

INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

A Xerox Education Company

73-3950

APPELBAUM, Steven H., 1941-
A MODEL FOR THE RECRUITMENT OF HIGH SCHOOL
TEACHING PERSONNEL IN PENNSYLVANIA.

University of Ottawa (Canada), Ph.D., 1972
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan

© 1972

STEVEN H. APPELBAUM

ALL RIGHTS RESERVED

**A MODEL FOR THE RECRUITMENT OF HIGH SCHOOL
TEACHING PERSONNEL IN PENNSYLVANIA**

by Steven H. Appelbaum

**Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment of
the requirements for the degree of
Doctor of Philosophy**

Philadelphia, Pennsylvania, 1972

PLEASE NOTE:

Some pages may have
indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

A Model for the Recruitment of High School
Teaching Personnel in Pennsylvania¹

The purpose of this study was to develop a model for the recruitment of high school teaching personnel which incorporates the determination of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors and procedures, practices and devices utilized in teacher recruitment within school systems.

As the model proved valid in light of the findings, it may be concluded from this study that there is a model for the recruitment of high school teaching personnel which is a tentative, ideational representation of recruitment for students or practitioners of educational administration.

The data were analyzed and interpreted and the following conclusions were drawn from the results:

1. Recruitment is initiated when the need to fill a teaching position is felt by a school system. The board of education has the greatest total influence in determining this need.

2. The objective of teacher recruitment entails discovering and attracting a sufficient quantity of teachers possessing the skills required to meet the needs of the school system.

3. The responsibility to fill a teaching position is delegated to an individual within the school system who is an educator and not a professional personnel administrator.

¹ Steven H. Appelbaum, doctoral thesis presented to the School of Graduate Studies of the University of Ottawa, Ontario, May 1972, xv-209 p.

4. Recruitment is a distinct and separate function from selection since different individuals within a system are responsible for these separate functions of personnel administration.

5. School systems attempt to attract candidates from colleges and universities or other educational organizations for teaching positions since the exposure to similar educational organizations prior to recruitment is considered significant in attracting a socialized candidate who can actualize the objectives of the organization.

6. Inducements such as status, prestige and income are offered to candidates in the form of recruitment materials in return for contributions from the candidate to the system. These inducements are intended to be congruent with the interests and needs of the individual.

7. School systems involved with teacher recruitment attempt to project a positive image within the employment market by attempting to satisfy economic and psychological needs of candidates. These candidates are attracted to a system through recruitment materials emphasizing geographic location and image of the school system.

8. Colleges and universities are considered to be the most effective sources for recruiting teaching personnel. This reliance upon a limited source, which is another educational institution, maintains a system of socialization for the recruiting organization for prospective candidates.

9. The demand for teachers is determined by the enrollment of school-age children and projections of the number of teachers leaving the field.

10. School systems adjust to a changing labor market by utilizing different channels of recruitment and a broader or narrower geographic area.

11. School systems seek to attract socialized candidates via pre-induction methods through the use of recruitment brochures and other materials emphasizing those aspects of the school system which are congruent with the needs of the prospective candidate.

12. School systems fulfill their need to recruit individuals already socialized and possessing similar organizational values by accepting student teachers into the system directly from another educational environment (college campus).

ACKNOWLEDGMENTS

This thesis was prepared under the supervision of Robert O'Reilly, Ph.D., of the Faculty of Education of the University of Ottawa, to whom the writer is indebted for his critical analyses and friendship.

The writer is also indebted to Mary Mulcahy, Ph.D., for her continued interest and direction, and to Harry Pullen, D.Ed., who instilled the practical component to this study.

Above all, the writer is grateful to his wife, Madelyn, for her confidence, enthusiasm and editorial acumen, and to his children, Jill Anne and Wendy Helene, for their patience and understanding.

CURRICULUM STUDIORUM

Steven H. Appelbaum was born August 10, 1941, in Philadelphia, Pennsylvania. He received the Bachelor of Science degree in Business Administration from Temple University, Philadelphia, Pennsylvania, in 1964. He received the Master of Arts degree in Education from Saint Joseph's College, Philadelphia, Pennsylvania, in 1968. The title of his thesis was An Examination of the Role of the Comprehensive Examination for the Master's Degree in Education at Selected Colleges and Universities in the United States and at Saint Joseph's College, Evening Division.

TABLE OF CONTENTS

Chapter	page
INTRODUCTION.	viii
I.- REVIEW OF THE LITERATURE.	1
1. Teacher Recruitment	4
2. Recruitment: The Need to Fill a Position	5
3. Recruitment: Delegation of the Responsibility	9
4. Recruitment: Organizational Needs	15
5. Recruitment: Effect Upon the Individual	23
6. Recruitment: Sources	27
7. Recruitment: Economic Factors	30
8. Recruitment: Procedures, Practices and Devices	39
9. Selection	44
10. Summary of the Review of the Literature	50
II.- DEVELOPMENT OF THE STUDY.	56
1. Selection of School Systems	56
2. Instrument	57
3. Questionnaire Development	58
4. Sources of Data	60
5. Pilot Study	61
III.- FINDINGS OF THE STUDY	68
1. Description of Teacher Recruitment:	
General Background	69
2. Recruitment: The Need to Fill a Position	79
3. Recruitment: Delegation of the Responsibility	80
4. Recruitment: Organizational Needs	84
5. Recruitment: Effect Upon the Individual	86
6. Recruitment: Sources	88
7. Recruitment: Economic Factors	90
8. Recruitment: Procedures, Practices and Devices	98
9. Summary of the Findings	108
IV.- THE MODEL: ANALYSIS.	112
1. Teacher Recruitment: General Background	112
2. Recruitment: The Need to Fill a Position	116
3. Recruitment: Delegation of the Responsibility	117
4. Recruitment: Organizational Needs	120
5. Recruitment: Effect Upon the Individual	123
6. Recruitment: Sources	125
7. Recruitment: Economic Factors	127
8. Recruitment: Procedures, Practices and Devices	131
9. Relationships Within the Model	139

TABLE OF CONTENTS

v

Chapter	page
SUMMARY AND CONCLUSIONS.	148
BIBLIOGRAPHY	162

Appendix

1. THE COUNTY BOARDS OF EDUCATION OF PENNSYLVANIA SELECTED TO PARTICIPATE IN THE STUDY	177
2. COVER LETTER AND QUESTIONNAIRE	179
3. EVALUATION OF THE QUESTIONNAIRE.	190
4. STATES IN WHICH RECRUITMENT OCCURS FOR HIGH SCHOOL TEACHING PERSONNEL.	197
5. THE MONTHS IN WHICH RECRUITMENT OCCURS FOR HIGH SCHOOL TEACHING PERSONNEL.	199
6. NUMBERS OF SPECIFIC ITEMS INCLUDED IN RECRUITMENT BROCHURES FOR PROSPECTIVE CANDIDATES	201
7. <u>ABSTRACT OF A Model for the Recruitment of High School Teaching Personnel in Pennsylvania.</u>	203

LIST OF TABLES

Table	page
I.- Number of County Boards Reporting with the Student Enrolment in County High Schools. . . .	71
II.- Function of Individuals Responsible for Recruitment.	73
III.- Influence Exerted by the Board of Education, Department of Education and Professional Teacher Associations in Determining Need to Recruit New Teachers.	81
IV.- Sources of Attraction for Teaching Positions . . .	87
V.- Factors Responsible for Attracting Teaching Candidates to a System	89
VI.- Effective Sources for Recruitment of Teaching Personnel.	91
VII.- Factors to Determine Demand for Teaching Personnel.	94
VIII.- Items Included in Recruitment Materials or Brochures for Prospective Candidates	102
IX.- Recruitment Procedures Used to Attract Prospective Teaching Candidates During 1967-68.	105
X.- Recruitment Procedures Used to Attract Prospective Teaching Candidates During 1971	106
XI.- Ranked Position of Recruitment Procedures Used to Attract Prospective Teaching Candidates in 1967-68 and 1971	107

LIST OF FIGURES

Figure

page

- 1.- A Model for the Recruitment of High School
Teaching Personnel. 3

INTRODUCTION

The editors of Overview magazine have written a statement which can serve as the key to the success or failure of any school system. They state: "The ultimate strength of any educational institution is measured by its faculty."¹ This is another way of saying that a school can be no better than the people who are attracted to it and ultimately employed to constitute its staff.

Recruitment of professional staff is significant to school personnel administration and effective school systems as well. The relationship between school personnel and the administration of educational systems is described by McKenna:

The potential of the schools to serve their constituents on a high level rests mainly on two contingencies: (1) that they secure professional staff members of high quality, and (2) that they secure them in sufficient numbers.²

This undertaking focuses upon the recruitment of high school teaching personnel. The high school has been studied extensively by James B. Conant. During the late 1950's, Conant studied 106 high schools in twenty-one States. Concerning the comprehensive high school, he concluded the following:

¹ "Recruiting the Faculty," Overview, Vol. 2, No. 5, May 1961, p. 41.

² Bernard H. McKenna, Staffing the Schools, New York, Bureau of Publications, Columbia University Teachers College, 1965, p. 1.

1. It graduates a class of more than 100.
2. At least 50% of its students terminate full-time education at graduation.
3. It offers programs for students with high academic ability.
4. Its administration has as one objective the development of a democratic school spirit and an understanding between students with different intellectual abilities and different vocational goals.
5. It is located in one of the outer parts of a metropolitan area and in a city with a population from 10,000 to 100,000.³

Missing from the Conant study is any description of staff personnel practices in these schools and how they related to the comprehensive high school. Amid this effort to evaluate the high school, there is no mention of recruitment or selection of professional staff and who, in a given school system, is to carry out this responsibility. Because of the lack of emphasis given to the recruitment of high school teachers, there is a need to study recruitment at this level and to determine the various factors and procedures which constitute this function.

The concept of a model for the recruitment of high school teaching personnel, while being utilized in the United States, is to be considered by Ontario school administrators

³ James B. Conant, The American High School Today, New York, McGraw-Hill, 1959, p. 21-22.

INTRODUCTION

x

and personnel officers as evidenced by the following projection:

A move toward year-round hiring may mean that the screening of prospective teachers will improve as more time will be available to interview applicants. A principal having access to the files for selection of candidates, could subsequently invite the prospects to see the institution, meet the staff, etc., without placing himself under any degree of commitment.⁴

This expected trend will focus upon recruitment as an on-going and essential function to be considered on an annual or year-round basis and not as a once-a-year buying session, symbolic of recent years and events.

The purpose of this study is to develop a model for the recruitment of high school teaching personnel which incorporates the determination of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors, and the procedures, practices and devices utilized in teacher recruitment within school systems.

The development of the model for the recruitment of high school teaching personnel focuses upon the following problem: Is there a model for the recruitment of high school teaching personnel which incorporates the determination

⁴ 5-Year Guidelines Study, Borough of North York, The Board of Education, 1970, p. 57-58.

of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors, and the procedures, practices and devices utilized in teacher recruitment within school systems?

It is necessary to identify the devices used to inform and to attract prospective candidates to a recruiting system. In addition, it is necessary to determine who is responsible within a system for the recruitment function. It is also necessary to draw conclusions based upon the literature and to make recommendations with this study as a basis.

The model was conceived and developed by the author from a review of the literature. A questionnaire was developed to support the model and the findings will be analyzed to determine the congruency or incongruency between the findings and the model.

It is essential to list and describe the limitations of this particular undertaking. This questionnaire purporting to support the model is limited:

1. to consideration of the recruitment of high school teaching personnel and not administrative, support staff or non-instructional personnel;

2. to investigation of recruitment and not selection procedures which constitute a separate function of school personnel administration but one which follows the recruitment function in the personnel process;
3. by current economic fluctuation of the labor market as one of the factors of teacher recruitment;
4. by the inherent shortcomings of the questionnaire technique;
5. by time and geographic factors which preclude personal interviews.

It is necessary to define the following words or terms which are significant to the study and appear frequently.

Recruitment.- the process of attracting and persuading capable persons to prepare for and to enter the teaching profession.⁵

High School.- the school division following the elementary school, comprising most often grades nine to twelve.⁶

General Administration.- the specialized knowledge, skills and understandings which are different from the activities being administered. The practice of administration, in the "new" sense, is based on a realistic view of organizations as they actually exist.⁷

⁵ Carter V. Good, Dictionary of Education, New York, McGraw-Hill, 1959, p. 452.

⁶ Ibid., p. 267.

⁷ Robert G. Owens, Organizational Behavior in Schools, Englewood Cliffs, N.J., Prentice-Hall, 1970, p. 12.

School Personnel Administration.- in the narrowest sense it has meant the establishment of procedures for the employment and payment of personnel. A broader and more recent concept views it as one of the major functions in the general context of administrative responsibility.⁸

Sources.- any thing or place from which something comes or is obtained; the origin. Sources of recruitment are commonly divided into internal and external sources.⁹

Economic Factors.- a variable considered in an investigation concerned with the demand for and supply of commodities.

Recruitment Procedures.- a series of steps, often taken by different individuals in order to attract the quantity and quality of personnel necessary to satisfy established needs.

School System.- all the schools operated by a given board of education or central administration authority.¹⁰

Teacher.- a person employed in an official capacity for the purpose of guiding and directing the learning

⁸ William B. Castetter, Administering the School Personnel Program, Toronto, Macmillan, 1970, p. 27.

⁹ Michael J. Jucius, Personnel Management (6th ed.), Homewood, Ill., Irwin Inc., 1967, p. 108.

¹⁰ Good, op. cit., p. 484.

experience of pupils or students in an educational institution, whether public or private.¹¹

Teacher Selection.- the securing of information about applicants for teaching positions, and the appointment of the applicants best qualified for the positions in question.¹²

Significance of the Study

Although there have been other studies in the areas of school personnel administration, selection of teachers and the role of the principal in recruitment and selection by Alford, Elkins, McPhee, Payton, Rudisill and Stone, none has attempted to study recruitment as an independent function of personnel. There have been no attempts to develop a model for the recruitment of teachers in general or high school personnel in particular. This void was considered significant to the author as models are developed to describe or illustrate pertinent phenomena and enable us to ask basic, meaningful questions and are more comprehensive than theories alone. A model is not an exact replica of a system, but usually contains the essential aspects of the system. Castetter goes a step further in describing "the development

¹¹ Ibid., p. 550.

¹² Ibid., p. 493.

of models to represent ideas of what things should do or be."¹³

The thesis is organized into four chapters. Chapter I presents a review of the literature and includes the model for the recruitment of high school teaching personnel. The chapter concludes with a summary of the present state of knowledge regarding recruitment and the relevance of the literature under investigation.

Chapter II is the development of the study and is organized under the following headings: Selection of School Systems, Instrument, Questionnaire Development, Sources of Data and Pilot Study. Chapter III presents the findings of the study and a brief summary of the findings.

The final chapter is The Model: Analysis, which discusses the congruency or incongruency of the findings of the study with the model. This chapter is followed by the Summary and Conclusions and a listing of recommendations. Following this section are a bibliography, appendices of materials used in the collection of the data and an abstract of the thesis.

¹³ William B. Castetter, The Personnel Function in Educational Administration, New York, Macmillan, 1971, p. 13.

CHAPTER I

REVIEW OF THE LITERATURE

From a review of the literature, it is evident that there is considerable agreement among school administrators, teaching personnel, principals, industrial and educational personnel executives that the recruitment of teaching personnel is a significant function of school administration and organization. While this statement describes the present state of personnel recruitment, there is considerable agreement that the recruitment function, practices and procedures, should be improved and bolstered in order to realize the importance of this endeavor to "attract and persuade capable persons to prepare for and enter the teaching profession."¹ It is necessary to consider business and industrial procedures and practices since education has adopted many of these sophisticated personnel techniques in its quest for proven devices needed to attract and eventually select teaching personnel. Owens comments on this point by stating:

¹ Carter V. Good, Dictionary of Education, New York, McGraw-Hill, 1959, p. 452.

Much has been done and said in the last decade to emphasize the simple truth--long denied by educators--that schools and school systems are organizations which have much in common with other kinds of organizations. This new emphasis has had many desirable results, one of which is the increased attention that educational administrators have been giving to the way other organizations have tried to solve similar problems.²

In order to conceptualize teacher recruitment as a system, a general model is provided which encompasses all of the selected categories to be considered and explored in this undertaking.

The model was conceived and developed by the author as a result of a comprehensive review of pertinent literature. This review clearly showed that a viable model exists for the recruitment of high school teaching personnel.

The Model for the Recruitment of High School Teaching Personnel is presented in Figure 1. This model focuses upon and begins with the need to fill a teaching position which is followed by and actualized by the delegation of responsibility for this function to an individual. The entire recruitment function is dependent upon the needs of the organization, the needs of the individual, various sources and economic factors. In order to actualize the recruitment function, selected procedures, practices and devices must be utilized in order to attract the prospective candidate and to have him available for the next step in this system, which is selection.

² Robert G. Owens, Organizational Behavior in Schools, Englewood Cliffs, N.J., Prentice-Hall, 1970, p. 152.

REVIEW OF THE LITERATURE

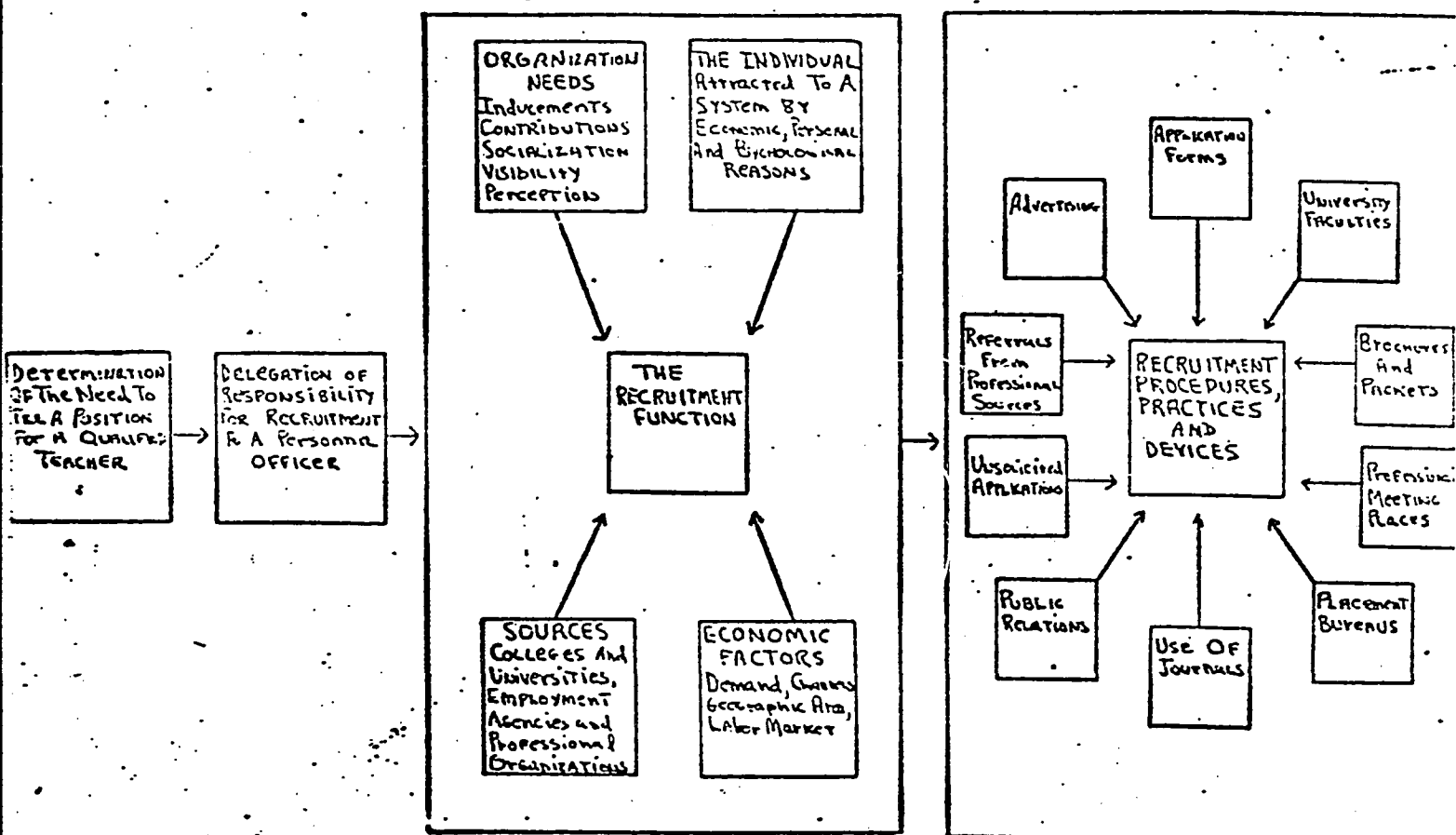


FIGURE 1. - A MODEL FOR THE RECRUITMENT OF
HIGH SCHOOL TEACHING PERSONNEL

1. Teacher Recruitment.

The origin of teacher recruitment can be traced to the sixteenth century in Germany where "considerable attention was given to the selection of teachers, especially with respect to their moral and religious characteristics."³

It was during the very latter part of the nineteenth century that industry was beginning to place emphasis upon the personnel function. At this time education needed a model of administrative action for the recruitment instruments and methods from business and industry which already had sophisticated personnel techniques. Therefore, it was necessary that school systems borrow from industry in the first attempts at formalizing the personnel function.⁴

Payton, in his dissertation, states that amid the efforts to evaluate secondary education there is still no mention of recruiting or selecting of professional staff.⁵ Another doctoral thesis which touches upon this area was conducted by Simons, who commented that "personnel administration in industry is years ahead of public school personnel administration."⁶

³ Ruth Strang, The Role of the Teacher in Personnel Work, New York, Bureau of Publications, Teachers College, Columbia University, 1932, p. 8.

⁴ B.J. Chandler and Paul V. Petty, Personnel Management in School Administration, New York, World Book Co., 1955, p. 28.

⁵ John K. Payton, Recruitment and Selection of Professional Staff: The Role of the High School Principal, unpublished doctoral thesis presented to the Ohio State University, 1969, p. 4.

⁶ A.H. Simons, An Evaluation of Recruitment Methods in Medium-sized School Districts in California, unpublished doctoral thesis presented to the University of Southern California, 1956, p. 18.

The intensity of this problem and lack of recognition is viewed by Corwin who comments that "the share of teachers in the labor force has risen from 1.86 per cent in 1900 to 2.34 per cent in 1956. The number of teachers has increased four times faster than the general population."⁷ The growth of the demand for teaching and the lack of supply, even in an inelastic labor market, has emphasized this problem and function of recruitment.

2. Recruitment: The Need to Fill a Position.

While the recruitment function is considered significant within the scope of school personnel administration, this function has posed problems for school administrators. "Few areas in secondary school administration offer greater opportunities for general school improvement than those associated with professional personnel recruitment and selection, orientation, development and coordination." One of the problems felt in industry is that "recruiting in many organizations has been hampered by its treatment as an ancillary, part-time personnel function rather than as a full-fledged, specialized management technique."⁹ Hinrichs states that "haphazard talent inputs due to unplanned

⁷ Ronald G. Corwin, A Sociology of Education, New York, Appleton-Century-Crofts, 1965, p. 224.

⁸ L.E. McCleary and Stephen P. Hencley, Secondary School Administration: Theoretical Bases for Professional Practice, New York, Dodd, Mead and Co., 1965, p. 277.

⁹ Milton M. Mandell, The Selection Process, New York, American Management Association, Inc., 1964, p. 107.

and haphazard recruitment make systematic training and development impossible."¹⁰ Bird remarks that people often shape their abilities to their roles; therefore, personnel administrators must be innovative in selecting candidates.¹¹ Quantitative and qualitative problems emerge when the pressure to meet manpower quotas interferes with the recruiters' judgments. Kelly, in describing Robert E. Carlson's study of the interaction of organizational and individual influences on hiring decisions, notes that "when managers were behind their recruiting quota they tended to hire applicants they rejected when they were ahead of quota."¹² Nease emphasizes this point by demonstrating how Canadian school personnel administrators regard the recruiting seasons as hunting seasons or cattle auctions.¹³ Castetter feels the recruiting problem is quite extensive. "At the root of the problem are many causes--underevaluation of public education, lack of money, variations in employment standards, and a lack of concerted effort to make public education a truly career service."¹⁴ One

¹⁰ John R. Hinrichs, High-Talent Personnel, New York, American Management Association, Inc., 1966, p. 67.

¹¹ Caroline Bird, "The Talent Squeeze in Middle-Management," Personnel, Vol. 46, No. 5, September-October 1969, p. 27.

¹² Joe Kelly, Organizational Behavior, Georgetown, Ontario, Irwin-Dorsey, 1969, p. 374.

¹³ A.S. Nease, "The Ethics of Teacher Hiring," Canadian School Journal, Vol. 46, No. 3, April 1968, p. 6.

¹⁴ William B. Castetter, Administering the School Personnel Program, Toronto, Macmillan Co., 1970, p. 176.

recommendation may be to study the total process of recruitment "to provide a more accurate picture of how persons are brought into a school organization and how they function after they get there."¹⁵ Elsbree and Reutter feel "the most important obstacle to successful recruitment relates to the apathy of local teachers' associations toward the recruitment problem."¹⁶ Gibson and Hunt state that the determination of the need to fill a teaching position begins when "a need for the teacher is felt by someone in the system [...] either because a teacher is resigning or being transferred or because an additional teaching position is being created."¹⁷ In his doctoral study, McPhee found that "limited effort was generally exhibited in recruitment, and most personnel officers expressed little concern for improving recruitment practices."¹⁸ In another doctoral study, McCarthy asked his respondents to determine the duties of the personnel officer and to rank those duties on a scale from one to thirteen. The findings of this study resulted in the following ranking of duties:

15 Payton, op. cit., p. 144.

16 Willard Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, Englewood Cliffs, N.J. Prentice-Hall, 1964, p. 28.

17 R. Oliver Gibson and Herold C. Hunt, The School Personnel Administrator, Boston, Houghton Mifflin, 1965, p. 165-166.

18 William J. McPhee, School Personnel Management: Current Programs in Selected Indiana School Corporations, unpublished doctoral thesis presented to the University of Indiana, 1968, p. 211.

<u>Rank</u>	<u>Personnel Function</u>
1	Recruitment
2	Selection
3	Separations
4	Personnel Relations
5	Transfers
6	Induction
7	Wage and Salary Administration
8	Research
9	Requisitions
10	In-service Training
11	Medical Services
12	Financial Services
13	Legal, Recreational Services ¹⁹

This problem of involvement is felt at the board level also. Castetter states that "unless the board takes initiative to establish conditions and climate for administrative action on a sound recruitment program, the chances are good that the best of intentions and plans will be abandoned subsequently."²⁰ The N.E.A., in its program for selection of teaching personnel, states, "Forward looking school systems search out good candidates and invite them to apply rather than depending entirely upon self-recruitment talent."²¹ The flow of candidates for positions must be generated by the school or organization

¹⁹ Francis J. McCarthy, The Personnel Administrator in City School Systems: A Study of the Duties and Functions of Personnel Officers and Administrative Organizational Plans for Personnel Management in Public School Systems in Selected Cities as Compared to Personnel Practices in Other Fields, unpublished doctoral thesis presented to New York University, 1953, p. 88.

²⁰ Castetter, op. cit., p. 171.

²¹ Richard Wynn, A Sound Program for the Selection and Promotion of Teachers, National Educational Association of the United States, April 1962, p. 3.

attempting to fill positions. Gellerman feels "the flow of talent into or away from any organization is regulated by the opinions of people who are usually ill-informed about what the organization is really like and quite indifferent to whether their impressions are reliable."²² The recruitment function is, therefore, a multidimensional problem which must be studied from several vantage points to determine optimal procedures and practices as well as the factors affecting the process to be utilized in order to offset its problems.

