HOW PRINCIPALS AND SUPERINTENDENTS VIEW THE PRINCIPAL'S ROLE IN RECRUITMENT AND SELECTION OF STAFF

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HOW PRINCIPALS AND SUPERINTENDENTS VIEW THE PRINCIPAL'S ROLE IN RECRUITMENT AND SELECTION OF STAFF

by

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Abstract

This study examined the elementary principal's role in the recruitment and selection dimensions of staff personnel services. More specifically, it addressed questions regarding:

1. What is the principal's perception of his actual and desired role in recruitment and selection?
2. What differences, if any, exist between the principal's actual and desired role in recruitment and selection?
3. What is the superintendent's perception of the actual and desired role of his principals in recruitment and selection?
4. What differences, if any, exist between the superintendent's perception of the actual and desired role of the principal in recruitment and selection?
5. What differences, if any, exist between perceptions held by principals and superintendents for the desired role of the principal in recruitment and selection?

Data were collected by means of a questionnaire administered to principals and superintendents. Items of the questionnaires for both principals and superintendents were derived from Harris's et al. (1979) task areas. The questionnaire was revised based upon recommendations made

by full-time graduate students and professors of the Department of Educational Administration in the Faculty of Education at Memorial University.

Several major findings and conclusions emanated from this study. Elementary principals' perceptions of their existing responsibilities in recruitment and selection of instructional staff range from no responsibility to very little responsibility for all areas. Principals indicated a desire for considerable to full or equal responsibility in the majority of these areas. Marked disparities existed between perceptions of superintendents concerning the actual and desired role of principals in recruitment and selection of instructional staff. Superintendents generally agreed that principals should have more input. However, the desire expressed by superintendents for principals' involvement in recruitment and selection was dramatically less than that expressed by principals.

The study advanced the following recommendations:

1. Efforts should be directed toward providing experiences whereby perceptions of superintendents and principals could be more congruent.
2. Teacher selection could be changed from a centralized to a multi-level process.
3. Teachers could be selected by a team of school district personnel drawn from Central Office and respective schools.

4. The present study should be replicated to include superintendents and high school principals to determine if findings would be similar to those found in this study.

5. University professors, familiar in theory and practice with teacher recruitment and selection might be included to help explain the different perceptions between elementary principals and superintendents regarding the principal's role in recruitment and selection.

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CHAPTER I

INTRODUCTION

The importance of a principal's being actively involved in recruitment and selection of teachers for his school is reflected in Griffiths' (1964) observation "it is axiomatic that a school system is only as good as the people who make it" (p. 165). Assuming every principal is interested and eager to constantly improve the quality of his school's professional staff, the process of recruitment and selection represents a significant means by which a principal can attain this goal.

Gibson and Hunt (1965) maintain "in every case, the individual who will be responsible for the performance of the new person, the principal, should be involved in the final decision to recommend the applicant for appointment" (p. 166). Certain procedures should be followed so care can be taken not to assign a teacher to a school in such a way that the principal feels that he cannot be held responsible for the possible failure of that teacher. Cline, cited in Griffiths (1964) states:

> The principal should be consulted in this matter: he should be interested enough in getting the personnel he wants, sufficiently well informed in the matter of assigning teachers and be able to present his needs so clearly and convincingly that he will be consulted. (p. 157)

In summary, when a vacancy occurs within his school the principal should vigorously begin the search for a replacement.

To ensure proper selection of teachers, professional competency of principals must encompass various skills. Griffiths (1964) states these skills as:

> Technical skills - the principal develops a procedure by which he can survey staff needs and establish the necessity for needed placements and additions.
>
> Human skills - the principal works with the staff to determine what types of persons are required to fill staff needs. He takes action in personally searching for personnel that will best meet his needs as defined above or works closely with the central staff officer responsible for making contracts and conducting preliminary screening of candidates. The principal makes recommendations to the chief school administrator on employing new personnel.
>
> Conceptual skills - decisions concerning selection, dismissal and transfer of personnel are made in relation to an understanding of how the individual staff members relate to the school. (p. 159)

Although principals may be competent in these skills, and eager to become active in recruitment and selection, some consideration should be given to the extent to which some principals are involved. It appears that the role of the principal may vary from school district to school district. It is conceivable this could be for either of three reasons: superintendents unilaterally make decisions on the hiring of new teachers, staffing committees are constructed in such a

way as to partially or totally exclude the principal, or forced placement may diminish the principal's role. Gorton (1976) states, "this is regrettable, since there is a long and continuous tradition of holding the administrator accountable for the performance of the professional staff in the school" (p. 162). Accepting the premise that a principal's involvement is essential in recruitment and selection, the extent to which the principal is involved can have a profound effect on the whole school system.

Statement of the Problem

The major purpose of this study was to examine the principal's role in the recruitment and selection dimensions of staff personnel services. More specifically, this study addressed the following questions.

1. What is the principal's perception of his actual role in recruitment and selection?
2. What is the principal's perception of his desired role in recruitment and selection?
3. What differences, if any, exist between the principal's actual and desired role in recruitment and selection?
4. What is the superintendent's perception of the actual role of his principals in recruitment and selection?
5. What is the superintendent's perception of the desired role of a principal in recruitment and selection?

6. What differences, if any, exist between superintendents' perceptions of the actual and desired role of the principal in recruitment and selection?
7. What differences, if any, exist between perceptions held by principals and superintendents for the desired role of the principal in recruitment and selection?

A Framework for Recruitment and Selection

Since personnel administration is viewed as a key element in the improvement of instruction, the principal must exhibit high-level leadership in the provision of service. Harris et al. (1979) state:

> The scope of personnel administration has broadened and its processes have become more complex. The core responsibilities include recruitment, selection, assignment, and evaluation of personnel. The increased scope and complexity of personnel administration have resulted in problems of communication. (p. 97)

Recruitment and selection are viewed as major components of horizontal staffing in personnel administration. Both components have individual identities. Recruitment includes advertising, employment agencies, employment referrals, campus visits, and write-ins. The selection component includes job analysis, interviews, application forms, assessment, testing, reference-checking, and physical examinations. These components are shown in Figure 1.

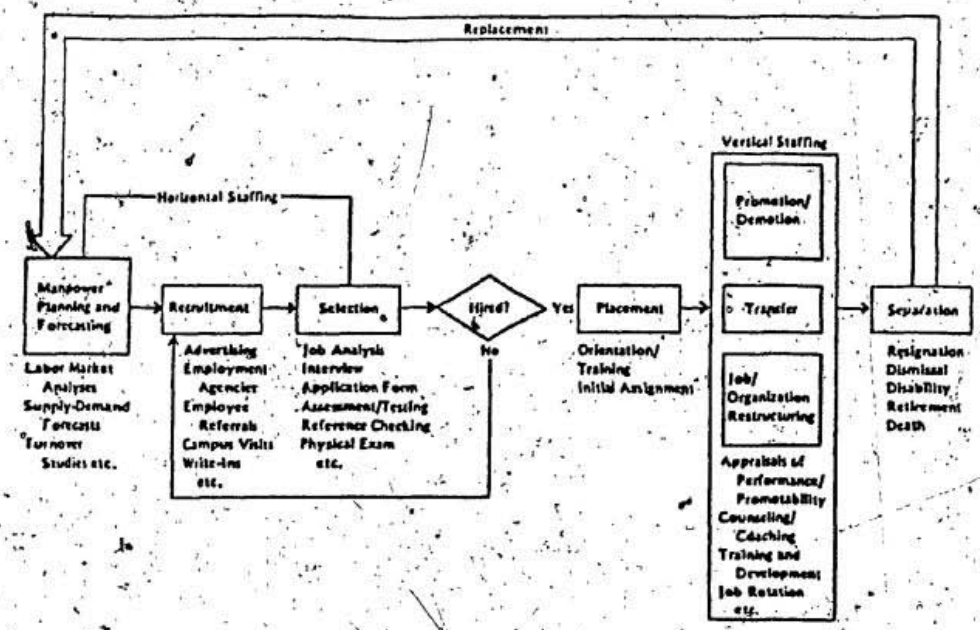

Figure 1. Components of an Integrated Staffing System (from Harris et al., 1979, p. 96)

Harris et al. (1979) provide further elaboration of recruitment and selection as a continuous process involving six stages:

needs assessment → job description → identification and attraction of potential recruits →

gross screening → selection tools and processes → decision-making

Needs assessment is a systematic way of determining the distance between what the organization is accomplishing and what we would like to have it accomplish. Since organizational maintenance and change are desirable, personnel are recruited, selected, and deployed to serve both purposes. Needs must be assessed with respect to the mission and goals of the total organization and then with respect to the particular unit or job assignment, if it is known. The job description should contain all the essential information that a prospective employee would need in order to "size up" the job. Identification and attraction of potential recruits would involve identifying well-qualified personnel whose abilities are not being fully utilized and attracting well-qualified personnel from locations where they are too numerous to be fully utilized. The best way to attract able people, according to Harris et al. (1979) is "to make the school system one that will appeal to them" (p. 151). Assuming several candidates have been attracted for a given job, the obviously less promising ones can be eliminated from the list by relatively gross screening devices. Research indicates that some selection tools are more useful for screening out the extreme "lows" than they are for selecting the best prospects.

The one statement that can be made with complete and justified confidence about selection devices and processes is that no one device has enough predictive validity to warrant its exclusive use. Selection tools and processes include:

application forms, letters of recommendation, rating scales, transcripts, telephone investigations, interviews, tests, sociometrics, simulations, and multiphase programs. Actual selection decisions should be made by a small number of highly trained, competent, responsible people. Too often, in the name of democracy, candidates are subjected to interviews with people who are not trained interviewers, and who are not aware of the severe limitations of interviews as predictors of performance.

Having placed the core responsibilities of the principal into a reference framework, this study was designed to develop a complementary model within which the role of the principal can be examined through:

1. the principal's perception of his performance or actual role.
2. the principal's perception of the most desired role.
3. the superintendent's perception of the most desired role for the principal.

