

Research Report on the Current Training of School Administrators and the Possibility of Utilizing Graduate Schools (Outline)

1. Purpose and Overview of the Research

(1) Purpose of the Research

Now that schools are facing complicated and diverse issues, we have to evaluate the roles of school administrators such as principals and vice-principals, and consider a framework to improve their quality and competency, so that they can effectively tackle the issues as one team. One of the important questions is involvement of graduate schools, and we need to understand how and with what content graduate schools can contribute to the improvement of quality and competency of school administrators.

In this research, we conducted questionnaire surveys and interviews with Boards of Education of prefectures and ordinance-designated cities on the current training of school administrators and the possibility of utilizing graduate schools, and through understanding their thinking, we tried to acquire knowledge needed to consider a framework to improve quality and competency of school administrators.

(2) Overview of the Research

We conducted surveys with 1) Boards of Education 2) Education Laboratories and Centers (hereafter “Education Centers”). Additionally, we interviewed school principals’ associations etc., and conducted international comparative research on systems, and so forth, for improving principals’ quality and competency. We conducted surveys categorizing the training process of school administrators into three stages below.

[Training process of school administrators]

Stage	Content
(1) Collecting and training school administrator candidates	Processes until selecting school administrators (example: collect a certain number of candidates, find out high-potential persons and train them to be prepared to be school administrators)
(2) Selecting school administrators	Processes from selection to the start of the work (example: select school administrators, deliver pre-assignment training as needed, decide persons to be assigned and deliver them training before starting work)
(3) Training incumbent school administrators	Processes after the start of working as school administrators (example: deliver a training session to incumbent school administrators)

< 1. Research with Boards of Education >

We conducted a survey with Boards of Education between May 15 and June 20, 2013, asking questions to

Personnel division managers. The valid collection rate was as follows: 100% for prefectures (47 Boards of Education), 95.0% for ordinance-designated cities (19 Boards of Education) and 98.5% in total (66 Boards of Education).

< 2. Research with Education Centers >

We conducted a survey with Education Centers between May and June 2013, asking questions to managers in charge of training school administrators at these centers. The valid collection rate is as follows: 93.6% for prefectures (44 Education Centers), 85.0% for ordinance-designated cities (17 Education Centers) and 91.0% in total (61 Education centers).

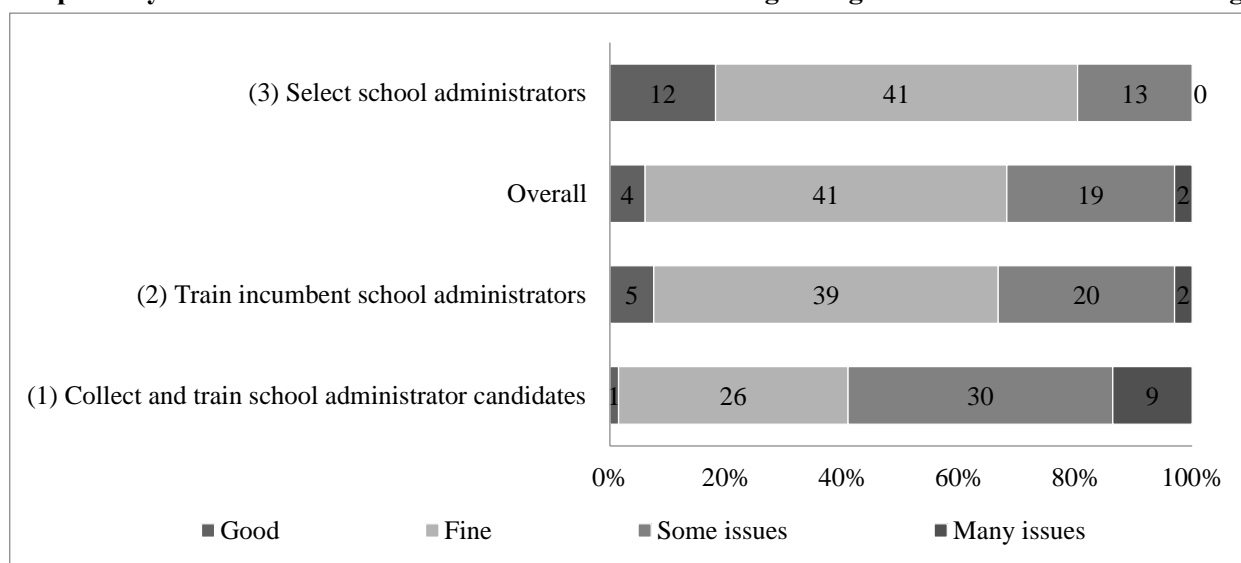
[Research Period: FY 2013-2014, Surveys and studies for the improvement of school teacher and administrator training. Project Leader: OSUGI Akihide, Director, Department for Elementary and Secondary Education Research]

