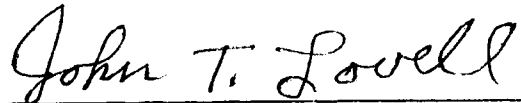


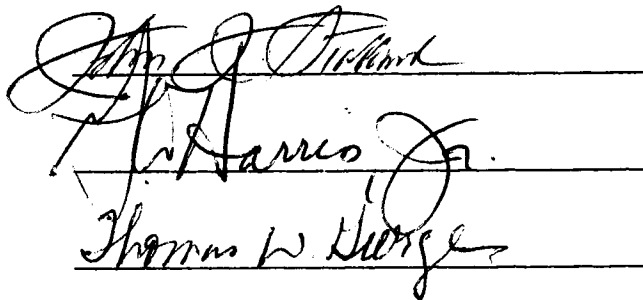
To the Graduate Council:

I am submitting herewith a dissertation written by Joseph Alexander Brandon entitled "The Teacher Selection Process as Perceived by Public School Administrators in the State of Tennessee." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.



John T. Lovell, Major Professor

We have read this dissertation
and recommend its acceptance:



Accepted for the Council:



Vice Chancellor
Graduate Studies and Research

THE TEACHER SELECTION PROCESS AS PERCEIVED BY
PUBLIC SCHOOL ADMINISTRATORS IN THE
STATE OF TENNESSEE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Joseph Alexander Brandon
August 1982

3063248

DEDICATION

The dissertation, "The Teacher Selection Process as Perceived by Public School Administrators in the State of Tennessee," is dedicated to my wife, Marianne, and my two children, Tara and Joy, for their vital support and patient understanding in the development of the study.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge the many individuals who aided in this study. Special thanks are expressed to the committee chairman, Dr. John T. Lovell, for his support and encouragement during the planning and conducting of the study. Sincere thanks are given to the other committee members, Dr. John Stallard, Dr. Thomas George, and Dr. George Harris, for their support. Acknowledgment is made to The University of Tennessee Computer Center, Knoxville, Tennessee, for their assistance in obtaining the results presented in this study.

Appreciation is extended to the panel members and participants in the study without whom the effort would have been fruitless. It is hoped that the results of the study will aid them in their work with teacher selection.

Sincere appreciation is expressed to the writer's family who provided understanding and support, and especially to the writer's wife, Marianne, who provided the encouragement and love necessary to carry out the endeavor.

ABSTRACT

The purpose of this study was to provide a data base for making pertinent decisions concerning the teacher selection process in the State of Tennessee. A secondary purpose was to validate the findings with the expert opinions of a national panel of experts.

The study was descriptive research. A mail questionnaire was sent to 145 superintendents and principals in Tennessee. One hundred nine superintendents and 225 principals returned usable questionnaires. The questionnaire was pilot tested for content and face validity; the Spearman-Brown split-half Alpha reliability coefficient was 0.86422.

The Delphi technique was used to validate the criteria of the Tennessee teacher selection process by a national panel of experts comprised of ten members. Four criterion statements were elicited from the literature and organized in the following categories: Purposes of Teacher Selection, Personnel Involved in Teacher Selection, the Individual with Primary Responsibilities for Selection, and Essential Criteria to Use in Collecting Data on Applicants.

The Statistical Package for the Social Sciences Program was used for data analysis. Frequencies, adjusted percentages, and total percentages were computed for the criteria. Chi square and one-way analysis of variance tests were computed to determine significant differences at the

.05 level. A mean of 5.000 was established for the reference groups as indicating agreement with the panel of experts for modal responses for a teacher selection process.

Major findings of the study were:

1. The Tennessee superintendents and principals significantly differed in their perceptions of the purposes of teacher selection.

2. The Tennessee superintendents and principals significantly differed in their perceptions of the criteria used for teacher selection.

3. No significant differences were found in the perceptions of superintendents and principals from school systems of varying sizes in the design, attitude, and outcome of the teacher selection process.

4. The mean scores of the Tennessee superintendents and principals indicated a low level of agreement with the panel of experts on purposes of teacher selection and who should be involved in the selection process. The mean scores of the reference groups indicated a high level of agreement on essential criteria used for teacher selection.

Tennessee superintendents and principals should utilize the criteria validated by a national panel of experts for teacher selection in order to develop a systematic selection process for local school districts.

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CHAPTER I

BACKGROUND OF THE STUDY

I. INTRODUCTION

Among the important decisions made by educational administrators are those concerning the selection of teachers. Each teacher represents a potential gain or loss to the school system in terms of goal accomplishments. Therefore, the teacher selection process provides an opportunity for an educational administrator to make a major contribution to the improvement of a school system. In addition, it affords an example of the decision process in which the process itself can be studied systematically and the results generalized to many administrative tasks (Bolton, 1969:329).

A variety of methods and techniques are used to collect information on the qualifications of each teacher applicant. The decision to select one teacher over another is the culmination of preliminary decisions which determined the selection. Because of the impact the selection has upon school children, it must be made with confidence and assurance that it is the ultimate selection.

Selecting teachers is a major personnel function. Gerwin stated:

So crucial is the selection of a teacher to the quality of the educational program that it seems obvious that this decision should be made with the utmost certainty regarding its utility. Yet, such decisions are frequently intuitive and arbitrary, and, despite a certain amount of theory development, a lack of empirical data has left the teacher selection process a highly subjective one. Under such conditions, reliability and discrimination may be extremely low, and decisions made may make the decision makers feel relatively uncertain regarding their choices. Of major concern, then, is whether conditions can be specified which will increase the reliability, discrimination, and feelings of certainty regarding decisions made in selecting teachers (1974:16).

The method by which selection is conducted affects relationships with staff, students, and parents. The function of selection of teachers is too important not to be systematically planned and well executed; therefore, it is very important who is assigned the responsibility for the selection as well as the method used for making the ultimate decision as to who is employed.

A variety of methods and techniques are used to determine the qualifications of one being considered for employment. The most common sources of data for teacher selection are:

1. Application forms
2. Data through personnel folders
3. References
4. Interviews
5. Certification and transcript forms, and
6. Existing need for selection.

Evidence of these characteristics was found in a review of literature related to decision making in the selection of teachers.

A school system must develop a framework for the selection of teachers. The process of teacher selection requires a well-defined set of procedures as well as consistent implementation on the part of the person in charge of the selection. School systems should develop a teacher selection process in order to find the most qualified person for the job.

II. STATEMENT OF THE PROBLEM

For many years, education was plagued by a shortage of teachers so great that this shortage was given as a major reason for lack of improvement in educational programs. In a statistical study, Teacher Supply and Demand in Public Schools, the National Education Association found that a number of prospective teachers from the 1977 graduating class seeking teaching positions (164,100 persons) exceeded by 79,200 the number of teaching positions actually open to them (1978:3). These figures indicated that only 84,900 teachers were able to obtain teaching positions. Why were these 84,900 teachers selected over others who applied for these same positions?

This study addressed the selection process of teachers. No data base existed for making pertinent

decisions concerning selection of teachers in the State of Tennessee. Without these data there was an inadequate basis for the appraisal of teacher selection process in Tennessee.

III. PURPOSE OF THE STUDY

The purpose of this study was to provide a data base for making pertinent decisions concerning future directions for the teacher selection process in the State of Tennessee. A secondary purpose was to examine the congruence among Tennessee superintendents and principals in regard to the criteria validated by a national panel of experts. The data to be collected included the following:

1. The purpose of teacher selection in the State of Tennessee;
2. Description of the teacher selection process presently in use;
3. Identification of personnel participation in the teacher selection process;
4. Selection priorities given in the selection of teachers; and
5. Attitudes of administrators toward the teacher selection process in the State of Tennessee.

The direction for this inquiry was first conceived as a result of a study on teacher selection for a course in Educational Administration and Supervision, "The Politics

of Education," at The University of Tennessee, Knoxville.

It was found that a data base should be developed for administrators who make the decisions for teacher selection.

Questions to be Answered

In order to develop the purpose of the study, the following questions were answered.

1. What are the present purposes and what should be the purposes of a teacher selection process as perceived by superintendents and principals in the State of Tennessee?

2. Who is involved and who should be involved in the teacher selection process as perceived by superintendents and principals in the State of Tennessee?

3. Who has and who should have the primary responsibility for teacher selection as perceived by superintendents and principals in the State of Tennessee?

4. What do administrators perceive to be the real and desirable criteria of teacher selection for their school systems in the State of Tennessee?

5. What do superintendents and principals perceive to be the average length of time in minutes each teacher is given before a selection is made in their local school district?

6. How do superintendents and principals in the State of Tennessee differ in their perceptions of the purpose of teacher selection?

7. How do superintendents and principals differ in their perception of the criteria used for teacher selection?

8. Will school systems of varying sizes report major differences in the design, attitude, and outcome of the teacher selection process?

9. What is the relationship between the teacher selection process system as perceived by superintendents and principals in the State of Tennessee and that perceived by a national panel of experts?

IV. IMPORTANCE OF THE STUDY

Most people would agree that children and their parents must be the focal point of the educational process and that success of the educational experience must ultimately be judged by how well children are educated. Nothing affects the education of these children more directly than teachers. Therefore, of all the tasks faced by administrators, none is more important than the acquisition of a highly qualified and productive teaching staff. The Commissioners Report on The Education Professions stated:

The opportunity to perform this task in an exemplary manner has been enhanced recently as the supply and demand picture has changed markedly. Projections of teacher supply and demand indicate beginning teachers will be in excess supply ranging from 80 to 150 thousand through the 1980-81 school year (HEW, 1975:10).

The importance of this study related to the method by which the selection agency chose to identify the most qualified person from the supply of certified teacher applicants. With a number of certified teachers available, it was significant that each agency has a well-planned method for this selection. Presently, the selection of teachers is done in a variety of ways and does not portray in established method for insuring the best selection. The teacher selection process must be developed and systematically implemented in order to make each selection one of quality over any other that might have been chosen.

Thus, the school administrator has the opportunity to approach the important task of securing teachers with substantial discernment. While more teachers are currently available for employment, it should be remembered that high caliber teachers probably will remain in short supply. Therefore, the teacher selection process must be well planned in order to obtain the better teachers (Wood, Nicholson, and Findley, 1979:79).

V. ASSUMPTIONS

The investigation of teacher selection was based on the following assumptions:

1. Superintendents and principals in Tennessee public schools possessed skills which would enable them to respond honestly, accurately, and willingly to the questionnaire.

2. The effectiveness of the teacher selection process in the State of Tennessee could be described by use of a survey instrument.

3. Superintendents and principals' perceptions of the teacher selection process were two important sources to verify the system.

4. The panel of experts were knowledgeable about what comprises a quality teacher selection process, and their opinions were accepted as valid.

VI. LIMITATIONS AND DELIMITATIONS

The limitations for this study were the following:

1. The length of the survey instrument and the degree of cooperation of the respondents in providing objective perceptions regarding the identified criteria for teacher selection processes in the State of Tennessee.

2. The percentage of returns from the two reference groups.

The delimitations for the study were the following:

1. The 145 public school superintendents in the State of Tennessee.

2. The random sample of elementary and secondary principals as identified in the State Department of Education's 1981-82 Directory of Public Schools.

VII. DEFINITION OF TERMS

The following terms were defined for the purpose of the study.

Teacher. A person who was a member of a school staff whose primary duty was to instruct children in either a special subject area or a generalized curriculum as approved by the Tennessee State Department of Education.

Selection. A stage in decision-making "designed to insure a high probability that learning would occur in the classroom" (Bolton, 1973:xi).

Principal. ". . . the direct line representative of the superintendent and board of education; he had all the responsibilities of an educational director--the vicarious teacher of every child in his school" (Cubberly, 1970, Reprinted by arrangement with Evelyn M. Turrentine:155).

Superintendent. ". . . the chief administrator of a local school district whose responsibility was to exercise the charge and oversight of all educational activities.

Criterion. ". . . a standard on which an evaluative judgment or decision was based" (Webster's New Collegiate Dictionary, 1977:270).

Delphi. ". . . a technique for gaining information and an opinion feedback through sequential interrogations of any number of individuals. It is an intuitive methodology for eliciting, refining, and gaining consensus

from individuals within an organization regarding a given issue" (Tanner and Williams, 1981:116).

Perception. The art of linking what is sensed to some past experience to give the sensation meaning (Webster's New Collegiate Dictionary, 1977:626).

VIII. PROCEDURES

This study was descriptive research via a mail questionnaire to superintendents and principals who are employed in the public school systems in the State of Tennessee for the school year 1981-82. The questionnaire format (Appendix A) was the same as that used for Teacher Evaluation by Dr. Pat Miller Ubben in 1980 at The University of Tennessee, Knoxville, Tennessee (Appendix B). The sources and procedures used in collecting and treating the data are described in the following section.

Gathering the Data

The data were gathered through the administration of a questionnaire to a state-wide sample of elementary and secondary principals and 145 public school superintendents. The questionnaire was constructed and arranged in such a manner as to solicit responses in three basic areas of concern--school system information relative to purpose of teacher selection, the perceived method of teacher selection, and the respondent's perception of selection priorities.

A related review of the literature contributed to the study and questionnaire. The limited research conducted in the teacher selection area necessitated an ERIC search (Educational Resources Information Center) which produced related studies for the teacher selection process itself. Other sources utilized for the literature review were the Dissertation Abstracts, scholars in the area of teacher selection, and the Education Index. None of these resources indicated that any study related to the teacher selection process had been completed for the State of Tennessee.

Construction of the Questionnaire

The purpose of the study and the research questions were further analyzed to produce objectives that were to be a guide in development of the questionnaire. The following objectives were identified:

1. To determine superintendents and principals' perceptions of the present purposes and what should be the purposes of teacher selection for their local school districts.
2. To determine the superintendents and principals' perception of the teacher selection process currently in use by their school system.
3. To determine personnel involved and who should be involved in the teacher selection process for local school districts in the State of Tennessee.

4. To investigate the selection priorities given to teacher selection in the State of Tennessee by school district administrators, and

5. To determine the attitudes of administrators toward the teacher selection process in the State of Tennessee.

Each item on the questionnaire was constructed to meet the above objectives. In addition to the three basic categories described for the questionnaire, demographic data were collected as to position, experience, the degree of training, size of school system, length of time worked in the system and present position, and school system category. These additional variables were added in order to crosstabulate smaller versus large school systems in the State of Tennessee.

The second section contained school system information pertinent to the respondent's perception of the purposes of the teacher select on, the personnel involved in the selection process, and attitude relative to who should be involved in the teacher selection process. The respondents were asked to indicate their perception by: (00 of no importance; (1) primary importance; (2) second in importance; and (3) third in importance. The remainder of this section required a simple check mark to identify responses.

The third section required the respondent to check those methods used for teacher selection in his school district and to place an "X" on the scale at the point which best expressed his reaction to the question. Other perceptions required a check mark to identify local school district practices and procedures.

The last section of the questionnaire was related to school district selection priorities. Each respondent marked the amount of time he perceived his school system gave each applicant for the teacher selection process in his local school district. Additionally, questions were asked as to how each respondent perceived the teacher selection process system functioned in his school district. The cover letter for the questionnaire pointed out that there were no right or wrong answers and that answers to each of the statements would be anonymous.

The Delphi Technique

The Delphi technique was used to validate the criteria for evaluating the teacher selection process. The Delphi technique required a panel of experts who contributed their opinions to the solution of a problem without face-to-face confrontation. The Delphi technique for this study utilized a panel of experts to identify criteria related to the teacher selection process.

In order to identify panel members, a letter (Appendix C) was sent to eleven authors recognized in the review of literature on teacher selection. Each author was asked to serve on the panel of experts and to nominate five other people recognized for their expertise in teacher selection (Appendix D). The intent was to select persons named more than once to serve on the panel. Six of the authors initially contacted agreed to serve on the Delphi probe. Three other people were recommended by at least two of the original six. These three were mailed letters (Appendix E), informing them of the recommendation, and asked to serve; a consent to serve letter (Appendix F) was also included. Two other persons were selected from the names submitted to the researcher on a geographical basis in order to have a more national representation on the panel. A total of eleven persons complied with the request and comprised the panel. The list of panel members is included in Appendix G.

The panel was asked to respond to the criteria used to develop the questionnaire for Tennessee superintendents and principals in order to compare the findings of the Tennessee selection process with that recommended by the panel of experts. The panel was asked to make other points to consider for the teacher selection process not included in the first Delphi probe. The cover letters for

the Delphi probes are in Appendix H. A stamped, addressed envelope was enclosed for ease in returning the questionnaire to the researcher.

The responses from the first questionnaire were tabulated to formulate a second questionnaire. The second questionnaire gave the panel members the modal responses for each criterion and showed their response in red print if it did not agree with the majority. The panel was instructed to consider their former responses and the modal response before rating the criteria a second time. The panel was also instructed to provide a reason for their second response if it differed from the majority response (Appendix I).

The responses to Questionnaire II were tabulated by frequency count and modal responses obtained for each criterion. The reasons given for not agreeing with the majority response were stated on the third questionnaire. Questionnaire III was mailed to the panel members with an accompanying letter. The panel members were again asked to consider their former responses, the modal response, and the reasons given before rating each criteria a third time (Appendix J). Responses from the third questionnaire were tabulated to finalize the final probe, and results were mailed to the panel members (Appendix K).

The criteria for the teacher selection process rated "Intensely Important" to "Of Average Importance" for

teacher selection after the third probe were used to validate the teacher selection process in the State of Tennessee. Eight categories were determined by the review of literature. The additions, revisions, and deletions to the initial questionnaire, suggested by panel members, are included in Appendix L.

Testing the Instrument

Since there was no standardized instrument available to assess the teacher selection process, the investigator developed a survey instrument to obtain these data. The instrument was reviewed for content validity through the literature review, identifying criteria for the assessment of selection procedures, as well as a jury of retired school principals, former superintendents, professors of education, and graduate students in education in the Department of Educational Administration and Supervision at Middle Tennessee State University, Murfreesboro, Tennessee. They commented on the content validity, specifically on the content, clarity, and relevance of items included in the questionnaire. The comments and suggestions received from the jury of educators were utilized in revision of the questionnaire.

The instrument was then field tested on a small sample of subjects during its developmental process to insure clarity and effectiveness. The subjects involved

in the field testing were students enrolled in the 1980 winter semester classes of the Department of Educational Administration and Supervision of Middle Tennessee State University, Murfreesboro, Tennessee, and selected educators in Middle Tennessee.

The Spearman-Brown split-half formula was used to estimate the reliability of the questionnaire for teacher selection process in the State of Tennessee. In general, it was designed to answer the question, given two equally reliable parts, how reliable would the whole be if they were combined into one?

The split model partitioned the variables in the scale into two subsets. For each subset or subscale (form) the sum was computed and the reliability calculations made use of only the information contained in the two sums for each case. The number of cases tested in the split-half were 272 with an Alpha reliability coefficient of 0.86422. When there are only two items, the alpha value is equivalent to the standard Spearman-Brown split-half coefficient. Guilford and Fruchter (1978:418) stated in Fundamental Statistics in Psychology and Education: "Reliability is a function of test length, and the split-half method tends to underestimate." There was no one best way of estimating the reliability coefficient for a test; however, the Spearman-Brown split-half coefficient was used to determine

if the questionnaire for teacher selection process in Tennessee was a reliable instrument for obtaining a data base for making decisions pertinent to teacher selection.

Selecting the Sample

Considering the nature of the teacher selection process and its importance not only at the local level but also on a statewide level, the researcher decided to randomly sample the public school administrators in the State of Tennessee. The principal sample was selected from the list of principals in the 1981-82 Directory of Public Schools for the Tennessee State Department of Education. A day was spent with George Malo, Director of Research and Development for Tennessee State Department of Education, to determine the sample size and the exact population to use in the research.

The required sample size was computed on a formula devised by Krejcie and Morgan (1970:608). The Chi square statistical procedure was chosen as the means for determining the needed sample.

The identification of the selected sample was accomplished through a "systematic sampling technique" as described by Nunnery and Kimbrough (1971:67). This method was used because of its general acceptance and relative ease of drawing a random sample from the principal population in Tennessee. Guilford and Fruchter (1973) support

this method as long as "random sampling is the selection of cases from the population in such a manner that every individual in the population has an equal chance to be chosen."

The superintendent sample included all public school superintendents in the State of Tennessee except one. The researcher of this study was superintendent of Coffee County Schools and exempted himself from the sample size.

Administering the Questionnaire

The questionnaire, accompanied by a letter of introduction and explanation (Appendix N-O) was mailed to each selected person in the sample. The questionnaire was designed to make it easy to return by simply folding, sealing, and mailing it as postage was prepaid. At the end of two weeks a card (Appendix P) was mailed to those lax in returning the questionnaire. This card emphasized the importance of the study and asked the person to return the questionnaire.

Method of Analysis

The data gathered were organized into frequency and percentage tables. The Chi square statistic was used to determine the significance of relationships among the variables. For this study a Chi square value significant at the 0.05 level was used. Chi square was selected for

comparison of items because of the nominal data that was collected and its applicability to the analysis of data that were classified in terms of frequencies within categories.

Galfo and Miller (1973:201) stated that the Chi Square statistic is applicable to three basic types of problems. They are:

1. Tests of hypothesized expected frequencies.
(The hypothesized frequencies may be educated guesses or based upon previous experiences or observations.)
2. Tests of independence.
3. Tests of tendency of data to assume a given distribution such as the normal distribution. (This kind of test is called "goodness of fit" since its purpose is essentially to determine if the data is close enough to the given type to draw an assumption that deviations can be attributed to sampling errors).