3. Recruitment: Delegation of the Responsibility.

The importance and function of recruitment has been emphasized by school administrators and personnel specialists who stress recruiting as one of the most important tasks in personnel administration.²³ Recruitment is a key factor in the development of effective school systems since "movement from position to position and from program to program should be encouraged."²⁴ Steffenson has highlighted the importance of this function by viewing it in its narrowest dimension and stating that it is "the process of obtaining

²² Saul W. Gellerman, Management by Motivation, New York, American Management Association, Inc., 1960, p. 68.

²³ T.B. Greenfield et al., Developing School Systems: Planning, Organization and Personnel, Toronto, The Ontario Institute for Studies in Education, 1969, p. 74.

²⁴ Ibid., p. 75.

additional staff members necessary to meet the requirements imposed by the loss and growth of staff."²⁵ Both Petty and Chandler²⁶ and John Elkins²⁷ in his doctoral dissertation agree that recruitment is a main function of school administration and one of the most important responsibilities of the school executive. Sokolik has stated recruitment is a function where "performance ranges all the way from the mere routine of calling in someone from the existing pool of drop-in applicants to a very complex search."²⁸ Richard Wynn remarks that "a teacher selection program can be no better than the recruitment program which supports it."²⁹ In his book, Administrative Behavior, Simon reveals "the problem of organization becomes inextricably interwoven with the problem of recruitment."³⁰ Castetter has commented on the dual administrative

²⁵ James P. Steffenson, Staff Personnel Administration, United States Department of Health, Education and Welfare, Bulletin No. 6, 1963, p. 13.

²⁶ Chandler and Petty, op. cit., p. 115.

²⁷ John C. Elkins, A Study of the Organizational Practices, Services and Responsibilities of the Position of Personnel Director in Large City School Systems, unpublished doctoral thesis presented to the University of Oklahoma, 1966, p. 35.

²⁸ Stanley L. Sokolik, The Personnel Process: Line and Staff Dimensions in Managing People at Work, Scranton, Pa., International Textbook Co., 1970, p. 441.

²⁹ Wynn, op. cit., p. 2-3.

³⁰ Herbert A. Simon, Administrative Behavior (2nd ed.), New York, Free Press, 1965, p. 227.

dilemma facing school boards with respect to recruitment:

The short-range problem involves those activities carried on to meet current personnel demand, such as that which continually exists in every school system when positions are vacated due to death, promotion, resignation, retirement, leaves of absence, dismissals and the creation of new positions. The long-range problem involves those activities engaged in by the local school system to assure a continuous supply of qualified professional and noninstructional personnel.³¹

Castetter has formulated premises upon which effective recruitment programs rest:

1. The board of education is the prime mover in the local recruitment program.
2. The board of education delegates responsibility for implementation of its recruitment policy to its executive officer.
3. Specific duties of chief executive officer in the recruitment program include:
 - (a) determination of immediate and long-term quantitative and qualitative personnel needs.
 - (b) establishment of employment qualifications.
 - (c) preparation of budgetary plans.
 - (d) development of a systematic plan to locate and attract qualified persons for service in the system.
4. The recruitment program is conceived as a carefully planned, continuous, long-term activity.
5. The search for qualified personnel is not restricted to specific institutions and geographic areas.

³¹ Castetter, op. cit., p. 169-170.

6. The local school system shares responsibility for increasing the supply of new teachers throughout the nation.
7. The recruitment program is conceived as an essential, but not isolated, aspect of the total personnel function.³²

Barnard has stated "bringing persons within reach of recruiting or proselyting influence is a task which differs in practical emphasis among organizations in respect to both scope and to method."³³ In his book High-Talent Personnel, Hinrichs, commenting on the basic dimensions of business recruitment, states:

1. It must bring in enough talent to meet the organization's current and continuing needs.
2. It must bring in the right kinds of talent.
3. It must bring in talent in such a way that it continues to make a sustained contribution to the organization's objectives.³⁴

McFarland, in his American Management Association research study of corporate personnel, comments that:

[...] although personnel executives are in a position to influence top management, the data provide evidence of personnel executives' concentrated interest in programmatic goals and their relative disinterest in corporate matters.³⁵

³² Ibid., p. 171.

³³ Chester I. Barnard, The Functions of the Executive, Cambridge, Mass., Harvard University Press, 1938, p. 228.

³⁴ Hinrichs, op. cit., p. 66.

³⁵ Dalton E. McFarland, Company Officers Assess the Personnel Function, New York, American Management Association, Inc., 1967, p. 29.

While the literature clearly indicates what the recruitment function should encompass from an administrative point of view, there is some question as to the relative position and ultimate importance given to this function which is deemed significant by educational administrators and personnel specialists.

The AASPA reported to its members at a conference in Kansas City, Missouri, over a decade ago that "school personnel administration is that part of executive responsibility which is concerned with providing an adequate staff of qualified teachers and other workers."³⁶ Gibson and Hunt reinforce this observation by commenting: "The completeness with which recruitment programs are planned and carried forward is one index of the success with which a school system attracts qualified educational personnel."³⁷ They further feel that once qualifications are determined and selected positions are slated for fulfillment "a basis has been provided for recruitment."³⁸

In addition to administrative determination of recruitment functions, the high school principal must serve as a

³⁶ American Association of School Personnel Administrators, Standards for School Personnel Administration, a report prepared by the Committee on Standards, Kansas City, Missouri: American Association of School Personnel Administrators, 1960, p. 10.

³⁷ Gibson and Hunt, op. cit., p. 159.

³⁸ Ibid., p. 163.

coordinator of recruitment procedures and practices to ensure effectiveness from an organizational point of view.³⁹ The importance of recruitment is further attested to in an article by R.W. Allen, the Director of Education, Sudbury, Ontario, in Education Canada in which he discusses recruitment as the major activity of personnel administration due to turnover, teacher negotiations and teacher dissent, all new areas to school administration involving the search for talent.⁴⁰ Riederer in the School Trustee⁴¹ and Carter and Short in the Journal of Education⁴² both describe recruitment as an essential activity to proper teacher placement and effective administrative processes. Trimble, in his article in Canadian University and College,⁴³ comments that the aims of professional development within organizations begin with effective recruitment and selection procedures for teachers. There is a need

³⁹ Payton, op. cit., p. 128.

⁴⁰ R.W. Allen, "Personnel Administration in Urban School Systems," Education Canada, Vol. 9, No. 4, December 1969, p. 28-31.

⁴¹ L.A. Riederer, "Selecting and Developing Administrators," School Trustee, Vol. 23, No. 1, February 1970, p. 14-18.

⁴² R. Philip Carter and Veri M. Short, "Selection and Training of Adult Educators," Journal of Education, Vol. 19, No. 1, December 1969, p. 33.

⁴³ W.B.S. Trimble, "Professional Development: Helping College Teachers Stay Up to Date," Canadian University and College, Vol. 4, No. 10, October 1969, p. 45-68.

for sophisticated procedures adopted and adapted from organizations which make recruitment and selection their business.

Kelly reinforces this point by stressing the utilization of "sophisticated procedures of this type obviously require the assistance of psychologists."⁴⁴ French, Hull and Dodds view the educational administrative process as being closely related to business and industry by stating:

Bigness and complexity are not characteristics of the present world that apply only to business. They apply equally to nearly all of our organized and institutionalized life [...]. The one-room school becomes the big city school system [...]. Not only in business and industry do we find the trend toward large scale organization, but in education, in social services, and even in government itself.⁴⁵

It is clear that recruitment is not a unitary or isolated function since it is directly interrelated to organizational processes.

4. Recruitment: Organizational Needs.

A review of the literature indicates the importance of organizational needs, the importance of the socialization of the individual and the need for a system of equilibrium within the organization to satisfy individual needs and the objectives of the organization by the proper utilization of recruited personnel.

⁴⁴ Kelly, op. cit., p. 370-371.

⁴⁵ Will French, J. Dan Hull and B.L. Dodds, American High School Administration, New York, Rinehart, 1957, p. 9.

Corwin, in A Sociology of Education, focuses upon the organizational problem of recruitment by stating:

One third of the people trained to teach never enter teaching, and three out of five teachers are not in the profession at any one time. Consequently, schools compete for only a small proportion of the potentially available teachers. Although some schools have been able to compete successfully and find no trouble in attracting the teachers they want, most of them are not fortunate enough to recruit the kind of person usually preferred for such jobs.⁴⁶

Corwin notes further that recruitment may be responsible for the socialization of new teachers into a system. Not only do schools seek to recruit candidates but they "seek to socialize newcomers, i.e., to teach them the unique values, traditions, beliefs, and goals of the particular school as well as the institutional value system that is shared with other schools."⁴⁷ In investigating socialization, Good views it as "the process by which individuals and groups, living in geographical proximity, establish a relatively stable social order, involving a common culture and a feeling of group unity."⁴⁸ Recruitment of high school teaching personnel will be affected by socialization since the longer the training period required prior to entry into an occupation, and the more stringent the particular organization's admission standards, the less socialization

⁴⁶ Corwin, op. cit., p. 5-6.

⁴⁷ Ibid., p. 7.

⁴⁸ Good, op. cit., p. 507.

the hiring organization must do.⁴⁹ This fulfills the organizational objective of socialization via the recruitment function. Etzioni links socialization and recruitment by concluding that "socialization and selection can partially substitute for each other, i.e., the same level of control can be maintained by high selectivity and a low level of organizational socialization."⁵⁰ Getzels, Lipham and Campbell are concerned with social systems and socialization and view the administrative function from a point of view within a network of interpersonal or, more broadly speaking, social relationships. They have selected Homan's definition of a social system from his book The Human Group:

The activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another during the time the group is active, constitute what we shall call the social system.⁵¹

The socialization of the individual within the organization is significant since the process of socialization is intended to integrate personnel into a social system. There appear to be several alternatives to accomplish this task. One of the alternatives is dependent upon a training component which

⁴⁹ Corwin, op. cit., p. 8.

⁵⁰ Amitai Etzioni, Modern Organizations, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1964, p. 70.

⁵¹ Jacob W. Getzels, James M. Lipham and Roald F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, 1968, p. 55.

proceeds post-induction socialization and the other method is pre-induction socialization which is concerned with the recruitment of personnel prior to any organization affiliation.

In the preinduction alternative, an attempt is made to obtain already appropriately socialized personalities through selection procedures. Thus the system admits individuals whose needs and abilities are consonant with the expectations for the role and bars from entry individuals whose needs and abilities are not consonant with those expectations.⁵²

It is apparent that an organization attempting to attract and secure highly skilled professionals must exercise the pre-induction socialization alternative in order to finally select those teaching candidates who will "fit" into the social scheme of the organization.

The individual is socialized by the family, the neighborhood and the school, and is taught that society has a limited array of occupations which are meaningful. The organization involved in the recruitment process is aware of this condition since the decision of the individual to be recruited by an organization and at the same time select the organization rests on a bargained contract--sometimes expressed in great detail, sometimes largely implied or understood--with regard to what each will contribute to the other and each will receive.⁵³ The socialization of prospective candidates emphasizes the contractual characteristic, and the inducements/

⁵² Ibid., p. 124-125.

⁵³ James D. Thompson, Organizations in Action, New York, McGraw-Hill, 1967, p. 105.

contributions phenomenon of organizations. While the meaningfulness of the job is viewed differently by the organization and the individual, the definition of the job is dependent upon the consensus of both. Thompson further feels "the contract in existence at any point in time rests on the power of the parties relative to each other."⁵⁴ The struggle between the individual and organization is felt at the primary level of recruitment since the organization is powerful when the individual lacks the proper avenues to organizational positions and, conversely, the individual wields power when organizations need qualified members and cannot readily recruit them. These factors are felt administratively, economically and socially. Simon, in Administrative Behavior, comments on this condition in which the members of an organization contribute to the organization in return for the inducements that the organization offers them.⁵⁵ Prior to this situation, is the decision of the prospective employee regarding whether or not the organizational objective is close enough to his personal goal to make him choose to participate in the group.⁵⁶ While the organization can offer the individual inducements in the form of money, status and organizational

⁵⁴ Ibid., p. 106.

⁵⁵ Simon, op. cit., p. 111.

⁵⁶ Ibid., p. 114.

position, the individual will also consider his relations with the working group of which he is a part prior to making a decision concerning his personal contribution to the organization. This dualism has been considered by March and Simon in Organizations:

Organizational recruitment, however, is not simply a matter of individual scanning of alternatives. Simultaneously, organizations are searching for personnel. The job seeks the man as well as vice versa. Consequently, factors that determine the mode of search used by organizations will affect the success of the individual's search. The greater the visibility of an individual to organizations, the greater the number of organizations visible to him.⁵⁷

This consideration touches upon two important areas for organizations to consider in their attempt to recruit individuals for employment. One area concerns itself with the factors affecting the perceived desirability of movement from the organization for the individual to another organization due to dissatisfaction or greater opportunity. The other area involves the factors affecting the perceived ease of movement from the organization for the individual to another organization. Both are of vital concern in the organizational recruitment attempt to attract and persuade capable persons to prepare for and enter a profession of vital interest to the organization.

⁵⁷ James G. March and Herbert A. Simon, Organizations, New York, John Wiley and Sons, Inc., 1958, p. 104.

In recruiting prospective candidates for positions within the organization, it is important for the organization to be aware of the factors affecting the perceived desirability of movement away from the organization for the individual as well as movement towards another organization recruiting candidates. This factor is significant when one organization attempts to attract and recruit individuals employed with another organization. The recruitment effort, devices and practices should focus upon the following in the effort to attract prospective employees:

The greater the individual's satisfaction with the job, the less the perceived desirability of movement.

.....
The greater the conformity of the job characteristics to the self-characterization held by the individual, the higher the level of satisfaction.⁵⁸

The organization attempting to attract and recruit prospective candidates must be able to present a narrative blueprint which should be reinforced by additional public relations information illustrating and attractively describing the organization and those characteristics which are congruent with the needs of the individual.

The organization must be cognizant of the factors affecting a potential employee's perception of the ease of movement from his organization if its recruitment program is

⁵⁸ Ibid., p. 94.

to be effective in attracting and recruiting individuals employed with other organizations. "The greater the number of perceived extraorganizational alternatives, the greater the perceived ease of movement."⁵⁹ If the organization involved in recruitment utilizes the proper procedures, practices and devices, and touches upon selected sources, then an individual within another organization will become aware of an alternative and will also become a prospective candidate for a position.

The larger the number of organizations visible to the participant, the greater the number of perceived extraorganizational alternatives.

.
The greater the prestige of the organization, the greater the visibility of the organization.⁶⁰

Through recruitment in selected markets and within the open labor market, visibility will be a factor for the prospective candidate's decision concerning a position change. Well-developed recruiting literature, marketed through proper channels, will also enhance the position and visibility of the recruiting organization for the prospective candidate seeking a position change.

March and Simon noted the greater the individual's propensity to search, the greater the number of organizations visible to him.⁶¹ This must be considered by all organizations involved with recruitment since individuals, due to a myriad

⁵⁹ Ibid., p. 100.

⁶⁰ Ibid., p. 103.

⁶¹ Ibid., p. 105.

of personal reasons, seek alternative positions from time to time and, if the organization seeking prospective employees utilizes various practices and devices to attract these employees, the visibility factor will serve as one of the major recruitment procedures. In this manner, the organization can satisfy its objective of recruiting prospective candidates while at the same time fulfill the individual needs of those individuals seeking employment.

5. Recruitment: Effect Upon the Individual.

A general review of the literature indicates the significance of the human input as a factor of recruitment.

Castetter feels "recruitment becomes the first step in satisfaction of personnel need."⁶² This problem area is expanded upon by Elsbree and Reutter who state "few systematic attempts have been made to interest talented young people in choosing teaching as a career."⁶³ They also describe this problem area by stating:

The major problem in teacher recruitment is not discovering talent. It is encouraging gifted students to enter teaching in competition with opportunities in business and other professions [...] Glamor and charm have not been qualities commonly associated in the public mind with school teachers.⁶⁴

⁶² Castetter, op. cit., p. 170.

⁶³ Elsbree and Reutter, op. cit., p. 19.

⁶⁴ Ibid., p. 24.

Elsbree and Reutter estimated eighty per cent of public school teachers are women with aspirations of marriage and "this situation accounts for a relatively large amount of turnover in teaching."⁶⁵ Hinrichs views the human factor in recruitment as "one of convincing the individual recruit that the job which the organization can offer him will meet harmoniously with his personal goals."⁶⁶ The marriage of an individual to the organization is a significant problem which must be anticipated by organizations engaged in recruitment. Bellows reinforces this point in describing the

[...] reputation of a company in a community reflects rapidly in the kind of personnel who are attracted there for work [...] When there is a condition of tight labor market, their reputation assures that applicants for work will go first to the company in which they think they would like to work.⁶⁷

Bellows notes that companies can only be viewed by prospective applicants as potential employers if the organization takes steps "to become known as a desirable place to work in the community. This is an important function of the recruitment process. Recruiters tend to leave applicants either confused or hostile, according to the applicants' evaluation."⁶⁸

⁶⁵ Ibid., p. 16.

⁶⁶ Hinrichs, op. cit., p. 67.

⁶⁷ Roger Bellows, Psychology of Personnel in Business and Industry, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1964, p. 214.

⁶⁸ Ibid., p. 219-220.

Mandell discusses in The Selection Process his concept that recruitment is dependent upon self-selection by applicants.

This is a

[...] conscious or unconscious decision that an applicant makes when he applies to a particular organization [...] The information needed for self-selection should therefore be provided from the very beginning [...] When done effectively, this process cuts recruiting costs by eliminating unqualified applicants early in the selection procedure.⁶⁹

Gellerman further emphasizes the role of the individual in recruitment programs:

As a rule, this has to be a continuing program rather than a project with a definable start and finish. Usually at least four considerations are involved. The first is to find out, to the extent that this is possible, what the organization's outside image as seen by prospective employees is really like [...] The second consideration in dealing with images is to improve the reality of the information available to the group one wishes to attract.⁷⁰

Stone conducted his doctoral dissertation in the area of employment conditions affecting teacher recruitment. He discovered teachers were attracted to their positions by the following reasons listed in rank order:

69 Mandell, op. cit., p. 114-115.

70 Gellerman, op. cit., p. 89.

1. School systems near home and relatives.
2. A good salary schedule.
3. A good general school reputation.
4. Have deep roots in the community.
5. A good place to bring up a family.
6. Faculty congenial and display good attitude.
7. Size of school system.
8. Own property locally.
9. Satisfactory teaching load.
10. Good type of student.⁷¹

The research quoted has underscored the significance of the human factor in recruitment as the needs of the individual are somewhat different from the purposes of the organization. School systems must be cognizant of the human factor as it relates to procedures and practices employed in the recruitment of prospective candidates.

⁷¹ Paul L. Stone, Benefits and Employment Conditions Offered by Pennsylvania Schools and Their Effects Upon Securing and Retaining Teachers, unpublished doctoral thesis presented to Pennsylvania State University, 1962, p. 163.

6. Recruitment: Sources.

The procedures, practices and devices of recruitment are only as good as the sources developed by the recruitment effort. Hawk states, "The development of any source is something of an art in itself, and as such, may be thought of as the actual beginning of recruiting."⁷² An excellent starting point in the process of recruitment is discussed by Bellows. He feels personnel officers should take an internal view of their organization to select those employees who are most successful. After this identification, the source from which they were recruited should be considered but "undue dependence upon any single source, to the exclusion of others, may leave the company without recruits when the source fails to supply, as in labor emergency conditions."⁷³ Wynn, in his N.E.A. address, stressed: "The selection of teachers from a broad geographic base offers the best antidote for provincialism."⁷⁴ Castetter also comments on the utilization of various personnel sources by school organizations involved in the recruitment of high school teaching personnel:

⁷² Roger H. Hawk, The Recruitment Function, Princeton, N.J., American Management Association, Inc., 1967, p. 193.

⁷³ Bellows, op. cit., p. 224-225.

⁷⁴ Wynn, op. cit., p. 3.

The supply of teachers upon which school systems depend to meet the demand must come largely, but not exclusively, from newly qualified college graduates [...]. The fact that less than three fourths of the new college graduates qualified to teach actually become candidates for teaching positions lessens the prospects for reducing the gap between supply and demand. These and other estimates imply nothing less than a massive effort to recruit and to retain well qualified teachers.⁷⁵

Malm, in his analysis of recruitment in labor markets, reinforces Wynn's comments by adding, "it is impossible to define the boundaries of a local labor market area in any simple or clear-cut manner."⁷⁶ Malm also makes the observation that smaller enterprises have a tendency to recruit within narrow spheres for candidates and place less serious drains on local labor pools while filling vacancies from local sources. However, "larger firms tended to recruit more widely"⁷⁷ and incurred greater expenses to fill open positions. This expanded observation reinforces Wynn's inputs on geographic and source factors in recruiting. The N.E.A. developed a unique listing of untapped sources of teacher supply to be developed via personal contact and not outside agencies which is a slant not taken by other authors:

⁷⁵ Castetter, op. cit., p. 19.

⁷⁶ Malm, op. cit., p. 255.

⁷⁷ Ibid., p. 249.

1. Wives and mothers with recent college degrees and who are trained for teaching.
2. Liberal arts college graduates in conjunction with a college intern program.
3. Retired teachers.
4. Those leaving the National Teachers Corps due to a cut in appropriations.
5. Retiring members of the Peace Corps.
6. Unemployed minority group college graduates.⁷⁸

The O.I.S.E. study of Developing School Systems: Planning, Organization and Personnel further reinforces earlier positions regarding broad sources by commenting that "recruiting outside the district will always be necessary if the system is to maxize its pool of talent and make changes in its procedures and programs."⁷⁹ In the development of sources, Babcock⁸⁰ did a survey of 491 first-year teachers to ascertain why they go where they do for their first employment. He sorted two groups of factors--general and geographic. The three general factors considered by teachers to be most important were: geographic location, philosophy of the school system and teaching freedom.

⁷⁸ "A Statement on the Teacher Shortage," School and Society, February 1967, p. 92.

⁷⁹ Greenfield et al., op. cit., p. 75.

⁸⁰ Robert J. Babcock, "How to Hook Those First-Year Teachers," School Management, Vol. 12, March 1968, p. 60-63.

The four geographic factors considered by teachers to be most important were: close to home; near school offering graduate study; near cultural centers and cost-of-living.

Payton, in his doctoral study, concluded that referrals of prospective candidates made by members of the incumbent staff served as the best source of new professional staff. His findings indicated that "these people best knew other practicing professionals in the field and if these other persons were interested in teaching in the respective high school."⁸¹ McPhee, in his doctoral study, indicated colleges and universities, state employment services, commercial agencies, chambers of commerce and the N.E.A. were the best sources to be contacted in staff recruitment.⁸² The research in this field yields a divergent scope of sources practiced by school systems engaged in recruitment with no basic ranking of importance from an aggregate, universal point of view.

7. Recruitment: Economic Factors.

An ongoing recruitment program is affected by factors within a school organization of which one is concerned with the cost of hiring qualified staff. There are no empirical studies concerned with an economic breakdown of recruitment

⁸¹ Payton, op. cit., p. 99.

⁸² McPhee, op. cit., p. 188-189.

costs for school systems of varying sizes. However, the economic conditions affecting school systems are situations composed of all factors associated with the production, distribution and consumption of goods and services.⁸³ Applying the terminology to educational recruitment, goods and services are the means utilized by schools and qualified teaching candidates to achieve the ends or objectives of education often referred to as production, distribution and consumption. While it is difficult to assign economic indices to specify costs, it is most lucid to conceive of recruitment as being an investment and not a direct cost. The O.I.S.E. handbook of Developing School Systems states that "money spent in recruiting is well justified in comparison with the cost of hiring an ineffective individual."⁸⁴ Fiedler views the function of training in organizations as being dependent upon recruitment from a cost point of view. "It is certainly easier to place people in a situation compatible with their natural leadership style than to force them to adapt to the demands of the job."⁸⁵ He comments on the expense and time-consumption expended in poor recruiting of people. Dukes, in his article in Personnel Management: A Management Science Approach, discusses methods

83 Good, op. cit., p. 190.

84 Greenfield et al., op. cit., p. 75.

85 Fred E. Fiedler, "Engineering the Job to Fit the Manager," in Joseph A. Litterer (ed.), Organizations: Structure and Behavior, Vol. 1, New York, John Wiley and Sons, 1969, p. 395.

to reduce recruitment expenditures by

[...] determining the best source for obtaining particular sorts of personnel. It is also necessary to determine which of several recruiters or interviewers is doing the best job of obtaining such people and if not to reward him, to study his technique, so that other interviewers may achieve similar results by adopting his particular style.⁸⁶

The negligible cost of recruitment is further commented on by McKenna in Staffing the Schools:

[...] if the approximate lifetime earning of one teacher (as of 1963 and assuming the teacher is employed in a district 40 years) is \$300,000 then one per cent of this amount should be allotted for the recruitment and selection of each new professional staff member.⁸⁷

Van Zwoll views the economics of recruitment from a demand position and discusses the two determinants of demand: "these are the number of children of school age and the number of teachers leaving teaching."⁸⁸ He estimates that somewhere between eight and eleven per cent of teachers leave the public schools each year. In the United States, "the total of new teachers needed annually is more than twice the number who

⁸⁶ Carlton W. Dukes, "Effective Management of a Professional Recruiting Effort-A Systems Approach," in Paul S. Greenlaw and Robert D. Smith (eds.), Personnel Management: A Management Science Approach, Scranton, Pa., International Textbook Co., 1970, p. 146.

⁸⁷ Bernard H. McKenna, Staffing the Schools, New York, Bureau of Publications, Columbia University Teachers College, 1965, p. 93.

⁸⁸ James A. Van Zwoll, School Personnel Administration, New York, Appleton-Century-Crofts, 1964, p. 55.

enter teaching yearly now."⁸⁹ The demand for teachers is increasing in spite of fluctuating economic conditions impinging upon the labor market.

The Research Division of the National Educational Association has disclosed there is a current surplus of qualified teachers for most assignments, an adequate supply in several assignment areas, and shortages in few areas.

This estimate of the demand for teachers includes the new teachers needed for positions related to school enrollments and for replacement of teachers leaving active employment. The announcement of continuing teacher shortages is based on the comparison of the supply of qualified teachers with the numbers of teachers who should be employed in a given school session to attain a specified standard of educational quality at that time.⁹⁰

There appears to be little question that the supply of college graduates prepared and willing to teach is inadequate for the number of teaching-related positions which should be created. Most of the new teachers have come from college campuses after graduation.

The numbers of graduates prepared to teach have represented from 26.7% (in 1950) to 36.2% (in 1971) of all graduates receiving the bachelor's and first professional degree [...] the supply of graduates prepared to teach in 1971 (305,711) is more than twice as large as was observed in 1961 (129,188).⁹¹

⁸⁹ Ibid., p. 55.

⁹⁰ William S. Graybeal, "Teacher Surplus and Teacher Shortage," Phi Delta Kappan, Vol. 53, No. 2, October 1971, p. 82.

⁹¹ Ibid., p. 84.

Looking ahead to the recruitment of teachers in general, the N.E.A. projects that by 1978 university and college graduates will be three times the number of those graduating in 1961 who were prepared to teach. As a result of projections for teacher supply and demand, "the major source of demand for new teachers during the 1970's will not be increased enrollments but improvements in staffing quality and replacement of teachers in normal turnover."⁹²

This line of reasoning reflects directly upon the scope and function of recruitment since economic factors in general, and demand-supply factors in particular, are components of the recruitment process. While current theorizing focuses upon supply, the Research Division of the N.E.A. emphasizes that "it should be remembered that there will continue to be a need for at least 100,000 beginning teachers annually for the next decade "⁹³ which illuminates the continuing utilization of the function of recruitment.

