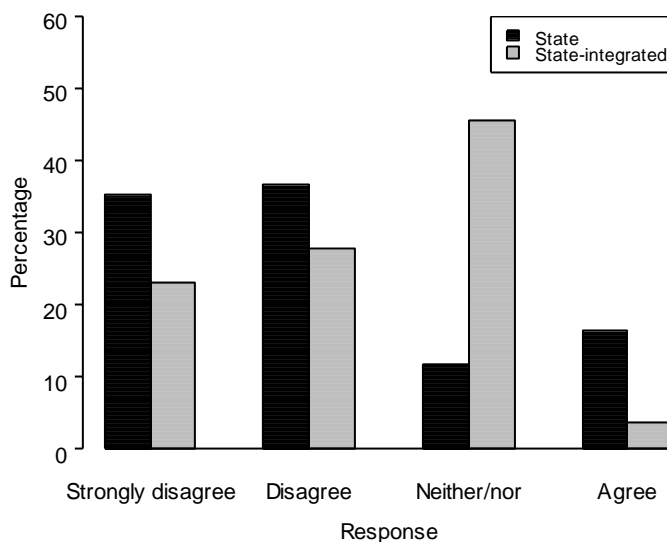


Figure 8 **Opinions on the adequacy of the schools' 5-year property grant by authority**

Principals from rural schools were more likely to agree and less likely to disagree strongly (20 percent and 26 percent, respectively), and those from schools in the main urban areas were less likely to agree with the adequacy of their funding and correspondingly more likely to strongly disagree (11 percent and 36 percent, respectively, compared with corresponding overall percentages of 14 percent and 34 percent).

Special needs advice and support

The principals were asked questions about the adequacy of external advice and support they receive to meet the needs of both their students with special behavioural needs, and those with other special needs.

External advice and support to meet the needs of students with special behavioural needs:

Principals with under 5 years experience were more likely to agree or strongly agree that their resourcing was adequate (over a third, compared to about a quarter overall), those with 16–20 years experience were less likely to agree or strongly agree (18 percent).

There were no differences across the decile groups, but principals from state schools were more likely to strongly disagree that they were well resourced (26 percent compared with 15 percent for state-integrated schools), and state-integrated schools to agree or strongly agree that they were well resourced (39 percent compared with a quarter of state schools).

Principals from rural schools tended to see their resourcing as adequate (36 percent compared to 25 percent overall) rather than strongly disagreeing (16 percent compared with 26 percent overall), while principals from schools in the main urban areas were less likely to see their resourcing as adequate (22 percent) and more likely to strongly disagree that their resourcing was adequate (31 percent). Fewer principals from main urban schools gave neutral responses, more principals from rural schools did (13 percent compared with 20 percent—this agrees with a finding that more Māori principals gave neutral responses to this question, as 4 percent of the principals of urban schools were Māori, but 11 percent of the principals of rural schools were).

Principals from smaller, U1 or U2, schools were more likely to agree or strongly agree that their schools were adequately resourced (41 percent, compared with 27 percent overall), and correspondingly less likely to strongly disagree (11 percent, compared with 25 percent overall). The opposite was true for principals from U5 or U6 schools (21 percent agreed or strongly agreed and 33 percent, strongly disagreed). Consistent with the previously mentioned tendency for Māori principals, and those from rural areas to be neutral, principals from small U1 schools had a higher percentage of neutral responses (24 percent compared with 16 percent overall).

External advice and support to meet the needs of other special needs students: The differences in levels of agreement that this resourcing was adequate were not marked. The characteristics of principals tending to agree that they had adequate and support here were that they were from state-integrated schools (37 percent agreed, compared with 24 percent from state schools), and were from smaller schools, U1 and U2 (34 and 32 percent, respectively, compared with 25 percent overall).

ICT use for student learning

Principals in rural schools were slightly more likely to agree that they could afford to use ICT for student learning in the way they wished (12 percent, compared with 6 percent if urban principals), and therefore less likely to strongly disagree (45 percent compared with 54 percent of urban principals). What is not clear from the question is whether the “wishes” of all principals are the same or not: a principal who did not particularly want to use ICT, and who had little or no resourcing, could still agree that their resourcing was adequate. There were no other significant differences between categories of principal.