2. Overview of the Research Results

(1) Perception by Boards of Education of the current situation regarding school administrator training

To grasp how Boards of Education perceive the current situation regarding school administrator training, we asked Boards of Education about three stages and their overall evaluation, providing the following four options to choose from: 1: Many issues, 2: Some issues, 3: Fine and 4: Good. The results showed that over 60 percent of Boards of Education positively evaluate stage (2) *selecting school administrators*, stage (3) *training incumbent school administrators* and overall evaluation, but only around 40 percent of them positively evaluate stage (1) *securing and training school administrator candidates*. We also learned many Boards of Education recognize problems with this stage (values in the chart are actual numbers of respondents).

[Perception by Boards of Education of the current situation regarding school administrator training]



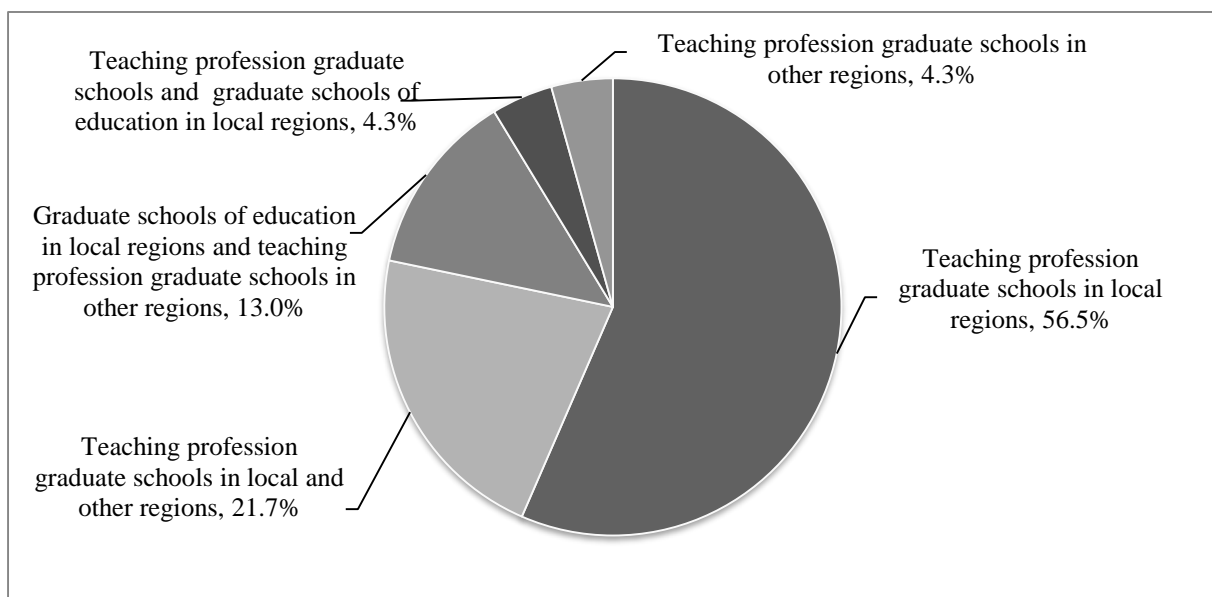
n=66

(2) Perception by Boards of Education of graduate school utilization of school administrator training

To grasp how Boards of Education think about graduate school utilization of school administrator training, we asked them a future direction on the number of people to send to graduate schools for school administrator training, providing the following three options to choose from: 1: Want to increase, 2: No change needed and 3: Want to decrease. The results show that nine out of 42 respondents (approximately 21%) chose “1: Want to increase”, while most of them answered 2: No change needed.