Teachers are individuals with skills and abilities needed in other kinds of endeavors. Hinrichs reinforces this point by commenting: "While the overall size of the labor force will increase sharply over the next few years, the growth will be mainly in the kinds of people that are being required less and less by industry and the other institutions in our

⁹² Ibid., p. 85.

⁹³ Ibid.

society."⁹⁴ The Bureau of Labor Statistics specifically states that "teacher employment will not fall below the 1945 level for at least the following forty years" and that "there are many reasons to believe that teacher employment in 1985 may exceed the earlier level."⁹⁵ While studies and a review of the literature have shown that industrial demand in employment may fluctuate, educational demand tends to remain unchanged. The difference in this type of labor market is that patterns of recruitment are altered and the supply of available employees increases with a corresponding increase in the selectivity component.

Thompson, in Organizations in Action, views the recruitment of personnel as being similar to a competitive system. He states:

Conditions of perfect competition are infrequent and highly unstable over time; and even if the organization faces perfect competition in one sector--for example, in disposing of its output--it may face imperfect competition in other sectors--for example, the recruitment of personnel. [...] Each time the organization needs a particular kind of support, it offers something in exchange; but if the elements of the task environment which control that support have better offers, the organization may be without a source of supply.⁹⁶

In the business environment, imperfect competition is a situation in which "each seller has a distinct product and a

⁹⁴ Hinrichs, op. cit., p. 30.

⁹⁵ Elsbree and Reutter, op. cit., p. 13.

⁹⁶ Thompson, op. cit., p. 33.

group of regular customers who prefer that product."⁹⁷ Under a situation of perfect competition there is an equal amount of buyers and sellers for a product and there is "no barrier to a company's expanding until it reaches optimum size. But this means that pure competition can continue only if the market is large enough to absorb the output of many optimum-sized producers."⁹⁸ Malm discusses economic factors of recruitment by stating:

Employers frequently adjust to changing conditions by hiring more or less labor at a given rate [...]. The most commonly mentioned method of adjustment was to use different channels of recruitment, depending on the degree of tightness of the market; while a second method was to recruit over a broader or narrower area depending on the condition of the market.⁹⁹

Malm also discusses conditions prevailing during a tightening of the labor market. In this situation employers react to increasing difficulty of finding applicants by intensifying recruitment efforts with a corresponding increase in time and costs. They also expand the geographic area within which they seek candidates for positions within their organizations. In a labor market "characterized by declining business activity

⁹⁷ Lloyd G. Reynolds, Economics, Homewood, Ill., Richard D. Irwin Inc., 1963, p. 142.

⁹⁸ Ibid., p. 138.

⁹⁹ F. T. Malm, "Recruiting Patterns and the Functioning of Labor Markets," in Paul Pigors and Charles A. Myers (eds.), Management of Human Resources: Readings in Personnel Administration, New York, McGraw-Hill, 1964, p. 250.

and developing labor surpluses, some firms will reduce their recruiting efforts--shrinking back in the area covered and dropping advertising and labor scouting in favor of direct hiring."¹⁰⁰ This is characteristic of the 1971 economic labor situation facing organizations which continue to recruit but through different channels in order to adjust to a changing environment.

The economic factors of recruitment were quite apparent at the turn of the 1970's. The tightening of the economic market channeled business-oriented students into teaching fields, increasing the supply of prospective teaching personnel with a corresponding increase in the demand factor. This situation was reported by the Toronto Globe and Mail in June of 1970.

The incoming students at colleges of education next Fall will be the most highly qualified in the history of the province, according to Douglas Dadson, dean of the College of Education at the University of Toronto. With 1300 places to fill, Mr. Dadson said, 1500 applications have come from students who are graduates of four-year college honour courses with at least a "B" average.¹⁰¹

While this situation shows a slight shift in the labor market from previous seasons in which available personnel were highly in demand, it cannot be deemed as a stable or even future

¹⁰⁰ Ibid., p. 252.

¹⁰¹ William Johnson, "1971 teachers best qualified ever, dean says," news article in the Globe and Mail, Toronto, June 10, 1970.

economic condition dictating new recruitment trends. Thompson, on the other hand, views the dynamic environments differently and feels that one way an organization can balance its capacities against demand is to stimulate demand to the point where it equals capacity. Thompson also discusses a concept closely related in that "organizations with capacity in excess of what the task environment supports will seek to enlarge their domains."¹⁰² This organizational process is utilized by schools attempting to meet an increase in the supply of prospective teaching personnel by adjusting their internal environment through the mechanism of a smaller teacher-pupil ratio, and by increasing the scope of services needed which justify recruiting and hiring new candidates about to enter the labor market. This tight labor market enhances the quality of teachers entering the field and should not be altered by a change in supply. The selectivity demonstrated by school systems in the recruitment of teaching personnel serves its purpose by increasing the quality of education through selective teacher recruitment. All factors being equal, the procedures, practices and devices used by school systems in recruiting teaching personnel is the focal point of an effective educational program.

¹⁰² Thompson, op. cit., p. 46.

8. Recruitment: Procedures, Practices and Devices.

In order to attract and persuade capable individuals to enter the teaching profession and the respective school system, various procedures and practices must be utilized by a recruiting school or school system in order to attract qualified prospective candidates. Van Zwoll in School Personnel Administration outlines significant recruitment procedures most frequently reported by educational institutions:

1. Faculty members of the department or college of education participate in "Career Days", "Career Nights", or similar programs in the high school.
2. Faculty members serve or are available as speakers for professional or lay groups concerning teacher shortage.
3. High school seniors visit college for campus open house, class visitation, or other program designed to encourage college attendance.
4. A Future Teachers of America chapter has been organized on the campus (now SNEA).
5. Students informed as to demand for teachers on elementary and secondary level to prevent imbalance of supply on any level.
6. Contact promising high school seniors as suggested by teachers, counsellors or principals by letter, recruitment pamphlets or brochures, et cetera.
7. Representatives of the college meet in the various high schools with high school students interested in teaching.
8. Contacts with administrators are maintained to promote closer relations and cooperation and to remind administrators of their obligation in recruitment if they wish teachers for their schools.

9. College has prepared or has available for distribution printed materials such as folders, pamphlets, brochures, or booklets concerning teaching as a profession.
10. Scholarships are available for prospective teachers.¹⁰³

Van Zwoll further discusses recruitment in terms of who may be expected to take part in it. "Recruiting may be done by anyone who has the interest of education at heart."¹⁰⁴ The recruitment activities encountered by those responsible for this function are unlimited. Van Zwoll has summarized this list as follows:

research	mobilization of former
planning	teachers
conferences	conversion of college grads to
cooperation with school	qualified teachers
systems, colleges and	work shop and training
associations	programs
panel discussions	internship for college grads
publicity by media	cadet teaching experience
observance of career	programs
week	issuance of a proclamation
publication and circula-	by government in recognition
tion of pamphlets,	of education and the need
brochures and reports	for teachers. ¹⁰⁵
observation and visita-	
tion in schools	

A doctoral dissertation by Alford ranked recruitment procedures used to locate prospective applicants by school superintendents in Virginia:

103 Van Zwoll, op. cit., p. 60-61.

104 Ibid., p. 74.

105 Ibid.

1. Unsolicited personal application by candidates.
2. Unsolicited letter of application.
3. College visitation and use of placement bureau.
4. Unsolicited recommendation by staff member employed in system.
5. Referrals from other school systems.
6. Patrons of the school.
7. Contacts at professional meetings.
8. Advertisements in newspapers.
9. Personal recruitment by superintendent.¹⁰⁶

While several authors have indicated the procedures and practices used in recruitment, there are several discrepancies as to the accepted rank order of procedures universally used. Also, several authors have developed many procedures and practices used but these are not utilized or considered by other educators and personnel specialists contributing to the literature.

Gibson and Hunt list communication networks as essential to inform candidates of openings and to serve as "a means of contact through which the interest of qualified personnel may come to be known to the school."¹⁰⁷ The avenues of communication may be indirect (advertising, journals,

¹⁰⁶ Marion Elmer Alford, A Critical Analysis of the Practices Used in Recruiting Teachers in the Public School Systems of Virginia, unpublished doctoral thesis presented to the University of Virginia, 1958, p. 38.

¹⁰⁷ Gibson and Hunt, op. cit., p. 163.

placement bureau) or direct which is a more personal approach developed "through the use of conferences of personnel groups for purposes of recruitment."¹⁰⁸ Sokolik, however, does not view the indirect recruitment devices such as advertising as being particularly effective for business and industrial purposes. He feels advertising is the least productive and "most vulnerable to wide variations in the number of responses that come from a single expenditure."¹⁰⁹ Bellows, in Psychology of Personnel in Business and Industry, states:

Advertisements in either newspapers or trade journals are of two kinds: the 'open' advertisement which identifies the name of the company seeking workers and the 'blind' ad in which the applicant is asked to write to a box number in care of the newspaper [...]. Embarrassing experiences can be told of the employee who is dissatisfied with his present position and answers a blind ad only to discover that he is applying to his present employer.¹¹⁰

Communication is indicated by several authors as a key to successful recruitment. Castetter suggests extending the scope of information to prospective teaching candidates by the following:

1. An explanation of the compensation structure.
2. Descriptions and pictures of school facilities.
3. Special services for pupils and teachers.

¹⁰⁸ Ibid., p. 164.

¹⁰⁹ Sokolik, op. cit., p. 443.

¹¹⁰ Bellows, op. cit., p. 220.

4. Explanation of the organization of instruction.
5. Administrative services.
6. Community structure--government, cultural opportunities, church facilities, transportation, recreation, industry.
7. The in-service program.
8. The educational program.
9. Living accommodations.
10. General welfare provisions, including:
retirement, tenure, leaves of absence,
grievance machinery, and academic freedom.¹¹¹

Van Zwoll saw the recruitment brochure as a specifically designed communications attractor to prospective teaching candidates. He feels it is an indicator of the importance attached to the recruitment function and should include the following information for the prospective teaching candidate:

geographic location	cultural, educational and
kind of community	recreational opportunities
population	related benefits
school enrollment	sick and sabbatical leave
assessed valuation	group insurance
number of schools and	credit union
kind	retirement
class size	board of education point
length of school day	of view
days in school year	administrative philosophy
salary schedule	application request form. ¹¹²
tenure provisions	

McPhee found initial recruitment mailings to prospective teachers and agencies contained an application blank in all

¹¹¹ Castetter, op. cit., p. 187.

¹¹² Van Zwoll, op. cit., p. 67.

cases, salary schedule, brochure and from time-to-time a cover letter.¹¹³ Payton, in his doctoral study, found young high school teachers to be good recruiters due to excellent rapport and objective recommenders of prospective candidates. "[Most of ...] the teachers hired in this manner have turned out extremely well. Many of the recruiters end up going back to their alma maters to conduct the same kind of interviews that hooked them."¹¹⁴ Milton Mandell, in The Selection Process, capsules the highlight of recruitment: "Not only must the recruiter know his sources, but he also has to get their cooperation. Once the effective employment agencies have been identified, they need to be cultivated."¹¹⁵ While selection is not a part of the model, it is presented here to clarify the functions of recruitment and selection.

9. Selection.

It is not uncommon to confuse recruitment and selection as being identical functions. However, recruitment is a primary function of a total personnel procedure and it is significant to discuss selection of teaching personnel to identify the differences between it and the recruitment process. While

¹¹³ McPhee, op. cit., p. 191.

¹¹⁴ Payton, op. cit., p. 40.

¹¹⁵ Mandell, op. cit., p. 134.

selection is not included within the model, it is necessary to generally examine the function so often confused with recruitment, yet the next step in the total personnel process.

Carter Good defines teacher selection as "the securing of information about applicants for teaching positions, and the appointment of the applicants best qualified for the positions in question."¹¹⁶ Good viewed recruitment as "the process of attracting and persuading capable persons to prepare for and to enter the teaching profession."¹¹⁷ Van Zwoll describes selection as "that phase of putting into effect the objective of personnel administration that is concerned with the discovery and employment of personnel who have the ability, will and necessary initial competency to do the work assigned to them."¹¹⁸ Michael J. Jucius, in his classic text Personnel Management, describes the selection procedure as the:

[...] sequence of functions adopted in a given case for the purpose of ascertaining whether or not candidates possess the qualifications called for by a specific job or for progression through a series of jobs.¹¹⁹

116 Good, op. cit., p. 493.

117 Ibid., p. 452.

118 Van Zwoll, op. cit., p. 96.

119 Jucius, op. cit., p. 125.

He feels this procedure cannot be effectively placed in operation until three major steps have been taken:

1. Requirements of the job to be filled have been specified.
2. Qualifications workers must possess have been specified.
3. Candidates for screening have been attracted.

Step number three clearly demonstrates the separate functions of recruitment and selection and illuminates the sequential relationship most important to a complete employment function.

Castetter reinforces this process of employment by stating:

[...] as the process of securing competent personnel for the local school system moves from the recruitment to the selection phase, a number of formidable problems will confront the personnel administrator [...]. In brief, he is responsible for developing, initiating and maintaining an effective process for selecting school personnel.¹²⁰

He also feels "the primary aim of personnel selection is to fill existing vacancies with personnel who meet established qualifications, and who appear likely to succeed on the job."¹²¹

McPhee supports this point by noting "the qualifications required of an applicant must be known before selection can be made on a scientific basis."¹²² Gibson and Hunt envision the employment process as a cyclical procedure:

¹²⁰ Castetter, op. cit., p. 190.

¹²¹ Ibid., p. 191.

¹²² McPhee, op. cit., p. 30.

At first a need for the teacher is felt by someone in the system--the principal, for example--either because a teacher is resigning or being transferred or because an additional teaching position is being created [...]. Depending upon the nature of supply, the urgency of need, and the like, the personnel officer may want to seek out actively potential candidates of the type desired. In any case, he will take such recruitment avenues [...]. When applicants have submitted the information desired, the applications will be screened in order to identify those clearly qualified [...]. In any case, the individual who will be responsible for the performance of the new person should be involved in the final decision to recommend the applicant for appointment.¹²³

This statement reinforces the point that recruitment is an essential foundation for ultimate selection but differs in several ways. The recruiters are responsible for searching out and extracting prospective candidates in order that they become available for the next step in the employment process--selection. While the individuals involved with the applicant and the decision to employ him are closely related, the recruiter only presents the candidate to those responsible for selection for the next step in the employment process without being personally involved in the final decision.

Gellerman, in Management by Motivation, feels there are two factors which determine how well a selection system works: "One is the diversity of the available candidates, and the other is the extent to which the selection technique measures something that is actually related to job

¹²³ Gibson and Hunt, op. cit., p. 165-166.

performance."¹²⁴ He further reinforces the importance of recruitment and its uniqueness within the employment process by stating that:

[...] ordinary restrictions on the choices available to an employer place a heavy burden on the selection system [...] When the range of available talent is fairly broad, even a relatively wide selection system can sort them out with acceptable accuracy. This is why it is very much to any organization's advantage to maximize the range of available talent, at least for initial screening purposes.¹²⁵

Hinrichs views the selection as "the rather ill-defined manpower management science--or art--of arriving at a firm yes/no decision about people."¹²⁶

Mandell views selection as being:

[...] both external selection, whereby candidates are recruited outside the company and screened to fill a vacancy and internal promotion, in which the position is offered to a qualified employee with potential for higher-level responsibility.¹²⁷

In this realm, selection encompasses factors causing it to function apart from recruitment. Mandell also lists the main sources of information for selection which, again, differ from the recruitment process:

¹²⁴ Gellerman, op. cit., p. 65.

¹²⁵ Ibid., p. 66-67.

¹²⁶ Henrichs, op. cit., p. 86.

¹²⁷ Mandell, op. cit., p. 11.

1. The application blank.
2. The interview.
3. Tests: general intelligence, knowledge, aptitude, performance, interests, personality.
4. Reference checking.
5. Physical examination.
6. Follow-up before completion of conditional employment period.
7. Appraisal during training.
8. Evaluation during temporary or part-time employment.
9. Special work assignments.
10. Credit and police record checks.
11. Appraisal of job performance and potential.¹²⁸

Payton discusses the selection procedure by highlighting a 1964 article which appeared in School Management titled "How to Weed Out the Duds." The article explained the manner in which school administrators selected teachers for their Barrington, Illinois, schools:

It was a grilling procedure using hypothetical situations, role playing, attack on candidate's opinions and the pairing of two candidates to settle an interdepartmental squabble. After passing the interviews, candidates were asked to go to the schools and be approved by the respective staffs.¹²⁹

¹²⁸ Ibid., p. 21.

¹²⁹ Payton, op. cit., p. 49.

Hence, this clearly demonstrates how selection is an independent procedure but one which is dependent upon the process of recruitment to supply prospective candidates prior to screening and any final decisions regarding acceptability or rejection.

10. Summary of the Review of the Literature.

The major purpose of the review was to extract from the relevant studies their implications for establishing a sound theoretical framework for the present research, and to establish support for the model which was developed from a review of the literature. On the basis of the review of related studies and literature, the following conclusions appear warranted.

(a) Teacher Recruitment.- There is agreement among school administrators, principals and personnel officers that the recruitment function is significant, but is one of the problem areas of school personnel administration. There are no solutions given in the literature to rectify this condition. Also, school administrators have utilized the practices of business and governmental organizations to carry out the recruitment function, since well-defined standards of operation do not exist in education. Therefore there is a need to develop a model for the recruitment of high school teaching personnel.

(b) Recruitment: The Need to Fill a Position.-

Studies by McCleary, Hencley and Mandell recommend that recruitment must be considered a full-time, specialized management technique of personnel administration.

The determination of the need to fill a teaching position is actualized when the need for a teacher is felt by someone within the school system due to retirement, transfer or additional staff. Gibson and Hunt's research reinforced this conclusion, which is the beginning of the model. Castetter suggests that the board of education is responsible for establishing the conditions and climate for recruitment if the program is to be effective.

McPhee found recruitment to be the primary duty of the school personnel officer, reinforcing the significance of this function. However, administrators have focused on other areas of organization and planning and have neglected this function.

(c) Recruitment: Delegation of the Responsibility.-

The board of education is the prime mover in the local recruitment program and delegates the responsibility for recruitment to its executive officer who determines quantitative and qualitative personnel needs. This was strongly emphasized by Castetter and actually follows the need to fill a teaching position in the model for the recruitment of high school teaching personnel.

Hinrichs also stresses this point by emphasizing that recruitment must bring in enough of the right kind of talent to contribute to the organizational objectives of a system.

Allen feels recruitment is directly related to and affects turnover, teacher negotiations and teacher dissatisfaction, which all involve the search for talent. However, this thinking is limited in that the initial need to fill a position is given no emphasis, and no consideration is given to the anticipation of change.

(d) Recruitment: Organizational Needs.- Once the responsibility for recruitment is delegated to an officer, methods of recruitment within the function are to be considered. Corwin, Getzels, Lipham and Campbell stress the objective of socialization of prospective candidates to fill organizational needs. This process is accomplished by pre-induction methods (recruitment) or post-induction methods (training).

March, Simon and Thompson suggest that recruitment is based upon a system of exchange in which the organization offers inducements to the prospective candidate for contributions which will be given to him after he is recruited.

These inducements (prestige, status, professionalism) are presented within the recruitment literature affecting the candidates' perceived desirability of movement away from his organization towards another.

(e) Recruitment: Effect Upon the Individual.- In addition to the needs of the recruiting organization, the effect of recruitment upon the individual is significant within the recruitment function of the model. Because the needs of the individual are somewhat different from the purposes of the organization, they must be clearly understood for effective recruitment to take place.

Bellows, Mandell and Gellerman stress that the image projected by an organization through recruitment literature is important for candidates who self-select organizations which appear to be congruent with their needs. Stone discovered that proximity to home and relatives is the major attractor for candidates.

Elsbree and Reutter concluded that the effect of recruitment should be broadened to interest young individuals in teaching careers. Rather than merely discovering talent, recruitment should serve to help attract and develop future teachers.

(f) Recruitment: Sources.- The sources of prospective candidates are considered within the recruitment function of the model. Wynn, Malm and the O.I.S.E. study recommend the recruitment of candidates over a broad geographic base to attract a diversity of interests to a school system. Bellows suggested that dependence upon a single source, even if it has proved to be successful, may result in a shortage of teachers in a labor emergency situation.

(g) Recruitment: Economic Factors.- The economic factors which affect the recruitment function are within the model. No studies have been conducted to examine the actual costs of recruitment. However, O.I.S.E. stresses the point that recruitment is an investment only.

The demand for teaching personnel cannot quantitatively be determined but Van Zwoll and Graybeal estimate teacher demand by the number of school-age children and the number of teachers leaving the field.

Adjustment in recruitment to an inelastic labor market is accomplished by using broader or narrower channels and adjusting the geographic area utilized. Thompson suggests systems adjust to an inelastic labor market by adjusting the internal environment by a smaller teacher-pupil ratio. This indicates that school systems continue to seek qualified candidates, even in an inelastic market when the supply is only adequate.

(h) Recruitment: Procedures, Practices and Devices.- The need to fill a position is dependent upon those factors which comprise the recruitment function: organizational needs, effect upon the individual, economic factors and sources. However, the recruitment function utilizes various procedures, practices and devices to attract prospective candidates to school systems. There appear to be discrepancies among the researchers as to a universally accepted ranking of such procedures.

Van Zwoll suggests the utilization of college and high school faculties through speeches, visits, conferences, literature, brochures and scholarships to interest students to prepare for a career in teaching.

Castetter recommends descriptions of the compensation structure, community structure and school structure as topics for use in recruiting candidates through brochures and related literature.

Although ranking varies, there appears to be general agreement that communication is the key to effective recruitment. Communication channels may be direct or personal, or indirect (advertising, journals, placement bureaus).

The next chapter will focus upon the development of the study and the rationale behind the development of the instrument.

CHAPTER II

DEVELOPMENT OF THE STUDY

This chapter outlines the development of the study which was used to support the model for the recruitment of high school teaching personnel and to determine the congruency of the model with the need to fill a teaching position, the delegation of the responsibility to a personnel administrator, organizational needs, the effect of recruitment upon the individual, sources of prospective candidates, economic factors and recruitment procedures, practices and devices utilized. The chapter consists of five sections. Section one describes the selection of school systems while section two provides an examination of the instrument. Section three describes the development of the questionnaire and section four presents the sources of data. The chapter concludes with the description and results of the pilot study employed as a prerequisite to this undertaking.

1. Selection of School Systems.

The State of Pennsylvania was chosen for the study and the 1970-71 Educational Directory of the State of Pennsylvania was utilized in selecting the high school systems to be studied. There are sixty-seven county boards of education in the State responsible for 327 district boards

of education in the State responsible for 632 high schools employing teachers. The county boards were selected to be studied in total to determine procedures and practices employed in recruiting high school teaching personnel throughout the State at the district level as well as at the total high school level. A listing of sixty-seven county boards of education who participated in the study are presented in Appendix 1.

The geographic distribution of the county boards of education includes those areas generally identified as agricultural, industrial, mining, and recreational. A wide range of population densities is presented by schools in the study from northern counties to southeastern Pennsylvania counties.

2. Instrument.

A survey questionnaire was developed to gather data on the recruitment of high school teaching personnel incorporating the determination of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors and the procedures, practices and devices utilized in teacher recruitment within school systems. A copy of the questionnaire and cover letter are presented in Appendix 2.

Closed questions were used to encourage response and, therefore, validity from the standpoint of the representativeness of returns. Open questions were used to enable the respondent to give a more adequate presentation of his particular case. Each question was justified on the basis of its contribution to the over-all purpose of the study. Questions were clear, direct and straightforward in accordance with basic rules of effective communication.

While the whole instrument is oriented toward the total problem, the questionnaire is comprised of specific and relatively independent questions each dealing with a specific aspect of the over-all situation. It is the validity of the items rather than that of the total instrument that is considered. The questionnaire has face validity in that each question is related to the topic under investigation and there was comprehensive coverage of the over-all topic.

3. Questionnaire Development.

In order to solicit sufficient responses, a brief but clear covering letter was sent to prospective respondents explaining the importance of the problem as well as "what the researcher is doing, why he is doing it, and who is sponsoring his study."¹ This cover letter explained the

¹ J. Francis Rummel, An Introduction to Research Procedures in Education (2nd ed.), New York, Harper and Row, 1964, p. 132.

nature of the research, the development of the model, the problem and its importance, and the importance and necessity of receiving answers from the recipient. The personal nature of the data sought could prove to be embarrassing to the respondent, thereby requiring a guarantee of anonymity for the respondent. A list of tables summarizing the various responses is utilized for basic statistical purposes and presentation. A preliminary questionnaire analysis was conducted to determine any inconsistencies or omissions within the questionnaire. Incomplete returns were to be analyzed only on the basis of those items for which data were provided. The final results were analyzed and evaluated against the model to determine the theoretical validity of the model for the recruitment of high school teaching personnel.

The items in the questionnaire were divided into seven specific categories. The first area identified the school, its enrollment, the person responsible for recruiting and his position, the determination of the need to fill a teaching position, and general information regarding recruitment within the county as it related to the general model.

The second area was designed to show the significance of recruitment, the delegation of the responsibility for recruitment, and the function of recruitment within the general framework of educational administration.

The third area was designed to identify the needs of the organization in relation to the individuals being recruited for teaching positions.

The fourth area was designed to identify the various criteria employed by organizations in their desire to attract individuals for the school organizations involved with teacher recruitment.

The fifth area was designed to disclose how schools develop and utilize various sources of prospective candidates for the purpose of recruitment.

The sixth area was designed to show the effect of economic conditions within the labor market as they relate to recruitment decisions and procedures.

The seventh area was designed to disclose how schools discovered applicants and the procedures and practices used to contact and attract these through recruitment.

4. Sources of Data.

Because of the unknown amount of information concerning the philosophy and methodology of recruitment of professional high school teaching staff, it was determined that the most appropriate method for collecting data would be through questionnaire via the responses of the county board superintendents.

Items in the questionnaire were suggested from a review of literature in the field. This review included articles on recruitment, recruiting teachings and personnel. Questions were suggested from reviewing brochures and pamphlets describing school systems and the advantages of teaching and living in the respective communities. Other questions were considered as a result of conversations with school administrators involved and concerned with recruiting teachers. Publications about orienting the beginning teachers were other sources of questions. Several items were included as a result of suggestions made by the Director of Personnel and Assistant Director of Professional Placement of the Philadelphia Board of Education. The county superintendents were selected as respondents for the questionnaire based upon their broad overview of recruitment at the high school level as practices at the district level and also at the individual high school level itself. The conceptualization of recruitment by the county superintendents was considered to be an important ingredient in assessing the model itself.

5. Pilot Study.

It was recommended by the Thesis Advisory Committee of the Faculty of Education of the University of Ottawa that a pilot study be conducted. The purpose of this exercise

was intended to discover any weakness in the questionnaire form, style, wording or structure so that alterations could be incorporated prior to the final construction and production of the instrument.

The questionnaire was sent to ten academicians in local colleges and universities as well as to school administrators for the purpose of validating the instrument prior to final distribution.

All of the items in the questionnaire were examined upon the completion of this pilot study and several changes were made in accordance with the recommendations to satisfy this requirement. The term secondary education, used initially, seemed to cause some confusion and the term high school teaching personnel was substituted to ensure clarity and validity.

The questions were answered directly by all the respondents and appropriate comments were given for both open-ended questions (numbers 14 and 25) as well as the checklist-type questions (numbers 27 and 28) indicating ease and no confusion in responding to these items.