The variables analyzed included the purpose of the Teacher Selection Process, primary selector for teacher selection, and outcome of teacher selection as perceived by superintendents and principals. Analysis of variance (ANOVA) was used to determine school system size relationship to design, attitude, and outcome of the teacher selection process in the State of Tennessee. If a significant F ratio was found at the 0.05 level, the Scheffe test for

multiple comparisons was used to determine the location of the difference.

IX. ORGANIZATION OF THE STUDY

The study is divided into four chapters.

Chapter I includes the introduction, statement of the problem, purpose of the study, importance of the study, assumptions, definition of terms, procedures, and organization of the study.

Chapter II contains a review of related literature in the area of teacher selection.

Chapter III reports the data which was collected via the mail questionnaire and the results of the Delphi probes.

Chapter IV contains the findings, conclusion, recommendations, and implications as a result of the findings of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The purpose of this chapter is to give an overview of the process of teacher selection. The chapter is divided into five sections as follows: the need to re-assess teacher selection, collecting data on applicants, processing candidate information, making decisions, and related studies in teacher selection.

I. THE NEED TO RE-ASSESS TEACHER SELECTION

Teacher selection was not a well-defined area of educational decision making. Considerable knowledge and progress had been made in developing the selection process, but the fallibility of the process needed to be recognized (Castetter, 1976:172). Bolton (1973:2) recognized the problem when he wrote:

Educational administrators are in an advantageous and unique position to develop procedures that will use the talents of teachers and other professional personnel maximally. They should be following the best practices available for selecting teachers, placing them in the areas best suited to their talents. . . . Yet, teacher selection . . . falls far short of the innovative practices of business, industry, the governmental agencies, and some of the better school districts.

Many observers agreed that research in teacher selection tended to be descriptive, some lacking in empirical support, and overly concerned with cookbook

remedies. The need for sophisticated, analytical thinking was increasing because of rapid and fundamental changes occurring in the nature of the employment relationship (Gerwin, 1974:iii).

Why is teacher selection not as well delineated as other roles in educational administration? To understand the problem in a way so that eventually it can be solved required a brief investigation into the history of teacher selection.

A Brief History of Teacher Selection

In a day when the attitude toward the teacher was one of "keeping school," the choice of a teacher was based largely on that ability. Since the compensation was meager and the job part-time, teachers moved in quick procession making selection frequent and the means employed haphazard. The demand exceeded the supply which added to the problem (Atkinson, 1948:Chapter 1).

Then, too, it must be remembered that the early schoolmaster was expected to serve in other educational interests of the community, such as at spelling bees and as the interpreter of public affairs. He was often the church chorister. Whatever the community demanded of him became the criterion for his selection, if indeed a person could be found (and retained) for such an important task. The candidate's own admission of competence was usually

accepted since there was little evidence at hand, unless it be a letter of recommendation from the minister or a family in favor (Yeager, 1954:132).

In New England, it was fairly common practice to appoint teachers at town meetings. Later, this custom was supplanted through delegation of the responsibility to the selectmen with appropriate instructions. In any event, the town meeting usually confirmed the appointment. Since the schools were so closely related to the church, the minister's approbation was quite essential (Yeager, 1954:133).

Teachers were often located through hearsay or through advertisement in the newspaper or bulletin boards. Selection was based on some one who was both qualified and willing to teach or who would accept the meager salary which had been voted for the purpose. Many teachers received payment "in kind," that is, in goods or services, both as a part of, or in addition to, their scanty salaries. Influence then as now was a contending factor. In the South, where tutors were frequently employed, the selection of the teachers was generally a private arrangement between the parents and the tutor. Occasionally, the prevailing church expressed some interest in the attitude of the teacher toward religion. A good moral character was expected, although its attainment depended largely on the "moral tone" of the community itself. In general,

goodness prevailed among the pupils according to the moral influence of the teacher whose ethical teachings were instilled as he taught and whose precepts found expression in the stories of the readers of this day. The chief factor in his retention, however, was this success in "keeping school," in which trial and error predominated (Yeager, 1954:133).

Generally, however, the selection of the teacher was approved by city and town officials. As the free school acts which provided for local school boards or committees of education became operative, the responsibility for selection was transferred to these independent bodies, who established the conditions of employment. Gradually, both the church and municipal authorities became less and less concerned with teacher selection. It was destined to become a lay function with authority to select vested in an elected board of education. As teaching became more and more a profession and professional administrators developed, the initial responsibility of policy and procedure was delegated to administrators with board approval (Elsbree, 1939:154).

As long as teacher selection remained entirely a lay function and teachers were selected in such a haphazard way, it is no wonder that teaching was not an attractive profession. This unattractiveness was partly due to reluctance on the part of lay authorities to relinquish

the selective function to professional persons because of a desire to retain certain controls, such as the appointment of homegrown persons, favored sons or daughters, and, above all, to have the "whip hand" of school control through appointment and dismissals of administrators and teachers in accordance with their own policies (Yeager, 1954:134).

Concepts of Teacher Selection

While the legal responsibility for the employment of teachers ordinarily rested with the board of education, school administrators contended that the selection and promotion of teachers was a professional function. In 1938, the National Education Association advocated this principle in the publication, The Structure and Administration of Education in American Democracy. The association further stated: "The superintendent of schools should nominate all employees and the board of education should elect only upon his nomination." This statement of policy included all employees (NEA, 1938:60-61).

Such a policy was predicated on three assumptions: (1) that the superintendent of schools was chosen by the board of education to serve as its executive and professional leader; (2) that the superintendent was professionally competent to select personnel; in larger school systems he needed professional assistance in the performance of the function; and (3) that individual members of

the board of education agreed to the policy of refusing absolutely to allow their membership on the board of education to be used as a means of personal advantage or personal preference (The NEA Research Bulletin, March, 1942:54).

On its part, the board of education has three responsibilities. First, the board exercises a legal authority to set up standards for the qualifications of teachers in conformity with state standards or in excess of them. Second, the board should determine the policies to be pursued in selecting personnel. Third, it is the board's final responsibility to confirm appointment upon nomination by the superintendent and determine conditions of service within the legal framework and educational policies previously determined (Yeager, 1954:135).

Reeder (1941:119) summed up a desirable statement of policy with respect to teacher selection as follows: (1) that the superintendent of schools be delegated the duty of nominating all school employees to the board of education; (2) that all nominations thus made be accepted by the board unless disapproved by a majority vote; (3) that when a nomination by the superintendent is disapproved, he should make another or other nominations, rather than having the board substitute a candidate of its own selection; and (4) that all candidates for positions be instructed to send their applications to, and to promote

their candidacies wholly with, the superintendent, or personnel officers delegated by him. This was in conformity with codes of ethics for teachers.

Of course, situations varied from where the school superintendent had the major responsibility for screening teaching candidates (usually in small school systems), to systems where a centralized personnel department performed this function. In any case, consultation with school principals has generally been increased. This trend is most commendable as it is the principal who will supervise and work most closely with the teacher (Wood, Nicholson, and Findley, 1979:83).

School principals, who are expected to lead their staff, should be influential in the teacher selection process. However, Sergiovanni indicated that the selection process should be developed as a team effort involving those at all levels of administration in the schools. The selection process can be a vehicle whereby principals can hire a diverse faculty-a faculty that will reflect many beliefs, attitudes, and backgrounds (Sergiovanni, 1977:188).

From school district to school district there were considerable variations in the selection techniques. They ranged from heavy reliance on standardized written tests to heavy reliance on observed performance in the classroom. To some extent the choice of techniques depended upon the financial and personnel resources of the particular

district. Some techniques undoubtedly required somewhat more money and manhours than others. But, the differences were probably not great enough in most cases to account alone for the district's choice. Rather, the choice of techniques often said something about the district's educational value system. Is the goal of education and teaching to make certain that students have absorbed a certain amount of information? Or, is it to develop a sense of self? Or, is the goal of education somewhere in between (Tractenberg, 1973:9)?

II. COLLECTING DATA ON APPLICANTS

As the process of securing competent personnel moved from the recruitment to the selection phase, a number of formidable problems confronted the personnel administrator. These included determining the kinds of data needed to select competent individuals from the pool of applicants; deciding what devices and procedures were to be employed in gathering the data, and securing staff participation in appraising the data and the applicants (Castetter, 1976:167).

The selection process and its sequence were based on the collection of data on applicants. Without a means for collecting and analyzing information, the differences between candidates were less apparent and precise.

Without data the selection decision became one of chance (Bolton, 1972:12).

In order to arrive at a selection decision, multiple resources were used for obtaining information needed on each applicant. The following list comprised the main sources for candidate data:

1. Letters of application, inquiry, and resume
2. Application form; personal history information
3. Recommendations
4. College placement and commercial agency materials
5. Interview(s)
6. Paper and pencil tests
7. Actual performance assessment
8. Certificates and licenses (Bolton, 1972:12).

Letters of Application, Inquiry, and Resume

Although little research information was found on these sources of information relative to selection decisions, they were usually unsolicited and the first contact (other than possible recruitment interviews) from a potential applicant. However, the information they supplied was differentiating to some degree. For instance, it was hypothesized that the spelling and clarity of these initial sources of information indicated some candidate quality (or lack of it) (Bolton, 1973:12).

Levine wrote: "Do ask for a letter of application and a resume. Many applicants have spent a great deal of time preparing their resume. Is it really necessary for them to recopy the material on your application form"

(Levine, 1981:19)? Bolton (1973), however, indicated the resume was usually unsolicited and accompanied the letter of inquiry.

Application Form and Personal History Information

The application blank was generally considered an indispensable tool in the selection process. Its primary function was to obtain information, in the applicant's own handwriting, in order to establish his identity and to make tentative inferences about his suitability for employment in the specific position for which he was being considered (Castetter, 1976:187).

Application forms tended to be lengthy and contained much information that was not used for prediction purposes. Sometimes this length was due to the fact that a general purpose was used for applicants for all positions. In comparison, industrial organizations tended to devise forms for specific positions in order to reduce the time spent by applicants in completing the form and to make it more usable for prediction. The implication of such procedures was that local districts should investigate the possibility of devising different forms for different types of

positions, e.g., secondary and elementary teachers, or team teachers and self-contained, etc. (Bolton, 1972:12-13).

Castetter (1976) recognized the problem when he wrote in The Personnel Function in Educational Administration about the application blank. He said:

It is probably true that there are superfluous items on the majority of application blanks. The validity of each item, the completeness of the information elicited for the interviewer, and its effectiveness in transmitting needed information to members of the selection team are criteria that should be considered if every item in the selection blank is to be of worth in the selection performance.

Application blanks, constructed to obtain information about a potential employee, should not question candidates on their membership of, or attitudes towards, any teacher organization, their own political or religious beliefs (except in case of appointments to denominational schools), their marital status or plans, or their willingness to take part in extracurricular activities except those closely related to the job (Garner, 1981:9).

Ideally, the items in the application form should be valid predictors of success or failure in position performance. The application blank should be designed so that the interviewer need not secure and record factual data that can easily be gotten by the applicant's completing the form (Castetter, 1976:187).

The use of the application form as a source of information to predict a candidate's success was based on

studies which generally used current employees as subjects. Generally, these studies correlated information from the application blank (often called demographic data, such as age, number of dependents, years of experience, etc.) with some measure of success (supervisor rating, salary, etc.) (Bolton, 1972:13).

Reference and Recommendations

The employment of school personnel is a very significant organizational activity not only because of the need to secure properly qualified individuals but also because of the cost per selection in salaries, collateral benefits, recruitment, selection appraisal, and development, and because of the difficulty of dismissing the tenured staff members who are marginal performers. Consequently, investigation of the references and the background of those who survived the initial screening process was essential. The more important the position in the organization, the more exhaustive should be the investigation (Zoffer, 1975:25-33).

Seldom was the information furnished by a referrer to be taken at face value; this was especially true with written statements. Whether obtained by telephone, mail, or direct contact, information should be checked to determine its accuracy and to ensure its adequacy. A useful reference was the former employer, especially the

applicant's supervisor in previous positions (Zoffer, 1975: 34).

Many school systems systematized the reference check by preparing a reference check form to make certain that the specific information needed was covered in the investigation, including appraisal of position performance, strong and weak points, reason for leaving, compensation history, absenteeism, and the willingness of the former employer to rehire or to give a positive recommendation (Castetter, 1976:193).

Application forms and documents from placement offices generally had a place where references were listed; these references were usually asked for recommendations. Likewise, immediate past employers were usually asked for recommendations. Two methods were used for checking references:

1. Written--Most businesses and many school districts had a checklist of items for which information was to be provided.

2. Telephone or visit--Many businessmen used a form to record the information acquired. The benefits of the telephone check were that it saved time, reduced ambiguity because of the two-way conversation, amplified incomplete or unfavorable information, and was often the easiest way to get a supervisor (especially where mail was shunted to a central personnel office) (Bolton, 1973:13).

Letters of recommendation were considered to be worthless generalizations or to have not recorded the changes in skill of the applicant (Bolton, 1973:15).

Stone and Kendall (1966) suggested that a request for references should cover specific questions such as dates of employment, salary, whether former employer would rehire, basis of judgment, etc., and should seek an appraisal of performance. Most, if not all, letters of recommendations carried by the applicant were worthless in obtaining an accurate and unbiased appraisal of his/her personal character or worth to an employer.

Placement Agency Data

Although information from the candidate placement agency included information redundant to the application forms, it was used as a check against the application data. Placement agencies also furnished transcripts of student teaching evaluations, and references and recommendations from college personnel and/or former employers (Bolton, 1973:14). Donald Fuhr wrote: "Student teaching reports are often vague and highly subjective, and it is difficult at best to correlate a grade point average with actual teaching performance (Fuhr, 1977:57). Selection was further complicated when the transcripts and recommendations made the great majority of teacher applicants appear highly qualified (Smith, Clearing House, 1980:312-314).

Certification

The most widely used selection pattern involved two stages--state certification as a preliminary screening device and local school district hiring based on the application of such further techniques as the school district chose (Tractenberg, 1973:150).

In most states, certification was largely a review of the applicant's record. To be certified he or she presented evidence of completion of the requisite academic program, student teaching, and other requirements specified by the state education department. Often certification is based more on quantitative than qualitative considerations. However, some states (and the number is increasing) do have a significant qualitative element. In "program approval," the state approved those that met certain qualitative standards and certified the graduates of approved programs. The qualitative element also came in the form of performance on written tests. Several states utilized the National Teacher Examination of the Education Testing Service for this purpose. But the legal and practical validity of standardized written tests of all kinds was being brought sharply into question (Tractenberg, 1973:151). Levine (1979) wrote:

Standardized test scores of education majors are declining faster than are other students' scores, according to research by Boston University Education Professor W. Timothy Weaver. That is reason enough to start a discussion on the merits of testing teacher applicants.

Usually, the candidate's responsibility was to present evidence that State and local legal requirements had been met and that he/she had been certified or licensed. Teaching certificates were nearly always prerequisites to being hired; therefore, they served to screen out those applicants who did not legally qualify for consideration (Bolton, 1973:15).

Interviews

No part of the selection process was more widely used than the personal interview; most people felt that the interview contributed something to the selection process that could not be gained in any other way (Fear, 1969:27). Perhaps this feeling was the result of the personal contact that provided a two-way exchange of information or the opportunity to give information as well as get it (Moyer, 1948; Hansen, 1960).

For example where the purpose of the interview was to determine if the individual's aspirations were aligned with a vacancy in the district, certain questions and areas of discussion were suggested. Also, the interviewer could ascertain that the applicant fully understood the work involved, thereby decreasing later turnover from job dissatisfaction. The amount of time spent in presenting information about the school depended on the scarcity of applicants and the nature of information provided in other

formats. Some districts and businesses used written brochures or slide-tape presentations to supplement the interview (Bolton, 1973:15).

X The importance of the personal interview was universally acknowledged. Criscuolo (1977) declared: "Emphasis should be on the personal interview even though teaching credentials and college records receive attention."

The interview is a form of contact between the employer and the prospective employee which should receive the most careful consideration. Most employers regarded it as the determining factor in the selection of beginning or new teachers. Most candidates regarded it as an important element in their choice of corporations (Koerner, 1969:102).

Koerner also felt that the individual's personality had a way of permeating everything he or she did, and that the investigation of the applicant's personality should take priority in the interview. He felt that everyone who is to teach must have a personality that is conducive to working with youngsters. The skilled questions of an interviewer can determine an individual's basic notions about anything and everything. The job of an interviewer is to get the candidate to talk easily and freely in an uninhibited manner. In order to accomplish this feat, the interviewer must be an effective questioner (Koerner, 1969:103).

Castetter (1976:189) stated:

A preliminary interview is normally utilized for screening purposes, and the number and length of interviews with a candidate increases with the importance of the position to be filled.

The structure of the interviews varied from virtually no structure at all, with great flexibility available to the interviewer, to highly structured interviews where questions to be asked are decided beforehand (Bolton, 1973: 15).

Pellicer (Educational Leadership, 1981:492) wrote:

A good way to improve the selection process is to use a structured interview--a series of predetermined questions arranged in such a way that the administrator is able to gather information about a prospective teacher in areas deemed to be essential to successful performance.

Usually, at least one interview was arranged with a person high in the organization, another with the principal or the academic supervisor, and sometimes a peer was utilized in order to give the applicant a complete picture of the organization.

Hobart (NASSP Bulletin, 1979:29) stated:

An average interview will usually last about an hour. One must remember, however, that during this time while you are analyzing the candidate, the candidate is also analyzing you and your interviewing panel. The impression you and the panel give during the interview may determine if you can hire the candidate of your choice. Thus, the interview process is twofold: You can select the best candidate available, and the candidates can determine if they want to work with you in your system.

Criticisms of the interview as a selection device centered principally on the interviewer rather than the

technique. Lopez (1972) noted that research by investigators has produced little evidence to testify to the validity of employment interviews. On the other hand, problems, such as the following concerning the use of the interview, have been brought into focus: variability of interview content, question variability, uneven interpretation, premature decisions, negative approach, and unreliable and inconsistent decisions made as a result of the interview.

Despite the limitations of the interview, the indispensability of this tool in the selection process should be recognized. The interview was considered the principal means by which the school system linked the identity of the individual with the application blank; it was also an important means for bringing into focus the human aspects of employment. Both parties were able to communicate face-to-face, to exchange information, views, and to identify applicant and system needs. The interview was a way of personalizing what had often been described as a "most impersonal" process (Castetter, 1976:190).

Many districts and industries erroneously used the interview as a way to uncover the single criterion which they believed predicted teacher effectiveness. For example, some districts expressed the desire for teachers who care more about children than subject matter, or who were enthusiastic (believing that enthusiasm overcame most

difficulties), or who were of a specific race. There seemed to be, in many instances, little recognition of the need for multiple predictors, as well as predictors specific to each group and situation (Bolton, 1973:16).

The interviewer performed three separate information processes; gathering, processing, and evaluating information. These processes are, to some extent, independent. Some insist (Springbett, 1958) that the same person needed not do them all and that they did not necessarily have to be done during the interview. The interview itself may serve only to gather information from which another person made the decision involving synthesis and evaluation.

Paper and Pencil Tests

Another in the battery of local selection devices was the written test. The test could be locally created, administered, and graded. It could be geared to special local needs and conditions but created, administered, and graded by an independent testing agency. Or, the written test could be a national test such as the National Teacher Examination (Tractenberg, 1973:152).

McDaniel reported:

On April 12, 1977, a three-judge federal district court panel handed down a ruling in U.S. v. State of South Carolina upholding the authority of South Carolina to employ the National Teacher Examination (NTE) in certifying and determining pay scales of public school teachers. Neither the Fourteenth Amendment nor Title VII of the Civil

Rights Act, said the judges, has been violated by South Carolina's past or present policies. The court decided that the state of South Carolina had not been motivated to discriminate against minority groups (blacks, in particular) by its adoption of the NTE for certification and salary purposes. Finally, the court ruled that the NTE "had some rational relationship to . . . legitimate employment objectives" and that the massive validation study conducted by the state and the Educational Testing Service (ETS) was a satisfactory substantiation of current score requirements for certification in different teaching fields (1977: Phi Delta Kappan, November, 186-88).

Numerous tests have been used in the selection of personnel, including intelligence, aptitude, interest, certain achievement test, and personality tests. Their primary use in the selection process was to predict the ability of applicants to perform effectively in relation to a given position. Whether or not tests should be used in the selection process was a question that could not be answered categorically. Tests were useful under certain circumstances, but because of costs, the specialized personnel needed, variations in predictive validity and reliability, applicant acceptance of test requirements, charges of discrimination when tests were required, possibilities of litigation, and union, as well as other pressures to eliminate testing, the addition of tests to the selection process has become a matter for very careful deliberation (Miller, 1966:Chapter IV).

Because there is no general agreement about the value of tests for generating useful information about applicants, school systems which

use them must be aware of the administrative, technical, social, and ethical problems involved. Information derived from tests alone should not be used to make hiring decisions; when test data are used in combination with those from other sources, a more intelligent decision will probably result (Gellerman, 1968:Chapter 5).

Results of examinations such as the foregoing, together with an analysis of the candidate's academic transcript, have been used with or in place of classroom observation to arrive at an estimate of the candidate's professional qualifications. To a limited extent, judgments of other persons, as expressed in letters of recommendation, may have to be relied upon to secure information to supplement that derived from the sources mentioned previously. The individual responsible for personnel selection should keep in mind the relationship of the candidate's qualifications to the specifications of the position under consideration (1968:Chapter 5).

