

A Descriptive Study of Department Heads of Public
High Schools in Virginia: Who They Are and What They Do

by

Glenn E. Brown

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
Doctor of Education
in
Educational Administration

APPROVED:

Wayne M. Worner, Co-Chairman

Larry J. Weber, Co-Chairman

Glen I. Earthman

Robert R. Richards

Randy D. Barrack

December, 1988
Blacksburg, Virginia

**A Descriptive Study of Department Heads of Public
High Schools in Virginia: Who They Are and What They Do**

by

Glenn E. Brown

Wayne M. Worner, Co-Chairman

Larry J. Weber, Co-Chairman

Educational Administration

(ABSTRACT)

This study described who the department heads of public high schools in Virginia are, what functions they are assigned, the degree of responsibility they hold for each function and the responsibility it is believed they should be assigned for each function.

A descriptive survey method was used in this study. The population consisted of the principal and two department heads selected from each public high school in the Commonwealth of Virginia. From a list of items identified through a search of the literature, as functions performed by department heads, the respondents were asked to describe each relative to importance to instruction, the degree to which each function is assigned to department heads and the degree to which the function should be assigned to department heads. Descriptive statistics included frequencies, means, medians, ranges and percentages.

It was found that most department heads are experienced white female teachers who have been department heads five years or less. The number and size of departments increased as school size increased and the position of department head is well established in the administrative hierarchies of Virginia's public high schools.

Principals believe that all twenty-eight functions studied are important to instruction and department heads reported twenty-six. Principals and department heads agreed that department heads are assigned at least some responsibility for most of the functions studied and that department heads should be assigned at least some responsibility for all of the functions studied.

While the status and function of the department heads may be affected by issues related to the administration of schools and empowerment of teachers, this study indicates that the department heads in Virginia's high schools are more of an extension of the principal down than extensions of the teachers up in the administrative ranks of the schools. If the department heads are to assume larger roles in instructional leadership, it is suggested that they should receive more release time and salary supplementation.

ACKNOWLEDGEMENTS

I would like to sincerely thank all the educators of Virginia who contributed to, participated in, and supported this study. Many people helped in many ways.

I would like to particularly thank Dr. Wayne M. Worner and Dr. Larry J. Weber who co-chaired this study. Their help and encouragement were instructional and inspirational. A special expression of gratitude has to be extended to Dr. Worner. He gave many hours of his own time at his home and around the state to accommodate my schedule. He always applied the proper blend of concern for me and emphasis on the product to keep me going far beyond what I would have imagined. To the remaining members of my committee, Drs. Glen I. Earthman, Randy D. Barrack, and Robert R. Richards, I offer a sincere thank you for your help and encouragement. Each of you added to the study with your professional skills and insights.

DEDICATION

This dissertation is dedicated to my family for their sacrifice and encouragement during the time I was attending classes, gathering data for the study, traveling around the state, and writing the document. Without their understanding, support, and patience this study would not have been completed.

TABLE OF CONTENTS

Chapter 1	1
Introduction	1
Background of the Study	1
Significance of the Study	5
Problem Statement	6
Purpose of the Study	7
Research Questions	7
Assumptions of the Study	9
Delimitations of the Study	9
Definition of Terms	10
Organization Of The Study	10
Chapter 2	12
Introduction	12
Historical Development	13
Functions Of Department Heads	16
Summary	23
Chapter 3	25
Methodology	25
Introduction	25
Design of the Study	25
Population	26
Table of Contents	vi

Instrument Development	27
Data Collection Procedures	29
Data Analysis	31
Chapter 4	40
Results	40
Description of Population	41
Research Questions	44
Chapter 5	110
Summary, Conclusions, and Recommendations	110
Sample	110
Data Collection	110
Data Analysis	112
Summary of Findings	116
Discussion	125
Recommendations	130
Bibliography	132
Appendix A. Sources of Department Head Functions From the Literature	137
Appendix B. Cover Letter: Pilot Study	142
Appendix C. Principal's Survey Instrument	144
Table of Contents	vii

Appendix D. Department Head's Survey Instrument 148
Appendix E. Principal and Department Head Survey In- strument 152
Appendix F. Letters 156

LIST OF TABLES

Table 1.	Department Heads and Principals Participating in the Study by School Size	42
Table 2.	Department Head Participants of the Study by Departments Represented	43
Table 3.	Gender of High School Department Heads in Virginia Reported by School Size	45
Table 4.	Racial Distribution of High School Department Heads in Virginia Reported by School Size	46
Table 5.	Age of High School Department Heads in Virginia Reported by School Size	48
Table 6.	Years of Teaching Experience of High School Department Heads in Virginia Reported by School Size	49
Table 7.	Years of Department Head Experience of High School Department Heads in Virginia Reported by School Size	50
Table 8.	Level of Professional Training of High School Department Heads in Virginia Reported by School Size	51
Table 9.	Sizes of Schools Served as Reported by Principals Who Responded to the Survey	53
Table 10.	Type of High School Department Heads in Virginia Reported by School Size	54
Table 11.	Number of High School Department Heads in Virginia by School Size as Reported by Principals	55
Table 12.	Terms of Appointment of High School Department Heads in Virginia Reported by School Size	57
Table 13.	Frequency of High School Department Head Review by Principals in Virginia Reported by School Size	58
Table 14.	Existence of Written Job Descriptions for High School Department Heads in Virginia Reported by School Size	59

Table 15.	Selection Procedures of High School Department Heads in Virginia	61
Table 16.	Released Time During the School Day for High School Department Heads in Virginia Reported by School Size	62
Table 17.	Number of Classes Taught Per Day by High School Department Heads in Virginia Reported by School Size	63
Table 18.	High School Department Size in Virginia Reported by Size of Public High Schools . . .	65
Table 19.	Frequency of Meetings Between High School Department Heads and Principals or Their Designees in Virginia Reported by School Size	66
Table 20.	Frequency of High School Department Meetings in Virginia Reported by School Size	67
Table 21.	Salary Supplements for High School Department Heads in Virginia Reported by School Size .	68
Table 22.	Locus of Decision Making in Virginia Reported by School Size	70
Table 23.	Locus of Decision Making Within High School Departments on Selected Functions in Virginia Reported by School Size	71
Table 24.	Importance of Selected Functions of High School Department Heads to Instruction in Virginia Reported by School Size	76
Table 25.	Degree of Responsibility Assigned to High School Department Heads in Virginia for Selected Functions Reported by School Size . .	80
Table 26.	Degree of Responsibility High School Department Heads and Principals Feel Should be Assigned Department Heads in Virginia for Selected Functions Reported by School Size	88
Table 27.	Degree of Responsibility Assigned to High School Department Heads and the Degree Department Heads and Principals Feel Should be Assigned Department Heads in Virginia for Selected Functions Reported by School Size	101

LIST OF ILLUSTRATIONS

Figure 1. Hierarchical model of school system bureauc-
racy (Kirkland, 1978, p. 2). 17

CHAPTER 1

INTRODUCTION

Background of the Study

In discussing the role of the department head in high schools, Harold E. Turner, wrote: "The department head is a relatively untapped source of instructional leadership for our embattled schools" (1983:25). Leadership in this area is important. As the turn of the century approaches, increasing emphasis has been placed on instructional improvement in schools. Ernest L. Boyer said that since the National Commission on Excellence in Education Report of 1983 this nation has engaged in the most serious and sustained drive for school renewal in our history (1988:61).

Educators have been called upon to improve basic teaching and learning. Such improvement has always been a goal of concerned educators but the degree of its emphasis and the type of leadership required for its accomplishment have always been dictated by the society and the times. In the days of the one room schools, teachers shouldered most of the burden of directing the limited instructional programs. As society and schools grew, principal teachers and then full

time principals evolved. They provided general administrative support and still had time to be instructional leaders.

Continued growth of schools and society brought about a time when single individuals could no longer play these double roles effectively. Assistant principals and subject area department heads were established. Assistant principals tended to fall into two categories. Some were designated to assist in general administrative support areas and some to serve as assistant principals for instruction. In larger schools, Assistant Principals of Instruction have tended to serve as coordinators of overall instructional programs while department heads have generally performed a wide variety of functions within their individual departments.

The trend toward departmentalization of instructional leadership was heightened in 1948 when the Educational Policies Commission's "Imperative Needs For Youth" called for greater emphasis on specific and diverse subject areas in the high schools. This required specific subject area expertise for instructional leaders at a time when principals were having to become generalists. Stanley R. Williams (1964) said that after World War I new emphasis on teaching techniques and instructional material led to a need for direct supervision in the form of department heads and, as Novack (1958) said, they developed as a necessity of the times. Grieder (1963:8) pointed out that as smaller high schools consolidated into larger units the appointment or staff

election of department heads became feasible. Others felt that since high schools prepared students for college, they should pattern themselves after college with departmental organization (Hipps, 1965).

Whatever the reason, by the 1970s most schools had subject area department heads. As Callahan pointed out:

The department head position appears in the organizational charts and faculty rosters of school districts in every state. The reason for this is simple: the chairman fills an administrative vacuum created by the rapid growth of public education in America during this century (1971:21).

It appears that very little has been done in any systematic way to describe the department heads, determine what they do relative to filling the administrative vacuum Callahan spoke of or to attempt to determine the importance of specific functions performed by department heads to the instructional programs of the schools. If department heads are to be effective instructional leaders, their efforts must contribute to areas that enhance the teaching within their department and result in improved student learning of the students in their subject areas.

Educators recognize the value of such support. Just as the size of schools has increased dramatically so too have information and the access to it. In 1969 Bingaman pointed out that:

High school principals are missing a golden opportunity by failing to delegate considerable responsibility and authority to department chairmen in the area of super-

vision and curriculum improvement in the comprehensive high schools of today (1969:28).

The lack of information on department heads and their functions has led to a perception of diverse uses of the position. As Horde and Murphy said:

The role of department chairperson or department head can be portrayed as that of "paper pusher" at the one extreme and as "commander in chief" at the other, depending on who is describing the role. Because there has been little study that defines and describes the role, a wide variety of data-free perceptions abound (1985:2).

Genevieve Kirkland wrote in 1973 that, "Like Topsy, the role has grown in so many varied directions that administrators, supervisors, and even department heads themselves are hard pressed to define it" (1973:1).

For various reasons, principals have not been able to provide as much instructional leadership as the schools need. Department heads may be able to offer support to the principals in fulfilling the critical need for instructional leadership. Paul B. High, in his 1965 research, recognized this when he said that department heads are: "First and foremost . . . classroom teachers and as classroom teachers and as subject specialists, they are in a prime position to assist other members of their respective divisions in analyzing and improving instructional practices" (1965:432).

The Carnegie Report, A Nation Prepared: Teachers for the 21st Century, (1986) emphasized the importance of involving teachers in instructional decision making and in 1988 Ernest

Boyer, speaking at a news conference to release the Carnegie Foundations' Report on the big city schools said, ". . . schools must be extricated from a web of mindless authority and contradictory responsibilities" (The Virginia Pilot, March 16, 1988:A3).

This research describes high school department heads as they exist in the Commonwealth of Virginia. It describes who they are and what they do relative to instruction. It examines the degree of responsibility department heads have for the completion of selected instructional functions. It reports how much responsibility principals and department heads feel should be assigned department heads for these functions.

Significance of the Study

Virtually all high schools have department heads. These resources have been called relatively untapped sources of instructional leadership for our schools. The fact is that very little information exists as to who these people are, what they do, and whether they are important to the instructional programs of the schools.

This study provides information to those interested in considering the contributions of department heads to improvement of instructional programs throughout the Commonwealth.

Problem Statement

Since the Report of the National Commission on Excellence, increasing emphasis has been placed on the goal of improving instruction and instructional leadership in schools. Available resources must be effectively utilized to meet this objective. As a first step resources such as department heads must be identified and their responsibilities described.

At the building level principals have been held accountable for instructional improvement initiatives. Subject area department heads have been assigned certain instructional responsibilities but relatively little concrete information is available as to who they are and what they do relative to instruction in Virginia.

The problem this study addressed was the lack of information about department heads of public high schools in Virginia. Inadequate data existed to determine who they are, and what they do relative to instruction. As a consequence it has been impossible to recommend changes in their role and function which might enhance instructional quality in schools throughout the Commonwealth.

Purpose of the Study

The purpose of this study was to describe the department heads of public high schools in Virginia, who they are, and what they do.

Research Questions

The following research questions were used to shape the data collection and analysis procedures essential to completing the study.

1. What is the demographic profile of those individuals holding the department head position based on selected variables?
 - Gender
 - Race
 - Age
 - Years of teaching experience
 - Years of department head experience
 - Level of professional training
2. What is the description of the department head position based on selected variables?
 - Size of schools served
 - Number of department heads per school
 - Type of department heads (subject areas)

- Terms of appointment
 - Frequency of department head review by principals
 - Written job descriptions
 - Selection procedures
 - Released time during the day
 - Number of classes taught
 - Frequency of meetings between department heads and principals
 - Frequency of department meetings
 - Salary supplements for department heads
 - Decision making in the schools
 - Decision making in the departments
 - Size of departments
3. How important are selected functions to the instructional programs of Virginia's high schools?
 4. How much responsibility is assigned, for each function, to department heads?
 5. How much responsibility should be assigned, for each function, to department heads?
 6. How do the views of principals and department heads compare regarding importance of functions, responsibility assigned to department heads for the functions, and the amount of responsibility which should be assigned to department heads for the functions?
 7. How do views of principals and department heads regarding importance of functions, responsibility assigned to de-

partment heads for the functions, and responsibility which should be assigned to department heads for the functions differ based upon school size?

Assumptions of the Study

The assumptions of this study were:

1. The principal and department heads of each school who completed the questionnaire, did so accurately and honestly.
2. The questionnaire used to collect data concerning department heads: the position, the individuals, and their functions did result in the collection of valid data.

Delimitations of the Study

1. The study was based on responses from the 195 principals from 106 Virginia school divisions and 423 department heads from 115 and does, therefore, not necessarily generalize to other states.
2. The study was descriptive and does not address issues of cause and effect.

Definition of Terms

For the purpose of this study the following definitions were used.

1. Department Head (or chair or chairman): A member of a high school academic department who has some responsibility for administering the affairs of the department.
2. Smaller School: A high school with a student population of up to eight hundred.
3. Middle Size School: A high school with a student population of between eight hundred one and fifteen hundred.
4. Larger School: A high school with a student population of over fifteen hundred.
5. Virginia High School: A school identified by the State Department of Education as under the jurisdiction of its secondary division which had at least grades 10-12 as identified by the Director of Secondary Education of the Department of Education for the Commonwealth of Virginia.

Organization Of The Study

The remainder of the study is organized as follows: Chapter two contains a review of related literature. Chapter three describes the methodology. Chapter four presents the

information obtained. Chapter five presents the summary, conclusions, recommendations and comments of the researcher.

CHAPTER 2

Introduction

"Since the National Commission On Excellence In Education Report of 1983, this nation has engaged in the most serious and sustained drive for school renewal in its history" (Boyer, 1988:61). Educators are being called upon to improve basic teaching and learning. This has increased the need for instructional leadership and comes at a time when schools have grown to be large and complex. Principals are finding themselves hard pressed to provide enough instructional leadership and are looking for help (Verchota, 1971:128).

One relatively untapped source of such help is the subject area department head (Turner, 1983:25). Most public high schools have such positions in their organizational charts and these department heads are in a position to extend the principal's influence directly to subject specific instruction (Callahan, 1971:21; Anderson, 1987:115). A review of the literature reveals that the position of department head in public high schools has not been described extensively nor have the functions they perform been widely examined (Berrier, 1974:432). The fact is that through the years authors have reported that little has been written about the

high school department head (Koch, 1930:263; Scolnick, 1950:47; Bingaman, 1969:27; Clark, 1977:12).

This chapter consists of two sections. The first provides an historical description of the position. The second describes the functions of the department head as related through the literature.

Historical Development

Benjamin J. Novack in 1958 wrote that "department heads have developed and their roles have grown in keeping with necessities of the times as schools have grown" (Novack, 1958:91). In the days of the one room schoolhouse teachers shouldered most of the burden of directing the limited instructional programs of the times. As society and schools grew principal teachers, principals, and assistant principals emerged to administer and manage increasingly complex programs. The development of the department head position was an extension of this natural process. Novack suggested that in developing department heads, public high schools were emulating the colleges they were preparing students to attend (1958:91). By doing this the school leaders developed concepts they were familiar with from their college training.

J. Minor Gwynn concurred with Novack in 1961, when he wrote that "department heads developed as the need for instructional leadership grew as schools grew" (1961:232).

Grieder further explained that as schools consolidated into larger units the appointment or election of department heads followed (1963:8). Schools became more comprehensive as they grew because they could offer more varied classes. As individual subject area programs grew experienced teachers began taking on more leadership roles, not unlike the evolution of principal teachers a generation before.

In 1964, Stanley Williams said that departmentalization took a big step forward after World War I when departments began to be more closely supervised (1964:73). This was a time when most institutions were managed with increased emphasis on efficiency. In subsequent decades schools grew, subject areas became more complex, and the demand for efficiency continued to increase. At the same time increased pressure from other management demands limited the principals capacity to provide sufficient instructional leadership without help.

Donald Thomas and Charles E. Clark in 1965 and Norman D. Riggs in 1969, wrote that as schools grew in size the principal became more of a generalist and less of a specialist in the area of instruction. Buser and Humm went on in 1970 to say "that there was a decided trend toward the development of departmental organization in the administration and supervision of the high school. They reported that the number of department heads was on the increase (Buser & Humm,

1970:283). Verchota alluded to this in a similar way when he said the following:

The department head position appears in the organizational charts and faculty rosters of school districts in every state. The reason for this is simple: the chairman fills an administrative vacuum created by the rapid growth of public education in America during the twentieth Century (1971:21).

Verchota went on to say:

The department chairman has apparently passed beyond the odd-jobs conception. It is emerging as a position which exercises a considerable degree of influence on the operation and direction of the high school. It is legitimated as such by the faculty, and acts as a unifying center for the faculty. It is certainly imperative therefore, that the implications of this new role be recognized in order to enhance both the professional environment of the school and the quality of the educational program (1971:132).

In speaking of the development of department heads in the area of instructional leadership Clark said in 1977 that "outstanding teachers have been called upon to assist in supervision by assuming the roles of department heads" (1977:12). Department heads have been called upon to serve many types of functions but it is the fact that they are recognized as instructional specialists with subject specific expertise that sets them apart from quasiprofessionals such as bookkeepers, secretaries, and clerks. This fact places them in both line and staff positions as they both directly and indirectly impact on instruction and are recognized in faculty organizational charts as such.

In 1978, Kirkland wrote that the educational system, responding to societal growth had evolved to a complex hierarchical model often resembling Figure 1 (1978:2).

In 1985, Hord and Murphy said that despite the size and importance of the job "department heads often lack clearly defined job descriptions and receive inadequate remuneration and inservice training--conditions that inhibit their performance and restrict their roles" (1985:14). However, as Costanza said in 1987, "Schools are complex social systems and while principals must set the organizational tone and climate, they have neither the time nor, in many cases, the subject specific expertise to direct and influence all aspects of the instructional program" (1987:79).

Functions Of Department Heads

In 1969, Bingaman said that the department head was a curriculum and supervisory specialist who perform duties as varied as from coordinating the work of the department and building the course of study to interviewing teacher candidates and observing classes (1969:28). Two years later Callahan wrote:

Most districts do not begin to use the talents of these outstanding individuals as fully and as effectively as they might. In an age when virtually every part of the educational scene is enduring change at a revolutionary rate, the specialized training and expertise of these master teacher - chairmen could provide invaluable assistance (1971:176).