Comments and testimony were gathered in interviews with the various school administrators included in the pilot study who were involved with the recruitment of high school teaching personnel. During the course of each interview the researcher attempted to focus on the concept of recruitment

from the administrator's vantage points, and was cognizant of their impressions and comments:

The questions were clear and not highly technical. The questions were related to what is actually being done on the job by recruiters and it reflects what is happening now and will do so for future circumstances [...]. It can be answered by most respondents at various levels [...]. Everyone is involved in recruitment, no matter who they are, so the model is quite universal.²

A professional recruiter of high school teachers also examined the proposed questionnaire and commented:

The questions were loaded with a great deal of information for respondents to choose from, but it was clear for me in answering it. I found it easy to answer since the questions were clear, not tricky and came to the point [...]. The term "secondary education" should be changed to "high school teacher" recruitment if this is what you are really attempting to research for your study [...]. The questions are good in today's labor market and how that is happening. They could also be used if we go into a situation similar to what existed in the late sixties when a warm body could not be found.³

An administrator from a local suburban board of education was included in the pilot study and remarked:

2 Interview with Mr. Arnold Moss, Assistant Director of Personnel, Philadelphia Board of Education, May 26, 1971.

3 Interview with Miss A. Wissinger, Teacher Recruiter, Department of Personnel, Philadelphia Board of Education, May 26, 1971.

The questionnaire can be used now with any superintendent or administrator in Pennsylvania education. Interestingly, recruitment has changed so drastically that economic considerations play as major a part as any social factor and you have emphasized these factors in your questionnaire [...] Questions seemed to touch upon all the major areas involved with recruitment [...] The questions were not ambiguous and several asked the same question but in different ways which makes it more valid.⁴

An additional input at the school administration level regarding the questionnaire was given by the Director of Professional Placement for Pennsylvania's largest urban board of education:

Your Model corresponds a great deal to what Dr. William Castetter at the University of Pennsylvania emphasizes in his lectures and text for practicing school administrators involved in personnel [...] Any level educational administrator can utilized this line of questioning since recruitment is a prime concern of principals as well as superintendents [...] Questions were quite clear, easy to follow and can be answered by all school administrators, but, change the term "secondary level" to "high school" [...] Your study, when completed, should be of great assistance in the selective recruitment of teachers.⁵

After considering the recommendations from the four reviewers involved administratively with high school teacher recruitment, the questionnaire was revised, incorporating the minor changes and duplicated for use in collecting study data. (See Appendix 2 for Questionnaire.)

⁴ Interview with Dr. Allan Glathorn, Principal, Abington High School, Montgomery County Board of Education, May 26, 1971.

⁵ Interview with Dr. Martin Ferrier, Director of Personnel, Philadelphia Board of Education, May 27, 1961.

In addition to the utilization of practicing school administrators as evaluators of the questionnaire for the pilot study, various academicians were asked to evaluate the questionnaire in accordance with the research design. These judges were selected from various universities and fields of academic concentration. The completed letters received from the academicians are to be found in Appendix 3. A sampling of the comments received via letter regarding the evaluation of the questionnaire for validity are noted:

I've looked over your questionnaire and I am satisfied that it validly gets at the phenomenon you are seeking to study. The questionnaire is complete and covers the subject well.⁶

Another evaluation of the questionnaire was received from the same university:

I would like to state that the questionnaire is, in my opinion, very well framed and is comprehensive in its coverage of significant recruitment issues.⁷

The instrument was also sent to a university administrator involved with recruitment, as well as tests and measurements, for an evaluation. The comments regarding the request are noted:

6 Letter from Dr. Walter J. Gershenfeld, Associate Professor of Management, School of Business Administration, Temple University, May 25, 1971.

7 Letter from Dr. Saul S. Leshner, Professor of Management and Associate Director, Bureau of Economic Research, School of Business Administration, Temple University, June 21, 1971.

While there would be some minor quibbling with some of the items it is my impression and that of the faculty members that your questionnaire is an excellent one. In addition to the required statistical data the form does solicit objectives and other variables which would affect recruiting. I might add a personal note. In the course of the year I am required, or at least requested, to fill out many questionnaires. Some are proposed or actual documents to be used in a thesis and many come from established professional individuals or organizations. There is a significant number of such questionnaires which are poorly worded, ambiguous and which at times place an almost impossible burden on the responder. It is therefore a pleasure to see a thoughtful and well constructed questionnaire.

In short it would seem to me that the questionnaire obviously has face validity and I am sure⁸ it will be a valuable instrument in your research.

Final evaluations were solicited from St. Joseph's College, a liberal arts institution heavily involved in education and psychology. The responses to the questionnaire appraised were:

The questionnaire was clear, easy to follow, and well constructed. It should give you the data you need for a descriptive study of recruitment practices. Respondents should find it easy to answer because the items provide for varied responses to meet different situations.⁹

The appraisal of the instrument by the Chairman of the Department of Psychology of St. Joseph's College is noted as well:

⁸ Letter from Dr. James F. Duffy, Vice President for Student Affairs and Clinical Psychologist, Villanova University, June 4, 1971.

⁹ Letter from Dr. Hilda Fell, Chairman, Department of Education, St. Joseph's College, May 25, 1971.

I have used the questionnaire you sent me entitled "A Model for the Recruitment of Secondary School Teaching Personnel". I found it easy to understand, to the point, and appropriate for your purposes. Generally, I feel it has fine face validity. It should be quite useful in your final study.¹⁰

After the questionnaire was examined and validated by the academicians, educators and school administrators, it was sent to administrators of county boards of education in Pennsylvania. The findings from the questionnaire are presented in Chapter III: Findings of the Study.

¹⁰ Letter from Dr. I. Ralph Hyatt, Chairman, Department of Psychology, St. Joseph's College, May 24, 1971.

CHAPTER III

FINDINGS OF THE STUDY

The findings from the questionnaire completed by the sixty-seven county boards of education in Pennsylvania are presented in this chapter. The respondents are primarily superintendents of county boards of education throughout Pennsylvania.

Analysis of the data was undertaken to achieve a description of the various processes and procedures utilized by these county boards of education in their attempt to recruit high school teaching personnel as well as to determine the factors responsible for recruitment. The data are also intended to support the model developed for the recruitment of high school teaching personnel and to determine the congruency between the literature in the field and the results of the study. The model will be examined and described in accordance with the results of the study:

1. Teacher Recruitment: General Background
2. Recruitment: The Need to Fill a Position
3. Recruitment: Delegation of the Responsibility
4. Recruitment: Organizational Needs
5. Recruitment: Effect Upon the Individual
6. Recruitment: Sources
7. Recruitment: Economic Factors
8. Recruitment: Procedures, Practices and Devices.

Each area of the model will be examined and the responses to the selected questions which correspond to

this area will be described as they appeared in the questionnaire. Within each of the areas of the model, the questions and responses will be given. The data are presented in narrative form, and in tabular and quantitative form.

1. Description of Teacher Recruitment: General Background.

Data examined in this section are in questions one to seven. There were fifty-six of a total of sixty-seven county boards of education which responded to this questionnaire, or 83.58 per cent. The total number of high schools in the State of Pennsylvania is 536; the number of high schools in each county ranges from one to forty-five.

Four of the school systems reported they had only one high school in their county, while one county reported a total of forty-five high schools within that county. Six school systems reported a total of five high schools within their county and five school systems reported between three and twelve high schools within their systems.

Data were examined to determine the student enrollment at the high school level in each county. The student enrollment at the high school level within the counties ranges from 780 to 60,780. Thirty of the school systems reported student enrollment to be between 780 and 7,999 students. Only one

school system had a student enrollment above 60,000. These data are presented in Table I.

The final response attempts to determine the position of the respondents within the county board of education. The following question was asked: Who is responsible for the implementation of the recruitment function in your school system? Please indicate the person or persons responsible. Forty-two (75%) of the respondents to this questionnaire were county superintendents of schools. Eight of the respondents (14.28%) were assistant county superintendents. The remaining six respondents were employed in the following capacities: district superintendent, district superintendent of personnel, federal program coordinator, director of professional personnel, supervisor of special classes and an assistant superintendent of research and planning.

Teacher recruitment is carried out by one person in the majority of school systems. This is true especially in the smaller counties where the administrative staff is small. The study demonstrates the fact that the personnel used to recruit teachers is divided between one person doing the recruiting and recruitment done by a team. The superintendent is responsible for the recruitment function in twenty-seven of the fifty-six responding counties (48.21%). An additional seven county boards indicated that only one individual was responsible for recruitment. Therefore, thirty-four of the

Table I.-

Number of County Boards Reporting with the Student Enrollment
in County High Schools.

Student Enrollment in County High Schools	No. of County Boards Reporting Enrollment
56,000-63,999	1
48,000-55,999	1
40,000-47,999	1
32,000-39,999	1
24,000-31,999	1
16,000-23,999	6
8,000-15,999	15
780-7,999	30
Total	56

fifty-six systems (60.7%) have one individual to fulfill the recruitment function, while twenty-two (39.3%) utilize several members or teams.

The total data presented in Table II include all the possible categories and combinations reported along with a percentage breakdown. The superintendent is named by the respondents in twenty-seven of the fifty-six possible items as the individual solely responsible for the implementation of the recruitment function. He is also a part of eighteen other combinations involving the assistant superintendent, director of personnel and the high school principal, increasing his involvement to forty-five out of a possible fifty-six total items (80.36%). This chief school administrator is part of the team in the majority of cases reported. The chief school administrator's presence appears to contribute prestige to the recruitment team and to increase its impact.

The fact that only three school systems use a personnel director alone was unexpected. Examination disclosed that other personnel could function as personnel directors under another title. Assistant superintendents, for example, can perform the duties of personnel director as part of their assigned administrative responsibility since recruitment is considered to be only a part-time personnel function. In fifty-three out of fifty-six cases (94.64%) this is the practice. Only three feel recruitment to be a full-time

Table II.-

Function of Individuals Responsible
for Recruitment.

Responsibility for Recruitment Function	No. of Respondents Indicating Person Responsible for Recruitment	Percentage
Superintendent	27	48.21
Assistant Superintendent	3	5.35
Director of Personnel	3	5.35
High School Principal	1	1.78
Recruiting Team	1	1.78
Superintendent, Assistant Superintendent	3	5.35
Superintendent, Director of Personnel	1	1.78
Superintendent, High School Principal	6	10.71
Superintendent, Assistant Superintendent, Director of Personnel, High School Principal	1	1.78
Superintendent, Assistant Superin- tendent, Director of Personnel	1	1.78
Superintendent, Assistant Superin- tendent, High School Principal	2	3.57
Superintendent, Director of Personnel, High School Principal	1	1.78
Assistant Superintendent, Director of Personnel, High School Principal	1	1.78
Superintendent, Recruiting Team	3	5.35

Table II.- (Cont'd.)

Function of Individuals Responsible
for Recruitment.

Responsibility for Recruitment Function	No. of Respondents Indicating Person Responsible for Recruitment	Percentage
Assistant Superintendent, Director of Personnel, Recruiting Team	1	1.78
Assistant Superintendent, High School Principal, Department Head	1	1.78
Total	56	100.00

specialized management technique of the personnel administration program of the county board of education.

Data indicating that there is a personnel staff were received from fifty-one responding boards of education. Five other respondents stated that they have no formal personnel department and an accounting of numbers of employees in this function is not available. One of the county superintendents of schools stated:

The county superintendent recruits and selects his own staff and the staff and teachers for atypical children. He maintains an "applicant exchange" service as minimum for all districts. [...] Thus, there is no personnel department nor staff as one finds in Montgomery County, Maryland. Here recruitment and selection is a more generalized function primarily in charge of the chief school administrator but often associates one or more of his senior staff members with his efforts in this direction.¹

Data received indicate that twenty-eight systems have executives on staff in this function (54.9%). Philadelphia, the largest county board of education, has fourteen executives on staff in the personnel department while the other twenty-seven counties have a total of 132 executives on staff in the respective personnel departments, or an average of 4.88 executives per county for the twenty-seven other counties not including Philadelphia.

¹ Letter from Dr. Paul Kurtz, Superintendent, Blair County Public Schools, Hollidaysburg, Pennsylvania, June 23, 1971.

Data indicate that four systems (7.84%) have executives on staff involved in recruitment on a full-time basis.

Philadelphia does not have one executive on staff involved in recruitment on a full-time basis while the other four counties have a total of nineteen executives involved in recruitment on a full-time basis, or an average of 4.75 executives per county. Although Philadelphia is the largest county board of education, the recruitment function seemingly does not warrant the use of full-time executives in this function. The data indicate that forty-three systems (84.32%) have executives on staff involved in recruitment on a part-time basis. Philadelphia has two executives on staff involved in recruitment on a part-time basis, while the other forty-two counties have a total of 228 executives on staff in recruitment on a part-time basis, or an average of 5.43 executives.

Twenty-four systems (47.06%) have staff assistants and clerical employees on staff in the personnel department. Philadelphia has 134 staff assistants and clerical employees on staff in the personnel department while the other twenty-three counties have a total of 115, or an average of five staff assistants and clerical employees per county.

Three systems (5.88%) have staff assistants and clerical employees on staff involved in recruitment on a full-time basis. Philadelphia does not have one staff assistant or clerk involved in recruitment on a full-time basis, while the

three counties reporting do have a total of seventeen staff assistants and clerical employees on staff involved in recruitment on a full-time basis, or an average of 5.66 per county.

Thirty-three systems (64.7%) have staff assistants and clerical employees on staff involved in recruitment on a part-time basis. Philadelphia has ten staff assistants and clerical employees on staff involved in recruitment on a part-time basis, while the other thirty-two counties have a total of 152, or 4.75 per county. Thirty-two respondents (57.4%) indicate recruitment to be an ongoing activity of the personnel department.

Pennsylvania and bordering states are the most heavily used for the recruitment of high school teaching personnel. Pennsylvania is selected by all respondents (55) as the primary state in which the recruitment of high school teaching personnel occurs. The range of states in which recruiting occurs for high school teaching personnel by the county boards of education is from one to eight. The average number of states in which the county boards recruit high school teaching personnel is 2.76. Twenty systems (36.36%) conduct recruitment in Pennsylvania alone. Forty-one of the total school systems (74.53%) recruit within one to three states. Only two of the systems recruit in all eight states (3.64%).

The fifteen county boards selecting three states in which recruitment occurs chose Pennsylvania, New Jersey and

New York. New York is selected by twenty-one (38.18%) systems and New Jersey by seventeen (30.9%) systems. The remaining states are selected in the order of choice by the responding county boards: Maryland, Ohio, West Virginia, Delaware and others. Refer to Appendix 4 for a tabular presentation of these data.

Most county boards of education in Pennsylvania concentrate their recruiting efforts on the months of March, April and May. The first three months of the school term, which are September, October and November are least used in recruiting since schools have provided teachers or arranged temporary personnel to handle vacancies which may still exist on the faculty for those first three school term months. While December is a month in which recruitment activity increased in past years because it precedes the winter graduation of classes in many teacher-preparing institutions, it is presently a month in which minimal activity occurs.

Twenty-one boards (38.18%) concentrate their recruitment effort within the three months of March, April and May. May was selected as the most popular recruitment month by thirty-five school systems (63.64%). March was chosen by thirty-three systems (60.0%). April was selected as the third most popular recruitment month by thirty-one county boards (53.36%). Only two county boards recruit in all twelve months and one school system recruits in May only. On the other

hand, August was a relatively inactive month for recruitment in past years; and is now a month in which major recruitment efforts have occurred to fill vacancies not satisfied and still outstanding prior to the start of most school systems in September. September is the least popular month for teacher recruitment and was chosen by three systems. Refer to Appendix 5 for a tabular presentation of these data.

2. Recruitment: The Need to Fill a Position.

This section concerns itself with the first component which is the need to fill a position. Data examined in this section correspond to questions eight and nine in the questionnaire.

Forty-three respondents of a total of fifty-five (78.18%) stated that the objectives of teacher recruitment entail discovering and attracting a sufficient number of teachers who possess the necessary skills to meet the needs of the system. This response indicates school systems seek both quantity in numbers of teachers, as well as those who possess the necessary skills. Six respondents (10.9%) stated that the objectives of teacher recruitment include a sufficient quantity of prospective teachers who must be attracted and brought in to meet the needs of the school system. The other six systems (10.9%) stated that the objectives of teacher recruitment include the need to attract teachers who possess the necessary skills.

Fifty-six respondents (83.58%) indicate that the need to fill a teaching position in their system is influenced, to some extent, by the board of education. Professional teacher associations exert no influence in determining the need to fill a teaching position. The State Department of Education, however, exerts considerable, and at times, complete influence in determining this personnel need. This generalization is deceptive and must be examined in the light of the data collected. Most respondents (69.65%) indicated that professional teacher associations exert "no influence" in determining the need to fill a teaching position and none said they had "complete influence" over recruitment policy. This clearly demonstrates the lack of power or influence held by teacher associations concerning the hiring of colleagues. In determining recruitment needs, the board of education exerts "some influence" and the Department of Education "considerable influence" and sometimes, "complete influence" over the board of education. The complete data are in Table III.

3. Recruitment: Delegation of the Responsibility.

This area of study involves the delegation of the recruitment function by a county board of education to a personnel officer or individual involved with the personnel/recruitment function. Data examined in this section correspond

Table III

Influence Exerted by the Board of Education,
Department of Education and Professional
Teacher Associations in Determining Need
to Recruit New Teachers.

Need Determined By	Exertion of Influence					
	Complete Influence		Considerable Influence		No Influence	
	No. Indicating Per- centage Response	No. Indicating Per- centage Response	No. Indicating Per- centage Response	No. Indicating Per- centage Response	No. Indicating Per- centage Response	No. Indicating Per- centage Response
Board of Education	2	3.57	15	26.79	25	44.64
Department of Education	4	7.14	17	30.36	16	28.57
Professional Teacher Associations	0	0.00	3	5.35	14	25.0
					39	69.65

to questions ten to twelve in the questionnaire. The respondents stated that their system delegates the responsibility for the recruitment of teaching personnel to an individual trained strictly as an educator. The respondents selected an educator in forty-one cases (73.21%). Fifteen respondents indicated that their board delegates the responsibility for the recruitment of teaching personnel to an individual who began his career in education and then moved to personnel administration. The question which focuses upon the county board delegating the responsibility for the recruitment of teaching personnel to an individual trained strictly in personnel management did not receive one response. The question which focuses upon the county board delegating the responsibility for the recruitment of teaching personnel to an individual who began his career in personnel administration, and then moved to an educational program, did not receive a single response.

It is clear that the county boards of education in Pennsylvania delegate the responsibility for the recruitment of teaching personnel to individuals trained strictly as educators, or to those who began their careers in education and then moved to personnel administration.

There were forty-seven responses (70.0%) to the question of duties of the personnel executive. The respondents ranked these duties in the order of their importance in a

scale from one to ten. The major function of personnel, which is recruitment, is ranked as the principal duty of a personnel executive. This is followed closely by selection, which is the next step in the personnel procedure intended to attract candidates (recruitment) with the goal of making the proper choice (selection) for employment purposes. Each of the nine duties ranked is presented with its respective ranked positions and frequencies as selected by the respondents.

Recruitment was selected and ranked as the primary duty of a personnel executive by thirty of forty-seven respondents (63.83%); selection, which was chosen as the second most important duty, was selected and ranked by seventeen systems. In-service training was ranked third by twelve respondents as a duty of the personnel executive. Compensation was ranked fourth by twelve respondents, while labor relations was ranked fifth by eleven respondents. Induction was ranked sixth by fifteen of the forty-seven respondents; transfers was ranked seventh by eighteen respondents; separations was ranked eighth by seventeen responding systems and research was ranked ninth by twenty-eight respondents as a duty of the personnel executive.

Some of the county boards of education selected other duties of the personnel executive as being principal functions. Two of the responding educational administrators selected planning as a principal duty and ranked it first and second in

the order of importance. One respondent selected administration as a principal duty of the personnel executive and ranked it tenth in the order of importance. Another selected continuing education as a principal duty of the personnel executive and ranked it fifth in the order of importance. Thirty-nine systems (69.65%) indicate they have different individuals involved in the recruitment and selection functions.

4. Recruitment: Organizational Needs.

This section is concerned with the total recruitment function and its component parts. The area of interest under consideration is Recruitment: Organizational Needs. School organizations seek to socialize prospective candidates involved in the process of recruitment. These same organizations offer specific inducements to these prospective candidates in return for contributions made to the organization. Educational organizations also seek to be visible in the community in order that prospective candidates will view the organization and perceive it to be desirable to join. Such factors are studied and described in this section, which corresponds to questions fifteen to seventeen in the questionnaire.

Fifty systems responded to this question; twenty-six (52.0%) claim inducements such as income, professionalism, status and prestige are considered to be significant in attracting prospective teaching candidates and are emphasized in the recruiting brochures and related literature utilized

by these systems as selling points. Twenty-four systems responding in the negative did not state inducements, such as income, professionalism, status and prestige are significant in attracting prospective teaching candidates. Thirty county boards indicated "no response" to the question about the extent to which inducements are emphasized in recruitment literature. The thirty county boards which did not respond correspond to those responding to the previous question, which sought to determine whether the recruitment brochure and related literature of county boards emphasized inducements such as income, professionalism, status and prestige as selling points in attracting prospective teaching candidates. In that question, twenty-four school systems indicated that they do not emphasize inducements in their recruitment literature as selling points to attract teachers, while six respondents stated that this area of recruitment does not apply to their current situation.

Therefore, the thirty responding county boards that do not emphasize inducements in recruiting correspond to those thirty respondents to this question that indicated "no response" to this area of inquiry intended to determine the extent to which inducements are emphasized within the recruitment literature. Fourteen of the twenty-six responding systems place "some" emphasis upon inducements within recruitment literature. Six place "a great deal" of emphasis upon inducements, while

five indicate "limited emphasis." One of the county boards reported the emphasis to be "not at all" with regard to inducements. Forty-five respondents stated that they attempt to attract candidates directly from college campuses or schools of education for teaching positions. Thirty-six systems seek individuals who have taught in other educational organizations, while fifteen attempt to attract individuals who have not taught or who have limited exposure to other educational organizations. The sources for the recruitment of prospective candidates are presented in Table IV. The educational orientation of prospective teaching candidates from college campuses or with teaching experience in other educational organizations is considered to be a major feature by the recruiting school system.

5. Recruitment: Effect Upon the Individual.

The individual is in a competitive situation since many different kinds of organizations seek his services. The image of an organization is often a determining factor as to whether it will successfully recruit a candidate. There are several factors responsible for the attraction of an individual to an organization or school system. Such factors will be studied and described in this section, which comprises questions eighteen and nineteen.

Table IV.-

Sources of Attraction for Teaching Positions.

Sources of Attraction	No. of Respondents Selecting Specific Sources	Per Cent
Candidates directly from college campuses or schools of education	18	32.14
Candidates directly from college campuses or schools of education <u>and</u> individuals who have taught in other educational organizations	18	32.14
Candidates directly from college campuses or schools of education <u>and</u> individuals who have taught in other educational organizations <u>and</u> individuals who have not taught or who have limited exposure to other educational organizations	8	14.29
Individuals who have taught in other educational organizations <u>and</u> individuals who have not taught in other educational organizations or who have limited exposure to other educational organizations	5	8.93
Individuals who have taught in other educational organizations	5	8.93
Candidates directly from college campuses or schools of education <u>and</u> individuals who have not taught or who have limited exposure to other educational organizations	1	1.71
Individuals who have not taught or who have limited exposure to other educational organizations	1	1.71
Total	56	100.00

Geographic location, the image of the school, and school system are factors most responsible for attracting prospective teaching candidates to their respective school systems. These factors were selected by twelve systems (21.81%). The total breakdown and presentation of the respondents as to preference for selected factors responsible for attracting prospective teaching candidates to a school system is presented in Table V. In thirty-two responses, the same recruiting practices were used for all prospective candidates whether they were being recruited from college campuses or were currently employed with other school systems; in twenty-three, varying practices were used.

6. Recruitment: Sources.

Recruitment sources are developed by present employees of an organization as well as by agencies, universities or personal contacts among various sources at the disposal of the school system. These factors will be studied and described in this section, which comprises question twenty.

Colleges and universities are the most effective sources for the recruitment of high school teaching personnel as stated by fifty-one systems (92.73%). A corollary support to this idea is that Pennsylvania supports fourteen state colleges which were formerly known as teacher training schools. Thirty-one systems indicated unsolicited applications or self-selection

Table V.-

Factors Responsible for Attracting Teaching
Candidates to a System.

Factor	Respondents Selecting the Factor	Per Cent of Total Respondents
Geographic location	42	76.36
Image of the school and system	41	74.55
Economic reasons	35	63.64
Image and reputation of community	28	50.91
Type of student	28	50.91
Personal commitments	10	18.18
	(55)	

as the second most effective source. The fact that this source was selected by the respondents indicates a reason for some systems not having an extensive recruiting program. Self-selection is also popular as a source since recruitment in 1970-71 resulted in increased numbers of unsolicited applications and self-selection on the part of prospective candidates seeking employment.

Employment agencies are considered effective sources by five school systems. The fact that so few school systems use government or private employment agencies is an indication these county boards of education are using primary sources such as colleges and universities and, therefore, new teachers have little to gain by registering with an employment agency. The teacher organizations such as the N.E.A. (National Education Association) and A.F.T. (American Federation of Teachers) were listed by only one system.

A further look at the most effective sources for the recruitment of high school teaching personnel is presented in Table VI.

7. Recruitment: Economic Factors.

The next area of interest to be studied within the total recruitment function of the model for the recruitment of high school teaching personnel is the economic factors of recruitment. These factors center around the demand for

Table VI.-

Effective Sources for Recruitment of Teaching Personnel.

Sources	No. of Responses from Systems Indicating Effective Sources	Per Cent
Colleges and universities <u>and</u> unsolicited applications or self-selection	25	44.64
Colleges and universities	23	41.06
Unsolicited application or self-selection	4	7.15
Colleges and universities <u>and</u> employment agencies	2	3.57
Colleges and universities, employment agencies <u>and</u> unsolicited applications or self-selection	1	1.78
NEA and AFT, employment agencies <u>and</u> unsolicited applications or self-selection	1	1.78
Total	56	100.00

teachers based upon students entering the school system and teachers leaving the system. The recruitment channels and geographic areas used for recruitment purposes are also considered since they are related to current conditions of the labor and economic markets. These factors will be studied and described in this section, which comprises questions twenty-one to twenty-six.

The demand for teaching personnel as well as the recruitment budget are determined primarily by the enrollment of school-age children and projections of the number of teachers leaving school systems. Results indicate that projections of the number of teachers leaving the field alone is insufficient in determining the demand for teaching personnel. Other findings also indicate that the enrollment of school-age children alone is equally insufficient in determining the demand for teaching personnel. Both of these factors, in combination, are considered to be important in determining the demand for teaching personnel as well as the recruitment budget by the respondents.

The findings indicate and support the premise that this combination of enrollment of school-age children and the projection of the number of teachers leaving the field is considered to be essential in determining the demand for teachers by a school system. Forty-nine systems (87.5%) chose the combined factors while the individual factor "enrollment of

school-age children" was selected by ten responding administrators (18.18%) and the factor "projections of the number of teachers leaving the field" is selected by only four respondents, or 7.15. These factors independently received the least number of responses intended to determine demand. The total breakdown and presentation of the responses used to determine the demand for teaching personnel, as well as the recruitment budget, are presented in Table VII.

One of the responding school systems selected implementation of new programs (1.78% response), while another one of the responding systems selected projections of the number of teachers leaving the field and state department regulations. One county board selected projections of the number of teachers leaving the field, state department regulations and implementation of new programs as the factors which determine the demand for teaching personnel as well as the recruitment budget for the fifty-six responding county boards of education in Pennsylvania.

