

DIFFERENCES IN ATTITUDES AND EDUCATIONAL PHILOSOPHY
OF SELECTED AND NONSELECTED APPLICANTS
FOR PUBLIC SCHOOL ADMINISTRATIVE POSITIONS

By

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Abstract of Dissertation Presented to the
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One purpose of this study was to investigate possible attitudinal differences among selected and nonselected applicants for a public school administrative position. A second purpose of this study was to explore the relationship between selected attitudinal characteristics of potential public school administrators and the ratings of these subjects obtained from two different structured selection interviews. The following four major research questions were examined:

1. Is there a difference in mean Bumper Sticker Inventory scores among candidates who were selected and assigned to an administrative post, selected but not yet assigned, and not selected?

2. Is there a difference in mean Personal Beliefs Inventory scores among the three groups of candidates?
3. What are the correlations for each pair of the following variables: Bumper Sticker Inventory, Personal Beliefs Inventory, Administrator Perceiver Inventory, and Interview Rating?
4. Does a weighted linear combination of Bumper Sticker Inventory and Personal Beliefs Inventory scores predict the hiring outcome decision?

The sample of the study consisted of 54 of the 77 public school teachers, elementary and secondary, who had applied to become a part of the administrative pool of the school district, 1984-85, and who had passed an initial screening and advanced to the interview stage of the selection process.

One-way analysis of variance was performed on each of the four variables to test the significance of observed differences in group means. The observed differences between the groups in mean Bumper Sticker Inventory scores and Personal Beliefs Inventory scores were not statistically significant. A discriminant function analysis showed that the combined scores did not differentiate between the selected and nonselected groups.

Only two correlations were statistically significant. One significant correlation was between Interview Rating and Administrator Perceiver Inventory and the other was the correlation between Bumper Sticker Inventory and Personal Beliefs Inventory.

Recommendations were offered for future validation studies of the administrator selection process.

CHAPTER I
STATEMENT OF THE PROBLEM

Background of the Problem

The questions posed in this study have arisen from the increased use of structured interviews and systematic selection systems for appointing administrators in the public schools. The Florida Statutes, Section 231.068, as amended by Chapter 84-336, Laws of Florida (1984), establish the Management Training Act and provide that

By July 1986, each district school board shall adopt and implement an objective based process for the screening, selecting, and appointment of principals and assistant principals in the public schools of this state which meets the criteria approved by the Florida Council on Education Management. (p. 2)

The report continues:

There is a growing recognition that the kind of person in the job of the principal will likely determine the kind of school that results. The factors consistently identified as characteristic of effective schools are all either directly or indirectly related to the effectiveness of principals. Because of the increasing importance that schools provide quality instruction for all students, the increasing complexity of the job of the school principal, and the increasing number of principals who are near retirement age, it is essential that special attention be given to providing a process with which superintendents, school boards, and the public can be assured that the most talented and capable people are selected to manage the schools in each district. (p. 2)

The primary purpose of the Management Training Act is to provide a support system to improve the quality of the performance of principals and other managers. The guidelines apply to the district and to the processes within those districts for the screening, selecting, and appointment of principals and assistant principals; however, as a part of each district's human resource development program, these guidelines can and should be applied to all school-site and district-level administrative positions.

A selection system is a uniformly applied step-by-step procedure for collecting applications and making hiring decisions. It is designed to ensure fair selection decisions for all applicants. Currently, there are at least three different selection systems in operation in the state of Florida: the assessment center, an industrial model; the targeted selection program, a behavioral approach advanced by Development Dimension International, Pittsburgh, Pennsylvania; and the Administrator Perceiver Inventory system, offered by Selection Research, Inc., Lincoln, Nebraska.

The present study focused upon the Administrator Perceiver selection system as it is applied to the selection of school administrators in a north-central Florida county school district. The central issue of this study was whether in addition to providing "objective data" for the selection of school administrators, the system also resulted in unintentional selection of administrators who

subscribe to a more narrow spectrum of educational, philosophical, and sociopolitical views than are held by the entire pool of applicants.

Purpose of the Study

One purpose of this study was to investigate possible attitudinal differences among selected and nonselected applicants for public school administrative positions. A second purpose of this study was to explore the relationship between selected philosophical and sociopolitical attitudes of potential public school administrators and the ratings these subjects received in job-selection interviews on two different structured interview forms which comprise the Administrator Perceiver Inventory system.

The first attitude variable of interest was the applicant's orientation toward Dewey's philosophy of experimentalism. This variable was operationally defined using the score on an attitude assessment known as the Personal Beliefs Inventory (Brown, 1968). The second attitudinal variable was the applicant's basic sociopolitical attitude, measured on a traditional-liberal dimension, using the Bumper Sticker Inventory (Brown, 1984). The following four major research questions were examined:

1. Is there a difference in mean Bumper Sticker Inventory scores among candidates who were

selected and assigned to an administrative post, selected but not yet assigned, and not selected?

2. Is there a difference in mean Personal Beliefs Inventory scores among candidates who were selected and assigned, selected but not yet assigned, and not selected?
3. What are the correlations for each pair of the following variables: Bumper Sticker Instrument, Personal Beliefs Inventory, Administrative Perceiver Inventory, and Interview Rating?
- 4a. Does a weighted linear combination of Bumper Sticker Instrument and Personal Beliefs Inventory scores predict the hiring outcome decision?
- 4b. Does the weighted linear combination of Administrative Perceiver Inventory, Interview Rating, Bumper Sticker Instrument, and Personal Beliefs Inventory scores lead to improved prediction of hiring outcomes over that obtained by Administrative Perceiver Inventory and Interview Rating scores alone?

Review of Literature

Selection Systems

In the exploration of the relationship between selected characteristics of potential public school administrators and the Administrator Perceiver selection system ratings obtained from structured selection interviews, it may be useful to place the Administrator Perceiver system in perspective with the other two selection systems operating in Florida.

The assessment center. The first industrial use of an assessment center is generally attributed to the American Telephone and Telegraph Company (AT&T) (Bray, 1982). Other centers have been more or less variations on AT&T's theme (Finkle, 1974). The term "assessment center" is somewhat of a misnomer since it implies that there must be a building or some other semipermanent physical location for the activity. Although this is often the case, there is nothing mandatory about it. What is really involved in assessment is the application of various methods of observing and evaluating behavior in a variety of situations. The main characteristic of the center is that candidates are evaluated not on what they have done in present or past jobs, but on how they are likely to cope with a new type of position. The purpose, therefore, is to provide an objective

off-the-job evaluation of developed abilities, potential strengths and weaknesses, and motivation (Howard, 1974). Currently, Dade County, the largest school district in Florida, and the fourth largest in the nation, is the only district in the state utilizing an assessment center approach.

The targeted selection program. The targeted selection program was developed by an industrial psychologist, William C. Byham, through a firm in Pittsburgh called Development Dimensions International (DDI). Byham began working on the selection problems when the Equal Employment Opportunity Commission (EEOC) was first formed in 1964, and his general notion was to determine how selections for employment could be made to meet the EEOC guidelines.

"DDI first started with the assessment center technology and found that assessment centers were very expensive" (W. H. Drummond, personal communication, April 1985). Rather than focus on "what if," targeted selection is a scheme which makes hiring decisions based on the candidate's past performance; this reflects a belief in the application of a simple idea, i.e., one's past performance is the best predictor of future performance (W. H. Drummond, personal communication, April 1985). It is precisely its emphasis on past performance rather than hypothetical "what if . . ." situations that distinguishes targeted selection from both

the assessment center and the Administrator Perceiver Inventory methodology. At least seven school districts in the state of Florida are using the targeted selection method: Broward, Palm Beach, Santa Rosa, DeSoto, Polk, Pinellas, and Orange Counties.

