

San Fernando Valley State College

AN INVESTIGATION INTO THE ROLE AND RESPONSIBILITIES
OF HOME ECONOMICS DEPARTMENT CHAIRMEN
IN CALIFORNIA SECONDARY SCHOOLS

A thesis submitted in partial satisfaction of the
requirements for the degree of Master of Science in
Home Economics

by

Barbara Ann Hearon

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The thesis of Barbara Ann Hearon is approved:

Committee Chairman

San Fernando Valley State College

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This thesis is dedicated to my husband,
Ray, for his discipline, encouragement and
loving attitude throughout the course of
graduate work.

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ABSTRACT

AN INVESTIGATION INTO THE ROLE AND RESPONSIBILITIES
OF HOME ECONOMICS DEPARTMENT CHAIRMEN
IN CALIFORNIA SECONDARY SCHOOLS

by

Barbara Ann Hearon

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The major purpose of this study was to investigate the role and responsibilities of currently employed home economics department chairmen in selected public secondary schools in California. It sought to reveal an overall picture of the typical backgrounds, environment, and duties of educators holding this position. Secondly, it compared department chairmen's views of their responsibilities with the views of their principals regarding the position.

Participants in the study were comprised of 300 home economics department chairmen and the 300 principals from the schools of the department chairmen. Respondents were selected by a random sampling of all public secondary schools in the state of California.

The research instrument deemed most appropriate to the purpose of this study was a questionnaire. It was devised and sample tested by the investigator. The questionnaire sent to department chairmen was comprised of three parts, which sought reactions from the respondents concerning professional background and environment, role and responsibilities, and their opinions on various aspects of their job. That portion of the questionnaire concerned with role and responsibilities was duplicated and administered to the principals for comparative data.

The study revealed a multitude of data concerning the responsibilities of home economics department chairmen.

Major conclusions included:

1. Written job descriptions for this position were extremely sparse and need to be developed.
2. Home economics department chairmen are involved in too many responsibilities and need additional release time to adequately perform their duties.
3. In-service training for new and continuing department chairmen is sadly lacking and is a prime need.
4. Department chairmen should be more involved in departmental leadership functions and less involved with management details.

CHAPTER I

INTRODUCTION

PURPOSES OF THE STUDY

This study is an outgrowth of a personal concern, and lack of information, about the role and responsibilities of California public school personnel serving in the capacity of home economics department chairmen. It is logical to assume that these positions are staffed by women of varying preparatory backgrounds and abilities. It might also be postulated that the duties and responsibilities of the position vary with the expectations of the particular school and philosophy of the chief school administrator.

Both home economics, as a discipline, and education in general are presently experiencing the most dynamic changes in history. It is a time when leadership in the disciplines is not only of great importance but perhaps critical. Administratively, the department chairman is a position steeped in the administrative hierarchy to provide leadership for development of viable programs. As the complexities of school administration continue to multiply, the department chairman will logically assume more

responsibility for the development and operation of his department, than ever before.

also says

Given this dynamic changing era in education and the concomitant, growing importance of the department chairman position, it was the purpose of this study to investigate the position of department chairmen in the field of home economics. It sought to determine the present functions of the position and expectations those in the field have for future development of their roles and responsibilities. Utilizing a questionnaire for both home economics department chairmen and their school principals it attempted to determine a functional assessment of both the present role and expectations of this vital leadership position. This hopefully will lead to important understandings concerning the position, for those in the discipline and school administrators, how they might measure their own institution, and how they might improve their educational offering.

IMPORTANCE OF THE STUDY

In view of both the numerical increases in secondary enrollments and the marked difference in the nature of the secondary school student today (changes so great) and (expansion so enormous) ^{*something*} have occurred at the secondary level that this institution is barely recognizable to one who has not been a part of this dynamic growth during the past several

decades (16:429-30).

California Secondary Schools have and are experiencing these changes (plus others): curriculum reforms, i.e. Senate Bill I which removed the state mandated curriculum and put more control of curriculum at the local district and school level, modular scheduling and other organizational differences have undergone experimentation, and course title changes have occurred in an attempt to make education relevant. However, while these changes can now, for the first time, be realistic and not dreams--the taxpayer has become interested in accountability. More is expected from the schools; they are now charged with the responsibility of providing students with additional years of education and at a higher level of skill performance.

As growth and organizational changes have taken place, it has become evident that the principal is no longer able to carry out all the original leadership responsibilities of his position. Since the school has come to serve an ever expanding spectrum of functions so has the need increased accordingly for non-teaching personnel to aid the principal in administering and co-ordinating various segments of a most diverse educational program. Assistant principals, deans, directors of attendance and counselors, however, cannot always provide adequate information regarding the teaching disciplines. As a result, schools have generally found it desirable to appoint a department

chairman to coordinate and partially administer the functions of the schools major teaching departments.

A recent study by Brenner and Ciminillo (12:101) indicates that secondary schools are continuing and in fact expanding the role of department chairmen as a feasible organizational form to administer academic disciplines. They also indicate a general satisfaction with this organization. Interestingly, one conclusion of the study was that this administrative position was the least understood in the school system and that a close examination of the department-chairman position is necessary. Hopefully, this study has contributed in some small way, toward the attainment of that goal.

The study of home economics is a vital and growing part of the curricular offerings of virtually all high schools in this state. The value of home economics as an area of study is attested to by the vast numbers of students who are currently enrolled and by the thousands who have either completed an entire major or sampled the area by taking one or more courses. As a curricular area which qualifies as both college preparatory and vocational, home economics presents difficult and demanding problems to those in positions of leadership.

The home economics department chairman fills the leadership position closest to both instructors in the department and students enrolled in the courses. Yet the

role of the department chairman is a nebulous one dependent upon the tasks and responsibilities assigned by the school principal, who may, or may not, be knowledgeable in this particular discipline. The study of home economics encompasses a broad and varied field of knowledge and competencies. The department chairman should combine the knowledge of requirements in the discipline with the administrative leadership which could hopefully result in an adequate budget, equipment, facilities, and competent personnel to implement a relevant program. It should be a position which ties the home economics program to the total school curricular offering and yet communicates the particular needs of the department to those who ultimately decide on educational programs for that school.

The lack of understanding concerning the home economics department chairmanship, the importance of the discipline in the total educational process, and the belief that this position is not being utilized to its maximum leadership capabilities was the basic rationale for conducting this study.

HYPOTHESIS TO BE TESTED

- 1) The position of department chairmen in home economics, on the secondary school level, is sufficiently important to the profession to warrant a descriptive analysis of the

role and responsibilities of such positions.

2) Home economics department chairmen and principals markedly differ in their opinions of the role of the department chairman.

3) The role of the secondary department chairman is misunderstood by administrators in the field, and clarification is essential to viable programs.

METHOD OF THE STUDY

This study attempted an assessment of opinions from two groups--home economics department chairmen and the principals of their respective schools. In order to assess those attitudes and gather factual information concerned with job responsibilities a questionnaire was determined to be the most effective device (Appendix B). The questionnaire sent to home economics department chairmen was divided into three parts. The first part was devoted to gathering personal information on the individual, her school, and specifics of her job. The second part of the questionnaire was comprised of a list of operational tasks or areas which home economics department chairmen might conceivably do as a part of their administrative position. Respondents were asked to select those operational tasks they performed; indicate whether it was their major respon-

sibility or they merely assisted in the task; the amount of time they spent on each task on a weekly basis; and whether or not they felt they should have more responsibility in the area. The third part of the research instrument was devoted to assessing opinions and was devised to allow a certain open-endedness so that the home economics department chairmen might express opinions in particular areas.

A second questionnaire incorporating those same operational tasks mentioned in part two of the previously discussed questionnaire was sent to each school principal. Principals were asked to respond in a similar vein to the home economics department chairmen. They indicated those tasks they felt their department chairmen performed, whether or not it was a major responsibility of the department chairman, and whether they should have more responsibility in the area. This resulted in information utilized to compare home economics department chairmen perceptions of their role with the principals conception of that same role.

Both groups selected were from California public secondary schools and were selected through the use of a table of random numbers to insure a completely random selection.

Preliminary drafts of the questionnaire were submitted to pre-tests by graduate students at San Fernando Valley

State College and home economics department chairmen in Ventura County. Completeness in relation to the administrative areas covered was determined by submission to secondary administrators in the Simi Valley Unified School District. Questionnaire items were then revised to insure understanding on the part of those selected.

SCOPE OF THE STUDY

This study was limited to three hundred home economics department chairmen and three hundred principals of secondary public schools in the State of California, chosen from a random sampling of the Directory of California Secondary Public Schools.

It was also limited to a descriptive analysis of duties and responsibilities of home economics department chairmen in the sample group as indicated by responsibilities assigned, duties performed but not assigned and minutes per week spent on each responsibility. Relationships were drawn based on the principals questionnaires where they expressed opinions concerning involvement of their respective home economics department chairman based on practical knowledge of the time involved and the type of work carried out in an operational context.

CHAPTER II

REVIEW OF THE LITERATURE

In reviewing the literature concerned in any manner with the position of department chairman on the secondary level one is immediately struck by the paucity of studies on the topic. If the area of concern is further delineated to home economics department chairmen such studies are virtually non-existent. With this dearth of studies specifically directed toward the home economics department it is necessary to relate that specific position to the larger field of the department chairmanship as an educational administrative organizational arrangement. Those studies which are available tend to be descriptive rather than substantive. This lack of meaningful research is difficult to explain. The department head organization is the most common format in secondary administration and is increasing in popularity (3:293). The position is perhaps the administrative post most clearly attached to the instructional program. It is the position least understood, by both chief administrators and teachers (12:102). Despite these and many other reasons it seems to be the least researched

position in education.

Those empirical studies available generally tend to concentrate on certain aspects of the position rather than attempting a definitive investigation of the educational soundness of this type of organization. They tend to define the evolution of the position, review the present status of the position, explore the role of the department head, formulate some type of job description or describe the major responsibilities of the department chairman. Such studies are important to an understanding of the nature of the position and deserve to be considered in review. However the very scarcity of substantive studies conducted under relatively controlled conditions substantiates the necessity for continued research into an understanding of the educational possibilities inherent in the most common administrative position in education today.

