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The degree of compromise and elements involved in job satisfaction expectancy in the initial job interview process.

Charles Frederick Smith
University of Massachusetts Amherst

THE DEGREE OF COMPROMISE AND ELEMENTS INVOLVED IN JOB SATISFACTION EXPECTANCY IN THE INITIAL JOB INTERVIEW PROCESS

A Dissertation Presented

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CHARLES FREDERICK SMITH

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THE DEGREE OF COMPROMISE AND ELEMENTS INVOLVED IN JOB SATISFACTION EXPECTANCY IN THE INITIAL JOB INTERVIEW PROCESS

A DISSERTATION

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CHARLES FREDERICK SMITH

Approved as to style and content by:

(Chairman of Committee)

(Head of Department)

(Consultant)

(Member)

(Consultant)

(Member)

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INTRODUCTION

Background

A central problem facing twentieth century educators is the teacher "dropout" rate. In 1970, the nation will face a teacher shortage that will approach 230,000 (most of which will be needed to replace teachers leaving the profession).[1] Each year, colleges and universities make a major investment in preparing educators to fill the gap, yet most of those prepared will leave the profession within one to four years. Some leave to get married and raise families, others advance to non-teaching assignments, and others leave for various personal reasons including insufficient job satisfaction. Sixty percent of those teachers presently in classrooms will not be there in four years.[2]

While numerous factors are involved in determining the teacher "dropout" rate, certainly job satisfaction is one significant variable. Educators are currently unaware of all the variables involved in producing high job satisfaction. Hypotheses offered to date include salary, opportunity for

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[1] Kenneth A. Simon and Marie G. Fullman, Projections of Educational Statistics to 1976-77 (1967 ed.; Washington, D.C.: Government Printing Office, 1968), p. 47.

[2] W. W. Charters, Jr., "Survival of the Teaching Profession: A Criterion for Selecting Teacher Trainees," Journal of Teacher Education (1956), pp. 253-255. Cited hereafter as "Survival."

advancement, intellectual stimulation, status, and environmental factors as relevant variables. Differences in focus abound as one examines various data sources. Examples of these differences in focus are clearly seen in studies made by Guba[3] and Ryans.[4] Each describes different characteristics of teachers that are very helpful in examining the parameters of this study. Guba describes the person choosing teaching as a career as one who does not become bored seeing students learn, who does not make a job decision on salary or status, and who is not attracted by dramatic opportunity for advancement. Ryans describes "good teachers" remaining in the profession as warm, reinforcing, service-oriented personalities who "almost make you desire to see them in boy scout uniforms, pinch them to see if they are real, or prepare an altar for them."[5] Perhaps Guba and Ryans were merely studying what was left in teaching and not what the profession could look like in profile if it could maintain the minds that first venture into the profession. However, each of these studies reflects a distinct limitation of examining and describing only those

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[3]E. G. Guba, P. W. Jackson, and C. E. Bidwell, "Occupational Choice and the Teaching Career," Educational Research Bulletin (1959), pp. 1-12, 27.

[4]D. G. Ryans, Characteristics of Teachers (Washington, D.C.: American Council of Education, 1960), pp. 42-54.

[5]Ibid. This quotation is a paraphrase by the author from Ryans' statement in his study.

professionals remaining in the profession. The main problem in much of this descriptive work is that the populations under study are those who stayed, while scant concern is given to an important group, those who leave.

Statement of the Problem

The present study examines those who intend to enter, not those who survive. An important aspect of this study is the identification of conditions beginning with the orientation of the novice into the profession through the interview process. The expectation is that through identification of variables which predictably change under specified conditions, a partial answer to the early attrition of trained professionals might be found, or at least beginning evidences of lack of job satisfaction can be identified.

It is quite reasonable to expect that some professional disenchantment begins with the recruiting process. More specifically, it appears reasonable to expect that the discrepancy between career expectation and the perceived realities of the initial position accepted will have some measurable effect on job-satisfaction expectancy. Schools of education tend to shelter trainees such that contact with real teaching situations is limited to "good to excellent" environments. Thus, pre-service teachers often approach their first position with little awareness of reality, and with idealistic expectations about their first career experience. During the student-

teaching or pre-service portion of the typical training program, the student is neither fully accepted as a member of the professional staff, nor viewed as a true member of the profession in the school to which assigned. Often, a teaching candidate's first contact with school "reality" comes during the job interview process.

Specifically, the present study seeks answers to the following questions: How much disillusionment occurs between the time that the potential teacher first fills out placement papers and subsequently signs a contract? How many compromises must the candidate make between the position envisioned and the position attained? Which results in lower job-satisfaction expectancies? In short, what effects do different interview experiences have on the expectancies held by potential teaching candidates?

This study attempts to answer the above questions, and to provide a basis for subsequent exploration. The amount of compromise, the change in job-satisfaction expectancy, and the elements of compromise related to this change will be measured during the interview process. Hence, the study proposes to look at the changes in job-satisfaction expectancy resulting from the interview process. Further, it will correlate the candidates' perceptions of the interview process with the direction of changes in expectation.

The present study examines, in general, the changes in job-satisfaction expectancy that occur within the cognitive

structure of the prospective teacher between the pre-interview ideal and the post-interview reality in the candidate's quest for a teaching position. Further comparison is made between the job satisfaction and the number of compromises to determine the effect on the candidate's perception of the profession.

Rationale for the Study

The theoretical basis for the study is provided through Heider's Balance Theory.[6] Heider, in the development of the theory, generates a basic rationale for explaining potential behavior change during the placement process. Heider was concerned with the way relations among persons involving some entity are cognitively experienced by the individual. The consistencies in which Heider was interested were to be found in the ways people view their relations with other people and with the environment. Heider's analysis was limited to two persons, labeled P and O, with P as the focus of the analysis and with O representing some other person, and to one entity, which could be a physical object, an idea, a person or an event labeled X. The object of Heider's investigation was to discover how relations between P, O, and X are organized in P's cognitive structure and whether recurrent and systematic tendencies exist in the way these relations are experienced.

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[6]Fritz Heider, The Psychology of Interpersonal Relations (New York: Wiley, 1956), pp. 83-87. Hereafter cited as Psychology.

Heider proposed that the person's (P's) cognitive structure representing relations between P, O, and X are either "balanced" or "unbalanced." In particular, he proposed, "In the case of three entities, a balanced state exists if all three relations are positive in all respects or if two are negative and one positive." Thus, a balanced state is obtained when (1) P likes O, P likes X, and O likes X; or when (2) P likes O, P dislikes X, and O dislikes X; or when (3) P dislikes O, P likes X, and O dislikes X; or (4) P dislikes O, P dislikes X and O likes X. It should be noted that within Heider's Balance Theory a relation may be either positive or negative, but degrees of positive or negative relations cannot be represented. The fundamental assumption of balance theory is that an unbalanced state produces tension and generates forces to restore balance.

Since the typical interview process places a candidate (P) and an interviewer (O) in a triadic situation with a teaching position (X), Heider's Balance Theory may offer a method through which changes in job-satisfaction expectancy and changes in job preference during the placement interview can be predicted. Hence, this interview process through which the candidate makes the first contact for professional employment can play an important role in the predispositions with which a novice teacher begins work.

It is also a tenable assumption that the interviewer also maintains a positive feeling toward the position which

he is trying to fill. Hence, the feeling generated between the candidate and the interviewer actually determines the state of balance or imbalance. If the feeling is positive, then the only expected change is a congruent attitude change. If, however, the candidate perceives the interviewer as negative, then a state of imbalance exists. This state of imbalance establishes a tendency toward adjustment on the part of the candidate to achieve balance. Two probable routes of change resulting from the situation will be of interest in this study. The candidate will alter his attitude either about the job or about the interviewer. If the interview experience has truly created some strong negative feelings, then a shift of attitudes toward the first teaching experience might be expected. If, however, the negative feelings toward the interviewer are weak, the candidate may alter his perception about the interviewer.

Despite the paucity of empirical evidence and derived mainly from the apparent fit of Heider's Balance Theory, the following hypotheses have been formulated:

Statement of Hypotheses

1. In the triadic relationship of teacher candidate, interviewer, and job satisfaction expectancy, teacher candidates who perceive unbalanced relationships will alter their job-satisfaction expectancies more than teacher candidates who perceive balanced relationships.

2. The greater the number of changes (compromises) from the perceived pre-interview ideal to the perceived post-interview reality, the lower will be the job-satisfaction expectancy.

3. There will be an inverse relationship between the candidate's perception of the interviewer and the number of changes (compromises) from the perceived pre-interview ideal to the perceived post-interview reality.

4. There will be a direct relationship between the rating of the interviewer and the job-satisfaction expectancy of the candidate during the interview process.

After the introduction will follow a review of parallel and related research. The next section will deal with the design of the study and give a detailed explanation of the procedure followed in the conduct of the inquiry. In the design section, a detailed description of the procedure will be presented to provide the reader with a frame of reference to understand the analysis. The analysis gained through the use of computer data research will be reported. Through one analysis of covariance and three correlations, the writer will test each hypothesis to formulate a basis for his conclusion. In the concluding section of the text, observations will be made which are based upon the analysis of data, and will confirm or refute the stated hypothesis.

C H A P T E R I I

REVIEW OF RESEARCH

Related Studies

Research relevant to ascertain if a change in direction of job-satisfaction expectancy of novice teachers occurs between the time they complete their teacher training and the time they accept their first teaching position does not seem to exist. Suggestive models are often hidden, however, in research studies that maintain a related focus.

Research results exist concerning teacher morale both in terms of when the teacher was in training and when the teacher is a practitioner. E.g., for a given school study conducted by Guba, et al., the more nearly teacher candidates approximate the typical teacher-personality pattern, the less likely they are to feel satisfied, effective, and confident in the ability of administrators, but the more likely is the administrator to regard them as satisfied, effective and confident.[7] What is missing from this research are studies aimed at the evaluation of teacher morale in terms of what they expect from the time they enter teacher training until they accept their first teaching position.

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[7]Egon G. Guba, Phillip W. Jackson, and Charles E. Bidwell, "Occupational Choice and the Teaching Career," Educational Research Bulletin (1959), pp. 1-27.

This present review of research will focus first on the inconsistency of the results of those morale studies that concentrated effort on the teacher as a trainee and those that concentrated effort on the teacher as a practitioner. This review will examine studies concerning the interview process and how teachers enter their profession using the interview as a vehicle.

Teacher Morale Studies

The importance of changes in teacher morale from training to teaching may well be viewed in terms of teacher mobility to and from the ranks of the practitioner. One is aware that many more persons are trained to teach than are currently teaching. Something must deter people trained to teach from entering the profession. Perhaps, the number of people leaving teaching affects the expectations of those in training or perhaps those leaving teaching are the realists.

Teacher Shortage

Based on a survey conducted by the National Education Association, twenty states reported shortages of "qualified" public school teachers.[8] Despite a record number of teacher education graduates in 1967 the total national estimated

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[8] Simon and Fullman, Projections of Educational Statistics to 1976-77, p. 65.

shortage during that year was 169,000 teachers. In 1968 this figure increased nationally to 218,000. The National Education Association estimates that in 1970 the shortage of qualified teachers will exceed 230,000. The National Education Association reported that its research division took the following numerical factors under study in reporting the shortage of "qualified" teachers: the number of teachers needed to take care of additional student enrollment; the number of education graduates required to replace teachers employed in the preceding year who had not completed at least a bachelor's degree; the number of candidates needed to reduce overcrowding in classrooms and to replace teachers expected to leave; and, finally, the number of new staff members needed to provide special instructional services. Out of every 100 teachers now teaching in the nation's public elementary and secondary schools, an estimated twenty-three will not be members of the teaching profession in one year.