The Administrator Perceiver Inventory. The Administrator Perceiver Inventory (API) is an individually administered structured interview composed of 70 standard questions. The interview questions are designed to permit an individual to express himself/herself on different job-related issues. In addition, the API system included a second structured interview composed of 38 items developed by SRI according to local district specifications. These items were developed to assess the 19 competencies specified by the state of Florida for all school administrators (see Appendix D). Henceforth, the 70-item interview will be called the API and the 38-item developed uniquely for Florida Administrators will be called the Interview Rating (IR).

There are 12 different themes that underlie item content on the API: mission, human resources, development, relator, delegator, arranger, catalyzer, audience sensitivity, group enhancer, discriminator, performance orientation, work orientation, ambiguity tolerance, leader, and gestalt.

The Administrator Perceiver Inventory was designed for the purpose of identifying interpersonal skills while screening applicants for school principal position. Unlike

the assessment center and the targeted selection program, which are industrially based, the API is theoretically based in an educational philosophy.

The purpose of the API is twofold:

1. To provide individuals who are responsible for the employment of principal's information concerning the probable job-related characteristics of the applicant with emphasis on the building of positive administrator-teacher relationships and a positive, open school climate.
2. To provide administrators responsible for managing principal's information concerning the principal's probable job-related characteristics with the emphasis again on the building of positive administrator-teacher relationships and a positive, open school climate.

Prior to the development of the API, similar procedures were used in studies such as those done by Knapp (1955) and Gaeddert (1956), using scored interviews. Bonneau (1957) found a correlation of $r = .67$ between scored structured interview responses of teachers and student ratings of the teachers. Dodge (1955, 1964) and Dodge and Clifton (1956) conducted several studies using the interview process with teachers, which indicated that responses were

stable (reliable) and produced significant correlations between the interview and student ratings of student teachers. Leiske (1969) concluded that the interview process was highly effective for predicting performance of elementary level teachers who would effectively "activate" students.

Winseman (1969) found the interview process to be quite reliable, showing a significant relationship between the interview analysis and the teacher/student rapport of vocational teachers. Warner (1969) found a predictive relationship between interview data collected at the conclusion of the teacher's senior year of college and the ratings they received from the administrators and students at the end of the teacher's first year of teaching.

All of the noted studies given here preceded the development of the API; they can be considered the foundations of it because they

1. Provided evidence that structured interviews, with scored responses, could be reliable and would significantly correlate with external criteria
2. Identified questions that were, in combination, associated with an external criteria
3. Developed scoring standards for questions

It was learned from the vice-president, Selection Research Institute, that two dissertation studies have been conducted on the Administrator Perceiver Inventory. Moss (1982) sought to determine if an administrator interview instrument, the API, developed by Selection Research, Inc., could be used to evaluate in-service principals. His basic hypothesis was that there would be a significant correlation between the API interview scores and the teacher survey, and between the central office ratings and the API interview scores. Other tests were run to determine if there were differences when comparisons were made of elementary and secondary principals.

Moss's basic hypothesis was accepted. There were significant correlations (.338) between the interview and the teacher survey, and (-.551) between the interview and central office ratings. Because the .338 is in the low range, caution would be advised in using the Administrator Perceiver as a principal evaluation tool. The negative correlation between the API scores and the central office ratings indicates that there was a tendency for principals with high API scores to receive lower central office ratings. This raises some question about the validity of API scores for in-service principals.

Powell (1978) used the Administrator Perceiver as a measure to identify the organizational climate of several elementary schools and to study attributes of the administrator of each school to determine whether or not certain climates were relative to selected attributes. The following two questions were addressed:

1. Is the organizational climate of an elementary school related to specific, predictable attributes of an elementary administrator?
2. Is there a relationship between individual components of the organizational climate and specific attributes of an elementary administrator?

Powell found that the administrator who scored high for either or all of the following—(1) Human Resource Development, (2) Audience Sensitivity, (3) Group Enhancer, (4) Performance Orientation, and (5) Work Orientation—probably possessed traits to provide a climate in which teachers would have high morale. Principals who scored high for each of the life themes (1) Group Enhancer, (2) Work Orientation, and (3) Ambiguity Tolerance were considered principals who could provide a climate in which teachers would be comfortable. The life themes (1) Mission,

(2) Human Resource Development, (3) Audience Sensitivity, (4) Group Enhancer, (5) Performance Orientation, and (6) Work Orientation were significant predictors; however, the Group Enhancer theme appeared to be the most significant theme for identification of administrators who could provide schools with open climates. In summary, these studies are thought provoking, but they do not provide substantial evidence about the nature of the attitudes or belief systems measured by the API.

Webb (1968) noted that every instrument for observing and rating teaching or administrative behavior

has some theoretical structure, even if it is not explicitly stated. The very fact that particular behaviors are classified or listed as pertinent enough to be considered, establishes the proposition that some rationale designated they be chosen for examination. (p. 61)

This relates directly to interview scores used in the selection process. Somebody, on some basis, has declared these interview questions and answers to be essential. The investigation and identification of variables which correlate with interview scores is an excellent approach to improving our understanding of what such instruments actually measure. Given the critical decisions that are made using the API scores, additional investigations of its correlates seem in order. The present study was designed to determine whether API scores are related to a

particular educational philosophy as well as to more general sociopolitical views.

Philosophical and Sociopolitical Attitudes

Two attitudinal variables chosen for use in this study as possible correlates for the API scores were orientation toward John Dewey's philosophy of experimentalism and a basic sociopolitical attitude (liberalism vs. traditionalism). In the following sections, literature on instruments designed to measure each of these attitudes is reviewed and a rationale is presented for using these instruments in this study.

The Personal Beliefs Inventory. The Personal Beliefs Inventory (PBI), developed by Bob Burton Brown, measures fundamental beliefs along the dimension of John Dewey's experimentalism; it has been used for collecting data since 1963. The 2-month test-retest reliability (.63-.65) in the instrument is extremely strong and it correlates highly with Rokeach's Open and Closed Mind, which can further be traced back to the F-scale by Thorndike at Berkeley in the late forties (Brown, 1968).

Reliabilities found for the Personal Beliefs Inventory compare favorably with the reliability coefficients reported for other respected measures in this area (Brown, 1968). For example, the reliabilities reported for the Study of Values ranged from

.39 to .84 (Allport & Vernon, 1931), while the reliabilities for the Dogmatism Scale ranged from .68 to .93, and for the Total Opinionation Scale they ranged from .57 to .76 (Rokeach, 1960, p. 90).

Brown (1962) studied the relation of teachers' classroom practices to two measures of a philosophy of experimentalism. This study was the launching pad/lightning rod for Brown's Personal Beliefs Inventory in which three major generalizations were found:

1. Teacher beliefs about basic philosophical propositions and educational practices can be identified which are in agreement and/or disagreement with Dewey's philosophy of experimentalism.
2. Teacher practices can be identified which are in agreement and/or disagreement with Dewey's philosophy of experimentalism.
3. Teacher beliefs and teacher practices identified on the same dimension of agreement/disagreement with experimentalism may be compared to identify patterns of relationships which differentiate among groups of teachers.

The body of empirical research which follows is part of the Personal Beliefs Inventory developmental history:

Hayes (1968) investigated the effects cooperating teachers and college supervisors have on interns' beliefs and found that the beliefs student teachers hold going into their internships are more important in influencing their scores on measures of educational philosophy than the experiences they have during internship.