At the same time, it has turned out that Boards of Education highly evaluate the existence of teaching profession graduate schools. We asked Boards of Education questions with five possible answers regarding contributions by various organizations and groups to school administrator candidates training. The outcome was that 23 Boards of Education positively evaluated graduate schools; 21 of them chose “somewhat contributing” and two of them chose “contributing very much.” In addition, we asked these 23 Boards of Education to name schools, and all of them listed teaching profession graduate schools, which made us recognize their importance.

[Graduate schools contributing to school administrator training]



n=23

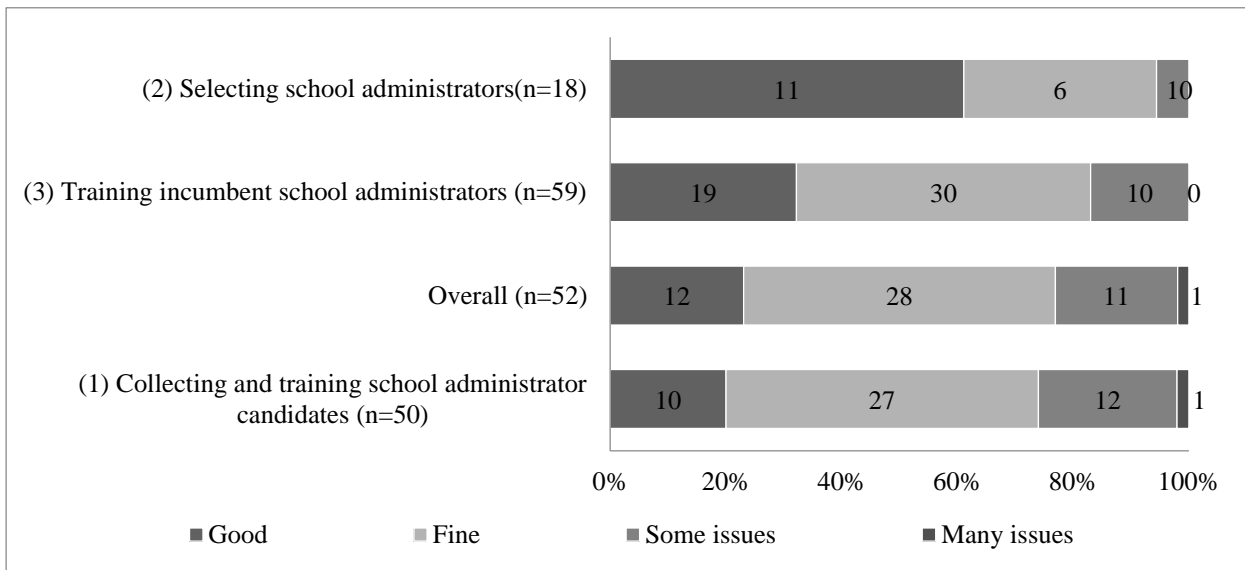
(3) Perception by Education Centers of the current situation regarding school administrator training

To grasp how Education Centers recognize the current situation regarding school administrator training, we asked them about three stages and overall evaluation providing the following five options to choose from: 1: Many issues, 2: Some issues, 3: Fine, 4: Good and 9: Not executing. The results show that Education Centers positively evaluate all stages overall, regarding the current situation regarding school administrator training. We also learned that among the three stages, many Education Centers recognize problems with stage

(1) *securing and training school administrator candidates*, just as Boards of Education (values in the chart are actual numbers of respondents).

[Perception by Education Centers of the current situation regarding school administrator training]

* The number of answers “9: Not executing” is not included above



(4) Perception by Education Centers of problems regarding school administrator training

To grasp problems that Education Centers face with providing sessions as school administrator training, we asked them to “list in order of importance, three problems that you currently have with sessions provided as school administrator training.” The most important item was *to enrich and organize programs*, followed by *to ensure participation in training sessions by school administrator candidates*, and *to ensure participation in training sessions by incumbent school administrators*.

[Perception by education centers of problems regarding school administrator training]

