PERCEPTIONS OF DEPARTMENT CHAIRPERSONS, PRINCIPALS AND TEACHERS CONCERNING THE SUPERVISORY FUNCTIONS OF DEPARTMENT CHAIRPERSONS IN SECONDARY SCHOOLS IN NEWFOUNDLAND AND LABRADOR

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by

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ABSTRACT

The purpose of this study was to determine whether principals, department chairpersons, and teachers felt the supervisory functions generally associated with the department chairperson's role, should be considered more important than what they were considered to be at the time of the investigation.

The study was a cross-sectional description of the perceptions held by a random sample of secondary school teachers and the entire population of secondary school department chairpersons and their principals. Two hundred and twenty-two teachers, two hundred and twenty-two department chairpersons, and sixty-five principals were sent a questionnaire. The instrument, developed for this study, measured each reference group's perception of the amount of importance presently placed on the 15 supervisory functions, and their perception as to the amount of importance which each group felt should be placed on the 15 functions. The statistical procedure used to test the hypotheses was the t-test.

The major finding of this study was that principals, department chairpersons and teachers all felt that more importance should be placed on each of the supervisory functions examined. Functions which each of the three reference groups felt should be considered important functions of the department chairperson's role included: improving student evaluation procedures, evaluating and

changing the department's instructional program, developing the department's goals and objectives, orienting new teachers, coordinating the work of department teachers, assessing the need for teacher inservice, and keeping department members informed.

The supervisory functions of coordinating the use of resource people, reporting department activities, orienting substitutes, conducting demonstration teaching, and coordinating the department's program with other school departments, were considered, by all three reference groups, to be somewhat important functions of the department chairperson's role. Informally observing teachers was a function which all three reference groups felt should be considered more important, but principals, department chairpersons and teachers were reluctant to suggest that this function should even be considered a somewhat important function of the department chairperson's role.

The major finding suggests the need for school boards and school administrators to examine the functions presently performed by department chairpersons, and to then define or redefine the minimum parameters of the department chairperson position. School boards and school administrators should also structure the department chairperson position in such a way that department chairpersons are given the authority and time needed to perform these functions. The development of an on-going

evaluation procedure for the department chairperson position would better ensure effective use of this position.

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CHAPTER 1

STATEMENT OF THE PROBLEM

The position of department chairperson exists in many secondary schools in Newfoundland and Labrador, yet the Department of Education has not clearly defined the role of the individuals who hold this position. The position of department chairperson was created by the Department of Education in 1969. However, the only description of regulations regarding the department chairperson position is in Article 14(5) of The Schools Act (Teachers' Salaries) Regulations, 1979 and The Schools Act (Teachers' Salaries) Regulations, 1979 (Amendment), as amended in 1984. This article states that the department head bonus will be paid to a teacher who holds a bachelor's degree with a major or a minor in the educational field of the department in respect of which he is designated head, provided there is more than 60 hours per week in instruction time involving grades 7 - 11, and the teacher is engaged for not less than eighty percent of his or her assigned teaching time in the educational field of his or her department. Department head bonuses are provided for teachers who have been designated head in the educational fields of English, mathematics, social studies, religious education, a second language, or science.

Many school boards across the province have also not defined the role of the individuals who occupy the

department chairperson position. Thus, the responsibility for defining the role of the department chairperson has been left to school principals. This has meant that in many cases schools do not have any written regulations or guidelines which define the role and responsibilities of the department chairperson; and in cases where written regulations or guidelines do exist, they tend to vary significantly from school to school.

In addition to this, there is a growing concern that the role of the department chairperson is not being utilized to its fullest potential, especially in the area of supervision. This situation has been due, in part, to the fact that often the department chairperson's role has not been clearly defined. The tendency of some principals to develop a long list of administrative functions for the department chairperson position has also contributed to this situation.

At a time when the secondary school curriculum is expanding, and operating and instructional materials costs are increasing at a rate greater than funding to meet those costs, it is extremely important that functions be carried out by department chairpersons to ensure that students will achieve desired learning outcomes. Placing more importance on the supervisory functions of the department chairperson's role should ensure that more attention will be given to evaluating and improving the instructional process, and to improving the learning

environment for students. This should then increase the probability that the desired learning outcomes will be achieved by all students.

Purpose of the Study

The purpose of this study was to determine whether principals, department chairpersons and teachers felt the supervisory functions, generally associated with the department chairperson's role, should be considered more important than what they were presently considered to be.

Specifically, the study was designed to answer the following major questions:

1. Do principals perceive the amount of importance "presently" placed on the supervisory functions of the department chairperson position to be different from the amount of importance which they feel "should be" placed on the supervisory functions of this position?
2. Do department chairpersons perceive the amount of importance "presently" placed on the supervisory functions of the department chairperson position to be different from the amount of importance which they feel "should be" placed on the supervisory functions of this position?
3. Do teachers perceive the amount of importance "presently" placed on the supervisory functions of the department chairperson position to be

different from the amount of importance which they feel "should be" placed on the supervisory functions of this position?

Assumptions

Underlying this investigation were several main assumptions:

1. The sample of teachers which was randomly selected was representative of the population of secondary school teachers who had department chairpersons.
2. Each of the fifteen functions in the Supervisory Role of the Department Chairperson questionnaire is supervisory in nature.
3. Each department chairperson who responded received an official department head bonus in accordance with The Schools Act (Teachers' Salaries) Regulations, 1979, and The Schools Act (Teachers' Salaries) Regulations, 1979 (Amendment).
4. Each of the teachers who responded belonged to a department which had a department chairperson.
5. The computer print out of teachers receiving the department head bonus from the teacher payroll division of the Department of Education was reasonably accurate.

Delimitations

This investigation was delimited in several important ways:

1. This study was concerned only with the supervisory functions associated with the department chairperson position; administrative functions were not examined.
2. This study did not deal with all the supervisory functions which could be assigned to the department chairperson. Instead, a selected number of supervisory functions which had been studied in other research investigations were examined.
3. This study was concerned with department chairperson positions in secondary schools only; junior high school department chairpersons were not included.
4. This study was concerned only with the supervisory functions assigned to department chairpersons who received an official department head bonus; it was not concerned with the supervisory functions assigned to the teachers appointed to be department chairpersons by their principal, but did not qualify for the official department head bonus.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

This chapter is divided into three sections. The first section describes the need for further study of the department chairperson's role. The second section provides a conceptual framework so that other investigators can identify and analyze the behavior being studied. The final section describes the fifteen minor hypotheses and the literature supporting them. The three major hypotheses for this investigation are listed at the end of this chapter.

The Need for Further Study

The Need to Define the Role of the Department Chairperson

Hipps criticized the departmental system because the duties of the chairperson were not always adequately defined.[1] McKean and Hemenway contended that the position of the department chairperson had not been properly utilized because inadequate direction and guidance had been provided by the administration with respect to the expectations of the position. They felt that a position

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[1]G. Melvin Hipps, "Supervision: A Basic Responsibility of the Department Head," The Clearing House 39 (1965): 491.

description would help to improve the situation.[2] Beck and Rosenberger also felt that the position of high school department chairperson was not well defined.[3]

Manlove and Buser recommended a written job description for the department chairperson position because they felt effective supervision can only occur where a common understanding exists between the principal, department heads and teachers as to the functions and responsibilities of the position.[4]

Buser and Manlove developed a model job description for the department chairperson after reviewing the results of their 1969 study in which it was found that fewer than 70% of the schools employing department chairpersons reported having job descriptions for the position. They also contended that the department chairperson has a responsibility to help maintain a quality instructional program in the secondary school, but that whether the capabilities of the chairperson are used to their fullest

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[2]Robert McKean and Myrtle Hemenway, Model Position Description for the Junior High School Department Head (ERIC ED 132 690, 1975), pp. 1 and 3.

[3]William R. Beck and David S. Rosenberger, "The Chairman: Where Does He Fit In?" The Clearing House 45 (1971): 48.

[4]Donald C. Manlove and Robert L. Buser, "The Department Head: Myths and Reality," Bulletin of the National Association of Secondary School Principals 50, No. 313 (1966): 105.

potential depends upon the availability of a job description.[5]

Buser and Humm conducted a follow-up study of 271 schools which responded to the original study carried out by Buser and Manlove in 1965. Responses from 255 principals revealed that almost one-third of the schools did not have a job description. There had been no significant increase in the number of schools developing job descriptions since the 1965 study. Buser and Humm felt that failure to specify the functions of the department chairperson position would lead to reduced efficiency in the instructional process.[6]

Price conducted a study to examine the role of the department chairperson in selected Oregon secondary schools. The administrators in his study reported that written job descriptions for the department chairperson position were being used in 71% of the selected schools. Twenty-nine percent of the schools reported never having had such job descriptions. According to the responses

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[5]Robert L. Buser and Donald C. Manlove, "The Department Chairman: A Model Job Description," Journal of Secondary Education 45 (1970): 9-10.

[6]Robert L. Buser and William L. Humm, "The Department Head Revisited," Journal of Secondary Education 45 (1970): 281, 283 and 284.

given, many of these job descriptions originated at the school district level rather than at the school level.[7]

Pellicer and Stevenson conducted a survey of the role and responsibilities of secondary school chairpersons in South Carolina. One important finding was that 87% of the responses indicated that the subject area chairperson was officially recognized; only 27% reported that job descriptions for the position were available. They recommended that the position of department chairperson be formally recognized by school districts by describing the position in school board policy or by designing job descriptions that include a listing of major duties and responsibilities associated with the position.[8]

In a report written by O'Brien based on a survey of the roles and responsibilities of the heads of English departments in Massachusetts secondary schools, the recommendation was made that the job of the department head should be clearly defined. O'Brien contends that "if there is no real accord between precept and reality, then frustration and fatigue set in, decreasing the likelihood

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[7]Shelby L. Price, "A Study of the Role of the Department Head in Selected Oregon Secondary Schools" (Ph.D. diss. University of Indiana, 1969), p. 49.

[8]Leonard O. Pellicer and Ken Stevenson, "The Department Chairperson: Under-used and Much Abused," The High School Journal 66 (1983): 197-198.

of the department head's effectiveness and professional satisfaction.[9]

The Traditionally Administrative Role of the Department Chairperson

After conducting an investigation of the supervisory role of the department chairperson, Hipps concluded that the position was more often administrative or clerical, than it was supervisory.[10]

Weaver and Gordon conducted a study to determine the responsibilities department chairpersons believe were most important to their jobs and the responsibilities they considered themselves most competent to fulfill. They found that although department chairperson duties covered a wide range of responsibilities, many of these responsibilities were more administrative than academic.[11]

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[9]Marjorie M. O'Brien, The Dilemma of the English Department Head: A Report on the Survey of the Role and Responsibilities of the Heads of English Departments in Massachusetts Secondary Schools (ERIC ED 153 237, 1977), p. 5.

[10]Hipps, p. 487.

[11]Frances Weaver and Jeffry Gordon, "Staff Development Needs of Department Heads," Educational Leadership 36 (1979): 578.

Need to Increase the Supervisory Role of the Department Chairperson

Stephenson recommended that school administrators avoid using department chairpersons as clerks, but rather that they should use them as instructional leaders.[12] O'Brien contended that the potential value of the department chairperson has often been wasted. She felt that the main purpose of the department chairperson's role should be to improve instruction and that this could be done through effective supervision.[13]

After conducting an extensive study of the existing literature on the role of the department chairperson, Greenfield advocated that the department head play a critical role in the improvement of instruction. He felt the department chairperson could be instrumental in developing conditions which would improve the instructional programs within his or her department. He also made the point that the role is often limited to the management of administrative details, and if the scope of responsibility does not expand beyond this, then the

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[12]Claude E. Stephenson, "Departmental Organization for Better Instruction," Bulletin of the National Association of Secondary School Principals 45, No. 269 (1961): 13.

[13]O'Brien, p. 3.

potential of the role will not be realized to the fullest extent.[14]

Turner suggested that principals should use their department chairpersons more effectively, and that the main responsibility of the department chairperson should be to encourage and assist teachers to become competent instructors. He felt that department chairpersons should monitor the instructional program, student performance, curriculum quality and instructional strategies so to ensure that the department goals and the students themselves are being well served.[15]

Kidd also recommended that a plan of action be initiated to develop the potential inherent in the department chairperson position to supervise and aid teachers in their daily classroom instruction.[16]

Bingaman suggested using the department chairperson as a supervisor and curriculum specialist so to build a more effective school program. He continued by saying

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[14]William D. Greenfield, "Value Leadership: The Department Chair's Role in Instructional Improvement," Illinois School Research and Development 21, No. 2 (1985): 23.

[15]Harold E. Turner, "The Department Head - An Untapped Source of Instructional Leadership," Bulletin of the National Association of Secondary School Principals 67, No. 464 (1983): 26-27.

[16]Jim L. Kidd, "The Department Headship and the Supervisory Role," Bulletin of the National Association of Secondary School Principals 49, No. 303 (1965): 75.

that if department chairpersons can work with teachers in the department, then much can be done to readily improve instructional techniques and to help teachers who are experiencing problems.[17]

Clement claimed that in addition to providing the materials and facilities necessary for a good instructional program, the department chairperson should also be responsible for inspiring, supervising and guiding teachers.[18]

After conducting a random survey of social studies chairpersons in the nineteen state area of the North Central Association, Miller and Brown concluded that the department chairperson role does offer direct opportunity to provide leadership in the area of instruction and curriculum. They also contended that for such responsibilities to be successfully undertaken, the department chairperson needs support and authority.[19]

Beck and Rosenberger argued for the department chairperson's being a supervisor and not a line

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[17]Paul R. Bingaman, "Consider Department Chairmen," Pennsylvania School Journal 118 (1969): 27, 28, 57.

[18]Stanley L. Clement, "Choosing the Department Head," Bulletin of the National Association of Secondary School Principals 45, No. 267 (1961): 49.

[19]Harry G. Miller and Sheldon L. Brown, "Social Studies Chairmanship in Secondary Schools," Bulletin of the National Association of Secondary School Principals 56, No. 368 (1972): 102.

administrator. They asserted that the department chairperson position was the strongest position for supervising teacher effectiveness because the department chairperson is a subject matter specialist who works closely with a small group of teachers within the department. They went further to suggest that the principals have wasted the potential value of this position because supervisory activities, such as curriculum improvement, course articulation, inservice education, and the improvement of instruction, have not received enough attention.[20]

Hipps suggested that department chairpersons are in an advantageous position to supervise teachers because they are accessible to the members of their department, they are masters of the subject area, and they are engaged in teaching.[21]

High contended that as teachers and as subject matter specialists, department chairpersons can provide department members with individualized assistance and counselling, so to improve the instructional process.[22]

In studying designs in departmental organization, Fillion asserts that "no outsider is in a position to lead or supervise as effectively as the teacher-chairman who,

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[20]Beck and Rosenberger, pp. 49-50.

[21]Hipps, pp. 488-489.

[22]Paul B. High, "Supervisory Role of the Department Head," The Clearing House 40 (1965): 213.

in addition to being a specialist in the subject, is in daily contact with students, teachers and the program".[23]

Stephenson maintained that the department chairperson can function as a supervisor of instruction because he/she is able to promote professional growth and exchange of ideas within the department, encourage teachers to visit each other's classes, aid in the orientation of new teachers, help to clarify departmental objectives, and to promote inservice education within the department and the school.[24]

Neagley and Evans claimed that the department chairperson can play a valuable role in the supervisory program because he/she has teaching responsibilities and it is therefore easy to maintain a peer relationship with other members of the department. They felt that inexperienced teachers would seek advice and assistance from their department chairperson, and that most teachers respect their department chairperson's ability as a teacher and leader.[25]

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[23] Bryant Fillion, Designs in Departmental Organization: Problems and Alternatives (ERIC ED 028 161, 1968), p. 179.

[24] Claude E. Stephenson, "Departmental Organization for Better Instruction," Bulletin of the National Association of Secondary School Principals 45, No. 269 (1961): p. 12.

[25] Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction, Second Edition (New Jersey: Prentice-Hall, 1965), p. 126.

Marcial felt that the department chairperson is in a better position than the principal to supervise, if he/she has developed the skills associated with the procedure. He suggested that the main goal of the department chairperson, when acting as a supervisor, should be to support the teachers of the department by attempting to understand them, and by encouraging self-improvement.[26]

Byrd contended that the department chairperson should be recognized as a supervisor, and his schedule should permit him time to visit classrooms and conduct teacher conferences.[27]

A Conceptual Framework

This section deals with the development of a system of concepts which will serve as a conceptual framework for studying the nature of instructional supervisory behaviour. This conceptualization is being provided so that other investigators can identify, observe and analyze the behaviour being studied.

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[26]Gerald E. Marcial, "Department Supervisors - Are They Line or Staff Administrators?" Bulletin of the National Association of Secondary School Principals 68, No. 472 (1984), 88 and 89.