Bane (1969) found that the fundamental philosophical beliefs (PBI scores) appear to have a greater bearing on teaching behavior than either educational beliefs (Teacher Practices Observation Record scores) or belief systems characterized as either open or closed (Rokeach's Dogmatism Scale). Further, he found that as the beliefs of the teachers approached greater agreement with experimentalism at the fundamental level, their practices were found to be more experimental and more cognitively complex. This relationship did not exist for educational beliefs or open and closed mindedness. Apparently, what a teacher believes to be good teaching practices has less effect on his behavior than what he believes about more fundamental issues.

In Brown's (1969) field test of the use of judgments of teacher competence in classroom performances as the potential basis for teacher certification, he found that

1. Teachers' beliefs seem to have some influence on both the observational descriptions and the

evaluative ratings of their teaching behavior—although much less clearly than do the beliefs of the observer-judges.

2. Observer-judges' beliefs appear to strongly influence both their observational descriptions and the evaluative ratings of teacher behavior.

3. Teachers who use teaching practices in agreement with John Dewey's philosophy of education generally are given higher ratings than those who do not.

4. Evaluation of teachers in terms of global competencies seems to lack justification; instead, teacher evaluation is relative to the complex interaction of many factors, including beliefs of both the teacher and the observer-judges, observations of classroom behavior, age, sex, experience, grade level, and subject taught.

5. Teachers observed in all phases of the study tended not to use teaching practices advocated by John Dewey; i.e., they were observed to use many more nonexperimental than experimental teaching behaviors. This represents a serious theory-practice dilemma, as they failed in many cases to use the very practices which they themselves had said they should use. (p. 94)

In view of findings that teachers' beliefs influence teacher behavior and that observers tend to award higher ratings to teachers whose practices reflect Dewey's philosophy, it seems reasonable to ask whether such teachers who apply for administrative positions will also be more favorably regarded in interview situations.

The Bumper Sticker Inventory. Unlike the Personal Beliefs Inventory, which has been used for collecting data for more than 20 years, and whose reliability is

extremely strong, the Bumper Sticker Inventory is making its "maiden voyage" in this study. The Bumper Sticker Inventory, also developed by Bob Burton Brown, is based on Burton Yale Pines' book, Back to Basics. Unlike the Personal Beliefs Inventory, which has a "left" bias, or "liberal" bias, the Bumper Sticker Inventory has a "right" bias, or "traditional" bias.

The Bumper Sticker Inventory is multidimensional; it spans views on politics, economics, sociology, family, medicine, morality, religion, and education. According to B. B. Brown (personal communication, May 1985), the difference between the Bumper Sticker Inventory and the Personal Beliefs Inventory is that the Personal Beliefs Inventory was built by a person who had a left bias on a theory which has a left bias. The Bumper Sticker Inventory, although it was constructed by the same person, is based upon a more traditional bias. Therefore, the correlation between these two instruments will be interesting. In theory, they might be expected to work like a left parenthesis and a right parenthesis, bracketing an individual's beliefs. Both the Personal Beliefs Inventory and the Bumper Sticker Inventory reflect basic philosophic viewpoints that currently influence American education, but perhaps in opposite directions.

Theoretical Rationale

The rationale for investigation of a possible relationship between the attitudes measured by the Personal Beliefs Inventory, the Bumper Sticker Inventory, and the API selection measures arose from the developmental history of these instruments. The development of the Administrator Perceiver Inventory can be directly traced back to the early 1950s when Dr. Donald O. Clifton, now president of Selection Research, Inc. (SRI), and others were working with college counselors at the University of Nebraska. This work led to the structured interview with scored responses which was found significantly useful.

The development of the API was strongly influenced by Carl Rogers' and Arthur Combs' humanistic, nondirective theory of education (G. Muller, personal communication, January 1985). For example, Rogers (1969) has stated that the goal of education, if we are to survive, must become the acceptance of change in learning. Rogers defined certain attitudinal qualities which exist in the interpersonal relationship between facilitator (teacher) and learner and postulated that

We know that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books,

though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learners. (p. 105)

One of the ways Brown tested the Personal Beliefs Inventory was to try it out on people whose beliefs were well known. The questionnaire was sent to nationally renowned educators like Harry S. Broudy, Arthur Combs, Ira J. Gordon, Carl R. Rogers, and B. F. Skinner. The results on the Personal Beliefs Inventory show both Rogers and Combs to be in general agreement with experimentalism with a score well above the median (Brown, 1962). Thus, if Rogers' views were a strong influence in the development of the API interview instruments, it seems quite reasonable to hypothesize that persons who earn high scores on those instruments would also earn high scores on Brown's Personal Beliefs Inventory and low scores on Brown's traditional Bumper Sticker Inventory.

Significance of the Study

Glasman (1984) has reviewed a number of studies demonstrating the relationship between personal characteristics of school administrators and school effectiveness, as measured by school climate, staff moral, and student achievement. Thus, the process used to select

school administrators in a district can have critical long-range educational impact on teachers, students, and the community at large. If a particular selection system results in the appointment of school administrators who subscribe to a particular educational philosophy or certain political values, it is important to know this. Such knowledge would be useful to the district immediately affected, but also could alert all districts concerned with adoption of objective selection systems to the need for careful empirical study of unanticipated consequences.

CHAPTER II DESIGN OF THE RESEARCH

One purpose of this study was to investigate possible attitudinal differences among selected and nonselected applicants for a public school administrative position. A second purpose of this study was to explore the relationship between selected attitudinal characteristics of potential public school administrators and the ratings of these subjects obtained from two different structured selection interviews.

Subjects

The subjects for this study were public school teachers, elementary and secondary, from Alachua County, Florida, public schools, who had applied to become part of the administrative pool of the school district, 1984-85. Initially, there were a total of 121 applicants. After an initial screening of these applications, district administration reduced this pool to 77 applicants who advanced to the interview stage of the selection process. These 77 applicants constituted the sample for this study.

For the purpose of this study, three selection categories were identified: (1) selected and assigned to

an administrative position, (2) selected, but not yet assigned, and (3) not selected. Only those applicants who self-selected to take part in the study, by completing two additional attitude questionnaires, were included in the final sample. Fifty-four of the 77 applicants (70%) agreed to participate and completed questionnaires.

The race and sex distributions of the sample were as follow: (1) race—black, 8; white, 46; and (2) sex—women, 23; men, 31.

Instrumentation

Measurements of Beliefs

Two inventories, the Personal Beliefs Inventory and the Bumper Sticker Inventory, were used to measure the beliefs of the subjects who were potential public school administrators and those who were recently selected as public school administrators from the administrative pool.

The Personal Beliefs Inventory. The Personal Beliefs Inventory (PBI) was developed for the purpose of measuring an individual's fundamental philosophic beliefs in terms of agreement-disagreement with John Dewey's philosophy of experimentalism. The instrument consists of 40 items to which the respondent indicates the extent of his/her agreement or disagreement with each item by means of a six-point scale, 1 and 6

representing the extremes of agreement and disagreement. The higher the total score, the higher an individual's agreement is with experimentalism, and the lower the total score, the less an individual agrees with experimentalism. Three sample items from the Personal Beliefs Inventory follow:

1. Change is a basic characteristic of nature, and man has some measure of control over this change by using his intelligence.
2. The mind possesses faculties for remembering, imagining, reasoning, willing, and so forth, which are developed by exercise and discipline.
3. A statement of fact may be both true and untrue depending on the standpoints and conditions of the observations.

A description of the development and validation of the PBI is provided by Brown (1968). For the PBI, Brown reports reliability estimates made in four ways: (1) split-halves, .60; (2) 2-months test-retest, .63-.75; (3) comparable forms, .58; and (4) Hoyt internal consistency, .55-.78.