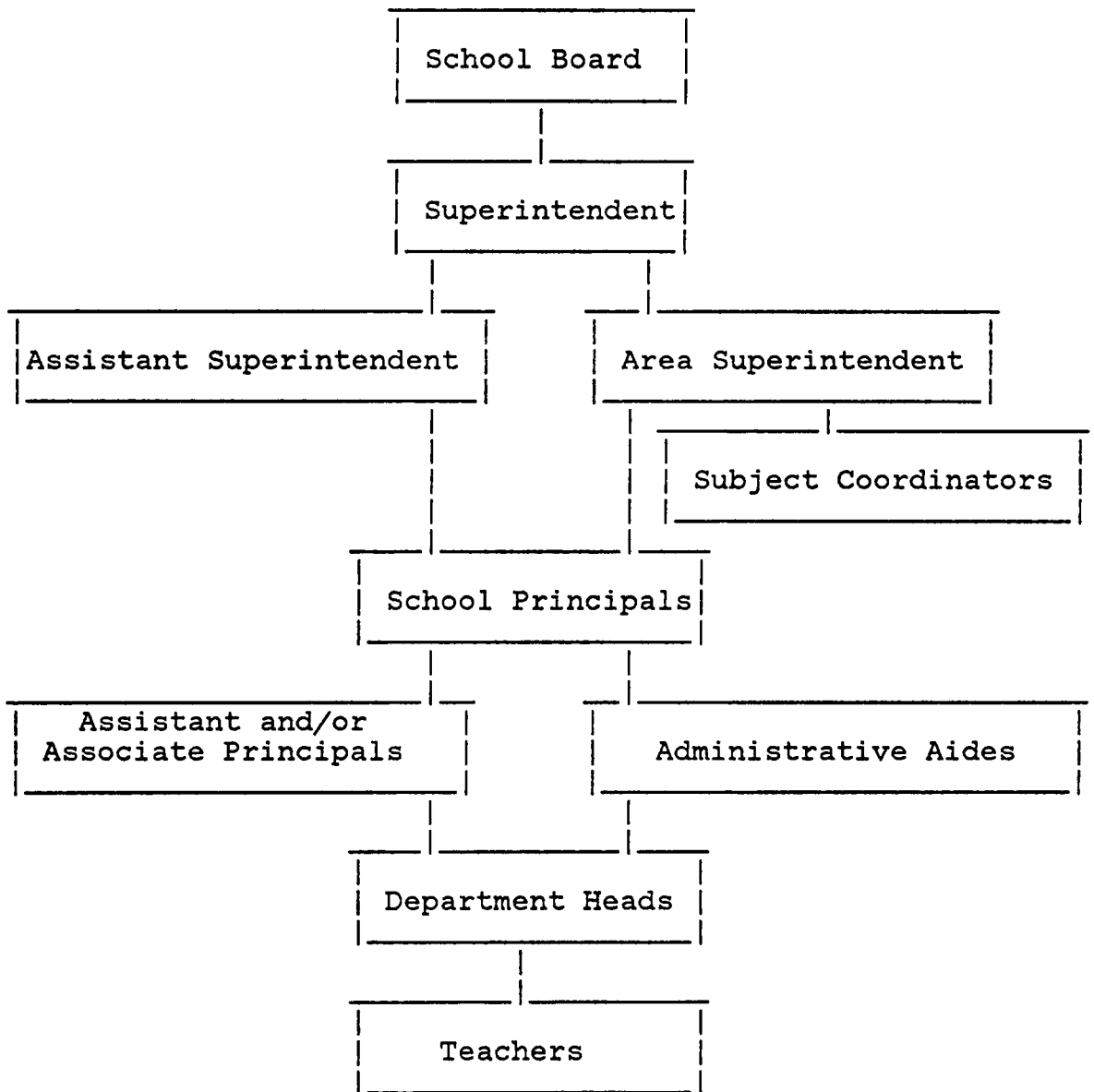


Figure 1. Hierarchical model of school system bureaucracy (Kirkland, 1978, p. 2).

It appears that the department head is used inconsistently and inefficiently across the country and that their potential contributions are extensive.

In 1971, Ovard listed ten functions of department heads in the changing secondary schools of the day. These covered such areas as, new programs and innovations, inservice, development of courses, departmental meetings, and supervision of instruction. He wrote that there was increased demand that department heads, above all else, be dynamic, creative administrators (Ovard, 1971:198).

In 1976, Caplow seemed to describe the department head in management science terms when he spoke of the development of an inner circle. He said that from the supervisors standpoint, an inner circle of lieutenants provides additional eyes, ears, and hands to do his supervising. From the rank and file standpoint, the interposition of an intermediary who is partly a supervisor and partly a colleague makes it easier and safer to express complaints, suggestions and requests. He went on to say that traditional work groups almost always have an inner circle (Caplow, 1976:97).

In 1979, Kirkland listed twenty-six functions of department heads. These covered such areas as maintaining inventories, employing department members, scheduling department teacher's classes, arranging inservice, and working actively with the community. Others included evaluating teachers, chairing department meetings, establishing depart-

ment standards, and serving as liaison between the administration and the department.

In 1981, Lindsay listed thirty-one functions of department heads. He broke these into administrative and supervisory categories. The administrative functions he listed are as varied as coordinating departmental activities and assisting in evaluating teachers to providing guidance to failing students and coordinating curriculum changes with other departments. The supervisory functions are as varied as planning department inservice and helping select textbooks and encouraging teachers to work toward continuity in K-12 objectives (1981:24-25).

In 1982, Jones said that department heads serve twelve general functions. These include serving as spokesperson for the department, presenting new teaching methods, and helping new teachers. He goes on to say that three of their other functions are to advise experienced teachers on how they might improve, coordinate committee work within the department, and conduct department meetings (1982:24).

In the same year Mead said: "Although everyone seems to have certain assumptions about what department chairmen are, no one seems to have given much thought to how they are supposed to relate to other school personnel or what they can be reasonably expected to do" (1982:16). It is thereby recognized that those who seek to improve the functioning of department heads need to describe who they are and what they

do. Mead cautioned educators that department heads are classroom teachers with primary responsibilities (if they are to survive) being to students. He went on to say that consequently department heads must have time to prepare for the task of teaching. Mead went further to say that, "it might be helpful to view department heads as similar to sergeants in the army (except the chairman's situation is trickier): Because they have no formal authority in most schools, the department heads cannot give orders to members of the department; they simply relay orders from higher up. In their relations with other department members they are equals with extra responsibilities. If they are to lead they must do so by example, not by coercion" (Mead, 1982:16).

In 1983, Mintzberg wrote about a management science concept that is applicable to the department head. He spoke of certain benefits of middle managers. This applies to the department head as an extension of the principal's leadership. Utilization of department heads as middle managers breaks the larger unit into smaller units that are overseen by individuals who hold expertise common to the unit. He said that "in practice, direct supervision requires close personal contact between manager and operator, with the result that there is some limit to the number of operators any manager can supervise - his so called span of control" (Mintzberg, 1983:14).

In the same year, Davies reported that department heads participate in decision making in the following ways:

1. How total resources should be allocated in the school.
2. Use of school funds.
3. Appointments and promotions within the department.
4. Use of community based funds (PTA etc.).
5. Stock ordering and equipment.
6. Curriculum design for the overall school.
7. Curriculum design for the department.
8. Allocation of staff to classes (1983:175).

The study upon which this report was based found that in areas five, seven, and eight the department heads felt they had as much input as they should. In areas one, two, four, and six there was wide variation in the degree of input department heads felt they had with what they felt they should have (Davies, 1983:175). This would suggest that department heads have been given decision making authority within their departments but that principals were maintaining control of the broader school programs.

In 1984, Sergiovanni wrote that department heads perform functions in four general areas: Educational Leadership, Supervisory Leadership, Organizational Leadership, and Administrative Leadership. The specific functions he listed in the educational leadership area are as varied as from setting instructional goals to supervising in a clinical mode. The supervisory leadership area functions range from building a healthy climate to bringing about change. The organizational leadership area functions include developing a staffing plan and administering discipline. The administrative leadership

area functions number among them managing financial affairs and accurate record keeping (Sergiovanni, 1984:4-10).

In 1985, Marcial called the position "the most taxing, the most challenging, and basically the most important of all administrative posts" (1985:87). He went on to say that because department heads play numerous roles, confusion arises over their responsibilities and their proper niche in school organizational structure. Department heads, he continued, are called upon to be advocates, innovators, investigators, administrators, promoters, reporters, teachers, and even politicians to avoid stepping on too many toes.

In 1985, Hord and Murphy listed five function areas. These they identified as serving as communications liaison, serving as department manager, assisting teachers in improving, participating in program improvement and change, and fostering cooperative relationships. According to the authors each of these areas contains at least six specific functions. As communications liaison these are as varied as linking the department and members upward to the school administration to coordinating course schedules. As department manager these range from designing the budget to evaluating teachers. As teacher improver these include observing classroom teaching and planning school level inservice. As program improver such duties are listed as reviewing and evaluating material and stimulating teacher awareness of research. Numbered among their duties as cooperative re-

relationships fosterer are supporting the relationships of colleagues, students and parents, and responding positively to challenges (Hord & Murphy, 1985:44).

In 1986, Worner reported on twenty-five functions of department heads (called instructional managers) in Wisconsin. These functions included attending school district meetings, conducting department meetings, and implementing departmental plans and procedures. They also included assisting in student scheduling as well as orienting new teachers and preparing teaching schedules. Other functions assigned to department heads included budget planning and budget administration (Worner, 1986:17-18).

In 1988, the Carnegie Foundation said that teacher participation in setting school goals, shaping curriculum and selecting instructional materials such as textbooks has improved (The Carnegie Foundation, 1988:8).

Summary

The literature relates that department heads developed as schools grew and their programs became more complicated. The authors say that as schools grew in size and complexities management vacuums developed that principals needed help to fill. It is reported as natural that expert teachers were brought forward to assume leadership positions in specific subject areas as emphasis on department area instruction re-

ceived increased attention. The literature relates that without guidelines to follow department heads appear to have assumed many varied responsibilities and that little research can be found to delineate exactly what it is department heads might be expected to do.

In that virtually all schools have department heads (Callahan, 1971:21) and that they have been called relatively untapped sources of instructional leadership (Turner, 1983:25) it appeared that a statewide descriptive study of who department heads are and what they do in Virginia would be valuable. It was hoped that principals might be able to use the results to develop guidelines to tap those sources and that universities might be able to develop training programs to prepare potential department heads after a picture of what was being done and what principals and department heads felt should be done was developed. It is hoped the results of this study will add to the literature in a way which will lead to an improved quality of education in high schools across the Commonwealth of Virginia.

CHAPTER 3

METHODOLOGY

Introduction

The intent of this chapter is to describe the methodology which was used in this study. The chapter includes information about the design of the study, population, instrumentation, data collection, and data analysis.

Design of the Study

The purpose of this study was to describe the department heads serving public high schools in Virginia: Who they are and what they do.

In order to address this purpose, information was gathered through the use of mail surveys. This method was chosen because "survey research is probably the best method available to the social scientist in collecting original data for describing a population too large to observe directly" (Babbie, 1983:209).

A review of the literature concerning the development of the position of department head was conducted. This in-

cluded materials found in textbooks, handbooks, periodicals, dissertations, and unpublished research papers.

Population

The population of this study consisted of all the identified public high schools in the Commonwealth of Virginia. The 1987-1988 Virginia Educational Directory and a list supplied by the Virginia State Department of Education were the sources used to identify these. Principals and department heads of the Commonwealth were designated as the population to be studied. Principals are ultimately responsible for the instructional programs of their respective schools and department heads are the individuals whose educational functions were studied. To provide scope and yet to keep the study manageable it was decided that the sample population would include the principal and two department heads from each of the two hundred fifty-seven high schools in Virginia. To designate the department heads to whom surveys were sent the six most common department head positions were identified from the literature and verified by a panel of twenty Virginia public school administrators with departmental experience. An effort was made to insure that an equivalent number of each was selected and individuals holding these positions were asked to respond to department head surveys. This was accomplished by drawing two department designations

from a box for each school. The box contained 514 colored slips of paper. Six colors were used with each color representing one of the six types of departments included in the study. The researcher drew two colored slips for each of the 257 schools included in the population which identified the departments to be surveyed in each school.

Instrument Development

The functions studied were derived from the literature on the subject. Instructional functions studied in six department head studies from the past were used. A matrix was developed to determine which functions authors agreed were those most often performed by department heads across the country (Appendix A). These functions were fashioned into a survey instrument.

On March 10, 1988, a pilot draft of the questionnaire was sent to twenty Junior High School principals or former secondary principals who had experience with a departmental organization. These individuals were used because of their experience with departmentalization. The decision not to use high school principals was based on the fact that each of them was to be asked to participate in the study. These individuals constituted the review panel mentioned above. A cover letter and an evaluation form was included with the questionnaire (Appendix B). Panel members were asked to re-

view and critique the questionnaire. They were asked to make comments and suggestions concerning the appropriateness of items, format, directions, question clarity, response options, bias, and length. One hundred percent of the pilot surveys were returned and the input was used to refine the instrument.

The principal and department head questionnaires had two sections each. The first consisted of twenty-seven questions for principals and twenty-six questions for department heads inquiring as to the demographic profiles, descriptions of the department head position, and decision making structures of the schools in which they worked. The second section was the same for both department heads and principals and consisted of twenty-eight selected functions of department heads as reported by the literature. For each item, those responding were asked to designate whether the item was important to instruction, the degree of responsibility department heads were assigned, and the degree they felt responsibility for the function should be assigned to department heads. They were asked to circle yes or no as to whether they felt the item was important or not to instruction. A three point scale was used for the areas of responsibility assigned and responsibility that should be assigned in regard to each item with one being none, two being some, and three being major, as perceived by the respondents (Appendix C).

Data Collection Procedures

On April 25, 1988, questionnaire packages were forwarded to the principals of each high school in Virginia. Each was asked to distribute enclosed subpackages including cover letters, survey instruments and self addressed, stamped return envelopes to the two department heads designated in each building. The questionnaires were identified by a number code for purposes of follow up. A letter of introduction, a questionnaire and a postage-paid, self addressed envelope was included in each principal's package. Principals and department heads were asked to complete the questionnaire according to the instructions and return it as soon as possible. Each individual was asked to return the instrument they completed directly to the researcher. Confidentiality of information was assured to all respondents (Appendix D).

On May 7, 1988, a letter was mailed to each principal and department head. This served as a reminder to those who had not returned the questionnaire and offered thanks to those who had (Appendix E).

On May 22, a second letter and coded questionnaire package was sent to each nonrespondent. These again included instructions and a self addressed postage-paid return envelope. This letter acknowledged that the study was being conducted at a busy time of the year and apprised the

participants that at that time 39% of the principals and 45% of the department heads had responded (Appendix F).

On June 1, 1988, postcards was sent to all nonrespondents. These served as reminders and thank you notes (Appendix G). On July 2, 1988, a third bulk mailing of survey packages for principals and department heads was sent to each school where some combination of principal and/or department heads had not responded. For those involving department heads, the principal was asked to have someone in his office place the summer address of the department head on the stamped envelope containing the appropriate material and place it in the mail. Self addressed stamped return envelopes were again offered for all participants. Separate cover letters were sent with appropriate packages to schools where the principal alone had not returned the survey, where the principal and at least one department head had not responded or where the principal had but at least one department head had not responded (Appendix H). Those receiving packages were apprised that at that time 62% of the principals and 75% of the department heads included in the study had responded.

On July 19 and 20 phone calls were made to the schools of principals who had not responded asking for their participation. Where principals were not in, messages were left requesting their participation.

On August 10 a follow up letter was mailed to schools where principals and/or department heads had not responded.

This served as a reminder, a solicitation, and a thank you (Appendix I). Principals were asked to telephone nonresponding department heads to enlist their support. Principals and department heads were told that at that time 73% of the principals and 79% of the department heads had responded.

For purposes of comparison, when the returns of the study had reached 50.2% for department heads and 54.5% of principals to whom surveys were sent the researcher began to code the returns as "late returns." Another 21.4% of the principal's surveys and 34.2% of the department head surveys were received. A Chi Square analysis of the first twenty-five items relative to the demographic and professional profiles of the resultant two groups was carried out. No significant difference between the two groups appeared at the .05 level (Appendix J). This implies that since these two groups were similar those who failed to respond are likely to be similar also. As a consequence, the responses received have been judged to be representative of the total population.

Data Analysis

The data collected through the questionnaires were analyzed using frequencies, percentages, medians, ranges, and means. Percentages were computed based upon the number of

responses to each item which varied by item depending on missing data or no response.

The data collected were analyzed on the basis of each research question and subquestion as follows:

Research Question One What is the demographic profile of those individuals holding the department head position?

Data collected in response to this question were analyzed by percentages and modes of those responding to the designated items of the subquestions as follows:

- Gender
 - male
 - female
- Race
 - black
 - hispanic
 - oriental
 - white
 - other
- Age
 - less than 26
 - 26-30
 - 31-35
 - 36-40
 - 41-45
 - 46-50
 - 51-55
 - and over 55
- Years of teaching experience
 - 0-5
 - 6-10
 - 11-15
 - 16-20
 - 21-25
 - 26-30
 - more than 30
- Years of department head experience
 - 0-5
 - 6-10
 - 11-15
 - 16-20

- 21-25
- 26-30
- more than 30
- Level of professional training
 - Bachelor's
 - Bachelor's +
 - Master's
 - Master's +
 - Doctorate

These data were also analyzed on the basis of the reports of principals and the reports of department heads crossed against school size.

Research Question Two What is the description of the department head position based on selected variables?

Data collected in response to this question were analyzed using percentages of responses concerning the designated items of the subquestions as follows:

- Sizes of schools served
 - smaller
 - middle sized
 - larger
- Number of department heads per school
 - By number of years
- Type of department heads (subject areas)
 - English
 - Science
 - Foreign Language
 - Industrial Arts
 - Math
 - Social Studies
 - Other
- Terms of appointment
 - one year
 - two-three years
 - four-five years
 - indefinite
- Frequency of department head review by principals
 - annually
 - every two years

- only when there is a vacancy
- when a department head is no longer effective
- other
- Existence of a written job description
 - yes
 - no
- Selection procedures
 - by the principal
 - by the principal with teacher input
 - by the teachers of the department
 - by district level administrators
- Release time during the day
 - English--0, 1, 2, 3, 4
 - Science--0, 1, 2, 3, 4
 - Math--0, 1, 2, 3, 4
 - Foreign Language--0, 1, 2, 3, 4
 - Industrial Arts--0, 1, 2, 3, 4
 - Social Studies--0, 1, 2, 3, 4
- Number of classes taught
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6
- Frequency of meetings between department heads and principals
 - rarely
 - weekly
 - twice a month
 - once a month
 - only as needed
 - other
- Frequency of department meetings
 - rarely
 - weekly
 - twice a month
 - once a month
 - only as needed
 - other
- Salary supplements for department heads
 - English
 - Science
 - Math
 - Foreign Language
 - Industrial Arts
 - Social Studies
- Decision making in the school
 - Principals make most management decisions with little input from the staff.

- Principal makes most management decisions usually after seeking input from the staff.
- Principal has delegated many management decisions to department heads.
- Decision making in the department
 - Expending money
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Teacher assignments
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Scheduling of classes
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Selection of instructional materials
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Coordinating of curriculum
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Selection of new teachers
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Observation of teachers
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head
 - Evaluation of teachers
 - Principal
 - Principal with department head
 - Department head with principal
 - Department head

Data collected on size of departments in Virginia were analyzed by mean. These were analyzed and reported on the basis

of school size and total responses. In addition responses of department heads and principals were compared.

Data for research question two were also analyzed on the basis of information reported by principals and department heads crossed against school size.

Research Question Three How important are selected functions to the instructional programs of Virginia's high schools?

Data concerning this research question were analyzed based on the percentages of responses designated "yes" (important) or "no" (not important) for each of the twenty-eight selected functions. Each item was analyzed independently. If 75% of the respondents designated the item as important, it was reported as important.

Research Question Four How much responsibility is assigned, for each function, to department heads?

Data concerning this research question were analyzed based on the percentages of responses designated "1" (none), "2" (some), and "3" (major). Each item was analyzed independently. If an item received at least 50% response in the "major" column and at least a high enough percentage "some" column that when added together the sum of the two was at least 75%, it was designated a major responsibility of department heads. If an item received at least 50% response in the "none" column and at least a high enough percentage

in the "some" column that when added together the sum of the two was at least 75%, it was designated as not a responsibility of the department head. If an item failed to meet both of these standards, it was designated as one for which department heads have some responsibility.

Research Question Five How much responsibility should be assigned department heads for each function assigned to department heads?

Data concerning this research question were analyzed based on the percentages of responses designated "1" (none), "2" (some), and "3" (major). Each item was analyzed independently. If an item received at least 50% responses in the "major" column and at least a high enough percentage in the "some" column that when added together the sum of the two was at least 75%, it was designated as one for which department heads should have major responsibility. If an item received at least 50% responses in the "none" column and at least a high enough percentage in the "some" column that when added together the sum of the two was at least 75%, it was designated as one for which responsibility should not be assigned to department heads. If an item failed to meet either of these standards, it was designated as one for which some responsibility should be assigned to department heads.

Research Question Six How do the views of principals and department heads compare regarding importance of functions, responsibility assigned to department heads for the functions, and the amount of responsibility which should be assigned to department heads for the functions?

Data for the question relative to importance were analyzed independently for principals and department heads as described above for research question three. The percentages of responses designating a function as important were reported. Comparisons were made between principals and department heads. Due to the relatively high agreement of degree as important, a twenty percent variation between the percentages of responses on an item was designated as a dramatic difference. (Example: If 60% of the department heads felt an item was important, when 80% of the principals felt the item to be important.)

Data for the question relative to degree of responsibility assigned were analyzed independently for principals and department heads as described for research question four. A difference in findings between the two groups was noted if the designations of "none," "some," or "major" responsibility for the items differed.

Data for this question relative to the degree of responsibility that should be assigned were analyzed independently for principals and department heads as described for research question five. Differences in findings between the

two groups were noted if the designations of "none," "some," or "major" responsibility for the item differed.

Research Question Seven How do views of principals and department heads regarding importance of functions, responsibility assigned to department heads for the functions, and responsibility which should be assigned to department heads for the functions differ based upon school size?

Comparisons of the responsibilities (existing and preferred) were made based on smaller, middle size, and larger schools. These were reported independently as designated for research questions four and five. Comparisons were made for these three groups as they were for the two groups for research question six.

CHAPTER 4

RESULTS

The overall purpose of this study was to describe department heads in public high schools in Virginia: who they are and what they do. Research questions were used to frame the data gathering process. In order to gather the necessary information, surveys were distributed to the principal of and two department heads from each public high school in Virginia. The research questions examined several variables including: The personal and professional profiles of department heads, the department head position itself, and selected functions of department heads (their importance, the degree of responsibility assigned, and the degree of responsibility that should be assigned to department heads for their completion). The variables were measured on the basis of the perceptions of principals and department heads in Virginia high schools and analyzed according to school size. Responses to the variables were examined by comparing frequencies, ranges, medians, and percentages. This chapter is divided according to the specific items addressing these factors.

