

THE FUNCTIONS AND CHARACTERISTICS OF THE ROLE
OF THE DEPARTMENT HEAD IN THE SECONDARY SCHOOL

by

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ABSTRACT

This study was concerned with the problem of determining teachers', department heads' and principals' opinions regarding the functions and characteristics of the department head position in small and large sized public high schools utilizing the departmental plan of organization. More specifically the study sought to determine the respondents' perceptions of the criteria commonly used in selecting department heads, their perceptions of functions that should be and were assigned to department heads, the major strengths and limitations of the department head position, and their opinions of statements dealing with the department head position.

The study was a sample survey design. The instrument was a questionnaire. The population consisted of the principals, teachers and department heads of those public high schools in the Lower Mainland of British Columbia enrolling 500 or more students. Schools were stratified by pupil enrollment into small and large sized schools and a random sample of 20 per cent of the teachers was drawn while the sample for principals and department heads consisted of the population. Useable returns were received from 93 per cent of the 42 principals, 93 per cent of the 230 department heads and 77 per cent of the 273 teachers included in the study.

The department head position is viewed as both admin-

istrative and supervisory in nature with the major emphasis being on the supervisory nature of the position.

Teachers and department heads feel that lack of adequate time to perform the duties associated with the department head position, inadequate authority to deal with assigned responsibilities, and the lack of clearly defined duties are the major limitations of the position.

Teachers consider the method of selection of department heads as a major limitation of the position.

Leadership ability, mastery of subject matter, superior teaching ability, a co-operative spirit, a willingness to work and an understanding of students are viewed by teachers, principals and department heads as important criteria for department head selection.

The ability to provide direction, co-ordination and unity to a department, the ability to provide instructional materials and aids to members of the department and the provision of leadership in experimenting with new materials and programmes of studies and teaching methods are considered to be the major strengths of the department head position.

Department heads are not involved in the direct classroom supervision and evaluation of teachers, and teachers, department heads and principals indicated that department heads should not have this function assigned to them.

There is a lack of agreement between what should be the functions of the department head position and what is in practice.

Teachers, department heads and principals perceive the departmental organization as an efficient method of organization for supervision and administration in the secondary school.

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CHAPTER 1

INTRODUCTION

Although a sizeable majority of secondary schools employ the departmental organization, there exists in the literature a variety of opinions about the worth and function of the department head. A number of writers in the fields of administration and supervision have predicted the demise of the departmental organization.

In spite of the numerous critics, the incidence of departmental organization continues to increase. Many administrators have indicated displeasure with the departmental plan of organization, yet when asked how they would reorganize their schools if they were given the opportunity, the majority have indicated that they would reinstitute departmental organization. While there exists much criticism of departmental organization, little in the way of viable alternatives have been suggested.

A review of the small amount of relevant research that has been performed in relation to the department head position reveals that the duties performed by the department head are little changed from those of several decades ago. Research has indicated that few schools have formalized job descriptions and thus there exists confusion among the administration, teachers and department heads as to the role that should be played by a department head.

Confusion also exists as to how and why a department head is selected. Is it as a result of outstanding teaching ability

and thus considered a promotion or is it a reward for long and faithful service or is it a recognition of administrative skills or is it the fruit of political manoeuvring within the school?

Most authorities agree that the department head position should have associated with it in a major fashion, the improvement of instruction in the area under his jurisdiction. Yet, any mechanism for the improvement of instruction must take into consideration the conceptualization of the role of the department head by teachers, principals and department heads.

In regard to the lack of clarity surrounding perceptions of the department head role, it seemed imperative that empirical data be collected regarding the conceptualization of the role of the department head by teachers, principals and department heads in order that a clearer image of what is and what should be the role would come into focus.

The meagre amount of research supported the need for such a study if today's secondary schools are to continue using the departmental organization. There is a need for clarification in such areas as selection, function, and effective utilization of the department head.

STATEMENT OF THE PROBLEM

This study considers various aspects of the department head position in secondary schools. The view of the depart-

ment head position is considered from three viewpoints, that of the principal, that of those who hold the department head position and that of the teacher. The purpose of this study is to consider the opinions of teachers, department heads and principals in regard to the characteristics and functions of the department head position in secondary schools.

More specifically, this study seeks:

1. To determine the frequency of occurrence of departmental organization in British Columbia schools.
2. To ascertain characteristics of those holding the department head position.
3. To compare the commonality of perception between teachers, principals and department heads of the department head position.
4. To determine the relative importance department heads, teachers and principals place on criteria commonly used in the selection of department heads.
5. To determine opinions of the major strengths and weaknesses or limitations of the department head position.
6. To determine teachers', department heads' and principals' opinions about certain statements relating to the department head position.

SIGNIFICANCE OF THE STUDY

There has been considerable comment regarding the departmental organization and the department head position in the secondary school. However, there has been a paucity of research performed in regard to the role that the department head should play in the organizational structure of the school.

Some authorities contend that the department headship should be a line position while others say that the department head should be a staff position. Much of the literature in this field is devoted to criticism of the departmental organization and the department head position with little in the way of concrete suggestions for improvement. The department head seems to be the least understood position in the organizational structure of the school.

It would thus seem appropriate to gather empirical data from those who are involved with departmental organization, namely, the teachers, principals and the department heads themselves. The data gathered would focus on the conceptualization of the characteristics and functions of the role of the department head. With this data it would be hoped that a realistic and consistent role could be generated in order that the department head could become a more effective agent for the improvement of instruction and administration within the organization of the secondary school.

DEFINITION OF TERMS

For the purposes of this study the following definitions of terms were established:

Administration. Those activities that provide direction, control and management which are most directly related to the instructional process and the day-to-day activities of pupils and teachers.

Department. An administrative unit within a school giving

instruction in a particular subject field, as the department of mathematics or the department of science.

Department chairman. A term used synonymously with the term department head in the literature.

Department head. A member of the school faculty who has been charged with some responsibility for administering the affairs of the department and/or is responsible for some supervision of the members of the department. In this study the term encompasses such other titles as department chairman, department headship.

Department head position. A term used to denote the post or office held by a department head in the organizational structure of the high school.

Departmental organization. A pattern of organization for instruction employed in high schools in which the subjects for instruction and the assignment of teachers is made on the basis of broad areas of knowledge.

Secondary school. A school enrolling grades eight through twelve. A junior secondary school enrolling grades eight through ten and a senior secondary school enrolling grades eleven through twelve are both considered to be secondary schools.

Small secondary school. A school which has between five hundred (500) and nine hundred and ninety-nine (999) students enrolled.

Large secondary school. A school which has over one thousand (1,000) students enrolled.

Supervision. Those professional activities concerned with the evaluation and improvement of instruction, and teaching methods within a school.

ASSUMPTIONS

The following assumptions were made in this study:

1. The descriptive survey method of research was the most practical method of obtaining data.
2. The instrument used would elicit reliable data.
3. The selected principals, department heads and teachers would respond to the survey instrument.
4. The respondents were qualified to provide the information and opinions requested.
5. The respondents would answer the items honestly and carefully.

LIMITATIONS OF THE STUDY

Limitations of this study are essentially those of a questionnaire form of survey research. A questionnaire is subject to misinterpretation, careless and biased answering by the respondent.

Inadequacies in the instrument design it is hoped would be controlled by reliability tests exercised in its formation by Brenner¹, Buser² and Ciminillo³.

¹Kenneth Warden Brenner, Functions and Characteristics of Department Heads as Perceived by Public High School Teachers. (unpublished Doctor's thesis, Bloomington: School of Education, Indiana University, 1966).

²Robert Lee Buser, The Functions and Characteristics of Department Heads as Perceived by High School Principals. (unpublished Doctor's thesis, Bloomington: School of Education,

The number of department heads and teachers surveyed represent a random sample of the total population. Sampling bias was reduced by the use of a table of random numbers in drawing the sample.

DELIMITATIONS OF THE STUDY

The population of this study was limited to the principals, department heads and teachers of secondary schools enrolling 500 or more students in grades 8 through 12 as indicated in the 100th Annual Report of British Columbia Schools and specifically those schools in the Lower Mainland of British Columbia.

PROCEDURE

The following procedure has been used in this study:

1. The literature was reviewed (a) to determine what scholars in this field are saying about the role of the department head, (b) to analyze the available research reports dealing with the department head.
2. The purposes and objectives of the study were formalized.
3. A questionnaire⁴ after Buser⁵, Brenner⁶ and

Indiana University, 1966).

³Lewis Michael Ciminillo, The Department Heads' Perception of the Functions and Characteristics of their Position. (unpublished Doctor's thesis, Bloomington: School of Education, Indiana University, 1966).

⁴See Appendices D, I, L.

⁵Buser, op. cit.

⁶Brenner, op. cit.

Ciminillo⁷ was adapted for use in British Columbia schools.

4. The population of the study was defined.
5. A letter was sent to the District Superintendent of Schools requesting permission to survey the principals, department heads and teachers selected.
6. A follow-up letter, if necessary, was sent to non-responding superintendents.
7. A questionnaire was sent to each principal.
8. A follow-up letter was sent to non-respondents.
9. Principals of schools indicating a departmental organization were requested to submit a faculty roster indicating on this roster those serving as department heads.
10. A follow-up letter was sent to non-respondents.
11. From the faculty rosters a stratified random sample of teachers and department heads was drawn by the use of a table of random numbers.
12. Questionnaires were sent to the department heads and teachers selected.
13. A follow-up letter was sent to non-respondents.
14. The information received on each questionnaire was coded in accordance to a pre-arranged code.
15. The coded questionnaire replies were forwarded to the computing centre and the responses for each questionnaire were punched on individual IBM cards in conformity with the code.

⁷Ciminillo, op. cit.

16. The punched cards were processed on the university computer in accordance with pre-determined statistical requirements.

17. The data was tabulated and analyzed.

18. Conclusions and recommendations were drawn.

CHAPTER II
REVIEW OF RELATED LITERATURE

Literature related to the department head position can be classified into three types. The first, and perhaps the most important, is that of the research surveys made on the functions and characteristics of the department head. The second and most voluminous is the written comments on the department head position by those who are at present or were department heads. The third, and least extensive, was the writings of the authorities in the field of administration and supervision. In many textbooks in this field remarks on the department head position were confined to one or two pages, if mentioned at all.

BACKGROUND

The position of the department head has emerged as a necessary device of the times. Soon after 1821, the position of the principal emerged. With the establishment of legal support for public education and compulsory attendance, a little over 50 years later, experienced teachers began to supervise others in the same subject fields.⁸

Schools soon became larger and the principal became over-burdened as is typical of large growing organizations.

⁸Jim L. Kidd, "The Department Headship and the Supervisory Role"; NASSP Bulletin, 49: 70-76 (October, 1965), p. 71.

The position of the department head soon emerged. Today there is a trend to the increasing use of the departmental plan of organization in the high school.⁹

STUDIES CONCERNED WITH THE DEPARTMENT HEADSHIP
AND THE DEPARTMENT ORGANIZATION

The few studies conducted on the departmental organization and the department head position in particular have focused on what is the status and condition of this type of organization. The majority of respondents in the studies have been principals of schools employing this type of organization.

Koch,^{10, 11} (1930), in a survey of superintendents, principals and department heads, concluded that the department head position returned favourable results in direct proportion to the amount of freedom that administrative personnel allowed the department heads.

⁹William L. Humm, "The Department Head Revisited". Journal of Secondary Education; 45: 281-284 (October, 1970), p. 282.

¹⁰H.C. Koch, "Some Aspects of the Department Headship in Secondary Schools"; The School Review; 38: 263-275, (April, 1930).

¹¹H.C. Koch, "Is the Department Headship in Secondary Schools a Professional Myth?" The School Review; 38: 336-349, (May, 1930).

The principal respondents reported that the department head position was indispensable, and that the anticipation of possible appointment to a department head position held teachers in the system.

Yet Barr and Reppen¹², (1935), in a survey of the attitudes of teachers toward supervision found that department heads were rated indifferently as to their effectiveness in supervision and to their helpfulness in the classroom.

A study by the Association for Supervision and Curriculum Development of the National Education Association¹³ classified the activities of the department head into the following areas: (1) guidance in the selection and utilization of instructional materials, (2) direction in planning learning experiences, (3) adjustment in personal problems, (4) motivation for professional growth, and (5) participation in school planning.

Raubinger's¹⁴ 1946 study found that the majority of the reporting principals indicated displeasure with departmental

¹²A.S. Barr and N.O. Reppen, "The Attitudes of Teachers Toward Supervision"; Journal of Experimental Education, 3: 237-300 (June, 1935).

¹³Charles R. Ruggless, "The Nominal High School English Department Chairman"; The English Journal; 43: 375-378 (May, 1965).

¹⁴Frederick M. Raubinger, Certain Aspects of Departmentalization in High Schools: A report of a Type B Project; (unpublished Doctor's thesis, New York Teacher's College, Columbia University, 1946).

organization yet the main reason given for the continuance of the departmental type of organization was "tradition". On the other hand, however, eighty per cent of the responding principals indicated that if they were freed from the pressure of tradition, they would still implement departmental organization.

Axley¹⁵ in a study that covered 50 schools found that the department headship was based on subject-matter specialization and that in most schools department heads did not have enough time to devote to departmental affairs, perhaps because many department heads were burdened with extra-curricular activities.

Kammerer¹⁶ conducted a survey in May 1947, to see how the department heads in the Detroit school system compared to the "plow horse" concept of a department head as advanced by Axley.

One result of his study was that it appeared that for department heads there was no such thing as clock hours per day, rather they stayed on the job until it was done.

¹⁵L. Axley, "Head of a Department - A Race Horse with Plow Horse Duties"; The Clearing House; 21: 274-276 (January, 1947).

¹⁶C.W. Kammerer, "Head of Department: Just Try to Find Time for It"; The Clearing House; 23: 5-8 (September, 1948).

An inventory study¹⁷ performed by Brandes in 1950, found that over three-fourths of the schools reported a departmental organization and that the majority of schools released their department heads from regular teaching assignments for the purpose of supervising instruction.

Gruman,¹⁸ adopts the position that a department head should play an active role in side-by-side supervision of teachers within a department. The most serious drawback to this type of supervisory activity is the lack of time. Gruman's study indicated that the "most pressing need" of department heads was more time or a reduced teaching load in order that the department head could more effectively carry out his duties.

The Committee on the Organization and Supervision of the High School English Department¹⁹, as a result of a survey of English Department chairmen found that setting the direction of the curriculum and indicating its specific content was a major responsibility for about half of the chairmen yet the

¹⁷L.G. Brandes, "Administration Policies and Practices in Larger California Three-and-Four Year High Schools"; NAASP Bulletin, 34: 143-150 (January, 1950).

¹⁸Allen J. Gruman, The Status and Duties of the Department Head in the Senior High Schools of California, (unpublished Master's thesis, Los Angeles: University of California, 1953).

¹⁹Association for Supervision and Curriculum Improvement; The Department Head in Instructional Improvement; Washington: National Education Association, 1948.

English department chairman most often does not function as a leader for his subject matter, his staff or his school's students.

Easterday²⁰ conducted a survey to determine what were the duties and qualifications of department chairmen by submitting a questionnaire to department heads, principals and superintendents associated with fifteen selected schools in the Midwest. The major finding of this survey was that over 90 per cent of the department heads and administrators felt that the position of department chairman was not exploited to the maximum and that the majority of the chairmen and the administrators felt that departmentalization led to a balkanization of interests.

Thomas²¹ in a study to determine the extent to which department and division-school organizations met a set of predetermined criteria composed of fifteen principals of secondary school organization which were sociological in nature and analyzed the behaviours of teachers, found that the departmental organization functioned better in the areas dealing with supervision, communication co-ordination,

²⁰Kenneth Easterday, "The Department Chairman: What Are His Duties and Qualifications?"; NASSP Bulletin, 49: 49-57 (October, 1965).

²¹Donald Thomas, "Which Organization - Department or Division - for Your School?"; NASSP Bulletin, 49: 49-57 (October, 1965).

accountability, homogeneity of responsibilities, essential programmes and the functions of specialists.

Brenner²² in a companion study to Buser and Ciminillo gathered teacher opinion relative to the department head position and found that teachers perceive considerable conflict between what should be and what are the functions performed by the department head and that if given a choice, teachers generally prefer supervision by their department heads to that by the principal of the school.

Buser²³ conducted a survey of 325 high school principals to determine their perceptions of the functions and characteristics of the department head position. The major findings of this study were:

1. Principals perceived the department head position to be both supervisory and administrative in function; however, it appeared to be somewhat more supervisory than administrative in nature.

2. The characteristics deemed most essential for department heads included leadership ability, superior teaching ability, knowledge and ability in curriculum development and

²²Kenneth Warden Brenner, Functions and Characteristics of Department Heads as Perceived by Public High School Teachers; (unpublished Doctor's thesis, Bloomington: School of Education, Indiana University, 1966).

²³Robert Lee Buser, The Functions and Characteristics of Department Heads as Perceived by High School Principals, (unpublished Doctor's thesis, Bloomington: School of Education, Indiana University, 1966).

a willingness to work.

3. The essential characteristics of department heads are ability and performance oriented.

Ciminillo²⁴ in a study to consider various aspects of the department head position relative to individuals who held the position found that the major limitations of the department head position are seen as the lack of a written job description, lack of time to perform the duties associated with their position and inadequate pay, and that the ability to give direction, co-ordination and direction to the department is seen by many department heads as the major strength of the department head position.

Stern²⁵ conducted a study to identify, appraise and analyze the overt behaviours of department heads in their efforts to improve classroom instruction and in view of the findings of the study and in recognizing the supervisory nature of the department head position, Stern made the following recommendations:^{26, 27}

²⁴Lewis Michael Ciminillo, The Department Heads' Perception of the Functions and Characteristics of their Position, (unpublished Doctor's thesis, Bloomington: School of Education, Indiana University, 1966).

²⁵Georg Hans Stern, The Role of the Secondary School Department Head in the Improvement of Instruction, (unpublished Doctor's thesis, Los Angeles: University of California, 1966).

²⁶Stern, Ibid.

²⁷Clarence Fielstra, "Instructional Improvement Behaviours of Secondary School Department Chairmen", California Journal for Instructional Improvement; 10: 216-24

1. Department chairmen should be selected primarily on the basis of academic and professional competence, demonstrated skill in human relationships and ability to provide inspiration and leadership.

2. Department chairmen, together with their principals and vice-principals, should constitute a curriculum council or instructional council in each school; and through that council they should facilitate the planning, operation and evaluation of curriculum development, programme innovation and in-service education activities.

In a survey of the department heads of high schools of the North Central Association, Altimari²⁸ found that the chairmen felt that knowledge of subject matter and personal traits were the most important criteria used in their selection. The role described by the chairmen included responsibilities in the general areas of curriculum, co-ordination, leadership, supervision and liaison. Approximately half the chairmen were involved with the principal in teacher recruitment and assignment.

Callahan²⁹ as a member of the Teacher Executive of the

(October, 1967).

²⁸W.G. Altimari Jr., "Department Chairmanship in Large High Schools of the North Central Association", North Central Association Quarterly, 42: 307-11 (Spring, 1968).

²⁹Michael G. Callahan, Recommendations For the Improvement of Department Head Policies and Practices in the San Mateo Union High School District, (unpublished Paper, San Mateo, California, 1968).

San Mateo Union High School District was commissioned to undertake a study of the department head position in the 1967-1968 school year.

In prefatory statements to his recommendations Callahan indicates that they are not money savers nor are they people savers but rather they are a means of making the department head position a career, a professional position for the best teachers of the district, a position that will keep top flight teachers in the classroom yet enable them to play a role in instructional leadership that has traditionally been reserved for the administration of a school.

As a result of a 1968 survey of department heads and principals Thorum³⁰ recommended that in high schools enrolling 1,000 or more students a substructure such as departments be established within the schools inasmuch as the department organization, because of its limited size, provides a more effective and manageable unit in which teachers can exchange ideas and unite in developing a program of curriculum development.

The department head's effectiveness is in direct relation to the amount of time in which he is allowed to perform his duties. Financial remuneration has little effect on the ability of the department heads to perform the functions of their

³⁰Reho Francis Thorum. The Emerging Concept of the Department Head in the Large High School, (unpublished Doctor's thesis, Department of Educational Administration, University of Utah, 1968).

positions. Time rather than extra pay should be one of the most important considerations in assigning the individual to the position of department head.

A follow up study³¹ of Buser's 1965³² sample was conducted in 1969 in order to re-verify or refute the findings of the earlier study. Comparison of the data collected in the two comprehensive studies lead to the conclusion that the principals were somewhat less satisfied with the departmental organization as compared to the earlier results; however, this difference was found to be not statistically significant.

Riggs³³ as a result of a survey of 210 schools engaged in administrative innovations recommended that the department head position should be maintained as an integral part in the administrative substructure and that he should be given adequate authority, released time and sufficient compensation commensurate with his responsibilities.

Papalia³⁴ surveyed 107 foreign language departments

³¹Robert Lee Buser and William L. Humm. "The Department Head Revisited", Journal of Secondary Education, 45: 281-284 (October, 1970).

³²Buser, op. cit.

³³Norman D. Riggs. "Organization for Instruction"; The Clearing House, 44: 45-49 (September, 1969).

³⁴Anthony Papalia. The Department Head: A Survey of Duties and Responsibilities, EDRS (Ed. 042-389) 1970.

in secondary schools in western New York and found that the department heads felt that more of their time should be devoted to assisting new teachers, developing in-service training, supervising classroom teaching and articulating curriculum.

DUTIES AND RESPONSIBILITIES OF THE DEPARTMENT HEAD

The main functions of the department head are both administrative and supervisory in nature, although, except in very large schools the supervision must be carried on without the benefit of visitation.³⁵

Edmonson, Roemer and Bacon³⁶ see the chief value of the departmental organization in its contribution to the improvement of instruction yet Bingaman³⁷ suggests that if the department chairman is to serve a useful function within the school, both the superintendent and the high school principal must consistently support this kind of organizational structure.

Douglass³⁸ sets forth the following as some important

³⁵Harl R. Douglass, Modern Administration of Secondary Schools, Second Edition. Boston: Ginn, 1963, p. 28.

³⁶J.B. Edmonson, J. Roemer and F.L. Bacon, The Administration of the Modern Secondary School; New York: The Macmillan Company, 1960, p. 100.

³⁷Paul R. Bingaman, "Consider Department Chairmen"; Pennsylvania School Journal; 118: 27-28+ (September, 1969), p. 28.

³⁸Douglass, op. cit., p. 30.

duties of department heads:

1. Assisting teachers in developing syllabi which set forth the objectives and minimum essentials of the courses which they teach.
2. Giving assistance to new teachers in becoming oriented to the community as well as to the school, with its rules and regulations, curriculum and courses of study.
3. Assisting teachers in planning and carrying on educational experimentation.
4. Bringing to the attention of teachers important current publications - books or journal articles which should be helpful to them in their field.
5. Leading discussions and contributing ideas to teachers in the department, both individually and collectively, with respect to the methods of presenting subject matter, the selection and use of audio-visual materials, and problems of discipline.
6. Assisting the principal in connection with the planning of the budget.
7. Giving leadership to teachers in the consideration of textbooks and workbooks for use in their subjects and in recommendations of books in their field to be added to the library.
8. Assisting the principal and superintendent in the selection of new teachers.
9. Exercising leadership in revising the course of study.

10. Participating in requisitioning, issuing and account for supplies, equipment and textbooks.

11. Assisting the principal in making departmental schedules.

Bent and McCann³⁹ indicate that the responsibilities of department heads are largely ministerial - that is in carrying out policies that have already been established. The departmental organization is adopted for the purpose of providing effective administrative services.

Edmonson, Roemer and Bacon⁴⁰ suggest that the department head is an important executive officer in relation to matters of routine.

As each school operates individualistically, some of the duties can readily be enlarged, while others may be diminished in scope. Callahan⁴¹ has proposed one realistic job description with specific recommendations as to how to implement it. No matter what the system or the duties one recurrent theme must be remembered - if the department head is to operate effectively he must be given the time in order to perform the job.

³⁹Rudyard K. Bent and L.E. McCann, Administration of Secondary Schools; New York: McGraw Hill, 1960. p. 63.

⁴⁰Edmonson, op. cit., p. 100.

⁴¹Callahan, op. cit.

Studies by Buser⁴², Thorum⁴³, Altimari⁴⁴, Buser and Humm⁴⁵ indicated a growing trend towards departmentalization. One finding of these studies was that in a large number of schools there either was no written job description or the ones that did exist did not adequately spell out the tasks that a department should perform. The following theoretical model proposed by Buser and Manlove⁴⁶ is one description of what a department head should be.