Congruency of Role Relationship Model

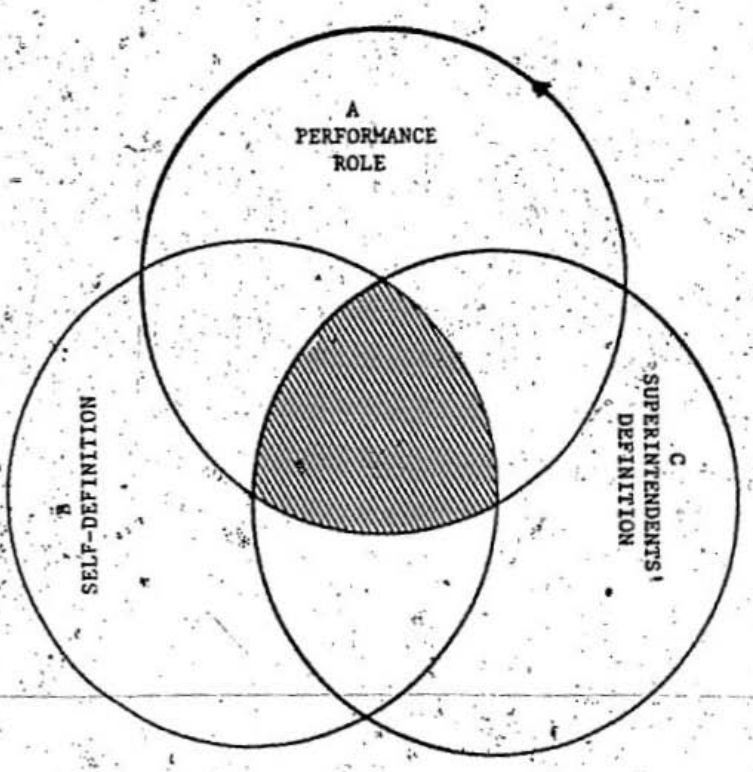

Figure 2. Congruency of Role Relationship Model

The model displayed in Figure 2 is a revision of that developed by Gibson and Hunt (1965). The model maintains that if all three areas are highly congruent, then principals can be expected to be satisfied with their

performance, and superintendents can also be expected to be satisfied. If self-definition and superintendent's definition are quite different, but the principal successfully meets the superintendent's definition, he may or may not be very well satisfied but will be judged to be successful by the superintendent. If, conversely, the principal acts in terms of his own definition, and it is quite different from that of the superintendent, he may be satisfied with his own performance but will be probably judged unsuccessful by the superintendent. If the principal is unable to bring into performance the definition which he and/or the superintendent has, both the principal and superintendent will probably be unhappy and judge performance to be unsuccessful.

Based on research findings, recommendations will be made to give greater congruency, between the perceptions of principals and superintendents, regarding the role of the principal in recruitment and selection. This profile should serve as a guide by which principals and superintendents can arrive at a more compatible framework within which they might staff schools more efficiently. It is within the framework of Harris' et al. (1979) categories of tasks for recruitment and selection that the questionnaire statements were developed.

Significance of the Study

Since there is a lack of research concerning the role of the principal in recruitment and selection in this province,

this study should provide principals and superintendents with some insight concerning a more desirable role for principals in the process of recruitment and selection. Therefore, a need to study the principal's role in these areas is most relevant for several reasons. First, with the possible mobility of principals from one school district to another, there may be confusion of role regarding recruitment and selection if different districts have different role expectations of the principal. Secondly, with the present decline in numbers of teaching units, it is necessary to ensure that schools are staffed as expertly as possible to meet individual needs. Thirdly, implementation of new and more demanding programmes has caused more emphasis to be placed on teacher compatibility within a system.

Delimitations

This study focussed on two aspects of the personnel administration process, namely recruitment and selection. Participants in this study included the district superintendent and two randomly selected elementary principals from each integrated school district in Newfoundland and Labrador.

Limitations

1. Since this study deals with elementary principals only, generalizations may not be possible to high school principals.

2. Since the study deals only with integrated school districts, findings may not be generalizable to all school districts of Newfoundland and Labrador.
3. The study is dependent on mailed questionnaires.
4. The reliability of responses provided is unknown.

Definitions

1. District Superintendent. This term refers to the chief executive officer of the school district who is responsible for performing the duties as prescribed by The Schools Act, 1969. (The Schools Act, 1969, pp. 23-24)

2. Elementary School Principal. This term refers to that member of the administrative-teaching staff formally designated "principal" who is charged with the overall responsibility for the daily operation of a specific elementary school. (Ivany, 1975, p. 12)

3. Role. This is a set of expectations associated with a position. (Doyle, 1972, p. 8)

4. Administrative Personnel. This term refers to those who organize the school and see that the instructional process goes ahead. (Gibson & Hunt, 1965, p. 2)

5. Selection Process. This is the phase of putting into effect the objective of personnel administration concerned with the discovery and employment of personnel who have the ability, will, and necessary initial competency to do the work assigned them. (Van Zwoll, 1964, p. 96)

6. Recruitment. It refers to those activities in personnel administration designed to attract the quality and quantity of manpower needed to carry on the work of the organization. (Castetter, 1971, p. 169)

7. Perception. This is an individual's concepts which represent preferential biases developing out of experiences. (Katz and Kahn, 1966, p. 188)

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

To place recruitment and selection in their proper perspective as parts of the total personnel administration process, a brief review of research and literature pertaining to personnel administration has been undertaken. The role of the principal has been focused on throughout this review. Literature related to this study has been categorized into three sections: (a) personnel administration, (b) recruitment process, and (c) selection process.

Personnel Administration

Gibson and Hunt (1965) define personnel administration as "those who organize the school and see that the instructional process goes ahead" (p. 2). Castetter (1976) likewise views administrative personnel as being able to develop and maintain a staff able and willing to render effective educational services for its clients. Castetter further attempts, through examination of specific objectives of personnel administration, to clarify the meanings of general goals and delineate the essential processes involved. These specific objectives are:

1) ensure and recommend for adoption short- and long-range manpower plans.

2) initiate activities based on a master personnel plan which will attract the quality and quantity of personnel essential to the delivery of appropriate and effective educational services to clients.

3) prepare and recommend for adoption plans and procedures for the selection of personnel.

4) to advise the central administration concerning the appraisal of all personnel in the employ of the organization.

5) plan and coordinate programs for personnel induction.

6) advise the central administration about relations with organized personnel groups.

7) prepare personnel records, reports, and research aimed at informing the central administration of the status, needs, problems, and issues of human resources in the school system.

8) create and coordinate plans for motivating and securing the cooperation of personnel.

9) render advice and service upon request to all administrative personnel.

10) coordinate the planning and operation of the personnel function with other major organizational functions such as instruction, logistics, and external relations.

11) utilize administrative personnel operating processes to facilitate integration of individual needs and organizational expectations. (p. 276)

Corbally (1965) and others view personnel administration as being one of the most important administrative task areas for which the school principal is responsible. Strong emphasis is placed on the team approach. Every employee is a member of a team dedicated to running the best

school possible. Every position is important both in itself and in its contribution to the corporate effort. Management of staff personnel focuses on recruitment, assignment, and supervision of all people within the organization.

Corbally maintains that staff personnel administration should operate from some well understood and recognizable frame of reference. Such a reference may roughly be defined as a policy, that is, a plan of action sufficiently specific to provide a definite guide to action and flexible enough to allow for intelligent utilization and practical application. Development of sound, cooperatively formulated personnel policies is very important.

Recruitment Process

Castetter (1976) defines recruitment as "those activities in personnel administration designed to attract the quality and quantity of manpower needed to carry on the work of the organization" (p. 169). Recruitment creates a pool of available people from which suitable candidates may be selected for job consideration.

Harris et al. (1979) state that recruitment has a necessary prerequisite which is a deliberate assessment of needs. Needs must be assessed first with respect to the mission and goals of the total organization and then with respect to the particular unit of job assignment. There should be considerable involvement of all who are affected by any given position

in decisions concerning criteria and procedure that will be followed. However, once the ground rules have been set, actual decisions should be made by a small number of highly trained, competent people. Research indicates that the principal is considered one of these competent people.

Gorton (1976) notes that the first important step in which a principal can help the district administrator in recruitment of staff is by providing data on school personnel needs. This should supply information concerning three major categories of personnel needs:

> 1) increased or decreased enrolment which creates a need for more staff or the reduction in staff.
>
> 2) changes in the educational program which necessitate additional or differently trained staff.
>
> 3) staff resignations or transfers which may create a need for personnel. (p. 149)

Gorton maintains the principal should, at a minimum, be involved in reacting to strengths and weaknesses of the district's current brochures, or in helping to develop proposed brochures which will be sent to teacher placement centres and to candidates who inquire about the district. The principal should also be involved in orienting the district's recruiting team to a school's particular staff needs.

Hansen (1976) indicates that whether or not a policy foundation for teacher recruitment has been provided by the board, an individual must assume administrative responsibility

for these activities. Therefore, he states that recruitment should be centralized and not done on an individual school basis. However, both Gorton and Green (1954) take a slightly different view of the idea of centralized recruitment. Gorton emphasizes that a perspective must be developed such that a district should be recruiting teachers to meet the needs of individual school programs, staffs, and clienteles; rather than just hiring teachers at large or as interchangeable components. Green (1954) states there are some advantages in having school personnel, such as the principal, participate in teacher recruitment. He suggests that such personnel will get to know the problems of staff recruitment at first hand and will be more likely to develop a systematic understanding of problems in the rest of the school staff and in members of the community. Sharing the problems of staff recruitment more widely is thus more likely to bring favourable responses to the principal's efforts to improve staff recruitment. Cross and Davis (1976) state that "people who are closest to the situation usually know the requirements of the position and can be of valuable assistance in recruiting teachers" (p. 53).

Grieder et al. (1969) note that one might use the degree of a principal's involvement as a rough indicator of the actual status of a principal in a school system. Too often principals are mere intermediaries between central administration and the building unit. Many writers agree with Grieder's assessment of the principal's involvement in

recruitment of teachers and have tried to counteract this misplaced role by providing guidelines for principals who are faced with staff recruitment. Reavis (1980) states "the key to successful recruitment is a principal who can involve the community in attracting good teachers; publish an attractive brochure as an effective means of recruitment; and invite students studying to become teachers to visit his/her school" (p. 32). Another study which examined the role of the principal in recruitment of staff was conducted by Payton (1969). As a result of this study, it was learned that 1) principals involve their staff and particularly department heads in the recruitment process, 2) the principal places great emphasis on the recommendations of his incumbent staff and encourages their recommendations for prospective candidates, 3) the principal and department head jointly develop the criteria by which a candidate is to be selected, and 4) the hiring decision is made by the principal. However, Harkness (1967) discovered that although larger schools may operate with considerable input by principals in recruitment, the trend is less common in smaller school districts where superintendents are still reluctant to relinquish authority for staff recruitment and selection in favour of the principal.

Castetter (1976), in keeping with the current trends, outlines several features that characterize organizations with successful recruitment efforts. These are:

1) recruitment plans for all personnel are developed and coordinated by the central administration. This phase of the process involves adherence to the manpower plan, deciding what positions are vacant and what standards are to be employed in selecting personnel to fill them. Principals, and other key administrators affected by the recruitment decisions participate in the planning.