Fifty-six respondents (83.58%) included in the total study indicate that the current supply of high school teaching personnel is merely adequate. Thirty-one respondents (56.36%) indicate the current supply of teaching personnel is adequate; twenty-four (42.86%) stated that the current supply of high school teaching personnel is abundant. One respondent (1.78%) stated the current supply of high school teaching personnel was

Table VII.-

Factors to Determine Demand for Teaching Personnel.

Factors	No. of Respondents Selecting Factors	Per Cent of Total Responses
Enrollment of school-age children and projections of the number of teachers leaving the field	49	87.50
Implementation of new programs	31	56.36
State department regulations	23	41.06
Enrollment of school-age children	10	18.18
Projections of the number of teachers leaving the field	4	7.15

insufficient. A county superintendent of schools stated:
"Recruitment also implies a sellers' market. It is a buyers' market in some respects [...] for specialists, it is a sellers' market."² Another superintendent commented on the subject of abundance of supply of high school teaching personnel within school systems:

There is an abundance of qualified teachers at the present time, particularly in the fields of English, History, Social Studies and Science. There are shortages in Foreign Languages, Math, Commercial, Home Economics, Librarians, Music and Art.³

There is an indication that the current supply of high school teaching personnel is abundant in the basic studies such as English, history, social studies and science, but only adequate or even insufficient in the areas of language, math, business, education, music, art and library science. The individual with special training can select the high school system or organization he wants to join since, at this level, it is a sellers' market in an area with only an adequate supply of teaching personnel. An abundant supply of teaching personnel tends to reduce recruitment activities in forty-six systems (82.14%), while in ten systems (17.86%) this factor does not reduce recruitment activities. An insufficient supply of teaching

² Letter from Carl S. Driscoll, Superintendent, Sullivan County Public Schools, Dunshore, Pennsylvania, July 17, 1971.

³ Letter from William H. Hartley, Superintendent, Greene County Public Schools, Waynesburg, Pennsylvania, July 9, 1971.

personnel increases recruitment activities in forty-nine systems (87.5%); in seven (12.5%) it does not.

A changing labor market determines the use of different channels of recruitment and the recruitment of candidates over a broader or narrower geographic area. The respondents selected the combined response in forty-two possible choices (75%). Seven boards (12.5%) indicated that different channels of recruitment are utilized in adjusting to changing labor markets. The other seven systems indicated that the recruitment of candidates over a broader or narrower geographic area depending upon the condition of the market is utilized.

The various factors which determine how a school system adjusts to a changing labor market also depend upon the condition of the current supply of teaching personnel. Whether the supply of teaching personnel is insufficient, adequate, or abundant, school systems do use different channels of recruitment to adjust to a changing labor market and also to recruit candidates over a broader or narrower geographic area depending upon the condition of the market.

Other factors which influenced recruitment activities were the proximity to colleges and graduate schools in six systems; salaries in eleven systems; the availability of grants and federal monies for systems and educators in five cases. This latter reason serves as a barometer for prospective teaching candidates contemplating employment with a school system

since it can be considered to be an indicator of general activity within that community. Professional needs such as certification (5), teacher-pupil ratio (3), and innovative programs (3) were considered very important. The desire to stay in a geographic area on the part of the prospective teaching candidate influenced recruitment activities in three counties. Two of the twenty-eight systems indicate that working conditions as well as teacher work load influence recruitment. Favorable conditions tend to ease the task of recruitment. Two respondents indicate that the growth of the educational staff influences recruitment. A growth pattern dictates an intensification of recruitment activity.

Two systems indicate that the tax program influences recruitment. This factor affects both the school system in planning and implementing recruitment and the prospective candidate, who is in the process of being recruited by that system. Two counties responded that industrial expansion and the development of new products within the county influenced recruitment activities. Industrialization can be either a selling point or deterrent in recruiting prospective teaching candidates. Two school systems indicate that political activities, such as the amount and degree of union activity within the county board of education involved with recruitment, influence recruitment. Finally, one respondent reported that a depressed area in which a pattern of migration of population

prevails would definitely influence the recruitment of prospective teaching candidates.

8. Recruitment: Procedures, Practices and Devices.

Data examined in this section comprise questions thirteen, fourteen, twenty-seven and twenty-eight. Educators were requested to state whether or not they provide prospective teaching candidates with written recruitment materials. The responses indicate that thirty-four (60.72%) stated that they do provide prospective teachers with written recruitment materials. Information about the school and community is directed to the prospective teaching candidates from varied sources within the school system. Much of the material is not developed for the sole purpose of teacher recruitment; as an example, Chamber of Commerce publications, handbooks or materials published by the school systems. However, all assist in presenting information about the philosophy of the school and community.

Thirty-five educators described the type of materials provided for prospective teaching candidates. These materials have been categorized into twenty-two areas which are analyzed. Sixteen county administrators indicated that they provide a community brochure which describes the characteristics, size, geographic location and significant statistics of the community in which the school systems are located. Fourteen of the

administrators indicated that they include a brochure which describes the school itself, identifying characteristics and any significant statistics. Twelve of the thirty-five systems include a general brochure which describes the community and school for interested teachers.

Eleven of the thirty-five administrators include a salary schedule describing the present scale, grade and increment schedule. Eight systems include a teachers' handbook for prospective candidates as part of the recruitment literature. Six of the thirty-five systems include the benefit package of the county board of education describing fringe benefits provided for teachers. Three of the thirty-five county boards include published Chamber of Commerce materials. Three school systems include the contract agreement between the school system and representing teachers' union as part of the recruitment materials. Three of the systems send to prospective teachers a list of school districts within the county as well as a list of administrative teaching personnel within the county board of education. Two county boards include a formal statement of board policies for the recruiting county board of education, as well as a statement of the educational philosophy of the school system.

Two of the thirty-five educational administrators who responded include data on housing in addition to general information on the community as part of the materials utilized

for recruitment. Two of these county boards furnished information on local colleges and universities in the area of the recruiting county board as well as the proximity to these institutions for graduate work. This is significant to new teachers because of the requirement for additional study to obtain various certificates in public education. Two of the thirty-five systems include a job description defining the position and duties of a teacher to the prospective teaching candidates and include a blank application form as part of the recruitment materials. Two other systems state that they furnish the long-range development statement of the recruiting county board.

One county board includes a map and photo of the community exclusive of the community brochure. Another county board includes a district and/or county newsletter. One system sends a personal letter explaining the functioning of the schools within the county, while another county board sends a personal letter intended to interest prospective teachers in that county. Finally, one system includes a school year calendar as part of the recruitment material.

One of the areas previously studied attempts to determine whether the school systems provide prospective teaching candidates with written recruitment materials. To the inquiry, thirty-four county boards out of fifty-six (60.72%) indicated they do. Another question close to this line of inquiry

attempts to determine what type of materials are provided for prospective teaching candidates. To this inquiry, thirty-five county boards out of fifty-six indicated the types of materials provided which corresponds to the previous inquiry. Therefore, there is a relationship between the previous two questions and this present one, which also seeks additional data regarding specific information which is included in the recruitment brochures of respondents.

Thirty-three respondents stated that their systems provide prospective teaching candidates with recruitment material or brochures to demonstrate the advantages of teaching and living in this community. This indicates that the recruitment material focuses upon an explanation of the compensation structure as well as of the community structure describing the governmental, cultural, educational, recreational and religious opportunities for prospective teaching candidates. The total breakdown and presentation of the items included in the recruitment brochures of the county boards of education for prospective teaching candidates is presented in Table VIII.

The responding school systems indicated that they include in their recruitment brochures varied combinations of the recruitment items with six of the thirty-three boards (18.18%) including all of the above fourteen items in their recruitment brochure. Two of the systems include only one

Table VIII.-

Items Included in Recruitment Materials or Brochures for
Prospective Candidates.

Items in Recruitment Brochures	No. of Respondents Indicating Items	Per Cent
Explanation of the compensation structure	27	81.82
Community structure--government, cultural, educational, recreational, and religious opportunities	27	81.82
Descriptions and pictures of school facilities	24	72.73
Benefit package	24	72.73
Special services for pupils and teachers	23	69.70
Living accommodations, the popula- tion and geographic location	23	69.70
Organization and structure of the school	20	60.61
Innovative activities	19	57.58
The in-service and educational program	18	54.55
An application request form for additional data and materials	18	54.55
Explanation of the organization of instruction and administration	17	51.52
Board of education philosophy	16	48.48
School enrollment, class size, length of school day	15	45.45
Administrative policy	14	42.42

item in the material while two of the school systems include three items within the recruitment brochure.

Fifteen respondents indicated that they include fourteen, eight and eleven of the items listed with recruitment materials or brochures. These responding county boards have an average of 11.2 items of the total fourteen items within their recruitment brochures, which is almost total coverage. The over-all average of items included in the recruitment brochures of the responding school systems is 8.6, or 61.43% of the total items listed for prospective teaching candidates. Refer to Appendix 6 for a tabular presentation of these data.

The responding boards indicated that the acceptance of student teachers into the various systems is the most frequently used procedure to recruit prospective teaching candidates. The fifty-six school systems stated that this procedure was the most effective and frequently used one during the 1967-68 recruitment season and, also, during the 1971 recruitment campaign. They selected this procedure in forty-eight of the total fifty-six cases (85.71%) for 1967-68. Nineteen-seventy-one also showed an 85.71% response to this item. This procedure was selected by forty-eight of the fifty-six boards in total, indicating that it was utilized in 1967-68 and again in 1971, representing 83.93% of the total school systems reporting. The total breakdown and analysis of the procedures used to recruit prospective teaching candidates for both the

1967-68 season and the 1971 season will be presented. The analysis of procedures used to recruit candidates during the 1967-68 season is presented in Table IX.

Table X presents a breakdown and analysis of procedures used to recruit prospective teaching candidates during the 1971 season. The analysis and relationships between the procedures for both recruitment periods are also considered. The position of the recruitment procedures during the 1967-68 season and in 1971 are presented in Table XI so that changes in the positions of the choices selected by the county boards of education may be viewed.

The first nine procedures were selected by the responding county boards of education as being utilized during the 1967-68 recruitment season and, also, during the 1971 recruitment campaign. Mobilization of former teachers, which was selected tenth in 1967-68, is now considered to be twelfth or last on the list of procedures. This may be accounted for by current demand in which college campuses maintain priority over other recruitment sources. This procedure was functional when the demand for teachers exceeded the supply, as was the case during the 1967-68 season.

The use of influential members of the community during 1967-68 was ranked eleventh and, in 1971, is ranked tenth as a procedure to recruit prospective teachers for school systems in Pennsylvania.

Table IX.-

Recruitment Procedures Used to Attract Prospective Teaching Candidates During 1967-68.

Procedures (1967-68)	No. of Respondents Selecting the Procedure	Per Cent of Total Responses
Acceptance of student teachers into the system	48	85.71
University faculty members and staff of colleges of education serve as speakers for professional groups or participate in "career days" in high schools to interest students in teaching as a career	40	71.43
High school students informed as to demand for teachers at high school level	38	67.86
Use of college placement bureaus for campus visits and to distribute recruitment materials	38	67.86
High school seniors visit universi- ties and colleges of education for campus open-house to encourage college attendance	31	56.36
Scholarships available for prospec- tive teachers	30	53.57
Contacts at professional meetings	22	39.29
College students informed as to demand for teachers at high school level	21	37.50
Advertisements in newspapers or professional journals	16	28.57
Mobilization of former teachers	14	25.00
Influential members of the community	12	21.43
Internship for college graduates to enter teaching	7	12.50

Table X.-

Recruitment Procedures Used to Attract Prospective Teaching
Candidates During 1971.

Procedures (1971)	No. of Respondents Selecting the Procedure	Per Cent of Total Responses
Acceptance of student teachers into the system	48	85.71
University faculty members and staff of colleges of education serve as speakers for professional groups or participate in "career days" in high schools to interest students in teaching as a career	39	69.64
Use of college placement bureaus for campus visits and to distribute recruitment materials	38	67.86
High school students informed as to demand for teachers at high school level	35	62.50
High school seniors visit universities and colleges of education for campus open-house to encourage college attendance	33	58.93
Scholarships available for prospec- tive teachers	30	53.57
Contacts at professional meetings	25	44.64
College students informed as to demand for teachers at high school level	18	32.14
Influential members of the community	9	16.17
Advertisements in newspapers or professional journals	9	16.17
Internship for college graduates to enter teaching	9	16.17
Mobilization of former teachers	6	10.71

Table XI.-

Ranked Position of Recruitment Procedures Used to Attract
Prospective Teaching Candidates in 1967-68 and 1971.

Procedure	Position 1967-68	Position 1971
Acceptance of student teachers into the system	1	1
University faculty members and staff of colleges of education serve as speakers for professional groups or participate in "career days" in high schools to interest students in teaching as a career	2	2
Use of college placement bureaus for campus visits and to distribute recruitment materials	3	3
High school students informed as to demand for teachers at high school level	4	4
High school seniors visit universities and colleges of education for campus open-house to encourage college attendance	5	5
Scholarships available for prospective teachers	6	6
Contacts at professional meetings	7	7
College students informed as to demand for teachers at high school level	8	8
Advertisements in newspapers or professional journals	9	9
Mobilization of former teachers	10	12
Influential members of the community	11	10
Internship for college graduates to enter teaching	12	11

Internship for college graduates to enter teaching ranked twelfth in 1967-68 when demand exceeded supply and only available individuals, with or without proper training and credentials, were inducted into various school systems via a "draft." These internships, ranked in the eleventh position as a procedure utilized in recruiting prospective teaching candidates for the 1971 campaign, moved up one level to tenth since the emphasis placed on campus recruiting has increased because the supply of teaching candidates is exceeding the demand. Colleges appear to be a focal point for school systems involved in the recruitment of teaching candidates.

9. Summary of the Findings.

The major purpose of the findings of the study was to determine the current status of teacher recruitment within Pennsylvania school systems. The findings have been tabulated and edited from the survey questionnaires. The questionnaire was developed to support the model for the recruitment of high school teaching personnel. A general summary of the findings is presented below. An analysis and discussion of the findings of the study will be presented in Chapter IV, The Model: Analysis, to determine their congruency or incongruency with the model.

(a) Teacher Recruitment: General Background.- Teacher recruitment is considered to be a part-time function usually carried out by one person. In a minority of instances, a recruitment team is used.

As chief school administrator, the superintendent is either solely responsible for the implementation of the recruitment function or a prestigious addition to the recruitment team.

Assistant superintendents usually perform the duties of personnel directors as part of their assigned administrative responsibility. It is rare for an individual to have the title of personnel director.

The majority of school systems concentrate their recruitment efforts within one to three states during the months of March, April and May.

(b) Recruitment: The Need to Fill a Position.- The objectives of teacher recruitment entail discovering and attracting a sufficient number of teachers who possess the necessary skills to meet the needs of the system.

The board of education has the greatest total influence over the state department of education in determining the need to fill a teaching position. Professional teachers' associations exert no influence.

(c) Recruitment: Delegation of the Responsibility.- Responsibility for the recruitment of teaching personnel is most frequently delegated to an individual trained strictly as an educator.

Recruitment was ranked as the primary duty of a personnel executive. Selection, a separate function and one which is next along the personnel continuum, was ranked second.

(d) Recruitment: Organizational Needs.- The educational orientation of prospective teaching candidates from college campuses or with teaching experience in other educational organizations is considered to be a major feature by the recruiting school system.

Educational organizations seek to be visible to the community in order that prospective candidates will view the organization and perceive it to be desirable to join.

(e) Recruitment: Effect Upon the Individual.- Geographic location and the image of the school and school system are factors most responsible for attracting prospective teaching candidates to a school system.

(f) Recruitment: Sources.- Colleges and universities are the most effective sources for the recruitment of high school teaching personnel. Self-selection and unsolicited applications are the second most effective sources. Teacher organizations, such as the National Education Association and the American Federation of Teachers, are considered least effective sources.

(g) Recruitment: Economic Factors.- The demand for teaching personnel and the recruitment budget are determined primarily by the enrollment of school-age children and projections of the number of teachers leaving school systems. A changing labor market and current supply of teaching personnel determine the use of different channels of recruitment and the recruitment of candidates over a broader or narrower geographic area. Recruitment activities are also influenced by proximity to colleges and graduate schools, salaries and the availability of grants and federal monies.

(h) Recruitment: Procedures, Practices and Devices.- Written materials are frequently used to help attract prospective teachers. Much of the material is not developed for the sole purpose of teacher recruitment.

The most frequently included items deal with explanations of the compensation and community structures. A discussion of administrative policy is considered least important.

The acceptance of student teachers into the system is the most frequently used procedure to recruit prospective teaching candidates.

The next chapter will focus upon an analysis of the model for the recruitment of high school teaching personnel in the light of the findings of the study and will present an analysis and description of the relationships existing within the model.

CHAPTER IV

THE MODEL: ANALYSIS

This chapter focuses upon an analysis of the model for the recruitment of high school teaching personnel in the light of the findings of the study. The chapter also presents an analysis and description of the relationships existing within the model.

1. Teacher Recruitment: General Background.

The responsibility for the implementation of the recruitment function usually rests with one person, the superintendent, in the majority of the school systems in Pennsylvania. Recruiting is also conducted by a team or chief school administrator assisted by other personnel often referred to as assistants. Twenty-two combinations or patterns emerged from the fifty-six school systems reporting the utilization of teams. This does indicate variations but, basically, the chief school administrator controls the implementation of recruitment and is personally included with various teams developed for this purpose. In contrast, a recent study by Shapiro found that eighty-seven per cent of responding administrators of California secondary schools

indicated that the assistant superintendent and personnel director participated in the recruitment function.¹

This study shows that recruitment is considered to be a part-time function of personnel, as reported by 94.64 per cent of the responding administrators. The status of recruitment within organizations and school systems has been ascribed to a secondary role. A recent study of this function has shown that "recruitment has not been a well-planned and efficient operation within many school districts."² This is borne out by this study. McPhee, in his doctoral study, stated "limited effort was generally exhibited in recruitment, and most personnel officers expressed little concern for improving recruitment practices."³

One of the basic problems encountered by other systems is that "recruiting in many organizations has been hampered by its treatment as an ancillary, part-time personnel function rather than as a full-fledged, specialized management technique."⁴ This fact is also confirmed by this investigation.

¹ Norman Shapiro, "Another Look at Teacher Recruitment," Personnel Journal, Vol. 50, No. 8, August 1971, p. 647.

² Ibid., p. 648.

³ William J. McPhee, School Personnel Management: Current Programs in Selected Indiana School Corporations, unpublished doctoral thesis presented to the University of Indiana, 1968, p. 211.

⁴ John R. Hinrichs, High-Talent Personnel, New York, American Management Association, Inc., 1966, p. 67.

One of the negative results of recruitment as a part-time function is that "haphazard talent inputs due to unplanned and haphazard recruitment make systematic training and development impossible."⁵

This is a major area of concern since recruitment procedures need to be improved in order to attract and to persuade capable, qualified candidates to prepare for and enter the profession of teaching. There is agreement among educators that recruitment should be formalized as a primary function of personnel administration. This statement is reinforced by both the results of the study and a review of the literature. However, a formal personnel department is not reported with great frequency by fifty-one county boards, which indicates they do have a part-time personnel staff servicing their school systems. Findings from the study disclosed forty-seven county boards do not have an executive on staff involved in recruitment on a full-time basis while only four responded in the affirmative. Also, forty-eight systems do not have staff assistants or clerks involved in recruitment on a full-time basis while three reported they do.

This void in the staffing and completeness of professional personnel employed on a full-time basis to handle

⁵ Milton M. Mandell, The Selection Process, New York, American Management Association, Inc., 1964, p. 107.

recruitment, the primary function of personnel administration, has retarded the sophistication of the function. This is one of the reasons why educators continue to take the responsibility for recruitment of teaching personnel.

Shapiro's California study discloses "teacher recruitment will be an on-going activity for all districts."⁶ This undertaking also revealed recruitment is considered to be an on-going activity of personnel which is carried out throughout the year, as reported by 57.14 per cent of the county boards. If this function is to become more significant and sophisticated, a year-round activity will be necessary, as well as necessitate a full-time status for recruitment since the function will demand administrative attention, planning and implementation.

While this study focuses upon Pennsylvania, recruiting efforts are directed to those states bordering Pennsylvania when it is necessary to seek teachers out of state. In the tight labor market characteristic of 1971, recruitment is often intensified to improve the selectivity of candidates. This also occurs when it is difficult to attract and secure qualified applicants by expanding the geographic boundary of the recruiting system. In addition to Pennsylvania, the states most frequently mentioned by administrators as being targets

6 Shapiro, op. cit., p. 653.

for recruitment include New York, New Jersey, Maryland, Ohio and West Virginia.

2. Recruitment: The Need to Fill a Position.

Shapiro comments on the need factor by stressing "the basic fact of recruitment for specific needs is still a major problem and may even increase in the future."⁷ It is evident that recruitment must attract sufficient talent to meet the current needs of the organization and must bring in the right talent to ultimately contribute to the objectives of the recruiting organizations.

Therefore, the objectives of teacher recruitment entail discovering and attracting a sufficient quantity of teachers who possess the necessary skills to meet the needs of a school system. This is considered to be a primary goal of forty-three administrators out of fifty-five. Determination of the need to fill a teaching position is influenced by several sources as evidenced by this study. Castetter comments on this by stating:

The board of education is the prime mover in the local recruitment program. [...] The board of education delegates responsibility for implementation of its recruitment policy to its executive officer. [...] The recruitment program is conceived as a carefully planned, continuous, long-term activity.⁸

⁷ Ibid., p. 647.

⁸ William B. Castetter, Administering the School Personnel Program, Toronto, Macmillan, 1970, p. 171.

Elsbree and Reutter feel that "the most important obstacle to successful recruitment relates to the apathy of local teachers' associations towards the recruitment problem."⁹ This study shows the Department of Education to have from "considerable influence" to "complete influence" in determining the need to fill a teaching position in Pennsylvania. While professional teachers' associations are reported to exert "no influence" in determining the need to fill a teaching position, the findings of this study indicate the board of education to have the most influence of the three as suggested by total responses from the county boards of education and the literature. The apathy of professional teachers' associations and the fact these unions do not exert any influence in determining the need to fill a position are factors borne out by the results of the study.

3. Recruitment: Delegation of the Responsibility.

Owens has remarked that "schools and school systems are organizations which have much in common with other kinds of organizations."¹⁰ This is significant since school

⁹ Willard Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, Englewood Cliffs, N.J., Prentice-Hall, 1964, p. 28.

¹⁰ Robert G. Owens, Organizational Behavior in Schools, Englewood Cliffs, N.J., Prentice-Hall, 1970, p. 152.

personnel administration was founded in part upon many business and industrial procedures which have been utilized and proven to attract teachers. The model for high school recruitment, while incorporating factors and procedures from school personnel administration, draws heavily from business and industrial personnel factors and procedures since "it was necessary that school systems borrow from industry in the first attempts at formalizing the personnel function."¹¹

While the literature indicates the need for a trained, professional personnel administrator, this study shows that most school systems delegate the responsibility for the recruitment of teaching personnel to an individual trained strictly as an educator. This is incongruent with the literature. Several county boards delegate this responsibility to an individual who initiated his career in education and then moved to personnel administration. Not one of the boards employs an individual with other experience in personnel management to fulfill this function. All systems selected educators who ultimately utilize another educational organization such as a college or university to recruit teaching candidates. The socialization and orientation of the educator who performs recruitment personnel duties

¹¹ B.J. Chandler and Paul V. Petty, Personnel Management in School Administration, New York, World Book Co., 1955, p. 28.

illuminates the unsophisticated status of school personnel administration while maintaining its part-time status and ultimate lack of involvement in major administrative issues.

A doctoral study by McCarthy ranked recruitment as the primary duty, and selection as the second most important duty of a personnel officer.¹² Forty-seven of the fifty-six administrators report ranking the principal duties of the personnel executive in the following order: recruitment, selection, in-service training, compensation, labor relations, induction, transfers, separations and research. Recruitment is selected by thirty of the forty-seven administrators as the primary duty.

Recruitment is an essential foundation for ultimate selection involving the attraction of prospective candidates for this advanced step of the personnel function. Gibson and Hunt describe the processes of recruitment and selection as two distinct functions:

¹² Francis J. McCarthy, The Personnel Administrator in City School Systems: A Study of the Duties and Functions of Personnel Officers and Administrative Organizational Plans for Personnel Management in Public School Systems in Selected Cities as Compared to Personnel Practices in Other Fields, unpublished doctoral thesis presented to New York University, 1953, p. 88.

At first a need for the teacher is felt by the system [...] Depending upon the nature of supply, the urgency of need, and the like, the personnel officer may want to seek out actively potential candidates [...] In any case, the individual who will be responsible for the performance of the new person should be involved in the final decision to recommend the applicant for appointment.¹³

While the individuals involved with the applicant and the decision to employ him are closely related, the recruiter only attracts and presents the candidates to those responsible for selection, which is the next step in the employment process, without being personally involved in the final decision. This was evidenced in this study by the fact that different individuals are involved in the recruitment and selection functions within the personnel departments of the reporting school systems. Almost seventy per cent of the responding systems reported having different individuals handling these separate functions. This conforms to the model.

4. Recruitment: Organizational Needs.

Schools compete for only a small proportion of the potentially available teachers.¹⁴ The school system offers inducements such as income, status and prestige in return.

¹³ R. Oliver Gibson and Herold C. Hunt, The School Personnel Administrator, Boston, Houghton Mifflin, 1965, p. 165-166.

¹⁴ Ronald G. Corwin, A Sociology of Education, New York, Appleton-Century-Crofts, 1965, p. 6.

for what contributions can be accrued from the individual. Therefore, the individual is only powerful when the organization seeks to attract qualified candidates and cannot recruit them. This study shows that inducements such as income, professionalism, status and prestige are considered to be significant in attracting prospective teaching candidates. These inducements are emphasized in the recruitment brochures as selling points in twenty-six school systems out of the fifty under study (52%). The recruiting system must attract an individual by describing those aspects of the organization which are congruent with the needs and interests of the individual. This recruiting organization must be visible to the individual since the "greater the number of perceived extraorganizational alternatives, the greater the perceived ease of movement"¹⁵ for an individual. Well-developed recruitment literature describing the school system will enhance the image, position and visibility of the organization for the individual in the labor market since candidates, due to many reasons, seek alternative positions from time to time. Inducements which are considered to be significant in attracting prospective teaching candidates are emphasized to some extent within the recruitment brochures by over one-half of the responding systems.

¹⁵ James G. March and Herbert A. Simon, Organizations, New York, John Wiley and Sons, 1958, p. 100.

Organizations or school systems seek to socialize newcomers, i.e.; to teach them the unique values¹⁶ which are held by members of the organization. The school system may make entrance requirements extremely stringent requiring less socialization on the part of the recruiting organization. Socialization is essentially a method of controlling new and existing members of the organization to adopt the values of the system. Etzioni states "the same level of control can be maintained by high selectivity and a low level of organizational socialization."¹⁷ School systems achieve socialization by pre-induction in which candidates are already socialized via other similar organizations or through post-induction such as training and development as evidenced by the utilization of in-service training programs by systems. The county boards of education in Pennsylvania attempt to attract candidates directly from college campuses or schools of education, as well as individuals who have taught in other educational organizations. Candidates characterized by such educational exposure and orientation are deemed preferable to those individuals who have not taught or who possess only limited exposure to educational organizations or systems. Therefore, these systems seek a socialized candidate by

16. Corwin, op. cit., p. 7.

17 Amitai Etzioni, Modern Organizations, Englewood Cliffs, N.J., Prentice-Hall, 1964, p. 70.

utilizing educational environments for recruitment such as campuses or other school systems in the attempt to attract candidates to actualize the objectives of the organization and its values.