Attrition of Professionals

Mason and Bain conducted a study of practitioners which concluded that the attrition of professional teachers with less than three years of experience was 10.9 percent during the 1957-58 school year. The above study also projected that 50 percent of those teachers in the classroom in 1956-57

would leave the profession temporarily or permanently within five years.[9]

In a study by Charters of 1000 University of Illinois graduates qualified to teach it was found that over a ten-year period 40 percent never took a first year teaching position and of those who did enter the profession 50 percent left the profession within two years.[10] This study suggested identifying characteristics of pre-service teachers relative to their career decisions, and also, identifying characteristics of career teachers who contributed most to the profession. Charters then suggested that these characteristics be compared. An assumption made from this suggestion might be that initial high job satisfaction expectancy may be one of those characteristics held by both pre-service and career teachers.

The above assumption must have been in Guba's mind when he designed a study involving pre-service seniors where he suggested that assessment of career expectation might well be made in terms of personal satisfaction or fulfillment, achievement potential, organizational efficiency, and similar factors.[11] This study indicated that those entering teaching

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[9]W. Mason and R. K. Bain, Teacher Turnover in the Public Schools: 1957-1958 (Washington, D.C.: U.S. Government Printing Office, 1958), pp. 36-49.

[10]Charters, "Survival," p. 260.

[11]Guba, Jackson and Bidwell, "Occupational Choice and the Teaching Career," p. 30.

as a career assume the same characteristics after three years as career members of the teaching profession have.

Career Saliency

Masih showed that individuals attach different degrees of importance to their career as a basic source of life satisfaction.[12] He found serious implications for education in general. For instance, many male secondary teachers and many female elementary teachers hold low esteem for their chosen careers; therefore, teaching as a basic source of life satisfaction is low. Those in pre-service training with low career expectation levels could be the group leaving the profession.

Teacher Characteristics

According to Getzels in Gage[13] the Teacher Characteristics Study directed by Ryans in 1960 is the single most extensive study of teachers to date. Two possible uses of the results of this study were suggested by Ryans: (1) as

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[12]Lalit K. Masih, "Career Saliency for Teachers and Other Occupational Groups," Personnel and Guidance Journal, XLVII (April, 1969), 79.

[13]J. W. Getzels, "Characteristics of Teachers," The Handbook of Research on Teaching: American Educational Research Association, edited by N. L. Gage (Chicago: Rand-McNally and Company, 1963), p. 678.

an aid to school systems in the selection and recruitment of personnel for employment, and (2) for selection of candidates for teacher training institutions. Ryans' study produced such an abundance of general characteristics, however, that it was all but impossible for school personnel administrators to realize any usable guidelines for teacher selection. Ryans stated that, in general, teachers remaining in the profession had warm, service-oriented, reinforcing personalities that were almost unreal.

Guba's study on identifying characteristics and occupational choice, referred to above, looked not only at in-service teachers, and he found some distinct differences in their general outlook, personal characteristics and career perspectives. Two possible explanations exist for these differences between the groups. First, many teachers with particular characteristics may leave the profession early, thus changing the experienced teacher population through mortality. Second, teachers may manifest a change in personal characteristics and career perspectives between the training phase of their careers and the actual implementation of their training.

One possible point where change may occur between training and the first teaching position is the initial job interview. Changes in job-satisfaction expectancy could result from false expectancies generated in training and partially altered during the interview for the first teaching position. Guba mentions the "rut" phenomenon which is a slow progressive

change that may alter the job satisfaction of the experienced teacher. However, it still remains reasonable to focus on the interview process as a possible source of change.

It is evident that both Guba and Ryans were looking at what was left in the profession not what might be visible if career orientation was effectively promoted so as to keep those trained to teach in teaching. Differences do exist in these two studies as one examines the characteristics of those in training and the profile of those teaching. Perhaps a valuable study would be one in which the characteristics of those who left the profession were measured and compared with those remaining in an attempt to identify causes of attrition.

Even casual perusal of the research literature reveals lack of any overall theoretical framework. It is almost impossible to identify a common theoretical basis for even these studies reported in this review. As a consequence, it is often difficult to relate studies to each other or to identify the theoretical need for new studies. In brief, no data have been found which indicate the effect of the interview process as it relates to job-satisfaction expectancy in the field of education.

Heider's Balance Theory

A theoretical construct which might serve as a basic rationale for this study is Heider's "Balance Theory."[14] Heider suggests a psychological tendency toward organizing cognitions

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[14]Heider, Psychology, p. 52.

about entities and about other persons who also have cognitions about these entities in ways that produce harmony. Heider's label for this method of organization of cognitive elements is "balance." One description of Heider's theory is given by Zajonc:

> The consistencies in which Heider was interested were those to be found in the ways people view their relations with other people and with an object. The analysis was limited to two persons, labeled P and O, with P as the focus of the analysis and with O representing some other person, and to one impersonal object labeled X. The purpose of Heider's inquiry was to discover how relations among P, O, and X are organized in P's cognitive structure, and whether there exist reappearing and system-like learnings in the way these relations are experienced.[15]

Heider's Balance Theory seems to be applicable to what happens between the training phase of the candidate's career and the introduction to the professional practice of teaching. At this point no reward system is apparent and the candidate finds himself in direct confrontation with a representative from his chosen profession, the school administrator. The initial job interview free of the reward systems of training, i.e., grades and the reward systems of the world of work, i.e., salary, tenures, etc., allows the candidate to express his interpersonal feelings. The pre-service teacher has a preconceived ideal of his first position which may easily be changed during the first interview. The interview becomes a vehicle for the application of Heider's Balance Theory.

In an interview situation it can be assumed that the candidate (P) and the interviewer (O) are positively disposed

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[15]Robert B. Zajonc, "The Concepts of Balance, Congruity and Dissonance," Public Opinion Quarterly (1960), pp. 280-296.

toward the job (X). If the feeling of the candidate (P) is positive toward the interviewer (O), then "balance" is said to exist. If, however, the candidate (P) is negatively disposed toward the interviewer (O) a state of "imbalance" is said to exist. Heider's theory maintains that the person in an imbalance seeks to achieve balance. If the candidate (P) feels strongly about the job (X) then he will alter his feeling towards the interviewer to positive if those feelings are only slightly negative. If the candidate's (P's) feelings are strongly negative toward the interviewer (O), the candidate will alter his feelings about the job (X) in order to attain balance.

In a study of professional teachers in the field, Benson and Dunn found that working conditions were the major variable related to longevity in the career. From this study it can be implied that teachers tend to remain in the professional ranks when working conditions tend to be satisfactory.[16]

Application of Balance Theory

Psychologists for decades have accepted the principle that individual adjustment is optimized by the achievement of a "good fit" or balance between the individual and his

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[16]Charles S. Benson and Lester A. Dunn, "Employment Practices and Working Conditions," American Educational Research Association Journal, XXXVII (June, 1963), 272.

environment. The theories built by Lewin[17] and Heider[18] are representative models applying the principles of "balance" with regard to personality and behavior. A study by Betz[19] is an application of "balance" to the prediction of job-satisfaction of sales workers. Specifically, it represents testing a proposition of work adjustment by Dawis, England, and Lofquist which states that:

> Satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual's needs, provided the individual's abilities correspond with the ability requirements of the work environment.[20]

A major limitation of the need-reinforcer study by Betz in terms of applicability is the lack of any means of satisfactorily predicting job-satisfaction expectancy in advance of placement. The focus of the present study regarding job-satisfaction expectancy, however, will attempt to predict the degree of job-satisfaction expectancy in advance of placement and look at the effect the interview process has on this expectancy.

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[17]Kurt Lewin, Field Theory in Social Science (New York: Harper & Row, 1951).

[18]Heider, Psychology, pp. 96-107.

[19]Ellen L. Betz, "Need-Reinforcer Correspondence As a Predictor of Job Satisfaction," Personnel and Guidance Journal, LCVII (May, 1969), 878-883.

[20]R. V. Dawis, G. W. England and L. H. Lofquist, "A Theory of Work Adjustment," Minnesota Studies in Vocational Rehabilitation, XV (1964), 89.

C H A P T E R I I I

PROCEDURE AND DESIGN

Selection of Sample

Twenty-five school districts were randomly selected from a group of 346 school districts that recruited teacher education candidates for teaching positions. These candidates were students of the School of Education at the University of Massachusetts and took their initial job interviews in the facilities of the University of Massachusetts Placement Office. These twenty-five school districts were representative of the entire Continental United States with a heavy concentration of school districts in the Northeast. All of the interviewers and all of the candidates who had scheduled interviews with them were subjects in this study. One hundred sixty-two students took a total of approximately 273 interviews during the approximate two week period, March 10, 1969 to March 26, 1969, devoted to the collection of the data for this study.

Design

The data were collected on a pretest-posttest rating scale design. The instruments used were administered to the candidates and the interviewers by a counselor hired and trained especially for this task. This counselor also coded and scored the responses on the instruments for data processing.

The placement process at the University has been made routine and candidates know two weeks prior to the interview date the school districts coming on campus to interview. Varied printed materials about these districts are made available to candidates. These candidates are free to schedule themselves into time available on the school districts schedule. Schedules are set up on a twenty or thirty minute basis on earlier request of the school district. Eighty-eight percent or twenty-two school districts selected twenty minute interview periods while three districts selected thirty minute interview periods. Interviews were held daily over the data collection period from 9 A.M. until 5 P.M. and no bunching of interviews in any time block was observed. Each interview was conducted in a private, sound proof office 4 x 5 feet in size. These interview offices are equipped with a desk and two or three chairs. Lighting is adequate for clerical duties and the decor is that of freshly painted, light tan walls; white, acoustical tile ceiling with recessed incandescent lighting; and a light grey, tiled floor. In general, it can be assumed that the atmosphere was pleasant and conducive to conditions favoring an ideal interview environment.

Definitions of Terms

In the design of this study, two constructs more specifically related to placement service and industrial psychology have been defined as basic variables. In order to

clarify these constructs, the following definitions are necessary:

1. Compromise is defined as that variable related to teacher morale and attitude which differs from pre-stated job preference to post-stated job preference on the job preference scale.
2. Job-Satisfaction Expectancy is the candidate's rating of the job in stated terms of salary, security, perception of administrators, perception of colleagues, general working conditions, and the job. This scale attempts to see if the candidate's anticipated perception of the above-cited elements is to be satisfactory.

Description of Instruments

Basically, these four instruments were used in this study. These instruments are included in the appendix and are described below.

1. The Biographical Data-Job Preference Scale (BDJP) was used in a pretest given prior to each interview and as a posttest given by survey four months after all of the scheduled interviews. This scale measured the preferred and real characteristics of the teaching positions considered by each candidate. The items were assigned to the scale on the basis of concerns expressed by students in the past

experience of the placement office.

2. The Job-Expectancy Rating Scale[21] (JER) is a modification of a job-satisfaction scale used with mental patients. This modification was made for this study to measure job-satisfaction expectancy rather than actual job-satisfaction after experience. This new index required alteration in the tense of the verbs in the original index. The index was used to measure the candidate's perceived anticipated satisfaction of teaching. This scale was administered before and after each interview.
3. The Rating of the Candidate Scale (ROC) is a modification of a semantic differential technique of measurement. This scale rated how well the interviewer perceived the candidate as a measure of determining the interviewer's attempt to recruit the candidate.
4. The Rating of the Interviewer Scale (ROI) is again a modification of a semantic differential technique of measurement. This scale rated how well the candidate perceived the interviewer as a measure of determining the candidate's attempt to indicate his disposition toward teaching.

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[21]Modification by permission of Eugene R. Oetting, Rocky Mountain Behavioral Science Institute for research purposes. This acknowledgement should not be construed as indicating responsibility for any of the attendant discussion.