DEVELOPMENT OF THE POSITION

In its original and uncomplicated state the high school was administered by a single individual--the principal. As the high school grew and the complexities of administering it increased it became apparent that a single individual could no longer carry all the responsibilities of administering the school. The assistance required by the principal and the need to direct more attention to the

subject matter areas gave rise to the departmental organization. This type of organization rapidly became, and has remained, the dominant organizational structure for the secondary schools (18:52).

Originally the faculty member designated to head the academic department was in reality a chairman of the committee of the whole. He traditionally had little power or authority and functioned more like a department clerk. Those who attempted to exercise authority were rapidly disposed of by other members of the department. Scholars either scorned the job or held it for only a brief period of time. Under this arrangement the daily responsibilities were completed but little long range planning was accomplished or leadership exerted (9:3).

About the time of World War II, department heads typically became department chairmen and with the change in title seemed to come, gradually, a change in status. The chairman found himself in a dual role--he was expected to be both a leader and a follower. Since departments were organizations of people who perform similar duties the chairman was expected to be one of those who taught in the discipline. He was expected to be responsive to department members and serve in the capacity of communicator to and from the central administration. He was expected to define department objectives, chart directions and solve problems. Through this process of eventual acceptance the department

chairman is now in a strategic position to bring about changes in staff, programs, procedures and almost all other aspects of the department (9:3).

The acceptance of the department chairman as a leader is then a relatively recent decision for secondary staff members. Seemingly with the acceptance of the departmental organization and its leadership position the future of this type of organization was secure. The literature indicates little deviation, on the secondary level, from this organizational format.

PRESENT STATUS

Several recent studies have concerned themselves with attempting to determine the present status of the departmental type of organization and thus the department chairmen. It may be stated, in fact, that virtually the only substantive studies concerning departmental organization are directed to this particular area. Though largely descriptive they provide a good picture of the present acceptance and trends in this type of organization.

Two quality studies have been conducted on the department head by Robert L. Buser. The first in 1966 in conjunction with Donald C. Manlove (12) and the second follow-up study in 1970 in collaboration with William L. Humm (3). Both studies were substantial in number of

schools involved, responses, and provide not only a picture of the status of the position but trends in its development.

In the initial study (1966) Buser and Manlove investigated 273 schools in nineteen states. Their findings and conclusions give a fairly good picture of the status of the department chairmen. They discovered that (12:101-2):

1. There was no trend away from the use of department chairmen.
2. There was no trend to establish divisions by combining departments.
3. There was no widespread dissatisfaction with departmental chairmanship organization evidenced by teachers, principals, or department heads.
4. That there was general agreement that the department head was the least understood position in the school.
5. Leadership ability is the most important criteria in the selection of department heads.
6. In schools with no department organization there was no substitute type of organization.

They also found general agreement on the major functions of the department chairman. They concluded that most importantly there should be general understanding in the entire academic community on the nature and functions of the department chairmen, and a sound selection system is needed (12:105).

In a follow-up study conducted four years later Buser and Humm conducted research in the same schools which responded to the first study. This study revealed a trend

toward an increase in the departmental organization. They also found that despite this trend there was still a large percentage of schools that had no written job descriptions, on-the-job in-service preparation, or provided release time for those performing the responsibilities of department chairmen (3:283-284).

An equally extensive study by Reho F. Thorum in 1969 tended to confirm the aforementioned findings. Thorum queried 344 schools and his conclusions were that there appeared to be no trend away from the use of departments; the division concept of organization was seldom used; more than ninety percent of the schools used department organization; department heads are usually selected directly by the principal; leadership ability was most important in the selection of a chairman; and there seemed to be little relationship between the number of duties assigned a department head and the amount of time necessary to perform them (19:11-13).

It seems apparent from these and other studies that the departmental type of organization is the most important type of organization and is increasing. It is also obvious that the position of department chairman is poorly understood, ill defined and in need of considerable study and clarification. One of Buser and Manlove's primary recommendations is additional studies on the duties and responsibilities of the department chairman (12:102).

ROLE AND RESPONSIBILITIES OF THE DEPARTMENT CHAIRMAN

Statements in the literature concerning the role and typical responsibilities of the department chairman are generally descriptive in nature and prefaced by the term "typical." Seldom are these descriptions the result of extensive investigations but generally reflect the experience and/or prejudices and concepts of the writer. Remarkably, they are all very similar. Generally all agree that it is the role of the department chairman to provide leadership, to exercise various administrative duties, to act in a supervisory manner and to provide the communication between staff and central administration. There is general agreement that the administrative role of the department chairman is usually ministerial. They do not, for the most part, set policy but carry out policy predetermined for them. They do not act for the institution but perform delegated responsibility (2:31). The role of coordinator of department activities is often mentioned as the most essential responsibility of the department chairman (19:12).

Specific responsibilities exercised by the department chairman seem to vary from school to school and is dependent on the individual in the position and the academic discipline. Practically all research on the department chairman includes a list of some type indicating the specific duties

a department chairman should perform. Some lists are more extensive than others. Bent and McCann indicate six major areas of responsibility (2:62-63).

1. Preparing long-term plans for the development and operation of the department.
2. Managing departmental business affairs--preparing budgetary requests, preparing specifications for equipment and supplies, processing requisitions, and similar matters.
3. Administering instruction--planning course offerings, assigning teachers to class sections and scheduling.
4. Improving instruction--inducting new teachers and conducting in-service and supervisory activities.
5. Evaluating the work of the department.
6. Representing the department in relations with the principal or other administrative personnel or on various staff councils.

Manlove and Buser's extensive study indicated typical tasks which they gleaned from the responses of high school principals. Over ninety percent of the principals agreed that the following tasks are necessary (12:102-3).

1. Provide leadership in the selection of textbooks and other instructional materials.
2. Call attention to new ideas and developments within the field.
3. Exercise leadership in the development of departmental course objectives, syllabi, and content, as well as in the development of the total school curriculum.

4. Preside at departmental meetings.
5. Orient new teachers into the system.
6. Prepare written evaluations of the achievement and activities of the department.
7. Conduct research and experimentation within their respective fields.
8. Work with teachers in improving their procedures for student evaluation.
9. Familiarize staff with community resources and facilities.
10. Develop and implement in-service training programs for the members of the department.
11. Order department supplies and equipment.

An additional list in the same study was agreed on by seventy-five percent of all principals responding and so may be regarded as fairly typical. They were (12:103):

1. Conducting demonstration lessons for teachers of the department.
2. Preparing written evaluations of the teachers of the department.
3. Supervising the teachers of the department through classroom visits and observations.
4. Developing and implementing in-service training programs for members of the department.
5. Developing and maintaining a professional library.
6. Recommending teachers of the department for promotion, continued employment, or dismissal.

Though the tasks may vary from report to report they

generally involve some aspect of those tasks listed in these two studies and to belabor the point would merely be redundant.

A review of the current literature, as can be seen, is largely a review of descriptive studies. The findings of most studies are repetitive of previous findings. Little exciting or new can be found. One thread tends to run through most studies and is worthy of observation. The department organization is evidently here to stay and increasing in popularity. Assuming this is true and this position should be a dynamic leadership position it is imperative that as much research as possible be conducted on the nature of the position. Only through revelation of weaknesses and inadequacies and the sharing of successes will the position, and ultimately education in general, and the teaching of home economics specifically, be improved. It is the objective of this paper to provide some small addition to that goal.

CHAPTER III

RESEARCH METHODOLOGY

As previously indicated this study attempted an assessment of attitudes, opinions, professional background, and specific responsibilities of home economics department chairmen. The study was designed primarily to determine how home economics department chairmen viewed their job and the tasks they performed as well as typical tasks they felt they should perform but either were not assigned to do as part of their job or for one reason or another simply did not do. Their opinions and views were compared to the opinions of principals, from the same schools looking at the same position (home economics department chairmen). In addition an attempt has been made to profile the home economics department chairman, by querying each on her professional training and background, and to determine attitudes concerning specific issues in the field.

Since conclusions and recommendations were to be drawn applicable to home economics department chairmen in general the selection of the respondents was carefully done to insure randomness. The study was restricted to the secondary

public schools in California, grades 9-12. Schools to be queried were chosen through a strict adherence to a table of random numbers. Three hundred schools were selected from the California School Directory and the research instrument devised was sent to the home economics department chairmen and the principal of each school. Respondents were assured of the anonymity of both the schools and personal names. Percentage of returns and specific responses are presented in Chapter IV of this study.

The nature of the study and the information sought seemed to dictate either a personal interview or a questionnaire as the research instrument. The size of the group of respondents and their geographic location ruled out the personal interview, leaving the questionnaire as the most feasible method of querying those involved. For comparative purposes it was determined that part of the questionnaire sent to the home economics department chairmen had to be identical to the questionnaire sent to principals. Since the information sought from home economics department chairmen was more extensive than that sought from principals a three part questionnaire was devised for the department chairmen (Appendix B).

A careful analysis of the type of information sought led to the three part arrangement. The first part was devoted to specific questions concerning the professional training and background of the home economics department

chairmen plus questions concerned with defining the type of educational environment in which the department chairman functioned. The second part of the questionnaire solicited responses concerning specific responsibilities or tasks performed by the home economics department chairman. A list of twenty-five operational areas most home economics department chairmen typically perform was compiled. This compilation was a result of a review of research in the field, conferences with experienced professionals in the field, and personal experience. Respondents were asked to react to the twenty-five operational areas in several ways: (1) to indicate whether they did or did not perform the task; (2) to indicate the amount of time per week they spent on each task they did perform; (3) to indicate whether the completion of the task was their responsibility or they merely assisted in completing it; (4) and finally to indicate those areas in which they felt they should have more responsibility. Part three of the questionnaire was devised to elicit responses to opinion questions. Opinions concerning the general roles and image of the home economics department chairman were sought. An open-endedness was maintained by permitting, in this section, additional comments or suggestions by the respondents which may not have been covered in other parts of the questionnaire.

