

University of Manitoba

The Business Education Department Head In
Manitoba Public High Schools:
A Survey of Duties And Responsibilities

A Major Thesis

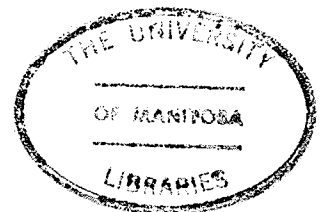
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THE BUSINESS EDUCATION DEPARTMENT HEAD IN
MANITOBA PUBLIC HIGH SCHOOLS:
A SURVEY OF DUTIES AND RESPONSIBILITIES

BY

ELSIE SOLAR

A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

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ABSTRACT

The primary objective of this study was to identify and evaluate forty-four functions of the business education department heads in the Public High Schools in the Province of Manitoba. This study also identified the major strengths and weaknesses of the business education department head position.

Procedures or Methods

The subjects of this study included business education department heads who were presently in this position, or had been a department head on a rotation basis, and still teaching in the business education department.

The respondents of this study included forty-four business education department heads. A mailed questionnaire was used to gather data. A total of forty-two questionnaires were returned by the business education department heads who participated in the survey. The results of the survey were analyzed and tabled.

Findings and Conclusions

1. It is the opinion of most of the department heads surveyed that a job description is essential for all department heads.

2. The results of the study strongly indicate that release time for department heads from teaching duties is necessary so that the heads would have time to do their supervisory and administrative work.

3. The department heads do not have a definite awareness of what their duties and responsibilities should be.

Recommendations

It is recommended that a job description for business education department heads should be available in every school division in the Province of Manitoba. An attempt should be made to up-date the job description annually.

It is recommended that an in-service session be arranged at least once a year for all business education department heads so that they would have the opportunity to exchange ideas and share common topics.

It is suggested that some release time should be given to all business department heads from their teaching duties.

CHAPTER I
INTRODUCTION

The department head position is considered an integral part of the organizational structure of many secondary schools. Department heads must be able to perceive the overall goals of their departments and to develop the techniques which will improve the quality of instruction at the teacher's level.

There is consensus among writers in secondary education that the department head's position resulted from the increased size and complexity of the American high school. Further, many believe that principals inaugurated the position in order to relieve them of some of the administrative trivia that demanded much of their time. These same authorities have taken care to point out, however, that the department head was often a high-powered clerk whose major responsibility was the collection and dissemination of information and materials within the department and between the department and the administration.

Whereas there seems to be general agreement about how and why the department head position originated, there

currently exists in the literature a variety of opinions about the worth and function of the department head in the high school of today. Douglass,¹ for example, says that the duties of department heads are both supervisory and administrative. Jacobson, Reavis, and Logsdon,² claim that department heads do not have a supervisory function, as no time is allotted for this during the regular school day. These same authorities state that the title "department head" is merely bestowed on an individual in order that he can be given additional status.³ Another source indicates that in general, department chairpersons are merely somewhat glorified teachers. The only desirable distinction is often a slightly higher salary than that of the regular teacher.⁴

Criticism about the department head position is fairly common. Few authorities, however, have

¹H. R. Douglass, Modern Administration of Secondary Schools: Organization and Administration of Junior and Senior High Schools. 2nd Ed., (Waltham, Massachusetts: Blaisdell Publishing Company; A Division of Ginn and Company, 1963), p. 28.

²F. M. Jacobson, W. G. Reavis, and J. B. Logsdon, The Effective School Principal, 2nd Ed., (Englewood Cliffs, N. J.: Prentice Hall Inc., 1963), p. 109.

³Ibid., p. 109.

⁴H. R. Douglass, R. K. Bent, and W. G. Boardman, Democratic Supervision in Secondary Schools (Cambridge: Riverside Press, 1961), p. 28.

supplemented their criticism with specific suggestions for improvement or with alternatives to the department head plan.

Kidd states that, contrary to the opinions of some critics, the department headship is very much a part of the organizational structure of many of the secondary schools. Unfortunately, however, very little has been done to develop the potential of the department headship since its original development.⁵

What the department head should be doing was at best only superficially considered by most authorities in secondary education. What he was doing was open to speculation. It seems essential, therefore, for a study of the functions of business department heads as perceived by individuals holding the position to be undertaken. At the same time it must be remembered that the success of any program is going to depend to a large extent on the type of leadership provided for that program.

The leader must set the course by determining priorities, selecting areas of emphasis, and setting the example for the remainder of the department. Kalb, stated that "It has been said that an army is only as good as

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J. R. Kidd, "The Department Headship and the Supervisory Role" NASSP, 49:303, October, 1965, p. 70.

its officer."⁶ To further expand on this statement one might add that the progress of business education in any school is dependent on the local leadership supplied by the department head. For this reason a study of the duties and responsibilities of the business education department heads in Manitoba public schools was selected as an area which should receive examination.

⁶M. B. Kalb, "The Role of the Department Chairman" Eastern Business Teachers Association Yearbook. Administration and Supervision of Business Education. Somerville, New Jersey: Press, 1966, p. 115.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the duties and responsibilities of Business Education Department Heads in Manitoba Public High Schools and the manner in which these administrator's perceive their functions.

PURPOSE OF THE STUDY

The primary purpose of this study was to identify and compare the functions performed by Business Education Department Heads in the Public High Schools of Manitoba.

Many duties and responsibilities were examined relating to department heads. Different school division policy manuals were studied. Few school divisions have written job descriptions for Business Education Department Heads. Job descriptions which were received from school divisions were found to be very vague. The job description usually listed anywhere from five to twelve duties and the last duty would read something to this effect:

"The Department Head maybe required to perform such other duties as the principal, and the superintendents' department deem necessary.⁷

There are those functions which the department

⁷Seven Oaks School Division Policy Manual.
Duties of Department Heads.

heads generally perform and there are functions which they believe they should perform and do not have the opportunity to do so. To help clarify this role ambiguity, it seemed desirable and necessary to obtain some consensus about the role that the Business Education Department Head was expected to perform. This is a study to examine the role functions and compares the actual responsibility responses with the major strengths, weaknesses of limitations of the position of Business Education Department Head.

NEED FOR THE STUDY

Many books and articles in the field of administration and supervision emphasize the important positions of the principal and the subject supervisors in public high schools. However, few writers devote time to the position and role of department heads within the school. Yet, the department head may be in a position to upgrade instruction within his own department better than other members of the faculty.

Despite the fact that one of the most important functions of the school principal is the improvement of instruction, in reality necessary to enable them to work effectively with teachers in all subject areas. It seems that curriculum has become so broad that they must rely on an approach that incorporates real utilization of the department head. A plan of action must be initiated in order to tap the potential inherent in the position so that teachers can have available specialists in their teaching areas. This approach can be one which could be most meaningful to teachers in actual daily classroom instruction.⁸

Several books and articles review briefly the general functions of the business education department head; of these most assume that the head is primarily

⁸Kidd, op. cit., p. 75.

a business education teacher who has accepted some additional administrative responsibilities. A study of related literature shows that relatively little research has been conducted which defines the role of the business education department head in public high schools.

Paul High⁹ notes that:

Department heads are--first and foremost--classroom teachers. As teachers and as subject matter specialists, they are in a prime position to assist other members of their respective divisions in analysing and improving instructional practices.

King and Moon¹⁰ point out that:

As you can readily see, the most important functions of an organization of department heads is to coordinate the work of the school and to plan improvement of the school curriculum.

The above points of view leave no doubt as to the importance of the role and functions of the department head. Therefore, it seems that a study which investigates the functions of the business education department heads in the Province of Manitoba

⁹Paul B. High, "The Supervisory Role of the Department Head," Clearing House, XL (December, 1965), p. 213.

¹⁰Fred M. King, and James V. Moon, "The Department Head in the Public Secondary School," The National Association of Secondary School Principals Bulletin, XLIV, (March, 1960), p. 24.

is important. Very little research has been done in Canada in relation to Business Education Department Heads. Many school divisions do not have a job description for Business Education Department Heads and where these descriptions are available they are usually incomplete and outdated.

LIMITATIONS

The writer must assume that all replies had been carefully considered and were unbiased. A major disadvantage of the questionnaire is the possibility of the misinterpretation of the questions. This danger is increased when the questions are ambiguous because of improper formulation or variations in word meaning associated with differences in socio-economic and cultural status--weaknesses which are so much the result of misuse as they are limitations inherent in the method itself. Therefore, this study was limited by the validity and reliability of the data obtained from the questionnaire.

DELIMITATIONS

1. This study was limited to the Public High Schools of Manitoba with designated Business Education Department Heads in the school year 1979-80.
2. This study was limited to the Department Head functions included in the questionnaire instrument.

DEFINITION OF TERMS

The following terms are defined as they were used in this study:

Business Education: (1) that area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships (2) an area of study dealing with the principles and practices of teaching business subjects.¹¹

Business Teacher: An accredited teacher of the business subjects, such as shorthand, typewriting, office machines, bookkeeping, basic business, and other business courses.¹²

Comprehensive Regional High School: A secondary regional school that includes both general education courses and specialized fields of study in its program and thus offers academic, business, trade, and technical subjects.¹³

Department: An administrative subdivision of a school or college giving instruction in a branch of study as the department of English or the department of..¹⁴

¹¹Good, Carter., Dictionary of Education. McGraw-Hill Book Company, Third Edition. 1973.

¹²Ibid., p. 76.

¹³Ibid., p. 281.

¹⁴Ibid., p. 172.

Department Head: A faculty member who, in addition to performing the usual of teaching in a department, has some responsibility for administering the affairs of the department such as recommending the new staff member, preparing the departmental portion of the daily schedule, assigning duties to members of the department, preparing the departmental portion of the daily schedule, assigning duties to members of the department, preparing the budget, and requisitioning supplies. In some schools he is also responsible for some supervision and for dealing with disciplinary cases. The department head is usually selected by the principal, the dean, or appointed by the board of education, especially in large cities.¹⁵

Duty: What one is under obligation to do, such obligation being usually moral but sometimes legal or contractual.¹⁶

Function: A part of a process, action, or operation that belongs to or is charged to a particular thing, person, or group of persons in order that the overall process, action, or operation may be accomplished as planned; (2) the appropriate or assigned duties, responsibilities, missions, or tasks of an individual,

¹⁵Ibid., p. 172.

¹⁶Ibid., p. 199.

office, or organization.....¹⁷

General Education: (1) those phases of learning which should be the common experience of all men and women; (2) education gained through dealing with the personal and social problems with which all are confronted; purposes and programs of general education may be described with reference to three different and in some respects opposing philosophical foundations: (a) rationalism (b) neohumanism, and (c) naturalism or instrumentalism.¹⁸

High School: The school division following elementary school comprising most often grades 9 through 12.¹⁹

Junior-Senior High School: A reorganized secondary school, usually comprising grades 7 to 12 and separated into an upper (or senior) and a lower (or junior) division, which frequently are housed in different wings or parts of the building and administered somewhat separately. (The junior division frequently has an assistant principal and teachers assigned primarily to its pupils.)²⁰

¹⁷Ibid. , p. 253.

¹⁸Ibid. , p. 258.

¹⁹Ibid. , p. 281.

²⁰Ibid. , p. 281.

Responsibility: The obligation that an individual assumes when he accepts a general work assignment or job, to perform properly the functions and duties that have been assigned to him, to the best of his ability, in accordance with the directions of the executive to whom he is accountable; the right that corresponds to this obligation is authority.²¹

Role: The characteristic behavior shown by an individual within a given group: the behavioral patterns of functions expected of or carried out by an individual in a given societal context.²²

Vocational Education: A program of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers: includes such divisions as trade and industrial education, health education, agricultural education, business education, and home economics education: training or retraining (including field or laboratory work incidental thereto) is given in schools or classes under public supervision and control or under contract with a state board or local educational agency.²³

²¹Ibid., p. 498.

²²Ibid., p. 502.

²³Ibid., p. 645.

ORGANIZATION OF THE THESIS

This study is divided into five chapters entitled: (1) Introduction, (2) Review of Related Literature, (3) Procedures, (4) Findings, and (5) Summary, Conclusions, and Recommendations.