Both instruments three and four above were administered as a posttest only after each interview.

Prior to each candidate's interview the candidate was asked to fill out two forms: (1) a job expectancy rating to be referred to hereafter as JER-1 scale, and, (2) a biographical data sheet and a job preference scale, to be referred to hereafter as BDJP-1.

Immediately after each interview the candidate and the interviewer concurrently completed the interview scales in different areas of the interview area. The interviewer completed a Rating of the Candidate, to be referred to hereafter as the ROC and the candidate completed a Rating of the Interviewer to be referred to hereafter as ROI. Attached to the candidate's ROI was a second JER-2 which was completed by the candidate along with the ROI. Four months later, a second BDJP with a cover letter was mailed to each candidate with a stamped, self-addressed envelope to be completed and returned to the placement office. Table 1 will explain the time-sequence-order for the administration of the instruments described above.

TABLE 1

INSTRUMENT ADMINISTRATION SEQUENCE

	Prior to Interview	Interview	Close of Interview	Four Months Later
CANDIDATE	1. JER-1 2. BDJP-1	XXXXX XXXXX	1. JER-2 2. ROI	1. BDJP-2
INTERVIEWER		XXXXX	1. ROC	

Upon completion of all instruments the data were coded and key punched for data processing, and this was done at the University of Massachusetts Computer Center with the exception of one inversion program to reverse items on the ROI scale. This inversion program was written and run under the direction of the University of Massachusetts Guidance and Counseling Center. Besides key punch service the University of Massachusetts Computer Center permitted the use of the various pieces of data processing equipment necessary to order the data for utilization in analysis.

The analysis consisted of first, a hand matching of candidates into balanced and unbalanced groups on the JER and ROI scales. This matching was made to determine the dichotomy of balanced from unbalanced for further analysis. An analysis of covariance was made to see if job satisfaction expectancy changed more in the unbalanced group than in the balanced group. The analysis of covariance was used to test hypothesis number one. Correlations were made to test the remaining three hypotheses. Finally a frequency count and percentage comparison were made on the pretest and posttest of the BDJP scale to find the number of preferences desired and the number of compromises made by the sample used in the analysis as a result of the interview process.

Reliability and Validity of Instruments

A reliability study of a pretest-posttest nature was

done on the BDJP, JER, and the ROI and the items of both the JER and the ROI were tested for discrimination power using a chi-square test. In the reliability study the forms were administered twice to fifteen education students with a time lapse of eight days between administrations. The following evidences of reliability and validity were found.

Analysis of JER

On the JER scale test-retest reliability shown by a Pearson-correlation of r = .9518 for n = 15 was found.

An item discrimination test on the JER was done through chi-square tests on item to total score. These chi-squares demonstrated adequate discrimination on all ten items of the JER as is shown in Table 2.

TABLE 2

ITEM DISCRIMINATION ON THE JER USING CHI-SQUARE OF ITEM SCORE TO ABOVE AND BELOW THE MEAN TOTAL SCORE

Item Number	Chi-Square
1	2.952[a]
2	6.638[c]
3	5.644[b]
4	4.726[b]
5	4.726[b]
6	2.952[a]
7	2.952[a]
8	4.726[b]
9	4.726[b]
10	4.726[b]

Significance level: [a] $p < .10$
[b] $p < .05$
[c] $p < .01$

Analysis of the ROI

On the ROI scale test-retest reliability shown by a Pearson-correlation of r = .8959 for n = 15 indicating that total score is acceptably reliable.

Each part of the scale was examined and reliability coefficients on test-retest with n = 15 are shown for the parts in Table 3.

TABLE 3

RELIABILITY COEFFICIENTS OF THE ROI ON A TEST-RETEST BASIS WITH n = 15

Part Number	Coefficient[a]
I-"The Interviewer Appeared"	r = .8795
II-"The Interviewer Was"	r = .8415
III-"The Job Seemed"	r = .7825
IV-"During the Interview"	r = .9078
V-"The Interviewer made me feel"	r = .9605

[a]All coefficients are significant at $p < .10$ or better.

Item discrimination on the ROI was also examined using the chi-square technique for n = 15. Discrimination power of the items are shown in Table 4.

TABLE 4

ITEM DISCRIMINATION ON THE ROI USING CHI-SQUARE OF ITEM SCORE TO ABOVE AND BELOW THE MEAN TOTAL SCORE

Item Number	Chi-Square
1	8.870[c]
2	7.554[c]
3	8.870[c]
4	12.572[d]
5	7.554[c]
6	8.870[c]
7	7.250[c]
8	.152NS
9	10.752[c]
10	13.612[d]
11	5.932[b]
12	1.334NS
13	10.638[c]
14	3.170[a]
15	10.754[c]
16	7.250[c]
17	8.870[c]
18	4.474[b]
19	7.252[c]
20	8.870[c]
21	10.754[c]
22	8.870[c]
23	6.834[c]
24	5.762[b]
25	8.870[c]

[a] $p < .10$

[b] $p < .05$

[c] $p < .01$

[d] $p < .001$

NS Not Significant

Analysis of the BDJP

The number of changes made on the retest of the BDJP were tabulated by item. Generally speaking, the reliability is questionable. Tabulations are shown in Table 5 for the test-retest comparison with an n = 15.

Of the nine items with concern to reliability, only one item received less than 20 percent change, and four items changed in 33 percent or more of the cases. Since, however, some notion of the teaching candidate's preference and description of the teaching job is necessary for only a small part of the data analysis the instrument will be used. It should be pointed out, however, that the lack of reliability evidence in the BDJP may be indicative of the candidate's lack of familiarity with the teaching world.

TABLE 5

DESCRIPTION OF ITEMS AND CHANGES ON THE TEST-RETEST VALIDATION OF THE BIOGRAPHICAL DATA JOB PREFERENCE SCALE

Item	Changes
1. Geographic Location	3 changes (primarily by failure to follow instructions, i.e., more than one location was indicated either during the test or retest).
2. Grade level	1 change
3. Subject matter or discipline	3 changes
4. Size of school Rooms	10 changes, 67% of the persons changed their responses, magnitude of changes ranged from 4 to 20 rooms, with an average of 9 rooms.
Number of Pupils	6 changes, 40% of the persons changed their responses. Magnitude of change ranged from 100 to 500.
Number of pupils per class	5 changes, 33% of the persons changed their responses. Magnitude of change ranged from 5 to 10 pupils.
Number of Faculty	8 changes, 53% of the persons changed their responses. One individual intending to teach at the college level, changed his answer from 100 to 233 persons, otherwise the magnitude of change ranged from 5 to 20. Changes of 1 or 2 faculty members were not tabulated.

TABLE 5--Continued

Item	Changes
5. Socioeconomic Profile	3 changes, 20% of the persons changed their response. This does not include one person who initially identified 2 areas then later checked only one of the same areas.
6. Expected Salary	3 changes were tabulated, $500, $1000 and one person who gave no figure the first time and later provided a figure.

C H A P T E R I V

ANALYSIS OF DATA

Overview

This chapter deals with the analysis of the data collected on the four previously described instruments and focuses upon the testing of four specific hypotheses stated in Chapter I.

Initially, the raw data were collected from coded questionnaires and stored on separate IBM cards in decks coordinated with the questionnaires.

To process the above data for analysis it was necessary to sort the raw data into four separate groups suggested by Heider's Balance Theory. Two of these four groups were balanced; that is, possessed either an even number of negative perceptions or all positive perceptions. The remaining two decks were unbalanced, or possessed an odd number of negative perceptions. Each of these four decks were carefully established to ascertain that only matched triangles were present. During the process only six sets of data were discarded because one of the necessary scales was not completed.

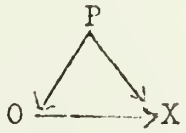
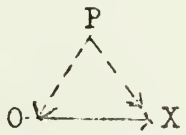
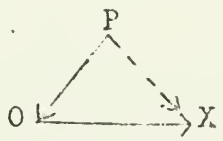
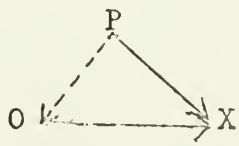
Description of Group Arrangements

In order to create the four decks the candidates had to be dichotomized on each of three pretest instruments;

namely, the rating of the interview (ROI), and the pretest on the job satisfaction expectancy scale. Since in the American culture there usually exists a bias toward positive interpersonal ratings, only the first of three categories of the scale item were considered positive. The neutral category as well as the three negative categories were considered negative.

TABLE 6

EXAMPLES OF BALANCED AND UNBALANCED STATES SUGGESTED BY HEIDER'S DEFINITION OF BALANCE

Balanced States	Unbalanced States
 	 

_____ represent positive P - Candidate

------ represent negative O - Interviewer

X - Job

The attitude of O, the interviewer, is always assumed to be positive during this study. This is a tenable assumption since the typical interviewer generally serves as a public

relations representative for his respective school district. Hence, the feeling generated between the candidate and the interviewer actually determines the state of balance or imbalance.

Using the combinations of the three dichotomous scales four groups were established under the triangular groupings implied in Heider's Balance Theory.

Characteristics of Groups

Information in the tables below will show the characteristics of each of these four groups as arranged on four separate scales per group. Data described in each of the following tables were the modified output of the BMD01D, Simple Data Description Program, of the Health Sciences Computing Center Facility, U.C.L.A. whose program was selected for this analysis in the present study.

Each of the next sixteen tables will depict in detail the average response of each of the groups that comprised the sample for analysis as tabulated from the separate scales. Each table will provide an insight to the group feeling and response to the items on the questionnaires. With the overview provided by these individual tables a framework, hopefully, will be provided for a more explicit understanding of each separate analysis made to test each separate hypothesis later in this chapter.

The data descriptions listing the variables and

including the mean, standard deviation, standard error of the mean, sample size, and the range, including the maximum and minimum are given in each table below.

A summary of the highlights of each group's response will be made to enhance the meaning of each table regarding salient findings.

Job Preferences Shown on BDJP

Frequency counts of specific job preferences of the subjects of the study are reported in Tables 23-27 on a pretest-posttest basis. As can be noted, compromises made in accepting teaching positions seemed greatest in grade level and in geographic location of position. The number of compromises in terms of expected class size, salary and socioeconomic area are surprisingly low.

Test of Hypothesis #1

In the triadic relationship of teacher candidate, interviewer, and job-satisfaction expectancy, teacher candidates who perceive unbalanced relationships will alter their job-satisfaction expectancies more than teacher candidates who perceive balanced relationships.

To test hypothesis #1 an analysis of covariance was made using the BMD04V Program of the Health Sciences Computing Facility of U.C.L.A. The dependent variable is the JER

TABLE 7

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE INTERVIEWER SCALE (n = 144)

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Interviewer Appeared	Pleasant-Disagreeable	1.4981	0.9236	0.0770	5.0000	1.0000	4.0000
	Warm-Cold	1.8126	1.1942	0.0995	6.0000	0.0000	6.0000
	Honest-Insincere	1.3681	0.6870	0.0573	5.0000	1.0000	4.0000
	Natural-False	1.5139	0.6583	0.0549	4.0000	1.0000	3.0000
	Capable-Incompetent	1.3958	0.6170	0.0514	3.0000	0.0000	3.0000
	Subtotal	7.5833	3.1545	0.2629	17.0000	4.0000	13.0000
Interviewer Was	Pleasant-Uneasy	1.5486	0.9883	0.0824	7.0000	1.0000	6.0000
	Relaxed-Tense	1.7222	1.0541	0.0878	6.0000	1.0000	6.0000
	Short-Long	3.9375	1.9938	0.1661	7.0000	0.0000	7.0000
	Interesting-Boring	1.9583	1.3002	0.1084	7.0000	0.0000	7.0000
	Informative-Repetitive	1.5069	0.9312	0.0776	6.0000	0.0000	6.0000
	Subtotal	10.6736	3.5238	0.2937	21.0000	4.0000	17.0000

In the group having positive attitudes toward the interviewer and positive high job satisfaction expectancy the average candidate in this group appeared to feel that the interviewer was a positive figure because he rated positive in the first five items. Somewhat toward the average was the interview although it was viewed positive as well as was the portrayal of the job. Interesting though, the average candidate felt that the interviewer made him/her feel dishonest. This appeared as the only negative rating and could be a product of his negative job expectancy rating.