The list of twenty-five operational areas used in part two of the questionnaire was incorporated into a separate

questionnaire sent to principals of each of the schools. They were asked to indicate if, in their opinion, the task described was performed by their home economics department chairman and if there were tasks in the list which the home economics department chairman should be more involved than she presently was. These responses have been compared to responses from the department chairmen and results are presented in the fourth chapter of this study.

Each questionnaire was refined and studied for completeness and clarity by administering it to a pilot group comprised of graduate students in home economics at San Fernando Valley State College and to local (Ventura County) home economics department chairmen and administrators. Personal comments and interviews were solicited from the pilot group and changes made in the questionnaire accordingly.

Data from the responses has been compiled and is presented in a variety of ways to insure clarity and understanding for even the uninformed reader. Tables and narrative statements concerning the data are presented in Chapter IV. Since this is primarily a descriptive study, rather than a statistical one, statistics have been kept to a minimum and generally involve only the compilation of a range and a mean to define parameters and central tendency. It was felt that this manner of reporting would be most useful to those in the field for whom the study was intend-

ed--the home economics department chairmen who graciously consented to respond. As may be seen in the chapter presenting the data the response was most gratifying and extensive from both home economics department chairmen and principals.

CHAPTER IV

ANALYSIS AND EVALUATION OF THE RESEARCH DATA

INTRODUCTION

The results of the two questionnaires were illuminating and interesting. The number of responses from both home economics department chairmen and school principals met the expectations of the researcher. Responses from home economics department chairmen equaled fifty per cent of those mailed (150 out of 300) and principals responded in even greater numbers with a return of eighty-three per cent out of three hundred mailed. There was little comment concerning a lack of understanding of questions posed and it can consequently be concluded that the questionnaires were reasonably well understood. Results gave a rather clear picture of the position of home economics department chairmen as reflected in the tasks undertaken by the one hundred-fifty respondents. Responses also indicated some interesting comparisons between the views of department chairmen and principals. Results of the questionnaires are presented in the order they were first seen by respondents. Major conclusions are presented in Chapter V of this study.

RESULTS OF THE HOME ECONOMICS DEPARTMENT CHAIRMEN
QUESTIONNAIRE

Part I of Questionnaire

Three hundred questionnaires were mailed to an equal number of schools. Of that number one hundred and fifty or fifty per cent of the department chairmen responded. The total number responding answered every question on the first part of the three part questionnaire. There seemed to be no difficulty in understanding and responding accurately to the questions posed.

Part I titled "Personal Information" sought information on the professional and educational backgrounds of the respondents. It posed questions on the school and district situation in which each home economics department chairman functioned. Part I also attempted to determine the experience, level of education, and the professional environment of the respondents in order to more accurately appraise the responses to Part II of the questionnaire which attempts to assess the actual functions of their job. The entire questionnaire may be found in Appendix B. For purposes of this study the statistics utilized have been restricted to a mean and a range with the exception of those questions in which a numerical tabulation is more meaningful. Responses to questions one and two are presented in Table I, page 26.

TABLE I
 RESPONSES TO QUESTIONNAIRE ITEMS REGARDING
 PROFESSIONAL EXPERIENCE OF HOME ECONOMICS DEPARTMENT
 CHAIRMEN
 n=150

Item Number	Question	Less than One Yr.	1-5 Yrs.	6-10 Yrs.	11-15 Yrs.	16-20 Yrs.	More Than 20 Yrs.
1	How many years have you served as Home Economics Department Chairman?	3	90	24	18	12	3
2	Including the years spent as department chairman, how many years have you taught home economics?	0	39	30	39	27	15

As may be seen in Table I these two questions determined the number of years of teaching experience in the field and the number of years each respondent had served as home economics department chairmen. In response to the question "How many years have you served as home economics department chairman" by far the largest group had relatively little

experience. Ninety respondents (60%) had five years or less experience in that particular position. Only slightly more than twenty per cent had more than ten years experience as a department chairman. For the total group the average number of years served as department chairmen came to 6.42 years and the range was one-half to a high of twenty-six years experience.

The distribution of responses to the question "...how many years have you taught home economics?" was much more even. It is interesting to note that almost fifty per cent (69) of the respondents had been teaching for less than ten years. The mean reported on this item was 11.78 and the range from one year to forty years of experience.

A wide variety of degrees were held by the respondents. Responses to question number three, "Indicate the degrees you have earned and the major field in which they were awarded," are presented in Table II.

TABLE II

ACADEMIC DEGREES OF HOME ECONOMICS DEPARTMENT CHAIRMEN
n=150

Degrees	Major	Number
Bachelor of Science	Home Economics	90
Bachelor of Arts	Home Economics	48
Bachelor of Arts	Others	12

TABLE II (CONTINUED)

Master of Science	Home Economics	19
Master of Arts	Home Economics	15
Master of Education	Education	3
Master of Education	Guidance	2
Master of Public Health	Public Health	1

As indicated, all have earned the minimal requirement of a bachelors degree. By far the largest number earning a Bachelor of Science degree had a major in home economics. Several (12) hold their under-graduate degree in a discipline other than home economics.

Twenty-six per cent (40) had earned a masters degree, with a Master of Science in some area of home economics being most preponderant.

Closely related to the concept of advanced degrees is the number of post-graduate units earned. Teachers return to school for post-graduate work for a number of reasons, including salary advancement, but it can also be assumed that one reason is to increase their competence of teaching in their major field. Not all direct their post-graduate studies toward earning a graduate degree. Question number four, "State the approximate number of semester units completed since you received your bachelors degree," ascertained the number of home economics department chairmen who had devoted time to post-graduate work. Results are presented in Table III. Numerical statistics are broken down

in modules of thirty units each.

TABLE III

GRADUATE UNITS EARNED BY HOME ECONOMICS DEPARTMENT CHAIRMEN
n=150

Item Number	Question	None	1-30	31-60	60-90	More Than 90
4	State the approximate number of semester units completed since you received your bachelors degree?	3	39	75	30	3

Fifty per cent (75) fell in the category 31-60 units which would equal one to two years of post-graduate work. Only three of the total respondents had not completed any work past the bachelor's degree. The mean number of units completed was 44.5 units and the range was from zero to a high of 135 units. It would appear that the "average" home economics department chairman has completed the equivalent of a year and a half of post-graduate work, the equivalent, in most cases, to a master's degree.

Questions five through eight in Part I attempted to determine the teaching situation of home economics department chairmen. They elicited responses concerned with the number of instructors in the department, the number of

secondary schools in the district, the number of classes the department chairman teaches, and the number of classes a full-time teacher in the department teaches. Results of these questions are presented in Table IV, page 30-31.

The table reveals that home economics departments are, on the average, rather small when number of teachers is the criteria. The mean number of teachers for each department being 1.9. The range however was from one teacher to nine. It could be concluded consequently that some secondary schools run extensive programs.

Responses to question number six indicate that the random sampling method of selecting participants yielded varying sizes of districts. In response to the query on number of secondary schools in the district the range was wide from one secondary school to twenty-seven. The average number of secondary schools, when all districts were considered, was 4.4 schools.

TABLE IV

ACADEMIC ORGANIZATION OF RESPONDENTS SCHOOLS
n=150

Item Number	Question	Mean	Range
5.	How many instructors are there in the home economics department in your school (do not include yourself)?	1.9	0-6

TABLE IV (CONTINUED)

6. Indicate the number of secondary schools (senior high schools and junior high schools) in your district.	4.4	1-27
7. How many regularly scheduled classes do you teach per day?	5.1	2-7
8. What is the normal number of classes a full-time instructor teaches in your school?	5.3	5-8

Questions seven and eight reported in Table IV determined the teaching load of home economics department chairmen compared to full-time instructors in the department. The most interesting point to note is that the "average" home economics department chairman taught almost the same number of classes per day as a full time instructor without department chairman responsibilities. The mean for the home economics department chairmen equaled 5.1 as compared to 5.3 for the full-time instructor. An item analysis of the questionnaire returns indicates that very few of the home economics department chairmen receive released time to perform their leadership functions. Perhaps a weakness in the system is observable in this statistic. It would seem to be most difficult to exercise leadership functions and carry out the responsibilities of the department chairmanship, teach a full load and yet do an adequate job in both areas. The range reported is two to seven periods for home economics department chairmen as compared to five to eight for instructors. This finding is indicative of the few department

chairmen who are privileged to fall on the low end of the range.

Question number nine of Part I on the questionnaire queried the department chairmen on the regularity of department meetings they hold with other members of their department. In response to the question "Approximately how often do you hold home economics department meetings," the results were: eight per cent (12) indicated a weekly meeting was held; two per cent (3) met bi-weekly; forty per cent (60) met on a monthly basis; fifty-two per cent (78) met when a meeting was deemed necessary; and fourteen per cent (21) never held a department meeting. Virtually all those responding with "never meet" were from departments with only one member. One response indicated that meetings were held on a daily basis. Twenty-seven of those answering they held monthly meetings also indicated they held additional meetings when necessary.

Because of the multiplicity of duties a home economics department chairman must administer and the complexity of many of the duties it seemed important to inquire into the nature of the in-service training a new home economics department chairman received when assuming the role for the first time. Some interesting responses were obtained. In response to the question "When you were appointed home economics department chairman, in which of the following ways were you given in-service training," the following

statistics were obtained. No home economics department chairman was given initial training from the school district office level; only eight per cent (12) received in-service training from personnel at the individual school level; fifty-six per cent (84) had their duties and responsibilities explained to them by the school principal or assistant principal "as needed"; four per cent (6) indicated some assistance was given in "vocational education" by various personnel; twelve per cent (18) received their initial training from the former department chairman; two per cent (3) had assistance from the county department of education; and eighteen per cent (27) received no in-service training from any source. An analysis of these statistics would indicate a definite lack of any formal method of acquainting the new home economics department chairman with her role. She seems destined to learn by the trial and error method. Strengths and weaknesses of the program seem not to be passed on to the new chairman.