Recruitment, retention, advancement, and job satisfaction

A number of questions relating to teacher recruitment and retention, the principals’ job satisfaction, career advancement, and aspects of their work were asked. The responses are summarised in Figure 9. The principals virtually all stated that they enjoyed their job. The majority felt that they could recruit and retain good teachers in their school. Opinions about their ability to move to a larger school and as to whether there is career progression for aspiring principals in New Zealand were more evenly divided between those agreeing and those not agreeing. Despite enjoying their job, the majority felt that they did not have enough time for the educational leadership part of their job, and that their work and personal life were not balanced.

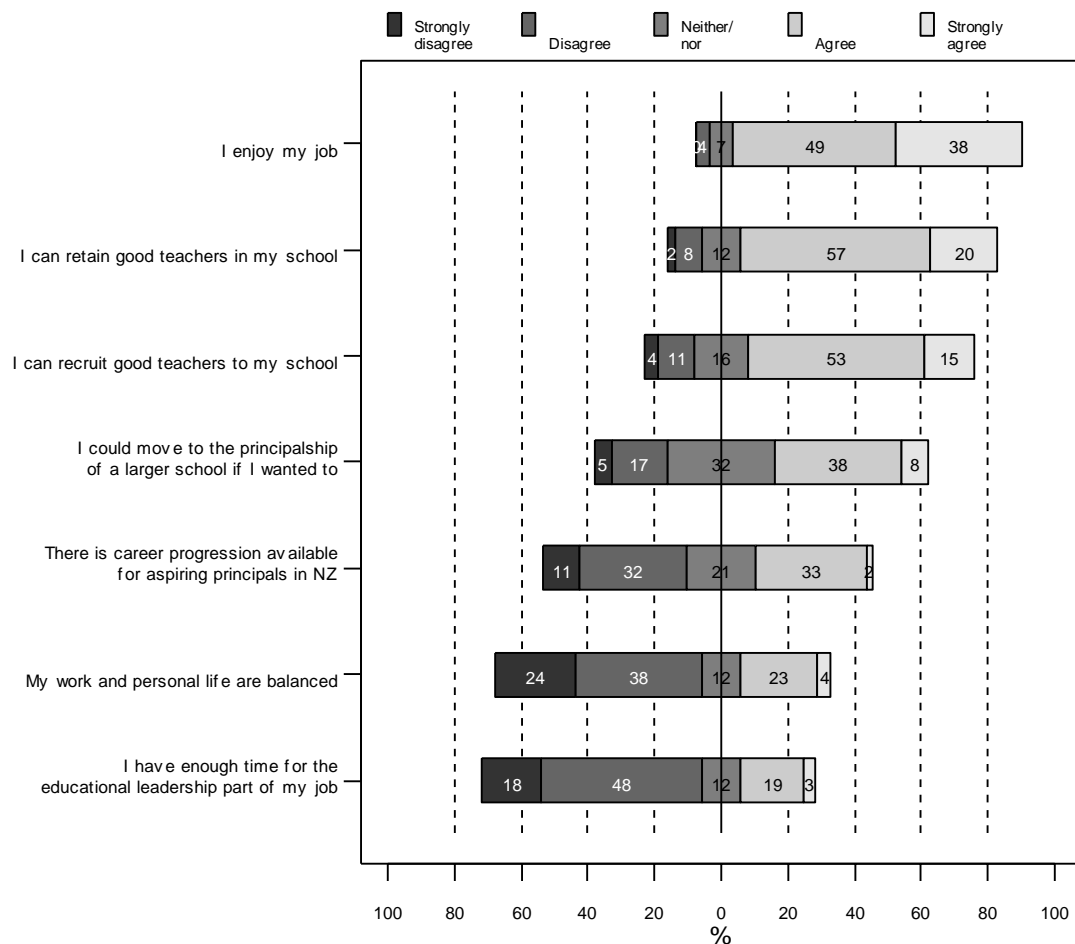


Figure 9 Principals' opinions on aspects of their job (n = 1205)

Recruitment and retention of teachers, aspirations of the principals, and personal issues for principals are examined in turn, to see if there are categories of principal with differing opinions on these questions.