Description of Population

All high school principals and two department heads from each of the 257 public high schools in Virginia as identified by the Virginia Educational Directory, 1987, and the State Board of Education, constituted the population for this study. Of these principals 195 (75.9%) responded to the survey. Of the 514 department heads 423 (82.3%) responded to the survey. Of the 135 school divisions in Virginia which have schools with at least grades 10-12, principals from 106 and department heads from 115 responded to the survey.

Approximately the same percentage of principals and department heads responded from each category of school size. Roughly equal numbers of responses were received from smaller and middle size schools (39%-36%) and slightly smaller response from larger schools (approximately 25%) (see Table 1). Four hundred thirty department heads responded to the item indicating which department they represented. The departments were represented in Table 2.

The survey also contained items related to personal characteristics of department heads, characteristics of the department head position, and selected functions of department heads in the Virginia. The functions were described relative to their importance to instruction, the degree to which each was assigned to department heads and the degree to which they should be assigned based upon responses of the

Table 1. Department Heads and Principals Participating in the Study by School Size

School Size	Principals		Department Heads	
	N=195	%	N=423	%
Smaller Schools (\leq 800 students)	76	39.0	155	36.6
Middle Size Schools (801-1500 students)	71	36.4	166	39.2
Larger Schools (\geq 1501 students)	48	24.6	102	24.2

Table 2. Department Head Participants of the Study by Departments Represented

Type of Department	Percentage of Respondents %
English	16.3%
Science	18.8%
Foreign Language	14.4%
Vocational Education	14.9%
Math	18.8%
Social Studies	16.0%
Other	0.7%

department heads and principals who participated in the study.

Research Questions

The seven major research questions in this study were developed to describe who department heads are and what they do in Virginia's high schools. Research questions one and two are divided into subquestions. These were designed to illicit data from principals and department heads and on the basis of school size.

Research Question 1 What is the demographic profile of those individuals holding the department head position in Virginia's high schools?

Gender

It was determined that 63.9% of the department heads who responded to the item on gender were female. The percentage of female department heads increased as schools got larger (Table 3).

Race

Of the 420 who responded to the item on race 86% were white and 12% were black. The percentages did not change dramatically as factors of school size (Table 4).

Table 3. Gender of High School Department Heads in Virginia Reported by School Size

School Size	Gender	
	Percentages of Male	Responses Female
Smaller Schools (≤ 800 students)	44.6	55.4
Middle Size Schools (801-1500 students)	32.1	67.9
Larger Schools (≥ 1501 students)	30.3	69.7
All Schools Reporting (N=423)	36.1	63.9

Table 4. Racial Distribution of High School Department Heads in Virginia Reported by School Size

Race	Percentages of Responses			
	Smaller Schools (≤ 800 students) (N=157)	Middle Size Schools (801-1500 students) (N=161)	Larger Schools (≥ 1501 students) (N=102)	All Schools Reporting (N=420)
Black	12.7	13.7	9.8	12.4
Hispanic	0.0	1.2	2.0	1.0
Oriental	0.0	1.2	--	.5
White	86.2	83.9	88.2	86.0

Age

Eighty-nine percent of the department heads were over 35 years of age. The median age range was between 41 and 45 years. The median age range was consistent for each level of school size (Table 5).

Years of teaching experience

It was determined that over 85% of the department heads have been teaching over five years with 39% teaching over fifteen years. For each level of school size the median range of years of experience was from 11-15 years (Table 6).

Years of department head experience

Over 70% of the 414 department heads, who responded to the item on department head experience, have been department heads for from 0-10 years (Table 7).

Level of professional training

Nineteen percent of the 419 department heads, who responded to the item on educational background, reported having bachelors degrees, 22% reported having taken hours above their bachelors degree, 29% had masters degrees, 28% had training above that and 1% reported having doctoral degrees. Those from middle size and larger schools tended to have more hours of education (Table 8).

Table 5. Age of High School Department Heads in Virginia Reported by School Size

Age	Percentages of Responses			
	Smaller Schools (\leq 800 students) (N=156)	Middle Size Schools (801-1500 students) (N=162)	Larger Schools (\geq 1501 students) (N=101)	All Schools Reporting (N=419)
Under 26	0.0	0.0	0.0	0.0
26 - 30	3.9	2.0	1.0	2.4
31 - 35	12.8	3.7	6.0	7.7
36 - 40	17.3	26.6	19.8	21.6
41 - 45*	24.4*	31.0*	30.7*	28.4*
46 - 50	15.4	14.8	21.8	16.8
51 - 55	15.4	13.6	12.0	13.8
Over 55	10.9	8.7	9.0	9.5

*Median

Table 6. Years of Teaching Experience of High School Department Heads in Virginia Reported by School Size

Experience	Percentages of Responses			All Schools Reporting (N=421)
	Smaller Schools (≤ 800 students) (N=155)	Middle Size Schools (801-1500 students) (N=166)	Larger Schools (≥ 1501 students) (N=100)	
≤1 years	6.3	3.0	3.8	4.5
1-5 years	9.5	6.1	11.4	8.7
6-10 years	21.5	22.1	17.1	20.7
11-15 years	22.8	31.3	27.6	27.2
16-20 years	17.1	22.7	22.9	20.7
20-25 years	22.8	14.8	17.2	18.2

Table 7. Years of Department Head Experience of High School Department Heads in Virginia Reported by School Size

Experience	Percentages of Responses			
	Smaller Schools (≤ 800 students) (N=153)	Middle Size Schools (801-1500 students) (N=160)	Larger Schools (≥ 1501 students) (N=101)	All Schools Reporting (N=414)
0-5 years	40.5	52.5*	50.5*	47.5
6-10 years	27.8*	30.6	27.7	28.5*
11-15 years	15.0	9.4	13.9	12.6
16-20 years	12.4	5.6	7.9	8.8
21-25 years	3.9	1.9	0.0	2.2
26-30 years	.7	0.0	0.0	.2
Over 30	.7	0.0	0.0	.2

*Median

Table 8. Level of Professional Training of High School Department Heads in Virginia Reported by School Size

Training	Percentages of Responses			All Schools Reporting (N=419)
	Smaller Schools (≤ 800 students) (N=155)	Middle Size Schools (801-1500 students) (N=162)	Larger Schools (≥ 1501 students) (N=102)	
Bachelor's	27.2	14.8	11.7	18.7
Bachelor's +	22.8	20.3	23.3	22.0
Master's	29.7	28.4	30.1	29.3
Master's +	19.0	34.6	35.0	28.9
Doctorate	1.3	1.9	0.0	1.2

Research Question 2 What is the description of the department head position based on selected variables?

Size of schools served

It was determined that 39% of the high schools in Virginia who responded have up to 800 students, 36.4% have between 801 and 1500 students, and that 24.6% have over 1500 students (Table 9).

Type of department heads (subject areas)

Respondents from each of the six departments studied were relatively well balanced. Foreign language was somewhat less represented in small and middle sized schools; probably due to smaller schools having small foreign language departments or none at all (Table 10).

Number of department heads per school

It was reported that in the smaller schools (up to 800 students), 86.9% have ten department heads or less. In the middle size schools (801-1500 students), 61.9% have ten department heads or less. In the larger schools (over 1500 students), 31.2% have ten department heads or less. In the larger schools 8.8% reported having over eighteen department heads (Table 11).

Table 9. Sizes of Schools Served as Reported by Principals Who Responded to the Survey

Size	Frequency	Percentage
Smaller (\leq 800 students)	76	39.0%
Middle size (801-1500 students)	71	36.4%
Larger (\geq 1501 students)	48	24.6%
All	195	100.0%

Table 10. Type of High School Department Heads in Virginia Reported by School Size

Departments	Percentages of Responses			All Schools Reporting (N=423)
	Smaller Schools (≤ 800 students) (N=155)	Middle Size Schools (801-1500 students) (N=166)	Larger Schools (≥ 1501 students) (N=102)	
English	14.7	20.4	12.3	16.3
Science	21.5	16.0	19.0	18.8
Foreign Language	13.5	10.5	21.9	14.4
Vocational Ed	19.0	12.3	12.4	14.9
Math	17.2	21.0	18.1	18.8
Social Studies	13.5	19.1	15.2	16.0
Other	.6	.6	1.0	.7

Table 11. Number of High School Department Heads in Virginia by School Size as Reported by Principals

Number of Department Heads	Percentages of Responses			All Schools Reporting (N=184)
	Smaller Schools (≤ 800 students) (N=73)	Middle Size Schools (801-1500 students) (N=65)	Larger Schools (≥ 1501 students) (N=46)	
0	1.3	1.5	0.0	1.1
1	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0
3	1.3	0.0	0.0	0.5
4	1.3	4.5	0.0	2.2
5	9.6	1.5	0.0	4.4
6	20.5	6.0	0.0	10.4
7	10.9	7.7	2.2	7.7
8	23.4*	15.4	2.2	15.3
9	8.2	7.7	10.8	8.7*
10	8.2	16.9*	17.4	13.7
11	2.7	6.0	6.5	4.9
12	1.3	9.2	13.0*	7.1
13	0.0	9.2	13.0	6.5
14	6.9	1.5	13.0	6.5
15	0.0	3.0	2.2	1.6
16	1.3	1.5	10.8	3.8
17	2.7	3.0	0.0	2.2
18	0.0	3.0	0.0	1.1
19	0.0	3.0	4.4	2.2
20	0.0	0.0	4.4	1.1

*Median

Terms of appointment

Thirty-nine percent of the principals appoint department heads for a one year term. Almost twenty-eight percent appoint heads to a four or five year term and another 27.7% appoint department heads to indefinite terms. There appeared to be little difference in length of term based on school size (Table 12).

Frequency of department head review by principals

A little over sixty-three percent of the principals review their selections of department heads annually. Nearly seventeen percent review theirs only when there is an opening and 11.8% said they do it when a department heads is no longer effective (Table 13).

Written job descriptions

Seventy-two percent of the principals said the department heads have written job descriptions. Fifty-two percent of the department heads said they do not. As schools increased in size, a larger percentage of principals reported that written job descriptions existed. At least 20% or fewer department heads than principals said they had written job descriptions in each size grouping (Table 14).

Selection procedures

Eighty-two percent of the department heads said that

Table 12. Terms of Appointment of High School Department Heads in Virginia Reported by School Size

Terms of Appointment	Percentages of Responses			All Schools Reporting (N=180)
	Smaller Schools (≤ 800 students) (N=71)	Middle Size Schools (801-1500 students) (N=65)	Larger Schools (≥ 1501 students) (N=44)	
One year	36.6	40.0	41.7	39.1
Two-Three years	2.8	6.1	8.3	5.4
Four-Five years	29.6	27.7	25.0	27.7
Indefinite	31.0	23.9	25.0	27.7

Table 13. Frequency of High School Department Head Review by Principals in Virginia Reported by School Size

Frequency of Review of Department Head Selection	Percentages of Responses			
	Smaller Schools (≤ 800 students) (N=72)	Middle Size Schools (801-1500 students) (N=66)	Larger Schools (≥ 1501 students) (N=48)	All Schools Reporting (N=186)
Annually	61.1	65.2	64.6	63.4
Every Two Years	5.6	4.5	4.2	4.8
Only when there is a vacancy	19.4	13.6	16.7	16.7
When a department head is no longer effective	11.1	13.6	10.4	11.8
Other*	2.7	3.0	4.2	3.2

- * - Combinations of when there is a vacancy and when a department head is no longer effective (2)
- Whenever needed (3)
- Our school system has not recognized department heads (1)

Table 14. Existence of Written Job Descriptions for High School Department Heads in Virginia Reported by School Size

Written Job Description is in Place	Percentage of Responses		Percentage of Responses		Percentage of Responses		
	SMALLER SCHOOLS (\leq 800 students) Department Heads (N = 155)	Department Principals (N = 73)	MIDDLE SIZE SCHOOLS (801-1500 students) Department Heads (N = 160)	Department Principals (N = 65)	LARGER SCHOOLS (\geq 1501 students) Department Heads (N = 102)	Department Principals (N = 48)	ALL SCHOOLS Department Heads (N = 417)
Yes	35.2	56.2	56.9	78.5	52.9	87.5	47.7
No	64.8	43.8	43.1	21.5	47.1	12.5	52.3
							28.0

principals select department heads. Sixty-six percent of the principals agreed. Thirty percent of the principals said they do it with input from teachers. On each level of size (smaller, middle size, and larger schools) those trends hold true (Table 15).

Released time during the day

It was reported by principals that 39% of the department heads receive no free time for departmental duties, 51% receive one period, and 5.5% receive two periods. Therefore 90% of the department heads receive one bell or less for departmental duties (Table 16).

Number of classes taught

The majority of the department heads across Virginia taught five classes. The majority of those from schools of over 1501 students taught four classes (Table 17).

Number of teachers in the departments studied

One hundred forty-six department heads of smaller schools reported department sizes ranging from 3.0 for foreign language to 6.8 for English. One hundred department heads of larger schools reported department sizes ranging from 9.0 for foreign language to 20.1 for English. The averages across the state range from 6.0 to 11.1 for the same

Table 15. Selection Procedures of High School Department Heads in Virginia

	Percentage of Responses		Percentage of Responses		Percentage of Responses	
	Smaller Schools (\leq 800 students) Department Heads (N = 155)	Principals (N = 71)	Middle Size Schools (801-1500 students) Department Heads (N = 162)	Principals (N = 67)	Larger Schools (\geq 1501 students) Department Heads (N = 101)	Principals (N = 48)
By the principal	84.5	67.6	79.0	70.1	85.1	58.3
By the principal with teacher input	6.5	28.6	8.0	23.9	13.9	41.7
By the teachers of the department	4.5	2.9	6.8	4.5	1.0	0.0
By district level administrators	4.5	1.4	6.2	1.5	0.0	0.0
					Department Heads (N = 418)	Principals (N = 186)
					82.5	66.1
					8.9	30.1
					4.5	2.7
					4.1	1.1

Table 16. Released Time During the School Day for High School Department Heads in Virginia Reported by School Size

Number of Departmental Planning Periods by Percentages	Percentage of Responses			Percentage of Responses	
	Smaller Schools (≤ 800 students) Principals (N = 65)	Middle Size Schools (800-1501 students) Principals (N = 62)	Larger Schools (≥ 1501 students) Principals (N = 48)	All Schools Principals (N = 175)	
English					
0	50.8	30.6	6.3	31.4	
1	47.7	61.3	60.4	56.0	
2	0.0	4.8	18.8	6.9	
3	0.0	3.2	10.4	4.0	
4	1.5	3.2	4.2	1.7	
Science					
0	53.1	30.6	6.3	32.2	
1	45.3	62.9	70.8	58.6	
2	0.0	4.2	14.6	5.2	
3	1.6	3.2	4.2	2.9	
4	0.0	0.0	4.2	1.1	
Math					
0	59.4	30.6	6.3	34.5	
1	39.1	59.4	66.7	54.6	
2	1.6	4.8	18.8	7.5	
3	0.0	3.2	4.2	2.3	
4	0.0	0.0	4.2	1.1	
Foreign Language					
0	75.0	48.4	16.7	49.5	
1	23.4	48.4	66.7	44.3	
2	1.6	0.0	10.4	3.4	
3	0.0	3.2	2.1	1.7	
4	0.0	0.0	4.2	1.1	
Vocational Education					
0	71.9	50.0	29.2	52.3	
1	25.0	46.8	52.1	40.2	
2	0.0	0.0	12.5	3.4	
3	3.1	3.2	2.1	2.9	
4	0.0	0.0	2.1	0.6	
Social Studies					
0	57.8	32.3	8.3	35.1	
1	40.6	59.7	66.7	54.6	
2	1.6	4.3	16.7	6.9	
3	0.0	3.2	4.2	2.3	
4	0.0	0.0	4.2	1.1	

Table 17. Number of Classes Taught Per Day by High School Department Heads in Virginia Reported by School Size

Classes Taught	Percentages of Responses			All Schools Reporting (N=415)
	Smaller Schools (≤ 800 students) (N=155)	Middle Size Schools (801-1500 students) (N=158)	Larger Schools (> 1501 students) (N=102)	
1	0.0	2.5	0.0	1.0
2	0.0	1.9	3.8	1.7
3	1.9	5.7	14.4	6.5
4	15.3	34.8	68.3	35.9
5	78.2	53.2	12.5	52.4
6	4.8	1.9	.9	2.6

two departments. As schools increased in size so did department sizes (Table 18).

Frequency of meetings between department heads and principals

Principals reported that they met with department heads once a month. Department heads did not concur. According to their responses the frequency of the meetings seemed to vary with the size of the school. For example, department heads of smaller schools reported that they rarely met with their principals, department heads from middle size schools reported that they met only as needed, and those from larger schools said once a month (Table 19).

Frequency of department meetings

It was determined that the frequency of department meetings for smaller and middle size schools most often given was once a month. Larger schools reported most often that they meet only when necessary (Table 20).

Salary supplements for department heads

Fifty percent of the principals reported that English, science, math, and social studies department heads receive salary supplements. Fewer receive supplements from smaller schools than do from the middle size or larger schools and in every case this difference is at least thirty percent (Table 21).

Table 18. High School Department Size in Virginia Reported by Size of Public High Schools

Teachers	Mean Responses	Mean Responses	Mean Responses	Mean Responses
	SMALLER SCHOOLS (≤ 800 students) Department Heads (N = 146)	MIDDLE SIZE SCHOOLS (801-1500 students) Department Heads (N = 158)	LARGER SCHOOLS (≥ 1501 students) Department Heads (N = 100)	ALL SCHOOLS Department Heads (N = 404)
English	6.8	11.5	20.1	11.1
Science	4.2	7.6	13	7.8
Math	5.1	8.9	15.5	9.1
Foreign Language	3.0	5.8	9.0	6.0
Vocational Education	3.9	7.8	9.2	6.4
Social Studies	4.6	8.0	14.0	8.1

Table 19. Frequency of Meetings Between High School Department Heads and Principals or Their Designees in Virginia as Reported by School Size

	Percentage of Responses		Percentage of Responses		Percentage of Responses			
	Smaller Schools (≤ 800 students) Department Principals Heads (N = 155)	(N = 73)	Middle Size Schools (801-1500 students) Department Principals Heads (N = 161)	(N = 68)	Larger Schools (≥ 1501 students) Department Principals Heads (N = 100)	(N = 47)	Department Principals Heads (N = 416)	(N = 188)
Rarely	40.0	8.2	16.0	2.9	16.5	0.0	25.2	4.3
Weekly	1.3	6.8	12.3	6.8	10.7	12.7	7.8	8.0
Twice a month	7.5	4.1	25.3	5.8	11.7	23.4	11.3	9.6
Once a month	13.8	45.2	14.8	52.9	38.8	41.6	24.2	47.3
Only as needed	36.8	35.7	31.6	31.6	22.3	20.1	31.3	30.3
Other	0.6	0.0	0.0	0.0	0.0	0.0	0.2	0.5

Table 20. Frequency of High School Department Meetings in Virginia Reported by School Size

Frequency of Department Meetings	Percentages of Responses			All Schools Reporting (N=417)
	Smaller Schools (≤ 800 students) (N=155)	Middle Size Schools (801-1500 students) (N=158)	Larger Schools (≥ 1501 students) (N=104)	
Rarely	10.1	3.1	2.9	5.7
Weekly	.6	3.1	3.9	2.4
Twice a Month	21.5	20.8	23.5	21.7
Monthly	43.2	38.4	33.3	39.1
Only as Needed	24.1	34.6	35.3	30.8
Other	0.0	0.0	1.0	0.2

Table 21. Salary Supplements for High School Department Heads in Virginia Reported by School Size

Department Heads Receiving Salary Supplements	Percentage of Responses Smaller Schools (≤ 800 students) Principals (N = 70)	Percentage of Responses Middle Size Schools (801-1500 students) Principals (N = 68)	Percentage of Responses Larger Schools (≥ 1501 students) Principals (N = 47)	Percentage of Responses All Schools Principals (N = 185)
	English	30.0	64.7	61.7
Science	30.0	65.2	61.7	51.1
Math	30.4	64.7	61.7	51.1
Foreign Language	18.2	49.2	56.3	39.5
Vocational Education	20.0	50.8	58.3	41.3
Social Studies	28.2	64.7	60.4	49.7

Locus of decision making within departments

It was determined that 26.9% of the 413 department heads who responded to this item felt that principals make most management decisions with little input from the staff while only 2.6% of the 189 principals who responded to this item reported this. Fifty-seven percent of the department heads reported that the principal makes most management decisions usually with input from the staff and 81.5% of the principals agreed (Table 22).

Decision making in the departments

(1) In the area of "expending department money" 28.3% of the department heads and 41.1% of the principals felt that department heads made these decisions with input from the principals. Fifty-one percent of the department heads and 38.9% of the principals felt that department heads made these decisions on their own (Table 23).

(2) In "making teacher assignments" 47.5% of the department heads and 25.8% of the principals reported that the principals did this while 33.6% of the department heads and 58.9% of the principals felt that principals did this with input from the department heads (Table 23).