The Bumper Sticker Inventory. The Bumper Sticker Inventory (BSI), developed by Brown (1984), measured beliefs along a traditional-liberal dimension. The instrument was based on Pines' Back to Basics book. The

instrument consists of 40 items. To each item, the respondent indicates agreement-disagreement on a six-point scale, from "I agree very much" to "I disagree very much." Three sample items from the Bumper Sticker Inventory are

1. Sacrifice economic growth to protect the environment
2. Equality of opportunity simply isn't good enough; we must strive for equality of results
3. Don't let creative expression replace thinking and knowing in the school curriculum

The BSI is without a validation history in that its first application by an independent researcher is with the present study. However, in the development of this scale, Brown tested 75 items and selected those which had significant Pearson product moment correlations with total test scores for this population (B. B. Brown, personal communication, May 1985).

Interview Performance

Two systematic structured interview instruments designed by Selection Research, Inc., based on Carl Rogers' and Arthur Combs' humanistic, nondirective approach to counseling and education, were used by the district for selecting applicants for the administrative pool.

The Administrator Perceiver Inventory. The Administrator Perceiver Inventory is an individually administered structured interview composed of 70 questions. It may be scored only by individuals certified as Administrator Perceiver specialists.

Table 1 below indicates the relationship of the teacher rating scores and Administrator Perceiver scores for a sample of 48 administrators (SRI, 1980). In this particular study the API was administered to 48 practicing administrators and a minimum of 25 teachers were asked to rate each of the administrators in the sample. The teacher ratings were then correlated with the API scores.

Table 1. Relationship of teacher rating scores and Administrator Perceiver Inventory scores (N = 48)

Instrument	Mean	SD	Correlation to Teacher Rating
<u>Administrator Perceiver Inventory</u> (1st Edition)	29.21	8.74	+ .50*
<u>Administrator Perceiver Inventory</u> (2nd Edition)	26.63	8.65	+ .65*

* $p < .05$.

As may be seen from Table 1, the teacher ratings correlated significantly to both the first edition and the second edition of the interview process.

In Table 2, the third edition of the Administrator Perceiver Inventory also correlated significantly and positively to similar teacher rating scores. This particular study (SRI, 1980) was conducted with all the administrators in a small suburban midwestern school district.

Table 2. Relationship of teacher rating scores and Administrator Perceiver Inventory scores (3rd Edition) (N = 22)

Instrument	Mean	SD	Correlation
Teacher rating	282.6	19.6	
<u>Administrator Perceiver Inventory</u>	37.4	9.6	+ .58*

* $p < .05$.

Interpretation of the Administrator Perceiver Inventory is restricted to estimating the probability that the interviewee will develop a positive relationship with teachers and other job-related characteristics. The API does not assess the interviewee's knowledge of subject matter or management theory.

The Interview Rating Scale. The Interview Rating Scale (IR) was developed as well by SRI based on the district's and state's requirement of the 19 Competencies, a copy of which is found in Appendix D. The interviews are administered by a local district panel of four, with an assistant superintendent always serving in the capacity of chair. The IR was tested with a total of 70 items of which 38 were selected by consensus as the "best responses" from the "best principals." These measures of competencies are traits which are devised for an effective public school administrator. A high score is interpreted as indicative of a potentially successful administrator.

Data Collection and Design

In January 1985, the deputy superintendent for the School Board of Alachua County was contacted and permission was granted to conduct the study. In April 1985, the deputy superintendent wrote a memorandum to all individuals who had applied for the administrative pool, transmitting the questionnaire and requesting their participation. A copy of the memorandum can be found in Appendix B. The questionnaire contained two sections: Part I, the Bumper Sticker Inventory, and Part II, the Personal Beliefs Inventory. The instructions on the front cover of the instruments indicated that there are no right or wrong

answers to any questions. They were further advised that their responses to the items in this study were confidential and to guarantee their anonymity, their responses would be identified only by a "blind" number, age, race, and sex. A copy of the questionnaire is in Appendix A.

A follow-up memorandum from the deputy superintendent was sent in May 1985 to individuals in the administrative pool and to those who had been promoted from the pool. A copy of this memorandum may be found in Appendix B.

The completed questionnaires were returned to the school district office. All scores from completed questionnaires were collected by June 1, 1985.

Scores from the Administrator Perceiver Inventory and the Interview Rating were provided by the school district. Complete anonymity was again maintained and subjects were identified to the researcher by the indication of a corresponding number.

Analysis of the Data

Four scores of interest (API, IR, BSI, BPI) were compiled for each subject. Statistics, such as means, standard deviations, and Pearson product moment correlations, were computed for each of these variables. Inferential

statistics were used to compare mean scores of subjects in different hiring categories. These included four univariate analyses of variance and discriminant function analysis.

CHAPTER III ANALYSIS OF THE DATA

One purpose of this study was to investigate possible attitudinal differences among selected and nonselected applicants for a public school administration position. A second purpose of this study was to explore the relationship between selected attitudinal characteristics of potential public school administrators and the ratings of these subjects obtained from two different structured selection interviews.

Subjects eligible for inclusion in this study were 77 applicants for the administrative pool who passed an initial screening and advanced to the interview stage of the selection process. All applicants for the administrative pool were asked to participate in the study by completing the questionnaire. Fifty-four subjects completed the mailed questionnaire (PBI and BSI) scales used in this study. Three of the 54 omitted more than 10% of the items on the questionnaire and one added a seventh number to the six-point scale. Subsequently, responses of these four were discarded. The final sample, therefore, for this study was 50 subjects.

The sample was divided into three categories which represented decisions made by the district on their applications. The categories were (1) selected and assigned, (2) selected but not yet assigned, and (3) not selected. In Table 3 the means and standard deviations are given for each of the three hiring categories for age, two structured interview scores, and two attitude scale scores. As noted in Chapter I, the scores on the Interview Rating and the Administrator Perceiver Inventory interview instruments were used by district personnel for the selection of applicants, so the differences among the groups on these means were expected. The first two major research questions of this study focused on whether the groups differed in mean scores on the Bumper Sticker and the Personal Beliefs attitudinal inventories.

One-way analysis of variance was performed on each of the four variables to test the significance of observed differences in group means. As expected, there were significant differences for the interview ratings (IR and API), but observed differences in mean BSI scores and PBI scores were not statistically significant (F-ratios for these tests are shown in Table 4).

Tables 5 and 6 show a reexamination of these data with only two hiring categories (selected and nonselected). The F-ratios in Table 4 again show no significant differences in the mean BSI and PBI scores for selected and nonselected applicants.

Table 3. Means and standard deviations for the three hiring categories

	Variable	Number	Means	Standard Deviation
GROUP I (selected and assigned)	Age	11	38.00	4.31
	IR	11	32.55	2.91
	API	11	29.09	5.12
	BSI	11	136.73	16.98
	PBI	11	145.55	17.62
GROUP II (selected but not yet assigned)	Age	18	41.83	5.36
	IR	18	30.11	3.32
	API	18	26.06	4.16
	BSI	18	142.94	17.87
	PBI	18	133.11	16.17
GROUP III (not selected)	Age	21	40.48	6.35
	IR	21	24.62	3.69
	API	21	18.86	6.17
	BSI	21	137.10	21.38
	PBI	21	137.90	15.09

Table 4. Univariate F -ratios for contrasts of means between the three hiring categories presented in Table 3

Variable	F-ratio	PR > F	df
IR	23.34*	.0001	2,47
API	16.26*	.0001	2,47
BSI	0.55	.5797	2,46
PBI	2.01	.1459	2,46

*Exceeds critical F -value at $\alpha = .05$.