Recruitment and retention of teachers

Recruitment of good teachers: There were no statistically significant differences of opinions about the principals' ability to recruit good teachers between principals in state and state-integrated schools.

There were statistically significant differences between principals in different types of schools: the principals of composite schools were most likely to indicate problems in recruiting staff (40

percent disagreed or strongly disagreed, compared with 15 percent overall). Opinions also differed depending on the location of the school: principals in main urban areas were more likely to strongly agree that they could recruit good teachers (19 percent compared with 11 percent in all other centres), and principals in minor urban areas were more likely to disagree or strongly disagree (26 percent compared with 14 percent in all other centres).

There were also differences across deciles, as shown in Figure 10. Principals from low decile schools were more likely to disagree that they could recruit good teachers, and those from high decile schools to agree.

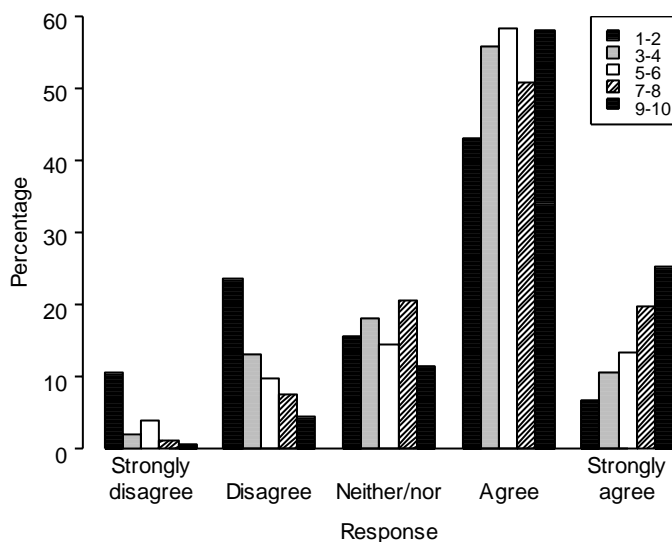


Figure 10 **Ability of principals to recruit good teachers to their schools by decile**

Principals of different size schools also expressed differing perceptions of their ability to recruit good teachers. The main difference in this case was that those in smaller, U1 or U2, schools were less likely to strongly agree, and those in moderately larger, U5 or U6, schools, were more likely to strongly agree that they could recruit good teachers (the percentages strongly agreeing were 9 and 21, respectively, compared with 15 percent overall).

The only other differences that were statistically significant were with respect to ethnicity of the principals, which is to be expected, given the differences above due to location and decile, and the association between these variables and the ethnicity of the principals. More pākehā principals agreed that they could recruit good teachers, and more Māori principals disagreed, which may be associated with the need for some of the latter to recruit staff with te reo.

Retention of good teachers: Not only were principals in main urban areas more likely to agree they could recruit good teachers, they were also more likely to say that they could retain them (82 percent agreed or strongly agreed, compared with 70 percent in rural schools), and similarly, rural principals were more likely to disagree or strongly disagree that they could retain them (15 percent compared with 6 percent in main urban schools).

The pattern across decile groups is also similar to that for the retention question, and is shown in Figure 11. A comparison of the graphs shows that some principals who experience difficulty recruiting good teachers are more confident about their ability to retain them, once recruited. This is borne out by the correlation between the responses to the two questions, which is relatively strong (0.64), and by the fact that 66 percent of the respondents gave the same answer to the two questions. A quarter indicated that they were better able to retain good teachers than to recruit them, and 9 percent gave ratings that indicated they were more likely to be able to recruit good teachers than to retain them.