Department Chairman

The Department Chairman is appointed by the Superintendent of Schools upon the recommendation of the High School Principal for an indefinite period. The High School Principal will evaluate the performance of the Department Chairman annually and recommend to the Superintendent whether the Chairman should be continued in or removed from his position.

Each Chairman works under the immediate supervision of the Principal as well as those staff members designated by the Principal, including the Assistant Principal, the Curriculum

⁴²Buser, op. cit.

⁴³Thorum, op. cit.

⁴⁴Altimari Jr., op. cit.

⁴⁵Buser and Humm, op. cit.

⁴⁶Robert Lee Buser and Donald C. Manlove. "The Department Chairman: A Model Job Description", Journal of Secondary Education, 45: 9-12 (January, 1970), p. 10.

Co-ordinators and the Special Subject Area Supervisors. The teachers assigned to each Department are immediately responsible to their Chairman in matters relating to instruction.

Each Department Chairman implements both supervisory and administrative functions in addition to classroom teaching assignments.

A. Supervision

The Department Chairman has major responsibility for the improvement of instruction in the school. In the implementation of this responsibility he is expected to:

1. provide departmental leadership in the selection, development and utilization of instructional materials, equipment and methodologies;
2. assist teachers in their handling of the day-to-day problems of instruction including student behaviour, student evaluation, lesson planning and lesson preparation;
3. keep the members of the department informed about the latest developments within the teaching field;
4. serve upon the School's Curriculum Council upon the request of the Principal;
5. continuously evaluate the performance of the teachers and the department; and to
6. apprise the Principal of departmental problems and needs in the instructional processes.

Supervisory Tasks

In order to accomplish the above, the Department Chairman

will perform these tasks:

- conduct bi-monthly department meetings
- observe classroom teachers periodically
- conduct teacher conferences
- prepare supervisory bulletins
- develop in-service training programmes for the department
- maintain a departmental library and materials centre
- evaluate the performance of the teachers of the department
- direct research relative to departmental activities

B. Administration

The Department Chairman is responsible for the day-to-day management of the Department. In the implementation of this responsibility he is expected to:

1. requisition and allocate departmental supplies and equipment;
2. prepare budget requests as directed by the Principal;
3. aid in the selection of new personnel for the Department for tenure promotion, transfer and dismissal as requested by the Principal;
4. recommend the assignment of the teachers of the Department on the master schedule; and to
5. serve on the Administrative Council upon the request of the Principal.

Administrative Tasks

In order to accomplish the above, the Department Chairman

will perform these tasks:

- prepare an annual budget
- distribute departmental supplies and equipment
- maintain departmental inventories
- interview and evaluate teaching applicants
- maintains school reports and records

C. Teaching

The Department Chairman is an exemplary teacher. In the implementation of this responsibility he is expected to:

1. teach regularly scheduled classes as assigned on the master schedule; and to
2. teach, on occasion for purposes of demonstration and supervision, those classes regularly assigned to other members of the department.

Teaching Tasks

In order to accomplish the above, the Department Head will perform these tasks:

- classroom teaching
- demonstration teaching

DEPARTMENT HEAD SELECTION

An interesting dimension of the selection of department heads is introduced by Maczuga, who states that "Selection has been made in most cases, as a reward for long service or for

amassing a notable number of 'brownie points'".⁴⁷

Selection of the most senior teacher in a department as its head can create problems as the teacher longest in service in a department is often the most conservative, the most inflexible in his ways, and the slowest to change in keeping with new developments in teaching materials, methods in general, and the subject matter of the department itself.⁴⁸

Jensen⁴⁹, an English department head, recounting her own experiences indicates that "selection by election" is a bad feature as one may be stuck with the job simply because it is your turn, not because you have any special qualifications or even on the basis of your popularity. By the time that you build up familiarity with the job and/or even the confidence of your staff and principal your turn is over.

Shouse⁵⁰ suggests that there is an inherent danger

⁴⁷P. Maczuga. "Selecting Department Heads", The Clearing House; 37: 239-41 (December, 1962), p. 49.

⁴⁸Stanley L. Clement. "Choosing the Department Head", NASSP Bulletin; 45: 48-52 (October, 1961), p. 49.

⁴⁹L.S. Jensen. "The Department Chairman: Why We Often Quit with Pleasure", The Clearing House; 23: 284-286 (January, 1949).

⁵⁰R.D. Shouse. "The Status and Duties of Department Heads", NASSP Bulletin; 34: 164-166 (January, 1950).

in the selection of the most senior member in a department as its head, as he may not be the best qualified. Sometimes department heads may be selected from within the department by the members as a result of "political cliques". The department head, to be of value, must by virtue of superior teaching and of superior knowledge of people and of his subject field, be able to exert leadership in his department.

Douglass⁵¹ indicates that a degree of mastery in the subject matter of the field, apparent administrative ability, popularity and acceptance as a leader as well as graduate study in the subject field and professional education should be major factors in the selection of a department head.

Waltham⁵², on the other hand, suggests that if a department head is to be involved in supervision, his qualifications should be that of other supervisors in the system.

Manlove and Buser⁵³ reporting on studies conducted by Brenner⁵⁴, Buser⁵⁵, and Ciminillo⁵⁶ indicated that teachers

⁵¹Douglass, op. cit., p. 29.

⁵²W.A. Waltham. "A High School Department Head Views Supervision", National Business Education Quarterly; 29: 24-27+ (May, 1961), p. 25.

⁵³Manlove, op. cit., p. 102.

⁵⁴Brenner, op. cit.

⁵⁵Buser, op. cit.

⁵⁶Ciminillo, op. cit.

principals and department heads agree that leadership ability is the most important single characteristic of effective department heads.

The importance of leadership can best be illustrated by the following:

Lloyd George, the British Prime Minister, is famous for his statement - "The most dangerous thing in the world is to try to leap a chasm in two jumps." To become department heads from whom teachers derive inspiration and vital leadership characterized by keenness to learn of new techniques, to innovate where change promises improvement and to battle for in-service programmes that will raise the professional expertise of teachers, existing Heads must generate the determination and courage to jump all chasms in one leap. After all, when healing from an unsuccessful jump, a Head does not want to receive a "Get Well" card from his staff with the inscription, "Your staff of 15 teachers wish you a speedy recovery by a vote of 8 to 7."⁵⁷

Mawson⁵⁸ in recounting oil paintings of retired department heads hanging in the halls of Jarvis Collegiate Institute in Toronto indicates that the artist captured the essence of the department head's professionalism.

Each seemed accustomed to lead. Each stood for superiority of scholarship. Each seemed to have a sense of purpose, a philosophy of education, a sense of the totality of the education process which led to self-confidence and conviction. All had visibility.

⁵⁷Gray C. Cavanagh, van Vierssen Trip Gus. "What is Expected of a Department Head", The Ontario Secondary School Teachers Federation Bulletin; 49: 196-200 (October, 1969), p. 200.

⁵⁸K.W. Mawson. "The Leadership Role of the Department Head", The Ontario Secondary School Teachers Federation Bulletin; 49: 191-5 (October, 1969), p. 195.

And they obviously had a sense of humour and an ability to foll with the punches.

The "aura of professionalism" best sums up those characteristics which a department head should possess.

SELECTED COMMENTS ON THE DEPARTMENT HEAD POSITION

Jacobson, Reavis and Logsdon⁵⁹ state that the department head position offers many opportunities for the improvement of instruction if time and authority are granted to do the job but except in isolated cases few department heads have the time or opportunity to perform supervisory activities.

Reavis⁶⁰ states:

It is the principal's responsibility to designate the administrative duties which the department head shall undertake to perform. Obviously, it is unwise for the principal to make use of the department head either as a clerk or a part-time assistant principal. The department head should be employed by the principal to supplement and not to duplicate his own responsibilities.

Durkee⁶¹ commenting on the institution of a departmental organization in his school indicates that "too long have high

⁵⁹Paul B. Jacobson, William E. Reavis, and James D. Logsdon. The Effective School Principal: Second Edition; Englewood Cliffs: Prentice-Hall, 1963, p. 97.

⁶⁰W.C. Reavis. "Essential functions of the Department Head in Secondary Schools", NASSP Bulletin; 23: 20-24 (April, 1939).

⁶¹F.M. Durkee. "Department Heads in Action", The Clearing House; 21: 488-489 (April, 1947), p. 489.

schools in many cases, lacked the organization for most effective operation. Non-existent or nominal heads of departments can do little good: department heads in action can mean as in Somerville, a more efficient effective school".

Countering the administrative critics who place some of the blame for department head shortcomings on the fact that in many cases a department head is appointed as a result of many years of faithful service rendered, Kammerer⁶² lays the blame on "administrative myopia" for how many administrators have done something rather than just saying something.

King and Moon in concluding the report of their study state "There is a leadership job to be done in the improvement of instruction in the modern comprehensive high school. It is highly possible that department chairmen, working with each other and with the other members of their individual departments, can get the job done".⁶³

Teaching is an essential part of the department head's job as through it he can gain an insight into the problems of teachers and students. It must be remembered that a department head is first a teacher and secondly an administrator.

⁶²Kammerer, op. cit., p. 8.

⁶³F.M. King and J.V. Moon. "The Department Head in the Public Secondary School", NASSP Bulletin; 44: 20-24 (March, 1960).

The departmental plan or organization is based on specialization and Axley⁶⁴ is of the belief that very few schools make full use of the specialized training of the heads of departments. Teaching loads tend to be excessive and the flood of administrivia coupled with an inadequate amount of release time result in the transformation of a "race horse" into a "plow horse".

In Mawson's⁶⁵ opinion only department heads can provide the leadership, and hence the quality and quantity of professional development; which our secondary schools will require in the next decade.

SUMMARY

With the emergence of the trend to increasing departmental organization in high schools and an increasing awareness that the department head has an increasingly important role to play in the improvement of instruction, several courses are open if the department head is to fulfill the promise that the position holds.

Firstly, one must assure that the best qualified person be selected as department head. Perhaps the most important qualification is that of leadership without which a

⁶⁴Axley, op. cit.

⁶⁵Mawson, op. cit., p. 191.

department head will flounder. Consideration must also be given to teaching ability because of the unique nature of the position where the incumbent is part teacher, administrator and supervisor. Academic qualification, administrative skills and a willingness to work long hours are also essential. Once one has selected a department head, adequate time and authority must be given to the role holder for the task to be completed. Adequate remuneration for the responsibility involved must also be granted. Sufficient clerical staff to relieve the department head of the "minutiae of administrivia" will provide for a department head that is willing and able to play his instructional leadership role.

In many cases adequate job descriptions are lacking. Without clearly defined guidelines the department head can only grope and grasp in the quest to fulfill the demands of his job.

The department head has an important role to play in the improvement of instruction and it will only come to fulfillment when the department head assumes a fully co-ordinated role of teacher, supervisor and administrator.

CHAPTER III

DESIGN AND METHODOLOGY

The study was a survey design for the purpose of determining secondary school teachers', principals' and department heads' perceptions of the functions and characteristics of the department head position both as they are and as they should be.

POPULATION AND SAMPLE

The population consisted of the principals, teachers and department heads employed in secondary schools in British Columbia having a student enrolment of five hundred (500) or more as determined from the 100th Annual Report of British Columbia Schools. The population was further defined by limiting it to secondary schools in the Lower Mainland of British Columbia (see TABLE I).

The schools selected were classified by size into two groups based on student enrolment. Group I, the small schools, included those schools that had an enrolment between five hundred (500) and nine hundred and ninety-nine (999). Group II, the large schools, included those schools that had an enrolment greater than one thousand (1,000).

Permission was obtained from the District Superintendent of Schools of each district to conduct the survey in those schools that employed a departmental organization.

TABLE I

SCHOOL DISTRICT, TYPE AND NUMBER OF SCHOOLS
PARTICIPATING IN STUDY

School District	Small Schools	Large Schools	Total
#36 Surrey	11	3	14
#37 Delta	1	1	2
#38 Richmond	2	1	3
#40 New Westminster	-	1	1
#41 Burnaby	4	7	11
#42 Maple Ridge	1	1	2
#43 Coquitlam	7	1	8
#45 West Vancouver	-	1	1
Total	26	16	42

A sampling fraction of ten tenths was established for principal respondents.

Questionnaires and a self-addressed envelope were mailed to each principal.

A follow up letter was sent to each non-responding principal three weeks after the original mailing.

A request was made of each principal of those schools utilizing departmental organization to submit a faculty roster with those serving as department heads indicated.

The number of schools and principals involved in this study and the percentage of useable returns are reported by school size in Table II.

TABLE II

SAMPLE SIZE AND SIZE AND PERCENTAGE OF
RETURN BY SCHOOL SIZE FOR PRINCIPALS

Schools Involved			
Size of School	Number	Number of Returns	Percent of Returns
Small	26	25	96
Large	16	14	88
Total	42	39	93

Thirty-nine, or 93 per cent of the forty-two principals contacted indicated a willingness to participate in this study. The lowest percentage of return was received from the large sized schools.

Several principals responded but indicated that they would not involve their department heads and staff in the study. Several principals gave permission for only their department heads to be involved in the study.

A sampling fraction of ten-tenths for department head respondents and two tenths for teacher respondents was established.

The number of schools and department heads involved in this study and the percentage of useable returns are reported by school size in Table III.

TABLE III

SAMPLE SIZE AND SIZE AND PERCENTAGE OF
RETURN BY SCHOOL SIZE FOR DEPARTMENT HEADS

Size of School	Schools Involved			Department Heads Involved		
	No.	No. of Returns	Percent of Returns	No.	No. of Returns	Percent of Returns
Small	26	26	100	136	126	92.6
Large	13	13	100	94	87	92.6
Total	39	39	100	230	213	92.6

Thirty-nine of the forty schools contacted indicated a willingness for the department heads to participate in this study and submitted copies of their department head roster.

A random sample of the teachers was drawn from those schools utilizing a departmental organization by the use of a table of random numbers.

Personally addressed questionnaires and a self-addressed return envelope were mailed to the schools for distribution to the teachers and department heads.

A follow up letter together with another questionnaire was sent to non-responding teachers and department heads four weeks after the original mailing.

Respondents in School District #45, West Vancouver, were from one school only. These respondents were titled "department chairmen"; as the position of department head had been dispensed with because of budgetary difficulties. These respondents were undertaking the responsibilities of department heads but were not receiving any remuneration.

Department heads from all schools giving permission responded. Two hundred and thirteen or 92.6 per cent of department heads surveyed returned useable questionnaires. There was no difference in the percentage of return from the two sizes of schools. A 100 per cent return of department heads being surveyed was received from 72 per cent of the participating schools.

The number of schools and teachers involved in this study and the percentage of useable returns are reported by school size in Table IV.

TABLE IV
 SAMPLE SIZE AND SIZE AND PERCENTAGE OF
 RETURN BY SCHOOL SIZE FOR TEACHERS

Size of School	Schools Involved			No. of Teachers Involved		Teacher Returns from Sample	
	No.	No. of Returns	Percent of Returns	Total	20% Sample	No.	Percent
Small	24	24	100	724	149	112	75.2
Large	13	13	100	582	124	99	79.8
Total	37	37	100	1306	273	211	77.3

Thirty-seven of the forty-two schools contacted gave permission for their teachers to be involved in this study and submitted faculty rosters. A larger percentage of the small schools were willing for their staff to be involved.

Teachers from all schools granting permission returned useable questionnaires. Two hundred and twenty-two or 81 per cent of the teachers returned questionnaires of which two hundred and eleven or 77 per cent were useable.

INSTRUMENTATION

The instruments used in this study were questionnaires designed to be completed by the principals, department heads and teachers. The questionnaires consisted of a covering letter and six parts.

Part I. General Information.

Principal's Questionnaire. This section of the questionnaire was designed to be completed by all principals to secure information about the school in terms of size, number of staff employed, method of selection of department heads, terms of office and supervisory personnel employed.

Department Head Questionnaire. This section of the questionnaire was designed to be completed by all department heads to secure information about the schools.

Teacher's Questionnaire. This section was designed to secure information regarding the teacher's perception of the method of selection of department heads in their schools and to determine what other supervisory personnel were employed in the schools.

Part II. Department Heads

Department Head Questionnaire. This section of the questionnaire was designed to obtain information concerning

the department heads' sex, area of responsibility, service as a department head, selection, term of appointment, remuneration, immediate superior, on-the-job training, statement of responsibilities, released time for departmental duties, service as a teacher, service as a department head in other school systems, and education attainment.

Teacher's Questionnaire. Teacher Information.

This section was designed to secure information regarding the sex, years of teaching experience, educational attainment and the teaching assignments of the teachers.

Part III. Perceived Strengths and Limitations
of Department Heads

Department Head and Teacher's Questionnaire.

This section was designed to allow the respondents to put into their own words their perceptions as to the major strengths and weaknesses of the department head position.

Part IV. Department Head Functions.

Principal's Questionnaire. This section was designed to secure perceptions of what were and should be, were not and should be, were and should not be, were not and should not be the functions of department heads.

Part V. Criteria For The Selection of Department Heads.

Principal's Questionnaire. This section was designed to be completed only by those principals who employed a departmental organization in their schools.

Department Head and Teacher's Questionnaire.

This section was designed to obtain perceptions of the relative importance of certain criteria in the selection of department heads.

Part VI. Opinion Toward the Department
Head Position.

This section was designed to be completed by all respondents to determine opinions of certain department head traits, their supervisory effectiveness and their administrative and organizational effectiveness.

DATA

The data for this study were comprised of the responses of the principals, department heads and teachers who completed and returned the questionnaires.

ANALYSIS OF DATA

With the exception of the open-forum questions of Part III, Teachers' and Department Head Questionnaires, all data was coded according to a pre-determined code and then

transferred to IBM punch cards. Data was summarized descriptively by frequency and percentage and reported in tabular form. In applicable situations the data was placed in rank order. The mean, median and mode were used to report measures of central tendency where applicable. Spearman's rank-difference correlations and range were also used.

In reporting the perceptions of the functions of the department heads, the functions were arranged in rank order based upon the frequency of response. The percentage of relationship between what were and what should be the functions of department heads was determined by dividing the frequency of the were responses by the frequency of the should be responses. The extent to which conflict existed was determined by tabulating the responses of is - should not be and is not - should be and reported by range, mean, mode and median by school size and per teacher. Rank order correlations were determined for what department head functions should be for the three classes of participants.

The importance of criteria in the selection of department heads was reported by tabulating the frequency with which each criteria was selected as most or least important. Rank order correlations were determined for each class of participants.

Responses to opinion about the department head position were reported by number and percentage by school size, and for each type of respondent. In reporting the results, the responses

of strongly agree and agree were collapsed into agree while the responses of disagree and strongly disagree were collapsed into disagree. The results were summarized in tabular form.

The respondents' beliefs as to the major strengths and weaknesses of the department head position were hand tabulated and were summarized by frequency of occurrence and reported in tabular forms.

Where applicable, correlations were determined for principals', teachers' and department heads' perceptions of the functions and characteristics of the department head position to determine the extent to which there is agreement or conflict as to what should be the role of the department head.

CHAPTER IV
ANALYSIS OF THE DATA

INTRODUCTION

The data for this study was obtained from questionnaires¹ sent to high school principals, department heads and randomly selected teachers. The participants were employed in schools enrolling 500 or more students in the Lower Mainland of British Columbia as indicated in the 100th Annual Report of British Columbia Schools.

The findings based on the data obtained in this study are summarized under the following:

1. The characteristics of the respondents: an analysis was made of the sex of the teachers, their years of teaching experience, their educational level and their teaching assignments. For department heads an analysis was made of their sex, their years of service as a department head, their years of teaching experience, their educational level, and their areas of assigned responsibility.

2. The characteristics of the department head position. An analysis was made of the selection procedures and term of appointment, remuneration, release time, the immediate superior,

¹See Appendices, D, I, M.

orientation procedures, and certain opinions about the department head position.

3. The major strengths and limitations of the department head position as indicated by teachers and department heads.

4. Teachers', department heads', and principals perceptions of the department head were analyzed in terms of "what were and should be", "were not and should be", "were and should not be" and "were not and should not be".

5. Teachers', department heads' and principals' perceptions of characteristics essential in the selection of department heads. Respondents' choices of the most and least important criteria for the selection of department heads were analyzed.

6. Teachers', principals' and department heads' opinions concerning the department head position: an analysis was made of the extent of agreement and disagreement of the respondents to a series of 12 statements regarding the department head position.

THE CHARACTERISTICS OF THE RESPONDENTS

Sex of respondents. Table V reports the sex of the responding teachers by school size.

TABLE V

SEX OF RESPONDENT TEACHERS, REPORTED
BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE
OF RESPONDENTS

Sex	Size of School				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	73	65.2	68	68.7	141	66.8
Female	39	34.8	31	31.3	70	33.2
Total	112	100.0	99	100.0	211	100.0

One hundred and forty-one, or approximately 67 per cent of the teachers responding to this section of the questionnaire were male; and 70, or about 33 per cent were female. The number of males exceeded the number of females by a factor of two to one in all size of schools.

Table VI reports the sex of responding department heads by school size.

TABLE VI

DEPARTMENT HEADS' SEX, REPORTED BY
SCHOOL SIZE, FREQUENCY AND PERCENTAGE
OF RESPONDENTS

Sex	Size of School				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	106	84.1	72	82.8	178	83.6
Female	20	15.9	15	17.2	35	16.4
Total	126	100.0	87	100.0	213	100.0

Male department heads outnumbered female department heads by slightly more than five to one. Of the 213 department heads who responded to this study 178 were male and 35 were female.

All of the principals included in this study were male.

Teaching experience of respondents. The level of experience of responding teachers ranged from first year teachers to teachers with over 25 years of experience. Table VII reports the experience background of the teachers surveyed by school size.

TABLE VII

EXPERIENCE BACKGROUND OF RESPONDENT
TEACHERS, REPORTED BY SCHOOL SIZE

Years of Exper- ience	Size of School				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1st year	2	1.7	4	4.0	6	2.8
2-5 years	41	36.6	29	29.3	70	33.2
6-10 yrs.	37	33.0	20	20.2	57	27.0
11-15 yrs.	18	16.1.	18	18.2	36	17.1
16-20 yrs.	6	5.4	12	12.1	18	18.5
21-25 yrs.	5	4.5	6	6.1	11	5.2
over 25	3	2.7	10	10.1	13	6.2
Total	112	100.0	99	100.0	211	100.0

Seventy-six, or 36.0 per cent of the teachers reported having five years or less of teaching experience; 93 or 44.1 per cent indicated that they had from six to fifteen years of teaching experience; 42 or 19.9 per cent reported in having in excess of 16 years of teaching experience. The larger schools had a larger percentage of teachers with greater than 16 years of service while the smaller schools had a larger percentage of teachers with between two and ten years experience.

One hundred and forty-nine or 71.6 per cent of the department heads responding indicated that they had up to 10 years of teaching experience prior to appointment as a department head. Table VIII reports the department heads teaching experience by school size.

It appears that after 10 years of teaching experience ones' chances of being appointed as a department head decrease.

TABLE VIII

DEPARTMENT HEAD SERVICE AS A TEACHER PRIOR TO BECOMING A DEPARTMENT HEAD, REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE OF RESPONDENTS

Years of Experience	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-3 years	31	25.0	15	17.8	46	22.1
4-6 years	37	29.8	24	28.6	61	29.3
7-10 yrs.	22	17.8	20	23.8	42	20.2
11-15 yrs.	16	12.9	13	15.5	29	13.9
16-20 yrs.	12	9.7	6	7.1	18	8.7
21-25 yrs.	5	4.0	5	6.0	10	4.8
over 25	1	0.8	1	1.2	2	1.0
Total	124	100.0	84	100.0	208	100.0

Almost 80 per cent of the department heads reported that they had been in the job less than six years, and 97 per cent of the department heads reported less than 11 years of experience. Table IX reports department head service by school size.

TABLE IX

DEPARTMENT HEAD SERVICE, REPORTED BY SCHOOL SIZE,
FREQUENCY AND PERCENTAGE OF RESPONDENTS

Years of Service	Size of School				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1st year	22	17.5	13	14.9	35	16.4
2-5 years	89	70.6	45	51.8	134	62.9
6-10 years	14	11.1	25	28.8	39	18.3
11-15 years	1	0.8	2	2.3	3	1.4
16-20 years	0	0.0	1	1.1	1	0.5
over 20	0	0.0	1	1.1	1	0.5
Total	126	100.0	87	100.0	213	100.0

Less than 13 per cent of the department heads indicated that they had served in a similar capacity in other school systems, as shown in Table X.

TABLE X

DEPARTMENT HEADS WHO HAD SERVED IN A SIMILAR
CAPACITY IN OTHER SCHOOL SYSTEMS,
REPORTED BY SCHOOL SIZE

Schools	Number	Percent
Small	12	9.5
Large	14	16.4
Total	26	12.3

Educational Level of Respondents

The educational level of the respondent teachers as indicated by their highest degree held is reported in Table XI.

