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Signature Linda M. Davies
Date May 16, 1975

THE ROLE OF THE BUSINESS EDUCATION

DEPARTMENT CHAIRMAN

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

of

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Business Education

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ABSTRACT

Data for this study was gathered by sending questionnaires to the following individuals in the state of Montana: (a) Ten building principals and their business education department chairmen employed in Class AA high schools. (b) Eighteen building principals and their business education department chairmen employed in Class A high schools. Completed questionnaires were paired so that the responses of a building principal were analyzed together with the responses of his business education department chairman. The data reported was then analyzed in relation to the literature reviewed.

The four basic purposes of completing this study were stated as questions. These questions, together with the answers which formed the conclusions of the research, were as follows: (1) What are the duties and responsibilities most commonly assigned to or assumed by the business education department chairmen in the state of Montana? This study revealed that all of the responsibilities included on the questionnaire were assigned to or assumed by the chairmen at least some of the time. (2) How are business education department chairmen selected? For 7.69 percent of the schools questioned, the method was department selection; for 76.92 percent, it was administrative appointment. (3) Is there a lack of communication between building principals and business education department chairmen? The research showed that a lack of communication regarding each statement was present between the two groups. (4) How does the data compiled for Montana compare with the findings presented in the review of literature? Practices prevalent in Montana do not generally agree with the literature reviewed concerning the involvement of the business education department chairman in activities related to communications and public relations. Procedures and responsibilities concerned with the operation of the department are directly in line with the findings of the literature reviewed.

Based upon the data compiled and analyzed in this study, the following recommendations are offered: (1) Every school should recognize the importance of establishing and maintaining a functioning communications link between the department and the business community, between the department and the school administration, and a healthy working atmosphere within the department. (2) An open-door policy should be maintained for all interested persons. (3) The study indicated that further research should be conducted to determine the differences encountered in departmental administration between Class AA and A high schools; all department chairmen within the school should compare their problem-solving techniques to broaden their perspectives and develop uniform policies and procedures. (4) A means of objectively measuring the quality of department chairmanship should be established. (5) Qualities which are requisite to effective department chairmanship should be determined.

CHAPTER I

INTRODUCTION

The business education department chairman has a unique position which could combine teaching duties with supervisory and administrative responsibilities. The problem with this situation is that the chairman is not certain if he is an administrator or a teacher. (Fiber, et al., 1972:37) The business education department chairman, in many cases, then, is not certain of the role he is to assume. The school's administrators and departmental faculty members are also often confused about or do not understand the role of the business education department chairman. This uncertainty often leads to a breakdown of communications and frequent misunderstandings between the individuals concerned with the particular situation. It was hoped that an examination of the duties and responsibilities of the business education department chairmen in the state of Montana would lead to an increased understanding of their position and problems.

The Need for the Study

A recent publication of the Delta Pi Epsilon indicated that a need for this type of study existed. In Research Bulletin Number 3, published in September of 1972, the research committee of the Delta Pi Epsilon listed numerous topics in business education which they felt needed additional research. Two of these topics were: (1) "What are (should be) the responsibilities of the . . . department chairman?" (2) "What

are (should be) the characteristics of and qualifications for. . . department chairmen?" (Delta Pi Epsilon, 1972:13)

A second need for the study also seemed to exist when research revealed that no similar study had been completed in the state of Montana in recent years. The position of department chairman could have been referred to in research done by those in other fields of endeavor; however, this research only considered the position of business education department chairman.

The second need for the study would indicate yet another reason for completing research in this area. It would seem reasonable to assume that if there is no relevant information available regarding the position of business education department chairman, then the incidence of communication problems could be expected to be greater. Those charged with the responsibility of acting as the business education department chairmen might also experience confusion about their role within the administrative structure of their schools. If guidelines were available, communication problems and confusion could be avoided. According to Godwin in recommendations presented to the state of New Jersey following a study of the role of the business education department chairman, "specific guidelines should be provided in course and degree requirements for those who aspire to the position." (Business Education Forum, October, 1973:41)

Limitations of the Study

There were several limitations inherent in this study which were the following:

- a. The population sample was limited to business education department chairmen and their building principals in Class AA and A high schools in the state of Montana.
- b. The data was limited to the responses to the questionnaire sent to business education department chairmen and building principals in the state of Montana. This limitation included the following problems:
 - (1) Two questionnaires were not returned.
 - (2) Some questionnaires returned by business education department chairmen and their building principals were identically the same. This could indicate that the questionnaires were completed as a group effort. As such, these questionnaires might not have completely reflected the feelings of the questionnaire respondents.
 - (3) Not all items on the questionnaire were completed by all questionnaire respondents.
 - (4) Two questionnaires were returned but not completed by business education department chairmen who believed that their responsibilities were negligible or nominal only.

- c. The population sample was limited to those Class AA and A high schools in the state of Montana whose business education department chairmen were listed by name in the publication entitled, Directory of Business and Office Education Personnel, compiled by the office of the Business and Office Education Supervisor for the Department of Public Instruction in the state of Montana.
- d. The information used in the introductory comments of Chapter I and the review of related literature in Chapter II was obtained from the Montana State University library, and the personal libraries of the writer and Assistant Professor Daniel G. Hertz of Montana State University.

Statement of the Problem

The purpose of this study was to determine answers to the following questions:

- a. What are the duties and responsibilities most commonly assigned to or assumed by business education department chairmen in the state of Montana?
- b. Is there a lack of communication between building principals and business education department chairmen?
- c. In what percent of the population surveyed were the business education department chairmen appointed by the school administrators?

- d. In what percent of the population surveyed were the business education department chairmen selected by an election within the business education department?

Definition of Terms

To assist the reader with the terminology used in this study, the following definitions of terms are presented:

1. Building principal: the primary administrative official who directs learning experiences in an educational facility.
2. Business education department chairman: the man or woman appointed by a school's administration or chosen by the teachers of business education subjects within a school facility who is given or assumes responsibility for the operation of the business education department. Although the word "chairman," could denote a masculine identity, it is not used in this connotation within the context of this professional paper. The pronoun, "he," as used in this professional paper is used as a neuter pronoun. It does not infer that the business education department chairman is or must be a man to occupy this position of responsibility.
3. Chairman: as used in this research report usually refers to the business education department chairman only.
4. Class AA schools: those high schools in the state of Montana having more than 957 full-time students according to the

1974-1975 Montana Education Directory which was prepared by the staff of the Montana superintendent of public instruction.

5. Class A schools: those high schools in the state of Montana having between 224 and 912 full-time students according to the 1974-1975 Montana Education Directory which was prepared by the staff of the Montana superintendent of public instruction.
6. Educational facility: primarily a school building, but may be a school consisting of more than one building at more than one location.
7. Respondent: one who completed and returned a questionnaire.
8. Unusable questionnaires: those questionnaires which were completed and returned by either a building principal or a business education department chairman but were not paired with a completed questionnaire from the other school official questioned in the same school.
9. Usable questionnaires: those questionnaires which were completed and returned by both the building principal and the business education department chairman from a particular high school in the state of Montana.

Organization of the Study

This study was organized to facilitate presentation of information related to the role of the business education department chairman

the state of Montana. First, the needs for the study, limitations of the study, and the definition of the problem were determined. Terms peculiar to the study were also defined. Next, an extensive review of literature was conducted concerning the role of the business education department chairman. A questionnaire was developed based on important findings in the literature. An explanation of the sampling procedures was followed by a review of the responses to the questionnaire. The presentation of the study was completed by listing conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was conducted to assist in determining what duties and responsibilities are most frequently assigned to or assumed by the business education department chairman. It was hoped that such a review of relevant, recently written literature would indicate a core of activities which are or should be performed by the chairman of the business education department. It was planned that if such a core of activities was indeed found to exist, then this information would be written into the questionnaire which was being developed to be sent to those individuals involved in the state of Montana. One purpose of the study was to learn whether or not the duties performed by the business education department chairmen in Montana closely resembled the duties performed by those in similar positions in other states.

To facilitate ease of reporting, each statement which appeared on the final questionnaire (Appendix C, page 121) will be listed separately in this chapter. The literature related to the formulation of each question will then be reviewed.

INTRODUCTORY QUESTION

How is the business education department chairman selected in your school? (Check one).

Department election ____; Administrative appointment ____;

Other _____.

The procedure used in selecting the business education department chairman was referred to throughout the literature reviewed. Nolan and his associates mentioned the various options available when they stated:

"The head of the business department, in those schools large enough to justify such an appointment, may be appointed by the principal. In some schools, however, he is elected by the teachers making up the business department, while in others, the leadership of the department is rotated among the teachers in the department." (Nolan, et al., 1967:551)

Godwin found that the principal and/or superintendent were usually the key people involved in selecting business education department chairmen in New Jersey. (Business Education Forum, October, 1973:41)

Much discussion could be presented concerning the merits of the different methods used in selecting a business education department chairman. Since the principal is responsible for all programs in operation within the school, he would be the logical individual to determine which method would be used in selecting all department chairmen for the entire school. Included in this decision would be his choice to become involved or to remain apart from the actual selection process.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 1

The chairman facilitates effective communication and cooperation between the business education department and the local business community.

According to Satlow, the successful business education department chairman "is thoroughly familiar with the community in which the school is located, keenly interested in the trends of the school's population, and appreciative of the problems resulting therefrom." (Hansen and Liles, 1965:119) Satlow also stated that the business education department chairman makes certain that "the business education curriculum in his school is adapted to the needs of the local community." (Hansen and Liles, 1965:120) To be aware of the needs of the local community, the business education department chairman would certainly need to maintain effective communications with the local business community.

"Developing favorable public relations through publicity and speaking to groups of parents, students, businessmen, and other interested persons," (Nolan, et al., 1967:527) was mentioned by Nolan and his associates as one of the many functions of the business education department chairman.

Woolschlager referred extensively to the relationship which must exist between the business education department and the business community. (Woolschlager, 1969:3) In her Monograph 120 published by the South-Western Publishing Company, Woolschlager went so far as to develop a "Public Relations Checklist for Business Education" which stressed particular methods to be used in facilitating effective communication and cooperation between the business education department and the local business community.

From the information presented here, it is readily apparent that all of the sources consulted indicate that a significant relationship should exist between the business education department and the local business community. As chairman of the business education department, this person should logically be concerned with facilitating this relationship and the necessary communication it implies.

Statement 2

The chairman, assisted by his department members, includes presentations made by local businessmen in the classroom when appropriate.

According to Woolschlager, one of the activities which could be used by the business education department chairman to contact the business community might be the incorporation of business-sponsored instructional aids in classroom presentations. (Woolschlager, 1969:5) These instructional aids could be used by the school's instructional staff or in conjunction with presentations made by local businessmen in the classroom. The use of presentations made in the classroom by local businessmen would also be an excellent method of establishing communications between the business education department and the business community. If businessmen are coming to the school to make presentations or students are receiving conducted tours of the various facets of the business community, it would be reasonable to assume that communications between the two groups should be strengthened.

Statement 3

The chairman communicates effectively with all members of the community-school realm.

All references cited in the formulation of Statement 1 which refer to effective communications between the business education department chairman and the business community were directly related to the formulation of Statement 3.