TABLE 7--Continued

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Job Discussed Seemed	Ideal-Undesirable	2.5486	1.1934	0.0994	7.0000	0.0000	7.0000
	Easy-Difficult	3.9097	1.3787	0.1149	7.0000	0.0000	7.0000
	Interesting-Boring	1.7708	1.0559	0.0880	7.0000	0.0000	7.0000
	Challenging-Routine	1.7292	1.0853	0.0904	7.0000	0.0000	7.0000
	Receptive-Foreboding	2.1111	1.2578	0.1048	6.0000	0.0000	6.0000
	Subtotal	12.0694	3.9181	0.3265	29.0000	0.0000	29.0000
My Reactions	Strong-Weak	2.4028	1.3655	0.1138	7.0000	0.0000	7.0000
	Confident-Confused	2.4375	1.4178	0.1181	7.0000	0.0000	7.0000
	Attentive-Indifferent	1.4514	0.8093	0.0674	5.0000	0.0000	5.0000
	Able-Incompetent	2.0417	1.1760	0.0980	6.0000	0.0000	6.0000
	Sharp-Foolish	2.6111	1.2853	0.1071	7.0000	0.0000	7.0000
	Subtotal	10.9444	4.5677	0.3806	26.0000	0.0000	26.0000
My Feelings	Fine-Lousy	2.0624	1.3672	0.1139	7.0000	0.0000	7.0000
	Relaxed-Tense	1.8750	1.2565	0.1047	7.0000	0.0000	7.0000
	Happy-Sad	2.3958	1.4300	0.1192	7.0000	0.0000	7.0000
	Optimistic-Depressed	2.5972	1.5160	0.1263	7.0000	0.0000	7.0000
	Sincere-Dishonest	6.3403	0.9324	0.0777	7.0000	0.0000	7.0000
	Subtotal	15.2778	4.5687	0.3807	30.0000	0.0000	30.0000
	Total	56.5486	14.9193	1.2433	104.0000	30.0000	74.0000

TABLE 8

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE CANDIDATE SCALE
(n = 124)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Intelligence: Sufficient-Insufficient	2.5887	1.0670	0.0958	5.0000	1.0000	4.0000
Social Skills: Adequate-Inadequate	2.6134	1.1797	0.1081	6.0000	1.0000	5.0000
Punctuality: Sufficient-Insufficient	1.9000	0.9907	0.0904	5.0000	1.0000	6.0000
Conformity: Sufficient-Insufficient	2.2583	1.0729	0.0979	5.0000	1.0000	4.0000
Independence: Sufficient-Insufficient	2.4957	1.0627	0.0991	5.0000	1.0000	4.0000
Stability: Adequate-Inadequate	2.6174	1.1742	0.1095	5.0000	1.0000	4.0000
Mental Skills: Adequate-Inadequate	2.6410	1.0944	0.1012	5.0000	1.0000	4.0000
Physical Skills: Adequate-Inadequate	2.5088	1.0496	0.0983	5.0000	1.0000	4.0000
Summary Rating: Appropriate-Inappropriate	2.4426	1.0127	0.0917	5.0000	1.0000	4.0000
Subtotal	21.0887	8.3394	0.7489	45.0000	3.0000	42.0000

In the group having positive attitudes toward the interviewer and positive high job satisfaction expectancy the range of ratings were definitely positive. It appears that the interviewer was well satisfied with the candidate and would have wanted to hire him/her. Hence, he probably actively recruited the average candidate of this group. It was interesting to note that even with the strong positive ratings the interviewer indicated less than average knowledge of the candidates in this group. It may be possible to deduct that attrition from the profession may in part be caused by this factor.

TABLE 8--Continued

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Satisfaction with Salary: High-Low	2.3033	1.0114	0.0916	5.0000	1.0000	4.0000
Satisfaction with Security: High-Low	2.3415	1.0068	0.0908	6.0000	1.0000	5.0000
Satisfaction with Interviewer: High-Low	2.6148	1.1459	0.1037	6.0000	1.0000	5.0000
Satisfaction with District: High-Low	2.5263	0.9520	0.0892	5.0000	1.0000	4.0000
Satisfaction with Conditions: High-Low	2.5478	1.0366	0.0967	7.0000	1.0000	6.0000
Satisfaction with Proposed Job: High-Low	2.4741	1.0083	0.0936	6.0000	1.0000	5.0000
Subtotal	14.0726	5.1988	0.4669	30.0000	3.0000	27.0000
Total	43.7881	60.8308	5.5999	540.0000	14.0000	526.0000
Knowledge of Candidate: High-Low	4.0171	1.7955	0.1660	7.0000	1.0000	6.0000
Offered Position: Accept-Decline	2.4298	1.2689	0.1188	7.0000	1.0000	6.0000

TABLE 9

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE PRETEST OF THE JOB EXPECTANCY RATING SCALE
(n = 144)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	1.7292	1.5109	0.1259	7.0000	0.0000	7.0000
Security: Good-Bad	1.9583	1.1397	0.0950	7.0000	0.0000	7.0000
Administrator: Easy-Tough	2.7014	1.5332	0.1278	7.0000	0.0000	7.0000
Teachers: Easy-Tough	2.3611	1.3823	0.1152	6.0000	0.0000	6.0000
Conditions: Pleasant-Unpleasant	1.8819	1.0276	0.0856	6.0000	0.0000	6.0000
Job: Pleasant-Unpleasant	1.7431	0.9507	0.0709	5.0000	1.0000	4.0000
Interesting-Boring	1.4653	0.6785	0.0565	4.0000	1.0000	3.0000
Rewarding-Unrewarding	1.5694	0.7633	0.0636	5.0000	1.0000	4.0000
Nice-Awful	1.7431	0.8425	0.0702	4.0000	0.0000	4.0000
Good-Bad	1.6528	0.7784	0.0649	4.0000	1.0000	3.0000
Total	18.8056	6.3016	0.5251	33.0000	9.0000	24.0000
Offered: Accept-Decline	2.3681	1.3779	0.1148	7.0000	0.0000	7.0000

In the group having positive attitudes toward the interviewer and positive high job-satisfaction expectancy the candidate has rated the teaching job as somewhat satisfactory. These extreme ratings in the light of the positiveness of the other groups was that he is more than enthusiastic about the job. This notion, however, is questionable where the group's average response to the question of acceptance of the job if offered was nearly neutral.

TABLE 10

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE POSTTEST OF THE JOB EXPECTANCY RATING SCALE
(n = 144)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	1.7569	1.5921	0.1327	8.0000	1.0000	7.0000
Security: Good-Bad	1.7847	1.3231	0.1103	8.0000	1.0000	7.0000
Administrator: Easy-Tough	1.8750	1.2700	0.1061	7.0000	0.0000	7.0000
Teachers: Easy-Tough	5.8403	1.2497	0.1041	8.0000	2.0000	6.0000
Conditions: Pleasant-Unpleasant	1.6458	0.9043	0.0754	5.0000	0.0000	5.0000
Job: Pleasant-Unpleasant	6.0625	1.4004	0.1167	9.0000	0.0000	9.0000
Interesting-Boring	1.4375	0.8169	0.0681	7.0000	0.0000	7.0000
Rewarding-Unrewarding	1.4792	0.8191	0.0683	4.0000	0.0000	4.0000
Nice-Awful	1.7222	0.8231	0.0686	4.0000	0.0000	4.0000
Good-Bad	1.5903	0.7038	0.0586	4.0000	0.0000	4.0000
Total	25.1944	3.4343	0.2862	33.0000	17.0000	16.0000
Offered: Accept-Decline	1.9653	1.4648	0.1221	9.0000	0.0000	9.0000

In the group having positive attitudes toward the interviewer and high positive job satisfaction expectancy virtually no difference can be consistently identified in these means, except maybe they are more toward the neutral. It was interesting to note that the candidate's perceptions of other teachers and the job were negative. It is tenable to believe that this impression was created during the interview and the interview technique may have been at fault.

TABLE 11

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE INTERVIEWER SCALE
(n = 8)

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Interviewer Appeared	Pleasant-Disagreeable	1.6250	0.7440	0.2631	3.0000	1.0000	2.0000
	Warm-Cold	1.8750	1.1260	0.3981	4.0000	1.0000	3.0000
	Honest-Insincere	1.6250	0.7440	0.2631	3.0000	1.0000	2.0000
	Natural-False	1.8750	1.1260	0.3981	4.0000	1.0000	3.0000
	Capable-Incompetent	1.5000	0.7559	0.2673	3.0000	1.0000	2.0000
	Subtotal	8.5000	4.1057	1.4516	17.0000	5.0000	12.0000
Interview was	Pleasant-Uneasy	1.5000	0.7559	0.2673	3.0000	1.0000	2.0000
	Relaxed-Tense	1.8750	1.1260	0.3981	4.0000	1.0000	3.0000
	Short-Long	3.7500	2.2520	0.7962	7.0000	1.0000	6.0000
	Interesting-Boring	2.3750	1.5059	0.5324	5.0000	1.0000	4.0000
	Informative-Repetitive	2.2500	1.2817	0.4512	4.0000	1.0000	3.0000
	Subtotal	11.1500	3.8452	1.3595	17.0000	5.0000	12.0000

In the group having positive attitudes toward the interviewer and negative low job satisfaction expectancy the average candidate seemed to feel that the interviewer appeared to be a definitely positive figure because of the small range in the rating. The average candidate felt positive about the interview and apparently felt little discomfort. The job seemed fairly attractive to the average candidate as indicated by the positive ratings in this category. The interview was a relaxed experience but the average candidate was made to feel dishonest. Perhaps the interview elicited a certain amount of role play and the candidate filled the role and as a result was made to feel dishonest, a yet unexplained finding.