Methodology of selection to the department chairmanship was another concern of this study. A question was posed concerning how the respondents were initially selected for their position (question eleven). Home economics department chairmen responding to this question indicated a variety of methods by which they were selected. Ten per cent (15) were chosen by district level staff; by far the largest number, 78 per cent (117) were chosen by the school level admini-

strative staff; 6 per cent (9) responded that they were selected by the instructional staff or department; 4 per cent (6) came by their position by virtue of being the only staff member in the department; and 2 per cent (3) did not know who had selected them for the position. These statistics would seem to dispel the concept that peers choose their own department chairmen from among themselves and clearly indicates that by far the most popular method, at least on the secondary level, is selection by the school administration.

Closely related to the foregoing question was question number twelve which sought to determine the extent a written examination was utilized as part of the selection process for home economics department chairmen. In response to the question "Were you given a written examination as one of the criteria in the selection process for the chairmanship," none of the respondents indicated that they had been given any type of written examination. The concept of evaluation by written examination would seem to be non-existent.

It would seem logical to assume that to attract top personnel to leadership positions such as department chairmanships some type of incentive must be offered. The many additional hours and additional work required would seem to be a deterrent were there no compensation for those expected to assume this position. To determine the type and extent of incentive offered in most districts the question "What

compensation do you receive for acting as home economics department chairman?" was asked. Options presented were monetary compensation, released time (in varying amounts), a combination of these two, or some other type of compensation to be explained by the respondent. Fifty-two per cent (78) indicated they received extra money above their teaching salary for serving in this capacity. Four per cent (6) indicated they received one period per day released time and no one indicated they received more than one period of release time. Four per cent (6) indicated they received both extra compensation and released time. A surprisingly high 36 per cent (54) indicated they received no extra compensation for performing the duties of department chairman. These 54 performed the extra work for other reasons (see page 55). The remaining 4 per cent stated "other" reasons including release from performing extra-curricular duties expected of other teachers, and additional summer work weeks enabling them to earn extra money at that time. It might be concluded that monetary compensation is, by far, the most common incentive for service as a home economics department chairman but that a substantial percentage are willing to serve without additional compensation and do so.

Evaluation of any position is an important aspect of a continuing attempt to improve leadership from the department chairman role. Home economics department chairmen were asked if they were evaluated yearly in their performance of

the duties as department chairman. Only twenty per cent (30) indicated they were evaluated; whereas the remaining 80 per cent (120) indicated there was no evaluation. Evaluation by a source other than the individual and measured against some guidelines is a necessity to determine if the job is being done properly and is a necessary first step in the improvement of leadership services from the position. This would certainly appear to be a weakness in the system and one which must be corrected.

Tenure in an educational position would seem to be closely related to evaluation. If one's performance is never evaluated how is it determined, if ever, that the person should be terminated from her position? Respondents were questioned on the length of their appointment to the position of home economics department chairman. Responses were closely related to the aforementioned lack of the evaluative process. Ninety-two per cent, 138 respondents, indicated they received their appointment for "an indefinite period" of time. Evidently their retention or removal from the position, without evaluation, depended on the whim of those in a position to appoint or remove them. Eight per cent (12) indicated they were appointed on a yearly basis. The length of appointment and the criteria by which one is either retained or replaced is one deserving of considerable further study.

The final question on Part I of the questionnaire asked

whether or not a written job description for the position of home economics department chairman was prevalent in most school districts. It would seem to be a necessary document for long-term (and short-term) guidance of department chairmen. It would also appear necessary as a measuring device or criteria for evaluating the performance of those charged with carrying out the duties and responsibilities of department chairmen. In actual practice, however, this would not appear to be true. Evidently little importance is attached to a written job description. Eighteen per cent (27) of the home economics department chairmen indicated there was a written job description for their position. The remaining 82 per cent (123) responded that there was no written job description. Though the professional literature abounds with the opinion that such a document is an absolute necessity, in actual practice it seems to have been forgotten.

Part II of Questionnaire

Part II of the questionnaire to home economics department chairmen comprised the heart of the study. This second part elicited responses concerning specific responsibilities or tasks performed by the department chairmen. A list of twenty-five operational areas was compiled and the department chairmen were asked to respond to them. They were asked to indicate those tasks they, as department chairmen, performed; how much weekly time was spent on each task;

whether they had major responsibility for the operation or merely assisted with it; and they were asked to indicate if they felt they should bear more responsibility for any of the operations. This aspect of the study sought, primarily, to determine what tasks were performed by the majority of home economics department chairmen. Responses to this aspect of the study were excellent. All department chairmen indicated which operations they performed or did not perform. Results from the time factor (average time per week on each operation) was also quite good. Enough responded to enable an "average time per week" figure to be determined with a high degree of validity. Less can be said about responses concerning the responsibility factor. Returns here are spotty. Many of the respondents either did not know whether they had major responsibility or did not choose to answer that part of the questionnaire or did not understand the nature of the query. Total results of Part II are presented in Table V, page 39-42.

TABLE V
 RESPONSES TO PART II OF THE QUESTIONNAIRE CONCERNING
 PARTICIPATION AND TIME INVOLVEMENT IN
 HOME ECONOMICS DEPARTMENTAL DUTIES
 n=150

Item Number	Operational Area	Yes	No	Min. Per Week	Major Respon- sibility	Assist	More Respon- sibility Needed
1.	Aid in the selection of new faculty members for the home economics department	87	63	16.5	3	48	30
2.	Recommend teachers of the department for tenure, promotion, transfer and/or dismissal as requested by the principal	72	78	23	12	33	21
3.	Participate in the evaluation of instruction	90	60	38.5	18	48	12
4.	Recommend the assignment of instructors to specific classes on the master schedule	102	48	25	30	42	6
5.	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	117	33	39	33	42	24
6.	Determination and preparation of curriculum course revisions,						

TABLE V (CONTINUED)

	additions and deletions	147	3	61	69	30	6
7.	Writing and rewriting of the curriculum handbook prepared for students	111	39	37.5	54	27	0
8.	Responsible for receiving and evaluating daily, weekly or unit lesson plans from instructors in the home economics department	129	21	35	9	0	12
9.	Determination of admission standards students must meet to enter certain curricula or courses	96	54	24	33	45	15
10.	Participate in the development of student conduct codes and discipline not directly related to the classroom situation	66	84	39.5	9	39	6
11.	Prepare budget requests as required by principal	132	18	63	78	21	3
12.	Prepare an annual budget	135	15	54	81	15	3
13.	Provide leadership in the selection of materials and equipment	144	6	55	78	27	0
14.	Requisition and allocate departmental supplies and equipment	144	6	66	87	18	0
15.	Responsible for selection of text-books used in the home economics department	138	12	41	71	12	0
16.	Participate in a program of						

TABLE V (CONTINUED)

	liaison activities with feeder schools	75	75	43.5	18	27	27
17.	Assist other teachers in the home economics department with the handling of day to day problems of instruction, e.g., student behavior, student-evaluation, lesson planning and lesson presentation	108	42	45	21	42	6
18.	Keep the members of the department regularly informed about the latest developments within the discipline	114	36	31	30	12	3
19.	Serve on the school's curriculum committee	81	69	55	27	12	9
20.	Serve on the district's curriculum committee	51	99	48.5	12	15	24
21.	Continuously evaluate the performance of teachers in the department	63	87	32.5	12	36	9
22.	Conduct demonstration lessons for other teachers in the department or district	24	126	60	3	6	6
23.	Develop in-service training programs for instructors in the department	45	105	1	3	15	9
24.	Maintain a departmental library and materials center	90	60	59.5	39	21	9
25.	Teach on occasion for purposes of demonstration and supervision those classes assigned to other members of the						

TABLE V (CONTINUED)						
department (this does not include substituting)	42	108	8	3	12	3

A look at Table V immediately shows that of the twenty-five operational areas only six were not engaged in by a majority (over 75) of the respondents. This would indicate that the list presented was reasonably complete and home economics department chairmen are responsible for a multiplicity of duties in connection with this job. One is also struck, when observing the preceding table, with the fact that in only four of the twenty-five areas did the majority of the respondents indicate that they held "major responsibility" for a particular operational area. It might be concluded that the position of home economics department chairman could more correctly be described as an "assisting" position than one in which the department chairman had final decision making authority. Time involvement, as revealed by responses, seems to be extensive for a job which has little released time from this full time teaching load. The mean time per week indicated for the average operational area is slightly more than forty (40.04) minutes per week. If a home economics department chairman were engaged in doing all twenty-five tasks she could spend an average of 16.7 hours per week on her duties as home economics department chairman.

A detailed analysis of the most numerous responses to

this section of the questionnaire is presented in Tables VI through X. These tables indicate the ten highest choices numerically in each category. They give some indication of the operational tasks in which department chairmen are most commonly engaged, the areas requiring the greatest amount of time, and the various degrees of responsibility the department chairmen have in each operational area.

Table VI indicates those ten operational areas most commonly engaged in by the greatest number of responses.

TABLE VI
MOST FREQUENTLY CITED OPERATIONAL AREAS OF
HOME ECONOMICS DEPARTMENT CHAIRMEN
n=150

Rank Order	Item Number	Operational Area	Responses
1.	6	Determination and preparation of curriculum course revisions, additions and deletions	147
2.	13	Provide leadership in the selection of materials and equipment	144
2.	14	Requisition and allocate departmental supplies and equipment	144
4.	15	Responsible for selection of text-books used in the home economics department	138
5.	12	Prepare an annual budget	135

TABLE VI (CONTINUED)

6.	11	Prepare budget requests as required by principal	132
7.	8	Responsible for receiving and evaluating daily, weekly or unit lesson plans from instructors in the home economics department	129
8.	5	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	117
9.	18	Keep the members of the department regularly informed about the latest developments within the discipline	114
10.	7	Writing and rewriting of the curriculum handbook prepared for students	111

Data indicate that course revisions, additions and deletions, a curricular area, was the most commonly shared area of concern. This was closely followed by items related to financial and budgetary matters. A careful analysis of these ten most common areas reveals that of the ten; four items were closely related to the curriculum, and four were related to financial matters in the department. These seem to be the two broad areas with which home economics department chairmen are most directly concerned. The only other areas mentioned in the top ten were concerned with inter-departmental communication and scheduling.