Nolan and his associates referred to the communication skills of the business education department chairman. They stated that "the good administrator-supervisor can communicate his ideas effectively to others." (Nolan, et al., 1967:555) It is this communication which is directly related to public relations and the image of the business education department in the school and the community. If the chairman of the business education department communicates effectively with all members within the community-school realm, several goals could be attained. Some of these goals could be:

- a. To achieve a favorable image for the business education department within the school setting (this would include school administrators, other teachers, guidance personnel, and students).
- b. To achieve a favorable image for the business education department in the community (this may include merchants and businessmen, parents, community organizations, professional organizations, colleges, and other schools, and alumni).

- c. To obtain the equipment, supplies, and personnel necessary to maintain a quality business education program. (Woolschlager, 1969:1)

Statement 4

The chairman ensures that the school's business curriculum prepares its students to meet the employment needs of the business community.

According to research completed by Godwin in New Jersey, almost all business education department chairmen in that state provided curriculum leadership. Providing curriculum leadership could be directly related to ensuring that the school's students are prepared to meet the employment needs of the community. (Business Education Forum, October, 1973:41)

Satlow mentioned that the successful business education department chairman ensures that the business curriculum at his school is adapted to the needs of the local community. (Hansen and Liles, 1965:120)

Woolschlager referred rather obliquely to this responsibility of the business education department when she stated, "A good business department is undoubtedly its own best advertisement. When we have a superior product to sell, we have little need to fear the glare of a private flashlight or a public searchlight." (Woolschlager, 1969:1) It would seem reasonable that for a business education department to be categorized as "good" its students should be trained to meet the employment needs of the business community.

Statement 5

The chairman participates in appropriate community-civic organizations.

Satlow referred to the community involvement of the business education department chairman when he stated: "Through active contact with the business community, he (the business education department chairman) keeps up with current developments in business." (Hansen and Liles, 1965:123) If the business education department chairman is to have active contact with the business community and to keep up with current developments in business, there would seem to be no better way to contact a large number of community business leaders more quickly than through participation in community-civic organizations. By being involved with these organizations, the business education department chairman could also assist in informing the business community about the various programs operating in the school. This could facilitate the building of a strong communications link between the business education department and the business community.

Statement 6

The chairman cooperates with teacher-education institutions in the supervision of student teachers.

Ninety-five percent of the business education department chairmen questioned by Whitt in the state of Illinois had had student teachers in their departments. (Business Education Forum, October, 1970:53)

Satlow also referred to this responsibility when he stated that "the business education department chairman cooperates with teacher-education institutions in the guidance of student teachers." (Hansen and Liles, 1965:123)

With the wide use of student teaching programs by teacher-education institutions, it would seem reasonable to assume that most of the larger high schools have been cooperating with such programs to some extent.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 1

The chairman assists in formulating school and department curriculum policies.

Whitt found in Illinois that of the business education department chairmen questioned, 69 percent participated in the development and revision of the total school curriculum. (Business Education Forum, October, 1970:53)

According to the recommendations of Satlow, the successful business education department chairman should be "an active member of his school's cabinet; he participates in the formulation of school policies and in the continuous evaluation of the school curriculum." (Hansen and Liles, 1965:119)

Nolan and his associates stated that "one of the principles of good administration is that every organization, company, or association should have a single executive or administrative head." (Nolan, et al.,

1967:526) While it should be recognized that the building principal is the "single executive or administrative head" for a school, it should not be assumed that he would possess all of the knowledge and expertise to single-handedly administer the entire operation of the educational facility. The chairmen of the various departments throughout the school should then become the administrators of their departments and would be the individuals involved in providing the building principal with the administrative expertise to assist in formulating school and department curriculum policies. It would also follow that the department chairmen should be recognized as the "single executive or administrative head" for their own departments.

Statement 2

The chairman assists in selecting and orienting new teachers for his department.

All literature reviewed referred to the teacher-selection responsibility of the business education department chairman. It would seem important to include the chairman as an integral member of the teacher-selection committee since he would be the individual most familiar with the needs of the business education department.

Godwin referred to the orientation function performed by business education department chairmen in the state of New Jersey. Godwin's dissertation stated that almost all business education department chairmen in that state "orient new teachers and assist substitute teachers." (Business Education Forum, October, 1973:41)

In her study of the role of business education department chairmen in Illinois secondary schools, Barbara Whitt found that 98 percent of the department chairmen she questioned participated in the selection of teacher personnel for their department. (Business Education Forum, October, 1970:53)

In a study of the role of the business education department chairman at different levels of education, Fiber and his associates made the following statement:

"It is difficult to build a consistent and continuing program when teachers are constantly coming and going. The chairman must participate in the selection of new teachers because he knows the needs of the department." (Business Education Forum, May, 1972:35)

Harmeling referred to the teacher-selection function of business education department chairmen with the following statement: "As chairmen, we must demand the privilege of screening applicants for positions and then have the courage to reject any who are only superficially committed to the past and to the promise of business education." (The Balance Sheet, May, 1970:400)

Statement 3

The chairman assists the administration in obtaining equitable allotments for teaching positions, equipment, textbooks, and supplies for the department.

Satlow referred to this responsibility of the business education department chairman when he stated: "As a result of sound public relations, his department obtains equitable budgetary allotments for

teaching positions, equipment, textbooks, and supplies." (Hansen and Liles, 1965:120)

If the business education department chairman is recognized as a leader in the school, his advice will be sought in matters concerning the purchasing and staffing allotments for his department. The result of his public relations program should be an awareness of the needs of his department by the school administrators and the business community. These individuals will also realize as a result of the public relations program practiced that in order for the school to continue to offer a quality business education program, the allotments requested by the business education department chairman should be met if at all possible.

Statement 4

The chairman serves in an advisory capacity on business procedures connected with the operation of the school.

Statement 4 was formulated directly from the "Profile of the Successful Department Head" as prepared by I. David Satlow. According to Satlow, the successful business education department chairman "serves in an advisory capacity on business procedures connected with the conduct of the school and makes recommendations for increased efficiency without offending anyone." (Hansen and Liles, 1965:119)

With the current trend of specialization involved in school administration, it could be assumed that this statement would not always be true, particularly in larger school systems. In the case of large school systems, a business manager would most certainly be employed to

determine and initiate business procedures connected with the conduct of the school. Under the same circumstances, the business education department chairman would probably be so occupied with the concerns of the department that he would not have the time to function in such an advisory capacity. In smaller school systems, however, this might not be the case, and the business education department chairman would be in an excellent position because of his experience in the working world to advise the administration on business procedures connected with the operation of the school.

Statement 5

The chairman serves as a liaison between the administration and the departmental staff by interpreting the school's goals to the department and by representing the department's point of view to the administration.

According to Godwin's study, in the state of New Jersey almost all business education department chairmen acted as a liaison between the teaching staff and the administration. Godwin also found that business education department chairmen in New Jersey often acted as consultants to their building principals in matters concerning business education. (Business Education Forum, October, 1973:41)

Statement 5 was formulated directly from the "Profile of the Successful Department Head" compiled by I. David Satlow. Satlow stated that the department chairman "serves as a liaison between the administration and the department, interpreting the school's goals to the department and representing the department's point of view to the administration." (Hansen and Liles, 1965:119)

It is this type of communication between the administrators of a school and the departmental staff that breaks down misunderstandings and bridges communication gaps. It would seem reasonable to assume that there would be a greater amount of communication and an increased feeling of good will between groups of administrators and departmental faculties if there was a mutual understanding of the goals and points of view of each.

Statement 6

The chairman co-operates with other departmental chairmen in solving problems common to all.

Godwin found in New Jersey that the majority of business education department chairmen surveyed attended meetings of all department chairmen. (Business Education Forum, October, 1973:41) One could reasonably assume that the purpose of such meetings would be to consider problems common to all department chairmen in an educational facility.

Satlow referred to the relationship between all department chairmen within a school building or complex when he stated:

"He (the business education department chairman) is aware of the objectives of the other instructional departments and is ever alert to learn what they are doing to implement these objectives in light of current demands."
(Hansen and Liles, 1965:119)

It would seem reasonable to assume that all of the department chairmen within an educational facility would be facing the same basic problems. If all department chairmen were working together for a single solution to problems common to most or all of the group, there probably

would be more uniformity in the administrative policies followed by the school.

Statement 7

The chairman assists in scheduling courses and making teacher assignments for his department.

Fiber and his associates stated that "when considering faculty scheduling, the business education department chairman should place the teacher in a position to allow taking advantage of special interests and abilities." (Business Education Forum, May, 1972:37) This statement indicates that they believed one of the responsibilities of the business education department chairman would be in the area of scheduling courses and making teacher assignments.

Satlow referred to teacher scheduling in a somewhat different manner. He stated:

"In his programming of classes, he makes it possible for students to benefit from the teacher's background of experience. He builds up teacher programs on the basis of equity, ever avoiding the charge of favoritism in the matter of subjects, sessions, or rooms." (Hansen and Liles, 1965:120)

Because of the complexity and volume of work involved in scheduling course offerings, teachers, students, and building facilities, the business education department chairman could not possibly be expected to handle this problem for his department single-handedly. The literature cited, however, would indicate that the business education department chairman would be involved in assisting the school's administration to make these decisions.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 1

The chairman assists in maintaining an environment conducive to creative teaching and learning experiences.

Nolan and his associates stated that "the job of supervisor is to provide leadership in improving the learning situation and to recognize and encourage leadership in others engaged in the learning process."

(Nolan, et al., 1967:526)

According to Satlow, "the successful business education department chairman fosters co-operative planning and pooling of instructional devices and materials among department members." (Hansen and Liles, 1965:120) This type of activity would seem to contribute to the maintaining of an environment conducive to creative teaching and an atmosphere of constructive teamwork.

Statement 2

The chairman makes classroom visitations within the department to evaluate teacher performance and assist with curriculum implementation.

Whitt concluded that in the state of Illinois, 85 percent of those business education department chairmen interviewed were involved in observation and supervision of instruction in the classroom. (Business Education Forum, October, 1970:53)

Satlow also referred to the business education department chairman's responsibility of making classroom visits. He stated that "it is through

these visits that the chairman of the business education department is aware of how syllabi are working out in practice and is attuned to the problems that result from the implementation of the syllabi." (Hansen and Liles, 1965:121)

It would appear that there are two distinctly different yet often interrelated reasons for a business education department chairman to make classroom visitations. The first reason would simply be to evaluate teacher performance while the second would be to evaluate curriculum implementation. The evaluation of teacher performance would seem to be solely a personnel function. However, the evaluation of course content would appear to be a curriculum concern. Yet the two types of evaluation are directly related since it is the teachers of a department who should be involved in planning and implementing a curriculum. It is their individual and collective effectiveness in doing so which determines the effectiveness of the curriculum in actual operation.

Statement 3

The chairman holds personal conferences with teachers within a reasonable time after class visitations.

According to Godwin, almost all business education department chairmen in the state of New Jersey hold conferences with teachers. (Business Education Forum, October, 1973:41) Since this responsibility was referred to at the same time as the duty of observing teachers within the department, it could be assumed that the purpose of these conferences with teachers would be to discuss the observations made by the department chairmen during their classroom visitations.

Statement 3 was formulated directly from Satlow's comments about the responsibilities of the successful business education department chairman. Satlow stated:

"He (the business education department chairman) holds personal conferences with teachers within a reasonable time after class visits, at which time questions of lesson unity, mutual interaction, and economy of time and effort are analyzed objectively and discussed intelligently." (Hansen and Liles, 1965:121)

Sydney Weiss also referred extensively to the personal conferences between the business education department chairman and individual department members. Weiss reported that at Kensington High School for Girls in Philadelphia, Pennsylvania, the business education department chairman follows up classroom visitations with individual teacher conferences to discuss his observations. At the time of the conference, a written evaluation report is given to the teacher indicating strong points noted, and, where needed, suggestions for improvements. Weiss concluded, "These conferences enable the department head and teachers to have frank discussions and to mutually plan future considerations." (Business Education Forum, May, 1973:43)

Statement 4

The chairman builds a healthy working atmosphere by accentuating the positive.