[27]L.Brian Byrd, "The Role of the Department Head," Peabody Journal of Education 43 (1965): 21-22.

Conceptual Approach for Examining Instructional Supervisory Behaviour

The conceptual framework developed for this study is predominantly a modified version of the conceptual approach developed by Wiles and Lovell.[28] A couple of references have also been made to studies conducted by Alfonso et al.[29], Feyereisen et al.[30], and a later study conducted by Lovell and Wiles[31] regarding instructional supervisory behaviour.

The school, which is often referred to as an educational organization, can be studied through the use of systems theory. The school is a part of society and because it constantly interacts with society, it is regarded as being an open system. The broken line around the boundary of the school in Figure 1 illustrates that the school is an open system which not only receives certain inputs from society but is expected to produce

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[28]Kimball Wiles, and John T. Lovell, Supervision for Better Schools, Fourth Edition (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1975), pp. 5-10.

[29]Robert J. Alfonso, Gerald R. Firth, and Richard F. Neville, Instructional Supervision: A Behaviour System, (Boston: Allyn and Bacon Inc., 1975), pp. 34-36.

[30]Kathryn V. Feyereisen, A. John Fiorino, Arlene T. Nowak, Supervision and Curriculum Renewal: A Systems Approach, (New York: Meredith Corporation, 1970), pp. 95-96, 108-109.

[31]John T. Lovell, and Kimball Wiles, Supervision for Better Schools, Fifth Edition (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1983), pp. 6-10.

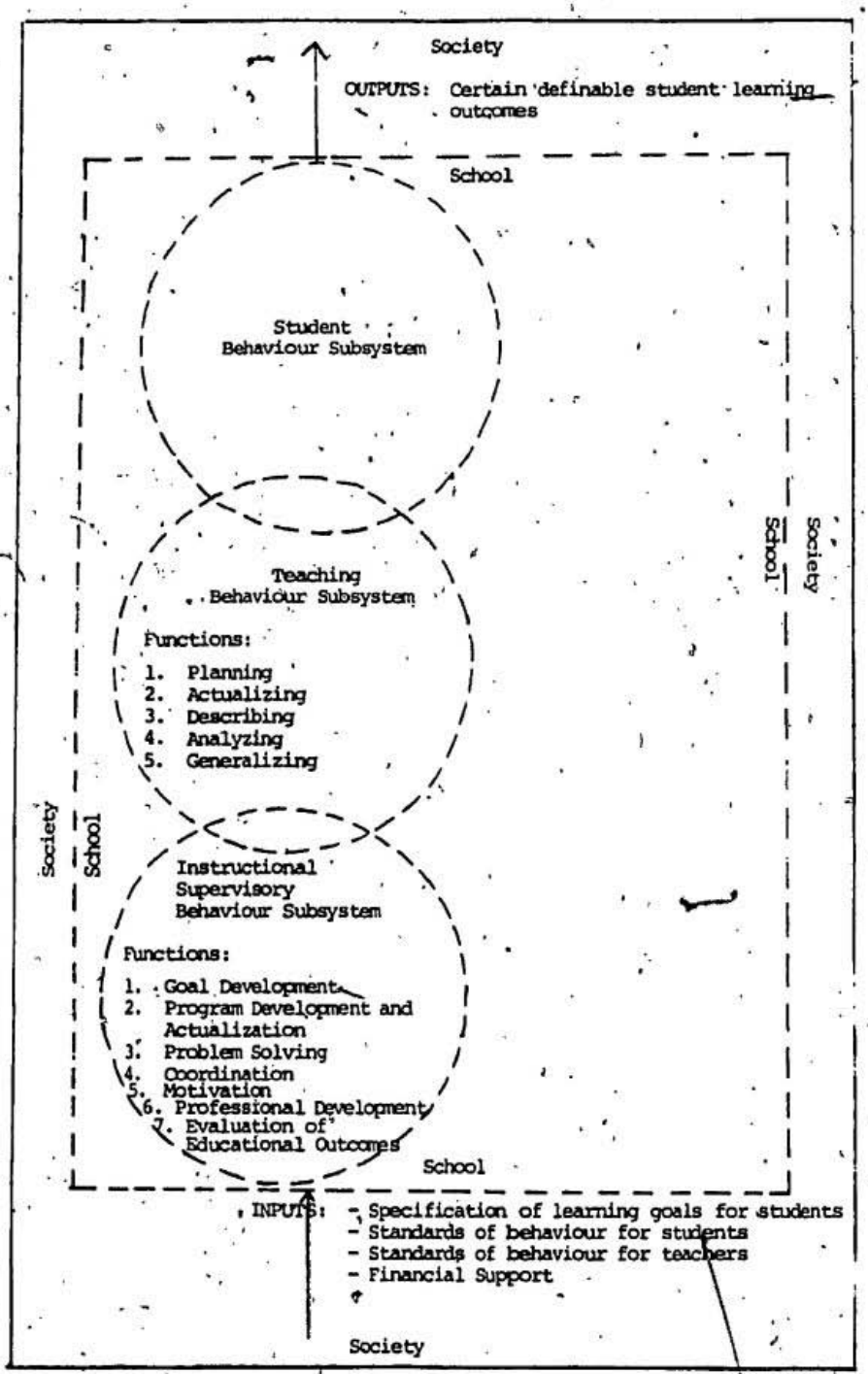

Figure 1. A Conceptual Framework for Instructional Supervision.

Source: This figure is a modified version of Supervisory Behavior: A Conceptual Framework taken from Wiles and Lovell, Supervision For Better Schools, Fourth Edition, 1975, p. 7 and of Supervisory Behavior: A Conceptual Framework taken from Lovell and Wiles, Supervision For Better Schools, Fifth Edition, 1983, p. 5.

certain outputs for the benefit of society. The school has been established and supported by society because it is expected to meet certain societal goals. These goals often become the goals of the school.

According to Wiles and Lovell, the inputs which society provides for the school consist of the specification of learning goals for students, standards of behaviour for students, standards of behaviour for teachers, and financial support. The outputs expected by society are that students will attain certain definable learning outcomes which will enable these students to function as productive members of society.[32] These inputs and outputs are also illustrated in Figure 1.

The school itself is composed of a number of interacting behaviour subsystems. These subsystems exist to help achieve the main goal of the school which is to bring about those definable student learning outcomes which are expected by society. The most important subsystem in the school is the student behaviour subsystem since all other subsystems exist to aid in the attainment of the goal of this subsystem which also happens to be the main goal of the school.

According to Wiles and Lovell, the teaching behaviour subsystem is provided to facilitate the achievement of certain learning outcomes by the students. This

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[32]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, pp. 5-6.

takes place by planning, and actualizing, learning opportunities which are provided to help students to achieve the learning outcomes desired.[33]

Wiles and Lovell explain that the instructional supervisory behaviour subsystem is provided for the purpose of interacting with the teaching behaviour subsystem in such a way as to improve the provision of learning opportunities which will help students achieve the desired learning outcomes.[34] In this way the instructional supervisory behaviour subsystem tends to have an indirect effect on the achievement of the goal of the student behaviour subsystem.

The school can therefore be viewed as an open system which interacts with the society surrounding it. It can also be viewed as being made up of a number of behaviour subsystems which interact with each other and with the school system as a whole. Alfonso et al. view the school in a similar fashion. They regard the school as an open system because it is impacted upon and affected by organizations from outside the perimeter of the school. The behaviour subsystems within the school are also open in nature because members are able to move in and out of other behaviour subsystems even though they may operate

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[33]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 6.

[34]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 6.

predominantly within one behaviour subsystem.[35] The teacher, for example, is predominantly a member of the teaching behaviour subsystem, but can operate as a member of the instructional supervisory behaviour subsystem such as when he/she is providing information regarding a new teaching technique. The department chairperson who has teaching responsibilities, operates in both the teaching behaviour subsystem and the instructional supervisory behaviour subsystem. The fact that the department chairperson often spends equal time operating in these two behaviour subsystems lends support to the idea that the department chairperson is in a good position to act as an instructional supervisor within the school. The open nature of the teaching and instructional supervisory behaviour subsystems is illustrated by the broken boundaries in Figure 1.

Wiles and Lovell[36], and Alfonso et al.[37] feel that both of these behaviour subsystems should perform certain functions which will contribute to the maintenance of the school as an organization, and to the attainment of its major goal.

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[35]Alfonso, p. 35.

[36]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 5.

[37]Alfonso, p. 35.

Lovell and Wiles regard the main functions of the teaching behaviour subsystem as being the planning, actualizing, describing, analyzing and generalizing of learning opportunities which have been provided to help students to achieve certain defined learning outcomes.[38] These functions are contained inside the teaching behaviour subsystem circle of Figure 1.

Lovell and Wiles regard planning as the development of goals and objectives, the organization of a learning opportunity, and the development of a means to evaluate whether the goals and objectives were achieved. The actualizing function involves putting the plan into operation. The describing function involves using the plan to observe and record what actually happened during the instruction. The analyzing function involves determining what happened during the instruction and why. The generalizing function involves deciding if the plan should be used in the future or used in a modified form. Lovell and Wiles contend that instructional supervisors can work with teachers as they attempt to carry out these functions.[39]

The functions of the instructional supervisory behaviour subsystem, according to Lovell, include:

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[38]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 6.

[39]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 6.

1. Goal development
2. Program development and actualization
3. Problem solving
4. Coordination
5. Motivation
6. Professional development
7. Evaluation of educational outcomes[40]

These functions are contained within the instructional supervisory behaviour subsystem circle of Figure 1.

Goal Development

The school is a part of society and society not only provides resources for the school to use, but it also holds expectations that certain goals will be achieved by the school. Since society is constantly changing so are its needs and therefore its goal specifications. It is important that the school be responsive to these changing expectations. Because of this, Wiles and Lovell feel that an important function of the instructional supervisory behaviour subsystem should be to encourage teachers and instructional supervisors to continuously examine, evaluate and change, if necessary, the goals of the school

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[40]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 8.

system so that they are in keeping with the goal expectations of society.[41]

Program Development and Actualization

Wiles and Lovell contend that the goals of the school, which are certain definable student learning outcomes expected by society, serve as the rationale for the development and actualization of the school's instructional program. Although the planning and actualizing of learning opportunities for students are functions of the teaching behaviour subsystem, the instructional supervisory subsystem can interact with the teaching behaviour subsystem so to improve the actualization of these student learning opportunities. Wiles and Lovell feel it is a function of the instructional supervisor to provide technological support to teachers in the form of consultations.[42]

Lovell and Wiles feel that instructional supervisors should take advantage of opportunities to provide support and services directly to the teachers, especially when the planning of learning opportunities is taking place.[43]

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[41]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 9.

[42]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 9.

[43]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 9.

Lovell and Wiles outline teacher needs which instructional supervisors should attempt to address. They contend that teachers need someone who is caring as a source of ideas, and as a person who will listen and respond with enthusiasm. Teachers also need to be able to collaborate with instructional supervisors on the introduction of new approaches to teaching, new methods of instruction, and new developments in the area of content.[44]

Problem Solving

Lovell and Wiles feel that instructional supervisors need to provide support to teachers not only by examining their plans for instruction, but also by observing and analyzing the instruction with reference to what was planned, what happened and what results were achieved.[45] This process involves a problem solving approach.

Problem solving is regarded by Wiles and Lovell as the focus for the improvement of teaching and learning in the school. They feel that supervising instruction requires a constant process of examining the relationships between the intended learning outcomes, the method of instruction, and the actual learning which took place.

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[44]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 7.

[45]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 9.

A systematic procedure for providing feedback as to the effectiveness of the teacher's instruction is also required.[46]

Coordination

The behaviour of teachers should be coordinated in order to insure that the individual goals of the teachers are consistent with the goals of the school. The teaching staff is composed of highly specialized and competent individuals and each teacher has his or her own system of goals. Teachers cannot function independently, but rather must act as a coordinated part of the larger school system.

Wiles and Lovell view coordination as a function of the instructional supervisory behaviour subsystem. They feel that the instructional supervisor should set up a system of communication among the teachers which will assure that each teacher will be aware of the contributions and expectations of other teachers. If teachers and supervisors know what is going on, then ideas and expertise can be shared, and the probability of attaining the school's goals will be increased.[47]

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[46]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 10.

[47]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 9.

Motivation

The willingness of organizational members to work towards the achievement of the organization's goals is an essential characteristic of any organization. Wiles and Lovell feel that it is only through a highly motivated teaching staff that educational organizations can expect to attain their goal which is to facilitate student learning in certain directions. Since the instructional supervisory behaviour subsystem interacts with the teaching behaviour subsystem, it should attempt to enhance the motivation of teachers to work towards the achievement of the school's goals.[48]

Professional Development

Teachers are highly developed and specialized professionals. They have received a level of preparation from which they have developed competence in certain technical and human skill areas. Because society's expectations for education are constantly changing, teachers need to change and to update themselves. According to Wiles and Lovell, new developments in technology, in the study of behaviour, and in curriculum, make it important that teachers have an opportunity to continue to learn and to develop professionally. They feel that instructional supervisors should provide the

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[48]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 10.

necessary initiation, coordination and support to help teachers to continue their professional development.[49]

Lovell and Wiles view teachers as busy practitioners who need instructional supervisors who will serve as a reliable source of help and who will enable them to keep up with new content developments and new developments in instruction. Teachers also need a readily available support system to help with the implementation and evaluation of new developments in the teaching process.[50]

Feyereisen et al. also regard the identification of inservice needs of the instructional staff as an important function which should be performed by the supervisory subsystem.[51]

Instructional supervisors could meet many of these needs through the arrangement of inservice activities.

Evaluation of Educational Outcomes

Schools must attempt to determine their effectiveness in achieving the certain definable student learning outcomes expected by society. According to Lovell and

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[49]Wiles and Lovell, Supervision for Better Schools, Fourth Edition, p. 10.

[50]Feyereisen, pp. 108-109.

[51]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 9.

Wiles, conducting a continuous evaluation of educational results should be a function of the instructional supervisory subsystem because the results of such an evaluation process could be used as a basis for planned improvements to the instructional program and for reporting educational outcomes to society,[52] The evaluation of educational results could lead to improvements in the instructional program of the school, and could increase the probability of reaching the expectations set by society.

The Hypotheses and the Literature Supporting Them

The following hypotheses were developed for investigation. The fifteen minor hypotheses have been grouped together in accordance with the main functions of the instructional supervisory behavior subsystem which were outlined in the conceptual framework of the preceding section. The three major hypotheses for this investigation are listed at the end of this chapter.

Goal Development

Hypothesis one deals with the development of departmental goals.

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[52]Lovell and Wiles, Supervision for Better Schools, Fifth Edition, p. 10.

Hypothesis I: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of working with teachers to develop departmental goals and objectives, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Ritter administered a questionnaire to exemplary principals identified by the National Association of Secondary School Principals to determine the responsibilities that should be delegated to department chairpersons. Responses indicated that approximately 79% of the principals felt that department chairpersons should formulate long and short range departmental objectives.[53]

Aplin conducted a study to determine the degree of congruence in the perceptions of the department chairperson's overall supervisory role as that role is perceived by principals, department chairpersons and teachers. Sixty-three principals, 199 department chairpersons and 178 teachers responded to the questionnaire which was administered. Aplin found a high degree of agreement between principals, department chairpersons and teachers with respect to formulating the department's goals and objectives. Ninety-five percent of both the

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[53]William E. Ritter, "Responsibilities of Department Chairpersons as Perceived by Exemplary High School Principals" (Ed.D. diss., North Texas State University, 1979), p. 61.

principals and the department chairpersons, and 85% of the teachers felt that the department chairperson was expected to provide leadership in the establishment of goals and objectives of the department.[54]

Berrier prepared and sent a questionnaire to 57 social studies department chairpersons in suburban high schools in the Chicago metropolitan area. The median enrollment in the high schools was 2600. The primary purpose of the questionnaire was to gather information which would be useful to suburban social studies department chairpersons. Responses were received from 44 of the department chairpersons. In Berrier's study, 75% of the department chairpersons reported that their department had at least some behaviourally-stated objectives, while 84% reported having a philosophy and/or objectives stated in non-behavioral terms.[55]

Easterday conducted a study of selected high schools in Illinois, Indiana, Michigan and Ohio. The investigation was conducted by means of questionnaires sent to superintendents, principals and department chairpersons. The study revealed that 75% of the department chairpersons and the administrators felt that

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[54]Charles O. Aplin, "Supervisory Role Expectations of the Department Chairperson as Perceived by Teachers, Principals, and Department Chairpersons" (Ed.D. diss., Florida State University, 1979), p. 138.

[55]G. Galin Berrier, "The Department Chairman: What Does He Do?" The Clearing House 48 (1974): 434.

the department chairperson was expected to develop short and long range goals for courses in the department.[56]

Program Development and Actualization

Hypothesis two deals with reviewing and evaluating the department's instructional program and implementing changes where necessary. Hypothesis three is concerned with conducting demonstration teaching to help teachers, and hypothesis four is concerned with maintaining a department library and resource center for teachers to use when planning lessons which actualize the department's program. Hypotheses five and six are concerned with orienting new teachers and substitutes.