2) standardized forms for getting information from and transmitting information to applicants are developed by the central office administrator. These include position guides, application blanks, medical forms, questionnaires, brochures, and manuals.

3) current information on the status of each candidate is essential to the conduct of recruitment. (p. 487)

From the review of literature and research dealing with staff recruitment, an obvious trend emerges. Over the past fifteen years, it can be concluded that the principal's role in recruitment has changed from one of mere intermediary to one of considerable responsibility.

Selection Process

Van Zwoll (1964) defines the selection process as

> that phase of putting into effect the objective of personnel administration concerned with the discovery and employment of personnel who have the ability, will, and necessary initial competency to do the work assigned them. (p. 96)

McVey (1954), reporting on Greene's study, lists the following selection principles identified as important:

1) selection should be on merit.

2) selection should take into consideration the duties of the position and the knowledge that is necessary to fulfill these duties.

3) all applicants should be required to meet some minimum requirements as to education and experience.

4) appraisal should use a comparable basis for rating all candidates.

5) provisions should be made for appraising the knowledge, education, and supervising techniques of all candidates.

6) competence in oral discussion should be appraised.

7) adequate provision should be made for appraising the performance in, and understanding of, community relationships of the candidates.

8) adequate provisions should be made for appraising the personality qualities of the applicant including interpersonal skills.

9) adequate provisions should be made for appraising the leadership potential of all candidates.

10) individuals called upon to take part in the appraisal of applicants should be impartial and trained in their specific duties.

11) complete and reliable evidence concerning the professional preparation of candidates should be obtained.

12) all applicants should be required to meet the minimum standards of health and physical fitness.

13) periodic evaluations of the selection process should be made.

14) probationary periods should be required. (pp. 143-4)

Anderson and Van Dyke (1963) view teacher selection as not being a policy matter; rather, it is an administrative task which demands considerable insight into the learning process, a knowledge of the intricacies of the administrative structure, and the ability to make good judgments on the qualifications of applicants as they relate to specific staff needs. In larger school systems, the superintendent called upon other administrators to assist in the screening, but the final selection of teachers to be recommended to the board was up to the superintendent. In small school systems the superintendent was often found to assume complete responsibility for all selections. However, Anderson and Van Dyke reported evidence to suggest that principals are becoming increasingly involved in this process. This increased activity on the part of principals in selection of teachers is seen as a desirable development, since it is the principal who will supervise and work most closely with teachers.

Griffiths (1964) also addressed the changing role of principals in staff selection. He stated that the role of the principal in personnel selection had undergone a remarkable change. The principal was no longer expected to take any teacher whom the central office sent him.

Buffie (1979) states that the single most important person in the selection process is the building principal. While many people may participate in the selection process, all are not influential to the same degree when it comes to actually deciding the person who will finally be selected.

Gorton (1976) also sees the school administrator as playing a major role in staff selection. However, he notes that in some school districts, the school administrator's role in staff selection can be described as peripheral. This finding describes a situation similar to that reported by Anderson and Van Dyke sixteen years earlier. In these situations, the principal may not find out who will be joining the staff until just before school opens. However, Gorton argues that in spite of what may seem to be advantages in efficiency when a personnel department selects the staff, it would appear that as long as the principal is held accountable for staff performance, he should be directly involved in the staff selection process.

Gorton visualizes staff selection as a process consisting of a series of sequentially interdependent steps with a direct input by principals. These steps are:

1) identify and define staff selection criteria.

2) collect and examine application forms and placement papers; identify most promising candidates to be interviewed.

3) plan carefully for the interviews.

4) invite and interview the most promising candidates.

5) make selection decisions and inform all candidates. (p. 153)

According to Castetter (1976) the primary aim of selection is to fill existing vacancies with personnel who meet established qualifications and who appear likely to

succeed on the job. This process may be simple or elaborate, depending on the size of the school system, the number of vacancies, and board recruitment policy. However, most selection processes include the following: reception, central screening interview, completion and review of application forms, completion of tests required by the system, decentralized interviews, background investigation, selection, nomination and appointment. Castetter views selection as a decentralized process meaning that the superior ~~to whom~~ an individual reports (principal) usually makes the final decision to accept or reject the applicant (p. 176).

Merritt (1971) states that the selection of teaching personnel is one of the main functions of educational administrators. The critical nature of this function may be readily seen in the development and implementation of a school educational program. Frequently, the administrator's main opportunity to initiate change or strengthen certain features of the curriculum rests with decisions he makes regarding the selection of teachers with required competencies (p. 2).

Cross and Davis (1976) observe that the selection of teachers should not remain with the central office but should be shared by the principal and staff members. This model would cause the schools to have increased involvement and responsibility for teacher selection rather than blaming central office for having hired unwisely.

Kerr (1976) states that when a principal shares in the responsibility of selecting a staff member, he has a greater interest in the success of the teacher chosen (p. 97).

Kindred et al. (1968) view the relationship of principal to central office as depending primarily upon the type of administrative structure within the district and whether or not the superintendent views his principals as responsible administrators or simply communication agents for the central office. The decentralized form of organization provides the principal with much greater opportunity to work closely with the central office in matters that pertain to his school. The principal is recognized by the central office as the executive head of the school he administers. As such, the principal recommends to the superintendent the employment of all of the employees of the school for which he is responsible.

Sergiovanni (1977) indicates that the selection process should be developed a little further to become a team effort involving those at all levels of administration in the schools. The selection process can be a vehicle whereby principals can hire a diverse faculty - a faculty that will reflect many beliefs, attitudes, and backgrounds (p. 17).

Accepting the premise that a selection process should be a team effort, Bolton (1969) believes a number of people might be involved in making decisions regarding applicants

at the various stages of the selection process. The initial screening may be done by one person or one group, while the final judgement might be made by someone else. Two examples of divergent practices representing different emphasis on central control of information collecting and assignment of authority for making choices are presented by Bolton. These are:

Sequence I: (Strong Principal Involvement)

1) central office conducts recruitment
2) central office conducts screening interview
3) principals examine written records, information regarding initial interview
4) central office processes written records
5) principal is responsible for contacting applicants in whom he is interested
6) principal interviews
7) central office interviews if the principal's interview is favourable
8) principals make recommendations that offer be made
9) central office makes offer
10) individual decides upon offer

Sequence II (Strong Centralization)

1) central office conducts recruitment
2) central office processes written records

3) central office conducts interviews

4) central office summarizes information from written records and interviews

5) written information and summary are routed to all principals who have potential vacancies

6) principals make recommendations regarding selection

7) central office makes final decision

(pp. 37-38)

Bolton maintains that since the selection process is not a single-phase operation (it consists of much more than simply making a choice) one of the major responsibilities of the persons in charge of selection is to determine who should be involved in what phase of the selection process and what should be the sequence of activities.

Brandon (1983), in a recent study, found that there was a considerable disparity between the perceptions of superintendents and principals as to who should have the primary responsibility for teacher selection. Among superintendents, 30 percent felt principals should have primary responsibility, while 57.9 percent felt the major responsibility should lie with superintendents. Only 14.7 percent of principals felt superintendents should have the primary responsibility while 67.6 percent felt principals should have the major responsibility for teacher selection.

On the basis of this study and from the review of literature, it appears that the concept of an administrative team is becoming more desirable. Thus, there is greater

input on the part of the principal in the process of teacher selection. This is not a duplication of efforts, but rather a complementary procedural approach which safeguards the goals of the selection process. The basic assumption is that the principal knows his/her school needs, and therefore is in the best position to select the person for his/her school. As Jones et al. (1976) state, "a main consideration is the degree to which the central office controls the selective procedure. Even when the central office coordinates and collects data, the principal needs to have input and some decision making authority" (p. 88).

Castetter (1976) describes one of the principal's major functions in implementing educational plans. It is to match personnel and positions as closely as possible. The following summary is adapted from Castetter (1976):

The total process of selection includes:

1) establishing role requirements;
2) determining the kind of data needed to select competent individuals;
3) deciding devices and procedures for gathering data;
4) securing staff participation in appraising the data and the candidate;
5) relating the qualifications of the candidates to the position specifications;
6) screening the qualified from the unqualified candidates;

7) preparing an eligibility list;

8) interviewing suitable candidates;

9) selecting a candidate for recommendation for appointment.

(p. 167)

Since principals direct employees (teachers) in task performance and are accountable for a specific building, the task of making personnel compatible with needs of the school is a significant administrative responsibility of the principal. Since principals are accountable for the performance of teachers, it is appropriate that they be instrumental in formulating selection policy and be active participants in employment decision making. McFarland (1977) concurred with this view in stating:

> The principal is being held responsible for the successful and efficient operation of his unit. Accordingly he must be given a say-so in the selection and placement of workers in his department. The calibre of his work force vitally affects the success of his efforts. (p. 242)

CHAPTER III

METHODOLOGY

Population

The population of this study consisted of all 21 Newfoundland and Labrador Integrated School Districts. The population was divided into two groups: (1) Superintendents (21) and (2) Elementary Principals (42) who have had at least two new teachers added to their staffs during the principalship.

Instrument

The instrument used in this study was a questionnaire administered to superintendents and principals. Questionnaire items were developed from the review of literature. Items in the questionnaires for both principals and superintendents dealt with recruitment and selection. Task areas used in the questionnaire were: needs assessment, job description, identification and attraction of potential recruits, gross screening, selection tools and processes, and decision making. These task areas were derived mainly from Harris' et al. (1979) task areas of recruitment and selection.

Each questionnaire contained 24 items and for each item the respondent was asked to indicate the degree of principal input he attaches to each task relating to actual

performance and desired role. The degree of input was indicated on a five-point scale consisting of:

1. No responsibility
2.
3.
4.
5. Full or equal responsibility

Performance role is the degree of input principals presently have in the various task areas identified.

Desired role is the degree of input principals should have in the various task areas identified.

Validity

Graduate students, elementary principals, and faculty members within the Department of Educational Administration were asked to complete the questionnaires and comment on their clarity, preciseness, and appropriateness. Revisions were made to the questionnaires as deemed necessary.