Table 5. Means and standard deviations when hiring categories collapsed (selected and nonselected)

	Variable	Number	Means	Standard Deviation
GROUP I (selected)	Age	29	40.38	5.26
	IR	29	31.03	3.34
	API	29	27.20	4.70
	BSI	29	140.59	17.50
	PBI	29	137.83	17.53
GROUP II (not selected)	Age	21	40.48	6.35
	IR	21	24.62	3.69
	API	21	18.86	6.17
	BSI	20	137.10	21.38
	PBI	21	137.90	15.09

Table 6. Univariate F -ratios for contrasts of means between the two hiring categories presented in Table 5

Variable	F-ratio	PR > F	df
IR	41.07	.0001*	1,48
API	29.51	.0001*	1,48
BSI	0.39	.5344	1,47
PBI	0.00	.9873	1,47

*Exceeds critical F -ratio at $\alpha = .05$.

Research Question 3 focused on the correlations for each pair of the following variables: IR, API, BSI, and PBI. These correlations are presented in Table 7. Only two of these correlations were statistically significant. One significant correlation was between IR and API; the other was the correlation between BSI and PBI.

The correlation between IR and PBI approached the .05 significance level. The correlation is 0.2496 with a probability of occurrence by chance at .08.

Research Question 4a asked, "Does a weighted linear combination of BSI and PBI scores predict the hiring outcome decisions?" A discriminant function analysis using two hiring categories (selected and nonselected as shown in Table 5) as the dependent variable and the BSI and the PBI scores as the predictor variables yielded nonsignificant results. (The multivariate F-ratio approximation was .28 and probability of obtaining such an F-ratio by chance was at least .76. Thus, the F-ratio was far below the value required for statistical significance at alpha of .05.)

Since no significant relationship was found between the combined BSI and PBI scores and hiring decisions nor between the attitude measures and the interview measures, it can be deduced that combining these scores (BSI and PBI) with API and IR scores could not lead to an improved prediction of hiring outcomes.

Table 7. Correlation coefficients, probability of obtaining this correlation by chance, and sample size

Variable	Age	IR	API	BSI	PBI
Age	1.000	0.0197	0.0933	0.1956	0.0743
	0.000	0.8918	0.5189	0.1779	0.6080
	50	50	50	49	49
IR		1.000	0.5690*	-0.1201	0.2496
		.000	0.0001	0.4108	0.0804
		50	50	49	50
API			1.0000	-0.0385	0.1860
			0.0000	0.7925	0.1959
			50	49	50
BSI				1.0000	-0.5306*
				0.0000	0.0001
				49	49
PBI					1.0000
					0.0000
					50

*Significant at $\alpha \leq .05$.

CHAPTER IV DISCUSSION

On the basis of the analyses of the data, the findings of this study can be summarized as follows:

1. Observed differences in mean BSI scores among candidates who were selected and assigned, selected but not yet assigned, and not selected were not statistically significant.
2. Observed differences in mean PBI scores among candidates who were selected and assigned, selected but not yet assigned, and not selected were not statistically significant.
3. Correlations for each pair of the following variables (BSI, PBI, API, and IR) indicated statistical significance in only two of these correlations. One significant correlation was between BSI and PBI. The correlation between IR and PBI approached the .05 significance level. The correlation was .2496 with a probability of occurrence by chance at .08.

4. A weighted linear combination of BSI and PBI scores did not predict the hiring outcome decision. A discriminant function analysis using two hiring categories (selected and not selected as shown in Table 5) as the dependent variables and the BSI and the PBI scores as the predictor variables yielded nonsignificant results.

The findings from this study clearly did not reflect the hypothesized bias in the selection of teachers who hold certain sociopolitical attitudes for the administrative pool. The scores did not indicate a skewness in either direction—conservative or liberal, in terms of a political, or a sociological, or economical "bent." The implications strongly suggest liberal humanitarians may be selected for administrative positions, so may traditionalists and by the same measure they both may be "passed over." This is probably a positive outcome, in that it may reflect the discriminant validity (as described by Campbell & Fiske, 1959) of the selection process. Discriminant validity is defined as the correlation between measures which should not be expected (or desired) to show a strong degree of relationship.

The second finding, that there is no tendency for the administrator selection process to lead to selection of administrators with a strong orientation toward Dewey's

philosophy of experimentalism in education, may not be as comforting if school principals are supposed to adopt the role of principal-as-experimenter in instructional leadership, described by Bridges (1967) or supervise the improvement of instruction as suggested by Weldman (1982).

The fairly strong negative correlation ($r = -.53$) between the PBI and the BSI offers some evidence of the construct validity of these two instruments, in that one would expect those who hold strong orientations to Dewey's educational philosophy to score low on a scale of traditional values and vice versa. This finding occurred exactly as predicted.

The positive correlation ($r = .57$) between API and IR ratings could reflect two possible causes. One reason could be that they measure the same interpersonal and managerial skills. A second reason is that they could measure an individual's ability to make a good impression in interview situations. Further study would be necessary to determine which may be the case. It shows that each instrument has sufficient reliability to correlate with another variable although not with the BSI and PBI.

A major educational problem has been in defining effective administrators at the building level. The basic problem addressed in this study is whether by the use of the Administrator Perceiver Inventory, the school district has introduced an "attitudinal bias" into the selection process. The study results did not support this hypothesis.

While this is promising, these results alone do not clarify what traits are actually being measured by this structured interview system. Additional research is yet needed to establish the validity of this interview selection process.

The API incorporates many of the psychological and management theories of Abraham Maslow, Arthur Combs, Carl Rogers, Douglas McGregor, among others. It is based on a humanistic, nondirective theory with high regard for individual differences. Further, the API was designed for the purpose of identifying interpersonal skills; yet, it is not a panacea for the selection of administrators—there is a great deal yet to be learned about the process of predicting administrator success and management effectiveness.

Additional research is yet needed to establish the validity of this interview selection process. A validation study should be made one year following the appointment of the administrator to determine the effectiveness of this selection system. Components which should be considered or included are the teachers' satisfaction with the principal's performance (e.g., do teachers consider the principal to be a good manager, good educator, good facilitator?); the opportunity for parent involvement; and the scholastic achievement of students impacted by this selection. The basic issue to be addressed is whether principals with higher scores on the API and IR actually have higher performance on these long-range criteria.

The study of potential administrators' attitudes and the relationship of these attitudes to selection (which was the focus of the present work) is a virtually untapped area in educational research. The discriminant function analysis procedure that was used in this study appears to be an excellent method for analyzing the relationship of attitudes and outcomes resulting from a particular selection system. One recommendation offered here is that further attempts should be made to investigate other variables that may relate to an individual's chances of being selected for administrative assignments. Any attempt to use the discriminant function analysis should be done in such a way as to identify a complete set of possible variables which may influence group membership. The method for discriminant analysis which was used in this study was appropriate in that there was a limited number of variables. Additional variables such as educational level, years of experience, education discipline background, and candidate's race and gender could be included in future studies. It should be noted that if more variables are added, larger samples will be necessary to maintain the statistical power of the analyses.

APPENDIX A
MEASUREMENTS OF BELIEFS

Number _____

Your Age _____

Your Sex _____

Your Race _____

STUDY OF VALUES

This study of values contains two sections: (Part I) the Bumper Sticker Philosophy, and (Part II) the Personal Beliefs Inventory. THERE ARE NO "RIGHT" OR "WRONG" ANSWERS TO ANY OF THESE QUESTIONS. They are questions about which people have legitimately different points of view. We want to know only what you yourself believe about such things.

Your responses to the items in this study are confidential. To guarantee your anonymity, your responses will be identified only by a "blind" number, age, race, and sex.

Begin your answers on the following page. There are no time limits. However, do not spend a lot of time puzzling over responses to items which may give you pause. Your first or immediate reaction is what we want.

