1973

The Role of Principals in Improving Supervisory Competence of Staff in Selected Secondary Schools

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THE ROLE OF PRINCIPALS IN IMPROVING
SUPERVISORY COMPETENCE OF STAFF
IN SELECTED SECONDARY SCHOOLS

by
Theodore Albert Nelson

A Dissertation Submitted to the Faculty of the Graduate
School of Loyola University in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

January
1973
ABSTRACT

THEODORE ALBERT NELSON
Findings

1. Most principals apparently know what supervisory functions they should be performing to improve the supervisory competence of department heads but they do not seem to be actually carrying on these functions.

2. Most department heads apparently agree with principals on what functions should be performed by principals but they seem to feel these functions are not being carried on.

3. Most principals and department heads agree with experts in the field of supervision as to what principals should be doing in improving the supervisory competence of department heads.

4. Most principals have not established either formal or informal programs for improving the supervisory competence of department heads.

5. Principals and department heads in general have not developed job descriptions for department heads that clarify their duties and responsibilities.

6. Principals apparently are not performing specific functions that meet with agreement of the principals and department heads.
THE ROLE OF PRINCIPALS IN IMPROVING SUPERVISORY COMPETENCE OF STAFF IN SELECTED SECONDARY SCHOOLS

Purpose of the Study

The purpose of this study was to analyze the role of principals in improving the supervisory competence of department heads. This study examined the role expectations of principals in relationship to the role they performed in improving supervisory competence of department heads, as perceived by principals and department heads.

Procedure

Twenty-seven principals and two hundred twenty-eight department heads rated thirty-six functions on a five point scale in two areas: "Principals Should Assume" and "Principals Actually Doing."

A chi-square technique was used to test agreement:

1. Principals' perceptions of the "should assume" role of principals were compared to principals' perceptions of the "carrying out" role.

2. Department heads' perceptions of the "should assume" role of principals were compared to department heads' perceptions of the "carrying out" role of principals.

3. Principals' perceptions of the "should assume" role of principals were compared to department heads' perceptions of the "should assume" role of principals.

4. Principals' perceptions of the "carrying out" role of principals were compared to department heads' perceptions of the "carrying out" role of principals.
ACKNOWLEDGMENTS

I wish to express my appreciation to my advisor and committee chairman, Dr. James Smith, who offered valuable suggestions and constructive criticism to improve this work.

I would like to thank Dr. Melvin Heller and Dr. Jasper Valenti, members of the committee, for their assistance in the development of the study.

A special note of recognition is also extended to the department head and administrators that participated in the research.
LIFE

Theodore Albert Nelson was born in Bridgeport, Connecticut, November 17, 1925.

He was graduated from University High School, Bridgeport, Connecticut, in June 1947. He served in the United States Marine Corps from 1942 to 1945. He was awarded the Bachelor of Science degree in June 1951, and the Master of Science degree in August, 1951, from Western Illinois University.

From 1951 to 1965, the author taught at: DeWitt High School, DeWitt, Iowa; Bremen High School, Midlothian, Illinois; Thornton Fractional South High School, Lansing, Illinois. He was appointed principal of the Tinley Park High School, Tinley Park, Illinois, in 1965, and has served in this capacity since.
**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>11</td>
</tr>
<tr>
<td>LIFE</td>
<td>111</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>16</td>
</tr>
<tr>
<td>Importance of the Problem</td>
<td>19</td>
</tr>
<tr>
<td>Method and Procedure</td>
<td>22</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>24</td>
</tr>
<tr>
<td>Limitations of Study</td>
<td>25</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE AND RESEARCH</td>
<td>26</td>
</tr>
<tr>
<td>III. PRESENTATION OF DATA</td>
<td>45</td>
</tr>
<tr>
<td>Formulation of Functions to Improve Supervisory Competence</td>
<td>45</td>
</tr>
<tr>
<td>Rating of Functions to Improve Supervisory Competence</td>
<td>45</td>
</tr>
<tr>
<td>Related Information From Indepth Interview</td>
<td>58</td>
</tr>
<tr>
<td>IV. ANALYSIS OF DATA</td>
<td>61</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>229</td>
</tr>
<tr>
<td>Findings and Conclusions</td>
<td>229</td>
</tr>
<tr>
<td>Recommendations</td>
<td>232</td>
</tr>
<tr>
<td>Recommendations For Further Study</td>
<td>234</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>237</td>
</tr>
<tr>
<td>Books</td>
<td>237</td>
</tr>
<tr>
<td>Periodicals</td>
<td>243</td>
</tr>
<tr>
<td>Unpublished Material</td>
<td>247</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>253</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>260</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>275</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>312</td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>316</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement Of The Problem

First line supervisors in industry and commerce represent one of the most important forces in our American economy. Supervision can be found in any organization that has made one individual responsible for the end results or products of other individuals in the same area of work. Supervisors are the front-line representatives of management in commercial and industrial enterprise, such as telephone companies, airlines, auto manufacturers, and merchandising. Education, being a mammoth part of the American economic structure, also has a need for supervisors of front-line nature. In high schools, the department heads could be placed in that classification.

A study of the educational literature reveals that there has been much written with respect to the need for supervision and supervisory competence in the administration and supervision of high schools. Most educators agree on the supervisory functions high school principals should be performing in improving the supervisory competence of department heads. Role perception of these supervisory acts and the program they constitute have been
analyzed by a few educational authorities, but there is little agreement among professional educators as to the manner in which principals can improve the supervisory competence of department heads.

Supervision is defined in *The Dictionary of Education* as "all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching; and the evaluation of instruction." This definition of supervision is used in this study as the basis for the examination of the role of the high school principals in the improvement of instruction through the improvement of the supervisory competence of department heads.

Kimbali Wiles emphasizes the relationship of supervision to the improvement of instruction:

Supervision consists of all of the activities leading to the improvement of instruction, activities related to morale, improving human relations, in-service education, and curriculum development.2

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He further notes that, to improve instruction, supervision must provide:

- leadership that develops a unified school program and enriches the environment for all teachers; the type of emotional atmosphere in which all are accepted and feel that they belong;
- opportunities to think and work together effectively as a faculty group; and program change based on honest evaluation.  

Ross Neagley and Dean Evans point out that "the primary aim of supervision must be to recognize the inherent value of each person, to the end that the full potential of all will be realized." They further describe supervision as "positive, dynamic, democratic action designed to improve classroom instruction through the continual growth of all concerned individuals—the child, the teacher, the supervisor, the administrator, and the parent or other lay person."

The scope of supervision, then, extends beyond the limited aim of improving teachers and becomes the improvement of the total teaching-learning process. As Glen Eye and Lanore Netzer state, "supervision is that phase of school administration which deals primarily with the

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3 ibid., p. 8.


5 ibid., p. 17.

achievement of the appropriate selected instructional expectations of educational service." Therefore, the primary function of supervision is to influence situations, persons, and relationships in order to stimulate change that may be evaluated as improvement.

Supervision involves the processes of directing and controlling, stimulating and initiating, analyzing and appraising, and designing and implementing those behaviors directly and primarily related to the improvement of teaching and learning.

In short, supervision is aimed directly at the maintenance and improvement of the instructional process.

Supervisory programs are essential; therefore, a continuous evaluation process is needed in the procedure.

Professional growth of the supervisor lies in his willingness to discover his own abilities and limitations. This implies making a detailed survey of himself to determine his qualifications, personal, cultural, and professional...

J. B. Edmonson points out that "supervision is sometimes neglected because

8 Ibid., p. 53.
9 Ibid., p. 223.
those responsible for this service have never formulated a series of supervisory policies and practices.\textsuperscript{12} He goes on to suggest that the most glaring weakness of supervision has been the lack of sufficient standards:

The determination of standards for measuring classroom instruction has been extremely difficult in the secondary school. The multiplicity of specialized subjects, each with its own peculiar technique, has made the setting up of suitable standards exceedingly complicated. Once the necessary parts of a balanced program of supervision have been worked out in a given school, they will tend to create a set of standards for that school. It will be the principal's job continually to refine them in order to keep pace with the best thoughts and practices available.\textsuperscript{13}

The improvement of supervisory competence depends upon changes taking place in persons and their working relationships, and these positive changes are more likely to result when supervisory functions are explicitly defined and performed. There is a need to improve the supervisory competences of staff by careful analysis of the performance of each supervisory function. Once these functions are evaluated, the degree of improvement sought and the method of achieving this improvement should be the prime concern of the principal and his staff.

The principal is held responsible for improving the instructional


\textsuperscript{13} \textit{Ibid.}, p. 365.
program in his school.14

One of the greatest tests of an administrator's ability is the leadership he provides in initiating and following through on a program for staff improvement.15

Neagley and Evans view the supervisory role of the principal as that of leading his faculty in the improvement of instruction:

He is largely responsible for the morale of his staff members and their general attitudes toward the school program and its enrichment. To be effective, he must be vitally interested in his teachers and be able to assess their strengths, needs, and individual abilities to function as members of a professional staff.16

The principal's role as instructional leader involves many duties and responsibilities, including the need "to assume responsibility for a continuous program of supervision."17

The professional literature states many opinions of writers on what should be done by supervisors, but little is said on how to develop and improve the competence of staff members in the area of supervision. Little is written on what methods should be used to evaluate supervisors and how the measured results can be used to induce positive changes in supervisors.

As educational leader, the principal must be a skillful supervisor of instruction. This entails organizing and

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14 Jones, p. 179.
15 Ibid., p. 339.
17 Ibid., p. 88.
developing the staff into a coherent unit committed to creating the best possible situation for education. It involves building a competent, balanced, professionally alert staff through sound selection, thorough orientation, and continuing in-service activities; supervising individuals to assist them in their self-improvement efforts.\textsuperscript{18}

As the instructional leader of the school and of the staff, the principal is responsible for improving teacher growth and efficiency by securing the maximum use of the supervisory services of his department heads. The principal must accept his obligation to the "improvement of educational services--not teachers alone--but the improvement of teachers and all those who influence them in their direct conduction of the educational process."\textsuperscript{19}

The principal has, as one of his functions, the creation of a wholesome emotional tone for the school by respecting the personality of all the individuals with whom he comes in contact and by involving these individuals in decision making.\textsuperscript{20} John Corbally points out that instructional improvement does not take place in a vacuum:

"It occurs in the minds and attitudes of people--teachers, administrators, citizens, students, and all others connected in any way with the school program. As people grow in ability to pool


\textsuperscript{20} \textit{Ibid.}, pp. 143-145.
energy, ideas, imaginations, experiments, evaluations, and inspirations in a cooperative effort to improve instruction, the possibility of satisfactory change is proportionately enhanced.21

In his role as the instructional leader of the school, the principal must be able to perceive, procure and make effective use of the resources that aid the process of improving instruction. He must also be able to recognize and encourage individual contributions from group members, and he must possess the integrity of leadership.22

There are administrative performances frequently cited as role expectations that the staff holds for principals. While it is imperative that the school principal be aware of the role expectations held by his teachers, in so doing he is in danger of joining what Bartky terms "the cult of permissive leadership." This school of thought champions the concept of extremely "democratic" as opposed to "autocratic" leadership style (the latter term being considered a bad word). Bartky attacks either extreme and calls for a blend or compromise.23

Let us adopt a reality leadership which asks only that we diagnose the whole organizational structure and the teachers and that we swing to directive or permissive leadership as the situation demands: directive when the needs of the school


22 Ibid., pp. 143-145.

are being neglected, permissive when the needs of the teachers
are being ignored.24

In his much-quoted introduction to an earlier book, he observed:

The school administrator is not an Angel Gabriel watching over
a flock that can do no wrong; more often than not, his job is
to keep the inhabitants of a peculiarly complex Hades off each
other's necks.25

While the principal has long been recognized as being responsible for
the improvement of instruction in his school, many principals have been
satisfied to ignore this role or to delegate to supervisors so that their
time could be devoted primarily to management activities.26 Perhaps this
is due, in part, to what principals perceive as their two greatest
problems: the mounting demands of crisis management which preempt their
time and energies and the difficulties involved in bringing about change
within the school.27 Even with these problems,

N. C. A. secondary school principals perceive their fundamental
role to be that of educational leadership, with management,
crisis resolution, and even general administration being quite
subordinate functions. Consistent with this, most principals
have been attracted to the position because of the greater
leverage it affords for effecting educational change within
the school.28

24 Ibid., p. 88

25 Ibid.

Educational Leadership, 29 (March, 1972), 507-508.

27 John A. Stanavage, "N. C. A. Principals' Perceptions of Their
Principalship," The North Central Association Quarterly, 46 (Winter, 1972)
329.

28 Ibid.
It is true that no administrator can individually administer all the educational processes delegated to him; consequently, he must select qualified personnel to help him adequately fulfill his responsibilities.29

One group the principals in most high schools (and in this study) have available to aid them in performing their duties are department heads:

The department head, for better or worse, is to be found in the majority of high schools in the United States. There he occupies a vaguely defined and constantly changing position. He is in part a classroom teacher, in part a curriculum consultant, and also in part an administrative assistant to the principal of his school . . . Under effective supervision, a conscientious department head becomes an invaluable resource in the work of teacher development . . . without appropriate direction, a department head may become lazy, indifferent, or tyrannical, thus damaging all of the programs begun by his administrative superiors in the areas of curriculum and personnel.30

While John Bartky acknowledges a reluctance on the part of administrators to give department heads greater responsibilities, he states that there is no reason why a department head cannot become a good supervisor:

The error is committed when someone who is totally untrained in supervisory techniques is assigned the position . . . The principal, however, must assume the responsibility for training all department heads in the techniques of supervision.31

An important factor to be considered in the selection of a department head

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29 McNerney, p. 1.


is his knowledge in his subject area; he should be superior in teaching skills and in curriculum development. He is responsible for the supervision of instruction within the department and must be, above all, "a dynamic, creative administrator."\(^{32}\)

Before a person is appointed to the position of supervisor, he should have demonstrated that he is capable of providing leadership, inspiration, and direction to that phase of the educational program for which he has been given the responsibility. He should also be able to design, with the cooperation of the educational personnel involved in his delegated area of responsibility, evaluative techniques that will promote the continued achievement of both students and teachers.\(^{33}\)

If the department head is to be an effective supervisor, he must realize that he exists primarily to improve instruction and to close the gap between the classroom and the principal's office.\(^{34}\) In order to do this, he and the principal should agree completely about his duties and responsibilities, and he ought to be given on-the-job training as he prepares to take over his supervisory role.\(^{35}\) The supervisor's role requires far more preparation and orientation than is often provided, and


\(^{33}\)McNerney, p. 10.


\(^{35}\)Ibid.
it deserves more attention and support than it ordinarily receives.  

Bartky comments that the department head's role has been sadly neglected in the secondary school and suggests that department heads need definite preparation in the field of supervision. Callahan further points out that school administrators must be alert to the need for careful, systematic, and regular reappraisal of the policies and practices established to guide department heads.

Decisions vital to the administration of the schools have to be made. The heads of departments have to decide to what extent they are consciously to act as "change agents" among their colleagues, enacting a role which, in the American context, has been strongly advocated for the high school principal. With decisions vital to the school being made by the department heads, demands are placed on the principals to help develop programs for the constant improvement of the staff. But the problem is a lack of sound and well developed programs.

In this study, the role of the principal in improving the supervisory competence of department heads relates to Getzels' definition of role in

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37 Bartky, p. 270.

38 Callahan, p. 21.

terms of role expectations: "the normative rights and duties which define within limits what a person should or should not do under various circumstances so long as he is the incumbent of a particular institutional role." The principal's on-the-job behavior will be judged effective if it meets with the role expectations held by department heads.

An evaluation of the effectiveness of the leadership role, then, would depend upon how that role was perceived and by whom:

To be effective and to communicate as intended, a leader must always adapt his behavior to take into account the expectations, values, and interpersonal skills of those with whom he is interacting. This applies to all his relationships with other persons: his superiors, his peers, and his subordinates. Sensitivity to the values and expectations of others is an important dimension of effective supervision. Measurements of the intervening variables can be of great assistance. They can reveal the expectations, values, and perceptions of the persons with whom each supervisor interacts. Supervisors can be guided by this information and adapt their behavior accordingly as they deal with their subordinates. Moreover, in order to create the conditions for effective supervision, organizations must establish an atmosphere and the circumstances which enable and even encourage every supervisor to deal with the people he encounters in ways which fit their values and expectations.

Studies cited by Lucio and McNeil support Likert's statement about role expectations and role perceptions:


When working with others, it sometimes seems to matter little what a supervisor actually does. It matters more that what the others think the supervisor does is what they think he should do. Studies show, for instance, that members of a school system tend to evaluate a supervisor's behavior by comparing what they think he does with what they think he should do.42

Dale Baughman states:

The fact that different subordinates react differently to a given supervisory act is partially accounted for in a number of research studies described by Likert. Perceiving clearly that the supervisory act alone does not determine the subordinate's response, he concluded, the subordinate's reaction to the supervisor's behavior always depends upon the relationship between the supervisory act as perceived by the subordinate and the expectations, values, and interpersonal skill of the subordinate.43

Louis Amnese emphasizes that the staff reacts to the staff's perception of the principal's behavior.44 Nicholas J. Vigilante encourages an examination of the perceived role of the principal and supervisor as seen by the principal and supervisor.45 Wiles emphasizes the need for

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investigation of the ways in which an individual can develop the kind of self-perception that is associated with effective leadership. The effectiveness of the principal's role as leader is dependent upon how his role is perceived by himself and others.

The perceptions principals and department heads have of the role expectations of principals in improving the supervisory competence of department heads and the performance of these expectations will determine, to a great extent, the principal's effectiveness in this responsibility. If principals are to be effective, there must be a similarity between the role which department heads believe principals "should assume" and the one which they think principals are "carrying out." This apparently is more important than what he actually does. The functions that constitute the role principals "should assume" and "carry out" in improving the supervisory competence of department heads should be well planned and organized.

In researching the role of the department head, Michael Callahan notes "a general absence of any kind of effective, systematic, and on-going training program for new or veteran department heads" and states that:

46 Wiles, p. 308.

It is indefensible--professionally and economically--for a district to appoint a teacher to fill a position as complex and demanding as that of department head and then simply to leave him there to shift for himself as best he can.\textsuperscript{48}

He would include the following as essential elements in a training program for department heads: (1) the creation of a job description in which responsibilities are clearly defined; (2) administrative guidance in performing these duties; (3) the opportunity to observe and confer with department heads in other schools; (4) academic work in the theories and practices of providing leadership in his field; and (5) involvement in a regular program of in-service training activities within his own school.\textsuperscript{49}

Glen Ovard stresses that the principal is responsible for the implementation of these growth activities.\textsuperscript{50} However, these activities are seldom organized into a well defined program which the principal can follow in carrying out his role. Few sources deal specifically with concrete programs which the principal can employ in improving the supervisory competence of his department heads.

\textbf{Purpose of The Study}

The purpose of this study is to analyze the role of principals in

\begin{itemize}
\item \textsuperscript{48} Callahan, p. 108.
\item \textsuperscript{49} Ibid., pp. 109-116.
\item \textsuperscript{50} Ovard, p. 233.
\end{itemize}
selected secondary schools in improving the supervisory competence of department heads. This study will examine the role expectations of principals in relationship to the role they perform in improving supervisory competence of department heads, as perceived by principals and department heads. This study will further determine if there are specific functions that principals and department heads agree are being "carried out" by principals and if principals have established programs for improving the supervisory competence of department heads.

The principals' performance of these functions should be similar, in degree, to the importance they place upon these acts. If there is a significant difference between the "should assume" and "carrying out" roles, then principals are not performing their part in improving supervisory competence of department heads.

The department heads should perceive the principals' performance of these functions in a similar degree to the importance department heads place upon these acts. If there is a significant difference between the "should assume" and the "carrying out" roles of principals as perceived by department heads, then there is a need to resolve this before principals can work effectively with department heads.

Principals and department heads should perceive the importance of these functions in a similar manner. If there is a significant difference between the principals' and department heads' perceptions of the "should
assume" roles, there exists a role conflict that must be resolved before principals can institute plans for improving the supervisory competence of department heads.

Principal and department heads should perceive the principals' performance of these functions in a similar manner. If there is a significant difference between the principals' and department heads' perceptions of the "carrying out" role, then the causes of differences in perception should be determined and rectified so principals can fulfill their programs of improving the supervisory competence of department heads.

Those functions with a high performance level should be incorporated into programs for improving the supervisory competence of department heads. If principals are to improve the supervisory competence of department heads there is a need for well planned and organized programs. Principals, as leaders, cannot leave this improvement to chance.

The following hypotheses will be accepted or rejected in terms of the results of this study:

Hypothesis 1

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and the role they think they are "carrying out."
Hypothesis II

There is no significant difference among department heads as to the role they believe principals "should assume" in improving supervisory competence of department heads and the role they think principals are "carrying out."

Hypothesis III

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and department heads.

Hypothesis IV

There is no significant difference between the role principals are "carrying out" in improving supervisory competence of department heads as perceived by principals and department heads.

Hypothesis V

There are specific functions for improving the supervisory competence of department heads that are being performed by principals that meet with agreement of principals and department heads.

Hypothesis VI

Principals in general have established programs for improving the supervisory competence of department heads.

Importance of the Problem

To anyone sophisticated in the complexities of a supervisory situation,
it is almost a miracle that leadership in such a situation, with its many variables, can be successful. The naive and unsophisticated should be warned that supervisory leadership is no simple matter, no responsibility to be assumed carelessly by a person with little training.\(^5\)

There is present a great demand for programs that principals can employ to improve supervisory competence in staff.

The role of instructional leader is that most often declared to be central to the functioning of the principal. This declaration may be found both in the literature and in the statements or evaluations by school administrators of the principal's functions. Yet, fulfillment of this role is commonly subordinated to the demands of management and housekeeping or is neglected for other relevant reasons. Primary among these reasons are the settings in which the principal is expected to function and his individual qualifications for fulfilling the role.\(^5\)

The establishment of a program is important, but the implementation of the program is the key to success in supervision.

Advancement of knowledge in the field of supervision must go deeper than just evaluating various techniques and processes; a particular technique that works in one situation must be given meaning in another situation; further research is needed in the areas of leadership, emotional needs, human relations, group work, communication, and self-acceptance by the official leader.\(^5\)

\(^5\) Bartky, p. 216.


\(^5\) Wiles, p. 307.
The principal's role in improving supervisory competence must be examined, because he is the instructional leader as Deighton states:

It is expected that his behavior toward other school personnel will make explicit his attitudes and values, his perceptions of the organizational goals, his commitments to the attainment of those goals, and his modes of operation. From these, others in the organization may infer appropriate responses to his behavior, and in choosing to respond appropriately, modify the organization in the direction of the principal's perception of it. The organization becomes a reflection of what the principal is . . . .

Principals and staff alike are guided by their role perceptions. It is role behavior which unites and stimulates followers toward particular objectives in an educational environment.

Investigation is needed of the ways in which an individual can develop the kind of self-perception that is associated with effective leadership. What can he do to avoid assuming that he has a monopoly on virtue and that people who disagree with him are wrong? What can he do to avoid the temptation of attempting to create others in his own image?

The future of supervision rests on success in securing accurate answers to questions such as these. Anyone working in the field of supervision or entering it should recognize how scanty the evidence is and should be committed to an endless search for data that will enable him to test more

\[54\] Deighton, p. 215.

\[55\] Wiles, p. 308.
fully the hypotheses on which supervisory actions are based.\textsuperscript{56}

**Method and Procedure**

Twenty-seven (27) principals and two hundred twenty-eight (228) department heads participated in the study. In addition, indepth interviews were conducted with five (5) high school principals and thirty-five (35) department heads.\textsuperscript{57}

The related professional literature was reviewed and analyzed in order to develop a list of functions that educational authorities consider to be important duties of principals in improving the supervisory competence of department heads. The developed list was reviewed by eight (8) administrators and five (5) teachers for "clarity and understanding."

A panel of experienced principals (of high schools with department heads and with an enrollment of 1000 or more students) rated the functions, and those considered to be the important functions were selected for the role expectations of principals in improving the supervisory competence of department heads.

The selected functions were put into a form that could be rated by each principal and department head involved in the study. Those sampled were asked to rate each function in two areas, A and B.

\textsuperscript{56}Ibid, p. 309.

\textsuperscript{57}The detail method and procedure is given in Chapter III, pp. 45-51.
A = Principal Should Assume (Measure this against how important, in your opinion, it is for the principal to perform this function, whether or not he is actually doing it).

B = Principal Actually Doing (Measure this against how, in your opinion, the principal is actually performing or carrying out this function).

The terms of the rating scale were: always, usually, half of the time, seldom, and never.

A chi-square technique was used to test agreement:

1. Principals' perceptions of the "should assume" role of principals (those functions that should be done) were compared to principals' perceptions of the "carrying out" role (those functions that are actually being done).

2. Department heads' perceptions of the "should assume" role of principals (those functions that should be done) were compared to department heads' perceptions of the "carrying out" role of principals (those functions that are actually being done).

3. Principals' perceptions of the "should assume" role of principals (those functions that should be done) were compared to department heads' perceptions of the "should assume" role of principals (those functions that should be done).

4. Principals' perceptions of the "carrying out" role of principals (those functions that are actually being done) were compared to department heads' perceptions of the "carrying out" role of principals (those functions that are actually being done).

The study instrument was analyzed to determine which functions being performed by principals in improving supervisory competence of department heads, met with agreement of principals and department heads.

Each principal sampled was asked if he had an established program
for improving the supervisory competence of department heads and to submit a copy if he had one.

The hypotheses were accepted or rejected as a result of the analysis of the data obtained in the study.

The area where the study was conducted is located in the southern section of Cook County, excluding the Chicago area. The area includes a sufficient number of schools to insure a proper sampling.\(^5\)

Indepth interviews were conducted with five (5) high school principals and thirty-five (35) department heads for the purpose of determining the role of the principal in improving the supervisory competence of department heads. A series of questions related to the hypotheses and the study were used in the interviews.

**Definition of Terms.**

(as used in this dissertation)

"Carrying Out:" individual perceptions of the performance of functions.

**Function:** Method, procedure, act, or means secondary school principals use to try to improve the supervisory competence of department heads.

**Program:** A plan consisting of functions with objectives and long range goals.

\(^5\)The detailed method and procedure is given in Chapter III, p. 48.
Role Expectations: Those acts or functions identified from professional literature and reviewed by experienced principals and considered to be the most important for the improvement of supervisory competence of department heads.

Role of Principal: It will be limited to those functions related to the improvement of supervisory competence as developed from the related professional literature and panel of experienced principals.

"Should Assume:" Individual perceptions of those functions that should be done, whether or not they are being done.

Limitations of Study

Limitations of the study would be ones that are inherent in rating sheets, vocabulary, interpretation of interviews, and human factors in evaluating performances. Attempts to meet these limitations were made by presenting the rating sheet in a non-threatening situation. The vocabulary was reviewed by educators, and a common evaluation process was established.