5. Recruitment: Effect Upon the Individual.

The major problem in recruiting teaching personnel is not discovering talent but encouraging qualified students to enter teaching in competition with opportunities in business and other professions. Recruiting organizations must take steps to be known as desirable employers since the "reputation of a company in a community reflects rapidly in the kind of personnel who are attracted there."¹⁸

Glueck discusses the factors considered in the attraction of individuals to organizations:

Why does anyone settle on a particular organization to work for? There are three major explanations. One is simply that these choices are accidental. A second is economic [...] The third is psychological--that the choice is made by the individual's attempting to match his values with a company that has similar values.¹⁹

¹⁸ Roger Bellows, Psychology of Personnel in Business and Industry, Englewood Cliffs, N.J., Prentice-Hall, 1964, p. 214.

¹⁹ William F. Glueck, "How Recruiters Influence Job Choices on Campus," Personnel, Vol. 48, No. 2, April 1971, p. 47.

Geographic location, the image of the school and school system, economic reasons and the image and reputation of the community are factors that have been expressed as being responsible for attracting prospective teaching candidates to the county boards of education. The recruitment function entails convincing the individual that the open position in the system or organization is congruent with his personal needs.

School systems utilize the same recruitment practices for all prospective candidates whether they are being recruited from college campuses or are currently employed with other school systems or organizations in fifty-eight per cent of the cases under study. These recruitment procedures serve as control factors in the effort to attract candidates already socialized via educational systems. A "blanket" recruitment program maintains a level of selectivity for the recruiting school system seeking individuals with needs and experiences congruent with educational organizations. It also eliminates other sources of candidates with varying experiences and from other fields of endeavor while maintaining selectivity.

6. Recruitment: Sources.

Sources of prospective candidates for teaching positions are important to a school system since "undue dependence upon any single source, to the exclusion of others, may leave the company without recruits when the source fails to supply, as in labor emergency conditions."²⁰ An O.I.S.E. report recommended that "recruitment outside the district will always be necessary if the system is to maximize its pool of talent and make changes in its procedures and programs."²¹ Castetter feels "the supply of teachers upon which school systems depend to meet the demand must come largely, but not exclusively, from newly qualified college graduates [...]. The continuing spread between the supply of, and demand for, teachers is a large one."²² Results of the study show that actual practice is incongruent with the recruitment theory upon which the model is based. While the model incorporates varied sources for recruiting candidates, this study has found that school systems depend upon colleges, universities and related educational sources resulting in a narrow rather than broad base for recruitment.

²⁰ Bellows, op. cit., p. 224-225.

²¹ T.B. Greenfield et al., Developing School Systems: Planning, Organization and Personnel, Toronto, The Ontario Institute for Studies in Education, 1969, p. 75.

²² Castetter, op. cit., p. 19.

Shapiro reports that seventy per cent of responding school administrators indicate they hold interviews at college placement offices, while sixty per cent send brochures to college placement offices as sources for teaching candidates.²³ The National Education Association developed a listing of untapped sources which includes females with degrees who are trained to teach; liberal arts graduates and retired teachers; individuals leaving the Peace Corps and National Teachers Corps; and unemployed minority group college graduates. McPhee, in his doctoral study, indicates colleges and universities, private and state employment agencies, the National Education Association and Chambers of Commerce as prime sources.²⁴

While findings from this study show Pennsylvania school systems consider colleges and universities to be the most effective sources for recruiting teaching personnel, the model comprises a number of varied sources. Therefore, an incongruency exists between practice and theory. Current labor market conditions are responsible for the next most effective source which involves unsolicited applications or self-selection on the part of the individual seeking a teaching position. The factors concerning proximity to home,

²³ Shapiro, op. cit., p. 648.

²⁴ McPhee, op. cit.; p. 188-189.

proximity to graduate school, cost of living and proximity to cultural centers are reported to influence the decision of the candidates regarding the self-selection of a recruiting system and also the desirability of the organization as a source. This corresponds to the image projected by a recruiting organization and the inducements offered to applicants who are considering a school system as an employer. The prime sources for teachers, which this study has determined to be colleges and universities, further illuminate the socialization objective of the school system attempting to recruit an individual for a teaching position.

The National Education Association and the American Federation of Teachers are also not considered by school systems to be effective sources for teachers. Reliance is placed upon educational organizations to supply candidates for other educational organizations without significant consideration of varied sources external to educational environments.

7. Recruitment: Economic Factors.

The model shows that recruitment is considered to be an investment and not a specific cost of operating an organization or school system. The demand for teachers is determined by "the number of children of school-age and the number of

teachers leaving teaching."²⁵ Graybeal reinforces this point:

The major source of demand for new teachers during the 1970's will not be increased enrollments but improvements in staffing quality and replacement of teachers in normal turnover [...] There will continue to be a need for at least 100,000 beginning teachers annually for the next decade.²⁶

This is an important point since the demand for teaching personnel is dependent upon qualified staff and not the filling of positions by quantity alone. Graybeal also comments on the demand factor by stating that "the demand for teachers includes the new teachers needed for positions related to school enrollments and for replacement of teachers leaving active employment."²⁷ The school administrators of the Pennsylvania county boards selected the enrollment of school-age children and projections of the number of teachers leaving the field (87.5% response) as the factors considered most significant in determining the demand for teaching personnel. This finding from the study is congruent with the model. The implementation of new educational programs also determines the demand for prospective teachers which further demonstrates

²⁵ James A. Van Zwoll, School Personnel Administration, New York, Appleton-Century-Crofts, 1964, p. 55.

²⁶ William S. Graybeal, "Teacher Surplus and Teacher Shortage," Phi Delta Kappan, Vol. 53, No. 2, October 1971, p. 85.

²⁷ Ibid., p. 82.

the emphasis placed upon the school system and its components (teachers, students, etc.) as a determinant of the demand for teachers.

Thirty-one of fifty-six school systems (56.36%) report the current supply of high school teaching personnel to be "adequate" as compared to the status of being "abundant" and/or "insufficient."

Continuing teacher shortages is based on the comparison of the supply of qualified teachers with the numbers of teachers who should be employed in a given school session to attain a specified standard of educational quality at that time.²⁸

Hinrichs comments on the supply of labor by stating "while the over-all size of the labor force will increase sharply over the next few years, the growth will be mainly in the kinds of people that are being required less and less by industry and the other institutions in our society."²⁹ This points to the concept previously stated in this study that school systems do not consider their recruitment efforts to be satisfied unless the teaching candidates are qualified to fill the position. Numbers alone do not fulfill demand and supply requirements. The county board administrators also note that an abundant supply of teaching personnel would definitely reduce recruitment activities while an

²⁸ Ibid., p. 82.

²⁹ Hinrichs, op. cit., p. 30.

insufficient supply of teaching personnel would definitely increase recruitment activities of the reporting systems. The acceleration or reduction of recruitment efforts is dependent upon the attraction of qualified candidates. Employers adjust to changing conditions by hiring more or less labor, by using different channels of recruitment and by recruiting over a narrower or broader area depending upon the demand for candidates by a system.

Recruitment efforts are intensified and expanded geographically when it is difficult to find applicants. In a labor market "characterized by declining business activity and developing labor surpluses, some firms will reduce their recruiting efforts--shrinking back in the area covered and dropping advertising and labor scouting in favor of direct hiring."³⁰ Adjustment to a changing labor market is accomplished by the county boards of education through the use of different channels of recruitment. The majority of systems utilize educational organizations as primary sources and there is dependence upon one general source for candidates which reduces the efficiency of channels economically.

³⁰ F.T. Malm, "Recruiting Patterns and the Functioning of Labor Markets," in Paul Pigors and Charles A. Myers (eds.), Management of Human Resources: Readings in Personnel Administration, New York, McGraw-Hill, 1964, p. 250.

The model states that schools adjust to over-supply of teachers by manipulating the internal environment through a smaller teacher-pupil ratio and by increasing services to teachers via recruitment. In this manner, the school system maintains an adequate staff to cover daily requirements and can also attract other qualified teaching candidates by offering inducements or increasing services to already employed teachers or prospective candidates. Findings of this study show that recruitment is affected by the following factors and conditions within the county and state structures: proximity of school systems to colleges and graduate schools, economic factors including salaries, the availability of federal grants and private foundation grants for systems and individuals, professional certification requirements and needs, geographic location, teacher-pupil ratio and new programs. These factors are responsive to the demand factors since needs for teachers develop via turnover, enrollments, retirement, etc. and candidates seek those inducements which facilitate contributions to the organization.

8. Recruitment: Procedures, Practices and Devices.

The study shows that sixty per cent of Pennsylvania systems do provide prospective teaching candidates with the written materials suggested by the model and Van Zwoll in

his study of recruitment procedures utilized by school systems.³¹ Various publications are produced for purposes other than for recruiting teachers but used for this purpose. School systems use the publications of other organizations, particularly if these publications present material describing a facet of the community of interest to the prospective teacher. School systems provide prospective teachers with: community brochures, school brochures, salary schedule, teachers' handbook, benefit packages, Chamber of Commerce publications, contract agreement, board policies, job description and maps.

Castetter found communication networks are needed to inform and to attract candidates and to give them information by using brochures which highlight and emphasize areas specified in the study. The findings of the study show that Pennsylvania systems provide prospective teaching candidates with recruitment material or brochures to demonstrate the advantages of teaching and living in the respective communities. The following items are included in the recruitment material and are listed in their order of importance, which was determined by the results of the study:

1. Explanation of the compensation structure.
2. Community structure--government, cultural, educational, recreational and religious opportunities.

31 Van Zwoll, op. cit., p. 67.

3. Descriptions and pictures of school facilities.
4. Benefit package.
5. Special services for pupils and teachers.
6. Living accommodations, the population and geographic location.
7. Organization and structure of the school.
8. Innovative activities.
9. The in-service and educational program.
10. An application request form for additional data and materials.
11. Explanation of the organization of instruction and administration.
12. Board of Education philosophy.
13. School enrollment, class size and length of school day.
14. The administrative policy of the school.

McPhee, in his doctoral study, found initial recruitment mailing to prospective teachers contained an application blank, salary schedule and occasionally a cover letter.³²

In the study, the school systems reported the following recruitment procedures and practices as being used in 1971 as they were in the 1967-68 recruiting season. Alford³³ and Van Zwoll³⁴ emphasize these procedures are being utilized

³² McPhee, op. cit., p. 191.

³³ Marion Elmer Alford, A Critical Analysis of the Practices Used in Recruiting Teachers in the Public School Systems of Virginia, unpublished doctoral thesis presented to the University of Virginia, 1958, p. 38.

³⁴ Van Zwoll, op. cit., p. 61.

by school systems attempting to attract individuals to their system. They are listed in the order of their importance and effectiveness in recruiting prospective teaching candidates in accordance with the findings of the study:

1. Acceptance of student teachers into the system.
2. University faculty members and staff of colleges of education serve as speakers for professional groups or participate in "career days" in high schools to interest students in teaching as a career.
3. Use of college placement bureaus for campus visits and to distribute recruitment materials.
4. High school students informed as to demand for teachers at high school level.
5. High school seniors visit universities and colleges of education for campus open-house to encourage attendance.
6. Scholarships available for prospective teachers.
7. Contacts at professional meetings.
8. College students informed as to demand for teachers at high school level.
9. Advertisements in newspapers or professional journals.

In the study, the school systems attempt to offer teaching candidates inducements such as income, status, professionalism and prestige through the medium of a recruitment brochure which is usually the candidates' primary contact with the recruiting board. The items included in the materials describe those aspects of the organization which are congruent with the needs and interests of the individual. A wide variety

of items is specified which have a greater appeal for the candidate since perceived extraorganizational alternatives may influence the perceived ease of movement for the candidate to the organization involved in recruitment.

Economic factors are included in the recruitment material which incorporates salary schedules, benefit package, etc. Organizational factors are also included which focus upon an explanation and description of the community structure and teaching facilities, organization and structure of the school, in-service educational program, board of education philosophy as well as administrative policy and educational statistics which explain class size, school enrollment and length of school day. Individual factors are also emphasized including special services for students and teachers, living accommodations and community descriptions, innovative activities of the school system for teachers, and a personal application request form intended to have the candidate further explore opportunities within the system. These findings are congruent with the model.

In the study, the school systems continue to seek and attract socialized candidates via pre-induction methods in order that new numbers can be controlled via recruitment and will adopt the existing values of the system which prevail on recruiting campuses, other school boards and within the recruiting school organization. Since the responsibility

for recruitment is delegated to an educator, an educational environment (campus) serves as a source of candidates for the recruiter and an outlet through which all procedures and practices are channelled for the recruitment of teachers.

While recruitment is considered to be an on-going, year-round activity in most systems, it is still a part-time function of school personnel administration as this study shows. Therefore, the sources as well as procedures continue to center about other educational organizations where candidates will be attracted and recruited to fill an existing need.

While the model states that sources for teachers should be broad and extensive, the findings of the study show that because the demand for teachers is considered to be adequate the systems restrict their sources until need arises. School systems utilized the same recruitment procedures in 1971 as they did in 1967-68 when there was a greater demand for teaching personnel and an inadequate supply, as evidenced by the study. One of the factors responsible for recruitment being an on-going activity is that "qualified" teachers are desired and the filling of a position with just an individual for the purpose of perpetuating and satisfying the recruitment process is not considered to be an objective of a school system since recruiters strive to discover and to attract a sufficient quantity of teachers who possess the necessary skills needed to achieve the needs of that system.

The study shows that school organizations fulfill their needs to recruit individuals already socialized and possessing similar values by accepting student teachers into their system who are coming from one educational system and environment (college campus) to another (the recruiting school system) via recruitment. This is further demonstrated by the use of college and university faculty members who speak to professional groups (educators or administrators serving as "influentials") or high schools in order to interest, attract and persuade capable individuals to prepare for teaching careers.

The study also shows that school systems use college placement bureaus for visitations and as clearing houses where the recruitment materials are strategically distributed and placed for prospective candidates seeking employment with an organization. Colleges of education also invite high school seniors to visit the campuses for open-house events in order to introduce the candidate to the system and its values and to offer inducements which would encourage the candidate to prepare for a career in education. Scholarships are presented as inducements to high school seniors to channel them into professional schools of education responsible for the preparation and ultimate socialization of the individual via pre-induction for a career in teaching. These findings are congruent with the model.

The model states that the use of professional contacts and advertisements in newspapers and professional journals is directed at a specific employee market already involved or employed within another university or school system.

This is to ease the perceived desirability of movement from an organization for the individual since the image to be projected by the recruiting organization via inducements is intended to be congruent with the needs of the individual and organization as well. This is accomplished when the systems under study provide prospective candidates with information and materials demonstrating the advantages of teaching and living in the respective communities of the recruiting school systems.

Results of the study indicate that the procedures, practices and devices, which were used by school systems in 1971 attempting to attract and persuade capable individuals to enter the teaching profession and selected school systems, have not changed from those employed in 1967-68 when the labor market was elastic and the supply of teachers was insufficient even though the current labor market is considered to be "tight" and the supply adequate, and even abundant in certain instances. The objective of school systems to recruit qualified candidates has been a factor in employing those procedures basically centered about other educational organizations for the recruitment of prospective teachers.

Such prospects have already been indoctrinated or socialized by the needs and values of organizations involved with education and organizations recruiting individuals for teaching positions. The procedures and recruitment goals correspond to the basic need to fill a teaching position which is the origin or primary component of the model for the recruitment of high school teaching personnel in Pennsylvania.

9. Relationships Within the Model.

The relationships existing within the model are analyzed in the light of the findings of the study.

(a) Relationship Between the Need to Fill a Teaching Position and Delegation of the Responsibility for Recruitment.- The model begins with the need to fill a teaching position which is determined primarily by the boards of education. The findings of this study show that these boards possess the most influence in Pennsylvania. Then the model shows that each board, as the prime mover in local recruitment programs, must delegate the responsibility for discovering and attracting a sufficient quantity of teachers possessing the necessary skills to meet the needs of a school system to an individual involved with the recruitment function. While the literature suggests that this individual be a professional personnel administrator, the study shows that school systems delegate this responsibility to an educator with little or not background or training in

personnel. This choice is somewhat incongruent with personnel administration philosophy.

(b) Relationship Between Organizational Needs and the Effect of Recruitment Upon the Individual.- There appears to be a relationship between the type of individual selected for the recruitment function and the organizational needs. It is clear that organizations or school systems seek to socialize newcomers by teaching them the unique values held within that organization. The study shows that this is usually accomplished by pre-inductive socialization in which a recruiting school system seeks to attract those candidates who have been socialized by other educational institutions, such as colleges and universities, or other school systems in which the candidate had taught prior to being recruited. Candidates with this exposure are considered to be preferable to those with limited or no exposure to educational organizations or systems as evidenced by the study.

A relationship also exists in the model between the needs of the organization competing for only a small proportion of potentially available teachers and the effect of recruitment upon the individual. Organizations must encourage and ultimately attract qualified candidates to enter teaching in competition with business and other professional opportunities by utilizing selected procedures and devices developed and intended to enhance the reputation and image of the system

within the community. The model states that the system offers inducements such as status, income, and prestige to the individual in return for future contributions which will be given to the organization by the recruited individual.

The findings of the study show that inducements are emphasized within the recruitment materials which are intended to attract candidates by describing those aspects of the organization which are congruent with the needs and interests of the individual. The respondents felt factors such as geographic location, school and school system image and economic factors were effective attractors to a recruiting system. The inducements within the recruitment literature project the image of the system and make it visible for the candidate contemplating employment. Therefore, the school system eases and secures the recruitment of teachers through means intended to realize the ends as evidenced by the study.

(c) Relationship Between the Organizational Needs, the Effect of Recruitment Upon the Individual and the Sources of Candidates.- Within the model, a relationship exists between the recruitment sources, the organizational needs and the individual. The model suggests the utilization of varied sources and channels of recruitment as well as broad geographic recruitment. However, the study showed that the supply of teachers upon which school systems depend comes primarily from colleges and universities. This is probably related to the

fact that educators are charged with the responsibility for recruitment rather than professionally trained personnel administrators. School administrators, primarily superintendents at the county level, have the greatest responsibility for recruitment and not a personnel officer of the system. The existence of the relationships posited in the model is supported, but the identification of the elements varies. In practice, the sources and needs differ from those stated in the literature.

It is also necessary to incorporate the finding from the study that recruitment is a part-time function only, since these superintendents are primarily responsible for educational administration in total, with recruitment only a staff or clerical function. This is also incongruent with the model since recruitment is selected as the primary duty of a school administrator in theory only.

The model states that the recruiting system actually attracts individuals already possessing the values which are held by educational organizations. One of the sources was identified in this study as self-selection on the part of the individual. Self-selection is practiced when the candidate is aware of the school system and its image via recruitment materials and the fact that the recruiting school system is visible in the college and university environment, thus assisting him in following up the initial foundation developed by the county board of education.

(d) Relationship Between the Sources of Candidates and the Economic Factors of Recruitment.- The economic factors of recruitment affect other components of the model within the recruitment function. The demand for teachers is dependent upon the quantity of school-age children, teachers leaving the field and the quality of staff. While the study shows that the supply of high school teaching personnel is considered adequate by county board administrators, there is a continuing need to recruit on an on-going basis as highlighted throughout the literature, and also reported by the responding school administrators. Both the model and findings of the study show that one of the major criteria in determining the adequacy of supply is the quality of staff.

The model states that school systems adjust to the oversupply of teachers by adjusting the internal school atmosphere through reduction of the teacher-pupil ratio which helps to maintain a staff of qualified personnel and also through increased services to teachers. This satisfies individual needs while fulfilling the inducement-contributions exchange system within the school organization. The study has shown that school systems do not consider their recruitment efforts satisfied unless the candidates are qualified to fill the position. This qualification requirement is satisfied via recruitment sources such as colleges and universities and by the socialization process associated with other educational

organizations. Findings of the study show that these systems adjust to the changing labor market by using broader or narrower geographic areas as evidenced by the use of at least six states in recruiting teachers for Pennsylvania county boards but, within the current labor market, utilizing one to three states as primary recruitment areas. This reinforces the adjustment principle demonstrated by the systems and the model for the recruitment of prospective candidates.

(e) Relationship Between the Organizational Needs, the Effect of Recruitment Upon the Individual and the Economic Factors of Recruitment.- The economic factors of recruitment also correspond to organizational needs and the individual. The demand for qualified teachers will continue as evidenced by Graybeal's estimate that a need for at least 100,000 beginning teachers annually will prevail for at least the next decade.¹ Therefore, recruitment will have to respond to this need by sophisticating this personnel function and practicing it on a full-time scale with a greater involvement of full-time personnel executives handling this function.

Findings of the study show that more than ninety-two per cent of Pennsylvania systems do not have an executive on staff involved in recruitment on a full-time basis. This fact alone illuminates the need for professionally trained personnel

1 William S. Graybeal, "Teacher Surplus and Teacher Shortage," Phi Delta Kappan, Vol. 53, No. 2, October 1971, p. 82-85.

administrators to control this specialized function, which was ranked in this study as the primary function by Pennsylvania school administrators. This is incongruent with the theory.

In the model, the recruitment procedures, practices and devices have been developed by school systems involved with the recruitment of high school teaching personnel and selected by county board administrators in a manner which follows the component parts of the recruitment function; namely, organizational needs, effect upon the individual, sources and economic factors. The procedures suggested by a review of the literature and the findings reported by the school systems generally support this component to the recruitment function. The various procedures also correspond to the other components presented within the recruitment function sector of the model.

(f) Relationship Between the Sources of Candidates, Economic Factors of Recruitment and Recruitment Procedures, Practices and Devices.- For the most part, the recruitment procedures utilized by school systems during the 1967-68 recruiting season, when the supply of candidates was considered to be insufficient, have not been altered for the 1971 recruitment campaign. This supports the conclusion that economic factors generally do not alter or affect recruitment procedures. School systems do, however, adjust to changes in the economy and labor market by either enlarging or withdrawing recruitment channels and geographic area. The continued demand, which is

even projected for the next decade, necessitates the utilization of selected procedures, practices and devices to seek out and attract qualified teaching candidates for the recruiting school system or organization.

(g) Relationship Between Organizational Needs, the Effect of Recruitment Upon the Individual and Recruitment Procedures, Practices and Devices.- The study shows that school systems do provide candidates with written recruitment materials intended to attract and inform them of the inducements offered by the organization and to attract them to the school organization seeking to fulfill the needs of the individual, as well as of the organization, through a process of socialization intended to yield a congruent "fit" for the candidate to the organization. These materials are usually distributed to college and university campuses and college placement offices, where the individual already located and involved within the educational organization and its value system will be in a position to respond to the inducement package.

By utilizing educational organizations as sources, recruiting school systems seek to attract candidates qualified to teach since the recruitment procedures are directed at educational organizations preparing individuals to enter a system. This is found to be congruent with both the model and the findings of the study. The recruitment material emphasizes for the individual: compensation information;

community descriptions and structure; living accommodations and geographic data; teacher-pupil ratio and administrative services and philosophy; innovative activities and a personalized application form to be completed by the prospective candidate. All of these items are intended to enhance the image of the school system and make it visible to the candidate contemplating teaching or employment with an organization.

The model shows that a socialized individual is sought to fulfill organizational needs because school systems focus upon educational environments as sources for recruitment. These procedures dictate the sources for candidate recruitment, the effects upon the individual receiving the image projected by the recruiting organization and the delegation of responsibility to fill a teaching position to an educator who continues to utilize educational sources, processes and procedures in the attempt to seek and attract qualified candidates to prepare for high school teaching careers.

SUMMARY AND CONCLUSIONS

The purpose of this study was to develop a model for the recruitment of high school teaching personnel which incorporates the determination of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors and the procedures, practices and devices utilized in teacher recruitment within school systems.

The model was conceived and developed from a comprehensive review of the literature. A survey questionnaire was developed to support the model and the findings were analyzed to determine the congruency or lack of congruency between the findings of the study and the model. The State of Pennsylvania was chosen for the study and the questionnaires were sent to the sixty-seven county board superintendents responsible for total public high school administration in the state.

The findings of the study, for the most part, are congruent with the model for the recruitment of high school teaching personnel. The superintendents of the school systems under study generally followed the model in planning and implementing their recruitment programs within their systems. In only a few instances, the actual practices varied from the model. This lack of congruency will be summarized.

As the model proved valid in light of the findings, it may be concluded from this study that there is a model for the recruitment of high school teaching personnel which is a tentative, ideational representation of recruitment for students or practitioners of educational administration.

Teacher Recruitment: General Background

In considering the general background of teacher recruitment, there is congruency between the model and the study with regard to the fact that recruitment is considered to be an on-going activity of personnel administration throughout the year. In this respect, the model is supported by the findings of the study.

It may be concluded from this study that the implementation of the recruitment function is usually vested with one individual, the superintendent, who is also a member of the recruiting team. It may be further concluded that recruitment is a part-time function of school personnel administration which is carried on throughout the year since school systems do not have personnel officers involved with recruitment on a full-time basis.

Recruitment: The Need to Fill a Position

Congruency exists between the beginning of the model which states there is a need to fill a position and the findings of the study with regard to the objective of recruitment. Both demonstrated that this objective is intended to attract sufficient numbers of teachers possessing the necessary skills to meet the needs of the system. There is also congruency because the findings of the study show that the board of education has the most influence in determining the need to fill a teaching position, a factor supported by the model.

It may be concluded from this study that recruitment is initiated when the need to fill a teaching position is felt by a school system. The board of education has the greatest total influence in determining this need. It may be further concluded that the objective of teacher recruitment entails discovering and attracting a sufficient quantity of teachers possessing the skills required to meet the needs of the school system.

Recruitment: Delegation of the Responsibility

Although the model suggests the utilization of a trained professional personnel officer to control the recruitment function, the findings of the study revealed that school systems use educators in the personnel function. The model

and study are in agreement that recruitment is a primary duty of personnel. There is also congruency within this part of the model and the results of the study because different individuals are involved with recruitment and selection, which are separate functions.

The model and findings of the study are inconsistent in another respect. Findings of the study show that recruitment is ranked as a primary duty of personnel officers but is performed only on a part-time basis. This lack of congruence with the model is due to the fact that this function is performed by educators and not professionally trained specialists. However, the model supports the recommendation that this function be practiced full-time as an on-going activity and carried out throughout the year.

It may be concluded from this study that the responsibility to fill a teaching position is delegated to an individual within the school system who is an educator and not a professional personnel administrator. It may be further concluded that recruitment is a distinct and separate function from selection since different individuals within a system are responsible for these separate functions of personnel administration.

Recruitment: Organizational Needs

In considering that part of the model which focuses upon the needs of the organization, there is agreement between the model and the findings of the study with regard to the exchange system employed by school organizations offering inducements to candidates via recruitment literature and brochures in return for contributions given to the recruiting school system. The model and study are also in agreement that schools seek already socialized individuals from similar educational organizations (college campuses) possessing similar values by recruiting within these systems. In this case, the model is valid with regard to the findings of the study.

It may be concluded from this study that school systems attempt to attract candidates from colleges and universities or other educational organizations for teaching positions since the exposure to similar educational organizations prior to recruitment is considered significant in attracting a socialized candidate who can actualize the objectives of the organization. It may be further concluded that inducements such as status, prestige and income are offered to candidates in the form of recruitment materials in return for contributions from the candidate to the system. These inducements are intended to be congruent with the interests and needs of the individual.

Recruitment: Effect Upon the Individual

In studying that part of the model which focuses upon recruitment and the effect upon the individual, there is congruency between the model and the study in that school systems use the same recruitment practices to attract all candidates by economic and psychological factors since the study showed that candidates were attracted to a school system via geographic location and the image projected by the system.