Part I

BUMPER STICKER PHILOSOPHY

Please evaluate the following statements as if they were bumper stickers you were contemplating putting on your vehicle, or, if you are the type who doesn't wish to reveal your personal beliefs so openly, simply react as if you were observing these statements on passing vehicles. Many different views are expressed here. You will find yourself agreeing with some and disagreeing with others. Whatever your position, you can be sure that many people feel the same as you do.

Mark each statement in the left margin by writing 1, 2, 3, 4, 5, or 6, according to how you feel about it. Please mark every one.

- | | |
|-------------------------|----------------------------|
| 1: I AGREE VERY MUCH | 4: I DISAGREE A LITTLE |
| 2: I AGREE ON THE WHOLE | 5: I DISAGREE ON THE WHOLE |
| 3: I AGREE A LITTLE | 6: I DISAGREE VERY MUCH |

- ___ 1. The Moral Majority is neither.
- ___ 2. Our founding fathers were racists.
- ___ 3. Adultery is always wrong.
- ___ 4. High school students should be given a wide choice of courses.
- ___ 5. Sacrifice economic growth to protect the environment.
- ___ 6. Don't let creative expression replace thinking and knowing in the school curriculum.
- ___ 7. Black credentials obtained through special consideration—affirmative action—will always be viewed suspiciously.
- ___ 8. There are inherent human limitations and frailties that cannot be overcome.
- ___ 9. Schools should impose detailed dress codes on students.

- | | |
|-------------------------|----------------------------|
| 1: I AGREE VERY MUCH | 4: I DISAGREE A LITTLE |
| 2: I AGREE ON THE WHOLE | 5: I DISAGREE ON THE WHOLE |
| 3: I AGREE A LITTLE | 6: I DISAGREE VERY MUCH |

- ___ 10. The community rather than the criminal is the true culprit.
- ___ 11. Some people are of more value than others.
- ___ 12. Abolish the parole board.
- ___ 13. Black students come from a different culture and thus should not be held accountable to the same standards as white students.
- ___ 14. Capitalism exploits the poor.
- ___ 15. Individual rights have priority over property rights.
- ___ 16. One person gains economically only at the expense of another.
- ___ 17. Report cards should accurately mirror test scores.
- ___ 18. Dismantle all restraints to individual rights.
- ___ 19. Prisons should rehabilitate rather than punish.
- ___ 20. Have you hugged your kid today?
- ___ 21. Homosexual behavior is normal.
- ___ 22. There are very few right or wrong answers.
- ___ 23. Woman's place is in the home.
- ___ 24. Inequality is inherent in the human condition.
- ___ 25. Abolish the death penalty
- ___ 26. Sex between two single people is immoral.
- ___ 27. Government should stay out of the marketplace.
- ___ 28. Abolish the minimum wage.
- ___ 29. Legalize marijuana.

- | | |
|-------------------------|----------------------------|
| 1: I AGREE VERY MUCH | 4: I DISAGREE A LITTLE |
| 2: I AGREE ON THE WHOLE | 5: I DISAGREE ON THE WHOLE |
| 3: I AGREE A LITTLE | 6: I DISAGREE VERY MUCH |

- ___ 30. Honor the vital differences in the roles of men and women.
- ___ 31. The government is not the answer—it is the problem.
- ___ 32. The theory of creation should be taught in the classroom along with the theory of evolution.
- ___ 33. Require pupils to pledge allegiance to the American flag.
- ___ 34. Report cards ought to be replaced by parent-teacher conferences.
- ___ 35. Equality of opportunity simply isn't good enough; we must strive for equality of results.
- ___ 36. Roll back federal involvement in schools.
- ___ 37. Abolish colleges of education.
- ___ 38. Make your kid do something—lead, follow, or get the hell out of the way.
- ___ 39. Washington often knows better than the individual what is best for him.
- ___ 40. Keep abortion free and safe.

Source: Brown, 1984

STATEMENT

In 1984 the administration of the Alachua County school system instituted an improved method for the selection of potential administrators with the establishment of the Administrative Pool.

Prior to 1984 no formal objective system existed. When a vacancy occurred, an advertisement was circulated, which usually resulted in many people applying for the position. At this point the administration would screen the large number down to a workable size, usually six to eight, and the interview process would begin. There were many problems with this system, the primary ones being that no set criteria was established, and the same individuals kept applying for all the positions. In addition, the process took many hours for interviews and confined several people for days.

The impetus to change was provided by the Florida Legislature when a law was passed requiring that by 1986 each district had to submit a plan to the DOE showing objective reasons for the selection of school administrators.

The Administrative Pool system meets the state mandate so we feel we are leading the charge for a change. We generally invite applications twice a year—for a category, not a specific job. Applications are initially reviewed by all the assistant superintendents with many being rejected for technical reasons. The applicants are then interviewed based on the two interviews developed by Selection Research, Inc. The results provide us with objective data to determine whether or not the individual enters the pool. Those selected are now eligible to be interviewed for specific positions while those not selected are free to apply again.

When a position opens up, three individuals from the appropriate pool category are selected to be interviewed. One of them is appointed, the other two remain in the pool.

The Administrative Pool system provides an efficient means of selecting administrators by gathering of objective data and the removal of the "good ole boy" stigma. In addition, its early establishment places us ahead of the state mandate.

SRI PERCEIVER ACADEMIES
ADMINISTRATOR THEMES

MISSION

Mission is represented by one's personal commitment to make an affirmative impact on the lives of others. This administrator believes staff members can grow and develop. This person is primarily concerned with a cause that can be of benefit to others.

HUMAN RESOURCES DEVELOPMENT

Human resources development is indicated by the administrator's ability to receive satisfaction from the personal and professional growth of staff members. This person helps staff members experience success and finds fulfillment in the achievement of each person's goals.

RELATOR

The relator theme is evident when the administrator desires positive personal relationships with others and has strategies to build relationships with the staff. This manager is committed to an extended and enduring relationship of mutual support.

DELEGATOR

A delegator wants to know each teacher's strengths and interests in order to extend responsibilities in a way which helps each teacher grow and be successful. This person begins with the individual and moves to the task or area of responsibility.

ARRANGER

An arranger demonstrates insights and skills in working with groups of people in order to achieve common objectives. This person understands the uniqueness of individuals and helps people to work together effectively and openly.

CATALYZER

The catalyzer is a manager who can stimulate the performance of teachers through searching out and encouraging the creative and innovative ideas of teachers. This person is open with personal ideals and builds enthusiasm about positive changes.

AUDIENCE SENSITIVITY

An audience sensitive administrator spontaneously assesses the thoughts, feelings, proposed actions, and actions from the viewpoint of patrons, faculty, and students. This person remains sensitive to this awareness and uses such insight in the decision-making process.

GROUP ENHANCER

Group enhancers believe their particular staff has great potential. This person looks for the strengths in individual staff members and has a positive perspective toward them. This administrator builds pride through the accomplishments of staff and plans ways to maintain a supportive group climate.

DISCRIMINATOR

The discriminator is an administrator who differentiates according to a well-defined value system which focuses on the worth and dignity of human beings . . . especially students. This person is characterized by an ability to identify that the most important aspect of a school is what happens between teachers and individual students.

PERFORMANCE ORIENTATION

The performance orientation theme is observed in an administrator who is goal directed. This person's goals are stated in terms of specific "practical" outcomes for self and others. This person uses criteria for measurements, has definite objectives, and is interested in measurable results.

WORK ORIENTATION

An administrator with work orientation is intensely involved in work and is almost continuously thinking about it. This

person tends to rehearse and review activities related to work, family, and special interest commitments. Such an administrator has a lifestyle which integrates these areas of priority into his/her actualization. This person possesses a great deal of stamina and ordinarily is actively involved for long days and weeks.