Chapter I included the introduction, statement of the problem, research hypotheses, purpose of the study, need for the study, limitations, delimitations, and definition of terms.

Chapter II presented historical information about department heads in all subjects and department heads specifically in business education, a review of related studies and a review of related periodicals.

This chapter was organized under the following six sub-headings:

- (1) Brief History of the Department Head Position in the United States
- (2) Brief History of the Department Head Position in the Province of Manitoba
- (3) Criteria for Selection of Department Heads
- (4) Characteristics of a Department Head
- (5) Role of The Department Heads
- (6) Duties and Responsibilities of Business Education Department Heads

Chapter III described the development of the study topic, construction of the questionnaire instrument, description of the research design, selection of participants, and the collection of data.

Chapter IV summarized the findings of the study.

Chapter V included a summary of the findings of the study, conclusions, recommendations and implications for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter of the study is to examine the available literature which has been written regarding the business education department head. To develop the background for the study, the investigator collected material published about department heads in all subject areas. In reviewing the literature, the writer concentrated on material published about department heads in the past twenty years.

Resources of the libraries at the University of Manitoba and the Department of Education were utilized. Microfilm copies of the Education Research Information Center (ERIC) materials were reviewed at the Education Library, at the University of Manitoba, as well as at the Department of Education Library.

This chapter is organized under six main headings which relate to the study undertaken.

The first section is a historical overview of the origin of the department head position in the United States, and why the position was established.

The second section gives the origin of the department head position in the Province of Manitoba.

The third section gives a related review on selected studies done on criteria for the selection of department heads.

The fourth section reviews literature related to the characteristics of a department head.

The fifth section reviewed the role of the department head.

The sixth section gives the studies done on the duties and responsibilities of department heads.

BRIEF HISTORY OF THE DEPARTMENT HEAD
POSITION IN THE UNITED STATES

The position of the department head is often referred to in literature as department chairman. This position emerged as a necessary device of the times. The position of the principal developed after 1821. As schools grew larger, experienced teachers were beginning to supervise other teachers in the same subject areas. Thus, due to the numerous responsibilities of a large administrative structure, the principal became overburdened and soon the department head position developed.²⁴

The use of departmental organization began in a modified form in the first public high schools. As early as 1855, Providence, Rhode Island, had organized two departments in its high school, each presumably with a department head in charge. Soon after, others followed incorporating departmental plans with department heads in charge of supervision and coordination of the work in the department. Some of the first schools with departmental plans included Marietta, New Hampshire, in 1856; Maiden, Massachusetts, in 1858; Hartford, Connecticut, in 1865; English High School in Boston, Massachusetts, in 1885; and Central High School in Philadelphia, in 1888.

²⁴Kidd, op. cit., p. 71.

Although not approved by all educators, departmentalization seemed to be the answer in high schools with large staff enrollments.²⁵ Therefore, it became standard procedure in large high schools to establish departments in subject areas with specialists as department heads. As school organizations grew, the large cities, e.g., Boston, New York and Philadelphia, set the pattern and others followed.²⁶

Gwynn²⁷ states that a combination of the rapid consolidation of high schools in the nation and the expansion of school enrollment have increased the supervisory burden of the high school principal. Thus, the very fact that the principal lacked the time and the specialized knowledge desirable for supervision, he delegated some of his responsibilities to his department heads.

According to Gund,²⁸ as education continued to

²⁵ Benjamin Jacob Cook, "A Study of the Department Head in the Comprehensive High School" (unpublished doctoral dissertation, Rutgers University, 1960), p. 40.

²⁶ Ibid., p. 41.

²⁷ J. Minor Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead & Company, 1969), p. 232.

²⁸ Jan. J. Gund, "The Department Chairman: An Untapped Resource," Illinois Education, LVI (April, 1968), p. 331.

have growing pains due to expanded curriculum and more students, a change in structure was required. One of the most important responsibilities of the principal was instructional improvement; however, as the curriculum expanded, few principals had the training to work with all subject matter areas. Thus, it was obvious that principals needed assistance, and the outgrowth of departmental organization was a natural thing.

BRIEF HISTORY OF THE DEPARTMENT HEAD
POSITION IN MANITOBA

The Winnipeg School Division was the first division to establish the position of department head in the Province of Manitoba. The Annual Report of the Department of Education of 1954 indicated that in the 1953-54 school year the position was established in the larger Winnipeg high schools with the hope "that the designation in each subject field of an experienced and able teacher as department head will in each school provide persons who will keep abreast of development in all subject areas and provide leadership in the improvement of instruction."²⁹

²⁹Queen's Printer for Manitoba, Report of the Department of Education, 1954 (Winnipeg: Queen's Printer, 1954), p. 99.

The responsibility for determining the duties of department heads was left to the principals. Winnipeg School Division was also the first Division in Manitoba to determine a list of duties for department heads. Seven Oaks School Division established business education department heads in 1967. St. James School Division in 1968. Dauphin-Ochre School Division appointed business education department heads in 1971. In 1973 the Brandon School Division designated business education heads. As the schools in Manitoba grew larger department heads were established throughout the province.

CRITERIA FOR SELECTION OF DEPARTMENT HEADS

During the school year of 1967-68 Reho Thorum³⁰ conducted a study of department heads located in large metropolitan areas. The following conclusions are based upon Thorum's findings. Department heads were generally selected by the principal. "Leadership ability" was the most important qualification a department head should possess. Approximately three-fourths of the schools reported that the departmental head had an indefinite term of office.

Based on his study, Thorum made the following recommendations:

³⁰Reho F. Thorum, "The Department Head in the Large Senior High School, "Clearing House, XLIII (January, 1969), p. 264.

Because the department head is a vital channel of communication between the administration and the faculty, the principal should retain the prerogative of making the final selection. Personnel outside of the school should not be a vital factor in the selection process. They are too far removed to understand and appreciate the role that the school assigns to a department head. The term of office of a department head should be dependent on a yearly renewal and evaluation. No individual should be retained in this office who is not meeting the expectations of the school.³¹

Altimari's ³² survey disclosed that almost two-thirds of the chairmen held an indefinite term of office. The respondents felt that knowledge of subject matter and personal traits were the most important criteria used in their selection. Ninety per cent of the chairmen were appointed by the selection method with the principal making the selection in 69 per cent of the responses.

Buser's ³³ study in 1966 analyzed the position of department heads in selected public high schools which were members of the North Central Association of

³¹Ibid., pp. 265-266.

³²William Altimari, "The Department Chairmanship in Large High Schools of the North Central Association," The North Central Association Quarterly, XLII (Spring, 1968), p. 307.

³³Robert Lee Buser, "The Functions and Characteristics of Department Heads as Perceived by High School Principals" (unpublished doctoral dissertation, Indiana University, 1966).

Colleges and Secondary Schools. The purpose of the study was to determine the extent of the use of department heads, the method of selection of department heads, their remuneration, the time allotted them for departmental activities, the recommended criteria for their selection. Data was secured by sending a questionnaire to a random sample of principals. Three hundred and twenty-five questionnaires were sent and eighty-four per cent returned.

In his conclusions, Buser found that although a variety of means are used in the selection of department heads, the high school principal is generally the key person involved.

In the Ciminillo³⁴ study, the findings disclosed that the principals generally decide who is to be appointed to the department headship. Contrary to the belief of some authorities, the departmentship is usually not given to teachers on the basis of their teaching experience. In fact, it seems that after fifteen years of teaching experience, the chance of becoming a department head lessens.

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Lewis M. Ciminillo, "The Department Heads' Perception of the Functions and Characteristics of their Position" (unpublished doctoral dissertation, Indiana University, 1966), p. 118.

Easterday³⁵ did a study in 1965 of selected schools in Illinois, Michigan, Indiana, and Ohio and found that 77 per cent of chairmen were selected by the principal or superintendent.

Clark's³⁶ Canadian study in 1969 examined the nature of the position of department head. In this study department heads chose "leadership ability" as the most important criterion for their selection. The least important criterion for the selection of the department head was reported to be "seniority in the department."

Anderson and Van Dyke³⁷ stated that the method of choosing a department chairman is also a controversial issue. Because the departmental type of organization usually follows subject divisions, the chairman should be one of the best prepared teachers in his field. But he should be skilled also in coordinating the efforts of

³⁵Kenneth Eugene Easterday, "The Department Chairman--What are His Duties and Qualifications?" NASSP, 49:303, October, 1965, p. 81.

³⁶Audrey May Clark, "The Department Head in the High Schools of Alberta" (unpublished Master's thesis, University of Alberta, 1969).

³⁷Lester W. Anderson, and Lauren A. Van Dyke, Secondary School Administration (Boston, Massachusetts: Houghton Mifflin Company, 1963), p. 308.

others so as to establish a cohesive working group within the department. The practice of selecting the teacher with the longest service as chairman of the department leaves much to be desired. The individual should be chosen for his qualifications to provide leadership and to coordinate the work of other teachers, not merely on the basis of seniority. Some schools rotate the chairmanship among all department members. This practice is questionable also, because many teachers are neither interested in serving as chairman nor qualified to do so.

Clement³⁸ reports that traditionally the chairman was the person with the most seniority in the department. Statistically speaking, this is easy to determine, especially if a choice has to be made between two candidates with equal qualifications. He facetiously suggests that the odds are against selecting capable leader by this method. For example:

Mr. Smith's 23 years of experience could well have been one year repeated in much the same way 23 times. He may have found a comfortable procedure and maintained the status quo. When this happens, the department is seriously handicapped.

³⁸Stanley L. Clement, "Choosing the Department Head," National Association of Secondary School Principals Bulletin, XLV (October, 1961), p. 48.

Linder and Gunn³⁹ lament if the chairmanship is given to the person who has been in the department longest, little real assistance is likely to come from such an administrator.

Dicker⁴⁰ believes that the "weaknesses of the seniority system are obvious" and that age is not a necessary requirement to positions of responsibility.

Kidd⁴¹ further suggests:

Often the selection of the department head is not in keeping with good administrative procedure. A department head is selected by popular vote of the department, seniority, rotation to the position, examination for the position, or by administrative appointment. All of these practices have advantages and disadvantages. However, most authorities recommend that the department head be appointed upon the recommendation of the building principal.

Ovard⁴² suggests that the departmental head should be superior in teaching skills and in curriculum development, and, above all else, a dynamic, creative administrator.

³⁹Ivan H. Linder, and Henry M. Gunn, Secondary School Administration: Problems and Practices (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 224.

⁴⁰Saul S. Dicker, "The Department Head as Instructional Supervisor," Catholic Educational Review, XLV (December, 1967), p. 590.

⁴¹Kidd, op. cit., p. 74.

⁴²Glen F. Ovard, Administration of the Changing School (New York: The Macmillan Company, 1966), p. 197.

According to Jensen⁴³ a department head that is selected by the members of his department cannot assume that he has the principal's confidence. It is entirely possible that the person chosen for the department headship by the teachers and principal might not be the same. Perhaps the department head selected may have been the last person the principal would have chosen. He says that it would be much more acceptable if the chairman were not selected but, instead, appointed by the principal to serve for as long a period as he considers him effective.

Maczuga,⁴⁴ added another dimension to selection by stating that in many cases the selection of the department head had been accomplished by virtue of long service of the individual in the teaching situation or by the person's notable number of "brownie points."

⁴³John E. Corbally, Jr., T. J. Jensen, and W. Frederick Staub, Educational Administration: The Secondary School (Boston, Massachusetts; Allyn and Bacon, 1961), p. 364.

⁴⁴Paul Maczuga, "Selecting Department Head," Clearing House, XXXVII (December, 1962), p. 239.

Harris⁴⁵ observed that some schools have a rotating departmental chairmanship. He claimed, however, that any departmental organizations have been weakened by this type of chairmanship.

E. K. Easterday,⁴⁶ in his examination of the criteria for selection, suggested that teaching experience and academic training in the area of study of the department were essential, but that other criteria must be considered:

1. Ability to work with people
2. Knowledge of subject matter
3. Knowledge of educational matters and curriculum
4. Recognition by department members as a leader
5. Interest in improving the department

C. Grieder⁴⁷ perhaps made the most appropriate statement concerning the selection of department chairmen when he stated that schools should not designate by any method department heads who are not acceptable both to department members and to administration.