The general cultural examination represented another form of evaluation which has been used by school systems to secure some indication of the cultural level of the candidate. This examination consisted of paper-and-pencil test, and interview, or both. The paper-and-pencil test might include both objective and free-response items designed to sample those aspects of the candidate's cultural background which related to the abilities sought by the school system (Miller, 1966:Chapter 4).

Reluctance to use tests may be attributed to a number of factors (e.e., cost, lack of trained personnel, fear of dehumanization), and although tests may not be absolute and perfect predictors, it was clear that they did have the capacity to improve batting averages in selection (French, 1956:103). Thus, they should be examined for their utility in specific school situations. For example, if a school required that teachers have a specific level of intelligence and/or a special aptitude, testing was the only way to get objective and quantifiable information. The reason local validation was necessary was because some of the standardized tests had not been effective as predictors in certain conditions. A study with student teachers indicated that only selected scales of the Minnesota Multiphasic Personality Inventory appeared to be effective screening devices at the preservice level, while tests of academic achievement and intelligence (the School and College Ability Test, the Purdue Intelligence Test, and Sequency Tests of Educational Progress) did not prove to be predictive as selection devices (Mascho, 1966).

A testing program is not inexpensive. Development of materials, training of personnel, and informing the staff are costly. Employee-employer relationships and public relations can be adversely affected if the purpose and procedures of the testing program are not clear to

staff and community. The question of their value, validity notwithstanding, must be dealt with, i.e., one must always answer the question of whether the improved prediction of success or failure is worth the cost (Bolton, 1973:21).

Performance Assessment

A relatively recent development being used to appraise a candidate's potential for success was the assessment center approach. This procedure combined simulation exercises, observation of behavior in small groups, writing, problem solving, and paper-and-pencil tests.

For example, the popular "in-basket" test, which presented the candidate with a typical day's problems, not only probed his technical knowledge and his familiarity with company policy but also his ability to plan his work, to deal with emergencies in the absence of his superior, and to delegate or postpone solution of less important problems. This procedure has met with some success and has shown enough promise to merit investigation and possible application for more school districts (Bolton, 1973:23).

Bolton also wrote:

Likewise, other approaches to performance assessment via teacher internship, microteaching, and recently combined efforts of training institutions with local districts and professional associations were occurring and showed promise of benefit. The emphasis of these activities has been on teacher training rather than on selection, but they did contain components which related strongly to the selection process (Bolton, 1973:23).

The probationary period, in theory at least, served two important and related functions. It was regarded as a potentially vital facet of the selection process. Bolton (1973) stated: "It is impossible to predict a candidate's potential for being a good teacher without an opportunity for performance evaluation." Many of the suggestions for improvement in state certification focus on greater use of the probationary period as an internship served under a temporary certificate (Tractenberg, 1976:304).

III. PROCESSING CANDIDATE INFORMATION

Data collection provided a basis for selection or a rejection of a candidate. Therefore, the information that was collected had to be processed so that it actually did serve that purpose. Several options were available for the processing of information; all were related to the degree of sophistication and precision of the total process (Bolton, 1973:24).

Bolton (1973) further wrote:

The steps examined in the selection process should emphasize the systematization of information-gathering and information processing-which leads to a decision to hire a particular individual for a given position. How good is the match? To what extent do the qualifications of this individual meet the requirements for the position under consideration?

The most common technique for processing information on a candidate involved the creation of a file folder,

containing his/her documents and miscellaneous selection information. This file was reviewed by the personnel officer and/or principal and was assigned a reject, hold, or hire rating (1973).

Rejection or acceptance of a position applicant was a prediction based upon a variety of information collected through the use of various selection tools and techniques. One strategy for assessing the characteristics of a candidate was illustrated by placing a numerical value on information for the selection of school personnel. The underlying idea was to place this numerical value on information from each of the several information sources as it related to the various position requirements. Before data was utilized by persons charged with responsibility for the selection of personnel, they were evaluated and organized in order to facilitate analysis. Data relating to impact of the applicant on the behavioral characteristics of pupils were worthy of special attention because they were readily quantified and were related to instructional goals and objectives (Castetter, 1976:311).

One important task in dealing with applicant data was to summarize them so that they were meaningful to selections. Raw scores from tests should be converted into percentile ranks or standard scores so as to be comparable with normative information. Graphic profiles may also be used to portray the results of evaluation.

Whenever possible, information should be expressed in quantitative terms. When descriptive data could not be quantified readily, judgments of responsible individuals had to be relied upon to order the rankings. By treating data from application blanks, interview guide sheets, reference and background check forms, tests, and other sources so that they can be capsulized into a profile of the diverse dimensions of a candidate, the task of relating characteristics of applicants to the specifications in the position guides can be accomplished more effectively (1976).

Castetter also stated:

When districts can determine which information best predicts success by performing local validation studies, information processing becomes more complex. Data must somehow be condensed and coded so that candidates can be ranked when the point of final selection approaches; the processing of the information and the resulting format play a significant role in that final selection decision.

The format in which information was presented enhanced selection decisions, particularly when data was condensed on a single summary document rather than left as a mass of data in a file folder (Bolton, 1969:12). Bolton also said:

When a school district moves toward more sophisticated and precise selection procedures, using large amounts of data to validate the selection process as well as to make actual selection decisions, the need for computer service to handle this information becomes more apparent.

It may be that computer service will not be necessary for the smaller districts and their selection efforts, if sufficient attention is paid to efficient processing of paperwork, for example, visible record files which show at a glance the number of applicants for certain jobs, the comparisons of candidates, and what action needs to be taken to make the selection process more efficient. The information processing system can also be used to develop a graphic record which shows when most applicants inquire, send in the application, and are interviewed (Bolton, 1962).

IV. MAKING DECISIONS

The first idea which had to be grasped by a person making teacher selections was that he was involved in making institutional decisions; difficulties arose when this fact was ignored. Institutional decisions employed a common value system for a set of decisions, and an attempt was made to use the same criteria over a sustained period of time (Bolton, 1973).

Bolton (1973) observed, for example:

If a given applicant does not fit the job particularly well but has a great need for a job and is willing to take risks with regard to his own success, there may be a tendency to hire the individual out of sympathy for his need. However, unless the extra motivation (which might be indicated by the need of the applicant) compensates for other shortcomings which are evident, the decision to hire this person might not be in the best interest of the organization.

Most strategies for selecting teachers allowed decisions to be made at several points during the selection process, including any of the following:

1. Preliminary interview
2. Application form
3. Tests
4. Interview(s)
5. Check of references
6. Written records of background
7. Discussion with principal
8. Physical examination
9. Certification (Bolton, 1973).

Although decisions could be made at any of these points, usually the decision was either not to hire the applicant or to continue seeking additional information. In effect, the strategy was a "sequential hurdles" approach, with the selection decision to hire the individual being made only after all information had been collected (1973).

One of the very real difficulties in the selection process was that posed by the time factor. Many desirable candidates were lost to competing school systems because of the time lag between the initial interview and the official election by the board of education. Every effort should be made to keep to a minimum the amount of time involved in selecting a candidate (Castetter, 1976:321).

Levine (Thrust, 1981:18-19) wrote:

Do verify the information you have about the successful candidate, including any experience which led you to your selection or which is to be used for placement on the salary schedule. Get official college and graduate school transcripts. Speak to all references whose names have been included in the application, if you have not already done so.

A number of people might be involved in making decisions regarding applicants at the various steps of the selection process. The initial screening may be done by one person or one group, while the final judgment might be made by another. Likewise, the decision of fitness for hiring may be made by one individual, while the decision about the placement may be made by another (Bolton, 1972:26).

The two sequences which follow were examples of divergent practices representing different emphases on central control of information collection and assignment of authority for making choices.

Sequence 1: Strong Principal Involvement

1. Central office conducts recruitment.
2. Central office conducts screening interview.
3. Principals examine written records, information regarding initial interview.
4. Central office processes written records.
5. Principal is responsible for contacting applicants in whom he is interested.
6. Principal interviews.

7. Central office interviews if the principal's interview is favorable.

8. Other principals who have vacancies of interest.

9. Principal(s) makes recommendation that offer be made.

10. Central office makes offer.

11. Individual decides upon offer (Bolton, 1972:37).

Sequency 2: Strong Centralization

1. Central office conducts recruitment.

2. Central office processes written records.

3. Central office conducts interviews.

4. Central office summarizes information from written records and interview.

5. Written information and summary are routed to all principals who have potential vacancies.

6. Principals make recommendations regarding selection.

7. Central office makes final decision (1972).

Castetter wrote of similar selection procedures.

In various school systems, one employment technique is to place those individuals judged to be qualified for a position on an eligibility list. Although the definition of an eligibility list probably varies somewhat among school districts, it is generally taken to mean that those persons responsible for selecting school personnel have designated as suitable for employment applicants who have met established qualifications. The eligibility list adheres to the merit principle and provides a list of applicants, in rank order, eligible for appointment as vacancies occur (Castetter, 1976:333).

Since the selection process was not a single-phase operation (it consisted of much more than simply making a choice), one of the major responsibilities of the person in charge of selection was to determine who should be involved in what phase of the selection process and what should be the sequence of activities (Bolton, 1972:28).

There was little research available which indicated how data descriptive of teachers should be interpreted. However, the analysis of factors which enhanced interpretation and factors which caused errors suggested specific actions which offer promise for reducing problems of data interpretations. These actions were:

1. Limit the number of behaviors that are to be assessed in the selection process.
2. Develop specific definitions of desired characteristics.
3. Specify behaviors desired and situations wherein those behaviors are appropriate (for example, consider the requirements of an urban classroom filled with alienated students as opposed to a suburban classroom filled with students motivated for school activities).
4. Focus on specifics rather than general impressions; where possible avoid inferences.
5. Assess observations immediately rather than delay assessment.

6. Assess behaviors independently (for example, teacher behaviors, pupil responses, and pupil-teacher interactions).

7. Suppress rating and observer biases based on an awareness of those biases.

8. Replicate observations and assessment (Bolton, 1973:39).

When making the final selection decision, a selector tended to use one of two different strategies.

1. Subjective. At one extreme were those authorities who recommended what was essentially an intuitive judgment, called "clinical" by Meehl (1954:3).

2. Objective. Others insisted that only an objective process using the qualification of verifiable information could render valid decisions. The objective method was sometimes referred to as "actual" or "statistical" decisionmaking.

In general, opinions differed about which of these two strategies produced the sounder judgment. Authorities did agree that an essential task of the decisionmaker was to predict the future performance of the applicant. How this prediction could most reliably be made was the main issue (Bolton, 1972:34).

Final selection of personnel was generally based on the merit principle, which held that vacancies should

be filled by those candidates who best met the established qualifications. Departure from this concept sooner or later will lead to a staff of inferior quality. In the struggle for excellence in public service, one of this century's greatest personnel problems has been trying to develop and control sound selection procedures. The advance from the spoils system to the modern career-service concept has not been easy. Experience indicated that unless selection from the eligibility list was carefully controlled, so that the merit principle operated, the integrity of the entire organization was threatened (Castetter, 1976:335).

V. RELATED STUDIES

A review of the literature for the past 10 years indicated no studies dealing with the teacher selection process system. Four studies pertaining to methodology as they apply to the present study are reviewed in this section.

Merritt Study

The purpose of this study was to explore the relationships between (1) congruency of attitudes between principals and teacher candidates with different job qualifications, and (2) principals' attraction to different teacher candidates.

Merritt's population for this study consisted of full-time elementary school principals in New York State, excluding New York City and Long Island. A random sample of 500 principals actually participated in all phases of the study. The willingness to participate in the study was the criterion which qualified the principal for inclusion. There were no restrictions on sex, age, or other demographic variables.

Questionnaires were used to obtain descriptive information about the principals. The Education Scale (Kerlinger and Kaya) was used to secure the principal's attitude toward general educational practices. The principal's attraction to the hypothetical candidate presented to them by written information was measured by the Interpersonal Judgment Scale (Byrne, 1961).

The results of the analyses of data suggest two major conclusions.

1. In a teacher selection situation, the similarity-dissimilarity of attitudes between principal and teacher candidates does affect the principal's attraction to the candidates who hold similar attitudes than to candidates with dissimilar attitudes.

2. The effect of similarity-dissimilarity of attitudes between principal and teacher candidate on principal attraction to the teacher candidate seems to be more

powerful than the effect of the teacher candidate's qualifications.

Merritt suggested that if further research reveals the attitude congruence process does indeed affect the weighting of a candidate's performance record, one might seriously consider different structures for the selection process in order to reduce bias (1971:paper).

Bolton Study

The purpose of the Bolton study was to determine the effects of four variables on teacher selection decisions in relation to the consistency of the decisions, the fineness of the discriminations made, the time needed to make the decisions, and the confidence that the decisionmaker had in his decisions. The four variables were:

1. Amount of instruction provided in how to process information.
2. Number of written documents presented.
3. Degree of masking of information.
4. Interview information.

The experiment was conducted in a simulated situation using 144 principals from three counties in Washington as subjects. Each subject examined eight fictitious applicants for a hypothetical teaching position and made decisions regarding the appropriateness of each applicant for the position. The statistical method used

was an analysis of variance for the 2X2X2X3 factorial experiment and was completed for the main and interaction effects of the four independent variables. By using the single measure of time, and two measures for each of the other dependent variables, there were seven ANOVA's computed.

The results of the study showed that:

1. Instruction reduces the amount of time it took to make decisions.
2. The single document reduced the time it took to make decisions and increased the amount of discrimination in making estimates on the teacher evaluation instrument, and
3. The degree of masking of information reduces the additional interview information, increased the time needed to make decisions, increased the discrimination on estimating consequences on the teacher evaluation instrument, and increased both measures of certainty (1968).

Palmer Study

Palmer's study was to identify certain situational factors considered important to the teacher selection process. The study focused on three major topics:

1. Identification of situational factors relevant to teacher selection.

2. Situational factors presented to subjects in an experiment conducted at the University of Washington, and

3. Potential manipulation of situational factors in other experiments on teacher selection.

An experiment was conducted, utilizing a simulated situation for the study of teacher-selection decisions. On the assumption that selection decisions are mediated by the situational variables, it was decided that relevant situational variables would be controlled in the experiment. The purpose of providing a complete description of the hypothetical situation was to: (a) remove the subjects from their own situation and place them in a controlled situation and (b) allow the subjects to determine criteria appropriate for selection in the given situation.

A determination of the situational context was made following discussion with an advisory panel. Constraints of time for displaying the situation and the desirability of having the subjects retain adequate information regarding the situation necessitated a concise description of the most relevant factors which would satisfy the stated purpose. Weighting factors were assigned to each of five sections in the situational presentations. The relative importance of the section to the discussions to be made and the percentage of time to be devoted to each section was determined by a consensus of the advisory panel.

The simulated situational description developed for the experiment provided for the potential manipulation of a number of situational factors in additional experiments regarding teacher selection were (1) community, (2) school system, (3) school, and (4) classroom. This study emphasized the importance of situational factors to teacher behavior and teacher effectiveness, and has related teacher behavior in situational contexts to the teacher selection process. Universal criteria were not sufficient to account for the complexities and dynamic aspects of teacher behavior; rather, the interacting effects of situational variables comprising a given situation necessitated criteria of teacher selection based on those behaviors designated by the local school district as desirable for that particular situation. The identification of situational factors for an experiment in a simulated situation included aspects of the location and physical setting of the community, the nature of the community, the school district, and the vacancy itself.

The future manipulation of some of these situational factors provide the potential for determining how these factors affect the teacher selection process decision (1978).

Nalley Study

The purpose of this study was (1) to describe the teacher selection process currently used by the Public Schools of the District of Columbia; (2) to identify current and projected teacher selection procedures used by selected school systems; (3) to organize and present the data from (1) and (2) to serve as the basis for comparison; and (4) to present the findings, conclusions, and recommendations.

A complete description based upon official documents and interviews with appropriate personnel was made of the procedures used in the Public Schools of the District of Columbia. Comparable statements of selected school systems' present and projected selection procedures and policies were used.

Nineteen school systems having enrollment between 100,000 and 200,000 were investigated. A survey instrument developed for the United States Office of Education and modified to suit the needs of the study was utilized. Seventeen, or 89.5 percent, completed questionnaires were returned by a certain date. The data were organized and tabulated; frequency distributions were converted to percentage distributions on an Olivetti Programma 101 programmable calculator. The results of the computer analysis were compared to the responses to the questionnaire completed

by the Public Schools of the District of Columbia. This analysis and comparison was used as the basis for the conclusions and recommendations of the study.

The findings indicate that the schools (1) make an analysis of existing staff resources; (2) maintain data through personnel folders, IBM and index cards; (3) supply pertinent information regarding the school system through brochures; (4) require application forms, (5) require references from university professors and all former employers; (6) require personal interviews to rate candidates in regard to personal appearance, speech, interest in children, and youth; (7) require evidence of certification and official transcripts; (8) provide at least 20 minutes for each interview; and (9) notify candidates of selection by June (1971).

VI. SUMMARY

A review of the literature concerning the teacher selection process was presented in this chapter. Selected related studies were reviewed for their methodology pertaining to this study.

A description and history of teacher selection initiated the investigation for the remainder of the review of literature. The review of literature revealed that the teacher selection process included:

1. Collecting data on applicants,
2. Processing candidate information,
3. Making decisions, and
4. Related studies pertaining to methodology in the area of teacher selection.

The methodology of the teacher selection process was varied and a complex process. Several writers stated the importance of having standards or a system upon which to base a selection.

CHAPTER III

PROCEDURES FOR CONDUCTING THE STUDY AND ANALYSIS OF DATA

I. INTRODUCTION

The design of this study was a descriptive type of survey. Data for the study were secured through the use of a questionnaire developed by the researcher. The sources and procedures used in collecting and treating the data are described in the following sections. Tables are integrated with the text rather than presented in a separate section and appear as soon as possible after their first mention. The chapter is organized in the following manner: methods and procedures, measures and treatment, analysis of the data, and the Delphi technique.

II. METHODS AND PROCEDURES

In order to investigate the relationship between the superintendents and principals' perceptions of the teacher selection process in the State of Tennessee, a descriptive study was deemed appropriate. Considering the nature of teacher selection and its importance not only at the local level but also on a statewide level, all public school superintendents and a random sample of principals

in the State of Tennessee were included in the survey. The data were presented and organized to answer the questions posed in Chapter I.

A sample of 145 public school superintendents and 313 public elementary and secondary principals was selected for the study. The principals were randomly selected based on a formula described by Krejcie and Morgan (1970). The sample of 313 respondents was determined out of the total principal population of 1,764 (1981-82 Directory of Public Schools). The formula, predicated on the use of the Chi Square statistic, produced this number as a needed sample in order to test the resulting data at the 95 percent confidence level.

A "systematic sampling technique" explained by Nunnery and Kimbrough (1971) was employed to select the actual names of the potential principal respondents from the State Directory. This technique required a table of random numbers to determine the beginning principal from which an interval of 11 was added to select the next principal. This process of counting from the last principal to the next principal in intervals of 11 was continued until the sample needed, 313, was obtained. The interval of 11 was determined by doubling the product (5.5) when the required sample size was divided into the principal population. The systematic sampling method was selected because it did not require a great deal of time or effort and assured a representative cross section of the principal population in Tennessee.

The superintendent population in the study included all public school superintendents in the State of Tennessee except one. The researcher of this study was superintendent of Coffee County Schools and exempted himself from the sample size.

A total of 145 questionnaires were mailed to superintendents. One hundred twelve responses were returned (77 percent). A total of 109 (75 percent) was used for the study. The principal sample size was 313. Two hundred twenty nine questionnaires were returned (73 percent). A total of 225 principal responses (72 percent) was used for the study.

The Delphi Technique

The Delphi technique required a panel of experts to contribute their opinions to the Teacher Selection Process without face-to-face confrontation. This method of research was used to validate the criteria for the Teacher Selection Process in the State of Tennessee. A total of eleven persons complied with the request and comprised the panel. However, after the initial probe, one panel member requested to withdraw due to personal reasons, and the final sample to complete the Delphi was ten. Each of the ten panel members responded to each probe.

The purpose of the panel was to respond to the criteria used to develop the questionnaire for superintendents and principals in order to validate the findings of the

teacher selection process in local school districts in the State of Tennessee.

Probe I was open-ended statements such as: "The purpose of teacher selection should be . . ." Eight statements of this nature were presented relative to teacher selection, and each panel member replied with one or more responses to each statement. After a semantical analysis, Probe II was developed.

The responses from the first questionnaire were tabulated to formulate a second questionnaire (Probe II). The modal responses were developed, and each panel member was asked to rate them in terms of importance on the Likert-type scale of 10, intensely important, to 1, not important.

Probe II responses were tabulated by frequency count and gave the panel members the modal responses for each criterion indicated in a column entitled "Group Response Median and Centile 50% Range." A copy of the responses was returned on each probe for each reference and clarity. The group responses were recorded, and each panel member's response was indicated with red print. Each panel member was given the following instructions: "If your response to round II per criterion is outside the range and you do not wish to change, please state your reason."

Responses from the third questionnaire were tabulated. In order to determine stability for each criterion, the Chi Square statistic was used to test each at the .05

significance level. This test indicated that stability had been achieved; therefore, the Delphi probe was terminated. The results were mailed to each panel member. The additions, revisions, and deletions on each probe, suggested by the panel members, are included in Appendix L.

III. MEASURES AND TREATMENT

The collected data were first organized into frequency and percentage tables. Selected variables as determined by the research questions and assumptions were cross-tabulated and tested for significance at the .05 level with the Chi Square formula. All calculations were performed on the University of Kansas Honeywell Conversion Model and on an International Business Machines 360/70 computer made available by Middle Tennessee State University and The University of Tennessee Computing Center. The Statistical Package for the Social Sciences was the source of coding of data and control functions for the computer.