AMBIGUITY TOLERANCE

This administrator displays a tendency to suspend judgment until as much evidence as possible is available from involved parties. A high tolerance for ambiguity is seen as a means to an end rather than an end in itself. Much restraint is placed upon impulsive decision making.

LEADER

A person strong in this theme enjoys being the leader. He/she likes being in a position of influence and can handle being "out front." This person is persuasive when necessary and demonstrates persistence and courage in the face of resistance. A person strong in this theme tends to be competitive and is emotionally and verbally powerful in driving toward an objective.

GESTALT

The person strong in this theme has a drive toward completeness, and tends toward perfectionism. Even though form and structure are important, the individual person is considered first. This administrator works from individual to structure and helps others develop their own need for completeness.

APPENDIX B
LETTERS



620 East University Avenue, Gainesville, Florida 32601 Phone (904) 373-5192

BOARD MEMBERS
CHARLES S. CHESTNUT
BARBARA G. GALLANT
FRANK J. LAGDTIC
JAMES W. LONGSTRETH
MARGARET P. HATTRESS

SUPERINTENDENT OF SCHOOLS
DOUGLAS P. MAGANN, Ed.D.

MEMORANDUM

TO: All Individuals Who Have Applied for the
Administrative Pool in Alachua County

FROM: Tommy Tomlinson, Deputy Superintendent

SUBJECT: Administrative Pool Questionnaire

DATE: April 9, 1985

The enclosed questionnaire is part of a doctoral study being done by Ms. Jacquelyn Hart. Ms. Hart is presently employed at the University of Florida but formerly was a teacher in our system. I am personally interested in the results and the implications for the Administrative Pool process. I would, therefore, ask that you take a few minutes of your valuable time to fill out the questionnaire. I will appreciate your effort, and I know Ms. Hart will be thankful. Please return the questionnaire to me by April 19 if at all possible.

You will be identified by the information asked for on the cover page.

jo

Enclosure



620 East University Avenue, Gainesville, Florida 32601 Phone (904) 373-5192

BOARD MEMBERS
 CHARLES S. CHESTNUT
 BARBARA G. GALLANT
 FRANK J. LAOTIC
 JAMES W. LONGSTRETH
 MARGARET P. NAITTRESS

SUPERINTENDENT OF SCHOOLS
 DOUGLAS P. MAGANN, Ed.D.

MEMORANDUM

TO: INDIVIDUALS IN THE ADMINISTRATIVE POOL AND
 THOSE WHO HAVE BEEN PROMOTED FROM THE POOL

FROM: TOMMY TOMLINSON, DEPUTY SUPERINTENDENT

DATE: MAY 3, 1985

A few individuals have not returned the questionnaire regarding the doctoral study being done by Ms. Jacquelyn Hart from the University of Florida. I sent this to you the second week in April. Your response and cooperation will be greatly appreciated by both of us.

Some have expressed concern about being identified by the number in the upper right-hand corner. This number is strictly for my benefit and has nothing to do with the study or your answers.

Take a few minutes to complete the instrument and return it to me as soon as possible. If you lost the first one, let me know. If you have questions, call me at 395-0529.

cc: Jacquelyn Hart

APPENDIX C
API VALIDATION

Part A
Item Characteristics
by Theme

Theme/Item	Sample Two		Sample One	
	\bar{X}	Correlation to Total to Ratings (N = 577)	\bar{X}	Correlation to Total to Ratings (N = 336)
MISSION				
1. Why become	.25	.43	.29	.43
15. Mission	.28	.39	.37	.40
29. Teachers/students	.40	.39	.47	.35
43. Parent comes	.33	.37	.38	.31
57. Goals	.27	.46	.31	.47
TOTAL	<u>1.53</u>		<u>1.82</u>	
HUMAN RESOURCES DEVELOPMENT				
2. Ways help	.32	.41	.41	.42
16. Three functions	.28	.47	.36	.47
30. Best use	.32	.44	.40	.44
44. Judge success	.21	.38	.27	.38
58. Great satisfaction	.37	.38	.37	.38
TOTAL	<u>1.50</u>		<u>1.81</u>	
				-.15

Theme/Item	Sample Two		Sample One	
	\bar{X}	Correlation to Total to Ratings (N = 577)	\bar{X}	Correlation to Total to Ratings (N = 51)
<u>CATALYZER</u>				
6. Teacher	.28	.32	.33	.28
20. Routine	.42	.39	.45	.41
24. Field trip	.45	.29	.53	.31
48. Experimental	.77	.28	.84	.29
62. Idea is good	.42	.41	.53	.40
TOTAL	2.34		2.68	
<u>AUDIENCE SENSITIVITY</u>				
7. Students	.53	.26	.58	.31
21. Parents	.60	.34	.68	.29
35. Young leader	.26	.30	.29	.31
49. Outspoken	.36	.33	.41	.27
63. PTA President	.24	.30	.24	.27
TOTAL	1.99		2.20	
<u>GROUP ENHANCER</u>				
8. Morale	.30	.33	.36	.35
22. Praise	.58	.39	.64	.34
36. Lounge	.22	.32	.25	.31
50. Reporter	.38	.36	.39	.41
64. Organizations	.19	.39	.19	.40
TOTAL	1.67		1.83	

Theme/Item	Sample Two		Sample One	
	\bar{X}	Correlation to Total to Ratings (N = 577)	\bar{X}	Correlation to Total to Ratings (N = 336)
<u>DISCRIMINATOR</u>				
9. Priorities	.53	.20	.53	.21
23. Better teacher	.37	.24	.47	.16
37. Resistance	.27	.33	.27	.30
51. Teaching position	.35	.37	.35	.41
65. Newly hired	.31	.22	.30	.23
TOTAL	<u>1.83</u>		<u>1.92</u>	
<u>PERFORMANCE ORIENTATION</u>				
10. Assess	.47	.12	.47	.13
24. Scores	.20	.13	.20	.10
38. Reach objectives	.52	.31	.59	.28
52. Set objectives	.78	.30	.86	.24
66. Help teachers	.44	.38	.51	.38
TOTAL	<u>2.41</u>		<u>2.63</u>	
<u>WORK ORIENTATION</u>				
11. Social	.71	.27	.72	.27
25. Alone	.57	.24	.57	.23
39. Month	.41	.28	.47	.24
53. 45 hours	.23	.22	.23	.23
67. Saturday	.58	.38	.66	.42
TOTAL	<u>2.50</u>		<u>2.65</u>	

WORK ORIENTATION

Theme/Item	Sample Two		Sample One	
	\bar{X}	Correlation to Total to Ratings (N = 577)	\bar{X}	Correlation to Total to Ratings (N = 336)
<u>AMBIGUITY TOLERANCE</u>				
12. Quick	.23	.44	.29	.43
26. Not solved	.27	.29	.38	.32
40. Important	.33	.31	.38	.27
54. Basic changes	.42	.41	.50	.39
68. Necessary	.16	.34	.15	.35
TOTAL	.41		1.70	
<u>LEADER</u>				
13. Persuasive	.30*	—	—	—
27. Terminate	.38*	—	—	—
41. Competitive	.50*	—	—	—
55. Large groups	.40*	—	—	—
69. Reject	.40*	—	—	—
TOTAL	1.90*			
<u>GESTALT</u>				
14. Organized	.31	.40	.33	.41
28. Prepare	.40	.28	.48	.24
43. Perfect	.30*	—	.30*	—
56. Unfinished	.15*	—	.15*	—
70. Deadline	.30*	—	.30*	—
TOTAL	1.46		1.51	

*Estimated only from other instrumentation (experimental themes).