⁴⁵ C. W. Harris, Editor, Encyclopedia of Educational Research, p. 1245.

⁴⁶ Easterday, op. cit., p. 81.

⁴⁷ Calvin Greider, "Let High School Department Heads Be Responsible for Supervision of Instruction," Nation's Schools 71:8, April, 1963. p.8.

J. M. Gwynn⁴⁸ also examined the criteria for the selection of department heads, and decided that any person being considered for the position should meet two basic criteria:

1. Well trained and successful teacher in the subject area
2. Possess leadership characteristics

Many educators outlined similar criteria. The predominant needs indicated with equal emphasis by all were, firstly, an experienced, successful teacher in the subject area, and secondly, leadership and administrative ability.

⁴⁸J. M. Gwynn, op. cit., p. 7.

CHARACTERISTICS OF A DEPARTMENT HEAD

In a study conducted by Oeland and Maxwell,⁴⁹ the five most frequently mentioned strengths that teachers should have were skill in subject areas, good human relations, experience and training, willingness to work, and organizational ability. The authors of this study insisted that these same characteristics apply to the business education department head. The business education department head must be an effective leader, must know and understand his/her place and function in the total business education program, and should know the requirements of strong leadership. The successful business education program must have effective supervision, and the business education department head is the key to an effective program.

In order to be a successful business education department head, a good relationship must be established with all co-workers. To have good relationships, the department head should:

1. Be informed, keeping abreast of what is going on in business education and in education in general.

⁴⁹Caroline A., Oeland, and Gerald W. Maxwell. "High School Administrators' Opinions of Business Teacher Candidates." Business Education Forum 25:8-40, December 1970.

2. Be an effective speaker and think through what he/she is going to say.
3. Be open-minded, listening to what others have to say and considering ideas and recommendations.
4. Show an interest in the work of others and offer assistance where there are opportunities to be of help.
5. Praise others and pass on compliments when they are deserved.
6. Be a good organizer and plan carefully the things to be accomplished.
7. Allow others to participate in making decisions.
8. Possess leadership traits, including courtesy, firmness, and high integrity.
9. Make all wishes clearly known, letting co-workers know precisely what is expected in the way of accomplishment.

It is important for a department head to be able to recognize and anticipate problems that may arise. The department head must be able to find solutions and have the ability to win the confidence of co-workers. Individuals who have been the most successful in leadership roles possess definite personal characteristics. These personal characteristics are:

1. A thorough knowledge and skill of the job responsibilities assigned
2. The ability to work with others--social competence
3. An understanding and knowledge of the dynamics necessary for effective leadership
4. A definite respect for one's own judgment
5. The ability to make sensible and fast decisions after having considered several alternatives
6. The ability to design meaningful objectives and the skill necessary to put the objectives into effect
7. A thorough knowledge of organizational procedures in order that work goals can be completed
8. An understanding and knowledge of the individuals who should be contacted in order to get the job done

9. The ability and willingness to delegate responsibility whenever necessary

10. Enthusiasm and motivation--a desire to be successful and strong interest in facilitating instruction in order that good teaching and learning can be meaningful and effective.⁵⁰

The individual employed as the business education head should have a proper balance of the necessary traits to be a successful leader. The person must be sensitive to the feelings of others and at the same time be helpful, consistent in dealings with others, and firm in judgments and decisions.⁵¹

In addition to the educational requirements and the necessary personal characteristics, the business education head should be a professional educator. He/she must keep abreast of all developments in business education. Every department head should read professional journals and attend and participate in professional seminars, workshops, and conferences.

⁵⁰Hobart H. Conover, Editor: Administration and Supervision in Business Education. (Reston, Virginia: National Business Education Association, 1978), p. 202.

⁵¹Ibid., p. 202.

The good business education department head is an active member of the profession and holds membership in several professional organizations, both in business and general education. A good department head is honest and cooperative in all relationships with administrators and is aware of responsibilities to superiors. The professional life of a department head is one of continuous growth through study in order to acquire additional skills in areas of specialization. The business education department head should accept all the responsibilities of the profession, and should take pride in being able to provide leadership in business education, and should strive to improve the quality and standards of all business education programs.⁵²

A business education department head should have an open mind. The department head must be willing to share the department with his/her staff members and be receptive to suggestions. In order to have a strong department there must be a feeling of unity among department members.

⁵²Ibid., p. 202.

A department head is in the middle of a communications web which stretches in many directions and his sensitivity to the needs of the people within its range will have a large bearing on his effectiveness in the job.⁵³

The whole area of communications is subtle and challenging. Some heads never comment, question, or interfere, until a crisis begins to loom, for example, in the case of an inept teacher whose lack of skill is causing concern among the other teachers in the department. A department head who retains close contact with each member, through conversations, small meetings, and follow-up inquiries about earlier situations, will be able to avert trouble. On the other hand, a head who is wrapped up in his own personal and/or academic world, unapproachable and seemingly uninterested in the individuals with whom he works, will definitely encounter a series of negative incidents which stem from a lack of direction and concern for staff communication. With any hierarchy, even when the program

⁵³William G. Know, W. Kenneth Laird, and Nancy Nable Vichert. Power or Pawn: Leadership and the Department Head. Ontario: (Professional Development Committee of the Ontario Secondary School Teachers' Federation, 1977). p. 30.

is planned collectively, there will be occasions when criticism, negative feedback, or disapproval will be indicated. A leader who has kept close contact with each person in his department will find it easy to speak frankly.⁵⁴

It is possible for a head to learn communications skills, if they are not natural to him, and to apply communications theories to every day situations. If he/she does not bother with this area of human relations, his/her effectiveness will be limited, because humans are easily hurt and their usefulness is diminished.⁵⁵

Dr. James Gallagher⁵⁶ gave the following advice to principals to use in selecting department heads:

I would advise you to select a department head who is capable of dealing with all kinds of educational situations; a person who is sincerely interested in education, especially in their own curricular area: a person who is loyal to the school philosophy and one who is always encouraging the members of the department to improve their teaching techniques.

He emphasized that all these qualities were most desirable in a department head.

⁵⁴Ibid., p. 30.

⁵⁵Ibid., p. 32.

⁵⁶

James M. Gallagher. "How To Make Better Use Of Department Chairmen". New Orleans, Louisiana. January 18, 1977. p. 11.

ROLE OF THE DEPARTMENT HEADS

"A theory of organizational behavior will also find it necessary to have concepts that 'chop up' behaviour into the size manageable by and referable to individuals."⁵⁷ To meet this requirement most organizations assign various roles to individuals, the role being defined as the "manner in which a person actually carries out the requirements of his position."⁵⁸

By examining roles within an organization and how the role is perceived one can gain insight into the operation of the organization as a whole or discrete departments within the organization. Applying role study techniques to the schools, it could be stated that the perceptions and expectations the business education department head brings to his role as leader will have an effect on the productivity of the business education department and to the attitudes of the other teachers serving in the department.

⁵⁷C. Argyris, Personality and Organization. New York: Harper Brothers, 1957. p. 242.

⁵⁸N. Gross, W. S. Mason, and A. W. McEachern, Explorations in Role Analysis. New York: John Wiley and Sons, Inc., 1958. p. 14.

Jack Dunham⁵⁹ claims that a major source of stress for the department head is caused by the 'middle management' situation. He has found that many department heads have a need to perform quite considerable administrative duties against a background of a full teaching timetable. Inevitably this means much admin' is taken home, which is to cut corners by leaving completely, work of a lower priority--but this itself causes dissatisfaction with one's own performance.⁶⁰

The business education department head is often pulled in different directions by contradictory role expectations. This type of role-conflict occurs for the head of department as he/she acts as an intermediary between his/her department and others in the school. The head of a department is at times required to act as a negotiator, and may feel vulnerable in this 'boundary situation'. Dunham⁶⁰ states that a department head has to be a diplomat as other heads of departments often are very, very sensitive, when they think that anyone else is encroaching on their department.

⁵⁹Jack Dunham, "Change and Stress in the Head of Department's Role" Educational Research 21:1, November 1978. p. 45.

⁶⁰Ibid., p. 46.

Another type of difficulty occurs when a head of a department is under pressure to perform tasks seemingly belonging to several different roles. These may include being teacher of a subject, head of a team of teachers and tutor of the probationary teachers and students. Dunham⁶¹ claims that he sees the head of a department as having, in addition to his administrative role, an important pastoral role. He suggests that when appointing a department head one should look for people who, in addition to academic attainment and administrative ability, were also capable of bringing human qualities of sympathy or empathy to their work.

The role of the department head in a secondary school is a complex and obscure one. Secondary school teachers hold very differing views on the function of the head of department, not surprisingly since the requirements of successful teaching are often ambiguous, conflicting, and lacking in definition. This role ambiguity, observed by Musgrove and Taylor⁶² is not just confined to teaching and schools but is found in all

⁶¹Ibid., p. 45.

⁶²F. Musgrove and P. H. Taylor, Society and the Teachers Role, London, Routledge and Kegan Paul, 1969. p. 30.

professions and organizations according to Anderson,⁶³ and is caused by lack of information concerning an individual's job, its goals and how to accomplish these and his own personal goals. Such ambiguity results in anxiety, job dissatisfaction feelings of futility and mistrust of colleagues.

In 1977 the Professional Development Committee of the Ontario Secondary School Teachers' Federation⁶⁴ described the roles of the department head in the following way:

Teacher-exemplar. For the head teacher, classroom teaching must be of a very high quality; expertise becomes the basis for leadership. The head who neglects his own classroom performance creates a lack of credibility in his fitness to lead. Academic excellence is a prerequisite to teaching expertise.

Leader of the Department. Leadership means dealing with people. In order to build rapport and a good working relationship with department members, the head must try to understand their perceptions. With understanding

⁶³J. G. Anderson, Bureaucracy in Education, Baltimore, John Hopkins Press, 1968. p. 36 .

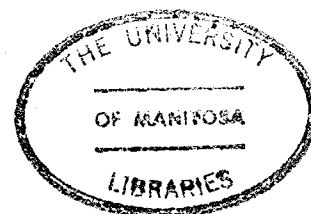
⁶⁴Knox, Laird, Vichert, op. cit., p.6.

comes a realization of the type of approach which will work best in supervising and motivating the staff.

Evaluator of teaching performance. The head must be cognizant of the nature of effective teaching and also of the methods which produce effective teaching. By adopting the attitude of evaluating and helping rather than merely assessing, the head can build a positive relationship with the teacher. A great deal of sensitivity on the part of the head is needed to build an effective helper/supervisor relationship.

Member of management team. As a member of a council of heads, the department head is frequently called upon to offer advice to the school administration about the operation of the school. To plan an effective role here, the head must realize that he is now concerned primarily with the good of the school (or the system) as a whole, and may indeed have to agree to a course of action which is beneficial to the school in general, but may be slightly detrimental to the operation of his department in particular.

Member of the staff. All staff members have the duty of adhering to and promoting the general policies of the school. The head should be perceived by other teachers to be a positive force on the staff.



Department spokesman. By exhibiting an affirmative attitude towards the department and its teachers, the head can develop a very positive regard for the department among staff, community and students. It is easy to adopt such an attitude when the department is well-run and the teachers are content and involved.

DUTIES AND RESPONSIBILITIES OF BUSINESS

EDUCATION DEPARTMENT HEADS

Morton Tener⁶⁵ states that one of the primary functions of the business education department chairman is budgeting due to the expensive equipment in this department.

Another activity of the department chairman recognized by a majority of the writers as being important is the improvement of the quality of instruction.

David Satlow⁶⁶ makes the following suggestions which might be considered as a means to improve instruction:

A significant phase of the work of the department head is that of facilitating instruction.

⁶⁵ Morton Tener, "How to Prepare a Departmental Budget," Business Education World, XLV (November, 1964).

⁶⁶ I. David Satlow, "The Work of the Department Head: Facilitating Instruction." Business Education World, XL (January 1960), p. 23.

The classroom teacher who is busily engaged in meeting class after class throughout the day needs and welcomes assistance from a person who is relieved of part of his teaching program for the purpose of integrating the efforts of the department members. Moreover, by virtue of his experience, the department head--is or should be--in a position to view various aspects of the teaching--learning situation in relation to a totality...