It may be concluded from this study that school systems involved with teacher recruitment attempt to project a positive image within the employment market by attempting to satisfy economic and psychological needs of candidates. These candidates are attracted to a system through recruitment materials emphasizing geographic location and image of the school system.

Recruitment: Sources

An analysis of the model focusing upon the sources needed for recruitment revealed there is an incongruency between the model, which stresses the need for varied sources, and the findings, which state that school systems depend upon limited sources such as colleges and universities. The dependence upon limited sources is responsible for the socialization of candidates coming from similar organizations to the recruiting system. This dependency upon a few sources limits the availability of candidate to the system.

It may be concluded from this study that colleges and universities are considered to be the most effective sources for recruiting teaching personnel. This reliance upon a limited source, which is another educational organization, maintains a system of socialization for the recruiting organization for prospective candidates.

Recruitment: Economic Factors

Congruency exists between that part of the model which focuses upon the economic factors of recruitment and the findings of the study in that both agree that the demand for teachers is determined by the enrollment of school-age children and projections of the number of teachers leaving the field. There is also agreement in two related areas. Adjustment to a changing labor market is accomplished by using different channels of recruitment, and schools adjust to an over-supply of teachers by manipulating the internal environment of a school system, as exemplified by reducing the pupil-teacher ratio. This was found to be the practice of school systems which supported the model. But there is incongruency between the economic factors of recruitment of the model and the findings. While supply is considered to be adequate by the school systems there is still a need to recruit on an on-going basis, a finding inconsistent with the theory and research. This occurrence can be attributed to the quest for

qualified teaching personnel on the part of the school systems which would necessitate an on-going recruitment program.

It may be concluded from this study that the demand for teachers is determined by the enrollment of school-age children and projections of the number of teachers leaving the field. It may be further concluded that school systems adjust to a changing labor market by utilizing different channels of recruitment and a broader or narrower geographic area. However, reliance is still placed upon educational sources for prospective candidates which limit the channels and constitute a closed system of recruitment. It may also be concluded that recruitment is affected by conditions within the county seeking to attract candidates. These conditions involve the community and political climate, proximity to graduate schools, salaries and the availability of grants for the school and prospective teacher. These economic factors generally affect recruitment within a school system.

Recruitment: Procedures, Practices and Devices

Another inconsistency is apparent between the model and the findings of the study in that economic factors do not generally affect over-all recruitment. This was evidenced by the findings which show recruitment procedures, practices and devices in 1967-68, when demand exceeded supply, continued

to be used in 1971, although market conditions had changed. It can be concluded that school systems are not responsive to market change and continue to strive to reach the objective of recruiting qualified personnel by using those procedures intended to attract candidates already socialized and who also seek to be attracted to these organizations.

There is congruency between the final part of the model which focuses upon recruitment procedures, practices and devices and the findings of the study which show that brochures are utilized to attract candidates by describing inducements such as the school and community by appealing to the needs of prospective candidates.

It may be concluded from this study that school systems seek to attract socialized candidates via pre-induction methods through the use of recruitment brochures and other materials emphasizing those aspects of the school system which are congruent with the needs of the prospective candidate.

The recruitment brochures are shown by the study to contain items included in the model: (1) an explanation of the compensation structure; (2) an explanation of the community structure; (3) descriptions and pictures of school facilities; (4) benefits; (5) pupil and teacher special service; (6) living accommodations, the population and geographic location; (7) organization and structure of the school; (8) innovative activities; (9) in-service program; (10) an

application request form; (11) explanation of the organization of instruction and administration; (12) board of education philosophy; (13) school enrollment, class size and length of school day; and (14) the administrative policy of the school and system. A wide variety of items is included to appeal to the candidate since it may be further concluded that perceived extraorganizational alternatives may influence the perceived ease of movement for a candidate to the organization involved in recruitment.

There is also agreement between the procedures used for recruitment purposes in 1967-68 and the fact that these same procedures continue to be practiced in 1971. These procedures entail the use of college placement bureaus and university members serving as speakers to attract interested candidates to prepare for and enter the field of teaching.

It may be concluded from this study that school systems fulfill their need to recruit individuals already socialized and possessing similar organizational values by accepting student teachers into the system directly from another educational environment (college campus), a result of the study supported by the model. Other recruitment procedures, practices and devices utilized within this framework are: university faculty members of colleges of education serve as speakers or participate in high school "career days" to interest students in preparing for teaching careers; use of college placement

bureaus for campus visits and distribution of recruitment materials; high school students visit colleges of education to encourage attendance; scholarships available for prospective teachers; contacts at professional meetings; college students informed as to demand for teachers at high school levels and newspaper and journal advertisements.

It may also be concluded that the procedures, practices and devices used in recruitment in 1971 have not changed from those employed in 1967-68 when the labor market was elastic and teacher supply insufficient, as shown by the findings. Currently the labor market is considered to be tight and teacher supply adequate based upon the objectives of school systems to recruit qualified candidates. From the results of the study, it can be concluded that school systems are not responsive to market change and continue to use procedures to attract interested candidates who have already been socialized. Therefore, it can be concluded that the model is valid with regard to the findings of the study in this area since the school systems generally followed the model through the recruitment procedures, practices and devices.

In summary, it can be concluded that there is a model for the recruitment of high school teaching personnel which incorporates the need to fill a teaching position, the delegation of responsibility to a personnel officer, organizational needs, effect of recruitment upon the individual in

the process, sources of prospective candidates, economic factors and varied recruitment procedures, practices and devices.

Recommendations.

The main recommendation from this study is that a model for the recruitment of high school teaching personnel exists for use by those responsible for school personnel administration. The model incorporates the determination of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors and the procedures, practices and devices utilized in teacher recruitment within school systems. This recommendation is based upon the model which was conceived and developed from a comprehensive review of the literature, the findings from the questionnaires and, in particular, from the congruency indicated by the review and findings.

Recruitment is considered to be the primary function of school personnel administration and should be directed by a full-time, professionally trained personnel executive expert in the total recruitment function. Recruitment should not be directed on a part-time basis by educators responsible for other varied administrative responsibilities. Recruitment

should not receive part-time status since it is an on-going activity of personnel administration throughout the year.

While recruiting school systems depend upon limited sources such as colleges and universities for prospective teaching candidates, varied sources are needed for an effective recruitment program. The dependency upon a few sources limits the availability of varied candidates to the system. To foster innovation, school systems should seek to attract individuals for teaching positions from varied sources, disciplines and areas in addition to those educational organizations and systems now used almost exclusively. Dependence upon colleges and universities of education can become a limiting factor for a well-balanced recruitment program. The use of varied sources to attract candidates can de-emphasize the continued dependence upon the same educational organizations. Current recruitment practices perpetuate a system of socialization in which the recruitment of candidates with similar values is the main objective of the recruiting school system.

It would be useful to replicate the study at some future date to discover changes which may have occurred in the intervening time period. Based upon change or lack of change, implications could be drawn from the factors involved with the recruitment of high school teaching personnel..

The present study was restricted to high schools in Pennsylvania. It seems appropriate that such a study could be carried out utilizing another population in some other geographic area. The recommendation is also intended to consider a study focusing upon the recruitment of elementary teaching personnel. The results of the studies could be compared for the congruency or lack of congruency and a further study could be described.

This undertaking has not exhausted the possibilities for research in other areas of school personnel administration. It is recommended that a study be made of the factors involved with the next step within the personnel function, which is selection, in order that a model for the selection of high school teaching personnel be developed to serve as a blueprint for school systems involved in personnel programs. The undertaking would complement the study of the model for the recruitment of high school teaching personnel.

BIBLIOGRAPHY

Annotated Books

Barnard, Chester I., The Function of the Executive, Cambridge, Mass., Harvard University Press, 1930, 334 p.

This study provided the framework within which the comprehensive theory of cooperative behavior in formal and informal organizations was established. Organizations are cooperative systems possessing complex communication processes between individuals and sources of authority which fit together as parts of a total system. Recruitment was related to methodological differences between organizations. The discussion of the individual within the organization was valuable in establishing the foundation for advanced theorizing.

Bellows, Roger, Psychology of Personnel in Business and Industry, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1964, 474 p.

This work deals primarily with the role of psychology in business and industry and with the application of psychology to human problems in organization and management with emphasis placed upon recruitment and selection techniques. Concern focused upon the image of an organization as an attractor of candidates within a community. Emphasis was placed upon multi-sources for recruiting organizations. It was of some use in providing information about contemporary personnel processes suggested for implementation within school systems.

Castetter, William B., Administering the School Personnel Program, Toronto, Macmillan Co., 1962, 400 p.

The author provided a conceptual framework for dealing with school personnel problems and a comprehensive outline of the theories and practices utilized in determining needs of personnel procedures of recruitment and the means of maintaining and improving school staffs. A balanced treatment of both formal and informal organizational structures was provided. This work stressed that success of recruitment is dependent upon action taken by a board of education which delegates this responsibility to an officer as a continuous, long-term activity. This book was a valuable source.

Chandler, B.J., and Paul V. Petty, Personnel Management in School Administration, Yonkers-on-Hudson, N.Y., World Book Co., 1955

This book deals with the history of recruitment in business, industry, and in school administration. It stressed

the importance of school systems adopting industrial personnel procedures as a model for recruitment. It was of some use in providing the initial direction for recruitment in school personnel administration from an industrial foundation.

Corwin, Ronald G., A Sociology of Education, New York, Appleton-Century-Crofts, 1965, 454 p.

The author traced the sociology of education in terms of organizational theory in which the recruitment of teaching personnel was linked to a process of socialization. The school system is considered a complex bureaucratic organization unavoidably involved in the rapid changes occurring in society. This book was of moderate assistance and highlighted the problem of the socialization of new teachers via sharing of goals and values of a system.

Dukes, Carlton W., "Effective Management of Professional Recruiting Effort-A Systems Approach," in Paul S. Greenlaw and Robert D. Smith (eds.), Personnel Management: A Management Science Approach, Scranton, Pennsylvania, International Textbook Co., 1970, p. 146-153.

This work provided a management science approach to personnel management by applying systems analysis as it relates to the scientific management of human resources. It was of limited value since emphasis is centered on cost savings value to personnel management of a technological systems approach.

Elsbree, Willard and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1964, 438 p.

The authors examined current conditions, practices and trends in teacher recruitment and school personnel administration and stressed that the recruitment of competent individuals to a system could be accomplished by studying selected techniques of successful recruiters as a model. The efficiency of a school system was found to be dependent upon human resources and personnel practices. Educational recruitment competes with industrial recruitment for qualified candidates. This book was of limited use. Although every major area of school personnel programming was surveyed, little emphasis was placed upon conceptual and case studies as models.

Etzioni, Amitai, Modern Organizations, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1964, 120 p.

This study examined the central problems of organizational reality in relation to the basic problem of the individual within the organization. Etzioni examined the organizational dilemma--the achievement of goals and fulfillment of individual's needs; organizational control and the

socialization process. High levels of selectivity resulting from recruitment can substitute for socialization. It was of moderate assistance in evaluating the process of socialization.

Fiedler, Fred E., "Engineering the Job to Fit the Manager," in Joseph A. Litterer (ed.), Organizations: Structure and Behavior, Vol. 1, New York, John Wiley and Sons, Inc., 1969, p. 388-395.

The author deals primarily with the development of a theory regarding the part played by interpersonal perception in making individuals and groups effective via leadership styles. He concludes that it is better to attract and place individuals in situations compatible with their natural leadership style in which the individual fits the job rather than the reverse. This article was of moderate value in stressing the concept that organizations should not force individuals to adapt to demands of specific jobs which are incongruent with their leadership style.

French, Will, J. Dan Hull and B.L. Dodds, American High School Administration: Policy and Practice, New York, Rinehart and Co., Inc., 1957, 604 p.

This work is concerned with large-scale organization in education in relation to other industries and businesses. It is aimed at the high school administrator for the purpose of redesigning the school into an effective instrument to meet the needs of the individual and system. It was of limited assistance.

Gellerman, Saul W., Management by Motivation, New York, American Management Association, Inc., 1968, 286 p.

Gellerman applied the concept of motivation to organizational problems concerning change, recruitment and training and re-examined the influence of monetary remuneration as a motivation. This study was valuable in that the management's policies were examined and shown to undermine motivation and provoke opposition to organizational goals. Emphasis was placed upon the concept that recruitment is affected by the image projected by an organization to prospective candidates. This led to a concept regarding the need for management to furnish candidates with written information (e.g., recruitment brochure) to help overcome negative images. This was a major finding of the study.

Getzels, Jacob W., James M. Lipham and Roald F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, Publishers, 1968, 420 p.

This book deals with a theoretical approach to administration emphasizing a social process model of administration and highlighting the discontinuities between the practice and theory of administration. The development of a social process model illuminates social psychological aspects of human behavior and their relevancy to the internal dynamics of an organization. It was of considerable value in providing information on socialization by stressing pre-induction socialization via recruitment to attract individuals whose needs are congruent with the role they are to fulfill within the organization.

Gibson, R. Oliver and Herold C. Hunt, The School Personnel Administrator, Boston, Houghton Mifflin Co., 1965, 493 p.

Gibson and Hunt view administration as a social process involved with the allocation of individuals to positions and rewards to personnel within a school system. They relate and incorporate the experiences of other organizations to school systems. Efficiently planned recruitment programs and communication networks are considered to be most effective in attracting candidates. This work proved extremely valuable in clearly differentiating recruitment and selection as separate activities, and in bringing to focus the fact that different individuals are involved with these distinctive functions of school personnel administration. This book served as a primary foundation for the research of the thesis.

Good, Carter V., Dictionary of Education (2nd ed.), New York, McGraw Hill Book Company, 1959, 676 p.

This educational dictionary of over 25,000 technical and professional terms encompasses the entire area of education and clarifies concepts and terminology employed in education from related fields, such as psychology, sociology and philosophy.

Greenfield, T.B., J.H. House, E.S. Hickox and B.H. Buchanan, Developing School Systems: Planning, Organization and Personnel, Toronto, The Ontario Institute for Studies in Education, 1969, 177 p.

This is a manual concerned with organizational problems of school systems in Canada. It has synthesized research, theory and practice in the area of educational administrative problems. More rational recruitment and development methods are required to meet both current and future needs of an

organization. This proved to be a valuable document because it stresses the importance of recruitment as a primary task of personnel administration and, also, because external sources for effective personnel administration are stressed throughout the research.

Hawk, Roger H., The Recruitment Function, Princeton, N.J., American Management Association, Inc., 1967, 288 p.

This is a comprehensive guide for personnel specialists and administrators which focuses upon recruitment, identification of manpower needs, policies and practices, sources of candidates and over-all controls. It was of moderate value because the development of sources is emphasized as a key to actualizing recruitment.

Hinrichs, John R., High Talent Personnel, New York, American Management Association, Inc., 1966, 288 p.

This study noted the organizational objective of employee commitment and employee desire to contribute. It stressed the need for organizations to cope with recruiting, managing and developing of high talent personnel. It was of some use in providing information on the effect of recruitment upon training and development and in highlighting the need for recruitment to be responsible for the attraction of a sufficient quantity of candidates qualified to meet organizational needs. This was found to be an objective of school systems involved with the study.

Jucius, Michael J., Personnel Management (6th ed.), Homewood, Illinois, Richard D. Irwin, Inc., 1967, 593 p.

Jucius gave a balanced presentation of theory and practice employed in personnel management. In addition, he emphasized the human factor as opposed to production as a foundation for organizational effectiveness. This work traced recruitment, training, communication, motivation and the social aspects of personnel management in relation to the actualization of organizational objectives. It was a valuable source which emphasized the fact that selection is a process of sequential functions intended to determine whether candidates possess qualifications. This presentation also separates the functions of recruitment and selection in the total process of personnel administration. This separation proved necessary as a foundation for this research project.

Kelly, Joe, Organizational Behavior, Georgetown, Ontario, Irwin Dorsey, 1969, 600 p.

This book deals with organizational behavior from an interdisciplinary approach and traces the steps in which an individual becomes a member of a group within an organization. These steps are traced through industrial psychology, human relations and organizational behavior. This study is a good source; it recommends that sophisticated procedures be adopted from organizations specializing in recruitment by organizations about to attract prospective candidates.

Malm, F.T., "Recruiting Patterns and the Functioning of Labor Markets," in Paul Pigors, F.T. Malm and Charles A. Myers (eds.), Management of Human Resources: Readings in Personnel Administration, New York, McGraw-Hill Book Company, 1964, p. 242-256.

This is a report concerned with the findings of a survey of employer personnel practices which relate to the philosophy, problems and limitations of personnel. The author found mixed patterns of recruitment, varying in accordance with the size of the organization, type of worker being sought and structure of the industry. It was quite valuable in that the author found no single method or channel of recruitment to dominate. This was consistent with the reports of educational administrators who stated that they adjust their recruitment methods to changing conditions in the labor market.

Mandell, Milton M., The Selection Process, New York, American Management Association, Inc., 1964, 512 p.

The author presented a comprehensive analysis of the process of recruitment, interviewing and placement. This work was of moderate value in describing recruitment problems. However, Mandell did emphasize the significant fact that recruitment has been hampered by its treatment as a part-time function, although it is actually a specialized process. Self-selection, as a process incorporated within the recruitment function, also received emphasis. School administrators have made the same observation within the research.

March, James G. and Herbert A. Simon, Organizations, New York, John Wiley and Sons, Inc., 1958, 262 p.

The authors highlight the decision-making function of individuals within organizations as they are related to planning and recruitment, and identify the factors affecting the perceived desirability of movement for an individual from one organization to another via recruitment. Also stressed is the need for recruiting organizations to describe through recruitment literature the characteristics of the organization

which are congruent with the needs of the individual. This work was quite valuable in that the theory clarified the fact that recruitment literature enhances the position and visibility of the recruiting organization in the community.

McCleary, L.E. and Stephen P. Hencley, Secondary School Administration: Theoretical Bases for Professional Practice, New York, Dodd, Mead and Company, 1965, 468 p.

The authors attempt to balance the theoretical and conceptual approaches to secondary school administration by using concepts from social and behavioral sciences. This study is of limited value to the practitioner. The authors do focus, however, on the need for improvement and development in the function of recruitment which was a major finding of the thesis.

McFarland, Dalton E., Company Officers Assess the Personnel Function, New York, American Management Association, Inc., 1957, 125 p.

This study reported the manner in which corporate presidents and personnel administrators appraised the goals and activities of the personnel department. This comparison and the contrasting of the personnel function demonstrated how differently this function is viewed by top-level administration and the middle-level personnel officer administering this function. The value of this analysis was that recommendations were developed outlining changes to assist the executive in achieving greater participation and influence on vital management decisions. This study highlighted the lack of involvement of personnel in top-level decisions in spite of the fact that there is a great need for this in order to make personnel administration a significant function within the organization.

McKenna, Bernard H., Staffing the Schools, New York, Bureau of Publications, Columbia University Teachers College, 1965, 120 p.

This book was concerned with the relationships between staff policies and quality education as they affect educational planning and program effectiveness. In this context, it emphasized the economic and personnel costs associated with manpower and recruitment by stating that schools spend monies for teachers' salaries without considering investment in the recruitment of qualified staff. The author recommended that school systems spend an amount equal to one per cent of the annual salary of the prospective teacher for recruitment. This book was of limited assistance in the study.

Owens, Robert G., Organizational Behavior in Schools, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1970, 246 p.

Owens provided a guide to research on organizational behavior by offering data, theory and research extracted from business, industry, public administration and the military. This study served as a model for school systems by focusing upon decision-making, leadership, climate and planning for change within an organizational environment. It was of assistance in researching the use made by educational administrators of problem-solving procedures in other types of organizations. It also reinforced the primary foundation of the thesis by demonstrating the commonality between organizations in personnel functions and other administrative areas..

Reynolds, Lloyd G., Economics, Homewood, Illinois, Richard D. Irwin, Inc., 1963, 739 p.

The author provided a thorough treatment of economic theory and its ramifications by stressing the interrelatedness of the market network, a competitive economy, and the extent to which the economy meets the test of efficiency, price fluctuations and employment demand. This work was of moderate assistance in discussing the effect of imperfect competition with regard to economic factors affecting buyers (school systems) and sellers (prospective teaching candidates) within the employment market. Focus was directed to the impact of economic conditions upon employment in general and recruitment, specifically.

Rummel, J. Francis, An Introduction to Research Procedures in Education (2nd ed.), New York, Harper and Row, 1964, 379 p.

This is a guide to research methodology in education. It assisted in questionnaire and survey construction and format and in methods of data collection and facilitating returns. It was particularly useful in the preliminary design of the instrument.

Simon, Herbert A., Administrative Behavior (2nd ed.), New York, Free Press, 1965, 259 p.

This is a comprehensive study dealing with methodological issues to be considered in evaluating the structure of rational decision-making. The construction of a theory is presented to assist in explaining the influences affecting decision-making in organizational environments. It is valuable because of its analysis of the relationship of organization and recruitment. It presented the inducements-contributions theory of organizations which was studied within school systems to determine the needs of the organization within the recruitment function.

Sokolik, Stanley L., The Personnel Process: Line and Staff Dimensions in Managing People at Work, Scranton, Pennsylvania, International Textbook Co., 1970, 726 p.

The author provided a conceptual framework of personnel geared to practical application and, also, to emphasizing a philosophical role of managing individuals via behavioral sciences. This study integrates behavioral theory with personnel practices and proved valuable in viewing recruitment as the primary function within the personnel process. The primacy of recruitment was similarly attested to by the school administrators who responded in this thesis. Advertising was listed as the least productive method of attracting candidates to an organization.

Strang, Ruth, The Role of the Teacher in Personnel Work, Bureau of Publications, Teachers College, Columbia University, 1932, 332 p.

This early historical research of school personnel administration presented case studies from high school and college, and described the role of the educator in personnel work. It also presented methods needed to identify and solve problems and to utilize the techniques needed in educational personnel work to effectively deal with individuals. It was of limited value due to its date of publication (1932) but did give a perspective of personnel administration from an early vantage point which served as a base for advanced theorizing.

Thompson, James D., Organizations in Action, New York, McGraw-Hill Book Company, 1967, 192 p.

The author attempted to utilize a multidisciplinary approach to evaluate complex organizations by drawing illustrations from a variety of fields and disciplines. Selected organizations which attempted to induce or coerce participation from individuals were highlighted. This further emphasized Simon's theory of individual contributions to the organization via a bargained agreement. This work was valuable in pointing out that school systems adjust to environmental changes by adjusting internal capacities. For example, pupil-teacher ratios are usually improved when there is an abundant supply of teachers.

Van Zwoll, James A., School Personnel Administration, New York, Appleton-Century-Crofts, 1964, 470 p.

The concern of this work centered about integrating the practices and findings of private industry, public administration and education since personnel administration is an activity common to many fields and organizations. It

highlighted the necessity for school systems to create a need within prospective candidates to seek employment and to be attracted to a system. It proved extremely valuable in showing that demand in recruitment is based upon the number of teachers leaving the field and the number of school-age children. It strongly suggested that recruitment brochures be used to attract prospective teachers. This is intended to fulfill the needs of candidates by stressing those recruitment procedures utilizing educational institutions as primary sources of candidates.

Whitney, Frederick L., The Elements of Research, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1950, 616 p.

This guide to research and the methods employed in collecting, tabulating, analyzing and interpreting data helped to define the major steps of a scientific inquiry into educational issues. It assisted in developing the descriptive method of research used in this thesis.

Annotated Dissertations

Alford, Marion Elmer, A Critical Analysis of the Practices Used in Recruiting Teachers in the Public School Systems of Virginia, unpublished doctoral thesis presented to the University of Virginia, 1958, 185 p.

The author found that the most successful sources for teacher recruitment were unsolicited personal applications, college placement bureaus and recommendations by other teachers. This reinforces the finding concerning socialization. Alford found approximately forty per cent of teachers chose teaching as a career while in high school and twenty-five per cent while in college. The study described the selected recruitment practices and problems encountered in high school teacher recruitment.

Elkins, John C., A Study of the Organizational Practices, Services and Responsibilities of the Position of Personnel Director in Large City School Systems, unpublished doctoral thesis presented to the University of Oklahoma, 1966, 153 p.

The author developed and evaluated a set of guiding principles to be used in the appraisal of organizational practices of school personnel administrators. Elkins found that the school personnel director should be a highly qualified administrator, an active member of professional organizations and able to provide leadership in developing professional

programs. This study was of moderate value. Suggestions were given regarding the need to develop recruitment brochures intended to attract qualified applicants without providing specific examples.

McCarthy, Francis J., The Personnel Administrator in City School Systems: A Study of the Duties and Functions of Personnel Officers and Administrative Organizational Plans for Personnel Management in Public School Systems in Selected Cities as Compared to Personnel Practices in Other Fields. unpublished doctoral thesis presented to New York University, 1953.

The author examined and ranked the duties of the personnel officer within school systems. This study was significant because McCarthy found recruitment to be the primary function of personnel followed by selection.

McPhee, William J., School Personnel Management: Current Programs in Selected Indiana School Corporations. unpublished doctoral thesis presented to the University of Indiana, 1968, 244 p.

The author studied school systems as corporations and found they considered personnel management to be a subsidiary function. He found that when an administrator controlled personnel it functioned properly. This led to a recommendation that personnel officers should have additional administrative assistance. McPhee found limited effort was devoted to recruitment. This study was of significant value because the status and position of the personnel function and recruitment function were established.

Payton, John K., Recruitment and Selection of Professional Staff: The Role of the High School Principal. unpublished doctoral thesis presented to Ohio State University, 1969, 156 p.

The author studied the role of the high school principal and the procedures utilized in recruitment and selection of staff. He found the high school principal to have a role in recruitment. He demonstrated that this role should be an on-going activity of school administration. However, the role is vague and insufficiently documented in policy statements. While other educational administrators are involved in recruitment, the role of the principal is limited. The study was of considerable value. It concluded that recruitment is not actually an integral part of educational administration in general but that it should be.

Simons, A.H., An Evaluation of Recruitment Methods in Medium Sized School Districts in California, unpublished doctoral thesis, presented to the University of Southern California, 1956.

The author examined selected recruitment procedures and methods employed in the attempt to attract and secure teaching personnel. An important finding of the study showed that personnel administration in industry is superior and more advanced than personnel in school systems. The recommendation that industrial and other organizational personnel procedures be used as a model for school system personnel administration was well-founded.

Stone, Paul L., Benefits and Employment Conditions Offered by Pennsylvania Schools and Their Effects Upon Securing and Retaining Teachers, unpublished doctoral thesis presented to Pennsylvania State University, 1962, 163 p.

The author examined the effect of benefits and favorable employment conditions offered to prospective teachers in relation to the securing and retaining of teachers. Findings indicated that benefits directly related to the school are significant in recruiting teachers. Benefits in the form of community, personal and fringe benefits were attractors. The proximity of the school system to the prospective teacher's home is one such benefit. The study was of value in highlighting individual needs as positive attractors in recruitment brochures.

Supplementary

Bulletins

Commonwealth of Pennsylvania, Department of Public Instruction, School Laws of Pennsylvania, Harrisburgh, Pennsylvania, 1961.

Steffenson, James P., Staff Personnel Administration, United States Department of Health, Education and Welfare, Bulletin No. 6, 1963.

Wynn, Richard, A Sound Program for the Selection and Promotion of Teachers, National Education Association of the United States, April 1962, p. 2-3.

Newspapers

Johnson, William, "1971 teachers best qualified ever, dean says," news article in the Globe and Mail of Toronto, June 10, 1971.

Periodicals

Allen, R.W., "Personnel Administration in Urban School Systems," Education Canada, December 1969, p. 28-31.

Babcock, Robert J., "How to Hook Those First-Year Teachers," School Management, March 1968, p. 60-63.

Bird, Caroline, "The Talent Squeeze in Middle-Management," Personnel, September-October 1969, p. 27-36.