To collect data that could be treated in the above manner, the questionnaire was organized into four basic parts (Appendix M): respondent (demographic) data, school system information, methods of teacher selection, and selection priorities.

Upon the receipt of all questionnaires the data contained therein were coded and punched onto computer data cards. The program for analysis generated frequencies,

relative percentages, adjusted percentages, and total percentages. Initially the raw data were processed with the original categories as established on the questionnaire. However, after examining several of the contingency tables produced by crosstabulation, it became apparent that in order to abide by the conditions inherent in the applicability of Chi Square collapsing of certain categories was necessary. Expected frequencies of less than five and zero frequencies were determined to be in 20 percent or more of cells in the contingency tables involving categories of experience in the school system.

To fulfill the requirements and yet to retain credibility in the results of the data, it was decided to combine the category of time spent in system. The categories were collapsed into three new categories to read: "0-15 Years," "16-30 Years," and "More than 30 Years."

When categories had been properly collapsed, contingency tables were produced and tested for a statistically significant relationship with the Chi Square formula. The next major division presents the data in table and expository form.

IV. ANALYSIS OF DATA

This section of Chapter II presents the data which answers the nine research questions presented in Chapter I. The questions were the following:

1. What did superintendents and principals perceive to be the present purposes and what should be the purposes of a teacher selection process in the State of Tennessee?

2. Who was involved and who should be involved in the teacher selection process as perceived by superintendents and principals in the State of Tennessee?

3. Who had and who should have the primary responsibility for teacher selection in the State of Tennessee as perceived by superintendents and principals?

4. What did superintendents and principals perceive to be the real and desirable criteria of teacher selection for their school systems in the State of Tennessee?

5. What did superintendents and principals perceive to be the average length of time in minutes each teacher was given before a selection was made in their local school district?

6. How did superintendents and principals in the State of Tennessee differ in their perceptions of the purpose of teacher selection?

7. How did superintendents and principals differ in their perception of the criteria used for teacher selection?

8. Will school systems of varying sizes report major differences in the design, attitude, and outcome of the teacher selection process?

9. What was the relationship between the teacher selection process as perceived by superintendents and

principals in the State of Tennessee and that perceived by a national panel of experts?

The assumptions were the following:

1. Superintendents and principals in Tennessee public schools possessed skills which would enable them to respond honestly, accurately, and willingly to the questionnaire.

2. It was possible to ascertain the effectiveness of the teacher selection process in the State of Tennessee by use of a survey instrument.

3. Superintendent and principals' perceptions of the teacher selection process were two important sources to verify the system.

4. The panel of experts were knowledgeable about what comprises a quality teacher selection process and their opinions were accepted as valid.

Characteristics of the Respondents

Table I shows the solicitations, sample size, number of questionnaires returned, the number of usable returns, and the percent of returns used for tabulating the data. A total of 145 questionnaires were mailed to superintendents. One hundred twelve responses were returned (77 percent), but only 109 were used. Three were omitted because instructions for answering the questionnaire were not followed. From the superintendent population, a total of 109 (75 percent) was used for the study. The principal sample size

TABLE I
NUMBER AND PERCENT RETURNED AND USABLE RESPONSES OF TENNESSEE
SUPERINTENDENTS AND PRINCIPALS, 1981-82

Solicitations	Sample Size	Number Returned	Percent Returned	Number Deleted	Number Usable	Percent Usable
Superintendents	145	112	77	3*	109	75
Principals	313	229	73	4*	225	72
TOTAL	458	341	75	7	334	73

*Did not follow instructions on the questionnaire.

was 313. Two hundred twenty nine of the questionnaires were returned or 73 percent of the sample. Four were deleted because the respondent failed to complete enough of the questionnaire to yield proper data. A total of 225 principal responses (72 percent) comprised the perceptions of principals relative to the teacher selection process in the State of Tennessee.

Table II shows the educational level of the superintendent respondents represented a frequency of zero cases with only a Bachelor's degree, whereas 37 cases (33.9 percent) reported the Master's degree. Thirty-nine participants (35.8 percent) indicated the Master's degree plus 45 hours, fourteen (12.8 percent) stated the Specialist in Education degree, and nineteen (17.5 percent) held the Doctor of Education degree.

The principal respondents reported five (2.2 percent) held only a Bachelor's degree, whereas 103 (45.8 percent) represented the Master's degree. Seventy-one respondents (31.6 percent) indicated the Master's degree plus 45 hours, twenty-nine participants (12.9 percent) held a Specialist in Education degree, and five (2.2 percent) of the principal respondents indicated holding the Doctor of Education degree.

Table III shows sixty-five (59.6 percent) of the superintendent respondents reported being employed by County Boards of Education, while thirteen (28.4 percent) were superintendents of city schools or special districts.

TABLE II
EDUCATIONAL LEVEL OF TENNESSEE SUPERINTENDENTS
AND PRINCIPALS, 1981-82

Educational Level	Superintendents		Principals	
	No.	%	No.	%
Bachelor's	0	0	5	2.2
Master's	37	33.9	103	45.8
Masters Plus 45	39	35.8	71	31.6
Specialist in Education	14	12.8	29	12.9
Doctor of Education	19	17.5	5	2.2
TOTLAS	109	100.0	225	100.0

TABLE III
TYPES OF SCHOOL SYSTEMS OF TENNESSEE SUPERINTENDENTS
AND PRINCIPALS, 1981-82

School System Category	Superintendents		Principals	
	No.	%	No.	%
County	65	59.6	147	65.3
City	31	28.4	64	28.4
Other	13	11.9	14	6.2
TOTALS	109	100.0	225	100.0

Thirteen (11.0 percent) reported something other than county or city system category.

Principal respondents who reported county school system category represented a frequency of 147 (65.3 percent) while 64 (28.4 percent) were from a city system or special district. Fourteen (6.2 percent) reported something other than a county or city system category.

Table IV shows the size of the school system in relation to student population where superintendents and principals were employed. Seventy-six (69.7 percent) represented school systems who had less than 5,000 students. Twenty-three (21.1 percent) reported working for school systems with 5,000-10,000 students, and ten (9.2 percent) represented systems with more than 10,000 student population.

Seventy-one (32.0 percent of the principals worked for school systems who had less than a 5,000 student population. Fifty-eight (26.1 percent) comprised respondents of those principals who worked for systems with 5,000-10,000 student populations, and ninety-three respondents (41.9 percent) represented school systems with more than a 10,000 student population. Three (1.3 percent) reported something other than the student population or size recorded in school system size.

Table V shows those superintendents and principals who reported experience in the school system where they were employed. Forty-eight superintendents (44.0 percent)

TABLE IV
 SIZE OF SCHOOL SYSTEM REPRESENTED BY TENNESSEE
 SUPERINTENDENTS AND PRINCIPALS, 1981-82

Size of School System	Superintendents		Principals	
	No.	%	No.	%
Less than 5,000 Students	76	69.7	71	32.0
5,000-10,000 Students	23	21.1	58	26.1
More than 10,000 Students	10	9.2	93	41.9
Missing Cases	0	0	3	1.3
TOTALS	109	100.0	225	100.0

TABLE V
EXPERIENCE LEVEL OF TENNESSEE SUPERINTENDENTS
AND PRINCIPALS, 1981-82

Experience in System	Superintendents		Principals	
	No.	%	No.	%
0-15 Years	48	44.0	94	41.8
16-30 Years	39	35.8	110	48.9
More than 30 Years	22	20.2	21	9.3
TOTALS	109	100.0	225	100.0

reported zero to fifteen years experience in his/her school system. Thirty-nine (35.8 percent) had been employed by the system for 16-30 years, and twenty-two (20.2 percent) had worked for more than 30 years in the school system where they were employed.

Ninety-four principals (41.8 percent) had worked in the school system where they were employed during the 1981-82 school year for zero to fifteen years. The category of 16-30 years found that 110 (48.9 percent) of the principals had worked for the same school system. Twenty-one (9.3 percent) had worked for the same school system more than 30 years.

Superintendents and Principals' Perceptions of the
Purposes of Teacher Selection Process in Local School
Systems in the State of Tennessee

Table VI reports superintendents and principals' perception of the purposes of teacher selection for their school systems. Thirty-six (34.0 percent) of the superintendent sample and sixty (27.1 percent) of the principal sample indicated to meet state certification requirements was of no importance to their school system as a purpose of teacher selection. Seventy (66.0 percent) superintendents and 151 (72.9 percent) of the principal sample indicated that to meet state certification requirements was important as a selection purpose. Ninety-five (89.6 percent) of the superintendent sample and 155 (70.1 percent) of the

TABLE VI

PURPOSES OF TEACHER SELECTION AS PERCEIVED BY TENNESSEE
SUPERINTENDENTS AND PRINCIPALS, 1981-82

Purposes	Superintendents		Principals	
	Rating	No. %	Rating	No. %
Meet state certification requirements	0	36 34.0	0	60 27.1
	1	46 43.4	1	113 51.1
	2	11 10.4	2	28 12.7
	3	13 12.3	3	20 9.0
	-	3 -	-	4 -
Political connotations	0	95 89.6	0	155 70.1
	1	1 0.9	1	23 10.4
	2	7 6.6	2	19 8.6
	3	3 2.8	3	24 10.9
	-	3 -	-	4 -
Competency or "best fit"	0	26 24.5	0	106 48.0
	1	38 35.8	1	47 21.3
	2	28 26.4	2	57 25.8
	3	14 13.2	3	11 5.0
	-	3 -	-	4 -
Personal qualifications	0	64 60.4	0	136 61.5
	1	7 6.6	1	15 6.8
	2	23 21.7	2	38 17.2
	3	12 11.3	3	32 14.5
	-	3 -	-	4 -

TABLE VI (continued)

Purposes	Superintendents		Principals	
	Rating	No. %	Rating	No. %
Staff development	0	99 93.4	0	195 88.4
	1	0 0	1	1 0.5
	2	5 4.7	2	16 7.2
	3	2 1.9	3	9 4.1
	-	3 -	-	4 -
To "fit" into the school system	0	86 81.0	0	172 77.8
	1	1 0.9	1	5 2.3
	2	9 8.5	2	13 5.9
	3	10 9.4	3	31 14.0
	-	3 -	-	4 -
Meet SACS (Southern Association of Colleges and Schools) requirements	0	105 99.1	0	206 93.2
	1	0 0	1	1 0.5
	2	1 0.9	2	10 4.5
	3	0 0	3	4 1.8
	-	3 -	-	4 -
Ethnic/minority reasons	0	103 97.2	0	179 81.0
	1	1 0.9	1	4 1.8
	2	1 0.9	2	11 5.0
	3	1 0.9	3	27 12.2
	-	3 -	-	4 -
Professional growth potential	0	85 80.2	0	201 91.4
	1	0 0	1	1 0.5
	2	7 6.6	2	3 1.4
	3	14 13.2	3	15 6.8
	-	3 -	-	5 -

TABLE VI (continued)

Purposes	Superintendents		Principals	
	Rating	No. %	Rating	No. %
Promote administrator's educational philosophy	0	104 98.1	0	210 95.0
	1	1 0.9	1	1 0.5
	2	0 0	2	5 2.3
	3	1 0.9	3	5 2.3
	-	3 -	-	4 -
Experience in education	0	78 73.6	0	187 84.6
	1	4 3.8	1	7 3.2
	2	6 5.7	2	9 4.1
	3	18 17.0	3	18 8.1
	-	3 -	-	4 -
To find educators who "love" to work with youth	0	75 70.8	0	191 86.4
	1	7 6.6	1	1 0.5
	2	7 6.6	2	11 5.0
	3	17 16.0	3	18 8.1
	-	3 -	-	4 -
Other	0	104 99.0	0	213 95.9
	1	0 0	1	5 2.3
	2	0 0	2	2 0.9
	3	1 1.0	3	2 0.9
	-	4 -	-	3 -

NOTE: 0 = No importance; 1 = Primary importance; 2 = Second importance; 3 = Third importance.

principal sample indicated that political connotations was of no importance as a teacher selection purpose. Eleven (10.4 percent) of the superintendent sample and 66 (29.9 percent) of the principal sample indicated that political connotations was important as a purpose for teacher selection.

Twenty-six (24.5 percent) of the superintendent sample and 106 (48.0 percent) of the principal sample indicated that competency or "best fit" was of no importance as a purpose for teacher selection. Eighty (75.5 percent) of the superintendent sample and 115 (52.0 percent) of the principal sample indicated that competency or "best fit" was a purpose for teacher selection. Sixty-four (60.4 percent) of the superintendent sample and 136 (61.5 percent) of the principal sample indicated that personal qualifications was of no importance to their school system as a purpose of teacher selection. Forty-two (39.6 percent) of the superintendent sample and 85 (38.5 percent) of the principal sample indicated that personal qualifications was a purpose of teacher selection.

Ninety-nine (93.4 percent) of the superintendent sample and 195 (88.2 percent) of the principal sample indicated that staff development was of no importance as a purpose for teacher selection. Seven (6.6 percent) of the superintendent sample and 26 (11.8 percent) of the principal sample indicated staff development was important as a purpose

for teacher selection. Eighty-six (81.0 percent) of the superintendent sample and 172 (77.8 percent) of the principal sample indicated to "fit" into the school system was of no importance to their school system as a teacher selection purpose. Twenty (19.0 percent) of the superintendent sample and 49 (22.2 percent) of the principal sample indicated to "fit" into the school system was a purpose for teacher selection.

One hundred five (99.1 percent) of the superintendent sample and 206 (93.2 percent) of the principal sample indicated to meet SACS (Southern Association of Colleges and Schools) requirements was of no importance to their school system as a purpose of teacher selection. One (0.9 percent) superintendent indicated to meet SACS requirements was a purpose for teacher selection, while 15 (6.8 percent) of the principal sample indicated it was a purpose for teacher selection. One hundred three (97.2 percent) of the superintendent sample and 179 (81.0 percent) of the principal sample indicated that ethnic/minority reasons was of no importance to their school system as a purpose of teacher selection. Three (2.8 percent) of the superintendent sample and 42 (19.0 percent) of the principal sample indicated ethnic/minority reasons was a purpose for teacher selection.

Eighty-five (80.2 percent) of the superintendent sample and 201 (91.4 percent) of the principal sample indicated professional growth potential was of no importance as

a purpose for teacher selection. Twenty-one (19.8 percent) of the superintendent sample and 19 (8.6 percent) of the principal sample indicated professional growth potential was important as a purpose for teacher selection. One hundred four (98.1 percent) of the superintendent sample and 210 (95.0 percent) of the principal sample indicated to promote administrator's educational philosophy was of no importance as a purpose for teacher selection. Two (1.9 percent) of the superintendent sample and 11 (5.0 percent) of the principal sample indicated to promote administrator's philosophy was important as a purpose for teacher selection.

Seventy-five (70.8 percent) of the superintendent sample and 187 (84.6 percent) of the principal sample indicated that experience in education was of no importance as a purpose for teacher selection. Twenty-eight (29.2 percent) of the superintendent sample and 34 (15.4 percent) of the principal sample indicated experience in education was a purpose for teacher selection. Seventy-five (70.8 percent) of the superintendent sample and 191 (86.4 percent) of the principal sample indicated to find educators who "love" to work with youth was of no importance as a purpose for teacher selection. Thirty-one (29.2 percent) of the superintendent sample and 30 (13.6 percent) of the principal sample indicated to find educators who "love" to work with youth was important as a purpose for teacher selection.

Superintendents and Principals' Perceptions of What Should
Be the Purpose for Teacher Selection in Local School Systems
in the State of Tennessee

Table VII reports superintendents and principals' perceptions of what should be the purpose of teacher selection for their Tennessee school systems. Forty-three (43.0 percent) of the superintendent sample and 115 (52.5 percent) of the principal sample indicated that to meet state certification should be of no importance as a purpose for teacher selection. Fifty-seven (57.0 percent) of the superintendent sample and 104 (47.5 percent) of the principal sample indicated to meet state certification requirements should be the purpose for teacher selection. Ninety-six (96.0 percent) of the superintendent sample and 212 (96.4 percent) of the principal sample indicated that political connotations should not be the purpose for teacher selection. Four (4.0 percent) of the superintendent sample and 8 (6.3 percent) of the principal sample indicated political connotations should be the purpose of teacher selection. Twenty-four (24.0 percent) of the superintendent sample and 71 (32.3 percent) of the principal sample indicated that competency or "best fit" should be of no importance as a purpose for teacher selection. Seventy-six (76.0 percent) of the superintendent sample and 149 (67.7 percent) of the principal sample indicated competency or "best fit" should be the purpose teacher selection.

TABLE VII

WHAT THE PURPOSES OF TEACHER SELECTION SHOULD BE AS PERCEIVED
BY TENNESSEE SUPERINTENDENTS AND PRINCIPALS, 1981-82

Purposes	Superintendents		Principals	
	Rating	No. %	Rating	No. %
Meet state certification requirements	0	43 43.0	0	115 52.5
	1	25 25.0	1	66 30.1
	2	18 18.0	2	20 9.1
	3	14 14.0	3	18 8.2
	-	9 -	-	6 -
Political connotations	0	96 96.0	0	212 96.4
	1	0 0	1	3 1.4
	2	0 0	2	0 0
	3	4 4.0	3	5 2.3
	-	9 -	-	5 -
Competency or "best fit"	0	24 24.0	0	71 32.3
	1	47 47.0	1	86 39.1
	2	21 21.0	2	45 20.5
	3	8 8.0	3	18 8.2
	-	9 -	-	6 -
Personal qualifications	0	57 57.0	0	113 51.4
	1	11 11.0	1	25 11.4
	2	22 22.0	2	48 21.8
	3	10 10.0	3	34 15.5
	-	9 -	-	5 -

TABLE VII (continued)

Purposes	Superintendents		Principals	
	Rating	No. %	Rating	No. %
Staff development	0	91 91.0	0	176 80.0
	1	0 0	1	6 2.7
	2	5 5.0	2	23 10.5
	3	4 4.0	3	15 6.8
	-	9 -	-	5 -
To "fit" into the school system	0	86 86.0	0	204 92.7
	1	1 1.0	1	1 0.5
	2	3 3.0	2	3 1.4
	3	10 10.0	3	12 5.5
	-	9 -	-	5 -
Meet SACS (Southern Association of Colleges and Schools) requirements	0	99 99.0	0	215 97.7
	1	0 0	1	1 0.5
	2	1 1.0	2	2 0.9
	3	0 0	3	2 0.9
	-	9 -	-	5 -
Ethnic/minority reasons	0	99 99.0	0	215 97.7
	1	0 0	1	0 0
	2	0 0	2	2 0.9
	3	1 1.0	3	3 1.4
	-	9 -	-	5 -
Professional growth potential	0	72 72.0	0	173 78.6
	1	2 2.0	1	7 3.2
	2	11 11.0	2	19 8.6
	3	15 15.0	3	21 9.5
	-	9 -	-	5 -

TABLE VII (continued)

Purposes	Superintendents		Principals	
	Rating	No. %	Rating	No. %
Promote administrator's educational philosophy	0	98 98.0	0	196 89.1
	1	0 0	1	2 0.9
	2	2 2.0	2	7 3.2
	3	0 0	3	15 6.8
	-	9 -	-	5 -
Experience in Education	0	72 72.0	0	172 78.2
	1	2 2.0	1	3 1.4
	2	9 9.0	2	16 7.3
	3	17 17.0	3	29 13.2
	-	9 -	-	5 -
To find educators who "love" to work with youth	0	64 64.0	0	124 56.4
	1	12 12.0	1	19 8.6
	2	8 8.0	2	31 14.1
	3	16 16.0	3	46 20.9
	-	9 -	-	5 -
Other	0	99 99.0	0	215 97.7
	1	0 0	1	3 1.4
	2	0 0	2	1 0.5
	3	1 1.0	3	1 0.5
	-	9 -	-	5 -

NOTE: 0 = No importance; 1 = Primary importance; 2 = Second importance; 3 = Third importance.

Fifty-seven (57.0 percent) of the superintendent sample and 113 (51.4 percent) of the principal sample indicated that personal qualification should be of no importance as a purpose for teacher selection. Forty-three (43.0 percent) of the superintendent sample and 107 (48.6 percent) of the principal sample indicated personal qualifications should be the purpose for teacher selection. Ninety-one (91.0 percent) of the superintendent sample and 176 (80.0 percent) of the principal sample indicated that staff development should be of no importance as a purpose for teacher selection. Nine (9.0 percent) of the superintendent sample and 44 (20.0 percent) of the principal sample indicated staff development should be the purpose of teacher selection.

Eighty-six (86.0 percent) of the superintendent sample and 204 (92.7 percent) of the principal sample indicated that to "fit" into the school system should be of no importance as a purpose for teacher selection. Fourteen (14.0 percent) of the superintendent sample and 16 (7.3 percent) of the principal sample indicated to "fit" into the school system should be the purpose of teacher selection. Ninety-nine (99.0 percent) of the superintendent sample indicated to meet SACS (Southern Association of Colleges and Schools) requirements should be of no importance as a purpose for teacher selection. One superintendent and 5 (2.3 percent) of the principal sample indicated SACS requirements should be a purpose for teacher selection. Ninety-nine

(99.0 percent) of the superintendent sample and 215 (97.7 percent) of the principal sample) indicated ethnic/minority reasons should be of no importance as a purpose for teacher selection. One superintendent (1.0 percent) and 5 (2.3 percent) of the principal sample indicated ethnic/minority reasons should be the purpose for teacher selection.