Nolan and his associates referred continually to the positive approach to leadership. They described the business education department chairman as one who "enjoys working with people and who is able to

work effectively with others. The chairman praises good work and lets others know that he appreciates their work. He gives full credit to others for the work they do." (Nolan, et al., 1967:555) Certainly these statements indicate a positive, healthy working atmosphere.

Satlow mentioned that the successful business education department chairman "helps to create a wholesome environment for teaching and learning throughout the department." (Hansen and Liles, 1965:120)

Throughout the literature reviewed, there seemed to be a theme of positiveness. It would seem only reasonable to assume that if all of the activities mentioned previously were conducted by the business education department chairman, then there would be a very positive and healthy working atmosphere within the department. The chairman, of course, would be primarily responsible for establishing and maintaining this atmosphere.

Statement 5

The chairman stimulates professional growth and involvement within his staff.

In discussing the new role of the business education department chairman, Harmeling made the following statement:

"A chairman doing a really high-powered job of total staff involvement may well be a lot less conspicuous than one who is getting some results only by dragging department teachers into innovative programs which, on close inspection, they accept reluctantly and with a lukewarm commitment."
(The Balance Sheet, May, 1970:401)

Satlow also referred to this responsibility of the business education department chairman when he stated:

"He (the business education department chairman) stimulates professional growth on the part of his staff members by opening new horizons for them, having them join professional associations, providing them with occasional reading matter, helping them select courses, encouraging them to write for publication, and inspiring them to strive for professional advancement." (Hansen and Liles, 1965:122)

This type of activity is all part of the positive attitude of the business education department chairman. If he is convinced that the members of his department are worthwhile individuals and are doing a creditable job in executing their responsibilities, he will be working with them in their involvement in the profession, and all will be growing professionally.

Statement 6

The chairman maintains an interest in student youth groups sponsored by members of his department.

Satlow referred to this responsibility of the successful business education department chairman when he stated: "He sponsors significant extra-curricular activities whose impact is felt throughout the school." (Hansen and Liles, 1965:120)

Woolschlager mentioned Calfrey Calhoun's three general categories of public relations activities in referring to student youth groups sponsored by members of the business education department. One of these was "school-sponsored activities, which by their nature, serve to promote good public relations for business education." (Woolschlager, 1969:1)

Among the many possible reasons why the business education department chairman should maintain an interest in student youth groups sponsored by members of his department might be the following:

- a. The student youth groups may contribute greatly to the positive image of the business education department in the community. Members of such student organizations may also assist in promoting the activities of the department within the community.
- b. If the business education department chairman is sincerely concerned about the professional involvement of the department members, he will be supporting the activities of each individual.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 1

The chairman maintains an up-to-date information file about textbooks, office equipment, instructional materials, and audio-visual aids.

According to Satlow, "the successful business education department chairman maintains an up-to-date knowledge of textbooks, equipment, instructional materials, and audio-visual aids." (Hansen and Liles, 1965:120)

Woolschlager referred extensively to this responsibility of the business education department chairman. She stated that "an important factor in keeping department personnel happy and working efficiently is having the proper equipment and sufficient supplies in readiness where

and when needed." (Woolschlager, 1969:52) If this is to be accomplished, the chairman needs to maintain proper up-to-date information about purchasing equipment, materials, and supplies. Woolschlager also stated that:

"A progressive and enthusiastic department chairman is always searching for--by reading trade journals, by attending area and convention meetings, and by discussions with other teachers and salesmen--new supplies. . .and other equipment which can be used to help his teachers become more effective in their classroom situations." (Woolschlager, 1969:52)

Statement 2

The chairman maintains an effective system of internal control and inventory for equipment, textbooks, and supplies.

Godwin found that in the state of New Jersey, almost all business education department chairmen maintained equipment inventories, interviewed salesmen, kept equipment repaired, and requisitioned materials and supplies for the business education department. (Business Education Forum, October, 1973:41)

Ninety-five percent of the Illinois business education department chairmen questioned by Whitt were responsible for maintaining inventory records for equipment. Eighty-four percent were responsible for maintaining records for repair of equipment. Seventy-four percent were responsible for inventory records of instructional materials and supplies including textbooks and reference books. (Business Education Forum, October, 1970:53)

Harmeling's ideas relating to this responsibility appeared to be somewhat contradictory. She stated:

"What, then, is the significance of the department chairmanship? It depends! It depends on the extent to which chairmanship is synonymous with leadership for one thing! While in the past it may have been thought sufficient for us to act as department 'book-keepers,' implementers of board of education and administrative policy, general handy-to-have-around guards of budgets and file cabinet keys, inspectors of office machines, and dispensers of stencils and ribbons, those days should be gone forever." (The Balance Sheet, May, 1970:401)

Her statement appears to be contradictory because she states that this type of responsibility should no longer be the concern of the business education department chairman, but she does not state to whom this responsibility should be given. Harmeling evidently preferred to have the business education department chairman concentrate his attention on the responsibilities of developing leadership within the members of the department while still completing the inventory responsibilities.

Statement 3

The chairman exercises budgetary restraint and priority planning to meet the purchasing requirements of his department.

Whitt found in her study in Illinois that 83 percent of the business education department chairmen she interviewed had a specific budget for their department. (Business Education Forum, October, 1970: 53)

Exercising budgetary restraint as referred to in Statement 3 could

imply at least some knowledge of budgeting for the business education department by the chairman.

It would seem reasonable to assume that the chairman should have access to information about the budgetary amounts allocated for operation of the department. Access to this information would allow the business education department chairman to exercise budgetary restraint and priority planning to meet the purchasing requirements of his department. In order to do this, the chairman would need to evaluate the total teacher requests to determine which requests, if not all, are needed and will help make teaching more effective and will make the job of teaching and learning easier. (Woolschlager, 1969:52)

Statement 4

The chairman accepts responsibility for the development of leadership within his department.

Nolan and his associates wrote extensively about the leadership role of the business education department chairman. They stated that "the job of supervisor is to provide leadership in improving the learning situation and to recognize and encourage leadership in others engaged in the learning process." (Nolan, et al., 1967:526) They also stated that the good supervisor "encourages personal growth and leadership in those with whom he works, through encouraging them to write, to participate in the work of professional associations, to work on committees, to attend in-service programs, and to work for advanced degrees." (Nolan, et al., 1967:555)

It would seem reasonable to assume that if the business education department chairman is concerned about doing a quality job of supervising the department, then he would recognize the need to include the efforts of all department members in his planning and executing these responsibilities. This type of team work approach to administration would certainly encourage leadership within the members of the department.

Statement 5

The chairman is active in professional associations.

Godwin stated that almost all business education department chairmen in the state of New Jersey participated in conferences and workshops. (Business Education Forum, October, 1973:41) Professional associations are the primary sponsors of conferences and/or workshops for the benefit of business education personnel. Therefore, it could be assumed that those participating in such conferences were in some way active in the sponsoring organization.

Statement 6

The chairman maintains an open-door policy for all interested people.

The literature which generated Statement 6 was very similar to that used for Statement 4 in the section entitled Chairman-Department Relationships. If a chairman is to maintain an effective open-door policy, he must be able to accentuate a positive attitude.

Satlow referred to this open-door policy when he stated that the successful business education department chairman is approachable.

"His office is open at all times to students, parents, and teachers. He is never too busy to listen to. . .problems." (Hansen and Liles, 1965:122)

Summary

This review of literature has shown the relationship between each statement presented in the questionnaire and what is the currently accepted role of the business education department chairman. It was hoped that a determination of the existence of a core of activities assigned to or assumed by business education department chairmen could be made. As the review of related literature indicated, each statement included in the questionnaire was directly related to the core of activities most frequently assigned to or assumed by the business education department chairman.

CHAPTER III

PROCEDURES

The purpose of this study was four-fold. The goals of the study were:

- a. To determine the duties and responsibilities most commonly assigned to or assumed by the business education department chairmen in the state of Montana.
- b. To determine in what percent of the population surveyed the business education department chairmen were selected by an election within the business education department.
- c. To determine in what percent of the population surveyed the business education department chairmen were appointed by the school administrators.
- d. To determine whether or not there is a lack of communication between building principals and business education department chairmen in the state of Montana.

It was hoped that this study would lead to an increased understanding of the position and problems faced by business education department chairmen in the state of Montana. To facilitate this increased understanding, the study described in this professional paper was completed.

The purpose of this chapter is:

- a. To define the source of data.
- b. To examine the construction of the questionnaire.

- c. To discuss the procedure of gathering data.
- d. To examine the procedures used in reporting the data.

Source of Data

Data for this study was gathered by sending questionnaires to the following individuals in the state of Montana:

- a. Ten building principals and their business education department chairmen employed in Class AA high schools in the state of Montana.
- b. Eighteen building principals and their business education department chairmen employed in Class A high schools in the state of Montana.

Construction of Questionnaire

A questionnaire (Appendix C, page 121) was constructed to solicit information from the population surveyed. The questionnaire was designed so that it could be presented to the entire population at one time. By doing so, all data gathered could be directly compared.

The original questionnaire was patterned after a list of specifications prepared by I. David Satlow and first presented in the April, 1963, issue of the Business Education World. (Hansen and Liles, 1965:119) Additional items included on the original and subsequent revisions of the questionnaire were compiled from a review of relevant literature prepared by the writer and presented in Chapter II of this professional paper.

Revision and subsequent field testing altered the original questionnaire considerably. Every item which was included in the questionnaire was discovered through the review of literature to be a significant responsibility assigned to or assumed by the business education department chairman. The review of literature in Chapter II revealed the source of each question included in the questionnaire. The group which was used to field test the revised versions of the questionnaire consisted of the following individuals:

- a. The members of the writer's graduate committee at Montana State University.
- b. All graduate teaching assistants in the School of Commerce at Montana State University during the winter quarter of 1975.
- c. Participants in the course, COM 504: Research in Business Education offered at Montana State University during the winter quarter of 1975.

A copy of the final revision of the questionnaire employed in this study appears in Appendix C of this professional paper on page 121.

Gathering the Data

A cover letter (Appendix A, page 119), questionnaire (Appendix C, page 121), and a self-addressed, stamped return envelope were sent to each of the individuals in the population to be surveyed on February 11, 1975. Nine follow-up letters including a second questionnaire and a

self-addressed, stamped return envelope were mailed on February 25, 1975, to those individuals who had not yet responded to the first mailing. Since only two individuals did not respond to the follow-up letter, a third mailing was not deemed necessary.

The questionnaire solicited the opinions of the respondents about the performance of certain duties by the business education department chairman in his particular high school in the state of Montana. These duties were in the following categories:

- a. Chairman - community relationships.
- b. Chairman - administration relationships.
- c. Chairman - department relationships.
- d. Chairman - personal responsibilities.

Those responding to the questionnaire were asked to check a "yes" column if the responsibility was performed by the business education department chairman in the particular high school. If the responsibility was not performed by the business education department chairman in the particular high school in the state of Montana, the respondent was asked to check a "no" column. A "sometimes" column was provided to be checked in situations where the business education department chairman sometimes performed the duty described.