This study is not of principals individually but a study of a group of principals collectively.
CHAPTER 11
REVIEW OF THE RELATED LITERATURE AND RESEARCH

An investigation of the research and literature revealed several studies in the general area of the principal's role in supervision and the improvement of instruction, but none was found using the same method, treatment, and purpose as this study.

In a study of the role expectations of the public school principalship in 1965, Stanley R. Morgan discovered that neither teachers nor superiors viewed the principal as having primary responsibility in instructional leadership. However, no other staff position was assigned significant responsibility in this area, suggesting that no clear perception existed as to the instructional leadership role. Similarly, Ivan Muse found principals, teachers, and supervisors to be particularly divergent in their assignment of responsibility in the area of curriculum.

In 1966, Philip Winstead studied the responsibilities of the secondary school principal in instructional supervision in North Carolina. He attempted to determine whether secondary school principals as a group and teachers as a group perceive and agree on the importance of the areas of instructional supervision. Through the use of two questionnaires, one for principals and one for teachers, the study compared the extent the

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principals felt that they were performing their supervisory duties with the extent the teachers felt their principals were performing these duties.

Kendall's coefficient of concordance was used to show that significant agreement existed among the principals as a group and among the teachers as a group in their ranking of the supervisory duties. However, Winstead also concluded that the principals were not performing their supervisory duties to the extent that their responses indicated they should; both the teachers as a group and the principals as a group consistently responded that various supervisory duties were not being performed at a level commensurate with their importance. 3

Two years later, in a study identifying and analyzing the perceptions elementary school principals have of their ideal and actual roles, Willard Snyder concluded that there is a need for further research to define the terms instructional leadership and administrative responsibility as they relate to the modern role of the elementary principalship. After surveying thirty elementary school principals representing nineteen school districts in San Diego County, California, Snyder discovered that most of the principals were spending only eighteen per cent of their time in curriculum and instructional leadership while they indicated they would like to spend over thirty per cent of their time in this area. 4

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A study conducted by Jose Cardenas, under the supervision of Ben M. Harris, divided the work of the instructional supervisor into ten tasks of supervision: (1) curriculum development; (2) organizing for instruction; (3) staffing; (4) providing facilities; (5) providing materials; (6) inservice education; (7) orienting new staff; (8) relating special services; (9) public relations; and (10) evaluation. Lawrence Marquit used these categories in order to compare teachers' and principals' perceptions of the supervisory behavior of the secondary school principal. He found the principals' perceptions of the frequency of their performance of supervisory tasks to be consistently higher than the teachers' perceptions.

Everett Walden, in a study involving role perceptions, discovered similar discrepancies between teacher and principal perception in relation to supervision. The study concluded, in part, that improvement of supervision must be based on common understanding between the principal and his teachers. To achieve this, the principal should encourage cooperative planning and decision making and should provide opportunities for his teachers to participate in curriculum improvement.

The study also stressed that the principal must become actively involved in the improvement of instruction and evaluation of teachers if he


is to provide the necessary stimulation for his teachers to improve. Walden concluded that the position of the department head in large high schools should be studied in depth to determine its effectiveness and potential in the supervisory process and that the leadership role of the high school principal should be examined in detail to determine how his role affects the attitudes of teachers toward supervision.  

Another study, conducted by Nick Marchak in 1969, also suggests the need for further research in the area of instructional supervision. The purpose of his study was to determine the congruence in the role expectations for the supervisor of instruction by three different groups: supervisors of instruction, teachers and principals. Data were collected through the use of a sixty-two item questionnaire which utilized a five-point Likert Scale. Marchak found a consistent lack of congruence in the expectations held for the role of supervisor by supervisors, teachers, and principals, with the largest discrepancies occurring in the areas of in-service education and supervision of instruction.  

In the same year, John McNells investigated the functions, role, and characteristics of department chairmen as perceived by secondary school principals and recommended that the role the department chairman plays in


supervision should be thoroughly investigated. McNels selected six school systems, each having a pupil population exceeding 90,000, located throughout the United States.

A questionnaire was sent to the principals of the various secondary schools located in the selected areas, and the following conclusions were drawn from the data collected: (1) the use of department chairmen indicates that an effort to place greater responsibility for helping teachers grow professionally and for coordinating the instructional program has been placed at the school level; (2) in-service training does not seem to be a necessary program for developing competent department heads; (3) the functions most closely associated with the position of department chairman include leadership in curriculum development, conducting experimentation and research, developing a professional library, providing demonstration lessons, and teacher assignment; (4) the functions considered least appropriate for department chairmen include preparing the budget, selecting and hiring teachers, evaluating teachers in writing, and evaluating faculty for continued employment or dismissal; (5) the department chairman should receive greater responsibility in the areas of providing demonstration lessons and conducting research and experiments in his field; (6) essential characteristics to be considered in the selection of department chairmen include a willingness to work, leadership ability, and a cooperative spirit; (7) popularity, graduate study, and administrative ability are important but not essential in the selection of a department chairman; also,
seniority is of little importance as a factor in such a selection unless covered in procedural agreement; (8) the departmental organization is an efficient method of supervision and administration and enhances communication between faculty and administration; (9) the departmental organization has been established as a result of need and has little effect on compartmentalization within the schools; and (10) the role the department chairman plays in supervision is questionable but can be more effective if chairmen are given adequate time and authority to perform this function. 9

In a similar study, James Hoeh examined the necessary conditions which must exist if the department head is to function effectively as an instructional leader. He administered a questionnaire to principals, teachers, and department heads of twenty large suburban high schools. The personal and environmental variables included were the size of the department, the amount of financial remuneration, the amount of released time provided to the chairman for supervision, his post-graduate training, his legal position with respect to the teachers' bargaining unit, his professional experience, and his sex.

Hoeh found that the effectiveness of the department head in improving instruction, as perceived by teachers, did not depend upon his graduate semester hours in his subject field, his number of years experience as a

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supervisor, the number of teachers assigned to him, his sex, or his financial remuneration beyond the regular salary schedule. However, the study did show a direct relationship between the effectiveness of the department head in the improvement of instruction and the amount of released time provided for him to carry out instructional improvement activities. Hoeh's study also revealed that principals and department chairmen tended to see the department head as more involved in the improvement of instruction than did the teachers who were the actual recipients of that involvement.10

Randall A. Cognetta conducted a study into the organizational and personal variables affecting the performance of high school department heads. After randomly selecting a sample of one hundred California high schools from those having more than 1,000 enrollment, Cognetta administered a questionnaire to teachers, department chairmen, and principals in these schools.

One conclusion drawn was that the department head's behavior is more influenced by his perception of what teachers want him to do rather than by what the administrator seems to expect. In addition, the questionnaire results indicated that the principals and teachers consistently expected

a higher level of competence in the department chairman than he perceived
the principal and teachers would expect. 11

Another examination of role perceptions, conducted by Cecil Carlton
in 1970, tends to substantiate Cognetta's findings. A six page survey
instrument mailed to 1,044 Florida elementary teachers and fifty-two
principals revealed meaningful differences between their perceptions of
the actual and the ideal role of instructional supervisors. The researcher
concluded that supervisors need to be sensitive to the need for the clari-
fication of role expectations. 12

In an attempt to clarify the role expectations of Instructional
supervisors, Beatrice Davis Carman analyzed available related research
findings from 1955 through 1969 and concluded that: (1) the improvement
of instruction is the primary purpose of supervision and is dependent upon
the provision of leadership, the creation of a productive environment,
curriculum development, and in-service education; (2) the responsibilities
of the supervisor include coordinating in-service education and workshops,
 improving human relations, and providing consultative help and instruc-
tional services; (3) local school personnel perceive the following supervis-
ory practices most helpful -- curriculum development, the provision of
special materials and resources, and the provision of practical assistance

11 Randall A. Cognetta, "The Relationships of Selected Organizational
and Personal Variables to the Behavior of High School Department Heads"

12 Cecil Glover Carlton, Jr., "Role of Instructional Supervisors as
Perceived by Teachers and Principals in Selected Florida Elementary Schools"
to specific problems; and (4) effective supervisory behavior as perceived by local school personnel is characterized by sincerity, consideration of teachers' problems, showing a willingness to help, being unobtrusive during classroom visits, inspiring teachers to improve their performance, and giving support to teacher-made decisions.\footnote{Beatrice Davis Carman, "Roles and Responsibilities in General Supervision of Instruction: A Synthesis of Research Findings, 1955-1969" (unpublished doctoral dissertation, The Florida State University, 1970).}

Gerald McGowan recently studied supervisory tasks and processes as perceived by teachers and supervisors randomly selected from public elementary schools in southeastern Wisconsin. The participants expressed both actual and ideal responses to the tasks and processes listed; their responses indicated that, while supervisors are content with the programs they are providing, they are in reality not meeting the expectations of teachers in performing the tasks of supervision.

Supervisors and teachers do not agree on how the tasks of supervision are performed by supervisors. McGowan found that supervisors need to adjust their supervisory techniques and behaviors in order to bring about congruence in teacher-supervisor perceptions.\footnote{Gerald Robert McGowan, "A Study of Perceptions of Supervisory Tasks and Processes" (unpublished doctoral dissertation, The University of Wisconsin, 1971).}

Further support of the view that supervisors need to improve in competence is indicated in a study performed by Bob Stewart. After surveying elementary and secondary teachers, supervisors and principals in order to
compare and evaluate their perceptions of supervisory behavior, Stewart found basic agreement among the response patterns of teachers, supervisors, and principals as they responded to the relative importance of items describing supervisory behavior. When the teachers' responses were submitted to factor analysis, the following six factors of supervisory behavior were identified: human relations, administration, conceptualization, technical skills of leadership, curriculum development, and evaluation.

As in earlier studies, supervisors and principals consistently recorded perceived higher levels of actual use of supervisory practices than did teachers. Therefore, while teachers, supervisors, and principals agree in the role expectations for supervisory behavior, they differ in their perceptions of the degree of effectiveness in the performance of the supervisory tasks. This difference leads Stewart to conclude that "the real challenge is to help supervisors to execute the supervisory function according to a pattern that enables peers, subordinates, and superordinates to perceive them as being more effective in the performance of their duties and responsibilities."15

An examination of the operational role of the secondary school principal by Max Bailey suggests that the principal needs to perform a more extensive role in improving the supervisory competence of his staff. Bailey selected three Indiana high schools and made a three-day field visit to each school in order to identify each principal's operational

role, each principal's "ought" role, and the existing factors which were deterrenrs to achieving the "ought" role. In addition to observations by the researcher, each visit included interviews with the principal, his superintendent, teachers, and students.

In his review of the professional literature, Bailey found that it dealt extensively with the principal's theoretical role but lacked depth in studies or recommendations dealing with his functional role. From the three case studies, he concluded that the principals performed a minor role relative to curriculum development and improvement of instruction even though principals and superintendents agreed that curriculum development and improvement of instruction should have been the principal's most important responsibilities. The study recommended that each high school principal initiate a study of his own role on an annual basis.16

The need for the principal to strengthen his supervisory role was further indicated in a study by Buser and Humm involving approximately 270 large North Central Association public high schools and extending from 1965 through 1969. Included in their conclusions were the following statistics: (1) almost one-third of the schools do not have job descriptions or written statements of responsibilities to direct the department head in the implementation of assigned functions; (2) less than one-third of the schools make provision for on-the-job in-service preparation for newly

appointed department chairmen; (3) almost one-third of all schools and approximately fifty per cent of the small schools are not providing released time for department heads to administer and supervise instruction; and (4) most department chairmen are compensated for their responsibilities in the form of release from extra curricular activity and/or by extra pay.

Buser and Humm pointed out that while the department head was increasingly immediately responsible to the high school principal, the principals had become less satisfied with the department organization in 1969 than they were in 1965. These findings led the researchers to conclude that far too few principals have implemented effective job descriptions and in-service training programs for their department chairmen:

The failure of those concerned including teachers, administrators, and department heads to understand their functions, roles, and positional expectations can only lead to reduced efficiency in the instructional processes.17

The need for the principal, in particular, to understand his leadership functions and the expectations others have of him is indicated in two recent studies. In a study of the Catholic secondary school principal, Rowland Hughes found significant differences in the perceptions of the principal's supervisory role as perceived by principals and as perceived by teachers.18 Similarly, Bobby Gray Malone discovered statistically significant differences between what secondary school principals in


Mississippi said they were doing and what the teachers said the principals were doing. His pilot study administered a questionnaire to each principal of 153 accredited secondary schools and to five teachers from each school. The results also indicated a lesser, but still statistically significant, difference placed on the value of supervisory practices by the teachers and by the principals.19

The high school principal must be able to identify and work with staff members who can fill leadership roles in instructional improvement. He must aid them in using appropriate supervisory practices and in clearly defining their objectives:

In order to improve and strengthen instructional programs, more time must be spent in planning strategies for the development of climates in which teachers can change. The principal is the most important single person in determining the instructional climate which prevails in a school. If such a climate leads to positive growth, a plan for teacher involvement and change must be carefully developed.20

Landon Shelton emphasizes that, no matter how busy the principal is, improvement of instruction should always be uppermost in his mind:

The purpose of each school and each teacher is to teach each pupil in the school to think and operate at maximum efficiency. The principal, as head of the school, has the responsibility of hiring, supervising, and recommending dismissal of teachers. In order to carry out this responsibility, he must develop a

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plan of classroom visitation and see that it is carried out.\textsuperscript{21} Often, such planned supervision is carried out by subject-area department heads appointed by the principal. As Jim Kidd noted, the secondary school curriculum has become so broad that, in reality, few principals have the training and background necessary to enable them to work effectively with teachers in all subject areas. Consequently, the principal must rely on an approach that incorporates real utilization of the department head so that teachers can have available specialists in their teaching areas.\textsuperscript{22}

Paul High stresses the significance of the relationship between the principal and his department heads. The principal must carefully describe the functions of each department head; he should meet with them regularly and may use them as a cabinet or staff council.\textsuperscript{23} He sets the tone of respect for the department head by the amount of responsibility he delegates to him and by his own implementation of the department head's suggestions:

The principal can also aid the department head and at the same time elevate his position with the administrative hierarchy by


\textsuperscript{22}Jim L. Kidd, "The Department Headship and the Supervisory Role," The Bulletin of the National Association of Secondary School Principals, 49 (October, 1965), 70-75.

\textsuperscript{23}Paul B. High, "The Supervisory Role of the Department Head," The Clearing House, 40 (December, 1965), 213-215.
providing him with optimum working conditions: facilities such as an office, secretarial services, supplies, a store-room, and equipment are essential pre-requisites for the improvement of instruction in our highly technical and automated society.24

H. R. Douglass includes the following in-service growth activities as techniques the principal can use: local workshops; group conferences; teachers' meetings; use of consultants; intervisitation within the school and between schools, preschool institutes and workshops; demonstration of teaching activities by teachers, supervisors, and principals; supervisory bulletins from the principal or other supervisors to the teachers; development of professional libraries; research and investigation; self-rating and analysis; and conferences.25 In addition, Douglass suggests that:

In those schools in which department heads are relied upon for more than nominal leadership, the principal should attempt to encourage them to keep abreast of new movements and practices in their fields and should see that they have contact with department heads in other fields and with department heads in higher or lower schools in their respective subject-matter fields.26

Four general areas of study—the analysis of teaching, individual and group counseling techniques, instructional media, and the structure of

26Ibid., p. 29.
knowledge in the content areas—are listed by David Turney as constituting the major emphasis in the preservice and in-service preparation of the instructional supervisor.27 John Prater concludes that supervisors should be professional persons with characteristics and skills enabling them to weld teachers into working groups for solving problems; "supervision strengthens the teacher. It has no other reason for existing. Whatever is done to improve supervisory services ought also to improve instruction for boys and girls."28

According to Robert T. McGee, the principal and the supervisor have a responsibility to review the three general areas of planning, humanizing, and evaluation in order to develop an atmosphere in which effective teaching and learning can take place; "It is necessary for leaders to be, first of all, accountable to the staff and children they serve."29 Accountable leadership is stressed by William Lucio and John McNeil; they predict that supervision will take the following directions:

1. Supervision by objectives will become the pattern. Every supervisor and teacher will be expected to be concerned with the rational accomplishment of school objectives in which harmony of system, school, and individual goals will be achieved by specifying

27 David Turney, "Beyond the Status Quo--A Reappraisal of Instructional Supervision," Educational Leadership, 23 (May, 1966), 668.


results rather than techniques.

2. Particular schools, teams of teachers, and individuals will be encouraged to make necessary adjustments in order to attain objectives. Information as to the pathways followed by others to common objectives will be shared.

3. Personnel policies will place greater emphasis upon the adequacy of the teacher's preparation. Those without the necessary academic and professional training will serve as assistants, not as teachers. The professional teacher will share status with others in the school's hierarchy, leading to a diffusion of rationality and identification with the objectives of the system.

4. Supervisors will first recognize the importance of informal groups and then begin to regard them as assets, seeking ways to extend the development and contribution of these groups.

5. There will be a sharpening of the distinction between the authority necessary for (1) coordination and stability and (2) bureaucratic restraints that reduce efficiency by engendering apathy and resistance.30

Lucio and McNeil list six areas of duties for the supervisor—planning, administration, supervision, curriculum development, demonstration teaching, and research31—and find the common dimension of supervision to be the ability to perceive desirable objectives and then to help others contribute to this perception and to act in accordance with it.32


31 Ibid., p. 24.

32 Ibid., p. 21.
Likert has stated, supervision is a relative process; the wise supervisor recognizes his own limitations and adapts his behavior to the expectations, values, and skills of those with whom he is interacting.  

In a study of the principal as a change agent, Louis Amnese states that the staff reacts to the staff's perception of the principal's behavior. Thus, the perceptions of the principal are crucial, and he must be aware of the effects of his behavior upon the staff. Nicholas Vigliante notes that "the supervisor's and the principal's perceived view can function as a hidden source of disagreement and friction or it can serve as a catalytic agent which brings about change." Vigliante recommends a close examination of the perceived role of the principal and supervisor as seen by the principal and supervisor because "the quality of human relations determines the productivity level of people more than any other single factor."  

John Stanavage recently conducted a study of North Central Association principals' perceptions of their principaship. The principals were asked to rank in priority order four role functions the principal can pursue: general administration, management, crisis and conflict resolution, and educational leadership. Both junior and senior high school principals

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36 ibid.
ranked educational leadership as the most important function. The study made no attempt to relate the principals' perceptions of different aspects of their principalships to their actual practices, and Stanavage suggests a need for further studies to determine the degree of congruence between what the principal thinks he should do and what he is actually doing.  

In an earlier article, Stanavage indicated the human relations aspect of the principal's role in educational leadership by stating that "the central objective of his educational leadership will be to meet face-to-face and idea-to-idea with every professional member of the staff as frequently as possible."  

To take the mandate of educational leadership seriously is to undertake an agonizing reappraisal of everything we have been doing, or evading, as building administrators. It requires casting aside the trappings of management and parade dress and becoming once again the principal teacher in the school.  

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39 Ibid., p. 19.
CHAPTER III
PRESENTATION OF DATA

FORMULATION OF FUNCTIONS TO IMPROVE SUPERVISORY COMPETENCE

In this investigation, the related professional literature was reviewed and analyzed in order to develop a list of functions considered by educational authorities to be the most important duties of secondary school principals in improving the supervisory competence of department heads. The functions were derived from many sources in the field of supervision, which are listed in the bibliography. In the final analysis, the educational authorities yielded a list of sixty-nine functions to improve supervisory competence (list of sixty-nine functions in appendix).

RATING OF FUNCTIONS TO IMPROVE SUPERVISORY COMPETENCE

The sixty-nine developed supervisory functions were sent to a panel of twelve experienced principals to be measured by how important it is for the principal to perform these acts. Items used in the study instrument met the following criteria: (1) rated by the panel as important more than half of the time (2) not rated by the panel in the seldom or never classification.

The following thirty-six functions of the original sixty-nine functions met the criteria (functions are numbered as in the study instrument):

1. Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.
3. Principal should encourage department heads to develop and use a professional library.

5. Principal should help department heads in defining problems and relating them to the participants in the group.

6. Principal should help department heads determine their own needs for training in the basic skills of human relations.

12. Principal should have department heads participate in clinics and workshops.

13. Principal should help department heads work with their staff in developing a meaningful curriculum.

14. Principal should work with department heads in developing a program for the orientation of new teachers.

15. Principal should help department heads develop good intra-departmental and inter-departmental communications.

16. Principal should recognize, encourage, and stimulate professional growth on the part of department heads.

17. Principal should recognize, encourage, and stimulate initiative on the part of department heads.

18. Principal should confer with department heads on personal matters that might affect their morale and efficiency.

19. Principal should confer with department heads on professional matters that might affect their morale and efficiency.

20. Principal should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

22. Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.

23. Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.

24. Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.
25. Principal should help department heads in assisting their staff to be aware of and encourage educational change.

26. Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

28. Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

31. Principal should help department heads determine the need for implementing staff recommendations.

33. Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.

34. Principal should help department heads develop an understanding of school budgets.

35. Principal should help department heads develop the ability to adapt to change while encouraging them do to the same with their staff.

36. Principal should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.

37. Principal should help department heads learn the use of authority.

39. Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).

40. Principal should help department heads develop the ability to obtain the best results from personnel assignments.

42. Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.

44. Principal should help department heads develop the ability to evaluate their staff.

45. Principal should encourage department heads to become aware of and should use, when possible, new technologies in education.

46. Principal should encourage department heads to be aware of and use recent research in their subject areas.
48. Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

50. Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

52. Principal should encourage department heads to participate in a continuing program of self-improvement.

53. Principal should make sure department heads understand their duties and responsibilities.

55. Principal should help department heads give importance to their positions.

To minimize the possibility of having the responses influenced, the thirty-six (36) functions used in this study were randomly listed with nineteen (19) functions that were not a part of this study. The final study instrument consisted of fifty-five (55) functions (copy in appendix).

Twenty-seven (27) principals and two hundred and twenty-eight (228) department heads from twenty-seven (27) high schools in the southern section of Cook County, excluding Chicago, participated in this study. Twenty-seven schools provided enough responses to insure a fair sample. Schools were large enough to have department heads. Conditions in this area were favorable for having good supervisory programs. These conditions included trained principals, good student bodies in general, well trained teachers with above average working conditions and salaries, good facilities and community support. Within this framework, this group of schools should have good supervisory programs. The training of supervisory personnel
should be better than average).

In this investigation, the participants (principals and department heads) responded to functions used by principals in improving the supervisory competence of staff and to direct questions in relationship to any established programs principals have for improving the supervisory competence of department heads. These functions, selected from the literature and reviewed by a panel of experienced principals, were rated by principals and department heads.

Six major hypotheses will be accepted or rejected on the basis of the analysis of the data.

Hypothesis I

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and the role they think they are "carrying out."

Hypothesis II

There is no significant difference among department heads as to the role they believe principals "should assume" in improving supervisory competence of department heads and the role they think principals are "carrying out."

Hypothesis III

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and department heads.
Hypothesis IV

There is no significant difference between the role principals are "carrying out" in improving supervisory competence of department heads as perceived by principals and department heads.

Hypothesis V

There are specific functions for improving the supervisory competence of department heads that are being performed by principals that meet with agreement of principals and department heads.

Hypothesis VI

Principals in general have established programs for improving the supervisory competence of department heads.

The thirty-six (36) functions involved in this study (see appendix - functions marked with asterisk in study instrument are the only ones used in this study) were randomly picked with nineteen functions that are not included in study to minimize the possibility of having the responses influenced. All fifty-five (55) functions were rated by principals and department heads in two areas:

A = Principal Should Assume
Always - Usually - Half Time - Seldom - Never

B = Principal Actually Doing
Always - Usually - Half Time - Seldom - Never

A chi-square technique was used to test the significance of the difference of responses the study group gave to those thirty-six (36)
selected functions of the fifty-five (55) used in the study - the nineteen (19) detractors were not tested. A chi-square value ($X^2$) at the .05 level with four degrees of freedom of 9.49 was used in relation to the acceptance or rejection of the first four hypotheses.

Those functions actually being performed "always" and "usually" by principals as perceived by principals and department heads were the basis of the accepting or rejecting of the fifth hypothesis.

The sixth hypothesis was accepted or rejected on analysis of data on the following question:

"Does your school have an established program for Improving the supervisory competence of department heads?"

Each of the thirty-six functions in this study (as numbered in the study instrument - see appendix) was analyzed individually for each of the first four hypotheses. All thirty-six functions were analyzed to determine which functions were being performed consistently by principals in relationship to hypothesis V. The data profile sheets from all participants were reviewed to determine the acceptance or rejection of hypothesis VI.

The interview technique was utilized to obtain supportive data in the acceptance or rejection of the hypotheses. Indepth interviews with five (5) principals and thirty-five (35) department heads were conducted on questions related to each hypothesis.
The study instrument also contained a profile sheet which provided the following data:

A review of the profile information of department heads and principals participating in the study revealed that department heads, with a mean age of 43.31 (men had a mean age of 43.06 and women had a mean age of 44.03), tended to be younger than principals, with a mean age of 46.51.

The profile indicated women have not made any in-roads into the position of principals in south Cook County suburban high schools. All principals in this study were men. Some educational authorities expressed the concern that women in administrative positions, dealing with the supervision of men and women, might find the task more difficult to perform than men. It is not possible from the information available to state whether or not this is the reason for the absence of women employed as principals in this region.

Seventy per cent (70%) of the department heads involved in this study were male. Some factors that might contribute to this situation could be: boards of education and administrators might have an attitude that is prejudicial to employing women in these positions, women might not wish to give the extra time needed to the position because of marriage or families, women might tend to be more mobile than men because they will most likely move to their husbands' geographic area of employment if and when he changes position or location, women might tend to be more content in
teaching positions rather than seeking positions in supervision and administration, or women might not wish to extend the time and money needed for advanced degrees for the position.

The profile sheets showed department heads had a mean of 17.87 years teaching experience (men had a mean of 17.75 years and women had a mean of 18.45 years). Department heads tended to have more teaching experience than principals, who had a mean of 14.85 years teaching experience. This should make principals cognizant of the fact that department heads can be leaders in helping to develop teachers to their fullest. Principals should avoid assuming an attitude of expertise over department heads in the area of teaching and subject content. Principals should develop the ability to capitalize on the experience of department heads.

Department heads had a mean of 7.55 years of experience as department heads (men had a mean of 7.45 years and women had a mean of 7.75 years) which indicated that they had much greater experience in this area than principals, who had a mean of 2.63 years of experience as department heads. Thirty per cent (30%) of the principals had no experience as department heads. This implies that there is a definite need for principals to develop a working knowledge of the role of department heads if they are going to help improve the supervisory competence attached to the position.

Principals had a mean of 8.38 years of experience as principals. Twenty-eight per cent (28%) of the principals had five years or less
experience as principals. This would tend to indicate the need for having a good training program for principals either on the job or formally by colleges and universities. The study does not allow a conclusion to be given in relationship to "on the job" training.