Part B

Administrator Perceiver Inventory (API)
Theme Characteristics

Theme	Mean (N = 913)	S.D. (N = 913)	r to Total (N = 185)	r to Criterion (N = 48)
Mission	1.64	1.32	.66	.69
Human Resources Development	1.61	1.42	.62	.48
Relator	2.60	1.48	.68	.69
Delegator	1.85	1.24	.60	.56
Arranger	2.11	1.31	.65	.72
Catalyzer	2.47	1.13	.57	.52
Audience Sensitivity	2.07	1.13	.60	.61
Group Enhancer	1.73	1.30	.63	.42
Discriminator	1.86	1.25	.42	.08
Performance Orientation	2.49	1.14	.56	.52
Work Orientation	2.56	1.24	.55	.52

Theme	Mean (N = 913)	S. D. (N = 913)	r to Total (N = 185)	r to Criterion (N = 48)
Ambiguity Tolerance	1.52	1.31	.63	.57
Leader	1.90*	—	—	—
Gestalt	<u>1.48*</u>	—	—	—
TOTAL	24.51	8.74	—	.65
TOTAL*	27.89	—	—	—

*Estimated only from other instrumentation (experimental themes).

APPENDIX D
FLORIDA COMPETENCIES FOR
SCHOOL-BASED ADMINISTRATORS

FLORIDA COMPETENCIES FOR
SCHOOL-BASED ADMINISTRATORS

PURPOSE AND DIRECTION

1. PROACTIVE ORIENTATION—Takes the role of being fully "in charge" and responsible for all that happens in a situation or a job. An "internal control" orientation in which persons behave with the full assumption that they can be the "cause" and can move events, create change, and achieve goals. Initiates action and readily takes responsibility for all aspects of the situation—even beyond ordinary boundaries—and for success and failure in task accomplishment. Initiates actions of self and others to learn about the organization and to achieve goals.
2. DECISIVENESS—Expresses forcefulness and confidence when a decision is made. A readiness to make decisions, render judgments, take actions, and commit oneself and others regardless of the quality of the decision.
3. COMMITMENT TO SCHOOL MISSION—Holds a set of values about the school, e.g., welfare of the students, fairness to staff; behavior is consistent with values despite barriers.

COGNITIVE SKILLS

4. INTERPERSONAL SEARCH—Is able to discover, understand, and verbalize the concepts, thoughts, ideas held by others. Is not only sensitive to the ideas and opinions of others, but behaves to ensure an understanding of the feelings and verbalizations of others.
5. INFORMATION SEARCH—Searches for and gathers many different kinds of information before arriving at an understanding of an event or a problem. Uses formal and informal observation, search, and interaction to gather information about the environment. The breadth (number of sources) and depth (what is learned from each relevant source) of information search.

6. CONCEPT FORMATION—The ability to form concepts, hypotheses, ideas on the basis of information. Can reorder information into ideas, see relationships between patterns of information from different sources, and can link information separate spatially or over time. A logical process of forming ideas based on information from different sources.
7. CONCEPTUAL FLEXIBILITY—The ability to use alternative or multiple concepts or perspectives when discussing problem solving or making a decision. Can view a person or an event from different perspectives; can devise alternative plans or courses of action and can visualize the pros and cons of each. Considers information from different points of view in arriving at a decision. The ability to view an event from multiple perspectives simultaneously.

CONSENSUS MANAGEMENT

8. MANAGING INTERACTION—The ability to get others to interact, to stimulate others to work together, to understand each other, to resolve conflict, or agree to its presence, to encourage others to reach mutual agreement. Uses own and others' ideas to initiate and stimulate dialogue between others. To demonstrate good group process and facilitator skills.
9. PERSUASIVENESS—The ability to persuade or influence others through a number of possible means; gaining and sustaining their attention and interest in a group situation; using information or arguments, modeling the behaviors expected; or being direct in specifying what others will do.
10. CONCERN FOR IMAGE—Shows concern for the image of the school via the impressions created by the students and staff and manages these impressions and public information about the school.
11. TACTICAL ADAPTABILITY—States the rationale for using particular strategies; e.g., to influence certain groups, tailors style of interaction to fit the situation and changes style if it does not succeed.

QUALITY ENHANCEMENT

12. ACHIEVEMENT MOTIVATION—States high internal work standards. Verbalizes personal and group goals as a desire to do something better—better feedback or

measures of how well self or group is doing; shows frustration in meeting barriers or in response to own or others' mistakes or failures.

13. MANAGEMENT CONTROL—Devises opportunities to receive adequate and timely feedback about the progress of work accomplishments of others. Follow-up on delegated activities or providing plans for or taking action on feedback of information to others about meeting standards of productivity.
14. DEVELOPMENTAL ORIENTATION—Holds high and positive expectations about others' potential, views developing others as a property of the principal's job. It involves working with others as a coach, discussing performance problems, providing feedback about performance and giving reassurance for development while allowing the person to take individual responsibility.

ORGANIZATION

15. ORGANIZATIONAL ABILITY—Sets plans and promotes to accomplish goals. Schedules activities and the use of human and other resources for accomplishing goals. Focuses on time, deadlines, flow of activities or resources on ways to get the job done.
16. DELEGATION—Delegates authority and responsibility clearly and appropriately in accomplishing organization goals. This must be differentiated from organization, that is from the normal assignment of tasks which people routinely do. It is the delegation of a project not currently a routine part of the person's job; e.g., gathering information, developing a proposal or a plan, implementing a project.

COMMUNICATION

17. SELF PRESENTATION—The ability to clearly present one's own ideas, others' ideas, and information in an open and genuine way. Is able to share ideas with others in an open informative, nonevaluative manner. Effectively uses technical, symbolic, nonverbal and visual aids or graphics in order to get the message across.
18. WRITTEN COMMUNICATION—Clear, concise, and properly structured written communication.

19. ORGANIZATIONAL SENSITIVITY—The awareness of the effects of one's behavior and decisions on other people and other groups in and outside the organization.

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BIOGRAPHICAL SKETCH

Jacquelyn D. Hart was born September 12, 1938, at Gainesville, Florida. After graduating from Lincoln High School in 1955, she attended Lane College, Jackson, Tennessee, receiving a Bachelor of Science degree in business education. She taught in the public schools of Alachua County, Florida, and Santa Fe Community College, Gainesville, Florida. In 1965, she enrolled in the Graduate School of Indiana University and in 1969 became a graduate student at the University of Florida, where she received the Master of Education in business education in December 1970 and the Specialist in Education in 1972 in foundations of education.

She worked as a graduate teaching assistant from 1970 to 1972 in the Institute for Development of Human Resources, with Dr. Ira J. Gordon.

From 1977 to the present time she has pursued her work toward the degree of Doctor of Philosophy while working at the University of Florida as the Affirmative Action Coordinator.

She is a member of Kappa Delta Pi, Delta Pi Epsilon, the American Association of Affirmative Action, Florida Association for Women Deans, Administrators and Counselors,

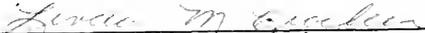
American Council on Education, National Identification Program, Delta Sigma Theta, Inc., and the Christian Methodist Episcopal Church.

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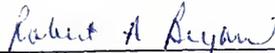
Bob Burton Brown, Chair
Professor of Foundations of
Education

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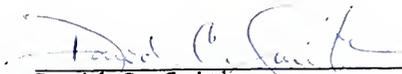
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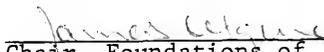
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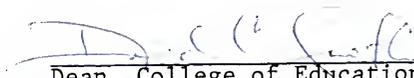


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