Analysis of Data

When the questionnaires were returned, the data was compiled so that it could be logically analyzed and conclusions drawn. In compiling the

data, questionnaires were paired so that the responses of the building principal were analyzed together with the responses of the corresponding business education department chairman. This meant that if a single questionnaire was not returned or was returned but not completed by either member of a pair, then the corresponding response could not be used. This pairing of responses was done to facilitate the determination of the presence or lack of communication between individual building principals and the business education department chairman.

Once the individual responses were paired and compared for agreement or disagreement, tables were drawn up for each of the twenty-five statements on the questionnaire. For each statement, the following information was determined:

- a. How many paired responses agreed that the responsibility stated was performed by the business education department chairman in their school?
- b. How many paired responses disagreed that the responsibility stated was performed by the business education department chairman in their school?
- c. How many paired responses had to be disregarded because one or both members of the pair did not respond to the statement?
- d. Of the pairs responding to the statement, what percent agreed that the responsibility was performed by the business education department chairman in the school?

- e. Of the pairs responding to the statement, what percent agreed that the responsibility was not performed by the business education department chairman in the school?
- f. Of the pairs responding to the statement, what percent agreed that the responsibility was sometimes performed by the business education department chairman in the school?
- g. Of the pairs responding to the statement, what percent disagreed that the responsibility was performed by the business education department chairman in the school?

Once the answer to each of these questions was determined for each statement on the questionnaire, the findings were analyzed to determine the following information:

- a. Based on the information provided by the population surveyed, is the stated duty or responsibility assigned to or assumed by the business education department chairmen?
- b. Based on the information provided by the population surveyed, is there a lack of communication concerning the stated duty or responsibility between building principals and business education department chairmen?
- c. How does the data compiled for Montana compare with the findings presented in the review of literature?

Explanation of Tables Used

A table was prepared showing the relationship between the numbers and percentages of responses to each statement on the questionnaire. Table 1 on Page 40 is an example of the basic structure of the table format used. Each table shows the relationship between the number of pairs agreeing with each other and with the statement. Breakdowns are also given which enable the reader to determine if the pairs agreed with the statement by responding either "yes," "no," or "sometimes." From reading the table, it is also possible to determine the numbers and percentages of respondents who disagreed with each other about the performance of the stated responsibility by the business education department chairman in individual high schools. For disagreement to occur, the members of a pair simply had to respond differently to the statement. Paired responses were unusable if one or both members of a pair failed to respond to the statement. This information was included to enable the reader to readily discern how many responses were involved in formulating the percentages of responses for each statement.

To facilitate ease of understanding the presentation of the data received for each statement, a procedure was followed which first listed the statement as it appeared on the questionnaire. The table showing the distribution of responses to the statement was presented subsequently on the same page. On the following page, the writer's analysis of the data was presented.

Table 1

Example of Tables Used
Showing
Distribution of Responses to
Each Questionnaire Statement

Number of Pairs Agreeing with Each Other	Percent of Pairs Agreeing with Each Other	_____ %
	Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	_____ %
	Percent of Pairs Agreeing "No" with Each Other and with the Statement	_____ %
	Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	_____ %
Number of Pairs Disagreeing with Each Other	Percent of Pairs Disagreeing with Each Other	_____ %
Number of Pairs Unusable	Percent of Pairs Unusable	_____ %
TOTAL Number of Pairs	TOTAL Percent of Pairs	_____ %

CHAPTER IV

ANALYSIS OF DATA

There were four basic purposes in completing this study which supplied answers to the following questions:

- a. What are the duties and responsibilities most commonly assigned to or assumed by the business education department chairmen in the state of Montana? To answer this question, the percentage of pairs agreeing was ascertained from the distribution of responses.
- b. In what percent of the population surveyed were the business education department chairmen selected by an election within the business education department? In what percent of the population surveyed were the business education department chairmen appointed by the school administrators?
- c. Is there a lack of communication between building principals and business education department chairmen in the state of Montana? It was assumed that the lack of communication was measured by the percentage of disagreement among pairs as presented in the distribution of responses to each statement.
- d. How does the data compiled for Montana compare with the findings presented in the review of literature?

The following procedure was employed to facilitate the analysis of the data involved in this study:

- a. The data relating to each statement on the final questionnaire (Appendix C, page 121) was considered separately in this chapter. For ease of reporting, the statement was repeated at the beginning of the analysis of data gathered about that statement.
- b. A table showing the distribution of responses to the statement was presented. Completed questionnaires were paired so that the responses of a building principal were analyzed together with the responses of his business education department chairman. This meant that if a single questionnaire was not returned or was returned but not completed by either member of a pair, then the corresponding response could not be used. Throughout Chapter IV, the terms "pairs" or "paired responses" is used. This refers to the grouping of responses so that the responses of a building principal and his business education department chairman were considered together.
- c. The data reported was then analyzed in relation to the literature reviewed.

INTRODUCTORY QUESTION

How is the business education department chairman selected in your school? (Check one).

Department election ____; Administrative appointment ____;

Other _____.

Table 2

Distribution of Responses to
Introductory Question

Number of Pairs Agreeing with Each Other	<u>22</u>	Percent of Pairs Agreeing with Each Other	<u>84.62%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with Department Election	<u>7.69%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with Administrative Appointment	<u>76.92%</u>
		Percent of Pairs Agreeing with Each Other and with Other Selection Procedures	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>3</u>	Percent of Pairs Disagreeing with Each Other	<u>11.54%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>3.85%</u>
TOTAL Number of Pairs	<u>26</u>	TOTAL Percent of Pairs	<u>100.00%</u>

There was one unforeseen difficulty involved in analyzing the data related to the introductory question. Apparently the question appeared so close to the directions for completing the questionnaire that eight individuals failed to respond to it. In only one instance, however, were two of these people from the same school. Therefore, it was assumed that if the question had been answered, the respondent would have checked the same answer as the other member of the pair.

From the distribution of responses, it is clearly seen that Montana business education department chairmen are primarily chosen by administrative appointment. This agrees with the findings of Godwin in New Jersey. Without additional research, however, it cannot be said that this method of selection is most popular throughout the entire United States.

The distribution of responses to the introductory question answers the following questions set forth in this study:

- a. In what percent of the population surveyed were the business education department chairmen selected by an election within the business education department? Table 2 shows this figure to be 7.69 percent.
- b. In what percent of the population surveyed were the business education department chairmen appointed by the school administrators? Table 2 shows this figure to be 76.92 percent.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 1

The chairman facilitates effective communication and cooperation between the business education department and the local business community.

Table 3

Distribution of Responses to
Statement 1

Number of Pairs Agreeing with Each Other	<u>11</u>	Percent of Pairs Agreeing with Each Other	<u>45.84%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>29.17%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>16.67%</u>
Number of Pairs Disagreeing with Each Other	<u>12</u>	Percent of Pairs Disagreeing with Each Other	<u>50.00%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.10%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to this statement was very surprising.

This distribution would indicate the following conclusions:

- a. The percentage of disagreement combined with the percent of pairs agreeing that this responsibility was performed "sometimes" would suggest that this responsibility is not understood to be one which is frequently assigned to or assumed by business education department chairmen in Montana.
- b. A lack of communication was experienced by the 50 percent of the population who did not agree with this statement.
- c. All of the literature reviewed relating to this responsibility was directly opposed to the findings in Montana. Apparently Montana educators do not realize or acknowledge the importance of facilitating effective communication and cooperation between the business education department and the local business community.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 2

The chairman, assisted by his department members, includes presentations made by local businessmen in the classroom when appropriate.

Table 4

Distribution of Responses to
Statement 2

Number of Pairs Agreeing with Each Other	<u>12</u>	Percent of Pairs Agreeing with Each Other	<u>54.17%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>41.67%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>4.17%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>8.33%</u>
Number of Pairs Disagreeing with Each Other	<u>10</u>	Percent of Pairs Disagreeing with Each Other	<u>41.67%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.16%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

As the distribution of responses indicates, feeling on this subject was quite evenly divided. Based on the information supplied by completed questionnaires, the conclusions which follow would appear to be appropriate:

- a. 54.17 percent of the population surveyed agreed that the business education department chairman, assisted by his department members, utilized presentations made by local businessmen in the classroom whenever appropriate.
- b. 41.67 percent of the population surveyed disagreed about the performance of this activity by members of the business education department. This percent of disagreement would indicate the lack of communication between building principals and business education department chairmen concerning the performance of this activity. This disagreement could have been related to the size of the community. In many cases, communities represented by Class A high schools are very small and the members of the business education department could find it difficult to include such presentations in their classrooms.
- c. It would appear that many Montana schools are missing an excellent opportunity to facilitate communications between the school and the business community.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 3

The chairman communicates effectively with all members of the community-school realm.

Table 5

Distribution of Responses to
Statement 3

Number of Pairs Agreeing with Each Other	<u>11</u>	Percent of Pairs Agreeing with Each Other	<u>45.83%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>37.50%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>8.33%</u>
Number of Pairs Disagreeing with Each Other	<u>9</u>	Percent of Pairs Disagreeing with Each Other	<u>41.67%</u>
Number of Pairs Unusable	<u>3</u>	Percent of Pairs Unusable	<u>12.50%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to Statement 3 was consistent with responses to similar statements included in the questionnaire. Of special significance is the rather high percentage of disagreement. The following conclusions are suggested:

- a. In almost half of the cases, there was disagreement between building principals and business education department chairmen about the performance of this duty by the chairman.
- b. The responses to this statement would indicate at least two areas of communication difficulty. In approximately half of the population surveyed, the business education department chairmen not only failed to communicate effectively with all members of the community-school realm, but they also failed to convince their building principals that this should be one of their responsibilities.
- c. The data compiled for Montana does not necessarily agree with the findings of the review of literature. According to the literature reviewed, this responsibility for effective communication definitely belongs to the business education department chairman. In Montana, 37.50 percent agreed that they performed this responsibility. Those giving other responses may have agreed that it should be done, even though it was not presently being done in their school.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 4

The chairman ensures that the school's business curriculum prepares its students to meet the employment needs of the business community.

Table 6

Distribution of Responses to
Statement 4

Number of Pairs Agreeing with Each Other	<u>17</u>	Percent of Pairs Agreeing with Each Other	<u>70.83%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>67.00%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>4.00%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>5</u>	Percent of Pairs Disagreeing with Each Other	<u>20.83%</u>
Number of Pairs Unusable	<u>2</u>	Percent of Pairs Unusable	<u>8.33%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The percentage of agreement of respondents to this statement suggests the following conclusions:

- a. Sixty-seven percent of the population surveyed agreed that this responsibility is performed by the business education department chairman in the school.
- b. There does appear to be at least some lack of communication about this responsibility between pairs of respondents, since the amount of disagreement is 20.83 percent.
- c. Since the literature reviewed highly concurred that this responsibility definitely belonged to the business education department chairman, one could have expected a higher percentage of agreement in responses.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 5

The chairman participates in appropriate community-civic organizations.