Reliability

The purpose of the instrument was to gain information concerning the attitude of superintendents and principals at a particular point in the school-year cycle; specifically at the time when those administrators are most concerned with staffing. It would be logical to assume that attitudes would differ at other points in the school-year cycle when staffing

is not a concern: Therefore, an attempt was made to establish reliability of the instrument within the timeframe of the staffing cycle, normally two to four weeks. The instrument was re-administered to one-third of the original respondents (those who responded early) within that period. Coefficients of reliability were calculated separately for each item for both principals and superintendents for each of the performance and desired roles. Coefficients so obtained were averaged using standard scores to establish four overall coefficients of reliability as follows: Principals' performance role .84, Principals' desired role .81, Superintendents' performance role .85, and Superintendents' desired role .83.

Administration of the Questionnaires

Superintendents of all Integrated School Districts were contacted and requested to grant permission for the researcher to conduct the study. Upon permission being granted, the superintendent was asked to provide a list of qualifying principals within his district. From this list, the researcher randomly selected two principals.

A questionnaire, along with a covering letter, was forwarded to each of the respondents selected. Two weeks from initial mailing, a follow-up letter was sent to each respondent. Two weeks later the investigator contacted the respondents by telephone to collect the remaining questionnaires.

Data Analysis

Each of the seven questions was dealt with in order. Questions one, two and three deal with perceptions of principals. Question one was dealt with in a descriptive manner by computing summary statistics on each item of the questionnaire. The distribution of responses for each item was reported along with the mean. Question two was dealt with in a descriptive manner by computing summary statistics on each item of the questionnaire. The distribution of responses for each item was reported along with the mean. Question three was analyzed by computing difference scores for each responding principal by taking the absolute value of difference between actual and desired role. The differences were presented in a descriptive manner by computing summary statistics on each individual item for all responding principals. The direction of difference between actual and desired roles was summarized by coding as:

(0) ---- no difference

(1) ---- actual greater than desired

(2) ---- actual less than desired

In addition, the degree of difference, where extreme, was reported.

Questions four, five and six, dealing with perceptions of superintendents, were analyzed in a parallel manner to analysis of data in questions one, two, and three.

Question seven was analyzed by computing difference scores for each responding principal and superintendent by taking the absolute value of difference for each item regarding the desired role for the principal. The differences were presented in a descriptive manner by computing summary statistics on each individual item. The direction of difference between perceptions of principals and superintendents was summarized by coding as:

(0) ---- no difference

(1) ---- Principals desire more input by Principals than Superintendents desire

(2) ---- Superintendents desire more input by Principals than Principals desire

In addition, the degree of difference, where extreme, was reported.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents an analysis of data gathered through use of the instruments. Information in this chapter is organized so that each of the questions presented in the statement of the problem is discussed in its respective numerical order. While there were no labels attached to response categories 2, 3, and 4 of the questionnaire, for purpose of discussion these categories have been referred to as follows: 2 - very little responsibility; 3 - average responsibility and 4 - considerable responsibility.

Question 1

What is the principal's perception of his actual role in recruitment and selection?

Actual Role of the Principal

Table 1 presents statistics for principals' responses to the actual role of the principal. An analysis of this table reveals that nine items had a mean less than two. Of the 37 principals surveyed, 29 (78%) said they had no responsibility for "maintaining a professional relationship with Memorial University as a recruitment centre". Only two principals indicated having full or equal responsibility. However, in "assessing needs of his/her particular school relevant to hiring of teaching personnel", 78.4% indicated

TABLE 1

Distribution of Principals' Responses for Each Item for the Actual Role of the Principal

Item	Distribution of Responses. No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	29(78.00)	5(13.50)	1(2.70)	0(0)	2(10.81)	37	1.41
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	4(10.81)	4(10.81)	7(18.91)	8(21.62)	14(37.83)	37	3.65
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	18(48.64)	5(13.51)	2(5.40)	8(21.62)	4(10.81)	37	2.32
4. Notifying teachers within the system of possible teaching vacancies.	20(54.05)	3(8.10)	6(16.21)	3(8.10)	5(13.51)	37	2.19
5. Soliciting the support of staff in determining school recruitment needs.	14(37.83)	6(16.21)	4(10.81)	5(13.51)	8(21.62)	37	2.65
6. Participating in devising the application forms for applicants.	31(83.78)	0(0)	4(10.81)	0(0)	2(5.40)	37	1.43
7. Giving written job descriptions for vacancies in question.	23(62.16)	5(13.51)	3(8.10)	5(13.51)	1(2.70)	37	1.81

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
8. Outlining professional qualifications required for the vacancy in question.	22(59.45)	2(5.40)	4(10.81)	6(16.21)	3(8.10)	37	2.08
9. Presenting written information explaining the school system to potential candidates.	26(70.27)	4(10.81)	3(8.10)	3(8.10)	1(2.70)	37	1.62
10. Presenting written information to potential candidates regarding employment requirements.	28(75.67)	5(13.51)	1(2.70)	2(5.40)	1(2.70)	37	1.46
11. Presenting written or oral information to potential candidates regarding character of the community.	20(54.05)	2(5.40)	7(18.91)	4(10.81)	4(10.81)	37	2.73
12. Reviewing personal history forms on applicants.	17(47.22)	2(5.55)	5(13.88)	4(11.11)	8(22.22)	36	2.56
13. Acting in the initial gross screening of applicants.	15(40.54)	7(18.91)	3(8.10)	4(10.81)	8(21.62)	37	2.54
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	28(77.77)	2(5.55)	2(5.55)	3(8.33)	1(2.77)	36	1.53
15. Examining letters of reference submitted by applicants.	16(43.24)	2(5.40)	6(16.21)	2(5.40)	11(29.72)	37	2.73

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
16. Contacting previous employers of the applicant by letter when desirable or necessary.	26(72.22)	4(11.11)	0(0)	2(5.55)	4(11.11)	36	1.72
17. Contacting previous employers of the applicant by phone when desirable or necessary.	19(52.77)	3(8.33)	3(8.33)	5(13.88)	6(16.66)	36	2.33
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	16(44.44)	4(11.11)	4(11.11)	5(13.88)	7(19.44)	36	2.53
19. Carrying out personal interviews with candidates interested in employment.	14(38.88)	2(5.55)	4(11.11)	5(13.88)	11(30.55)	36	2.92
20. Advising the prospective employee of certification requirements.	28(77.77)	5(13.88)	3(8.33)	0(0)	0(0)	36	1.31
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	20(57.14)	4(11.42)	4(11.42)	5(14.28)	2(5.71)	35	2.00
22. Explaining the probationary period to the prospective employee.	18(51.42)	7(20.00)	3(8.57)	4(11.42)	3(8.57)	35	2.06

Item	Distribution of Responses					Total	Mean
	No Responsibility 1	2	3	4	Full or Equal Responsibility 5		
	f.(%)	f.(%)	f.(%)	f.(%)	f.(%)		
23. Making the final decision regarding the candidate selected.	13(37.14)	4(11.42)	5(14.28)	6(17.14)	7(20.00)	35	2.71
24. Placing teachers when redundancies are declared within the school district.	27(77.14)	3(8.57)	3(8.57)	2(5.71)	0(0)	35	1.43

having average to full responsibility.

For item three, "planning for the identification and recruitment of local residents" 23 principals (62.2%) stated they had very little or no responsibility. Similarly, 62.2% stated they had very little or no responsibility for item four, "notifying teachers within the system of possible teaching vacancies".

While 62.2% of principals indicated very little or no responsibility for "notifying teachers within the system of possible teaching vacancies"; 21.6% indicated considerable to full or equal responsibility. Principals were divided in responding to item five, "soliciting the support of staff in determining school recruitment needs". Slightly more than half stated having very little or no responsibility while 45.9% indicated average to full or equal responsibility.

There was considerable evidence that principals have little input in "participating in devising application forms for applicants", with 31 principals (83.8%) indicating no responsibility. Of the remaining six principals, four indicated average responsibility while two stated having full or equal responsibility.

A majority of principals indicated very little or no responsibility for items seven, eight, nine and ten. For item seven, "giving written job description for vacancies in question" 75.7% indicated very little or no responsibility with a mean score of 1.81. Item eight, "outlining professional qualifications required for vacancies in question", was viewed

by 64.9% of principals as having very little or no responsibility for them. Similarly, 81.1% stated having very little or no responsibility for item nine, "presenting written information explaining the school system to potential candidates". On item ten "presenting written information to potential candidates regarding employment requirements" only one principal had full or equal responsibility while 89.2% stated having very little or no responsibility.

Principals were divided in their responses on items 11, 12, and 13. On all three items slightly more than half indicated very little or no responsibility. In "presenting written or oral information to potential candidates regarding the character of the community" only eight principals (21.6%) indicated considerable or full responsibility with a mean response of 2.73. On "reviewing personal history forms on applicants" 33.3% indicated considerable to full or equal responsibility. Similarly for item 13, "acting in the initial gross screening of applicants", 32.4% of principals responded as having considerable to full responsibility.

Similarly, for item 14, "processing applications so each candidate may know the status of his candidacy", and item 16, "contacting previous employers of the applicant by letter when desirable", 83.3% of principals stated having very little or no responsibility. However, while only one principal indicated full responsibility for item 14, four principals (11.1%) indicated full responsibility for item 16.

Principals' responses were well distributed for items 15 and 19. Both items had slightly more than half of the principals indicating average to full responsibility for the task areas of "examining letters of reference submitted by applicants" and "carrying out personal interviews with candidates interested in employment". Item 15, had 51.3% stating from average to full responsibility compared to 55.5% indicating the same degree of responsibility for item 19.

Between 55%-60% of principals viewed themselves as having very little or no responsibility regarding item 17, "contacting previous employers by phone" and item 18, "reviewing information on candidates for completeness of documentation". On both items respectively, 11 principals (30.5%) and 12 principals (33.3%) indicated having considerable to full responsibility.

For item 20, "advising the prospective employee of certification requirements" and item 24, "placing teachers when redundancies are declared within the school district", 85-90% of principals indicated having very little or no responsibility. For both items, no principals indicated full or equal responsibility.

Responses to item 21, "applying the selection procedure uniformly" and item 22, "explaining the probationary period" indicated that 25 principals (71.4%) viewed themselves as having very little to no responsibility in those task areas. For both items, 7 principals (19.9%) stated having considerable to full responsibility.

For Item 23, "making the final decision regarding the candidate selected" slightly less than half indicated very little or no responsibility. Fifty-one point four percent indicated from average to full or equal responsibility for this task. Thirty-seven point one percent indicated no responsibility.

Question 2

What is the principal's perception of his desired role in recruitment and selection?

Desired Role of the Principal

Table 2 presents statistics on principals' responses for the desired role of the principal. Seventy-three percent of principals felt principals should have from average to full responsibility in "maintaining a professional relationship with Memorial University as a recruitment centre". Only 8.1% said principals should not have this responsibility.