Seventy-two (72.0 percent) of the superintendent sample and 173 (78.6 percent) of the principal sample indicated professional growth potential should be of no importance as a purpose for teacher selection. Twenty-eight (28.0 percent) of the superintendent sample and 47 (21.4 percent) of the principal sample indicated professional growth potential should be the purpose for teacher selection. Ninety-eight (98.0 percent) of the superintendent sample and 196 (89.1 percent) of the principal sample indicated to promote administrator's educational philosophy should be of no importance as a purpose for teacher selection. Two (2.0 percent) of the superintendent sample and 24 (10.9 percent) of the principal sample indicated to promote administrator's educational philosophy should be the purpose for teacher selection. Seventy-two (72.0 percent) of the superintendent sample and 172 (77.3 percent) of the principal sample indicated experience in education should be of no importance as a purpose for teacher selection. Twenty-eight (28.0 percent) of the superintendent sample and 48 (22.7 percent) of the principal sample indicated that experience in education

should be the purpose for teacher selection. Sixty-four (64.0 percent) of the superintendent sample and 124 (56.4 percent) of the principal sample indicated to find educators who "love" to work with youth should be of no importance as a purpose for teacher selection. Thirty-four (34.0 percent) of the superintendent sample and 96 (43.6 percent) of the principal sample indicated that to find educators who "love" to work with youth should be the purpose for teacher selection.

Table VIII shows the weightings of the purposes of teacher selection as perceived by superintendents. When a superintendent checked an item as either first, second, or third in importance, a weighting of six was assigned to first, four to second, and two to third. The weightings were multiplied by the number of responses and then totaled in order to get a final weighting for each item.

Superintendents indicated that competency or "best fit" was their school system's most important purpose of teacher selection (weighting = 368), while they listed the same criteria should be the purpose (weighting = 382). Superintendents indicated to meet state certification was and should be the second reason for teacher selection (weightings of 346 and 250). Superintendents indicated that personal qualifications was and should be their school systems' third most important purpose of teacher selection (weightings of 158 and 174). To find educators who "love"

TABLE VIII

WEIGHTING OF THE PURPOSE VS. WHAT SHOULD BE PURPOSES OF TEACHER SELECTION
AS PERCEIVED BY TENNESSEE SUPERINTENDENTS AND PRINCIPALS, 1981-82

Purposes	Weighting	Should Be	Weighting
Competency or "best fit"	368	Competency or "best fit"	382
Meet State Certification Requirements	364	Meet State Certificat on Requirements	250
Personal Qualifications	158	Personal Qualifications	174
To Find Educators who "love" to Work with Youth	104	Experience in Education	114
Experience in Education	84	To Find Educators who "love" to Work with Youth	86
Professional Growth Potential	56	Professional Growth Potential	48
Political Connotations	40	Other	42
Staff Development	24	To "fit" into School District	38
To "fit" into School District	20	Promote Administrator's Educational Philosophy	36
Ethnic/Minority Reasons	12	Staff Development	28
Promote Administrator's Educational Philosophy	8	Political Connotations	8
Meet SACS (Southern Association of Colleges and Schools) Requirements	4	Meet SACS (Southern Association of Colleges and Schools) Requirements	4

to work with youth (weighting = 104) was superintendents' fourth most important reason for teacher selection (weighting = 114) as to what the purpose of selection should be.

Superintendents indicated that experience in education was their school systems' fifth most important purpose of teacher selection (weighting = 84), while they listed to find educators who "love" to work with youth was the fifth most important purpose of teacher selection (weighting = 86). Professional growth potential was sixth in importance to superintendents in the teacher selection process with the purpose of selection in mind (weighting = 56 and 48).

Superintendents indicated that political connotations was their school systems' seventh most important purpose of teacher selection (weighting = 40), while reasons other than listed on the questionnaire were seventh most important in teacher selection (weighting = 42). The eighth most important purpose of teacher selection, according to superintendents, was staff development (weighting = 24), while to "fit" into the school district was what they listed should be eighth in importance (weighting = 38). Superintendents indicated that to "fit" into the school district was their school systems' ninth most important purpose of teacher selection (weighting of 20), while to promote administrator's educational philosophy should be the ninth most important (weighting = 36).

Superintendents indicated that ethnic/minority reasons was their school systems' tenth most important purpose of teacher selection (weighting = 12), while staff development should be the tenth most important purpose (weighting = 280). Superintendents indicated that to promote administrator's educational philosophy was eleventh in importance of teacher selection purposes (weighting = 8), while political connotations should be eleventh in importance (weighting = 8). The twelfth purpose in importance in the purpose of teacher selection for superintendents was to meet SACS (Southern Association of Colleges and Schools) requirements both as purpose was perceived now and as purpose should be perceived for the future.

Table IX shows the weightings of the purposes of teacher selection as perceived by principals. Principals indicated that to meet state certification requirements was their school systems' most important purpose of teacher selection (weighting = 830), while they listed that competency or "best fit" should be the most important purpose of teacher selection. Principals indicated that competency or "best fit" was their school systems' second most important purpose of teacher selection (weighting = 552), while they listed to meet state certification requirements should be the second most important purpose of teacher selection (weighting = 512).

TABLE IX

WEIGHTING OF THE PURPOSE VS. WHAT SHOULD BE PURPOSES OF TEACHER SELECTION AS
PERCEIVED BY TENNESSEE PRINCIPALS, 1981-82

Purposes	Weighting	Should Be	Weighting
Meet State Certification Requirements	830	Competency or "best fit"	732
Competency or "best fit"	552	Meet State Certification Requirements	512
Personal Qualifications	306	Personal Qualifications	410
Political Connotations	262	To Find Educators Who "Love" to Work with Youth	331
Experience in Education	154	Professional Growth Potential	160
To "Fit" into School District	144	Staff Development	158
Ethnic/minority Reasons	122	Experience in Education	140
Staff Development	88	Promote Administrator's Educational Philosophy	70
To Find Educators Who "Love" to Work with Youth	86	To "fit" into School District	42
Meet SACS (Southern Association of Colleges and Schools) Requirements	54	Meet SACS (Southern Association of Colleges of Schools) Requirements	18
Professional Growth Potential	48	Ethnic/Minority Reasons	14
Promote Administrator's Educational Philosophy	36	Political Connotations	12

Principals indicated that personal qualifications of the teacher was their school systems' third most important purpose of teacher selection and it should be third in importance (weightings = 306 and 410). Principals indicated that political connotations was their school systems' fourth most important purpose for teacher selection (weighting = 262), while to find educators who "love" to work with youth (weighting = 331) should be their choice for fourth in importance.

Principals indicated experience in education was their school systems' fifth most important purpose of teacher selection (weighting = 154), while they listed that professional growth potential should be fifth most important in the purpose of teacher selection (weighting = 160). To "fit" into the school district was the sixth most important purpose of teacher selection (weighting = 144), while principals listed that staff development should be considered the sixth most important purpose of teacher selection (weighting = 158). Principals indicated that ethnic/minority reasons was the school systems' seventh most important purpose of teacher selection (weighting = 122), while they listed that experience in education should be the seventh most important purpose (weighting = 140). Staff development was the eighth most important purpose of teacher selection (weighting = 88), while principals indicated that the eighth purpose should be to promote administrator's educational philosophy (weighting = 70).

The ninth purpose for teacher selection, according to principals, was to find educators who "love" to work with youth (weighting = 86), while they listed that to "fit" into the school district should be the ninth most important purpose for teacher selection (weighting = 42). Principals indicated that meeting SACS (Southern Association of Colleges and Schools) requirements was and should be the tenth most important purpose for teacher selection (weightings = 54 and 18). The eleventh purpose for teacher selection was professional growth potential (weighting = 48), while principals listed that ethnic/minority reasons should be the eleventh purpose (weighting = 14). Principals indicated that to promote administrator's educational philosophy was the systems' twelfth most important purpose for teacher selection (weighting = 36), while political connotations should be the last purpose for selecting a teacher (weighting = 12).

Superintendents and Principals' Perception of Who Was Involved in the Teacher Selection Process

Table X shows the frequency and percent distribution of the positions or persons perceived to be involved in the teacher selection process by superintendents. A total of 104 (95.4 percent) listed the school principal as being involved in teacher selection, and 97 (89.0 percent) stated that the principal should be involved. Fifteen (13.8 percent) listed the personnel officer as being involved in

TABLE X

INDIVIDUALS WHO ARE INVOLVED AND WHO SHOULD BE INVOLVED IN THE TEACHER
SELECTION PROCESS AS PERCEIVED BY TENNESSEE SUPERINTENDENTS, 1981-82

	Who Is Involved		Who Should Be Involved	
	No.	%*	No.	%*
Principal	104	95.4	97	89.0
Personnel Officer	15	13.8	12	11.0
Supervisor	72	66.1	72	66.1
Superintendent	101	92.7	94	86.2
Assistant Principal	13	11.9	11	10.1
Curriculum Principal	1	1.8	4	3.7
Department Head	10	9.2	9	8.3
Assistant Superintendent	14	12.8	14	12.8
Teacher	9	8.3	6	5.5
School Board Members	55	50.5	36	33.0
Student	0	0	2	1.8
Parent	0	0	2	1.8
Other	1	0.9	0	0

*More than one response per respondent.

teacher selection, and 12 (11.0 percent) stated the personnel officer should be involved. A total of 72 (66.1 percent) listed the supervisor as being involved in the selection of teachers, and 72 (66.1 percent) stated the supervisor should be involved. A total of 101 (92.7 percent) listed the superintendent as being involved in teacher selection, and 94 (86.2 percent) listed the superintendent should be involved. A total of 13 (11.9 percent) of the superintendents perceived that the assistant principal was involved in the teacher selection process, and 11 (10.1 percent) listed the assistant principal should be involved in the selection process.

One superintendent (1.8 percent) perceived the curriculum principal as a part of the teacher selection process for his school system, and 4 (3.7 percent) felt that the curriculum principal should be involved. A total of 10 (9.2 percent) perceived the department head was involved in teacher selection, and 9 (8.3 percent) personally felt the department head should be involved in the teacher selection process. Superintendents perceived and personally thought that 14 (12.8 percent) of the assistant superintendents were involved and should be involved in the teacher selection process.

Nine (8.3 percent) superintendents perceived that teachers were involved in the teacher selection process, and 6 (5.5 percent) personally thought that teachers should

be involved. A total of 55 (50.5 percent) perceived school board members as being involved in teacher selection, and 36 (33.0 percent) personally thought that school board members should be involved. No superintendent in the sample perceived students to be involved in the teacher selection process, and only 2 (1.8 percent) felt students should be involved. Parent as an involved member of the selection process obtained the same results as the student. One superintendent felt he/she had some other position other than what was listed as another participant on the teacher selection process.

Table XI shows the frequency and percent distribution of the positions or persons perceived to be involved in the teacher selection process by principals. A total of 209 (93.7 percent) perceived principals to be a part of the teacher selection process for their school system, and the same number and percent felt that the principal should be a part of the selection. A total of 95 (42.4 percent) perceived that the personnel officer was involved in teacher selection, and 89 (39.7 percent) personally thought the personnel officer should be involved. A total of 91 (40.4 percent) perceived the supervisor as involved in the selection of teachers, and 113 (50.2 percent) thought the supervisor should be involved.

A total of 158 (86.2 percent) perceived the superintendent was involved in teacher selection, and 132 (58.7

TABLE XI

INDIVIDUALS WHO ARE INVOLVED AND WHO SHOULD BE INVOLVED IN THE TEACHER
SELECTION PROCESS AS PERCEIVED BY TENNESSEE PRINCIPALS, 1981-82

	Who Is Involved		Who Should Be Involved	
	No.	%	No.	%
Principal	209	93.7	209	93.7
Personnel Officer	95	42.4	89	39.7
Supervisor	91	40.4	113	50.2
Superintendent	158	86.2	132	58.7
Assistant Principal	23	10.2	42	18.7
Curriculum Principal	9	4.0	31	13.8
Department Head	14	6.2	31	13.8
Assistant Superintendent	52	23.1	32	14.2
Teacher	16	7.1	26	11.6
School Board Members	113	50.2	41	18.2
Student	1	0.4	5	2.2
Parent	4	1.8	2	0.9
Other	6	2.7	0	0

percent) thought the superintendent should be involved.

A total of 23 (10.2 percent) perceived that the assistant principal was involved in teacher selection, and 42 (18.7 percent) thought the assistant principal should be involved. Nine (4.0 percent) of the principals perceived the curriculum principal was involved in teacher selection, and 31 (13.8 percent) thought he/she should be involved. The department head was perceived by 14 (6.2 percent) of the principal sample as being a part of the teacher selection process, and 31 (13.8 percent) thought this position should be involved. A total of 52 (23.1 percent) perceived that the assistant superintendent was involved in the teacher selection process, and 32 (14.2 percent) thought this position should be involved. Sixteen (7.1 percent) of the principal sample perceived teachers to be involved in the selection process, and 26 (11.6 percent) personally thought teachers should be involved.

A total of 113 (50.2 percent) perceived that school board members were involved in the selection process, and 41 (18.2 percent) personally thought that school board members should be involved. One principal (0.4 percent) perceived students to be involved in the selection of teachers, and 5 (2.2 percent) felt that students should be involved. Four principals (1.8 percent) perceived that parents were involved in the teacher selection process, and 2 (0.9 percent) thought parents should be involved.

Six (2.7 percent) perceived someone other than listed on the questionnaire was involved in the selection of teachers for their school system.

Table XII reports superintendents and principals' perceptions of the one individual with primary responsibility for the selection of teachers in their school system, and the one individual they personally believe should have that responsibility. A total of 23 (21.1 percent) reported that the principal had primary responsibility for the selection of teachers. Superintendents also reported that 7 (6.4 percent) personnel officers have the primary responsibility for selection of teachers, while 6 (5.5 percent) believed that personnel officers should have the primary responsibility for selecting teachers. Four (3.6 percent) of the superintendent sample reported that supervisors have the primary responsibility for teacher selection, while the same number and percent believed the supervisor should have the primary responsibility. Sixty-four of the superintendents (58.8 percent) reported that they had the primary responsibility for selecting teachers, and 63 (57.9 percent) of them believed that they should be the primary person for teacher selection decisions. One superintendent believed that the curriculum principal had the primary responsibility for teacher selection, while one reported that he/she believed that the curriculum principal should have the primary responsibility for selecting teachers. Only one superintendent

TABLE XII

INDIVIDUAL WHO HAS AND WHO SHOULD HAVE THE PRIMARY
RESPONSIBILITY OF TEACHER SELECTION AS PERCEIVED
BY TENNESSEE SUPERINTENDENTS,
1981-82

	Individual with Primary Responsibility		Individual Who Should Have Primary Responsibility	
	No.	%	No.	%
Principal	23	21.1	33	30.3
Personnel Officer	7	6.4	6	5.5
Supervisor	4	3.6	4	3.6
Superintendent	64	58.8	63	57.9
Curriculum Principal	1	0.9	1	0.9
Assistant Superintendent	1	0.9	2	1.8
School Board Member	9	8.3	0	0
TOTAL	109	100.0	109	100.0

believed that the assistant superintendent had the responsibility for teacher selection in the school system, while 2 (1.8 percent) believed that the assistant superintendent should have the responsibility. Nine superintendents reported that school board members had the primary responsibility for selecting teachers, while no superintendent in the random sample believed school board members should be primary to the teacher selection decision. These positions were not perceived as primary in selection of teachers: assistant principal, department heads, teachers, students, and parents, and none of these positions were believed to be primary for who should have the responsibility for teacher selection.

Table XIII reports principals' perceptions of the one individual with primary responsibility for selection of teachers in their school system, and the one individual they personally believe should have that responsibility. A total of 63 (28.0 percent) reported that the principal had primary responsibility for the selection of teachers in their school system, and 152 (67.6 percent) believed that they should have the primary responsibility. A total of 57 (25.3 percent) reported that the personnel officer had primary responsibility for the selection of teachers, and 36 (16.0 percent) believed that the personnel officer should have the primary responsibility. Three principals (1.3 percent) from the random sample reported that the

TABLE XIII

INDIVIDUAL WHO HAS AND WHO SHOULD HAVE THE PRIMARY
RESPONSIBILITY OF TEACHER SELECTION AS PERCEIVED
BY TENNESSEE PRINCIPALS,
1981-82

	Individual with Primary Responsibility		Individual Who Should Have Primary Responsibility	
	No.	%	No.	%
Principal	63	28.0	152	67.6
Personnel Officer	57	25.3	36	16.0
Supervisor	3	1.3	4	1.8
Superintendent	77	34.3	33	14.7
Department Head	1	0.4	0	0
Assistant Superintendent	4	1.8	0	0
School Board Member	19	8.5	0	0
Student	1	0.4	0	0
TOTAL	225	100.0	225	100.0

supervisor had the primary responsibility for teacher selection, and 4 (1.8 percent) believed the supervisor should have the primary responsibility.

A total of 77 (34.3 percent) reported that the superintendent had the primary responsibility for selecting teachers for their school system, and 33 (14.7 percent) believed that the superintendent should have the primary responsibility for the selection of teachers. One principal reported that the department head had the responsibility for primary selection purposes for teachers in his/her system, and no principals believed that the department head should be of primary importance in the selection decision. A total of 4 (1.8 percent) perceived the assistant superintendent as having primary responsibility for the selection process, but none felt that the assistant superintendent should have the responsibility.

A total of 19 (8.5 percent) perceived that school board members had primary responsibility for teacher selection in their system, and none believed that school board members should have the primary responsibility for teacher selection. One principal (0.4 percent) reported that a student was primary in importance to the teacher selection process, and no principal believed that a student should be of primary importance to the teacher selection process. These individuals were not perceived to be a part of the selection process nor were they believed to be of primary

importance to the teacher selection decision: assistant principal; curriculum principal; teachers; and parents.

Real and Desirable Criteria of a Teacher Selection Process
as Perceived by Superintendents and Principals in the
State of Tennessee

Table XIV shows the check list and other written criteria used in teacher selection as perceived by superintendents, and the desirability of their use. A total of 11 (10.6 percent) listed "visit by recruiter" as a criterion used in their teacher selection process, and 52 (47.8 percent) believed this to be a desirable characteristic. A total of 98 (94.2 percent) listed "application blank; personal history information" as a criterion used in their teacher selection process, and 105 (96.3 percent) believed this to be a desirable characteristic. A total of 102 (98.1 percent) listed "personal interview" as a criterion used in their teacher selection, and 107 (98.2 percent) believed it was desirable as a characteristic of their teacher selection process.

A total of 94 (90.4 percent) listed "recommendations" as a criterion used in their teacher selection, and 100 (91.7 percent) believed this to be a desirable characteristic. A total of 11 (10.6 percent) listed "oral or written exams" as a criterion used for teacher selection, and 49 (45.0 percent) believed this characteristic to be of

TABLE XIV

REAL AND DESIRABLE CRITERIA USED IN TEACHER SELECTION
AS PERCEIVED BY TENNESSEE SUPERINTENDENTS, 1981-82

Criteria	Real		Desirable	
	No.	%*	No.	%*
Visit by Recruiter to Training School or to Observe Candidate in Position	11	10.6	52	47.8
Application Blank; Personal History Information	98	94.2	105	96.3
Personal Interview	102	98.1	107	98.2
Recommendations	94	90.4	100	91.7
Oral or Written Exams	11	10.6	49	45.0
Physical Examination	35	33.7	65	59.6
College Placement and Commercial Agency Materials	43	41.3	68	62.4
Certification and Licenses	98	94.2	103	94.5
Rating Scale or Merit	20	19.2	61	56.0
Visit to Job Site	38	36.5	73	67.0

*More than one response per respondent.

importance to their selection process. A total of 35 (33.7 percent) listed "physical examination" as a part of their school systems' teacher selection process, and 65 (59.6 percent) believed it to be important for their system. A total of 43 (41.3 percent) listed "college placement and commercial agency materials" as a criterion used in their teacher selection, and 68 (62.4 percent) believed it to be a desirable characteristic.

A total of 98 (94.2 percent) listed "certification licenses" as a criterion used in their teacher selection, and 103 (94.5 percent) believed this to be a desirable characteristic. Twenty (19.2 percent) superintendents listed "rating scale or merit" as a criterion used in their teacher selection, and 61 (56.0 percent) believed it to be a desirable characteristic. A total of 38 (36.5 percent) listed "visit to job site" as a criterion used in their teacher selection, and 73 (67.0 percent) believed it was desirable for their teacher selection process.

Table XV shows the check list and other written criteria used in teacher selection as perceived by principals and the desirability of their use. A total of 32 (15.0 percent) listed "visit by recruiter to training school or to observe candidate in present position" as a criterion used in their teacher selection, and 165 (73.3 percent) believed this to be a desirable characteristic. A total of

TABLE XV

REAL AND DESIRABLE CRITERIA USED IN TEACHER SELECTION
AS PERCEIVED BY TENNESSEE PRINCIPALS, 1981-82

Criteria	Real		Desirable	
	No.	%	No.	%
Visit by Recruiter to Training School or to Observe Candidate in Present Position	32	15.0	165	73.3
Application Blank; Personal History Information	199	93.0	223	99.1
Personal Interview	222	98.7	225	100.0
Recommendations	183	85.5	216	96.0
Oral or Written Exams	24	11.2	115	51.1
Physical Examination	94	43.9	197	87.6
College Placement and Commercial Agency Materials	37	17.4	150	66.6
Certification and Licenses	182	85.0	223	99.1
Rating Scale or Merit	24	11.2	175	77.8
Visit to Job Site	38	36.5	73	67.0

199 (93.0 percent) listed "application blank: personal history information, and resumé" as a criterion used in their selection process, and 223 (99.1 percent) believed it to be a desirable characteristic.