Seventy-one percent of the teachers reported holding a bachelors degree and 14.2 per cent reported a master's degree. A larger proportion of the master's degrees were in education as compared to subject matter specialties. Over 18 per cent of the teachers in large schools held master's degrees as compared to approximately

TABLE XI

EDUCATIONAL LEVEL AS INDICATED BY HIGHEST
DEGREE HELD BY TEACHERS, REPORTED BY SCHOOL SIZE

Degree held	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No degree	11	9.8	8	8.1	19	9.0
Bachelor's degree	85	75.8	65	65.7	150	71.1
Master's degree with a major in Education	5	4.5	14	14.1	19	9.0
Master's degree with a major in Subject area	7	6.3	4	4.0	11	5.2
Specialist degree with a major in Education	3	2.7	6	6.1	9	4.3
Specialist degree with a major in Subject area					0	0.0
Other	1	0.9	2	2.0	3	1.4
	112	100.0	99	100.0	211	100.0

11 per cent of those teachers in small schools.

The educational level of respondent department heads as indicated by their highest degree is reported in Table XII. Approximately 24 per cent of the department heads held master's degrees with slightly more being in education as compared to subject fields.

Teaching assignments of respondents. The teaching assignments of the teachers in the two sized schools are listed in Table XIII. Over ninety-four per cent of the teachers indicated that were assigned to the following 12 subject areas, listed in descending order of frequency: (1) Social Studies, (2) English, (3) Science, (4) Industrial Education, (5) Mathematics, (6) Physical Education, (7) Foreign Language, (8) Home Economics, (9) Business Education, (10) Guidance and Counselling, (11) Art, and (12) Music. The 12 miscellaneous assignments listed in Table XIII were comprised of such areas and combinations of areas as, Drama, Library, Remedial Reading, English and Foreign Language, Science and Mathematics, Science and Physical Education, Social Studies and English, and Social Studies and Band.

TABLE XII

EDUCATIONAL LEVEL AS INDICATED BY
HIGHEST DEGREE HELD BY DEPARTMENT
HEADS; REPORTED BY SCHOOL SIZE

Degree held	School Size				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
No degree	4	3.2	5	5.8	9	4.2
Bachelor's degree	85	67.5	51	59.2	136	64.2
Master's degree with a major in Education	16	12.7	12	14.0	28	13.2
Master's degree with a major in Subject area	10	7.9	9	10.5	19	9.0
Specialist degree with a major in Education	2	1.6	1	1.2	3	1.4
Specialist degree with a major in Subject area	8	6.3	8	9.3	16	7.5
Other	1	0.8	0	0.0	1	0.5
Total	126	100.0	86	100.0	212	100.0

TABLE XIII

SUBJECT AREA TEACHING ASSIGNMENTS
OF RESPONDENT TEACHERS; REPORTED
BY SCHOOL SIZE, FREQUENCY AND
PERCENTAGE OF RESPONSES

	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Social Studies	12	10.7	18	18.4	30	14.3
English	17	15.2	10	10.2	27	12.9
Science	13	11.6	13	13.3	26	12.4
Industrial Education	11	9.8	12	12.2	23	11.0
Mathematics	12	10.7	9	9.2	21	10.0
Physical Education	12	10.7	7	7.1	19	9.0
Foreign Language	5	4.5	8	8.2	13	6.2
Home Economics	7	6.3	5	5.1	12	5.7
Business Education	3	2.7	8	8.2	11	5.2
Guidance/ Counselling	3	2.7	4	4.1	7	3.3
Art	3	2.7	2	2.0	5	2.4
Music	4	3.6	0	0.0	4	1.9
Miscellaneous	10	8.8	2	2.0	12	5.7
Total	112	100.0	98	100.0	210	100.0

Table XIV reports the number of teachers teaching in a department with a department head. Slightly over 80 per cent of the teachers surveyed in large schools reported working in a department with a department head as compared to 63.4 per cent of the teachers in small schools.

TABLE XIV

TEACHERS WHO INDICATED THAT THEY
WERE TEACHING IN A DEPARTMENT
WITH A DEPARTMENT HEAD, REPORTED
BY SCHOOL SIZE

	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Number	71	63.4	80	80.8	151	71.6

The department heads' areas of responsibility reported in Table XV in descending order of frequency were: (1) English, (2) Mathematics, (3) Social Studies, (4) Science, (5) Physical Education, (6) Industrial Education, (7) Business Education, (8) Foreign Language, (9) Guidance and counselling, (10) Home Economics, (11) Art and (12) Occupational. There seemed to be little evidence that subject areas were being consolidated under one department head, as less than four per cent of the department heads reported dual or multiple areas of responsibility. The areas in which this type of responsibility was reported were

Mathematics and Science, Music and Drama, Language Arts and Social Studies, Social Studies and Business Education, and Home Economics, Industrial Education and Art.

TABLE XV

DEPARTMENT HEADS' AREAS OF RESPONSIBILITY
REPORTED IN RANK ORDER BY SCHOOL SIZE,
FREQUENCY AND PERCENTAGE OF RESPONSES

Area of Responsibility	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
English Language Arts	23	18.2	10	11.6	33	15.6
Mathematics	19	15.1	11	12.8	30	14.2
Social Studies	19	15.1	10	11.6	29	13.7
Science	16	12.7	12	14.0	28	13.2
Physical Education	17	13.5	9	10.5	26	12.3
Industrial Education	8	6.3	7	8.1	15	7.1
Business Education	5	4.0	7	8.1	12	5.7
Foreign Language	4	3.2	6	7.0	10	4.7
Guidance/Counselling	5	3.9	3	3.5	8	3.7
Home Economics	4	3.2	4	4.7	8	3.7

TABLE XV (continued)

Area of Responsibility	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Art	1	0.8	2	2.3	3	1.4
Occupational	2	1.6	1	1.2	3	1.4
Miscellaneous	3	2.4	4	4.6	7	3.3
Total	126	100.0	86	100.0	212	100.0

CHARACTERISTICS OF THE DEPARTMENT HEAD POSITION

Selection procedures and term of appointment. Sixty-seven per cent of the teachers, 78 per cent of the department heads and 82 per cent of the principals reported that department heads in their schools were appointed by the superintendent upon the principals recommendation. Fifteen per cent of the teachers, approximately 13 per cent of the department heads and 5 per cent of the principals indicated that department heads were elected by the members of the department. Table XVI reports methods of selection as indicated by teachers, Table XVII reports method of selection as indicated by department heads and Table XVIII reports for principals.

TABLE XVI

METHOD OF SELECTION OF DEPARTMENT HEADS
 REPORTED BY SCHOOL SIZE, FREQUENCY AND
 PERCENTAGE AS REPORTED BY TEACHERS

Method of Selection	School Size				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
Elected by members of the department	10	9.5	21	21.8	31	15.3
Appointed by the superintendent upon the principal's recommendation	79	75.2	57	59.4	136	67.7
Appointed by the superintendent	9	8.6	11	11.5	20	10.0
Elected by members of the department and then approved by the principal	7	6.7	7	7.3	14	7.0
Total	105	100.0	96	100.0	201	100.0

TABLE XVII

METHOD OF SELECTION OF DEPARTMENT HEADS
 REPORTED BY SCHOOL SIZE, FREQUENCY AND
 PERCENTAGES AS REPORTED BY DEPARTMENT HEADS

Method of Selection	School Size				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
Elected by members of the department	15	12.0	12	14.0	27	12.8
Appointed by the superintendent upon the principal's recommendation	103	82.4	62	72.1	165	78.2
Appointed by the superintendent	4	3.2	9	10.4	13	6.1
Elected by department then appointed by superintendent upon principal's recommendation	3	2.4	2	2.3	5	2.4
Appointed by the principal			1	1.2	1	0.5
Total	125	100.0	86	100.0	211	100.0

TABLE XVIII

METHOD OF SELECTION OF DEPARTMENT HEADS,
 REPORTED BY SCHOOL SIZE, FREQUENCY AND
 PERCENTAGE AS REPORTED BY PRINCIPALS

Method of Selection	Size of School						Total	
	Small			Large			Frequency	Percent
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Elected by members of the department	1	4.0	1	7.1	2	5.1		
Appointed by the superintendent upon the principal's recommendation	22	88.0	10	71.5	32	82.1		
Appointed by the superintendent	2	8.0	3	21.4	5	12.8		
Total	25	100.0	14	100.0	39	100.0		

Term of appointment for department heads is as indicated by department heads is reported in Table XIX and Table XX reports for principals. A one year term was reported by 73 per cent of the department heads and by 74 per cent of the principals. Twenty per cent of the reporting principals indicated a two year term of appointment as did 18.8 per cent of the department heads. An indefinite term was reported by seven per cent of the department heads and by 2.6 per cent of the principals. Slightly over one per cent of the department heads considered their terms permanent.

TABLE XIX

TERM OF APPOINTMENT FOR DEPARTMENT HEADS
AS INDICATED BY DEPARTMENT HEADS REPORTED
BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Length of Term	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1 year	97	77.0	58	66.7	155	72.8
2 years	21	16.6	19	21.8	40	18.8
Indefinite	6	4.8	9	10.4	15	7.0
Permanent	2	1.6	1	1.1	3	1.4
Total	126	100.0	87	100.0	213	100.0

TABLE XX

TERM OF APPOINTMENT FOR DEPARTMENT HEADS
AS INDICATED BY PRINCIPALS REPORTED BY
SCHOOL SIZE FREQUENCY AND PERCENTAGE

Length of Term	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1 year	20	80.0	9	64.3	29	74.3
2 years	4	16.0	4	28.6	8	20.5
Indefinite	0	0.0	1	7.1	1	2.6
Permanent	0	0.0	0	0.0	0	0.0
Probation followed by 2 year minimum	1	4.0	0	0.0	1	2.6
Total	25	100.0	14	100.0	39	100.0

Remuneration. Table XXI shows that 93 per cent of the department heads received additional pay. Thirty-five per cent of those department heads who received additional pay reported that the amount was based on the size of the department, while 15 per cent indicated that additional pay was based on years in office. Ninety-nine per cent of the department heads in small schools received additional pay as compared to 84 per cent in large schools.

TABLE XXI

EXTENT AND BASIS OF COMPENSATION FOR
DEPARTMENT HEADS REPORTED BY SCHOOL
SIZE FREQUENCY AND PERCENTAGE

Response	Size of School						Total	
	Small			Large			Frequency	Percent
	Frequency	Percent	Frequency	Frequency	Percent	Frequency		
Department heads who reported receiving additional pay	125	99.2	73	83.9	198	93.0		
Department heads who reported that pay was based on size of the department	35	28.7	33	47.1	68	35.4		
Department heads who reported that pay was based on years in office	20	16.1	10	13.9	30	15.3		

Release time. Only 45 per cent of the department heads surveyed indicated that they were provided release time to carry out their responsibilities. This varied progressively, however, with school size, as 32.6 per cent of the respondents in small schools, and 63.2 per cent of the respondents in large schools reported release time.

Of the respondents with released time, slightly over 23 per cent reported 30 to 60 minutes per day available for departmental duties. Table XXII reports the amounts of released time granted to department heads.

Slightly over 71 per cent of the principals reported granting released time to department heads, as shown in Table XXIII.

Over 67 per cent of the department heads in small schools indicated that they were not provided with release time while only 36 per cent of the department heads in large schools indicated that this was the situation.

TABLE XXII

RELEASED TIME FOR DEPARTMENTAL DUTIES AS
INDICATED BY DEPARTMENT HEADS REPORTED IN
MINUTES PER DAY BY SCHOOL SIZE,
FREQUENCY AND PERCENTAGE

Response	Size of School				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
No released time	85	67.4	32	36.8	117	54.9
Less than 30 minutes	14	11.1	5	5.8	19	8.9
30 to 60 minutes	20	15.9	31	35.6	51	23.9
60 to 90 minutes	2	1.6	15	17.3	17	8.0
90 to 120 minutes	1	0.8	3	3.4	4	1.9
Other	4	3.2	1	1.1	5	2.4
Total	126	100.0	87	100.0	213	100.0

TABLE XXIII

PRINCIPALS WHO INDICATED THAT DEPARTMENT HEADS ARE PROVIDED RELEASE TIME FROM CLASSROOM RESPONSIBILITIES, REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

	School Size				Total	
	Small		Large			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Department Heads who are provided released time from classroom responsibilities	11	78.6	17	68.0	28	71.8

Approximately 80 per cent of the responding principals, as shown in Table XXIV, indicated that department heads are not excused from extra-curricular activities. Several principals also indicated that department heads are regularly assigned to supervision duties within the school.

TABLE XXIV

PRINCIPALS WHO INDICATED THAT DEPARTMENT HEADS ARE EXCUSED FROM EXTRA CURRICULAR ACTIVITIES REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

	Size of School		Total
	Small	Large	
	Frequency Percent	Frequency Percent	
Department heads are excused from extra curricular activities	1 7.1	0 0.0	1 2.6
Department heads are not excused from extra curricular activities	8 57.2	23 92.0	31 79.5
Participation in extra curricular activities is voluntary	5 35.7	2 8.0	7 17.9

The person to whom the department head was immediately responsible. One hundred per cent of the department heads indicated that their immediate superior was the building principal. Five per cent of the principals indicated that a vice-principal may be intermediate to the department head, but ultimately the department head was responsible to the principal. Table XXV reports the immediate superior for responding department heads and Table XXVI reports for principals.

Department head orientation. The department heads who reported receiving job descriptions or written statements of responsibilities as well as on-the-job training are reported in Table XXVII. Principals who indicated that job descriptions were provided as well as the provision of on-the-job training are reported in Table XXVIII.

Approximately 74 per cent of the department heads reported receiving written job descriptions as compared to the 77 per cent of principals who reported that job descriptions or written statements of responsibility were provided. On-the-job training was reported by 23 per cent of the principals as compared to 18.6 per cent of the department heads who reported receiving on-the-job training.

TABLE XXV

PERSONS TO WHOM DEPARTMENT HEADS WERE
IMMEDIATELY RESPONSIBLE AS INDICATED
BY PRINCIPAL'S REPORTED BY SCHOOL SIZE,
FREQUENCY AND PERCENTAGE

Person to whom responsible	Size of School				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
The building principal	25	100.0	12	85.7	37	94.9
The building principal and a vice-principal in charge of curriculum	0	0.0	2	14.3	2	5.1
Total	25	100.0	14	100.0	39	100.0

TABLE XXVI

PERSONS TO WHOM DEPARTMENT HEADS WERE IMMEDIATELY RESPONSIBLE AS INDICATED BY DEPARTMENT HEADS REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Person to whom responsible	Size of School		Total
	Small	Large	
	Frequency Percent	Frequency Percent	
The building principal	126 100.0	87 100.0	213 100.0

TABLE XXVII
 DEPARTMENT HEADS WHO REPORTED RECEIVING
 JOB DESCRIPTIONS AND ON THE JOB TRAINING
 REPORTED BY SCHOOL SIZE, FREQUENCY
 AND PERCENTAGE

Response	Size of School				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
Department heads who received job descriptions or written statements of responsibility	92	74.2	64	73.6	156	73.9
Department heads who received on-the-job training	21	17.1	18	20.7	39	18.6

TABLE XXVIII

PRINCIPALS WHO REPORTED PROVIDING JOB DESCRIPTIONS AND ON-THE-JOB TRAINING FOR DEPARTMENT HEADS REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Response	Size of School				Total	
	Small		Large		Frequency	Percent
	Frequency	Percent	Frequency	Percent		
Provided job descriptions or written statements of responsibility for department heads	20	80.0	10	71.4	30	76.9
Provided on-the-job training for department heads	7	28.0	2	14.3	9	23.1

Opinions towards department heads and departmental organization. It was apparent that the principals who responded to this study felt that the department heads in their schools were the most qualified to hold their positions. Over 97 per cent of principals, as reported in Table XXIX, indicated that this was the case.

Principals appeared to be satisfied with the departmental plan of organization as 97.4 per cent of the principals indicated that if they were administratively re-organizing the same type of school they would re-establish department heads. Responses of principals based on school size are reported in Table XXX.

TABLE XXIX

PRINCIPALS THAT FELT THEIR DEPARTMENT HEADS WERE THE MOST QUALIFIED MEMBERS OF THEIR DEPARTMENT FOR THE POSITION REPORTED BY SCHOOL SIZE FREQUENCY AND PERCENTAGE

Size of School	Frequency	Percentage
Small	24	96.0
Large	14	100.0
Total	38	97.5

TABLE XXX

PRINCIPALS THAT INDICATED THAT THEY WOULD
RE-ESTABLISH DEPARTMENT HEADS IF THEY
WERE ADMINISTRATIVELY RE-ORGANIZING THE
SAME TYPE SCHOOL REPORTED BY SCHOOL SIZE,
FREQUENCY AND PERCENTAGE

Size of School	Frequency	Percentage
Small	23	95.8
Large	14	100.0
Total	37	97.4

MAJOR STRENGTHS AND LIMITATIONS
OF THE DEPARTMENT HEAD POSITION

In order to determine what department heads and teachers viewed as the major strengths and limitations of the department head position, the department heads and teachers were asked to respond to two open-forum questions designed to elicit such information.

Table XXXI lists the major strengths as indicated by department heads, by frequency and rank order while Table XXXII lists the major strengths as indicated by teachers.

The ability to provide direction, co-ordination and unity to the department was listed by 151 or almost 76 per cent of the department heads responding to this section of the questionnaire as to the major strengths of the department head position. One hundred and sixty-one or almost 80 per cent of the teachers responding to this section of the questionnaire indicated that the ability to provide direction, co-ordination and unity to the department was a major strength of the department head position.

About 60 per cent or 120 of the responding department heads and about 70 per cent or 141 of the responding teachers indicated that a major strength was the ability of the department head to provide materials and instructional aids for the members of the department.

TABLE XXXI

MAJOR STRENGTHS OF THE DEPARTMENT HEAD
POSITION AS PERCEIVED BY DEPARTMENT
HEADS REPORTED BY FREQUENCY AND RANK ORDER

Statement of strength	Frequency	Rank
The ability to provide direction, co-ordination and unity to the department	151	1
The ability to provide materials and instructional aids for members of the department	120	2
The provision of leadership in experimenting with new materials, programmes of study and teaching methods for the improvement of the instructional programme	116	3
The ability to better understand the teachers problems because of a continuing teacher role	57	4
To provide for Liaison between the department and the school administration	48	5

TABLE XXXII

MAJOR STRENGTHS OF THE DEPARTMENT HEAD
POSITION AS PERCEIVED BY TEACHERS
REPORTED BY FREQUENCY AND RANK ORDER

Statement of strength	Frequency	Rank
The ability to provide direction, co-ordination and unity to the department	161	1
The ability to provide materials and instructional aids for members of the department	141	2
The provision of leadership in experimenting with new materials, programmes of study and teaching methods for the improvement of the instructional programme	54	3
To provide for liaison between the department and the school administration	30	4
To assist new teachers	12	5

Leadership in curriculum and programme development was seen as a major strength by 54 or approximately 27 per cent of the responding teachers and by 116 or approximately 58 per cent of the department heads.

Fifty-seven or about 28 per cent of the responding department heads indicated that they considered their ability to understand the teachers' problems because of their continuing role in the classroom a strength of their position. Liaison with

the administration of the school was considered a strength by 48 or approximately 24 per cent of the responding department heads and by 30 or approximately 15 per cent of the teachers. Approximately 6 per cent of the responding teachers indicated that the ability of the department head to assist new or beginning teachers was a major strength of the department head position.

Table XXXIII reports the frequency and rank order of the department heads perceptions of the major limitations of the department head position and Table XXXIV reports the major limitations as indicated by responding teachers.

Seventy-four or approximately 37 per cent of the department heads and 60 or approximately 30 per cent of the teachers indicated that the lack of adequate time to perform duties associated with the department head position was the major limitation of that position. Inadequate authority to deal with assigned responsibilities was seen as a limitation by 34 or approximately 17 per cent of the teachers and by 65 or approximately 33 per cent of the department heads.

The method of selection of department heads was seen as a limitation by 22 or approximately 11 per cent of the teachers. Approximately 16 per cent of the department heads indicated that the lack of sufficient authority in dealing with problems of inadequate teaching was a major limitation of the department head position.

TABLE XXXIII

MAJOR LIMITATIONS OF THE DEPARTMENT
HEAD POSITION AS PERCEIVED BY DEPARTMENT
HEADS, REPORTED BY FREQUENCY AND RANK ORDER

Statement of limitation	Frequency	Rank
Lack of adequate time to perform duties associated with the position	74	1
Inadequate authority to handle assigned responsibilities	65	2
Lack of adequate control of the departmental budget	33	3
Lack of sufficient authority in dealing with problems of inadequate teaching	32	4
Lack of clearly defined duties for the position	26	5
Insufficient voice in the selection of new department members	18	6

TABLE XXXIV

MAJOR LIMITATIONS OF THE DEPARTMENT
HEAD POSITION AS PERCEIVED BY TEACHERS,
REPORTED BY FREQUENCY AND RANK ORDER

Statement of limitation	Frequency	Rank
Lack of adequate time to perform duties associated with the position	60	1
Inadequate authority to handle assigned responsibilities	34	2
Method of selection of department heads	22	3
Lack of clearly defined duties for the position	20	4
Effectiveness of the position depends upon the personality of the incumbent	18	5

Ten per cent of the teachers and 13 per cent of the department heads reported that the lack of clearly defined duties was a major limitation of the position. Eighteen teachers indicated that the effectiveness of the position depends on the incumbent and they viewed this as a limitation of the position. Eighteen department heads indicated that they had an insufficient voice in the selection of new department members and that this was a major limitation of the department head position.

The department heads and teachers surveyed appeared to be more reluctant to list major limitations than to list major

strengths of the department head position.

DEPARTMENT HEAD FUNCTIONS

The way teachers, department heads and principals perceived the functions of the department head was secured by asking the participants to respond to a series of 32 functions that the literature indicated have been commonly assigned to the department head position. The respondents were asked to classify each function into one of four categories: "is--should be", "is--should not be", "is not--should be", or "is not--should not be" a responsibility assigned to department heads.² Incomplete responses were treated the same as no responses.

In Table XXXV those functions which teachers indicated "should be" assigned to department heads are listed in rank order. Table XXXVI reports the "should be" functions as indicated by department heads and Table XXXVII for principals. In addition the tables show the frequency with which the functions actually were assigned to the department heads. The relationship between what the respondents stated "were" functions and what "should be" functions assigned to department heads is expressed as a percentage. The relationship percentage was secured by dividing the frequency of the "were" responses by the frequency of the "should be" responses.

²See Appendices Q, R and S.