(3) In "scheduling classes" 46.9% of the department heads and 23.8% of the principals reported that principals did this while 34.8% of the department heads and 58.2% of the

Table 22. Locus of Decision Making in Virginia Reported by School Size

Method	Percentage of Responses		Percentage of Responses		Percentage of Responses			
	Smaller Schools (≤ 800 students) Department Principals Heads (N = 155) (N = 72)	Middle Size Schools (801-1500 students) Department Principals Heads (N = 155) (N = 69)	Larger Schools (≥ 1501 students) Department Principals Heads (N = 103) (N = 48)	All Schools	Department Principals Heads (N = 413)	Department Principals (N = 189)		
Principal makes most management decisions with little input from the staff	28.3	5.5	32.3	1.5	16.5	0.0	26.9	2.6
Principal makes most management decisions usually after seeking input from the staff	57.9	79.2	49.7	84.1	68.0	81.3	57.3	81.5
Principal has delegated many management decisions to department heads	13.4	15.3	18.1	14.5	15.5	18.8	15.8	15.9

Table 23. Locus of Decision Making Within High School Departments on Selected Functions in Virginia Reported by School Size

	Percentage of Responses Smaller Schools (≤ 800 students)		Percentage of Responses Middle Size Schools (801-1500 students)		Percentage of Responses Larger Schools (≥ 1501 students)		Percentage of Responses All Schools	
	Department Heads	Principals	Department Heads	Principals	Department Heads	Principals	Department Heads	Principals
<u>Expending</u>								
<u>Department Money</u>	(N = 155)	(N = 73)	(N = 157)	(N = 69)	(N = 101)	(N = 43)	(N = 414)	(N = 185)
Principal	10.3	5.8	8.3	1.5	10.9	2.9	9.7	3.2
Principal with Department Head	13.5	17.8	11.5	17.4	6.9	14.6	11.1	16.8
Department Head with Principal	33.5	45.2	24.8	39.1	24.8	37.5	28.3	41.1
Department Head	42.3	31.5	55.4	42.0	57.4	45.8	51.0	38.9
<u>Teacher Assignments</u>	(N = 155)	(N = 73)	(N = 161)	(N = 69)	(N = 101)	(N = 43)	(N = 417)	(N = 185)
Principal	73.8	45.2	38.5	17.4	21.2	8.3	47.5	25.8
Principal with Department Head	22.5	50.7	41.6	71.0	38.5	54.2	33.6	58.9
Department Head with Principal	3.8	4.1	11.8	8.1	23.1	29.2	11.5	12.1
Department Head	0.0	0.0	8.1	2.9	17.3	8.3	7.3	3.2
<u>Scheduling of Classes</u>	(N = 155)	(N = 73)	(N = 159)	(N = 69)	(N = 102)	(N = 43)	(N = 415)	(N = 185)
Principal	67.3	34.2	44.7	24.6	19.4	6.4	46.9	23.8
Principal with Department Head	28.9	57.5	37.1	59.4	40.4	57.5	34.8	58.2
Department Head with Principal	2.5	6.8	11.9	11.6	20.2	23.4	10.4	12.7
Department Head	1.3	1.4	6.3	4.4	20.2	12.8	7.8	5.3
<u>Selection of Instructional Materials</u>	(N = 155)	(N = 72)	(N = 159)	(N = 68)	(N = 100)	(N = 47)	(N = 414)	(N = 187)
Principal	1.9	2.8	0.7	0.0	0.0	0.0	1.0	1.1
Principal with Department Head	14.7	15.3	7.8	17.6	6.0	6.4	10.0	13.7
Department Head with Principal	30.8	51.4	26.8	39.7	23.0	38.3	27.4	43.9
Department Head	52.6	30.6	64.7	38.3	71.0	55.3	61.6	41.2

(continued)

Table 23 (continued)

	Percentage of Responses Smaller Schools (≤ 800 students)		Percentage of Responses Middle Size Schools (801-1500 students)		Percentage of Responses Larger Schools (≥ 1501 students)		Percentage of Responses All Schools	
	Department Heads	Principals	Department Heads	Principals	Department Heads	Principals	Department Heads	Principals
<u>Coordination of Curriculum</u>	(N = 154)	(N = 72)	(N = 148)	(N = 67)	(N = 102)	(N = 46)	(N = 404)	(N = 185)
Principal	20.1	5.8	16.9	0.0	8.2	0.0	16.0	2.2
Principal with Department Head	36.4	41.1	24.3	34.3	26.8	19.6	29.6	33.3
Department Head with Principal	18.9	45.2	23.0	43.3	23.7	50.0	21.3	45.7
Department Head	25.3	8.2	35.8	22.4	41.2	30.4	33.1	18.8
<u>Selection of New Teachers</u>	(N = 155)	(N = 73)	(N = 159)	(N = 68)	(N = 103)	(N = 47)	(N = 417)	(N = 188)
Principal	84.9	63.0	71.1	38.2	51.5	19.4	71.5	43.1
Principal with Department Head	15.1	35.6	22.6	60.3	45.6	72.3	25.4	53.7
Department Head with Principal	0.0	1.4	4.4	0.0	2.9	6.4	2.4	2.1
Department Head	0.0	0.0	1.8	1.5	0.0	2.1	0.7	1.1
<u>Observation of Teachers for Improvement</u>	(N = 155)	(N = 72)	(N = 159)	(N = 68)	(N = 102)	(N = 48)	(N = 416)	(N = 188)
Principal	82.7	61.1	59.1	50.0	54.4	31.3	66.7	49.5
Principal with Department Head	8.3	25.0	16.4	39.6	16.5	39.6	13.4	32.4
Department Head with Principal	5.1	6.9	11.3	8.8	4.9	10.4	7.4	8.5
Department Head	3.8	6.9	13.2	5.8	24.3	18.8	12.4	9.6
<u>Evaluation of Teachers</u>	(N = 155)	(N = 73)	(N = 155)	(N = 69)	(N = 96)	(N = 48)	(N = 406)	(N = 190)
Principal	89.1	78.1	76.1	63.8	62.5	56.3	77.9	67.4
Principal with Department Head	8.3	21.9	13.5	33.3	20.8	33.3	13.3	28.9
Department Head with Principal	1.3	0.0	8.4	6.3	8.3	6.3	5.7	2.1
Department Head	1.3	0.0	1.9	1.4	8.3	4.2	3.2	1.6

principals said that principals did this with input from the department heads (Table 23).

(4) In "selection of instructional materials" 27.4% of the department heads and 43.9% of the principals said that department heads did this with input from the principal while 61.6% of the department heads and 41.2% of the principals said that department heads did this on their own (Table 23).

(5) In "coordination of curriculum" 29.6% of the department heads and 33.3% of the principals felt that principals did this with input from the department heads while 21.3% of the department heads and 45.7% of the principals feel that department heads did this with input from the principal. Thirty-three percent of the department heads and 18.8% of the principals said that department heads did this on their own (Table 23).

(6) In "selecting new teachers" 71.5% of the department heads and 43.1% of the principals said that principals did this alone while 25.4% of the department heads and 53.7% of the principals felt that principals did this with input from the department heads (Table 23).

(7) In "observing teachers for improvement" 66.7% of the department heads and 49.5% of the principals said that principals did this while 13.4% of the department heads and 32.4% of the principals said that principals did this with input from department heads. Only 12.4% of the department

heads and 9.6% of the principals said that department heads did this alone (Table 23).

(8) Relative to "evaluating teachers for personnel decisions" 77.9% of the department heads and 67.4% of the principals said that principals did this while 13.3% of the department heads and 28.9% of the principals reported that principals did this with input from department heads. Only 3.2% of the department heads and 1.6% of the principals said that this was done by the department head (Table 23).

In summary, relative to the locus of decision making within high school departments on selected functions in Virginia the following can be said:

- Department heads reported having more responsibility than principals for expending department money and selection of instructional materials.
- Principals reported having more responsibility than department heads for teacher assignments, scheduling of classes, selection of new teachers, observation of teachers for improvement, and evaluation of teachers.
- Department heads reported having more responsibility than principals for coordination of curriculum although department heads from smaller schools felt that this was done by principals with department heads in their case (Table 23).

Research Question 3 How important are selected functions to the instructional programs of Virginia's high schools?

It was determined that principals feel that each of the 28 functions assigned to department heads are important to the instructional programs of the schools and that department heads feel that 26 are. Less than 75% of them felt that "assigning and supervising student teachers" and "evaluating teachers for personnel decisions" were important instructional functions (Table 24).

Research Question 4 How much responsibility is assigned, for each function, to department heads?

It was determined that department heads feel that they are assigned at least some responsibility for 23 of the 28 selected functions. Principals felt that department heads were assigned responsibility in 27 of the 28.

For purposes of data analysis it was decided that if a function was designated as a "major" responsibility by 50% of the respondent and one for which when this percent is added to that of the "some" designation the total is 75% it would be designated a major responsibility of department heads. Using this criteria both department heads and principals designated seven functions as those for which department heads are assigned major responsibility. Conclusions, based on data from all schools reporting, on these include the following:

Table 24. Importance of Selected Functions of High School Department Heads to Instruction in Virginia Reported by School Size

	Percentage of Responses Smaller Schools (≤ 800 students)		Percentage of Responses Middle Size Schools (801-1500 students)		Percentage of Responses Larger Schools (≥ 1501 students)		Percentage of Responses All Schools	
	Department Heads (N = 155)	Principals (N = 76)	Department Heads (N = 166)	Principals (N = 71)	Department Heads (N = 102)	Principals (N = 48)	Department Heads (N = 423)	Principals (N = 195)
Planning and conducting department meetings	92.9	100.0	93.7	100.0	85.9	100.0	91.5	100.0
Setting department goals and objectives	96.7	100.0	97.5	100.0	97.9	100.0	97.3	100.0
Setting department teaching assignments	88.3	87.0	91.8	89.2	93.7	97.8	90.9	90.1
Selecting department materials, supplies, and equipment	97.4	100.0	96.8	100.0	99.0	100.0	97.5	100.0
Assigning and supervising student teachers	65.1	95.7	95.7	100.0	76.3	84.4	72.0	81.0
Evaluating department progress	93.4	95.7	95.6	100.0	96.7	95.7	94.8	97.8
Orienting new teachers	94.2	97.1	97.2	100.0	96.9	97.8	95.9	98.3
Resolving problems for department members	93.5	94.2	91.1	93.8	92.8	97.8	93.9	96.7
Coordinating department with other departments	89.6	94.2	91.1	93.8	78.1	100.0	87.5	95.6
Observing teachers classrooms	77.4	87.0	86.5	93.8	88.6	91.3	83.6	90.6
Maintaining an inventory of materials and supplies	86.4	97.1	91.7	96.9	90.7	97.8	89.5	97.2

(continued)

Table 24 (continued)

	Percentage of Responses Smaller Schools (≤ 800 students)		Percentage of Responses Middle Size Schools (801-1500 students)		Percentage of Responses Larger Schools (≥ 1501 students)		Percentage of Responses All Schools	
	Department Heads (N = 155)	Principals (N = 76)	Department Heads (N = 166)	Principals (N = 71)	Department Heads (N = 102)	Principals (N = 48)	Department Heads (N = 423)	Principals (N = 195)
Reviewing goals and objectives of department members	84.4	92.8	85.9	92.3	91.6	95.7	86.7	93.3
Assuring department consistency	97.4	97.1	97.5	96.9	95.0	100.0	97.5	97.8
Participating in development of school goals, policies, and procedures	95.5	98.6	91.8	100.0	94.8	100.0	94.1	98.9
Stimulating professional growth and involvement of department members	91.6	98.6	91.8	100.0	92.7	97.8	91.9	98.9
Promoting positive public relations for the department	87.7	94.2	84.2	96.9	85.1	97.8	85.7	96.1
Planning department inservices	85.0	94.2	89.2	96.9	85.3	97.8	86.7	96.1
Conducting department inservice	77.8	95.7	79.6	96.9	79.6	97.7	78.8	96.6
Recommending department budget	92.9	94.2	90.3	92.3	94.7	95.6	92.3	93.9
Serving as department spokesperson	87.7	97.1	87.3	96.9	90.7	97.7	88.3	97.2
Representing department as an advisor to the principal	89.0	100.0	95.6	96.9	97.9	100.0	93.7	98.9
Informing department of new developments in the field	89.0	97.1	93.7	100.0	94.8	100.0	92.2	98.9

(continued)

Table 24 (continued)

	Percentage of Responses Smaller Schools (≤ 800 students)		Percentage of Responses Middle Size Schools (801-1500 students)		Percentage of Responses Larger Schools (≥ 1501 students)		Percentage of Responses All Schools	
	Department Heads (N = 155)	Principals (N = 76)	Department Heads (N = 166)	Principals (N = 71)	Department Heads (N = 102)	Principals (N = 48)	Department Heads (N = 423)	Principals (N = 195)
Selecting new department members	70.6	79.8	82.4	89.1	90.7	95.6	79.9	87.1
Implementing curriculum change within the department	96.1	98.6	98.7	100.0	97.8	97.8	97.5	98.9
Promoting instructional change within the department	96.0	100.0	96.7	100.0	93.5	100.0	95.7	100.0
Administering department budget	87.1	93.8	92.7	93.8	88.6	100.0	89.6	95.4
Supervising teaching for improvement only	76.7	92.3	89.5	92.3	90.3	90.5	84.8	91.9
Evaluating teachers for personnel decisions	52.3	69.7	72.0	85.2	80.0	74.4	66.2	76.5

1. "planning and conducting department meetings" (DH - some 18% + major 79% = 97%; P - some 15.7% + major 83.2% = 98.9%)
 2. "setting department goals and objectives" (DH - some 33.3% + major 60.3% = 93.3%; P - some 26.6% + major 72.3% = 98.9%)
 3. "selecting materials and supplies" (DH - some 25.8% + major 72.6% = 98.4%; P - some 19.4% + major 78% = 97.4%)
 4. "maintaining materials and supplies" (DH - some 21.5% + major 72.1% = 93.6%; P - some 18.1% + major 79.3% = 97.4%)
 5. "serving as department spokesperson" (DH - some 34.7% + major 60.1% = 94.8%; P - some 22.8% + major 75.1% = 97.9%)
 6. "representing the department as an advisor to the principal" (DH - some 30.1% + major 61.8% = 91.9%; P - some 17.8% + major 80.6% = 98.4%)
 7. "administering the department budget" (DH - some 27.4% + major 54.1% = 81.5%; P - some 36.7% + major 57.4% = 94.1%)
- (Table 25).

Using the criteria of 50% of responses as "none" plus the responses of the "some" designation to reach 75% to designate a function as not a responsibility of department heads both groups agreed that "evaluating teachers for personnel decisions" was not a responsibility of department heads (DH - none 73.8% + some 20.9% = 94.7%; P - none 57.1% + some 33.7% = 90.8%).

Table 25. Degree of Responsibility Assigned to High School Department Heads in Virginia for Selected Functions Reported by School Size

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (801-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Planning and conducting department meetings	6.9	31.4	61.6	2.8	25.0	72.2	1.2	11.7	87.1	0.0	14.1	85.9
Setting department goals and objectives	10.2	36.9	52.9	2.8	36.6	60.6	4.4	33.8	61.9	0.0	14.1	85.9
Setting department teaching assignments	56.9	36.9	6.2	22.9	67.2	10.0	28.8	45.4	25.8	10.0	64.3	25.7
Selecting department materials, supplies, and equipment	1.3	30.6	68.1	4.4	21.7	73.9	2.5	25.8	71.7	2.9	18.6	78.6
Assigning and supervising student teachers	63.2	24.8	12.0	30.0	42.9	27.1	48.4	34.0	17.6	17.6	58.8	23.5
Evaluating department progress	23.7	50.0	21.5	4.1	61.4	34.3	16.2	48.5	34.4	2.9	56.5	40.6
Orienting new teachers	23.7	52.5	23.8	4.1	64.4	31.5	15.4	43.2	41.4	1.4	51.4	47.1
Resolving problems for department members	26.9	58.1	15.0	8.5	69.0	22.5	19.1	54.9	25.9	4.3	63.8	31.0
Coordinating department with other departments	36.0	45.7	18.3	7.0	63.4	29.6	29.6	50.6	19.8	4.3	63.8	31.9
Observing teachers classrooms	70.7	25.5	3.8	47.2	41.7	11.1	49.7	24.8	25.5	38.2	38.2	23.5
Maintaining an inventory of materials and supplies	7.6	31.0	60.8	5.5	23.6	70.8	6.7	18.4	74.8	1.4	14.5	84.0
Reviewing goals and objectives of department members	42.8	40.3	17.0	18.0	50.0	43.0	34.2	34.2	31.7	13.0	44.9	42.0 (continued)

Table 25 (continued)

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (801-1500 students)					
	Department Heads (N=155)			Principals (N=76)			Department Heads (N=166)			Principals (N=71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Assuring department consistency	28.0	47.0	24.9	6.9	50.0	31.9	20.4	46.3	33.3	7.1	38.6	54.3
Participating in development of school goals, policies, and procedures	19.5	66.0	14.5	5.6	53.2	40.8	16.0	64.0	20.0	1.4	51.4	47.0
Stimulating professional growth and involvement of department members	40.0	47.5	12.5	12.9	55.7	31.4	26.2	54.9	18.9	7.1	67.1	25.7
Promoting positive public relations for the department	32.3	44.9	22.8	16.4	42.5	41.1	21.5	61.4	30.1	4.5	56.7	38.8
Planning department inservices	47.8	39.5	12.7	23.3	38.4	38.4	34.6	39.5	25.9	8.8	57.4	33.8
Conducting department inservice	53.5	38.2	8.3	23.3	47.9	28.8	40.5	41.7	17.8	5.2	67.1	27.1
Recommending department budget	35.3	32.0	32.7	13.7	38.4	48.0	26.0	22.4	42.0	87.0	30.4	60.8
Serving as department spokesperson	9.4	44.7	45.9	2.8	27.8	71.4	4.3	32.0	64.0	1.4	12.9	85.7
Representing department as an advisor to the principal	12.4	39.8	47.8	27.3	23.3	74.0	6.2	24.0	69.1	1.4	12.9	85.7
Informing department of new developments in the field	27.8	50.0	22.8	8.2	46.6	45.0	19.9	41.0	39.1	5.7	48.6	45.7
Selecting new department members	70.7	25.4	3.6	42.5	47.9	9.6	63.8	28.2	8.0	25.0	57.4	17.6
Implementing curriculum change within the department	23.7	53.9	22.4	8.2	50.7	41.1	19.8	54.2	26.0	5.7	44.3	50.0
Promoting instructional change within the department	28.0	58.6	13.9	8.6	61.4	30.0	30.2	44.0	25.8	5.6	62.0	32.4

(continued)

Table 25 (continued)

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (801-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Administering department budget	23.7	31.0	45.4	11.6	53.6	34.8	13.1	25.6	61.3	4.2	26.8	69.0
Supervising teaching for improvement only	72.0	22.3	6.0	50.7	35.2	14.1	53.5	26.8	19.7	35.8	43.3	20.9
Evaluating teachers for personnel decisions	88.5	10.9	0.6	69.7	29.0	1.3	70.4	24.7	4.4	62.9	38.2	8.8

(continued)

Table 25 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Planning and conducting department meetings	0.0	7.5	92.5	0.0	4.2	95.8	3.0	18.0	79.0*	1.0	15.7	83.2*
Setting department goals and objectives	3.8	26.9	69.2	0.0	12.5	87.5	6.4	33.3	60.3*	1.1	26.6	72.3*
Setting department teaching assignments	17.9	43.4	38.7	2.1	66.0	31.9	36.6	41.7	21.7	12.8	65.8	21.4
Selecting department materials, supplies, and equipment	0.1	18.4	80.6	0.0	17.0	82.9	1.7	25.8	72.6*	2.7	19.4	78.0*
Assigning and supervising student teachers	42.7	39.8	17.5	13.0	50.0	37.0	52.1**	32.2	15.6	21.2	50.5	28.3
Evaluating department progress	14.7	48.0	37.3	0.0	34.8	65.2	20.4	48.9	30.6	2.7	53.0	44.3
Orienting new teachers	6.7	50.0	43.3	0.0	33.3	66.7	16.4	48.4	35.2	2.1	51.8	46.1
Resolving problems for department members	9.6	54.8	35.6	4.2	41.7	54.2	19.7	56.1	24.2	5.9	60.1	34.0
Coordinating department with other departments	22.0	58.0	19.8	6.5	58.7	34.8	30.0	51.0	19.0	5.9	62.4	31.7
Observing teachers classrooms	50.0	19.2	30.8	29.2	31.3	39.6	57.6**	23.7	18.7	39.4	37.8	22.9
Maintaining an inventory of materials and supplies	0.0	28.3	84.9	0.0	14.9	85.1	6.1	21.5	72.1*	2.7	18.1	79.3*
Reviewing goals and objectives of department members	37.5	34.6	27.9	16.7	31.3	52.1	38.2	34.6	27.9	16.0	43.0	41.0
Assuring department consistency	22.1	41.0	37.1	0.0	33.3	66.7	23.6	45.3	31.1	5.3	41.6	53.2*

*Major
**None

(continued)

Table 25 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Participating in development of school goals, policies, and procedures	15.4	64.4	20.2	4.2	37.9	58.3	17.1	64.3	18.5	3.7	48.7	47.6
Stimulating professional growth and involvement of department members	22.9	57.1	26.6	8.3	50.0	41.7	30.5	52.7	16.8	9.6	58.5	31.9
Promoting positive public relations for the department	13.3	47.6	39.1	4.16	52.1	43.8	23.6	46.9	29.6	9.0	50.0	41.0
Planning department inservices	29.8	51.0	19.2	6.6	47.8	45.7	38.3	42.3	19.4	13.9	47.6	38.5
Conducting department inservice	37.2	47.0	16.2	6.3	50.0	43.8	44.5	41.6	13.9	12.6	55.5	31.9
Recommending department budget	24.5	35.3	40.2	4.3	23.4	72.3	32.9	29.1	37.9	9.5	31.7	58.7*
Serving as department spokesperson	0.0	24.0	76.0	2.1	17.0	80.6	5.2	34.7	60.1*	2.1	22.8	75.1*
Representing department as an advisor to the principal	3.8	24.5	71.7	0.0	16.6	83.3	8.2	30.1	61.8*	1.6	17.8	80.6*
Informing department of new developments in the field	10.6	63.5	26.0	2.1	33.3	64.6	20.6	50.0	29.6	5.8	44.0	50.3*
Selecting new department members	40.5	48.1	11.3	10.4	62.5	27.1	60.6**	32.2	7.3	28.0	55.0	17.0
Implementing curriculum change within the department	18.1	50.5	31.4	4.2	39.6	56.3	20.8	53.2	26.0	6.3	45.5	48.2
Promoting instructional change within the department	27.5	47.1	25.5	4.2	41.7	54.2	28.7	50.2	21.1	6.3	56.6	37.0

*Major
**None

(continued)

Table 25 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Administering department budget	19.0	25.0	56.0	0.0	27.0	73.0	18.4	27.4	54.1*	5.9	36.7	57.4*
Supervising teaching for improvement only	53.5	23.5	28.5	25.0	29.0	45.8	59.1**	24.3	16.6	38.7	36.6	24.7
Evaluating teachers for personnel decisions	55.9	30.4	13.7	44.7	34.0	21.3	73.8**	20.9	5.3	57.1**	33.7	9.2

*Major

**None

The above data were reported by respondents across Virginia, by designations of 1 = none, 2 = some, and 3 = major. The percentages are reported in Table 25.