Item two produced the highest mean, 4.27. Such a high mean indicated that principals desire responsibility in this area. For this case, "assessing needs of his/her school, relevant to hiring of teaching personnel", 100% indicated a desire for average to full or equal responsibility.

Item three, "planning for the identification and recruitment of local residents" and item seven, "giving written job descriptions for vacancies" had close scoring means of 3.47 and 3.49. Both items had approximately 30

TABLE 2

Distribution of Principals' Responses for Each Item for the Desired Role of the Principal

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	3(8.10)	7(18.91)	13(35.13)	9(24.32)	5(13.51)	37	3.16
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	0(0)	0(0)	2(5.40)	13(35.13)	22(59.45)	37	4.27
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	4(11.11)	3(8.33)	9(25.00)	12(33.33)	8(22.22)	36	3.47
4. Notifying teachers within the system of possible teaching vacancies.	10(27.02)	4(10.81)	8(21.62)	7(18.91)	8(21.62)	37	2.97
5. Soliciting the support of staff in determining school recruitment needs.	1(2.77)	2(5.55)	9(25.00)	11(30.55)	13(36.11)	36	3.92
6. Participating in devising the application forms for applicants.	6(16.21)	3(8.10)	13(35.13)	6(16.21)	9(24.32)	37	3.24
7. Giving written job descriptions for vacancies in question.	3(8.10)	4(10.81)	10(27.02)	12(32.43)	8(21.62)	37	3.49

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
8. Outlining professional qualifications required for the vacancy in question.	3(8.10)	2(5.40)	10(27.02)	8(21.62)	14(37.83)	37	3.76
9. Presenting written information explaining the school system to potential candidates.	4(10.81)	5(13.51)	12(32.43)	8(21.62)	8(21.62)	37	3.30
10. Presenting written information to potential candidates regarding employment requirements.	4(10.81)	4(10.81)	16(43.24)	5(13.51)	8(21.62)	37	3.24
11. Presenting written or oral information to potential candidates regarding character of the community.	3(8.10)	4(10.81)	8(21.62)	10(27.02)	12(32.43)	37	3.65
12. Reviewing personal history forms on applicants.	1(2.85)	0(0)	10(28.57)	9(25.71)	15(42.85)	35	4.06
13. Acting in the initial gross screening of applicants.	0(0)	1(2.70)	12(32.43)	7(18.91)	17(45.94)	37	4.08
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	14(37.83)	5(13.51)	7(18.91)	6(16.21)	5(13.51)	37	2.54
15. Examining letters of reference submitted by applicants.	2(5.40)	0(0)	10(27.02)	6(16.21)	19(51.35)	37	4.08

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
16. Contacting previous employers of the applicant by letter when desirable or necessary.	7(19.44)	3(8.33)	8(22.22)	7(19.44)	11(30.55)	36	3.33
17. Contacting previous employers of the applicant by phone when desirable or necessary.	2(5.55)	1(2.77)	8(22.22)	10(27.77)	15(41.66)	36	3.97
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	3(8.33)	3(8.33)	11(30.55)	4(11.11)	15(41.66)	36	3.69
19. Carrying out personal interviews with candidates interested in employment.	1(2.77)	0(0)	11(30.55)	4(11.11)	20(55.55)	36	4.17
20. Advising the prospective employee of certification requirements.	16(44.44)	6(16.66)	9(25.00)	2(5.55)	3(8.33)	36	2.16
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	4(11.42)	11(31.42)	2(5.71)	9(25.71)	9(25.71)	35	3.40
22. Explaining the probationary period to the prospective employee.	6(16.66)	5(13.88)	11(30.55)	5(13.88)	9(25.00)	36	3.17

Item	Distribution of Responses: No Responsibility 1	2	3	4	Full or Equal Responsibility 5	Total	Mean
	f.(%)	f.(%)	f.(%)	f.(%)	f.(%)		
23. Making the final decision regarding the candidate selected.	1(2.85)	0(0)	9(25.71)	8(22.85)	17(48.57)	35	4.14
24. Placing teachers when redundancies are declared within the school district.	11(31.42)	3(8.57)	15(42.85)	3(8.57)	3(8.57)	35	2.54

principals (80%) desiring from average to full or equal responsibility. A desire for considerable to full or equal responsibility was indicated by 15 principals (40.5%) for both item four, "notifying teachers within the system of possible vacancies" and item six, "participating in devising application forms".

Item five, "soliciting the support of staff in determining school recruitment needs" had a mean of 3.92 with 91.6% of respondents indicating a desire for average to full or equal responsibility. Only one principal indicated no desire for responsibility in this area.

Feelings of principals regarding item eight, "outlining professional qualifications required for the vacancy" and item 11, "presenting written or oral information to potential candidates" were very similar. On both items, 59.5% of principals desired considerable to full or equal input. Similarly, only three principals responded to each item as desiring no responsibility.

Principals had very similar feelings regarding degrees of responsibility for items nine and ten. Approximately 28 principals (77%) indicated a desire for average to full or equal responsibility. For both items, "presenting written information explaining the school system" and "presenting written information to candidates", four principals (10.8%) desired no responsibility.

A high percentage of principals indicated considerable to full or equal responsibility for item 12, "reviewing personal

history forms", item 13, "acting in the initial gross screening", and item 15, "examining letters of reference". All three items had approximately 95% of principals desiring average to full responsibility in these areas.

Although item 14, "processing applications so each candidate may be informed of his status" had a mean of 2.54 indicating slightly less than half desired from average to full or equal responsibility, 14 principals (37.8%) did not desire any responsibility in this area.

Principals indicated a greater desire for responsibility regarding item 17, "contacting previous employers by phone" than for item 16, "contacting previous employers by letter". Ninety-one percent of principals desired average to full or equal responsibility for item 17, as compared to 72.2% for item 16.

Eighty-three percent of principals desired average to full responsibility for item 18, "reviewing information on each candidate for completeness of documentation". Mean response was 3.69 for item 18.

Only one principal did not desire responsibility for item 19, "carrying out personal interviews with interested candidates". Twenty principals (55.6%) desired full or equal responsibility for this task area.

Few respondents deemed responsibility for item 20, "advising prospective employees of certification requirements" to be desirable. Five principals (13.9%) desired considerable to full or equal responsibility, while 16 principals (44.4%)

did not desire any responsibility for this task.

Item 21, "applying the selection procedure uniformly to each candidate" and item 22, "explaining the probationary period" had mean responses of 3.40 and 3.17 respectively. Nine principals (25%) expressed desire for full or equal responsibility for each item.

A high percentage of agreement was expressed for item 23, "making the final decision regarding the candidate selected". With a mean response of 4.14, 34 principals (97.15%) expressed a desire for average to full or equal responsibility in this area. Seventeen of the 34 principals desired full or equal responsibility.

The mean of the final item, "placing teachers when redundancies are declared within the school district", was 2.54. While three principals (8.6%) desired full or equal responsibility, 11 principals (31.4%) did not desire any responsibility in this area.

Question 3

What differences, if any, exist between the principals' actual and desired role in recruitment and selection?

Differences in Principals' Actual and Desired Role as Perceived by Principals

Table 3 presents the difference of mean scores for the actual and desired role of principals for each item of the questionnaire. A mean absolute difference is also presented

TABLE 3

Differences in Principals' Actual and Desired Role as Perceived by Principals

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	1.41	3.16	-1.75	1.73	6	0	31
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	3.65	4.27	- .62	.89	18	0	19
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	2.32	3.47	-1.15	1.17	15	1	20
4. Notifying teachers within the system of possible teaching vacancies.	2.19	2.97	- .78	.89	23	1	13
5. Soliciting the support of staff in determining school recruitment needs.	2.65	3.92	-1.27	1.25	16	0	20
6. Participating in devising the application forms for applicants.	1.43	3.24	-1.81	1.81	11	0	26
7. Giving written job descriptions for vacancies in question.	1.81	3.49	-1.68	1.68	9	0	28

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
8. Outlining professional qualifications required for the vacancy in question.	2.08	3.76	-1.68	1.68	9	0	28
9. Presenting written information explaining the school system to potential candidates.	1.62	3.30	-1.68	1.68	8	0	29
10. Presenting written information to potential candidates regarding employment requirements.	1.46	3.24	-1.78	1.78	8	0	29
11. Presenting written or oral information to potential candidates regarding character of the community.	2.73	3.65	- .92	1.46	15	0	22
12. Reviewing personal history forms on applicants.	2.56	4.06	-1.50	1.42	13	1	22
13. Acting in the initial gross screening of applicants.	2.54	4.08	-1.54	1.51	12	0	25
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	1.53	2.54	-1.01	1.00	19	1	16
15. Examining letters of reference submitted by applicants.	2.73	4.08	-1.35	1.35	15	1	21

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
16. Contacting previous employers of the applicant by letter when desirable or necessary.	1.72	3.33	-1.61	1.61	14	0	22
17. Contacting previous employers of the applicant by phone when desirable or necessary.	2.33	3.97	-1.64	1.64	12	0	24
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	2.53	3.69	-1.16	1.22	15	1	20
19. Carrying out personal interviews with candidates interested in employment.	2.92	4.17	-1.25	1.25	16	0	20
20. Advising the prospective employee of certification requirements.	1.31	2.16	- .85	.92	19	1	16
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	2.00	3.40	-1.40	1.53	12	0	22
22. Explaining the probationary period to the prospective employee.	2.06	3.17	-1.11	1.06	19	0	16

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
23. Making the final decision regarding the candidate selected.	2.71	4.14	-1.43	1.43	12	0	23
24. Placing teachers when redundancies are declared within the school district.	1.43	2.54	-1.11	1.14	14	2	20

for each item to ensure that the instrument is sensitive to any existing directional differences. Variation between mean differences and absolute mean differences exists when the differences between actual and desired role are not in the same direction for all principals. In these instances, direction is given to the differences through a frequency distribution coding as follows:

0 - No difference

1 - Actual greater than desired

2 - Actual less than desired

For nearly all questionnaire items, a majority of principals revealed that their actual responsibility was less than desired responsibility. On seven questionnaire items, at least 70% of principals indicated their actual responsibilities to be less than those desired. The remaining 30% of principals rated their responsibilities in these areas to be the same for the actual and desired roles. Mean absolute differences between the actual and desired roles for principals on each of the items were 1.54 or greater.

For items two, three, five, 11, 12, 15, 16, 17, 18, 19, 21, 23, and 24, approximately 55% of principals stated that their actual responsibilities were less than desired. With the exception of item 24, with two principals indicating their actual role to be greater than their desired role, the remaining 45% of principals indicated no difference. While 37% of responses indicated no difference, 63% agreed that the actual responsibilities were less than those desired.