Table 7

Distribution of Responses to
Statement 5

Number of Pairs Agreeing with Each Other	<u>10</u>	Percent of Pairs Agreeing with Each Other	<u>41.67%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>33.33%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>8.33%</u>
Number of Pairs Disagreeing with Each Other	<u>11</u>	Percent of Pairs Disagreeing with Each Other	<u>45.84%</u>
Number of Pairs Unusable	<u>3</u>	Percent of Pairs Unusable	<u>12.50%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Once again it would appear that Montana educators do not realize or acknowledge the important role which the business education department chairman can play in community-school relations. The almost identical number of pairs agreeing and disagreeing with the statement would support the following conclusions:

- a. In 41.67 percent of the cases questioned, the business education department chairman participated in appropriate community-civic organizations.
- b. In 45.84 percent of the cases questioned, there was disagreement between building principals and business education department chairmen concerning this responsibility. The percentage of disagreement would certainly indicate a lack of communication between the two groups questioned. Reasons for this disagreement and lack of communication could be many, not the least of which would be the fact that this responsibility might frequently be assumed by the building principal.
- c. It would appear that many Montana schools are missing an excellent opportunity to build a strong communications link between the school and the business community. This is particularly true in business education when it is essential that school personnel maintain current information about developments in business.

CHAIRMAN-COMMUNITY RELATIONSHIPS

Statement 6

The chairman cooperates with teacher-education institutions in the supervision of student teachers.

Table 8

Distribution of Responses to
Statement 6

Number of Pairs Agreeing with Each Other	<u>18</u>	Percent of Pairs Agreeing with Each Other	<u>75.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>75.00%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>5</u>	Percent of Pairs Disagreeing with Each Other	<u>25.00%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to this statement was much more congruent with the findings of the review of literature than for previous statements. The percentage of disagreement might be reflecting more of the attitudes of school personnel toward cooperation with student teaching programs than the specific role of the business education department in such programs. In other words, the percentages could be stating that 75 percent of the schools involved do participate in student teaching programs while 25 percent do not. The following conclusions would seem appropriate:

- a. In 75 percent of the population surveyed, the business education department chairman cooperated with teacher-education institutions in the supervision of student teachers.
- b. The lack of communication between pairs of building principals and business education department chairmen regarding this topic was measured by the 25 percent of pairs disagreeing with the statement.
- c. The data compiled for the state of Montana definitely correlated with the findings in the review of literature. Although Whitt found that 95 percent of the business education department chairmen in Illinois had had student teachers in their departments, and the figure was only 75 percent for Montana, the findings seem to be consistent.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 1

The chairman assists in formulating school and department curriculum policies.

Table 9

Distribution of Responses to
Statement 1

Number of Pairs Agreeing with Each Other	<u>16</u>	Percent of Pairs Agreeing with Each Other	<u>66.67%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>66.67%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>8</u>	Percent of Pairs Disagreeing with Each Other	<u>33.33%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to this statement was interesting because it was so cleancut. The number of pairs agreeing all agreed "yes"; there were no responses in the "no" or "sometimes" categories; and there were no incompleted responses. Based on the distribution of the responses, the following three conclusions seem to be appropriate:

- a. 66.67 percent of the population surveyed agreed that the business education department chairman assisted in formulating school and department policies. It is surprising that this figure was not higher or that the percentage of disagreement is as high as 33.33 percent since the chairman would be the logical source to consult about such matters. Perhaps the wording of the statement could have inadvertently produced the disagreement. For example, many may have believed that the business education department chairman did assist in formulating department curriculum policies, but they also believed that this same individual should not be involved in formulating curriculum policies for the entire school. This may have caused the disagreement.
- b. Based on the information provided by the population surveyed, there is a lack of communication concerning this responsibility for 33.33 percent of the population surveyed.
- c. The distribution of responses in Montana appears to be in line with what is currently being written on the subject. For example, Whitt found in Illinois, that of the business e

department chairmen questioned, 69 percent participated in the development and revision of the total school curriculum.

(Business Education Forum, October, 1970:53) In Montana the percentage was 66.67 percent.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 2

The chairman assists in selecting and orienting new teachers for his department.

Table 10

Distribution of Responses to
Statement 2

Number of Pairs Agreeing with Each Other	<u>18</u>	Percent of Pairs Agreeing with Each Other	<u>75.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>54.17%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>8.33%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>12.50%</u>
Number of Pairs Disagreeing with Each Other	<u>5</u>	Percent of Pairs Disagreeing with Each Other	<u>20.83%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Although it was not intended to do so, this statement actually asked the respondent to give one response to two separate situations. Although new teacher selection and orientation are usually considered as one concern, the 20.83 percent amount of disagreement would suggest that this is often not the situation. For those schools whose principals and business education department chairmen did not agree, perhaps the disagreement resulted because the chairman participated in new teacher orientation but not in new teacher selection. The following three conclusions could be drawn based on the distribution of responses to this statement:

- a. 54.17 percent of the population surveyed agreed that the business education department chairman did assist in selecting and orienting new business education teachers; 12.50 percent agreed that this was sometimes the case.
- b. The percentage of disagreement could indicate two areas of difference between building principals and business education department chairmen. These differences would be the following:
 1. The chairman assists with only one of the two activities. This would cause disagreement with the statement.
 2. Lack of communication between these two groups concerning the performance of this responsibility was measured by the 20.83 percent of the population surveyed who disagreed with the statement.

- c. Since the literature reviewed supported this statement so completely, one might have expected a higher percentage of agreement in the responses.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 3

The chairman assists the administration in obtaining equitable allotments for teaching positions, equipment, textbooks, and supplies for the department.

Table 11

Distribution of Responses to
Statement 3

Number of Pairs Agreeing with Each Other	<u>14</u>	Percent of Pairs Agreeing with Each Other	<u>58.34%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>54.17%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>4.17%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>10</u>	Percent of Pairs Disagreeing with Each Other	<u>41.66%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Based on the distribution of responses to Statement 3, the following conclusions could be drawn:

- a. All but 7.41 percent of the 54 percent who agreed with the statement agreed with each other that this responsibility was performed by the business education department chairman.
- b. The lack of communication between building principals and business education department chairmen concerning the involvement of the chairman in this activity was measured by the percentage of pairs disagreeing. This figure was 41.66 percent.
- c. Unless the business education department chairman is involved in obtaining allotments for teaching positions, equipment, textbooks, and supplies for the business education department, it would be rather difficult for the administrators to be aware of the needs of the department.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 4

The chairman serves in an advisory capacity on business procedures connected with the operation of the school.

Table 12

Distribution of Responses to
Statement 3

Number of Pairs Agreeing with Each Other	<u>12</u>	Percent of Pairs Agreeing with Each Other	<u>50.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>20.83%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>20.83%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>8.34%</u>
Number of Pairs Disagreeing with Each Other	<u>11</u>	Percent of Pairs Disagreeing with Each Other	<u>50.00%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

In actuality, only 20.83 percent of the population surveyed agreed that the business education department chairman served in an advisory capacity on business procedures connected with the operation of the school. Since school administration has become more and more complex, some school districts have hired business managers to perform this function; the business education department chairman is then freed of this responsibility. Although the chairman could be an excellent advisor on such procedural matters because of his practical business experiences, he probably has many other important duties to perform within the department. The business manager would be able to devote his entire attentions to the business procedures connected with the operation of the school.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 5

The chairman serves as a liaison between the administration and the departmental staff by interpreting the school's goals to the department and by representing the department's point of view to the administration.

Table 13

Distribution of Responses to
Statement 5

Number of Pairs Agreeing with Each Other	<u>18</u>	Percent of Pairs Agreeing with Each Other	<u>75.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>66.66%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>4.17%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>4.17%</u>
Number of Pairs Disagreeing with Each Other	<u>4</u>	Percent of Pairs Disagreeing with Each Other	<u>20.83%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to Statement 5 would suggest the following conclusions:

- a. Seventy-five percent of the population surveyed agreed that the business education department chairman served as a liaison between the administration and the departmental staff.
- b. A lack of communication could be indicated for the 20.83 percent of the respondents who disagreed with the statement.
- c. The distribution of responses to this statement agreed with the findings of the review of literature. Both emphasized the importance and need for two-way communication in school administration.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 6

The chairman co-operates with other departmental chairmen in solving problems common to all.

Table 14

Distribution of Responses to
Statement 6

Number of Pairs Agreeing with Each Other	<u>16</u>	Percent of Pairs Agreeing with Each Other	<u>66.66%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>62.50%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>4.16%</u>
Number of Pairs Disagreeing with Each Other	<u>6</u>	Percent of Pairs Disagreeing with Each Other	<u>29.17%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

In actuality, the distribution of responses to this statement probably indicated the strength of faculty unity within the school. For example, if a respondent were to answer "yes" to this statement, that would mean that within the school was either a formal or an informal organization of department chairmen which facilitated problem solving. The following conclusions could also be drawn:

- a. 66.66 percent of the population surveyed agreed that the business education department chairman did cooperate at least sometimes with other departmental chairmen in solving problems common to all.
- b. The 29.17 percent of the population surveyed who disagreed with the statement could have been disagreeing for at least the following two reasons:
 1. There was not a unified group of department chairmen who could cooperate in the problem-solving effort.
 2. The building principal and the department chairman did not agree that the chairman performed this responsibility.
- c. The distribution of responses to this statement supported the literature reviewed; however, one might have expected the percentage of agreement to be even higher. This type of communication between department chairmen could assist in smooth school administration containing more uniformity in policies and procedures.

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Statement 7

The chairman assists in scheduling courses and making teacher assignments for his department.

Table 15

Distribution of Responses to
Statement 7

Number of Pairs Agreeing with Each Other	<u>17</u>	Percent of Pairs Agreeing with Each Other	<u>70.83%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>45.83%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>20.83%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>4.17%</u>
Number of Pairs Disagreeing with Each Other	<u>6</u>	Percent of Pairs Disagreeing with Each Other	<u>25.00%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to Statement 7 was directly in line with the conclusions drawn from the review of literature. Based on the responses shown on Table 15, the following analysis could be made:

- a. 45.83 percent of the population surveyed agreed that the business education department chairman assisted in scheduling courses and making teacher assignments for his department.
4.17 percent agreed that this was sometimes the case.
- b. There apparently was a lack of communication about this responsibility between the 25 percent of the pairs who disagreed with each other about the performance of this responsibility by the business education department chairman.
- c. The responses to this statement on the questionnaire were congruent with the literature reviewed.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 1

The chairman assists in maintaining an environment conducive to creative teaching and learning experiences.

Table 16

Distribution of Responses to
Statement 1

Number of Pairs Agreeing with Each Other	<u>23</u>	Percent of Pairs Agreeing with Each Other	<u>95.83%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>87.50%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>8.33%</u>
Number of Pairs Disagreeing with Each Other	<u>1</u>	Percent of Pairs Disagreeing with Each Other	<u>4.17%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The responses to Statement 1 were the most positive of any encountered up to this point in the study. Based on this distribution, the following conclusions seemed appropriate:

- a. 95.83 percent of those responding to the statement agreed that the business education department chairman assisted in maintaining an environment conducive to creative teaching and learning experiences. This agreement was divided into the following two categories:
 1. 87.50 percent of those responding agreed "yes" to this statement.
 2. 8.33 percent of those responding agreed "sometimes" to this statement.
- b. There was a lack of communication concerning this responsibility for the 4.17 percent of those questioned as measured by the percentage of disagreement.
- c. The responses to this statement were in direct agreement with the findings of the review of literature.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 2

The chairman makes classroom visitations within the department to evaluate teacher performance and assist with curriculum implementation.