The profile sheets revealed that twenty-four per cent (24%) of the department heads and eight per cent (8%) of the principals had no courses in supervision. Forty-five per cent (45%) of the department heads and twenty-two per cent (22%) of the principals had six hours or less in courses in supervision. The median hours in supervision courses for department heads was 8.17 hours (men had a median of 10.39 hours and women had a median of 4.10 hours) and for principals the median hours in supervision was 11.25 hours. This information would indicate that little importance is given to college or university courses in supervision. It would seem that the value of these classes must be re-evaluated from the point of content and method taught. If the value of supervision courses is established, then more should be done to require a background in this area before a person is placed in a supervisory position.
### Profile of Department Heads and Principals

#### Age

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| Total | 160 | 27 | 68 | 0 | 228 | 27 |
RELATED INFORMATION FROM INDEPTH INTERVIEW

In relation to other concerns developed in the indepth interview, principals and department heads relayed the following information:

In what way does the principal formally and/or informally evaluate department heads?

It was the consensus of the principals and department heads that about ninety per cent (90%) of the evaluation of department heads is done informally. The evaluation process usually takes place on a day to day contact basis. From these sessions it was felt principals evaluate: the attitudes of department heads about the various phases of the job; how department heads function with the duties assigned to the position; personalities of department heads; department heads' rapport with staff and students; department heads' initiative, innovativeness, and creativity; and how much extra department heads are doing.

In what way are department heads selected and appointed?

All the schools interviewed had procedures where the position open was posted. Those applying were then interviewed by the principals and other administrators. The Board of Education received their recommendations and acted upon them.

In what way are department heads retained or removed?

The principals make annual recommendations on the positions of department heads. Only in rare cases the person in the position is not retained.
Department heads may be removed with just cause.

What human relations training do department heads and principals receive?

Department heads and principals placed great emphasis on the need for human relations, but they lack any basic agreement on what it should include and how to develop it. Suggestions for development in this area consisted of:

1. Having workshops on subject
2. Formal training by courses
3. Role playing programs under qualified leadership
4. Sensitivity training
5. Group training
6. Individual involvement
7. Internships

Principals and department heads interviewed see the role of the department head as that of supervisor for the improvement of instruction and believe department heads perceive the role the same.

Do you feel that specific courses in supervision at the graduate level help department heads improve their supervisory competence?

Forty-four per cent (44%) of the principals and department heads interviewed felt that specific courses in supervision at the graduate level help department heads improve their supervisory competence.

Thirty-nine per cent (39%) of those interviewed did not feel that the courses were commensurate with the time and money involved.

Seventeen per cent (17%) stated it depended on the school and the instructors.
Department heads and principals were asked:

If you, as a principal, were to select department heads, what characteristics would you want and look for in department heads?

Principals listed the following characteristics:

1. Human Relations
2. Experience in area
3. Leadership qualities
4. Personality
5. Dedication
6. Innovative
7. Creative
8. Adaptability
9. Loyalty

Department heads listed the following characteristics:

1. Human relations
2. Subject matter competence
3. Administrative skills
4. Leadership
5. Good self-concept
6. Responsibility
7. Open Mindedness
8. Innovative
9. Teaching experience
CHAPTER IV

Analysis of Data

Six major hypotheses will be accepted or rejected on the basis of the analysis of the data.

Hypothesis I

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and the role they think they are "carrying out."

Hypothesis II

There is no significant difference among department heads as to the role they believe principals "should assume" in improving supervisory competence of department heads and the role they think principals are "carrying out."

Hypothesis III

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and department heads.

Hypothesis IV

There is no significant difference between the role principals are "carrying out" in improving supervisory competence of department heads as perceived by principals and department heads.
Hypothesis V

There are specific functions for improving the supervisory competence of department heads that are being performed by principals that meet with agreement of principals and department heads.

Hypothesis VI

Principals in general have established programs for improving the supervisory competence of department heads.
Hypothesis I

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and the role they think they are "carrying out."

Item 1-A

Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

(Chi-square table for item 1-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-five per cent (85%) of the responding principals stated that this function should be done "always" or "usually" by principals. Although principals recognized the need of this act, only thirty per cent (30%) stated that this was being done "always" or "usually" by principals.

Principals, to become more effective in improving supervisory competence of department heads, must develop various procedures that will bring the "carrying out" role closer to the "should assume" role. The principals interviewed expressed a need for the district to provide mini-courses in the areas to be improved by department heads and a school board policy requiring continuous education with proper remuneration. The principals stated that they should overtly encourage department
heads to become aware of and involved in educational change.

The chi-square value for item 1-A is 20.24 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

This item supports the rejection of Hypothesis 1.

Item 3-A

Principal should encourage department heads to develop and use a professional library.

(Chi-square table for item 3-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-five per cent (85%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-eight per cent (48%) stated that this was being done "always" or "usually" by principals.

A majority of the principals stated that they performed this function in the following manner: by having a budget for publications, by circulating all literature available, by providing space and facilities, and by having the librarian hold meetings with department heads.

The chi-square value of item 3-A is 10.62 which is significant at the .05 level which indicates a significant difference in the principals'
perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to develop and use a professional library.

This Item supports the rejection of Hypothesis I.

**Item 5-A**

Principal should help department heads in defining problems and relating them to the participants in the group.

(Chi-square table for item 5-A in appendix)

Principals agreed with educational authorities as to the importance of the function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-two per cent (52%) stated that this was being done "always" or "usually" by principals.

Relating and defining problems is one of the major concerns of all administrators. Most principals have meetings with department heads in an effort to clarify problems, but the real area of concern is having department heads relate problems to the staff so the maximum help in solving them is obtained. Some principals have interchange sessions, where department heads are offered the opportunity of submitting their judgments and actions to fellow department heads for constructive criticism.

The chi-square value for item 5-A is 10.44 which is significant at the .05 level which indicates a significant difference in the principals'
perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads in defining problems and relating them to the participants in the group.

This item supports the rejection of Hypothesis I.

**Item 6-A**

Principal should help department heads determine their own needs for training in the basic skills of human relations.

(Chi-square table for item 6-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Seventy per cent (70%) of the responding principals stated that this function should be done "always" or "usually" by principals. Although principals recognize the need of this act, only twenty-six per cent (26%) stated that this was being done "always" or "usually" by principals.

Although principals indicated a need of this act and stated that human relations is of the utmost importance, only seventy per cent (70%) stated this function should be done "always" or "usually" by principals. Whereas only twenty-six per cent (26%) are "carrying out" this act, indications are that most principals do not have knowledge or training in this area to help department heads. Other than general statements of set examples, have someone come in and conduct a program, no concrete
plans were given by the principals. It appears there is a felt need in the area of human relation development for principals to learn how to help others develop.

The chi-square value for item 6-A is 13.10 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads determine their own needs for training in the basic skills of human relations.

This item supports the rejection of Hypothesis I.

Item 12-A

Principal should have department heads participate in clinics and workshops.

(Chi-square table for item 12-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-three per cent (93%) of the responding principals stated that this function should be done "always" or "usually" by principals. Sixty-three per cent (63%) stated that this was being done "always" or "usually" by principals.

Most of the principals indicated that this function was being performed more than half of the time. Those functions considered to be concrete in nature (attend meetings, write reports, etc.) tended to be "carried out" more than those of an abstract nature (human relations,
relate to groups, etc.). This function lends itself to reports that can be easily developed and used in a positive manner. Principals encouraged this by: providing released time, routing materials on clinics and workshops, requiring attendance at least once a year to a clinic or workshop, and recommending specific ones.

The chi-square value for item 12-A is 7.04 which is not significant at the .01 level or .05 level, which indicates no significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in having department heads participate in clinics and workshops.

This item supports the accepting of Hypothesis I.

**Item 13-A**

Principals should help department heads work with their staff in developing a meaningful curriculum.

(Chi-square table for item 13-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-six per cent (96%) of the responding principals stated that this function should be done "always" or "usually" by principals. Sixty-seven per cent (67%) stated that this was being done "always" or "usually" by principals.

Almost all the principals believed that they should be deeply involved in helping department heads and staff in developing a meaningful curriculum. Only two-thirds of the principals were involved in this function for more
than half the time. With the great emphasis on curriculum, principals must find the time and the knowledge to become the real instructional leaders of the school.

Some recommendations by principals included: require annual reports on curriculum from departments, survey the needs of students and community, involve many students and parents, and provide released time for curriculum work.

The chi-square value for item 13-A is 17.80 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads work with their staff in developing a meaningful curriculum.

This item supports the rejection of Hypothesis I.

**Item 14-A**

Principal should work with department heads in developing a program for the orientation of new teachers.

(Chi-square table for item 14-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-three per cent (93%) of the responding principals stated that this function should be done "always" or "usually" by principals. Eighty-five per cent (85%) stated that this was being done "always" or "usually" by principals.

Most principals indicated that they were working with department heads in this area. The orientation of new teachers is of concern to
most educators because they want new employees to get a good start. Principals tended to meet often with department heads about the program needed. Although this function is rejected by chi-square value, it did have a high level of agreement in the sections "always" and "usually."

The chi-square value for item 14-A is 10.74 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in working with department heads in developing a program for the orientation of new teachers.

This item supports the rejection of Hypothesis I.

Item 15-A

Principal should help department heads develop good intra-departmental and inter-departmental communications.

(Chi-square table for item 15-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually." Fifty-two per cent (52%) stated that this was being done "always" or "usually" by principals.

Although many principals recognized the need for this function, half of the principals were not doing this to the degree they should. Communications in a school should be a prime concern of principals, but
principals failed to indicate how they could or would improve this area. The main suggestion was that principals should set a good example.

The chi-square value for item 15-A is 15.38 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop good intra-departmental and inter-departmental communication.

This item supports the rejection of Hypothesis 1.

**Item 16-A**

Principal should recognize, encourage, and stimulate professional growth on the part of department heads.

(Chi-square table for item 16-A in appendix)

Principals agreed with educational authorities as to the importance of this function. One hundred per cent (100%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-two per cent (52%) stated that this was being done "always" or "usually" by principals.

Although the principals all indicated that this should be done over half of the time, only half indicated that this was actually being done to that degree. Principals stated that they must be more aware of growth on the part of the staff and recognize it as soon as possible. This area of human relations is an ongoing process that must be worked
at all of the time.

The chi-square value for item 16-A is 21.04 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in recognizing, encouraging, and stimulating professional growth on the part of department heads.

This item supports the rejection of Hypothesis 1.

Item 17-A

Principal should recognize, encourage, and stimulate initiative on the part of department heads.

(Chi-square table for item 17-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-six per cent (96%) of the responding principals stated that this function should be done "always" or "usually" by principals. Sixty-three per cent (63%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function in the following manner: allowing department heads to make reasonable decisions related to their own programs, helping to obtain funds for experimentation and innovation, being aware of modification in existing programs, removing any threats that might be present, real or unreal, etc.

Principals feel strongly that they should recognize, encourage, and stimulate initiative, but the procedures of recognition are not fully
utilized by them. Encouragement comes basically in meetings and has long spaced intervals. Stimulating department heads to initiate can be anything from a nonproductive to a completely engulfing situation.

The chi-square value for item 17-A is 19.08 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals perception of what principals are actually doing in recognizing, encouraging, and stimulating initiative on the part of department heads.

This item supports the rejection of Hypothesis I.

**Item 18-A**

Principal should confer with department heads on personal matters that might affect their morale and efficiency.

(Chi-square table for item 18-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-two per cent (82%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-four per cent (44%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: discussing problems with staff, participating in "off the cuff talks" and individual conferences, having an open door policy, etc. Although principals indicated they are doing this, they also stated principals can do little to resolve someone's personal problems and many times the school is the
recipient of the person's problem.

The chi-square value for item 18-A is 8.58 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in conferring with department heads on personal matters that might affect their morale and efficiency.

This item supports the accepting of Hypothesis I.

**Item 19-A**

Principal should confer with department heads on professional matters that might affect their morale and efficiency.

(Chi-square table for item 19-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-six per cent (96%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-nine per cent (59%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: being open to discussing concerns of department heads, being critical when it is called for, helping department heads find other professional opinions, and showing respect for the staff.

Professional problems, many times, cannot be isolated from personal problems. This calls for maximum efforts in human relations by the principal
in trying to solve them. Evaluating the morale and efficiency of staff can be a very difficult process.

The chi-square value for item 19-A is 12.56 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in conferring with department heads on professional matters that might affect their morale and efficiency.

This item supports the rejection of Hypothesis I.

**Item 20-A**

Principal should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

(Chi-square table for item 20-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty per cent (40%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function in the following manner: providing released time so department heads can have conferences shortly after classroom visits, encouraging department heads to observe a variety of classes, developing a check list of useful
criticisms, and helping them make use of the many technical instruments available.

Many of the methods for classroom visits are closely related to the personalities of the department heads. Each principal must help department heads "seek out" those methods which will work the best for them.

The chi-square value for item 20-A is 15.16 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

This item supports the rejection of Hypothesis I.

**Item 22-A**

Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.

(Chi-square table for item 22-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Seventy-four per cent (74%) of the responding principals stated that this function should be done "always" or "usually" by principals. Although principals recognized the need of this act, only twenty-six per cent (26%) stated that this was being done "always" or "usually" by principals.
Principals stated that they are performing this function in the following manner: providing instruction to department heads on how to write instructional objectives, convincing the staff to eliminate vague and idealistic generalities that are used for objectives, bringing in trained outsiders to provide the experience and leadership needed, etc.

Principals, many times, must not only encourage department heads in this function, but they must also help the staff directly in seeing the value of the program. Principals, themselves, need to develop an understanding of the development and writing of instructional objectives.

The chi-square value for item 22-A is 17.52 which is significant at the .01 level which indicates a significant difference in the principals’ perception of what principals should be doing and the principals’ perception of what principals are actually doing in encouraging department heads in assisting their staff in developing and writing instructional objectives.

This item supports the rejection of Hypothesis I.

**Item 23-A**

Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.

(Chi-square table for item 23-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-two per cent (82%) of the responding principals
stated that this function should be done "always" or "usually" by principals. Although principals recognized the need of this act, only thirty-two per cent (32%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by:
- discussing criteria, philosophy, and purpose of student evaluation,
- having department heads seek out alternatives in evaluating,
- planning sessions with department heads devoted to this topic, etc.

It is difficult to help others provide leadership, but it can be done by helping them gain insight into problems. If department heads can see their role in helping to solve the problem by developing a sound program, this attitude should transfer to the staff.

The chi-square value for item 23-A is 20.00 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads in providing leadership for their staff in developing a sound program of student evaluation.

This item supports the rejection of Hypothesis I.

**Item 24-A**

Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.
(Chi-square table for item 24-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Seventy-four per cent (74%) of the responding principals stated that this function should be done "always" or "usually" by principals. Although principals recognized the need of this act, only thirty-six per cent (36%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by:
- discussing why certain items need to be covered to help them understand the motivational aspects of any task,
- having department heads question teachers about the motivational aspects in an assignment,
- bringing out the basic psychology of motivation,
- establishing a tone for the staff to become involved, etc.

Motivational aspects of student work need a great deal of local research and study by the individual schools. The leadership supplied by principals, department heads, and teachers must become a positive reinforcement for the students to achieve more.

The chi-square value for item 24-A is 12.28 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads in assisting their staff in developing a basic understanding.
of the motivational aspects of student work.

This item supports the rejection of Hypothesis I.

**Item 25-A**

Principal should help department heads in assisting their staff to be aware of and encourage educational change.

(Chi-square table for item 25-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-eight per cent (48%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: permitting planned visits to educational centers that are involved with educational change, showing an interest in and knowledge of change, providing reading materials on this topic, making use of outside speakers and experts, etc.

Department heads should be aware of educational changes in order to adjust programs, procedures, and materials as needed. Although educational changes sound positive, concern must be given to the value, the purpose, cost, and evaluation to be involved with the change.

The chi-square value for item 25-A is 10.58 which is significant at the .05 level which indicates a significant difference in the principals'
perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads in assisting their staff to be aware of and encourage educational change.

This item supports the rejection of Hypothesis I.

**Item 26-A**

Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

(Chi-square table for item 26-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-three per cent (93%) of the responding principals stated that this function should be done "always" or "usually" by principals. Seventy per cent (70%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: recognizing and dealing with the uniqueness of staff, helping department heads accept responsibility for actions, creating an atmosphere of "openness," etc.

Individual differences are the basis of education, whether in the students or the staff. All efforts must be made to capitalize on these characteristics, while nurturing them.

The chi-square value for item 26-A is 10.12, which is significant at the .05 level which indicates a significant difference in the
principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in recognizing individual differences and other points of view in department heads while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis I.

Item 28-A

Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

(Chi-square table for item 28-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-three per cent (93%) of the responding principals stated that this function should be done "always" or "usually" by principals. Sixty-three per cent (63%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: listening to department heads discuss problem situations, recognizing signs that the department head is upset or concerned about something, showing department heads how to be alert to the needs of others, and making an effort to really know their department heads.

Principals must assume leadership in being sensitive to all levels of staff, and, by the use of this awareness, they can motivate department heads to grow in this area of human relations. Principals should have
knowledge of commercial programs, literature, and professional courses at colleges and universities that will help develop this attribute. It is important that sound programs for sensitivity are pursued and not invalid commercial plans by individuals or corporations to make money in this field.

The chi-square value for Item 28-A is 14.66 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in being sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis I.

Item 31-A

Principal should help department heads determine the need for implementing staff recommendations.

(Chi-square table for Item 31-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-five per cent (85%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-two per cent (52%) stated that this was being done "always" or "usually" by principals.
Principals stated that they are performing this function by: promoting interaction between departments, using the recommendations of staff, recognizing the suggestions of staff openly, and implementing department heads' recommendations to the fullest degree when possible.

Staff morale depends, many times, on the recognition given by supervisors to staff. The busy principal today must make use of a well organized system, run by department heads, to utilize praise and public acknowledgement of staff recommendations. Acceptance of newly proposed programs sometimes will be quicker if the idea comes from fellow staff members, rather than from the administrative office.

The chi-square value for item 31-A is 11.56 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads determine the need for implementing staff recommendations.

This item supports the rejection of Hypothesis 1.

**Item 33-A**

Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.

(Chi-square table for item 33-A in appendix)

Principals agreed with educational authorities as to the importance of
this function. Fifty-six per cent (56%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-one per cent (41%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: reviewing the individual strengths and weaknesses of the staff while relating, when possible, similar characteristics of department heads, using goal-setting techniques which are periodically evaluated together, trying honestly to help department heads see the need of this concern, etc.

Principals should be conscious that individual concerns usually are involved with the maintenance, development, and realization of the self-concept of individuals. The individual will make use of his organization and its resources for the acquiring of his goals. Staff members must have at least minimal satisfaction from their positions if instruction is to be improved. Self-understanding is one key to satisfaction.

The chi-square value for item 33-A is 4.80 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop self-understanding while encouraging them to do the same with their staff.

This item supports the accepting of Hypothesis I.
**Item 34-A**

Principal should help department heads develop an understanding of school budgets.

(Chi-square table for item 34-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Sixty-three per cent (63%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: working individually with department heads in planning budgets in light of the overall school budget, having department heads balance department budgets monthly, and being present, to act as a resource person, when department heads inform staff about the budget.

Although budgets are not a direct supervisory act, they do play an important part in the perception of supervision. Often the staff will view items on budgets as a reward or punishment for other acts. The power of the purse strings is seen by some as a factor to do the "right thing." Principals and department heads should not use or abuse budgets. Proper use will come about only by a complete understanding of the operation of budgets.

The chi-square value for item 34-A is 10.88 which is significant at the .05 level which indicates a significant difference in the principals'
perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop an understanding of school budgets.

This item supports the rejection of Hypothesis I.

**Item 35-A**

Principal should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.

(Chi-square table for item 35-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Seventy per cent (70%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: circulating educational literature related to change, obtaining funds (when possible) for experimentation and development, having department heads turn in written reports on the changes in the department and staff, and directly initiating changes when needed.

Adaptability in today's changing world of education is a "must" for survival both on the job and emotionally. Principals, as change agents or managers of change, are cognizant of this fact because of the large number of pressures placed upon them to induce change. Seventy per cent (70%) felt this was being done "usually" which tends to support this
point of view. Resistance to change, for good or bad, is usually within the staff. It must be fully understood that all change is not necessarily good and "change for change sake" is a poor reason to alter existing programs. There is a need to imply in this function that there will be an evaluation of the change before there is an adopting of the change.

The chi-square value for item 35-A is 11.22 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop the ability to adapt to change while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis I.

Item 36-A

Principal should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.

(Chi-square table for item 36-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-five per cent (85%) of the responding principals stated that this function should be done "always" or "usually" by principals. Seventy per cent (70%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by:
providing funds to attend meetings, explaining to the staff the value of participating in professional organizations, recognizing those who are members of organizations, and helping the staff understand the value these groups have to education.

Professional organizations tend to have well defined objectives and goals for the improvement of instruction. These groups also encourage positive codes of ethics that, when followed, will improve the individual. These factors are strong aids to the principal who is trying to accomplish the same goals. Principals must learn to take advantage of all resources that will help improve supervisory competence.

The chi-square value for item 36-A is 6.16 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to participate in professional organizations while encouraging them to do the same with their staff.

This item supports the accepting of Hypothesis 1.

**Item 37-A**

Principal should help department heads learn the use of authority.

(Chi-square table for item 37-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Seventy-eight per cent (78%) of the responding
principals stated that this function should be done "always" or "usually" by principals. Fifty-two per cent (52%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: including the department heads in major policy decisions affecting their department so that they can see the need for authority, giving department heads responsibility for specific duties, and defining their duties with explanations on the proper use of authority.

The proper use of authority is essential in the realm of supervision. Misuse of authority by department heads can create problems for the principal that are visible and/or invisible. He must live with the results of all acts of authority, good or bad. Democratic leadership must be encouraged by the principal.

The chi-square value for item 37-A is 10.50 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads learn the use of authority.

This item supports the rejection of Hypothesis I.

Item 39-A

Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).

(Chi-square table for item 39-A in appendix)
Principals agreed with educational authorities as to the importance of this function. Ninety-six per cent (96%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-nine per cent (59%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: having department heads make decisions on teaching assignments, curriculum revisions, and textbook selection, requiring department heads to be involved in the hiring and releasing of teachers, having teachers receive decisions from department heads on department items, and having department heads "run" the department.

Principals felt strongly on the importance of this function, but it was being "carried out" only about half as much as it should be. Developing decision making ability in another person must take place in a organizational climate that is positive and non-threatening. Accepting responsibility for making decisions is built upon success in decision making. Principals must establish programs allowing department heads to succeed in decision making situations.

The chi-square value for item 39-A is 17.38 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to develop decisiveness (make decisions and accept responsibility for
This item supports the rejection of Hypothesis I.

**Item 40-A**

Principal should help department heads develop the ability to obtain the best results from personnel assignments.

(Chi-square table for Item 40-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Sixty-seven per cent (67%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: discussing "why" assignments were made to certain staff members with department heads, having department heads investigate all classes that teachers will be assigned to, and encouraging department heads to have total staff involvement in personnel assignments.

Proper assignment of staff will aid principals greatly in supervision for the improvement of instruction. Department heads will often select the courses and classes they want first with little regard to the staff. If this is an arbitrary act, the department heads' supervisory competence is lessened. Therefore, principals must help department heads understand that better personnel assignments make them better supervisors and make their jobs easier.
The chi-square value for Item 40-A is 15.54 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop the ability to obtain the best results from personnel assignments.

This item supports the rejection of Hypothesis I.

**Item 42-A**

Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.

(Chi-square table for item 42-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-two per cent (52%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: pointing out the many sides of each problem, discussing the use of alternatives, helping department heads see why some decisions are inadequate, and encouraging department heads to evaluate the actions of members of their departments in order to become more perceptive about them with the hope of this insight being transferred to themselves.

Principals must help department heads see that all problems have many sides, or they would not be problems, and that any action will cause
some people to be unhappy with the decision. If this group feels the action was not objective, they will become anti-supervision. This will tend to have an effect on all other supervisory acts of the department heads and principals. Principals must be careful in using their own shortcomings as examples, because this might be used by others at a later time.

The chi-square value for item 42-A is 8.92 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop the ability to question one's own judgment and actions in an objective manner.

This item supports the accepting of Hypothesis 1.

**Item 44-A**

Principal should help department heads develop the ability to evaluate their staff.

(Chi-square table for item 44-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-eight per cent (48%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: discussing and reviewing evaluation forms and standards with department
heads, involving the department heads in revising the evaluation criteria, permitting department heads to have released time for adequate observation of staff, and having the staff develop criteria to determine student growth.

The procedural agreement of most schools has a section on evaluation procedure. Within the framework of this, evaluation is still a very personal and threatening process. A constant effort must be made to develop a positive process which will result in the improvement of instruction. In all of this procedure, the principal must carefully weave the need not to allow poor or ineffective teaching to exist.

The chi-square value for item 44-A is 18.10 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads develop the ability to evaluate their staff.

This item supports the rejection of Hypothesis 1.

Item 45-A

Principal should encourage department heads to become aware of and should use, when possible, new technologies in education.

(Chi-square table for item 45-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-five per cent (85%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-six per cent (56%) stated that this was being done "always"
or "usually" by principals.

Principals stated that they are performing this function by: encouraging visitations and participations in new programs and conferences, circulating all literature that pertains to this subject, and obtaining (when possible) any funds available to try new technologies in education.

Innovations have become a part of the educational scene in secondary schools. Much in the way of new practices call for a use of new technologies. Principals are unable, because of the time and knowledge factors, to be aware of these new methods and equipment. They must depend on department heads to be leaders of the staff in this area. Principals should also encourage department heads to form judgments on the value of new technologies in their schools.

The chi-square value for item 45-A is 12.66 which is significant at the .05 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to become aware of and in using, when possible, new technologies in education.

This item supports the rejection of Hypothesis 1.

Item 46-A

Principal should encourage department heads to be aware of and use recent research in their subject areas.

(Chi-square table for item 46-A in appendix)

Principals agreed with educational authorities as to the importance
of this function. Eighty-five per cent (85%) of the responding principals stated that this function should be done "always" or "usually" by principals. Thirty-three per cent (33%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: encouraging attendance at seminars, conferences, and workshops, providing funds for any local research, circulating information that is on the subject, and helping in the establishment of experimental programs.

Principals agreed this function was important but only a third were actually doing it "always" or "usually." It appears that there is a need to re-evaluate the place of educational research in secondary schools. Principals tended to accept the commercial statements of salesmen rather than review research in the area. This is caused by the lack of time and knowledge of principals in the subject areas.

The chi-square value for item 46-A is 18.42 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to be aware of and use recent research in their subject areas.

This item supports the rejection of Hypothesis 1.

**Item 48-A**

Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).
Principals agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-four per cent (44%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: having outside resource speakers with a knowledge of new developments in education, providing time for department heads to visit schools employing some of these developments, and permitting experimentation in new developments in education.