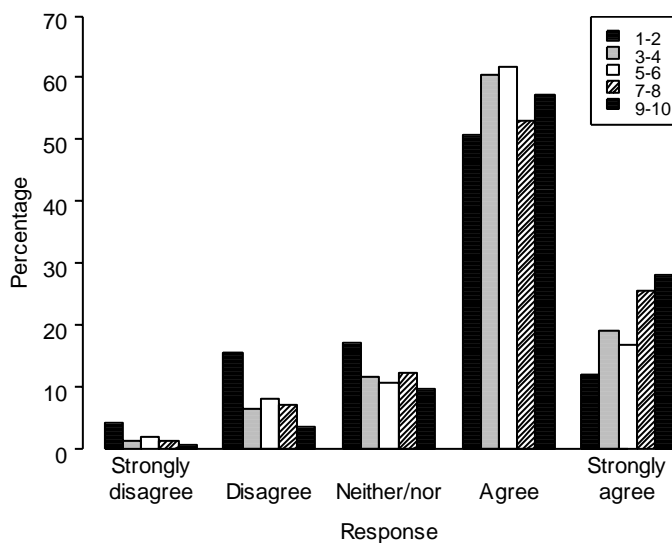


Figure 11 **Ability of principals to retain good teachers by decile**

The third and final difference in opinions on retention is also the same as that on recruitment: for the same associated reasons, pākehā principals were more likely to say they were able to retain good teachers, and Māori principals were more likely to disagree.

A career as principal

The principals were asked two questions to determine how good a career path they perceived there to be in New Zealand, and to see if they perceived that there might be a block in their particular career path, such as an inability to move to a larger school. The response to the second question was, on the whole more positive than to the first, perhaps because they personally thought that they could move to a larger school, but overall did not think that a career progression was available—or *vice versa*. The correlation between the questions was the third strongest amongst this group of questions, but at 0.26, is indicative of only a weak relationship between the responses to the questions.

Career progression: There were no significant differences between the opinions of principals of schools that differed in decile or location.

There were statistically significant differences between the opinions of principals at state and state-integrated schools, with those at state schools having a less positive picture of the availability of career progression in New Zealand (46 percent disagreed, compared with 29 percent in state-integrated schools). Principals in secondary schools tended to see better possibilities than those in other types of schools (62 percent agreed or strongly agreed, compared with 34 percent in all other types of school); this difference was reflected in differences between principals in different size school, as those in U7–10 schools were more likely to agree.

There were differences, too, based on the personal characteristics of the principals. The principals with the most years of service as a principal (16 years or more) were more likely to strongly disagree, than were those with under 16 years of service (17 and 9 percent, respectively). Closely linked to this, the strength of disagreement was also linked to number of appointments, with those with 4 or more appointments being more likely to disagree strongly than those with no more than 3 appointments (19 and 9 percent, respectively). There was no statistical difference by age, in spite of the association between age and length of experience, nor with gender or ethnicity.

The ability to move to a larger school: The only statistically significant differences were with respect to gender of the principal and school roll. There were statistically significant differences between the responses of principals of different size schools: the principals of smaller, U1–2 grade schools, were more likely to disagree or strongly disagree than those of larger, U3–10, schools (percentages of 29 and 19 percent, respectively).

Half the male respondents thought that they could move to a larger school if they wanted to, compared with 39 percent of female principals.

Opinions of the position as principal

The principals were asked three questions: whether they enjoyed their job, whether they had enough time for the educational leadership part of their job, and about the balance between their work and personal life. The responses to these questions showed moderate to strong associations, with the correlation between enjoyment of the job and the other two questions being the weakest (0.30 and 0.24 with time for educational leadership and work-life balance, respectively), and that between having enough time for educational leadership and a good work-life balance being moderate at 0.53.

Enjoyment of the job: There were no statistically significant differences between any of the categories of principal or school.

Time for educational leadership: There were statistically significant differences only between the perceptions of male and female principals, with females being more likely to disagree that they had enough time than males (72 and 62 percent, respectively).

Balance between work and personal life: The only statistically significant differences were with respect to the type of school and gender of the principal. There were statistically significant differences between the responses of secondary school principals and other principals, with the secondary school principals being less likely to agree that their work and personal lives were balanced (9 percent compared with 28 percent for all other principals).

Female principals were more likely to disagree that they had a work-life balance than were males (70 percent and 55 percent, respectively).