Hypothesis II: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of reviewing and evaluating the department's instructional program and implementing changes where necessary, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Smith conducted a study to determine the perceptions of principals, department chairpersons and classroom teachers concerning the functions department chairpersons presently perform and the functions they should perform.

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[56]Kenneth Easterday, "Department Chairman: What are His Duties and Qualifications?" Bulletin of the National Association of Secondary School Principals, 49, No. 303 (1965): 82.

A questionnaire was developed by the investigator and administered to 17 principals, 119 department chairpersons and 199 classroom teachers. Responses revealed that there was a significant difference between what was perceived as actually being done as opposed to what should be done for each of the three groups studied. The principals, the department chairpersons, and the teachers all felt that the function of coordinating the evaluation, revision and implementation of the department's instructional program should be considered a more essential part of the department chairperson's role than it presently was.[57]

Easterday reported that 75% of both the department chairpersons and the administrators in his study felt that department chairpersons were expected to evaluate the department's instructional program.[58]

Pedicone conducted a study to ascertain the role expectations held for department chairpersons in senior high schools. Questionnaires were sent to 51 teachers, 51 department heads, and 51 principals. The response rate was 92%. He found that principals, chairpersons and teachers could not be identified as individual groups in terms of differing actual expectations for the role of

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[57]Barry O. Smith, "Perceptions of Department Chairpersons, Principals and Teachers Concerning the Functions of Department Chairpersons in Selected Pennsylvania High Schools" (Ed.D. diss., Temple University, 1979), p. 83.

[58]Easterday, p. 82.

department chairpersons. --No significant differences existed between the three reference groups. The principals, the department chairpersons and the teachers all held the actual expectation that department chairpersons monitor the implementation of the department's instructional program and recommend revisions when necessary.[59]

The finding in Ritter's study was that approximately 91% of the principals surveyed felt that department chairpersons should provide leadership in the development of the department's program.[60]

In Aplin's study, responses revealed that 95% of the principals, 78% of the department heads, and 74% of the teachers expected department chairpersons to development ways of continuously evaluating the department's total instructional program.[61]

Hypothesis III: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of conducting demonstration teaching for new teachers or for teachers launching something new, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel

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[59]John J. Pedicone, "Role Expectations of Department Chairpersons in Wisconsin Senior High Schools" (Ph.D. diss., University of Wisconsin-Madison, 1981), p. 29.

[60]Ritter, p. 61.

[61]Aplin, p. 127.

that this supervisory function should be considered a more important part of the department chairperson's role.

Smith found that principals, department chairpersons and teachers all felt that the demonstration of an effective teaching technique should be considered a more essential part of the department chairperson's role.[62]

Thomas conducted an investigation to examine the relationship between the perceptions of principals and the perceptions of departmental chairpersons regarding the functions of department chairpersons as they exist and also as they should be. Responses from 30 principals and 270 department chairpersons revealed that there was agreement between the principals and the department chairpersons as to the supervisory functions which should be considered more essential. Responses revealed that both principals and department chairpersons had significantly different perceptions between how the function of conducting demonstration teaching is actually performed as compared to how it should be performed. The principals and the department chairpersons both felt that the demonstration of new teaching strategies for the department should be a more essential part of the department chairperson's role.[63]

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[62]Smith, p. 84.

[63]Bruce R. Thomas, "The Role of Department Chairpersons in Selected Class AA High Schools in Minnesota" (Ph.D. diss., University of Nebraska, 1984), pp. 43 and 53.

Girard conducted a descriptive study to investigate the roles, responsibilities and role conflicts of high school English department chairpersons in the state of Rhode Island. The responses from the 45 department chairpersons who completed the questionnaire, revealed that there were discrepancies in their perceptions of what should be performed and what was actually being performed. Responses revealed that while 62% of the department chairpersons felt that they should teach demonstration lessons, only 32% of the department chairpersons reported that they actually perform this function.[64]

Thorne conducted a study to determine how secondary school social studies department chairpersons in Pennsylvania perceived their role as department chairperson, and to determine how this compared or contrasted with the duties and responsibilities which they were expected to perform. The average social studies department was composed of 5 or more members, and most of the schools in the survey had fewer than 1500 students. Responses revealed that only 16% of the responding department chairpersons were conducting demonstration

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[64]Shirley S. Girard, "The Roles, Responsibilities, and Role Conflicts of Secondary School English Department Chairpersons in Rhode Island" (Ed.D. diss., Boston University, 1984), p. 116.

lessons. Sixty percent of the chairpersons reported that they felt they should be performing this function.[65]

Brenner conducted a study to determine teacher opinion in regard to the characteristics and functions of the department chairperson position in selected small, middle and large size public schools which utilize the department chairperson position. Responses from 609 teachers revealed that 53% of the teachers felt department chairpersons should conduct demonstration lessons for the teachers of the department. Only 8% of the teachers reported that this function was actually being carried out.[66]

Ciminillo conducted a study to determine the department chairpersons' perceptions of functions sometimes assigned to the department chairperson position. Small, middle and large size schools were selected to participate in the study. Responses from 332 department chairpersons revealed that 52% of the department chairpersons felt that they should conduct demonstration lessons for teachers of the department. The percentage of

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[65]James Thorne, "A Survey to Determine Self Perceptions of the Role and Performance of the Secondary Social Studies Department Chairmen in Pennsylvania" (Ph.D. diss., University of Pittsburgh, 1973), pp. 58 and 61.

[66]Kenneth W. Brenner, "Functions and Characteristics of Department Heads as Perceived by Public High School Teachers" (Ed.D. diss., Indiana University, 1966), p. 63.

department chairpersons who reported actually carrying out this function was less than 25%.[67]

Ritter's study indicated that 83% of the principals surveyed felt the department chairperson should arrange for and/or conduct demonstration lessons for teachers in the department.[68]

Buser conducted a study to determine principals' perceptions of the functions which were, or should be, assigned to department chairpersons. Small, medium and large high schools were included in this study. Responses from 273 principals who had department chairpersons revealed that 78% of the principals felt that department chairpersons should conduct demonstration lessons. Only 35% of the principals reported that their department chairpersons were actually performing this function.[69]

Berry conducted a study to determine the role of department chairpersons in the public 4A secondary schools in the state of Alabama. The opinions of 246 principals and department chairpersons were gathered through the use of a questionnaire. Secondary schools with a student

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[67]Lewis M. Ciminillo, "The Department Heads' Perception of the Functions and Characteristics of their Position" (Ed.D. diss., Indiana University, 1966), p. 71.

[68]Ritter, p. 83.

[69]Robert L. Buser, "The Functions and Characteristics of Department Heads as Perceived by High School Principals" (Ed.D. diss., Indiana University, 1966), p. 75.

enrollment of seven hundred or more were included in this study. Responses revealed that 78% of the principals and 61% of the department chairpersons felt that the department chairperson should perform demonstration lessons in classrooms of other teachers belonging to the department. Fifty-two percent of the principals and 33% of the department chairpersons reported that this was a function carried out by department chairpersons.[70]

Cheng conducted a study to determine and compare the ideal and real role of the secondary school department chairperson. Thirty-five Catholic secondary schools with a student enrollment of 800 or more students located in New York City were selected for the study. Fo[illegible] principals, 194 department heads, and 195 teachers participated in the investigation. Responses revealed that 95% of the principals, 79% of the department chairpersons, and 76% of the teachers felt that department chairpersons should arrange for demonstration lessons to be conducted by himself or others. Only 30% of the principals, 26% of the department chairpersons, and 16% of the teachers reported that this function was being carried out by department chairpersons.[71]

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[70]James R. Berry, "A Study of the Current Role of the Department Chairman in Selected Secondary Schools in the State of Alabama" (Ph. D. diss., University of Alabama, 1976), pp. 215 and 216.

[71]Father Matthew J.S. Cheng, "A Comparison of the Department Head's Ideal Role and Real Role as Perceived by Principals, Department Heads and Teachers of Catholic High Schools in New York City" (Ph. D. diss., Fordham University, 1972), pp. 185, 193 and 201.

Hypothesis IV: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of maintaining a department library and resource center for department members use, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Smith found that principals and department chairpersons and teachers had significantly different perceptions as to what they felt was actually being done as opposed to what should be done regarding the duty of the department chairperson to develop and maintain a professional library for the department's use. All three groups felt that this should be a more essential part of the role of the department chairperson.[72]

Girard discovered that 85% of the department chairpersons surveyed felt that the department chairperson should develop a professional library or resource center for the department. In fact, 73% of the department chairpersons reported having to perform this function.[73]

Ritter reported in his study that 82% of the principals felt that department chairpersons should

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[72]Smith, p. 91.

[73]Girard, p. 118.

maintain a professional reference shelf for the department.[74]

Aplin found that while 70% of the principals surveyed expected their department chairpersons to develop and maintain a departmental library and materials center, only 52% of the department chairpersons and 55% of the teachers felt that the department chairperson was expected to carry out this responsibility.[75]

Responses given in Brenner's study indicated that while 79% of the teachers felt that the department chairperson should develop and maintain a professional library, only 40% of the teachers reported that this function was being carried out in their departments.[76]

Ciminillo's study revealed that 76% of the responding department chairpersons felt they should develop and maintain a professional library. Only 49% of the department chairpersons reported that this was a function which they actually perform.[77]

Buser found that 81% of the principals who had department chairpersons felt that department chairpersons should develop and maintain a professional department

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[74]Ritter, p. 84.

[75]Aplin, p. 152.

[76]Brenner, p. 62.

[77]Ciminillo, p. 69.

library. Only 53% of the principals reported that their department chairpersons were performing this function.[78]

Kennedy conducted a study to investigate the role of the department chairperson in public secondary schools in the State of Maryland. The opinions of 68 principals and 601 department chairpersons in selected schools were gathered through the use of a questionnaire. Responses revealed that 87% of the principals and 77% of the department chairpersons felt that maintaining a professional library should be a responsibility of the department chairperson position. Sixty percent of the principals and 56% of the department chairpersons reported that department chairpersons were carrying out this responsibility.[79]

According to Berry's study, while 68% of the principals and the department chairpersons felt that the maintenance of a professional departmental library should be a responsibility of the department chairperson, only 20% of the principals and the department chairpersons

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[78]Buser, p. 75.

[79]James M. Kennedy, "An Investigation of the Current Role of the Department Chairman in the Public Secondary Schools in the State of Maryland as Perceived by Selected Professional Personnel Within Each System" (Ed.D. diss., The George Washington University, 1974), p. 60.

indicated that this responsibility was actually being carried out.[80]

In Cheng's study, all the principals, 95% of the department chairpersons, and 96% of the teachers felt that department chairpersons should develop and maintain a professional departmental library with up-to-date educational publications. Eighty-three percent of the principals, 77% of the department chairpersons, and 72% of the teachers indicated that department chairpersons were actually performing this function.[81]

McNelis conducted a study to determine the functions and role of department chairpersons as perceived by 71 principals in six selected school systems. Responses revealed that while 75% of the responding principals felt the department chairperson should develop and maintain a professional library, only 56% of the principals reported this function as one which was being performed by department chairpersons.[82]

Hypothesis V: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of

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[80]Berry, pp. 209 and 210.

[81]Cheng, pp. 191, 199 and 207.

[82]John J. McNelis, "An Investigation of the Functions, Role and Characteristics of Department Chairmen in Selected School Systems Throughout United States as Perceived by Secondary School Principals" (Ed.D. diss., The George Washington University, 1969), p. 90.

orienting new teachers in the department, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Smith's study revealed that there was no significant difference between what the principals perceived as actually being done and what they felt should be done regarding the department chairperson's function of providing assistance in the orientation of new teachers. Both department chairpersons and teachers on the other hand, felt that this supervisory function should be a more essential part of the department chairperson's role than it presently was.[83]

Thomas found that both the principals and the department chairpersons felt that the responsibility of assisting in the orientation of teachers new to the department should be a more essential part of the department chairperson's role.[84]

Pedicone found that there was no significant difference between the principals, the department chairpersons and the teachers regarding the supervisory function of orienting department personnel. All three

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[83]Smith, p. 80.

[84]Thomas, pp. 43 and 53.

groups held the actual expectation that the department chairpersons carry out this function.[85]

In Girard's study, 80% of the department chairpersons who responded felt that they should have the responsibility of orienting new teachers. Seventy-three percent of the department chairpersons reported that they presently perform this supervisory function.[86]

Ritter reported that 75% of the principals surveyed in his study felt that department chairpersons should prepare and conduct orientation programs for new teachers in the department.[87]

Aplin found that there was no significant difference in perception between the principals, department chairpersons and the teachers regarding the actual expectation that department chairpersons orient new teachers in the department. Eighty-seven percent of the principals, 87% of the department chairpersons and 84% of the teachers felt that department chairpersons were actually expected to carry out this supervisory responsibility.[88]

In Buser's investigation, over 90% of the principals felt that the orientation of new teachers into the system

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[85]Pedicone, p. 129.

[86]Girard, p. 115.

[87]Ritter, p. 97.

[88]Aplin, p. 160.

should be a function assigned to department chairpersons. Eighty-eight percent of the principals reported that their department chairpersons do perform this function.[89]

Berrier's survey revealed that all of the department chairpersons oriented newly employed teachers. Thirty-nine percent of the department chairpersons reported that they begin orientation immediately following the contract signing, while 18% reported begin orientation in the spring or summer, and 43% wait until the fall.[90]

Responses to Easterday's investigation indicated that 75% of both the department chairpersons and the administrators felt the department chairpersons were expected to orient new teachers in the department.[91]

According to Thorne's study, 75% of the department chairpersons do aid in the orientation of new teachers, and 98% of the department chairpersons felt they should be performing this function.[92]

In Brenner's study, 94% of the teachers who responded indicated that department chairpersons should orient new teachers into the system. Approximately 68% of

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[89]Buser, p. 74.

[90]Berrier, p. 433.

[91]Easterday, p. 82.

[92]Thorne, pp. 58 and 61.

the teachers reported that this function was actually being performed in their departments.[93]

Ciminillo found that 95% of the responding department chairpersons reported that they felt they should be responsible for orienting new teachers into the system. Approximately 84% of the department chairpersons reported that they were carrying out this supervisory function.[94]

McNeilis' study revealed that 97% of the responding principals felt that department chairpersons should orient new teachers. Ninety-three percent of the principals reported that this function was being performed by department chairpersons.[95]

In Cheng's investigation responses revealed that 98% of the principals, 97% of the department chairpersons, and 98% of the teachers felt that department chairpersons should orient new teachers to the school policies. Ninety-eight percent of the principals, 91% of the department chairperson, and 87% of the teachers reported that department chairpersons were actually carrying out this responsibility.[96]

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[93]Brenner, p. 62.

[94]Ciminillo, p. 68.

[95]McNelis, p. 82.

[96]Cheng, pp. 190, 198 and 206.

Price conducted a study to examine the role of the department chairperson in selected Oregon secondary schools with an average daily membership of 1000 or more students. Responses revealed that 97% of the principals and 91% of the department chairpersons felt that department chairpersons should have moderate to maximum responsibility for orienting new teachers. Ninety-one percent of the principals and 84% of the department chairpersons reported that department chairpersons did have moderate to maximum responsibility for carrying out this function.[97]

Hypothesis VI: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of orienting and assisting substitute teachers assigned to the department, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Smith found no significant difference between what principals perceived as actually being done and what they felt should be done regarding the department chairperson's responsibility to assist substitute teachers who are assigned to classes when a department member is absent. Contrary to this, both the department chairpersons and the

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[97]Shelby L. Price, "A Study of the Role of the Department Head in Selected Oregon Secondary Schools" (Ed.D. diss., University of Indiana, 1969), p. 99.

teachers felt that this function should be considered a more essential part of the department chairperson's role.[98]

In Thomas' study, both principals and department chairpersons felt that assisting substitute teachers assigned to the department, should be a more essential part of the department chairperson's role.[99]

Ritter reported that 86% of the principals surveyed in his study felt that department chairpersons should assist substitute teachers.[100]

Aplin found no significant difference in perception between the principals, department chairpersons and the teachers regarding the actual expectation that department chairpersons orient substitute teachers to the school and to the day's assignment. Forty percent of the principals, 40% of the department chairpersons and 38% of the teachers felt that department chairpersons were actually expected to perform this function.[101]

Easterday's study revealed that 75% of both the department chairpersons and the administrators felt that

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[98]Smith, p. 76.

[99]Thomas, pp. 43 and 53.

[100]Ritter, p. 97.