Principals should have a knowledge of educational developments. This is a "must" if they are to be instructional leaders in the schools. It is only with this understanding of new developments that principals can help department heads become involved with wanting to comprehend the worth of these developments. Some principals seemed to have a limited acquaintance with some areas of educational development.

The chi-square value for item 48-A is 13.82 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses,
team teaching, etc.).

This item supports the rejection of Hypothesis I.

**Item 50-A**

Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

(Chi-square table for Item 50-A in appendix)

Principals agreed with educational authorities as to the importance of this function. One hundred per cent (100%) of the responding principals stated that this function should be done "always" or "usually" by principals. Seventy per cent (70%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: developing sound interpersonal relationships between themselves and the staff, acknowledging that each person is an individual with strengths and weaknesses, and establishing a method to involve conflicting parties to meet in a positive way to resolve the problem.

Principals agreed one hundred per cent (100%) with the importance of this function being done "always" or "usually." Human relationships can be the making or breaking of administrators. Principals, for good or bad, are the recipients of the relationship generated between the department heads and the staff. Sound programs for interpersonal relationships must be encouraged and utilized. The principal should be an example to
department heads in this area.

The chi-square value for item 50-A is 17.80 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

This item supports the rejection of Hypothesis I.

**Item 52-A**

Principal should encourage department heads to participate in a continuing program of self-improvement.

(Chi-square table for item 52-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-six per cent (96%) of the responding principals stated that this function should be done "always" or "usually" by principals. Forty-four per cent (44%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: encouraging attendance in graduate school courses, having an annual self-examination of department heads, and discussing the department heads' growth and future needs with them.

Principals should have their own continuous program of self-improvement. It would be difficult to encourage others if they lacked a
program of self-improvement. Only forty-four per cent (44%) stated that this was actually being done "always" or "usually." Principals tended to agree with many functions of a personal nature but then did not perform them.

The chi-square value for item 52-A is 18.66 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in encouraging department heads to participate in a continuing program of self-improvement.

This item supports the rejection of Hypothesis 1.

Item 53-A

Principal should make sure department heads understand their duties and responsibilities.

(Chi-square table for item 53-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Ninety-six per cent (96%) of the responding principals stated that this function should be done "always" or "usually" by principals. Eighty-five per cent (85%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by: providing a list of duties and responsibilities for each department head, reviewing annually the list of duties for revisions, clarifying duties and responsibilities in department heads' group meetings, and encouraging department heads to formulate duties and responsibilities.
Principals agreed with the importance of this function and stated it was being carried out. It appeared the "carrying out" was not done formally in writing, because very little printed material was available from the school. Department heads' duties and responsibilities were usually general and listed in the school board policies. There is a need to establish more formal material so clarity and understanding can be developed.

The chi-square value for item 53-A is 19.88 which is significant at the .01 level which indicates a significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in making sure department heads understand their duties and responsibilities.

This item supports the rejection of Hypothesis I.

**Item 55-A**

Principal should help department heads give importance to their positions.

(Chi-square table for item 55-A in appendix)

Principals agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding principals stated that this function should be done "always" or "usually" by principals. Fifty-nine per cent (59%) stated that this was being done "always" or "usually" by principals.

Principals stated that they are performing this function by:
granting authority to perform tasks necessary to developing a professional departmental staff, maintaining open lines of communication with department heads, and showing a sincere interest and concern for the job being done by department heads.

The philosophy of principals, about the position of department heads, is shown by their actions in helping department heads establish their positions. Many principals were reluctant to develop new bases of power, possibly out of insecurity. The effectiveness of the department head as a supervisor is probably related to the perceptions of the principal and staff of the department head's position. The manner in which a role is performed is affected by the self-esteem of the individual performing the task. Principals must help develop positive self-esteem within department heads.

The chi-square value for item 55-A is 8.62 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception of what principals should be doing and the principals' perception of what principals are actually doing in helping department heads give importance to their positions.

This item supports the accepting of Hypothesis I.
Summary and Analysis

There seemed to be agreement among principals and educators as to the importance of the thirty-six functions used in this study. It would appear the "should assume" roles of principals in improving supervisory competence of department heads are well accepted and established.

The "carrying out" roles of principals in regard to the thirty-six functions rated by principals indicated that principals were not performing these acts to the degree of importance they had placed upon them.

There was a significant difference between what principals should be doing in improving supervisory competence of department heads and what principals are actually doing in improving supervisory competence as perceived by principals.

In light of the accumulated data, the first hypothesis can be rejected.
Hypothesis II

There is no significant difference among department heads as to the role they believe principals "should assume" in improving supervisory competence of department heads and the role they think principals are "carrying out."

Item I-B

Principal should encourage department heads to establish a continuous educational plan in their field supplemented with professional courses in education.

(Chi-square table for Item I-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-eight per cent (78%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Although department heads recognized the need of this act, only thirty-seven per cent (37%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: circulating current educational materials, helping department heads obtain released time, sharing experiences with others in the educational field, etc.

The department heads' perception of what principals should be doing and are actually doing is more important than what principals are doing in reality. Principals must close this perception gap in order to have a basis to improve the supervisory competence of department heads.
The chi-square value for item 1-B is 111.80 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

This item supports the rejection of Hypothesis II.

Item 3-B

Principal should encourage department heads to develop and use a professional library.

(Chi-square table for item 3-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-eight per cent (78%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Although department heads recognized the need of this act, only thirty-six per cent (36%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: providing funds for the program, having discussions on new writings in education, having department heads compile lists of professional materials that the department wants, etc.

A strong recommendation of the educational literature is the development and use of professional libraries. Principals, according to department heads, are not performing this function. Greater emphasis
by principals must be exhibited in this area.

The chi-square value for item 3-B is 97.24 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads to develop and use a professional library.

This item supports the rejection of Hypothesis II.

**Item 5-B**

Principal should help department heads in defining problems and relating them to the participants in the group.

(Chi-square table for item 5-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-nine per cent (89%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-three per cent (53%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function by: being willing to talk openly with department heads on problems, having indepth group conferences, actually defining some problems and showing how these can be related to groups, etc.

Problem solving can often be developed on the job. Leaders must actually solve problems and, most important, live with the results or solutions for a period of time.
The chi-square value for item 5-B is 84.64 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads in defining problems and relating them to the participants in the group.

This item supports the rejection of Hypothesis II.

**Item 6-B**

Principal should help department heads determine their own needs for training in the basic skills of human relations.

(Chi-square table for item 6-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Sixty-eight per cent (68%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Although department heads recognized the need of this act, only thirty-four per cent (34%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function by: showing that all people need help in human relations, developing discussion in the area of human relations, etc.

The chi-square value for item 6-B is 66.20 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department
heads' perception of what principals are actually doing in helping department heads determine their own needs for training in the basic skills of human relations.

This item supports the rejection of Hypothesis II.

Item 12-B

Principal should have department heads participate in clinics and workshops.

(Chi-square table for item 12-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-seven per cent (77%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-nine per cent (49%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: providing department heads with the opportunity to attend clinics and workshops, recommending specific conferences by the principals, and having department heads set programs involving clinics and workshops.

Department heads many times will derive more from clinics and workshops than they will from administrators. Principals, by careful selection of clinics and workshops, can help department heads become aware of many new things in education. It appears that department heads feel the need of being involved in clinics and workshops.
The chi-square value for Item 12-B is 63.18 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in having department heads participate in clinics and workshops.

This item supports the rejection of Hypothesis II.

**Item 13-B**

Principal should help department heads work with their staff in developing a meaningful curriculum.

(Chi-square table for item 13-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-seven per cent (77%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-one per cent (51%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: having reports on current trends in education presented to the staff, working with inter-departmental groups on curriculum, developing guidelines for curriculum development, and having department heads work with the staff in working on curriculum.

Principals have many demands placed upon their time and energy, which prevent them from working on many phases of curriculum development. Principals need the aid of department heads in implementing curriculum
development. Curriculum development many times originates with the staff and this will give purpose to those supporting the curriculum change.

The chi-square value for item 13-B is 63.56 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads work with their staff in developing a meaningful curriculum.

This item supports the rejection of Hypothesis II.

**Item 14-B**

Principal should work with department heads in developing a program for the orientation of new teachers.

(Chi-square table for item 14-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-six per cent (86%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-four per cent (54%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: having ongoing workshops run by department heads, planning a series of meetings with the special services of the school, and developing written guidelines for all department heads to follow.

Principals agreed with the importance of this function but did not
give the department heads the direction they felt they needed. Models for humanistic orientation should be developed for new teachers by department heads and principals.

The chi-square value for item 14-B is 68.42 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in working with department heads in developing a program for the orientation of new teachers.

This item supports the rejection of Hypothesis II.

**Item 15-B**

Principal should help department heads develop good intra-departmental and inter-departmental communications.

(Chi-square table for item 15-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-nine per cent (79%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-nine per cent (49%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: encouraging an interchange of ideas with the department heads, having projects that require the staff to work together, and having established meetings with department heads.
Principals must be concerned with the ideas of department heads and how these are projected by them to the staff. Principals must work with department heads on all phases of communication - listening, speaking, and writing. Communication is the backbone of any organizational structure.

The chi-square value for item 15-B is 77.48 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop good intra-departmental and inter-departmental communications.

This item supports the rejection of Hypothesis II.

Item 16-B

Principal should recognize, encourage, and stimulate professional growth on the part of department heads.

(Chi-square table for item 16-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-four per cent (84%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-eight per cent (48%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: providing for attendance at workshops and
clinics by department heads, having department heads share in educational experience, evaluating formally the growth of department heads by hours, courses, etc.

Department heads must be receptive to the various encouragements given by the principals. It is of benefit to the staff when department heads have "job" satisfaction.

The chi-square value for item 16-B is 83.02 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in recognizing, encouraging, and stimulating professional growth on the part of department heads.

This item supports the rejection of Hypothesis II.

**Item 17-B**

Principal should recognize, encourage, and stimulate initiative on the part of department heads.

(Chi-square table for item 17-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Ninety-four per cent (94%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-eight per cent (58%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function
in the following manner: having department heads in graduate study act as special resource persons in the school, giving recognition to creative endeavors, and providing materials and equipment needed to try new programs.

Department heads strongly agreed with the importance of this function but felt principals were not performing it in the way it should be done. Initiative on the part of the staff shows growth and development that all schools need for the improvement of instruction.

The chi-square value for item 17-B is 98.72 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in recognizing, encouraging, and stimulating initiative on the part of department heads.

This item supports the rejection of Hypothesis II.

Item 18-B

Principal should confer with department heads on personal matters that might affect their morale and efficiency.

(Chi-square table for item 18-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy per cent (70%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty per cent (40%) felt that this was being done "always" or "usually" by principals.
Department heads stated that principals are performing this function in the following manner: allowing department heads to discuss problems in confidence, establishing rapport with staff that allows department heads to bring up personal matters, and having a humanistic attitude towards the staff.

Department heads felt this function was not being done in relationship to the importance they placed on it. Principals must be very careful when becoming involved with personal matters of their staff. Procedural agreements, along with the individual rights of staff, may present many problems to principals in this area.

The chi-square value for item 18-B is 57.66 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in conferring with department heads on personal matters that might affect their morale and efficiency.

This item supports the rejection of Hypothesis II.

Item 19-B

Principal should confer with department heads on professional matters that might affect their morale and efficiency.

(Chi-square table for item 19-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Ninety-one per cent (91%) of the responding
department heads stated that this function should be done "always" or "usually" by principals. Fifty-four per cent (54%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: backing the department heads when they are right on professional matters, relating to department heads the importance of their positions, and using materials (such as films, tapes, books, etc.) that have psychological effects of a positive nature.

Principals do not perform this function to the degree department heads believe they should. Department heads, because of failure to advance or inability to attend a university, may have their morale and efficiency affected. Principals must help solve the professional problem, if possible, so that the supervisory competence of department heads will improve.

The chi-square value for item 19-B is 92.16 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in conferring with department heads on professional matters that might affect their morale and efficiency.

This item supports the rejection of Hypothesis II.

**Item 20-B**

Principal should help department heads develop
methods for classroom visits so that teachers will obtain the maximum benefits.

(Chi-square table for item 20-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-nine per cent (79%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-three per cent (43%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: working with department heads in developing classroom visitation forms that are of a positive nature, encouraging department heads to use new technologies (video-tapes, micro-teaching, etc.), and planning visits to cover the school year rather than only the first semester.

Principals must work with department heads in developing this function. Only forty-three per cent (43%) of the department heads felt this was being done to the degree they thought it should be done. This act is vital to the improvement of instruction.

The chi-square value for item 20-B is 79.36 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop methods for classroom visits so that teachers will
obtain the maximum benefits.

This item supports the rejection of Hypothesis II.

**Item 22-B**

Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.

(Chi-square table for item 22-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Sixty-five per cent (65%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Twenty-nine per cent (29%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: having workshops and clinics, reviewing periodically the goals and objectives of various courses, and encouraging the staff to take formal courses in the subject.

Department heads agreed with the importance of this function but recognized it was being performed only to a small degree. It would appear that a concentrated effort is needed in this area. Good instructional objectives are needed in any sound instructional program; therefore, both department heads and principals must endeavor to motivate the staff in wanting to write instructional objectives.

The chi-square value for item 22-B is 63.78 which is significant at the .01 level which indicates a significant difference in the department
heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads in assisting their staff in developing and writing instructional objectives.

This item supports the rejection of Hypothesis II.

**Item 23-B**

Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.

(Chi-square table for item 23-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-eight per cent (78%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Thirty-nine per cent (39%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: having department heads work with staff in developing a program of student evaluation, providing materials and supplies related to this area, and presenting programs on the new methods and procedures of student evaluation.

It would appear department heads want more help in how to lead the staff in developing programs of student evaluation. This area is critical to education because it is one the public sees and judges in relation to schools. Principals and department heads must help the
staff see the importance of a sound program.

The chi-square value for item 23-B is 76.84 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads in providing leadership for their staff in developing a sound program of student evaluation.

This item supports the rejection of Hypothesis II.

**Item 24-B**

Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.

(Chi-square table for item 24-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy per cent (70%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Thirty-three per cent (33%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: encouraging experimentation, surveying post high school trends and making this information available, using experts in the field at institutes, and using multi-media programs on the subject.

Department heads felt this function should be done in a greater
degree than it is at present. Motivational aspects of student work also include an understanding of self. Utilization of this understanding when working with students helps the staff in developing or presenting situations from which students will grow.

The chi-square value for item 24-B is 71.34 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.

This item supports the rejection of Hypothesis II.

Item 25-B

Principal should help department heads in assisting their staff to be aware of and encourage educational change.

(Chi-square table for item 25-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-five per cent (45%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: encouraging experimentation by the staff, utilizing new materials and methods that point out the need for change,
and providing for articulation both with the elementary schools and the colleges.

If principals are to help department heads in this area, they must develop and implement various projects that are educationally sound. The staff, after having the opportunity to witness these changes, may decide to try new things.

The chi-square value for item 25-B is 80.12 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads in assisting their staff to be aware of and to encourage educational change.

This item supports the rejection of Hypothesis II.

**Item 26-B**

Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

(Chi-square table for item 26-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-seven per cent (87%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-seven per cent (57%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: listening to department heads and being willing
to change when they present sound points of view, working with department heads as individuals, and encouraging attitudes that will help the staff develop as individuals.

Principals and department heads must set an atmosphere where the staff feels that all involved have a general concern for the improvement of instruction. Humanization in education should start at the top so that it may become a cooperative endeavor of the staff and students.

The chi-square value for item 26-B is 69.96 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in recognizing individual differences and other points of view in department heads while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis II.

**Item 28-B**

Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

(Chi-square table for item 28-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-seven per cent (87%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-four per cent (54%) felt that this was being done "always" or "usually" by principals.
Department heads stated that principals are performing this function in the following manner: by having an attitude that is realistic and truthful in a climate that is non-threatening, by honestly discussing any differences in opinions that might arise, and by making many individual contacts with department heads.

Department heads being a form of middle management will tend to treat those under them as they are treated by those over them. Covert actions must be carefully evaluated because an error in judgment could create more problems.

The chi-square value for item 28-B is 87.76 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in being sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis II.

Item 31-B

Principal should help department heads determine the need for implementing staff recommendations.

(Chi-square table for item 31-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-six per cent (56%) felt that this was
being done "always" or "usually" by principals.

Principals must be receptive to department heads' recommendations. Evaluating, understanding, and considering all possible alternatives to a situation must be strived for by principals and department heads.

Department heads stated that principals are performing this function in the following manner: placing a commendation in the staff member's personnel folder, giving credit at meetings to those contributing to the improving of instruction, and explaining to department heads the importance this type of act has on the morale of staff.

The chi-square value for item 31-B is 44.88 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads determine the need for implementing staff recommendations.

This item supports the rejection of Hypothesis II.

Item 33-B

Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.

(Chi-square table for item 33-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-five per cent (75%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-one per cent (41%) felt that this was being done "always" or "usually" by principals.
Department heads stated that principals are performing this function in the following manner: requiring department heads to be available to their teachers by providing a private office for conferences, encouraging them to make decisions and accepting the responsibility for the decisions, and having all channels of communication open between department heads and principals.

Department heads agree that this function should be "carried out" to a higher degree. Self-understanding is needed in any position that is supervisory in nature. Principals and department heads must develop this insight to the highest level possible.

The chi-square value for Item 33-B is 74.04 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop self-understanding while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis II.

**Item 34-B**

Principal should help department heads develop an understanding of school budgets.

(Chi-square table for item 34-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-three per cent (83%) of the responding
Department heads stated that this function should be done "always" or "usually" by principals. Fifty-five per cent (55%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: reviewing and explaining all forms needed in the operation of the school budget, making all information available to them, and having the business manager explain the procedures.

Principals should be able to aid department heads in understanding school budgets. This is a technical act and can be mastered more quickly with training than many functions related to human relations.

The chi-square value for item 34-B is 67.50 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop an understanding of school budgets.

This item supports the rejection of Hypothesis II.

Item 35-B

Principal should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.

(Chi-square table for item 35-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-three per cent (83%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-six per cent (46%) felt that this was
being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: using outside resource speakers, encouraging local research on the students and community, making positive suggestions, having department heads make visits to become acquainted with the new and different, and being flexible themselves.

Department heads must work with the staff for changes. A careful evaluation of staff is needed before changes can be instituted. Change in the hands of the wrong staff member can produce negative results that everyone will regret for a long time in the future.

The chi-square value for item 35-B is 88.02 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop the ability to adapt to change while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis II.

Item 36-B

Principal should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.

(Chi-square table for item 36-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding
Department heads stated that this function should be done "always" or "usually" by principals. Forty-seven per cent (47%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: giving released time to attend meetings, having department heads give reports on the professional organization, being themselves, members of professional organizations, and accepting the professional organizations as positive and constructive.

Department heads can be a great asset to the educational system of which they are a part when they participate in professional organizations. The interchange that takes place within these groups has great value. When department heads have the opportunity to share their experiences with other department heads, all involved in the exchange of information tend to acquire better insights into their positions.

The chi-square value for Item 36-B is 73.38 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads to participate in professional organizations while encouraging them to do the same with their staff.

This item supports the rejection of Hypothesis II.

Item 37-B

Principal should help department heads learn the use of authority.
(Chi-square table for item 37-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy per cent (70%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Thirty-nine per cent (39%) felt that this was being done "always" or "usually" by principals.

Department heads feel a need to receive help in this area. Authority has value when used constructively, but department heads showed a concern that any use of authority could harm their supervisory roles. This fear, sometimes, is a reason for not doing things.

Department heads stated that principals are performing this function in the following manner: using the authority they have in a constructive way to set an example for the staff to follow, having workshops and seminars on leadership, and having department heads conduct meetings to help establish their positions.

The chi-square value for item 37-B is 53.84 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads learn the use of authority.

This item supports the rejection of Hypothesis II.

Item 39-B

Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).
Department heads agreed with educational authorities as to the importance of this function. Eighty per cent (80%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-one per cent (51%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: using department heads for consultation on important decisions, giving department heads decisions to make and expecting them to give answers, and evaluating the results of decisions with department heads.

Positions in supervision require that the individual make decisions. Department heads can develop this talent and use it in their supervisory roles.

The chi-square value for item 39-B is 43.32 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads to develop decisiveness (make decisions and accept responsibility for them).

This item supports the rejection of Hypothesis II.

**Item 40-B**

Principal should help department heads develop the ability to obtain the best results from personnel assignments.
Department heads agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-nine per cent (49%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: having department heads give recommendations which are reviewed by the principal and department heads, involving the department heads in the construction of the master schedules, and identifying specific interests of staff to department heads so they can match these with courses.

It would appear that merely identifying the strengths of the staff and the needs of the educational situation is not enough. Proper assignment of personnel is a "must" to achieve maximum educational benefits.

The chi-square value for item 40-B is 71.02 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop the ability to obtain the best results from personnel assignments.

This item supports the rejection of Hypothesis II.
Item 42-B

Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.

(Chi-square table for item 42-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-eight per cent (78%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Thirty-eight per cent (38%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: setting an example of being open-minded and being willing to have their own judgment questioned, presenting all sides to the department heads before the final decision is made, having the staff rate the department heads, and setting up problem situations at department head meetings where all department heads can offer decisions and reasons on how they would act in those situations.

Department heads feel they need help in developing this ability. Principals can contribute to the growth and development of all staff members through this function.

The chi-square value for item 42-B is 82.16 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads develop the ability to question one's own judgment and
actions in an objective manner.

This item supports the rejection of Hypothesis II.

Item 44-B

Principal should help department heads develop the ability to evaluate their staff.

(Chi-square table for item 44-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-one per cent (81%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-one per cent (51%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: helping department heads understand that evaluation is an open ended process for the improvement of instruction, reviewing all evaluations of department heads in depth, and evaluating department heads formally with great care.

Department heads have to be aware of the fact that having evaluation forms and procedures is no assurance that this will produce good evaluations. They must constantly reassess this process to insure the best results for the improvement of instruction.

The chi-square value for item 44-B is 40.70 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping
department heads develop the ability to evaluate their staff.

This item supports the rejection of Hypothesis II.

**Item 45-B**

Principal should encourage department heads to become aware of and should use, when possible, new technologies in education.

(Chi-square table for item 45-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-nine per cent (79%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-two per cent (42%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: having department heads attend demonstration centers that use new technologies, asking questions of department heads on new areas and methods, encouraging material aide centers, and devoting institute days to this subject.

Department heads must provide the leadership needed to introduce new methods and equipment in instruction. The proposals for these new technologies should be well planned and organized before they are presented to the staff.

The chi-square value for item 45-B is 74.70 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging
department heads to become aware of and in using, when possible, new technologies in education.

This item supports the rejection of Hypothesis II.

**Item 46-8**

Principal should encourage department heads to be aware of and use recent research in their subject areas.

(Chi-square table for item 46-8 in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-five per cent (75%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty per cent (40%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: making available professional literature on the subject, promoting in-service training programs on the use of research, permitting department heads to use new methods, and developing a professional library.

Research often is not conducted or used because many staff members do not feel qualified to interpret and present the findings. It appears this is one reason that must be overcome to use research in the improvement of instruction.

The chi-square value for item 46-8 is 75.70 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department
heads' perception of what principals are actually doing in encouraging department heads to be aware of and use recent research in their subject areas.

This item supports the rejection of Hypothesis II.

**Item 48-B**

Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

(Chi-square table for item 48-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-seven per cent (77%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-one per cent (41%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: encouraging professional growth through university courses, having departments develop programs using new innovations in education, and providing for workshops and conferences.

Department heads, along with the entire staff, must become knowledgeable and willing to utilize new developments in education for the improvement of instruction. These trends could be the basis of education in the future.

The chi-square value for item 48-B is 69.94 which is significant at the .01 level which indicates a significant difference in the department
heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

This item supports the rejection of Hypothesis II.

**Item 50-B**

Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

(Chi-square table for item 50-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Eighty-six per cent (86%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Fifty-four per cent (54%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: recognizing the new roles of those in education, fostering activities that will make this possible, providing an open atmosphere that will allow this to take place, and having workshops on human relations.

Supervisory competence is built on interpersonal relationships. Department heads are looking for support and ways of developing this attribute. Department heads should be aware of the importance principals place on this function. This would allow department heads to feel more
secure in an insecure area of operation.

The chi-square value for item 50-B is 74.56 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

This item supports the rejection of Hypothesis II.

**Item 52-B**

Principal should encourage department heads to participate in a continuing program of self-improvement.

(Chi-square table for item 52-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-eight per cent (78%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-five per cent (45%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: encouraging salary schedule for advancement in education, giving commendations for any acts of self-improvement, and having continual conversation using praise as a motivating method.

Principals and department heads felt the greatest emphasis for self-improvement comes from salary schedule advancements. But merit pay plans were not accepted as better ways to foster self-improvement. It
appeared that department heads felt self-improvement (university courses) should have a built-in advancement, but true self-improvement could not be measured because it required a value judgment.

The chi-square value for item 52-B is 74.74 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in encouraging department heads to participate in a continuing program of self-improvement.

This item supports the rejection of Hypothesis II.

**Item 53-B**

Principal should make sure department heads understand their duties and responsibilities.

(Chi-square table for item 53-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Ninety-four per cent (94%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Sixty-two per cent (62%) felt that this was being done "always" or "usually" by principals.

Department heads stated that principals are performing this function in the following manner: interpreting school board policies to department heads, developing guides for department heads, and having department heads relate duties and responsibilities to department goals.

Department heads strongly agree with this function. Supervisory acts can be performed better when duties and responsibilities are understood.
With this act there is a need for an understanding of the evaluation procedure attached to the performance of duties.

The chi-square value for item 53-B is 150.14 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in making sure department heads understand their duties and responsibilities.

This item supports the rejection of Hypothesis II.

**Item 55-B**

Principal should help department heads give importance to their positions.

(Chi-square table for item 55-B in appendix)

Department heads agreed with educational authorities as to the importance of this function. Seventy-seven per cent (77%) of the responding department heads stated that this function should be done "always" or "usually" by principals. Forty-eight per cent (48%) felt that this was being done "always" or "usually" by principals.

Principals, as status leaders, can help department heads give importance to their positions. The degree of importance placed on these positions is the area that appears to need clarification. Clarification will help establish importance to these positions.

Department heads stated that principals are performing this function in the following manner: implementing the department heads' ideas, giving department heads the responsibility for department actions, and recognizing
the department heads' position in the organization.

The chi-square value for item 55-B is 56.02 which is significant at the .01 level which indicates a significant difference in the department heads' perception of what principals should be doing and the department heads' perception of what principals are actually doing in helping department heads give importance to their positions.

This item supports the rejection of Hypothesis II.
Summary and Analysis

There seemed to be agreement among department heads and educators as to the importance of the thirty-six functions used in this study.