A total of 222 (98.7 percent) listed "personal interview" as a criterion used in the teacher selection process in their system, and all respondents in the returned sample, 225 (100.0 percent) believed it was a desirable characteristic. A total of 183 (85.5 percent) listed "recommendations" as a criterion used for their teacher selection process, and 216 (96.0 percent) believed it was a desirable characteristic.

A total of 24 (11.2 percent) of the principal respondents listed "oral or written exams" as a criterion used for their teacher selection, and 115 (51.1 percent) believed it would be desirable for their selection system. A total of 94 (43.9 percent) listed "physical examination" as a criterion for their teacher selection process, and 197 (51.1 percent) believed it to be a desirable characteristic.

Thirty-seven (17.4 percent) listed "college placement and commercial agency materials" as a criterion used in their teacher selection. and 150 (66.6 percent) believed it to be a desirable characteristic. A total of 182 (85.0 percent) listed "certification and licenses" as a criterion used in their teacher selection process

and 223 (99.1 percent) believed this to be a desirable characteristic. Twenty-four (11.2 percent) listed "rating scale or merit" as a criterion used in their selection system, and 175 (77.8 percent) believed this to be a desirable characteristic for their selection process. A total of 83 (38.8 percent) listed "visit to job site" as a criterion of their teacher selection process, and 185 (82.2 percent) believed this to be a desirable characteristic for their school systems' teacher selection process.

Superintendents and Principals' Perception of the Average Length of Time Spent in Each Teacher Selection

Table XVI shows the frequency and percentage distribution of the average length in minutes each administrator perceived the local school selection process gave each teacher before a selection was made. A total of two superintendents (1.8 percent) of the returned sample listed their school system spent "less than 10 minutes" in the selection of a teacher. Two (1.8 percent) listed that their school system took "10 minutes" to make a teacher selection. One superintendent (0.9 percent) listed that his/her school system averaged "20 minutes" per teacher selection. A total of 13 (11.9 percent) listed that their school system averaged "30 minutes" per selection in the teacher selection process. Seven (6.4 percent) listed "40 minutes" as the average amount of time given each applicant before a selection was made for their school system. A total of 4 (3.7

TABLE XVI

AVERAGE LENGTH OF TIME PERCEIVED BY TENNESSEE
SUPERINTENDENTS AND PRINCIPALS GIVEN EACH
APPLICANT BY LOCAL SCHOOL SYSTEMS BEFORE
A SELECTION WAS MADE, 1981-82

Average Time	Superintendents		Principals	
	No.	%	No.	%
Less than 10 Minutes	2	1.8	11	4.9
10 Minutes	2	1.8	1	0.4
20 Minutes	1	0.9	10	4.4
30 Minutes	13	11.9	20	8.9
40 Minutes	7	6.4	21	9.3
50 Minutes	4	3.7	15	6.7
60 Minutes	18	16.5	49	21.8
70 Minutes	8	7.3	1	0.4
More than 70 Minutes	54	49.6	97	43.1
TOTAL	109	100.0	225	100.0

percent) indicated that their school system took an average of "50 minutes" to make a teacher selection.

A total of 18 (16.5 percent) listed "60 minutes" as the average time spent in each teacher selection for their school system. Eight (16.5 percent) of the superintendents listed "70 minutes" as the amount of time given to each teacher selection in their school system. A total of 54 (49.6 percent) listed that their school system gave each teacher selection "more than 70 minutes" before a selection was made.

Table XVI also shows the principal perceptions of time spent in teacher selection for their schools systems before a selection was made. A total of 11 (4.9 percent) of the principal random sample returns listed their school system averaging "less than 10 minutes" for each teacher selection. One principal (0.4 percent) perceived that the local school system gave "10 minutes" to each teacher selection. A total of 10 (4.4 percent) listed "20 minutes" as the average length in minutes their school system gave each teacher selection. A total of 20 (8.9 percent) perceived that their school system gave "30 minutes" to each teacher selection in the teacher selection process.

A total of 21 (9.3 percent) listed "40 minutes" as the average length of time spent in each teacher selection for their school system. Fifteen (6.7 percent) principals listed "50 minutes" as the average length of time given to

each teacher selection for their school system. Forty-nine principals (21.8 percent) perceived that their school system gave "60 minutes" to each applicant before a selection was made. One (0.4 percent) principal listed "70 minutes" as the average length of time given to each teacher before making a selection. A total of 97 (43.1 percent) listed "more than 70 minutes" as the average length of time spent on each teacher selection for their school system during the 1981-82 school year.

Difference Between Superintendent and Principal Perceptions of the Purpose of Teacher Selection and the Ideal Purpose of Teacher Selection

Table XVII reports the chi-square test of the purposes and the ideal purposes used for selecting teachers in a teacher selection process. The chi-square test was used to determine if there was a significant relationship in the responses of superintendents and principals between the independent variables and the dependent variable.

The chi-square revealed a significant relationship at the 0.05 level or less between the independent variables "purposes and ideal" purpose for teacher selection and the dependent variable "to 'fit' into school district." Superintendents and principals responded "purposes versus ideal" more frequently than expected (chi-square = 11.503); degrees of freedom = 1). For the dependent variable "ethnic/

TABLE XVII

THE PURPOSES AND IDEAL PURPOSE OF TEACHER SELECTION AND SIGNIFICANT
DIFFERENCE AS PERCEIVED BY TENNESSEE SUPERINTENDENTS AND
PRINCIPALS, 1981-82

Purposes	Superintendents		Principals		Chi-Square (1-df)
	Purpose	Ideal	Purpose	Ideal	
To Meet State Certification Requirements	70	57	161	104	1.202
Political Connotations	11	4	66	8	2.771
Competency or "best fit"	80	76	115	149	2.625
Personal Qualifications	42	43	85	107	0.616
Staff Development	7	9	26	44	0.327
To "fit" into School District	20	14	94	16	11.503*
Meet SACS (Southern Association of Colleges and Schools) Requirement	5	5	15	5	2.377
Ethnic/Minority Reasons	8	6	78	5	11.326*
Professional Growth Potential	21	28	19	47	2.509
Promote Administrator's Educational Philosophy	7	7	18	31	0.378
Experience in Education	28	28	34	48	1.093
To Find Educators Who "Love" to Work with Youth	31	36	30	96	10.602*

*Significant chi-square at the 0.05 level or less.

minority reasons" superintendents and principals responded more frequently than expected to "purposes versus ideal" ($\chi^2 = 11.326$; degrees of freedom = 1). For the dependent variable "to find educators who 'love' to work with youth" superintendents and principals responded to "purposes versus ideal" more frequently than expected ($\chi^2 = 10.602$; degrees of freedom = 1).

Difference Between Superintendent and Principal Perceptions of the Present and Ideal Criteria Used for Teacher Selection

Table XVIII reports the chi-square test of criteria used in teacher selection. The independent variables "present and ideal" were used to determine if there was a significant relationship between superintendent and principal perceptions of the dependent variables. The chi-square revealed a significant difference at the 0.05 level for the dependent variable "college placement and commercial agency material" ($\chi^2 = 12.323$; degrees of freedom = 1). For the independent variables "present and ideal" superintendents and principals responded more frequently to the dependent variable "rating scale or merit" than expected producing a significant difference ($\chi^2 = 8.013$; degrees of freedom = 1). No other difference was significant in the superintendent and principal perceptions of written criteria for teacher selection for school systems in the State of Tennessee.

TABLE XVIII
PRESENT AND IDEAL CRITERIA USED FOR TEACHER SELECTION AND
SIGNIFICANT DIFFERENCES AS PERCEIVED BY TENNESSEE
SUPERINTENDENTS AND PRINCIPALS, 1981-82

Criteria	Superintendent		Principals		Chi Square (1-df)
	Present	Ideal	Present	Ideal	
Visit by Recruit to Training School or to Observe Candidate in Present Position	11	52	32	165	1.498
Application Blank; Personal History Info., Resume	98	105	199	223	0.640
Personal Interview	102	107	222	225	0.702
Recommendations	94	100	183	216	0.389
Oral or Written Exams	11	49	24	115	0.108
Physical Examination	35	65	94	197	0.333
College Placement and Commercial Agency Materials	43	68	37	150	12.323*
Certification and Licenses	98	103	182	223	0.942
Rating Scale or Merit	20	61	24	175	8.013*
Visit to Job Site	38	73	38	73	0.000

*Significant chi-square at the 0.05 level or less.

Difference Between Superintendents and Principals' Perception of Who Should Have Primary Responsibility for Teacher Selection in Local School Districts

Table XIX shows the distribution of responses from Tennessee superintendents and principals to who should have primary responsibility for teacher selection categorized by experience in the school system. Superintendents (34.8 percent) who perceived the principal as the primary selector had zero to fifteen years experience in the school system. Superintendents regarded 48.1 percent of their position as having primary selection for teacher selection. Superintendents (28.6 percent) with 0 to 15 years experience indicated that the personnel officer had primary selection responsibility for their school systems.

Superintendents (52.2 percent) indicated that the principal had primary responsibility for the selection decision; these superintendents reported 15-30 years experience with the school system. Superintendents (30.4 percent) sample with 15-30 years experience with the school system indicated that the superintendent had the primary selection responsibility. Superintendents (42.9 percent) with 15-30 years indicated that the personnel officer was primarily responsible for teacher selection for their systems.

Superintendents (13.0 percent) with 30 plus years experience indicated the principal has primary selection responsibilities for teacher selection. Superintendents

TABLE XIX

PERCENTAGE RESPONSES OF TENNESSEE SUPERINTENDENTS
AND SIGNIFICANT DIFFERENCES TO PERSON WITH
PRIMARY RESPONSIBILITY FOR TEACHER
SELECTION AS CATEGORIZED BY
EXPERIENCE, 1981-82

Primary Responsibility	0-15 Years	15-30 Years	30 Years Plus
Principal	34.8	52.2	13.0
Superintendent	48.1	30.4	21.5
Personnel Officer	28.6	42.9	28.5
Chi Square	4.492 Not significant at 0.05 level		

(21.5 percent) with 30 plus years experience with their school systems indicated that the superintendent had the primary responsibility. Superintendents (28.5 percent) with 30 plus years experience indicated that the personnel officer had the primary responsibility for teacher selection in their systems. There was no significant relationship between superintendents' experience with the system and who should have primary responsibility for teacher selection in their systems.

Table XX shows the distribution of responses of Tennessee principals to the person with primary responsibility for teacher selection as categorized by experience with the school system. The principal sample (30.8 percent) with 0-15 years experience reported that the principal should have primary teacher selection responsibilities. The principals (55.1 percent) with 15-30 years experience indicated that the principal should have the primary responsibility for teacher selection, and 5.1 percent of the principals who had 30 plus years with the system indicated that the principal should have the primary responsibility for teacher selection.

The principals (60.6 percent) with 0-15 years experience indicated the superintendent should have the primary responsibility for teacher selection. The principals (24.2 percent) with 15-30 years experience with the system indicated the superintendent should have the primary

TABLE XX

PERCENTAGE RESPONSES OF TENNESSEE PRINCIPALS AND
SIGNIFICANT DIFFERENCES TO PERSON WITH PRIMARY
RESPONSIBILITY FOR TEACHER SELECTION AS
CATEGORIZED BY EXPERIENCE, 1981-82

Primary Responsibility	0-15 Years	15-30 Years	30 Years Plus
Principal	30.8	55.1	5.1
Superintendent	60.6	24.2	15.2
Personnel Officer	33.3	44.4	22.3
Chi Square	20.583 Significant at 0.05 level		

responsibility for teacher selection, and 15.2 percent of the principal sample with 30 plus years experience with the system believed the superintendent should have the primary responsibility for teacher selection.

The principal sample (33.3 percent) with 0-15 years experience with the school system indicated that the personnel officer should have the primary responsibility for teacher selection. The principal sample (44.4 percent) with 15-30 years experience with the school system indicated that the personnel officer should have the primary responsibility for teacher selection. The principal sample (22.3 percent) with 30 plus years experience indicated that the personnel officer should have the primary responsibility for teacher selection in their school systems.

The responses (frequencies) of the participants to the categories of who should have primary responsibility for teacher selection in local school districts and experience with the system were placed in contingency tables and the chi-square formula applied to them. The obtained value (chi-square = 20.583) was significant at the 0.05 level. There was a significant relationship between who should have primary responsibility for teacher selection in local school districts and experience in the system for the principal sample.

Design, Attitude, and Outcome of the Teacher Selection
Process as Perceived by Superintendents and Prin-
cipals in the State of Tennessee

Table XXI shows the result of a one-way analysis of variance which tested for differences in the scores between "varying sizes of school systems" and "the success of teacher selection" in the State of Tennessee. The sum of squares was 1.9328 with 2 degrees of freedom. Within groups, the sum of squares was 159.8411, and the mean squares was 0.5668 with 282 degrees of freedom. The total sum of squares was 161.7738 with 284 degrees of freedom. The "F" ratio was 1.705 which was not significant at the 0.05 level.

Table XXII shows the result of a one-way analysis of variance which tested for differences in the scores between "school system size" and "the attitude of superintendents and principals toward the teacher selection process system" for local school districts in the State of Tennessee. With 2 degrees of freedom, the sum of squares was 0.5442, and the mean square was 0.2721 for the between groups. The sum of squares for the within groups was 139.0669, and the mean squares was 0.5035 with 278 degrees of freedom. With 280 degrees of freedom, the total sum of squares was 140.5111. The "F" ratio was 0.540 which was not significant at the 0.05 level.

TABLE XXI

DIFFERENCES BETWEEN SCHOOL SYSTEM SIZE AND THE STATUS OF
TEACHER SELECTION AS PERCEIVED BY TENNESSEE
SUPERINTENDENTS AND PRINCIPALS, 1981-82

Source	Sum of Squares	Mean Squares	Degrees of Freedom	F Ratio
Between Groups	1.9328	0.0664	2	1.705
Within Groups	159.8411	0.5668	282	
TOTAL	161.7738		284	

TABLE XXII

DIFFERENCES BETWEEN SCHOOL SYSTEM SIZE AND ATTITUDE OF
TENNESSEE SUPERINTENDENTS AND PRINCIPALS TOWARD
THE TEACHER SELECTION PROCESS, 1981-82

Source	Sum of Squares	Mean Squares	Degrees of Freedom	F Ratio
Between Groups	0.5442	0.2721	2	0.540
Within Groups	139.9669	0.5035	278	
TOTAL	140.5111		280	

Table XXIII contains the results of a one-way analysis of variance which tested for differences in the scores between "school system size" and "the success of teacher selection process" as perceived by superintendents and principals from local school districts in the State of Tennessee. With 2 degrees of freedom, the sum of squares for the between groups was 0.4054 and the mean squares was 0.2027. The sum of squares for the within groups was 121.5933, and the mean squares was 0.4266 with 285 degrees of freedom. The total sum of squares was 121.9987 with 287 degrees of freedom. The "F" ratio was 0.475 which was not significant at the 0.05 level.

V. THE DELPHI TECHNIQUE

A national panel of experts with expertise in teacher selection was used to validate the teacher selection process in Tennessee. The treatment and analysis of the data are presented in this chapter.

Treatment of the Data

Data gathered from the panel through the Delphi technique were tabulated by a frequency count for each criterion statement. Modal responses were included in subsequent Delphi probes. The data from the survey instrument were transferred to computer coding forms and then to punch cards for computer processing.

TABLE XXIII

DIFFERENCES BETWEEN SCHOOL SYSTEM SIZE AND THE SUCCESS
OF THE TEACHER SELECTION PROCESS AS PERCEIVED BY
TENNESSEE SUPERINTENDENTS AND
PRINCIPALS, 1981-82

Source	Sum of Squares	Mean Squares	Degrees of Freedom	F Ratio
Between Groups	0.4054	0.2027	2	0.475
Within Groups	121.5933	0.4266	285	
TOTAL	121.9987		287	

The criterion statements were subjected to the Cronbach Alpha specification to determine the homogeneity of items within each category. Reliability coefficients ranging from 0.94477 to 0.66422 indicated an interval consistency for items within each category.

The panel of experts was asked to indicate the degree of importance for each criterion statement in the teacher selection process. Each panel member was asked to rate the criterion statements in terms of importance on the Likert-type scale of 10, intensely important, to 1, not important. The Likert-type scale for the panel was treated as interval-level data common in the social sciences.

Degrees of importance on the Likert-type scale were established by the researcher in order to determine 10, intensely important; 5, of average importance; and 1, not important. The consensus of panel members for criterion statements rated from 5, of average importance, to 10, intensely important were included in the study to validate Tennessee superintendents' and principals' perceptions of the teacher selection process.

The criterion statements on the questionnaire for superintendents and principals were analyzed by means relative to the panel of experts. The researcher established a mean of 5.000 for the superintendents and principals as indicating agreement with the panel of experts. Only those criterion statements with ratings of five (5) or above by

the panel of experts were used for validation purposes for the Tennessee teacher selection. The 5.000 mean was accepted by the researcher as indicating that the superintendents and principals were in congruence with the panel of experts in regard to the criterion statements for a teacher selection process. The rationale for establishing the mean was because no attempt was made to rank the criterion statements by the panel of experts.

Analysis of Data

The national panel of experts was to validate criteria for the teacher selection process. The question, "What criteria for teacher selection are agreed upon by a panel of experts who represent this area of educational expertise?" was used to develop the Delphi technique. From the literature and the survey instrument for the study, an initial listing of eight statements was presented to the panel. They were: "The purpose of teacher selection should be . . ."; "School personnel (or others) who should be involved in the teacher selection process are . . ."; "The individual with primary responsibility for teacher selection should be . . ."; "Essential criteria to be used in the selection process should be . . ."; "Strengths of the present teacher selection process are . . ."; Weaknesses of the present teacher selection process are . . ." and "The rate of the overall teacher selection process is"

Panel members were asked to list responses to each criterion statement for teacher selection. Frequencies for each response were tabulated by the researcher into "Median and Centile 50.0 Percent Range." At the conclusion of the second probe, the panel was in agreement on 60.0 percent of the responses to the criterion statements. When 75 percent of the responders were within the "Centile 50.0 Percent Range" and stability was met, the Delphi was terminated. Comments from panel members are included in Appendix L. The modal responses are also included in Appendix L.

Table XXIV reflects the criteria for purposes of teacher selection as perceived by the national panel of experts and the mean level of agreement of Tennessee superintendents and principals for the 1981-82 school year. The panel of experts reported that "to select the most competent teacher available to provide the highest possible educational experience for students of the school system for the position opening" was a purpose for teacher selection; the superintendents and principals agreed with a mean of 7.339 and 5.111, respectively. The panel of experts reported "to meet state certification requirements" was a purpose for teacher selection; the superintendents and principals agreed with a mean of 5.229 and 7.155, respectively. The panel of experts reported "to determine which candidate represents the educational experience and preparation which would warrant consideration as it relates to the philosophy of the

TABLE XXIV
CRITERIA FOR PURPOSES OF TEACHER SELECTION AS PERCEIVED BY NATIONAL
PANEL OF EXPERTS AND MEAN LEVEL OF AGREEMENT OF TENNESSEE
SUPERINTENDENTS AND PRINCIPALS,
1981-82

Criteria	Superintendent Means (N=109)	Principal Means (N=225)
To select the most competent teacher available to provide the highest possible educational experience for students of the school system for the position opening.	7.339	5.111
To meet state certification requirements.	5.229	7.155
To make quality decisions--match to position; personal qualifications, low turnover, and low absenteeism, etc.	4.770	4.978
To determine which candidate represents the educational experience and preparation which would warrant consideration as it relates to the philosophy of the school system and its goals, objectives, and values.	2.569	1.511
To enhance district goal attainment through the implementation of the district approved curriculum	2.569	2.311

TABLE XXIV (continued)

Criteria	Superintendent Means (N=109)	Principal Means (N=225)
To provide a defensible process that will protect the selectors.	1.192	2.933
To improve quality of staff.	0.192	1.933
To meet the requirements of affirmative action.	0.083	0.084
To serve and assure accountability to the public.	0.000	0.000
To provide fairness, structure, and consistency to the selection process.	0.000	0.000

school system and its goal, objectives, and values" was a purpose for teacher selection. However, the superintendents' mean was 2.569, and the principal sample mean was 1.511 for this selection purpose and, therefore, they did not accept it as a teacher selection purpose for the State of Tennessee.

The panel of experts reported "to make quality decisions match to position; personal qualifications, low turnover, and low absenteeism" as a purpose for teacher selection, but this purpose for teacher selection did not receive a mean of 5.000 by either superintendents or principals. "To improve the quality of the staff was reported as a purpose for teacher selection" by the panel of experts, but this purpose did not receive a mean of 5.000 by either superintendents or principals for their local districts. "To provide a defensible process that will protect the selectors" was listed as a purpose by the panel of experts, but this purpose for teacher selection did not receive a mean of 5.000 from either superintendents or principals as a purpose for teacher selection.

"To enhance district goal attainment through the implementation of district approved curriculum" was reported by the panel of experts as a purpose for teacher selection, but this purpose for teacher selection did not receive a mean of 5.000 from either superintendents or principals as a purpose for teacher selection. "To meet the requirements of affirmative action" was reported as a purpose for teacher

selection by the panel of experts, but this purpose for teacher selection did not receive a mean of 5.000 from either superintendents or principals as a purpose for teacher selection. "To serve and assure accountability to the public" was reported as a purpose for teacher selection by the panel of experts, but this purpose for teacher selection did not receive a score from either superintendents or principals. "To provide fairness, structure, and consistency to the selection process" was reported as a purpose for teacher selection by the panel of experts, but the superintendents and principals did not perceive this as a purpose for teacher selection for school systems in the State of Tennessee.