Table VII, page 45, lists those operational areas home economics department chairmen considered to occupy the most time in the performance of their duties. The leading item in this instance is concerned with finance--the requisi-

tioning and allocation of supplies and equipment. The second most time consuming area is also in the realm of finance, closely followed by a curricular area. Though the operational areas representing high time involvement do not duplicate the operational areas in Table VI, matters relating to finance or budgeting and curriculum again dominate. Assisting other instructors in the department either through demonstration lessons or day to day problems closely follows these two broad areas when time spent is the major criteria. The average time spent for each of the ten areas was 56.70 minutes per week and to accomplish all ten, on the average, would require 9.45 hours per week.

TABLE VII
TIME INVOLVEMENT FOR OPERATIONAL AREAS FOR
HOME ECONOMICS DEPARTMENT CHAIRMEN
n=150

Rank Order	Item Number	Operational Area	Mean Minutes Per Week
1.	14	Requisition and allocate departmental supplies and equipment	66.0
2.	11	Prepare budget requests as required by principal	63.0
3.	6	Determination and preparation of curriculum course revisions, additions and deletions	61.0

TABLE VII (CONTINUED)

4.	22	Conduct demonstration lessons for other teachers in the department or district	60.0
5.	24	Maintain a departmental library and materials center	59.5
6.	13	Provide leadership in the selection of materials and equipment	55.0
6.	19	Serve on the school's curriculum committee	55.0
8.	12	Prepare an annual budget	54.0
9.	20	Serve on the district's curriculum committee	48.5
10.	17	Assist other teachers in the home economics department with the handling of day to day problems of instruction, e.g., student behavior, student-evaluation, lesson planning and lesson presentation	45.0

Table VIII indicates the ten areas, with the most responses, in which home economics department chairmen carried the major responsibility for accomplishing the task indicated.

TABLE VIII

MAJOR RESPONSIBILITIES OF HOME ECONOMICS DEPARTMENT CHAIRMEN
n=150

Rank Order	Item Number	Operational Area	Responses
1.	14	Requisition and allocate departmental supplies equipment	87

TABLE VIII (CONTINUED)

2.	12	Prepare an annual budget	81
3.	11	Prepare budget requests as required by principal	78
3.	13	Provide leadership in the selection of materials and equipment	78
5.	15	Responsible for selection of text-books used in the home economics department	71
6.	6	Determination and preparation of curriculum course revisions	69
7.	7	Writing and rewriting of the curriculum handbook prepared for students	54
8.	24	Maintain a departmental library and materials center	39
9.	5	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	33
9.	9	Determination of admission standards students must meet to enter certain curricula or courses	33

The department chairmen seem to bear major responsibility in the area of finance and budgeting. The first four areas with the highest number of responses were concerned with this broad area. Again the allocation and requisitioning of departmental supplies and equipment heads the list. The broad area of curricular matters is also represented by four specific tasks as has been true in previous response sections. However, as previously indicated, only the first four items received responses from more than fifty per cent

of the respondents. Less than half had major responsibilities in any of the remaining 21 operational areas.

Table IX delineates the ten highest operational areas the respondents felt they assisted with but did not bear major responsibility for their completion. Responses to this query were spotty. Many of the home economics department chairmen did not indicate any of the items even though they had not checked the previous column. Definitive statements, therefore, are difficult to justify. However, on the basis of those who did respond the data reveals that aiding in the selection of new faculty and participation in the evaluation of instruction were most commonly chosen. The interesting thing about this category is that a broad range of different types of operational tasks are represented. This is a deviation from previous questions which were dominated by financial and curricular matters.

TABLE IX

ASSISTANCE FUNCTIONS OF HOME ECONOMICS DEPARTMENT CHAIRMEN
n=150

Rank Order	Item Number	Operational Area	Responses
1.	1	Aid in the selection of new faculty members for the home economics department	48
1.	3	Participate in the evaluation of instruction	48

TABLE IX (CONTINUED)

3.	9	Determination of admission standards students must meet to enter certain curricula or courses	45
4.	4	Recommend the assignment of instructors to specific classes on the master schedule	42
4.	5	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	42
4.	17	Assist other teachers in the home economics department with the handling of day to day problems of instruction, e.g., student behavior, student-evaluation, lesson planning and lesson presentation	42
7.	10	Participate in the development of student conduct codes and discipline not directly related to the classroom situation	39
8.	21	Continuously evaluate the performance of teachers in the department or district	36
9.	2	Recommend teachers of the department for tenure, promotion, transfer and/or dismissal as requested by the principal	33
10.	6	Determination and preparation of curriculum course revisions, additions and deletions	30

Table X, page 50, lists the ten questions that received the most responses regarding areas in which home economics department chairmen feel they need additional responsibility in order to effectively do their job.

TABLE X

AREAS IN WHICH HOME ECONOMICS DEPARTMENT CHAIRMEN
EXPRESSED A NEED FOR MORE RESPONSIBILITY
n=150

Rank Order	Item Number	Operational Area	Responses
1.	1	Aid in the selection of new faculty members for the home economics department	30
2.	16	Participate in a program of liaison activities with feeder schools	27
3.	5	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	24
3.	20	Serve on the district's curriculum committee	24
5.	2	Recommend teachers of the department for tenure, promotion, transfer and/or dismissal as requested by the principal	21
6.	9	Determination of admission standards students must meet to enter certain curricula or courses	15
7.	3	Participate in the evaluation of instruction	12
7.	8	Responsible for receiving and evaluating daily, weekly or unit lesson plans from instructors in the home economics department	12
9.	19	Serve on the school's curriculum committee	9
9.	21	Continuously evaluate the performance of teachers in the department	9

TABLE X (CONTINUED)

9. 23	Develop in-service training programs for instructors in the department	9
9. 24	Maintain a departmental library and materials center	9

A glance at Table X immediately reveals that no area received more than 20 per cent of the department chairmen's votes. It seems apparent that with the multitude of responsibilities they already have and with little or no released time, the home economics department chairmen do not feel they need further responsibilities. It is an understandable response. Those who did feel they needed additional responsibility chose the selection of new faculty members as the area of primary concern. The long-term nature of a teaching position and the close working relationship of faculty members in the same department would seem to justify this choice. Remaining items represented provide a rather broad spectrum of tasks. It might legitimately be assumed from the responses to this question that home economics department chairmen are overworked for compensation received and would just as soon avoid further involvement.

Part III of the Questionnaire

Part III of the home economics department chairmen questionnaire attempted to elicit opinions from the respondents concerning their feelings about the value of

certain aspects of their program, some limiting factors connected with their position, and the relationship of the program to involvement in the community. The questions posed maintained, in part, an open-endedness to permit the department chairmen to expand on any ideas or problems they felt important. The final question permitted them to state any areas of concern they felt were not covered in other parts of the questionnaire. Each of the questions in this section gave sufficient latitude to permit expression of opinions within the parameters of the general subject area. Responses were excellent on the definitive questions. The open-ended questions received less response.

The first questions involved the home economics department chairmen responding to five possibilities which, in some way, limited them in the effective completion of their tasks as department chairmen. They were asked to rank the five in order of importance with the most important being first and the least important ranked last. Those factors ranked high were ones which they found to be most limiting. Results are presented in Table XI, page 53.

In Table XI, columns one through 5 indicate the number of responses on each factor reported in rank order by the department chairmen. As may be seen the factor "Time" was deemed to be most important in limiting the respondents in the execution of their duties. Ninety of the respondents felt it deserved the number one position. With the multi-

tudinous duties assigned home economics department chairmen, discussed in the previous section, it is understandable that this factor would be of primary importance. The table illustrates the relative importance they attached to other factors limiting their performance.

TABLE XI

FACTORS LIMITING THE EXECUTION OF DEPARTMENTAL DUTIES
n=150

Limiting Factor	1st	2nd	3rd	4th	5th	Relative Importance Factor
Communications with Administration	9	15	27	33	18	270
Interdepartmental Communication	0	6	9	27	48	153
Clerical Assistance	9	42	36	6	9	342
Student Assistance	0	18	24	30	21	225
Time	90	15	6	0	3	531

To determine the overall importance of each of the limiting factors a "relative importance factor" was applied. Five points was awarded to a first place choice; four points to a second place choice; three points to a third; two points to fourth; and one point to fifth. Total points were then compiled for each of the five items. This composite is presented in column six in Table XI. On a composite basis "Time" is still the factor determined to be most important by respondents. This is followed by "Clerical Assistance"

which, in many ways, is closely related. Additional clerical assistance would certainly give the department chairmen additional time to devote to non-clerical leadership tasks. Home economics department chairmen seem to feel that small tasks, such as clerical duties, take up the available time they need to devote to more important leadership functions.

The second question in this section asked the department chairmen to explain the importance to their program of public relations both in the school and in the community. It also sought responses on methods used to build the image of the program. All 150 respondents felt that public relations were an important aspect of their role as leader of the department. Responses to the second part of the question were varied and incomplete. Nothing in the way of a trend or "most important" method could be determined. Many felt the school counselors were the key to encouraging the program; others alluded to making the programs "relevant"; several mentioned speaking at community functions and trying to encourage, personally, more students to sample the program. None of the responses were consistent enough to enable a categorization of successful techniques. It might be assumed that though public relations is an important aspect of a home economics department chairman's responsibility the methodology of interpreting the program is an individual matter.

Question 3 queried the home economics department chair-

men on why they personally felt the position of department chairman was important. That is, why they continued to serve in that role. Five possible responses were listed and the respondents were asked to rank them, in order of importance, from 1 through 5. Number one meaning that aspect of the job was most important to them and number five meaning it was least important to them. Results are presented in Table XII.

