



## Development of a Questionnaire on Mentoring School Principals

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### Abstract

The Quebec jurisdiction in Canada has undergone a reform of its education system in recent years. Following this reform in a study conducted in 2006 by the *Ministère de l'Éducation, du Loisir et du Sport* of Quebec, school principals expressed needs related to the development of their leadership and their ability to perform on the job. In order to fulfill these needs, they reported in first place the importance of being accompanied to succeed in their professional integration. So, an importance is given to practical support and guidance for the establishment of new school administration (1).

To develop leadership capacity and improve job performance of school directors, school boards in Ontario, Canada "have developed and implemented a mentoring initiative for newly appointed school leaders" (2). Mentoring can be defined as an interpersonal relationship and a caring support between an experienced team and another that is less experienced (3) which facilitates the transfer of knowledge, skills and values between an experienced and a novel practitioner. Mentoring takes many forms such as coaching, supervision, counseling, professional management and tutoring.

Mentoring is an essential support to the directions of the schools in Ontario, but which has little or not been developed in Quebec. In addition to the authors' knowledge, there is no specific questionnaire for measuring the mentoring received by school principals. The objective of this study is to develop such a questionnaire that relies on the seven steps proposed by DeVillis (4).

This research focuses on the first five steps. The determination of the object of study, mentoring received by school principals, is the first step. The second step is the generation of items. Based on the results of interviews (three school principals) and drawing questionnaires found in literature, a draft questionnaire was developed consisting of five dimensions: coaching, supervision, counseling, professional management and tutoring.

The third step is used to determine the size of measurement: scale of 4 points Likert (1 = does not correspond to 4 = perfect match). The fourth step is to check the clarity of the items of the questionnaire with a sample of experts (five school principals). Finally the fifth step, a pretest was conducted with a sample of respondents whose characteristics are similar to those of the target population (university students enrolled in a university course in organizational behavior). The last two steps are item analysis and validity of the factor structure of the questionnaire with the real population will be made after this communication.

In conclusion, the questionnaire was developed to better target the needs of school principals for mentoring and provides avenues to assist policy makers in different countries.

### References

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