TABLE 11--Continued

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Job Discussed Seemed	Ideal-Undesirable	3.0000	1.0690	0.3780	4.0000	1.0000	3.0000
	Easy-Difficult	3.7500	0.7071	0.2500	5.0000	3.0000	2.0000
	Interesting-Boring	2.1250	1.3562	0.4795	4.0000	1.0000	3.0000
	Challenging-Routine	2.2500	1.2817	0.4532	4.0000	1.0000	3.0000
	Receptive-Foreboding	3.0000	1.3093	0.4624	5.0000	1.0000	4.0000
	Subtotal	14.1250	4.6117	1.6305	20.0000	8.0000	12.0000
My Reactions	Strong-Weak	2,8750	1.4577	0.5154	5.0000	1.0000	4.0000
	Confident-Confused	3.2500	1.2817	0.4532	5.0000	1.0000	4.0000
	Attentive-Indifferent	1.8750	0.8345	0.2950	3.0000	1.0000	2.0000
	Able-Incompetent	2.5000	1.1952	0.4226	4.0000	1.0000	3.0000
	Sharp-Foolish	2.8750	1.2464	0.4407	5.0000	1.0000	4.0000
	Subtotal	13.3750	5.1530	1.8219	20.0000	5.0000	15.0000
My Feelings	Fine-Lousy	2.7500	1.3887	0.4910	5.0000	1.0000	4.0000
	Relaxed-Tense	2.3750	1.5059	0.5324	5.0000	1.0000	4.0000
	Happy-Sad	3.0000	1.5119	0.5345	5.0000	1.0000	4.0000
	Optimistic-Depressed	3.1250	1.6421	0.5806	5.0000	1.0000	4.0000
	Sincere-Dishonest	5.5000	1.4142	0.5000	7.0000	4.0000	3.0000
	Subtotal	16.7500	4.0620	1.4361	22.0000	11.0000	11.0000
	Total	64.5000	19.3465	6.8400	93.0000	40.0000	53.0000

TABLE 12

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE CANDIDATE SCALE
(n = 7)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Intelligence: Sufficient-Insufficient	2.8571	0.8997	0.3401	4.0000	2.0000	2.0000
Social Skills: Adequate-Inadequate	3.0000	1.1547	0.4364	4.0000	1.0000	3.0000
Punctuality: Sufficient-Insufficient	2.4286	0.7968	0.2974	3.0000	1.0000	2.0000
Conformity: Sufficient-Insufficient	2.5714	0.9759	0.3689	4.0000	1.0000	3.0000
Independence: Sufficient-Insufficient	2.8571	1.2150	0.4592	4.0000	1.0000	3.0000
Stability: Adequate-Inadequate	3.2857	1.2536	0.4738	5.0000	1.0000	4.0000
Mental Skills: Adequate-Inadequate	3.2857	1.3801	0.5218	5.0000	1.0000	4.0000
Physical Skills: Adequate-Inadequate	3.1429	1.2150	0.4592	5.0000	1.0000	4.0000
Summary Rating: Appropriate-Inappropriate	3.1429	1.2150	0.4592	4.0000	1.0000	3.0000
Subtotal	26.5714	9.0343	3.4147	35.0000	10.0000	25.0000

In the group having positive attitudes toward the interviewer and negative low job-satisfaction expectancy the average candidate was rated in general in a positive way by the average interviewer. The interviewer probably would hire the average candidate in this group. The average interviewer was perhaps neutral about the knowledge of each candidate. This description raises some questions about the nature of the employed staff in the districts of these interviewers.

TABLE 12--Continued

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Satisfaction with Salary: High-Low	2.0000	0.8944	0.3651	3.0000	1.0000	2.0000
Satisfaction with Security: High-Low	2.5000	1.5166	0.6191	5.0000	1.0000	4.0000
Satisfaction with Interviewer: High-Low	3.1429	1.4639	0.5531	5.0000	1.0000	4.0000
Satisfaction with District: High-Low	2.7143	1.3801	0.5216	4.0000	1.0000	3.0000
Satisfaction with Conditions: High-Low	2.2857	1.1127	0.4206	4.0000	1.0000	3.0000
Satisfaction with Proposed Job: High-Low	2.1667	1.1690	0.4773	4.0000	1.0000	3.0000
Subtotal	13.8571	6.8661	2.5951	24.0000	4.0000	20.0000
Total	36.5714	18.4920	6.9893	59.0000	6.0000	53.0000
Knowledge of Candidate: High-Low	4.7143	1.7995	0.6801	7.0000	2.0000	5.0000
Offered Position: Accept-Decline	1.8000	0.8367	0.3742	3.0000	1.0000	2.0000

TABLE 13

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE PRETEST OF THE JOB EXPECTANCY RATING SCALE
(n = 8)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	4.1250	1.6421	0.5806	7.0000	1.0000	6.0000
Security: Good-Bad	4.5000	1.1952	0.4226	7.0000	3.0000	4.0000
Administrator: Easy-Tough	4.7500	1.0351	0.3660	6.0000	3.0000	3.0000
Teachers: Easy-Tough	4.3750	1.3025	0.4605	7.0000	3.0000	4.0000
Conditions: Pleasant-Unpleasant	4.5000	0.9258	0.3273	6.0000	3.0000	3.0000
Job: Pleasant-Unpleasant	4.6250	1.3025	0.4605	7.0000	3.0000	4.0000
Interesting-Boring	3.1250	1.4577	0.5154	5.0000	1.0000	4.0000
Rewarding-Unrewarding	3.5750	1.5980	0.5650	6.0000	1.0000	5.0000
Nice-Awful	3.6250	1.4079	0.4978	5.0000	1.0000	4.0000
Good-Bad	3.2500	1.3887	0.4910	6.0000	1.0000	5.0000
Total	40.2500	5.9221	2.0938	51.0000	36.0000	15.0000
Offered: Accept-Decline	3.0000	2.3905	0.8452	7.0000	0.0000	7.0000

In the group having positive attitudes toward the interviewer and negative low job satisfaction expectancy the candidates have rated the job as satisfactory as indicated by a somewhat neutral indication that the average candidate would accept the position if offered. It was interesting to note that with somewhat neutral ratings on the scale the candidates were slightly more positive in their indication that they would accept the job if offered.

TABLE 14

DESCRIPTION OF THE GROUP HAVING POSITIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE POSTTEST OF THE JOB EXPECTANCY RATING SCALE
(n = 8)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to- Less than	2.1250	1.7269	0.6105	6.0000	1.0000	5.0000
Security: Good-Bad	1.8750	0.8345	0.2950	3.0000	1.0000	2.0000
Administrator: Easy-Tough	2.0000	0.7559	0.2673	3.0000	1.0000	2.0000
Teachers: Easy-Tough	5.8750	0.9910	0.3504	7.0000	4.0000	3.0000
Conditions: Pleasant-Unpleasant	1.7500	0.7071	0.2500	3.0000	1.0000	2.0000
Job: Pleasant-Unpleasant	5.5000	0.9258	0.3273	7.0000	4.0000	3.0000
Interesting-Boring	1.8750	0.8345	0.2950	3.0000	1.0000	2.0000
Rewarding-Unrewarding	1.8750	0.8345	0.2950	3.0000	1.0000	2.0000
Nice-Awful	2.1250	0.9910	0.3504	4.0000	1.0000	3.0000
Good-Bad	1.8750	0.8345	0.2950	3.0000	1.0000	2.0000
Total	26.8750	3.8707	1.3685	33.0000	21.0000	12.0000
Offered: Accept-Decline	2.0000	1.1952	0.4226	4.0000	1.0000	3.0000

In the group having positive attitudes toward the interviewer and negative low job satisfaction expectancy extreme differences cannot be detected in these means. It is evident that these candidates are negatively disposed toward the job of teaching. Again, however, the interviewer apparently has created some feelings about the other teachers in the districts and about the jobs offered in general.

TABLE 15

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE INTERVIEWER SCALE
(n = 9)

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Interviewer Appeared	Pleasant-Disagreeable	1.4444	0.7265	0.2422	3.0000	1.0000	2.0000
	Warm-Cold	1.6667	1.3229	0.4410	5.0000	1.0000	4.0000
	Honest-Insincere	1.6667	1.0000	0.3333	4.0000	1.0000	3.0000
	Natural-False	1.4444	0.7265	0.2422	3.0000	1.0000	2.0000
	Capable-Incompetent	1.7778	1.0929	0.3643	4.0000	1.0000	3.0000
	Subtotal	8.0000	4.7170	1.5723	19.0000	5.0000	14.0000
Interviewer Was	Pleasant-Uneasy	1.4444	0.5270	0.1757	2.0000	1.0000	1.0000
	Relaxed-Tense	1.6667	0.7071	0.2357	3.0000	1.0000	2.0000
	Short-Long	4.4444	2.0069	0.6690	7.0000	1.0000	6.0000
	Interesting-Boring	2.1111	1.0591	0.3514	4.0000	1.0000	3.0000
	Informative-Repetitive	1.7778	0.8333	0.2778	3.0000	1.0000	2.0000
	Subtotal	11.4444	2.5055	0.8352	16.0000	8.0000	8.0000

In the group having negative attitudes toward the interviewer and positive high job satisfaction expectancy the average candidate rated the interviewer as a positive figure in ratings in the first five items. The interview was rated as a positive experience although the average candidate appeared neutral about the length of the interview. It was interesting to note, however, that even though positive experience was consistently rated the candidate felt dishonest after the interview. Again, can the question of role play be raised or could this be a case of such high job satisfaction expectancy that the candidates desire not to lose an opportunity to teach under any conditions.

TABLE 15--Continued

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Job Discussed Seemed	Ideal-Undesirable	2.6667	0.8660	0.2887	4.0000	2.0000	2.0000
	Easy-Difficult	4.2222	1.0929	0.3643	6.0000	3.0000	3.0000
	Interesting-Boring	1.8889	0.9280	0.3093	3.0000	1.0000	2.0000
	Challenging-Routine	2.2222	1.4814	0.4938	4.0000	1.0000	3.0000
	Receptive-Foreboding	2.3333	1.2247	0.4082	4.0000	1.0000	3.0000
	Subtotal	13.3333	4.3301	1.4434	19.0000	8.0000	11.0000
My Reactions	Strong-Weak	2.8889	1.6159	0.5386	6.0000	1.0000	5.0000
	Confident-Confused	2.5556	1.2360	0.4120	5.0000	1.0000	4.0000
	Attentive-Indifferent	1.6667	1.3229	0.4410	5.0000	1.0000	4.0000
	Able-Incompetent	2.3333	1.3229	0.4410	5.0000	1.0000	4.0000
	Sharp-Foolish	2.8889	0.7817	0.2606	4.0000	2.0000	2.0000
	Subtotal	12.3333	4.9244	1.6415	23.0000	7.0000	16.0000
My Feelings	Fine-Lousy	2.7778	1.4814	0.4938	5.0000	1.0000	4.0000
	Relaxed-Tense	2.3333	1.1180	0.3727	4.0000	1.0000	3.0000
	Happy-Sad	2.4444	1.2360	0.4120	4.0000	1.0000	3.0000
	Optimistic-Depressed	2.7778	1.5635	0.5212	5.0000	1.0000	4.0000
	Sincere-Honest	5.8889	1.0541	0.3514	7.0000	4.0000	3.0000
	Subtotal	16.2222	3.8333	1.2778	21.0000	11.0000	10.0000
	Total	61.3333	14.8661	4.9554	86.0000	40.0000	46.0000

TABLE 16

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE CANDIDATE SCALE
(n = 6)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Intelligence: Sufficient-Insufficient	2.0000	0.6325	0.2582	3.0000	1.0000	2.0000
Social Skills: Adequate-Inadequate	2.3333	1.0328	0.4216	4.0000	1.0000	3.0000
Punctuality: Sufficient-Insufficient	2.5000	1.0488	0.4282	4.0000	1.0000	3.0000
Conformity: Sufficient-Insufficient	2.3333	0.8165	0.3333	3.0000	1.0000	2.0000
Independence: Sufficient-Insufficient	2.3333	0.8165	0.3333	3.0000	1.0000	2.0000
Stability: Adequate-Inadequate	2.3333	1.0328	0.4216	4.0000	1.0000	3.0000
Mental Skills: Adequate-Inadequate	2.1667	0.7528	0.3073	3.0000	1.0000	2.0000
Physical Skills: Adequate-Inadequate	2.1667	1.1690	0.4773	4.0000	1.0000	3.0000
Summary Rating: Appropriate-Inappropriate	2.1667	0.7528	0.3073	3.0000	1.0000	2.0000
Subtotal	20.3333	5.6095	2.2901	26.0000	12.0000	14.0000

In the description of the group having negative attitudes toward the interviewer and positive high job-satisfaction expectancy the average interviewer rated these candidates almost in a neutral manner. It was interesting to note that the interviewer felt fairly neutral about his knowledge of the candidate.