To head off such a situation, the department head will devote time and effort toward effecting a common philosophy among the department members so that a fused point of view will emerge. By availing himself of the rich possibilities of democratic participation, the department head can guide the staff members in the give-and-take of group discussion, with the gradual emergence of a consensus that leads smoothly to the formulation of common instructional objectives.

It appears that Satlow considers the job of the department head essentially that of improving instruction.

According to Anderson and Van Dyke:⁶⁷

Unless the school is willing to give him time for research, classroom visitation, preparation of instructional materials, and other supervisory functions, it is unreasonable to expect any substantial instructional leadership from him.

Linder⁶⁸ also discusses freeing the department head from some teaching activities in order to enable him to be most effective in instructional improvement.

⁶⁷Anderson and Van Dyke, op. cit., p. 308.

⁶⁸Linder, op. cit., p. 56.

Clement⁶⁹ further suggests exempting the department head from actual teaching time and lists the chairman's responsibilities as inspiring, supervising and guiding teachers as well as providing facilities for the best in curriculum and methods. He also emphasizes that the department head should not be a narrow subject-matter specialist.

Austin and French⁷⁰ claim that many department chairmen have been successful leaders in improving instruction in their departments even though many carry heavy teaching loads in addition to detailed clerical work. They also claim this problem could be lessened if clerks relieved the department heads of administrative duties and teachers relieved them of the heavy teaching load.

In 1964, the Abbott⁷¹ study was undertaken to determine the duties performed and responsibilities assumed by the chairmen of departments of business education in public secondary schools of Illinois.

⁶⁹Clement, op. cit., p. 49.

⁷⁰David B. Austin, Will French. American High School Administration: Policy and Practice (3rd ed.; New York: Holt, Rinehart and Winston, 1962), p. 165.

⁷¹Angelo V. Abbott, "The Role of Business Education Department Chairmen in Illinois Secondary Schools," National Business Education Quarterly, XXXIII (Spring, 1965), p. 35.

A questionnaire that was returned from 107 public secondary schools in Illinois provided data for the study. Abbott⁷² concludes that "department chairmen do not participate as actively as would be desired in the selection, retention and dismissal of departmental personnel."

In his study in 1952, Goldstein⁷³ attempts to determine the actual duties performed on the job by "good" business education department heads in the secondary schools and to establish the relative importance of these duties. The results of his study reveal that certain activities are understressed and others overstressed. For example, he reports that too much time is devoted to clerical duties, whereas not enough time is devoted to budgetary matters.

In 1966 Stern's⁷⁴ study found that the department head was reported to have acted, both effectively and ineffectively, most frequently to

⁷²Ibid., p. 25.

⁷³Edward H. Goldstein, "The Significance of The Business Education Department Head in Selected Public Secondary Schools" (unpublished doctoral dissertation, Teachers College, Columbia University, 1952), Digest of Doctor of Education Projects, p. 299.

⁷⁴Hans George Stern, "The Role of the Secondary School Department Head in the Improvement of Instruction" Unpublished doctoral dissertation, University of California, Los Angeles, 1966. Dissertation Abstracts, XXVII. p. 22.

secure essential services from individuals; and least frequently to formulate purposes and objectives.

The Clark⁷⁵ study done in Alberta supports the above research as the Clark study also reveals that the actual duties performed by department heads occurred with the greatest frequency in the area of communication and coordination of all aspects of the department. Provision of materials, supplies and equipment was the second area of greatest frequency.

Dr. James Gallagher⁷⁶ suggested at a conference to principals that the following responsibilities should be assigned to department heads:

A. Curriculum

1. Observation of teachers for the improvement of instruction
2. Establish department goals and objectives
3. Encourage department innovations
4. Updating courses of study
5. Develop a list of resources for school and department use

B. Budget

1. Prepare, present and implement a realistic budget for the department

⁷⁵Clarke, op. cit., p. 153.

⁷⁶Gallagher, op. cit., p. 19.

C. Personnel

1. Assist in the interview of new department members
2. Recommend teaching assignments to ensure equality of work
3. Provide guidelines for the placement of student teachers, educational aids
4. Encourage staff participation in professional education activities

D. Management

1. Submit requests for repairs, alterations and improvements in the department area
2. Verify the receipt of equipment and supplies
3. Establish an effective means of inventory
4. Aid substitute teachers
6. Submit reports and keep accurate records of department meetings

E. Administration

1. Assist the guidance department in the placement of students in department programs
2. Meet with parents to discuss the department program
3. Coordinate the function of the department with other school operations
4. Maintain records and submit periodic and special reports

F. Professional Growth

1. Encourage staff membership in professional associations
2. Participate in group activities such as workshop inservice programs, seminars, etc.

G. District or Division Obligations.

1. Attend and participate in district meetings and activities
2. Aid in the development of the course of curriculum study or guide

Irene Schindler⁷⁷ states that in a secondary school a business department head has a number of routine responsibilities inherent in the position. These are the day-to-day or periodic duties essential to a smooth functioning of the department. Some of these "nitty-gritty" or "nuts and bolts" administrative duties are:

1. Requisitioning books, supplies, equipment, and repairs
2. Distributing books, supplies, and equipment to staff
3. Instructing and supervising teachers concerning the collection of fees
4. Providing an accounting of school property at the end of the year or as needed
5. Promoting the use of the library and audiovisual aids by all department personnel
6. Arranging for the sponsorship of activities and special projects for which the department is logically responsible

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Irene Schindler. "Responsibilities of a Business Education Department Head in a Secondary School" Administration and Supervision in Business Education. Reston, Virginia. National Business Education Association. 1978. pp. 231-232.

7. Evaluating textbooks and materials for adoption
8. Holding conferences with students, parents, and teachers
9. Holding conferences with publishing, machine, and audiovisual representatives
10. Devising security precautions for equipment and supplies
11. Preparing budget estimates for the department
12. Initiating and/or cooperating in the application for federal and state-funded projects
13. Articulating work with business departments of other schools
14. Carrying out directives of the school administrators.

No matter what the job description says or how diverse, complex, or demanding the duties and personal interactions (on all levels--internally and externally), a business department head in a secondary school is an educator...an educator who continually performs as the three-in-one person whose functional output includes administration, supervision, and teaching.⁷⁸

⁷⁸Ibid., p. 232.

In a 1975 study on department heads in the Winnipeg School Division Roseman⁷⁹ found that the Winnipeg department heads indicated that the position of department head provided a very superficial responsibility. The overwhelming concern of the department heads, on the basis of their replies, indicated that they felt that they lacked real responsibility. In many cases, there were indications that administrative attitudes were such that, having given a person the title of department head, that person should be content to enjoy the title and extra stipend that came with it.

The department heads were well aware that the responsibilities of department heads were delegated by the principals, and well aware of the ambiguity in the Code of Rules of the Winnipeg School Division regarding the responsibilities of the department head. A number of heads indicated a need to rewrite that particular section of the Code of Rules in order to clearly state, for all to be aware, the duties of the department head.⁸⁰

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Norman Roseman "A Study of Department Heads in The Winnipeg School Division #1." Winnipeg, Manitoba. October, 1975. p. 68.

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Ibid., p. 70.

The department head, by involving the staff fully in department leadership, will help to build essential high morale, pride in professional excellence, and the harmonious team relationship necessary for successful departmental operation and growth. To this end, it is mandatory that the department leader be readily accessible to staff and students--regardless of how this visibility may interfere with the completion of routine work--to act as listener, confidant, clarifier, subject matter and resource consultant, teacher, trainer, human relations expert, and so on.

Equally important, to the degree possible, is the involvement of department staff in the general administrative needs and delegation of duties pertinent to accomplishing these plans. Many department duties and responsibilities overlap the functions of a line officer and staff member and do not fit neatly into a particular category at all times.⁸¹

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Schindler., op. cit., pp. 224-225.

SUMMARY

A review of the literature has dealt with books, doctoral dissertations, master's theses, and opinions expressed in current periodicals related to this study. The major conclusions of the related literature reviewed by the research are summarized below:

1. Only a limited number of studies have been undertaken to date to attempt to determine the business education department heads' duties and responsibilities, and only a small number of this group were Canadian studies.
2. Although several reasons have been cited for the introduction of department heads, the most outstanding one is that due to the increased high school enrollment and expanded curriculum, the principals needed assistance for their supervisory and administrative activities.
3. There is a great variety of methods of selecting a department head.
4. The department head is usually selected by the principal.

5. There appears to be little indication that a written job description is provided in most schools.

6. An experienced, successful teacher in the subject area seems to be the most desirable qualification for a business education department head to possess.

7. "Leadership ability" appears to be the second most important qualification for a department head to possess.

8. Administrative ability is considered to be an important qualification for a department head to possess.

9. In addition to the educational requirements and the necessary personal characteristics, the business education head should be a professional educator.

10. Every department head should read professional journals and attend and participate in professional seminars, workshops and conferences.

11. Every department head should hold membership in several professional organizations.

12. The department head is caught in the middle of a communications web which stretches in many directions.

13. The business education department head is often pulled in different directions by contradictory role expectations.

14. The role of the department head is a complex and obscure one.

15. In order to be a successful business education department head a good relationship must be established with co-workers.

16. The literature suggests that in a secondary school a business department head has a number of routine responsibilities inherent in the position.

17. Studies have shown that the duties of the department heads are administrative, supervisory and instructional in nature. Yet, these three roles are not mutually exclusive of each other. The roles are overlapping in nature.

18. The literature reviewed signifies that the department head lacks adequate time and authority to carry out his/her role effectively and efficiently.

19. The research showed that the position of the department head provides a superficial responsibility.

CHAPTER III

PROCEDURES

Introduction

This chapter incorporates an explanation of the events which led to selection of this topic for study and the procedures and methodology employed in its completion.

The Development of the Study Topic

Preliminary investigation of the literature after examination of the Business Education Index and The Education Index revealed that some research had been undertaken in the area of department head duties and responsibilities, but that no such research had ever been attempted at the master's or doctor's levels in business education in the Province of Manitoba.

The investigator became interested in doing research in this topic while enrolled in an intersession class at the University of Manitoba. The course was Topics in Curriculum: Business Education (81.706 and 81.707), in which grad students reviewed research in Business Education and identify areas in the discipline that needed further investigation. The course was under the direction of Dr. George Porozny, Faculty of Education.

The writer discussed the feasibility of this topic for thesis potential with her major advisor who encouraged her to continue her investigation.

A thesis topic proposal was prepared and presented to the major advisor for tentative approval. After further discussions, suggestions and revisions the thesis proposal was presented to the writer's graduate evening school class in Business Education during the first semester, 1979/80. This class was composed of the business education graduate students at the Pre-Master's and Master's level in Business Education. Many useful suggestions were made at this evening class and due attention was paid to these in subsequent revisions of the proposal.

Selection of Participants

Miss Isabella Dryden, Consultant in Business Education for the Province of Manitoba assisted the writer in identifying the schools that had designated business education department heads. In a few instances where the Department of Education records did not indicate that the school had a department head, the principal of the school was contacted in order for the writer to locate all designated department heads.

In order to determine whether any agreement could be found among department heads regarding their functions, an analysis of the literature regarding department heads was made. From this reading has come meaningful data from various sources.

The writer's investigation revealed that thirty-four schools in the Province of Manitoba had designated Department Heads. The writer discovered that five of the schools had rotating department heads and decided to use all the teachers that had served in a rotation position as department head and were still members of the business department staff of that particular school.

In addition to the above it was decided to use three department heads that had resigned from their department head position recently, but were still on staff in their business education departments. By using the department heads that had resigned, and those that had served in that capacity on a rotation basis, the total of department heads surveyed would be forty-four. The investigator believed that the experience the teachers had received in their position as a business education department head would be extremely valuable and should be included in the data. The questionnaire would be mailed to forty-four different teachers in thirty-four schools.

The Questionnaire Instrument

Job descriptions for department heads from several school divisions were studied as well as valuable information gained through conversations with various educators. Based on these, a survey questionnaire was designed and re-designed several times. The survey questionnaire was presented to Dr. George Porozny and later to Miss Isabella Dryden. Many useful suggestions were made and the questionnaire was again revised. The survey questionnaire was presented to an evening class at the University of Manitoba which was under the direction of Dr. George Porozny. The students studied the questions carefully, tested them for understanding and made further suggestions. The questionnaire was revised once more and finally approved by the writer's major advisor. An attempt was made to make the questions clear and also give department heads an opportunity to make additional comments and suggestions.