TABLE XXXV

PERCEPTIONS OF WHAT DEPARTMENT HEAD FUNCTIONS
 "SHOULD BE" EXPRESSED BY FREQUENCY AND RANK
 ORDER, WHAT THE FUNCTIONS "WERE" EXPRESSED BY
 FREQUENCY, AND THEIR RELATIONSHIP
 EXPRESSED BY PERCENTAGE

Functions	Should be Functions Freq. Rank	Were Functions	Relationship Percentage
To preside at departmental meetings.	193 1	190	98.4
To call attention to new ideas and developments within the field.	190 2	139	73.1
To orient new teachers into the system.	185 3.5	145	78.3
To provide leadership in the selection of instructional materials.	185 3.5	142	76.7
To provide leadership in the selection of textbooks.	183 5	121	66.1
To order department supplies and equipment.	179 6.5	178	99.4
To exercise leadership in the development of course objectives, syllabi, and content.	179 6.5	131	73.1
To prepare departmental budgets.	168 8	117	69.6
To familiarize staff with community resources and facilities.	163 9	84	51.5
To provide leadership in the development of the total school curriculum.	158 10	81	51.2

TABLE XXXV (continued)

Functions	Should be Functions Freq. Rank	Were Functions	Relationship Percentage
To develop and maintain a professional library.	156 11	81	51.9
To work with teachers in improving their procedures for student evaluation.	155 12	95	61.2
To provide leadership in planning the testing program.	152 13	102	67.1
To conduct research and experimentation within his field.	151 14	79	52.3
To serve as a formal and integral part of the principal's administrative staff.	147 15.5	100	68.0
To prepare written evaluations of the achievement and activities of his department.	147 15.5	94	63.9
To assist in the selection and hiring of new teachers.	141 17.5	49	34.7
To develop and implement in-service training programs for the members of the department.	141 17.5	37	26.2
To assign the teachers of his department on the master schedule.	125 19	64	51.2
To conduct teacher conferences.	124 20	79	63.7
To prepare and distribute supervisory bulletins.	123 21	92	74.7
To work with teachers with student behavior problems.	112 22	56	50.0

TABLE XXXV (continued)

Functions	Should be Functions Freq. Rank	Were Functions	Relationship Percentage
To conduct demonstration lessons for the teachers of the department.	98 23	15	15.3
To group students for placement in classes on the master schedule.	95 24	28	29.4
To work with students with academic or personal difficulties.	71 25	36	50.7
To serve as the core of the school's supervisory program.	69 26	27	39.1
To work with the parents of students with academic or personal difficulties.	67 27	26	38.8
To supervise the teachers of the department through classroom visitations and observations.	63 28	16	25.3
To recommend teachers of the department for promotion, continued employment, and dismissal.	62 29	25	40.3
To prepare written evaluations of the teachers of his department.	46 30	14	30.4
To arrange for substitute teachers in case of absence in the department.	28 31	6	21.4
To collect professional dues, fees and the like from members of the department.	16 32	8	50.0

TABLE XXXVI

DEPARTMENT HEADS' PERCEPTIONS OF WHAT DEPARTMENT HEAD FUNCTIONS SHOULD BE EXPRESSED BY FREQUENCY AND RANK ORDER, AND WHAT THE FUNCTIONS WERE EXPRESSED BY FREQUENCY AND THEIR RELATIONSHIP EXPRESSED BY PERCENTAGE

Functions	Should be Functions Freq. Rank	Were Functions	Relationship Percentage
To orient new teachers into the system.	206 1	192	93.2
To preside at departmental meetings.	203 2	201	99.0
To exercise leadership in the development of course objectives, syllabi, and content.	200 3.5	180	90.0
To provide leadership in the selection of instructional materials.	200 3.5	191	95.5
To call attention to new ideas and developments within the field.	198 5	193	97.4
To order department supplies and equipment.	196 6	196	100.0
To provide leadership in the selection of textbooks.	191 7	145	75.9
To develop and maintain a professional library.	186 8	129	69.3
To work with teachers in improving their procedures for student evaluation.	185 9	159	85.9
To provide leadership in planning the testing program.	182 10	164	90.1

TABLE XXXVI (continued)

Functions	Should be Functions Freq. Rank	Were Functions	Relationship Percentage
To prepare departmental budgets.	178 11	98	55.0
To assist in the selection and hiring of new teachers.	176 12	68	38.6
To provide leadership in the development of the total school curriculum.	175 13	110	62.8
To conduct research and experimentation within his field.	165 14	114	69.0
To familiarize staff with community resources and facilities.	164 15.5	125	76.2
To prepare written evaluations of the achievement and activities of his department.	164 15.5	111	67.6
To assign the teachers of his department on the master schedule.	161 17.5	84	52.1
To serve as a formal and integral part of the principal's administrative staff.	161 17.5	113	70.1
To develop and implement in-service training programs for the members of the department.	156 19	87	55.7
To conduct teacher conferences.	139 20	100	71.9
To work with teachers with student behavior problems.	133 21	88	66.1
To prepare and distribute supervisory bulletins.	127 22	111	87.4

TABLE XXXVI (continued)

Functions	Should be Functions Freq. Rank		Were Functions	Relationship Percentage
To group students for placement in classes on the master schedule.	122	23	35	28.6
To conduct demonstration lessons for the teachers of the department.	106	24	42	39.6
To work with students with academic or personal difficulties.	101	25	69	68.3
To work with the parents of students with academic or personal difficulties.	94	26	56	59.5
To serve as the core of the school's supervisory program.	83	28	47	56.6
To supervise the teachers of the department through classroom visitations and observations.	83	28	29	34.9
To recommend teachers of the department for promotion, continued employment, and dismissal.	83	28	28	33.7
To prepare written evaluations of the teachers of his department.	49	30	4	8.1
To arrange for substitute teachers in case of absence in the department.	37	31	11	29.7
To collect professional dues, fees and the like from members of the department.	11	32	4	36.3

TABLE XXXVII

PRINCIPALS' PERCEPTIONS OF WHAT DEPARTMENT HEAD
FUNCTIONS "SHOULD BE" EXPRESSED BY FREQUENCY AND
RANK ORDER, WHAT THE FUNCTIONS "WERE" EXPRESSED
BY FREQUENCY, AND THEIR RELATIONSHIP
EXPRESSED BY PERCENTAGES

Functions	Should be Functions Freq. Rank		Were Functions	Relationship Percentage
To preside at departmental meetings.	38	2.5	38	100.0
To orient new teachers into the system.	38	2.5	37	97.3
To provide leadership in the selection of instructional materials.	38	2.5	37	97.3
To exercise leadership in the development of course objectives, syllabi, and content.	38	2.5	36	94.5
To call attention to new ideas and developments within the field.	37	5.5	37	100.0
To provide leadership in the selection of textbooks.	37	5.5	35	94.5
To order department supplies and equipment.	36	8.5	36	100.0
To provide leadership in planning the testing program.	36	8.5	36	100.0
To work with teachers in improving their procedures for student evaluation.	36	8.5	34	94.4
To develop and maintain a professional library.	36	8.5	24	66.6

TABLE XXXVII (continued)

Functions	Should be Functions Freq. Rank		Were Functions	Relationship Percentage
To familiarize staff with community resources and facilities.	35	11	25	71.4
To conduct teacher conferences.	34	12	27	79.4
To conduct research and experimentation within his field.	33	13.5	28	84.8
To develop and implement in-service training programs for the members of the department.	33	13.5	23	69.6
To work with students with academic or personal difficulties.	32	15.5	25	78.1
To conduct demonstration lessons for the teachers of the department.	32	15.5	17	53.1
To provide leadership in the development of the total school curriculum.	31	17	31	100.0
To prepare departmental budgets.	30	18	19	63.3
To serve as a formal and integral part of the principal's administrative staff.	29	19.5	23	79.3
To prepare written evaluations of the achievement and activities of his department.	29	19.5	20	68.9
To prepare and distribute supervisory bulletins.	27	21.5	25	92.5

TABLE XXXVII (continued)

Functions	Should be Functions Freq. Rank		Were Functions	Relationship Percentage
To assign the teachers of his department on the master schedule.	27	21.5	21	77.7
To assist in the selection and hiring of new teachers.	26	23	17	65.3
To group students for placement in classes on the master schedule.	25	24	15	60.0
To work with the parents of students with academic or personal difficulties.	23	25	18	78.2
To work with teachers with student behavior problems.	22	26	17	77.2
To supervise the teachers of the department through classroom visitations and observations.	17	27	6	35.2
To serve as the core of the school's supervisory program.	13	28	9	69.2
To arrange for substitute teachers in case of absence in the department.	9	29	0	0.0
To recommend teachers of the department for promotion, continued employment, and dismissal.	8	30	2	25.0
To prepare written evaluations of the teachers of his department.	4	31	0	0.0
To collect professional dues, fees and the like from members of the department.	3	32	0	0.0

It would appear that the participants who responded to this section of the questionnaire perceived the department head position as having both an administrative and a supervisory role to play in the public high school. In general, however, those functions which call for leadership in providing services to the teachers were listed most frequently.

Over 80 per cent of the responding teachers, principals and department heads indicated that department heads should perform the following functions:

1. To preside at departmental meetings.
2. To call attention to new ideas and developments within the field.
3. To orient new teachers into the system.
4. To provide leadership in the selection of instructional materials.
5. To provide leadership in the selection of textbooks.
6. To order department supplies and equipment.
7. To exercise leadership in the development of course objectives, syllabi and content.
8. To prepare departmental budgets.
9. To familiarize staff with community resources and facilities.

Over 90 per cent of the principals who stated that the preceding functions should be performed by department heads reported that these functions actually were being performed in the departments within their schools, with the exception of familiarizing staff with community resources and facilities and preparing departmental budgets. Only 63.3 per cent reported that the latter was being performed and 71.4 per cent reported that the former was being performed.

Over 90 per cent of the department heads reported that

the preceding "should be" functions "were" being carried out with the exception of providing leadership in text book selection of which 75.9 per cent reported that this was being done and the preparing of departmental budgets, of which 55.0 per cent reported that this was being done, and familiarizing staff with community resources and facilities of which 76.2 per cent of the department heads reported that this was being done.

Teachers reported that over 90 per cent of the department heads were presiding at departmental meetings and ordering departmental supplies, however, there was a difference between the other "should be" functions and "were" functions as compared to principals and department heads of 10 to 15 per cent with the exception of preparing departmental budgets of which 69.2 per cent of the teachers reported this being done as compared to 55.0 per cent of the department heads. Over 60 per cent of the respondents indicated that department heads should perform the following functions:

1. To provide leadership in the development of the total school curriculum.
2. To develop and maintain a professional library.
3. To work with teachers in improving their procedures for student evaluation.
4. To provide leadership in planning the testing programme.
5. To conduct research and experimentation within his field.
6. To serve as a formal and integral part of the principal's administrative staff.
7. To prepare written evaluations of the achievement and activities of his department.
8. To assist in the selection and hiring of new teachers.
9. To develop and implement in-service training programmes for the members of the department.

Over 50 per cent of the teachers who stated that the preceding functions "should be" performed by department heads, reported that these functions actually were being performed in their departments, with the exception of assisting in the selection and hiring of new teachers and the developing and implementing an in-service programme.

Over 26 per cent of the teachers reported the latter function being performed and 34.7 per cent the former.

Over 55 per cent of the department heads and over 65 per cent of the principals who stated that the preceding functions should be performed by department heads, reported that these functions were actually being performed in their departments except for the assistance in the selection and hiring of new teachers which department heads reported being done only 38.6 per cent of the time.

Over 50 per cent of the teachers, department heads and principals indicated that the following functions should be performed by department heads:

1. To assign the teachers of his department on the master schedule.
2. To conduct teacher conferences.
3. To prepare and distribute supervisory bulletins.
4. To work with teachers with student behavior problems.
5. To conduct demonstration lessons for the teachers of his department.

Less than 50 per cent of the teachers but more than 50 per cent of department heads and principals reported that the

following functions should be performed by department heads:

1. To group students for placement in classes on the master schedule.
2. To work with the parents of students with academic or personal difficulties.

Less than 50 per cent of the teachers and department heads but more than 50 per cent of the principals indicated that a department head should work with the parents of students with academic or personal difficulties. Less than 50 per cent of teachers, principals and department heads indicated that the following functions should be performed by department heads.

1. To supervise the teachers of the department through classroom visitations and observations.
2. To serve as the core of the school's supervisory programme.
3. To arrange for substitute teachers in case of absence within the department.
4. To recommend teachers of the department for promotion, continued employment and dismissal.
5. To prepare written evaluations of the teachers of his department.
6. To collect professional dues, fees and the like from members of the department.

There appeared to be little difference in the perceptions of what should be the functions of department heads as indicated by teachers, principals and department heads. The rank order correlation between the three types of respondents as determined by Spearman's ratio were as follows: teachers to principals, .88; teachers to department heads, .95; and department heads to principals, .94.

There appears to be a difference between what principals and department heads perceive that department heads are doing

and what the teachers perceive the department heads doing as indicated by the relationship percentage.

Table XXXVIII shows the frequency of teacher's responses, Table XXXIX, department heads' responses and Table XL principals' responses when asked to indicate the functions that "were not" but "should be" assigned to department heads. In addition, the percentage of the responses in relation to the total number of respondents responding to each function in this section is given.

Over 30 per cent of the teachers, principals and department heads indicated that the following functions "were not" but "should be" assigned to department heads:

1. To group students for placement on the master schedule.
2. To conduct demonstration lessons for the teachers of the department.

Over 30 per cent of the teachers and department heads indicated that the following functions "were not" but "should be" assigned to department heads:

1. To develop and implement in-service training programmes for members of the department.
2. To assist in the selection and hiring of new teachers.
3. To assign the teachers of his department on the master schedule.
4. To provide leadership in the development of the total school curriculum.

TABLE XXXVIII

TEACHERS' PERCEPTIONS OF THE FUNCTIONS
THAT WERE NOT BUT SHOULD BE ASSIGNED
TO DEPARTMENT HEADS

Function	Frequency	Percentage
To develop and implement in-service training programs for the members of the department.	105	54.7
To assist in the selection and hiring of new teachers.	94	49.0
To conduct demonstration lessons for the teachers of the department.	83	42.8
To familiarize staff with community resources and facilities.	79	40.7
To provide leadership in the development of the total school curriculum.	78	41.3
To develop and maintain a professional library.	76	39.4
To conduct research and experimentation within his field.	72	38.3
To group students for placement in classes on the master schedule.	69	35.4
To assign the teachers of his department on the master schedule.	66	34.4
To work with teachers in improving their procedures for student evaluation.	63	33.2
To provide leadership in the selection of textbooks.	62	31.6
To work with teachers with student behavior problems.	59	30.7
To serve as a formal and integral part of the principal's administrative staff.	57	29.7

TABLE XXXVIII (Continued)

Function	Frequency	Percentage
To prepare written evaluations of the achievement and activities of his department.	56	29.6
To prepare departmental budgets.	53	28.0
To provide leadership in planning the testing program.	52	27.2
To call attention to new ideas and developments within the field.	51	26.4
To exercise leadership in the development of course objectives, syllabi, and content.	49	25.4
To conduct teacher conferences.	48	26.4
To supervise the teachers of the department through classroom visitations and observations.	48	24.5
To serve as the core of the school's supervisory program.	44	24.2
To provide leadership in the selection of instructional materials.	44	22.6
To work with the parents of students with academic or personal difficulties.	42	22.0
To orient new teachers into the system.	41	20.8
To recommend teachers of the department for promotion, continued employment, and dismissal.	38	20.5
To work with students with academic or personal difficulties.	36	18.8
To prepare and distribute supervisory bulletins.	35	18.2
To prepare written evaluations of the teachers of his department.	33	17.6

TABLE XXXVIII (Continued)

Function	Frequency	Percentage
To arrange for substitute teachers in case of absence in the department.	22	11.3
To collect professional dues, fees and the like from members of the department.	10	5.1
To order department supplies and equipment.	6	3.1
To preside at departmental meetings.	6	3.0

TABLE XXXIX

DEPARTMENT HEADS' PERCEPTIONS OF THE
FUNCTIONS THAT WERE NOT BUT SHOULD
BE ASSIGNED TO DEPARTMENT HEADS

Function	Frequency	Percentage
To assist in the selection and hiring of new teachers.	109	52.9
To group students for placement in classes on the master schedule	87	44.2
To prepare departmental budgets.	81	40.7
To assign the teachers of his department on the master schedule.	79	39.5
To develop and implement in-service training programs for the members of the department.	69	34.3
To conduct demonstration lessons for the teachers of the department.	66	34.0
To provide leadership in the development of the total school curriculum.	66	32.8
To develop and maintain a professional library.	58	28.6
To supervise the teachers of the department through classroom visitations and observations.	56	27.9
To prepare written evaluations of the achievement and activities of his department.	56	27.5
To recommend teachers of the department for promotion, continued employment, and dismissal.	55	27.8
To serve as a formal and integral part of the principal's administrative staff.	53	26.0

TABLE XXXIX (Continued)

Function	Frequency	Percentage
To conduct research and experimentation within his field.	51	26.2
To provide leadership in the selection of textbooks.	47	23.9
To work with teachers with student behavior problems.	47	23.9
To prepare written evaluations of the teachers of his department.	45	22.3
To work with the parents of students with academic or personal difficulties.	41	21.0
To conduct teacher conferences.	40	21.2
To familiarize staff with community resources and facilities.	40	19.8
To serve as the core of the school's supervisory program.	36	18.9
To work with students with academic or personal difficulties.	35	17.6
To work with teachers in improving their procedures for student evaluation.	29	14.5
To arrange for substitute teachers in case of absence in the department.	28	13.8
To exercise leadership in the development of course objectives, syllabi, and content.	21	10.3
To provide leadership in planning the testing program.	19	9.4
To prepare and distribute supervisory bulletins.	18	9.2
To orient new teachers into the system.	14	6.8
To provide leadership in the selection of instructional materials.	10	4.9

TABLE XXXIX (Continued)

Function	Frequency	Percentage
To collect professional dues, fees and the like from members of the department.	9	4.5
To call attention to new ideas and developments within the field.	6	3.0
To preside at departmental meetings.	3	1.4
To order department supplies and equipment.	2	1.0

TABLE XL

PRINCIPALS' PERCEPTIONS OF THE FUNCTIONS
THAT WERE NOT BUT SHOULD BE
ASSIGNED TO DEPARTMENT HEADS

Function	Frequency	Percentage
To conduct demonstration lessons for the teachers of the department.	15	42.8
To develop and maintain a professional library.	12	33.3
To supervise the teachers of the department through classroom visitations and observations.	11	31.5
To prepare departmental budgets.	11	31.4
To group students for placement in classes on the master schedule.	10	30.3
To prepare written evaluations of the achievement and activities of his department.	10	28.6
To familiarize staff with community resources and facilities.	10	27.8
To develop and implement in-service training programs for the members of the department.	10	27.0
To arrange for substitute teachers in case of absence in the department.	9	25.0
To assist in the selection and hiring of new teachers.	9	25.0
To conduct teacher conferences.	8	22.2
To work with students with academic or personal difficulties.	7	18.9
To conduct research and experimentation within his field.	6	17.6

TABLE XL (Continued)

Function	Frequency	Percentage
To work with the parents of students with academic or personal difficulties.	6	17.1
To assign the teachers of his department on the master schedule.	6	16.2
To recommend teachers of the department for promotion, continued employment, and dismissal.	6	16.2
To serve as a formal and integral part of the principal's administrative staff.	6	15.8
To serve as the core of the school's supervisory program.	5	16.1
To work with teachers with student behavior problems.	5	13.6
To provide leadership in the development of the total school curriculum.	4	12.1
To prepare written evaluations of the teachers of his department.	4	10.8
To collect professional dues, fees and the like from members of the department.	3	8.8
To prepare and distribute supervisory bulletins.	2	5.9
To work with teachers in improving their procedures for student evaluation.	2	5.4
To provide leadership in the selection of textbooks.	2	5.3
To exercise leadership in the development of course objectives, syllabi, and content.	2	5.3
To orient new teachers into the system.	1	2.6
To provide leadership in the selection of instructional materials.	1	2.6

TABLE XL (Continued)

Function	Frequency	Percentage
To call attention to new ideas and developments within the field.	1	2.6
To order department supplies and equipment.	0	0.0
To provide leadership in planning the testing program.	0	0.0
To preside at departmental meetings.	0	0.0

Table XLI shows the frequency of teachers' responses, Table XLII department heads' responses and Table XLIII principals' responses when asked to indicate the functions that "were" but "should not be" assigned to department heads.

The number of functions that the respondents indicated "were" performed by department heads but "should not be" performed was very small.

TABLE XLI

TEACHERS' PERCEPTIONS OF THE FUNCTIONS THAT
WERE BUT SHOULD NOT BE ASSIGNED
TO DEPARTMENT HEADS

Function	Frequency	Percentage
To serve as a formal and integral part of the principal's administrative staff.	10	5.2
To assign the teachers of his department on the master schedule.	5	2.6
To order department supplies and equipment.	5	2.6
To prepare and distribute supervisory bulletins.	4	2.1
To preside at departmental meetings.	3	1.6
To work with teachers with student behavior problems.	3	1.6
To conduct teacher conferences.	3	1.6
To work with teachers in improving their procedures for student evaluation.	3	1.6
To prepare written evaluations of the achievement and activities of his department.	3	1.6
To prepare departmental budgets.	2	1.1
To collect professional dues, fees and the like from members of the department.	2	1.1
To provide leadership in planning the testing program.	2	1.1
To group students for placement in classes on the master schedule.	2	1.1
To assist in the selection and hiring of new teachers.	2	1.1

TABLE XLI (continued)

Function	Frequency	Percentage
To serve as the core of the school's supervisory program.	2	1.1
To work with students with academic or personal difficulties.	1	0.5
To work with the parents of students with academic or personal difficulties.	1	0.5
To orient new teachers into the system.	1	0.5
To develop and maintain a professional library.	1	0.5
To develop and implement in-service training programs for the members of the department.	1	0.5
To supervise the teachers of the department through classroom visitations and observations.	1	0.5
To prepare written evaluations of the teachers of his department.	1	0.5
To recommend teachers of the department for promotion, continued employment, and dismissal.	1	0.5
To provide leadership in the selection of instructional materials.	1	0.5
To exercise leadership in the development of course objectives, syllabi, and content.	1	0.5
To provide leadership in the development of the total school curriculum.	1	0.5
To arrange for substitute teachers in case of absence in the department.	0	0.0
To conduct demonstration lessons for the teachers of the department.	0	0.0

TABLE XLI (continued)

Function	Frequency	Percentage
To familiarize staff with community resources and facilities.	0	0.0
To call attention to new ideas and developments within the field.	0	0.0
To conduct research and experimentation within his field.	0	0.0
To provide leadership in the selection of textbooks.	0	0.0

TABLE XLII

DEPARTMENT HEADS' PERCEPTIONS OF THE
FUNCTIONS THAT WERE BUT SHOULD NOT
BE ASSIGNED TO DEPARTMENT HEADS

Function	Frequency	Percentage
To serve as a formal and integral part of the principal's administrative staff.	5	2.5
To work with students with academic or personal difficulties.	3	1.5
To work with the parents of students with academic or personal difficulties.	3	1.5
To conduct demonstration lessons for the teachers of the department.	3	1.5
To work with teachers in improving their procedures for student evaluation.	3	1.5
To prepare written evaluations of the achievement and activities of his department.	3	1.5
To order department supplies and equipment.	2	1.0
To collect professional dues, fees and the like from members of the department.	2	1.0
To arrange for substitute teachers in case of absence in the department.	2	1.0
To assign the teachers of his department on the master schedule.	2	1.0
To prepare and distribute supervisory bulletins.	2	1.0
To work with teachers with student behavior problems.	2	1.0
To supervise the teachers of the department through classroom visitations and observations.	2	1.0

TABLE XLII (continued)

Function	Frequency	Percentage
To provide leadership in the development of the total school curriculum.	2	1.0
To prepare departmental budgets.	1	0.5
To provide leadership in planning the testing program.	1	0.5
To assist in the selection and hiring of new teachers.	1	0.5
To preside at departmental meetings.	1	0.5
To develop and maintain a professional library.	1	0.5
To familiarize staff with community resources and facilities.	1	0.5
To conduct teacher conferences.	1	0.5
To provide leadership in the selection of instructional materials.	1	0.5
To provide leadership in the selection of textbooks.	1	0.5
To exercise leadership in the development of course objectives, syllabi, and content.	1	0.5
To call attention to new ideas and developments within the field.	1	0.5
To orient new teachers into the system.	0	0.0
To group students for placement in classes on the master schedule.	0	0.0
To develop and implement in-service training programs for the members of the department.	0	0.0
To serve as the core of the school's supervisory program.	0	0.0

TABLE XLII (continued)

Function	Frequency	Percentage
To prepare written evaluations of the teachers of his department.	0	0.0
To recommend teachers of the department for promotion, continued employment, and dismissal.	0	0.0
To conduct research and experimentation within his field.	0	0.0

TABLE XLIII

PRINCIPALS' PERCEPTIONS OF THE FUNCTIONS
 THAT WERE BUT SHOULD NOT BE ASSIGNED TO
 DEPARTMENT HEADS

Function	Frequency	Percentage
To serve as the core of the school's supervisory program.	1	3.2
To provide leadership in the development of the total school curriculum.	1	3.0
To work with the parents of students with academic or personal difficulties.	1	2.9
To prepare written evaluations of the achievement and activities of his department.	1	2.9
To conduct research and experimentation within his field.	1	2.9
To conduct teacher conferences.	1	2.8
To call attention to new ideas and developments within the field.	1	2.6
To order department supplies and equipment.	0	0.0
To prepare departmental budgets.	0	0.0
To collect professional dues, fees and the like from members of the department.	0	0.0
To arrange for substitute teachers in case of absence in the department.	0	0.0
To work with students with academic or personal difficulties.	0	0.0
To orient new teachers into the system.	0	0.0
To provide leadership in planning the testing program.	0	0.0

TABLE XLIII (continued)

Function	Frequency	Percentage
To assign the teachers of his department on the master schedule.	0	0.0
To group students for placement in classes on the master schedule.	0	0.0
To assist in the selection and hiring of new teachers.	0	0.0
To serve as a formal and integral part of the principal's administrative staff.	0	0.0
To preside at departmental meetings.	0	0.0
To prepare and distribute supervisory bulletins.	0	0.0
To develop and maintain a professional library.	0	0.0
To conduct demonstration lessons for the teachers of the department.	0	0.0
To develop and implement in-service training programs for the members of the department.	0	0.0
To familiarize staff with community resources and facilities.	0	0.0
To work with teachers with student behavior problems.	0	0.0
To supervise the teachers of the department through classroom visitations and observations.	0	0.0
To work with teachers in improving their procedures for student evaluation.	0	0.0
To prepare written evaluations of the teachers of his department.	0	0.0

TABLE XLIII (continued)

Function	Frequency	Percentage
To recommend teachers of the department for promotion, continued employment, and dismissal.	0	0.0
To provide leadership in the selection of instructional materials.	0	0.0
To provide leadership in the selection of textbooks.	0	0.0
To exercise leadership in the development of course objectives, syllabi and content.	0	0.0

Table XLIV shows the frequency of teachers' responses, Table XLV the frequency of department heads' responses and Table XLVI the frequency of principals' responses when asked to indicate the functions that "were not" and "should not be" assigned to department heads. The percentage of the responses in relation to the total number of respondents to each function is also given.