The performance of these functions by principals as perceived by department heads indicated the acts were not being "carried out" to the degree of importance placed upon them by department heads.

There was a significant difference in each function between what principals should be doing in improving supervisory competence of department heads and what principals are actually doing in this area as perceived by department heads.

In light of the accumulated data, the second hypothesis can be rejected.
Hypothesis III

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and department heads.

Item 1-C

Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

(Chi-square table for item 1-C in appendix)

Eighty-five per cent (85%) of the principals and seventy-six per cent (76%) of department heads felt that this function should be done "always" or "usually" by principals. Principals and department heads rated this "should assume" function with a high degree of congruency. It would appear that there are strong grounds for accomplishing this act.

The chi-square value for item 1-C is 3.22 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 3-C

Principal should encourage department heads to develop and use a professional library.

(Chi-square table for item 3-C in appendix)

Eighty-five per cent (85%) of the principals and eighty-two per cent (82%) of department heads felt that this function should be done "always"
or "usually" by principals. The high congruent rating of this "should assume" function by principals and department heads indicates a felt need for professional libraries. There should be methods of determining the use and value of professional libraries.

The chi-square value for item 3-C is 2.32 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 5-C**

Principal should help department heads in defining problems and relating them to the participants in the group.

(Chi-square table for item 5-C in appendix)

Eighty-nine per cent (89%) of the principals and eighty-eight per cent (88%) of department heads felt that this function should be done "always" or "usually" by principals. The high congruent rating of principals and department heads of this "should assume" function suggests the need of an atmosphere that will foster a positive interchange of concerns. If either the principals or department heads are negative in their approach to problems, the group will usually act the same way.

The chi-square value for item 5-C is 1.65 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of
This item.

This item supports the accepting of Hypothesis III.

**Item 6-C**

Principal should help department heads determine their own needs for training in the basic skills of human relations.

(Chi-square table for item 6-C in appendix)

Seventy per cent (70%) of the principals and sixty-eight per cent (68%) of department heads felt that this function should be done "always" or "usually" by principals.

Although principals and department heads agreed with this function, the per cent of agreement was not as high as it was with some of the other functions in this study. It appears that basic skill in human relations is an area that is not discussed as a need factor for staff.

The chi-square value for item 6-C is 1.03 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 12-C**

Principal should have department heads participate in clinics and workshops.

(Chi-square table for item 12-C in appendix)

Ninety-three per cent (93%) of the principals and seventy-seven per cent (77%) of department heads felt that this function should be done
"always" or "usually" by principals. Principals gave more importance to this "should assume" function than department heads. The value of clinics and workshops should be measured by the growth of the individuals and by how they help others.

The chi-square value for item 12-C is 6.89 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 13-C**

Principal should help department heads work with their staff in developing a meaningful curriculum.

(Chi-square table for item 13-C in appendix)

Ninety-six per cent (96%) of the principals and seventy-seven per cent (77%) of department heads felt that this function should be done "always" or "usually" by principals. Principals rated this "should assume" higher than department heads. Principals and department heads must be involved in helping develop meaningful curriculum. Curriculum development is an ongoing process and should be measured constantly.

The chi-square value for item 13-C is 8.58 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.
This item supports the accepting of Hypothesis III.

**Item 14-C**

Principal should work with department heads in developing a program for the orientation of new teachers.

(Chi-square table for item 14-C in appendix)

Ninety-three per cent (93%) of the principals and eighty-six per cent (86%) of department heads felt that this function should be done "always" or "usually" by principals. Principals and department heads rated this "should assume" function with a high degree of congruency. Well planned and organized programs covering all phases of the school should be established.

The chi-square value for item 14-C is 2.00 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 15-C**

Principal should help department heads develop good intra-departmental and inter-departmental communications.

(Chi-square table for item 15-C in appendix)

Eighty-nine per cent (89%) of the principals and seventy-nine per cent (79%) of department heads felt that this function should be done "always" or "usually" by principals.
The high congruent rating of this "should assume" function by principals and department heads shows the importance they place on good communications. Both groups emphasized all means of communication should be improved, not just written.

The chi-square value for item 15-C is 3.57 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 16-C**

Principal should recognize, encourage, and stimulate professional growth on the part of department heads.

(Chi-square table for item 16-C in appendix)

One hundred per cent (100%) of the principals and eighty-four percent (84%) of department heads felt that this function should be done "always" or "usually" by principals. All the principals agreed that this function should be done. Almost all the department heads believed the same as the principals. It is important to the self-image that positive deeds are recognized and encouraged. This, many times, provides the drive needed to improve oneself.

The chi-square value for item 16-C is 7.93 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of
This item supports the accepting of Hypothesis III.

**Item 17-C**

Principal should recognize, encourage, and stimulate initiative on the part of department heads.

(Chi-square table for Item 17-C in appendix)

Ninety-six per cent (96%) of the principals and ninety-four per cent (94%) of department heads felt that this function should be done "always" or "usually" by principals. A high congruent rating by principals and department heads was given this "should assume" function. Initiative is determined by the person judging it, not the person performing it. With this in mind, many department heads felt it should be clarified to obtain the best results.

The chi-square value for item 17-C is 1.58 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 18-C**

Principal should confer with department heads on personal matters that might affect their morale and efficiency.

(Chi-square table for Item 18-C in appendix)

Eighty-one per cent (81%) of the principals and seventy per cent
(70%) of department heads felt that this function should be done "always" or "usually" by principals. Principals and department heads agreed that principals should confer on personal problems even if it is only to listen and reflect. They must be careful not to become too involved in the problem.

The chi-square value for item 18-C is 3.84 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 19-C

Principal should confer with department heads on professional matters that might affect their morale and efficiency.

(Chi-square table for item 19-C in appendix)

Ninety-six per cent (96%) of the principals and ninety-one per cent (91%) of department heads felt that this function should be done "always" or "usually" by principals. Principals and department heads gave this function a high rating. Both groups felt more strongly about principals conferring on professional matters than they did on personal matters even though the end result of each was morale and efficiency.

The chi-square value for item 19-C is 1.67 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of
This item supports the accepting of Hypothesis III.

Item 20-C

Principal should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

(Chi-square table for item 20-C in appendix)

Eighty-nine per cent (89%) of the principals and seventy-nine per cent (79%) of department heads felt that this function should be done "always" or "usually" by principals. Principals and department heads recognized the great value this function has to the improvement of instruction when properly fulfilled.

The chi-square value for item 20-C is 2.49 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 22-C

Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.

(Chi-square table for item 22-C in appendix)

Seventy-four per cent (74%) of the principals and sixty-five per cent (65%) of department heads felt that this function should be done "always" or "usually" by principals. Although developing and writing
instructional objectives is a major concern in education today, this function was not rated with the same importance as other items. It appeared a lack of interest in this area was the main reason.

The chi-square value for item 22-C is 5.30 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 23-C**

Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.

(Chi-square table for item 23-C in appendix)

Eighty-one per cent (81%) of the principals and seventy-eight per cent (78%) of department heads felt that this function should be done "always" or "usually" by principals. Principals and department heads felt a need for sound programs of student evaluation. If present trends continue, student evaluations will probably change greatly from those employed today. In the new era of education, department heads will be called upon to lead their staffs in revising the existing programs.

The chi-square value for item 23-C is 3.68 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.
This item supports the accepting of Hypothesis III.

**Item 24-C**

Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.

(Chi-square table for item 24-C in appendix)

Seventy-four per cent (74%) of the principals and seventy per cent (70%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads felt their staffs were taking some steps to constantly improve their understanding of the motivational aspects of student work. Teaching becomes a more difficult job each year; one reason is because of having to compete with commercial and outside enterprises that make use of student motivational forces. Good educators must become more aware of the forces that motivate students and use this knowledge to the best interest of the students.

The chi-square value for item 24-C is 3.71 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 25-C**

Principal should help department heads in assisting their staff to be aware of and encourage educational change.

(Chi-square table for item 25-C in appendix)
Eighty-nine per cent (89%) of the principals and eighty-one per cent (81%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads must be involved in and committed to educational change and must be able to give good reasons to the staff for the changes sought.

The chi-square value for item 25-C is 1.53 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 26-C**

Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

(Chi-square table for item 26-C in appendix)

Ninety-three per cent (93%) of the principals and eighty-seven per cent (87%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads agreed they will need to prove themselves in this area if they expect the staff to do the same.

The chi-square value for item 26-C is 1.20 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of
This item supports the accepting of Hypothesis III.

**Item 28-C**

Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

(Chi-square table for item 28-C in appendix)

Ninety-three per cent (93%) of the principals and eighty-seven per cent (87%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals, as professional educators, need to understand their staffs and work with them and through them to improve supervisory competences.

The chi-square value for item 28-C is .98 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 31-C**

Principal should help department heads determine the need for implementing staff recommendations.

(Chi-square table for item 31-C in appendix)

Eighty-five per cent (85%) of the principals and eighty-one per cent (81%) of department heads felt that this function should be done "always"
or "usually" by principals.

Principals, recognizing they are generalists in education, will utilize the expertise of department heads and staff in improving instruction. Staff recommendations usually apply directly to the subject areas with which they are concerned.

The chi-square value for item 31-C is 3.34 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 33-C

Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.

(Chi-square table for item 33-C in appendix)

Fifty-six per cent (56%) of the principals and seventy-five per cent (75%) of department heads felt that this function should be done "always" or "usually" by principals.

Department heads rated this item higher than principals as a "should assume" function. Department heads want help in this area, but principals tended not to become involved with this act. Self-understanding is needed in all human relation efforts related to supervisory competences, but principals, possibly because of being uncertain of how to help staff in self-understanding, avoid this field.
The chi-square value for item 33-C is 8.47 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 34-C

Principal should help department heads develop an understanding of school budgets.

(Chi-square table for item 34-C in appendix)

Eighty-nine per cent (89%) of the principals and eighty-three per cent (83%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals can make great use of department heads in assisting with budget planning and administrating of budgets. The time principals save in this technical aspect of school administration can be used to develop the human aspects in supervision that are much more time consuming.

The chi-square value for item 34-C is 1.82 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 35-C

Principal should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.
Eighty-nine per cent (89%) of the principals and eighty-three per cent (83%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads agreed on the need to adapt to change by all in education. Many changes in education have been proposed and adopted in recent years, and it is difficult to state what the future holds in this realm.

The chi-square value for item 35-C is 2.20 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 36-C**

Principal should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.

Eighty-five per cent (85%) of the principals and eighty-one per cent (81%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads rated this "should assume" function with a high degree of congruency. Both groups placed emphasis on "professional" organizations and not just organizations related to teaching.
Many felt teacher organizations have lost professional status.

The chi-square value for item 36-C is .91 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 37-C**

Principal should help department heads learn the use of authority.

(Chi-square table for item 37-C in appendix)

Seventy-eight per cent (78%) of the principals and seventy per cent (70%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals must develop a general attitude in department heads as to the importance of their authority and the proper use of it.

The chi-square value for item 37-C is 3.79 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 39-C**

Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).

(Chi-square table for item 39-C in appendix)
Ninety-six per cent (96%) of the principals and eighty per cent (80%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads should, in some areas, make joint decisions and accept the responsibilities for the action. This joint action could help department heads to act alone when called upon to do so.

The chi-square value for item 39-C is 4.69 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 40-C

Principal should help department heads develop the ability to obtain the best results from personnel assignments.

Eighty-nine per cent (89%) of the principals and eighty-one per cent (81%) of department heads felt that this function should be done "always" or "usually" by principals.

If principals can help department heads make the best personnel assignments, both groups will be perceived as better supervisors and leaders by the staff.

The chi-square value for item 40-C is 6.10 which is not significant at the .01 level or .05 level which indicates no significant difference.
in the principals' perception and the department heads' perception of this item. This item supports the accepting of Hypothesis III.

Item 42-C

Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.

(Chi-square table for item 42-C in appendix)

Eighty-one per cent (81%) of the principals and seventy-eight per cent (78%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals indicated that department heads should develop this ability, but many department heads pointed out principals failed to do this act to the degree they felt it should be done.

The chi-square value for item 42-C is 2.04 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 44-C

Principal should help department heads develop the ability to evaluate their staff.

(Chi-square table for item 44-C in appendix)

Eighty-nine per cent (89%) of the principals and eighty-one per cent
(81%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads must try to avoid any disparities in their perceptions in evaluation of staff. A consistency in this process is a "must" in maintaining a sound relationship between principals - department heads and principals - department heads - staff.

The chi-square value for item 44-C is 4.25 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 45-C**

Principal should encourage department heads to become aware of and should use, when possible, new technologies in education.

(Chi-square table for item 45-C in appendix)

Eighty-five per cent (85%) of the principals and seventy-nine per cent (79%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals stated that department heads are better qualified than themselves to make the staff aware of new technologies in their subject areas. Department heads should be given freedom commensurate with their position to accomplish this function.

The chi-square value for item 45-C is 4.23 which is not significant at the .01 level or .05 level which indicates no significant difference
in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 46-C**

Principal should encourage department heads to be aware of and use recent research in their subject areas.

(Chi-square table for item 46-C in appendix)

Eighty-five per cent (85%) of the principals and seventy-five per cent (75%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals expressed a desire to utilize research for the improvement of instruction. Many principals need to help the staff become involved in research that will be of value to the educational process.

The chi-square value for item 46-C is 3.83 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 48-C**

Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

(Chi-square table for item 48-C in appendix)
Eighty-nine per cent (89%) of the principals and seventy-seven per cent (77%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals indicated in today's educational society all efforts should be made to understand changes that are likely to be successful. Department heads can be very instrumental in helping the staff in this area because they will also be affected by the changes.

The chi-square value for item 48-C is 3.02 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 50-C**

Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

(Chi-square table for item 50-C in appendix)

One hundred per cent (100%) of the principals and eighty-six per cent (86%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals expressed a strong belief in the importance of this function. They indicated they would welcome qualified specialists in assisting the staff in fostering sound interpersonal relationships.
The chi-square value for item 50-C is 8.18 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 52-C

Principal should encourage department heads to participate in a continuing program of self-improvement.

(Chi-square table for item 52-C in appendix)

Ninety-six per cent (96%) of the principals and seventy-eight per cent (78%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals stated that the more department heads participate in self-improvement programs and accomplish the ends desired, the better they are at performing their jobs. This, in turn, would improve the department heads' supervisory competences.

The chi-square value for item 52-C is 5.84 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

Item 53-C

Principal should make sure department heads understand their duties and responsibilities.
(Chi-square table for item 53-C in appendix)

Ninety-six per cent (96%) of the principals and ninety-four per cent (94%) of department heads felt that this function should be done "always" or "usually" by principals.

Principals and department heads agreed on the importance of this function. It would appear that both groups should work on developing formal duties and responsibilities for department heads that can help improve their supervisory competences.

The chi-square value for item 53-C is 5.58 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.

**Item 55-C**

Principal should help department heads give importance to their positions.

(Chi-square table for item 55-C in appendix)

Eighty-one per cent (81%) of the principals and seventy-seven per cent (77%) of department heads felt that this function should be done "Always" or "usually" by principals.

Principals, by emphasizing the importance of department heads' positions, will be encouraging the staff to look to department heads for help when they need it. The more sources of help available to teachers tend to improve the instructional program.

The chi-square value for item 55-C is 3.50 which is not significant
at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis III.
Summary and Analysis

Principals and department heads agreed on the importance of all thirty-six functions used in this study. It would appear the "should assume" role of principals in improving supervisory competence of department heads is perceived with the same importance by principals and department heads.

There were no significant differences between what principals should be doing as perceived by principals and department heads. With this common belief by both principals and department heads in what should be done by principals, it would appear that foundations for good supervisory programs have been established. The development of supervisory competence of department heads needs the backing of all involved.

In light of the accumulated data, the third hypothesis can be accepted.
Hypothesis IV

There is no significant difference between the role principals are "carrying out" in improving supervisory competence of department heads as perceived by principals and department heads.

Item 1-D

Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

(Chi-square table for item 1-D in appendix)

Thirty per cent (30%) of the principals and thirty-seven per cent (37%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads agreed that this was not being done in relation to the importance they had placed upon the function. Although they both agreed it was not being "carried out," the degree of non-performance as perceived by principals and department heads was significant. Principals must make concerted efforts in encouraging department heads in this act and develop techniques that will make department heads aware of their efforts.

The chi-square for item 1-D is 16.68 which is significant at the .01 level which indicates a significant difference in the principals' perception and the department heads' perception of this item.

This item supports the rejection of Hypothesis IV.
**Item 3-D**

Principal should encourage department heads to develop and use a professional library.

(Chi-square table for item 3-D in appendix)

Forty-eight per cent (48%) of the principals and thirty-six per cent (36%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads felt this was being performed about half of the amount that it should be. Principals should encourage this act in a positive manner that will close the gap between what should be assumed and what is being carried out.

The chi-square for item 3-D is 5.48 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 5-D**

Principal should help department heads in defining problems and relating them to the participants in the group.

(Chi-square table for item 5-D in appendix)

Fifty-two per cent (52%) of the principals and fifty-three per cent (53%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads had a high degree of congruency in the rating of how this was being "carried out." In education today,
very few problems are isolated; rather most problems are related to
larger areas of concern. Clarifying problems and presenting alternatives
are areas in which administrators need to help all members of the staff.

The chi-square for item 5-D is 2.18 which is not significant at the
.01 level or .05 level which indicates no significant difference in the
principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 6-D

Principal should help department heads
determine their own needs for training
in the basic skills of human relations.

(Chi-square table for item 6-D in appendix)

Twenty-six per cent (26%) of the principals and thirty-four per cent
(34%) of the department heads felt that this was being done "always" or
"usually" by principals.

Principals and department heads strongly agreed that there is a
great demand to determine the needs of the staff in the skills of human
relations. Principals constantly stated a need for human relations but had
little in the way of formal plans to help develop these skills.

The chi-square for item 6-D is 4.73 which is not significant at the
.01 level or .05 level which indicates no significant difference in the
principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.
Item 12-D

Principal should have department heads participate in clinics and workshops.

(Chi-square table for item 12-D in appendix)

Sixty-three per cent (63%) of the principals and forty-nine per cent (49%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads agreed that department heads should participate in more clinics and workshops. Both groups agreed on the value of this act.

The chi-square for item 12-D is 3.65 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 13-D

Principal should help department heads work with their staff in developing a meaningful curriculum.

(Chi-square table for item 13-D in appendix)

Sixty-seven per cent (67%) of the principals and fifty-one per cent (51%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads should be involved in situations that allow for their development in this area (such as being members of North Central Association visiting committees).
The chi-square for item 13-D is 4.87 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item. This item supports the accepting of Hypothesis IV.

**Item 14-D**

Principal should work with department heads in developing a program for the orientation of new teachers.

(Chi-square table for item 14-D in appendix)

Eighty-one per cent (81%) of the principals and fifty-four per cent (54%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals felt they were "carrying out" this function at a level close to what they should be doing. Department heads perceived the principals' "carrying out" of this act with a performance level much less than that of the principals.

The chi-square for item 14-D is 10.38 which is significant at the .05 level which indicates a significant difference in the principals' perception and the department heads' perception of this item. This item supports the rejection of Hypothesis IV.

**Item 15-D**

Principal should help department heads develop good intra-departmental and inter-departmental communications.

(Chi-square table for item 15-D in appendix)
Fifty-two per cent (52%) of the principals and forty-nine per cent (49%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads recognized the importance of good communications, but they failed to indicate ways in which what should be done and what is being done can be brought closer together.

The chi-square for item 15-D is 4.21 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 16-D**

Principal should recognize, encourage, and stimulate professional growth on the part of department heads.

(Chi-square table for item 16-D in appendix)

Fifty-two per cent (52%) of the principals and forty-nine per cent (49%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads agreed that this was not being done to the degree it should be and that principals will have to work hard at this act if they wish to improve the supervisory competence of staff.

The chi-square for item 16-D is 5.36 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.
This item supports the accepting of Hypothesis IV.

**Item 17-D**

Principal should recognize, encourage, and stimulate initiative on the part of department heads.

(Chi-square table for item 17-D in appendix)

Sixty-three per cent (63%) of the principals and fifty-eight per cent (58%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals need to perform this act much more than they are if they wish to improve the supervisory competences of department heads. Both groups recognize this act to be important.

The chi-square for item 17-D is 6.98 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 18-D**

Principal should confer with department heads on personal matters that might affect their morale and efficiency.

(Chi-square table for item 18-D in appendix)

Forty-four per cent (44%) of the principals and forty per cent (40%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals have a responsibility to become involved in any matters
that affect morale and efficiency of staff. The degree of involvement appears to be dependent on the personality make-up of the principals and the department heads.

The chi-square for item 18-D is 5.55 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 19-D**

Principal should confer with department heads on professional matters that might affect their morale and efficiency.

(Chi-square table for item 19-D in appendix)

Fifty-nine per cent (59%) of the principals and fifty-four per cent (54%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads agreed that this should be done to a greater degree than it is if department heads have professional matters affecting their morale and efficiency. It would appear that identifying such professional matters would be inadequate in the absence of actions to help solve the problems.

The chi-square for item 19-D is 3.24 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.
Item 20-D

Principal should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

(Chi-square table for item 20-D in appendix)

Forty-one per cent (41%) of the principals and forty-three per cent (43%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals should include their staff in determining those methods for classroom visits that will give benefits to the teachers in improving instruction. Many times areas covered in classroom visits are not accepted by the staff in the manner they should be because they were not involved in the developing of the methods.

The chi-square for item 20-D is 6.00 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 22-D

Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.

(Chi-square table for item 22-D in appendix)

Twenty-six per cent (26%) of the principals and twenty-nine per cent (29%) of the department heads felt that this was being done "always" or "usually" by principals.
Principals and department heads agreed that this was not being done in relation to the importance they had placed upon the function. It would appear that there is a need to develop an understanding of the importance of instructional objectives.

The chi-square for item 22-D is 3.71 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 23-D

Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.

(Chi-square table for item 23-D in appendix)

Thirty-three per cent (33%) of the principals and thirty-nine per cent (39%) of the department heads felt that this was being done "always" or "usually" by principals.

Department heads felt principals were doing this act at a higher level than principals believed they were doing it themselves. Most principals indicated that department heads should select staff members to be involved in the program.

The chi-square for item 23-D is 7.06 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.
Item 24-D

Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.

(Chi-square table for item 24-D in appendix)

Thirty-seven per cent (37%) of the principals and thirty-three per cent (33%) of the department heads felt that this was being done "always" or "usually" by principals.

There was a high degree of congruency in the perception of this function by principals and department heads. Both groups felt it should be done at a higher level. An understanding of student motivation will help improve the instructional programs.

The chi-square for item 24-D is 2.30 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 25-D

Principal should help department heads in assisting their staff to be aware of and encourage educational change.

(Chi-square table for item 25-D in appendix)

Forty-eight per cent (48%) of the principals and forty-five per cent (45%) of the department heads felt that this was being done "always" or "usually" by principals.

Most principals indicated that they should help department heads in
this act, but stated it was not being performed the way it should be. The introduction of change should be carefully planned and organized.

The chi-square for item 25-D is 3.41 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 26-D**

Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

(Chi-square table for item 26-D in appendix)

Seventy per cent (70%) of the principals and fifty-seven per cent (57%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals agreed that it is their obligation to recognize individual differences and felt they were performing it at a high level. Department heads agreed with principals on the need of this function and the carrying out of it.

The chi-square for item 26-D is 3.31 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 28-D**

Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging
them to do the same with their staff.

(Chi-square table for item 28-D in appendix)

Sixty-three per cent (63%) of the principals and fifty-four per cent (54%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals are performing this function at a higher level than they are many of the functions in this study. It would appear that principals have developed a sensitivity to feelings of others.

The chi-square for item 28-D is 2.43 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 31-D

Principal should help department heads determine the need for implementing staff recommendations.

(Chi-square table for item 31-D in appendix)

Fifty-two per cent (52%) of the principals and fifty-six per cent (56%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals, in helping department heads determine this need, should provide the necessary support for the recommendations. This support could be in the form of morale, equipment, supplies, or space.

The chi-square for item 31-D is 7.09 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.
This item supports the accepting of Hypothesis IV.

**Item 33-D**

Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.

(Chi-square table for item 33-D in appendix)

Forty-one per cent (41%) of the principals and forty-one per cent (41%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads rated this function with a high degree of congruency in their perception of how it was being "carried out." Both groups felt a need for more involvement by principals in this area.

The chi-square for item 33-D is .18 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 34-D**

Principal should help department heads develop an understanding of school budgets.

(Chi-square table for item 34-D in appendix)

Sixty-three per cent (63%) of the principals and fifty-five per cent (55%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads rated this function with a high degree of congruency. It would appear that budget matters can be useful
in helping principals inform department heads of some of the school's problems.

The chi-square for item 34-D is 3.45 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item. This item supports the accepting of Hypothesis IV.

**Item 35-D**

Principal should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.

(Chi-square table for item 35-D in appendix)

Seventy per cent (70%) of the principals and forty-six per cent (46%) of the department heads felt that this was being done "always" or "usually" by principals.

Although principals felt they were doing this act at a higher level of performance than department heads believed it was being done, in the "always" or "usually" categories, the over-all perceptions of both groups indicated no significant difference in the five areas used in the ratings.

The chi-square for item 35-D is 8.61 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item. This item supports the accepting of Hypothesis IV.

**Item 36-D**

Principal should encourage department heads
to participate in professional organizations while encouraging them to do the same with their staff.

(Chi-square table for item 36-D in appendix)

Thirty-six per cent (36%) of the principals and forty-seven per cent (47%) of the department heads felt that this was being done "always" or "usually" by principals.

Department heads felt principals were performing this function at a higher level than principals themselves perceived doing it. Principals indicated department heads were usually ready to accept suggestions and recommendations in this area. It would appear this could be the reason department heads rated the performance higher.

The chi-square for item 36-D is 8.56 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 37-D**

Principal should help department heads learn the use of authority.

(Chi-square table for item 37-D in appendix)

Fifty-two per cent (52%) of the principals and thirty-nine per cent (39%) of the department heads felt that this was being done "always" or "usually" by principals.

Many principals believe they are democratic even though they have
the power of position. Many department heads believe they are democratic, but lack the power of position. Through a planned program, these views could be capitalized on for the improvement of supervisory competence.

The chi-square for item 37-D is 8.33 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 39-D

Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).

(Chi-square table for item 39-D in appendix)

Fifty-nine per cent (59%) of the principals and fifty-one per cent (51%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads felt this function should be "carried out" at a much higher level. Both groups want the department heads to be able to make decisions and accept responsibility for them. Confidence in each other is needed for this act to be performed.

The chi-square for item 39-D is 10.01 which is significant at the .05 level which indicates a significant difference in the principals' perception and the department heads' perception of this item.

This item supports the rejection of Hypothesis IV.
**Item 40-D**

Principal should help department heads develop the ability to obtain the best results from personnel assignments.