Table XXV reports criteria for school personnel (or others) who are involved in teacher selection as perceived by the national panel of experts and the mean level of agreement of Tennessee superintendents and principals for the 1981-82 school year. The panel of experts reported that the principal should be involved in teacher selection, and the mean level of agreement for the superintendents was 9.541 and 9.875 for the principal sample. The panel reported the supervisor of instruction should be involved in the teacher selection process, and the mean level of agreement for the superintendents was 6.605 and 5.022 for the principal sample. The panel reported that the superintendent should be involved in teacher selection, and the mean level of agreement for superintendents was 9.267 and 5.867 for the

TABLE XXV

CRITERIA FOR SCHOOL PERSONNEL (OTHERS) INVOLVED IN TEACHER
SELECTION AS PERCEIVED BY NATIONAL PANEL OF EXPERTS
AND MEAN LEVEL OF AGREEMENT OF TENNESSEE
SUPERINTENDENTS AND PRINCIPALS,
1981-82

Criteria	Superintendent Means (N=109)	Principal Means (N=225)
Principal	9.541	9.875
Superintendent	9.267	5.867
Supervisor of Instruction	6.605	5.022
Personnel Officer	1.377	4.222
Subject Area Supervisor	0.918	1.378
Teacher	0.222	0.826
Department Chairperson or Grade Level Chairperson	0.183	1.625

principal sample. The panel of experts reported that the personnel officer, the subject area supervisor, the department chairperson or grade level chairperson, and teachers should be involved in the teacher selection process, but the superintendents and principals in the State of Tennessee did not perceive these individuals should be involved in the teacher selection process.

Table XXVI reports the individual with the primary responsibility for teacher selection as perceived by the national panel of experts and the mean level of agreement of Tennessee superintendents and principals for the 1981-82 school year. The panel of experts reported that the principal (building level or teacher supervisor) was the individual with primary responsibility for teacher selection, and the principal sample agreed with a mean of 6.756; however, the superintendents disagreed with the panel and the principals with a mean of 3.027. The panel of experts rated the personnel officer as the individual with primary responsibility for teacher selection, but neither the superintendents nor the principals perceived the personnel officer as being the primary individual with teacher selection responsibilities. The panel reported that the superintendent was the individual with primary responsibility for teacher selection, and the superintendent mean of 5.872 reflects agreement with the panel; however, the principal sample, with a mean of 3.422, did not agree that the

TABLE XXVI

INDIVIDUAL WITH PRIMARY RESPONSIBILITY FOR TEACHER
SELECTION AS PERCEIVED BY A NATIONAL PANEL OF
EXPERTS AND MEAN LEVEL OF AGREEMENT OF
TENNESSEE SUPERINTENDENTS AND
PRINCIPALS, 1981-82

Individual	Superintendent Means (N=109)	Principal Means (N=225)
Superintendent	5.872	3.422
Principal	3.027	6.756
Personnel Officer	0.550	2.533

superintendent should be the individual with the primary responsibility for teacher selection.

Table XXVII reports the essential criteria used for the teacher selection process as perceived by a national panel of experts and the mean level of agreement by Tennessee superintendents and principals for the 1981-82 school year. The panel of experts reported that "references" (at least two) were essential criteria for the teacher selection process and the superintendents and principals agreed with a mean of 9.174 and 9.600, respectively. The panel reported "certification; preparation" as essential criteria for teacher selection, and the superintendents and principals agreed with a mean of 9.000 and 9.911, respectively. The panel reported "recommendations" as essential criteria for teacher selection, and the superintendents and principals agreed with a mean of 9.174 and 9.600, respectively. The panel reported that "oral or written exams" were essential criteria for teacher selection, and the principal sample agreed with a mean of 5.111; however the superintendents disagreed with a mean of 4.495. The panel reported that "the application blank; personal history information, and resumé" was an essential criteria for teacher selection, and the superintendents and principals agreed with a mean of 8.991 and 9.911, respectively. The panel reported that "observation of the candidate on the job or student teaching experience" was an essential criteria for teacher

TABLE XXVII
 ESSENTIAL CRITERIA USED FOR THE TEACHER SELECTION PROCESS AS PERCEIVED BY
 A NATIONAL PANEL OF EXPERTS AND MEAN LEVEL OF AGREEMENT BY
 TENNESSEE SUPERINTENDENTS AND PRINCIPALS,
 1981-82

Criteria	Superintendent Means (N=109)	Principal Means (N=225)
Personal interview	9.816	9.876
References (at least two)	9.174	9.600
Recommendations	9.174	9.600
Certification; preparation	9.000	9.911
Application blank; personal history in- formation, resume	8.991	9.911
Observation of candidate on job student teaching experience	4.771	7.333
Oral or written exams	4.495	5.111
Ethics/morals: role model for students	--	--
Intellectual competence; knowledge of field of study	--	--
Attendance records	--	--

selection, and the principal sample agreed with a mean of 7.333; however the superintendents disagreed with a mean of 4.771. The panel reported that the "personal interview" was essential for teacher selection, and the superintendents and principals agreed with a mean of 9.816 and 9.876, respectively. The panel of experts also reported that "ethics/morals; role model for students" was an essential criteria for teacher selection along with "attendance records" and "intellectual competence--knowledge of the field of study," but the superintendents and principals in the State of Tennessee did not report these as essential criteria for teacher selection.

The national panel of experts was asked to identify the strengths of the present method of the teacher selection process. The panel reported that "principals are involved in the selection process" as the greatest strength of the present method of teacher selection. The panel reported that "schools are making more and more use of positive guides to match position to person" as a strength of the teacher selection process. The panel also reported that the "team approach is used" for selection decisions, and that the present method of selection provides "consistency, structure, and fairness to candidates."

The national panel of experts were also asked to identify weaknesses in the present method of the teacher selection process/ The major weaknesses in the present

method of teacher selection reported were: "too tied to gut feelings--little objectivity"; "lack of local validation process"; and "depends too much on little evidence that usually is not valid." The panel reported that the present teacher selection process is "too political" and that "most systems have no systematic selection process." The panel reported that "personnel administrators are not trained adequately for teacher selection decisions" was a weakness in the present method for teacher selection.

The national panel of experts was asked to identify their perceptions of the status for the overall effectiveness of the teacher selection process. The panel reported that the teacher selection process system was doing an "average" job selecting teachers for teaching positions.

CHAPTER IV

FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The problem of the study was that no data base exists for making pertinent decisions concerning the selection of teachers in the State of Tennessee. Without these data, there was an inadequate basis for the appraisal of the teacher selection process in the State of Tennessee. The major purpose of the study was to provide a data base for making decisions concerning the future directions for the teacher selection process in the State of Tennessee. A second purpose was to examine the congruence among superintendents and principals in regard to the criteria validated by a national panel of experts. In order to delineate the problem, answers were sought to the following questions:

1. What are the purposes and what should be the purposes for teacher selection as perceived by superintendents and principals in the State of Tennessee?
2. Who is involved and who should be involved in the teacher selection process as perceived by superintendents and principals in the State of Tennessee?
3. Who has and who should have the primary responsibility for teacher selection in the State of Tennessee as perceived by superintendents and principals in the State of Tennessee?

4. What do superintendents and principals perceive to be the present and desirable criteria of teacher selection for their school systems in the State of Tennessee?

5. What do superintendents and principals perceive to be the average length of time in minutes each teacher is given before a selection is made in the local school district?

6. How do superintendents and principals in the State of Tennessee differ in their perceptions of the purpose of teacher selection?

7. How do superintendents and principals differ in their perception of the criteria used for teacher selection?

8. Will school systems of varying sizes report major differences in the design, attitude, and outcome of the teacher selection process?

9. What is the relationship between the teacher selection process as perceived by superintendents and principals in the State of Tennessee for the 1981-82 school year and the opinions as perceived by a national panel of experts?

I. FINDINGS

The findings of the study are presented as follows:

1. Eighty (75.5 percent) superintendents indicated that competency or "best fit" was the purpose for teacher selection in the State of Tennessee, while 151 (72.9

percent) of the principal sample indicated to meet state certification requirements was the purpose for teacher selection. Seventy-six (76.0 percent) superintendents indicated that competency or "best fit" should be the purpose of teacher selection, while 149 (67.7 percent) of the principal sample indicated that competency or "best fit" should be the purpose for teacher selection.

Seventy (66.0 percent) superintendents indicated that "to meet state certification requirements" was a second purpose presently used for teacher selection, and 42 (39.6 percent) indicated that "personal qualifications" was a third purpose for teacher selection. One hundred fifteen (52.0 percent) of the principal sample indicated that "competency or 'best fit'" was a second purpose for teacher selection, and 85 (38.5 percent) indicated that "personal qualifications" was a purpose for teacher selection. Fifty-seven (57.0 percent) superintendents indicated "to meet state certification requirements" should be the second most important purpose for teacher selection, and 43 (43.0 percent) indicated that "personal qualifications" should be third in importance for teacher selection. One hundred seven (48.6 percent) of the principal sample indicated that "personal qualifications" should be the second in importance for the purpose of teacher selection, and 104 (47.5 percent) indicated that "to meet state certification requirements" should be third in importance for teacher selection.

2. One hundred four (95.4 percent) superintendents indicated that the principal is involved more than any other individual for teacher selection, and 209 (93.7 percent) of the principal sample indicated that the principal is involved more than any other individual in the teacher selection process. Ninety-seven (89.0 percent) superintendents indicated that the principal should be involved more than any other individual for teacher selection, and 209 (93.7 percent) of the principal sample indicated that the principal should be involved in the teacher selection process more than any other individual in the selection of teachers.

3. Sixty-four (58.8 percent) superintendents indicated that the superintendent has the primary responsibility for teacher selection, while 77 (34.3 percent) of the principal sample indicated that the superintendent has the primary responsibility for teacher selection. Sixty-three (57.9 percent) superintendents indicated that the superintendent should have the primary responsibility for teacher selection, while 152 (67.6 percent) of the principal sample indicated that the principal should have the primary responsibility for teacher selection.

4. Superintendents indicated that present criteria most often used for teacher selection was: "personal interview" (98.1 percent); "certification and licenses" (94.2 percent); "application blank, personal history information, résumé" (94.2 percent); and "recommendations" (90.4 percent).

The principal sample indicated that present criteria most often used for teacher selection was: "personal interview" (98.7 percent); "application blank, personal history information, resume" (93.0 percent); "certification and licenses" (85.0 percent); "recommendations" (85.0 percent). Superintendents indicated that desirable criteria for teacher selection would be: "visit to job site" (67.0 percent); "college placement and commercial agency material" (62.4 percent); "physical examination" (59.6 percent); and "rating scale or merit" (56.0 percent). The principal sample indicated that desirable criteria for teacher selection would be: "physical examination" (87.6 percent); "rating scale or merit" (77.8 percent); "visit by recruiter to training school or to observe candidate in present position" (73.3 percent); and "college placement and commercial agency materials" (66.6 percent).

5. Fifty-five (50.4 percent) superintendents indicated that the average length of time given each applicant before a selection was made ranged from "less than 10 minutes" to "70 minutes." Fifty-four (49.6 percent) indicated that the average length of time given to each applicant was "more than 70 minutes." One hundred twenty-seven (56.9 percent) of the principal sample indicated that the average length of time given to each applicant ranged from "less than 10 minutes" to "70 minutes." Ninety-seven (43.1 percent) indicated that the average length of time given

applicant before a selection was made was "more than 70 minutes."

6. The Chi-square revealed that the superintendents and principals significantly differed in their perceptions of three purposes of teacher selection: "to 'fit' into school district"; "ethnic/minority reasons"; and "to find educators who 'love' to work with youth." Although superintendents and principals agreed that these purposes were important, the superintendents perceived these three purposes for teacher selection as less important than the principals.

7. The Chi-square revealed that superintendents and principals significantly differed in their perceptions of two criteria used for teacher selection: "college placement and commercial agency materials"; and "rating scale or merit system." Although superintendents agreed that these criteria were important for teacher selection, they perceived these two criteria as less important than the principals.

8. The analysis of variance revealed that there was no significant difference between superintendents and principals of school systems of varying sizes in the design, attitude, and outcome of the teacher selection process.

9. The mean scores of the superintendents and the principal sample indicated a low level of agreement with the panel of experts on purposes of teacher selection. "To select the most competent teacher available to provide the

highest possible educational experience for students of the school system" and "to meet state certification requirements" were two purposes reported from a list of ten by the national panel of experts that Tennessee superintendents and principals agreed were purposes of teacher selection for local school districts.

The mean scores of the superintendents and the principal sample indicated a low level of agreement with the panel of experts on individuals who should be involved in teacher selection. Tennessee superintendents and principals agreed with the panel of experts that the principal, supervisor, and superintendent should be involved in the teacher selection process but that the personnel officer, subject area supervisor, department chairperson or grade level chairperson, and teachers should not be involved in the selection process.

Superintendents agreed with the panel of experts that the superintendent is the individual with primary responsibility for teacher selection, while the principal sample indicated that the principal should be the individual with the primary responsibility for teacher selection.

The mean scores of the superintendents and principals indicated a high level of agreement with the panel of experts on six of seven essential criteria used for the teacher selection process as evidenced by means above 5.000.

II. CONCLUSIONS

Based on the findings of the study, the following conclusions are made:

1. Tennessee superintendents and principals basically differ in their perceptions of the present criteria used for teacher selection as well as what the criteria should be for teacher selection.

2. Tennessee superintendents and principals agreed that the principal (building level or teacher supervisor) was and should be involved more than any other individual in the teacher selection process.

3. The size of school system had no effect upon the design, attitude, and outcome of the teacher selection process.

4. Tennessee superintendents and principals basically disagree with a national panel of experts as to what constitutes criteria for a teacher selection process system.

5. Congruence of superintendents and principals' perceptions of teacher selection is lacking and indicates that the two groups are not compatible in working together toward teacher selection.

III. RECOMMENDATIONS

As a result of the present study, the following recommendations are made:

1. Tennessee superintendents and principals should utilize the criteria validated by a national panel of experts for teacher selection in order to develop a systematic selection process system.

2. A team approach to teacher selection should be implemented with each team member having specific information gathering expertise.

3. School districts should recognize the State of Tennessee's certification requirement when selecting teachers, but school districts should not let certification be the primary purpose for teacher selection.

4. Colleges and universities should concentrate on personnel administration as a part of their degree programs in order to train administrators more adequately to participate in the teacher selection process.

5. Identification, verification, and validation of criteria for teacher selection should be established through research.

IV. IMPLICATIONS

Conclusions drawn from the data in this study have implications for all educators involved in teacher selection, and for school systems interested in the improvement of the teacher selection process. There are also implications for further research with respect to teacher selection process systems.

1. An in-depth study of administrators' perceptions of what qualities are desired in a teacher for selection purposes needs to be undertaken.

3. A study should be undertaken to identify the selection practices of business and industry in order to compare them to the selection procedures used in public education.

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APPENDICES

APPENDIX A

Dr. Patricia Light Ubben
Assistant Principal
Farragut Middle School
11142 Kingston Pike
Knoxville, TN 37922

Dear Dr. Ubben:

I am currently a doctoral student in the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville. I am presently engaged in the writing of a dissertation entitled "A Study of the Teacher Selection Process as Perceived by Superintendents, Assistant Superintendents in Charge of Personnel, and Principals in the State of Tennessee."

I am seeking your permission to use the format for my questionnaire that was constructed by you to obtain data about the "Teacher Evaluation System" in the State of Tennessee.

I hope permission will be speedily granted as the progress of my dissertation depends heavily upon it. The dissertation is for educational purposes only.

Sincerely,

Joe A. Brandon
Ed. D. Candidate

John T. Lovell
Major Professor

APPENDIX B

Mr. Joe A. Brandon
1203 Belmont Drive
Manchester, TN 37355

Dear Mr. Brandon:

I do hereby grant permission for you to use the format of the questionnaire which I developed and constructed for my dissertation, "A Survey of the Design and Implementation of Teacher Evaluation Systems in Tennessee Public Schools" as a model for your questionnaire. As I understand the purpose of your questionnaire is to obtain data pertaining to "Teacher Selection Process as Perceived by Superintendents, Assistant Superintendents in Charge of Personnel, and Principals in the State of Tennessee."

I wish you much success in your study and hope it reveals significant data which can be used to improve the teacher selection process in Tennessee.

Yours truly,

Patricia H. Ubben

APPENDIX C

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational Administration
and Supervision

As part of my doctoral work at The University of Tennessee, I am conducting a study under the direction of Dr. John T. Lovell to verify criteria for the selection of teachers in the State of Tennessee.

I need your help in identifying persons with expertise in teacher selection to serve on a "panel of experts" to validate criteria to be used for teacher selection. I invite you to be a member of my panel and request that you identify five other persons who are knowledgeable in the teacher selection process. Would you please send me the names and addresses of any person you believe would be qualified to serve on my panel? Please provide the names and addresses on the enclosed form and return in the addressed, stamped envelope by February 12, 1982.

Thank you very much for your cooperation in this very important part of the study. A copy of the results will be available to each panel member upon completion of the study if he so desires.

Sincerely,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355

Dr. John T. Lovell
Project Co-Director

Enc. Form for names and addresses
Addressed, stamped envelope

APPENDIX D

IDENTIFICATION OF PANEL MEMBERS

1. Name _____
Position _____
Address _____
2. Name _____
Position _____
Address _____
3. Name _____
Position _____
Address _____
4. Name _____
Position _____
Address _____
5. Name _____
Position _____
Address _____

I consent to serve as a member of the panel of experts for this study. I understand that I will be asked to participate in a Delphi probe pertaining to Teacher Selection.

Signature _____ Position _____
Address _____

APPENDIX E

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

As part of my doctoral work at The University of Tennessee, I am conducting a study under the direction of Dr. John T. Lovell to validate and verify criteria for the teacher selection process in Tennessee. I will utilize a questionnaire which will be mailed to Tennessee Superintendents and a random sampling of Tennessee principals who participate in the selection process.

Your name has been suggested as a person with expertise in the teacher selection process to serve on a "panel of experts" to validate the criteria to be used for comparative purpose. I invite you to be a member of my panel and request that you indicate your willingness to participate in my study by signing and returning the enclosed consent paper today.

Thank you very much for your consideration and cooperation in this very important part of the study. A copy of the results will be available to panel members upon completion of the study.

Very truly yours,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355
615-728-3021 or 615-728-7584

John T. Lovell
Project Co-Director

Enc. Consent Form
Addressed, stamped envelope

APPENDIX F

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

Research Project: "The Teacher Selection Process System"

Researcher: Joe A. Brandon
The University of Tennessee

Dear _____:

Yes No

I will serve on the Panel of
Experts relative to Teacher
Selection Process.

(Signature)

Please provide me with a copy of the results as soon
as completed. YES NO

Very truly yours,

APPENDIX G

PANEL OF TEACHER SELECTION LEADERS

USED FOR THE DELPHI TECHNIQUE

Dr. Dale L. Boton
College of Education
309 Miller DQ-12
University of Washington
Seattle, Washington 98195

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APPENDIX H

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

Dear Panel Member:

I want to express my gratitude for your consent to serve on my panel of experts for this very important part of my study.

Through the Delphi technique, the panel will validate criteria for the teacher selection process. Those criterion recommended by the panel members at the completion of the probes will be utilized for validation and comparative purposes for the teacher selection process in the State of Tennessee.

All school superintendents in the State of Tennessee and a random sampling of elementary, middle school, junior high and senior high principals in the State are being asked to participate in a questionnaire-survey to determine what practices are presently being conducted in the teacher selection process. Your expert opinion will contribute to a validation and comparison or contrast to their response.

Enclosed is the first questionnaire. Would you please read each criteria question and respond chronologically in order of importance? In the space beneath "Other Points to Consider" please make any comments relating to the question or add other criterion statements or questions you feel have been omitted.

For your convenience in returning the form promptly, I have enclosed a stamped, addressed envelope. It is very important that the form be returned as soon as possible in order to proceed with the study.

Thank you for your cooperation. A copy of the results will be available to you at the completion of the study.

Very truly yours,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355
615-728-3021 or 615-728-7584

Dr. John T. Lovell
Project Co-Director

Encs.: Questionnaire I
Reply Envelope

APPENDIX I

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

Dear Panel Member:

Thank you so much for completing the first questionnaire in this phase of my study. I really do appreciate the time and effort you have willingly given to help.

Questionnaire II has been formulated from responses of the first probe. Objectives, statements, and phrase responses are listed without respect to order.

Consider any suggestions for changes or additions (suggested by other panel members on Questionnaire I) and indicate your preference on the Likert-type scale of 10, intensely important, to 1, not important. Question IX asks for identification in terms of minutes rather than Likert rating. Please consider this difference and respond accordingly.

For your convenience in returning the form promptly, I have enclosed a stamped, addressed envelope. It is very important that Questionnaire II be returned within two weeks in order to proceed with the Delphi.

If you plan to be at a different address other than the one I am using now after June 1, would you please let me know by giving me that address on this return. I expect at least one other probe before I can statistically compute the Delphi results, and I would like to continue to utilize your expertise on all responses.

Thank you again for your cooperation.