TABLE 16--Continued

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Satisfaction with Salary: High-Low	2.5000	1.0988	0.4282	4.0000	1.0000	3.0000
Satisfaction with Security: High-Low	2.5000	1.0486	0.4282	4.0000	1.0000	3.0000
Satisfaction with Interviewer: High-Low	3.0000	0.8944	0.3651	4.0000	2.0000	2.0000
Satisfaction with District: High-Low	2.6667	1.5055	0.6146	4.0000	0.0000	4.0000
Satisfaction with Conditions: High-Low	2.6667	1.2111	0.4944	4.0000	1.0000	3.0000
Satisfaction with Proposed Job: High-Low	2.3333	1.0328	0.4216	4.0000	1.0000	3.0000
Subtotal	15.6667	5.3166	2.1705	24.0000	10.0000	14.0000
Total	36.0000	10.5262	4.2973	50.0000	24.0000	26.0000
Knowledge of Candidate: High-Low	4.6667	0.5164	0.2108	5.0000	4.0000	1.0000
Offered Position: Accept-Decline	2.6667	0.8165	0.3333	4.0000	2.0000	2.0000

TABLE 17

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE PRETEST OF THE JOB EXPECTANCY RATING SCALE (n = 9)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	1.8889	1.0841	0.3514	4.0000	1.0000	3.0000
Security: Good-Bad	2.4444	1.2360	0.4120	4.0000	1.0000	3.0000
Administrator: Easy-Tough	2.3333	1.2247	0.4082	4.0000	1.0000	3.0000
Teachers: Easy-Tough	1.8889	0.6009	0.2003	3.0000	1.0000	2.0000
Conditions: Pleasant-Unpleasant	2.1111	1.2693	0.4231	5.0000	1.0000	4.0000
Job: Pleasant-Unpleasant	1.5556	0.7265	0.2422	3.0000	1.0000	2.0000
Interesting-Boring	1.4444	0.5270	0.1757	2.0000	1.0000	1.0000
Rewarding-Unrewarding	1.4444	0.5270	0.1757	2.0000	1.0000	1.0000
Nice-Awful	1.7778	0.8333	0.2778	3.0000	1.0000	2.0000
Good-Bad	1.7778	0.8333	0.2778	3.0000	1.0000	2.0000
Total	18.6667	5.3619	1.7873	27.0000	12.0000	15.0000
Offered: Accept-Decline	2.3333	1.4142	0.4714	4.0000	1.0000	3.0000

In the description of the group having negative attitudes toward the interviewer and positive high job satisfaction expectancy the analysis indicated strong positive feelings about the job that lessened to nearly negative when asked if they would accept the position if offered.

TABLE 18

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND POSITIVE HIGH JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE POSTTEST OF THE JOB EXPECTANCY RATING SCALE (n = 9)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	4.0000	1.8708	0.6236	7.0000	1.0000	6.0000
Security: Good-Bad	3.3333	1.8708	0.6236	6.0000	1.0000	5.0000
Administrator: Easy-Tough	3.7778	1.7159	0.5720	7.0000	1.0000	6.0000
Teachers: Easy-Tough	6.0000	0.7071	0.2357	7.0000	5.0000	2.0000
Conditions: Pleasant-Unpleasant	3.0000	1.1180	0.3727	5.0000	2.0000	3.0000
Job: Pleasant-Unpleasant	4.5556	1.5899	0.5300	6.0000	1.0000	5.0000
Interesting-Boring	2.6667	1.8708	0.6236	7.0000	1.0000	6.0000
Rewarding-Unrewarding	2.5556	1.1304	0.3768	4.0000	1.0000	3.0000
Nice-Awful	3.3333	1.3229	0.4410	5.0000	1.0000	6.0000
Good-Bad	2.7778	1.3017	0.4339	5.0000	1.0000	6.0000
Total	36.0000	2.6458	0.8819	41.0000	34.0000	7.0000
Offered: Accept-Decline	2.3333	1.3229	0.4410	4.0000	0.0000	4.0000

In the description of the group having negative attitudes toward the interviewer and positive high job-satisfaction expectancy the group appeared to be positive throughout the data analysis about all items on the scale, but seemed to be negative in attitude when asked if they would accept the position if offered.

TABLE 19

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE INTERVIEWER SCALE
(n = 5)

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Interviewer Appeared	Pleasant-Disagreeable	1.2000	0.4472	0.2000	2.0000	1.0000	1.0000
	Warm-Cold	1.6000	0.5477	0.2449	2.0000	1.0000	1.0000
	Honest-Insincere	1.8000	0.8367	0.3742	3.0000	1.0000	2.0000
	Natural-False	1.8000	0.8367	0.3742	3.0000	1.0000	2.0000
	Capable-Incompetent	2.2000	2.1679	0.9695	6.0000	1.0000	5.0000
	Subtotal	8.6000	3.3615	1.5033	14.0000	5.0000	9.0000
Interviewer Was	Pleasant-Uneasy	2.0000	1.7321	0.7746	5.0000	1.0000	4.0000
	Relaxed-Tense	3.0000	2.3452	1.0488	6.0000	1.0000	5.0000
	Short-Long	2.8000	2.1679	0.9695	6.0000	1.0000	5.0000
	Interesting-Boring	2.4000	1.6733	0.7483	5.0000	1.0000	4.0000
	Informative-Repetitive	3.4000	1.6733	0.7483	5.0000	1.0000	4.0000
	Subtotal	13.6000	5.3198	2.3791	19.0000	8.0000	11.0000

In the description of the group having negative attitudes toward the interviewer and negative low job satisfaction expectancy the group felt that the interviewer was definitely a positive figure because of the extremely high rating in items 1-5. The interview was viewed as negative on most items rated. The average candidate indicated that he/she felt somewhat dishonest in relation to the interviewer. Again, this interesting response raises questions as to role play or possibly the techniques of recruiting employed.

TABLE 19--Continued

	Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Job Discussed Seemed	Ideal-Undesirable	3.6000	1.3416	0.6000	5.0000	2.0000	3.0000
	Easy-Difficult	4.6000	1.1402	0.5099	6.0000	3.0000	3.0000
	Interesting-Boring	3.0000	1.2247	0.5477	4.0000	1.0000	3.0000
	Challenging-Routine	4.0000	1.5811	0.7071	6.0000	2.0000	4.0000
	Receptive-Foreboding	3.2000	2.6900	1.1136	7.0000	1.0000	6.0000
	Subtotal	18.4000	3.9115	1.7493	22.0000	12.0000	10.0000
My Reactions	Strong-Weak	3.6000	1.3416	0.6000	6.0000	3.0000	3.0000
	Confident-Confused	3.4000	1.3416	0.6000	5.0000	2.0000	3.0000
	Attentive-Indifferent	2.2000	1.0954	0.4899	4.0000	1.0000	3.0000
	Able-Incompetent	2.8000	0.8367	0.3742	4.0000	2.0000	2.0000
	Sharp-Foolish	3.2000	0.4472	0.2000	4.0000	3.0000	1.0000
	Subtotal	15.2000	2.2804	1.0199	19.0000	13.0000	6.0000
My Feelings	Fine-Lousy	2.2000	1.0954	0.4899	4.0000	1.0000	3.0000
	Relaxed-Tense	2.0000	0.7071	0.3162	3.0000	1.0000	2.0000
	Happy-Sad	3.6000	1.5166	0.6782	6.0000	2.0000	4.0000
	Optimistic-Depressed	3.2000	1.0954	0.4899	5.0000	2.0000	3.0000
	Sincere-Dishonest	5.2000	0.8367	0.3742	6.0000	4.0000	2.0000
	Subtotal	16.2000	3.5637	1.5937	22.0000	13.0000	9.0000
	Total	72.0000	14.9164	6.6708	87.0000	54.0000	33.0000

TABLE 20

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE RATING OF THE CANDIDATE SCALE
(n = 5)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Intelligence: Sufficient-Insufficient	2.2000	0.8367	0.3742	3.0000	1.0000	2.0000
Social Skills: Adequate-Inadequate	2.6000	0.8944	0.4000	3.0000	1.0000	2.0000
Punctuality: Sufficient-Insufficient	2.0000	1.1547	0.5774	3.0000	1.0000	2.0000
Conformity: Sufficient-Insufficient	2.0000	1.0000	0.4472	3.0000	1.0000	2.0000
Independence: Sufficient-Insufficient	2.2500	0.9574	0.4787	3.0000	1.0000	2.0000
Stability: Adequate-Inadequate	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Mental Skills: Adequate-Inadequate	2.8000	1.0954	0.4899	4.0000	1.0000	3.0000
Physical Skills: Adequate-Inadequate	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Summary Rating: Appropriate-Inappropriate	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Subtotal	20.6000	8.1425	3.6414	30.0000	9.0000	21.0000

In the description of the group having negative attitudes toward the interviewer and negative low job-satisfaction expectancy the average interviewer for this group was nearly neutral in all aspects of rating the candidate. The interviewer actively recruited these candidates as deducted from the ratings. It was interesting to note that indication of knowledge of the candidate was near the neutral rating.

TABLE 20--Continued

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Satisfaction with Salary: High-Low	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Satisfaction with Security: High-Low	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Satisfaction with Interviewer: High-Low	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Satisfaction with District: High-Low	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Satisfaction with Conditions: High-Low	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Satisfaction with Proposed Job: High-Low	2.6000	1.1402	0.5099	4.0000	1.0000	3.0000
Subtotal	15.6000	6.8411	3.0594	24.0000	6.0000	18.0000
Total	36.2000	14.8896	6.6588	54.0000	15.0000	39.0000
Knowledge of Candidate: High-Low	2.8000	1.4832	0.6633	5.0000	1.0000	4.0000
Offered Position: Accept-Decline	2.2500	0.9574	0.4787	3.0000	1.0000	2.0000

TABLE 21

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE PRETEST OF THE JOB EXPECTANCY RATING SCALE (n = 5)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	4.2000	1.9235	0.8602	6.0000	1.0000	5.0000
Security: Good-Bad	4.8000	0.8367	0.3742	6.0000	4.0000	2.0000
Administrator: Easy-Tough	5.4000	1.5166	0.6782	7.0000	4.0000	3.0000
Teachers: Easy-Tough	3.6000	1.5166	0.6782	6.0000	2.0000	4.0000
Conditions: Pleasant-Unpleasant	4.6000	1.3416	0.6000	7.0000	4.0000	3.0000
Job: Pleasant-Unpleasant	4.0000	1.2247	0.5477	6.0000	3.0000	3.0000
Interesting-Boring	2.8000	1.0954	0.4899	4.0000	1.0000	3.0000
Rewarding-Unrewarding	3.8000	0.8367	0.3742	5.0000	3.0000	2.0000
Nice-Awful	4.4000	1.1402	0.5099	6.0000	3.0000	3.0000
Good-Bad	3.6000	1.5166	0.6782	6.0000	2.0000	4.0000
Total	41.2000	7.3280	1.2772	54.0000	36.0000	18.0000
Offered: Accept-Decline	3.4000	2.6077	1.1662	6.0000	0.0000	6.0000

In the description of the group having a negative attitude toward the interviewer and negative low job-satisfaction expectancy the job seemed negative from the responses for this group on the scale. The group backed off somewhat when it came to "accepting the job if offered."