TABLE XII

RESPONSES CONCERNING REASONS HOME ECONOMICS DEPARTMENT
CHAIRMEN ACCEPTED THE ROLE OF DEPARTMENT CHAIRMAN
n=150

Role of Home Economics Chairmen	1st	2nd	3rd	4th	5th	Relative Importance Factor
Administrative Role	3	54	12	15	3	298
Leadership of Department	96	3	0	6	6	510
Monetary Reimbursement	6	0	30	21	12	184
Status	6	12	12	15	36	180
Time Reimbursement	3	12	15	12	21	153

In Table XII, columns 1 through 5 indicate the number of responses on each item reported in rank by the department chairmen. As indicated the item "Leadership of the Department" was by far the most popular choice. This demonstrates that leadership of the department was considered the most important aspect of the role of the department chairman. Other factors were weighted considerably less. A "relative importance factor" identical to that explained in conjunc-

tion with Table XI was applied to these items also. Results are presented in column 6. With this factor applied, leadership of the department still remained the most important reason for serving in the capacity of department chairman. Compensation, in the form of money, time or status was relatively unimportant as a determining factor for serving in the position. The administrative role connected with the position was a distant second choice as a determining factor.

Question 4 in this section of the questionnaire was an open-ended question designed to allow the respondents an opportunity to list any additional responsibilities they fulfilled which were not a part of the main body of the questionnaires. Responses were extremely varied but quite numerous. Consolidating responses into major categories was not feasible but certain trends were observable. Approximately fifty per cent of the respondents mentioned meetings, other than department meetings, as being a major responsibility of their time. School visitations, counseling students with academic problems, supervising and evaluating substitute teachers, and serving in extra-curricular capacities were all mentioned in varying degrees. As with most teachers, department chairmen are not exempt from the multitudinous responsibilities connected with being an educator.

RESULTS OF THE PRINCIPALS QUESTIONNAIRE

A questionnaire derived from the one sent to home economics department chairmen was sent to each of the principals of the 300 schools involved in the study (see Appendix D). The purpose of this questionnaire was to query principals on their views and expectations concerning the role of home economics department chairmen and to provide data for comparing their responses to those of the department chairmen. The methodology for compiling the questionnaire made use of the same twenty-five operational areas presented to the home economics department chairmen. Principals were asked to indicate which areas they felt their department chairman performed. They were asked to check the "no" column if they felt it was not a task their department chairman performed. In addition they were asked to indicate, in a third column, if they thought a home economics department chairman should have additional responsibility in any, or all, of the twenty-five operational areas. As previously discussed these same questions were also asked of the department chairmen.

The number of responses from the principals was excellent. A total of 249 questionnaires, (83%), out of 300 mailed, were returned. The tally of total responses is presented in Table XIII, page 58.

A look at Table XIII elicits some relatively obvious,

but important, observations. Of the twenty-five operational areas presented a majority of the principals indicated their home economics department chairman participated in twenty-three of the areas. In only two instances (items 22 & 25) was there less than a majority reaction. The requisitioning and allocation of supplies and equipment (item 14) was universally seen by the principals as a major responsibility of the department chairman. In no instance did a majority of the principals view added responsibility in any area to be important. Additional comments are observable but will be reserved for a detailed analysis of leading items presented in Tables XIV and XV.

TABLE XIII

RESPONSES OF SECONDARY SCHOOL PRINCIPALS REGARDING THEIR VIEWS AND EXPECTATIONS ABOUT THE RESPONSIBILITIES OF HOME ECONOMICS DEPARTMENT CHAIRMEN
n=249

Item Number	Operational Area			More Responsibility Needed
		Yes	No	
1.	Aid in the selection of new faculty members for the home economics department	225	24	34
2.	Recommend teachers of the department for tenure, promotion, transfer and/or dismissal as requested by the principal	181	68	37

TABLE XIII (CONTINUED)

3.	Participate in the evaluation of instruction	224	25	39
4.	Recommend the assignment of instructors to specific classes on the master schedule	226	23	12
5.	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	225	24	9
6.	Determination and preparation of curriculum course revisions, additions and deletions	241	8	12
7.	Writing and rewriting of the curriculum handbook prepared for the students	207	42	12
8.	Responsible for receiving and evaluating daily, weekly or unit lesson plans from instructors in the home economics department	200	49	57
9.	Determination of admission standards students must meet to enter certain curricula or courses	189	60	24
10.	Participate in the development of student conduct codes and discipline not directly related to the classroom situation	134	115	40
11.	Prepare budget requests as required by principal	246	3	0
12.	Prepare an annual budget	230	19	6
13.	Provide leadership in the selection of materials and equipment	241	8	3

TABLE XIII (CONTINUED)

14.	Requisition and allocate departmental supplies and equipment	249	0	0
15.	Responsible for selection of text-books used in the home economics department	227	22	9
16.	Participate in a program of liaison activities with feeder schools	200	49	57
17.	Assist other teachers in the home economics department with the handling of day to day problems of instruction, e.g., student behavior, student evaluation, lesson planning and lesson presentation	188	61	33
18.	Keep the members of the department regularly informed about the latest developments within the discipline	225	24	30
19.	Serve on the school's curriculum committee	210	39	15
20.	Serve on the district's curriculum committee	164	85	33
21.	Continuously evaluate the performance of teachers in the department	130	119	54
22.	Conduct demonstration lessons for other teachers in the department	109	140	75
23.	Develop in-service training programs for instructors in the department	126	123	72
24.	Maintain a departmental library and materials center	139	110	66
25.	Teach on occasion for purposes of demon-			

TABLE XIII (CONTINUED)

stration and supervision those classes assigned to other members of the department (this does not include substituting)	96	153	78
---	----	-----	----

Table XIV, page 62, lists the ten operational areas receiving the highest number of responses from principals. The table reveals that all principals feel that the requisition and allocation of supplies and equipment is a necessary part of the home economics department chairmen responsibilities. It might even be concluded that all the top ten items were considered extremely important by the principals. The item receiving the least number of votes still garnered 74.6 per cent of the principals votes. A wide variety of duties are represented in the list. Items concerned with finance or budgeting seem to be most universal, taking three of the top places. Responsibilities connected with curricular offerings, faculty selection and evaluation, scheduling and departmental communication were also of importance. The principals seem to be indicating that their home economics department chairmen, in their most important activities, combine a curious mixture of the relatively routine aspects of the job, such as preparing budget requests and real leadership responsibilities i.e., evaluation of instruction. This, however, is perhaps an apt description of the responsibilities of an administrator and they seem to be viewing this position as definitely an administrative post.

TABLE XIV

MOST FREQUENT RESPONSES OF PRINCIPALS CONCERNING
HOME ECONOMICS DEPARTMENT CHAIRMEN RESPONSIBILITIES
n=249

Rank Order	Item Number	Operational Area	Responses
1.	14	Requisition and allocate departmental supplies and equipment	249
2.	11	Prepare budget requests as required by principal	246
3.	6	Determination and preparation of curriculum course revisions, additions and deletions	241
3.	13	Provide leadership in the selection of materials and equipment	241
5.	15	Responsible for selection of text-books used in the home economics department	227
6.	4	Recommend the assignment of instructors to specific classes on the master schedule	226
7.	1	Aid in the selection of new faculty members for the home economics department	225
7.	5	Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)	225
7.	18	Keep the members of the department regularly	

TABLE XIV (CONTINUED)

		informed about the latest developments within the discipline	225
10.	3	Participate in the evaluation of instruction	224

Table XV lists the ten highest operational areas in which principals felt their department chairmen needed to have additional responsibilities.

TABLE XV

RESPONSES OF PRINCIPALS CONCERNING AREAS OF NEEDED RESPONSIBILITY FOR HOME ECONOMICS DEPARTMENT CHAIRMEN
n=249

Rank Order	Item Number	Operational Area	Responses
1.	25	Teach on occasion for purposes of demonstration and supervision those classes assigned to other members of the department (this does not include substituting)	78
2.	22	Conduct demonstration lessons for other teachers in the department	75
3.	23	Develop in-service training programs for instructors in the department	72
4.	24	Maintain a departmental library and materials center	66
5.	8	Responsible for receiving and evaluating	

TABLE XV (CONTINUED)

	daily, weekly or unit lesson plans from instructors in the home economics department	57
5. 16	Participate in a program of liaison activities with feeder schools	57
7. 21	Continuously evaluate the performance of teachers in the department	54
8. 10	Participate in the development of student conduct codes and discipline not directly related to the classroom situation	40
9. 3	Participate in the evaluation of instruction	39
10. 2	Recommend teachers of the department for tenure, promotion, transfer and/or dismissal as requested by the principal	37

It is apparent from the table that in no area did a majority of the principals feel additional responsibilities were needed. However, of those responding, some very interesting observations can be made. An analysis of the items in Table XV reveals a very clear picture of what these principals would like to see their department chairmen doing. They evidently would like to see the department chairmen become more extensively involved in assisting instructors in their department to do a better job of teaching. Of the ten items listed the top three and a total of seven of the ten are concerned in one way or another with assisting, evaluating or giving in-service training to other members of the depart-

ment. The leading item, teaching other instructors classes for demonstration purposes, is closely allied to conducting demonstration lessons for instructors. The only items represented not connected with assisting instructors involve assisting students in one capacity or another.

Though it is not cited in Table XIV, page 62, principals gave little credence to adding responsibilities in the more routine aspects of the position. Items such as requisitioning supplies and preparing budget requests received no votes from the respondents. It would seem then that principals are primarily interested in having the home economics department chairmen increase their responsibilities toward the improvement of the instructional program. This would seem to be somewhat in conflict with the priorities established by the department chairmen in their responses to this same category. A comparison of data from home economics department chairmen and principals will be presented in the succeeding section.

A COMPARISON OF HOME ECONOMICS DEPARTMENT CHAIRMEN RESPONSES AND PRINCIPALS RESPONSES TO THE QUESTIONNAIRES

Two of the hypotheses postulated as a basis for this study concerned the relative views home economics department chairmen and principals have of the department chairmanship position. It was hypothesized that they would markedly differ in their opinion and that chief administrators do not

really understand the multiplicity of tasks a home economics department chairman fulfills.

For the purpose of obtaining comparative data both groups were asked to do two things. First, they were asked to indicate those operational areas home economics department chairmen performed and, secondly, to indicate in which areas home economics department chairmen should have more responsibility than they presently carried for performing the tasks. The ten areas they gave highest priority to, in both instances, will be used as the basis for comparison.