Very truly yours,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355
615-728-3021 or 615-728-7584

Dr. John T. Lovell
Project Co-Director

Enc.: Questionnaire II
Reply Envelope

APPENDIX J

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

Dear Panel Member:

Thank you for responding to the second questionnaire for my doctoral study on the teacher selection process. You will no doubt be pleased to learn that this is the final questionnaire. The results will be used to validate the survey instrument used to obtain information about the teacher selection process in Tennessee. I am interested in determining if Tennessee administrators agree with the panel regarding the criteria used for evaluation of the selection process.

The model responses to Questionnaire II are recorded on Questionnaire III in column 2 (Median and Centile 50% Range"). If your response to round II per selection is outside the range and you do not wish to change, please state your reason in column 5. Your new response should be placed in column 4 based upon the scale of 1, not important, to 10, intensely important. You need indicate a reason only if you do not agree with the panel responses.

I greatly appreciate your help in this phase of my study. If you could return the final questionnaire by July 2, I would be most grateful. My deadline date for my completed study is on July 20, and I hope to be able to meet it. A stamped reply envelope is enclosed for your convenience.

I will compile the results of Questionnaire III and send to you for your information. The results of my study will be available to you at the completion of my dissertation, if you so desire.

Again, thank you so much for your help.

Sincerely,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355

Dr. John T. Lovell
Project Co-Director

APPENDIX K

QUESTIONNAIRE I (INCLUDING RESPONSES TO FINAL DELPHI PROBE) (10, Intensely Important; 1, Not Important)

<u>Criterion Statement</u>	Group Responses Median and Centile 50% Range
I. The Purpose of Teacher Selection Should be:	
To select the most competent teacher available to provide the highest possible educational experience for students of the school system for the position opening	10
To provide a defensible process that will protect the selectors	5-6
To provide fairness, structure, and consistency to the selection process	7-8
To improve quality of staff	9
To enhance district goal attainment through the implementation of the district approved curriculum	8-9
To meet the requirements of affirmative action	5
To serve and assure accountability to the public	6-7

Criterion Statement

To determine which candidate represents the educational experience and preparation which would warrant consideration as it relates to the philosophy of the school system and its goals, objectives, and values

9

To satisfy the power structure

2-4

To make high quality decisions--match to position, personal qualifications, low turnover, and low absenteeism, etc.

8

To maintain high efficiency in gathering and processing information

4-5

II. School Personnel (or others) Who Should be Involved in the Teacher Selection Process are:

Principals

10

Supervisor of Instruction

9

Parent

2

Teacher

6-7

Central Office level administrator other than superintendent

9-10

Superintendent (key administrative position as final review)

5

Subject area supervisor

8-9

Group Responses
Median and
Centile 50% Range

Criterion Statement

2-4

Outside consultant

9

Department chairperson or grade level chairperson

III. The Individual with Primary Responsibility for Teacher Selection Should be:

8-10

Personnel Officer

9-10

Principal (building level or teacher supervisor)

5

Superintendent

IV. Essential Criteria to be Used in the Selection Process Should be:

6

References (at least two)

10

Certification: Preparation

9

Intellectual Competence--Knowledge of Field of Study

8

Interview(s)

5

Test Results (NTE, National Teacher Exam) (Writing of Theme) (Local Subject Area Tests), etc.

6

Application Blank; Personal History Information, Resume

9

Observation of Candidate of Job-Student Teaching Experience

6

Recommendations

Group Responses
Median and
Centile 50% Range

Criterion Statement

Ethics/Morals; Role Model for Students 8

Attendance Records 7

V. Strengths in the Present Method of the Teacher Slection Process are:

Schools are Making More Use of Positive Guides to Match Position and Person 8

Classrooms Do Get Staffed 5

Many Good Teachers are Hired 6-8

High Satisfaction of Being Involved in the Selection Process 5-6

Principals are Involved 10

Teach Approach is Used 6-8

Provides Consistency, Structure, and Fairness to Candidates 6-8

Districts Approach Selection Systematically, Requiring Weighting and Evaluating a Good Deal of Data about Candidates 5

VI. Weaknesses in the Present Method of the Teacher Selection Process are:

Most Systems Have No Systematic Selection Process 9

<u>Criterion Statement</u>	<u>Group Response Median and Centile 50% Range</u>
Too Tied to "Gut Feelings"--Little Objectivity	9-10
Too Political	7-9
Recruiting is Not Done	6-7
Local Area Selections and Relatives	8
Lack of Staff (Other) Involvement	5
Limited Number of Applicants	4-5
Uncertain as to What Qualities are Desired in a Teacher	7-8
Personnel Administration Not Trained Adequately	8-9
Lack of Local Validation Process	9-10
Inadequate Follow-Up and Evaluation	7-8
Not Enough Use of Simulation and Other Active Performance Tests	5-8
Depends Too Much on Little Evidence that Usually is Not Valid	10
VII. Your Rate for the Overall Teacher Selection Process Would Be:	4-5

APPENDIX L

THE DELPHI TECHNIQUE THE NATIONAL PANEL RESPONSES TO QUESTIONNAIRE I

Criterion Statement: The Purpose of Teacher Selection Should be:

Panel Response: Should be the school system provides its own selection process or accept as part or all of it, a commercial approach such as SRI?

Relate it to declining enrollment and its impact on staffing.

Criterion Statement: Individuals Who Should be Involved in the Teacher Selection Process are:

Panel Response: Selection criteria should be consistent with the evaluation criteria that are applied to teacher who is employed.

The size of the school system will quite often determine the level and amount of people participating.

Criterion Statement: The Individual who Should Have the Primary Responsibility for Teacher Selection Should be:

Panel Response: The personnel director, if there is one; if not, the person who is held most directly accountable. The principal should have a voice in selecting persons for his own building, if that is known, but not the final choice.

Superintendent (or his/her agent) recommends; BOE appoints; but building principal should have major input.

There are differential responsibilities; I do not think the specification of primary is beneficial.

Although some from central office (Department of Personnel) should determine and recruit viable candidates, if at all possible, the final selection should be made by the principal.

Superintendent, but I hope that he/she did not have to deviate from the recommendation of the principal.

Criterion Statement: Essential Criteria to be Used in the Teacher Selection Process are:

Panel Response: I assume that certification requirements will be met.

Please read through Exhibit "A" to determine selection procedures used in the Baltimore County Public Schools.

Subject matter preparation?

Criterion Statement: Your Rate for the Overall Teacher Selection Process is:

Panel Response: Poor. It varies, though. Some districts do it very well.

If you mean the present status of teacher selection in the U. S., I would judge it to be less than satisfactory.

In Tennessee it varies widely from pretty good to terrible.

My hunch is that it is fair to poor.

THE DELPHI TECHNIQUE
THE NATIONAL PANEL RESPONSES TO QUESTIONNAIRE II

Criterion Statement: The Purpose of Teacher Selection Should be:

Panel Response: I think it is a mistake to mix process and product objectives.

Some of the areas marked less than maximum should be taken care of automatically if the "10s" are done.

Add: "To satisfy all who are involved in the process."

If recruitment is aggressive and properly designed, affirmative action will take care of itself through the selection of the best qualified candidate. It is short sighted to select for affirmative action alone, which can do more to hurt affirmative action than help. You want strong role models.

Criterion Statement: Individuals Who Should be Involved in the Teacher Selection Process are:

Panel Response: Parents and teachers: Only in setting up the system . . . not in selecting teachers.

Superintendents; only in small districts.

All those listed; however, not all should be equally involved in all phases.

A combination of personnel, school administrator, and instruction make for a quality selection team of professionals.

It depends upon the size of the school system.

Depends upon the position. The team should be represented by those in the position, those that support the position, and those that supervise the position.

I see a good deal of variation from system to system, depending upon size and other factors.

Criterion Statement: The Individual Who Should Have the Primary Responsibility for Teacher Selection:

Panel Response: I assume that whoever has major responsibilities has been trained to do it right.

Central Office Personnel Director and Principal should share in final decision to make maximum use of their expertise and areas of interest (system and school needs).

Someone has to be responsible to insure the selection criteria and process met district goals and legal mandates and that PERSONAL agendas and/or selection bias or weaknesses are addressed through a group process.

Criterion Statement: Essential Criteria to be Used for Teacher Selection are:

Panel Response: Ethics/morals; role model for students might be higher if there were a fair, accurate way to measure it.

How do you measure ethics/morals?

Phone calls are very important; paper is deceiving.

THE DELPHI TECHNIQUE
THE NATIONAL PANEL RESPONSES TO QUESTIONNAIRE III

Criterion Statement: The Purpose of Teacher Selection Should be:

Reason for Not Changing Response:

(Outside Group Response Median)

To provide a defensible process
that will protect the selectors

1. Why get yourself in a mess (legally)?
2. Legal necessity.
3. If you are doing your recruiting job, affirmative action will follow.
4. Although correct procedure should take care of this, we must not be naive; you must CYA.
5. A process could be designed to protect selectors at the expense of picking the best. This is not a priority.

To enhance district goal attainment
through the implementation of the
district approved curriculum

1. Is this not what it is all about anyway?
2. The primary purpose is to enhance goals, none other.
3. Goal attainment is the purpose of personnel selection.

To improve quality of staff

1. I assumed a high quality of staff to be mentioned.

To meet the requirements of Affirmative Action

1. Legal necessity.
2. You must CYA.

Criterion Statement: Individuals Who Should be Involved in the Selection Process are:

Reason for Not Changing Response:

(Outside Group Response Median)

Parents:

1. Parents--they do have a stake.

Supervisor of Instruction:

1. Many are not trained to do it and are not directly responsible for results.

Principal:

1. Many are not trained; also, others have a stake in it too.

Teachers:

1. Not trained; do not have the whole picture.
2. Unnecessary to include another layer of input in the selection process.

Superintendent:

1. It depends on size of district.
2. Too political.
3. He has responsibility--need authority to go along with it.

Subject Area Supervisors:

1. I believe heavier building level involvement is more important.
2. They should have most content expertise.
3. Not essential.
4. Not trained; do not have total picture.

Criterion Statement: Individual Who Should Have the Primary Responsibility for the Selection of Teachers:

Reason for Not Changing Response: (Outside Group Response Median)

Principal:

1. You hire for a district--not a building.

Superintendent:

1. Depends on size of district.

APPENDIX M

Cd 1 Code _____
(1) (2-6)

TEACHER SELECTION QUESTIONNAIRE

This questionnaire is designed to gather information regarding your attitudes and perceptions toward teacher selection.

I. RESPONDENT DATA:

- A. Check your position: (7)
1. _____ Superintendent
 2. _____ Assistant Superintendent
 3. _____ Principal
 4. _____ Other _____
(specify)
- B. Check the level and degree of training: (8)
1. _____ Bachelors Degree
 2. _____ Masters Degree
 3. _____ Masters + 45 hours
 4. _____ Educators Specialist Degree
 5. _____ Doctor of Education Degree
 6. _____ Other _____
(specify)
- C. Check the category which best describes your school system. (9)
1. _____ County 2. _____ City 3. _____ Other
- D. Check the category which best describes the school level(s) in which you have responsibility. (10)
1. _____ Primary
 2. _____ Elementary
 3. _____ Middle
 4. _____ Elementary-Middle
 5. _____ Junior High
 6. _____ Junior-Senior High
 7. _____ Senior High
 8. _____ ALL Levels
 9. _____ Other _____
(specify)
- E. Check the size of the system in which you work: (11)
1. _____ Less than 5,000 students
 2. _____ 5,000 - 10,000 students
 3. _____ More than 10,000 students
- F. Length of time you have worked in the system (not counting current school year): _____ (12-13)
- G. Length of time you have worked in your present position (not counting current school year): _____ (13-14)

II. SCHOOL SYSTEM INFORMATION

A. On the left indicate what you perceive to be your school system's three most important purposes of teacher selection.

B. On the right indicate what you think should be the three most important purposes of teacher selection.

(1-primary importance; 2-second in importance; 3-third in importance)

School		Myself
(15)	1. Meet state certification requirements	(28)
(16)	2. Political connotations	(29)
(17)	3. Competency or "best fit"	(30)
(18)	4. Personal qualifications	(31)
(19)	5. Staff development	(32)
(20)	6. To "fit" into the school district	(33)
(21)	7. Meet SACS (Southern Association of College and School) requirements	(34)
(22)	8. Ethnic/minority reasons	(35)
(23)	9. Professional growth potential	(36)
(24)	10. Promote administrator's educational philosophy	(37)
(25)	11. Experience in education	(38)
(26)	12. To find educators who "love" to work with youth	(39)
(27)	13. Other (specify) _____	(40)

C. Who is involved in the teacher selection process in your school system? (Check all appropriate responses).

- (41) 1. _____ Principal
 (42) 2. _____ Personnel Officer
 (43) 3. _____ Supervisor
 (44) 4. _____ Superintendent
 (45) 5. _____ Assistant Principal
 (46) 6. _____ Curriculum Principal
 (47) 7. _____ Department Head
 (48) 8. _____ Assistant Superintendent
 (49) 9. _____ Teachers
 (50) 10. _____ School Board Members
 (51) 11. _____ Students
 (52) 12. _____ Parents
 (53) 13. _____ Other _____
 (specify)

D. From the preceding list, select the number of the one person with the primary responsibility for teacher selection in your school system: _____ (54-55)

E. Who do you think should be responsible for teacher selection in your school system? (Check all appropriate responses).

- (56) 1. _____ Principal
 (57) 2. _____ Personnel Officer
 (58) 3. _____ Supervisor
 (59) 4. _____ Superintendent
 (60) 5. _____ Assistant Principal
 (61) 6. _____ Curriculum Principal
 (62) 7. _____ Department Head
 (63) 8. _____ Assistant Superintendent
 (64) 9. _____ Teacher
 (65) 10. _____ Student
 (66) 11. _____ Board Member(s)
 (67) 12. _____ Parent
 (68) 13. _____ Other _____
 (specify)

- F. From the preceding list, select the number of the one person you think should have primary responsibility for teacher selection in your school system: _____

(69-70)

III. METHODS OF TEACHER SELECTION

This part of the questionnaire is divided into two sections - left and right.

A. On the left check those items which are presently a part of the teacher selection system in your school or system.

B. On the right indicate your attitudes regarding the desirability of including this item in a teacher selection system. Circle a number for each item. If you do not have an opinion or insufficient information, circle 5.

Check those which you are presently using in your teacher selection system: Attitude toward including this method — even if it is not a part of your present system.

		Very Desirable	Desirable	Undesirable	Very Undesirable	Insufficient Information	
(1)	☐ 1. Visit by recruiter to training school or to observe candidate in present position	1	2	3	4	5	(11)
(2)	☐ 2. Application blank with photo, personal	1	2	3	4	5	(12)
(3)	☐ 3. Personal interview	1	2	3	4	5	(13)
(4)	☐ 4. Recommendations	1	2	3	4	5	(14)
(5)	☐ 5. Oral or written exams	1	2	3	4	5	(15)
(6)	☐ 6. Physical examination	1	2	3	4	5	(16)
(7)	☐ 7. College placement and commercial agency materials.	1	2	3	4	5	(17)
(8)	☐ 8. Certification and licenses	1	2	3	4	5	(18)
(9)	☐ 9. Rating scale or merit	1	2	3	4	5	(19)
(10)	☐ 10. Visit to job site	1	2	3	4	5	(20)

F. Check the weaknesses that are found in the teacher selection system in your school district or system:

1. _____ Criteria not appropriate (21)
2. _____ Not enough time (22)
3. _____ Too subjective (23)
4. _____ Lack of involvement (24)
5. _____ Biases are involved (25)
6. _____ Need more contact with applicant (26)
7. _____ Little follow through (27)
8. _____ Poor selection methods (28)
9. _____ Lacks systematic selection system (29)
10. _____ Other _____ (30)
(specify)

G. Check the strengths of the teacher selection system in your school district or system:

1. _____ Improves learning conditions for students (31)
2. _____ Effects objective (qualifies verifiable information) decision making (32)
3. _____ Eliminates political connections (33)
4. _____ Involves other personnel than chief school administrator (34)
5. _____ Uses a rating system (35)
6. _____ Systematic selection process system (36)
7. _____ Improves professionalism (37)
8. _____ "Best Fit" Theory (38)
9. _____ Other _____ (39)
(specify)

H. Has the teacher selection system proved to be successful in your school system?

(40-41)

1. _____ Yes 2. _____ No 3. _____ Don't Know

A. What is the average length in minutes you give each teacher selection for your system.

- | | |
|-----------------------|------|
| 1. _____ less than 10 | (53) |
| 2. _____ 10 | (54) |
| 3. _____ 20 | (55) |
| 4. _____ 30 | (56) |
| 5. _____ 40 | (57) |
| 6. _____ 50 | (58) |
| 7. _____ 60 | (59) |
| 8. _____ 70 | (60) |
| 9. _____ more than 70 | (61) |

B. Do applicants receive notification if not selected?

(62-63)

1. _____ Yes 2. _____ No 3. _____ Don't Know

C. Are applicants informed of the selection process?

(64-65)

1. _____ Yes 2. _____ No 3. _____ Don't Know

D. How would you rate the overall selection process in your school system?

(66-67)

1. _____ Good 2. _____ Fair 3. _____ Poor

THANK YOU FOR PARTICIPATING IN THIS STUDY.



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Joe Brandon



APPENDIX N

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

A project to survey the teacher selection process in the State of Tennessee is being conducted at The University of Tennessee under the direction of Dr. John T. Lovell. An assessment will be made to determine the practices now employed by public school systems in the State.

I would appreciate your filling out the enclosed questionnaire. Any information you could share with regard to the Teacher Selection Process is important to my study. Any type of selection techniques--evaluation forms, interview formats, application blanks, etc.--that you have used would be quite helpful.

A self-addressed, stamped envelope is enclosed for your convenience. Please return within two weeks.

I look forward to hearing from you.

Very truly yours,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355
615-728-3021 or 615-728-7584

Dr. John T. Lovell
Project Co-Director

Enc.: Questionnaire
Reply Envelope

APPENDIX O

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

Dear Superintendent:

The enclosed questionnaire is part of a state-wide study designed to collect data from Tennessee superintendents relative to their perceptions of the teacher selection process. All Tennessee school superintendents are being asked to participate in this study.

You are being asked to participate because your perceptions are deemed vital to the success of the study. Hopefully, the findings will contribute to the improvement of teacher selection.

The first part of the questionnaire asks for general information important in the tabulation of returns. The second part seeks your response to school system information. Respond to both the right and left columns. The third and fourth part of the questionnaire asks for you to check answers as they apply to your perception of your school system. Please answer all questions.

The estimated time to complete the questionnaire is between 10-15 minutes. Respondent anonymity is guaranteed. After responding completely, fold the questionnaire so that the return address on the reverse side is exposed, seal by either stapling or taping closed, and place in a mailbox as postage is prepaid. Please return within two weeks.

The return of this questionnaire constitutes informed consent to use this data in my research.

Thank you so very much for your time and effort.

Very truly yours,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355

Dr. John T. Lovell
Project Co-Director

Enc. 1

APPENDIX P

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

Department of Educational
Administration and Supervision

Dear Principal:

The enclosed questionnaire is part of a state-wide study designed to collect data from Tennessee principals relative to their perceptions of the teacher selection process. You have been selected as part of a random sample drawn from a list of all public school principals in Tennessee.

You are being asked to participate because your perceptions are deemed vital to the success of the study. Hopefully, the findings will contribute to the improvement of teacher selection.

The first part of the questionnaire asks for general information important in the tabulation of returns. The second part seeks your response to school system information. Respond to both the right and left columns. The third and fourth part of the questionnaire asks for you to check answers as they apply to your perceptions of your school system. Please answer all questions.

The estimated time to complete the questionnaire is between 10-15 minutes. Respondent anonymity is guaranteed. After responding completely, fold the questionnaire so that the return address on the reverse side is exposed, seal by either stapling or taping closed, and place in a mailbox as postage is prepaid. Please return within two weeks.

The return of this questionnaire constitutes informed consent to use this data in my research.

Thank you so very much for your time and effort.

Very truly yours,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355

Dr. John T. Lovell
Project Co-Director

Enc. 1

APPENDIX Q

THE UNIVERSITY OF TENNESSEE
Knoxville 37916
College of Education

FOLLOW-UP CARD

Dear Administrator:

Help! I have not received the questionnaire I sent you two weeks ago.

Your input is greatly needed for a successful study of of teacher selection systems in Tennessee schools.

If you did not receive the questionnaire, contact me collect at 615-728-3201 or 615-728-7584 for another.

Thank you for your help.

Sincerely,

Joe A. Brandon, Project Director
1203 Belmont Drive
Manchester, TN 37355

VITA

Joseph Alexander Brandon was born in Coffee County, Manchester, Tennessee, on February 13, 1936. He attended the public schools in Coffee County and was graduated from Manchester Central High School in May of 1954. From 1954 to 1958 he was a student at Belmont College, Nashville, Tennessee. He graduated with a Bachelor of Arts degree.

He attended Middle Tennessee State University from 1960 to 1970. He received the Master of Education degree in 1970 with a major in psychology. In 1975 he received the Education Specialist degree at MTSU in Educational Administration and Supervisor.

The writer taught English, Spanish, and coached at Manchester Central High School from 1958 to 1969. From 1969 to 1979 he taught English, Spanish, and served as a Guidance Counselor at Westwood Junior High School in Manchester, Tennessee.

He attended The University of Tennessee, Knoxville, Tennessee in 1979 to pursue doctoral studies in Educational Administration and Supervision. He was awarded the Doctor of Education degree in August 1982.

The writer and his wife, Marianne, currently reside in Manchester, Tennessee, with their daughters, Tara Kathryn and Joy Elizabeth. He is superintendent of Coffee County Schools.