The questionnaire used in this study is found in the Appendix of this thesis. It was divided into three parts. The first part attempted to gain a current picture of the persons in the department head's position, looking at the number of years they taught, the number

of years spent as department head, as well as the number of people in the department, and the type of school. An attempt was made in the data to discover whether department heads had release time for their duties and if so, the amount of time they received. Also an effort was made to find out the qualifications of the department heads and how they were selected.

The second part of the questionnaire was divided into seven separate categories. A total of forty-four functions were listed under the following headings: Curriculum, Textbooks, Professional Development, Personnel, Public Relations and Administration.

The third part of the questionnaire asked the department heads what the major strengths of their position was, as well as requesting them to give the major weaknesses or limitations of their position as Business Education Department Head. The last question requested the department heads to make additional comments about duties and responsibilities of the department head.

The following principles were followed closely by the writer when she constructed the questionnaire instrument which was used for this study.

1. An attempt was made to convince the respondents that the problem chosen was important enough to justify their assistance in contributing their experience and expertise.

2. The author weighed the advantages and disadvantages of using the questionnaire method to gather data, before it was finally utilized.

3. Literature relating to questionnaire techniques were reviewed many times with a view to achieve refinement and quality in the instrument.

4. The questionnaire contained only the essential items, thereby preventing it from becoming too lengthy.

5. Every attempt was made to express each question with clarity and precision.

6. The questionnaire was so designed to make the task of replying simple and easy as possible.

7. The writer had the questionnaire revised several times before it was finally mailed out.

8. The writer had the questionnaire tested by an evening class of students before the questionnaire was mailed out.

9. The author showed consideration for the persons involved in the survey by not disclosing their identity.

10. The questionnaire accompanied a letter of transmittal, which explained the nature and purpose of the study.

11. The questionnaire was followed up by a reminding letter to increase the rate of returns.⁸²

Collection of Data

The questionnaire was mailed on March 12, 1980. The respondents were given approximately three weeks to return the completed questionnaires. A letter of transmittal accompanied the questionnaire which explained the nature and purpose of the study undertaken. It also indicated, that the names of the responding department heads would be confidential and each questionnaire was identified only by number. The writer included a personal note informing the receiver that the writer would appreciate the input of their expertise and experience.

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Mouly, George J., The Sciences of Educational Research, Van Nostrand Reinhold Company, 1970.

A stamped, self-addressed envelope was included.

By the end of March thirty-two questionnaires were returned. On the 8th of April a reminding letter was mailed to the twelve department heads who had still not returned the questionnaire. By April 23rd, 91 per cent of the questionnaires were returned. The investigator phoned the four department heads that had not responded and requested to have the questionnaires completed and returned. By the end of April forty-two or 96 per cent of the questionnaires were received.

CHAPTER IV

FINDINGS

Introduction

This chapter presents the data obtained from the forty-two business education department heads in the public high schools in the Province of Manitoba regarding the duties and responsibilities of business education department heads as perceived by them. A total of 42, or 96 per cent, of 44 business education department heads returned the questionnaire.

The results of the questionnaire are presented in tables and narrative included in this chapter.

Percentages are based upon responses from 42 business education department heads. The 42 returns is the data base of 100 per cent used in reporting the information in tables.

This chapter is divided into three main sections. The first responses are discussed under General Information.

The second section investigates each department head function under seven different sub-headings. These are: Budget, Curriculum, Textbooks, Professional Development, Personnel, Public Relations and Administration.

The third section gives details about the major weaknesses or limitations of the department head position.

TABLE 1

DISTRIBUTION OF FOUR DIFFERENT CATEGORIES OF
SCHOOLS IN MANITOBA THAT HAVE BUSINESS
EDUCATION DEPARTMENT HEADS

Type of School	No.	Percentage
Senior High	23	67.6
Regional Comprehensive	6	17.7
Junior-Senior High	5	14.7
K-12	0	00.0
Total	34	100.0

The majority (67.6 per cent) of the department heads are serving in senior high schools. Almost eighteen per cent of the department heads are employed in regional comprehensive schools. The minority are employed in junior-senior high schools (14.7 per cent). The data revealed that no business education department heads were employed in the K-12 schools.

TABLE 2

DISTRIBUTION OF BUSINESS TEACHERS WHO WERE TEACHING
FULL TIME IN THE BUSINESS EDUCATION DEPARTMENT
IN MANITOBA SCHOOLS

No. of Schools	No. of full time Bus. Ed. Teachers	Total	Percentage
2	2	4	2.5
7	3	21	13.1
12	4	48	30.0
4	5	20	12.5
2	6	12	7.5
1	7	7	4.4
6	8	48	30.0
Total 34		160	100.0

The data revealed that there were a total of 160 teachers teaching full time in those Manitoba High Schools that had designated department heads. Only two schools had two teachers teaching in their department. Twelve schools had four full time teachers in the department. Six schools had eight (30 per cent) teachers in the business education department.

TABLE 3

DISTRIBUTION OF BUSINESS TEACHERS WHO WERE TEACHING
PART-TIME IN THE BUSINESS EDUCATION DEPARTMENT
IN MANITOBA SCHOOLS

No. of Schools	No. of part-time Bus. Ed. Teachers	Total	Percentage
18	0	0	52.9
8	1	8	23.6
4	2	8	11.8
3	3	9	8.8
1	4	4	2.9
Total 34		29	100.0

More than half (52.9 per cent) of the schools did not have any part-time staff in their business education department. Eight (23.6 per cent) schools had one part-time teacher in the business department while four (11.8 per cent) had two part-time teachers. One (2.9 per cent) school had four part-time teachers employed in the business education department.

TABLE 4

DISTRIBUTION OF TEACHERS WITH BUSINESS EDUCATION
TRAINING IN THIRTY-FOUR
MANITOBA SCHOOLS

No. of Schools	No. of Teachers with Bus. Ed. Training	Total	Percentage
2	2	4	2.6
7	3	21	13.6
12	4	48	31.2
4	4	16	10.4
2	5	10	6.5
1	7	7	4.5
6	8	48	31.2
Total 34		154	100.0

The study revealed that there were a total of 154 teachers with business education training in thirty-four Manitoba schools. Only two schools had a total of two (2.6 per cent) teachers with business education training. Twelve schools had four (31.2 per cent) teachers with business training in their department. Six schools had eight (31.2 per cent) trained teachers in business education.

TABLE 5

DISTRIBUTION OF STUDENT ENROLLMENT IN THIRTY-FOUR
MANITOBA SCHOOLS THAT HAD BUSINESS
EDUCATION DEPARTMENT HEADS

School Population	No. of Schools	Percentage
200-300	1	2.9
301-500	5	14.7
501-700	7	20.6
701-1,000	13	38.3
1,000 or more	8	23.5
Total	34	100.0

Table 5 indicates that the largest number of department heads were employed in schools with the largest populations. Thirteen teachers (38.3 per cent) were employed in schools with an enrollment population of seven hundred to one thousand students. Another eight (23.5 per cent) department heads were employed in schools that had a population of more than one thousand students. Only one (2.9 per cent) had been employed in a school with a population between two hundred and three hundred students.

DISTRIBUTION OF HIGH SCHOOL PROGRAM PATTERNS OFFERED IN
EDUCATION IN THIRTY-FOUR MANITOBA SCHOOLS WHICH
HAVE A FULL TIME BUSINESS EDUCATION
DEPARTMENT HEAD

No. of Schools	No. of Patterns Offered	Percentage
6	4	17.7
19	3	55.9
7	2	20.6
1	1	2.9
1	0	2.9
Total 34		100.0

There are four patterns offered in business education in the Province of Manitoba. These are: Accounting, General Clerical, Secretarial, and Marketing. Nineteen (55.9 per cent) schools offered three patterns within their departments. Only six (17.7 per cent) offered all four patterns within their department. It is interesting to note that one school did not offer any patterns in business education. Although this school did have a business education head, it provided only option subjects in the business education course.

TABLE 7

DISTRIBUTION OF SELECTION PROCESS FOR POSITION OF DEPARTMENT
HEAD AS PERCEIVED BY FORTY-TWO BUSINESS
EDUCATION DEPARTMENT HEADS

Method of Selecting Dept. Head to the Position	No. of Bus. Ed. Dept. Heads	Percentage
Academic Preparation	2	4.8
Seniority	1	2.4
Rotation	5	11.9
Appointed by Principal	22	52.3
Appointed by Superintendent	11	26.2
Elected by Members of the Department	1	2.4
Total	42	100.0

A variety of ways are used to select a department head. It should be noted that more than three-quarters (78.5 per cent) were appointed by one of the senior administrators; superintendent or principal. Only one (2.4 per cent) had been elected by members of the department. Only one (2.4 per cent) had been appointed on the basis of seniority.

TABLE 8

RELEASE TIME FROM CLASSES FOR FORTY-TWO
BUSINESS EDUCATION DEPARTMENT HEADS
IN MANITOBA SCHOOLS

	No. of Dept. Heads	Percentage
Yes	27	64.3
No	15	35.7
Total	42	100.0

The data indicated that almost two thirds (64.3 per cent) of the business education department heads received release time from their department duties while fifteen (35.7 per cent) did not receive any extra time from their teaching duties.

TABLE 9

DISTRIBUTION OF RELEASE TIME FROM TEACHING FOR FORTY-TWO
BUSINESS EDUCATION DEPARTMENT HEADS
IN THIRTY-FOUR MANITOBA SCHOOLS

Percentage of Release Time	No. of Dept. Heads	Percentage
nil	15	35.7
1 - 5	2	4.8
6 - 10	6	14.3
11 - 15	9	21.4
16 - 20	5	11.9
21 - 25	5	11.9
Total	42	100.0

Fifteen (35.7 per cent) did not receive any release time from classroom teaching. These department heads carried the same teaching load as teachers within their department and had to do their department administration work in addition to a full teaching responsibility.

TABLE 10

ADDITIONAL REMUNERATION RECEIVED BY FORTY-TWO
 MANITOBA BUSINESS EDUCATION DEPARTMENT
 HEADS FOR THEIR POSITION

	No.	Percentage
Yes	36	85.7
No	6	14.3
Total	42	100.0

This study found that the majority of the business heads received additional remuneration for their position. Thirty-six respondents (85.7 per cent) indicated that the heads in these schools received additional compensation, while six (14.3 per cent) did not receive any additional remuneration for acting as a department head.

TABLE 11

DISTRIBUTION OF REMUNERATION RECEIVED BY THIRTY-SIX
BUSINESS EDUCATION DEPARTMENT HEADS
IN MANITOBA SCHOOLS

Amount	No. of Dept. Heads	Percentage
\$200-\$299	6	16.7
300-\$399	4	11.1
400-\$499	1	2.8
500-\$599	2	5.5
600-\$699	6	16.7
700-\$799	6	16.7
800-\$899	3	8.3
900-\$1,000	2	5.5
1,000 and over	6	16.7
Total	36	100.0

The data indicated that six (16.7 per cent) received a sum of one thousand dollars or more of additional remuneration for doing the work of a business education department head.

TABLE 12

NUMBER OF BUSINESS EDUCATION DEPARTMENT HEADS WHOSE SCHOOLS
POSSESSED CLEARLY DEFINED JOB DESCRIPTIONS
FOR THEIR POSITIONS

Job Description Available?	No. of Dept. Heads	Percentage
yes	19	45.2
No	22	52.4
Did not indicate	1	2.4
Total	42	100.0

A majority of the business education department heads (52.4 per cent) in the Province of Manitoba did not have job descriptions available to them. However, a significant number (45.2 per cent) did have a job description.