Research Question 5 How much responsibility should be assigned, for each function, to department heads?

It was determined that in every case except maintaining an inventory of materials and supplies both department heads and principals feel that department heads should be assigned more responsibility for the completion of the twenty-eight functions studied than they are. Both the department heads and principals responding felt that department heads should have "major" responsibility for the completion of the following functions as based on data from all schools reporting:

1. "planning and conducting department meetings" (DH - some 10.9% + major 88.9% = 99.8%; P - some 10.2% + major 89.3% = 99.5%)
2. "setting department goals and objectives" (DH - some 25.1% + major 74.5% = 99.6%; P - some 15.4% + major 84.1% = 99.5%)
3. "selecting department materials, supplies, and equipment" (DH - some 19.3% + major 80.2% = 99.5%; P - some 17% + major 81.9% = 98.9%)

4. "maintaining an inventory of materials and supplies" (DH - some 26.2% + major 70.7% = 96.9%; P - some 13.6% + major 85.9% = 99.5%)
5. "insuring departmental consistency" (DH - some 42.8% + major 55.1% = 97.9%; P - some 27.6% + major 71.4% = 99%)
6. "recommending the department budget" (DH - some 32.9% + major 63.2% = 96.1%; P - some 26.9% + major 70.4% = 97.3%)
7. "serving as department spokesperson" (DH - some 29.2% + major 78% = 99.2%; P - some 14.5% + major 84.9% = 99.4%)
8. "representing the department as an advisor to the principal" (DH - some 25.5% + major 73.3% = 98.8%; P - some 10.6% + major 88.8% = 99.4%)
9. "implementing curriculum change in the department" (DH - some 46.7% + major 50.7% = 97.4%; P - some 31.9% + major 67% = 98.9%)
10. "administering the department budget" (DH - some 30.3% + major 66% = 96.3%; P - some 27% + major 68.1% = 95.1%)
(Table 26).

Principals and department heads both said that department heads should be assigned at least some responsibility for each of the twenty-eight functions.

Research Question 6 How do the views of principals and department heads compare regarding importance of functions, responsibility assigned to department heads for the func-

Table 26. Degree of Responsibility High School Department Heads and Principals Feel Should be Assigned Department Heads in Virginia Reported by School Size

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (800-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Planning and conducting department meetings	0.6	17.4	81.9	0.0	12.9	87.1	0.0	7.4	92.6	1.4	11.4	87.1
Setting department goals and objectives	0.0	30.3	69.7	0.0	16.4	83.6	1.3	20.7	78.0	1.5	16.2	82.4
Setting department teaching assignments	15.3	63.7	21.0	10.4	74.6	14.9	5.5	46.0	48.5	5.8	68.1	26.1
Selecting department materials, supplies, and equipment	0.6	21.8	77.6	7.5	19.7	78.8	6.3	17.5	81.9	1.4	17.4	81.1
Assigning and supervising student teachers	22.9	51.4	25.7	13.2	51.8	35.3	13.5	57.4	29.0	13.2	57.4	29.4
Evaluating department progress	3.2	53.8	43.0	1.5	46.3	52.2	1.9	43.8	54.3	1.5	41.8	57.4
Orienting new teachers	4.4	58.2	37.3	0.0	52.1	47.9	1.2	43.3	55.5	1.4	43.5	79.2
Resolving problems for department members	3.8	63.9	32.3	1.4	60.9	37.7	3.7	62.4	34.0	1.5	58.2	39.7
Coordinating department with other departments	3.9	56.8	39.4	1.4	43.5	55.1	7.5	60.2	32.3	0.0	54.4	45.6
Observing teachers classrooms	21.4	62.3	16.2	14.1	67.6	18.3	16.0	48.1	35.8	10.3	54.4	35.3
Maintaining an inventory of materials and supplies	3.2	33.8	63.0	1.4	17.1	81.5	2.5	25.0	71.7	1.5	10.3	88.2
Reviewing goals and objectives of department members	8.3	54.9	31.8	7.0	43.7	49.3	12.2	47.0	40.9	7.4	32.4	60.3

(continued)

Table 26 (continued)

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (800-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Assuring department consistency	1.9	46.8	51.3	1.4	36.2	62.3	2.5	42.2	55.3	1.4	37.7	60.9
Participating in development of school goals, policies, and procedures	1.9	63.7	34.4	1.4	47.8	50.7	3.7	53.6	42.7	1.4	37.7	60.9
Stimulating professional growth and involvement of department members	5.7	61.0	33.8	0.0	46.4	53.6	5.5	60.6	33.9	1.4	53.6	44.9
Promoting positive public relations for the department	3.8	59.0	37.2	1.4	38.8	62.0	7.9	44.5	47.6	1.5	40.3	58.2
Planning department inservices	6.5	56.1	36.2	2.8	32.4	64.8	9.9	46.6	43.6	0.0	34.8	65.2
Conducting department inservice	14.8	58.5	26.8	2.8	39.4	57.7	14.6	58.5	26.8	0.0	49.3	50.7
Recommending department budget	2.0	38.6	59.4	2.8	28.2	69.0	5.6	26.1	68.3	4.4	26.5	69.1
Serving as department spokesperson	1.9	39.1	59.0	0.0	20.0	80.0	0.0	25.2	74.8	1.4	11.6	87.0
Representing department as an advisor to the principal	18.9	35.8	62.3	0.0	32.4	67.6	0.6	20.9	78.5	1.4	10.1	88.4
Informing department of new developments in the field	5.8	50.6	43.5	0.0	32.4	67.6	6.1	42.3	51.5	1.4	26.1	72.5
Selecting new department members	22.2	53.6	24.2	18.3	64.	86.9	16.4	53.9	29.7	14.9	64.2	20.9
Implementing curriculum change within the department	3.2	49.7	47.1	0.0	35.2	64.8	1.2	45.4	53.4	1.4	34.8	63.7
Promoting instructional change within the department	3.3	58.4	38.3	0.0	44.2	55.8	5.0	48.4	46.5	0.0	45.7	54.3

(continued)

Table 26 (continued)

	Percentage of Responses											
	SMALLER SCHOOLS (≤ 800 students)			MIDDLE SIZE SCHOOLS (800-1500 students)								
	Department Heads (N = 155)		Principals (N = 76)	Department Heads (N = 166)		Principals (N = 71)						
	1	2	3	1	2	3						
Administering department budget	26.8	40.3	57.0	9.0	43.3	47.8	3.1	25.1	71.7	2.9	17.1	80.0
Supervising teaching for improvement only	20.8	59.1	20.1	8.8	60.3	30.9	17.2	51.0	31.8	9.1	47.0	43.9
Evaluating teachers for personnel decisions	49.3	42.8	7.9	37.9	54.5	7.8	36.9	50.3	12.7	27.9	57.4	14.7

(continued)

Table 26 (continued)

	Percentage of Responses ALL SCHOOLS											
	LARGER SCHOOLS (≥ 1501 students)						ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Planning and conducting department meetings	0.0	23.8	76.2	0.0	4.3	95.7	0.2	10.9	88.9	0.5	10.2	89.3
Setting department goals and objectives	0.0	23.8	76.2	0.0	12.8	87.2	0.5	25.1	74.5	0.5	15.4	84.1
Setting department teaching assignments	0.0	63.8	36.2	0.0	63.8	36.2	7.8	50.4	41.8	6.0	69.4	24.6
Selecting department materials, supplies, and equipment	0.0	18.2	81.8	0.0	31.9	68.1	0.5	19.3	80.2	1.1	17.0	81.9
Assigning and supervising student teachers	11.1	55.6	33.3	6.5	52.2	41.3	16.2	54.8	28.9	11.5	53.8	34.6
Evaluating department progress	1.0	38.4	60.6	0.0	31.9	68.1	2.1	46.3	51.6	1.1	40.7	58.2
Orienting new teachers	1.0	40.0	59.0	0.0	29.2	70.8	2.4	48.1	49.5	0.5	43.1	56.4
Resolving problems for department members	2.0	55.0	43.0	2.1	37.5	60.4	3.3	61.2	35.5	1.6	54.1	44.3
Coordinating department with other departments	89.0	60.4	30.7	0.0	50.0	50.0	6.5	59.0	34.5	1.6	54.1	44.3
Observing teachers classrooms	13.9	41.6	44.6	6.3	35.4	58.3	17.5	51.8	30.7	10.7	54.5	34.8
Maintaining an inventory of materials and supplies	3.9	15.5	80.6	0.0	10.9	89.1	3.1	26.2	70.7	1.1	13.6	85.9
Reviewing goals and objectives of department members	10.8	40.2	49.0	2.1	31.3	66.7	10.4	50.1	39.5	5.9	36.4	57.8
Assuring department consistency	2.0	37.0	61.0	0.0	14.9	85.1	2.1	42.8	55.1	1.1	27.6	71.4 (continued)

Table 26 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Participating in development of school goals, policies, and procedures	3.9	60.8	35.3	0.0	23.4	76.6	3.1	59.1	37.8	1.1	37.8	61.1
Stimulating professional growth and involvement of department members	5.9	58.4	35.6	2.1	31.3	66.6	5.7	60.0	34.3	1.1	45.2	53.8
Promoting positive public relations for the department	8.9	50.5	40.6	0.0	35.4	64.6	6.7	51.3	42.0	1.1	37.6	61.3
Planning department inservices	0.9	57.0	34.0	0.0	26.1	73.9	8.9	52.6	38.5	1.1	43.6	55.3
Conducting department inservice	18.8	54.5	26.7	0.0	41.7	58.3	15.7	57.4	26.9	1.1	43.6	55.3
Recommending department budget	4.0	35.4	60.6	0.0	25.5	74.5	3.9	32.9	63.2	2.7	26.9	70.4
Serving as department spokesperson	0.0	20.6	70.4	0.0	10.7	89.4	0.7	29.2	70.0	0.5	14.5	84.9
Representing department as an advisor to the principal	1.0	16.7	82.4	0.0	10.4	89.6	1.2	25.5	73.3	0.5	10.6	88.8
Informing department of new developments in the field	2.0	52.5	43.7	4.2	62.5	33.3	0.5	47.8	47.1	0.5	26.1	73.4
Selecting new department members	3.9	52.5	43.7	4.2	62.5	33.3	15.4	53.4	31.1	13.4	64.0	22.6
Implementing curriculum change within the department	3.9	44.1	52.0	2.1	22.9	75.0	2.6	46.7	50.7	1.1	31.9	67.0
Promoting instructional change within the department	5.1	52.5	42.4	0.0	25.0	75.0	4.4	53.2	42.5	0.0	39.8	60.2 (continued)

Table 26 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Administering department budget	6.1	23.2	70.5	2.1	18.8	79.2	3.7	30.3	66.0	4.9	27.0	68.1
Supervising teaching for improvement only	9.1	46.5	44.4	8.3	25.0	66.7	16.6	52.9	30.0	8.8	46.2	45.1
Evaluating teachers for personnel decisions	23.2	48.5	28.3	19.1	51.1	29.8	38.2	47.1	14.7	29.3	54.7	16.0

tions, and the amount of responsibility which should be assigned to department heads for the functions?

Importance of selected functions to instruction

It was determined that perceptions regarding the importance of the twenty-eight selected functions studied do differ between principals and department. In every case studied except "setting department teaching assignments" a greater percentage of principals than department heads considered the items important to instruction and on this item the difference was only 90.9% to 90.1%.

Because no differences exceeding twenty percent was reported between department heads and principals in regard to the importance of each function to instruction it was concluded that no dramatic differences on this issue existed.

1. "promoting positive public relations for the department"
2. "conducting department inservice"
3. "evaluating teachers for personnel decisions."

Degree of responsibility assigned to department heads

In research question four the decision that a function is one for which department heads are assigned major responsibility is made when at least 50% score the function as one for which major is assigned to department heads plus at least a high enough percentage of the some designation to add up

to 75% when added together. Also, as related in response to research question four, using this criterion, differences occurred between principals and department heads. To a list that both department heads and principals agreed were responsibilities assigned to department heads (see page 85) the principals added three functions. These and their percentages of "some" and "major" were as follows:

1. "assuring department consistency" (some 41.6% + major 53.2% = 94.8%)
2. "recommending the department budget" (some 31.7% + major 58.7% = 90.4%)
3. "informing the department members of new development in the field" (some 44.0% + major 50.3% = 94.3%).

Using the reverse criteria department heads differed with principals by saying that the following were not assigned as responsibilities of department heads by the percentages listed after "none" and "some":

1. "assigning and supervising student teachers" (none 52.1% + some 32.2% = 84.3%)
2. "selecting new department members" (none 60.6% + some 32.2% = 92.8%)
3. "observing classroom instruction" (none 57.6% + some 23.7% = 81.3%)

4. "supervising for instructional purposes only" (none 59.1% + some 24.3% = 83.4%) (Table 25).

Degrees of responsibility that should be assigned to department heads

In research question five the criteria of a designation of at least 50% "major" responsibility should be assigned plus a high enough percentage marked in the "some" responsibility should be assigned space which, when added to the major responsibility figure equaled 75% meant that department heads had major responsibility for the function. Also, as related in responses to research question five, using this criterion, differences were noted. Principals said that major responsibility for certain functions should be assigned to department heads when department heads did not. These were in the following:

1. "reviewing goals and objectives of department members" (P - some 36.4% + major 57.8% = 94.2%)
2. "participating in development of school goals, policies, and procedures" (P - some 37.8% + major 61.1% = 98.9%)
3. "stimulating professional growth and involvement of department members" (P - some 45.2% + major 53.8% = 99%)
4. "departmental public relations" (P - some 37.6% + major 61.3% = 98.9%)

5. "planning department inservice" (P - some 43.6% + major 55.3% = 98.9%)
6. "conducting department inservice" (P - some 43.6% + major 55.3% = 98.9%)
7. "informing department members of new developments in the field" (P - some 26.1% + major 73.4% = 99.5%)
8. "promoting change of instructional practices and techniques within the department" (P - some 39.8% + major 60.2% = 100%) (Table 26).

Research Question 7 How do views of principals and department heads regarding importance of functions, responsibility assigned to department heads for the functions, and responsibility which should be assigned to department heads for the functions differ based upon school size?

Importance of selected functions to instruction

It was determined that, using the criteria of 75% designation of an item as important as the standard, the principals from schools of all sizes felt each of the twenty-eight items to be important except in one case. This difference was marginal as 74.4% of the principals of larger schools said that evaluating teachers for personnel decisions was important.

Using the $\geq 75\%$ criteria department heads from smaller schools failed to report this standard for the following:

1. "assigning and supervising student teachers" (65.1%)
2. "selecting new department members" (70.6%)
3. "evaluating teachers for personnel decisions" (52.3%)

Using the criteria of 20% difference in response being designated important or not important established in research question six three such differences appear based on school size (Table 24). They were reported for the following items by the department heads, based on school size as follows:

1. "assigning and supervising student teachers"

Smaller schools (65.1%*)
 Middle size schools (95.7%*)
 Larger schools (76.3%)

2. "selecting new department members"

Smaller schools (70.6%*)
 Middle size schools (82.4%)
 Larger schools (90.7%*)

3. "evaluating teachers for personnel decisions"

Smaller schools (52.3%)
 Middle size schools (72%)
 Larger schools (80%*) (Table 24).

Degrees of responsibility assigned to department heads for selected functions

As schools increased in size the percentage of those who marked each particular function as one for which department heads are assigned major responsibility for the completion thereof also increased. The increases for department heads ranged from 1.5% for "coordinating the department with other

departments" (smaller schools 18.3% - larger schools 19.8%) to 32.5% for "setting department teaching assignments" (smaller schools 6.2% - larger schools 38.7%). Principals from larger schools were more likely to rank each function as a major responsibility of department heads. The increases for principals ranged from 2.7% for "departmental public relations" (smaller school 41.1% - larger schools 43.8%) to 38.2% for "administering department budget" (smaller schools 34.8% - larger schools 73.0%) (Table 25).

Degrees of responsibility that should be assigned to department heads for selected functions

The percentages of department heads and principals who marked each function as one for which department heads should be assigned major responsibility increased as the size of schools in which they worked increased. The exception to this was that the department heads of the smaller schools reporting reported that 26.8% of the department heads versus 26.7% of the department heads from the larger schools felt that major responsibility should be assigned to department heads for the "completion of conducting department inservices." On the other end of the spectrum for department heads of smaller versus larger schools two functions; "representing the department as an advisor to the principal" (smaller schools 62.3% - larger schools 82.4%) and "evaluating for personnel decisions" (smaller schools 7.9% - larger

schools 28.3%). The principals' responses indicated that though it followed the general trend of increasing the degree of responsibility assigned department heads as schools got larger, the function of "informing department members of new developments in the field" was viewed as one that should be assigned as a major responsibility of department heads by 67.6% of the principals from smaller schools and only 33.3% of the principals from larger schools. On the other side and more indicative of the trend was "supervising classroom teaching for instructional improvement only" which was marked as a major responsibility of department heads by 30.9% of the smaller school principals and by 66.7% of the principals from larger schools (Tables 26 and 27).

Differences in degrees of responsibility assigned (should be assigned) for selected functions as perceived by department heads and principals based on school size.