Relationships with government agencies

All schools were asked to rate three government agencies: the Ministry of Education, Educational Review Office (ERO), and Child Youth and Family Services (CYFS), and those with secondary students to NCEA level were in addition asked to rate the New Zealand Qualifications Authority (NZQA). The overall ratings are shown in Figure 12. Around a third of the respondents gave a neutral response to the questions, with almost equal numbers giving positive and negative responses, other than to the question about CYFS, which received a poor rating.

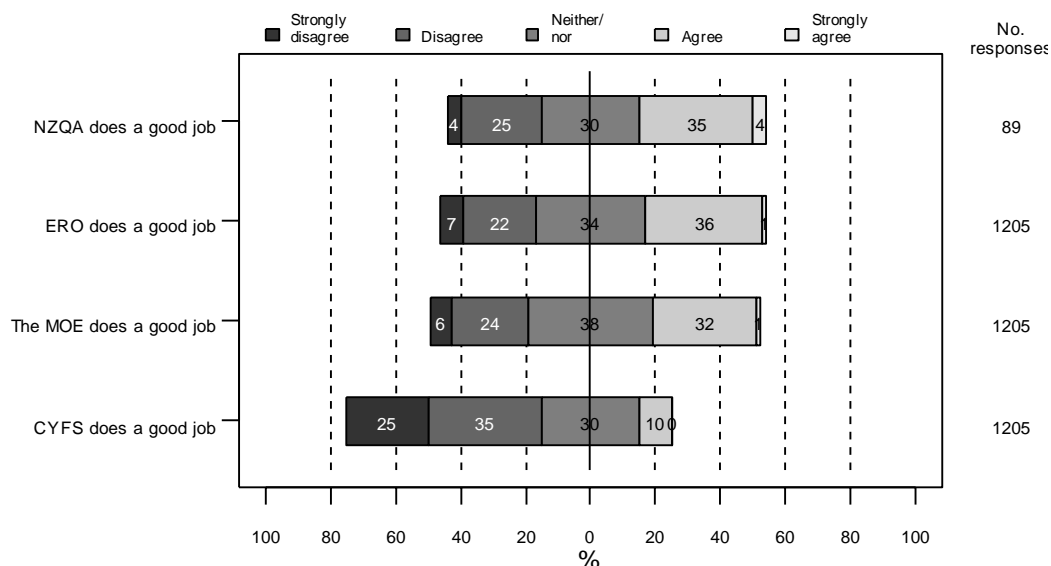


Figure 12 **Ratings of government agencies**

The ratings of the four services are moderately to weakly correlated. The strongest correlation is between the ratings of the MOE and ERO, at 0.40. All the other correlations (5 of them) range between 0.21 and 0.28.

There were fewer differences between principals or categories of schools in the responses to these questions. For this reason, the differences that are *not* statistically significant are not mentioned in the discussion below.

Ministry of Education: The MOE received a higher rating from state-integrated schools (30 percent of state school principals agreed or strongly agreed, compared with 45 percent in state-integrated schools). Principals with 16 or more years of service were more likely to give the MOE a lower rating than those with less than 16 years service (37 and 26 percent strongly disagreed or disagreed, respectively). The association with the number of appointments was not statistically significant.

ERO: Principals with 16 or more years of service were more likely to give the ERO a lower rating than those with less than 16 years service (38 and 25 percent strongly disagreed or disagreed, respectively). The association with the number of appointments was not statistically significant.

CYFS: A greater proportion of state school principals disagreed or strongly disagreed that CYFS did a good job (61 percent compared with 49 percent from state-integrated schools). Over half of rural principals disagreed or strongly disagreed that CYFS was doing a good job, but this response was still more positive than that of the urban principals (52 percent for rural compared with 63 percent for all other principals).

On the whole, the lower the decile of the school, the lower was the rating given to CYFS. At the extremes, 36 of decile 1 or 2 principals strongly disagreed that CYFS was doing a good job, compared with 19 percent of decile 9 or 10 school principals. Principals of the small, U1 or U2 schools, were slightly less likely to disagree than were the larger U5 or U6 schools (17 percent compared with 30 percent, respectively).