[101]Aplin, p. 159.

department chairpersons were responsible for assisting substitute teachers.[102]

According to the responses given in Thorne's study, 67% of the department chairpersons surveyed indicated that they do assist the substitute teacher, and 88% felt they should carry out this function.[103]

In Price's study, responses revealed that 92% of the principals and 80% of the department chairpersons felt that department chairpersons should have moderate to maximum responsibility for assisting substitute teachers. Fifty-four percent of the principals and 62% of the department chairpersons felt that department chairpersons did have moderate to maximum responsibility for assisting substitute teachers.[104]

Cheng's study revealed that 88% of the principals, 83% of the department chairpersons, and 89% of the teachers felt that the department chairperson should explain duties and responsibilities to new substitute teachers. Only 63% of the principals, 50% of the department chairpersons, and 55% of the teachers reported that this function was actually being conducted by department chairpersons.[105]

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[102]Easterday, p. 82.

[103]Thorne, pp. 58 and 61.

[104]Price, p. 98.

[105]Cheng, pp. 190, 198 and 206.

Problem Solving

Hypothesis seven is concerned with informally observing teachers in the department for the purposes of improving instruction and to help the teacher grow professionally.

Hypothesis VII: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of informally observing teachers in the department for improvement of instruction and for teacher growth, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Smith found that principals, department chairpersons, and teachers all felt that the supervisory function of monitoring the instructional program by making regular classroom observations, should be a more essential part of the department chairperson's role.[106]

In Thomas' study, principals and department chairpersons both revealed a significant difference in their perceptions as to the "present" and "should be" status of the function of observing teachers in the department for improvement of instruction and for teacher growth. Both the principals and the department chairpersons felt that

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[106]Smith, p. 89.

this supervisory function should be a more essential part of the department chairperson's role.[107]

Girard's study produced the finding that 98% of the department chairpersons felt they should observe teachers in the department on a regular basis, but only 76% of them were actually carrying out this supervisory function.[108]

Responses given in Ritter's study indicated that only 61% of the principals felt that department chairpersons should visit classrooms regularly for instructional improvement as directed by their principal.[109]

Aplin reported that 59% of his responding principals felt department chairpersons were expected to supervise instruction through classroom visits and observations. Forty-three percent of the department chairpersons and only 30% of the teachers felt that the department chairperson was expected to carry out this function.[110]

Thorne's study revealed that while 81% of the department chairpersons felt they should visit classes to

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[107]Thomas, pp. 51 and 61.

[108]Girard, p. 117.

[109]Ritter, p. 84.

[110]Aplin, p. 130.

help teachers improve their instruction, only 41% of them indicated that they actually perform this function.[111]

King and Moon reported a survey which was conducted by the Rochester, Minnesota public school system. This survey was carried out in order to determine what was being done in relation to department chairpersons in public secondary schools. Approximately 65% of the responding schools indicated that supervision of classes was not an activity of the department chairperson. King and Moon suggested that department chairpersons, working with each other and with department members, could provide the needed leadership to improve instruction in the secondary school.[112]

Responses from 609 teachers in Brenner's investigation revealed that 73% of the teachers felt that the department chairperson should supervise teachers of the department through classroom visitations and observations. Only 45% of the teachers reported that this function was being carried out in their departments.[113]

Responses from 332 department chairpersons in Ciminillo's investigation revealed that 77% of them felt

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[111]Thorne, pp. 58 and 61.

[112]Fred M. King and James V. Moon, "The Department Head in the Public Secondary School," Bulletin of the National Association of Secondary School Principals 44, No. 254 (1960): 23-24.

[113]Brenner, p. 63.

they should be responsible for supervising teachers of the department through classroom visitations and observations. Only 48% of the department chairpersons reported that they were actually performing this function.[114]

In Buser's study, 60% of the principals felt that department chairpersons should supervise the teachers of the department through classroom visitations and observations. Thirty-seven percent of the principals reported that department chairpersons were actually performing this function.[115]

According to Kennedy's study, 94% of the principals and 77% of the department chairpersons felt that the department chairperson should informally observe classes of all teachers within the department. Sixty percent of the principals and 52% of the department chairpersons reported that department chairpersons were carrying out this responsibility.[116]

Responses provided in Berry's study revealed that 90% of the principals and 82% of the department chairpersons felt that department chairpersons should observe the classroom teaching of teachers in their department. Sixty percent of the principals and 56% of the department

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[114]Ciminillo, p. 69.

[115]Buser, p. 75.

[116]Kennedy, p. 51.

chairpersons indicated that this was a function performed by the department chairperson.[117]

The study conducted by McNelis revealed that 73% of the principals felt that department chairpersons should supervise teachers through classroom observation. Less than 50% of the principals reported that this function was being performed by department chairpersons.[118]

In Cheng's study responses revealed that all the principals, 93% of the department chairperson and 97% of the teachers felt that department chairpersons should schedule a planned program of classroom visitations. Ninety percent of the principals, 81% of the department chairpersons and 66% of the teachers reported that department chairpersons were actually carrying out this function.[119]

Price's study revealed that 91% of the principals, felt that department chairpersons should have moderate to maximum responsibility for conducting classroom visitations for the purpose of supervision. Only 63% of the principals reported that their department chairpersons did have moderate to maximum responsibility for this function. Seventy-eight percent of the 242 department

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[117]Berry, pp. 137 and 139.

[118]McNelis, p. 95.

[119]Cheng, pp. 185, 193 and 201.

chairpersons felt that they should have moderate to maximum responsibility for making classroom visitations for the purpose of supervision. Only 51% of the department chairpersons reported having moderate to maximum responsibility for this supervisory function.[120]

Coordination

Hypothesis eight is concerned with coordination within the department, while hypothesis nine deals with coordinating the department's instructional program with other departmental programs in the school. Hypothesis ten is concerned with coordinating the use of resource people by teachers within the department.

Hypothesis VIII: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of coordinating the work of teachers within the department, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Aplin's study revealed that 87% of the principals, 85% of the department chairpersons and 71% of the teachers surveyed expected the department chairperson to coordinate the work of teachers within the department.[121]

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[120]Price, p. 94.

[121]Aplin, p. 137.

Hypothesis IX: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of coordinating the department's instructional program with other departments in the school, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Smith found that all three groups, the principals, the department chairpersons and the teachers displayed a significant difference between what they perceived as actually being done as opposed to what should be done with respect to the coordination of the department's instructional program with other departments within the building. All three reference groups felt that this function should be considered a more essential part of the department chairperson's role.[122]

Thomas also found that both the principals and the department chairpersons felt that the coordination of the department's instructional program with other departments in the school should be a more essential function of the role of the department chairperson.[123]

In Aplin's study, responses revealed that 71% of the principals and the department chairpersons felt that department chairpersons were expected to coordinate the

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[122]Smith, p. 88.

[123]Thomas, pp. 47 and 57.

department's instructional program with other departments in the school. Sixty-five percent of the teachers felt that department chairpersons were expected to perform this function.[124]

Thorne's study revealed that while 93% of the department chairpersons felt they should be responsible for coordinating their department's curriculum with that of other school departments, only 51% reported that they were performing this function.[125]

Hypothesis X: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of promoting and coordinating the use of resource people from outside the school, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

The study conducted by Smith produced the finding that principals, department chairpersons and teachers all had significantly different perceptions as to the "actual" and "should be" statuses of the department chairperson's function of coordinating the use of outside instructional materials and resource persons. Each group felt that this

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[124]Aplin, p. 140.

[125]Thorne, pp. 59 and 62.

supervisory function should be a more essential part of the department chairperson's role.[126]

Thomas also found that principals and department chairpersons were agreed that the responsibility of coordinating the use of outside instructional materials and resource persons should be a more essential part of the department chairperson's role.[127]

Girard's study indicated that 84% of the department chairpersons surveyed felt they should have the responsibility of engaging outside specialists. Seventy-five percent of the department chairpersons reported that they presently perform this function.[128]

Motivation

Hypothesis eleven is concerned with reporting the activities and achievements of departmental members. Hypothesis twelve is concerned with encouraging innovations and experimentation within the department.

Hypothesis XI: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of preparing written reports of the activities and achievements of the department, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department

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[126]Smith, p. 97.

[127]Thomas, pp. 47 and 57.

[128]Girard, p. 118.

chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Brenner's study revealed that 87% of the responding teachers felt that department chairpersons should prepare written evaluations of the achievement and activities of the department. Eighty-four percent of the teachers reported that this function was being carried out by their department chairperson.[129]

In Ciminillo's study, responses revealed that 85% of the department chairpersons who participated felt that the preparation of written evaluations of the achievement and activities of the department should be a responsibility of the department chairperson position. Only 58% of the department chairpersons reported that they actually perform this function.[130]

Buser's study indicated that 93% of the principals who had department chairpersons in their school felt that department chairpersons should prepare written evaluations of the achievement and activities of the department. Seventy-two percent of the principals reported that their department chairpersons perform this function.[131]

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[129]Brenner, p. 62.

[130]Ciminillo, p. 68.

[131]Buser, p. 74.

Kennedy found that all of the principals and over 90% of the department chairpersons felt that chairpersons should keep the principal informed regarding the contribution made by individual teachers to the improvement of instruction in the department. Only 66% of the principals and 61% of the department chairpersons reported that this function was performed by department chairpersons.[132]

According to the responses given in Berry's study, 76% of the principals and 67% of the department chairpersons felt that the department chairperson should supply the principal with information concerning the contribution of individual teachers to the department. Only 45% of the principals and the department chairpersons indicated that department chairpersons were actually performing this function.[133]

Hypothesis XII: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of promoting innovations and experimentation within the department, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

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[132]Kennedy, p. 53.

[133]Berry, pp. 117 and 118.

Smith found that the significant differences in the mean scores for the "actual" and "should be" categories revealed that principals, department chairpersons and teachers all felt that the provision of leadership for experimentation by department members should be a more essential function of the department chairperson's role.[134]

In Ritter's investigation, approximately 79% of the principals who responded to the questionnaire felt that department chairpersons should encourage and approve experimental and innovative practices within the department.[135]

Aplin's study revealed that 84% of the principals, 72% of the department chairpersons and 67% of the teachers felt that the department chairperson is expected to promote experimentation and innovation within the department.[136]

In Price's study, responses revealed that all of the principals and 91% of the department chairpersons felt that department chairpersons should have moderate to maximum responsibility for encouraging and assisting teachers with experimentation. Only 86% of the principals

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[134]Smith, p. 93.

[135]Ritter, p. 66.

[136]Aplin, p. 134.

and 74% of the department chairpersons indicated that department chairpersons had moderate to maximum responsibility for this function.[137]

Cheng's study indicated that 98% of the principals, 99% of the department chairpersons, and 99% of the teachers felt that department chairpersons should encourage teachers to contribute to curriculum improvement by experimentation and innovation. Ninety percent of the principals, 94% of the department chairpersons; and 84% of the teachers indicated that this function was actually being performed by department chairpersons.[138]

Professional Development

Hypothesis thirteen deals with assessing the needs of department members for inservice. Hypothesis fourteen is concerned with keeping department members updated with respect to new developments in subject matter and in instructional methodology.

Hypothesis XIII: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of assessing the needs of departmental members for inservice programs, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

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[137]Price, p. 100.

[138]Cheng, pp. 187, 195 and 203.

Smith found significant differences in the mean scores associated with the "actual" and "should be" status of the function which involved recommending inservice activities needed by department members to the principal. These significant differences indicated that principals, department chairpersons and teachers all felt that this function should be considered a more essential part of the department chairperson's role.[139]

Thomas' study also revealed that there was agreement between the principals and the department chairpersons regarding the supervisory function of recommending inservice activities needed by department members. Both groups felt that this function should be considered more essential than it presently was.[140]

Girard's study indicated that 78% of the department heads surveyed felt that they should be responsible for developing and assisting with staff inservice programs. Sixty percent reported that they were actually performing this function, while 18% reported that they had not been assigned this responsibility.[141]

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[139]Smith, p. 93.

[140]Thomas, pp. 51 and 61.

[141]Girard, p. 116.

Ritter reported that 81% of the principals of his study were of the opinion that department chairpersons should assist the principal, as requested, in developing and conducting inservice programs.[142]

According to Aplin's study, department chairpersons seemed to feel that they were not responsible for providing inservice for their departmental members. Only 28% of the department chairpersons felt they were expected to develop inservice activities designed to meet the needs of the department. Forty-four percent of the teachers, and 63% of the principals felt that this was a supervisory function of the department chairperson position.[143]

Thorne's study revealed that 85% of the department chairpersons felt they should be responsible for inservice training programs, while 65% of the department chairpersons reported that they had been performing this function.[144]

The study conducted by Brenner produced the finding that while 71% of the teachers, who responded, felt that the department chairperson should be responsible for developing and implementing inservice training programs for the members of the department, only 22% of the

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[142]Ritter, p. 97.

[143]Alpin, p. 147.

[144]Thorne, pp. 58 and 61.

teachers reported that this function was actually being carried out by their department chairperson.[145] .

Responses given in Ciminillo's study revealed that while 72% of the department chairpersons felt that they should be responsible for developing and implementing inservice training programs for the members of the department, only 39% of them reported that they were actually carrying out this responsibility.[146]

Buser's study revealed that approximately 90% of the principals who had department chairpersons, felt that department chairpersons should develop and implement inservice training programs for the members of the department. Only 60% of the principals reported that department chairpersons were performing this function.[147]

Responses given in Price's study indicated that 94% of the principals and 84% of the department chairpersons felt that department chairpersons should have moderate to maximum responsibility for deciding on inservice activities for the department. Only 71% of the principals and 55% of the department chairpersons reported that the

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[145]Brenner, p. 63.

[146]Ciminillo, p. 70.

[147]Buser, p. 74.

department chairperson did have moderate to maximum responsibility for this supervisory function.[148]

According to Cheng's study, 90% of the principals, 82% of the department chairpersons, and 85% of the teachers who responded, felt that department chairpersons should conduct inservice training programs for members of the department. Only 30% of the principals, 23% of the department chairpersons, and 19% of the teachers reported that this function was actually being conducted by department chairpersons.[149]

Hypothesis XIV: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of keeping departmental members informed of current information regarding subject matter and instructional methods, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

Girard found that almost all the department chairpersons surveyed felt that they should inform department members regarding new developments in research and in the teaching of English. Only 13% of the department chair-

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[148]Price, p. 97.

[149]Cheng, pp. 191, 199 and 207.

persons reported that they had not been assigned this responsibility.[150]

Over 90% of the principals surveyed in Buser's study reported that department chairpersons should be responsible for calling the department's attention to new ideas and developments within the field. Approximately the same percentage of principals reported that their department chairpersons were assigned this responsibility.[151]

Aplin found that while 94% of the teachers in his study felt that department chairpersons were expected to keep the members of the department informed about the latest developments in the teaching field, only 55% of the department chairpersons felt they were actually expected to perform this function. Seventy-nine percent of the principals reported that department chairperson were expected to perform this supervisory function.[152]

Altimari conducted a study to determine the role of the department chairperson in high schools enrolling 500 pupils or more who were accredited by the North Central Association. A questionnaire was sent to a random sample of department chairpersons, as well as to 30 professional

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[150]Girard, p. 120.

[151]Buser, p. 74.

[152]Aplin, p. 146.

educators in the field of educational supervision. Responses were received from 442 department chairpersons and 10 professional educators. As a result of this study, Altimari recommended that the department chairperson's role should be clarified in written form and that it should include the responsibility of keeping current on such things as: the subject-matter field of his department, the curriculum developments within his field and related subject-matter fields, instructional methods, and supervisory techniques.[153]

Thorne's study revealed that 93% of the department chairpersons did keep department members informed of the new methods, materials and programs, while 99% of the department chairpersons felt they should perform this function.[154]

Brenner found that 97% of the teachers who responded to his questionnaire felt that department chairpersons should call teachers' attention to new ideas and developments within the field. Seventy-five percent of the teachers reported that this function was being performed by their department chairperson.[155]

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[153]William G. Altimari Jr., "The Department Chairmanship in Large High Schools in the North Central Association," North Central Association Quarterly 42 (1968): 311.

[154]Thorne, pp. 59 and 62.

[155]Brenner, p. 62.

Ciminillo's study indicated that 96% of the department chairpersons who responded, felt that they should call teachers' attention to new ideas and developments within the field. Eighty-nine percent of the department chairpersons reported that they were actually carrying out this function.[156]

Cheng found that all the principals, 97% of the department chairpersons, and 99% of the teachers felt that department chairpersons should introduce teachers to new techniques of instruction. Only 73% of the principals, 81% of the department chairperson, and 65% of the teachers reported that department chairpersons were carrying out this responsibility.[157]

Evaluation of Educational Outcomes

Hypothesis fifteen is concerned with working with departmental teachers to improve procedures for student evaluation.

Hypothesis XV: There will be a difference between the amount of importance which each of the three reference groups feel is "presently" being placed on the function of working with teachers in the department to improve procedures for student evaluation, and the amount of importance which each of the three reference groups feel "should be" placed on this function. The principals, the department chairpersons, and the teachers will all feel that this supervisory function should be considered a more important part of the department chairperson's role.