Over 70 per cent of the teachers, principals and department heads responding to this section of the questionnaire indicated that the following functions "were not" and "should not" be assigned to department heads in their schools:

1. To collect professional dues, fees, and the like from members of the department.
2. To arrange for substitute teachers in case of absence in the department.
3. To prepare written evaluations of the teachers of his department.

Over 50 per cent of the teachers, department heads and principals indicated that the following functions "were not" and "should not be" assigned to department heads:

1. To supervise the teachers of the department through classroom visitations and observations.
2. To recommend teachers of the department for promotion, continued employment and dismissal.
3. To serve as the core of the schools' supervisory programme.

The functions that the respondents categorized most often as those which "were not" and "should not be" assigned to department heads were mainly administrative functions.

It is evident that teachers, department heads and principals are in agreement that in the majority of situations the direct classroom supervision and evaluation of teachers by department heads is not and should not be assigned to department heads.

TABLE XLIV

TEACHERS' PERCEPTIONS OF FUNCTIONS THAT
WERE NOT AND SHOULD NOT BE ASSIGNED
TO DEPARTMENT HEADS

Function	Frequency	Percentage
To collect professional dues, fees and the like from members of the department.	178	90.8
To arrange for substitute teachers in case of absence in the department.	167	85.6
To prepare written evaluations of the teachers of his department.	140	74.9
To supervise the teachers of the department through classroom visitations and observations.	132	67.3
To work with the parents of students with academic or personal difficulties.	123	66.4
To recommend teachers of the department for promotion, continued employment and dismissal.	122	65.9
To work with students with academic or personal difficulties	119	62.3
To serve as the core of the school's supervisory program.	111	61.0
To group students for placement in classes on the master schedule.	98	50.3
To conduct demonstration lessons for the teachers of the department.	96	49.5
To work with teachers with student behavior problems.	77	40.1
To prepare and distribute supervisory bulletins.	65	33.9
To assign the teachers of his department on the master schedule.	62	32.3

TABLE XLIV (continued)

Function	Frequency	Percentage
To conduct teacher conferences.	55	30.2
To develop and implement in-service training programs for the members of the department.	50	26.0
To assist in the selection and hiring of new teachers.	49	25.5
To prepare written evaluations of the achievement and activities of his department.	39	20.6
To conduct research and experimentation within his field.	37	19.7
To provide leadership in planning the testing program.	37	19.4
To develop and maintain a professional library.	36	18.7
To serve as a formal and integral part of the principal's administrative staff.	35	18.2
To work with teachers in improving their procedures for student evaluation.	32	16.8
To familiarize staff with community resources and facilities.	31	16.0
To provide leadership in the development of the total school curriculum.	30	15.9
To prepare departmental budgets.	19	10.1
To provide leadership in the selection of textbooks.	13	6.7
To exercise leadership in the development of course objectives, syllabi and content.	13	6.7

TABLE XLIV (continued)

Function	Frequency	Percentage
To orient new teachers into the system.	11	5.6
To order department supplies and equipment.	11	5.6
To provide leadership in the selection of instructional materials.	9	4.6
To call attention to new ideas and developments within the field.	3	1.6
To preside at departmental meetings.	2	1.0

TABLE XLV

DEPARTMENT HEADS PERCEPTIONS OF THE
FUNCTIONS THAT WERE NOT AND SHOULD
NOT BE ASSIGNED TO DEPARTMENT HEADS

Function	Frequency	Percentage
To collect professional dues, fees and the like from members of the department.	189	93.6
To arrange for substitute teachers in case of absence in the department.	164	80.8
To prepare written evaluations of the teachers of his department.	153	75.7
To supervise the teachers of the department through classroom visitations and observations.	116	57.7
To recommend teachers of the department for promotion, continued employment, and dismissal.	115	58.1
To serve as the core of the school's supervisory program.	107	56.3
To work with the parents of students with academic or personal difficulties.	98	50.3
To work with students with academic or personal difficulties.	95	47.7
To conduct demonstration lessons for the teachers of the department.	86	44.3
To group students for placement in classes on the master schedule.	75	38.1
To prepare and distribute supervisory bulletins.	67	34.2
To work with teachers with student behavior problems.	62	31.5
To conduct teacher conferences.	49	25.9

TABLE XLV (continued)

Function	Frequency	Percentage
To develop and implement in-service training programs for the members of the department.	45	22.4
To serve as a formal and integral part of the principal's administrative staff.	38	18.6
To assign the teachers of his department on the master schedule.	37	18.5
To familiarize staff with community resources and facilities.	37	18.3
To prepare written evaluations of the achievement and activities of his department.	37	18.1
To conduct research and experimentation within his field.	30	15.4
To assist in the selection and hiring of new teachers.	29	14.1
To provide leadership in the development of the total school curriculum.	25	12.4
To prepare departmental budgets.	20	10.1
To provide leadership in planning the testing program.	19	9.4
To develop and maintain a professional library.	16	7.9
To work with teachers in improving their procedures for student evaluation.	12	6.0
To order department supplies and equipment.	5	2.5
To provide leadership in the selection of textbooks.	5	2.5

TABLE XLV (continued)

Function	Frequency	Percentage
To call attention to new ideas and developments within the field.	4	2.0
To provide leadership in the selection of instructional materials.	3	1.5
To exercise leadership in the development of course objectives, syllabi and content.	3	1.5
To preside at departmental meetings.	3	1.4
To orient new teachers into the system.	1	0.5

TABLE XLVI

PRINCIPALS' PERCEPTIONS OF THE FUNCTIONS
 THAT WERE NOT AND SHOULD NOT BE ASSIGNED
 TO DEPARTMENT HEADS

Function	Frequency	Percentage
To prepare written evaluations of the teachers of his department.	33	89.2
To collect professional dues, fees and the like from members of the department.	31	91.2
To recommend teachers of the department for promotion, continued employment, and dismissal.	29	78.4
To arrange for substitute teachers in case of absence in the department.	27	75.0
To supervise the teachers of the department through classroom visitations and observations.	18	51.4
To serve as the core of the school's supervisory program.	17	54.8
To work with teachers with student behavior problems.	15	40.5
To work with the parents of students with academic or personal difficulties.	11	31.4
To assist in the selection and hiring of new teachers.	10	27.8
To assign the teachers of his department on the master schedule.	10	27.0
To serve as a formal and integral part of the principal's administrative staff.	9	23.7
To group students for placement in classes on the master schedule.	8	24.2

TABLE XLVI (continued)

Function	Frequency	Percentage
To prepare and distribute supervisory bulletins.	7	20.6
To prepare departmental budgets.	5	14.3
To prepare written evaluations of the achievement and activities of his department.	5	14.3
To work with students with academic or personal difficulties.	5	13.5
To develop and implement in-service training programs for the members of the department.	4	10.8
To conduct demonstration lessons for the teachers of the department.	3	8.6
To provide leadership in planning the testing program.	2	5.3
To provide leadership in the development of the total school curriculum.	1	3.0
To familiarize staff with community resources and facilities.	1	2.8
To conduct teacher conferences.	1	2.8
To work with teachers in improving their procedures for student evaluation.	1	2.6
To order department supplies and equipment.	0	0.0
To orient new teachers into the system.	0	0.0
To preside at departmental meetings.	0	0.0
To develop and maintain a professional library.	0	0.0

TABLE XLVI (continued)

Function	Frequency	Percentage
To provide leadership in the selection of instructional materials.	0	0.0
To exercise leadership in the development of course objectives, syllabi and content.	0	0.0
To call attention to new ideas and developments within the field.	0	0.0
To conduct research and experimentation within his field.	0	0.0

In order to determine the respondents' perceptions of the functional effectiveness of the department head position, the number of conflicts per respondent was determined. Conflicts were seen as resulting when any of the 32 department head functions was recorded as "is not and should be" or "is and should not be." Table XLVII presents the number of conflicts perceived by teachers, Table XLVIII for department heads and Table XLIX the number of conflicts perceived by principals.

TABLE XLVII

TEACHERS WHO INDICATED FUNCTIONS THAT
WERE AND SHOULD NOT BE AND THAT WERE
NOT AND SHOULD BE ASSIGNED TO DEPARTMENT HEADS

	Functions		Total
	Were not/should be	were/should not	
Number of responses	1677	62	1739
Number of teachers	192	192	192
\bar{X} per teacher	8.7	0.3	9.1

TABLE XLVIII

DEPARTMENT HEADS WHO INDICATED FUNCTIONS
THAT WERE AND SHOULD NOT BE AND THAT
WERE NOT AND SHOULD BE ASSIGNED TO
DEPARTMENT HEADS

	Functions		Total
	Were not/should be	were/should not	
Number of responses	1376	46	1422
Number of department heads	200	200	200
\bar{X} per department head	6.9	0.2	7.1

TABLE XLIX

PRINCIPALS WHO INDICATED FUNCTIONS THAT
WERE AND SHOULD NOT BE AND THAT WERE NOT
AND SHOULD BE ASSIGNED TO DEPARTMENT HEADS

	Functions		Total
	Were not/should be	were/should not	
Number of responses	184	7	191
Number of principals	36	36	36
\bar{X} per principal	5.1	0.2	5.3

Teachers reported a mean of 9.1 conflicts per respondent. Over 96 per cent of the conflicts were found under the category of "should be and is not" with only 3.6 per cent found under the category of "is and should not be". It appeared that teachers perceived considerable conflict between what should be and what were the functions performed by department heads.

Department heads reported a mean of 7.1 conflicts per respondent while principals reported a mean of 5.3 conflicts per respondent. Over 96 per cent of the conflicts reported by both department heads and principals were found under the category of "should be and is not". As with teachers there is considerable conflict between what should be and what were the functions performed by department heads.

PERCEPTIONS OF CHARACTERISTICS ESSENTIAL
IN THE SELECTION OF DEPARTMENT HEADS

In order to determine the characteristics that teachers, department heads and principals perceived as being most important in the selection of department heads, each respondent was asked to select the four most important characteristics from a list of criteria. Those criteria selected by teachers as most important are listed in Table L, those selected by department heads in Table LI and those selected by principals in Table LII by school size, by frequency and rank order.

Leadership ability was rated as most important by teachers and department heads while principals rates superior teaching ability as most important. Mastery of subject matter, willingness to work and a co-operative spirit were all rated ahead of superior teaching ability by teachers. Department heads included superior teaching ability, co-operative spirit, willingness to work and mastery of subject matter among the most important criteria. Principals included leadership ability, mastery of subject matter and an understanding of students among their four most important criteria. Principals, department heads and teachers rated graduate study in the field, seniority in the department and popularity among members of the department as less important than any of the other specified criteria for selection of

TABLE L

TEACHERS' PERCEPTIONS OF THE RELATIVE IMPORTANCE OF SELECTED CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS, BASED ON THE FREQUENCY OF SELECTION AS MOST IMPORTANT, REPORTED BY FREQUENCY AND RANK ORDER BY SCHOOL SIZE

Criteria	Size of School						Total		
	Small			Large			Frequency	% Rank	
	Frequency	%	Rank	Frequency	%	Rank			
Leadership ability	75	68.2	1	70	72.2	1	145	70.0	1
Mastery of subject matter	52	47.3	3	46	47.4	2	98	47.3	2.5
Willingness to work	55	50.0	2	43	44.3	4	98	47.3	2.5
Co-operative spirit	50	45.5	4	45	46.4	3	95	45.9	4
Superior teaching ability	47	42.7	5	41	42.3	5	88	42.5	5
Understanding of students	42	38.2	6	40	41.2	6	82	39.6	6
Knowledge and ability in curriculum	33	30.0	9	34	35.1	7	67	32.4	7
Administrative ability	37	33.6	7	28	28.9	8	65	31.4	8
Disposition towards professional growth	35	31.8	8	27	27.8	9	62	30.0	9
Popularity among members of the department	6	5.5	10	9	9.3	10	15	7.2	10
Seniority in the department	3	2.7	11	4	4.1	11	7	3.4	11
Graduate study in the field	2	1.8	12	2	2.1	12	4	1.9	12

TABLE LI

DEPARTMENT HEADS' PERCEPTIONS OF THE RELATIVE IMPORTANCE OF SELECTED CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS, BASED ON THE FREQUENCY OF SELECTION AS MOST IMPORTANT, REPORTED BY SCHOOL SIZE BY FREQUENCY AND RANK ORDER

Criteria	Size of School						Total		
	Small			Large			Frequency	% Rank	
	Frequency	%	Rank	Frequency	%	Rank			
Leadership ability	68	79.1	1	99	78.6	1	167	78.8	1
Superior teaching ability	48	55.8	2	54	42.9	2	102	48.1	2
Mastery of subject matter	36	41.9	5	53	42.1	3	89	42.0	3
Understanding of students	38	44.2	3.5	50	39.7	5.5	88	41.5	4.5
Co-operative spirit	38	44.2	3.5	50	39.7	5.5	88	41.5	4.5
Willingness to work	33	38.4	6.5	52	41.3	4	85	40.1	6
Administrative ability	33	38.4	6.5	49	38.9	7.5	82	38.7	7
Knowledge and ability in curriculum	21	24.4	9	49	38.9	7.5	70	33.0	8
Disposition towards professional growth	26	30.2	8	31	24.6	9	57	26.9	9
Graduate study in the field	4	4.7	10	4	3.2	11	8	3.8	10
Popularity among members of the department	3	3.5	11	3	2.4	12	6	2.8	11
Seniority in the department	0	0.0	12	5	4.0	10	5	2.4	12

TABLE LII

PRINCIPALS' PERCEPTIONS OF THE RELATIVE IMPORTANCE OF SELECTED CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS, BASED ON THE FREQUENCY OF SELECTION AS MOST IMPORTANT, REPORTED BY FREQUENCY AND RANK ORDER BY SCHOOL SIZE

Criteria	Size of School						Total		
	Small			Large			Frequency	% Rank	
	Frequency	%	Rank	Frequency	%	Rank			
Superior teaching ability	21	87.5	1	9	64.3	3	30	78.9	1
Leadership ability	17	70.8	2	12	85.7	1	29	76.3	2
Mastery of subject matter	13	54.2	3	11	78.6	2	24	63.1	3
Understanding of students	12	50.0	4	6	42.9	4	18	47.4	4
Willingness to work	10	41.7	5	5	35.7	5	15	39.5	5
Co-operative spirit	8	33.3	6	3	21.4	7.5	11	28.9	6
Knowledge and ability in curriculum	6	25.0	7	2	21.4	7.5	9	23.7	7
Administrative ability	2	8.3	9	4	28.6	6	6	15.8	8
Disposition towards professional growth	4	16.7	8	1	7.1	10	5	13.2	9
Seniority in the department	1	4.2	10.5	1	7.1	10	2	5.3	10
Graduate study in the field	1.	4.2	10.5	0	0.0	12	1	2.6	11
Popularity among members of the department	0	0.0	12	1	7.1	10	1	2.6	12

department heads.

The respondents suggested such additional criteria as the ability to think creatively, flexibility, resourcefulness and ingenuity, diplomacy, receptivity to new ideas, a philosophy in harmony with that of the principal, maturity in dealing with others.

There appeared to be little difference in the perceptions of the characteristics that are most important in the selection of department heads between teachers, department heads and principals. Teachers differed most from department heads and principals. The rank order correlations between the three classes of respondents determined by Spearman's ratio were as follows: teachers to principals, .87; teachers to department heads, .87; and, department heads to principals, .94.

Table LIII presents those criteria selected by teachers as being the least important of the specified criteria in the selection of department heads, while Table LIV reports for department heads and Table LV for principals reported by school size by frequency and rank order.

TABLE LIII

TEACHERS' PERCEPTIONS OF THE RELATIVE IMPORTANCE OF SELECTED CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS, BASED ON THE FREQUENCY OF SELECTION AS LEAST IMPORTANT, REPORTED BY FREQUENCY AND RANK ORDER BY SCHOOL SIZE

Criteria	Size of School						Total		
	Small			Large			Frequency	% Rank	
	Frequency	%	Rank	Frequency	%	Rank			
Seniority in the department	99	90.0	1	86	88.7	1	185	89.4	1
Graduate study in the field	91	82.7	2	85	87.6	2	176	85.0	2
Popularity among members of the department	75	68.2	3	66	68.0	3	141	68.1	3
Administrative ability	28	25.5	5	32	33.0	4	60	29.0	4
Disposition towards professional growth	30	27.3	4	19	19.6	7	49	23.7	5
Superior teaching ability	26	23.6	6	20	20.6	6	46	22.2	6
Knowledge and ability in curriculum	18	16.4	7	22	22.7	5	40	19.3	7
Mastery of subject matter	15	13.6	8	14	14.4	8.5	29	14.0	8
Understanding of students	8	7.3	10	14	14.4	8.5	22	10.6	9
Co-operative spirit	14	12.7	9	4	4.1	11.5	18	8.7	10
Willingness to work	5	4.5	12	7	7.2	10	12	5.8	11
Leadership ability	6	5.5	11	4	4.1	11.5	10	4.8	12

TABLE LIV

DEPARTMENT HEADS' PERCEPTIONS OF THE RELATIVE IMPORTANCE OF
 SELECTED CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS,
 BASED ON THE FREQUENCY OF SELECTION AS LEAST IMPORTANT,
 REPORTED BY FREQUENCY AND RANK ORDER BY SCHOOL SIZE

Criteria	Size of School						Total		
	Small			Large			Frequency	Rank	
	Frequency	%	Rank	Frequency	%	Rank			
Seniority in the department	111	38.1	1	78	90.7	1	189	89.2	1
Graduate study in the field	98	77.8	2	66	76.7	2	164	77.4	2
Popularity among members of the department	86	68.3	3	59	68.6	3	145	68.4	3
Administrative ability	20	23.3	4	34	27.0	4	54	25.5	4
Disposition towards professional growth	9	10.5	9	32	25.4	5	41	19.3	5
Superior teaching ability	12	14.0	7.5	27	21.4	6	39	18.4	6
Mastery of subject matter	17	19.8	5	21	16.7	7	38	17.9	7
Knowledge and ability in curriculum	15	17.4	6	19	15.1	8	34	16.0	8
Co-operative spirit	8	9.3	10	14	11.1	9.5	22	10.4	9
Willingness to work	12	14.0	7.5	9	7.1	11	21	9.9	10
Understanding of students	6	7.0	11	14	11.1	9.5	20	9.4	11
Leadership ability	3	3.5	12	1	0.8	12	4	1.9	12

TABLE LV

PRINCIPALS' PERCEPTIONS OF THE RELATIVE IMPORTANCE OF SELECTED CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS, BASED ON THE FREQUENCY OF SELECTION AS LEAST IMPORTANT, REPORTED BY FREQUENCY AND RANK ORDER BY SCHOOL SIZE

Criteria	Size of School						Total		
	Small			Large			Frequency	Rank	
	Frequency	%	Rank	Frequency	%	Rank			
Seniority in the department	21	87.5	1.5	13	92.9	1.5	34	89.4	1
Popularity among members of the department	21	87.5	1.5	12	85.7	3	33	86.8	2
Graduate study in the field	14	58.3	3	13	92.9	1.5	27	71.1	3
Administrative ability	10	41.7	4	3	21.4	5.5	13	34.2	4
Mastery of the subject matter	2	8.3	7.5	3	21.4	5.5	5	13.2	5.5
Knowledge and ability in curriculum	4	16.7	5	1	7.1	9.5	5	13.2	5.5
Disposition towards professional growth	0	0.0	11	4	28.6	4	4	10.5	7
Co-operative spirit	3	12.5	6	0	0.0	11.5	3	7.9	9
Understanding of students	1	4.2	9	2	14.3	7.5	3	7.9	9
Willingness to work	2	8.3	7.5	1	7.1	9.5	3	7.9	9
Superior teaching ability	0	0.0	11	2	14.3	7.5	2	5.3	11
Leadership ability	0	0.0	11	0	0.0	11.5	0	0.0	12

Seniority in the department was rated by teachers, department heads and principals as being the least important of the specified criteria for the selection of department heads. Graduate study in the field, and popularity among members of the department were viewed by all respondents as being among the least important criteria. Administrative ability was viewed by principals and department heads as being one of the least important criteria while teachers included a disposition towards professional growth among their choices of the least important criteria for the selection of department heads.

There appeared to be little difference in the perceptions of those criteria deemed least important in the selection of department heads between the three classes of respondents. The rank order correlations between the three classes of respondents determined by Spearman's ratio were as follows: department heads to teachers, .92; department heads to principals, .95; and teachers to principals, .87.

It would seem that department heads, teachers and principals differ very little in their opinions as to the most and least important criteria essential for department selection. Generally, leadership ability, mastery of subject matter, superior teaching ability, a willingness to work, a co-operative spirit and an understanding of students were

ranked as most important, while popularity among members of the department, seniority in the department, graduate study in the field and administrative ability were ranked most frequently as least important.

OPINIONS CONCERNING THE DEPARTMENT HEAD POSITION

The respondents in the study were given a series of 12 statements and asked to check one of five response alternatives. The response alternatives were "strongly agree", "agree", "no opinion", "disagree", and "strongly disagree".

The response alternatives were collapsed into three categories for the purposes of reporting the respondents opinions. The "strongly agree" and "agree" responses were combined and reported as "agree". The "strongly disagree" and "disagree" responses were combined and reported as "disagree". The "no opinion" responses were reported separately.

The opinions of the respondents were classified into three general areas: (1) the respondents' opinions towards statements concerning department head traits, (2) the respondents' opinions towards statements about the supervisory effectiveness of department heads, and (3) the respondents' opinions concerning statements relating to the administrative and organizational effectiveness of department heads.

The opinions of the respondents in the area of personal traits of department heads reported for teachers in Table LVII, for department heads in Table LVIII and for principals in Table LIX by school size frequency and percentage.

One-hundred per cent of the responding principals indicated that department heads generally have a broad outlook toward teaching and school problems while 83.4 per cent of department heads and 69.8 per cent of the teachers agreed with this statement. There was very little difference of opinion based upon school size.

About 92 per cent of the responding principals indicated that they felt that the best qualified personnel were selected for the job of department head. Over 63 per cent of the department heads agreed with this statement while only 48.2 per cent of the teachers agreed. Only 39.8 per cent of the teachers working in small schools felt that the best qualified personnel were selected as department heads. Teachers in small schools disagreed with this statement 43.5 per cent of the time while teachers in large schools indicated a 27.4 per cent level of disagreement. Approximately 14 per cent of the respondents indicated no opinion for this statement.

Ninety-two per cent of principals, 76 per cent of department heads and 62 per cent of the teachers agreed

that department heads are generally responsive to educational changes and innovations. About 19 per cent of the teachers, 13 per cent of the department heads and 0 per cent of the principals disagreed with this statement. There were no appreciable differences based on school size.

Table LX reports by school size, and frequency teachers' opinions concerning the supervisory effectiveness of department heads. Table LXII reports for department heads and Table LXIII reports for principals.

Over 71 per cent of the department heads agreed that they would generally provide effective supervision if they were given time and authority to do so. Over 63 per cent of the principals and over 53 per cent of the teachers agreed with this statement. There was little difference between the different sized schools. Approximately 19 per cent of the teachers disagreed with this statement as compared to 18 per cent of the principals and 12 per cent of the department heads.

Approximately 38 per cent of the department heads, 43 per cent of the teachers and only 18 per cent of the principals agreed that teachers would generally prefer supervision by department heads rather than by principals. Over 28 per cent of the principals disagreed and 53.8 per

cent of the principals indicated no opinion. Over 33 per cent of the teachers disagreed while 23.6 per cent indicated no opinion. Over 31 per cent of the department heads indicated no opinion while over 31 per cent disagreed. The respondents showed very little difference based on school size.

Approximately 50 per cent of the teachers and department heads agreed that department heads tend to be more effective in supervision since they better understand the teacher's point of view. Only 13.2 per cent of the principals were in agreement with this statement while 52.6 per cent disagreed. Over 23 per cent of the teachers disagreed with this statement and 27.1 per cent of the teachers indicated no opinion. Over 29 per cent of the department heads indicated no opinion and 18.8 per cent disagreed with this statement. Teachers in small schools indicated a higher level of agreement than the teachers in large schools.