Question 4

What is the superintendent's perception of the actual role of his principals in recruitment and selection?

Actual Role of the Principal

Table 4 presents statistics on superintendents' responses regarding the actual role of the principal. Of the nineteen superintendents surveyed, 68.4% viewed principals as having no responsibility for "maintaining a professional relationship with Memorial University as a recruitment centre". No superintendent considered principals to have considerable or full responsibility here. This item produced the lowest mean response of 1.47. However, on "assessing needs of his/her particular school relevant to hiring of teaching personnel" 18 superintendents (94.7%) perceived principals as having considerable to full or equal responsibility. For items three and four, there was a division of responses with over 50% of superintendents indicating principals having very little or no responsibility for "planning for the identification and recruitment of local residents" and "notifying teachers within the system of possible vacancies".

Superintendents had similar responses for items five and eight since 36.8% indicated that principals have very little or no responsibility. Sixty-three percent indicated principals have average to full or equal responsibility.

The majority of superintendents (73.7%) said principals had very little or no responsibility for "participating in

TABLE 4

Distribution of Superintendents' Responses for Each Item for the Actual Role of the Principal

Item	Distribution of Responses					Total	Mean
	No Responsibility 1	2	3	4	Full or Equal Responsibility 5		
	f.(%)	f.(%)	f.(%)	f.(%)	f.(%)		
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	13(68.42)	3(15.78)	3(15.78)	0(0)	0(0)	19	1.47
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	1(5.26)	0(0)	0(0)	8(42.10)	10(52.63)	19	4.37
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	4(22.22)	6(33.33)	4(22.22)	2(11.11)	2(11.11)	18	2.56
4. Notifying teachers within the system of possible teaching vacancies.	10(52.63)	3(15.78)	2(10.52)	1(5.26)	3(15.78)	19	2.16
5. Soliciting the support of staff in determining school recruitment needs.	2(10.52)	5(26.31)	4(21.05)	4(21.05)	4(21.05)	19	3.16
6. Participating in devising the application forms for applicants.	9(47.36)	5(26.31)	2(10.52)	1(5.26)	2(10.52)	19	2.05
7. Giving written job descriptions for vacancies in question.	5(27.77)	3(16.66)	3(16.66)	6(33.33)	1(5.55)	18	2.72

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
8. Outlining professional qualifications required for the vacancy in question.	3(15.78)	4(21.05)	4(21.05)	6(31.57)	2(10.52)	19	3.00
9. Presenting written information explaining the school system to potential candidates.	8(44.44)	2(11.11)	6(33.33)	1(5.55)	1(5.55)	18	2.17
10. Presenting written information to potential candidates regarding employment requirements.	8(42.10)	6(31.57)	3(15.78)	1(5.26)	1(5.26)	19	2.00
11. Presenting written or oral information to potential candidates regarding character of the community.	5(26.31)	3(15.78)	6(31.57)	4(21.05)	1(5.26)	19	2.63
12. Reviewing personal history forms on applicants.	5(26.31)	3(15.78)	2(10.52)	4(21.05)	5(26.31)	19	3.05
13. Acting in the initial gross screening of applicants.	5(26.31)	2(10.52)	3(15.78)	6(31.57)	3(15.78)	19	3.00
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	13(68.42)	3(15.78)	1(5.26)	1(5.26)	1(5.26)	19	1.63
15. Examining letters of reference submitted by applicants.	2(10.52)	3(15.78)	3(15.78)	7(36.84)	4(21.05)	19	3.42

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
16. Contacting previous employers of the applicant by letter when desirable or necessary.	14(73.68)	0(0)	1(5.26)	2(10.52)	2(10.52)	19	1.84
17. Contacting previous employers of the applicant by phone when desirable or necessary.	3(15.78)	5(26.31)	4(21.05)	2(10.52)	5(26.31)	19	3.05
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	4(22.22)	4(22.22)	4(22.22)	2(11.11)	4(22.22)	18	2.89
19. Carrying out personal interviews with candidates interested in employment.	3(15.78)	5(26.31)	5(26.31)	5(26.31)	1(5.26)	19	2.79
20. Advising the prospective employee of certification requirements.	12(63.15)	2(10.52)	1(5.26)	2(10.52)	2(10.52)	19	1.95
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	6(33.33)	3(16.66)	3(16.66)	5(27.77)	1(5.55)	18	2.56
22. Explaining the probationary period to the prospective employee.	12(63.15)	2(10.52)	2(10.52)	1(5.26)	2(10.52)	19	1.89

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
23. Making the final decision regarding the candidate selected.	6(31.57)	2(10.52)	6(31.57)	4(21.05)	1(5.26)	19	2.58
24. Placing teachers when redundancies are declared within the school district.	11(57.89)	1(5.26)	4(21.05)	2(10.52)	1(5.26)	19	2.00

devising application forms". Only three superintendents (15.7%) indicated considerable or full responsibility for principals in this area.

Thirty percent of superintendents viewed principals as having considerable to full responsibility for item seven (38.9%), "giving written job descriptions" and item 11 (26.3%), "presenting written or oral information to potential candidates regarding character of community". For both, 42% of superintendents stated principals had very little or no responsibility.

Item nine, "presenting written information explaining the school system to potential candidates" and item ten, "presenting written information to potential candidates regarding employment requirements" had mean responses of 2.17 and 2.00. For both, only two superintendents (11.1%) indicated that principals have considerable to full or equal responsibility, while eight superintendents (43%) indicated no responsibility on the part of principals.

Mean scores of 3.05 and 3.00 were obtained from superintendents' responses for item 12, "reviewing personal history forms on applicants" and item 13, "acting in the initial gross screening of applicants". For both items, approximately 40% of superintendents considered principals to have very little or no responsibility while approximately 12 superintendents (60%) indicated from average to full or equal responsibility on the part of principals. Item 14,

"processing applications so each candidate may be informed of its receipt and status of his candidacy" produced a mean response of 1.63 with 84.1% of superintendents stating principals to have very little or no responsibility in this area.

Principals were perceived by 73.7% of superintendents as having average to full or equal responsibility for "examining letters of reference submitted by applicants". This item produced a mean response of 3.42.

Item 16, "contacting previous employers by letter", item 20, "advising prospective employee of certification requirements", and item 22, "explaining the probationary period" were each rated by 73.7% of superintendents as having very little or no responsibility for principals. Two superintendents (10.52%) indicated principals having full or equal responsibility for each item.

Eight superintendents (42.1%) stated principals have very little or no responsibility for item 17, "contacting previous employer by phone", item 18 (44.4%), "reviewing information on each candidate for completeness of documentation" and item 19, "carrying out personal interviews with candidates". However, while approximately 25% of superintendents believed principals have full or equal responsibility for items 17 and 18, only one superintendent (5.3%) saw principals having full or equal responsibility for item 19.

Item 21, "applying the selection procedure uniformly to every candidate" and item 23, "making the final decision

regarding the candidate selected" had close mean responses of 2.56 and 2.58. For both items, six superintendents (33.3%) stated principals had no responsibility in these areas. Only one superintendent (5.5%) viewed principals as having full or equal responsibility in each area.

Over 60% of superintendents indicated that principals have very little or no responsibility when "placing teachers when redundancies are declared within the school district". Only three superintendents (15.8%) viewed principals as actually having considerable or full responsibility in this area.

Question 5

What is the superintendent's perception of the desired role of a principal in recruitment and selection?

Desired Role of the Principal

Table 5 presents statistics on superintendents' responses to the desired role of the principal. Of the 19 superintendents surveyed, eight superintendents (42.1%) desired principals to have very little or no responsibility in "maintaining a professional relationship with Memorial University as a recruitment centre". Fifty-eight percent desired principals to have from average to considerable responsibility.

With regard to "assessing needs of his/her own school", 100% of superintendents desired principals to have considerable

TABLE 5

Distribution of Superintendents' Responses for Each Item for the Desired Role of the Principal

Item	Distribution of Responses					Total	Mean
	No Responsibility 1	2	3	4	Full or Equal Responsibility 5		
	f.(%)	f.(%)	f.(%)	f.(%)	f.(%)		
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	7(36.84)	1(5.26)	8(42.10)	3(15.78)	0(0)	19	2.37
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	0(0)	0(0)	0(0)	8(42.10)	11(57.89)	19	4.58
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	4(22.22)	4(22.22)	4(22.22)	4(22.22)	2(11.11)	18	2.78
4. Notifying teachers within the system of possible teaching vacancies.	10(52.63)	1(5.55)	4(22.22)	1(5.55)	3(16.66)	19	2.26
5. Soliciting the support of staff in determining school recruitment needs.	0(0)	4(22.22)	4(22.22)	7(36.84)	4(22.22)	19	3.58
6. Participating in devising the application forms for applicants.	3(16.66)	3(16.66)	7(36.84)	4(21.05)	2(10.52)	19	2.95
7. Giving written job descriptions for vacancies in question.	0(0)	3(16.66)	6(31.57)	6(31.57)	4(21.05)	19	3.58

Item	Distribution of Responses					Total	Mean
	No Responsibility 1	2	3	4	Full or Equal Responsibility 5		
	f.(%)	f.(%)	f.(%)	f.(%)	f.(%)		
8. Outlining professional qualifications required for the vacancy in question.	2(10.52)	2(10.52)	2(10.52)	10(52.63)	3(15.78)	19	3.53
9. Presenting written information explaining the school system to potential candidates.	6(33.33)	1(5.55)	6(33.33)	2(11.11)	3(16.66)	18	2.72
10. Presenting written information to potential candidates regarding employment requirements.	5(26.31)	6(31.57)	4(21.05)	3(15.78)	1(5.26)	19	2.42
11. Presenting written or oral information to potential candidates regarding character of the community.	2(10.52)	4(21.05)	4(21.05)	7(36.84)	2(10.52)	19	3.16
12. Reviewing personal history forms on applicants.	3(15.78)	2(10.52)	1(5.26)	6(31.57)	7(36.84)	19	3.63
13. Acting in the initial gross screening of applicants.	4(21.05)	0(0)	3(15.78)	9(47.36)	3(15.78)	19	3.37
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	12(63.15)	1(5.26)	4(21.05)	1(5.26)	1(5.26)	19	1.84
15. Examining letters of reference submitted by applicants.	0(0)	2(10.52)	2(10.52)	9(47.36)	6(31.57)	19	4.00