Using the criteria ($\geq 50\%$ for "major" + enough % "some" to equal 75% = major responsibility and $\geq 50\%$ for "none" + enough % "some" to equal 75% = not a responsibility of department heads) established in research questions 4, 5, and 6 the following were reported: According to responses of department heads using the above criteria to denote none, some, and major responsibility assigned to department heads as reported by department heads there was not appreciable difference on twenty-four of the twenty-eight items. (Ap-

Table 27. Degree of Responsibility Assigned to High School Department Heads and the Degree Department Heads and Principals Feel Should be Assigned Department Heads in Virginia for Selected Functions Reported by School Size

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (801-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Planning and conducting department meetings	6.9	31.4	61.6	2.8	25.0	72.2	1.2	11.7	87.1	0.0	14.1	85.9
	0.6	17.4	81.9	0.0	12.9	87.1	0.0	7.4	92.6	1.4	11.4	87.1
Setting department goals and objectives	10.2	36.9	52.9	2.8	36.6	60.6	4.4	33.8	61.9	0.0	14.1	85.9
	0.0	30.3	69.7	0.0	16.4	83.6	1.3	20.7	78.0	1.5	16.2	82.4
Setting department teaching assignments	56.9	36.9	6.2 ¹	22.9	67.2	10.0	28.8	45.4	25.8 ¹	10.0	64.3	25.7
	15.3	63.7	21.0	10.4	74.6	14.9	5.5	46.0	48.5	5.8	68.1	26.1
Selecting department materials, supplies, and equipment	1.3	30.6	68.1	4.4	21.7	73.9	2.5	25.8	71.7	2.9	18.6	78.6
	0.6	21.8	77.6	7.5	19.7	78.8	6.3	17.5	81.9	1.4	17.4	81.1
Assigning and supervising student teachers	63.2	24.8	12.0 ¹	30.0	42.9	27.1	48.4	34.0	17.6 ¹	17.6	58.8	23.5
	22.9	51.4	25.7	13.2	51.8	35.3	13.5	57.4	29.0	13.2	57.4	29.4
Evaluating department progress	23.7	50.0	21.5	4.1	61.4	34.3 ²	16.2	48.5	34.4	2.9	56.5	40.6 ²
	3.2	53.8	43.0 ¹	1.5	46.3	52.2	1.9	43.8	54.3 ¹	1.5	41.8	57.4
Orienting new teachers	23.7	52.5	23.8	4.1	64.4	31.5 ²	15.4	43.2	41.4	1.4	51.4	47.1 ²
	4.4	58.2	37.3 ¹	0.0	52.1	47.9	1.2	43.3	55.5 ¹	1.4	43.5	79.2
Resolving problems for department members	26.9	58.1	15.0	8.5	69.0	22.5	19.1	54.9	25.9	4.3	63.8	31.0
	3.8	63.9	32.3	1.4	60.9	37.7	3.7	62.4	34.0	1.5	58.2	39.7
Coordinating department with other departments	36.0	45.7	18.3	7.0	63.4	29.6	29.6	50.6	19.8	4.3	63.8	31.9
	3.9	56.8	39.4	1.4	43.5	55.1 ⁴	7.5	60.2	32.3	0.0	54.4	45.6 ⁴
Observing teachers classrooms	70.7	25.5	3.8	47.2	41.7	11.1	49.7	24.8	25.5	38.2	38.2	23.5
	21.4	62.3	16.2	14.1	67.6	18.3 ⁴	16.0	48.1	35.8	10.3	54.4	35.3 ⁴

(continued)

Table 27 (continued)

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (801-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Maintaining an inventory of materials and supplies	7.6 3.2	31.0 33.8	60.8 63.0	5.5 1.4	23.6 17.1	70.8 81.5	6.7 2.5	18.4 25.0	74.8 71.7	1.4 1.5	14.5 10.3	84.0 88.2
Reviewing goals and objectives of department members	42.8 8.3	40.3 54.9	17.0 31.8	18.0 7.0	50.0 43.7	43.0 ² 49.3 ⁴	34.2 12.2	34.2 47.0	31.7 40.9	13.0 7.4	44.9 32.4	42.0 ² 60.3 ⁴
Assuring department consistency	28.0 1.9	47.0 46.8	24.9 51.3	6.9 1.4	50.0 36.2	31.9 ² 62.3	20.4 2.5	46.3 42.2	33.3 55.3	7.1 1.4	38.6 37.7	54.3 ² 60.9
Participating in development of school goals, policies, and procedures	19.5 1.9	66.0 63.7	14.5 34.4	5.6 1.4	53.2 47.8	40.8 50.7	16.0 3.7	64.0 53.6	20.0 42.7	1.4 1.4	51.4 37.7	47.0 60.9
Stimulating professional growth and involvement of department members	40.0 5.7	47.5 61.0	12.5 33.8	12.9 0.0	55.7 46.4	31.4 53.6	26.2 5.5	54.9 60.6	18.9 33.9	7.1 1.4	67.1 53.6	25.7 44.9
Promoting positive public relations for the department	32.3 3.8	44.9 59.0	22.8 37.2	16.4 1.4	42.5 38.8	41.1 62.0	21.5 7.9	61.4 44.5	30.1 47.6	4.5 1.5	56.7 40.3	38.8 58.2
Planning department inservices	47.8 6.5	39.5 56.1	12.7 36.2	23.3 2.8	38.4 32.4	38.4 64.8	34.6 9.9	39.5 46.6	25.9 43.6	8.8 0.0	57.4 34.8	33.8 65.2
Conducting department inservice	53.5 14.8	38.2 58.5	8.3 ¹ 26.8	23.3 2.8	47.9 39.4	28.8 57.7	40.5 14.6	41.7 58.5	17.8 ¹ 26.8	5.2 0.0	67.1 49.3	27.1 50.7
Recommending department budget	35.3 2.0	32.0 38.6	32.7 59.4	13.7 2.8	38.4 28.2	48.0 ² 69.0	26.0 5.6	22.4 26.1	42.0 68.3	87.0 4.4	30.4 26.5	60.8 ² 69.1
Serving as department spokesperson	9.4 1.9	44.7 39.1	45.9 59.0	2.8 0.0	27.8 20.0	71.4 80.0	4.3 0.0	32.0 25.2	64.0 74.8	1.4 1.4	12.9 11.6	85.7 87.0

(continued)

Table 27 (continued)

	Percentage of Responses SMALLER SCHOOLS (≤ 800 students)						Percentage of Responses MIDDLE SIZE SCHOOLS (801-1500 students)					
	Department Heads (N = 155)			Principals (N = 76)			Department Heads (N = 166)			Principals (N = 71)		
	1	2	3	1	2	3	1	2	3	1	2	3
Representing department as an advisor to the principal	12.4 18.9	39.8 35.8	47.8 62.3	27.3 0.0	23.3 32.4	74.0 67.6	6.2 0.6	24.0 20.9	69.1 78.5	1.4 1.4	12.9 10.1	85.7 88.4
Informing department of new developments in the field	27.8 5.8	50.0 50.6	22.8 43.5	8.2 0.0	46.6 32.4	45.0 67.6	19.9 6.1	41.0 42.3	39.1 51.5	5.7 1.4	48.6 26.1	45.7 72.5
Selecting new department members	70.7 22.2	25.4 53.6	3.6 24.2	42.5 18.3	47.9 64.8	9.6 16.9	63.8 16.4	28.2 53.9	8.0 29.7	25.0 14.9	57.4 64.2	17.6 20.9
Implementing curriculum change within the department	23.7 3.2	53.9 49.7	22.4 47.1	8.2 0.0	50.7 35.2	41.1 64.8	19.8 1.2	54.2 45.4	26.0 53.4	5.7 1.4	44.3 34.8	50.0 63.7
Promoting instructional change within the department	28.0 3.3	58.6 58.4	13.9 38.3	8.6 0.0	61.4 44.2	30.0 ² 55.8	30.2 5.0	44.0 48.4	25.8 46.5	5.6 0.0	62.0 45.7	32.4 ² 54.3
Administering department budget	23.7 26.8	31.0 40.3	45.4 ¹ 57.0	11.6 9.0	53.6 43.3	34.8 ² 47.8 ⁴	13.1 3.1	25.6 25.1	61.3 ¹ 71.7	4.2 2.9	26.8 17.1	69.0 ² 80.0 ⁴
Supervising teaching for improvement only	72.0 20.8	22.3 59.1	6.0 20.1	50.7 8.8	35.2 60.3	14.1 ¹ 30.9 ⁴	53.5 17.2	26.8 51.0	19.7 31.8	35.8 9.1	43.3 47.0	20.9 ² 43.9 ⁴
Evaluating teachers for personnel decisions	88.5 49.3	10.9 42.8	0.6 7.9	69.7 37.9	29.0 54.5	1.3 ² 7.8	70.4 36.9	24.7 50.3	4.4 12.7	62.9 27.9	38.2 57.4	8.8 ² 14.7

¹A appreciable difference in responsibility assigned to department heads as reported by department heads based on school size.

²A appreciable difference in responsibility assigned to department heads as reported by principals based on school size.

³A appreciable difference in responsibility that should be assigned to department heads as reported by department heads based on school size.

⁴A appreciable difference in responsibility that should be assigned to department heads as reported by principals based on school size.

(continued)

Table 27 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Planning and conducting department meetings	0.0	7.5	92.5	0.0	4.2	95.8	3.0	18.0	79.0	1.0	15.7	83.2
	0.0	23.8	76.2	0.0	4.3	95.7	0.2	10.9	88.9	0.5	10.2	89.3
Setting department goals and objectives	3.8	26.9	69.2 ¹	0.0	12.5	87.5	6.4	33.3	60.3	1.1	26.6	72.3 ¹
	0.0	23.8	76.2	0.0	12.8	87.2	0.5	25.1	74.5	0.5	15.4	84.1
Setting department teaching assignments	17.9	43.4	38.7	2.1	66.0	31.9	36.6	41.7	21.7	12.8	65.8	21.4
	0.0	63.8	36.2	0.0	63.8	36.2	7.8	50.4	41.8	6.0	69.4	24.6
Selecting department materials, supplies, and equipment	0.1	18.4	80.6	0.0	17.0	82.9	1.7	25.8	72.6	2.7	19.4	78.0
	0.0	18.2	81.8	0.0	31.9	68.1	0.5	19.3	80.2	1.1	17.0	81.9
Assigning and supervising student teachers	42.7	39.8	17.5 ¹	13.0	50.0	37.0	52.1	32.2	15.6	21.2	50.5	28.3 ¹
	11.1	55.6	33.3	6.5	52.2	41.3	16.2	54.8	28.9	11.5	53.8	34.6
Evaluating department progress	14.7	48.0	37.3	0.0	34.8	65.2 ²	20.4	48.9	30.6	2.7	53.0	44.3 ²
	1.0	38.4	60.6 ¹	0.0	31.9	68.1	2.1	46.3	51.6	1.1	40.7	58.2 ²
Orienting new teachers	6.7	50.0	43.3	0.0	33.3	66.7 ²	16.4	48.4	35.2	2.1	51.8	46.1 ²
	1.0	40.0	59.0 ²	0.0	29.2	70.8	2.4	48.1	49.5	0.5	43.1	56.4 ²
Resolving problems for department members	9.6	54.8	35.6	4.2	41.7	54.2	19.7	56.1	24.2	5.9	60.1	34.0
	2.0	55.0	43.0	2.1	37.5	60.4	3.3	61.2	35.5	1.6	54.1	44.3
Coordinating department with other departments	22.0	58.0	20.0	6.5	58.7	34.8	30.0	51.0	19.0	5.9	62.4	31.7
	89.0	60.4	30.7	0.0	50.0	50.0 [*]	6.5	59.0	34.5	1.6	54.1	44.3 [*]
Observing teachers classrooms	50.0	19.2	30.8	29.2	31.3	39.6	57.6	23.7	18.7	39.4	37.8	22.9 [*]
	13.9	41.6	44.6	6.3	35.4	58.3 [*]	17.5	51.8	30.7	10.7	54.5	34.8

(continued)

Table 27 (continued)

	Percentage of Responses LARGER SCHOOLS (≥ 1501 students)						Percentage of Responses ALL SCHOOLS					
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Maintaining an inventory of materials and supplies	0.0 3.9	28.3 15.5	84.9 80.6	0.0 0.0	14.9 10.9	85.1 89.1	6.1 3.1	21.5 26.2	72.1 70.7	2.7 1.1	18.1 13.6	79.3 85.9
Reviewing goals and objectives of department members	37.5 10.8	34.6 40.2	27.9 49.0	16.7 2.1	31.3 31.3	52.1 ² 66.7*	38.2 10.4	34.6 50.1	27.9 39.5	16.0 5.9	43.0 36.4	41.0 ² 57.8*
Assuring department consistency	22.1 2.0	41.0 37.0	37.1 61.0	0.0 0.0	33.3 14.9	66.7 ² 85.1	23.6 2.1	45.3 42.8	31.1 55.1	5.3 1.1	41.6 27.6	53.2 ² 71.4
Participating in development of school goals, policies, and procedures	15.4 3.9	64.4 60.8	20.2 35.3	4.2 0.0	37.9 23.4	58.3 76.6	17.1 3.1	64.3 59.1	18.5 37.8	3.7 1.1	48.7 37.8	47.6 61.1
Stimulating professional growth and involvement of department members	22.9 5.9	57.1 58.4	20.0 35.6	8.3 2.1	50.0 31.3	41.7 66.6	30.5 5.7	52.7 60.0	16.8 34.3	9.6 1.1	58.5 45.2	31.9 53.8
Promoting positive public relations for the department	13.3 8.9	47.6 50.5	39.1 40.6	4.2 0.0	52.1 35.4	43.8 ² 64.6	23.6 6.7	46.9 51.3	29.6 42.0	9.0 1.1	50.0 37.6	41.0 ² 61.3
Planning department inservices	29.8 0.9	51.0 57.0	19.2 34.0	6.6 0.0	47.8 26.1	45.7 73.9	38.3 8.9	42.3 52.6	19.4 38.5	13.9 1.1	47.6 43.6	38.5 55.3
Conducting department inservice	37.2 18.8	47.0 54.5	16.2 ¹ 26.7	6.3 0.0	50.0 41.7	43.8 ⁴ 58.3	44.5 15.7	41.6 57.4	13.9 26.9	12.6 1.1	55.5 43.6	31.9 55.3
Recommending department budget	24.5 4.0	35.3 35.4	40.2 60.6	4.3 0.0	23.4 25.5	72.3 ² 74.5	32.9 3.9	29.1 32.9	37.9 63.2	9.5 2.7	31.7 26.9	58.7 ² 70.4
Serving as department spokesperson	0.0 0.0	24.0 20.6	76.0 70.4	2.1 0.0	17.0 10.7	80.6 89.4	5.2 0.7	34.7 29.2	60.1 70.0	2.1 0.5	22.8 14.5	75.1 84.9

(continued)

Table 27 (continued)

	Percentage of Responses											
	LARGER SCHOOLS (≥ 1501 students)			ALL SCHOOLS								
	Department Heads (N = 102)			Principals (N = 48)			Department Heads (N = 423)			Principals (N = 195)		
	1	2	3	1	2	3	1	2	3	1	2	3
Representing department as an advisor to the principal	3.8 1.0	24.5 16.7	71.7 82.4	0.0 0.0	16.6 10.4	83.3 89.6	8.2 1.2	30.1 25.5	61.8 73.3	1.6 0.5	17.8 10.6	80.6 88.8
Informing department of new developments in the field	10.6 2.0	63.5 52.5	26.0 43.7	2.1 4.2	33.3 62.5	64.6 33.3	20.6 0.5	50.0 47.8	29.6 47.1	5.8 0.5	44.0 26.1	50.3 73.4
Selecting new department members	40.5 3.9	48.1 52.5	11.3 43.7	10.4 4.2	62.5 62.5	27.1 33.3	60.6 15.4	32.2 53.4	7.3 31.1	28.0 13.4	55.0 64.0	17.0 22.6
Implementing curriculum change within the department	18.1 3.9	50.5 44.1	31.4 52.0	4.2 2.1	39.6 22.9	56.3 75.0	20.8 2.6	53.2 46.7	26.0 50.7	6.3 1.1	45.5 31.9	48.2 67.0
Promoting instructional change within the department	27.5 5.1	47.1 52.5	25.5 42.4	4.2 0.0	41.7 25.0	54.2 75.0	28.7 4.4	50.2 53.2	21.1 42.5	6.3 0.0	56.6 39.8	37.0 60.2
Administering department budget	19.0 6.1	25.0 23.2	56.0 ¹ 70.5	0.0 2.1	27.0 18.8	73.0 ² 79.2 ³	18.4 3.7	27.4 30.3	54.1 66.0	5.9 4.9	36.7 27.0	57.4 68.1
Supervising teaching for improvement only	53.5 9.1	23.5 46.5	28.5 44.4	25.0 8.3	29.0 25.0	45.8 ² 66.7 ⁴	59.1 16.6	24.3 52.9	16.6 30.0	38.7 8.8	36.6 46.2	24.7 45.1
Evaluating teachers for personnel decisions	55.9 23.2	30.4 48.5	13.7 28.3	44.7 19.1	34.0 51.1	21.3 ² 29.8	73.8 38.2	20.9 47.1	5.3 14.7	57.1 29.3	33.7 54.7	9.2 16.0

¹ Appreciable difference in responsibility assigned to department heads as reported by department heads based on school size.

² Appreciable difference in responsibility assigned to department heads as reported by principals based on school size.

³ Appreciable difference in responsibility that should be assigned to department heads as reported by department heads based on school size.

⁴ Appreciable difference in responsibility that should be assigned to department heads as reported by principals based on school size.

preciable difference means that using the above formula one group reports the function to be one for which department heads are assigned no responsibility when another says they are assigned some or major responsibility or one for which one group says they are assigned some responsibility when another says they are assigned major responsibility.) There were four functions for which differences were noted based on size as reported by department heads and degrees of responsibility assigned. These are as follows:

1. "setting department teaching assignments": smaller schools, none; middle size schools, some; larger schools, some.
2. "assigning and supervising student teachers": smaller schools, none; middle size schools, some; larger schools, some responsibility assigned.
3. "conducting department inservice": smaller schools, major; middle size schools, some; larger schools, some.
4. "administering the department budget": smaller schools, some; middle size schools, major, larger schools, major (Table 27¹).

Using the same criteria as above differences in responsibilities assigned to department heads as reported by principals based on school size and degree of responsibility assigned appear as follows:

1. "assuring department consistency": smaller schools, some; middle size schools, major; larger schools, major.
2. "recommending the department budget": smaller schools, some; middle size schools, major; larger schools, major.
3. "administering the department budget": smaller schools, some; middle size schools, major; larger schools, major.
4. "supervising classroom teaching for improvement only": smaller schools, none; middle size schools, some; larger schools, major.
5. "evaluating the department's progress": smaller schools, some; middle size schools, some; larger schools, major.
6. "orienting new teachers": smaller schools, some; middle size schools, some; larger schools, major.
7. "reviewing goals and objectives of department members": smaller schools, some; middle size schools, some; larger schools, major.
8. "promoting change of instructional practices and techniques within the department": smaller schools, some; middle size schools, some; larger schools, major (Table 27²).

Using the same formula established above and on research question five differences in responsibility that should be assigned department heads as reported by department heads based on school size appear for only two of the twenty-eight functions as follows:

1. "orienting new teachers": smaller schools, some; middle size schools, major; larger schools, major.
2. "evaluating the department's progress": smaller schools, some; middle schools, major; larger schools, major (Table 27³).

Using the same criteria differences in responsibility that should be assigned department heads as reported by principals based on school size appear for only five of the twenty-eight functions as follows:

1. "administering the department budget": smaller schools, some; middle size schools, major; larger schools, major.
2. "coordinating the department with other departments": smaller schools, major; middle size schools, some; larger schools, major.
3. "observing teachers classrooms": smaller schools, some; middle size schools, some; larger schools, major.
4. "supervising classroom teaching for instructional improvement only": smaller schools, some; middle size schools, some; larger schools, major.
5. "reviewing goals and objectives of department members": smaller schools, some; middle size schools, major; larger schools, major (Table 27⁴).

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to describe the department heads of public high schools in Virginia, who they are, and what they do.

Sample

The study consisted of 195 high school principals from 106 Virginia School divisions and 423 department heads from 115. The department heads were drawn from the English, science, math, foreign language, vocational education, and social studies departments across the Commonwealth. These constituted samples from the population of 257 public high schools from 135 Virginia school divisions with at least grades 10-12 as identified by the State Department of Education. Each principal and two department heads from each school in the population was asked to participate.

Data Collection

Two survey instruments were devised. One was for principals and the other for department heads. Each consisted

of two sections. The first gathered demographic information and other information about the position of department head; the second gathered information about twenty-eight specific functions of department heads. The appropriate instrument was distributed to the principal of and two department heads from each high school in the Commonwealth as mentioned above. The initial section in both instruments was primarily "fill in the blank" or multiple choice. The second section of both instruments consisted of three columns dealing with the 28 functions of department heads, as identified in the literature. The first column asked the respondents to mark "yes" or "no" if they thought the function was important to instruction or not. The second had them mark whether they felt the degree that department heads were assigned responsibility for the completion of the function as "none" (1), "some" (2), or "major" (3). The third had them indicate whether they felt the degree that department heads should be assigned responsibility for the function was "none" (1), "some" (2), or "major" (3). The overall response rate was 75.9% for principals and 84.4% for department heads although within each group some chose not to respond to some specific items on the survey.

Data Analysis

The data collected through the survey instruments were analyzed using frequencies, percentages, ranges, medians, and means. The data collected were organized on the basis of each of seven research questions and subquestions as follows:

Research Question One What is the demographic profile of those individuals holding the department head position?

- Gender
- Race
- Age
- Years of teaching experience
- Years of department head experience
- Level of professional training

Research Question Two What is the description of the department head position based on selected variables?

- Sizes of schools served
- Number of department heads per school
- Types of department heads (subject area)
- Terms of appointment
- Frequency of department head review by principal
- Existence of written job descriptions

- Selection procedures
- Release time during the day
- Number of classes taught
- Frequency of meetings between department heads and principals
- Frequency of department meetings
- Salary supplements for department heads
- Decision making in the school
- Decision making in the department

Research Question Three How important are selected functions to the instructional programs of Virginia High Schools?

Data were analyzed based on percentages of responses designated "yes," important, or "no," not important, for each of the 28 selected functions. Each was analyzed independently. If 75% of the respondents reported a function to be important it was reported as such.

Research Question Four How much responsibility is assigned, for each function, to department heads?

Data concerning this research question were analyzed based on the percentages of responses designated "none" (1), "some" (2), or "major" (3). Each item was analyzed independently. If an item received at least a 50% response in the "major" column and a high enough percentage in the "some" column that, when added together, the sum of the two was at

least 75%, it was designated as a major responsibility of department heads. If an item received at least 50% response in the "none" column and a high enough percentage in the "some" column that, when added together, the sum of the two was at least 75%, it was designated as not a responsibility of the department head. If an item failed to meet either of these standards, it was designated as a function for which department heads were assigned some responsibility.

Research Question Five How much responsibility should be assigned department heads for each function assigned to department heads?