TABLE LVI

OPINIONS TOWARD CERTAIN DEPARTMENT HEAD TRAITS AS INDICATED BY PRINCIPALS, TEACHERS AND DEPARTMENT HEADS REPORTED BY FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads generally have a broad outlook toward teaching and school problems.						
Principals	38	100.0	0	0.0	0	0.0
Teachers	141	69.8	43	21.3	18	8.9
Department Heads	174	83.3	24	11.5	11	5.3
Total	353	76.9	77	16.8	29	6.3
The persons selected as department heads usually are the best qualified personnel for the job.						
Principals	36	92.3	1	2.6	2	5.1
Teachers	98	48.2	73	36.0	32	15.8
Department Heads	131	63.0	46	22.1	31	14.9
Total	265	58.9	120	26.7	65	14.4
Department heads are generally responsive to educational change and innovations.						
Principals	36	92.3	0	0.0	3	7.7
Teachers	125	62.2	39	19.4	37	18.4
Department Heads	159	76.4	28	13.5	21	10.1
Total	320	71.4	67	15.0	61	13.6

TABLE LVII
 TEACHERS' OPINIONS TOWARD CERTAIN
 DEPARTMENT HEAD TRAITS REPORTED BY
 SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
Department heads generally have a broad outlook toward teaching and school problems.	Small	74	69.2	24	22.4	9	8.4
	Large	67	70.5	19	20.0	9	9.5
	Total	141	69.8	43	21.3	18	8.9
The persons selected as department heads usually are the best qualified personnel for the job.	Small	43	39.8	47	43.5	18	16.7
	Large	55	57.9	26	27.4	14	14.7
	Total	98	48.2	73	36.0	32	15.8
Department heads are generally responsive to educational change and innovations.	Small	65	61.3	19	17.9	22	20.8
	Large	60	63.2	20	21.1	15	15.7
	Total	125	62.2	39	19.4	37	18.4

TABLE LVIII

DEPARTMENT HEADS' OPINIONS TOWARD CERTAIN
DEPARTMENT HEAD TRAITS REPORTED BY SCHOOL
SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
Department heads generally have a broad outlook toward teaching and school problems.	Small	75	87.2	6	7.0	5	5.8
	Large	99	80.5	18	14.6	6	4.9
	Total	174	83.3	24	11.5	11	5.3
The persons selected as department heads usually are the best qualified personnel for the job.	Small	52	61.2	17	20.0	16	18.8
	Large	79	64.2	29	23.6	15	12.2
	Total	131	63.0	46	22.1	31	14.9
Department heads are generally responsive to educational change and innovations.	Small	66	76.7	9	10.5	11	12.8
	Large	93	76.2	19	15.6	10	8.2
	Total	159	76.4	28	13.5	21	10.1

TABLE LIX

PRINCIPALS' OPINIONS TOWARD CERTAIN
DEPARTMENT HEAD TRAITS REPORTED BY
SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads generally have a broad outlook toward teaching and school problems.						
Small	24	100.0	0	0.0	0	0.0
Large	14	100.0	0	0.0	0	0.0
Total	38	100.0	0	0.0	0	0.0
The persons selected as department heads usually are the best qualified personnel for the job.						
Small	24	96.0	0	0.0	1	4.0
Large	12	85.8	1	7.1	1	7.1
Total	36	92.3	1	2.6	2	5.1
Department heads are generally responsive to educational change and innovations.						
Small	24	96.0	0	0.0	1	4.0
Large	12	85.7	0	0.0	2	14.3
Total	36	92.3	0	0.0	3	7.7

TABLE IX

OPINIONS CONCERNING THE SUPERVISORY EFFECTIVENESS
OF DEPARTMENT HEADS AS INDICATED BY
PRINCIPALS, TEACHERS AND DEPARTMENT HEADS
REPORTED BY FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads would generally provide effective supervision if they were given the time and authority to do so.						
Principals	24	63.2	7	18.4	7	18.4
Teachers	109	53.7	39	19.2	55	27.1
Department Heads	148	71.2	26	12.5	34	16.3
Total	281	64.0	62	14.1	96	21.9
Teachers generally prefer supervision by department heads rather than by a principal.						
Principals	7	17.9	11	28.3	21	53.8
Teachers	88	43.4	67	33.0	48	23.6
Department Heads	79	37.8	65	31.1	65	31.1
Total	174	38.6	143	31.7	134	29.7
Department heads tend to be more effective in supervision since they better understand the teacher's point of view.						
Principals	5	13.2	20	52.6	13	34.2
Teachers	100	49.3	48	23.6	55	27.1
Department Heads	109	51.7	39	18.8	61	29.5
Total	212	47.3	107	23.9	129	28.8

TABLE LXI

TEACHERS' OPINIONS TOWARDS STATEMENTS
CONCERNING THE SUPERVISORY EFFECTIVENESS
OF DEPARTMENT HEADS REPORTED BY SCHOOL
SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads would generally provide effective supervision if they were given the time and authority to do so.	55	51.4	23	21.5	29	27.1
	54	56.2	16	16.7	26	27.1
	109	53.7	39	19.2	55	27.1
Teachers generally prefer supervision by department heads rather than by a principal.	44	41.1	30	28.1	33	30.8
	44	45.8	37	38.6	15	15.6
	88	43.4	67	33.0	48	23.6
Department heads tend to be more effective in supervision since they better understand the teacher's point of view.	57	53.3	20	18.7	30	28.0
	43	44.8	28	29.2	25	26.0
	100	49.3	48	23.6	55	27.1
Total						147

TABLE LXII

DEPARTMENT HEADS' OPINIONS TOWARD STATEMENTS CONCERNING
THE SUPERVISORY EFFECTIVENESS OF DEPARTMENT
HEADS REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads would generally provide effective supervision if they were given the time and authority to do so.	64	75.3	12	14.1	9	10.6
	84	68.3	14	11.4	25	20.3
	148	71.2	26	12.5	34	16.3
Teachers generally prefer supervision by department heads rather than by a principal.	33	38.8	23	27.1	29	34.1
	46	37.1	42	33.9	36	29.0
	79	37.8	65	31.1	65	31.1
Department heads tend to be more effective in supervision since they better understand the teacher's point of view.	45	53.6	13	15.5	26	31.0
	62	50.4	26	21.1	35	28.5
	107	51.7	39	18.8	61	29.5

TABLE LXIII

PRINCIPALS' OPINIONS TOWARD STATEMENTS
CONCERNING THE SUPERVISORY EFFECTIVENESS
OF DEPARTMENT HEADS REPORTED BY SCHOOL
SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads would generally provide effective supervision if they were given the time and authority to do so.	15	62.5	5	20.8	4	16.7
	9	64.3	2	14.3	3	21.4
	24	63.2	7	18.4	7	18.4
Teachers generally prefer supervision by department heads rather than by a principal.	5	20.0	8	32.0	12	48.0
	2	14.3	3	21.4	9	64.3
	7	17.9	11	28.3	21	53.8
Department heads tend to be more effective in supervision since they better understand the teacher's point of view.	2	8.3	16	66.7	6	25.0
	3	21.4	4	28.6	7	50.0
	5	13.2	20	52.6	13	34.2

Opinions towards the administrative and organizational effectiveness of department heads is reported for teachers in Table LXV, for department heads in Table LXVI, and for principals in Table LXVII.

Eighty-eight percent of the principals in small schools indicated that department heads generally enhance the communication between the faculty and the principals while only 71.4 per cent of the principals of large schools agreed. Over 86 per cent of department heads thought that they tended to improve communication while 70.7 per cent of the teachers indicated that this was the case.

One hundred per cent of the principals, 86.5 per cent of the department heads and 78.3 per cent of the teachers disagreed with the statement that schools would generally be better off without department heads. Over 4 per cent of the department heads and nearly 8 per cent of the teachers agreed with the statement. No opinion was indicated by 13.7 per cent of the teachers and by 8.7 per cent of the department heads. There was little difference in opinion between the respondents from different school sizes.

Agreement with the statement that department heads tend to contribute to compartmentalization within the school was indicated by 18.4 per cent of the principals, 29.4 per cent of the teachers and by 23.3 per cent of the department heads. Over 69 per cent of the department heads disagreed,

as did 54.2 per cent of the teachers and 73.7 per cent of the principals. No opinion was indicated by 7.9 per cent of the principals, 16.4 per cent of the teachers and by 7.1 per cent of the department heads. There was little difference between the respondents based on school size.

Approximately 90 per cent of the responding principals disagreed with the statement that department heads had been established in most schools as a result of tradition rather than from need and function, while 70.8 per cent of the department heads, and 57.9 per cent of the teachers disagreed. Only 5.1 per cent of the principals, 17.7 per cent of the department heads and 26.1 per cent of the teachers were in agreement with this statement. There was a higher level of disagreement from teachers in large sized schools as compared to the teachers in the small sized schools.

Slightly over 15 per cent of the principals, 42.1 per cent of teachers and 35.2 per cent of the department heads agreed that the department head position was the least understood position in the secondary school organization. Slightly over 56 per cent of the principals disagreed with this statement as did 30.2 per cent of the teachers and 39.5 per cent of the department heads. No opinion was indicated by 28.2 per cent of the principals, 27.7 per cent of the teachers and by 25.2 per cent of the department heads. The principals of small sized schools indicated a 68.0 per cent

level of disagreement as compared to 35.7 per cent of the principals of large schools. Teachers in small schools disagreed with the statement to a higher degree than teachers in large schools.

Teachers expressed a 65.4 per cent level of agreement with the statement that the departmental organization is an efficient method of organization for supervision and administration in the secondary school. Over 81 per cent of principals and over 76 per cent of department heads expressed agreement with this statement. Approximately 18 per cent of the teachers disagreed as compared to approximately 8 per cent of principals and department heads.

TABLE IXIV

OPINIONS TOWARD THE ADMINISTRATIVE AND ORGANIZATIONAL EFFECTIVENESS OF DEPARTMENT HEADS AS INDICATED BY PRINCIPALS, TEACHERS AND DEPARTMENT HEADS, REPORTED BY FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
Department heads generally enhance the communication between the faculty and the administration.	Principals	32	82.1	2	5.1	5	12.8
	Teachers	142	70.7	26	12.9	33	16.4
	Department Heads	181	86.2	14	6.7	15	7.1
	Total	355	78.9	42	9.3	53	11.8
Schools would generally be better off without department heads.	Principals	0	0.0	38	100.0	0	0.0
	Teachers	16	7.9	159	78.3	28	13.8
	Department Heads	10	4.8	179	86.5	18	8.7
	Total	26	5.8	376	83.9	46	10.3
Department heads tend to contribute to compartmentalization which may reduce the unity of the total school programme.	Principals	7	18.4	28	73.7	3	7.9
	Teachers	59	29.4	109	54.2	33	16.4
	Department Heads	49	23.4	145	69.4	15	7.1
	Total	115	25.7	282	62.9	51	11.4

TABLE LXIV (continued)

Statement	Agree		Disagree		No opinion		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
The position of the department head has been established in most schools as a result of tradition rather than from need and function.							
	Principals	2	5.1	35	89.8	2	5.1
	Teachers	53	26.1	117	57.9	32	15.8
	Department Heads	37	17.7	148	70.8	24	11.5
Total	92	20.4	300	66.7	58	12.9	
The position of the department head is the least understood position in the secondary school organization.							
	Principals	6	15.4	22	56.4	11	28.2
	Teachers	85	42.1	61	30.2	56	27.7
	Department Heads	74	35.2	83	39.5	53	25.2
Total	165	36.6	166	36.8	120	26.6	
The departmental organization is an efficient method of organization for supervision and administration in the secondary school.							
	Principals	30	81.1	3	8.1	4	10.8
	Teachers	132	65.4	36	17.8	34	16.8
	Department Heads	159	76.4	18	8.7	31	14.9
Total	321	71.8	57	12.8	69	15.4	

TABLE LXV

TEACHERS' OPINIONS TOWARD THE ADMINISTRATIVE
AND ORGANIZATIONAL EFFECTIVENESS OF
DEPARTMENT HEADS REPORTED BY SCHOOL
SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree.		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads generally enhance the communication between the faculty and the administration.						
Small	71	67.0	12	11.3	23	21.7
Large	71	74.7	14	14.7	10	10.5
Total	142	70.7	26	12.9	33	16.4
Schools would generally be better off without department heads.						
Small	9	8.4	81	75.7	17	15.9
Large	7	7.3	78	81.3	11	11.4
Total	16	7.9	159	78.3	28	13.8
Department heads tend to contribute to compartmentalization which may reduce the unity of the total school programme.						
Small	31	29.2	56	52.9	19	17.9
Large	28	29.5	53	55.8	14	14.7
Total	59	29.4	109	54.2	33	16.4

TABLE LXV (continued)

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
The position of the department head has been established in most schools as a result of tradition rather than from need and function.	Small	28.0	55	51.4	22	20.6
	Large	23	62	65.3	10	10.5
	Total	53	117	57.9	32	15.8
The position of the department head is the least understood position in the secondary school organization.	Small	46	33	30.8	28	26.2
	Large	39	28	29.5	28	29.5
	Total	85	61	30.2	56	27.7
The departmental organization is an efficient method of organization for supervision and administration in the secondary school.	Small	66	22	20.6	19	17.7
	Large	66	14	14.7	15	15.8
	Total	132	36	17.8	34	16.8

TABLE LXVI

DEPARTMENT HEADS' OPINIONS TOWARD THE
ADMINISTRATIVE AND ORGANIZATIONAL
EFFECTIVENESS OF DEPARTMENT HEADS
REPORTED BY SCHOOL SIZE, FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
Department heads generally enhance the communication between the faculty and the administration.	Small	74	86.0	3	3.5	9	10.5
	Large	107	86.3	11	8.9	6	4.8
	Total	181	86.2	14	6.7	15	7.1
Schools would generally be better off without department heads.	Small	2	2.4	72	85.7	10	11.9
	Large	8	6.5	107	87.0	8	6.5
	Total	10	4.8	179	86.5	18	8.7
Department heads tend to contribute to compartmentalization which may reduce the unity of the total school programme.	Small	22	25.9	56	65.9	7	8.2
	Large	27	21.8	89	71.8	8	6.5
	Total	49	23.4	145	69.4	15	7.2

TABLE LXVI (continued)

Statement	Agree		Disagree		No opinion		
	Freq.	Percent	Freq.	Percent	Freq.	Percent	
The position of the department head has been established in most schools as a result of tradition rather than from need and function.	Small	14	16.3	63	73.3	9	10.5
	Large	23	18.7	85	69.1	15	12.2
	Total	37	17.7	148	70.8	24	11.5
The position of the department head is the least understood position in the secondary school organization.	Small	26	30.2	44	51.2	16	18.6
	Large	48	38.7	39	31.5	37	29.8
	Total	74	35.2	83	39.5	53	25.2
The departmental organization is an efficient method of organization for supervision and administration in the secondary school.	Small	67	77.9	6	7.0	13	15.1
	Large	92	75.4	12	9.8	18	14.8
	Total	159	76.4	18	8.7	31	14.9

TABLE LXVII

PRINCIPALS' OPINIONS TOWARD THE ADMINISTRATIVE
AND ORGANIZATIONAL EFFECTIVENESS OF
DEPARTMENT HEADS REPORTED BY SCHOOL SIZE,
FREQUENCY AND PERCENTAGE

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Department heads generally enhance the communication between the faculty and the administration.						
Small	22	88.0	0	0.0	3	12.0
Large	10	71.4	2	14.3	2	14.3
Total	32	82.1	2	5.1	5	12.8
Schools would generally be better off without department heads.						
Small	0	0.0	24	100.0	0	0.0
Large	0	0.0	14	100.0	0	0.0
Total	0	0.0	38	100.0	0	0.0
Department heads tend to contribute to compartmentalization which may reduce the unity of the total school programme.						
Small	4	16.7	17	70.8	3	12.5
Large	3	21.4	11	78.6	0	0.0
Total	7	18.4	28	73.7	3	7.9

TABLE LXVII (continued)

Statement	Agree		Disagree		No opinion	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
The position of the department head has been established in most schools as a result of tradition rather than from need and function.	0	0.0	23	92.0	2	8.0
	2	14.3	12	85.7	0	0.0
	2	5.1	35	89.8	2	5.1
The position of the department head is the least understood position in the secondary school organization.	4	16.0	17	68.0	4	16.0
	2	14.3	5	35.7	7	50.0
	6	15.4	22	56.4	11	28.2
The departmental organization is an efficient method of organization for supervision and administration in the secondary school.	19	82.6	3	13.0	1	4.4
	11	78.6	0	0.0	3	21.4
	30	81.1	3	8.1	4	10.8

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study was designed to inquire into the functions and characteristics of department heads as viewed by teachers, department heads and principals in selected British Columbia secondary schools enrolling 500 or more students and located in the Lower Mainland of British Columbia. The significance of the study resulted from the lack of empirical data and the divergent opinions of educators about the department head position. The researcher concluded; therefore, that a study of this nature would contribute to a better understanding and perhaps a better functioning of the department head position as it currently exists in British Columbia schools.

Six areas related to the department head position were investigated in this study. First, an effort was made to determine the characteristics of the respondents. Such characteristics as sex, teaching assignment, level of education, years of experience, whether the respondent was teaching in a department with a department head was determined for each teacher. For department heads information was gathered relating to sex, area of responsibility, educational attainment, years of teaching experience and years of service as a department head.

Second the characteristics peculiar to the department head position were summarized. Related factors such as the department heads' immediate superior, method of remuneration, the amount of released time for departmental duties, whether the department heads were excused from extra curricular activity, method of selection and term of appointment.

Third, teachers' and department heads opinions of the major strengths and limitations of the department head position was gathered using an open-forum question.

Fourth, the perceptions of teachers, department head's and principals were secured in relation to 32 functions that the literature suggested were often assigned to the department head position. The respondents were asked to classify each function as to whether it should or should not be assigned to department heads and then to indicate whether it was or was not assigned to department heads in their schools.

Fifth, from a list of twelve criteria that the literature indicated were often used in the selection of department heads, the respondents were asked to make relative judgements about the importance of each criterion listed. The respondents were asked to mark four of the criteria as most important, four as least important and to leave four criteria blank.

Sixth, the area related to personal traits of department heads, the supervisory effectiveness of department

heads, and the administrative and organizational effectiveness of the department head position was examined. The respondents were asked to check one of five response alternatives for each of the twelve statements. The response alternatives provided were "strongly agree", "agree", "no opinion", "disagree", and "strongly disagree".

POPULATION AND PROCEDURE

This study used a sample survey method for the collection of data. The instrument used was a questionnaire that was designed to be completed by high school teachers, department heads and principals.

The population consisted of the principals, teachers and department heads of 42 high schools, enrolling 500 or more students, and located in the Lower Mainland of British Columbia. The schools involved in this study were stratified into two classifications on the basis of student enrollment: small, 500 to 999 students enrolled and large, with 1000 or over students enrolled.

Through correspondence with the district superintendents of school districts involved, permission was obtained to contact the principals of the 42 schools involved in the study. Thirty-nine of the 42 or 93 per cent of the principals contacted completed and returned useable questionnaires and submitted faculty and department head rosters.

A hundred per cent sample of the department heads was selected and mailed questionnaires. Two hundred and eleven of the 230 or 92.6 per cent of the department heads returned useable questionnaires. There was little difference in percentage of return from the two sized schools.

A fifteen per cent sample of the 1306 teachers from the co-operating schools was randomly selected by means of a table of random numbers. Questionnaires were mailed to 273 teachers, including 149 teachers of small schools and 124 teachers of large schools. Of the 273 teachers surveyed 211 or 77.3 per cent returned useable questionnaires. The percentage of return for small schools was 75.2 and for large schools, 79.8.

SUMMARY OF FINDINGS

The data used in the study consisted of the responses of the teachers', principals' and department heads' on the returned questionnaires. The data was analyzed and reported in six parts: the characteristics of the respondents; the characteristics of the department head position; the major strengths and limitations of the department head position; department head functions; perceptions of characteristics essential in the selection of department heads; and opinions concerning the department head position.

Characteristics of the respondents. Approximately two-thirds of the teachers responding to the questionnaire

were male and one third female. Approximately 84 percent of the department heads were male and 16 per cent female.

Teaching experience of teachers ranged from beginning teachers to those with over 25 years service. Slightly more than 60 per cent of the teachers had 10 years or less teaching experience. Seventy-one per cent of the department heads reported less than 10 years teaching experience prior to being appointed department head. Slightly less than 80 per cent of the department heads reported less than 6 years service as a department head.

Twenty-two per cent of the department heads reported holding a masters degree as compared to 14 per cent of the teachers.

The subject areas to which approximately 70 per cent of the department heads were assigned; listed in order of descending frequency, were English, Mathematics, Social Studies, Science and Physical Education.

Characteristics of the department head position.

Fifteen per cent of the teachers and 13 per cent of the department heads indicated that the department head was elected by members of the department. Slightly over 67 per cent of the teachers and 78 per cent of the department heads reported that department heads were appointed by the superintendent upon the principals recommendation.

Approximately 73 per cent of the respondents reported that department heads were appointed for a one year term, while 20 per cent of the respondents indicated a 2 year term.

Additional pay was received by 93 per cent of the department heads. Slightly over 35 per cent indicated that their allowance was based on the size of the department and 15 per cent indicated that it was based on their years in office.

Only 45 per cent of department heads reported being granted released time for departmental duties. Of those department heads granted released time 53 per cent reported between 30 and 60 minutes per day. Approximately 80 per cent of the principals indicated that department heads were not excused from extra curricular activities.

One hundred per cent of the department heads reported that they were immediately responsible to the building principal.

Only 73 per cent of the department heads reported being provided job descriptions or written statements of responsibilities. Slightly less than 20 per cent of the department heads reported receiving on-the-job training.

Department head functions. In order to determine the respondent's perceptions of functions sometimes assigned to the department head position, the respondents were asked to

classify each of 32 functions into one of the following four categories: "is - should be", "is not - should not be", "is not - should be", "is not and should not be" assigned to department heads.

Over 80 per cent of the respondents indicated that the following functions should be assigned to department heads: to preside at departmental meetings; to call attention to new ideas and developments within the field; to orient new teachers into the system; to provide leadership in the selection of instructional materials; to provide leadership in the selection of textbooks; to order department supplies and equipment; to exercise leadership in the development of course objectives, syllabi and content; to prepare departmental budgets to familiarize staff with community resources and facilities. Over 90 per cent of the principals and department heads stated that these functions were being carried out with the exception of familiarizing staff with community resources and preparing departmental budgets and providing leadership in textbook selection. Over 70 per cent of the teachers reported these functions being carried out.

Over 60 per cent of the teachers, principals and department heads indicated department heads should perform the following functions: to provide leadership in the development of the total school curriculum; to develop and maintain a professional library; to work with teachers in improving their procedures for student evaluation; to provide leadership

in planning the testing programme; to conduct research and experimentation within his field; to serve as a formal and integral part of the principal's administrative staff; to prepare written evaluations of the achievement and activities of his department; to assist in the selection and hiring of new teachers; to develop and implement in-service training programmes for members of the department. Over 50 per cent of the teachers, over 55 per cent of the department heads and over 65 per cent of the principals reported these functions actually being carried out within their schools with the exception of assisting in the selection and hiring of new teachers.

Less than 50 per cent of the respondents indicated that the following functions should be performed by department heads: to supervise the teachers of the department through classroom visitations and observations; to serve as the core of the schools' supervisory programme; to arrange for substitute teachers in case of absence within the department; to recommend teachers of the department for promotion, continued employment and dismissal; to prepare written evaluations of the teachers of his department; to collect professional dues, fees and the like from members of the department.

Slightly over 30 per cent of the respondents indicated that the following functions "were not" but "should be" assigned to department heads: to group students for placement

on the master schedule; to conduct demonstration lessons for the teachers of the department; to develop and implement in-service training programmes for members of the department; to assist in the selection and hiring of new teachers; to assign the teachers of his department on the master schedule; to provide leadership in the development of the total school curriculum.

The number of functions that the respondents indicated were performed and should not be performed by department heads was very small.

Over 70 per cent of the teachers, department heads and principals indicated that the following functions "were not" and "should not be" assigned to department heads: to collect professional dues, fees and the like from members of the department; to arrange for substitute teachers in case of absence in the department; to prepare written evaluations of the teachers of his department.

Over 50 per cent of the respondents indicated that the following functions "were not" and "should not" be assigned: to supervise the teachers of the department through classroom visitations and observations; to recommend teachers of the department for promotion, continued employment and dismissal; to serve as the core of the schools' supervisory programme.