TABLE 13

YEARS OF TEACHING EXPERIENCE PRIOR TO APPOINTMENT
AS BUSINESS EDUCATION DEPARTMENT
HEAD

No. of Years Experience	No. of Department Heads	Percentage
1 - 3	4	9.5
4 - 6	16	38.1
7 - 9	18	42.8
10 - 12	1	2.4
13 - 15	2	4.8
16 - 18	1	2.4
18 or more	0	0.0
Total	42	100.0

Four-fifths (80.9 per cent) of the business education department heads had between four and nine years of teaching experience before their appointments. Only one (2.4 per cent) had more than seventeen years of teaching experience. Four (9.5 per cent) had less than three years teaching experience.

TABLE 14

NUMBER OF YEARS EXPERIENCE AS BUSINESS DEPARTMENT
EDUCATION HEADS IN MANITOBA SCHOOLS FOR
FORTY-TWO BUSINESS TEACHERS

No. of Years Experience	No. of Dept. Heads	Percentage
1 - 3	18	42.9
4 - 6	14	33.3
7 - 9	5	11.9
10 - 12	3	7.1
13 - 15	1	2.4
16 - 18	1	2.4
18 or more	0	00.0
Total	42	100.0

Three quarters (76.2 per cent) department heads held their positions for six or less years. Only one (2.4 per cent) held the position for more than sixteen years.

TABLE 15

DISTRIBUTION OF THE HIGHEST ACADEMIC QUALIFICATIONS HELD
BY FORTY-TWO BUSINESS EDUCATION DEPARTMENT HEADS
IN MANITOBA SCHOOLS

Highest Educational Attainment	No. of Bus. Ed. Heads	Percentage
Business Education Certificate	17	40.5
B. Ped.	6	14.3
B. Ed. (New)	1	2.4
B. Ed. (Old)	10	23.8
Pre-Masters	4	9.5
M. Ed.	1	2.4
Other	3	7.1
Total	42	100.0

The data indicated that seventeen (40.5 per cent) of the business education department heads had a Business Education Certificate. Only one (2.3 per cent) had a certified M. Ed. degree. Three (7.1 per cent) indicated other. One of these held a Bachelor of Commerce degree, another had obtained a Master of Arts degree, and the third indicated a Bachelor of Science degree from an American University.

TABLE 16

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

BUDGET FUNCTIONS	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not Be Done	Percentage Positive Response
1. Prepare Departmental budget	36	6	85.7	41	1	97.6
2. Order Department supplies and equipment	41	1	97.6	42	0	100.0
3. Submit requests for repairs, alterations and improvements	35	7	83.3	42	0	100.0
4. Maintain Department supply and equipment inventories	39	3	92.9	41	1	97.6
5. Review invoices for accuracy and approve for payment	26	16	61.9	32	10	76.2
6. Allocate supplies and equipment	34	8	81.0	36	6	85.7

Analysis of Business Education Head Functions (BUDGET)

The data in this table indicates that the business education department heads highly agree that they should order department supplies and equipment. Only one department head was not doing this task. All department heads (100 per cent) agreed that they should be doing this function.

The table shows that a little over three-fifths (61.9 per cent) were reviewing invoices for accuracy and approved the invoices for payment however, a little over three-quarters (76.2 per cent) indicated that they should be doing this task.

Only thirty-five heads submitted requests for repairs and improvements however, all forty-two (100 per cent) indicated that this should be done.

TABLE 17

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

CURRICULUM FUNCTION	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not Be Done	Percentage Positive Response
7. Develop a philosophy for Department	23	19	54.8	35	7	83.3
8. Establish Department goals and objectives	30	12	71.4	39	3	92.9
9. Write course descriptions for school	29	13	69.0	33	9	78.6
10. Determine course offerings, and course sequences	21	21	50.0	35	7	83.3
11. Explain Department offerings with feeder schools	24	18	57.1	30	12	71.4
12. Set up standards for uniform grading within the department	28	14	66.7	34	8	81.0
13. Approve mid-term and/or end-of-year examinations	21	21	50.0	27	15	64.3

Analysis of Business Education Department Head Functions

(Curriculum)

The results revealed that only twenty-three (54.8 per cent) actually developed a philosophy for their department. However, thirty-five (83.3 per cent) of the forty-two department heads responded that they should develop a philosophy for their department.

Only twenty-one out of the forty-two respondents indicated that they did determine course offerings, and course sequences. While thirty-five (83.3 per cent) out of forty-two respondents indicated that they should determine course offerings, and course sequences.

The data indicated that twenty-four (57.1 per cent) heads explained department offerings to feeder schools while thirty (71.4 per cent) indicated that they should be explaining department offerings with feeder schools.

TABLE 18

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

TEXTBOOK FUNCTIONS	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not Be Done	Percentage Positive Response
14. Appraise quality and appropriateness of potential texts	30	12	71.4	33	9	78.6
15. Select actual textbooks used	21	21	50.0	25	17	59.5
16. Distribute textbooks to staff	23	19	54.8	25	17	59.5
17. Select tapes, transparencies and other audio visual business education materials	24	18	57.1	26	16	61.9
18. Select and order business education magazines, journals, reference books, etc.	32	10	76.2	36	6	85.7
19. Interview sales representatives to learn about up-to-date office equipment	38	4	90.5	41	1	97.6

ANALYSIS OF BUSINESS EDUCATION DEPARTMENT HEAD FUNCTIONS

(Textbook)

There were six textbook functions considered. A very high percentage of respondents (90.5 per cent) indicated that they interviewed sales representatives to learn about up-to-date office equipment.

While still a higher percentage (97.6 per cent) showed that they should do this particular function.

The data indicated that the department heads were divided on the question of distribution of textbooks to the staff members. A little over half of them (54.8 per cent) did distribute textbooks, while only a few more indicated that they should (59.5 percent).

With regard to the question of selecting the actual textbooks used the business education department heads showed that they were not in agreement with the function. Half of the respondents indicated that they did do the task and only about sixty per cent showed that they should distribute the textbooks to the staff.

TABLE 19

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

PROFESSIONAL DEVELOPMENT	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not Be Done	Percentage Positive Response
20. Encourage staff attendance at conferences, workshops, inservice, etc.	40	2	95.2	42	42	100.0
21. Assist in planning inservice programs	34	8	81.0	38	4	90.5
22. Encourage staff members to join Business Education Associations	27	15	64.3	31	11	73.8
23. Develop and maintain a professional Department Library	24	18	57.1	34	8	81.0

Analysis Of Department Head Functions

87

(Professional Development)

There were four functions to be considered in regards to professional development. A very high percentage (95.2 per cent) of the respondents indicated that they should encourage staff attendance at conferences, workshops, inservice, etc. It is interesting to note that all the respondents (100 per cent) agreed that this function should be done. However two of them were not carrying out the function.

The majority also agreed that they should assist in planning inservice programs. The data showed that only twenty-four (57.1 per cent) of the respondents showed that they developed and maintained a professional department library however, a large majority (81 per cent) said that this function should be done.

TABLE 20

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

PERSONNEL FUNCTION	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not Be Done	Percentage Positive Response
24. Preside at Departmental meetings	41	1	97.6	42	0	100.0
25. Assist in the selection and hiring of new Business Education teachers	21	21	50.0	39	3	92.9
26. Orient new teachers to the school and to the Department	38	4	90.5	42	0	100.0
27. Instruct and assist substitute teachers in their duties	35	7	83.3	40	2	95.2
28. Recommend Department teaching Assignments	24	18	57.1	36	6	85.7
29. Observe the teachers of the Department through classroom visitations	9	33	21.4	25	17	59.5
30. Evaluate the performance of teachers in Department	11	31	26.2	23	19	54.8
31. Assign student teachers to staff members	38	4	90.5	39	3	92.9

Analysis Of Department Head Functions (Personnel)

There were eight functions listed under the heading of personnel. A very high percentage (97.6 per cent) of the department heads indicated that they presided at department meetings. Only one department head did not preside at department meetings. This respondent said that the members of the department took turns in presiding at the meetings. Interesting to note, that all respondents (100 per cent) indicated that the business education department head should preside at the departmental meetings.

Only fifty per cent of the respondents assisted in the selection and hiring of new teachers for their department. However, the data indicated that a very high percentage (92.9 per cent) agreed that they should be responsible for assisting in the selection and hiring of new business education teachers.

It appeared that the department heads want to be able to participate in the process of selecting new staff members for their business department.

The respondents showed a high agreement on the orientation of new teachers within their own department. The respondents indicated a high agreement on instructing and assisting substitute teachers.

A little over half of the department heads (57.2 per cent) indicated that they participated in recommending department teaching assignments. Interesting to note that a high percentage (85.7 per cent) said that they should be doing this function.

Only one fifth (21.4 per cent) of the respondents observed the teachers through classroom visitations. The data showed that only three-fifths (59.5 per cent) of the department heads felt that they should observe the teachers through visitations.

Table 20 indicated that eleven (26.2 per cent) evaluated the performance of the teachers in their own department and that only twenty-three (54.8 per cent) showed that this should be done by the business education department heads.

A very high percentage (90.5 per cent) showed that they should assign student teachers to staff members. There was a high agreement (92.9 per cent) that this function should be performed.

TABLE 21

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

PUBLIC RELATIONS	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not be Done	Percentage Positive Response
32. Recruit business people in community to act as resource persons	24	18	57.1	30	12	71.4
33. Act as host to visitors to the Department	38	4	90.5	38	4	90.5
34. Initiate follow-up studies on recent graduates	5	37	11.9	24	18	57.1
35. Promote the Department within the school and community	31	11	73.8	37	5	88.1

Analysis Of Business Education Department Head Functions

(Public Relations)

There were four public relations functions listed under this heading.

A little over half of the respondents (57.1 per cent) replied that they did recruit business people in the community to act as resource persons. Almost three quarters (71.4 per cent) of the department heads agreed that this function should be done.

There was a very high agreement on the function of acting host to visitors to the department. Interesting to note that (90.5 per cent) were doing this function and the same percentage (90.5 per cent) agreed that it should be done.

Very little agreement was indicated in doing follow-up studies on recent graduates. Only five (11.9 per cent) showed that they did follow-up studies on graduates. A little over half of the respondents (57.1 per cent) agreed that this function should be carried out by the department head.

TABLE 22

ANALYSIS OF DEPARTMENT HEAD FUNCTIONS

ADMINISTRATION	Is Done	Is Not Done	Percentage Positive Response	Should Be Done	Should Not Be Done	Percentage Positive Response
36. Assist the Guidance Department in the placement of students in Department programs	18	24	42.9	38	4	90.5
37. Apprise the principal of the needs, problems and accomplishments of the Department	40	2	95.2	1	1	97.6
38. Act as a liaison between the Department and the principal	42	0	100.0	42	0	100.0
39. Prepare and submit reports and records relating to the Department	38	4	90.5	41	1	97.6
40. Serve as a formal and integral part of the principal's administrative staff	36	6	85.7	39	3	92.9
41. Suggest and/or approve field trips for the Department	19	23	45.2	21	21	50.0
*42. Organize the work-experience program	14	27	34.1	18	23	43.9
*43. Organize placement program for Business Education students	13	28	31.7	28	21	51.2
44. Attend special meetings for Department heads in addition to regular meetings	42	42	100.0	42	0	100.0

* Nos. 42 and 43 do not equal 42 as 1 respondent indicated undecided on the two questions

Analysis Of Department Head Functions

(Administration)

There were nine functions listed under the heading of administration.

Less than half (42.9 per cent) department heads assisted the guidance department in the placement of students in department programs. Interesting to note that a very high percentage (90.5 per cent) indicated that they should be participating in this function.

The data in Table 22 indicated that there was a high agreement that department heads should apprise the principal of the needs, problems and accomplishments of the business education department.

All forty-two (100 per cent) respondents agreed that they should act as a liaison between the business department and the principal. The heads showed a high agreement on question thirty-nine. Thirty-eight (90.5 per cent) indicated that they should prepare and submit reports and records relating to the department.

Less than half (45.2 per cent) indicated that they do suggest or approve field trips for their department. Only half (50 per cent) of the respondents indicated that this should be done.

A little over a third (33.3 per cent) showed that they organized the work-experience program. Less than half (42.9 per cent) indicated that this should be done.

In regards to the question on placement program for business education students only thirteen (31 per cent) showed that they organize a placement program for students. Half of the respondents said that this should be done.

The data indicates that the business education department heads are divided on this question, since half of them (50 per cent) indicated that the task should be done and the other fifty per cent indicated that it should not be done.