NZQA: Eight-nine of the respondents stated that they had NCEA students. There were no statistically significant differences in the ratings of the NZQA.

As the MOE, ERO, and CYFS are some of the agencies that would be expected, among other things, to provide advice and support to the principals on students with special needs, how did the responses to these questions relate to the responses to the question about the adequacy of advice and support received? They were weakly correlated (r values between 0.18 and 0.26), with the CYFS ratings being the most strongly correlated with the advice and support questions (correlations of 0.26 and 0.24 with advice and support on students with special behavioural needs and other special needs, respectively). A comparison of the ratings given for the two advice and support questions and those of the three agencies showed that a 27 to 34 percent of the respondents gave the same ratings to each possible pair of questions. Ratings of the MOE and ERO were such that around a fifth of the respondents were in greater agreement that they could get advice and support, than that the MOE does a good job, and about half of the respondents gave opposite ratings (so that the MOE rating was higher than that for getting advice and support). Ratings of CYFS went the other way, with around 40 percent giving CYFS a lower rating than their ability to get advice and support, and about a quarter giving CYFS a higher rating than their ability to get advice and support. Opinions on the job done by other agencies, such as Group Special Education (GSE), were not asked. In future similar surveys, it could be of interest to include ratings of GSE in a similar comparison.

Appendix 1: Comparison of national data with survey data

Table 3 **Sample data and Ministry data for state and state-integrated schools; across all schools**

School characteristic	All state & state-integrated schools	Sample respondents
<i>Authority</i>		
State	87	88
State-integrated	13	12
<i>Type</i>		
Contributing	32	40
Full primary	45	46
Intermediate	5	5
Composite	3	3
Secondary	12	4
Restricted composite (Yr 7–10)	< 1	2
<i>Decile</i>		
1–2	21	18
3–4	20	20
5–6	20	22
7–8	19	19
9–10	20	20
<i>Location</i>		
Main urban	51	53
Secondary urban	6	7
Minor urban	11	11
Rural	31	29
<i>U-grade (size-related)</i>		
U1	14	12
U2	14	14
U3	11	13
U4	25	27
U5	19	23
U6	9	8
U7	3	2
U8	2	1
U9	1	< 1
U10	1	1
U11-14	2	0

Table 4 **Sample data and Ministry data for state and state-integrated schools; by type of school**

School characteristic	All state & state-integrated schools				Sample respondents			
<i>Type</i>								
Contributing			32					40
Full primary			45					46
Intermediate			5					5
Composite			3					3
Secondary			12					4
Restricted composite (Yr 7–10)			< 1					2
School characteristic	All state & state-integrated schools				Sample respondents			
	Primary/ Contributing/ Intermediate	Secondary	Composite	Special	Primary/ Contributing/ Intermediate	Secondary	Composite	Special
<i>Authority</i>								
State	89	78	76	100	89	81	66	100
State-integrated	11	22	24	–	11	19	34	–
<i>Decile</i>								
1–2	20	16	42	41	17	17	23	45
3–4	20	20	16	30	19	30	26	36
5–6	19	25	18	22	23	23	20	9
7–8	20	20	15	7	20	20	20	9
9–10	21	18	10	–	21	11	11	–
<i>Location</i>								
Main urban	49	62	35	89	52	53	34	95
Secondary urban	6	10	2	4	7	13	3	5
Minor urban	10	21	24	4	10	19	29	–
Rural	35	8	39	2	30	15	34	–
<i>U-grade (size-related)</i>								
U1	17	–	–	13	13	–	–	9
U2	16	< 1	10	2	15	–	9	–
U3	12	3	20	9	13	4	23	9
U4	25	10	43	48	26	15	43	50
U5	19	18	13	20	24	23	20	18
U6	8	18	8	9	9	11	6	14
U7	1	11	2	–	1	15	–	–
U8	< 1	11	–	–	< 1	9	–	–
U9	< 1	9	1	–	–	4	–	–
U10	–	8	–	–	–	19	–	–
U11-14	–	12	1	–	–	–	–	–