The data concerning this research question were collected from the third column of the second section of both survey instruments. These were structured and analyzed in the same way as the data in research question four with the exception that the respondents were asked to mark the degree they felt department heads "should" be assigned responsibility for each of the 28 functions studied.

Research Question Six How do the views of principals and department heads compare regarding the importance of the selected functions, responsibility assigned to department heads for the functions, and the degree of responsibility that should be assigned to department heads for the functions?

Data for the question were collected and tabulated as in research questions three, four, and five. Comparisons of importance were noted as dramatic if there was a 20% difference in the responses on a particular item. For comparisons of perceptions of degree of responsibility assigned and should be assigned the formula established in research questions four and five was used and differences.

Research Question Seven How do views of principals and department heads regarding importance of functions, degrees of responsibility assigned to department heads for selected functions and the degree that should be assigned to department heads for selected functions differ based on school size?

Comparisons of the responsibilities assigned (existing and preferred) were made based on smaller (up to 800 students), middle sized (801-1500 students), and larger (over 1500 students). They were reported independently as designated for research questions four and five. If an item received at least 50% responses as "major" + enough % "some" to equal 75% when the two were added together, it was labeled as one for which department heads are (should be) assigned major responsibility. If an item received at least 50% responses as "none" + enough % "some" to equal 75% when the two were added together, it was labeled as one for which department heads are not (should not be) assigned responsibility.

If an item failed to meet either criteria, it was labeled as one for which department heads are (should be) assigned some responsibility. Comparisons were made and reported for these three groups as they were for the two groups in research question six.

Summary of Findings

Research Question One What is the demographic profile of those holding the position in Virginia's high schools?

It was determined that most department heads are white females whose ages range from 41-45 years. They have been teaching for from 11-15 years but have been department heads for 5 years or less. Most have at least a masters degree.

Research Question Two What is the description of the department head position based on selected variables?

It was determined that 39% of the 424 department heads who responded work in schools with up to 800 students, 36.4% in schools with 801-1500 students, and 24.6% in schools with over 1500 students. Relatively the same percentages of each of the six departments responded to the survey.

It was found that the number of departments and the size of departments did increase as schools got larger. The most often occurring term of appointment for department heads was

found to be one year and principals said they review their appointments this often as well.

While some 72% of the principals said written job descriptions for department heads existed only 47.7% of the department heads agreed. Principals from larger schools reported this more often than did those from smaller schools (87.5% - 56.2%).

The most often occurring amount of release time for department head duties was reported to be one period. Data on the number of classes taught were not very informative because variables such as the existence of a seven bell schedule or free periods for other duties were not reported.

Most department heads said that principals appointed them and that English and math were the largest departments in their schools. Foreign language was reported to have the smallest departments (in comparable sized schools) across the Commonwealth.

Department heads reported that they meet with their principals once a month and that department meetings are also held once a month. About half of the English, science, and math department heads receive salary supplements.

Most respondents said that principals make most management decisions in the schools, usually after seeking input from the staff. Within the departments, department heads have more input than principals in decision making on expending department money, selecting instructional materials,

and coordination of the curriculum. They have less than principals for teacher assignments, scheduling of classes, selection of new teachers, observing teachers for improvement, and evaluating teachers.

Research Question Three How important are selected functions to the instructional programs of Virginia's high schools?

Principals feel that each of the 28 functions assigned to department heads are important to the instructional programs of the schools. Department heads believe that 26 of the functions are important to instruction. Less than 75% (the criteria set to denote importance) said they felt "the assignment and supervision of student teachers" and "evaluation of teachers for personnel decisions" were important to instruction.

Research Question Four How much responsibility is assigned, for each function to department heads?

Both department heads and principals designated seven functions as those for which department heads are assigned major responsibility. These were:

1. "planning and coordinating department meetings".
2. "setting department goals and objectives".
3. "selecting materials and supplies".
4. "maintaining materials and supplies".

5. "serving as department spokesperson".
6. "representing the department as an advisor to the principal".
7. "administering the department budget".

Research Question Five How much responsibility should be assigned, for each function to department heads?

It was determined that in every case except "maintaining an inventory of materials and supplies" both department heads and principals felt that department heads should be assigned more responsibility for the completion of the function. Both the department heads and the principals indicated that department heads should be assigned "major" responsibility (as determined by the formula from research question four) for the following functions:

1. "planning and conducting department meetings".
2. "setting departmental goals and objectives".
3. "selecting department materials, supplies, and equipment".
4. "maintaining an inventory of materials and supplies".
5. "assuring department consistency".
6. "recommending the department budget".
7. "serving as department spokesperson".
8. "representing the department as an advisor to the principal".

9. "implementing curriculum change in the department".
10. "administrating the department budget".

Principals and department heads both said that department heads should be assigned at least some responsibility for each of the 28 functions studied.

Research Question Six How do the views of principals and department heads compare regarding the importance, responsibility assigned for and the degree of responsibility that should be assigned department heads for each of the 28 functions studied?

Importance It was determined that a higher percentage of principals than department heads feel that 27 of the 28 functions are important to instruction but none of these differences were dramatic (e.g., did not exceed responses of department heads by 20% or more).

Responsibility assigned Using the criteria established in research question four, two sets of differences occurred. To a list of seven functions that both groups agreed were responsibilities assigned to department heads (see Research Question Four--Findings) the principals added the following:

1. "assuring department consistency".

2. "recommending the department budget".
3. "informing the department members of new developments in the field".

Also using the criteria established in research question four, department heads differed with principals by saying that the following were not assigned as responsibilities of department heads:

1. "assigning and supervising student teachers".
2. "selecting new department members".
3. "observing classroom instruction".
4. "supervising for instructional purposes only".

Degree of responsibility that should be assigned to department heads for selected functions Using the criteria established in research question five, to a list of ten functions that department heads and principals agreed department heads should be assigned major responsibility, the principals added the following:

1. "reviewing goals and objectives of department members".
2. "participating in development of school goals, policies, and procedures".
3. "stimulating professional growth and involvement of department members".

4. "departmental public relations".
5. "planning departmental inservice".
6. "conducting department inservice".
7. "informing department members of new developments in the field".
8. "promoting change of instructional practices and techniques within the department".

Research Question Seven How do views of principals and department heads regarding importance to instruction, responsibility assigned to department heads, and responsibility that should be assigned to department heads differ based on school size?

Importance of selected functions to instruction Differences based on school size were noted in the responses concerning the following functions:

1. "assigning and supervising student teachers".
2. "coordinating the department with other departments".
3. "observing teachers classrooms".
4. "selecting new department members".
5. "supervising teachers for improvement only".
6. "evaluating for personnel decisions".

As schools increased in size the percentage of those who marked most functions as important also increased for both principals and department heads.

Degrees of responsibility assigned to department heads for selected functions. As schools increased in size the percentage of those who marked each function as one which is assigned to department heads increased as well.

Degree of responsibility that should be assigned to department heads for selected functions The percentages of department heads and principals who marked each function as one for which department heads should be assigned major responsibility tended to increase as the sizes of the schools increased. The exception for department heads was for "conducting department inservice" and the difference for that function was minimal. The other exception was in the area of "informing the department members of new developments in the fields" for which principals from larger schools said department heads should have some responsibility while the other groups said they should have major responsibility.

Using the criteria established in research question five to denote a function for which department heads should be assigned major, some, or no responsibility, agreement across size was found for most functions but appreciable differences

based on size appeared for the following functions as reported by the designated groups:

- Functions for which appreciable differences in responsibility (none, some, major) assigned as to department heads as reported by department heads based on school size were noted as follows:
 1. "setting department teaching assignments".
 2. "assigning and supervising student teachers".
 3. "conducting department inservice".
 4. "administering the department budget" (see page 99).
- Functions for which appreciable differences in responsibility were assigned to department heads as reported by principals on the basis of school size were noted as follows:
 1. "assuring department consistency".
 2. "recommending the department budget".
 3. "administering the department budget".
 4. "supervising classroom teaching for instructional improvement only".
 5. "evaluating the departments progress".
 6. "orienting new teachers".
 7. "reviewing goals and objectives of department members".
 8. "promoting change of instructional practices and techniques within the department" (see page 99).

- Functions for which appreciable differences in responsibility that should be assigned to department heads as reported by department heads on the basis of school size were noted appear and as follows:
 1. "orienting new teachers".
 2. "evaluating the departments progress" (see page 99).
- Functions for which appreciable differences in responsibility that should be assigned to department heads as reported by principals on the basis of school size appear as follows:
 1. "administering the department budget".
 2. "coordinating the department with other departments".
 3. "observing teachers classrooms".
 4. "supervising classroom teaching for instructional improvement only".
 5. "reviewing goals and objectives of department members" (see page 99).

Discussion

Most department heads are white females who are over forty years of age and who have taught for over ten years. Almost half have been department heads for five years or less. Most department heads from middle size or larger

schools have at least masters degrees but those from smaller schools tend to have less educational preparation.

As schools get larger they tend to have more department heads, each department tends to be larger, and the department heads tend to be assigned more responsibility. As schools get larger department heads (and principals) tend to believe that department heads should be assigned more responsibility for the specific functions studied. This seems to imply that their evolution is part of the natural evolution, as related in the literature, of high school administration that has taken place as schools have become more complex. Size of departments varies within schools. Foreign language departments for example are smaller than English departments and correspondingly their department head's tend to have less released time and/or salary supplementation implying that degrees of administrative responsibility may indeed be a factor of size and complexity of the work group.

Department heads are appointed by and their performance reviewed by the principals yet principals and department heads disagree on the existence of specific written job descriptions for the position. As a general rule department heads tend to be allocated one class period of release time for departmental duties though this does not necessarily hold true for smaller schools or smaller departments in middle size or larger schools. It appears therefore, that department heads have evolved to help the principals manage the

schools as they have become larger and more complex. About half of the English, science, math, and social studies department heads receive salary supplements though this is less likely the case in smaller schools.

Principals make most of the management decisions in a school. Within the departments, department heads have tended to assume or to be given responsibility for instructional support functions such as administering the department budget, setting departmental goals and objectives, selecting and maintaining materials and supplies, and planning and conducting department meetings. Department heads seem to be reluctant to take on personnel functions such as assigning teachers, observing teachers, or evaluating teachers. Principals would like them to assume more responsibility in the areas of goal setting, professional growth of department members, inservice, and promoting instructional change within the departments but even they do not report that department heads should have a major role in evaluating teachers.

It appears that there is ambiguity as to whether department heads are lower level administrators or upper level teachers. The method of appointment and review by principals seems to suggest that they are lower level administrators. The fact that principals and department heads report that department heads tend to manage things and not people implies that they are not supervisory in the sense that they do not so much supervise as support teachers. They do appear to

lend subject area expertise to such functions as setting departmental goals and objectives. Beyond the department level they appear to be more facilitators and information carriers than decision makers based on the responses of principals and department heads in this study.

Though on the surface the position of department head seems to be related to the issue of teacher empowerment spoken to in the Carnegie Report, "Teachers for the Twenty-First Century," the direction of the empowerment from the top down and the nature of the functions performed seem to indicate that the department head is more an extension of the principal down than an extension of the teachers up in the bureaucratic hierarchies of the schools. Given the nature of their empowerment, it appears that department heads function more as middle managers. They seem to be extensions of the principals which break the schools into more manageable units. Considering the fact that they receive relatively little release time to perform their departmental duties, they are not paid administrative salaries (only about half receive any supplement at all) and they lend support in as many administrative, if not supervisory, functions as they do, is worthy of note. Department heads and principals agree that department heads are assigned major responsibility for the following:

1. "planning and conducting department meetings".

2. "setting department goals and objectives".
3. "selecting materials and supplies."
4. "maintaining materials and supplies".
5. "serving as department spokesperson".
6. "representing the department as an advisor to the principal".
7. "administering the department budget".

Department heads and principals agree, according to this study, that department heads should be assigned major responsibility for these seven functions and that they should also be assigned major responsibility for the following:

1. "assuring department consistency".
2. "recommending the department budget".
3. "implementing curriculum change within the department".

Therefore, it appears that department heads are willing to do more than they are doing and that the principals are willing to let them. This suggests that factors such as lack of sufficient release time to perform departmental duties may be prohibiting a further evolution of department heads to lower level administrators.

It should be noted that the "preferred" functions listed above do not include supervisory functions such as observation of teaching or evaluation of teachers. In order for

these functions to become responsibilities of department heads one of two possible changes must occur. Either department heads must be declared fully administrators with personnel authority or teachers need to declare that they are willing to accept the responsibilities of peer supervision and peer evaluation. The tendency, as reported in this research, is largely a top down delegation of authority with department heads performing functions that support instruction but rejecting functions that involve decision making related to personnel matters.

Recommendations

To make the present system more efficient and/or effective, the following might be considered:

1. Designation of department heads as administrators.
2. Delineation of the functions to be performed by department heads in written job descriptions with widespread distribution of the same among the school's faculties and staffs.
3. Increased amount of release time for department duties.
4. Increased use of salary supplements.
5. Use of shared decision making at the building and department level.

6. Increased involvement with observation of teaching for improvement of instruction as increased released time allows.
7. Provision of training for functions performed by department heads or for which they will be held responsible.

Further research is recommended in the following areas:

1. Determination of factors involved with reluctance of department heads to be involved in supervision and evaluation.
2. Determination of factors involved with reluctance of principals to allow greater shared decision making on school wide issues.
3. Determination of factors relative to the ratio of department heads to administrators in relation to gender.
4. Comparison of the descriptions and role functions of department heads in rural versus suburban and/or urban school divisions.
5. Comparison of responsibilities of department heads assigned and assumed, in relation to demographic factors such as gender.

BIBLIOGRAPHY

- Anderson, C. J. (1987, January). Instructional leadership behaviors of high school principals, assistant principals, and department chairpersons: A comparison. High School Journal, 115-123.
- Babbie, E. R. (1954). The practice of social research. New York: Appleton-Century-Crofts, Inc.
- Berrier, G. G. (1974). Department chairmen: What does he do? Clearing House, 48(7), 432-36.
- Biddle, B. J. (1976). Role theory concepts and research. New York: Harper & Rowe.
- Bingaman, P. R. (1969). Consider department chairmen. Pennsylvania School Journal, p. 28.
- Boyer, E. L. (1988, January). School reform: Completing the course. NASSP Bulletin, 61.
- Buser, R. L. & Hume, W. (1970, October). Department heads revisited. Journal of Secondary Education, p. 283.
- Buser, R. L. & Manlove, D. (1970, January) Department chairman: A model description. Journal of Secondary Education, XLV, p. 99.
- Calhoun, D. C. (1976). Persons in groups. New York: Harper & Rowe.
- Callahan, M. G. (1971). The Effective School Department Head. New York: Parker Pub.
- Caplowe, T. (1976). How to run any organization. New York: Holt, Rhinehart, & Winston, p. 67.
- Carnegie Foundation for the Advancement of Teaching. (1988). The Report Card on School Reform: The teachers speak.
- Carnegie Task Force on Teaching as a Profession. (1986, May). A nation prepared: Teachers for the 21st century. A Report of the Task Force on Teaching as a Profession.
- Clark, C. E. (1977). The method of selection, term of office, and responsibilities of academic department heads. (Doctoral dissertation, Temple University).

- Cornett, L. M. (1983). The preparation and selection of school principals. Atlanta, GA: Southern Regional Education Board.
- Costanza, J. F. & Tracy, S. J. (1987, November). Expanding instructional leadership through the department chair. NASSP Bulletin, pp. 77-82.
- Craig, E. W. (1985). Relationships between job description, role behavior, and effectiveness of elementary assistant principals. (Doctoral dissertation, The College of William and Mary).
- Davies, B. (1983). Head of department involvement in decisions. Educational Management and Administration II.
- Dillman, D. A. (1978). Mail and telephone surveys: A total design method. New York: John Wiley & Sons.
- Drucker, P. F. (1974). Management, tasks, responsibilities, practices. New York: Harper & Rowe Publishers.
- Drucker, P. F. (1966). The effective executive. New York: Harper & Rowe Publishers.
- Educational Policies Commission. (1948). Education for all American youth.
- Fedrich, G. H. (1984). Recognizing the difference can increase value effectiveness. NASSP Bulletin, v. 68, 12-18.
- Goode, C. V. & Scales, D. E. (1954). Methods of research. New York: Appleton-Century-Crofts, Inc.
- Goode, C. V. (Ed.). (1973). Dictionary of education (3rd ed.). New York: McGraw-Hill.
- Gwynn, J. M. (1961). Theory and Practice of Supervision, p. 232.
- Hord, S. & Murphy, S. C. (1985, April). The high school department head: Powerful or powerless in guiding change? A paper presented at the Annual Meeting of the American Education Research Association (Chicago, Ill.) EA 018 229, p. 17.
- High, P. B. (1965, December). The supervisory role of the department head. Clearing House, 48(7), 432-36.
- Jones, E. (1982). How to evaluate department heads. Executive Educator, v. 4, p. 16.

- Kerlinger, F. N. (1973). Foundations of behavioral research (2nd ed.). New York: Holt, Rhinehart, & Winston.
- Kidd, J. L. (1965, October). The department headship and the supervisory role. NASSP Bulletin, p. 171.
- Kirkland, G. G. (1978). The role of the department head in large public senior high schools. An unpublished thesis, University of Colorado.
- Kottkamp, R. B. & Mansfield, J. R. (1985). Role conflict, role ambiguity, powerlessness and burnout among high school supervisors. Journal of Research and Development in Education, v. 18.
- Lindsay, D. M. (1981, October). You decide: are department heads management or labor? The Executive Educator, 24-25.
- Marcial, G. E. (1984, May). Department supervisors - Are they line or staff administrators? NASSP Bulletin, v. 68, 87-90.
- McLeary, L. E. & Thompson, S. D. (1979). The senior high school principal. NASSP Bulletin, p. 17.
- Mckean, R. & Hemenway, M. (1975). Model position description for thur junior high department head. A paper prepared for the Colorado State Committee of North Central Association
- Mead, R. (1982). Let department heads know what you expect from them. The Executive Educator, v. 4, 16-17.
- Mintzberg, H. (1983). Structure in fives: Designing the effective organization. Englewood Cliffs, N.J.
- Monohan, W. G. (1975). Theoretical dimensions of educational administration. New York: MacMillan Publishing Co., Inc.
- Mooney, J. P. & Altimus, C. A. (1979). STEMBOR. Virginia Beach: The Patriot Press, p. 56.
- National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: U.S. Department of Education.
- Novack, B. J. (1958, March). The department headship today. Educational Administration and Supervision, p. 9.

- Oris, A. (1988). (Doctoral dissertation, Virginia Polytechnic Institute and State University).
- Owens, R. G. (1970). Organizational behaviors in schools. New Jersey: Englewood Cliffs, 74-75.
- Riggs, N. D. (1965). Organization of Instruction. p. 45.
- Row, W. H. & Drake, T. L. (1980). The principalship. New York.
- Sange, P. (1982, October). Leadership training for secondary principals and department heads. Educational leadership, p. 55.
- Sergiovani, T. J. (1984). Handbook for effective department leadership. Boston, Massachusetts: Allyn & Bacon, Inc.
- Stogdill, R. M. (1974). Handbook of leadership: A survey of theory and research. New York.
- Thomas, D. (1965, October). Which organization department or division for your school? NASSP Bulletin, p. 98.
- Turner, H. E. (1983, January). The department head - an untapped source of instructional leadership. NASSP Bulletin, v. 67, 25-28.
- Verchota, J. (1971, December). The department chairman: Manager or specialist? High School Journal, 128-130.
- Virginian Pilot. (1988, March 16). Nationwide summit needed for schools, Carnegie study says. Landmark Publications, p. A3.
- William, S. R. (1964). Educational administration In secondary schools. New York: Holt, Rinehart & Winston, p. 73.
- Worner, W. (1986, January). Report on instructional manager survey.
- Zappulla, E. (1983). Evaluating administrative performance: Current trends and techniques. Belmont, California: Star Publishing Co., p. 21.

APPENDIX A. SOURCES OF DEPARTMENT HEAD FUNCTIONS FROM THE
LITERATURE

Sources of Department Head Functions From The Literature

The following authors listed or alluded to specific functions that are sometimes performed by department heads. The numbers correlate to the numbers on the survey instrument used for this study as follows:

1. Planning and conducting department meetings.
2. Setting departmental goals and objectives.
3. Setting departmental teaching assignments.
4. Selecting materials, supplies, and equipment for the department.
5. Assigning and supervising student teachers.
6. Evaluating the departments progress.
7. Orienting new teachers.
8. Helping to resolve problems of department members.
9. Coordinating department with other departments.
10. Observing teachers classrooms.
11. Maintaining inventories of inventories and supplies.
12. Reviewing objectives of department members.
13. Assuring consistency within the department.
14. Participating in development of school wide goals, policies and procedures.
15. Stimulating professional growth and involvement of department members.
16. Departmental public relations.
17. Planning departmental inservice.
18. Conducting departmental inservice.
19. Recommending departmental budget.
20. Serving as departmental spokes person.

21. Representing the department as an advisor to the principal.
22. Informing department members of new developments in the field.
23. Selecting new department members.
24. Implementing curriculum change within the department.
25. Promoting change of instructional practices and techniques within the department.
- 26.
26. Administering the department budget.
27. Supervising classroom teaching for instructional improvement only.
28. Evaluating teachers for personnel decisions.