Table 17

Distribution of Responses to
Statement 2

Number of Pairs Agreeing with Each Other	<u>14</u>	Percent of Pairs Agreeing with Each Other	<u>66.66%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>20.83%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>45.83%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>7</u>	Percent of Pairs Disagreeing with Each Other	<u>29.17%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>22</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to this statement would suggest the following conclusions:

- a. 20.83 percent of the population surveyed agreed that the business education department chairman made classroom visitations within the department.
- b. 45.83 percent of the respondents agreed that this responsibility was not assigned to or assumed by the department chairman.
- c. The lack of communication concerning this responsibility was measured by the 29.17 percent of pairs disagreeing with the statement.
- d. There appeared to be hesitancy to involve the business education department chairman in making classroom visits to evaluate teacher performance and to assist with curriculum implementation. This could have occurred for many reasons, not the least of which might be the belief that this responsibility belonged to the building principal.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 3

The chairman holds personal conferences with teachers within a reasonable time after class visitations.

Table 18

Distribution of Responses to
Statement 3

Number of Pairs Agreeing with Each Other	<u>11</u>	Percent of Pairs Agreeing with Each Other	<u>45.83%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>25.00%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>20.83%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	0%
Number of Pairs Disagreeing with Each Other	<u>9</u>	Percent of Pairs Disagreeing with Each Other	<u>41.67%</u>
Number of Pairs Unusable	<u>3</u>	Percent of Pairs Unusable	<u>12.50%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Since Statement 3 was directly related to Statement 2, one would have expected the responses to show a consistency between statements. Based on the distribution of responses shown on Table 18, the following conclusions appear appropriate:

- a. 25 percent of the population surveyed agreed that the business education department chairman held personal conferences with teachers within a reasonable time after class visitations.
- b. 20.83 percent of those questioned agreed that this responsibility was not performed by the department chairman.
- c. The lack of communication between building principals and business education department chairmen was measured by the 41.67 percent of pairs disagreeing with each other.
- d. The review of literature revealed that the responsibility described in this statement is important to the role of the business education department chairman. The distribution of responses revealed that in Montana, however, there was a great diversity of opinion about this subject.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 4

The chairman builds a healthy working atmosphere by accentuating the positive.

Table 19

Distribution of Responses to
Statement 4

Number of Pairs Agreeing with Each Other	<u>15</u>	Percent of Pairs Agreeing with Each Other	<u>62.50%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>58.33%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>4.17%</u>
Number of Pairs Disagreeing with Each Other	<u>7</u>	Percent of Pairs Disagreeing with Each Other	<u>33.33%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The wording of this statement implies that a healthy atmosphere is established when a positive attitude is present. Based on the distribution of responses shown on Table 19, the following conclusions could be drawn:

- a. 58.33 percent of the population surveyed agreed with each other that the business education department chairman built a healthy working atmosphere in the department by accentuating the positive.
- b. 4.17 percent of the population surveyed agreed that the chairman sometimes performed this responsibility.
- c. The lack of communication between building principals and business education department chairmen regarding this statement was measured by the 33.33 percent of pairs who disagreed with each other about the performance of this responsibility by the business education department chairman.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 5

The chairman stimulates professional growth and involvement within his staff.

Table 20

Distribution of Responses to
Statement 5

Number of Pairs Agreeing with Each Other	<u>16</u>	Percent of Pairs Agreeing with Each Other	<u>66.67%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>58.34%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>8.33%</u>
Number of Pairs Disagreeing with Each Other	<u>7</u>	Percent of Pairs Disagreeing with Each Other	<u>33.33%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The responses to this statement were probably stating whether or not the business education department chairmen actually performed this responsibility rather than whether the responsibility belonged to the business education department chairman. Therefore, it could be said that 33.33 percent of the population surveyed disagreed about the performance of this responsibility by the chairman. The distribution of responses to this statement indicated the following conclusions:

- a. 66.67 percent of the population surveyed agreed that the business education department chairman stimulated professional growth and involvement within his staff at least some of the time.
- b. The lack of communication between building principals and chairmen was measured by the 33.33 percent of pairs who disagreed with each other about this statement.
- c. Because no percentages were found regarding this statement in the literature reviewed, it was difficult to prove whether or not the findings in Montana supported the findings revealed in the review of literature. However, the two sources of information appeared to be congruent.

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Statement 6

The chairman maintains an interest in student youth groups sponsored by members of his department.

Table 21

Distribution of Responses to
Statement 6

Number of Pairs Agreeing with Each Other	<u>14</u>	Percent of Pairs Agreeing with Each Other	<u>58.34%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>50.00%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>4.17%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>4.17%</u>
Number of Pairs Disagreeing with Each Other	<u>6</u>	Percent of Pairs Disagreeing with Each Other	<u>29.16%</u>
Number of Pairs Unusable	<u>3</u>	Percent of Pairs Unusable	<u>12.50%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

For a respondent to have answered "yes" to this question, at least one of the members of his departmental staff would have had to be involved in sponsoring a student youth group. The following conclusions would also be in order based on the distribution of responses to Statement 6 presented on Table 21:

- a. 54.17 percent of the population surveyed agreed at least some of the time that the business education department chairman maintained an interest in student youth groups sponsored by members of his department.
- b. 4.17 percent of the population surveyed agreed that the chairman did not perform this responsibility.
- c. The lack of communication between building principals and business education department chairmen was measured by the 29.16 percent of pairs disagreeing with each other.
- d. The review of literature indicated that this was an important responsibility and should be assigned to or assumed by the business education department chairman. 54.17 percent of those interviewed in Montana agreed that this was true for their particular situation at least some of the time.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 1

The chairman maintains an up-to-date information file about textbooks, office equipment, instructional materials, and audio-visual aids.

Table 22

Distribution of Responses to
Statement 1

Number of Pairs Agreeing with Each Other	<u>15</u>	Percent of Pairs Agreeing with Each Other	<u>62.50%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>62.50%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>8</u>	Percent of Pairs Disagreeing with Each Other	<u>37.50%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>23</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Based on the distribution of responses to Statement 1, the following conclusions were made:

- a. 62.50 percent of the population surveyed agreed that the business education department chairman maintained an up-to-date information file about textbooks, office equipment, instructional materials, and audio-visual aids.
- b. The lack of communication between building principals and business education department chairmen was measured by the 37.50 percent of pairs disagreeing with each other.
- c. 62.50 percent of those questioned agreed with the findings of the review of literature that this responsibility should be assigned to or assumed by the business education department chairman.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 2

The chairman maintains an effective system of internal control and inventory for equipment, textbooks, and supplies.

Table 23

Distribution of Responses to
Statement 2

Number of Pairs Agreeing with Each Other	<u>18</u>	Percent of Pairs Agreeing with Each Other	<u>75.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>75.00%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>5</u>	Percent of Pairs Disagreeing with Each Other	<u>20.83%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Based on the distribution of responses to this statement presented on Table 23, the following conclusions seemed appropriate:

- a. Seventy-five percent of the population surveyed agreed that the business education department chairman maintained an effective system of internal control and inventory for equipment, textbooks, and supplies.
- b. 20.83 percent of the population surveyed disagreed about the performance of this responsibility by the chairman. This disagreement could indicate that:
 1. There was a lack of communication about this responsibility between 20.83 percent of those questioned.
 2. 20.83 percent of the population surveyed did not feel that this responsibility should be assigned to or assumed by the business education department chairman.
- c. The distribution of responses to this statement was directly in line with the findings of the review of literature.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 3

The chairman exercises budgetary restraint and priority planning to meet the purchasing requirements of his department.

Table 24

Distribution of Responses to
Statement 3

Number of Pairs Agreeing with Each Other	<u>16</u>	Percent of Pairs Agreeing with Each Other	<u>66.67%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>66.67%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>7</u>	Percent of Pairs Disagreeing with Each Other	<u>29.16%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

Based on the distribution of responses to Statement 3 presented on Table 24, the following conclusions became apparent.

- a. 66.67 percent of the population surveyed agreed that the business education department chairman exercised budgetary restraint and priority planning to meet the purchasing requirements of his department.
- b. The lack of communication between building principals and business education department chairmen was measured by the 29.16 percent of pairs who disagreed with each other about the performance of this responsibility by the department chairman.
- c. The distribution of responses to this statement appeared to support the findings of the review of literature.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 4

The chairman accepts responsibility for the development of leadership within his department.

Table 25

Distribution of Responses to
Statement 4

Number of Pairs Agreeing with Each Other	<u>18</u>	Percent of Pairs Agreeing with Each Other	<u>75.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>70.83%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>4.17%</u>
Number of Pairs Disagreeing with Each Other	<u>6</u>	Percent of Pairs Disagreeing with Each Other	<u>25.00%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to this statement presented on Table 25 lead to the following conclusions:

- a. Seventy-five percent of the population surveyed agreed that the business education department chairman at least some of the time accepted responsibility for the development of leadership within his department.
- b. The lack of communication between building principals and business education department chairmen was measured by the 25 percent of pairs questioned who disagreed with each other about the performance of this responsibility by the chairman.
- c. These responses supported the findings of the review of literature presented in Chapter II.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 5

The chairman is active in professional associations.

Table 26

Distribution of Responses to
Statement 5

Number of Pairs Agreeing with Each Other	<u>18</u>	Percent of Pairs Agreeing with Each Other	<u>75.00%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>75.00%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>5</u>	Percent of Pairs Disagreeing with Each Other	<u>25.00%</u>
Number of Pairs Unusable	<u>0</u>	Percent of Pairs Unusable	<u>0%</u>
TOTAL Number of Pairs <u>23</u>		TOTAL Percent of Pairs	<u>100.00%</u>

It must be recalled that the directions for completing the questionnaire which generated the data presented on Table 26 requested the respondent to check an answer indicating whether the business education department chairman in his school performed each stated responsibility. Based upon this information and the distribution of responses for Statement 5, the following conclusions were drawn:

- a. Seventy-five percent of the population surveyed agreed that the business education department chairman was active in professional associations.
- b. Twenty-five percent of those questioned disagreed with each other about the performance of this responsibility by the business education department chairman. This could have meant that in 25 percent of the schools, the building principal was not aware of the business education department chairman's involvement in professional associations.
- c. The findings of the review of literature were supported by the distribution of responses to this statement.

CHAIRMAN-PERSONAL RESPONSIBILITIES

Statement 6

The chairman maintains an open-door policy for all interested people.

Table 27

Distribution of Responses to
Statement 6

Number of Pairs Agreeing with Each Other	<u>22</u>	Percent of Pairs Agreeing with Each Other	<u>91.66%</u>
		Percent of Pairs Agreeing "Yes" with Each Other and with the Statement	<u>91.66%</u>
		Percent of Pairs Agreeing "No" with Each Other and with the Statement	<u>0%</u>
		Percent of Pairs Agreeing with Each Other and with the Statement "Sometimes"	<u>0%</u>
Number of Pairs Disagreeing with Each Other	<u>1</u>	Percent of Pairs Disagreeing with Each Other	<u>4.17%</u>
Number of Pairs Unusable	<u>1</u>	Percent of Pairs Unusable	<u>4.17%</u>
TOTAL Number of Pairs	<u>24</u>	TOTAL Percent of Pairs	<u>100.00%</u>

The distribution of responses to this last statement was close to the most positive of all items on the questionnaire. Based on these responses presented on Table 27, the following conclusions appeared:

- a. 91.66 percent of the population surveyed agreed that the business education department chairman maintained an open-door policy for all interested people. This would mean that the chairman is easily approached by others.
- b. 4.17 percent of those questioned disagreed about the performance of this responsibility by the chairman. This would indicate that for 4.17 percent of the population surveyed, there was a lack of communication about the performance of this responsibility by the business education department chairman.
- c. These responses supported the findings of the review of related literature presented in Chapter II.