The functional effectiveness of the department head position was determined by the calculation of the number of

conflicts per respondent. A conflict was seen when a function was assigned to the "was not" and "should be" category or the "was" and "should not be" category. The mean number of conflicts for teachers was 9 and for department heads, 7, and for principals, 5. Over 96 per cent of the conflicts fell into the "were not" and "should be" category.

Major strengths and limitations of the department head position. The major strengths of the department head as listed by respondent teachers in descending order of frequency were: the ability to provide direction, co-ordination and unity to the department; the ability to provide materials and instructional aids for members of the department; the provision of leadership in experimenting with new materials, programmes of study and teaching methods for the improvement of the instructional programme; the ability to provide for liaison between the department and the school administration; and the provision of assistance to new teachers.

The major strengths of the department head position as viewed by department heads were: the ability to provide co-ordination, direction and unity to the department; the ability to provide materials and instructional aids for members of the department; the provision of leadership in experimenting with new materials, programmes of study and teaching methods for the improvement of the instructional programme; the ability to better understand the teachers

position because of a continuing teacher role; and the ability to provide a liaison between the department and the school administration.

The major limitations of the department head position as listed by the respondent teachers were: the lack of adequate time for department heads to discharge their duties; the lack of adequate authority to handle assigned responsibilities; the method of selection of department heads; lack of clearly defined duties for the position; and the fact that the effectiveness of the position depends upon the personality of the incumbent.

Department heads listed the following as major limitations of the position: the lack of adequate time to perform departmental duties; inadequate authority to handle assigned responsibilities; lack of adequate control of the departmental budget; lack of sufficient authority in dealing with problems of inadequate teaching; lack of clearly defined duties for the position; insufficient voice in the selection of new department members.

Perceptions of characteristics essential in the selection of department heads. Leadership ability, mastery of subject matter, and a willingness to work were seen as the most important criteria for the selection of department heads. Department heads viewed leadership ability, superior teaching ability, mastery of subject matter, the understanding of students and a co-operative spirit as the most important

selection criteria. Principals indicated that superior teaching ability, leadership ability, mastery of subject matter and an understanding of students were the most important criteria in the selection of department heads.

Seniority in the department, graduate study, popularity among members of the department and administrative ability were seen as the least important criteria for the selection of department heads by teachers, department heads and principals.

Opinions concerning the department head position.

More than 69 per cent of the teachers, 83 per cent of the department and 100 per cent of the principals indicated that they felt that the department heads generally have a broad outlook toward teaching and school problems. Less than 50 per cent of the teachers reported that they felt that the best qualified persons were selected as department heads as compared to 63 per cent of the department heads and 92 per cent of the principals who were in agreement. Department heads were viewed as being generally responsive to change by 62 per cent of the teachers, 76 per cent of the department heads and by 92 per cent of the principals.

Seventy-one per cent of the department heads, 63 per cent of the principals and 53 per cent of the teachers felt that department heads would generally provide effective supervision if they were given the time and authority to do so.

Over 43 per cent of the teachers indicated that they would prefer supervision by departments rather than by a principal. Approximately 18 per cent of the principals and 37 per cent of the department heads thought teachers would prefer supervision by department heads rather than by the principal. Approximately 30 per cent of the teachers, department heads and principals disagreed.

Approximately 50 per cent of the teachers and department heads as compared to 13 per cent of the principals thought that department heads would be more effective in supervision because they better understand the teachers point of view. Over 52 per cent of the principals disagreed with this statement as compared to approximately 20 per cent of the teachers and department heads.

Over 70 per cent of the teachers and over 80 per cent of the department heads and principals indicated that department heads generally enhance the communication between the faculty and administration. Approximately 20 per cent of the principals and department heads as compared to 30 per cent of the teachers thought that department heads contribute to compartmentalization within the school, which may reduce the unity of the total school programme.

Slightly less than 80 per cent of the teachers, a little more than 86 per cent of the department heads and 100 per cent of the principals disagreed that schools would be

better off without department heads.

Approximately 90 per cent of the principals, 70 per cent of the department heads and 58 per cent of the teachers disagreed with the statement that the department head position has been established as a result of tradition rather than from need and function. Over 25 per cent of the teachers thought that this was the case.

Slightly over 42 per cent of the teachers as compared to 35 per cent of the department heads and 15 per cent of the principals thought that the department head position was the least understood position in the secondary school organization. Slightly over 25 per cent of the respondents indicated no opinion regarding this statement.

Eighty-one per cent of the principals, 76 per cent of the department heads and 65 per cent of the teachers felt that the departmental plan was an efficient method of organization for supervision and administration in the secondary school.

CONCLUSIONS

The following general conclusions appear to be warranted as a result of the findings of this study.

1. The departmental plan of organization is generally considered to be an effective method of organization for supervision and administration in the secondary school.

2. Little in the way of generally accepted criteria in regard to the selection of department heads have been established.

3. A considerable diversity of opinion exists regarding the role department heads should play and are playing in the schools.

4. Department heads are not generally involved in the direct classroom supervision and evaluation of teachers, however, a majority of department heads and teachers feel that if given the opportunity to do so department heads would be more effective than principals in the supervision of teachers.

5. The role of the department head is both administrative and supervisory in nature but as the position now exists it is mainly a supportive system for classroom teachers.

6. Teachers feel that the best qualified persons are not selected for the position of department head.

7. The department head position provides a liaison between subject matter teachers and the school administration and generally enhances communication within the school.

8. Inadequate time and authority for the carrying out of department head responsibilities reduce the effectiveness of the position.

9. The department headship is not awarded to teachers on the basis of teaching experience, rather it seems that after 10 years of teaching the chance of becoming a department head decreases.

10. The essential characteristics for department heads seem to be ability and performance oriented. Capabilities in the areas of leadership teaching and subject matter mastery are deemed more important than seniority, popularity and graduate study.

11. Department heads should play an active role in the selection and hiring of new teachers for the department.

12. Principals tend to have a more positive view of the department head position as compared to department heads, and department heads are more positive in their outlook regarding the department head position as compared to teachers.

RECOMMENDATIONS

In light of the findings of this study, the following recommendations are proposed:

1. Individual schools should develop job descriptions for each of their department heads and should provide each department head and members of the department with written statements in operational terms, of the authority and responsibilities assigned to department heads.

2. Released time of at least one hour per day should be provided department heads so that they may effectively discharge their responsibilities. This time should not be provided at the expense of other teachers in the department either by an increased teaching load or increased class size.

3. On-the-job training programmes should be developed within each school or school district for both beginning and experienced department heads.

4. General guidelines and criteria for department head selection should be established within each school or school district in order that the best qualified person be appointed as department head.

5. Department head allowances should be directly proportional to the duties and responsibilities that each department head is expected to discharge rather than on rates based on department size and years in office.

6. A continuous programme of evaluation of the effectiveness of the department heads be undertaken within each school in order that the role played by department heads may be continually improved.

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APPENDIX A



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Dear Superintendent of Schools

I am currently undertaking a study in educational administration entitled The Functions and Characteristics of the Role of the Department Head in the Secondary School. The data from this study will be used in a thesis to be submitted as a requirement for the degree of M.A. (Education) at Simon Fraser University.

I am writing to request your approval to contact some members of the teaching and administrative staff in your district to obtain some information from them.

This study is designed to gather information from those involved with departmental organization, namely, the teachers, principals and department heads. With this data it would be hoped that a realistic and consistent role could be generated for the department head.

Questionnaires will be sent to the principals of the schools selected. Schools indicating that they employ a departmental plan of organization will be asked to submit a faculty roster with those serving as department heads indicated. From these rosters will be selected a random sample of teachers and department heads, who will then be asked to complete a questionnaire regarding their perceptions of the role of the department head.

The results of these studies will be reported as statistical summaries and no comparisons will be made between the responses of individuals within a given school or between individual schools. I have enclosed samples of the questionnaires that will be submitted to the principals, teachers and department heads.

Since I wish to obtain data from a statistical random sample, I am most anxious to have your approval to conduct this study within the following schools in your district:





SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

I have enclosed for your convenience a post card on which I am requesting you to reply. Thank you for your consideration of this request.

Yours sincerely,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt
Enclosure



APPENDIX B



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Dear Superintendent of Schools

Approximately two weeks ago I wrote you requesting permission to contact members of your administrative and teaching staff in order to carry out a study of The Functions and Characteristics of the Role of the Department Head in the Secondary School. A copy of my original letter with a self-addressed stamped envelope is enclosed.

As a practising teacher, I am mindful of the demands placed upon your time. However, in view of the significance of these studies and the small size of the sample, I would deeply appreciate your providing the permission requested.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt

Enclosure



APPENDIX C



Dear Principal

SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

I am currently undertaking a study of The Functions and Characteristics of the Role of the Department Head in the Secondary School. The data from this study will be used in a thesis, to be submitted as a requirement for the degree of M.A. (Education), at Simon Fraser University.

This study is designed to gather information from those involved with departmental organization, namely, the teachers, principals and department heads. With this data it would be hoped that a realistic and consistent role could be generated for the department head position.

It was decided to send a questionnaire to the principals to collect empirical data regarding the principal's conceptualization of the functions and characteristics of the department head position.

I would also ask you to submit a faculty roster with those serving as department heads indicated. A random sample of department heads and teachers will be then selected and asked to complete a questionnaire regarding their perception of the functions and characteristics of the department head position.

The results of the study will be reported as statistical summaries, and no comparisons will be made between the responses of individuals within a given school or between individual schools.

Your District Superintendent has granted his approval for this study to be conducted in your school.

In view of the importance of this study and the small but select sample, it is important that the principals chosen answer the questionnaire accurately and completely and return it as soon as possible. Upon completion of the questionnaire, place it with your faculty roster, in the enclosed self-addressed, stamped envelope and return it to:

Douglas A. Black, c/o Faculty of Education
Simon Fraser University
Burnaby 2, B.C.

Thank you for your time and professional interest.

Yours sincerely,

Douglas A. Black

DAB:dt

Enclosure



194.

APPENDIX D

PRINCIPAL'S QUESTIONNAIRE

We have been informed, from recent records, that your school employs a departmental organization. If we are in error, please indicate that this is the case and return the questionnaire in the self-addressed, stamped envelope to

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

PART I, II, III. GENERAL INFORMATION. (Check or complete the blanks as indicated)

1. Number of teachers _____
2. Number of students _____
3. How are the department heads chosen in your school?
 - (1) Elected by the members of the department _____
 - (2) Appointed by the superintendent upon the principal's recommendation _____
 - (3) Appointed by the superintendent _____
 - (4) Other (specify) _____
4. What is their term of appointment?
 - (1) 1 year _____ (3) indefinite _____
 - (2) 2 years _____ (4) permanent _____
 - (5) Other (specify) _____
5. Are the department heads provided release time from classroom teaching assignments?
 - (1) yes _____ (2) no _____
6. Are the department heads excused from the responsibility of extra-curricular activity assignments?
 - (1) yes _____ (2) no _____
7. To whom are the department heads immediately responsible?
 - (1) the building principal _____
 - (2) an assistant principal in charge of curriculum _____
 - (3) system-wide supervisors _____
 - (4) the curriculum co-ordinator or director of the local school _____
 - (5) other (specify) _____

8. If you were administratively re-organizing a school of this type, would you establish department heads?
 (1) yes _____ (2) no _____
9. In general, do you feel that department heads are the best qualified members of their department for the position in this school?
 (1) yes _____ (2) no _____
10. Do you have on-the-job training activities for newly appointed department heads?
 (1) yes _____ (2) no _____
11. Do you have established job descriptions or written statements of the responsibility of department heads?
 (1) yes _____ (2) no _____

PART IV. DEPARTMENT HEAD FUNCTIONS (Omit this section if your school does not have department heads.)

DIRECTIONS. Listed below is a series of functions sometimes assigned to department heads. Indicate in the left hand column whether the function "is" or "is not" a department head function in your school by placing a check (✓) in the appropriate column. Then indicate in the right hand column whether you feel the function "should" or "should not" be a department head function by placing a check (✓) in the appropriate column.

Note: Be sure to check one response in both the right hand and the left hand column for each function.

<u>COLUMN I</u>			<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>		<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___(2)___		25. To order department supplies and equipment.	(1)___	(2)___
(1)___(2)___		26. To prepare departmental budgets.	(1)___	(2)___
(1)___(2)___		27. To collect professional dues, fees and the like from members of the department.	(1)___	(2)___
(1)___(2)___		28. To arrange for substitute teachers in case of absence in the department.	(1)___	(2)___

COLUMN I
IS IS NOT

COLUMN II
SHOULD SHOULD NOT

- | | | | |
|--------------|---|--------|--------|
| (1)___(2)___ | 42. To familiarize staff with community resources and facilities. | (1)___ | (2)___ |
| (1)___(2)___ | 43. To work with teachers with student behaviour problems. | (1)___ | (2)___ |
| (1)___(2)___ | 44. To supervise the teachers of the department through classroom visitations and observations. | (1)___ | (2)___ |
| (1)___(2)___ | 45. To conduct teacher conferences. | (1)___ | (2)___ |
| (1)___(2)___ | 46. To serve as the core of the school's supervisory program. | (1)___ | (2)___ |
| (1)___(2)___ | 47. To work with teachers in improving their procedures for student evaluation. | (1)___ | (2)___ |
| (1)___(2)___ | 48. To prepare written evaluations of the achievement and activities of his department. | (1)___ | (2)___ |
| (1)___(2)___ | 49. To prepare written evaluations of the teachers of his department. | (1)___ | (2)___ |
| (1)___(2)___ | 50. To recommend teachers of the department for promotion, continued employment and dismissal. | (1)___ | (2)___ |
| (1)___(2)___ | 51. To provide leadership in the selection of instructional materials. | (1)___ | (2)___ |
| (1)___(2)___ | 52. To provide leadership in the selection of textbooks. | (1)___ | (2)___ |
| (1)___(2)___ | 53. To exercise leadership in the development of course objectives, syllabi, and content. | (1)___ | (2)___ |

<u>COLUMN I</u>		<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>	<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___(2)___	54. To call attention to new ideas and developments within the field.	(1)___	(2)___
(1)___(2)___	55. To conduct research and experimentation within his field.	(1)___	(2)___
(1)___(2)___	56. To provide leadership in the development of the total school curriculum.	(1)___	(2)___

PART V. CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS.
 (Omit this section if your school does not have department heads.)

DIRECTIONS. Indicate what you consider to be the four (4) most important criteria in the selection of department heads by writing the word "MOST" in the appropriate spaces. Indicate the four (4) least important criteria by writing the word "LEAST" in the appropriate space.

Note: Upon completion of this section, four spaces should say "MOST", four spaces "LEAST", and four should be left blank.

<u>CRITERIA</u>	<u>RATING</u>
57. Leadership ability	_____
58. Popularity among members of the department	_____
59. Mastery of subject matter	_____
60. Superior teaching ability	_____
61. Understanding of students	_____
62. Co-operative spirit	_____
63. Administrative ability	_____
64. Graduate study in the field	_____
65. Seniority in the department	_____
66. Disposition toward professional growth	_____

CRITERIARATING

67. Knowledge and ability in curriculum

68. Willingness to work

List below any criteria that you feel should be added:

PART VI. OPINION TOWARD THE DEPARTMENT HEAD POSITION

DIRECTIONS. Indicate the degree to which you tend to agree or disagree with the following statements as a result of your experience in schools with department heads by checking the appropriate column on the right.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
69. Department heads generally have a broad outlook toward teaching and school problems.	_____	_____	_____	_____	_____
70. The persons selected as department heads usually are the best qualified personnel for the job.	_____	_____	_____	_____	_____
71. Department heads are generally responsive to educational change and innovations.	_____	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
72. Department heads would generally provide effective supervision if they were given the time and authority to do so.	—	—	—	—	—
73. Teachers generally prefer supervision by department heads rather than by a principal.	—	—	—	—	—
74. Department heads tend to be more effective in supervision since they better understand the teacher's point of view.	—	—	—	—	—
75. Department heads generally enhance the communication between the faculty and the administration.	—	—	—	—	—
76. Schools would generally be better off without department heads.	—	—	—	—	—
77. Department heads tend to contribute to compartmentalization which may reduce the unity of the total school program.	—	—	—	—	—
78. The position of the department head has been established in most schools as a result of tradition rather than from need and function.	—	—	—	—	—

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
79. The position of the department head is the least understood position in the secondary school organization.	—	—	—	—	—
80. The departmental organization is an efficient method of organization for supervision and administration in the secondary school.	—	—	—	—	—

APPENDIX E



SIMON FRASER UNIVERSITY, BURNABY 2, B. C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN: 291-3360

Dear Principal

Since I have not received a return questionnaire, mailed to you as a part of a study of The Functions and Characteristics of the Role of the Department Head in the Secondary School, I am enclosing another copy of the questionnaire and a self-addressed, stamped envelope.

As a high school teacher, I realize the heavy demands made upon your time. However, in view of the significance of this study and the small size of the sample, I am pleading with you to take 20 to 30 minutes of your time to provide the information requested. The information will be reported as a part of a statistical summary and will be made available to principals participating in the study.

Please complete the enclosed questionnaire and return it to:

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

Thank you for your time and concern.

Sincerely yours,

Douglas A. Black

DAB:dt

Enclosure



APPENDIX F



Dear Principal

SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Recently you were a respondent in a study of The Functions and Characteristics of the Role of the Department Head in the Secondary School. In an attempt to further explore the perception of department heads by educators, the second and third part of the study is now being undertaken. These studies will be concerned with how teachers and department heads perceive the functions and characteristics of department heads. The results of these studies will be reported as statistical summaries and will be used to compare principals', teachers' and department heads' perceptions of the functions and characteristics of the department head role. No comparisons will be made between the responses of individuals within a given school or between individual schools.

To secure data for these studies, the questionnaire used for determining principals' perceptions of the department head role, with minor modifications will be sent directly to randomly selected teachers and department heads of schools that participated in the original study.

In order to determine who will be chosen to complete questionnaires, it will be necessary to secure a faculty list from each school being asked to co-operate. Therefore, would you please send, in the enclosed envelope, a copy of your faculty roster indicating in some manner those individuals who serve as department heads.

Mindful of the demands made on a school administrator's time, your co-operation in helping to further this research is greatly appreciated.

Final summaries of the results of these studies will be made available to the principals of the participating schools.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt

Enclosure



APPENDIX G



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN: 291-3360

Dear Principal

Approximately two weeks ago I wrote you a letter requesting a copy of your faculty and department head roster. A copy of my original letter with a self-addressed, stamped envelope is enclosed.

As a practising teacher, I realize the heavy demands made upon your time. However, in view of the significance of these studies and the small size of the sample, I would deeply appreciate your providing the information requested.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt

Enclosure



APPENDIX H



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Dear Department Head

Recently your principal participated in a study of The Functions and Characteristics of The Role of the Department Head in the Secondary School. In addition, he provided me with a listing of department heads so that the second part of the study dealing with how department heads perceive the department head position could be undertaken. No attempt is being made to canvas all the department heads in your school and only a few are being asked to participate. Would you therefore please fill out the enclosed questionnaire and return it in the enclosed envelope?

The results of these studies will be reported as statistical summaries and will be used to compare department heads', teachers' and principals' perceptions of the function and characteristics of the role of the department head. No comparisons will be made between the responses of individuals within a given school or between individual schools.

In view of the importance of this study and the small but selected sample of department heads being asked to participate, your co-operation in this matter will be greatly appreciated.

Final summaries of the results of this study will be made available to the participants.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt

Enclosure



APPENDIX I

DEPARTMENT HEAD QUESTIONNAIRE

PART I. GENERAL INFORMATION: (Check or complete the blanks as indicated)

Name of school _____

School address _____

School district number _____

Type of school

- (1) Elementary - junior secondary _____
- (2) Junior secondary _____
- (3) Senior secondary _____
- (4) Junior - senior secondary _____
- (5) Other (specify) _____

4. Which of the following is most descriptive of your school?

- (1) Comprehensive _____
- (2) Vocational _____

5. Place a check beside each of the supervisory personnel employed in your school and school system.

- (1) A system wide curriculum director, curriculum co-ordinator, or assistant superintendent in charge of curriculum _____
- (2) System wide subject area supervisors or co-ordinators _____
- (3) A local school curriculum director or curriculum co-ordinator _____
- (4) Other (specify) _____

PART II. DEPARTMENT HEADS: (Please check or complete the blanks as indicated.)

6. Sex: (1) male _____ (2) female _____

7.-9. Please indicate your area of responsibility as a department head.

- (1) English Language Arts _____
- (2) Mathematics _____
- (3) Social Studies _____
- (4) Science _____
- (5) Business Education _____
- (6) Foreign Language _____

- (7) Home Economics _____
 (8) Music _____
 (9) Industrial Education _____
 (10) Art _____
 (11) Physical Education _____
 (12) Other (specify) _____

10. How long have you served as a department head in the school system in which you are presently employed?

- (1) First year _____ (2) 2 to 5 years _____
 (3) 6 to 10 years _____ (4) 11 to 15 years _____
 (5) 16 to 20 years _____ (6) over 20 years _____

11. How were you selected for your position as a department head?

- (1) Elected by members of the department _____
 (2) Appointed by the superintendent upon the principal's recommendation _____
 (3) Appointed by the Superintendent _____
 (4) Other (specify) _____

12. What is the term of appointment as a department head?

- (1) 1 year _____ (2) 2 years _____
 (3) Indefinite _____ (4) Permanent _____
 (5) Other (specify) _____

13. Do you, as a department head, receive additional pay?

- (1) Yes _____ (2) No _____

14. If you receive additional pay, is there a salary schedule based on years in the office?

- (1) Yes _____ (2) No _____

15. If you receive additional pay, is it based upon the size of the department?

- (1) Yes _____ (2) No _____

16. In your capacity as a department head, to whom are you immediately responsible?

- (1) The building principal _____
 (2) An assistant principal in charge of curriculum _____
 (3) System wide supervisors _____
 (4) The curriculum co-ordinator or direction of the local school _____
 (5) Other (specify) _____

17. Did you receive on-the-job training for your position as a department head?

(1) Yes _____ (2) No _____

18. Do you have a job description or a written statement of your responsibilities as a department head?

(1) Yes _____ (2) No _____

19. Are you, as a department head, provided release time from classroom teaching assignments?

(1) Yes _____ (2) No _____

20. If yes, please indicate the approximate number of minutes per day that you are released from teaching; (Do not include normal classroom preparation time.)

(1) Less than 30 minutes _____
 (2) 30 to 60 minutes _____
 (3) 60 to 90 minutes _____
 (4) 90 to 120 minutes _____
 (5) Other (specify) _____

21. Prior to becoming a department head, how long had you served as a teacher?

(1) 1 to 3 years _____ (2) 4 to 6 years _____
 (3) 7 to 10 years _____ (4) 11 to 15 years _____
 (5) 16 to 20 years _____ (6) 21 to 25 years _____
 (7) Over 25 years _____

22. Have you ever served as a department head in a school system other than the one in which you are now employed?

(1) Yes _____ (2) No _____

23-24. What is the highest degree you hold?

(1) No degree _____
 (2) Bachelor's Degree _____
 (3) Master's Degree with a major in Education _____
 (4) Master's Degree with a major in subject area _____
 (5) Specialist degree with a major in Education _____
 (6) Specialist degree with a major in subject area _____
 (7) Doctor's degree with a major in Education _____
 (8) Doctor's degree with a major in subject area _____
 (9) Other (specify) _____

PART III. PERCEIVED STRENGTHS AND LIMITATIONS OF DEPARTMENT HEADS
(list below)

What do you believe are the major strengths of the department head position?

What do you believe are the major weaknesses or limitations of the department head position?

PART IV. DEPARTMENT HEAD FUNCTIONS

DIRECTIONS. Listed below is a series of functions sometimes assigned to department heads. Indicate in the left hand column whether the function "is" or "is not" a department head function in your school by placing a check (✓) in the appropriate column. Then indicate in the right hand column whether you feel the function "should" or "should not" be a department head function by placing a check (✓) in the appropriate column.

Note: Be sure to check one response in both the right hand and the left hand column for each function.