All respondents agreed (100 per cent) that they should attend special meetings for department heads in addition to regular meetings for staff members.

TABLE 23
 MAJOR STRENGTHS OF THE BUSINESS EDUCATION DEPARTMENT
 HEADS' POSITION

Major strength	No. of Respondents	Percentage
assist with school decision making	9	52.9
choose own timetable	2	11.8
lead department	6	35.3
Total	17	100.0

Only seventeen (40.5 per cent) of the business education department heads responded to the question on the major strength of the department head position.

Nine (52.9 per cent) of the respondents indicated that the major strength of the department head position is the decision making process.

Two (11.8 per cent) showed that the major strength was the opportunity to select their own timetable.

TABLE 24

MAJOR WEAKNESS OF THE BUSINESS EDUCATION DEPARTMENT
HEADS' POSITION

Major Weakness	No. of Respondents	Percentage
lack of time to do work	12	48.0
lack of authority	8	32.0
insufficient knowledge about budget	5	20.0
Total	25	100.0

Twenty-five (59.5 per cent) of the business education department heads replied to the question on major weaknesses of the department position. Almost half of those that replied indicated a lack of time to do the department work. Another third that replied indicated that there was a lack of authority given to the head.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to identify and evaluate the duties and responsibilities of Business Education Department Heads in the Manitoba Public High Schools. A secondary purpose of this study was to gather, analyze, and examine data in relation to the business education department head's position.

Data for this study were gathered by means of a questionnaire for business education department heads. The questionnaire was mailed to forty-four business department heads in thirty-four Manitoba Public High Schools. Of these forty-two, or (96 per cent), returned the completed questionnaires.

The findings that did emerge from the data provided by the business education heads, indicated a great measure of dissatisfaction with things as they were and the heads expressed a strong desire for some very specific changes in the way the department head was to function. This attitude was evident when examining the comments made by the department heads at the conclusion of the survey questionnaire. There were three areas of

dissatisfaction. These were:

1. lack of time in which to do their work
2. lack of authority
3. insufficient knowledge about department's budget.

The pressures of time and delegation of authority were the major problems. The business education department heads indicated that they were not given sufficient time to carry out the functions which should be theirs, and they also felt that they did not have the authority to carry out these functions.

Five department heads indicated that they did not receive any or enough information regarding the budget for their department.

This study found that the data showed that thirty-five per cent of the business education department heads did not receive any release time from teaching duties.

The data showed that 52.4 per cent of the department heads did not have a job description available.

Conclusions

The following general conclusions are the result of the findings of this study:

1. More than two-thirds of the business education department heads were employed in senior high schools.
2. Almost forty per cent (38.3) report pupil populations of 701-1,000. Eight schools (23.5 per cent) had a school population of 1,000 or more.
3. Nineteen (55.9 per cent) schools offered three patterns in the business education course. Only one (2.9 per cent) school did not offer a business education pattern. This school offered option subjects only. Six (17.7 per cent) offered all four patterns in the school program.
4. According to the study the business education department head is usually appointed to the position by the school principal. Twenty-two (52.3 per cent) were appointed to the position by this method. Another 11 (26.2 per cent) were appointed by the superintendent. Only two (4.8 per cent) were appointed to the position on the basis of academic preparation.
5. The literature indicated that if one did not get appointed to a department head position within the first fifteen years of teaching the possibility of becoming a department head after that period of time was very remote.

6. Some schools rotated the department head position, having a different teacher within the department act in the department head capacity. The literature shows that the rotation system weakens the department head position.

7. Almost two-thirds (64.3 per cent) of the department heads had release time from their teaching duties. The literature shows that it is desirable and necessary for the department head to have release time from teaching classes.

8. Fifteen (35.7 per cent) did not receive any release time from their classes. These department heads carried the same teaching load as all teachers within their business department. This gave them no extra time to do department duties.

9. The data showed that thirty-six (85.7 per cent) of the heads received extra remuneration for their duties. However six (14.3) did the additional work but, did not receive any extra remuneration for the job.

10. The findings showed that over half (52.4 per cent) of the department heads did not have a job description available to them. It was clear that the department heads felt that a job description was desirable and necessary.

11. Of the forty-two heads responding to the questionnaire 81 per cent had four to nine years of teaching experience. Only one (2.4 per cent) had more than seventeen years of teaching experience. Four (9.5 per cent) had less than four years teaching experience.

12. The findings showed that 76.2 per cent of the department heads held the position for six or less years. Only one (2.4 per cent) had more than seventeen years experience in the position as department head.

13. The findings indicated that seventeen (40.8 per cent) of the heads had a Business Education Certificate. Only one (2.3 per cent) held a Master of Education degree.

14. The business education department heads seemed to agree that ordering department supplies and equipment was a necessary function. All of the respondents were doing this function. The one respondent that was not doing this task felt that he/she should be doing it.

15. Literature showed that ordering equipment was a high priority task for business education heads as the equipment for this department was very expensive.

16. Only 26 out of the 42 respondents were reviewing invoices for accuracy before payment. However, 76.2 per cent) felt that this should be done.

17. The data indicated that only a little over half (54.8 per cent) of the heads developed a philosophy for his/her department. However, (83.3 per cent) indicated that they should be doing this function.

18. The findings showed that 30 (71.4 per cent) indicated that they did establish department goals and objectives for the department. The survey showed that (92.9 per cent) felt that they should be doing this function.

19. While only (57.1 per cent) showed that they explained department offerings with feeder schools, (71.4 per cent) indicated that they should be doing this function.

20. The business education department heads seemed to agree that it was necessary to interview sales representatives to learn about up-to-date office equipment. (90.5 per cent indicated that this function is being done, (97.6)per cent agreed that this should be done.

21. The findings indicated that the department heads did encourage staff attendance at conferences, workshops, inservice, etc. Over ninety per cent were doing this while 100 per cent) showed that they should be doing this function.

22. The findings showed a discrepancy in developing and maintaining a professional departmental

library. Fifty-seven per cent indicated that they were maintaining a professional library, however eight-one per cent indicated that they should be.

23. Only one head did not preside at departmental meetings. Literature indicated that teachers could take turns presiding at meetings. The literature also indicated that this was not always satisfactory. Although only one did not preside, he/she indicated on the questionnaire that he/she should be presiding at the meeting.

24. The literature showed that it was desirable for department heads to observe the teachers in the classroom. The data from this study showed that only nine (21.4 per cent) were carrying out this function. Only seventeen (59.5 per cent) indicated that this should be done.

25. The literature also indicated that it was important to evaluate the performance of teachers in a business education department. The findings of this study showed that only eleven (26.2 per cent) were evaluating teachers and that only nineteen (54.8 per cent) thought it should be done.

26. The respondents showed a high agreement on the orientation of new teachers within their own department.

27. The respondents showed a high agreement on instructing and assisting substitute teachers within their department.

28. The data showed that follow-up studies were not being done on recent graduates. Only five (11.9 per cent) heads indicated that they did follow-up studies on graduates. Only twenty-four (57.1 per cent) showed that they thought follow-up studies should be done.

29. This study found that only forty-three per cent of the heads assisted the guidance department in the placement of students in department programs. However, ninety per cent showed that they should be doing this function.

30. The respondents agreed one hundred per cent that the department head should act as a liaison between the department and the principal. They all indicated that they were fulfilling this function.

31. It is interesting to note that only half of the heads (45.2 per cent) were suggesting and/or approving field trips for the department. Only fifty per cent felt that this task was one that should be done.

32. Only a third of the heads organized the work-experience program. Only forty-two per cent showed that this should be a department head function.

33. Thirteen indicated that they did organize a placement program for business education students.

Only fifty per cent showed that this was a task that should be done by department heads.

34. A hundred per cent agreement that special meetings for department heads should be attended in addition to regular staff meetings. All forty-two department heads were participating in this function.

35. The department heads showed that a liaison with administration was one of the strengths of the department head position.

36. Leadership qualifications was shown as one of the most important characteristics a department head should have. Six heads indicated that they enjoyed acting as a leader for the department. They said that this was one of the strengths of the department head position. The data showed that they enjoyed the opportunity to shape the direction and philosophy of the department.

37. Several listed that the strength of the position was in decision making. Gave them the feeling of assisting the principal to run the school.

38. In listing the major weaknesses of the department position, the majority listed a shortage of time to do the work that they would like to do.

39. The second weakness listed in frequency was lack of authority. Eight department heads indicated that their position was that of a middle person trying to please both administration and the teachers within their department. The department head did not have any authority to make changes without the consent of the principal.

40. The department heads indicated that a department head was just a position--no prestige, power or authority was given to the head.

41. The term of office for most department heads is for an indefinite period of time.

42. The business department heads indicated that they felt that their function was to operate their departments as effectively and efficiently as possible.

RECOMMENDATIONS

The following recommendations are based upon the findings of this study.

1. The role of the Business Education Department head should be clearly defined by providing a complete job description for the position of Business Education Department head in every school. The job description should be reviewed annually and updated as necessary to keep it relevant for the position and the changing times.
2. The school administration should provide time in the business education head's schedule for him/her to effectively supervise the operation of the department.
3. School administrators should examine the process of selecting the Business Education Department head with the purpose of assigning the most capable person to the position. More emphasis should be given to areas such as academic preparation, and supervisory and managerial ability.
4. The school administrators should see that the Business Education Department head be invested with some authority. The department heads need to have the authority to control their departments effectively.

5. The Business Education Department head should receive some remuneration for serving in that position, the amount of remuneration being based on department size and the time requirements of the position.

6. The Business Education Department head should be provided with a specific budget allocation for his/her department.

7. There should be more interacting and sharing of meetings between school administrators and Business Education Department heads with the superintendents department in regard to implementing divisional goals and philosophies of education.

8. Many Business Education Department heads never have the opportunity to interact and share ideas with other Business Education Department heads. It would be most valuable to have an inservice meeting of department heads. A session at the Special Area Group Activities (SAG) or other conferences on business education would provide an opportunity for the Business Education Department heads to communicate with each other.

9. The Department of Education along with professional business education organizations should provide specific guidelines in course requirement for those who aspire to become department heads. The course requirements could be in administration, budgeting, supervision and counseling.

RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of this study suggest a number of areas which are in need of further research. The following recommendations are made to guide future investigators.

1. It would be useful to examine the role of the Business Education Department Head from the point of view of the senior school administrators in the educational hierarchy.

2. It would be beneficial to study the role of the Business Education Department Head from the point of view of the teachers who are members of the Business Education Department.

3. It would be valuable to make a comparative study of the Business Education Department Head duties and responsibilities in other Provinces in Canada.

4. A study should be made to determine the commonality between the job responsibilities of Business Education Department heads with those of department heads in other subject matter areas.

5. A study that would determine the relative importance of the forty-four functions of Business Education Department Heads as identified in this study. The respondents could be superintendents, principals, business department heads and business teachers and the study would compare the responsibilities of each of the four groups of educators.

APPENDIX A

Winnipeg, Manitoba

1980 03 12

Dear Business Education Department Head:

I am presently carrying out research for a thesis which I will submit to the Faculty of Graduate Studies for the degree of Master of Education. I am undertaking this study, under the direction of Dr. George H. J. Porozny, in the Faculty of Education at the University of Manitoba.

The purpose of this study is to determine the duties and responsibilities of Business Education Department Heads in selected Manitoba Public High Schools. The results of this study will, I hope, be of use to Department Heads in our Province.

Your contribution in answering the enclosed questionnaire will be very helpful and greatly appreciated. I assure you that all information received will be kept confidential and used only as data information for the thesis.

Please complete the questionnaire and return it to me in the self-addressed stamped envelope by March 28. I thank you for your time and your assistance.