TABLE 22

DESCRIPTION OF THE GROUP HAVING NEGATIVE ATTITUDES TOWARD THE INTERVIEWER AND NEGATIVE LOW JOB-SATISFACTION EXPECTANCY AS SHOWN ON THE POSTTEST OF THE JOB EXPECTANCY RATING SCALE (n = 5)

Variables Rated 1-7 on Semantic Differential Scale	Mean	S.D.	S.E. of Mean	Maximum	Minimum	Range
Pay: Equal to-Less than	4.0000	1.5811	0.7071	6.0000	2.0000	4.0000
Security: Good-Bad	3.6000	1.1402	0.5099	5.0000	2.0000	3.0000
Administrator: Easy-Tough	3.2000	0.8367	0.3742	4.0000	2.0000	2.0000
Teachers: Easy-Tough	5.8000	1.3038	0.5831	7.0000	4.0000	3.0000
Conditions: Pleasant-Unpleasant	4.2000	1.4832	0.6633	6.0000	2.0000	4.0000
Job: Pleasant-Unpleasant	5.0000	1.0000	0.4472	6.0000	4.0000	2.0000
Interesting-Boring	3.2000	1.4832	0.6633	5.0000	1.0000	4.0000
Rewarding-Unrewarding	3.0000	1.2247	0.5477	4.0000	1.0000	3.0000
Nice-Awful	3.8000	1.9235	0.8602	7.0000	2.0000	5.0000
Good-Bad	4.0000	1.8708	0.8367	7.0000	2.0000	5.0000
Total	39.8000	3.8341	1.7146	44.0000	35.0000	9.0000
Offered: Accept-Decline	4.0000	1.8708	0.8367	7.0000	2.0000	5.0000

In the description of the group having negative attitudes toward the interviewer and negative low job-satisfaction expectancy the means of this group rated all facets in a neutral to negative direction. It was evident that this group felt negative about the job, related conditions and teaching. The correlation of these perceptions was substantiated by the nearly neutral or negative mean rating of the item that asked "if offered the position would it be accepted."

TABLE 23

JOB PREFERENCE IN TERMS OF GRADE LEVEL AS SHOWN ON PRETEST AND POSTTEST ADMINISTRATIONS OF THE BDJP

	Pretest		Posttest	
	Number	% of Total	Number	% of Total
1. Elementary	79	51	20	28
2. Junior High or Middle School	24	15	10	14
3. Senior High	53	34	41	58
Totals	156	100	71	100

TABLE 24

JOB PREFERENCE IN TERMS OF PUPILS PER CLASS AS SHOWN ON PRETEST AND POSTTEST ADMINISTRATIONS OF THE BDJP

Pretest			Posttest		
Size	No.	% of Total	Size	No.	% of Total
10-15	8	5	10-15	17	24
16-20	33	20	16-20	15	21
21-25	70	42	21-25	26	37
26-30	50	30	26-30	12	17
31 and above	6	3	31 and above	1	1
Totals	167	100		71	100

TABLE 25

JOB PREFERENCE IN TERMS OF SOCIOECONOMIC PROFILE AS SHOWN ON PRETEST AND POSTTEST ADMINISTRATIONS OF THE BDJP

	Pretest		Posttest	
	No.	% of Total	No.	% of Total
1. Urban	9	6	7	9
2. Suburban	140	82	59	79
3. Rural	21	12	9	12
Total	170	100	75	100

TABLE 26

JOB PREFERENCE IN TERMS OF EXPECTED SALARY AS SHOWN ON PRETEST AND POSTTEST ADMINISTRATIONS OF THE BDJP

Pretest			Posttest		
Amounts	No.	% of Total	Amounts	No.	% of Total
$5000-5500	2	1	$5000-5500	0	
5600-6000	21	13	5600-6000	6	8
6100-6500	81	49	6100-6500	31	40
6600-7000	51	31	6600-7000	29	37
7100-7500	3	2	7100-7500	4	5
7600-8000	4	2	7600-8000	3	4
8100-8500	3	2	8100-8500	5	6
Totals	166	100		78	100

TABLE 27

JOB PREFERENCE IN TERMS OF GEOGRAPHIC LOCATION AS SHOWN ON PRETEST AND POSTTEST ADMINISTRATIONS OF THE BDJP

	Pretest		Posttest	
	Number	% of Total	Number	% of Total
1. Within 50-mile Radius	32	18	24	32
2. Within State	42	25	18	24
3. New England	54	32	20	27
4. East Coast-Not New England	17	10	8	11
5. Mid-West	8	5	1	1
6. West Coast	16	10	4	5
Total	169	100	75	100

posttest and the independent variable is the condition of balance or unbalance. The covariant is the JER pretest.

TABLE 28

GROUP MEANS ON JOB EXPECTANCY FOR COVARIANCE TABLE

	Balanced N=144 with tt	Balanced N=5 with tt		Unbalanced N=8+-	Unbalanced N=9-+	
Pretest	18.80	41.20		40.25	18.67	
Posttest	25.19	39.81		26.87	36.00	
Total Pretest			25.68			31.71
Adjusted Posttest			25.90			29.81

TABLE 29

ANALYSIS OF COVARIANCE ON THE POSTTEST JER OF THE BALANCED AND UNBALANCED GROUPS USING THE PRETEST JER AS A COVARIANT

Source	DF	YY Sum-Squares (Due)		Sum-Squares (About)	DF	Mean-Square	F Ratio [a]
Treatment (Between	1	553.2358					
Error (Within)	164	3289.7039	560.9090	2728.7949	163	16.7411	
Treatment Error (Total)	165	3842.9398	906.5872	2936.3526	164		
Difference For Testing Adjusted Treatment Means...				207.5577	1	207.5577	12.398[a]

[a] $F(1,163) > 6.85 \quad p < .01$

An F(1,163) ratio of 12.398 was found in the analysis of covariance indicating that the hypothesis #1 should be accepted at the ($p < .01$) level. An analysis of the group means shows that the first balanced group included 144 members (n = 144) with a pretest mean of 18.80 and a posttest mean of 25.19. The second balanced group included eight members (n = 8) and changed from a pretest mean of 41.20 to a posttest mean of 39.81. An analysis of the unbalanced group demonstrates that the first unbalanced group (n = 8) with a pretest mean of 40.25 changed on the posttest mean of the JER to 26.87. The second unbalanced group (n = 9) with a pretest mean of 18.67 changed on the posttest of the JER to 36.00. The difference in pretest-posttest variation of the unbalanced groups is clearly different from that of the balanced groups. Means of the two groups after adjustment are different and the only factor of reservation that can be held is the size difference of the two groups. However, scale ratings indicate as expected a high positive bias.

Test of Hypothesis #2

The greater the number of changes (compromises) from the perceived pre-interview ideal to the perceived post-interview reality, the lower will be the job-satisfaction expectancy.

TABLE 30

CORRELATION BETWEEN NUMBER OF COMPROMISES AND JOB-SATISFACTION EXPECTANCY ON THE POSTTEST

n = 72	r = -.14[a]

[a]Not significant $p < .05$ $r > .23$

In a correlation of the number of compromises and the posttest scores of the JER scale no significant correlation was found, therefore, hypothesis #2 must be rejected.

Test of Hypothesis #3

There will be an inverse relationship between the candidate's perception of the interviewer and the number of changes (compromises) from the perceived pre-interview ideal to the perceived post-interview reality.

TABLE 31

CORRELATION BETWEEN THE NUMBER OF COMPROMISES AND THE RATING OF THE INTERVIEWER

n = 72	r = .33[a]

[a]Significant at $p < .01$

In a correlation made between the number of changes (compromises) from the perceived pre-interview ideal to the

perceived post-interview reality and the rating of the interviewer significance was found at $p < .01$; therefore, hypothesis #3 should be accepted.

It was found that the higher the candidate rates the interviewer the fewer compromises the candidate will make during the interview process.

Test of Hypothesis #4

There will be a direct relationship between the rating of the interviewer and the job-satisfaction expectancy of the candidate during the interview process.

TABLE 32

CORRELATION BETWEEN THE RATING OF THE INTERVIEWER AND THE JOB-SATISFACTION EXPECTANCY ON THE POSTTEST

n = 169	r = .27[a]

[a]Significant at $p < .05$

In a correlation made between the rating of the interviewer and the job-satisfaction expectancy significance was found at $p < .05$, therefore hypothesis #4 should be accepted.

It was found that the higher the candidate rates the interviewer the higher the job-satisfaction expectancy on the posttest of the JER.

C H A P T E R V

CONCLUSION

The present study examined those who intended to enter teaching as a career, not those who were already serving the profession. As indicated in the review of related research, morale studies have been made upon teachers in practice and upon potential teachers in training. No data were available on changes in morale between the training phase of the career and the beginning venture into the world of teaching. This study looked at one factor, the placement interview and its effect upon the job-satisfaction expectancy of teaching candidates.

Four specific hypotheses were tested. For purposes of discussion these hypotheses are restated below:

1. In the triadic relationship of teacher candidate, interviewer, and job-satisfaction expectancy, teacher candidates who perceive unbalanced relationships will alter their job-satisfaction expectancies more than teacher candidates who perceive a balanced relationship.

2. The greater the number of changes (compromises) from the perceived pre-interview ideal to the perceived post-interview reality, the lower will be the job-satisfaction expectancy.

3. There will be an inverse relationship between the

candidate's perception of the interviewer and the number of changes (compromises) from the perceived pre-interview ideal to the perceived post-interview reality.

4. There is a direct relationship between the rating of the interviewer and the job-satisfaction expectancy of the candidate during the interview process.

The above four hypotheses were tested on all candidates interviewing with a random selection of twenty-five school districts recruiting teachers at the University of Massachusetts during March, 1969.

Hypothesis one was tested by an analysis of covariance and significance was found at the $p < .01$ level. Hence the hypothesis was accepted. Heider's Balance Theory has been demonstrated to be a theoretical construct which can be used to explain changes in teacher job-expectancy between matriculation from the training institution and the acceptance of the first teaching position.

Hypothesis two was tested by correlation and was not significant. It was interesting to note that the number of compromises, whether high in number or low in number, had little visible effect on the job-satisfaction expectancy of the sample used in analysis. This might be explained by the fact that many of those in the sample with high numbers of compromises who did not change their job-satisfaction expectancy might have a high tolerance for ambiguity, a characteristic which has been demonstrated to interact with balance

theory.

Hypothesis three was tested by correlation and significance was found at the $p < .01$ level. The hypothesis was accepted.

Acceptance of this hypothesis offers opportunity to ponder the social psychology in operation during the interview process. As was reported in the group descriptions, candidates tended to feel dishonest after the interview, but were willing to make job-compromises without affecting their job-satisfaction expectancy. It could be hypothesized that the disappointment felt by the candidates in being offered jobs demanding several compromises were displayed toward interpersonal relations with the interviewer. The relationship of a large number of compromises with a negative feeling toward the interviewer may indeed indicate a need to train potential teachers in interview taking. Certainly, efforts should be made by the training institution to prepare candidates in terms of expectancies which are more congruent with the realities of the teaching profession.

Hypothesis four was analyzed by correlation and significance at the $p < .05$ level was found. Hence, the personality of the interviewer seemingly is a crucial factor which has a direct relationship to the job-satisfaction expectancy of potential teacher candidates.

The findings in this study raise serious implications for the educational placement function. Evidence seems clear

that the placement function must serve as an intermediary aiding in the transition from training to profession. The placement function must be reality based and, therefore, serve as a bridge between the training phase and the world of the working teacher. To truly legitimatize the function of educational placement, the training of placement people and professional recruiters should include grounding in theories of social psychology with heavy emphasis on theories of cognitive consistency and cognitive dissonance. Other facets of the training program should place heavy emphasis on research methodology. It is imperative that those involved in educational placement add information to a data bank so that training institutions can effectively meet the challenges of the future.

An interesting question not anticipated during the study reared its head in analysis of the data. This fact might be viewed as a parallel finding of dire consequence. A high percentage of candidates who were rated positive by the interviewer and who rated the interviewer as positive felt that the interview situation made them feel dishonest. In the light of this finding, a study comparing the relationship between ambiguity and job-satisfaction expectancy should be made.