In the first situation, those operational areas most commonly performed by home economics department chairmen, a composite of the results from both groups may be found by referring to Table VI, page 43, which contains the leading responses from home economics department chairmen and Table XIV, page 62, which contains similar rankings from the principals. A comparison of the two tables readily reveals that though, the ranking order is different, the two groups hold similar views on the responsibilities of the position. The principals tended to give major emphasis (items 1 & 2) to financial and budgetary matters and the home economics department chairmen gave more emphasis to their role in curricular and department leadership matters. This is in keeping with the home economics department chairmen's belief (as previously discussed) that department leadership was their most important function. Interestingly the three

operational areas selected by the principals which the department chairmen did not mention in the top ten, concerned the selection, assignment and evaluation of faculty in the department. Principals saw this as a major function and department chairmen evidently gave little importance to their role in this important task. On the basis of top choices by both groups it might be concluded that principals and home economics department chairmen see the position, over-all, very similarly though major emphasis is somewhat different.

The second base of comparison involved the opinion of both groups concerning the operational areas in which home economics department chairmen presently had little or no responsibility but needed additional responsibility in order to fulfill their job more effectively. A composite of the ten leading items selected by the department chairmen may be found in Table X, page 50, and a comparable ranking of the responses of the principals in Table XV, page 63. It should be noted that when asked to select operational areas in which department chairmen needed more responsibility in no instance did a majority of respondents from either group select any area. A glance at the two tables indicates that the number one item on the principals list was mentioned by only 75 principals' and the top item indicated by the department chairmen received only 30 tallys. However, comparisons can be made for those who felt additional responsibility was

needed in particular areas. Again, of the top ten items selected by both groups there was more commonality than disparity. Six of the operational areas were shared in the two lists. Major emphasis, however, was considerably different. The principals' top selections involved in-service training. Specifically, they felt that more responsibility was needed in the area of teaching demonstration lessons for other teachers in the department and developing in-service programs. Department chairmen, however, selected such tasks as aiding in the selection of new faculty members, participation in liaison activities with feeder schools, and helping plan the master schedule as the most important areas in which they needed additional responsibility. The development of in-service programs received minor consideration from them. It might be assessed after reviewing the tables that though the two groups were more similar than dissimilar they held divergent views on those operational areas they considered of primary importance.

When total consideration of the two groups' choices is reviewed it becomes apparent that they see the position of department chairman quite similarly. If the views of home economics department chairmen in the field are a measure of judgement, principals are aware of what the position entails and view the responsibilities quite similarly to the department chairmen. It might be stated, however, that principals would like to see major effort and time spent on slightly

different tasks than do the department chairmen.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study attempted to investigate the position of department chairmen for the discipline of home economics in the public secondary schools of California. It was primarily concerned with assessing the role and responsibilities of educators presently employed in that position. A questionnaire was devised as the investigative instrument and was administered to 300 randomly selected department chairmen from the public secondary schools. Part of this questionnaire was duplicated and administered to the principals in each of these schools to provide comparative data on how the position was viewed by administrators. Returns from both groups were excellent and an overall picture of the position developed.

The professional literature in the field was found to be extremely scarce and largely descriptive in nature. It did support the contention that the position of department chairman was the most widely utilized method of academic organization in the public secondary schools. It also urged further studies on the position which is evidently growing

in popularity. No evidence specifically directed toward investigating the job of home economics department chairman was found. The very paucity of specific studies heightened the interest and need for conducting a study such as this.

As a result of the returns from 150 department chairmen presently functioning in the field it was determined that the "typical" educator holding that position had relatively little experience in the position; had earned graduate credit but possessed less than a master's degree; administered a multi-teacher department; taught in a multi-school district; was not a full time administrator, usually teaching practically as many classes as a full time instructor; held department meetings only when needed; received little or no in-service training connected with her duties as department chairman; was chosen for her position by the school administrator; received released time of approximately one period for serving as department chairman; is not evaluated by any superior in the performance of her job; was appointed to the position for an "indefinite" period of time; and operates in a situation where no written job description is available for her position.

Results of the investigation concerning operational areas engaged in by the department chairman indicates that a multitude of duties are typically a part of the work load of the position. The average operational area requires approximately 40 minutes per week in time and a department chair-

man could spend from 15 to 20 hours per week solely on her duties in that position. The most common areas of responsibility involved the curriculum in the department and financial and budgetary matters.. Respondents to the questionnaire felt they needed additional responsibility in the area of selection and assignment of instructors in the department.

When asked to respond to questions eliciting "opinions" on various topics the following results were obtained. By far the most limiting single factor in the execution of their duties was the factor of time. With little released time and teaching practically a full load, department chairmen simply could not find the time necessary to adequately furnish the leadership required for the department. In the opinion of the respondents the most important reason for their accepting and remaining in the position they held was the need for effective leadership in the department. Reimbursement, in the form of money, time, or status seemed to have little significance.

The questionnaire administered to school principals yielded some interesting results. In summary it might be said that they viewed the position of home economics department chairman much as those in the position saw it. The major divergence being that they saw the position presently as being primarily concerned with the internal details of the department. For example, the budgeting, requisitioning and allocation of supplies was a major part of the job. The

principals placed emphasis on additional responsibilities needed in personnel management. Participation in in-service training through the teaching of demonstration lessons for other faculty was viewed as most needed. A comparison of their responses and those from department chairmen revealed strong similarities but divergence occurred in the area of "needed responsibility."

CONCLUSIONS

As a result of the data collected in this study certain conclusions may be drawn which can be of value to both school administrators seeking methods of improving the administrative leadership potential in this discipline and to department chairmen seeking some guidelines by which they may compare their responsibilities and performance. The following three hypotheses were postulated as a basis for investigation in this study.

Hypothesis 1: The position of department chairman in home economics, on the secondary school level, is sufficiently important to warrant a descriptive analysis of the role and responsibilities of such positions. This hypothesis seems clearly substantiated by the data contained in this investigation. The professional literature (Chapter II) supports the contention that the department chairman format of organization is by far the most common organizational arrangement and is increasing in popularity on the

secondary level. A search of the literature indicates that there are no substantive studies specifically on this position in this discipline. Consequently, the importance and need are established. Results of this study reveal that 82 per cent of the schools involved had no written job descriptions and 80 per cent of the respondents were never involved in an evaluation of their performance. It could consequently be concluded that both the importance and need for analysis of the position is established.

Hypothesis 2: Home economics department chairmen and principals markedly differ in their opinions of the role of the department chairman. The second hypothesis, on the basis of data from this study, would substantially be uncorroborated. Comparative data discussed in Chapter IV, would indicate that principals and department chairmen are generally in agreement in their views of the role and responsibilities of the position of department chairman as it is presently being fulfilled in the secondary schools.

Hypothesis 3: The role of the secondary department chairman is misunderstood by administrators in the field and clarification is essential to viable programs. On the basis of the collected data, this hypothesis would seem to be partially accepted and partially rejected. Though principals and department chairmen are in general agreement on the present duties of the position, there is substantial divergence on what is most needed to improve the leadership

potential resulting in a more viable program. Data from this study reveals that department chairmen view more involvement in teacher selection, assignment and evaluation on their part as the path to a more viable program. Principals, on the other hand, see the department chairmen becoming more involved in in-service training programs, once the selection and assignment process has been completed. Furthermore, the widespread lack of job descriptions and evaluative processes give the administration little information on which to base any real understanding of the position.

Based on the data collected in this investigation many recommendations could be made concerning the responsibilities and role of the home economics department chairman. However, the major recommendations, deemed most essential toward improvement of the leadership of a department are as follows:

1. Written job descriptions which take into account local school needs, should be developed to establish guidelines which give direction to the department chairmen.

2. Home economics department chairmen are involved in too many responsibilities and should either be given sufficient released time from teaching duties to adequately perform their responsibilities or have the duties sufficiently reduced to enable performance in the present time context.

3. A formalized and continuing program of in-service training, conducted by the school administrator, should be established for new and continuing department chairmen.

4. Management details not generally associated with the leadership role, such as clerical duties, should be delegated to clerical staff resulting in more time for the department chairman to become involved in selection, assignment, evaluation and in-service training of departmental instructors.

RECOMMENDATIONS

Every study which purports to produce some original information in an academic discipline should also result in specific recommendations for future study. A need exists for further research in the areas of:

1. A study exploring the effects of clerical assistance, or other paraprofessional assistance, on the leadership function of home economics department chairmen.

2. A study comparing the role and responsibilities of home economics department chairmen with department chairmen from other disciplines.

3. A study leading to the development of criteria for evaluating the position of home economics department chairman.

4. A study exploring the effects of in-service training programs on the effectiveness of home economics depart-

ment chairmen.

5. Institutional research studies on the position of department chairman, its functions and responsibilities, should be instituted, to determine individual school weaknesses and strengths, if the school is to benefit maximally from this organizational position.

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APPENDIX A

LETTER TO HOME ECONOMICS DEPARTMENT CHAIRMEN

Dear Home Economics Department Chairman:

I am seeking your assistance in conducting a study concerned with the role of the Home Economics Department Chairman. This study is a part of my graduate program at San Fernando Valley State College and is under the direction of Dr. Marjory L. Joseph, Home Economics Department Chairman at that institution.

Hopefully this study will help to synthesize and clarify the various duties and responsibilities Home Economics Department Chairmen fulfill. It is the intent of the study to determine what these responsibilities are and the amount of time spent on each operational area. I am also requesting background information and responses to certain attitudinal questions as a means of clarifying your feelings toward the position. As part of the conclusions I will try to write a description of the position based on a synthesis of responses from department chairmen across the state.

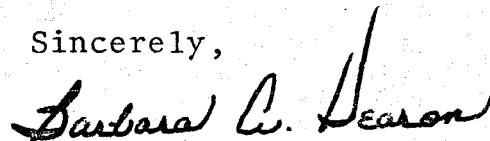
The questionnaire attached is divided into three parts. The first part is concerned with general information about you as a professional educator. The second section asks for responses concerned with specific job items you may

APPENDIX A (CONTINUED)

perform in your position. The third includes open-end questions concerned with opinions you have about the position. Please read the directions preceding each section before answering. Please be assured that your questionnaire will be treated as confidential. No school will be identified by name. The results will only be used in a composite report.