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[156]Ciminillo, p. 68.

[157]Cheng, pp. 187, 195 and 203.

Smith found that all three reference groups displayed a significant difference between what they perceived as actually being done as opposed to what should be done with respect to department chairperson's function of providing guidance to department members concerning evaluation of student progress. The principals, the department chairpersons and the teachers felt that this supervisory function should be a more essential part of the role of the department chairperson.[158]

Thomas found that the significant difference in the mean scores of the "actual" and "should be" categories indicated that both the principals and the department chairpersons felt that assisting department members with the evaluation of student progress should be a more essential part of the department chairperson's role.[159]

Girard found that only 40% of the department heads surveyed felt that they should assist teachers in grading pupils. Sixty percent reported that this was not a function which they had been expected to perform.[160]

Bremer's study revealed that 78% of the responding teachers felt that the department chairperson should work

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[158]Smith, p. 100.

[159]Thomas, pp. 47 and 57.

[160]Girard, p. 117.

with teachers in the department to improve their procedures for student evaluation. Only 37% of the teachers reported that this function was actually being performed by their department chairperson.[161]

In Ciminillo's study, 84% of the department chairpersons felt that they should work with teachers to help improve their procedures for student evaluation. Only 55% of the department chairpersons reported that they were actually performing this function.[162]

Buser's survey indicated that 90% of the principals that had department chairpersons, felt that department chairpersons should work with teachers to help improve their procedures for student evaluation. Only 70% of these principals reported that their department chairpersons were carrying out this responsibility.[163]

Major Hypotheses Regarding Department Chairperson's Role

The following three major hypotheses are concerned with the amount of importance that is "presently" placed on as compared to the amount of importance which "should be" placed on the supervisory functions of the department chairperson's role.

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[161]Brenner, p. 62.

[162]Ciminillo, p. 69.

[163]Buser, p. 74.

Hypothesis XVI: There will be a difference between the amount of importance which principals feel is "presently" being placed on the supervisory functions of the department chairperson's role, and the amount of importance which they feel "should be" placed on these functions. Principals will feel that the supervisory functions should be considered a more important part of the department chairperson's role.

Hypothesis XVII: There will be a difference between the amount of importance which department chairpersons feel is "presently" being placed on the supervisory functions of the department chairperson's role, and the amount of importance which they feel "should be" placed on these functions. Department chairpersons will feel that the supervisory functions should be considered a more important part of the department chairperson's role.

Hypothesis XVIII: There will be a difference between the amount of importance which teachers feel is "presently" being placed on the supervisory functions of the department chairperson's role, and the amount of importance which they feel "should be" placed on these functions. Teachers will feel that the supervisory functions should be considered a more important part of the department chairperson's role.

CHAPTER 3

DESIGN OF THE STUDY

This chapter presents details of the steps which were taken to test the hypotheses. The procedures for the selection of subjects are outlined. The instrumentation and the techniques of gathering information are delineated. The chapter concludes with a description of the statistical procedures which were used to analyze the data and test the hypotheses.

Definition of Terms

Department Chairperson — A teacher in a school who has been assigned the responsibilities of a department from his/her principal, and who receives an official department head allocation as specified by The Schools Act (Teachers' Salaries Regulations, 1979).

Principal — A school board employee charged with the responsibility of one of the board's secondary schools.

Teacher	A teacher in the school who teaches a subject belonging to a department for which there has been assigned a department chairperson.
Secondary School	A school consisting of three or more grades of students from grades six to twelve, with students in grade ten, grade eleven and grade twelve.
Supervisory Function	A function which involves working with teachers, both individually and collectively, to improve the instructional process and environment for learning, so to increase the probability of students achieving certain desired learning outcomes.
Administrative Function	A function which involves working with the school's administration to help organize and operate the school in order to accomplish its goals.

Description of Populations

Principal Population

The population of principals should have consisted of all principals belonging to secondary schools which have department chairpersons in the province of Newfoundland and Labrador. The number of principals involved in this study should have been 65. The number of principals who responded was 61.

Department Chairperson Population

The population of department chairpersons should have consisted of all department chairpersons belonging to secondary schools in the province of Newfoundland and Labrador. The number of department chairpersons involved in this study should have been 222. The number of department chairpersons who responded was 182.

Description of Sample

Teacher Sample

The sample of teachers used in this study should have consisted of 222 teachers. A random sample of teachers were selected by the principals such that there was one departmental teacher for each department chairperson. For each department chairperson, the principals were asked to make a list of the teachers who teach the subject of that particular department to at

least one class in the school. The principals were then asked to randomly select one teacher from each list for each department chairperson position in their school. The number of responding teachers was 170.

Collection of the Data

The following is a basic outline of the steps which were followed during this investigation.

1. A letter was sent to all of the school board superintendents in Newfoundland and Labrador who had secondary schools with department chairperson positions. This letter sought the approval of the superintendents to carry out this study in secondary schools belonging to their school board. All of the superintendents granted their approval to carry out the investigation.

2. A letter was then sent to all of the principals of secondary schools who had department chairpersons, to inform them that their superintendents had granted their approval to carry out this investigation, and to seek the cooperation of the principals in relation to this study. A package of the Supervisory Role of the Department Chairperson questionnaires, and a large pre-stamped envelope were included with the letter. Each principal was asked to complete a questionnaire, to have each department chairperson complete a questionnaire, and to have one departmental teacher, for each department

complete a questionnaire. The principals were asked to collect and return all of the questionnaires ten days after they had been distributed. All questionnaires were to be returned in the large pre-stamped envelope provided.

3. Approximately two weeks after the questionnaires had been sent out, a letter was sent to all of the principals thanking them for their cooperation and asking them to distribute the enclosed follow-up letters to the department chairpersons and teachers involved in the study.

4. The follow-up letters thanked each of the department chairpersons and teachers for their cooperation in the study. The letters also requested those individuals who had not yet returned their questionnaire to take 10 minutes to do so, and to return the questionnaire to their principal.

5. Principals were asked to send any questionnaires which were returned late, to the address provided on the thank-you letter.

6. Approximately three weeks after the questionnaires had been sent out, a second letter was sent to the principals of schools from which no questionnaires had been returned. Additional copies of the questionnaire were enclosed along with a large pre-stamped envelope. Principals were asked to distribute the additional questionnaires to the department chairpersons and teachers who had not yet participated in the investigation.

7. A letter was attached to each of the additional questionnaires asking those department chairpersons and teachers who had not yet returned their questionnaire, to take a few minutes to complete the additional copy and then return it to their principal.

8. The principals were asked to return these questionnaires, in bulk, in the pre-stamped envelope provided.

9. One week after the additional copies of the questionnaires had been sent out, principals who had not yet returned most of their questionnaires were contacted by phone. Principals were asked whether they had received any copies of the Supervisory Role of the Department Chairperson questionnaire, and whether members of their school were experiencing any problems in completing the questionnaire.

10. Approximately 10 days after the initial phone call, schools who had not yet returned questionnaires were once again contacted by phone and principals were asked whether they would be sending along any questionnaires.

Treatment of the Data

The information collected from the Supervisory Role of the Department Chairperson questionnaire was used to determine the perceptions of principals, of department chairpersons, and of teachers concerning the amount of

importance which each group felt was being "presently" placed on the supervisory functions of the department chairperson's role and the amount of importance which each group felt "should be" placed on the supervisory functions of the department chairperson's role.

The data was studied to determine whether the principals have differing perceptions as to the "present" and "should be" status of each of the supervisory functions contained in the questionnaire. This involved calculating the mean scores for the "present" perception and the "should be" perception for each supervisory function. Following this, the one-tailed t-test for dependent samples was used to test the significance of the difference between the means. The level of significance used for this study was 0.01.

The data was then studied to determine whether the department chairpersons have differing perceptions as to the "present" and "should be" status of each of the supervisory functions. Again, the mean scores for the "present" perception and the "should be" perception was calculated for each supervisory function, and then the one-tailed t-test for dependent samples was used to test the significance of the difference between the means. The level of significance used for this study was 0.01.

The data was also studied to determine whether the teachers have differing perceptions as to the "present" and "should be" status of each of the supervisory

functions. The mean scores for the "present" perception and the "should be" perception were calculated for each supervisory function, and then the one-tailed t-test for dependent samples was used to test the significance of the difference between the means. The level of significance used for this study was 0.01.

Finally the data was studied to determine three things: (1) the number of schools in the investigation which have written school board regulations or guidelines regarding the role of the department chairperson, (2) the number of schools which have written school regulations or guidelines regarding the role of the department chairperson, and (3) the number of schools which have no written regulations or guidelines to define the role of those who occupy the department chairperson position.

CHAPTER 4

STATISTICAL ANALYSIS AND DISCUSSION OF FINDINGS OF QUESTIONNAIRE

This chapter presents and analyzes the findings associated with the 15 minor hypotheses of the study. The data is analyzed and discussed in three sections. The first section deals with the perceptions of the principals, the seccnd section deals with the perceptions of the department chairpersons, and the final section deals with the perceptions of the teachers.

The data for each of the three major hypotheses is presented in a table which follows the statement of the major finding for that section. Table 1, 3 and 5 summarize the means, the mean differences, and the levels of significance for each of the reference groups examined. Tables 2, 4 and 6 indicate the percentage of each of the reference groups giving each of the "present" and the "should be" importance ratings to the 15 department chairperson functions considered in this investigation.

Perceptions of Principals

This section deals with the perceptions of the principals as to the amount of importance "presently" placed on and which "should be" placed on the supervisory functions of the department chairperson's role. The research data is presented in Table 1 following the

statement of the major finding for this section. Further findings regarding the principals' perceptions are provided in this section following Table 1.

Major Finding

Hypothesis XVI stated: there will be a difference between the amount of importance which principals feel is "presently" being placed on the supervisory functions of the department chairperson's role, and the amount of importance which they feel "should be" placed on these functions. Principals will feel that supervisory functions should be considered a more important part of the department chairperson's role.

Hypothesis XVI was confirmed. As indicated in Table 1, responses from principals revealed that there was a statistically significant difference in the "present" and "should be" mean scores, at the .01 level, for each of the 15 supervisory functions contained in the Supervisory Role of the Department Chairperson Questionnaire. Principals indicated that they felt more importance should be placed on all 15 of the supervisory functions contained in the questionnaire. Thus, for principals, all fifteen minor hypotheses were confirmed.

In some cases, a small number of the principals, department chairpersons or teachers responding, omitted completing either the "present" or "should be" scoring for a function and therefore had to be dropped when calculating the "present" or "should be" mean scores. Thus, the means displayed in tables 1, 3 and 5 sometimes differ by one to three hundredths from those calculated

TABLE 1

A Comparison of Principals' Perceptions as to the Importance "Presently" Placed On and "Should Be" Placed on 15 Department Chairperson Functions

Supervisory Function	Importance Presently Placed On $\overline{X}$	Importance Should Be Placed On $\overline{X}$	Mean Difference	Level of Significance
Informally observing teachers	1.78	3.60	1.82	.01
Improving student evaluation	3.51	4.39	0.88	.01
Evaluate and change department's program	3.52	4.59	1.07	.01
Coordinating use of resource people	2.69	3.59	0.90	.01
Developing department's goals and objectives	3.53	4.39	0.86	.01
Assessing need for teacher inservice	2.90	4.07	1.17	.01
Encouraging innovations and experimentation	2.95	4.16	1.21	.01
Reporting department's activities and achievements	2.67	3.70	1.03	.01
Orienting new teachers	3.43	4.20	0.77	.01
Maintaining department library	2.85	4.00	1.15	.01
Coordinating work of department teachers	3.74	4.43	0.69	.01
Conducting demonstration teaching	1.93	3.53	1.60	.01
Orienting substitutes	2.16	3.38	1.22	.01
Coordinating department's program with other school departments'	2.57	3.55	0.98	.01
Keeping departmental members informed	3.52	4.38	0.86	.01

through the use of tables 10, 11 and 12 contained in the appendix.

Further Findings

The scale meanings of 1, 2, 3, 4, 5 are as follows: a "1" indicates a function is considered "not important", a "2" indicates a function is considered "somewhat not important", a "3" indicates a function is considered "somewhat important", a "4" indicates a function is considered "important", and a "5" indicates a function is considered "very important".

The principals' mean scores representing the amount of importance "presently" placed on each of the 15 supervisory functions tended to be higher than 2, but less than 4. This indicated that principals perceive these supervisory functions as presently being regarded as "somewhat not important" (2) or "somewhat important" (3) functions. The functions of informally observing teachers, and conducting demonstration teaching, were the only two functions perceived to be "not important" (1). None of the supervisory functions were considered to be "important" (4) or "very important" (5) functions of the department chairperson's role.

All of the functions had a "should be" mean score of higher than 3, but less than 5, indicating that principals felt the supervisory functions should be considered either "somewhat important" (3) or "important" (4). Two-thirds

of the functions were regarded, by principals, as functions which should be considered important. Of the three reference groups examined, principals tended to have the highest "should be" mean score for each of the supervisory functions.

As indicated in Table 1, responses from principals revealed a number of supervisory functions which had a comparatively large difference in their "present" and "should be" mean scores, where mean differences ranged from 1.17 to 1.82. These functions included informally observing teachers (1.82), conducting demonstration teaching (1.60), orienting substitutes (1.22), assessing the need for teacher inservice (1.17), and encouraging innovations and experimentation (1.21).

The functions of informally observing teachers (1.82), conducting demonstration teaching (1.60), and orienting substitutes (1.22) each had a large mean difference, but principals did not, on the average, feel that these should be "important" or "very important" functions of department chairperson's role. The large mean difference in each case was due to principals presently perceiving each of these functions as being "not important", but feeling that each of these functions should be considered "somewhat important" functions of the department chairperson's role. According to Table 2, 60% or more of the principals reported that these functions were presently regarded as either "not important" or

Table 2

Percentage of Principals Giving Each of the "Present" and "Should Be" Importance Ratings to the 15 Department Chairperson Functions

Supervisory Function	Percentage of Principals giving each Present Importance Rating					Percentage of Principals giving each Should Be Importance Rating				
	1	2	3	4	5	1	2	3	4	5
Informally observing teachers	54	23	15	8	0	10	3	22	47	18
Improving student evaluation	8	8	30	33	21	0	0	10	41	50
Evaluate and change department's program	7	12	31	25	26	0	0	2	38	61
Coordinating use of resource people	13	33	34	12	8	3	5	39	34	18
Developing department's goals and objectives	5	15	25	32	23	0	3	10	31	56
Assessing need for teacher inservice	8	25	39	23	5	0	5	15	48	32
Encouraging innovations and experimentation	9	31	30	20	12	2	0	15	48	36
Reporting department's activities and achievements	23	21	30	20	7	5	5	32	32	27
Orienting new teachers	8	16	25	26	25	2	2	16	36	44
Maintaining department library	21	17	27	23	12	2	5	19	41	34
Coordinating work of department teachers	2	12	25	36	26	0	2	7	39	53
Conducting demonstration teaching	44	28	20	8	0	3	5	37	45	10
Orienting substitutes	41	18	26	13	2	5	13	33	38	12
Coordinating department's program with other school departments	23	25	33	15	5	2	12	32	40	15
Keeping departmental members informed	3	13	31	33	20	0	2	13	31	54

"somewhat not important", while 70% or more of the principals reported that these functions should be considered either "somewhat important" or "important".

The functions of assessing the need for teacher inservice and encouraging innovations and experimentation, also had comparatively large mean differences (1.17 and 1.21 respectively), but principals felt these functions should be regarded as important functions of the department chairperson's role. As indicated in Table 2, approximately 60% of the principals reported that these two functions were presently considered to be either "somewhat not important" or "somewhat important", yet over 80% of the principals indicated that they felt these functions should be considered either "important" or "very important".

Six other supervisory functions had a smaller mean difference of approximately 1.00. These functions were presently considered to be "somewhat important", but principals felt they should be considered "important" responsibilities of the department chairperson's role. These functions included improving student evaluation (.88), evaluating and changing the department's instructional program (1.07), developing department goals and objectives (,86), orienting new teachers, (.77) coordinating the work of department teachers (.69), and keeping departmental members informed (.86). Coordinating the work of department teachers had the smallest mean

difference (.69), but the second highest mean score for the amount of importance which principals felt should be placed on a function (4.43).

These six functions had the higher "should be" means scores because, as Table 2 points out, approximately 50% of the principals indicated that they should be considered "very important" functions. In addition, a further 30% to 40% of the principals indicated that these functions should be considered "important". Although these functions had the higher "should be" mean scores, the mean differences were generally less than 1.00 because they tended to have the higher "present" mean scores as well. Over 50% of the principals indicated that each of these functions is presently considered to be either "somewhat important" or "important". Approximately 20% of the principals indicated that these functions were considered, at present, to be "very important". These functions did not have the larger mean differences, implying that principals do not feel these functions need to have as much of an increase in importance placed on them as some of the other supervisory functions. These functions did have the highest "should be" mean scores implying that principals do feel these functions should be considered important functions of the department chairperson's role.