If the man-fit-job congruencies as studied by Miskimins, et al., is a predictor of job durability and if through the interview process a man-fit-job congruency model

can be applied it makes the adequate training of placement workers a mandate.[22] Certainly, through experimentation generalizable implementations of this model might be found. To date, little evidence of the implementation of this model or any other with a tested theoretical base is known. Hence, as a result of current unprofessional validity of the interview process the professional teacher risks unsafe initial placement and the expected duration of the job is not very long.

With the teacher candidate placed in the interview situation without specific training to deal effectively with the inconsistencies of the current job interview process it can be hypothesized that the teacher candidate will likely choose a job on the basis of one or two vocational possibilities; last minute job availability or of a discriminate congruence between the personalities of the candidate and the interviewer.

Hence, without concerted effort to build into administrative training the realistic expectations of the interview process, some knowledge of the man-fit-job congruence concept of Oetting, et al.,[23] and an awareness of the structure

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[22] R. W. Miskimins, et al., "Person-Placement Congruence: A Framework for Vocational Counselors," Personnel and Guidance Journal, LCVII (April, 1969), 789-793.

[23] Ibid.

of work values as defined by Super[24] it is likely that teaching candidates will continue to choose positions on the basis of perceptual preference related only to trivial aspects of the job environment not related to the man-fit-job congruence model.

The importance of this and of future studies with similar parameters may be the establishment of a data base which can explain changes in teacher characteristics. Changes in job-satisfaction expectancy, a central concept to teacher morale, and the relationship to the type of training program and to the type of pre-service interview experience should bo subjected to further study. It is believed that this study will generate an interest for those concerned with student personnel service in probable causes of attrition, in the profession of education, related to the time between the training phase and entry into the world of work. Aside from adding slightly to the almost complete lack of empirical data available, the study has satisfied one concern of the investigator, that the interview plays an important role in determining attitude set toward a career in teaching.

Some possible studies emitting from this study are suggested below. A study to see if morale of the teacher candidate before job acceptance will vary directly with

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[24]Donald E. Super, "The Structure of Work Values in Relation to Status, Achievement, Interests, and Adjustment," Journal of Applied Psychology, LCVI (1962), 234-239.

job-satisfaction expectancy. Another study might explore the effects of high tolerance for ambiguity on job-satisfaction expectancy. Perhaps a longitudinal study of career patterns of teachers belonging to the unbalanced groups would be helpful in determining some aspect of teacher attrition. And finally, an interesting comparison might be made between the training of recruiters and job-satisfaction expectancy in teacher candidates. Regardless of future study it is imperative that systematic research tracks be developed to inquire into reasons for teacher attrition. Knowledge of placement services and the circumstances around which first teaching positions are acquired should eventually become part of the content of the teacher training curriculum.

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APPENDIX

JER [1]
(1)

CONFIDENTIAL

[ ] (2)
1 Pretest
2 Postest

[ ] (3-12)
Name_____ Student Number_____

[ ] (13-14)
Name of School District _____

[ ] (15)
Name of Interviewer_____

[ ] (16)
Number of Previous Interviews this year _____

Job Expectancy Ratings

Using the knowledge you now have, indicate below what you expect of the job to which this interview is directed. You will note that the first five items are pretty specific, while the last six are very general.and all come under the heading, "The Job."

[ ] (17)
Pay
Less than other beginning teachers __:__:__:__:__:__:__ Equal to other beginning teachers

[ ] (18)
Security
Poor __:__:__:__:__:__:__ Good

[ ] (19)
Administrator
Easy to get along with __:__:__:__:__:__:__ Tough to get along with

[ ] (20)
Teachers
Easy to make friends with __:__:__:__:__:__:__ Tough to make friends with

[ ] (21)
General Conditions
Pleasant __:__:__:__:__:__:__ Unpleasant

[ ] (22)
The Job
Unpleasant __:__:__:__:__:__:__ Pleasant

[ ] (23)
Interesting __:__:__:__:__:__:__ Boring

[ ] (24)
Rewarding __:__:__:__:__:__:__ Unrewarding

[ ] (25)
Nice __:__:__:__:__:__:__ Awful

[ ] (26)
Good __:__:__:__:__:__:__ Bad

[ ] (27-28)

[ ] (29)
If offered this job, I would:
Accept __:__:__:__:__:__:__ Decline

CONFIDENTIAL

(3-12) Name of Candidate _____
Student Number _____

(13-14) Name of School District _____

(15) Name of Interviewer _____

Rating of Candidate

The following items are to be rated, keeping in mind the particular candidate involved and the specific placement he is to have. For each item, weigh the candidate's abilities against the training requirements.

(16) Intelligence
Sufficient __:__:__:__:__:__:__ Insufficient

(17) Social Skills
Adequate __:__:__:__:__:__:__ Inadequate

(18) Ability to be Punctual
Sufficient __:__:__:__:__:__:__ Insufficient

(19) Ability to Conform to Rules and Regulations
Sufficient __:__:__:__:__:__:__ Insufficient

(20) Ability to Work Independently
Sufficient __:__:__:__:__:__:__ Insufficient

(21) General Stability
Adequate __:__:__:__:__:__:__ Inadequate

(22) Mental Skills
Adequate __:__:__:__:__:__:__ Inadequate

(23) Physical Skills
Adequate __:__:__:__:__:__:__ Inadequate

(24) Summary Rating
Appropriate __:__:__:__:__:__:__ Inappropriate

(25-26)

For the following items, it is asked that for each item you weigh the candidate's needs against the probable satisfactions afforded by the job situation (i.e., how satisfied will the candidate be in the job?)

(27) Satisfaction with Salary
High __:__:__:__:__:__:__ Low

(28) Satisfaction with Security
High __:__:__:__:__:__:__ Low

☐ (29) Satisfaction with the Interviewer
High __:__:__:__:__:__:__ Low

☐ (30) Satisfaction with Teachers in this District
High __:__:__:__:__:__:__ Low

☐ (31) Satisfaction with General Working Conditions
High __:__:__:__:__:__:__ Low

☐ (32) Satisfaction with Proposed Job
High __:__:__:__:__:__:__ Low

☐☐ (33-34)

☐☐☐ (35-37)

☐ (38) Interviewer's Knowledge of Candidate
Insufficient __:__:__:__:__:__:__ Sufficient

☐ (39) If candidate was offered the position, he would:
Accept __:__:__:__:__:__:__ Decline

CONFIDENTIAL

(3-12)

Name _____

Student Number _____

(13-14)

Name of School District _____

(15)

Name of Interviewer _____

Will you kindly rate the interviewer with whom you just interviewed on the scale below.

The Interviewer Appeared

(16) Disagreeable __:__:__:__:__:__:__ Pleasant

(17) Warm __:__:__:__:__:__:__ Cold

(18) Honest __:__:__:__:__:__:__ Insincere

(19) False __:__:__:__:__:__:__ Natural

(20) Capable __:__:__:__:__:__:__ Incompetent

(21-22)

The Interviewer Was

(23) Pleasant __:__:__:__:__:__:__ Uneasy

(24) Tense __:__:__:__:__:__:__ Relaxed

(25) Short __:__:__:__:__:__:__ Long

(26) Boring __:__:__:__:__:__:__ Interesting

(27) Informative __:__:__:__:__:__:__ Repetitive

(28-29)

The Job We Discussed Seemed

(30) Ideal __:__:__:__:__:__:__ Undesirable

(31) Easy __:__:__:__:__:__:__ Difficult

(32) Boring __:__:__:__:__:__:__ Interesting

(33) Challenging __:__:__:__:__:__:__ Routine

(34) Receptive __:__:__:__:__:__:__ Forboding

(35-36)

ROI [3] (Con't.)
(1)

(37)
(38)
(39)
(40)
(41)
(42-43)

During the interview, my reactions were

Strong __:__:__:__:__:__:__ Weak

Confused __:__:__:__:__:__:__ Confident

Attentive __:__:__:__:__:__:__ Indifferent

Able __:__:__:__:__:__:__ Incompetent

Foolish __:__:__:__:__:__:__ Sharp

(44)
(45)
(46)
(47)
(48)
(49-50)

The interviewer made me feel

Lousy __:__:__:__:__:__:__ Fine

Relaxed __:__:__:__:__:__:__ Tense

Happy __:__:__:__:__:__:__ Sad

Depressed __:__:__:__:__:__:__ Optimistic

Sincere __:__:__:__:__:__:__ Dishonest

(51-53)

EDJP [4]
(1)

(3-12)

Name _____ Student Number _____

(16)

Sex: M_____ F_____

Address: College _____
Home _____

Telephone: College _____
Home _____

(17-18)

Age _____

(19)

Degree: _____ BS _____ BA _____ BFA _____ MA _____ MS _____ MAT

(20)

Training Level: Elementary_____
Secondary _____

The teaching position that would be preferred by me would include the following characteristics:

(21)

Geographic Location (Check One)
__ A. Within 50-mile radius
__ B. Within State
__ C. New England
__ D. East Coast--Not New England
__ E. Mid-West
__ F. West Coast

(22)

Grade (Level) Elementary _____ Junior High or Middle School _____ Senior High _____

(23-24)

Discipline (Subject)

1. English ____
2. Social Studies ____
3. Sciences ____
4. Math ____
5. Language ____
6. Art ____
7. Music ____
8. Phys.Ed. ____
9. Home Economics ____
10. Guidance ____
11. Reading ____
12. Speech Therapy ____
13. Other (explain) _____

Size of School (use numbers)

(25-27)

Rooms _____

(28-31)

Number of Pupils _____

(32-34)

Number of Pupils per Class _____

(35-38)

Number of Faculty _____

(39)

Socio-Economic Profile (Check One)
1. Urban ____ 2. Suburban ____ 3. Rural ____

(40-43)

Expected Salary _____

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

LACEMENT & FINANCIAL AID
SERVICES

July 15, 1969

Dear Graduate:

As you perhaps recall, during the campus recruiting season, you cooperated with the Placement Office in the conduct of a University study on teacher selection. For this we are extremely grateful.

Our task is now nearly completed, but again, we need to ask your assistance in one last small matter.

Will you kindly fill out the enclosed form and return it in the enclosed stamped, addressed envelope at your earliest convenience.

As a note of explanation about the study, you are contributing to an effort in which the results will be used to hopefully update the recruiting practices of the public schools.

The University is most appreciative of any consideration you may give this request, and I personally am greatly indebted for your kind cooperation.

Best wishes for every success in your chosen profession.

Sincerely,

Charles F. Smith
Educational Placement Officer

CFS:rc
Enclosures

BDJP 4
(1)

(3-12) Name _____ Student Number _____

(16) Sex: M_____ F_____

Address: College _____
Home _____

Telephone: College _____
Home _____

(17-18) Age _____

(19) Degree: _____ BS _____ BA _____ BFA _____ MA _____ MS _____ MAT

(20) Training Level: Elementary_____
Secondary _____

The teaching position that would be preferred by me would include the following characteristics:

(21) Geographic Location (Check One)
__ A. Within 50-mile radius
__ B. Within State
__ C. New England
__ D. East Coast--Not New England
__ E. Mid-West
__ F. West Coast

(22) Grade (Level) Elementary _____ Junior High or Middle School _____ Senior High _____

(23-24) Discipline (Subject)

1. English ____
2. Social Studies ____
3. Sciences ____
4. Math ____
5. Language ____
6. Art ____
7. Music ____
8. Phys.Ed. ____
9. Home Economics ____
10. Guidance ____
11. Reading ____
12. Speech Therapy ____
13. Other (explain) _____

Size of School (use numbers)

(25-27) Rooms _____

(28-31) Number of Pupils _____

(32-34) Number of Pupils per Class _____

(35-38) Number of Faculty _____

(39) Socio-Economic Profile (Check One)
1. Urban ____ 2. Suburban ____ 3. Rural ____

(40-44) Expected Salary _____