Summary

This chapter has analyzed the data received from questionnaires completed by the population surveyed. The distribution of responses to each statement on the questionnaire was presented and these responses were analyzed to determine the following:

- a. In what percent of the population surveyed did the business education department chairman perform the stated responsibility?
- b. Was there a lack of communication between building principals and business education department chairman regarding the statement?

- c. Did the findings of the data compiled for the state of Montana support the conclusions of the review of related literature presented in Chapter II?

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

To facilitate summarization of the analysis of data, four tables were prepared. These tables were compiled by using the data presented in table form in Chapter IV. The data for each of the tables within a major division of the questionnaire were averaged together to formulate these concluding tables. All of the data on Tables 3 through 8 found in Chapter IV were averaged together to prepare a summary table concerned with the Chairman-Community Relationships previously discussed. Table 39 is a summarization of the data presented on Tables 9 through 15 concerning Chairman-Administration Relationships. All of the data presented on Tables 16 through 21 found in Chapter IV were averaged together to prepare a summary, Table 40, concerned with the Chairman-Department Relationships previously discussed. Table 41 is a summarization of the data presented on Tables 22 through 27 concerning Chairman-Personal Responsibilities. These tables and an analysis of the data contained on each appear on the following pages.

Table 28

Distribution of Averaged Responses to
Statements 1 to 6

CHAIRMAN-COMMUNITY RELATIONSHIPS

Average Number of Pairs Agreeing with Each Other	<u>13</u>	Average Percent of Pairs Agreeing with Each Other	<u>55.56%</u>
		Average Percent of Pairs Agreeing "Yes" with Each Other and with the Statements	<u>47.22%</u>
		Average Percent of Pairs Agreeing "No" with Each Other and with the Statements	<u>1.39%</u>
		Average Percent of Pairs Agreeing with Each Other and with the Statements "Sometimes"	<u>6.94%</u>
Average Number of Pairs Disagreeing with Each Other	<u>9</u>	Average Percent of Pairs Disagreeing with Each Other	<u>37.50%</u>
Average Number of Pairs Unusable	<u>2</u>	Average Percent of Pairs Unusable	<u>6.94%</u>
TOTAL Average Number of Pairs	<u>24</u>	TOTAL Average Percent of Pairs	<u>100.00%</u>

Table 28 summarized the involvement of the business education department chairman in relationships with the business community. Those relationships which this study considered were included as statements on the questionnaire which was sent to the population surveyed. Restated here, these statements were:

- a. The chairman facilitates effective communication and cooperation between the business education department and the local business community.
- b. The chairman, assisted by his department members, includes presentations made by local businessmen in the classroom when appropriate.
- c. The chairman communicates effectively with all members of the community-school realm.
- d. The chairman ensures that the school's business curriculum prepares its students to meet the employment needs of the business community.
- e. The chairman participates in appropriate community-civic organizations.
- f. The chairman cooperates with teacher-education institutions in the supervision of student teachers.

Based upon the data presented on Table 28 concerning the involvement of the business education department chairman with duties related to the community involvement of the chairman, the following summarizations are made:

- a. 47.22 percent of the population surveyed agreed "yes" with each other and with the statements contained in this section of the questionnaire. In other words, in almost half of the situations, respondents agreed that the business education department chairman should be involved in this type of activity which would bring the business education department and the business community together to form a strong communications link.
- b. 1.39 percent of the population surveyed agreed "no" with each other and with these types of statements; 6.94 percent of the population surveyed agreed "sometimes" with each other and with the types of statements included in this section. These percentages could represent the small cities classified as Class A high schools in the state of Montana where the business community might be quite small and uninvolved with the schools.
- c. 37.50 percent of the population surveyed disagreed with each other about the performance of such activities by the business education department chairman. As stated previously, this amount of disagreement was assumed to represent the lack of communication between building principals and business education department chairmen.

Table 29

Distribution of Averaged Responses to
Statements 1-7

CHAIRMAN-ADMINISTRATION RELATIONSHIPS

Average Number of Pairs Agreeing with Each Other	<u>16</u>	Average Percent of Pairs Agreeing with Each Other	<u>66.07%</u>
		Average Percent of Pairs Agreeing "Yes" with Each Other and with the Statements	<u>52.98%</u>
		Average Percent of Pairs Agreeing "No" with Each Other and with the Statements	<u>8.33%</u>
		Average Percent of Pairs Agreeing with Each Other and with the Statements "Sometimes"	<u>4.76%</u>
Average Number of Pairs Disagreeing with Each Other	<u>8</u>	Average Percent of Pairs Disagreeing with Each Other	<u>31.55%</u>
Average Number of Pairs Unusable	<u>1</u>	Average Percent of Pairs Unusable	<u>2.38%</u>
TOTAL Average Number of Pairs	<u>25</u>	TOTAL Average Percent of Pairs	<u>100.00%</u>

Table 29 summarized the involvement of the business education department chairman with duties related to the school's administration. Those relationships considered as Chairman-Administration which this study considered were included as statements on the questionnaire which was sent to the population surveyed. Restated here for ease of reference, these statements were:

- a. The chairman assists in formulating school and department curriculum policies.
- b. The chairman assists in selecting and orienting new teachers for his department.
- c. The chairman assists the administration in obtaining equitable allotments for teaching positions, equipment, textbooks, and supplies for the department.
- d. The chairman serves in an advisory capacity on business procedures connected with the operation of the school.
- e. The chairman serves as a liaison between the administration and the departmental staff by interpreting the school's goals to the department and by representing the department's point of view to the administration.
- f. The chairman co-operates with other departmental chairmen in solving problems common to all.
- g. The chairman assists in scheduling courses and making teacher assignments for his department.

Based upon the data presented on Table 29 concerning the involvement of the business education department chairman with duties related to the school's administration, the following summarizations are made:

- a. 52.98 percent of the population surveyed agreed "yes" with each other and with the type of statements included in this section of the questionnaire. This would indicate that for 52.98 percent of the population, at least, there was a feeling which recognized the importance of developing a strong communications link between the business education department chairman and the building principal.
- b. 31.55 percent of the population surveyed disagreed with each other about the performance of responsibilities by the business education department chairman which were included in the section entitled Chairman-Administration Relationships.
- c. It would be impossible to prepare a percentage response to the information gathered in the review of literature. However, it could be said that the literature reviewed supported the idea that it is important to have open communications and cooperation between the school administration and the department chairman. For those who did not agree with the performance of such responsibilities by the business education department chairman, it could be said that there is a lack of communication.

Table 30

Distribution of Averaged Responses to
Statements 1-6

CHAIRMAN-DEPARTMENT RELATIONSHIPS

Average Number of Pairs Agreeing with Each Other	<u>16</u>	Average Percent of Pairs Agreeing with Each Other	<u>65.97%</u>
		Average Percent of Pairs Agreeing "Yes" with Each Other and with the Statements	<u>50.00%</u>
		Average Percent of Pairs Agreeing "No" with Each Other and with the Statements	<u>11.80%</u>
		Average Percent of Pairs Agreeing with Each Other and with the Statements "Sometimes"	<u>4.17%</u>
Average Number of Pairs Disagreeing with Each Other	<u>7</u>	Average Percent of Pairs Disagreeing with Each Other	<u>28.47%</u>
Average Number of Pairs Unusable	<u>1</u>	Average Percent of Pairs Unusable	<u>5.56%</u>
TOTAL Average Number of Pairs	<u>24</u>	TOTAL Average Percent of Pairs	<u>100.00%</u>

Table 30 summarized the importance of Chairman-Department Relationships. Those relationships which this study considered were included as statements on the questionnaire which was sent to the population surveyed. Restated here for ease of reference, these statements were:

- a. The chairman assists in maintaining an environment conducive to creative teaching and learning experiences.
- b. The chairman makes classroom visitations within the department to evaluate teacher performance and assist with curriculum implementation.
- c. The chairman holds personal conferences with teachers within a reasonable time after class visitations.
- d. The chairman builds a healthy working atmosphere by accentuating the positive.
- e. The chairman stimulates professional growth and involvement within his staff.
- f. The chairman maintains an interest in student youth groups sponsored by members of his department.

Based upon the data presented on Table 30 concerning the involvement of the business education department chairman with duties related to the administration of the business education department, the following summarizations are made:

- a. Fifty percent of the population surveyed agreed "yes" with each other and with the types of statements included in this section of the questionnaire. This would indicate that for

at least half of the group questioned, the business education department chairmen performed the activities referred to in this section of the questionnaire.

- b. 11.80 percent of the population surveyed agreed with each other and with the types of statements included in this section of the questionnaire and indicated that the business education department chairman did not perform these duties.
- c. 4.17 percent of the population surveyed agreed with each other that the business education department chairman sometimes performed this type of duty.
- d. 28.47 percent of the population surveyed disagreed with each other about the performance of these described duties by the business education department chairman. For the building principals and business education department chairmen who did not agree about the performance of such duties, it could be said that there was a lack of communication.

Table 31

Distribution of Averaged Responses to
Statements 1-6

CHAIRMAN-PERSONAL RESPONSIBILITIES

Average Number of Pairs Agreeing with Each Other	<u>18</u>	Average Percent of Pairs Agreeing with Each Other	<u>74.31%</u>
		Average Percent of Pairs Agreeing "Yes" with Each Other and with the Statements	<u>73.61%</u>
		Average Percent of Pairs Agreeing "No" with Each Other and with the Statements	<u>0%</u>
		Average Percent of Pairs Agreeing with Each Other and with the Statements "Sometimes"	<u>.70%</u>
Average Number of Pairs Disagreeing with Each Other	<u>6</u>	Average Percent of Pairs Disagreeing with Each Other	<u>23.61%</u>
Average Number of Pairs Unusable	<u>1</u>	Average Percent of Pairs Unusable	<u>2.08%</u>
TOTAL Average Number of Pairs	<u>25</u>	TOTAL Average Percent of Pairs	<u>100.00%</u>

Table 31 summarized the duties of the business education department chairman which were characterized as being Chairman-Personal Responsibilities. Those responsibilities which this study considered were included as statements on the questionnaire which was sent to the population surveyed. Restated here for ease of reference, these statements were:

- a. The chairman maintains an up-to-date information file about textbooks, office equipment, instructional materials, and audio-visual aids.
- b. The chairman maintains an effective system of internal control and inventory for equipment, textbooks, and supplies.
- c. The chairman exercises budgetary restraint and priority planning to meet the purchasing requirements of his department.
- d. The chairman accepts responsibility for the development of leadership within his department.
- e. The chairman is active in professional associations.
- f. The chairman maintains an open-door policy for all interested people.

Based upon the data presented on Table 31 concerning duties categorized as Chairman-Personal Responsibilities, the following summarizations are made:

- a. 73.61 percent of the population surveyed agreed "Yes" with each other and with the types of statements included in this section of the questionnaire. This would indicate

that in these schools both the building principals and the business education department chairmen agreed that the chairman was performing these duties.

- b. 23.61 percent of the population surveyed disagreed between paired responses about the performance of these described duties by the business education department chairman. It was assumed that this percentage represented the amount of communication lack between building principals and department chairmen concerning the types of responsibilities referred to in the statements on this section of the questionnaire.
- c. The distribution of averaged responses to Statements 1 to 6 would indicate that 73.61 percent agreed that the business education department chairman performed these duties; none agreed that these duties were not performed; and only .70 percent agreed that these duties were sometimes performed.