Perceptions of Department Chairpersons

This section deals with the perceptions of the department chairpersons as to the amount of importance "presently" placed on and which "should be" placed on the supervisory functions of the department chairperson's role. The research data is presented in Table 3 following the statement of the major finding for this section. Further findings regarding the department chairperson's perceptions are provided in this section following Table 3.

Major Finding

Hypothesis XVII stated: there will be a difference between the amount of importance which department chairpersons feel is "presently" being placed on the supervisory functions of the department chairperson's role, and the amount of importance which they feel "should be" placed on these functions. Department chairpersons will feel that supervisory functions should be considered a more important part of the department chairperson's role.

Hypothesis XVII was confirmed. As indicated in Table 3, responses from department chairpersons revealed that there was a statistically significant difference in the "present" and "should be" mean scores, at the .01 level, for each of the 15 supervisory functions contained in the Supervisory Role of the Department Chairperson Questionnaire. Department chairpersons indicated that they felt more importance should be placed on all 15 of the supervisory functions contained in the questionnaire.

TABLE 3

A Comparison of Department Chairpersons' Perceptions as to the Importance "Presently" Placed On and "Should Be" Placed on 15 Department Chairperson Functions

Supervisory Functions	Importance Presently Placed On $\bar{X}$	Importance Should Be Placed On $\bar{X}$	Mean Difference	Level of Significance
Informally observing teachers	1.38	2.83	1.45	.01
Improving student evaluation	3.65	4.27	0.62	.01
Evaluate and change department's program	3.52	4.37	0.85	.01
Coordinating use of resource people	2.52	3.52	1.00	.01
Developing department's goals and objectives	3.69	4.36	0.67	.01
Assessing need for teacher inservice	2.89	3.90	1.01	.01
Encouraging innovations and experimentation	3.00	4.01	1.01	.01
Reporting department's activities and achievements	2.58	3.24	0.66	.01
Orienting new teachers	3.67	4.37	0.70	.01
Maintaining department library	2.86	3.93	1.07	.01
Coordinating work of department teachers	3.84	4.43	0.59	.01
Conducting demonstration teaching	1.67	3.08	1.41	.01
Orienting substitutes	2.74	3.64	0.90	.01
Coordinating department's program with other school departments'	2.73	3.71	0.98	.01
Keeping departmental members informed	3.82	4.38	0.56	.01

Thus, for department chairpersons, all 15 minor hypotheses were confirmed.

Further Findings

Most of the department chairpersons' mean scores representing the amount of importance "presently" assigned to the 15 supervisory functions were higher than 2, but less than 4. Supervisory functions were presently perceived by department chairpersons as functions which are "somewhat not important" (2), or "somewhat important" functions (3). Informally observing teachers and conducting demonstration teaching were the only two functions presently perceived by department chairpersons to be "not important" (1). None of the supervisory functions were presently considered to be "important" (4) or "very important" (5) functions of the department chairperson's role.

Most of the functions had a "should be" mean score higher than 3, but less than 5 indicating, like the principals, that department chairpersons feel the supervisory functions of their role should be considered either "somewhat important" (3) or "important" (4). About one half of the supervisory functions were regarded by department chairpersons as functions which should be considered as important responsibilities of their role. Informally observing teachers was the only function which the department chairpersons felt should be regarded as a

"somewhat not important" function of the department chairperson's role. There was a tendency for department chairpersons to have "present" and "should be" mean scores which were similar to those of the principals for each of the 15 supervisory functions examined.

As Table 3 indicates, the department chairperson responses revealed two functions with a reasonably large difference in their "present" and "should be" mean scores. The mean difference in each case was approximately 1.40. These two functions were informally observing teachers (1.45) and conducting demonstration teaching (1.41). These functions were perceived by department chairpersons as presently being "not important". Department chairpersons felt that informally observing teachers should be a "somewhat not important" function of the department chairperson role, but that conducting demonstration teaching should be a "somewhat important" function of their role. As indicated in Table 4, a large mean difference was produced in each case because 79% or more of the department chairpersons felt these functions were presently considered either "not important" or "somewhat not important", while approximately 60% of the department chairpersons felt these functions should be considered either "somewhat important" or "important".

The supervisory function of encouraging innovations and experimentation had a small mean difference of 1.01. It is a function which department chairpersons felt is

TABLE 4

Percentage of Department Chairpersons Giving Each of the "Present" and "Should Be" Importance Ratings to the Department Chairperson Functions

Supervisory Function	Percentage of Department Chairpersons giving each Present Importance Rating					Percentage of Department Chairpersons giving each Should Be Importance Rating				
	1	2	3	4	5	1	2	3	4	5
Informally observing teachers	75	15	8	2	0	21	14	34	24	7
Improving student evaluation	4	9	27	37	23	1	1	10	46	41
Evaluate and change department's program	7	11	30	30	23	1	0	12	37	50
Coordinating use of resource people	20	29	34	15	3	3	8	37	39	13
Developing department's goals and objectives	1	16	22	36	25	1	1	12	35	51
Assessing need for teacher inservice	17	17	34	23	9	2	5	21	44	27
Encouraging innovations and experimentation	11	24	30	23	12	2	2	18	47	30
Reporting department's activities and achievements	26	22	27	17	8	11	14	32	29	14
Orienting new teachers	5	10	23	38	25	1	1	10	41	49
Maintaining department library	19	17	32	23	10	3	2	23	44	29
Coordinating work of department teachers	4	7	21	38	31	1	1	7	39	53
Conducting demonstration teaching	60	19	15	5	1	15	11	37	28	10
Orienting substitutes	30	14	19	26	11	6	8	24	41	21
Coordinating department's program with other school departments	20	22	31	17	9	3	4	31	42	20
Keeping departmental members informed	5	6	24	31	34	2	1	9	36	53

considered, at present, to be "somewhat important", but which they feel should be considered "important". Approximately 50% of the department chairpersons indicated that this function is presently considered to be either "somewhat not important" or "somewhat important", and about 20% indicated that this function is considered "important". In contrast, over 75% of the department chairpersons felt that this function should be considered either an "important" or a "very important" function of their role.

According to Table 3, many supervisory functions had a mean difference less than 1.00, but still received high ratings of importance on the "should be" dimension. These functions included improving student evaluation (.62), evaluating and changing the department's instructional program (.85), developing department goals and objectives (.67), orienting new teachers (.70), coordinating the work of department teachers (.59), and keeping departmental members informed (.56). Coordinating the work of department teachers was the function with one of the smallest mean differences, but one which received the highest mean score for the amount of importance which department chairpersons felt should be assigned to a function (4.43).

These supervisory functions had the highest mean scores in the "should be" category because, as Table 4 indicates, each function had approximately 50% of the

department chairpersons reporting that it should be considered a very important function. In addition to this, approximately 40% of the department chairpersons indicated that each of these functions should be considered important.

Although these functions had the highest "should be" mean scores, the mean difference for each function was less than 1.00 because these functions tended to have the higher "present" mean scores as well. As Table 4 points out, approximately 60% of the department chairpersons indicated that each of these functions was presently considered to be either "somewhat important" or "important", and about 25% indicated that each was considered to be "very important". These functions did not have the larger mean differences, meaning department chairpersons did not feel these functions needed as much of an increase in importance placed on them as some of the other supervisory functions. Department chairpersons did feel though, that these supervisory functions should be considered important functions of the department chairperson's role.

Perceptions of Teachers

This section deals with the perceptions of the teachers as to the amount of importance "presently" placed on and which "should be" placed on the supervisory functions of the department chairperson's role. The

research data is presented in Table 5 following the statement of the major finding for this section. Further findings regarding the teachers' perceptions are provided in this section following Table 5.

Major Finding

Hypothesis XVIII stated: there will be a difference between the amount of importance which teachers feel is "presently" being placed on the supervisory functions of the department chairperson's role, and the amount of importance which they feel "should be" placed on these functions. Teachers will feel that supervisory functions should be considered a more important part of the department chairperson's role.

Hypothesis XVIII was confirmed. As indicated in Table 5, responses from teachers revealed that there was a statistically significant difference in the "present" and "should be" mean scores, at the .01 level, for each of the 15 supervisory functions contained in the Supervisory Role of the Department Chairperson Questionnaire. Teachers indicated that they felt more importance should be placed on all 15 of the supervisory functions contained in the questionnaire. Thus, for teachers, all fifteen minor hypotheses were confirmed.

Further Findings

The teachers' mean scores representing the amount of importance "presently" assigned to each of the 15 supervisory functions tended to be between 2 and 3. This indicated that teachers perceive most supervisory

TABLE 5.

A Comparison of Teachers' Perceptions as to the Importance "Presently" Placed On and "Should Be" Placed On 15 Department Chairperson Functions

Supervisory Function	Importance Presently Placed On $\bar{X}$	Importance Should Be Placed On $\bar{X}$	Mean Difference	Level of Significance
Informally observing teachers	1.42	2.59	1.17	.01
Improving student evaluation	2.85	4.00	1.15	.01
Evaluate and change department's program	2.86	4.16	1.14	.01
Coordinating use of resource people	2.08	3.49	1.41	.01
Developing department's goals and objectives	2.96	4.08	1.12	.01
Assessing need for teacher inservice	2.37	3.89	1.52	.01
Encouraging innovations and experimentation	2.52	3.83	1.31	.01
Reporting department's activities and achievements	2.25	3.21	.96	.01
Orienting new teachers	2.81	4.09	1.28	.01
Maintaining department library	2.71	4.01	1.30	.01
Coordinating work of department teachers	3.23	4.18	0.95	.01
Conducting demonstration teaching	1.60	3.13	1.53	.01
Orienting substitutes	2.10	3.34	1.24	.01
Coordinating department's program with other school departments'	2.29	3.50	1.21	.01
Keeping departmental members informed	3.13	4.21	1.08	.01

functions as presently being regarded as "somewhat not important" (2) functions. Informally observing teachers and conducting demonstration teaching were the only two functions perceived to be "not important" (1). As was the case with the principals and the department chairpersons, teachers perceived that none of the supervisory functions are considered, at present, to be "important" (4) or "very important" (5) functions of the department chairperson's role. The teachers tended to have the lowest mean score for the amount of importance "presently" assigned to each of the supervisory functions for the three reference groups examined.

Most of the functions had a "should be" mean score of higher than 3 but lower than 5 indicating, like the principals and department chairpersons, that they felt the supervisory functions of the department chairperson's role should be considered either "somewhat important" (3) or "important" (4). About one half of the supervisory functions were regarded by teachers as functions of the department chairperson position which should be considered important. Like the department chairpersons, teachers felt that informally observing teachers was the only function which should be regarded as somewhere between a "somewhat not important" and a "somewhat important" function. Teachers tended to have the lowest mean score for the amount of importance which "should be" assigned to each of the supervisory functions of the three reference

groups examined. Although the teachers tended to have the lowest "present" and "should be" mean scores, they also tended to have the largest mean differences for the 15 functions considered.

As indicated in Table 5, responses from teachers revealed that eight supervisory functions had rather large differences in their "present" and "should be" mean scores ranging from 1.21 to 1.53. The majority of these functions were "presently" considered to be "somewhat not important", but teachers felt these functions should be considered either "somewhat important" or "important" functions of the department chairperson's role. These functions included conducting demonstration teaching (1.53), orienting substitutes (1.24), assessing the need for teacher inservice (1.52), encouraging innovation and experimentation (1.31), coordinating the department's instructional program with other school departments (1.21), orienting new teachers (1.28), coordinating the use of resource people (1.41), and maintaining a department library (1.30).

The functions of conducting demonstration teaching (1.53) and assessing the need for teacher inservice (1.52) had the largest mean differences. Assessing the need for teacher inservice was regarded as a function which should be considered "important", while conducting demonstration teaching was regarded as a function which should be considered "somewhat important". Conducting demonstration

teaching had a large mean difference because, as Table 6 points out, over 85% of the teachers indicated that this function is presently regarded as being either "not important" or "somewhat not important", while 60% of the teachers felt this function should be considered either "somewhat important" or "important". Fifty-five percent of the teachers felt assessing the need for teacher inservice was presently considered either "not important" or "somewhat not important", while approximately 68% of the teachers felt this function should be considered "important" or "very important".

As indicated in Table 5, the functions of encouraging innovations and experimentation (1.30), orienting new teachers (1.28), maintaining a department library (1.30), orienting substitutes (1.24), and coordinating the use of resource people (1.41) had the next highest mean differences.

Teachers indicated that the functions of orienting new teachers and maintaining a department library were presently perceived to be less than "somewhat important", but they felt these functions should be considered "important" functions of the department chairperson's role. As can be seen from Table 6, approximately 40% of the teachers indicated that these functions were presently considered to be either "not important" or "somewhat not important", while over 70% of them felt these functions

TABLE 6

Percentage of Teachers Giving Each of the "Present" and "Should Be" Importance Ratings to the Department Chairperson Functions

Supervisory Function	Percentage of Teachers giving each Present Importance Rating					Percentage of Teachers giving each Should Be Importance Rating				
	1	2	3	4	5	1	2	3	4	5
Informally observing teachers	77	10	8	2	2	27	15	36	18	5
Improving student evaluation	17	23	32	16	13	3	5	20	35	38
Evaluate and change department's program	19	22	27	18	14	4	2	14	33	47
Coordinating use of resource people	40	25	24	7	4	9	8	29	34	20
Developing department's goals and objectives	16	17	32	23	12	4	4	13	39	41
Assessing need for teacher inservice	28	27	28	12	5	4	4	25	36	32
Encouraging innovations and experimentation	26	24	29	15	6	6	2	25	39	28
Reporting department's activities and achievements	37	24	21	12	6	15	10	32	29	15
Orienting new teachers	19	21	32	17	12	3	4	16	37	40
Maintaining department library	24	18	29	18	10	5	2	21	27	44
Coordinating work of department teachers	10	17	33	18	22	3	2	16	32	47
Conducting demonstration teaching	62	24	10	3	2	12	15	35	26	12
Orienting substitutes	45	18	25	8	5	13	9	29	32	18
Coordinating department's program with other school departments'	31	29	26	11	4	6	6	37	36	16
Keeping departmental members informed	22	17	32	23	16	3	2	13	34	48

should be considered either "important" or "very important".

Orienting substitutes and coordinating the use of resource people were functions which teachers presently perceived to be "somewhat not important", but which they felt should be regarded as "somewhat important" functions. Approximately 65% of the teachers reported that these functions were presently considered to be either "not important" or "somewhat not important", but approximately 50% of the teachers felt these functions should be considered either "important" or "very important".

Some of the functions had a smaller mean difference of approximately 1.00. These functions were presently considered to be "somewhat important", but teachers felt they should be considered "important" responsibilities of the department chairperson position. These functions included improving student evaluation (1.15), evaluating and changing the department's instructional program (1.14), developing department goals and objectives (1.12), coordinating the work of department teachers (.95), and keeping departmental members informed (1.08). Coordinating the work of teachers within the department was again the function which had the smallest mean difference, but which received the highest mean score for the amount of importance which should be placed on a function.

These functions had very high "should be" mean scores because each function had approximately 40% of the teachers indicating that it should be considered "very important", and over 30% of the remaining teachers indicating that it should be considered an "important" function. Although these functions had high "should be" mean scores, the mean difference for each was approximately 1.00 because these functions tended to have somewhat high "present" mean scores as well. Between 45% and 55% of the teachers indicated that each of these functions was presently considered to be either "somewhat important" or "important". Approximately 15% of the teachers indicated that these functions were considered, at present, to be "very important".

These functions did not have the larger mean differences which implied that teachers do not feel these functions needed to have as much of an increase in importance placed on them as some of the other supervisory functions. Teachers did feel that these functions should be considered important functions of the department chairperson's role. The principals and the department chairpersons had similar "should be" mean scores for these functions, but the teachers tended to have slightly lower "should be" mean scores for each of these functions.

The function of informally observing teachers once again had one of the larger differences in the "present" and "should be" mean scores for the reference group under

study. Teachers, like department chairpersons, felt that more importance should be placed on this supervisory function, but both reference groups were reluctant to indicate that this function should be considered as even a "somewhat important" function of the department chairperson's role. Unlike the department chairpersons and teachers, the principals felt this supervisory function should be considered a "somewhat important" function of the department chairperson's role. Principals were reluctant, however, to indicate that informally observing teachers should be an "important" or "very important" function of department chairpersons.

CHAPTER 5

ANALYSIS AND DISCUSSION OF DEPARTMENT CHAIRPERSON REGULATIONS OR GUIDELINES

This chapter deals with existing regulations and guidelines outlining the role of the department chairperson. It is divided into two sections. The first section presents data on the percentage of schools with or without written regulations or guidelines regarding the role of the department chairperson. The second section discusses the functions which appear in the written school board and school regulations.