As a professional educator I am sure you are interested in upgrading the role of department chairmen. I plan to make the results of this study available to all participants. Please take a few minutes from your busy schedule and complete the questionnaire and mail it in the enclosed envelope.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Hearon". The signature is written in dark ink and is positioned above the printed name.

Barbara A. Hearon

APPENDIX B

HOME ECONOMICS DEPARTMENT CHAIRMAN QUESTIONNAIRE

I. Personal Information:

Directions: Please indicate your response in the blank space provided.

1. How many years have you served as Home Economics Department Chairman? _____

2. Including the years spent as department chairman, how many years have you taught home economics? _____

3. Indicate the degrees you have earned, and the major field in which they were awarded.

Degree: _____	Major: _____
Degree: _____	Major: _____
Degree: _____	Major: _____

4. State the approximate number of semester units completed since you received your bachelors degree. _____

5. How many instructors are there in the Home Economics Department in your school (do not include yourself)? _____

6. Indicate the number of secondary schools (senior high schools and junior high schools) in your district _____

APPENDIX B (CONTINUED)

7. How many regularly scheduled classes do you teach per day? _____

8. What is the normal number of classes a full time instructor teaches in your school? . . . _____

9. Approximately how often do you hold Home Economics Departmental meetings?

Weekly _____

Bi-Weekly _____

Monthly. _____

When Necessary _____

Never _____

Other: Please State: _____

10. When you were appointed Home Economics Department Chairman, in which of the following ways were you given in-service training:

An in-service program conducted by district personnel. _____

An in-service program conducted by personnel in your school _____

Principal or his assistant explain duties and responsibilities as needed . _____

Other: Please State: _____

11. Were you selected Home Economics Department Chairman by:

APPENDIX B (CONTINUED)

District Staff or Committee. _____

School Administrative Staff. _____

Instructional Staff or school or department _____

Other: Please State: _____

12. Were you given a written examination as one of the criteria in the selection process for the chairmanship? _____

13. What compensation do you receive for acting as Home Economics Department Chairman?

Monetary compensation _____

One period of release time _____

More than one period of release time. _____

State number: _____

Combination of release time and money . _____

No compensation (monetary or free time). _____

Other: Please State: _____

14. Are you evaluated yearly as Home Economics Department Chairman? Yes _____
No _____

15. Are you appointed as Home Economics Department Chairman for an indefinite period of time or a specified period of time?

Indefinite Period: _____

APPENDIX B (CONTINUED)

Specified Period of Time: _____

How Long? _____

16. Is there a job description written for the Home Economics Department Chairman in your district?

Yes _____

No _____

II. Participation and Time Involvement in Home Economics

Departmental Duties:

Directions: Section II is comprised of a series of statements about typical operational areas you, as Home Economics Department Chairman, may or may not, be involved in. Please read each statement carefully and place a check in the yes column if the statement describes an operational task you perform. Check the no column if you do not perform that particular task.

The third column asks for Hours Per Week. Please estimate the number of hours per week you devote to each area you check "yes". Some of the tasks may take more time at certain times of the school year. If so estimate the average time per week you devote to that duty.

The next two columns deal with your involvement as Home Economics Department Chairman. If you bear major

APPENDIX B (CONTINUED)

responsibility for that item place a (x) under the heading "Bear Major Responsibility". If you assist but do not have major responsibility place a (x) in the "Assist" column.

The last column deals with responsibilities and tasks in which you would like to have more involvement. This section relates to the previous one. For example, you may at present assist with a task but in reality feel as department chairman you should be given more authority in this area. If so place a (x) in the column "More Responsibility Needed".

Examples:

	Yes	No	Hours Per Week	Major Responsibility	Assist	More Responsibility Needed
11. Prepare budget requests as required by Principal.	x		1/2	x		x
12. Prepare an annual budget		x	1		x	x
1. Aid in the selection of new faculty members for the Home Economics Department						
2. Recommend teachers of the department for tenure, promotion, transfer						

APPENDIX B (CONTINUED)

and/or dismissal as requested by the principal.					
3. Participate in the evaluation of instruction					
4. Recommend the assignment of instructors to specific classes on the master schedule					
5. Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)					
6. Determination and preparation of curriculum course revisions, additions and deletions					
7. Writing and rewriting of the curriculum handbook prepared for students					
8. Responsible for receiving and evaluating daily, weekly or unit lesson plans from instructors in the home economics department					
9. Determination of admission standards students must meet to enter certain curricula or courses					
10. Participate in the development of					

APPENDIX B (CONTINUED)

<p>student conduct codes and discipline not directly related to the classroom situation.</p>						
11. Prepare budget requests as required by Principal						
12. Prepare an annual budget						
13. Provide leadership in the selection of materials and equipment.						
14. Requisition and allocate departmental supplies and equipment						
15. Responsible for selection of textbooks used in the Home Economics Department.						
16. Participate in a program of liaison activities with feeder schools						
17. Assist other teachers in the Home Economics Department with the handling of day to day problems of instruction, e.g. student behavior, student-evaluation, lesson planning and lesson presentation						
18. Keep the members of the department regularly informed about the latest						

APPENDIX B (CONTINUED)

developments within the discipline					
19. Serve on the school's curriculum committee.					
20. Serve on the district's curriculum committee.					
21. Continuously evaluate the performance of teachers in the department					
22. Conduct demonstration lessons for other teachers in the department or district					
23. Develop in-service training programs for instructors in the department.					
24. Maintain a departmental library and materials center					
25. Teach on occasion for purposes of demonstration and supervision those classes assigned to other members of the department (this does not include substituting)					

III. Opinions:

Directions: Complete this section as indicated by each question.

1. What do you believe is the most limiting factor in the effective functioning of the Home Economics Department

APPENDIX B (CONTINUED)

Chairman? Rank in order of importance with one (1) being the most limiting to five (5) the least limiting.

- _____ Communications with administration
- _____ Communications with teachers in department
- _____ Clerical assistance
- _____ Student assistants
- _____ Time
- _____ Others: Please state: _____

2. Do you feel that public relations in the school and in the community is an important part of your responsibility as the leader of your department? If yes, please indicate why.

Please indicate the methods you have employed to build the image.

3. Why do you feel the role of Home Economics Department Chairman is important? Rank in order of importance with one (1) being the most important to five (5) the least important.

- _____ Administrative role
- _____ Leadership of department
- _____ Monetary reimbursement
- _____ Status

APPENDIX B (CONTINUED)

_____ Time reimbursement

_____ Other: Please state: _____

4. Please indicate other responsibilities which you may have as Home Economics Department Chairman that were not previously requested.

APPENDIX C
LETTER TO PRINCIPALS

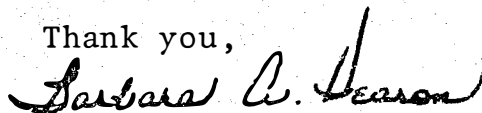
Dear Principal:

I am seeking your assistance in conducting a study concerned with the role of the Home Economics Department Chariman. This study is part of my graduate program at San Fernando Valley State College and is under the direction of Dr. Marjory L. Joseph, Home Economics Department Chairman at that institution.

Hopefully this study will help to synthesize and clarify the various duties and responsibilities of the Home Economics Department Chairman. It is the intent of the study to determine what these responsibilities are as seen by both you and the Home Economics Department Chairman. As part of the conclusions I will try to write a description of the position based on a synthesis of the various responses from department chairmen and principals across the state.

Will you please take a few minutes from your busy schedule and complete the enclosed questionnaire. All questionnaires will be treated confidentially and no school will be identified individually. Please return it in the enclosed addressed envelope.

Thank you,



Barbara A. Hearon

APPENDIX D
PRINCIPALS QUESTIONNAIRE

Directions: This questionnaire is comprised of a series of statements about typical operational areas in which Home Economics Department Chairmen may or may not be involved. Please read each statement carefully and place a check in the Yes column if the statement describes an operational task you, as principal, feel the Home Economics Department Chairman in your school performs. Check the No column if you feel this task is not a responsibility of the Home Economics Department Chairman.

The last column deals with responsibilities and tasks that in your opinion the Home Economics Department Chairman should be more involved with. If this is true, place a (x) in the column "More Responsibility Needed".

- 1. Aid in the selection of new faculty members for the Home Economics Department.

	Yes	No	More Responsibility Needed
1. Aid in the selection of new faculty members for the Home Economics Department.			

APPENDIX D (CONTINUED)

2. Recommend teachers of the department for tenure, promotion, transfer and/or dismissal as requested by the principal.			
3. Participate in the evaluation of instruction .			
4. Recommend the assignment of instructors to specific classes on the master schedule			
5. Participate in planning the master schedule involving the department (class schedule, times, rooms, etc.)			
6. Determination and preparation of curriculum course revisions, additions and deletions. .			
7. Writing and rewriting of the curriculum handbook prepared for the students			
8. Responsible for receiving and evaluating daily, weekly or unit lesson plans from instructors in the home economics department .			
9. Determination of admission standards students must meet to enter certain curricula or courses			
10. Participate in the development of student conduct codes and discipline not directly related to the classroom situation			
11. Prepare budget requests as required by principal.			

APPENDIX D (CONTINUED)

12.	Prepare an annual budget			
13.	Provide leadership in the selection of materials and equipment			
14.	Requisition and allocate departmental supplies and equipment			
15.	Responsible for selection of text-books used in the Home Economics Department			
16.	Participate in a program of liaison activities with feeder schools			
17.	Assist other teachers in the Home Economics Department with the handling of day to day problems of instruction, e.g. student behavior, student evaluation, lesson planning and lesson presentation			
18.	Keep the members of the department regularly informed about the latest developments within the discipline			
19.	Serve on the school's curriculum committee			
20.	Serve on the district's curriculum committee			
21.	Continuously evaluate the performance of teachers in the department			
22.	Conduct demonstration lessons for other teachers in the department			
23.	Develop in-service training programs for			

APPENDIX D (CONTINUED)

instructors in the department.

24. Maintain a departmental library and materials center

25. Teach on occasion for purposes of demonstration and supervision those classes assigned to other members of the department (this does not include substituting).