<u>COLUMN I</u>			<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>		<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___	(2)___	25. To order department supplies and equipment.	(1)___	(2)___
(1)___	(2)___	26. To prepare departmental budgets.	(1)___	(2)___

<u>COLUMN I</u>		<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>	<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___(2)___	27. To collect professional dues, fees and the like from members of the department.	(1)___	(2)___
(1)___(2)___	28. To arrange for substitute teachers in case of absence in the department.	(1)___	(2)___
(1)___(2)___	29. To work with students with academic or personal difficulties.	(1)___	(2)___
(1)___(2)___	30. To work with the parents of students with academic or personal difficulties.	(1)___	(2)___
(1)___(2)___	31. To orient new teachers into the system.	(1)___	(2)___
(1)___(2)___	32. To provide leadership in planning the testing program.	(1)___	(2)___
(1)___(2)___	33. To assign the teachers of his department on the master schedule.	(1)___	(2)___
(1)___(2)___	34. To group students for placement in classes on the master schedule.	(1)___	(2)___
(1)___(2)___	35. To assist in the selection and hiring of new teachers.	(1)___	(2)___
(1)___(2)___	36. To serve as a formal and integral part of the principal's administrative staff.	(1)___	(2)___
(1)___(2)___	37. To preside at departmental meetings.	(1)___	(2)___
(1)___(2)___	38. To prepare and distribute supervisory bulletins.	(1)___	(2)___
(1)___(2)___	39. To develop and maintain a professional library.	(1)___	(2)___
(1)___(2)___	40. To conduct demonstration lessons for the teachers of the department.	(1)___	(2)___

<u>COLUMN I</u>		<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>	<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___(2)___	54. To call attention to new ideas and developments within the field.	(1)___	(2)___
(1)___(2)___	55. To conduct research and experimentation within his field.	(1)___	(2)___
(1)___(2)___	56. To provide leadership in the development of the total school curriculum.	(1)___	(2)___

PART V. CRITERIA FOR THE SELECTION OF DEPARTMENT HEADS

DIRECTIONS. Indicate what you consider to be the four (4) most important criteria in the selection of department heads by writing the word "MOST" in the appropriate spaces. Indicate the four (4) least important criteria by writing the word "LEAST" in the appropriate space.

Note: Upon completion of this section, four spaces should say "MOST", four spaces "LEAST", and four should be left blank.

<u>CRITERIA</u>	<u>RATING</u>
57. Leadership ability	_____
58. Popularity among members of the department	_____
59. Mastery of subject matter	_____
60. Superior teaching ability	_____
61. Understanding of students	_____
62. Co-operative spirit	_____
63. Administrative ability	_____
64. Graduate study in the field	_____
65. Seniority in the department	_____
66. Disposition toward professional growth	_____

CRITERIA

RATING

67. Knowledge and ability in curriculum _____

68. Willingness to work _____

List below any criteria that you feel should be added:

PART VI. OPINION TOWARD THE DEPARTMENT HEAD POSITION

DIRECTIONS. Indicate the degree to which you tend to agree or disagree with the following statements as a result of your experience in schools with department heads by checking the appropriate column on the right.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
69. Department heads generally have a broad outlook toward teaching and school problems.	_____	_____	_____	_____	_____
70. The persons selected as department heads usually are the best qualified personnel for the job.	_____	_____	_____	_____	_____
71. Department heads are generally responsive to educational change and innovations.	_____	_____	_____	_____	_____
72. Department heads would generally provide effective supervision if they were given the time and authority to do so.	_____	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
73. Teachers generally prefer supervision by department heads rather than by a principal.	—	—	—	—	—
74. Department heads tend to be more effective in supervision since they better understand the teacher's point of view.	—	—	—	—	—
75. Department heads generally enhance the communication between the faculty and the administration.	—	—	—	—	—
76. Schools would generally be better off without department heads.	—	—	—	—	—
77. Department heads tend to contribute to compartmentalization which may reduce the unity of the total school program.	—	—	—	—	—
78. The position of the department head has been established in most schools as a result of tradition rather than from need and function.	—	—	—	—	—
79. The position of the department head is the least understood position in the secondary school organization.	—	—	—	—	—
80. The departmental organization is an efficient method of organization for supervision and administration in the secondary school.	—	—	—	—	—

APPENDIX J



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Dear Department Head

Since, to this date, I have not received the questionnaire that I mailed to you as part of the study of The Functions and Characteristics of The Role of the Department Head in the Secondary School, I am sending you another copy and a self-addressed, stamped envelope.

As a high school teacher and department head, I am mindful of the heavy demands made upon your time. Since the size of the selected department head sample is small, your response will significantly affect the results of this study.

Would you therefore please complete the enclosed questionnaire and return it at your earliest convenience. Your co-operation in this regard will be greatly appreciated.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B.C.

DAB:dt

Enclosure



APPENDIX K



SIMON FRASER UNIVERSITY, BURNABY 2, B.C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Dear Teacher

Recently your principal participated in a study of The Functions and Characteristics of The Role of the Department Head in the Secondary School. In addition, he provided a faculty roster so that the second part of the study concerning how teachers perceive the functions and characteristics of department heads could be undertaken.

The second part of the study was deemed necessary in view of the meagerness of data now available concerning the teacher's conceptualization of the role of the department head. It was felt that any attempt to evaluate the effectiveness of the department head position must necessarily consider the view of teachers functioning under this organizational pattern.

The results of these studies will be separately reported as statistical summaries, and no comparisons will be made between responses of individuals within a given school or between individual schools.

No attempt is being made to include all teachers in your school; instead only a limited number are being asked to participate. Therefore, would you please fill out the enclosed questionnaire and return it in the enclosed envelope.

In view of the importance of this study and the small but selected sample of teachers being asked to participate, it is important that each questionnaire be answered completely and returned as soon as possible. Your co-operation in this regard will be greatly appreciated.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt

Enclosure



225.

APPENDIX L

TEACHER'S QUESTIONNAIRE

PART I. GENERAL INFORMATION (Check or complete the blanks as indicated)

Name of school _____

School address _____

School district number _____

13. Are you teaching in a department with a department head?

(1) Yes _____ (2) No _____

14. How are department heads chosen in your school?

- (1) Elected by members of the department _____
 (2) Appointed by the superintendent upon the principal's recommendation _____
 (3) Appointed by the superintendent _____
 (4) Other (specify) _____

15. Place a check after each of the supervisory personnel employed in your school and school system:

- (1) A system wide curriculum director, curriculum co-ordinator, or assistant superintendent in charge of curriculum _____
 (2) System wide subject area supervisors or co-ordinators _____
 (3) A local school curriculum director or curriculum co-ordinator _____
 (4) Other (specify) _____

PART II. TEACHER INFORMATION (Check or complete the blanks as indicated)

16. Sex: (1) Male _____ (2) Female _____

17. How long have you served as a teacher?

- (1) first year teacher _____ (5) 16 to 20 years _____
 (2) 2 to 5 years _____ (6) 21 to 25 years _____
 (3) 6 to 10 years _____ (7) over 25 years _____
 (4) 11 to 15 years _____

18. What is the highest degree you hold?

- (1) No degree _____
- (2) Bachelor's degree _____
- (3) Master's degree-education _____
- (4) Master's degree-subject area _____
- (5) Specialist degree-education _____
- (6) Doctor's degree-education _____
- (7) Doctor's degree-subject area _____
- (8) Other (specify) _____

Place a check after the subject area in which your present teaching assignment predominantly falls:

- (1) Social Studies _____
- (2) English _____
- (3) Science _____
- (4) Mathematics _____
- (5) Business Education _____
- (6) Foreign Language _____
- (7) Industrial Education _____
- (8) Physical Education _____
- (9) Home Economics _____
- (10) Music _____
- (11) Art _____
- (12) Other (specify) _____

PART III. PERCEIVED STRENGTHS AND LIMITATIONS OF DEPARTMENT HEADS (list below)

What do you believe are the major strengths of the department head position?

What do you believe are the major weaknesses or limitations of the department head position?

PART IV. DEPARTMENT HEAD FUNCTIONS

DIRECTIONS. Listed below is a series of functions sometimes assigned to department heads. Indicate in the left hand column whether the function "is" or "is not" a department head function in your school by placing a check (✓) in the appropriate column. Then indicate in the right hand column whether you feel the function "should" or "should not" be a department head function by placing a check (✓) in the appropriate column.

Note: Be sure to check one response in both the right hand and the left hand column for each function.

<u>COLUMN I</u>			<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>		<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___(2)___		25. To order department supplies and equipment.	(1)___	(2)___
(1)___(2)___		26. To prepare departmental budgets.	(1)___	(2)___
(1)___(2)___		27. To collect professional dues, fees and the like from members of the department.	(1)___	(2)___
(1)___(2)___		28. To arrange for substitute teachers in case of absence in the department.	(1)___	(2)___
(1)___(2)___		29. To work with students with academic or personal difficulties.	(1)___	(2)___
(1)___(2)___		30. To work with the parents of students with academic or personal difficulties.	(1)___	(2)___

<u>COLUMN I</u>		<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>	<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___	(2)___	31. To orient new teachers into the system.	(1)___ (2)___
(1)___	(2)___	32. To provide leadership in planning the testing program.	(1)___ (2)___
(1)___	(2)___	33. To assign the teachers of his department on the master schedule.	(1)___ (2)___
(1)___	(2)___	34. To group students for placement in classes on the master schedule.	(1)___ (2)___
(1)___	(2)___	35. To assist in the selection and hiring of new teachers.	(1)___ (2)___
(1)___	(2)___	36. To serve as a formal and integral part of the principal's administrative staff.	(1)___ (2)___
(1)___	(2)___	37. To preside at departmental meetings.	(1)___ (2)___
(1)___	(2)___	38. To prepare and distribute supervisory bulletins.	(1)___ (2)___
(1)___	(2)___	39. To develop and maintain a professional library.	(1)___ (2)___
(1)___	(2)___	40. To conduct demonstration lessons for the teachers of the department.	(1)___ (2)___
(1)___	(2)___	41. To develop and implement in-service training programs for the members of the department.	(1)___ (2)___
(1)___	(2)___	42. To familiarize staff with community resources and facilities.	(1)___ (2)___
(1)___	(2)___	43. To work with teachers with student behaviour problems.	(1)___ (2)___

<u>COLUMN I</u>		<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>	<u>SHOULD</u>	<u>SHOULD NOT</u>
(1)___(2)___	44. To supervise the teachers of the department through classroom visitations and observations.	(1)___	(2)___
(1)___(2)___	45. To conduct teacher conferences.	(1)___	(2)___
(1)___(2)___	46. To serve as the core of the school's supervisory program.	(1)___	(2)___
(1)___(2)___	47. To work with teachers in improving their procedures for student evaluation.	(1)___	(2)___
(1)___(2)___	48. To prepare written evaluations of the achievement and activities of his department.	(1)___	(2)___
(1)___(2)___	49. To prepare written evaluations of the teachers of his department.	(1)___	(2)___
(1)___(2)___	50. To recommend teachers of the department for promotion, continued employment, and dismissal.	(1)___	(2)___
(1)___(2)___	51. To provide leadership in the selection of instructional materials.	(1)___	(2)___
(1)___(2)___	52. To provide leadership in the selection of textbooks.	(1)___	(2)___
(1)___(2)___	53. To exercise leadership in the development of course objectives, syllabi and content.	(1)___	(2)___
(1)___(2)___	54. To call attention to new ideas and developments within the field.	(1)___	(2)___
(1)___(2)___	55. To conduct research and experimentation within his field.	(1)___	(2)___

PART VI. OPINION TOWARD THE DEPARTMENT HEAD POSITION

DIRECTIONS. Indicate the degree to which you tend to agree or disagree with the following statements as a result of your experience in schools with department heads by checking the appropriate column on the right.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
69. Department heads generally have a broad outlook toward teaching and school problems.	—	—	—	—	—
70. The persons selected as department heads usually are the best qualified personnel for the job.	—	—	—	—	—
71. Department heads are generally responsive to educational change and innovations.	—	—	—	—	—
72. Department heads would generally provide effective supervision if they were given the time and authority to do so.	—	—	—	—	—
73. Teachers generally prefer supervision by department heads rather than by a principal.	—	—	—	—	—
74. Department heads tend to be more effective in supervision since they better understand the teacher's point of view.	—	—	—	—	—
75. Department heads generally enhance the communication between the faculty and the administration.	—	—	—	—	—

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>No</u> <u>Opinion</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>Disagree</u>
76. Schools would generally be better off without department heads.	—	—	—	—	—
77. Department heads tend to contribute to compartmentalization which may reduce the unity of the total school program.	—	—	—	—	—
78. The position of the department head has been established in most schools as a result of tradition rather than from need and function.	—	—	—	—	—
79. The position of the department head is the least understood position in the secondary school organization.	—	—	—	—	—
80. The departmental organization is an efficient method of organization for supervision and administration in the secondary school.	—	—	—	—	—

APPENDIX M



SIMON FRASER UNIVERSITY, BURNABY 2, B. C., CANADA
FACULTY OF EDUCATION, OFFICE OF THE DEAN; 291-3360

Dear Teacher

Since I have not received to date a return questionnaire mailed to you as a part of a study of The Functions and Characteristics of The Role of the Department Head in the Secondary School, I am enclosing another copy of the questionnaire and a self-addressed, stamped envelope.

Having spent my entire teaching career in the public school classroom, I realize the heavy demands made upon your time. However, in view of the significance of this study and the small size of the sample of selected teachers, I am pleading with you to take 20 minutes of your time to complete and return the enclosed questionnaire.

The results of this study will be reported as statistical summaries and no comparisons will be made between responses of individuals within a given school or between schools. All responses will be treated as a confidential matter.

Would you therefore, please complete the enclosed questionnaire and return it at your earliest convenience. Your co-operation in this regard will be greatly appreciated.

Sincerely yours,

Douglas A. Black
c/o Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

DAB:dt

Enclosure



APPENDIX N

Dr. R. L. Buser
Associate Professor of Secondary Education
Southern Illinois University
Carbondale, Illinois
U. S. A.

Dear Dr. Buser,

I am currently undertaking a study of the department head position as partial fulfillment of my M. A. (Education) degree at Simon Fraser University.

I would request permission, at this time, to make use of the questionnaire that you, together with Dr. Brenner and Dr. Ciminillo, developed to study The Functions and Characteristics of Department Heads as Perceived by High School Principals, Teachers and Department Heads.

It would be my intention to make slight modifications to adapt the questionnaire for use in British Columbia.

Thank you for consideration of this request.

Sincerely yours,

Douglas A. Black
Graduate Student

DAB:dt

APPENDIX O

239.
Southern Illinois
University

CARBONDALE, ILLINOIS 62901

Department of Secondary Education

May 16, 1972

Mr. Douglas A. Black
Graduate Student
Office of the Dean
Faculty of Education
Simon Fraser University
Burnaby 2, B. C., Canada

Dear Mr. Black:

I am pleased to extend to you the privilege of using the questionnaire developed to study The Functions and Characteristics of Department Heads as Perceived by Principals, Teachers, and Department Heads on the conditions that you: (1) acknowledge the source, and (2) provide me with a summary of the study, findings, etc.

Hopefully this will be satisfactory to you.

Sincerely,

Robert L. Buser
Chairman

RLB:kh

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APPENDIX P

POLICIES AND PROCEDURES

1.C.13 That the Department of Education should officially recognize the position of department head in the junior and senior secondary schools and that provision should be made to allow adequate time for persons in this position to carry out their duties, without prejudice to other teachers' workloads.

1.C.15 That the Department of Education should provide for adequate office and storage space within the junior and senior secondary schools for the use of the department heads and their staffs.

1.C.17 That the following statement be accepted for the guidance of those concerned with department heads:

A. Appointment

A department head should be appointed by local school boards upon the recommendation of the principal and the district superintendent and should be appointed from within the school or school district concerned.

B. Qualifications

A department head should have high academic qualifications and considerable successful experience

in teaching, particularly in his subject field, and should show evidence of ability to organize and to lead. He must be able to co-operate with and to gain co-operation from his colleagues.

C. Remuneration

A department head should have remuneration commensurate with the duties involved. It is suggested that remuneration should be based on the number of teachers' courses and pupil hours in the department and that increments should be paid.

D. Time Free From Teaching Duties

A department head should have time free from teaching duties for the administration of his duties. This time should amount to about one timetable block.

E. Duties of Department Heads

The department head acts as a liaison officer between the principal and the teaching staff of his department. The principal delegates certain routine matters of administration to the department head and makes it possible for the principal to deal, at times, with a very few teachers rather than many. The department head helps to ensure that a consistent philosophy will prevail through the work of the

department. The department head should be of assistance to both teachers and principal but is in no sense an inspector of teachers.

The following are his suggested duties: These will necessarily have to be adapted to fit the specific school situation.

1. Generally to assist the principal in the administration of the school as it applies to a particular subject area and to keep him informed of developments in the subject area.

2. Specifically to assist the principal with the following routines:

- (a) Leading members of his department with the objectives, philosophy and requirements insofar as they apply to the subject field.

- (b) Supervising the preparation and administration of examinations and recommending grading procedures.

- (c) Assisting new staff members to become oriented, i.e. explanation of routines, availability and use of equipment, etc.

- (d) Consolidating statistical information where applicable.

- (e) Ordering supplies for the department, supervising distribution of these and

maintaining an inventory of equipment.

3. To assist teachers with their work by helping with problems of instruction.

4. To organize, in co-operation with the members of his department, the subject matter to be taught, and to co-ordinate the work where more than one teacher handles the same course and to set course limits for examination periods.

5. To assist the principal in selecting courses to be offered.

6. To guide the preparation of special courses for accelerated, enriched or slow learners.

7. To be aware of course changes, new techniques, departmental circulars, supplementary texts, audio-visual aids available, etc., to acquaint the members of his department with such information.

8. To guide members of his department in a continuing co-operative scheme of evaluation and improvement of teaching objectives, methods and techniques.

245.

APPENDIX Q

TABLE LXVIII

DEPARTMENT HEAD FUNCTIONS REPORTED AS
 "IS-SHOULD BE" "IS NOT-SHOULD NOT BE",
 "IS NOT-SHOULD BE", AND "IS NOT-SHOULD
 NOT BE" AS INDICATED BY TEACHERS

Item no.	Is/should		Is/should not		Is not/should		Is not/should not	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
25	173	88.7	5	2.6	6	3.1	11	5.6
26	115	60.8	2	1.1	53	28.0	19	10.1
27	6	3.1	2	1.0	10	5.1	178	90.8
28	6	3.1	0	0.0	22	11.3	167	85.6
29	35	18.4	1	0.5	36	18.8	119	62.3
30	25	13.1	1	0.5	42	22.0	123	66.4
31	144	73.1	1	0.5	41	20.8	11	5.6
32	100	52.4	2	1.0	52	27.2	37	19.4
33	59	30.7	5	2.6	66	34.4	62	32.3
34	26	13.3	2	1.0	69	35.4	98	50.3
35	47	24.5	2	1.0	94	49.0	49	25.5
36	90	46.9	10	5.2	57	29.7	35	18.2
37	187	94.5	3	1.5	6	3.0	2	1.0

TABLE LXVIII (continued)

Item no.	Is/should		Is/should not		Is not/should		Is not/should not	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
38	88	45.8	4	2.1	35	18.2	65	33.9
39	80	41.4	1	0.5	76	39.4	36	18.7
40	15	7.7	0	0.0	83	42.8	96	49.5
41	36	18.8	1	0.5	105	54.7	50	26.0
42	84	43.3	0	0.0	79	40.7	31	16.0
43	53	27.6	3	1.6	59	30.7	77	40.1
44	15	7.7	1	0.5	48	24.5	132	67.3
45	76	41.8	3	1.6	48	26.4	55	30.2
46	25	13.7	2	1.1	44	24.2	111	61.0
47	92	48.4	3	1.6	63	33.2	32	16.8
48	91	48.2	3	1.6	56	29.6	39	20.6
49	13	7.0	1	0.5	33	17.6	140	74.9
50	24	13.1	1	0.5	38	20.5	122	65.9
51	141	72.3	1	0.5	44	22.6	9	4.6
52	121	61.7	0	0.0	62	31.6	13	6.7
53	130	67.4	1	0.5	49	25.4	13	6.7
54	139	72.0	0	0.0	51	26.4	3	1.6
55	79	42.0	0	0.0	72	38.3	37	19.7
56	80	42.3	1	0.5	78	41.3	30	15.9

APPENDIX R

TABLE LXIX

DEPARTMENT HEAD FUNCTIONS REPORTED AS
 "IS-SHOULD BE" "IS NOT-SHOULD NOT BE",
 "IS NOT-SHOULD BE", AND "IS NOT-SHOULD
 NOT BE" AS INDICATED BY DEPARTMENT HEADS

Item no.	Is/should		Is/should not		Is not/should		Is not/should not	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
25	194	95.5	2	1.0	2	1.0	5	2.5
26	97	48.7	1	0.5	81	40.7	20	10.1
27	2	1.0	2	1.0	9	4.4	189	93.6
28	9	4.4	2	1.0	28	13.8	164	80.8
29	66	33.2	3	1.5	35	17.6	95	47.7
30	53	27.2	3	1.5	41	21.0	98	50.3
31	192	92.7	0	0.0	14	6.8	1	0.5
32	163	80.7	1	0.5	19	9.4	19	9.4
33	82	41.0	2	1.0	79	39.5	37	18.5
34	35	17.7	0	0.0	87	44.2	75	38.1
35	67	32.5	1	0.5	109	52.9	29	14.1
36	108	52.7	5	2.5	53	26.0	38	18.6
37	200	95.7	1	0.5	3	1.4	4	1.4
38	109	55.6	2	1.0	18	9.2	67	34.2
39	128	63.1	1	0.5	58	28.5	16	7.9
40	39	20.2	3	1.5	66	34.0	86	44.3
41	87	43.3	0	0.0	69	34.3	45	22.4
42	124	61.4	1	0.5	40	19.8	37	18.3

TABLE LXIX (continued)

Item no.	Is/should		Is/should not		Is not/should		Is not/should not	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
43	86	43.7	2	1.0	47	23.8	62	31.5
44	27	13.4	2	1.0	56	27.9	116	57.7
45	99	52.4	1	0.5	40	21.2	49	25.9
46	47	24.8	0	0.0	36	18.9	107	56.3
47	156	78.0	3	1.5	29	14.5	12	6.0
48	108	52.9	3	1.5	56	27.5	37	18.1
49	4	2.0	0	0.0	45	22.3	153	75.7
50	28	14.1	0	0.0	55	27.8	115	58.1
51	190	93.1	1	0.5	10	4.9	3	1.5
52	144	73.1	1	0.5	47	23.9	5	2.5
53	179	87.7	1	0.5	21	10.3	3	1.5
54	192	94.5	1	0.5	6	3.0	4	2.0
55	114	58.4	0	0.0	51	26.2	30	15.4
56	108	53.7	2	1.0	66	32.8	25	12.5

APPENDIX S

TABLE LXX

DEPARTMENT HEAD FUNCTIONS REPORTED AS
 "IS-SHOULD BE" "IS NOT-SHOULD NOT BE",
 "IS NOT-SHOULD BE", AND "IS NOT-SHOULD
 NOT BE" AS INDICATED BY PRINCIPALS

Item no.	Is/should		Is/should not		Is not/should		Is not/should not	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
25	36	100.0	0	0.0	0	0.0	0	0.0
26	19	54.3	0	0.0	11	31.4	5	14.3
27	0	0.0	0	0.0	3	8.8	31	91.2
28	0	0.0	0	0.0	9	25.0	27	75.0
29	25	67.6	0	0.0	7	18.9	5	13.5
30	17	48.6	1	2.9	6	17.1	11	31.4
31	37	97.4	0	0.0	1	2.6	0	0.0
32	36	94.7	0	0.0	2	5.3	0	0.0
33	21	56.8	0	0.0	6	16.2	10	27.0
34	15	45.5	0	0.0	10	30.3	8	24.2
35	17	47.2	0	0.0	9	25.0	10	27.8
36	23	60.5	0	0.0	6	15.8	9	23.7
37	38	100.0	0	0.0	0	0.0	0	0.0
38	25	73.5	0	0.0	2	5.9	7	20.6
39	24	66.7	0	0.0	12	33.3	0	0.0
40	17	48.6	0	0.0	15	42.8	3	8.6
41	23	62.2	0	0.0	10	27.0	4	10.8

TABLE IXX (continued)

Item no.	Is/should		Is/should not		Is not/should		Is not/should not	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
42	25	69.4	0	0.0	10	27.8	1	2.8
43	17	45.9	0	0.0	5	13.6	15	40.5
44	6	17.1	0	0.0	11	31.5	18	51.4
45	26	72.2	1	2.8	8	22.2	1	2.8
46	8	25.8	1	3.2	5	16.2	17	54.8
47	34	91.9	0	0.0	2	5.4	1	2.7
48	19	54.2	1	2.9	10	28.6	5	14.3
49	0	0.0	0	0.0	4	10.8	33	89.2
50	2	5.4	0	0.0	6	16.2	29	78.4
51	37	97.4	0	0.0	1	2.6	0	0.0
52	35	92.1	0	0.0	2	5.3	1	2.6
53	36	94.7	0	0.0	2	5.3	0	0.0
54	36	94.8	1	2.6	1	2.6	0	0.0
55	27	79.5	1	2.9	6	17.6	0	0.0
56	27	81.8	1	3.0	4	12.2	1	3.0