Yours very sincerely,

Elsie Solar
Business Education Department Head
Garden City Collegiate

Enclosures

PART I: GENERAL INFORMATION

(Check or complete the blanks as indicated)

1. TYPE OF SCHOOL

<u> </u> 1. Senior High	<u> </u> 3. Junior-Senior High
<u> </u> 2. Regional Comprehensive	<u> </u> 4. K-12

2. NUMBER OF TEACHERS (include yourself) teaching full-time in your Department
3. NUMBER OF TEACHERS teaching half-time in your Department
4. NUMBER OF TEACHERS with Business Education Teacher Training
5. STUDENT ENROLLMENT in grades X to XII

<u> </u> 1. 200-300	<u> </u> 4. 701-1000
<u> </u> 2. 301-500	<u> </u> 5. 1000 or more
<u> </u> 3. 501-700	
6. PATTERNS OFFERED IN BUSINESS EDUCATION PROGRAM

<u> </u> 1. Accounting	<u> </u> 3. Marketing
<u> </u> 2. General Clerical	<u> </u> 4. Secretarial
7. Listed below are various means by which you may have been DESIGNATED as Department Head. Check the one best describing the reason for your selection.

<u> </u> 1. Academic Preparation	<u> </u> 5. Appointed by the Superintendent
<u> </u> 2. Seniority	<u> </u> 6. Elected by Members of the Department
<u> </u> 3. Rotation	<u> </u> 7. Other (specify)
<u> </u> 4. Appointed by the Principal	
8. Are you, as a Department Head, provided released time from classroom teaching assignments? YES NO
9. If Yes, indicate percentage of time you are released from teaching %
10. Do you, as Department Head, receive additional pay? YES NO
11. If Yes, indicate the additional remuneration you receive

<u> </u> 1. Less than \$200 per year	<u> </u> 6. \$600-\$699
<u> </u> 2. \$200-\$299	<u> </u> 7. \$700-\$799
<u> </u> 3. \$300-\$399	<u> </u> 8. \$800-\$899
<u> </u> 4. \$400-\$499	<u> </u> 9. \$900-\$1 000
<u> </u> 5. \$500-\$599	<u> </u> 10. \$1 000 and over
12. Do you have a job description or a written statement of your responsibilities as a Department Head? YES NO
13. Prior to becoming a Department Head, how long had you served as a teacher of Business Education? (years to June 30, 1980)
14. NUMBER OF YEARS Department Head to June 30, 1980
15. Your Highest Professional Qualifications:

<u> </u> 1. Bus. Ed. Certificate	<u> </u> 4. B. Ed. (old) (Second degree)
<u> </u> 2. B. Ped.	<u> </u> 5. Pre-Masters completed
<u> </u> 3. B. Ed. (New) (4 yr. course)	<u> </u> 6. M. Ed.
	<u> </u> 7. Other: (specify)

PART II

DEPARTMENT HEAD FUNCTIONS

DIRECTIONS: Listed below is a series of functions sometimes assigned to Department Heads. Indicate in the left hand column whether the function "IS" or "IS NOT" a Department Head function in your school by placing a check (✓) in the appropriate column. Then indicate in the right hand column whether you feel the function "SHOULD" or "SHOULD NOT" be a Department Head function by placing a check (✓) in the appropriate column.

NOTE: Be sure to check one response in both the RIGHT hand and the LEFT hand column for each function.

<u>COLUMN I</u>		<u>A. BUDGET</u>	<u>COLUMN II</u>	
<u>IS</u>	<u>IS NOT</u>		<u>SHOULD</u>	<u>SHOULD NOT</u>
___	___	1. Prepare Departmental budget	___	___
___	___	2. Order Department supplies and equipment	___	___
___	___	3. Submit requests for repairs, alterations and improvements	___	___
___	___	4. Maintain Department supply and equipment inventories	___	___
___	___	5. Review invoices for accuracy and approve for payment	___	___
___	___	6. Allocate supplies and equipment	___	___
<u>B. CURRICULUM</u>				
___	___	7. Develop a philosophy for Department	___	___
___	___	8. Establish Department goals and objectives	___	___
___	___	9. Write course descriptions for school handbook	___	___
___	___	10. Determine course offerings, and course sequences	___	___
___	___	11. Explain Department offerings with feeder schools	___	___
___	___	12. Set up standards for uniform grading within the Department	___	___
___	___	13. Approve mid-term and/or end-of-year examinations	___	___
<u>C. TEXTBOOKS</u>				
___	___	14. Appraise quality and appropriateness of potential texts	___	___
___	___	15. Select actual textbooks used	___	___
___	___	16. Distribute textbooks to staff	___	___
___	___	17. Select tapes, transparencies and other audio visual Business Education materials	___	___

COLUMN I
IS IS NOT

COLUMN II
SHOULD SHOULD NOT

- | | | | | |
|-----|-----|--|-----|-----|
| ___ | ___ | 18. Select and order Business Education magazines, journals, reference books, etc. | ___ | ___ |
| ___ | ___ | 19. Interview sales representatives to learn about up-to-date office equipment | ___ | ___ |

D. PROFESSIONAL DEVELOPMENT

- | | | | | |
|-----|-----|---|-----|-----|
| ___ | ___ | 20. Encourage staff attendance at conferences, workshops, inservice, etc. | ___ | ___ |
| ___ | ___ | 21. Assist in planning inservice programs | ___ | ___ |
| ___ | ___ | 22. Encourage staff members to join Business Education Associations | ___ | ___ |
| ___ | ___ | 23. Develop and maintain a professional Department Library | ___ | ___ |

E. PERSONNEL

- | | | | | |
|-----|-----|---|-----|-----|
| ___ | ___ | 24. Preside at Departmental meetings | ___ | ___ |
| ___ | ___ | 25. Assist in the selection and hiring of new Business Education teachers | ___ | ___ |
| ___ | ___ | 26. Orient new teachers to the school and to the Department | ___ | ___ |
| ___ | ___ | 27. Instruct and assist substitute teachers in their duties | ___ | ___ |
| ___ | ___ | 28. Recommend Department teaching assignments | ___ | ___ |
| ___ | ___ | 29. Observe the teachers of the Department through classroom visitations | ___ | ___ |
| ___ | ___ | 30. Evaluate the performance of teachers in Department | ___ | ___ |
| ___ | ___ | 31. Assign student teachers to staff members | ___ | ___ |

F. PUBLIC RELATIONS

- | | | | | |
|-----|-----|---|-----|-----|
| ___ | ___ | 32. Recruit business people in community to act as resource persons | ___ | ___ |
| ___ | ___ | 33. Act as host to visitors to the Department | ___ | ___ |

COLUMN I

COLUMN II

IS IS NOT

SHOULD SHOULD NOT

___ ___ 34. Initiate follow-up studies on recent graduates

___ ___

___ ___ 35. Promote the Department within the school and community

___ ___

G. ADMINISTRATION

___ ___ 36. Assist the Guidance Department in the placement of students in Department programs

___ ___

___ ___ 37. Apprise the principal of the needs, problems and accomplishments of the Department

___ ___

___ ___ 38. Act as a liaison between the Department and the principal

___ ___

___ ___ 39. Prepare and submit reports and records relating to the Department

___ ___

___ ___ 40. Serve as a formal and integral part of the principal's administrative staff

___ ___

___ ___ 41. Suggest and/or approve field trips for the Department

___ ___

___ ___ 42. Organize the work-experience program

___ ___

___ ___ 43. Organize placement program for Business Education students

___ ___

___ ___ 44. Attend special meetings for Department Heads in addition to regular meetings for staff members

___ ___

PART III

In your opinion what are the MAJOR STRENGTHS of your position as a Department Head?

In your opinion what are the MAJOR WEAKNESSES or LIMITATIONS of your position as a Department Head?

Please include ADDITIONAL COMMENTS about DUTIES and RESPONSIBILITIES of the Department Head

Thank you for your time. Your professional assistance is very much appreciated.

Winnipeg. Manitoba

1980 04 21

Dear Business Education Department Head:

Enclosed is a follow-up questionnaire which you received several weeks ago concerning a study currently being carried out, under the direction of Dr. George H. J. Porozny, in the Faculty of Education at the University of Manitoba.

The purpose of this study is to determine the duties and responsibilities of Business Education Department Heads in selected Manitoba Public High Schools. The results of this study will, I hope, be of use to Department Heads in our Province.

Your contribution in answering the enclosed questionnaire will be very helpful and greatly appreciated. I assure you that all information received will be kept confidential and used only as data information for the thesis.

I would very much appreciate if you would take the time to fill in the questionnaire and mail it back to me in the self-addressed stamped envelope by May 5. I thank you for your time and your assistance.

Yours very sincerely,

Elsie Solar
Business Education Department Head
Garden City Collegiate

Enclosures

HIGH SCHOOL PROGRAM (VOCATIONAL)
BUSINESS EDUCATION PATTERN

English 100/101; English 200/201; Geography 100/101; Canadian History 200/201;
Physical Education

- 5 credits

PLUS requirements from ONE of the following major fields of specialization: - 10 credits

Accounting

Accounting 202
Accounting 302
Mathematics 100/101/102
Bus. Math. & Machines 202

Secretarial

Typewriting 102
Typewriting 202
Typewriting 302
Short. & Trans. 202
Short. & Trans. 302
Office Practice 302
Mathematics 100/101/102
Bus. Math. & Machines 202

Marketing

Marketing 102
Marketing 202
Marketing 302
Marketing Lab 202
Marketing Lab 302
Mathematics 100/101/102
Bus. Math. & Machines 202

General Clerical

Typewriting 102
Typewriting 202
Typewriting 302
Office Procedures 302
Math 100/101/102
Bus. Math. & Machines 202
Accounting 202

PLUS 6 credits selected
from:

General Business 101
Bus. Principles 201
Economics 301
Law 302
Typewriting 102
Typewriting 202
Typewriting 302
Short. & Trans. 202
Short. & Trans. 302
Office Practice 302
Marketing 102
Marketing 202
Marketing 302
Data Processing 202
Data Processing 302

PLUS 2 credits selected
from:

General Business 101
Bus. Principles 201
Economics 301
Law 302
Marketing 102
Marketing 202
Marketing 302
Data Processing 202
Data Processing 302
Accounting 202
Accounting 302

*English 300/301 is required of all students selecting the Secretarial field

PLUS 3 credits selected
from:

General Business 101
Bus. Principles 201
Economics 301
Law 302
Typewriting 102
Typewriting 202
Typewriting 302
Short. & Trans. 202
Short. & Trans. 302
Office Practice 302
Data Processing 202
Data Processing 302
Accounting 202
Accounting 302

PLUS 3 credits selected
from:

General Business 101
Bus. Principles 201
Economics 301
Law 302
Marketing 102
Marketing 202
Marketing 302
Data Processing 202
Data Processing 302
Accounting 302

PLUS Sufficient additional credits selected from any of those available in the high school program, - 5 credits, and not already taken to complete 20 minimum credits for graduation.

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APPENDIX B

ADDITIONAL COMMENTS GIVEN BY BUSINESS EDUCATION
DEPARTMENT HEADS

"Job is not worth the money I get--too many headaches"

"Problem--handling of teachers not in my department, but who teach our business subjects. Their philosophy is sometimes differnt"

"The time and monetary rewards do not compensate for the hours spent doing your duties"

"Teachers in my own department look upon me as though I was their clerk"

"Teachers sometimes do not work as a TEAM"

"Teachers refuse to change methods and to use new methodology"

"Teachers shirk responsibility--will not cooperate with each other or share materials with each other"

"I do not think I am doing a good job because I do not have enough tiem"

"Too many duties and very little time to do them in."

"Do not have time to know what the teachers are actually doing in the classroom"

"Principal and teachers expect me to be superwoman. Do everything and make no mistakes, however, no time is given to check work, do research, etc."

"Budget control is done by principal. He gives out the money."

"Money problem, never know how much we have in the budget".

"I order one type of equipment and the administration gives me something else. I have to keep what they give me".

"While the teachers in my department have time to have coffee and socialize, I do not get an opportunity to get to know them because of shortage of time--I have work to do"

"I have enough to do without having to hassle over budget"

"very little authority and a lot of responsibility"

"I am just a figure-head. Caught between the principal and fellow teachers."

"I am jack of all trades and boss of none".

"I am a middle person trying to please both administration and my department"

"Really just a position--no prestige or power or authority"

"Can be a difficult position if you have a stubborn teacher on staff that will not follow rules, etc. set by dept..."

"The time and money do not compensate for the extra hours of work that I am doing"

"Teachers get together and oppose new ideas as they do not want to do extra work---this can be a problem"

"Often I feel that I am being used to do clerical work that could be done in the office"