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
16. Contacting previous employers of the applicant by letter when desirable or necessary.	8(42.10)	1(5.26)	5(26.31)	1(5.26)	4(21.05)	19	2.58
17. Contacting previous employers of the applicant by phone when desirable or necessary.	2(10.52)	3(15.78)	5(26.31)	3(15.78)	6(31.57)	19	3.42
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	2(11.11)	1(5.55)	5(27.77)	5(27.77)	5(27.77)	18	3.56
19. Carrying out personal interviews with candidates interested in employment.	2(10.52)	1(5.26)	5(26.31)	8(42.10)	3(15.78)	19	3.47
20. Advising the prospective employee of certification requirements.	8(42.10)	4(21.05)	2(10.52)	2(10.52)	3(15.78)	19	2.37
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	4(22.22)	1(5.55)	4(22.22)	6(33.33)	3(16.66)	18	3.17
22. Explaining the probationary period to the prospective employee.	8(42.10)	2(10.52)	5(26.31)	2(10.52)	2(10.52)	19	2.37

Item	Distribution of Responses: No Responsibility 1 f.(%)	2 f.(%)	3 f.(%)	4 f.(%)	Full or Equal Responsibility 5 f.(%)	Total	Mean
23. Making the final decision regarding the candidate selected.	6(31.57)	1(5.26)	4(21.05)	7(36.84)	1(5.26)	19	2.79
24. Placing teachers when redundancies are declared within the school district.	9(47.36)	3(15.78)	2(10.52)	4(21.05)	1(5.26)	19	2.21

to full or equal responsibility. Item three, "planning for the identification and recruitment of local residents", item six, "participating in devising the application forms", item nine, "presenting written information explaining the school system to candidates", and item 23, "making the final decision regarding the candidate selected", had 60% of superintendents stating their desire for principals' role in these areas to be from little to average responsibility. Only 11% indicated full or equal responsibility for principals on these items. Fifty-eight percent of superintendents indicated a lack of desire for principals' responsibility in the area of "notifying teachers within the system of possible teaching vacancies".

Item five, "soliciting the support of staff in determining school recruitment needs" and item seven, "giving written job descriptions for vacancies in question" were both seen by 55% of superintendents as areas of considerable to full or equal responsibility for principals.

Similarly, item 8, "outlining professional qualifications required for a vacancy", item 12, "reviewing personal history forms", and item 13, "acting in the initial gross screening of applicants" were viewed by approximately 65% of superintendents as areas of considerable to full or equal responsibility for principals. Only about 20% of superintendents saw these as areas of very little or no responsibility for principals.

Fifty-eight percent of superintendents desired very little or no responsibility for principals with regard to "presenting written information to potential candidates regarding employment requirements". The mean response for this item was 2.42 with only one superintendent (5.3%) indicating a desire for full or equal responsibility for principals.

Item 11, "presenting written or oral information to potential candidates regarding the character of the community" and item 21, "applying the selection procedure uniformly to every candidate" had similar responses by superintendents with mean scores of 3.16 and 3.17. On both items, 13 superintendents (68.4%) stated these to be areas from average to full or equal responsibility for principals.

Sixty-three percent of superintendents indicated a desire that principals should have no responsibility in "processing applications so each candidate may be informed of its receipt and the status of his candidacy". The mean response for this item was 1.84 with only one superintendent indicating a desire for full or equal responsibility by principals. Item 15, "examining letters of reference submitted by applicants" was viewed by 78.9% of superintendents as an area of considerable to full or equal responsibility for principals.

There was a wide range of responses from superintendents for item 16, "contacting previous employers by letter". While 47.3% of superintendents desired principals to have very little

or no responsibility in this area, 52.6% saw this to be an area of average to full or equal responsibility for principals.

The desirability of superintendents for principal responsibility on item 17, "contacting previous employers by phone", item 18, "reviewing information on each candidate for completeness of documentation", and item 19, "carrying out personal interviews with interested candidates", was very similar. Seventy-five percent of superintendents desired principals to have from average to full or equal responsibility in these areas.

"Advising the prospective employee of certification requirements" and "explaining the probationary period" both had mean scores of 2.37. Approximately 42% of superintendents viewed these areas as holding no responsibility for principals. Only about 10-15% indicated a desire for full or equal responsibility for principals on items 20 and 22.

Similarly, item 24, "placing teachers when redundancies are declared within the school district", was desired by the majority of superintendents (63.1%) as having very little or no responsibility for principals. Only one superintendent desired full or equal responsibility for principals in this area.

Question 6

What differences, if any, exist between superintendents' perceptions of the actual and desired role of the principal in recruitment and selection?

Differences in Principals' Actual and Desired Role as Perceived by Superintendents.

Table 6 presents the difference in mean scores for the actual and desired role of principals as perceived by superintendents for each item of the questionnaire. A mean absolute difference is also presented for each item to ensure that the instrument is sensitive to any directional differences. Variation between mean differences and absolute mean differences exists when the differences between actual and desired role are not in the same direction for all superintendents. In these instances, direction is given to the differences through a frequency distribution coding as follows:

0 - No difference

1 - Actual greater than desired

2 - Actual less than desired

On all items of the questionnaire, most superintendents perceived the actual responsibility of principals to be less than or no different from that which is desirable. For 20 items of the questionnaire, a majority of responses by superintendents indicates no difference between the actual

TABLE 6

Differences in Principals' Attual and Desired Role as Perceived by Superintendents

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	1.47	2.37	- .90	.89	10	0	9
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	4.37	4.58	- .21	.21	17	0	2
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	2.56	2.78	- .22	.56	12	2	4
4. Notifying teachers within the system of possible teaching vacancies.	2.16	2.26	- .10	.42	14	2	3
5. Soliciting the support of staff in determining school recruitment needs.	3.16	3.58	- .42	.58	10	2	7
6. Participating in devising the application forms for applicants.	2.05	2.95	- .90	1.11	7	1	11
7. Giving written job descriptions for vacancies in question.	2.72	3.58	- .86	1.05	8	1	10

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference. 0 - no difference	1 - actual greater than desired	2 - actual less than desired
8. Outlining professional qualifications required for the vacancy in question.	3.00	3.53	- .53	.63	13	1	5
9. Presenting written information explaining the school system to potential candidates.	2.17	2.72	- .55	1.00	8	2	8
10. Presenting written information to potential candidates regarding employment requirements.	2.00	2.42	- .42	.74	10	2	7
11. Presenting written or oral information to potential candidates regarding character of the community.	2.63	3.16	- .53	.84	10	1	8
12. Reviewing personal history forms on applicants.	3.05	3.63	- .58	.58	13	0	6
13. Acting in the initial gross screening of applicants.	3.00	3.37	- .37	.37	15	0	4
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	1.63	1.84	- .21	.32	14	1	4
15. Examining letters of reference submitted by applicants.	3.42	4.00	- .58	.58	13	0	6

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
16. Contacting previous employers of the applicant by letter when desirable or necessary.	1.84	2.58	- .74	.84	11	1	7
17. Contacting previous employers of the applicant by phone when desirable or necessary.	3.05	3.42	- .37	.47	14	1	4
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	2.89	3.56	- .67	.67	11	0	7
19. Carrying out personal interviews with candidates interested in employment.	2.79	3.47	- .68	.89	9	1	9
20. Advising the prospective employee of certification requirements.	1.95	2.37	- .42	.42	13	0	6
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	2.56	3.17	- .61	.68	10	1	7
22. Explaining the probationary period to the prospective employee.	1.89	2.37	- .48	.58	12	1	6

Item	X (actual)	X (desired)	X(a) - X(d)	mean absolute difference	Direction of Difference: 0 - no difference	1 - actual greater than desired	2 - actual less than desired
23. Making the final decision regarding the candidate selected.	2.58	2.79	- .21	.21	16	0	3
24. Placing teachers when redundancies are declared within the school district.	2.00	2.21	- .21	.32	13	1	5

responsibility of the principal and that which is desirable. While 32% of superintendents saw the actual responsibilities of principals to be less than the desired responsibilities for these principals, less than 1% indicated the reverse.

Question 7

What differences, if any, exist between perceptions held by principals and superintendents for the desired role of the principal in recruitment and selection?

Differences in Perceptions Held by Principals and Superintendents for the Desired Role of the Principal

Table 7 presents the difference in mean scores of the desired roles of principals as perceived by principals and superintendents for each item of the questionnaire. A mean absolute difference is presented for each item to ensure that the instrument is sensitive to any directional differences. Variations between mean differences and absolute mean differences exist when the differences between pairs of principals and their superintendent are not all in the same direction. In these instances, direction is given to the differences through a frequency distribution coding as follows:

0 - No difference

1 - Principals' desired greater than superintendents' desired

2 - Principals' desired less than superintendents' desired

TABLE 7

Differences in Principals' Desired Role as Perceived by Principals and Superintendents

Item	X (desired) by Principals	X (desired) by Supts.	X(p) - X(s)	mean absolute difference	Direction of Difference: 0 - no difference	1 - Principals' desired greater than Supts.' desired	2 - Principals' desired less than Supts.' desired
1. Maintaining a professional relationship with Memorial University as a recruitment centre.	3.16	2.37	.79	1.43	6	24	5
2. Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	4.27	4.58	- .31	.47	20	7	7
3. Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	3.47	2.78	.69	1.58	5	17	9
4. Notifying teachers within the system of possible teaching vacancies.	2.97	2.26	.71	1.73	9	18	6
5. Soliciting the support of staff in determining school recruitment needs.	3.92	3.58	.34	1.03	9	13	11
6. Participating in devising the application forms for applicants.	3.24	2.95	.29	1.38	7	15	12
7. Giving written job descriptions for vacancies in question.	3.49	3.58	- .08	1.24	7	12	15

Item	X (desired) by Principals	X (desired) by Supts.	X(p) - X(s)	mean absolute difference	Direction of Difference: 0 - no difference	1 - Principals' desired greater than Supts.' desired	2 - Principals' desired less than Supts.' desired
8. Outlining professional qualifications required for the vacancy in question.	3.76	3.53	.23	1.18	10	13	10
9. Presenting written information explaining the school system to potential candidates.	3.30	2.72	.58	1.75	5	17	10
10. Presenting written information to potential candidates regarding employment requirements.	3.24	2.42	.82	1.68	4	20	10
11. Presenting written or oral information to potential candidates regarding character of the community.	3.65	3.16	.49	1.29	9	14	11
12. Reviewing personal history forms on applicants.	4.06	3.63	.43	1.09	12	12	8
13. Acting in the initial gross screening of applicants.	4.08	3.37	.71	1.35	8	16	10
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	2.54	1.84	.70	1.44	12	15	7
15. Examining letters of reference submitted by applicants.	4.08	4.00	.08	.74	15	10	9