Carter, R. Philip and Veri M. Short, "Selection and Training of Adult Educators," Journal of Education, December 1969, p. 33-37.

Ellis, J.R. and F. Enns, "Selecting Administrative Personnel," The Canadian Administrator, May 1967.

Graybeal, William S., "Teacher Surplus and Teacher Shortage," Phi Delta Kappan, October 1971, p. 82-85.

Glueck, William F., "How Recruiters Influence Job Choices on Campus," Personnel, April 1971, p. 46-52.

Nease, A.S., "The Ethics of Teacher Hiring," Canadian School Journal, April 1968, p. 4-6.

Redefer, Frederick R., "Recruiting and Selecting Teachers," The American School Board Journal, August 1962, p. 7-8.

Riederer, L.A., "Selecting and Developing Administrators," The School Trustee, February 1970, p. 14-18.

Scanlon, B.K., "Personnel Management in Practice," Personnel Journal, July-August 1963, p. 348.

Shapiro, Norman, "Another Look at Teacher Recruitment," Personnel Journal, August 1971, p. 647-648.

Trimble, B.S., "Professional Development: Helping College Teachers Stay Up To Date," Canadian University and College, October 1969, p. 45-68.

"A Statement on the Teacher Shortage," School and Society, February 1967, p. 91-92.

"Recruiting the Faculty," Overview, II, May 1961, p. 41-43.

Reports

American Association of School Personnel Administrators, Standards for School Personnel Administration, A Report Prepared by the Committee on Standards, Kansas City, Missouri, American Association of School Personnel Administrators, 1960.

Five-Year Guidelines Study, A Report Prepared by the Board of Education, Borough of North York, Ontario, Canada, 1970.

Personal Documents

Driscoll, Carl S., Superintendent, Sullivan County Public Schools, Dunshore, Pennsylvania, Personal Correspondence with the Author, letter dated July 17, 1971.

Duffy, James F., Vice-President for Student Affairs and Clinical Psychologist, Villanova University, Villanova, Pennsylvania, Personal Correspondence with the Author, letter dated June 4, 1971.

Fell, Hilda, Chairman, Department of Education, Saint Joseph's College, Philadelphia, Pennsylvania, Personal Correspondence with the Author, letter dated May 25, 1971.

Gershenfeld, Walter J., Associate Professor of Management, School of Business Administration, Temple University, Philadelphia, Pennsylvania, Personal Correspondence with the Author, letter dated May 25, 1971.

Hartley, William H., Superintendent, Greene County Public Schools, Waynesburg, Pennsylvania, Personal Correspondence with the Author, letter dated July 9, 1971.

Hyatt, I. Ralph, Chairman, Department of Psychology, Saint Joseph's College, Philadelphia, Pennsylvania, Personal Correspondence with the Author, letter dated May 24, 1971.

Kurtz, Paul, Superintendent, Blair County Public Schools, Hollidaysburg, Pennsylvania, Personal Correspondence with the Author, letter dated June 23, 1971:

Leshner, Saul S., Professor of Management, School of Business Administration, Temple University, Philadelphia, Pennsylvania, Personal Correspondence with the Author, letter dated June 24, 1971.

Personal Interview

Ferrier, Martin, Director of Personnel, Philadelphia Board of Education, Personal Interview with the Author, held at the Administration Building of the School District of Philadelphia, Pennsylvania, May 27, 1971.

Glathorn, Alan, Principal of Abington High School, Montgomery County Board of Education, Personal Interview with the Author, held at Abington High School, Pennsylvania, May 26, 1971.

Moss, Arnold, Assistant Director of Personnel, Philadelphia Board of Education, Personal Interview with the Author, held at the Administration Building of the School District of Philadelphia, Pennsylvania, May 26, 1971.

Wissinger, A., Teacher Recruiter, Department of Personnel, Philadelphia Board of Education, Personal Interview with the Author, held at the Administration Building of the School District of Philadelphia, Pennsylvania, May 26, 1971.

APPENDIX 1

THE COUNTY BOARDS OF EDUCATION OF PENNSYLVANIA
SELECTED TO PARTICIPATE IN THE STUDY

APPENDIX 1

THE COUNTY BOARDS OF EDUCATION OF PENNSYLVANIA
SELECTED TO PARTICIPATE IN THE STUDY

Adams	Juniata
Allegheny	Lackawanna
Armstrong	Lancaster
Beaver	Lawrence
Bedford	Lebanon
Berks	Lehigh
Blair	Luzerne
Bradford	Lycoming
Bucks	McKean
Butler	Mercer
Cambria	Mifflin
Cameron	Monroe
Carbon	Montgomery
Centre	Montour
Chester	Northampton
Clarion	Northumberland
Clearfield	Perry
Clinton	Philadelphia
Columbia	Pike
Crawford	Potter
Cumberland	Schuylkill
Dauphin	Snyder
Delaware	Somerset
Elk	Sullivan
Erie	Susquehanna
Fayette	Tioga
Forest	Union
Franklin	Venango
Fulton	Warren
Greene	Washington
Huntingdon	Wayne
Indiana	Westmoreland
Jefferson	Wyoming
	York

APPENDIX 2

COVER LETTER AND QUESTIONNAIRE

COVER LETTER AND QUESTIONNAIRE

1016 Rittenhouse Claridge
18th & Walnut Streets
Philadelphia, Pennsylvania
19103
June 23, 1971

Dear Sir

The attached questionnaire concerned with practices and procedures used by school systems in recruiting high school teaching personnel is part of a doctoral study developed at the University of Ottawa (Canada) to be conducted in all of the county school systems in Pennsylvania.

I am particularly interested in receiving your responses because your experience in educational administration, as well as teacher recruitment, will contribute significantly toward solving some of the problems we currently face in this important area of education.

It will be appreciated if you will complete the questionnaire prior to July 19, 1971, and return it in the enclosed, stamped, self-addressed envelope. Other phases of this research cannot be carried out until I complete an analysis of your responses to this questionnaire data.

I would welcome all comments that you may have concerning any aspect of secondary school teacher recruitment not covered in the questionnaire. I will be pleased to send to you a summary of the questionnaire results if you desire. You may have the Director of Personnel and/or Recruitment complete this questionnaire if so desired.

Thank you for your time, cooperation and assistance in helping me to complete this study and fulfill my doctoral requirements.

Sincerely yours,

Steven H. Appelbaum

QUESTIONNAIRE

A Model for the Recruitment of
Secondary School Teaching Personnel

Please answer each question by placing a check mark next to the response (or responses) which best describes the present status of your secondary level teacher recruitment program. You may select more than one response for several of the items.

It is important to note that this study is focusing upon the function of teacher recruitment and not teacher selection. Both of these terms are defined for purposes of clarification and direction:

Teacher Recruitment: Those activities in school administration designed to attract and persuade the quality and quantity of personnel necessary to prepare for and to enter the teaching profession to satisfy the established need.

Teacher Selection: The securing of information about applicants by application forms, tests, et cetera for teaching positions and the appointment of the applicants best qualified to fill the position in need.

While it is not uncommon to confuse recruitment and selection, recruiters are only responsible for searching out and presenting prospective candidates in order that they become available for the next step in the employment process, which is selection, without necessarily being personally involved in the final decision to hire or not to hire.

With this background information, please continue with the questionnaire. Thank you for your assistance.

1. General Information

County _____
No. of High Schools in County _____
Student Enrollment at Secondary Level _____
Name of Respondent _____
Position of Respondent _____

2. Who is responsible for the implementation of the recruitment function in your school system? Please indicate the person or persons responsible:

- ☐ Superintendent
☐ Assistant Superintendent
☐ Director of Personnel
☐ High School Principal
☐ A Recruiting Team (please specify the members)

3. Which better describes the status of recruitment in your personnel department?

- ☐ Recruitment is a part-time personnel function.
☐ Recruitment is a full-time specialized management technique of the personnel administration program.

4. Please fill in the figures requested in each of the following questions:

What is the total number of executives currently on staff in the personnel department? _____

What is the number of executives currently on staff involved in recruitment on a full-time basis? _____

What is the number of executives currently on staff involved in recruitment on a part-time basis? _____

What is the total number of staff assistants, clerical employees, etc. currently on staff in the personnel department? _____

What is the total number of staff assistants, clerical employees, etc. currently on staff involved in recruitment on a full-time basis? _____

What is the number of staff assistants, clerical employees, etc. currently on staff involved in recruitment on a part-time basis? _____

5. Is recruitment an ongoing activity of your personnel department which is carried on throughout the year?

☐ Yes ☐ No

6. Please check those responses which accurately describe the current recruitment practices within your county. Please check the states in which your school system recruits teaching personnel:

☐ Delaware	☐ Ohio
☐ Maryland	☐ Pennsylvania
☐ New Jersey	☐ West Virginia
☐ New York	☐ Other

7. Please check those responses which accurately describe the current recruitment practices within your county. Indicate the months in which major recruitment efforts take place:

☐ January	☐ July
☐ February	☐ August
☐ March	☐ September
☐ April	☐ October
☐ May	☐ November
☐ June	☐ December

8. Which statement or statements represents the objectives of teacher recruitment?

☐ A sufficient quantity of prospective teachers must be attracted and brought in to meet the needs of the school system.

☐ Teachers must be attracted who possess the necessary skills.

☐ A sufficient quantity of teachers who possess the necessary skills must be attracted to meet the needs of the system.

9. To what extent is the need to fill a teaching position in your system determined by the following? (Please check the appropriate scale for each level.)

	<u>No Influence</u>	<u>Some Influence</u>	<u>Considerable Influence</u>	<u>Complete Influence</u>
Board of Education	_____	_____	_____	_____
Dept. of Education	_____	_____	_____	_____
Professional Teachers' Assoc. (Unions)	_____	_____	_____	_____

10. Your board delegates the responsibility for the recruitment of teaching personnel to:

- () An individual trained strictly in personnel management.
 () An individual trained strictly as an educator.
 () An individual who began his career in personnel administration, then moved to an educational program.
 () An individual who began his career in education, then moved to personnel administration.

11. What are the principal duties of the personnel executive in your county? Please rank these duties in the order of their importance on a scale from 1 to 10:

- | | |
|-------------------------|-----------------------------|
| () Transfers | () Compensation |
| () In-service Training | () Selection |
| () Recruitment | () Labor Relations |
| () Research | () Separations |
| () Induction | () Others (please specify) |

12. Are different individuals involved in the recruitment function and the selection function within your personnel department?

() Yes () No

13. Does your system provide prospective teaching candidates with written recruitment materials?

() Yes () No

14. What type of materials are provided for prospective candidates? Please give a brief explanation and include any of these materials within the return envelope, if possible.

15. Inducements such as income, professionalism, status, prestige, etc., are considered to be significant in attracting prospective teaching candidates. Does your recruitment brochure and related literature emphasize these inducements as a selling point?

☐ Yes

☐ No

16. If your response to question 15 is yes, then to what extent are these inducements emphasized within your recruitment brochure and the related literature that is intended to attract prospective teaching candidates?

☐ a great deal

☐ some

☐ limited

☐ very little

☐ not at all

17. What type of teachers do you attempt to attract to your system? Please check the response (or responses) which best describes recruitment within your system:

☐ This system seeks to attract for teaching positions those individuals who have taught in other educational organizations.

☐ This system seeks to attract for teaching positions those individuals who have not taught or who have limited exposure to other educational organizations.

☐ This system seeks to attract for teaching positions candidates directly from college campuses or schools of education.

☐ Others (please specify).

18. Please check those factors that have been expressed as being responsible for attracting prospective teaching candidates to your system:

- ☐ the image of the school and school system
- ☐ economic reasons (i.e., salary schedule)
- ☐ geographic location
- ☐ the image and reputation of the community
- ☐ type of student
- ☐ personal commitments
- ☐ other factors (please specify)

19. In recruiting prospective teaching candidates, which of the following practices do you employ?

- ☐ My school system utilizes the same recruitment practices for all prospective candidates whether they are being recruited from college campuses or are currently employed with other school systems or organizations.
- ☐ My school system utilizes different recruitment practices in the attempt to attract and seek those candidates currently in college and about to enter the teaching profession as compared with those candidates already employed with other school systems or organizations.

20. Which were your most effective sources for the recruitment of secondary level teaching personnel? Please check more than one if necessary:

- ☐ Colleges and universities
- ☐ N.E.A. and A.F.T.
- ☐ Employment agencies (State and private)
- ☐ Chamber of Commerce
- ☐ Unsolicited application or self-selection
- ☐ Others (please specify)

21. The following factors are important in determining the demand for teaching personnel as well as the recruitment budget. Please check those factors you consider to be important:

- ☐ the enrollment of school-age children
- ☐ projections of the number of teachers leaving the field
- ☐ State department regulations
- ☐ implementation of new programs
- ☐ the enrollment of school-age children and projections of the number of teachers leaving the field

22. Do you feel the current supply of secondary level teaching personnel is:

- ☐ abundant
- ☐ adequate
- ☐ insufficient

23. Does the current abundant supply of teaching personnel reduce your recruitment activities?

- ☐ Yes
- ☐ No

24. Does an insufficient supply of teaching personnel increase your recruitment activities?

- ☐ Yes
- ☐ No

25. What other factors (economic, political, etc.) influence the recruitment activities in your county as well as the state? Please specify.

26. Adjustment to a changing labor market can be accomplished by the following factor or factors. Please check the response or responses most relevant:

- ☐ Use of different channels of recruitment
- ☐ Recruitment of candidates over a broader or narrower geographic area depending upon the condition of the market
- ☐ Use of different channels of recruitment and the recruitment of candidates over a broader or narrower geographic area depending upon the condition of the market
- ☐ Others (please specify)

27. In order to attract and persuade capable individuals to enter the teaching profession and selected school system, various procedures and practices must be utilized by a recruiting school system in order to attract qualified, prospective candidates. Please check those procedures which are presently being used for recruitment and also those which were utilized in the 1967-68 recruitment season:

<u>Procedure</u>	<u>1971</u>	<u>1967-68</u>
University faculty members and staff of colleges of education serve as speakers for professional groups or participate in "career days" in high schools to interest students in teaching as a career	_____	_____
High school seniors visit universities and colleges of education for campus open-house to encourage college attendance	_____	_____
High school students informed as to demand for teachers at secondary level	_____	_____
College students informed as to demand for teachers at secondary level	_____	_____
Scholarships available for prospective teachers	_____	_____
Use of college placement bureaus for campus visits and to distribute recruitment materials	_____	_____
Influential members of the community	_____	_____
Contacts at professional meetings	_____	_____
Advertisements in newspapers or professional journals	_____	_____
Mobilization of former teachers	_____	_____
Internship for college grads to enter teaching	_____	_____
Acceptance of student teachers into the system	_____	_____

28. Does your school system provide prospective teaching candidates with recruitment material or brochures to demonstrate the advantages of teaching and living in your community?

() Yes

() No

If yes, does the recruitment material or brochures include the following information for the prospective teaching candidate? Please check those items already included in your recruitment brochures:

- () Explanation of the compensation structure
- () Descriptions and pictures of school facilities
- () Special services for pupils and teachers
- () Innovative activities
- () Explanation of the organization of instruction and administration
- () Organization and structure of the school
- () Community structure--government, cultural, educational, recreational and religious opportunities
- () The in-service and educational program
- () Benefit package
- () Living accommodation, the population and geographic location
- () School enrollment, class size, length of school day
- () Administrative policy
- () Board of education philosophy
- () An application request form for additional data and materials

APPENDIX 3

EVALUATION OF THE QUESTIONNAIRE

APPENDIX 3

EVALUATION OF THE QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
Parkway at Twenty-first St.

Mark R. Shedd
Superintendent

Martin K. Ferrier
Director of Professional
Personnel

Murray Bookbinder
Executive Director of Personnel

March 12, 1971.

Mr. Steven H. Appelbaum
373 LaFontaine St. (#6)
Ottawa 7, Ontario
Canada

Dear Mr. Appelbaum:

Please be assured that the School District of Philadelphia will cooperate with you to the fullest extent in connection with your doctoral study, "The Development of a Model for the Recruitment of Secondary School Teaching Personnel in Pennsylvania."

Your study, when completed, should be of great assistance in the selective recruitment of teachers.

Sincerely,

Martin K. Ferrier
Director of Professional Personnel

TEMPLE UNIVERSITY
SCHOOL OF BUSINESS ADMINISTRATION
PHILADELPHIA, PENNSYLVANIA 19122

Department of Management

May 25, 1971

Dear Steve:

Congratulations on moving ahead so rapidly on your dissertation project. Congratulations also on your new position.

I've looked over your questionnaire and I am satisfied that it validly gets at the phenomenon you are seeking to study. The questionnaire is complete and covers the subject well. I do want to raise a question about your introductory page, however. The definition of Teacher Recruitment addresses itself to the broad problem of attracting individuals to the profession. The paragraph after the definitions indicates that you are concerned with the process of seeking out specific candidates. I suspect the formal definition of Teacher Recruitment will need modification.

Incidentally, I spoke to the man charged with recruitment for our school district recently. He told me that never has he received so many high quality applications on an unsolicited basis. I know from his past comments that referrals by people now in the system or friendly with its officials have been an important source of recruitment in the past. You might want to reflect this directly in question 20.

Good luck!

Sincerely,

Walter J. Gershenfeld
Associate Professor of Management

TEMPLE UNIVERSITY
SCHOOL OF BUSINESS ADMINISTRATION
PHILADELPHIA, PENNSYLVANIA 19122

Bureau of Business and Government Services

June 21, 1971

Dear Mr. Appelbaum:

Enclosed is completed questionnaire which I filled in as I understand the practices of the Philadelphia Public School District to be. I have served as consultant to the Phila. schools for the past five years and am familiar with their procedures.

I would like to state that the questionnaire is, in my opinion, very well framed and is comprehensive in its coverage of significant recruitment issues.

I would be very pleased to receive a copy of your study when you complete it.

Sincerely yours,

Saul S. Leshner

Professor of Management

VILLANOVA UNIVERSITY
VILLANOVA, PENNSYLVANIA 19085

Office of the Vice President
for Student Affairs

June 4, 1971

Mr. Steven H. Appelbaum
Rittenhouse-Claridge, Apt. 1016,
18th & Walnut Street
Philadelphia, Pennsylvania

Dear Mr. Appelbaum:

I have reviewed at some length the purposed questionnaire concerning the recruitment of secondary school teaching personnel and I have further contacted a member of the Department of Education who is familiar with recruitment.

While there would be some minor quibbling with some of the items it is my impression and that of the faculty member that your questionnaire is an excellent one. In addition to the required statistical data the form does solicit objectives and other variables which would effect recruiting. I might add a personal note. In the course of the year I am required, or at least requested, to fill out many questionnaire. Some are proposed or actual documents to be used in a thesis and many come from established professional individuals or organizations. There is a significant number of such questionnaires which are poorly worded, ambiguous and which at times place an almost impossible burden on the responder. It is therefore a pleasure to see a thoughtful and well constructed questionnaire.

In short it would seem to me that the questionnaire obviously has face validity and I am sure it will be a valuable instrument in your research. If you have further questions on my observations please contact me.

Sincerely,

James F. Duffy, Ph.D.
Vice President for Student
Affairs

SAINT JOSEPH'S COLLEGE
PHILADELPHIA, PENNSYLVANIA 19131

Department of Education

May 25, 1971

Mr. Steven H. Appelbaum
101 Summit Lane
Summit Court Apts (H-2)
Bala Cynwyd, Pennsylvania 19004

Dear Mr. Appelbaum:

It was with interest that I studied your questionnaire and learned of your progress toward your Ph.D. degree. You realize, of course, that in answering it in terms of recruitment for St. Joseph's College, the items were not readily applicable. Our administrative structure and situation differ from those in a school system. I am too far removed from the Philadelphia schools now to answer for them.

The questionnaire was clear, easy to follow, and well-constructed. It should give you the data you need for a descriptive study of recruitment practices. Respondents should find it easy to answer because the items provide for varied responses to meet different situations.

I wish you well in your study.

Sincerely,

Hilda W. Fell, Ed.D.
Chairman, Department of
Education

SAINT JOSEPH'S COLLEGE
PHILADELPHIA, PENNSYLVANIA 19131

Department of Psychology

May 24, 1971

Mr. Steven H. Appelbaum
101 Summit Lane
Summit Court Apts (H-2)
Bala Cynwyd, Pa. 19004

Dear Mr. Appelbaum:

I have used the questionnaire you sent me entitled "A Model for the Recruitment of Secondary School Teaching Personnel." I found it easy to understand, to the point, and appropriate for your purposes. Generally, I feel it has fine face validity. It should be quite useful in your final study.

If I can be of any further help to you in this project, please communicate with me.

Very truly yours,

I. Ralph Hyatt
Chairman

APPENDIX 4

STATES IN WHICH RECRUITMENT OCCURS FOR HIGH SCHOOL
TEACHING PERSONNEL

APPENDIX 4

STATES IN WHICH RECRUITMENT OCCURS FOR HIGH SCHOOL
TEACHING PERSONNEL

Recruitment in States	No. of Respondents Naming the State
Pennsylvania	55
New York	21
New Jersey	17
Maryland	16
Ohio	14
West Virginia	13
Delaware	9
Other	3

APPENDIX 5

THE MONTHS IN WHICH RECRUITMENT OCCURS FOR HIGH SCHOOL
TEACHING PERSONNEL

APPENDIX 5

THE MONTHS IN WHICH RECRUITMENT OCCURS FOR HIGH SCHOOL
TEACHING PERSONNEL

The Months for Recruitment	No. of Respondents Citing the Month
May	35
March	33
April	31
June	26
February	22
July	20
January	17
August	13
December	9
October	5
November	5
September	3

APPENDIX 6

NUMBERS OF SPECIFIC ITEMS INCLUDED IN RECRUITMENT
BROCHURES FOR PROSPECTIVE CANDIDATES

APPENDIX 6

NUMBERS OF SPECIFIC ITEMS INCLUDED IN RECRUITMENT
BROCHURES FOR PROSPECTIVE CANDIDATES

Nos. of Items in Recruitment Brochures	No. of County Boards Selecting the Number of Recruitment Items	Per Cent
Fourteen	6	18.18
Eight	5	15.15
Eleven	4	12.12
Ten	3	9.09
Four	3	9.09
Nine	2	6.06
Six	2	6.06
Three	2	6.06
One	2	6.06
Thirteen	1	3.03
Twelve	1	3.03
Seven	1	3.03
Five	1	3.03
	33	100.00

APPENDIX 7

ABSTRACT OF

A Model for the Recruitment of High School
Teaching Personnel in Pennsylvania

APPENDIX 7

ABSTRACT OF

A Model for the Recruitment of High School Teaching Personnel in Pennsylvania

The purpose of this study was to develop a model for the recruitment of high school teaching personnel which incorporates the determination of the need to fill a teaching position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, sources of prospective candidates, economic factors and procedures, practices and devices utilized in teacher recruitment within school systems.

The model was conceived and developed from a comprehensive review of the literature. A survey questionnaire was developed to support the model and the findings were analyzed to determine the congruency or lack of congruency between the findings of the study and the model. The State of Pennsylvania was chosen for the study and the questionnaires were sent to the sixty-seven county board superintendents responsible for total public high school administration in the state.

The findings of the study, for the most part, are congruent with the model for the recruitment of high school

1 Steven H. Appelbaum, doctoral thesis presented to the School of Graduate Studies of the University of Ottawa, Ontario, May 1972, xv-209 p.

teaching personnel. The superintendents of the school systems under study generally followed the model in planning and implementing their recruitment programs within their systems. In only a few instances, the actual practices varied from the model.

As the model proved valid in light of the findings, it may be concluded from this study that there is a model for the recruitment of high school teaching personnel which is a tentative, ideational representation of recruitment for students or practitioners of educational administration.

The data were analyzed and interpreted and the following conclusions were drawn from the results:

1. The implementation of the recruitment function is usually vested with one individual, the superintendent, who is also a member of the recruitment team.
2. Recruitment is a part-time function of school personnel administration which is carried on throughout the year since school systems do not have personnel officers involved with recruitment on a full-time basis.
3. Recruitment is initiated when the need to fill a teaching position is felt by a school system. The board of education has the greatest total influence in determining this need.
4. The objective of teacher recruitment entails discovering and attracting a sufficient quantity of teachers

possessing the skills required to meet the needs of the school system.

5. The responsibility to fill a teaching position is delegated to an individual within the school system who is an educator and not a professional personnel administrator.

6. Recruitment is a distinct and separate function from selection since different individuals within a system are responsible for these separate functions of personnel administration.

7. School systems attempt to attract candidates from colleges and universities or other educational organizations for teaching positions since the exposure to similar educational organizations prior to recruitment is considered significant in attracting a socialized candidate who can actualize the objectives of the organization.

8. Inducements such as status, prestige and income are offered to candidates in the form of recruitment materials in return for contributions from the candidate to the system. These inducements are intended to be congruent with the interests and needs of the individual.

9. School systems involved with teacher recruitment attempt to project a positive image within the employment market by attempting to satisfy economic and psychological needs of candidates. These candidates are attracted to a system through recruitment materials emphasizing geographic location and image of the school system.

10. Colleges and universities are considered to be the most effective sources for recruiting teaching personnel. This reliance upon a limited source, which is another educational institution, maintains a system of socialization for the recruiting organization for prospective candidates.

11. The demand for teachers is determined by the enrollment of school-age children and projections of the number of teachers leaving the field.

12. School systems adjust to a changing labor market by utilizing different channels of recruitment and a broader or narrower geographic area. However, reliance is still placed upon educational sources for prospective candidates which limit the channels and constitute a closed system of recruitment.

13. Recruitment is affected by conditions within the county seeking to attract candidates. These conditions involve the community and political climate, proximity to graduate schools, salaries and the availability of grants for the school and prospective teacher. These economic factors generally affect recruitment within a school system.

14. School systems seek to attract socialized candidates via pre-induction methods through the use of recruitment brochures and other materials emphasizing those aspects of the school system which are congruent with the needs of the prospective candidate. The recruitment brochures are shown by

the study to contain items included in the model. The major items include: (1) an explanation of the compensation structure; (2) an explanation of the community structure; (3) descriptions and pictures of school facilities; (4) benefits; (5) pupil and teacher special service.

15. School systems fulfill their need to recruit individuals already socialized and possessing similar organizational values by accepting student teachers into the system directly from another educational environment (college campus).

16. The procedures, practices and devices used in recruitment in 1971 have not changed from those employed in 1967-68 when the labor market was elastic and teacher supply insufficient.

17. In summary, it may be concluded that there is a model for the recruitment of high school teaching personnel which incorporates the need to fill a teaching position, the delegation of responsibility to a personnel officer, organizational needs, effect of recruitment upon the individual, sources of prospective candidates, economic factors and varied recruitment procedures, practices and devices.

Suggestions for Further Research and Recommendations

1. The main recommendation from this study is that a model for the recruitment of high school teaching personnel

exists for use by those responsible for school personnel administration. The model incorporates the determination of the need to fill a position, delegation of the responsibility for recruitment to a personnel officer, organizational needs, effect upon the individual, economic factors, sources of prospective candidates and the procedures, practices and devices utilized in teacher recruitment within school systems.

2. Recruitment should not be directed on a part-time basis by educators responsible for other varied administrative responsibilities. Recruitment should not receive part-time status since it is an on-going activity of personnel administration throughout the year.

3. While recruiting school systems depend upon limited sources such as colleges and universities for prospective teaching candidates, varied sources are needed for an effective recruitment program. The dependency upon a few sources limits the availability of varied candidates to the system.

4. It is recommended that a study be made of the factors involved with the next step within the personnel function, which is selection, in order that a model for the selection of high school teaching personnel be developed to serve as a blueprint for school systems involved in personnel programs.