(Chi-square table for item 40-D in appendix)

Sixty-seven per cent (67%) of the principals and forty-nine per cent (49%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals indicated that they want the best personnel assignments, but many had to work through department heads and teachers with seniority. It would appear that there are forces that affect personnel assignments that are not within the realm of either principals or department heads.

The chi-square for item 40-D is 6.23 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 42-D**

Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.

(Chi-square table for item 42-D in appendix)

Fifty-two per cent (52%) of the principals and thirty-eight per cent (38%) of the department heads felt that this was being done "always" or "usually" by principals.
Principals indicated that they need some ways to help evaluate the situation and the effectiveness of the act.

The chi-square for item 42-D is 7.34 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 44-D**

Principal should help department heads develop the ability to evaluate their staff.

(Chi-square table for item 44-D in appendix)

Forty-eight per cent (48%) of the principals and fifty-one per cent (51%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals should encourage use of evaluative techniques and procedures when department heads are reviewing the appraisal forms to staff. It would appear many times evaluations are left "hanging" rather than used as an ongoing developmental process.

The chi-square for item 44-D is 6.93 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 45-D**

Principal should encourage department heads to become aware of and should use, when possible, new technologies in education.
Fifty-six per cent (56%) of the principals and forty-two per cent (42%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads should constantly reassess new technologies that might be used to improve instruction. Department heads should be aware of the effectiveness of these new technologies.

The chi-square for item 45-D is 7.76 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 46-D**

Principal should encourage department heads to be aware of and use recent research in their subject areas.

Thirty-three per cent (33%) of the principals and forty per cent (40%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads should encourage the use of follow-up and evaluative studies along with recent research in subject areas.

The chi-square for item 46-D is 14.51 which is significant at the .01 level which indicates a significant difference in the principals' perception and the department heads' perception of this item.
This item supports the rejection of Hypothesis IV.

Item 48-D

Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

(Chi-square table for item 48-D in appendix)

Forty-four per cent (44%) of the principals and forty-one per cent (41%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals could "carry out" this function through well defined and organized plans of bringing this information to the attention of the staff.

The chi-square for item 48-D is 6.27 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

Item 50-D

Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

(Chi-square table for item 50-D in appendix)

Seventy per cent (70%) of the principals and fifty-four per cent (54%) of the department heads felt that this was being done "always" or "usually" by principals.
Principals believed they were performing this function at a much higher level than department heads perceived them doing it. The great importance placed upon this function indicates a need to have it carefully reviewed and analyzed to obtain the maximum results.

The chi-square for item 50-D is 6.49 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item. This item supports the accepting of Hypothesis IV.

**Item 52-D**

Principal should encourage department heads to participate in a continuing program of self-improvement.

(Chi-square table for item 52-D in appendix)

Forty-four per cent (44%) of the principals and forty-five per cent (45%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals placed more importance on the "should assume" aspect of this function than department heads. Both groups perceived the carrying out of the act at a low level. It would appear that the importance of this function to supervisory competence needs to be justified to department heads in an acceptable manner.

The chi-square for item 52-D is 10.10 which is significant at the .05 level which indicates a significant difference in the principals' perception and the department heads' perception of this item.
This item supports the rejection of Hypothesis IV.

**Item 53-D**

Principal should make sure department heads understand their duties and responsibilities.

(Chi-square table for item 53-D in appendix)

Eighty-five per cent (85%) of the principals and sixty-two per cent (62%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads disagreed as to the level of performance of this function by principals. It would appear this area needs to be developed to a much finer point than that which exists at present. There is a lack of well defined duties and responsibilities of department heads.

The chi-square for item 53-D is 8.26 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.

**Item 55-D**

Principal should help department heads give importance to their positions.

(Chi-square table for item 55-D in appendix)

Fifty-nine per cent (59%) of the principals and forty-eight per cent (48%) of the department heads felt that this was being done "always" or "usually" by principals.

Principals and department heads agreed on the need of defining and
identifying the importance of the positions of department heads. It would appear that this area is becoming more defined in procedural agreements. The importance of these positions is determined many times by both principals and department heads.

The chi-square for item 55-D is 3.76 which is not significant at the .01 level or .05 level which indicates no significant difference in the principals' perception and the department heads' perception of this item.

This item supports the accepting of Hypothesis IV.
Summary and Analysis

Principals and department heads agreed that principals are not performing these functions for improving supervisory competence of department heads at the same level of importance they had placed upon these acts. It would appear the "carrying out" role of principals in this area is perceived with the same concern by principals and department heads.

There were no significant differences between what principals are actually doing as perceived by principals and department heads in thirty-one functions. Only five functions had significant differences at the .05 level. Principals and department heads emphasized a need to have many of these functions performed at a higher degree. It was indicated that supervisory action cannot be left to a chance happening.

In light of the accumulated data, the fourth hypothesis can be accepted.
Hypothesis V

There are specific functions for improving the supervisory competence of department heads that are being performed that meet with agreement of principals and department heads.

The hypothesis stated may be rejected as none of the thirty-six (36) functions rated were being performed "always" and/or "usually" as perceived by principals and department heads. Each of the thirty-six (36) functions rated by principals and department heads received ratings in the areas of "half-time" and/or "seldom" and/or "never."

Summary and Analysis

There are no specific functions for improving supervisory competence of department heads being performed by principals that meet with complete agreement of principals and department heads. There is general agreement among principals and department heads as to the functions principals should be doing.
Hypothesis VI

Principals in general have established programs for improving the supervisory competence of department heads.

The hypothesis stated may be rejected as none (0) of the twenty-seven (27) principals surveyed answered yes to the question, "Do you have an established program for the improvement of supervisory competence of department heads?"

Summary and Analysis

The interviews with department heads and principals supported the data from the study, that none of their schools had programs for improvement of supervisory competence of department heads. Most schools had short range plans with nothing formally written down. The immediate needs of groups and/or situations seemed to dictate any plans for improving supervisory competence of department heads.

In answer to the question: "If you don't have a program, what do you feel might be developed to improve the competence of department heads?" principals and department heads offered the following suggestions:

(1) Well planned workshops spaced throughout the year.

(2) Staff meetings, on a set schedule, with principal and department heads discussing all functions covered in this study.

(3) Develop a professional library in conjunction with a study group discussion.

(4) Investigate the feasibility of commercial training programs, which meet the needs of both principals and department heads.
(5) Interchange programs with business to help give training to supervisor.

(6) Develop a good procedure for selection of department heads meeting well established criteria.

(7) An indepth program of evaluation to be reviewed and used by both principals and department heads.

(8) Develop handbook for department heads' duties and responsibilities.

(9) A series of training films in the area of supervision.

(10) Human potential training programs for principals and department heads.

(11) Seminars conducted by non-educational leaders in the area of supervision.

(12) Using "in and out basket" techniques with real or commercial programs.

(13) Develop incomplete sentence problems on the various aspects of supervision.

(14) Investigate the possible use of simulation.

(15) Use role playing techniques within department heads' meetings.

(16) Use forms of micro-teaching, with T.V. and/or tape records, but use a supervision situation instead of a teaching situation.
Summary

There has been considerable analysis made in Chapter III in respect to the findings in this study. However, in this summary further indepth analysis will be made.

Hypothesis I

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and the role they think they are "carrying out."

The null hypothesis stated may be rejected as significant at the .05 level. Thirty (30) of the thirty-six (36) functions rated by the principals exceeded the critical value (9.49) at the .05 level, with seventeen (17) of that thirty (30) exceeding the critical value (13.28) at the .01 level.

It may be stated that:

Principals perceive the role they "should assume" in improving the supervisory competence of department heads significantly different (more important) from the role they think they are "carrying out" (performing).

Summary Table for Hypothesis I

Functions with significant difference at the .01 level (4 d.f. = 13.29) as numbered in the study instrument (see appendix):

1 - 13 - 15 - 16 - 17 - 20 - 22 - 23 - 28
Functions with significant difference at the .05 level (4 d.f. = 9.49)
as numbered in the study instrument (see appendix):

3 - 5 - 6 - 14 - 19 - 24 - 25
26 - 31 - 34 - 35 - 37 - 45

Functions not rated with significant difference as numbered in study instrument (see appendix):

12 - 18 - 33 - 36 - 42 - 55

Principals are not performing these functions in the degree needed to improve the supervisory competence of department heads according to the principals responding to this study. There is a definite need for principals to become aware of this fact and develop programs to correct the existing situation.

There was agreement between principals and educators as to what principals should be doing in improving the supervisory competence of department heads. All of the functions in this study were rated as should be performed "always" or "usually" by more than fifty per cent (50%) of the responding principals (see chart 1 in appendix E). Principals agreed that they were not performing these functions to the degree of importance they had given to the functions.

Principals indicated many reasons for failing to "carry out" their
roles in improving supervisory competence in department heads. The most
important factor dwelled upon by principals was the lack of time. Prin­
cipals felt that everyone wants to talk to "the man" and the school community
has not accepted the delegated authority and responsibilities of sub­
authority persons. Principals, in conjunction with other school personnel,
must work out systems to help the principals obtain the needed time to work
in the area of supervision. Priorities must be established and met by the
administrative staff. Procedures must be investigated that will help
handle "crisis of the moment" situations, that continuously appear, without
tieing up the principals for long periods of time, thus giving them time to
be leaders in improving instruction.

The ability of the administrative staff in the area of developing
supervisory competence of department heads must be strengthened and im­
proved. Principals, when questioned, felt the need of improving compe­
tence, but many did not have formal plans to achieve improvement.

Procedural agreements tended to limit principals' actions in super­
vision. Principals, in some instances, were not sure of the role depart­
ment heads wanted or would pursue as procedural agreements decreased the
principals' interaction with department heads.

The lack of funds available was offered as a reason by some prin­
cipals for not performing these functions. Although, in a few cases, this
could be justifiable, in most instances money had little to do with the
carrying out of the functions. The functions in this study, as a whole,
called for little expenditure of funds but rather a large expenditure of human resources. The need for skills in human and interpersonal relations was apparent throughout this study. Most principals readily admitted they lacked the skills needed to develop others in this area. There seems to be a need for principals to receive indepth training and study in this field.

School boards and central administration must recognize, more than verbally, the importance of improving the supervisory competence of department heads. Both groups must offer aid in policies and administrative procedures that will strongly encourage principals to assume the role they should in developing staff. The pressures exhibited by these groups should be positive and constructive, not negative and destructive, to the principals who should be the instructional leaders within schools.

It would appear principals must use their initiative and leadership in organizational patterns that make effective use of groups. Principals have to learn to delegate responsibilities to their staff. They must develop the ability to perceive goals and means of attaining these goals. This would come, to some degree, when they develop adequate perceptions of how they are "carrying out" their roles.

The traditional approach to supervision is no longer effective, and staff relationships are now more important than ever before. Much of the improvement needed in developing supervisory competence in department heads would be directly associated with improving all forms of communications. Good communications would help lessen the conflict between the
need for change and the resistance to change.

Administrative policy, as it applies to the amount of authority principals are delegated, has a bearing on the principals' self-concepts. Principals must have self-confidence and a feeling of security in their positions if they are to help others develop these qualities. The degree of supervisory competence of principals is also enhanced by how well they keep abreast of educational changes and trends. This will help them in providing adequate and stimulating in-service programs to the staff. Principals must also work to avoid unrealistic objectives or goals and the complacency that tends to develop with non-achievement.

To be an effective leader in improving supervisory competence, principals must have a similarity between the roles they "should assume" (those functions that principals think are important, even though the functions may not be actually being performed, in developing the supervisory competence of department heads) and the roles which they are "carrying out" (those functions that principals think they are doing or "carrying out" in developing the supervisory competence of department heads). The significant difference in these two roles of the principals must be reconciled to increase the effectiveness of principals.

Principals indicated that the "carrying out" roles of principals could be brought closer to the "should assume" roles by having principals re-evaluate their values to see where their attitudes need adjustment or change. This continuous re-evaluation of the "should assume" roles might
call for change since, if some functions are not being "carried out," they might no longer be needed or valid and should be replaced with new acts to improve supervisory competence. Principals must realize their roles are constantly changing with the times and needs of education. Therefore, they must not establish goals that cannot be periodically changed.

Principals indicated they should become involved in human relations training and provide this training to the staff. This action should help foster a school atmosphere of openness and freedom.

It would appear that principals should become well informed in various theories of supervision in order to select those aspects which best fit the department heads and the situations.

There is a need for principals to list priorities and to work consistently toward achieving them. Principals will have to recognize the importance of timing in relationship to priorities.

Principals readily recognized the need for helping department heads improve the supervisory competence of their positions. A main purpose of principals and department heads is the improvement of instruction in schools. Both must work together and do their best in a job that is constantly growing more difficult.

Principals have not been leaders in improving the supervisory competence of department heads. The actual role principals perceived they were performing was significantly different from the role principals and educators believe should be "carried out."
Hypothesis II

There is no significant difference among department heads as to the role they believe principals "should assume" in improving supervisory competence of department heads and the role they think principals are "carrying out."

The null hypothesis stated may be rejected as significant at the .05 level. All thirty-six (36) functions rated by department heads exceeded the critical value (13.28) at the .01 level.

It may be stated that:

Department heads perceive the role principals "should assume" in improving supervisory competence of department heads significantly different (more important) from the role they think principals are "carrying out" (performing).

Summary Table for Hypothesis II

Functions with significant difference at the .01 level (4 d.f. = 13.29) as numbered in the study instrument (see appendix):


Functions with significant difference at the .05 level (4 d.f. = 9.49)

None
Functions not rated with significant difference:

None

Department heads stated that principals are not performing those functions to the degree they thought was needed to develop the supervisory competence of department heads. Principals must be aware that if they are to be effective in improving the supervisory competence of department heads there must be a similarity between the role which department heads believe the principals "should assume" and the role which department heads think the principals are "carrying out." This apparently is more important than what they actually do.

There was agreement between department heads and educators as to what principals should be doing in improving the supervisory competence of department heads. All of the functions in this study were rated as should be performed "always" or "usually" by more than fifty per cent (50%) of the responding department heads (see chart 11 in appendix E). Department heads agreed that principals were not performing these functions to the degree of importance that they had given to the functions.

Department heads indicated that principals were failing to "carry out" these functions in improving the supervisory competence of department heads. Department heads felt one reason that principals were not performing these duties was that principals do not have the time needed to accomplish all of the responsibilities of their position.
Department heads stated that if there were more funds available, principals could perform these functions at a higher level. Some functions do call for the expenditure of funds if they are to be performed, but most are related to the expenditure of human talents and efforts. It appeared, from interviews conducted with department heads, that they have been conditioned to the theory that allocating funds will solve most educational problems.

Department heads indicated that pressure groups prevent principals from "carrying out" those acts needed to improve the supervisory competence of department heads. Department heads felt the pressures from boards, central administration, parents, teachers, students, and other groups have usurped the principals' time and talents. School boards must help relieve this problem by taking appropriate action and developing policies that help the principal to perform the proper role in improving supervisory competence of department heads.

Department heads indicated that the principals' own philosophies, interests, and perceptions governed the degree they "carried out" these functions. Sometimes these factors lead to personality conflicts with department heads. It would appear that there is a need to develop common backgrounds of supervision within the principals and department heads.

Department heads indicated that traditional school systems with poorly delineated school goals restrict the principals' actions. It appeared to department heads that these factors led to apathetic or
hostile communities that affect the schools. Poor community support, it was felt, produced arbitrary and/or inflexible school boards. Out of these conditions, department heads felt, came unrealistic demands on the staff by the administration.

Procedural agreements have limited the principals in some areas, according to department heads, but the restrictions can be overcome if the principal's personality allows him to focus on what is relevant to individual differences among the staff.

Department heads recognized principals must overcome their own lack of ability to cope with pressure groups, poor professional training, poor speech, poor habits of listening, insensitivity to conflicts and tensions within staff, poor methods in organizing, and poor sense of pacing (too slow or too fast) in effecting change. Department heads also revealed concerns about principals' failures to shoulder blame when situations necessitate it, self-centeredness, unawareness of their own emotional biases, poor judgment in selecting staff to fill positions, poor perceptions of their own roles, negative philosophy of direction and control, over-reaction to problems, failure to keep abreast of new ideas in education, inability to delegate authority to others, display of favoritism, poor communications, and use of vague generalities when specific action is needed.

Department heads felt principals tended to be over involved with organization for its own sake, rather than the purposes of the organizations,
too sophisticated or not sophisticated enough for particular school environments. Department heads felt principals have an inadequate knowledge of group procedures, and are too concerned with politics in the school system.

The concerns expressed by department heads in relation to their perceptions of why principals fail to perform the functions stated in this study have a bearing on the effectiveness of principals in improving the supervisory competence of department heads. To be effective in improving these competences, the significant difference in the two roles of the principals, as perceived by department heads, must attain a greater degree of congruency than this study indicates exists at present.

Department heads stated that the "carrying out" roles of principals could be brought closer to the "should assume" roles of principals. They felt principals should compare their "carrying out" and "should assume" roles to see where they differ. With this information, the principal must want to bring the two closer together. Principals should seek out and consider suggestions from others to improve the situation.

Principals, as democratic leaders, must communicate goals and priorities to staff, using patience, understanding, and tact in accomplishing these priorities. Delegating responsibilities can create a trusting atmosphere that principals can utilize in developing group decision-making procedures. Principals should realize that criticism will always exist so they must have the self-confidence necessary to work under those conditions.

Department heads indicated principals should: keep abreast with
new procedures in the field of education, participate in professional activities which will keep them current in their field while updating their conceptual framework of the position, and communicate reasons for their actions. Department heads indicated that principals should develop the characteristics of being good listeners, good observers, and approachable, genuine, and sensitive to the needs and feelings of others.

Department heads felt principals should assume these functions but showed a concern that principals could not begin to be responsible for everything listed. Some department heads were afraid their positions would become administrative if too much emphasis were placed upon these functions. Some department heads felt they were hired because they had these abilities, and they felt they needed little assistance in most of these acts.
Hypothesis III

There is no significant difference between the role principals "should assume" in improving supervisory competence of department heads as perceived by principals and department heads.

The null hypothesis stated may be accepted as none of the thirty-six (36) functions rated by principals and department heads exceeded or reached the critical value (9.49) at the .05 level.

It may be stated that:

Principals and department heads perceive
the "should assume" role of principals in improving supervisory competence of department heads with no significant difference.

Summary Table for Hypothesis III

Functions with significant difference at the .01 level (4 d.f. = 13.29):

None

Functions with significant difference at the .05 level (4 d.f. = 9.49):

None

Functions not rated with significant difference as numbered in study instrument (see appendix):

1 - 3 - 5 - 6 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 22 -
23 - 24 - 25 - 26 - 28 - 31 - 33 - 34 - 35 - 36 - 37 - 39 - 40 -
There was agreement between principals, department heads, and educators as to what principals should be doing in improving the supervisory competence of department heads. All of the functions in this study were rated as should be performed "always" or "usually" by more than fifty percent (50%) of the responding principals and department heads (see chart III in appendix E).

It is important to note that there are gaps between the principals' perceptions and the department heads' perceptions of the "should assume" functions of principals.

Twenty-seven functions in this study were perceived with similar importance by principals and department heads as what principals should be doing. This high degree of agreement on the importance of these functions allows both principals and department heads to establish ways to implement these acts rather than having to select the functions needed to improve the supervisory competence of department heads.

Principals placed greater importance than department heads did on the following functions (numbered as in the study instrument): 12 - 13 - 16 - 18 - 39 - 48 - 50 - 52. It would appear that principals and department heads should review these functions in order to establish a closer similarity of importance.

Department heads placed greater importance than principals did on this function:
Principals should help department heads develop self-understanding while encouraging them to do the same with their staff.

Principals should make every effort to understand why department heads felt more strongly about the importance of this function than they did. It would appear that principals working together on these types of functions could make inroads in developing programs to improve the supervisory competence of department heads.

Principals and department heads indicated that the "should assume" roles of principals (those functions that principals and department heads think are important even though the function may not be actually performed) in improving supervisory competence of department heads are determined by many factors.

Both groups felt that the individual personalities of the principals in combination with their philosophies of life and education are instrumental in determining those acts to be considered in improving supervisory competence. The way principals perceive their roles as leaders in improving supervision helps them select what functions they think they should assume. The staff's perception of the principal's role is also vital to the functions to be assumed.

Principals and department heads felt that the needs of society, students, and faculty played a part in the selection of functions. School curriculums, finances of the schools, teacher organizations, procedural agreements, school boards, and central administration
influence the acts of supervision that principals might select as important.

The "should assume" roles of principals must give importance to: the various staff personalities, the specialization of the staff, the professional attitude of the staff, the cooperation or lack of it among school personnel, and the morale within the school. These should be combined with: the principals' confidence in subordinates, leadership inclinations, feelings of security in uncertain situations and educational experiences.

Principals and department heads placed importance on the need for satisfactory human relations and the concern for others in developing "should assume" functions for improving the supervisory competence of department heads.

Principals and department heads, working together, should establish the "should assume" role of principals in improving supervisory competence of department heads. These functions should be written down after careful discussion by both groups for clarity, understanding, and purpose. These functions should be periodically reviewed and analyzed for additions, revisions, or deletions, because education and supervision are in a changing state. It was indicated that both principals and department heads felt a need to improve and develop further their supervisory competence.

Human relation skills received high ratings by both principals and
department heads as being important along with communication skills, technical skills, evaluative skills, and administrative skills. Motivation, initiative, and involvement were areas on which principals placed added importance.

If principals are to develop programs for improving supervisory competence of department heads, it is imperative that principals and department heads perceive certain functions to be important. It is with this information that principals will be able to work with department heads in developing programs to improve supervision.
Hypothesis IV

There is no significant difference between the role principals are "carrying out" in improving supervisory competence of department heads as perceived by principals and department heads.

The null hypothesis stated may be accepted as thirty-one (31) of the thirty-six (36) functions rated by principals and department heads did not exceed or reach the critical value (9.49) at the .05 level or the critical value (13.29) at the .01 level. Three (3) functions exceeded the critical value (9.49) at the .05 level and two (2) functions exceeded the critical value (13.29) at the .01 level.

It may be stated that:

Principal and department heads perceive the "carrying out" role of principals in improving supervisory competence of department heads with no significant difference.

Summary Table for Hypothesis IV

Functions with significant difference at the .01 level (4 d.f. = 13.29) as numbered in the study instrument (see appendix):

1 - 46

Functions with significant difference at the .05 level (4 d.f. = 9.49) as numbered in the study instrument (see appendix):

14 - 39 - 52
Functions not rated with significant difference as numbered in study instrument (see appendix):


Principals and department heads recognize that principals are not performing those functions to improve supervisory competence of department heads at the level they believe they should be performed. It is important to note that there are gaps between the principals' perceptions and the department heads' perceptions of the performance of principals (see chart IV in appendix E).

Twenty-three functions in this study were perceived by principals and department heads as being performed at the same level. Although principals are not performing these functions to the degree they should, the common perception of the degree of "carrying out" gives principals and department heads a basis for developing procedures to advance the levels of performance.

Principals perceived that they were performing thirteen functions at a level greater than department heads did. The functions as numbered in the study instrument are: 3 - 12 - 13 - 14 - 26 - 35 - 36 - 37 - 40 - 42 - 50 - 53 - 55. It would appear that principals should re-examine
their performance of these functions and try to find the reasons for the
perception variances involved. Principals, by resolving these divergences,
will be able to become more effective in improving the supervisory compe-
tence of department heads.

Principals will have to find means of accomplishing these functions
regardless of the factors blocking their performance.

It would appear that the "not enough time" factor for not performing
these acts will have to be eliminated. Better supervision might, in the
long run, give the principal more time by deleting some problems that
arise from the lack of good supervisory competence in staff.

"Priority of duties" which often becomes crisis management should be
altered to include supervision for the improvement of instruction which
is the most important product of schools. Also, there are lulls in crisis
that allow for programs to be put into operation.

Administrators' abilities, if preventing the "carrying out" of
these functions, should be developed to their fullest in the area of
supervision.

Principals will have to learn to make use of procedural agreements
if they are to improve supervision. They will have to become aware of
all parts of the agreement and work to change the parts that affect
their work.

Although money was offered as a reason for not performing functions,
it could only apply to some functions and many times only in a minor way.
Principals indicated that items not directly related to supervisory functions, such as budgets, office size and locations, etc., do play an important part in the attitude of department heads towards their role as supervisors.

Principals and department heads agreed that there is a great demand for skills in human relations, but there seems to exist no programs or plans within schools to help alleviate this need. Principals will have to take the initiative in becoming involved in this area.

Proper use of authority cannot be overemphasized according to principals. At no other time in education have the actions of principals been so scrutinized as at present. It is imperative that all of the functions to improve supervisory competence of department heads carry with them the proper use of authority.

It would appear that principals, in providing leadership to others, must determine the basic problems confronting the groups, and they must work with the groups in order to improve the situations. They must be sensitive to staff needs and not react only to those causing the loudest commotion.

Principals must help the staff see the value of the improvement of supervision in schools. Supervision for the improvement of instruction, when effective, makes the educational system more satisfying for staff and more productive for students.

It would appear that principals and department heads should work together in selecting the important functions needed for improving super-
visory competence and in developing methods that will achieve the goals desired. Principals, without department heads' consultation, will sometimes emphasize certain functions more than department heads, and this results in energy and effort expended on areas that do not produce a commensurate return. The functions that are agreed upon as important by both should be worked on first, and those of disagreement should be given study so that the functions may be "carried out" effectively.

It would appear that principals should become involved with understanding perceptions and the effect they have on supervision and supervisory competence.

Education as a whole seems very concerned about the development of supervisors, but the local units which are the true training grounds for supervisors seem indifferent. Supervision cannot be put into practice by administrators alone; they need the help of all in education.
Hypothesis V

There are specific functions for improving the supervisory competence of department heads that are being performed that meet with agreement of principals and department heads.

The hypothesis stated may be rejected as none of the thirty-six (36) functions rated were being performed "always" and/or "usually" as perceived by principals and department heads.

Principals feel strongly that they should "carry out" the functions in this study but the procedures to accomplish these acts are not fully utilized by them.

Some department heads indicated the list of functions was inclusive of so many areas, all of which have some importance, that principals could not perform them all with their many other duties. A few felt that if department heads needed continual help or guidance in these areas, they should not have become department heads in the first place.

The implementation of these functions calls for decision making upon the part of the principals. They must establish priorities specifically aimed at improving supervisory competence in department heads. The leadership they assume in this area should have an effect on the entire school.

Although no functions qualified under this hypothesis, it was felt there would be a value to know how each function was ranked.

In determining the ranking of functions as to importance as perceived
by principals and department heads in the areas of "should assume" and "carrying out," a value was placed on each response given and a total was accumulated.