A Comparison of the Percentage of Schools With and the Percentage of Schools Without Written Regulations or Guidelines Regarding the Role of the Department Chairperson

This section will reveal three important findings: (1) the percentage of schools operating with written school board regulations or guidelines defining the role of the department chairperson, (2) the percentage of schools operating with only school regulations or guidelines defining the role of the department chairperson, and (3) the percentage of schools with no written regulations or guidelines defining the role of those who occupy the department chairperson position.

As indicated in Table 7, 50% of the schools have written school board regulations or guidelines defining

the role of the department chairperson. This means that half of the schools do not have written school board regulations or guidelines to clarify the role of those individuals who occupy this position. In general, these school board regulations or guidelines have been adopted as school policy as well. Only 7% of the secondary schools examined have developed a separate set of school regulations to outline the responsibilities of their department chairpersons.

Table 7

Percentage of Schools With Written Regulations or Guidelines Regarding the Role of the Department Chairperson

Type of Regulations or Guidelines Followed by School	Percentage of Schools
School Board	50
School Regulations Only	26

Twenty-six percent of the schools have outlined, in writing, the functions of the department chairperson when such regulations or guidelines were not available from their school board. This means that one quarter (24%) of the secondary schools which have department chairperson positions in this province, have been operating without

any form of written regulations or guidelines to clarify the role of the individuals who occupy this important position.

Analysis of Written Regulations or Guidelines Regarding the Role of the Department Chairperson

This section will deal with three things. First, the 33 different regulations or guidelines will be compared to determine what percentage of them are predominantly administrative in nature, predominantly supervisory in nature, or have the same number of supervisory functions as administrative functions. Secondly, the regulations or guidelines will be analyzed in terms of how many of them contain functions similar to those found in the Supervisory Role of the Department Chairperson questionnaire, and thirdly, a list will be compiled of other supervisory functions which were found in many of the regulations or guidelines, but were not listed in the questionnaire used for this study.

For the purpose of this investigation, an administrative function is a function which involves working with the school's administration to help organize and operate the school in such a way as to produce students who have achieved certain learning outcomes and developed standards of behaviour which are desired by society. Some such functions would include: attending meetings with the administration to discuss operational

problems, conducting inventories, helping with school timetabling, submitting supply orders, managing a budget, and keeping important information regarding the department's operation on file.

A copy of the school board regulations and/or school regulations regarding the role of department chairpersons, was obtained from 86% of the schools which reported having such regulations. According to Table 8, 36% of the regulations or guidelines consisted of a list of department chairperson functions which were predominantly administrative in nature. At least 60% of the functions listed in these regulations or guidelines were administrative functions, as opposed to supervisory functions. The majority of these regulations (83%) were developed at the school level rather than at the school board level.

Slightly less than 50% of the written regulations or guidelines achieved a balance between the number of administrative functions and the number of supervisory functions which they contained. There were over twice as many school board regulations in this particular category as there were school regulations.

Only 15% of the regulations or guidelines contained a larger proportion of supervisory functions, as opposed to administrative functions. At least 60% of the functions in these regulations were supervisory in nature. Three of these regulations were developed at the school board

TABLE 8

A Comparison of Regulations or Guidelines Containing Predominantly Administrative Functions, Predominantly Supervisory Functions, and a Balance Between Administrative and Supervisory Functions

Category of Regulations or Guidelines	Frequency of School Board Regulations or Guidelines	Frequency of School Regulations or Guidelines	Combined Frequency of School Board and School Regulations or Guidelines	Percentage of Submitted Regulations or Guidelines
Predominantly Administrative Functions	2	10	12	36
Predominantly Supervisory Functions	3	2	5	15
Balance Between Administrative and Supervisory Functions	11	5	16	48

level, while two regulations were developed at the school level.

Both school board and school regulations fell into all three categories. Some school board regulations were predominantly supervisory in nature, but the vast majority were balanced in their number of supervisory and administrative functions. Only a couple of school board regulations were predominantly administrative in nature. In contrast, the vast majority of the school regulations were predominantly administrative in nature, while only some had achieved a balance in their number of supervisory and administrative functions. Only a couple of the school regulations were predominantly supervisory in nature.

There is a tendency for most school board regulations or guidelines to be balanced in their number of supervisory and administrative functions, whereas there is a tendency for most school regulations or guidelines to have a larger number of administrative functions than supervisory functions.

The written regulations or guidelines were also examined to determine which of them contained functions similar to those listed in the Supervisory Role of the Department Chairperson questionnaire.

As Table 9 indicates, most of the regulations or guidelines (64%) contained a department chairperson function which was concerned with suggesting or arranging for inservice sessions. Almost half of the regulations

TABLE 9

Percentage of Regulations or Guidelines Containing Functions Similar to Those Found in the Supervisory Role of the Department Chairperson Questionnaire

Supervisory Function	Percentage of Regulations or Guidelines Containing Function
Informally observing teachers	15
Improving student evaluation	45
Evaluate and change department's program	24
Coordinating use of resource people	0
Developing department's goals and objectives	24
Assessing need for teacher inservice	64
Encouraging innovations and experimentation	3
Reporting department's activities and achievements	0
Orienting new teachers	33
Maintaining department library	12
Coordinating work of department teachers	15
Conducting demonstration teaching	18
Orientating substitutes	21
Coordinating department's program with other school departments'	9
Keeping departmental members informed	15

(45%) contained a function which was concerned with monitoring or improving student evaluation procedures. One third of the regulations contained the supervisory function of orienting new teachers.

Several functions appeared in approximately 25% of the department chairperson regulations. These functions dealt with such things as evaluating and changing the department's program (24%), conducting demonstration teaching (18%), orienting and/or assisting substitute teachers (21%), and defining the department's goals, aims and objectives (24%). Note that five of the functions mentioned thus far, happen to be functions which principals, department chairpersons, and teachers felt should be important functions of the department chairperson's role.

As Table 9 points out, slightly less than 20% of the written regulations or guidelines contained the following department chairperson functions. These functions were concerned with informally visiting classrooms to provide help to the teachers (15%), coordinating departmental work and activities (15%), keeping departmental teachers updated (15%), and maintaining a department library (12%). Only 9% of the regulations contained the department chairperson function which involves coordinating the work of one's department with that of other school departments. One set of school regulations recognized the department

chairperson's responsibility to encourage innovations and experimentation within his or her department.

Several other supervisory functions appeared in many of the written regulations or guidelines. Approximately 40% of the regulations suggested that department chairpersons are responsible for supervising the construction and distribution of departmental exams. Thirty percent of the regulations contained a function which indicated that department chairpersons are expected to make teachers aware of the availability of special teaching and learning aids, and resource materials. Approximately 20% of the regulations or guidelines contained functions which involved such things as helping teachers to improve their instructional methods (21%), encouraging teachers to continue their professional development (24%), establishing a good intradepartmental and interdepartmental communication system (15%), establishing a liaison with the board coordinator, or the Department of Education consultant, so to keep teachers informed of program changes (21%), and working with the school librarian to better utilize the school library (15%). Note that many regulations or guidelines contained a function which expected department chairpersons to help teachers improve their instructional methods, but did not go so far as to suggest that this be done through classroom observation.

A couple of observations were made regarding the way in which the supervisory functions were written in the regulations outlining the role of the department chairperson. One observation was that many of the listed supervisory functions tended to be vague in nature. In contrast, the administrative functions were clear and concise in their meaning. Examples of vague supervisory functions which were found in some of the written regulations or guidelines are:

> To assist in improving the quality of instruction and to promote his department wherever possible.
>
> To assist in program development on a system-basis as requested.

Some examples of the concise administrative functions which appeared in many of the written regulations or guidelines are:

> To call regular meetings of his department at least two per term, per course, within department.
>
> To be responsible for the inventory of department equipment.

Another observation was that some of the supervisory functions were written in such a manner as to give the impression that the department chairperson was expected to work in isolation. Some examples of this kind of supervisory function which was found in a few written regulations or guidelines are:

> To set specific aims and objectives for his subject area.

> To lay down clear guidelines for student evaluation.
>
> To know his subject, to keep himself up-to-date with developments in that subject, and to define its contribution to the education of pupils.

These functions do not suggest that department chairpersons need to work with their teachers in order to improve the provision and actualization of learning opportunities for students.

A final point worth noting is that many regulations or guidelines contain a function which indicates that department chairpersons are expected to assume other additional duties and responsibilities, when requested to do so by the administration.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the study, draws conclusions from the findings, and makes recommendations based upon the research.

Summary of Study

This section briefly outlines the problem studied, the instrumentation and experimental design used, and the statistical analysis carried out. A summary of the major findings is also included in this section.

The Problem

The position of department chairperson exists in many high schools in Newfoundland and Labrador, yet the Department of Education and many school boards have failed to define the role and responsibilities of the individuals who hold this position. The responsibility for doing this has often been left to the school principal. This has meant that in some cases schools do not have written regulations or guidelines to define the role and responsibilities of the department chairperson, and in cases where written regulations or guidelines do exist, they tend to vary significantly from school to school. In addition to this, there is a growing concern that the role

of the department chairperson is not being utilized to its fullest potential, especially in the area of supervision.

The purpose of this study was to determine whether principals, department chairpersons, and teachers felt the supervisory functions, generally associated with the department chairperson role, should be considered more important than what they were considered to be at the time of the investigation.

Experimental Design

Questionnaires were sent to all secondary school principals in the province of Newfoundland and Labrador which had department chairperson positions in their school. The response rate was 94% which meant that 61 of the 65 principals participated in the investigation. Questionnaires were also sent to all of the 222 secondary school department chairpersons. One hundred eighty-two department chairpersons returned a completed questionnaire producing a response rate of 82%. A random sample of secondary school teachers were sent a questionnaire. The sample was selected such that there was one departmental teacher for each department chairperson. The response rate was 77%, meaning that 170 teachers participated in the study.

Instrumentation and Statistical Analysis

The Supervisory Role of the Department Chairperson questionnaire was the only instrument used in this investigation. Each of the three reference groups was asked to respond to 15 supervisory functions listed on the questionnaire and to indicate their perception as to the amount of importance "presently" placed on and the amount of importance which "should be" placed on each of the functions. They indicated their perception of both dimensions on a Likert-type instrument.

The data was then analyzed to determine whether the principals, the department chairpersons, and the teachers had differing perceptions as to the "present" and "should be" status of each of the supervisory functions. For each of the 15 supervisory functions contained in the questionnaire, the one-tailed t-test for dependent samples was used to test the significance of the difference between the "present" and "should be" mean scores. The level of significance used was 0.01. This procedure was repeated for each of the three reference groups studied.

Summary of Findings

The three major hypotheses and the fifteen minor hypotheses were all confirmed. Responses from principals, department chairpersons, and teachers revealed a statistically significant difference in the "present" and "should be" mean scores for each of the 15 supervisory

functions studied. All three reference groups felt that more importance should be placed on each of the 15 supervisory functions.

For all three reference groups studied, there were two particular functions which had a reasonably large difference in their "present" and "should be" mean scores. These functions were informally observing teachers and conducting demonstration teaching.

Conducting demonstration teaching was a function which all three reference groups presently regarded as being "not important", but felt should be regarded as a "somewhat important" function of the department chairperson's role.

Informally observing teachers was another function which all three reference groups felt was presently considered to be "not important". Although principals, teachers and department chairpersons all felt more importance should be placed on this supervisory function, the three groups were reluctant to suggest that this department chairperson function should be considered "important" or "very important". Teachers and department chairpersons were even reluctant to suggest that informally observing teachers should be a "somewhat important" function of the department chairperson's role.

Many supervisory functions had smaller mean differences, but were functions which each of the three reference groups felt should be considered important

functions of the department chairperson position. These functions included improving student evaluation procedures, evaluating and changing the department's instructional program, developing department goals and objectives, orienting new teachers, coordinating the work of department teachers, assessing the need for teacher inservice, and keeping departmental members informed.

Principals and department chairpersons felt encouraging innovations and experimentation should be regarded as an important function, while teachers felt it should be regarded as somewhat less than an important function. Principals and teachers felt that maintaining a department library should be considered important, while department chairpersons felt it should be regarded as somewhat less than an important function.

The remaining supervisory functions were functions which principals, department chairpersons, and teachers felt should be considered as somewhat important functions of the department chairperson's role. These functions included coordinating the use of resource people, reporting the department's activities, orienting substitutes, and coordinating the department's program with other school departments.

With respect to the percentage of schools which have written regulations or guidelines defining the role of the department chairperson, this investigation revealed that only half of the schools have school board regulations or

guidelines outlining the responsibilities of this position. An additional 26% of the schools have taken the initiative to outline, in writing, the functions of their department chairpersons, while 24% have decided to operate without any written regulations to define and clarify the role of those who occupy this important position.

Upon further examination of these regulations or guidelines it was found that there is a tendency for most school board regulations or guidelines to be balanced in their number of supervisory and administrative functions, whereas there is a tendency for most school regulations or guidelines to have a larger number of administrative functions as opposed to supervisory functions.

Conclusion

Principals, department chairpersons, and teachers felt that more importance should be placed on the supervisory functions of the department chairperson position. All three reference groups felt that supervisory functions which are presently regarded as being "not important" or "somewhat not important", should be regarded as "important" or "somewhat important" functions of the department chairperson's role.

Recommendations

In view of the findings of this study, the following recommendations are proposed.

1. The Department of Education, school boards and school administrators should examine the functions presently performed by department chairpersons, and should attempt to define or redefine the minimum parameters of the department chairperson position. This should involve an examination of the perceptions of principals, department chairpersons and teachers as to functions they feel should be considered important responsibilities of the department chairperson's role.
2. School boards and school administrators should attempt to structure the department chairperson position in such a way that the department chairperson is given greater responsibility and authority to perform his or her functions.
3. School boards and school administrators should take steps to ensure that the department chairperson's teaching schedule is such that he/she has adequate time available to conduct supervisory functions throughout the school day.
4. School boards and school administrators should establish an on-going evaluation of the role and responsibilities of the department chairperson

position to ensure that effective use is being made of this important position.

5. Education courses at the university should give attention to the preparation of department chairpersons in the area of instructional supervision.
6. Individuals holding the position, and those who show potential for holding the position, should be given the opportunity to receive instruction designed to improve instructional supervisory skills. This could be provided through the use of inservice programs and university courses.
7. Further study should be conducted to identify the reasons why principals, department chairpersons and teachers are reluctant to give a high rating of importance to the department chairperson function of visiting classrooms to informally observe teachers for the purpose of improving instruction.
8. Further study should be conducted to also examine the role of the department chairperson in performing administrative functions.

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APPENDIX A

SURVEY INSTRUMENT FOR PRINCIPALS

Supervisory Role of the Department Chairperson Questionnaire

This questionnaire has been designed to determine whether school personnel feel the supervisory functions, generally associated with the department chairperson role, should be considered more important than they are presently considered to be. For the purpose of this questionnaire, a supervisory function will be one which involves working with teachers, both individually and collectively, to stimulate, coordinate and guide their efforts so to better enable them to provide effective learning opportunities for students. The formal evaluation of teachers for the purpose of recommending tenure, promotion, continued employment or dismissal, is not considered to be a supervisory function and therefore will not be included in this questionnaire.

The statements which follow describe certain functions which are often cited as being the responsibility of the department chairperson. They are not intended to be an all inclusive description of the department chairperson role.

To complete the questionnaire, you are asked to examine each function in the list and then indicate two things: first, your perception as to the amount of importance "presently" placed on this department chairperson function, and second, your perception as to the amount of importance which "should be" placed on this department chairperson function.

The number in each column corresponds to the number on the scale below:

5	4	3	2	1
very important	important	somewhat important	somewhat not important	not important

Please return the questionnaire to your Principal, in the envelope provided, so that all questionnaires can be returned in bulk. It is suggested you seal the envelope. Please try to complete the questionnaire within a 10 day period after it has been distributed.

In no case will the responses of an individual, or a school, be singled out. All responses will be kept in strictest confidence.

*Name _____ Department _____

Position _____ School _____

Amount of Importance "Presently" Placed on the Department Chairperson Function		Supervisory Function	Amount of Importance Which "Should Be" Placed on the Department Chairperson Function
5 4 3 2 1	1.	Visiting classrooms to informally observe teachers in the department for improvement of instruction and for teacher growth.	5 4 3 2 1
5 4 3 2 1	2.	Working with teachers in the department to improve procedures for student evaluation.	5 4 3 2 1
5 4 3 2 1	3.	Constantly reviewing and evaluating the department's present instructional program and implementing changes where necessary.	5 4 3 2 1
5 4 3 2 1	4.	Promoting and coordinating the use of resource people from outside the school.	5 4 3 2 1
5 4 3 2 1	5.	Working with teachers to develop the department's goals and objectives.	5 4 3 2 1
5 4 3 2 1	6.	Assessing the needs of teachers for inservice.	5 4 3 2 1

* Please note that names will only be used for the purpose of sending out follow-up cards later. Names will not be recorded in the study itself.