Sources:

Clark Kirkland Worner Sergiovani Jones Oris Horde & Murphy

Items:

1.	x	x	x	x	x	x	x
2.	x	x	x	x	x	x	x
3.	x	x	x			x	x
4.	x	x	x	x	x	x	x
5.	x	x	x	x		x	
6.	x		x	x	x	x	x
7.	x	x	x	x	x	x	
8.	x			x			x
9.	x	x		x			x
10.	x	x	x	x		x	x
11.		x	x	x	x	x	x
12.		x	x	x		x	
13.	x	x		x			x
14.	x		x	x		x	x
15.	x	x		x	x	x	x
16.	x	x	x	x		x	x
17.		x	x	x		x	x
18.	x	x	x	x		x	
19.	x			x		x	x
20.	x	x	x	x	x	x	x
21.	x	x	x	x	x	x	x
22.	x	x	x	x	x	x	x
23.	x	x	x	x	x		x
24.	x			x	x		x
25.	x	x	x	x	x	x	
26.	x	x		x	x		x
27.		x	x	x			x
28.		x		x			x

Clark, Charles E. (1977). "The Method Of Selection, Term Of Office, And Responsibilities Of Academic Department Heads." (Doctoral Dissertation Temple University).

Horde, Shirley M.; Murphy, Sheila C. (1985) "The High School Department Head: Powerful Or Powerless In Guiding Change?" A paper presented to the annual meeting of the American Educational Research Association, Chicago, Illinois.

Jones, Ermil. (1982). " How To Evaluate Department Heads." Executive Educator, v. 4. p.16.

Kirkland, Genevieve Gale. (1978). "The Role Of The Department Head In Large Public Senior High Schools." An unpublished thesis, University of Colorado.

Oris, Aria. (1988). (Doctoral Dissertation, Virginia Polytechnic Institute and State University).

Sergovani, Thomas J. (1977). Handbook For Effective Department Leadership, Boston, Massachusetts: Allyn and Bacon, Incorporated.

Worner, Wayne. (1986). Report On Instructional Managers In Wisconsin.

APPENDIX B. COVER LETTER: PILOT STUDY

March 16, 1988

Dear

Thank you for consenting to help refine my research plan.

As I may have told you, I am working with Dr. Wayne Worner of Virginia Tech and Dr. Randy Barrack of V.A.S.S.P., among others, on a study to describe department heads in public high schools in Virginia. It is the goal of the study to develop a profile of the position and those in it. It will determine if selected functions attributed to department heads are important to instruction and the degree to which each is assigned to department heads across the Commonwealth. The study will determine the degree of responsibility principals and department heads feel department heads should be assigned.

Please respond to the surveys and review each item for clarity, appropriateness, and conciseness. Please feel free to suggest rewordings, additions or deletions.

At present we plan to send a package to each high school principal in Virginia. The principal's package will include surveys for him or her and sealed packages for two randomly selected department heads. The department head packages will contain their survey instruments. Each individual will mail the instrument directly back to the researcher. Please make any comments about problems you foresee with this idea.

I know how busy you are and I hope you know how much I appreciate your help!

Sincerely,

APPENDIX C. PRINCIPAL'S SURVEY INSTRUMENT

HIGH SCHOOL DEPARTMENT HEADS
Principal's Survey Instrument

Section One

Please answer the following questions by checking or inserting the appropriate answer.

1. Gender: female 2. Race: Black Hispanic
male Oriental White Other
3. Your Age: less than 26 26-30 31-35 36-40
41-45 46-50 51-55 over 55
4. Number of years as a principal (excluding AP) _____
5. Number of years as principal of this school _____
6. Is there a written job description for department heads in your school? Yes No (If yes, please enclose a copy.)
7. Number of department chairs in your school grades 9-12

8. Do any individuals in your school receive salary supplements for being department heads? _____

If so, how many? _____
9. Please indicate if department heads in the following departments receive release time for department head duties.

a. English	No <input type="checkbox"/>	Yes <input type="checkbox"/>	e. Voc. Ed.	No <input type="checkbox"/>	Yes <input type="checkbox"/>
b. Science	No <input type="checkbox"/>	Yes <input type="checkbox"/>	f. Soc. Stud.	No <input type="checkbox"/>	Yes <input type="checkbox"/>
c. Math	No <input type="checkbox"/>	Yes <input type="checkbox"/>	g. Other	No <input type="checkbox"/>	Yes <input type="checkbox"/>
d. For. Lang.	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Specify	_____	
10. How many full-time equivalent teachers are in each of the following departments? (Example: Two half-day teachers = one full-time equivalent teacher.)

a. English	_____	d. Foreign Lang.	_____	g. Other	_____
b. Science	_____	e. Indust. Arts	_____		
c. Math	_____	f. Social Stud.	_____		
11. What is the term of appointment for department heads?
1 yr 2-3 yrs 4-5 yrs indefinite
Other (specify) _____

12. How often do you review your selection of department heads?

- a. annually
- b. every two years
- c. only when there is a vacancy in the position
- d. only when a department head is no longer effective
- e. other (please specify) _____

13. Have you personally served as a department head?
No Yes

14. Which one of the following descriptive statements most accurately describes decision making in your school?

- a. The principal makes most management decisions, with little input from the instructional staff.
- b. The principal makes most management decisions, usually after seeking relevant input from the staff.
- c. The principal has delegated many management decisions to department heads. The principal helps and monitors, but does not make the decisions.

Questions 15-21. In each of the following areas indicate, using the code listed below, how the decisions within a department are made.

- 1 = Decision made by principal
- 2 = Decision made by principal after consulting department head
- 3 = Decision made by department head after consulting principal
- 4 = Decision made by department head

15. Allocation of resources	1	2	3	4
16. Teacher assignments	1	2	3	4
17. Scheduling of classes	1	2	3	4
18. Selection of instructional material	1	2	3	4
19. Coordination of curriculum	1	2	3	4
20. Selection of new teachers	1	2	3	4
21. Evaluation of teachers	1	2	3	4

22. What is the approximate student population in your school?
Less than 500 ___ 501-1000 ___ 1001-1500 ___ 1501-2000 ___
2001-2500 ___ More than 2500 ___
23. Do any department heads receive extended contracts because they are department heads? Yes ___ No ___
24. How often do you or your designee meet with department heads? Rarely ___ Once a month ___ Twice a month ___
Weekly ___ Only as needed ___ Other (please specify) _____
25. How are department heads selected at your school?
- ___ a. By the principal
 - ___ b. By the principal with teacher input
 - ___ c. By the teachers in the department
 - ___ d. By central office district administrators

APPENDIX D. DEPARTMENT HEAD'S SURVEY INSTRUMENT

HIGH SCHOOL DEPARTMENT HEADS
Department Head's Survey Instrument

Section One

Please answer the following questions by checking or inserting the appropriate answer.

1. Gender: Female Male
2. Race: Black Hispanic Oriental White Other
3. Your age: Less than 26 26-30 31-35 36-40
41-45 46-50 51-55 Over 55
4. You are a department head of which department?
English Science Foreign Lang. Industrial Arts
Math Social Studies Other (specify) _____
5. Number of years that you have been teaching _____
6. How long have you served as department head? _____
7. Your level of professional training:
Bachelor degree Bachelor + Masters degree
Masters + Doctorate
8. Is the length of your school contract increased because you are a department head? Yes No
9. Do you have a written job description for department head in your school? Yes No
10. How are department heads selected at your school?
 a. Appointed by the principal
 b. Appointed by the principal with teacher input
 c. By the teachers in the department
 d. By the central office administrators of the system
11. How many periods of release time do you have daily for departmental duties (excluding your planning period)? _____
12. How many periods do you teach daily? _____
13. How many members, excluding yourself, are in your department? _____

14. What is the approximate student population in your school? Less than 500 ___ 501-1000 ___ 1001-1500 ___ 1501-2000 ___ 2001-2500 ___ Over 2500 ___

15. How often does the principal or his designee meet with the department heads?

Rarely ___ Weekly ___ Twice a month ___
Once a month ___ Other (please specify) _____

16. How often do you have department meetings?

Rarely ___ Weekly ___ Twice a month ___
Once a month ___ Other (please specify) _____

17. Which one of the following descriptive statements most accurately describes your school?

- ___ a. The principal makes most management decisions with little input from the instructional staff.
- ___ b. The principal makes most instructional decisions, usually after seeking relevant input from the staff.
- ___ c. The principal delegates many management decisions to department heads. The principal helps and monitors, but does not make the decisions.

Questions 18-24. In each of the following areas, indicate using the code listed below, how the decisions within a department are made.

- 1 = Decision made by principal
- 2 = Decision made by principal after consulting department head
- 3 = Decision made by department head after consulting principal
- 4 = Decision made by department head

18. Allocation of resources	1	2	3	4
19. Teacher assignments	1	2	3	4
20. Scheduling of classes	1	2	3	4
21. Selection of instructional material	1	2	3	4
22. Coordination of curriculum	1	2	3	4
23. Selection of new teachers	1	2	3	4

24. Observation for instructional improvement only 1 2 3 4
25. Observation for input in personnel decisions 1 2 3 4
26. Do you receive a salary supplement as a department head?
Yes ___ No ___

APPENDIX E. PRINCIPAL AND DEPARTMENT HEAD SURVEY INSTRUMENT

Principal and Department Head Survey Instrument

Section Two: Selected Role Function of Department Heads

The following are role function responsibilities that the literature says are sometimes assigned to department heads. Please mark the instrument to indicate the following:

Column A: Whether you think the role function mentioned in the item is important to the instructional program. (Circle YES if you feel the item is important and NO if you do not.)

Column B: Whether the role function is assigned to department heads in your school. (Circle "1" if the responsibility for the function is never assigned to department heads, "2" if department heads are assigned some responsibility for the function, or "3" if department heads are assigned major responsibility for the function.)

Column C: Whether you think that the role function should be assigned to department heads. (Circle "1" if you think department heads should have no responsibility for the function, "2" if you think department heads should have some responsibility for the function, or "3" if you think department heads should have major responsibility for the function.)

Important to Instruction	Responsibility Assigned 1=none, 2=some, 3=major					
COLUMN A	Real			Should		
	COLUMN B			COLUMN C		

Example:

YES	NO	. . .	Representing the school on textbook committees	1	2	3	1	2	3
YES	NO	1.	Planning & conducting dept. meetings	1	2	3	1	2	3
YES	NO	2.	Setting dept. goal & objectives	1	2	3	1	2	3
YES	NO	3.	Setting dept. teaching assignments	1	2	3	1	2	3
YES	NO	4.	Selecting materials, supplies, & equip.	1	2	3	1	2	3

YES NO 5. Assigning & supervising student teachers	1 2 3	1 2 3
YES NO 6. Evaluating the departments progress	1 2 3	1 2 3
YES NO 7. Orienting new teachers	1 2 3	1 2 3
YES NO 8. Helping to resolve teacher problems	1 2 3	1 2 3
YES NO 9. Coordinating dept. with other depts.	1 2 3	1 2 3
YES NO 10. Observing teachers classrooms	1 2 3	1 2 3
YES NO 11. Maintaining an inventory of material and supplies	1 2 3	1 2 3
YES NO 12. Reviewing the goals and objectives of dept. members	1 2 3	1 2 3
YES NO 13. Developing a team approach within dept.	1 2 3	1 2 3
YES NO 14. Participating in development of school wide goals and procedures	1 2 3	1 2 3
YES NO 15. Stimulating professional growth & involvement of dept. members	1 2 3	1 2 3
YES NO 16. Promoting positive public relations for the dept.	1 2 3	1 2 3
YES NO 17. Planning & conducting dept. inservice	1 2 3	1 2 3
YES NO 18. Recommending department budget	1 2 3	1 2 3
YES NO 19. Serving as dept. spokesperson	1 2 3	1 2 3
YES NO 20. Representing the department as an advisor to the principal	1 2 3	1 2 3

YES NO 21. Informing department members of new developments in the field	1 2 3	1 2 3
YES NO 22. Selecting new faculty members for the department	1 2 3	1 2 3
YES NO 23. Implementing curriculum change in the department	1 2 3	1 2 3
YES NO 24. Promoting change of instructional practices and techniques within the dept.	1 2 3	1 2 3
YES NO 25. Administering dept. budget	1 2 3	1 2 3
YES NO 26. Supervising & evaluating classroom teaching	1 2 3	1 2 3

If convenient, please list other responsibilities which are assigned to department heads in your school:

YES NO	1 2 3	1 2 3
YES NO	1 2 3	1 2 3
YES NO	1 2 3	1 2 3

If convenient, please list other responsibilities which should be assigned to department heads in your school:

YES NO	1 2 3	1 2 3
YES NO	1 2 3	1 2 3
YES NO	1 2 3	1 2 3

*This instrument will accompany both department head and principal survey instruments.

APPENDIX F. LETTERS

April 25, 1988

Dear Principal:

The past few years have been a time of increased pressure to improve teaching and learning. This has placed increased pressure on instructional leadership. Department heads have been called untapped sources of assistance in this area yet very little is known about these positions. If we are to explore their role in instructional leadership we must first describe what they are doing now.

The enclosed survey instruments are related to a study I am conducting through Virginia Tech in cooperation with the Virginia Association of Secondary School Principals. The principal and two randomly selected department heads from each public high school, in Virginia, are being asked to respond to these instruments. From these, a description of who department heads are, and the degree to which they are held responsible for specific functions will be developed. Each participant will also be asked if they think each function is important to instruction and the degree to which they think the department head should be responsible for each.

To guarantee an accurate state wide description, it is important that all schools participate. Participants will remain anonymous. Surveys are coded for follow up purposes only.

Please distribute the enclosed survey packages to the designated department heads and return your completed survey instrument in the enclosed enveloped. If you have any questions feel free to call me collect. My work number is 804-420-4648 and my home number is

Thank you for your participation.

Sincerely,

Glen E. Brown
Principal, Georgetown Elementary

P.S. If you would like a summary of the study after it has been completed, please let me know.

April 25, 1988

Dear Department Head:

The past few years have been a time of increased pressure to improve teaching and learning. This has placed increased pressure on instructional leadership. Department heads have been called untapped sources of assistance in this area yet very little is known about these positions. If we are to explore the instructional leadership roles of department heads we must first describe what they are doing now.

The enclosed survey instruments are related to a study I am conducting through Virginia Tech in cooperation with the Virginia Association of Secondary School Principals. The principal and two randomly selected department heads from each public high school, in Virginia, are being asked to respond to these instruments. From these, a description of who department heads are, and the degree to which they are held responsible for specific functions will be developed. Each participant is also being asked if they think each function is important to instruction and the degree to which they think the department head should be responsible for each.

To guarantee an accurate state wide description, it is important that all schools participate. Participants will remain anonymous. Surveys are coded for follow up purposes only.

Please return your completed survey instrument in the enclosed enveloped. If you have any questions feel free to call me collect. My work number is 804-420-4648 and my home number is

Thank you for your participation.

Sincerely,

Glen E. Brown
Principal, Georgetown Elementary

P.S. If you would like a summary of the study after it has been completed, please let me know.

May 7, 1988

Dear Principal,

Thank you for your participation in the study of department heads and their instructional functions I am doing in cooperation with Virginia Tech and the Virginia Association of Secondary School Principals. Your input is most important. If you have not mailed in your survey please do so. If you have please know that your time and effort are appreciated.

Please distribute the accompanying notes to the designated department heads. They are also important to our study and we appreciate their input. Thank you again for all the help you have been in this endeavor.

Sincerely,

Glenn E. Brown

Chesapeake, Virginia 23323

May 7, 1988

Dear _____ Department Head,

Thank you for your participation in the study of department heads and their instructional functions I am doing in cooperation with Virginia Tech and the Virginia Association of Secondary School Principals. Your input is most important. If you have not mailed in your survey please do so. If you have please know that your time and effort are appreciated.

Sincerely,

Glenn E. Brown

Chesapeake, Virginia 23323

May 22, 1988

Dear Principal,

This is a busy time. The end of the year is at hand and many people are making demands upon your time. This I know well because I served for eight years as a secondary assistant principal and am now an elementary principal.

Still, the time to seek to enhance instructional leadership is ongoing. The study I am doing in cooperation with Virginia Tech and the Virginia Association of Secondary School Principals intends to describe department heads and what they do in Virginia's public high schools. This is important if we are to explore their roles in instructional leadership. I began this study when I was the assistant principal for instruction at Deep Creek High School, and it is the basis of my doctoral dissertation.

To date, one hundred and three principals and two hundred and thirty-eight department heads have responded. While each is appreciated, these represent only thirty-nine percent of the principals and forty-five percent of the department heads to whom surveys were sent. To guarantee an accurate statewide description, it is important that the principal and two randomly selected department heads from each school participate.

I need your help! Please take a few minutes to complete the accompanying survey and return it in the stamped, self-addressed envelope provided. If you have any questions, feel free to call me collect. My work number is (804) 420-4648 and my home number is

Participants will remain anonymous. Surveys are coded for follow-up purposes only. If you would like a summary of the study after it has been completed, please let me know.

Thank you for your participation.

Sincerely,

Glenn E. Brown
Principal
Georgetown Elementary School

May 22, 1988

Dear Department Head,

This is a busy time. The end of the year is at hand and many people are making demands upon your time. This I know well because I served for eight years as a secondary assistant principal and am now an elementary principal.

Still, the time to seek to enhance instructional leadership is ongoing. The study I am doing in cooperation with Virginia Tech and the Virginia Association of Secondary School Principals intends to describe department heads and what they do in Virginia's public high schools. This is important if we are to explore their roles in instructional leadership. I began this study when I was the assistant principal for instruction at Deep Creek High School, and it is the basis of my doctoral dissertation.

To date, one hundred and three principals and two hundred and thirty-eight department heads have responded. While each is appreciated, these represent only thirty-nine percent of the principals and forty-five percent of the department heads to whom surveys were sent. To guarantee an accurate statewide description, it is important that the principal and two randomly selected department heads from each school participate.

I need your help! Please take a few minutes to complete the accompanying survey and return it in the stamped, self-addressed envelope provided. If you have any questions, feel free to call me collect. My work number is (804) 420-4648 and my home number is .

Participants will remain anonymous. Surveys are coded for follow-up purposes only. If you would like a summary of the study after it has been completed, please let me know.

Thank you for your participation.

Sincerely,

Glenn E. Brown
Principal
Georgetown Elementary School

June 1, 1988

Dear Educational Leader,

Thank you for your participation in our Department Head Study. If for any reason you have not returned your survey please do so now.

We know how busy you are and appreciate your help.

Sincerely,
Glenn E. Brown

July 2, 1988

Dear Principal,

I am writing to follow up earlier communications regarding the study I am doing in cooperation with Virginia Tech and the Virginia Association of Secondary School Principals, on department heads and their instructional functions. So far one hundred sixty principals (62%) and three hundred eighty-seven department heads (75%) have responded.

I realized that the end of the school year was an especially busy time and that you still have plenty of important work to do. However, to guarantee an accurate state wide description we need your help. Please take a few moments, respond to, and return the enclosed instrument in the stamped self addressed envelope provided.

Thank you for your participation. It is greatly appreciated.

Sincerely,

Glenn E. Brown
Principal, Georgetown Elementary

GEB/bt

August 10, 1988

Dear

We need your help now more than ever. We have seventy three percent of our survey instruments returned. We need your assistance to either go above eighty percent or to establish a group from which nonresponse bias can be tested. This will allow us to state that the information we have received from those who have responded does or does not describe department heads and what they do in Virginia.

We hope you realize how important your response to the instrument you have previously been sent is to our study. Please take the time to complete it. Others have told us that it takes only ten to fifteen minutes.

Thank you for your help! If you need another set of the questions please call us collect at

With Sincerity and Appreciation,

Glenn E. Brown, Principal
Georgetown Elementary

Chesapeake, Virginia 23323

August 10, 1988

Dear

We need your help now more than ever. We have seventy three percent of our principal surveys and seventy nine percent of our department head surveys returned. We must go above eighty percent on each or establish a group from which nonresponse bias can be tested. This will allow us to state that the information we have received does or does not describe department heads and what they do in public high schools in Virginia.

We hope you realize how important your participation and that of the department heads designated in your building are to our study during this phase. Please take the time to complete the survey instrument you have been previously sent and return it to us. Others have told us that it takes only ten to fifteen minutes.

We also need the help of the department head(s) from your building designated below. Please contact this(these) person(s) and request that they complete the survey instrument they have been previously sent.

Thank you for your help! If you or your department head(s) need another set of questions please call us collect at

With Sincere Appreciation,

Glenn E. Brown, Principal
Georgetown Elementary

Chesapeake, Virginia 23323

August 10, 1988

Dear

Thank you for your participation in our department head study. We are again asking for your help. So far seventy nine percent of our department heads have responded. We need eighty percent to be able to state that the information we have received describes the perceptions of department heads across Virginia.

Please contact the department head(s) in your building listed below and ask them to help. They have been sent material. Should they need a copy of the questions or have any questions for us please ask them to call collect at

Thank you for your help!

With Sincere Appreciation,

Glenn E. Brown, Principal
Georgetown Elementary

Chesapeake, Virginia 23323

**The two page vita has been
removed from the scanned
document. Page 1 of 2**

**The two page vita has been
removed from the scanned
document. Page 2 of 2**