For example:

**Function 1**

Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

<table>
<thead>
<tr>
<th>A. Principal</th>
<th>15</th>
<th>8</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should Do</td>
<td>(60 pts.)</td>
<td>(24 pts.)</td>
<td>(6 pts.)</td>
<td>(1 pt.)</td>
<td>(0 pt.)</td>
</tr>
<tr>
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The functions were placed in rank order under the various areas:

P.S.A. = Principals' Perception of Principals' "Should Assume"

P.C.O. = Principals' Perception of Principals' "Carrying Out"

D.H.P.S.A. = Department Heads' Perception of Principals' "Should Assume"

D.H.P.C.O. = Department Heads' Perception of Principals' "Carrying Out"

The number of the functions is as it appears in the study instrument. Bracketed numbers indicate those in the bracket ranked the same. Functions common in the top twelve of each classification are: 53 (1st in each classification) - 50 - 17 - 14 - 19 - 26.
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Hypothesis VI

Principals in general have established programs for improving the supervisory competence of department heads.

The hypothesis stated may be rejected as none (0) of the twenty-seven (27) principals surveyed answered yes to the question, "Do you have an established program for the improvement of supervisory competence of department heads?"

Although the data supported the rejection of this hypothesis, both principals and department heads felt a need for programs in this area. It would appear that there has been little done by principals to formally improve the supervisory competence of department heads. Some department heads were vague on what role department heads should have in supervision. Half of the department heads interviewed did not regard themselves primarily as supervisors for the improvement of instruction. Principals interviewed all regarded department heads as supervisors for the improvement of instruction. It would appear that there is a need for written guidelines for department heads' duties and responsibilities.

Principals must develop effective training programs to help change the understanding of existing department heads. In-service programs for department heads' professional growth have generally failed to include efforts to shape or change attitudes of department heads toward staff and their needs.
One area of supervisory competence in need of development is interpersonal relations. Department heads and principals indicated there should be a great deal done in this area, but in reality there existed almost a void. When principals and department heads were asked what was being done to improve this situation, most gave short general statements such as: take courses in the subject, engage in activities that help develop human relations, etc. A few had formal sessions such as: classes conducted by universities in their school for their personnel only, outside experts, training programs by outside organizations, and sensitivity training sessions. In answer to what should be done in this area, principals and department heads answered: take courses in all areas of human relations, develop sound internship programs for training of supervisory personnel, plan periodic workshops, have role playing sessions, learn non-directive counseling techniques, and become individually involved.

The content of human relations is concerned with the motives of man, communication, perception, power structure, authority, morale, group dynamics, decision-making and leadership. Knowledge and training in these areas will enhance the competence of the principals and department heads.

The need for programs to improve supervisory competence of department heads must be investigated, and, from this knowledge, sound and well organized programs should be developed.
Principals, in developing programs in improving supervisory competence, should help department heads be aware of the need for: insight, personal security, sensitivity, mature behavior, flexibility, personal fulfillment, self-evaluation, goal setting, empathy, human relation skills and leadership. Principals should attempt to foster in department heads the ability to interview, reflect, observe, diagnose, communicate, and delegate authority. Personal qualities to be developed in department heads include: humor, appreciation, self-actualization, understanding, self-reliance, adaptability, self-control, poise, tact, alertness, speaking, writing, reading and listening.

Principals indicated that they are being evaluated more today than ever before. These evaluations, in part, are based on the development and growth of staff. It would appear that principals, to obtain the maximum benefits from department heads, should develop and institute programs to improve supervisory competence.

In developing programs for improving supervisory competence, principals and department heads should take into consideration: needs of the participants in the programs, clearly stated goals, priorities of functions, plans and organizations, evaluation of the program, and revisions of program when needed.
CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS AND CONCLUSIONS

It has been the purpose of this study to analyze the role of principals in improving the supervisory competence of department heads and to determine what programs they have established to accomplish this end. Subject to the limitations of this study, certain conclusions may be stated:

1. Most principals apparently know what supervisory functions they should be performing to improve the supervisory competence of department heads but they do not seem to be actually carrying on these functions.

2. Most department heads apparently agree with principals on what functions should be performed by principals but they seem to feel these functions are not being carried on.

3. Most principals and department heads agree with experts in the field of supervision as to what principals should be doing in improving the supervisory competence of department heads.

4. Most principals have not established either formal or informal programs for improving the supervisory competence of department heads.

5. Principals and department heads in general have not developed job descriptions for department heads that clarify their duties and responsibilities.
6. Principals apparently are not performing specific functions that meet with agreement of the principals and department heads.

7. Some of the reasons given by various principals for not performing these functions in improving the supervisory competence of department heads were:
   a. Procedural agreements
   b. Crisis and immediate demands in other areas
   c. Lack of funds
   d. Feelings of inadequacy in human relations and interpersonal relations
   e. Feelings of inadequacy in their background and training in the area of supervision.

Principals in secondary schools will need to utilize all of their staff to the maximum if they are to be the instructional leaders of the school. To accomplish this, principals must establish programs to further develop and better train department heads in supervisory competence. Principals must become better prepared professionally in procedures and methods of supervision which, hopefully, will result in supervisory processes exceeding those in existence today.

Good supervision at all levels is becoming more significant in schools as other pressures make use of the time principals should spend in this area.
Department heads, prior to their appointment, have little opportunity for exposure to the techniques and uses of supervisory acts. Few principals have ample time or take the opportunity to develop meaningful professional experiences or training programs in dealing with the development and improvement of supervisory competence of department heads after their selection.

Those functions which tend to be administrative and technical in nature are performed more by principals than those acts involving interpersonal relationships. Principals can no longer only respond to actions in the area of interpersonal relations; they must anticipate and direct processes that affect their staff. Principals have to help department heads learn to be more effective in relating to people and to be more sophisticated in using the processes of supervision.

Schools as a whole must become concerned with the discovery and development of department heads. There should be well formulated plans for selection and retention of department heads.

The role of principals in improving supervisory competence of department heads, as expected from the literature, was inconsistent with what principals were actually doing as perceived by principals and department heads. Principals have become frustrated by the numerous problems facing them and have tended to neglect this area either because of the lack of time or their own lack of skills in identifying the problems and developing solutions to them.
Recommendations

Principals today must make use of all educational means to achieve the goals of their schools. The greatest assets principals have in achieving these goals are the members of the staff. Supervisory programs involving staff will succeed only to the extent that there exists common understanding, mutual respect, confidence in others, and a congruency in perceptions of duties and responsibilities. As a result of this study, the following recommendations are made:

1. Principals and department heads must establish ongoing programs for improving the supervisory competence of department heads. These programs should be constantly reviewed and revised as needed.

2. Principals must recognize the fact they are not performing those functions needed to improve the supervisory competence of department heads. Principals must constantly strive to fulfill the expectations of themselves and department heads in this area.

3. Principals must make time to work with department heads on supervisory competence. If the department heads' supervisory competence is properly developed, principals will have more time, in the long run, to apply to other areas.

4. Principals need to obtain more indepth understanding of the behavioral sciences and the application of
these sciences to supervision. Principals should seek additional training in developing supervisory competence in staff.

5. Principals will have to learn to make use of procedural agreements if they are to improve supervision. They will have to become aware of all parts of the agreement and work to change or improve the parts that limit their performance in improving the supervisory competence of department heads.

6. Principals, by establishing sound programs for improving the supervisory competence of department heads, will be able to request and substantiate the need for funds.

7. Principals and department heads should obtain as much knowledge and training as possible in human relations and interpersonal relations. These programs should be continuous for all involved in supervision within the changing world of education.

8. Principals and department heads should develop formal outlines and guides of the duties and responsibilities of department heads.

9. Principals and department heads should initiate studies of their own roles in supervision as perceived by other staff members. It is important that the one being
supervised perceive the acts of supervision similarly to the one supervising.

10. Programs should be established for the careful selection of department heads. These programs should also seek the retaining of competent and promising department heads.

11. Principals and department heads should develop formal plans and procedures for evaluating the supervisory competence of department heads. These evaluations should have as their purpose the improvement of supervisory competence with suggestions for achieving the desired results.

Recommendations for Further Study

The principals' roles in improving supervisory competence of department heads are imposing and challenging. There is a need to determine if the findings of this study would be substantiated for larger groups in different geographic areas. Because of the new emphasis being placed on supervision, there is a need for further research in relation to these questions:

1. What techniques and procedures are used to improve supervisory competence by those in the field and how are the results measured?

2. How do teachers perceive the role of department heads in supervision and what effect does their perception
have on the teachers' acceptance of supervision?

3. What factors affect the determination of the "should assume" role of principals and department heads and what determines the "carrying out" role of principals and department heads?

4. What is the role of colleges and universities in developing supervisory competence and the practical application of it?

5. What areas of supervision are given the greatest importance by staff: administration, conceptual skills, curriculum, evaluation, human relations, technical skills, and why?

6. What factors affect the perceptions of various groups and individuals, and how can these perceptions be developed to a consistent level that will help develop supervisory competence?

7. What constitutes positive programs in developing supervisory competence, and how are these programs carried out?

The importance of supervision is determined by the end result, the improvement of instruction. With the trend of increasing pressures for this result, the role of the principal in developing supervisory competence of staff will be subject to continuous study. In closing, the
The following quotation is appropriate:

Thus it appears that the subject area department head will continue to play a key role in the school of tomorrow, just as he does in the school of today. Administrators who are seeking to improve their schools in order to prepare for that tomorrow should, therefore, focus a substantial part of their efforts on seeking to improve the position of their department chairman.

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APPENDIX A

LIST OF SIXTY-NINE FUNCTIONS SENT TO PANEL OF EXPERIENCED PRINCIPALS

Functions: Methods, procedures, acts, or means secondary school principals use to improve the supervisory competence of department heads.

1. Principals should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.¹

2. Principals should make time available for department heads to meet with representatives of educational companies (equipment, books, etc.) for demonstrations and presentations on new items.²

3. Principals should encourage department heads to develop and use a professional library.¹

4. Principals should help department heads in planning and developing educational meetings (departmental).

5. Principals should help department heads to become master teachers so they may make use of demonstration teaching techniques, micro-teaching reviews, etc.²

6. Principals should have department heads assist in planning in-service educational experiences for the growth of department heads.

7. Principals should encourage department heads to make individual contributions to education.

8. Principals should help department heads in defining problems and relating them to the participants in the group.¹

¹ = Functions actually used in this study.
² = Functions added as detractors.

The detailed method and procedure is given in Chapter III.
9. Principals should help department heads determine their own needs for training in the basic skills of human relations.

10. Principals should help department heads determine their own needs for training areas of psychology.

11. Principals should help department heads determine their own needs for training in basic areas of sociology.

12. Principals should help department heads determine their own needs for training in basic group dynamics.

13. Principals should help department heads determine their own needs for training in basic techniques of supervision.

14. Principals should help department heads determine their own needs for training in the basic techniques of leadership.

15. Principals should have future department heads serve a specific period of time working with an established department head before their appointment.

16. Principals should help department heads obtain a thorough introduction to the community.

17. Principals should have department heads visit other schools on a regularly scheduled plan.

18. Principals should have department heads participate in clinics and workshops.

19. Principals should help department heads work with their staff in developing a meaningful curriculum.
20. Principals should work with department heads in developing a program for the orientation of new teachers.

21. Principals should help department heads develop good intra-departmental and inter-departmental communications.

22. Principals should recognize, encourage, and stimulate professional growth on the part of department heads.

23. Principals should recognize, encourage, and stimulate initiative on the part of department heads.

24. Principals should confer with department heads on personal matters that might affect their morale and efficiency.

25. Principals should confer with department heads on professional matters that might affect their morale and efficiency.

26. Principals should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

27. Principals should encourage department heads in assisting their staff in carrying out action research.

28. Principals should help department heads develop a philosophy of discipline to be used in assisting teachers.

29. Principals should encourage department heads in assisting their staff in developing and writing instructional objectives.

30. Principals should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.
31. Principals should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.

32. Principals should encourage department heads in assisting their staff in developing the ability to think critically.

33. Principals should help department heads in assisting their staff to be aware of and encourage educational change.

34. Principals should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

35. Principals should help department heads in setting up the mechanics to accomplish tasks.

36. Principals should be sensitive to the real feelings of department heads in both their observable and hidden reactions while encouraging them to do the same with their staff.

37. Principals should help department heads in sensing the various forces that are in operation and evaluating the possible outcomes that might develop.

38. Principals should help department heads establish an institutional loyalty which helps their staff feel a part of an organization with the desire to make it the best.

39. Principals should help department heads determine the need for implementing staff recommendations.
40. Principals should help department heads to practice the behavior sought by their staff.  

41. Principals should help department heads develop self-understanding while encouraging them to do the same with their staff.  

42. Principals should help department heads develop an understanding of school budgets.  

43. Principals should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.  

44. Principals should help department heads in assisting their staff in defining and clarifying educational goals.  

45. Principals should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.  

46. Principals should help department heads give importance to their positions.  

47. Principals should help department heads learn the use of authority - when it should and should not be used.  

48. Principals should encourage department heads to develop a sense of humor and to help their staff to do the same.  

49. Principals should encourage department heads to develop intellectual honesty while encouraging them to do the same with their staff.  

50. Principals should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).  
51. Principals should help department heads develop the ability to obtain the best results from personnel assignments.

52. Principals should help department heads develop the ability to work effectively under frustrating conditions.

53. Principals should help department heads develop the ability to question one's own judgment and actions in an objective manner.

54. Principals should help department heads develop the ability to delegate.

55. Principals should help department heads develop the ability to evaluate their staff.

56. Principals should encourage department heads to use professional assistance from outside sources when necessary and desirable.

57. Principals should encourage department heads to become aware of and use when possible the new technologies in education.

58. Principals should encourage department heads to be aware of and use recent research in their subject areas.

59. Principals should encourage department heads to make use of supervisory bulletins on a regular basis.

60. Principals should help department heads determine their own needs for training in the basic areas of guidance.

61. Principals should help department heads obtain a working knowledge of all areas of school organization.
62. Principals should help department heads obtain a working knowledge of all new areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

63. Principals should help department heads obtain a working knowledge of all areas of student affairs.

64. Principals should help department heads obtain a working knowledge of all areas of staff development. 2

65. Principals should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration. 1

66. Principals should encourage department heads to prepare handbooks, guides, and worksheets to assist their staff in improving instruction. 2

67. Principals should encourage department heads to participate in a continuing program of self-improvement. 1

68. Principals should make sure department heads understand their duties and responsibilities. 1

69. Principals should help department heads in assisting their staff in planning and carrying on educational experimentation. 2

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1 = Functions actually used in this study.
2 = Functions added as detractors.

The detailed method and procedure is given in Chapter III.
APPENDIX B

DEPARTMENT HEADS AND PRINCIPALS

Thank you for your assistance in answering the items.

DO NOT GIVE YOUR NAME

Neither your administrator nor anyone else at your school will ever see your answers.

The purpose of this study is to determine the department heads' perception of the role of the principal in improving the supervisory competence of department heads. Each function should have value and a direct relationship to the principal's role in improving the supervisory* competence of department heads.

*(Supervision in this study will be defined as: All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction, involving the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, methods of teaching, and the evaluation of instruction).

Would you please rate each function in the two areas (A) and (B) following each of the items.

(A) = Principal Should Assume:

(Measure this against how important, in your opinion, it is for the principal to perform this function, whether or not he is actually doing it).
(B) = Principal Actually Doing:

(Measure the same function against how, in your opinion, the principal is actually performing or carrying out this function).

Terms of Rating Scale:

Always: The statement about the function indicates it is always done.

Usually: The statement about the function indicates it is done most of the time but not all the time.

Half of the time: The statement indicates the function is done about half of the time.

Seldom: The statement indicates the function is done only occasionally.

Never: The statement about the function indicates it is not done at any time.
Department Heads and Principals (Please answer all items)

Age:
21 - 30 ________  51 - 60 ________
31 - 40 ________  61 - Over ________
41 - 50 ________

Sex:
Male__________  Female__________

Teaching Experience:  No. of Years__________
Department Head Experience:  No. of Years__________
Principal Experience:  No. of Years__________

Number of Semester Hours in
Supervision Courses__________

Do you have an established program for the improvement of supervisory competence of department heads?

Yes__________  No__________

If yes, please describe briefly:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Functions: Methods, procedures, acts, or means secondary school principals use to improve the supervisory competence of department heads.

Please circle one of the ratings in each area (A & B)

1. Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

2. Principal should make time available for department heads to meet with representatives of educational companies (equipment, books, etc.) for demonstrations and presentations on new items.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

3. Principal should encourage department heads to develop and use a professional library.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

4. Principal should encourage department heads to develop techniques to become master teachers so they may make use of demonstration teaching techniques, micro-teaching reviews, etc.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

*Functions used in this study.
Remember

Functions principals use to improve the supervisory competence of department heads.

5. Principal should help department heads in defining problems and relating them to the participants in the group.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

6. Principal should help department heads determine their own needs for training in the basic skills of human relations.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

7. Principal should help department heads determine their own needs for training in the basic areas of psychology.

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

8. Principal should help department heads determine their own needs for training in basic group dynamics.

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

9. Principal should help department heads determine their own needs for training in basic techniques of supervision.

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

10. Principal should help department heads obtain a thorough introduction to the community.

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

11. Principal should have department heads visit other schools on a regularly scheduled plan.

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

12. Principal should have department heads participate in clinics and workshops.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

13. Principal should help department heads work with their staff in developing a meaningful curriculum.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

14. Principal should work with department heads in developing a program for the orientation of new teachers.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

15. Principal should help department heads develop good intra-departmental and inter-departmental communications.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

16. Principal should recognize, encourage, and stimulate professional growth on the part of department heads.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

17. Principal should recognize, encourage, and stimulate Initiative on the part of department heads.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

18. Principal should confer with department heads on personal matters that might affect their morale and efficiency.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

19. Principal should confer with department heads on professional matters that might affect their morale and efficiency.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

20. Principal should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

21. Principal should help department heads develop a philosophy of discipline to be used in assisting teachers.

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

22. Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

23. Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

24. Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.*

A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

25. Principal should help department heads in assisting their staff to be aware of and encourage educational change.*
A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

26. Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.*
A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

27. Principal should help department heads in setting up mechanics to accomplish tasks.
A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

28. Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.*
A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

29. Principal should help department heads in sensing the various forces that are in operation and evaluating the possible outcomes that might develop.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

30. Principal should help department heads establish an institutional loyalty which helps their staff feel a part of an organization with the desire to make it the best.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

31. Principal should help department heads determine the need for implementing staff recommendations.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

32. Principal should help department heads to practice the behavior sought by their staff.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

33. Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

34. Principal should help department heads develop an understanding of school budgets.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

35. Principal should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

36. Principal should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

37. Principal should help department heads learn the use of authority.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

38. Principal should encourage department heads to develop a sense of humor and help their staff to do the same.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

39. Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

40. Principal should help department heads develop the ability to obtain the best results from personnel assignments.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

41. Principal should help department heads develop the ability to work effectively under frustrating conditions.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

42. Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

43. Principal should help department heads develop the ability to delegate.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

44. Principal should help department heads develop the ability to evaluate their staff.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

45. Principal should encourage department heads to become aware of and should use when possible new technologies in education.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

46. Principal should encourage department heads to be aware of and use recent research in their subject areas.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

47. Principal should help department heads determine their own needs for training in the basic areas of guidance.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

48. Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

49. Principal should help department heads obtain a working knowledge of all areas of staff development.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

50. Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never
Remember

Functions principals use to improve the supervisory competence of department heads.

51. Principal should encourage department heads to prepare handbooks, guides, and worksheets to assist their staff in improving instruction.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

52. Principal should encourage department heads to participate in a continuing program of self-improvement.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

53. Principal should make sure department heads understand their duties and responsibilities.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

54. Principal should help department heads in assisting their staff in planning and carrying on educational experimentation.
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

55. Principal should help department heads give importance to their positions.*
   A. Principal Should Do - Always - Usually - Half Time - Seldom - Never
   B. Principal Actually Doing - Always - Usually - Half Time - Seldom - Never

*Functions used in this study.
Chi-square tables for:

Hypothesis I
Hypothesis II
Hypothesis III
Hypothesis IV

Each function used in this study is numbered as the item appeared in the survey instrument (not in sequence order). The numbered item states the function, and each chart on that page refers to that function only.

Item I-A is related to hypothesis I; Item I-B is related to hypothesis II; Item I-C is related to hypothesis III; and Item I-D is related to hypothesis IV.

The numbers in the columns (always, usually, half-time, seldom, and never) are the frequency of that rating. A total of twenty-seven (27) principals and two hundred twenty-eight (228) department heads ranked each item.

The chi-square value ($X^2$) is stated for each chart. All items were accepted as significantly different at the .05 level with four (4) degrees of freedom which is above 9.49.
Item I

Principal should encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education.

Principals' perception of:

<table>
<thead>
<tr>
<th>Item 1-A</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>15 8 3 1 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>2 6 11 8 0</td>
</tr>
</tbody>
</table>

$X^2$ Value 20.24

Department heads' perception of:

<table>
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<tr>
<th>Item 1-B</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>106 68 25 26 3</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>19 66 32 83 28</td>
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</table>

$X^2$ Value 111.80

Principals' and department heads' perception of:

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<tr>
<td>A. Principal Should Do</td>
<td>106 68 25 26 3</td>
</tr>
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</table>

$X^2$ Value 3.22

Principals' and department heads' perception of:

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<tr>
<th>Item 1-D</th>
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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>2 6 11 8 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>19 66 32 83 28</td>
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</tbody>
</table>

$X^2$ Value 16.68
**Item 3**

Principal should encourage department heads to develop and use a professional library.

### Principals' perception of:

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<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
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<th></th>
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<tr>
<td>A. Principal Should Do</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>0</td>
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<td>B. Principal Actually Doing</td>
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<td>7</td>
<td>7</td>
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*\(X^2\) Value 10.62*

### Department heads' perception of:

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<th></th>
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<tr>
<td>A. Principal Should Do</td>
<td>96</td>
<td>82</td>
<td>29</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>35</td>
<td>47</td>
<td>41</td>
<td>67</td>
<td>38</td>
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</tbody>
</table>

*\(X^2\) Value 97.24*

### Principals' and department heads' perception of:

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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>96</td>
<td>82</td>
<td>29</td>
<td>17</td>
<td>4</td>
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</table>

*\(X^2\) Value 2.32*

### Principals' and department heads' perception of:

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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>35</td>
<td>47</td>
<td>41</td>
<td>67</td>
<td>38</td>
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</tbody>
</table>

*\(X^2\) Value 5.48*
**Item 5**

Principal should help department heads in defining problems and relating them to the participants in the group.

Principals' perception of:

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<tr>
<th></th>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>11</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<td>10</td>
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X² Value 10.44

Department heads' perception of:

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<th>Seldom</th>
<th>Never</th>
</tr>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>107</td>
<td>94</td>
<td>19</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>40</td>
<td>80</td>
<td>46</td>
<td>51</td>
<td>11</td>
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X² Value 84.64

Principals' and department heads' perception of:

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<tr>
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<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>11</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
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<td>94</td>
<td>19</td>
<td>6</td>
<td>2</td>
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X² Value 1.65

Principals' and department heads' perception of:

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<tr>
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<th>Seldom</th>
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<tr>
<td>B. Principal Actually Doing</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>40</td>
<td>80</td>
<td>46</td>
<td>51</td>
<td>11</td>
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X² Value 2.18
Item 6

Principal should help department heads determine their own needs for training in the basic skills of human relations.

<table>
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<tr>
<th>Item 6-A</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>9</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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X² Value 13.10

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
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</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>19</td>
</tr>
</tbody>
</table>

X² Value 66.20

<table>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>A. Principal Should Do</td>
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X² Value 1.03

<table>
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<tr>
<th>Item 6-D</th>
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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>19</td>
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</tbody>
</table>

X² Value 4.73
**Item 12**

Principal should have department heads participate in clinics and workshops.

**Item 12-A**

Principals' perception of:

<table>
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<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>9 16 1 1 0</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>5 12 5 5 0</td>
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$X^2$ Value 7.04

**Item 12-B**

Department heads' perception of:

<table>
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<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>92 83 38 12 3</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>41 71 38 62 16</td>
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$X^2$ Value 63.18

**Item 12-C**

Principals' and department heads' perception of:

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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>9 16 1 1 0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>92 83 38 12 3</td>
</tr>
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</table>

$X^2$ Value 6.89

**Item 12-D**

Principals' and department heads' perception of:

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<thead>
<tr>
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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>5 12 5 5 0</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>41 71 38 62 16</td>
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$X^2$ Value 3.65
**Item 13**

Principal should help department heads work with their staff in developing a meaningful curriculum.

**Principals' perception of:**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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<tbody>
<tr>
<td><strong>A. Principal Should Do</strong></td>
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<td>12</td>
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\[ X^2 \text{ Value 17.80} \]

**Department heads' perception of:**

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<th>Seldom</th>
<th>Never</th>
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<tbody>
<tr>
<td><strong>A. Principal Should Do</strong></td>
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<td>31</td>
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<td>5</td>
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<td><strong>B. Principal Actually Doing</strong></td>
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<td>74</td>
<td>43</td>
<td>52</td>
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\[ X^2 \text{ Value 63.56} \]

**Principals' and department heads' perception of:**

<table>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
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<tbody>
<tr>
<td><strong>A. Principal Should Do</strong></td>
<td>21</td>
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<td><strong>A. Principal Should Do</strong></td>
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\[ X^2 \text{ Value 8.58} \]

**Principals' and department heads' perception of:**

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<tbody>
<tr>
<td><strong>B. Principal Actually Doing</strong></td>
<td>6</td>
<td>12</td>
<td>6</td>
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<td><strong>B. Principal Actually Doing</strong></td>
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<td>43</td>
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<td>17</td>
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\[ X^2 \text{ Value 4.87} \]
Item 14

Principal should work with department heads in developing a program for the orientation of new teachers.

Principals' perception of:

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<tbody>
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$X^2$ Value 10.74

Department heads' perception of:

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<tr>
<td>A. Principal Should Do</td>
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<td>64</td>
<td>19</td>
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<td>1</td>
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<td>B. Principal Actually Doing</td>
<td>58</td>
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$X^2$ Value 68.42

Principals' and department heads' perception of:

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<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
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$X^2$ Value 2.00

Principals' and department heads' perception of:

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<th>Seldom</th>
<th>Never</th>
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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>58</td>
<td>65</td>
<td>47</td>
<td>43</td>
<td>15</td>
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$X^2$ Value 10.38
**Item 15**

Principal should help department heads develop good intra-departmental and inter-departmental communications.

**Item 15-A**

**Principals' perception of:**

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<th>Half Time</th>
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<tr>
<td>B. Principal Actually Doing</td>
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\[ \chi^2 \text{ Value } 15.38 \]

**Item 15-B**

**Department heads' perception of:**

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<tr>
<td>A. Principal Should Do</td>
<td>117</td>
<td>63</td>
<td>32</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>37</td>
<td>74</td>
<td>53</td>
<td>46</td>
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\[ \chi^2 \text{ Value } 77.48 \]

**Item 15-C**

**Principals' and department heads' perception of:**

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<th>Never</th>
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<tbody>
<tr>
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<tr>
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<td>32</td>
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\[ \chi^2 \text{ Value } 3.57 \]

**Item 15-D**

**Principals' and department heads' perception of:**

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<th>Never</th>
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<tbody>
<tr>
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<tr>
<td>B. Principal Actually Doing</td>
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<td>74</td>
<td>53</td>
<td>46</td>
<td>18</td>
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\[ \chi^2 \text{ Value } 4.21 \]
**Item 16**

Principal should recognize, encourage, and stimulate professional growth on the part of department heads.