Amount of Importance "Presently" Placed on the Department Chairperson Function						Supervisory Function	Amount of Importance Which "Should Be" Placed on the Department Chairperson Function				
5	4	3	2	1	7.	Encouraging innovation and experimentation within the department.	5	4	3	2	1
5	4	3	2	1	8.	Preparing written reports of the achievement and activities of the department.	5	4	3	2	1
5	4	3	2	1	9.	Orienting new teachers in the department.	5	4	3	2	1
5	4	3	2	1	10.	Maintaining a departmental library and a resource center for teachers in the department to use.	5	4	3	2	1
5	4	3	2	1	11.	Coordinating the work of teachers within the department.	5	4	3	2	1
5	4	3	2	1	12.	Conducting demonstration teaching for new teachers or for experienced teachers launching something new.	5	4	3	2	1
5	4	3	2	1	13.	Orienting and assisting substitute teachers assigned to the department	5	4	3	2	1
5	4	3	2	1	14.	Coordinating the department's instructional program with other departments within the school.	5	4	3	2	1

Amount of Importance "Presently" Placed on the Department Chairperson Function		Supervisory Function	Amount of Importance Which "Should Be" Placed on the Department Chairperson Function
5 4 3 2 1	15.	Keeping departmental members informed of current information regarding the subject matter and instructional methods.	5 4 3 2 1

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16. Does your school board have any written regulations, or guidelines regarding the Role and Responsibilities of the Department Chairperson Position?

    Yes ____ No ____ If so, please forward a copy.

17. Does your school have any written regulations, or guidelines outlining the Role and Responsibilities of the Department Chairperson Position?

    Yes ____ No ____ If so, please forward a copy.

APPENDIX B

SURVEY INSTRUMENT FOR DEPARTMENT CHAIRPERSONS AND TEACHERS

Supervisory Role of the Department Chairperson Questionnaire

This questionnaire has been designed to determine whether school personnel feel the supervisory functions, generally associated with the department chairperson role, should be considered more important than they are presently considered to be. For the purpose of this questionnaire, a supervisory function will be one which involves working with teachers, both individually and collectively to stimulate, coordinate and guide their efforts so to better enable them to provide effective learning opportunities for students. The formal evaluation of teachers for the purpose of recommending tenure, promotion, continued employment or dismissal, is not considered to be a supervisory function and therefore will not be included in this questionnaire.

The statements which follow describe certain functions which are often cited as being the responsibility of the department chairperson. They are not intended to be an all inclusive description of the department chairperson role.

To complete the questionnaire, you are asked to examine each function in the list and then indicate two things: first, your perception as to the amount of importance "presently" placed on this department chairperson function, and second, your perception as to the amount of importance which "should be" placed on this department chairperson function.

The number in each column corresponds to the number on the scale below:

5	4	3	2	1
very important	important	somewhat important	somewhat not important	not important

Please return the questionnaire to your Principal, in the envelope provided, so that all questionnaires can be returned in bulk. It is suggested you seal the envelope. Please try to complete the questionnaire within a 10 day period after it has been distributed.

In no case will the responses of an individual, or a school, be singled out. All responses will be kept in strictest confidence.

*Name _____ Department _____

Position _____ School _____

Amount of Importance "Presently" Placed on the Department Chairperson Function		Supervisory Function	Amount of Importance Which "Should Be" Placed on the Department Chairperson Function
5 4 3 2 1	1.	Visiting classrooms to informally observe teachers in the department for improvement of instruction and for teacher growth.	5 4 3 2 1
5 4 3 2 1	2.	Working with teachers in the department to improve procedures for student evaluation.	5 4 3 2 1
5 4 3 2 1	3.	Constantly reviewing and evaluating the department's present instructional program and implementing changes where necessary.	5 4 3 2 1
5 4 3 2 1	4.	Promoting and coordinating the use of resource people from outside the school.	5 4 3 2 1
5 4 3 2 1	5.	Working with teachers to develop the department's goals and objectives.	5 4 3 2 1
5 4 3 2 1	6.	Assessing the needs of teachers for inservice.	5 4 3 2 1
5 4 3 2 1	7.	Encouraging innovation and experimentation within the department	5 4 3 2 1

* Please note that names will only be used for the purpose of sending out follow-up cards later. Names will not be recorded in the study itself.

Amount of Importance "Presently" Placed on the Department Chairperson Function		Supervisory Function	Amount of Importance Which "Should Be" Placed on the Department Chairperson Function
5 4 3 2 1	8.	Preparing written reports of the achievement and activities of the department.	5 4 3 2 1
5 4 3 2 1	9.	Orientating new teachers in the department.	5 4 3 2 1
5 4 3 2 1	10.	Maintaining a departmental library and a resource center for teachers in the department to use.	5 4 3 2 1
5 4 3 2 1	11.	Coordinating the work of teachers within the department.	5 4 3 2 1
5 4 3 2 1	12.	Conducting demonstration teaching for new teachers or for experienced teachers launching something new.	5 4 3 2 1
5 4 3 2 1	13.	Orientating and assisting substitute teachers assigned to the department.	5 4 3 2 1
5 4 3 2 1	14.	Coordinating the department's instructional program with other departments within the school.	5 4 3 2 1
5 4 3 2 1	15.	Keeping departmental members informed of current information regarding the subject matter and instructional methods.	5 4 3 2 1

APPENDIX C

LETTER SEEKING APPROVAL FROM SUPERINTENDENTS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Tel.: (709) 737-7647/8

April 8, 1986

Dear Sir:

I am a graduate student at Memorial University conducting, for my thesis, a study of the supervisory role of the department chairperson position in secondary schools in Newfoundland and Labrador. This is in partial fulfillment of a Master's Degree in Educational Administration.

I am writing to seek your approval to carry out this study in secondary schools belonging to your school board. A letter will be sent to department chairpersons and their principals seeking their cooperation in the study and requesting the names of teachers belonging to the various school departments. A questionnaire will then be sent to the secondary school principals, the department chairpersons, and a randomly selected group of departmental teachers. This questionnaire will consist of 15 short questions which should take no more than ten minutes to complete. Your approval to carry out this study would be much appreciated.

Please return the attached sheet in the pre-stamped envelope provided, as soon as possible.

Sincerely yours,

Karen Fitzpatrick

Dr. G.L. Parsons

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex 016-4101
Tel (709) 737-7647 8

TO: Karen Fitzpatrick
Dr. G.L. Parsons, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in secondary schools belonging to this school board, I have decided

to grant my approval for this study.

not to grant my approval for this study.

_____
Superintendent

_____
School Board

Date: _____

APPENDIX D

INTRODUCTORY LETTER TO PRINCIPALS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Tel.: (709) 737-7647/8

April 15, 1986

Dear Principal:

I am a graduate student at Memorial University conducting, for my thesis, a study of the supervisory role of the department chairperson position in secondary schools in Newfoundland and Labrador. This is in partial fulfillment of a Master's Degree in Educational Administration. I have written your superintendent and have received his approval to carry out this study. I am writing you to seek your cooperation in this investigation.

The purpose of this study is to determine whether principals, department chairpersons and teachers feel the supervisory functions, generally associated with the department chairperson role, should be considered more important than they are presently considered to be.

During a time of economic constraints when the high school curriculum is expanding while the availability of teachers, resources, support staff and instructional materials is being reduced, it is extremely important that appropriate functions be carried out by the department chairperson.

This study will include all secondary school department chairpersons who receive the official department head allocation as specified by The Schools Act (Teachers' Salaries Regulations, 1979) and all secondary school principals who have official department chairpersons in their school. A random sample of secondary school teachers, belonging to a department with an official department chairperson, will also be included in this study.

....2

It will be necessary to ask for your cooperation in order to randomly select the sample of departmental teachers to be used. For each department chairperson, to whom a questionnaire has been sent, you are being asked to make a list of the teachers who teach the subject of that particular department. Teachers who teach the subject to only one or two classes in the school should also be included in the list. Then randomly select from each list one teacher for each department chairperson position. It is very important that the selection process be unbiased, so it is recommended that you draw the names from a hat.

In summary,

1) Complete a questionnaire yourself.

2) Have each department chairperson complete a questionnaire.

3) For each department chairperson position, have a teacher from each department (randomly selected) complete a questionnaire.

The questionnaires included should take no more than ten minutes to complete and it is suggested that they be returned to the principal in the envelopes provided. It would be appreciated if you would collect all the questionnaires ten days after they have been distributed. All questionnaires should be returned, in bulk, in the pre-stamped envelope provided.

Recognizing the heavy demands made on a school administrator's time, I would greatly appreciate your cooperation in carrying out this study.

Sincerely yours,

Karen Fitzpatrick

Encl.

APPENDIX E

FIRST FOLLOW-UP LETTER TO PRINCIPALS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Tel.: (709) 737-7647/8

April 28, 1986

Dear Principal:

About two weeks ago you were sent a package of questionnaires pertaining to a study of the supervisory role of the department chairperson position in secondary schools in Newfoundland and Labrador.

I would like to take this opportunity to thank you for your professional interest and cooperation in this study. I am also requesting that you distribute the enclosed follow-up letters to the department chairpersons and teachers who have participated in this investigation.

If any questionnaires are returned to you in the next couple of days, would you please return them to me in the pre-stamped envelope sent to you earlier. If this envelope has already been mailed, would you be kind enough to mail these questionnaires to me, in bulk, at the following address:

Mrs. Karen Fitzpatrick
145 Empire Avenue
St. John's, Newfoundland
A1C 3G1

Your cooperation in this regard would be greatly appreciated.

Sincerely yours,

Karen Fitzpatrick

Encl.

APPENDIX-F

FIRST FOLLOW-UP LETTER TO DEPARTMENT CHAIRPERSONS AND TEACHERS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Tel: (709) 737-7647/8

April 28, 1986

Dear Colleague: _____

About two weeks ago you were sent a Questionnaire pertaining to a study of the supervisory role of the department chairperson in secondary schools in Newfoundland and Labrador.

I would like to take this opportunity to thank you for your professional interest and cooperation in this study.

If you have not yet been able to find the time to complete your questionnaire, would you please take 10 minutes in the next couple of days to do so, and then return it to your principal.

I realize there are heavy demands made upon your time especially at this point in the school year. It is hoped that you will be willing to take some time from your busy schedule to provide this study with the benefit of your experience. Your participation is very critical to the success of this investigation.

Your cooperation in this regard would be greatly appreciated.

Sincerely yours,

Karen Fitzpatrick

APPENDIX G

SECOND FOLLOW-UP LETTER TO PRINCIPALS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex. 016-4101
Tel (709) 737-7647/8

May 12, 1986

Dear Principal:

About three weeks or so ago you were sent a package of questionnaires pertaining to a study of the supervisory role of the department chairperson position in secondary schools in Newfoundland and Labrador. Up to this point in time, questionnaires from your school have not been received.

If you haven't recently returned all the questionnaires which were sent to your school, would you please distribute the enclosed questionnaires to the department chairpersons and teachers who possibly have not yet participated in this investigation. These are additional copies of the questionnaires which were sent to your school earlier.

It would be appreciated if you would collect these questionnaires in the next couple of days and then return them to me, in bulk, in the pre-stamped envelope provided.

I would again like to thank you for your interest and cooperation in this study. I realize the end of the school year places many demands on your time, and your efforts concerning this study are most appreciated.

Sincerely yours,

Karen Fitzpatrick

Encl.

APPENDIX H

SECOND FOLLOW-UP LETTER TO DEPARTMENT CHAIRPERSONS AND TEACHERS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Tel.: (709) 737-7647/8

May 12, 1986

Dear Colleague:

About three weeks or so ago you were sent a questionnaire pertaining to a study of the supervisory role of the department chairperson position in secondary schools in Newfoundland and Labrador. Up to this point in time, I have not received the questionnaire which was sent to you.

If you haven't already returned your questionnaire, would you please take a few minutes today to answer the questionnaire and return it to your principal. An additional copy of the questionnaire has been enclosed for your convenience. Your participation is very important to the success of this investigation.

I realize the end of the school year places many demands on your time, and your efforts concerning this study are most appreciated.

Sincerely yours,

Karen Fitzpatrick

Encl.

APPENDIX I

TABLE 10

TABLE 10

Frequency of Principals Giving Each of the "Present" and the "Should Be" Importance Ratings to the Department Chairperson Functions

Supervisory Function	Frequency of Principals giving each Present Importance Rating					Frequency of Principals giving each Should Be Importance Rating				
	1	2	3	4	5	1	2	3	4	5
Informally observing teachers	33	14	9	5	0	6	2	13	28	11
Improving student evaluation	5	5	18	20	13	0	0	6	25	30
Evaluate and change department's program	4	7	19	15	16	0	0	1	23	37
Coordinating use of resource people	8	20	21	7	5	2	3	24	21	11
Developing department's goals and objectives	3	9	15	19	14	0	2	6	18	33
Assessing need for teacher inservice	5	15	24	14	3	0	3	9	29	19
Encouraging innovations and experimentation	5	19	18	12	7	1	0	9	29	22
Reporting department's activities and achievements	14	13	18	12	4	3	3	19	19	16
Orienting new teachers	5	10	15	16	15	1	1	10	22	27
Maintaining department library	13	10	16	14	7	1	3	11	24	20
Coordinating work of department teachers	1	7	15	22	16	0	1	4	24	32
Conducting demonstration teaching	27	17	12	5	0	2	3	22	27	6
Orienting substitutes	25	11	16	8	1	3	8	20	23	7
Coordinating department's program with other school departments'	14	15	20	9	3	1	7	19	24	9
Keeping departmental members informed	2	8	19	20	12	0	1	8	19	33

APPENDIX J

TABLE 11

TABLE 11

Frequency of Department Chairpersons Giving Each of the "Present" and the "Should Be" Importance Ratings to the Department Chairperson Functions

Supervisory Function	Frequency of Department Chairpersons giving each Present Importance Rating					Frequency of Department Chairpersons giving each Should Be Importance Rating				
	1	2	3	4	5	1	2	3	4	5
Informally observing teachers	134	26	14	4	4	37	25	60	42	13
Improving student evaluation	7	17	49	66	41	2	2	18	84	75
Evaluate and change department's program	13	19	53	53	41	1	0	21	67	90
Coordinating use of resource people	35	52	61	26	5	5	15	67	69	23
Developing department's goals and objectives	2	28	39	65	45	1	2	22	62	92
Assessing need for teacher inservice	30	31	61	42	16	4	9	38	80	49
Encouraging innovations and experimentation	20	43	54	42	21	4	4	33	85	55
Reporting department's activities and achievements	47	40	48	30	14	19	26	58	52	25
Orienting new teachers	9	18	40	67	44	1	1	17	73	87
Maintaining department library	34	30	57	40	17	5	4	41	78	51
Coordinating work of department teachers	7	12	37	68	55	1	2	12	70	95
Conducting demonstration teaching	107	34	26	9	2	26	20	66	50	17
Orienting substitutes	54	25	33	46	20	11	14	42	73	38
Coordinating department's program with other school departments	36	40	56	31	16	6	7	56	75	35
Keeping departmental members informed	9	11	43	56	60	3	1	17	64	95

APPENDIX K

TABLE 12

TABLE 12

Frequency of Teachers Giving Each of the "Present" and the "Should Be" Importance Ratings to the Department Chairperson Functions

Supervisory Function	Frequency of Teachers giving each Present Importance Rating					Frequency of Teachers giving each Should Be Importance Rating				
	1	2	3	4	5	1	2	3	4	5
Informally observing teachers	129	17	14	3	4	45	25	60	30	8
Improving student evaluation	28	38	53	27	22	5	8	33	58	64
Evaluate and change department's program	31	37	44	30	23	7	3	23	55	77
Coordinating use of resource people	67	42	40	12	6	15	14	49	58	33
Developing department's goals and objectives	27	29	53	38	20	6	7	22	65	68
Assessing need for teacher inservice	47	45	47	20	8	6	7	42	60	54
Encouraging innovations and experimentation	43	40	49	25	10	10	4	42	66	48
Reporting department's activities and achievements	61	40	34	19	10	24	17	53	48	24
Orienting new teachers	31	34	52	27	19	5	6	27	61	66
Maintaining department library	39	30	48	30	16	9	4	35	44	72
Coordinating work of department teachers	17	28	54	29	36	5	4	26	52	78
Conducting demonstration teaching	99	39	16	4	3	19	25	57	42	19
Orienting substitutes	72	28	40	12	8	22	14	48	52	29
Coordinating department's program with other school departments	49	46	42	18	6	10	10	61	59	26
Keeping departmental members informed	20	28	52	37	26	5	4	21	57	79