Conclusions

Completing the research for this study supplied answers to questions asked about the role of the business education department chairman. In this section these questions will be restated in conjunction with the answers which form the conclusions of this research.

1. What are the duties and responsibilities most commonly assigned to or assumed by the business education department chairmen in the state of Montana? This study revealed that

all of the responsibilities included on the questionnaire were assigned to or assumed by Montana business education department chairmen. Since every school situation is somewhat different, it cannot be said that every chairman performs every responsibility. However, in every situation, at least half of those surveyed agreed that the business education department chairman did perform the described responsibility. More specifically, the data presented on Tables 28 through 31 showed the following:

- a. 47.22 percent of the building principals and business education department chairmen surveyed agreed with each other about the performance by the chairman of responsibilities characterized as facilitating Chairman-Community Relationships. Typical responsibilities involved in this type of activity included facilitating effective communication and cooperation between the business education department and the business community.
- b. 52.98 percent of the population surveyed agreed with the statements included in the Chairman-Administration Relationships section of the questionnaire. This meant that in 52.98 percent of the schools involved, both the building principal and the business education department chairman agreed that the chairman performed

responsibilities which facilitated Chairman-Administration Relationships. Typical responsibilities involved in this type of activity included assisting in formulating school and department curriculum policies, assisting in selecting and orienting new teachers for the department, and assisting the administration in obtaining equitable allotments for equipment and supplies for the department.

- c. Fifty percent of the population surveyed agreed with the statements included in the Chairman-Department section of the questionnaire. This meant that in 50 percent of the schools involved in the study, both the building principal and the business education department chairman agreed that the chairman performed responsibilities which facilitated communication between members of the business education department. Typical responsibilities involved in this type of activity included assisting in maintaining an environment conducive to creative teaching and learning experiences, building a healthy working atmosphere by accentuating the positive, and stimulating professional growth and involvement within the departmental staff.

- d. It was interesting to note that the highest percentage of agreement between building principals and department chairmen occurred in the area which was characterized as being Chairman-Personal Responsibilities. This means that in 73.61 percent of the schools questioned, the business education department chairmen performed such activities as maintaining an up-to-date information file about textbooks, office equipment, instructional materials, and audio-visual aids.
2. In what percent of the population surveyed were the business education department chairmen selected by an election within the business education department? Table 2 on page 43 revealed that in 7.69 percent of the schools questioned, the business education department chairmen were selected by an election within the business education department.
3. In what percent of the population surveyed were the business education department chairmen appointed by the school administrators? Table 2 revealed that in 76.92 percent of the schools questioned, the business education department chairmen were selected by administrative appointment.
4. Is there a lack of communication between building principals and business education department chairmen in the state of

Montana? For purposes of this study it was necessary to assume that the lack of communication was measured by the percentage of disagreement among pairs as presented in the distribution of responses. To realistically measure the lack of communication between building principals and business education department chairmen would necessitate a repetition and comparison of all the data received from each school. However, it can be said that a lack of communication regarding each statement was present between the two groups surveyed.

5. How does the data compiled for Montana compare with the findings presented in the review of literature? The data compiled for Montana was compared with the findings of the review of literature on a statement by statement basis in Chapter IV. However, the following general conclusions could be made:
 - a. Practices prevalent in Montana do not generally agree with the literature reviewed concerning the involvement of the business education department chairman in activities characterized as related to communications and public relations.
 - b. Procedures and responsibilities performed by the business education department chairmen in Montana concerned with the administrative tasks of operating the department are directly in line with the findings of the literature.

Recommendations

Based upon the data compiled and analyzed in this study, the following recommendations are offered:

1. Every school should recognize the importance of establishing and maintaining a functioning communications link between the business education department and the business community. This was one area of concern where the findings for Montana differed with the literature reviewed. The recommendation is offered because practices in Montana do not generally correspond with those stated in the literature.
2. Every school should recognize the importance of establishing and maintaining a functioning communications link or liaison between the business education staff and the school's administrators.
3. Every business education department chairman should recognize the importance of establishing and maintaining a healthy working atmosphere within the department by accentuating the positive.
4. 91.66 percent of the population surveyed agreed that the business education department chairman maintained a policy insuring an open door for all people interested in the concerns of the business education department. Steps should be taken to maintain this open-door policy.

5. This study did not intend to compare the differences encountered in business education department administration between Class AA and A high schools. However, the study did indicate that further research in this area would be desirable since the size of the schools and the communities in which they are located seems to point up special problems.
6. Business education department chairmen should compare their problem-solving techniques with those used by other department chairmen in the school in order to broaden the perspectives of all concerned. It was not a purpose of this study to determine which school department utilized the best administrative techniques. However, this study did reveal the need for more communication between the different department chairmen. This communication could broaden the perspectives of all concerned and lead to more uniformity in policies and procedures utilized throughout the school.
7. This study revealed the need for further study in the area of establishing a means of objectively measuring the quality of department chairmanship.
8. This study was concerned with the role of the business education department chairman. As such it considered only the duties and responsibilities most frequently assigned to or assumed by the chairman. It revealed the need for further study in the area of determining what qualities are requisite to effective department chairmanship.

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APPENDIX A

February 11, 1975

Dear -----:

Your assistance is asked in completing the enclosed questionnaire. This study is being undertaken as a partial requirement of my master's degree program.

The questionnaire is brief and very easily answered, so it should take no longer than five or ten minutes at the most to complete. Because the questionnaire is being sent only to principals and business education department chairmen in AA and A schools in Montana, your response is very important and urgently needed.

Please take a few moments at your earliest convenience and check the choices appropriate to your situation. You will notice that the form is printed on both sides of the page. After you have completed the form, please return it in the envelope provided.

Results of this study will be written up as part of my master's degree program in business education at Montana State University and will be available upon request. The information you submit will be held in strictest confidence.

Thank you for your cooperation with my study and for your early response.

Sincerely,

Linda M. Davies
Graduate Assistant

Enc.

APPENDIX B

February 25, 1975

Dear -----:

Approximately two weeks ago you should have received a copy of the enclosed questionnaire with the request that you return it as soon as possible in the envelope which was provided. Nine questionnaires still have not been returned. Could yours be one of them?

As you will recall, the questionnaire was sent only to principals and business education department chairmen in AA and A schools in Montana; this made each response extremely important.

If you have not yet returned your questionnaire, please take a few moments at your earliest convenience and check the choices appropriate to your situation on the questionnaire which is enclosed. You will notice that the form is printed on both sides of the page. After you have completed the form, please return it in the envelope provided.

Results of this study will be written up as part of my master's degree program in business education at Montana State University and will be available upon request. The information you submit will be held in strictest confidence.

Thank you for your cooperation with my study and for your early response.

Sincerely,

Linda M. Davies
Graduate Assistant

Enc.

APPENDIX C

Questionnaire

Please answer the following statements concerning the position of business education department chairman in your school. In the column at the right, please check yes if it is a task performed by the business education department chairman in your school. If it is not a task performed, please check the no column. If the task is performed sometimes, then please check the sometimes column.

How is the business education department chairman selected in your school? (Check one).

Department election ____; Administrative appointment ____;

Other _____.

CHAIRMAN-COMMUNITY RELATIONSHIPS	YES	NO	SOMETIMES
1. The chairman facilitates effective communication and cooperation between the business education department and the local business community.			
2. The chairman, assisted by his department members, includes presentations made by local businessmen in the classroom when appropriate.			
3. The chairman communicates effectively with all members of the community-school realm.			
4. The chairman ensures that the school's business curriculum prepares its students to meet the employment needs of the business community.			
5. The chairman participates in appropriate community-civic organizations.			
6. The chairman cooperates with teacher-education institutions in the supervision of student teachers.			

CHAIRMAN-ADMINISTRATION RELATIONSHIPS	YES	NO	SOMETIMES
1. The chairman assists in formulating school and department curriculum policies.			
2. The chairman assists in selecting and orienting new teachers for his department.			
3. The chairman assists the administration in obtaining equitable allotments for teaching positions, equipment, textbooks, and supplies for the department.			
4. The chairman serves in an advisory capacity on business procedures connected with the operation of the school.			
5. The chairman serves as a liaison between the administration and the departmental staff by interpreting the school's goals to the department and by representing the department's point of view to the administration.			
6. The chairman co-operates with other departmental chairmen in solving problems common to all.			
7. The chairman assists in scheduling courses and making teacher assignments for his department.			

Please complete back of page

CHAIRMAN-DEPARTMENT RELATIONSHIPS	YES	NO	SOMETIMES
1. The chairman assists in maintaining an environment conducive to creative teaching and learning experiences.			
2. The chairman makes classroom visitations within the department to evaluate teacher performance and assist with curriculum implementation.			
3. The chairman holds personal conferences with teachers within a reasonable time after class visitations.			
4. The chairman builds a healthy working atmosphere by accentuating the positive.			
5. The chairman stimulates professional growth and involvement within his staff.			
6. The chairman maintains an interest in student youth groups sponsored by members of his department.			

CHAIRMAN-PERSONAL RESPONSIBILITIES	YES	NO	SOMETIMES
1. The chairman maintains an up-to-date information file about textbooks, office equipment, instructional materials, and audio-visual aids.			
2. The chairman maintains an effective system of internal control and inventory for equipment, textbooks, and supplies.			
3. The chairman exercises budgetary restraint and priority planning to meet the purchasing requirements of his department.			
4. The chairman accepts responsibility for the development of leadership within his department.			
5. The chairman is active in professional associations.			
6. The chairman maintains an open-door policy for all interested people.			

APPENDIX D

Class AA High Schools
Participating in the Study

Billings Senior High School
425 Grand Avenue
Billings, MT 59101

Billings West High School
2201 St. Johns Avenue
Billings, MT 59101

Bozeman High School
1211 West Main
Bozeman, MT 59715

Butte High School
Wyoming & Porphyry
Butte, MT 59701

Great Falls High School
1900 Second Avenue South
Great Falls, MT 59405

C. M. Russell High School
P. O. Box 2428
Great Falls, MT 59401

Havre High School
P. O. Box 791
Havre, MT 59501

Flathead High School
Box 368
Kalispell, MT 59901

Hellgate High School
900 South Higgins Avenue
Missoula, MT 59801

Sentinel High School
901 South Avenue West
Missoula, MT 59801

APPENDIX E

Class A High Schools
Participating in the Study

Anaconda High School
500 Main Street
Anaconda, MT 59711

Baker High School
Box 659
Baker, MT 59313

Butte Central High School
Butte, MT 59701

Chinook High School
Chinook, MT 59523

Columbia Falls High School
Columbia Falls, MT 59912

Conrad High School
215 South Maryland
Conrad, MT 59425

Cut Bank High School
Cut Bank, MT 59427

Powell County High School
Deer Lodge, MT 59722

Beaverhead County High School
104 North Pacific
Dillon, MT 59725

Dawson County High School
Box 701
Glendive, MT 59330

Hardin High School
702 North Terry Street
Hardin, MT 59034

Fergus High School
412 Sixth Avenue South
Lewistown, MT 59457

Libby High School
Libby, MT 59923

Poplar High School
Box 458
Poplar, MT 59255

Ronan High School
Ronan, MT 59864

Shelby High School
NW of Shelby
Shelby, MT 59474

Sidney High School
South Central Avenue
Sidney, MT 59270

Stevensville High School
300 Park Street
Stevensville, MT 59870