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<th>Item 16-A</th>
<th>Principals' perception of:</th>
</tr>
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<tr>
<td>A. Principal Should Do</td>
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</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<td><strong>Always - Usually - Half Time - Seldom - Never</strong></td>
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</tr>
<tr>
<td>A. Principal Should Do</td>
<td>135  57  26  9  1</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<tr>
<td>A. Principal Should Do</td>
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</tr>
<tr>
<td>B. Principal Actually Doing</td>
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</tr>
<tr>
<td>B. Principal Actually Doing</td>
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**Item 17**

Principal should recognize, encourage, and stimulate initiative on the part of department heads.

**Item 17-A**

<table>
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<th>Half Time</th>
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<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>7</td>
<td>1</td>
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<td>0</td>
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<tr>
<td>B. Principal Actually Doing</td>
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\[X^2 \text{ Value } 19.08\]

**Item 17-B**

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</thead>
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<td>62</td>
<td>11</td>
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<td>0</td>
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<td>B. Principal Actually Doing</td>
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<td>67</td>
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\[X^2 \text{ Value } 98.72\]

**Item 17-C**

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<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>62</td>
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\[X^2 \text{ Value } 1.58\]

**Item 17-D**

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<th>Never</th>
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</thead>
<tbody>
<tr>
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<td>B. Principal Actually Doing</td>
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<td>42</td>
<td>47</td>
<td>6</td>
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\[X^2 \text{ Value } 6.98\]
Item 18

Principal should confer with department heads on personal matters that might affect their morale and efficiency.

Principals' perception of:

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<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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<tbody>
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<td>A. Principal Should Do</td>
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<td>12</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>8</td>
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$X^2$ Value 8.58

Department heads' perception of:

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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>68</td>
<td>28</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>42</td>
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<td>40</td>
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$X^2$ Value 57.66

Principals' and department heads' perception of:

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<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>12</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>92</td>
<td>68</td>
<td>28</td>
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$X^2$ Value 3.84

Principals' and department heads' perception of:

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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
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<td>7</td>
<td>6</td>
<td>8</td>
<td>1</td>
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<tr>
<td>B. Principal Actually Doing</td>
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$X^2$ Value 5.55
**Item 19**

Principal should confer with department heads on professional matters that might affect their morale and efficiency.

### Principals' perception of:

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<tr>
<td>A. Principal Should Do</td>
<td>17 9 1 0 0</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>7 9 9 2 0</td>
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\[ x^2 \text{ Value } 12.56 \]

### Department heads' perception of:

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<tr>
<td>A. Principal Should Do</td>
<td>146 61 12 9 0</td>
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<tr>
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<td>52 72 57 36 11</td>
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\[ x^2 \text{ Value } 92.16 \]

### Principals' and department heads' perception of:

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<tr>
<td>A. Principal Should Do</td>
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\[ x^2 \text{ Value } 1.67 \]

### Principals' and department heads' perception of:

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<td>7 9 9 2 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>52 72 57 36 11</td>
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\[ x^2 \text{ Value } 3.24 \]
Item 20

Principal should help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits.

Principals' perception of:

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<td>B. Principal Actually Doing</td>
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Department heads' perception of:

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Principals' and department heads' perception of:

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Principals' and department heads' perception of:

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<td>B. Principal Actually Doing</td>
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Item 22

Principal should encourage department heads in assisting their staff in developing and writing instructional objectives.

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<tr>
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<td>9 11 6 1 0</td>
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Department heads' perception of:

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<tr>
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<td>74 74 33 36 11</td>
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<td>B. Principal Actually Doing</td>
<td>27 39 51 74 37</td>
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Principals' and department heads' perception of:

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<td>A. Principal Should Do</td>
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Principals' and department heads' perception of:

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<tr>
<td>B. Principal Actually Doing</td>
<td>27 39 51 74 37</td>
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**Item 23**

Principal should encourage department heads in providing leadership for their staff in developing a sound program of student evaluation.

**Principals' perception of:**

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<th>Never</th>
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<tbody>
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<td>9</td>
<td>5</td>
<td>0</td>
</tr>
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<td>B. Principal Actually Doing</td>
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*\(X^2\) Value 20.00*

**Department heads' perception of:**

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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>98</td>
<td>80</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>36</td>
<td>54</td>
<td>60</td>
<td>53</td>
</tr>
</tbody>
</table>

*\(X^2\) Value 76.84*

**Principals' and department heads' perception of:**

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>98</td>
<td>80</td>
<td>27</td>
<td>18</td>
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</tbody>
</table>

*\(X^2\) Value 3.68*

**Principals' and department heads' perception of:**

<table>
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<tr>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>36</td>
<td>54</td>
<td>60</td>
<td>53</td>
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</tbody>
</table>

*\(X^2\) Value 7.06*
Item 24

Principal should encourage department heads in assisting their staff in developing a basic understanding of the motivational aspects of student work.

<table>
<thead>
<tr>
<th>Perception of:</th>
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<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>8</td>
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</table>

\[ X^2 \text{ Value } 12.28 \]

Department heads' perception of:

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<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>67</td>
<td>92</td>
<td>35</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>19</td>
<td>57</td>
<td>51</td>
<td>75</td>
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</table>

\[ X^2 \text{ Value } 71.34 \]

Principals' and department heads' perception of:

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<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
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</table>

\[ X^2 \text{ Value } 3.71 \]

Principals' and department heads' perception of:

<table>
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<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>19</td>
<td>57</td>
<td>51</td>
<td>75</td>
<td>26</td>
</tr>
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</table>

\[ X^2 \text{ Value } 2.30 \]
Item 25

Principal should help department heads in assisting their staff to be aware of and encourage educational change.

<table>
<thead>
<tr>
<th>Principals' perception of:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>13 11 2 1 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>6 7 9 5 0</td>
</tr>
</tbody>
</table>

\[X^2\] Value 10.58

Item 25-A

Department heads' perception of:

| A. Principal Should Do | 110 75 24 14 5 |
| B. Principal Actually Doing | 35 68 58 52 15 |

\[X^2\] Value 80.12

Item 25-B

Principals' and department heads' perception of:

| A. Principal Should Do | 13 11 2 1 0 |
| A. Principal Should Do | 110 75 24 14 5 |

\[X^2\] Value 1.53

Item 25-C

Principals' and department heads' perception of:

| B. Principal Actually Doing | 6 7 9 5 0 |
| B. Principal Actually Doing | 35 68 58 52 15 |

\[X^2\] Value 3.41

Item 25-D
Principal should recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff.

### Item 26-A

**Principals' perception of:**

<table>
<thead>
<tr>
<th>Perception</th>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>17</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>6</td>
<td>13</td>
<td>5</td>
<td>3</td>
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</table>

**Chi-squared Value:** 10.12

### Item 26-B

**Department heads' perception of:**

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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>140</td>
<td>59</td>
<td>20</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>64</td>
<td>66</td>
<td>44</td>
<td>45</td>
<td>9</td>
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</table>

**Chi-squared Value:** 69.96

### Item 26-C

**Principals' and department heads' perception of:**

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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>17</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>140</td>
<td>59</td>
<td>20</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

**Chi-squared Value:** 1.20

### Item 26-D

**Principals' and department heads' perception of:**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>6</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>64</td>
<td>66</td>
<td>44</td>
<td>45</td>
<td>9</td>
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</table>

**Chi-squared Value:** 3.31
Item 28

Principal should be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff.

<table>
<thead>
<tr>
<th>Principals' perception of:</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>15  10  2  0  0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>3   14  6  3  1</td>
</tr>
</tbody>
</table>

$X^2$ Value 14.66

Item 28-A

<table>
<thead>
<tr>
<th>Department heads' perception of:</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>118 81 22 6 1</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>38  86 52 40 12</td>
</tr>
</tbody>
</table>

$X^2$ Value 87.76

Item 28-B

<table>
<thead>
<tr>
<th>Principals' and department heads' perception of:</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>15  10  2  0  0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>118 81 22 6 1</td>
</tr>
</tbody>
</table>

$X^2$ Value .98

Item 28-C

<table>
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<th>Principals' and department heads' perception of:</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>3   14  6  3  1</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>38  86 52 40 12</td>
</tr>
</tbody>
</table>

$X^2$ Value 2.43

Item 28-D
**Item 31**

Principal should help department heads determine the need for implementing staff recommendations.

<table>
<thead>
<tr>
<th>Principals' perception of:</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>13 10 4 0 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>3 11 11 2 0</td>
</tr>
<tr>
<td><strong>X² Value</strong></td>
<td><strong>11.56</strong></td>
</tr>
</tbody>
</table>

**Department heads' perception of:**

<table>
<thead>
<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
</tr>
<tr>
<td><strong>X² Value</strong></td>
</tr>
</tbody>
</table>

**Principals' and department heads' perception of:**

<table>
<thead>
<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
</tr>
<tr>
<td><strong>X² Value</strong></td>
</tr>
</tbody>
</table>

**Principals' and department heads' perception of:**

<table>
<thead>
<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
</tr>
<tr>
<td><strong>X² Value</strong></td>
</tr>
</tbody>
</table>
Item 33

Principal should help department heads develop self-understanding while encouraging them to do the same with their staff.

Principals' perception of:

<table>
<thead>
<tr>
<th>Item 33-A</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>8 7 8 4 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>4 7 7 6 3</td>
</tr>
</tbody>
</table>

$X^2$ Value 4.80

Department heads' perception of:

<table>
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<tr>
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<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>99 72 29 19 9</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>32 61 59 50 26</td>
</tr>
</tbody>
</table>

$X^2$ Value 74.04

Principals' and department heads' perception of:

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<tr>
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<tr>
<td>A. Principal Should Do</td>
<td>99 72 29 19 9</td>
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$X^2$ Value 8.47

Principals' and department heads' perception of:

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<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>4 7 7 6 3</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>32 61 59 50 26</td>
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$X^2$ Value .18
Item 34

Principal should help department heads develop an understanding of school budgets.

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<tr>
<th>Principals' perception of:</th>
<th>Item 34-A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always - Usually - Half Time - Seldom - Never</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>17 7 1 2 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>6 11 5 5 0</td>
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<td><strong>X^2 Value</strong></td>
<td><strong>10.08</strong></td>
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Department heads' perception of:

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<tbody>
<tr>
<td>A. Principal Should Do</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<tr>
<td><strong>X^2 Value</strong></td>
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Principals' and department heads' perception of:

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<tbody>
<tr>
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<td>A. Principal Should Do</td>
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Principals' and department heads' perception of:

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<tr>
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<tr>
<td>B. Principal Actually Doing</td>
</tr>
<tr>
<td><strong>X^2 Value</strong></td>
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</table>
**Item 35**

Principal should help department heads develop the ability to adapt to change while encouraging them to do the same with their staff.

**Principals' perception of:**

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<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>17</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>5</td>
<td>14</td>
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\( \chi^2 \) Value: 11.22

**Department heads' perception of:**

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<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>77</td>
<td>22</td>
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</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>34</td>
<td>70</td>
<td>71</td>
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\( \chi^2 \) Value: 88.02

**Principals' and department heads' perception of:**

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<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
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<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>112</td>
<td>77</td>
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<td>15</td>
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\( \chi^2 \) Value: 2.20

**Principals' and department heads' perception of:**

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</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>5</td>
<td>14</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>34</td>
<td>70</td>
<td>71</td>
<td>37</td>
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\( \chi^2 \) Value: 8.61
### Item 36

Principal should encourage department heads to participate in professional organizations while encouraging them to do the same with their staff.

#### Principals' perception of:

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<thead>
<tr>
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<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>5</td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>0</td>
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$X^2$ Value 6.16

#### Department heads' perception of:

<table>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>109</td>
<td>76</td>
<td>25</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>44</td>
<td>63</td>
<td>42</td>
<td>54</td>
<td>25</td>
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$X^2$ Value 73.38

#### Principals' and department heads' perception of:

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<th>Half Time</th>
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<tr>
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<td>0</td>
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<tr>
<td>A. Principal Should Do</td>
<td>109</td>
<td>76</td>
<td>25</td>
<td>16</td>
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$X^2$ Value .91

#### Principals' and department heads' perception of:

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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
<td>5</td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>44</td>
<td>63</td>
<td>42</td>
<td>54</td>
<td>25</td>
</tr>
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</table>

$X^2$ Value 8.56
Item 37
Principal should help department heads learn the use of authority.

<table>
<thead>
<tr>
<th>Item 37-A</th>
<th>Principal's perception of:</th>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>12 9 5 1 0</td>
<td></td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>2 12 9 4 0</td>
<td></td>
</tr>
<tr>
<td>X^2 Value</td>
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</table>

Item 37-B
Department heads' perception of:

<table>
<thead>
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<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Principal Should Do</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<tr>
<td>X^2 Value</td>
</tr>
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</table>

Item 37-C
Principals' and department heads' perception of:

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<tbody>
<tr>
<td>A. Principal Should Do</td>
</tr>
<tr>
<td>B. Principal Should Do</td>
</tr>
<tr>
<td>X^2 Value</td>
</tr>
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</table>

Item 37-D
Principals' and department heads' perception of:

<table>
<thead>
<tr>
<th>Always - Usually - Half Time - Seldom - Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Principal Actually Doing</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
</tr>
<tr>
<td>X^2 Value</td>
</tr>
</tbody>
</table>
**Item 39**

Principal should encourage department heads to develop decisiveness (make decisions and accept responsibility for them).

<table>
<thead>
<tr>
<th>Principals' perception of:</th>
<th>Item 39-A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always - Usually - Half Time - Seldom - Never</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>16 10 1 0 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>4 12 10 1 0</td>
</tr>
</tbody>
</table>

**X² Value 17.38**

**Department heads' perception of:**  

| Item 39-B |
|---------------------------|------------|
|                          | Always - Usually - Half Time - Seldom - Never |
| A. Principal Should Do    | 119 64 23 15 7 |
| B. Principal Actually Doing | 53 64 52 41 18 |

**X² Value 43.32**

**Principals' and department heads' perception of:**  

| Item 39-C |
|---------------------------|------------|
|                          | Always - Usually - Half Time - Seldom - Never |
| A. Principal Should Do    | 16 10 1 0 0 |
| A. Principal Should Do    | 119 64 23 15 7 |

**X² Value 4.69**

**Principals' and department heads' perception of:**  

| Item 39-D |
|---------------------------|------------|
|                          | Always - Usually - Half Time - Seldom - Never |
| B. Principal Actually Doing | 4 12 10 1 0 |
| B. Principal Actually Doing | 53 64 52 41 18 |

**X² Value 10.01**
Item 40

Principal should help department heads develop the ability to obtain the best results from personnel assignment.

<table>
<thead>
<tr>
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<th>Usually</th>
<th>Half Time</th>
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<th>Never</th>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>20</td>
<td>4</td>
<td>3</td>
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<td>0</td>
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<tr>
<td>B. Principal Actually Doing</td>
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<td>6</td>
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$X^2$ Value 15.54

**Principals' perception of:**  

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<tbody>
<tr>
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<td>61</td>
<td>20</td>
<td>20</td>
<td>4</td>
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<td>B. Principal Actually Doing</td>
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<td>67</td>
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$X^2$ Value 71.02

**Department heads' perception of:**  

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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>123</td>
<td>61</td>
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$X^2$ Value 6.10

**Principals' and department heads' perception of:**  

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<tr>
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<td>12</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>44</td>
<td>67</td>
<td>48</td>
<td>56</td>
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$X^2$ Value 6.23
**Item 42**

Principal should help department heads develop the ability to question one's own judgment and actions in an objective manner.

**Item 42-A**

Principals' perception of:

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<tbody>
<tr>
<td>A. Principal Should Do</td>
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<tr>
<td>B. Principal Actually Doing</td>
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\[ X^2 \text{ Value } 8.92 \]

**Item 42-B**

Department heads' perception of:

<table>
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<tbody>
<tr>
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<td>B. Principal Actually Doing</td>
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\[ X^2 \text{ Value } 82.16 \]

**Item 42-C**

Principals' and department heads' perception of:

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<tbody>
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<tr>
<td>A. Principal Should Do</td>
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\[ X^2 \text{ Value } 2.04 \]

**Item 42-D**

Principals' and department heads' perception of:

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<tbody>
<tr>
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<tr>
<td>B. Principal Actually Doing</td>
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\[ X^2 \text{ Value } 7.34 \]
**Item 44**

Principal should help department heads develop the ability to evaluate their staff.

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</thead>
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<tr>
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<tr>
<td>A. Principal Should Do</td>
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<tr>
<td>B. Principal Actually Doing</td>
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</table>

\[X^2 \text{ Value } 18.10\]

<table>
<thead>
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<tr>
<td>Always - Usually - Half Time - Seldom - Never</td>
<td></td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>134</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>53</td>
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\[X^2 \text{ Value } 40.70\]

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<tr>
<td>A. Principal Should Do</td>
<td>20</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
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\[X^2 \text{ Value } 4.25\]

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<tr>
<td>B. Principal Actually Doing</td>
<td>53</td>
</tr>
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\[X^2 \text{ Value } 6.93\]
**Item 45**

Principal should encourage department heads to become aware of and should use, when possible, new technologies in education.

**Principals' perception of:**

<table>
<thead>
<tr>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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<td>12</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>2</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>0</td>
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**Department heads' perception of:**

<table>
<thead>
<tr>
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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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<td>79</td>
<td>33</td>
<td>14</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>40</td>
<td>56</td>
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<td>60</td>
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**Principals' and department heads' perception of:**

<table>
<thead>
<tr>
<th>Principal Should Do</th>
<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>11</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>79</td>
<td>33</td>
<td>14</td>
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**Principals' and department heads' perception of:**

<table>
<thead>
<tr>
<th>Principal Actually Doing</th>
<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>2</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>40</td>
<td>56</td>
<td>63</td>
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</table>

**X^2 Value 12.66**

**X^2 Value 74.70**

**X^2 Value 4.23**

**X^2 Value 7.76**
**Item 46**

Principal should encourage department heads to be aware of and use recent research in their subject areas.

**Principals' perception of:**  

<table>
<thead>
<tr>
<th>A. Principal Should Do</th>
<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>6</td>
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*Chi-squared Value 18.42*  

**Department heads' perception of:**

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<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>75</td>
<td>34</td>
<td>19</td>
<td>3</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>36</td>
<td>55</td>
<td>46</td>
<td>69</td>
<td>22</td>
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*Chi-squared Value 75.70*

**Principals' and department heads' perception of:**

<table>
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<th>Always</th>
<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>97</td>
<td>75</td>
<td>34</td>
<td>19</td>
<td>3</td>
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</table>

*Chi-squared Value 3.83*

**Principals' and department heads' perception of:**

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<th>Usually</th>
<th>Half Time</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>36</td>
<td>55</td>
<td>46</td>
<td>69</td>
<td>22</td>
</tr>
</tbody>
</table>

*Chi-squared Value 14.51*
**Item 48**

Principal should help department heads obtain a working knowledge of other areas and developments in education (individualization of instruction, independent study, pass-fail courses, team teaching, etc.).

**Principals' perception of:**

<table>
<thead>
<tr>
<th>Item 48-A</th>
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</tr>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>13 - 11 - 4 - 0 - 0</td>
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<tr>
<td>B. Principal Actually Doing</td>
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$x^2$ Value 13.82

**Department heads' perception of:**

<table>
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<tbody>
<tr>
<td>A. Principal Should Do</td>
<td>97 - 79 - 31 - 17 - 4</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>36 - 58 - 55 - 62 - 17</td>
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$x^2$ Value 69.94

**Principals' and department heads' perception of:**

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<td>13 - 11 - 4 - 0 - 0</td>
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<tr>
<td>A. Principal Should Do</td>
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$x^2$ Value 3.02

**Principals' and department heads' perception of:**

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<td>4 - 8 - 11 - 4 - 0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
<td>36 - 58 - 55 - 62 - 17</td>
</tr>
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$x^2$ Value 6.27
**Item 50**

Principal should encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administration.

**Principals' perception of:**

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<tbody>
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<td>0</td>
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<tr>
<td>B. Principal Actually Doing</td>
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$X^2$ Value 17.80

**Department heads' perception of:**

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$X^2$ Value 74.56

**Principals' and department heads' perception of:**

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<th>Never</th>
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<tbody>
<tr>
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<td>0</td>
</tr>
<tr>
<td>A. Principal Should Do</td>
<td>127</td>
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<td>4</td>
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$X^2$ Value 8.18

**Principals' and department heads' perception of:**

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<tr>
<td>B. Principal Actually Doing</td>
<td>5</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
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<tr>
<td>B. Principal Actually Doing</td>
<td>51</td>
<td>72</td>
<td>49</td>
<td>44</td>
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$X^2$ Value 6.49
Item 52

Principal should encourage department heads to participate in a continuing program of self-improvement.

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<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<td>8</td>
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$x^2$ Value 18.66

<table>
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$x^2$ Value 74.74

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<td>0</td>
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$x^2$ Value 5.84

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<tr>
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<td>8</td>
<td>12</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. Principal Actually Doing</td>
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<td>48</td>
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$x^2$ Value 10.10
**Item 53**

Principal should make sure department heads understand their duties and responsibilities.

### Principals' perception of:

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$X^2$ Value 19.88

### Department heads' perception of:

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$X^2$ Value 150.14

### Principals' and department heads' perception of:

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$X^2$ Value 5.58

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Item 55

Principal should help department heads give importance to their positions.

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$X^2$ Value 3.76
Appendix D

Indepth Interview Questions

To Be Answered By Principals and Department Heads

Section I

1. What program do you have to improve the competence of department heads? (May I have a copy of the program?)

2. If you don't have a program, what do you feel might be developed to improve the competence of department heads?

3. What do you believe determines the "should assume" role of principals in improving the supervisory competence of department heads? (Those functions that principals think are important even though the function may not be actually being performed).

4. What prevents principals from "carrying out" their role (should assume) in improving the supervisory competence of department heads?

5. In what ways can the "carrying out" role of the principal be brought closer to the "should assume" role of the principal?

6. Does the district have a job description for department heads? (May I have a copy?)

7. What in-service training is given to department heads to improve supervisory competence?

8. In what way does the principal formally and/or informally evaluate department heads?

9. How was the evaluation process developed? (May I have a copy?)

10. In what ways are department heads selected, appointed, retained, or removed?

11. Is the procedure written down? (May I have a copy?)

12. What human relations training do department heads and principals receive?
13. Do department heads regard themselves primarily as supervisors for the improvement of instruction?

14. Do you believe specific courses in supervision help department heads in their positions?

15. Do you believe specific courses in supervision help principals in developing the supervisory competence of department heads?

Section II

1. In what ways does the principal encourage department heads to establish a continuous educational plan in their field, supplemented with professional courses in education?

2. In what ways does the principal encourage department heads to develop and use a professional library?

3. In what ways does the principal help department heads in defining problems and relating them to the participants in the group?

4. In what ways does the principal help department heads determine their own needs for training in the basic skills of human relations?

5. In what ways does the principal have department heads participate in clinics and workshops?

6. In what ways does the principal help department heads work with their staff in developing a meaningful curriculum?

7. In what ways does the principal work with department heads in developing a program for the orientation of new teachers?

8. In what ways does the principal help department heads develop good communications?

9. In what ways does the principal recognize, encourage, and stimulate professional growth on the part of department heads?

10. In what ways does the principal recognize, encourage, and stimulate initiative growth on the part of department heads?

11. In what ways does the principal confer with department heads on personal matters that might affect their morale and efficiency?
12. In what ways does the principal confer with department heads on professional matters that might affect their morale and efficiency?

13. In what ways does the principal help department heads develop methods for classroom visits so that teachers will obtain the maximum benefits?

14. In what ways does the principal encourage department heads to assist the staff in developing and writing instructional objectives?

15. In what ways does the principal encourage department heads to provide leadership for their staff in developing a sound program of student evaluation?

16. In what ways does the principal help department heads in assisting the staff in understanding motivational aspects of student work?

17. In what ways does the principal help department heads assist their staff to be aware of and encourage educational change?

18. In what ways does the principal recognize individual differences and other points of views in department heads while encouraging them to do the same with their staff?

19. In what ways does the principal be sensitive to the real feelings of department heads in both their overt and covert actions while encouraging them to do the same with their staff?

20. In what ways does the principal help department heads determine the need for implementing staff recommendations?

21. In what ways does the principal help department heads develop self-understanding while encouraging them to do the same with their staff?

22. In what ways does the principal help department heads develop an understanding of school budgets?

23. In what ways does the principal help department heads adapt to change in themselves and encourage it in the staff?

24. In what ways does the principal encourage department heads to participate in professional organizations while encouraging them to do the same with their staff?

25. In what ways does the principal help department heads learn the use of authority?
26. In what ways does the principal help department heads to develop decisiveness (make decisions and accept responsibility for them)?

27. In what ways does the principal help department heads to obtain the best results from personnel assignments?

28. In what ways does the principal help develop the ability to question one's own judgment and actions in an objective manner?

29. In what ways does the principal help department heads develop the ability to evaluate their staff?

30. In what ways does the principal encourage department heads to become aware of and use new technologies in education?

31. In what ways does the principal encourage department heads to be aware of and use recent research in their subject areas?

32. In what ways does the principal help department heads obtain a working knowledge of other areas and developments in education (individualized instruction, pass-fail courses, team teaching, etc.)?

33. In what ways does the principal encourage department heads to help their staff foster sound interpersonal relationships among students, teachers, and administrators?

34. In what ways does the principal encourage department heads to continue in programs of self-improvement?

35. In what ways does the principal help department heads understand their duties and responsibilities?

36. In what ways does the principal help department heads develop a feeling of importance to their positions?
APPENDIX E

CHART I

Per Cent Of Responding Principals Rating "Always" or "Usually" Functions Of Principals In Improving Supervisory Competence Of Department Heads

--- Principals Should Assume  _____ Principals Carrying Out

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### Chart 11

Per cent of responding department heads rating "Always" or "Usually" functions of principals in improving supervisory competence of department heads.

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- - - Principals carrying out as perceived by department heads
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CHART III

Per Cent Of Responding Principals and Department Heads Rating "Always" or "Usually" Functions Of Principals In Improving Supervisory Competence Of Department Heads.

--- Principals Should Assume As Perceived By Principals
--- Principals Should Assume As Perceived By Department Heads

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APPROVAL SHEET

The dissertation submitted by Theodore Albert Nelson has been read and approved by members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

January 10, 1973
Date

[Signature of Advisor]