Item	X (desired) by Principals	X (desired) by Supts.	X(p) - X(s)	mean absolute difference	Direction of Difference: 0 - no difference	Direction of Difference: 1 - Principals' desired greater than Supts.' desired	Direction of Difference: 2 - Principals' desired less than Supts.' desired
16. Contacting previous employers of the applicant by letter when desirable or necessary.	3.33	2.58	.75	1.97	5	18	9
17. Contacting previous employers of the applicant by phone when desirable or necessary.	3.97	3.42	.55	1.19	10	16	6
18. Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	3.69	3.56	.13	.97	12	11	8
19. Carrying out personal interviews with candidates interested in employment.	4.17	3.47	.70	1.21	9	19	5
20. Advising the prospective employee of certification requirements.	2.16	2.37	- .21	1.70	6	13	14
21. Applying the selection procedure uniformly to every candidate prior to his/her appointment.	3.40	3.17	.23	1.38	6	15	8
22. Explaining the probationary period to the prospective employee.	3.17	2.37	.81	1.82	4	20	9

Item	X (desired) by Principals	X (desired) by Supts.	X(p) - X(s)	mean absolute difference	Direction of Difference: 0 - no difference	1 - Principals' desired greater than Supts.' desired	2 - Principals' desired less than Supts.' desired
23. Making the final decision regarding the candidate selected.	4.14	2.79	1.35	1.72	4	22	6
24. Placing teachers when redundancies are declared within the school district.	2.54	2.21	.33	1.25	9	13	10

The mean absolute difference for each item varied significantly with the difference in means indicating the differences to be in both directions. For the majority of items of the questionnaire, responses indicated principals desired more responsibility for principals in recruitment and selection of instructional staff than superintendents desired for principals. Superintendents expressed a greater desire for principal responsibility on two items of the questionnaire; namely, items seven, and 20.

Interestingly, on only one item, namely item 15, the mean for both principals and superintendents was approximately 4.0.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the problem, methodology employed, and the findings emanating from the data. General conclusions are presented and recommendations are proposed for further study and action.

Summary

The Problem

This study was designed to examine the principal's role in the recruitment and selection dimensions of staff personnel services. More specifically, it addressed the following questions:

1) What is the principal's perception of his actual and desired role in recruitment and selection?
2) What differences, if any, exist between the principal's actual and desired role in recruitment and selection?
3) What is the superintendent's perception of the actual and desired role of his principals in recruitment and selection?
4) What differences, if any, exist between superintendent's perceptions of the actual and desired role of the principal in recruitment and selection?

5) What differences, if any, exist between perceptions held by principals and superintendents for the desired role of the principal in recruitment and selection?

Instrumentation

This study was based on data gathered by means of a questionnaire administered to principals and superintendents. Items in the questionnaires for both principals and superintendents are derived mainly from Harris' et al. (1979) task areas of recruitment and selection. The questionnaire was examined by Educational Administration professors in the Faculty of Education at Memorial University of Newfoundland and by all full-time graduate students within that department. Necessary revisions were made as a result of this process. The adjusted questionnaire used in collecting data is presented in Appendix B.

Questionnaires were presented personally to superintendents of all twenty-one Integrated School Districts. In turn, superintendents were requested to deliver questionnaires to each of their two elementary principals. Two weeks after the questionnaire was distributed, a follow-up letter was issued to those who had not responded. One week later, a follow-up telephone call was made to those who had not responded. A response rate of 90.5 percent was obtained for superintendents. A response rate of 90.2 percent was obtained for principals.

Findings Related to Question 1

Principals' responses to statements regarding the actual role of the principal in recruitment and selection were typified by much agreement even though this response was divided on particular questionnaire items. Nine items provided a mean response less than two, These items (1, 6, 7, 9, 10, 14, 16, 20, and 24) were responded to by at least 80 percent of principals indicating very little or no responsibility in these task areas. Item 20, "advising the prospective employee of certification requirements" had an overall mean response of 1.31.

Other items showed less consensus by principals with slightly more than half indicating average to less than average responsibility. These task areas dealt with, "planning for the identification and recruitment of local residents", "soliciting staff support in determining school recruitment needs", "outlining professional qualifications required for the vacancy", "reviewing personal history forms on applicants", "acting in the initial gross screening of applicants", "examining letters of reference", "contacting previous employers by phone", "reviewing information on each candidate for completeness of documentation", "carrying out personal interviews", and "making the final decision regarding the candidate selected".

Item two, "assessing needs of his/her particular schools, relevant to hiring of teaching personnel", was

viewed by over 50 percent of principals as the only area in which principals have considerable to full or equal responsibility.

Findings Related to Question 2

Principals' responses to this question demonstrated considerable agreement on the desired role of the principal in recruitment and selection. The lowest mean response was 2.16 for item 20, "advising the prospective employee of certification requirements". Other items for which principals indicated a desirability for average responsibility were item 4, "notifying teachers within the system of possible teaching vacancies", item 14, "processing applications so each candidate may be informed of its receipt and the status of his candidacy", and item 24, "placing teachers when redundancies are declared within the school district".

Considerable agreement was demonstrated for all other items with mean responses ranging from 3.16 to 4.27. Items related to "assessing needs of his/her particular school", "soliciting the support of staff in determining school recruitment needs", "outlining professional qualifications required for the vacancy", "reviewing personal history forms on applicants", "acting in the initial gross screening", "examining letters of reference submitted by applicants", "contacting previous employers by phone", "carrying out personal interviews", and "making the final decision regarding

the candidate selected", were rated as considerable to full or equal responsibilities for the principal in his role of recruitment and selection of instructional staff.

Findings Related to Question 3

On all items of the questionnaire, principals indicated their actual responsibility to be less than the degree of responsibility desired in the recruitment and selection of instructional staff. Sixty to 70 percent of principals indicated this direction for all items. The remaining principals expressed no difference. For no item of the questionnaire was there any significant indication by principals stating the principals' actual responsibilities to be greater than that desired.

Findings Related to Question 4

There was considerable agreement by superintendents on the actual role of the principal. A majority of superintendents' responses indicated principals actually having very little or no responsibility for 12 items (50%) of the questionnaire.

For items 5, 7, 8, 11, 13, 17, 19, and 21 the majority of superintendents viewed the principals' responsibility as being of very little to average range.

With exception to this generally perceived low level of responsibility for principals, item two, "assessing needs

of his/her particular schools, relevant to hiring of teaching personnel" had a mean response of 4.37. While one superintendent saw principals as actually having no responsibility in this area, 94.7% indicated principals have considerable to full or equal responsibility.

Findings Related to Question 5

Superintendents' responses to statements regarding the desired role of the principal in recruitment and selection were typified by much agreement even though this response was divided on particular questionnaire items. Item two, "assessing needs of his/her particular schools, relevant to hiring of teaching personnel", produced the highest mean response of 4.58. Similarly, items 5, 7, 8, 12, 13, 15, 18, and item 19 were responded to by 50% or more of superintendents as desiring principals to have considerable to equal or full responsibility.

However, for areas such as "notifying teachers within the system of possible teaching vacancies", "processing applications so each candidate may be informed of its receipt and the status of his candidacy", "advising the prospective employee of certification requirements", "explaining the probationary period", and "placing teachers when redundancies are declared within the school district" superintendents indicated little desire for principals to have any responsibility.

Findings Related to Question 6

On all items of the questionnaire, superintendents responded as perceiving the actual responsibility of principals to be less than that which is desirable. However, for 20 items of the questionnaire, a majority of responses by superintendents stated no difference between the actual responsibility of the principal and that which is desired.

Findings Related to Question 7

Significant variation between the mean absolute difference and difference in means for each item indicated differences to be in both directions. For the majority of items (87.5%) on the questionnaire, responses indicated principals desired more responsibility for principals in recruitment and selection of instructional staff than did superintendents. Superintendents expressed a greater desire for principal responsibility on three items only.

Conclusions

Based upon data analysis, the following conclusions can be formulated.

1. Elementary principals' perceptions of their existing responsibilities in recruitment and selection of instructional staff range from no responsibility to very little responsibility for a majority of items on

the questionnaire. With the exception of item 2, "assessing the needs of his/her particular school, relevant to hiring of teaching personnel", for which principals indicated average to considerable responsibility, one can conclude that elementary principals in Integrated School Districts in Newfoundland are afforded little opportunity to play an active role in the recruitment and selection of instructional personnel for their particular schools.

2. Principals' responses regarding their desired role in recruitment and selection of instructional staff diverged considerably from their actual responsibilities. Their responses to almost all items of the questionnaire indicated a desire for considerable to full or equal responsibility in these areas. It can be concluded that principals are not satisfied with their present responsibilities in recruitment and selection since for every item on the questionnaire, principals indicated a desire for more responsibility. The degree of dissatisfaction was highlighted by absolute mean differences ranging from .89 to 1.81.

3. Marked disparities exist between perceptions of superintendents concerning the actual and desired role of principals in recruitment and selection of instructional staff. For all decision areas, superintendents agreed that principals should have more responsibility in

recruitment and selection than they presently have. However, from an examination of the mean absolute difference for each item, it can be concluded that the disparity within superintendents' perceptions is dramatically less than that expressed by principals.

4. An examination of the differences of perceptions for principals and superintendents regarding principals' desired role in recruitment and selection leads one to conclude that there is considerable incongruency. Although superintendents agreed that principals should have more responsibility for recruitment and selection of instructional staff, principals desire considerably more responsibility in this area.

5. Since the greatest absolute mean difference between principals' and superintendents' desired responsibilities for principals existed for item 23, "making the final decision regarding the candidate selected", it seems logical to conclude that this matter was one of utmost concern for principals. As most literature suggests, principals have strong feelings regarding the final selection of candidates for their schools, since it is the principal who has to be responsible for and work with that teacher to ensure the best possible instruction.

Recommendations

The following are suggested as recommendations arising from the study:

1. Efforts should be directed toward providing experiences whereby perceptions of superintendents and principals become more congruent, or else provide mechanisms whereby these administrators at the various hierarchical levels might express their views and arrive at some compatible framework within which they can co-operate to staff schools.

2. It is recommended that teacher selection change from a centralized to a multi-level process. Central office personnel could screen all applications on the basis of the criteria agreed upon, and then submit the "best" applications to respective principals for further screening, analysis, and selection.

3. It is recommended that teachers be selected by a team of school district personnel drawn from central office and respective schools. This team could review all applications, interview candidates, and make individual ratings which could be operationalized in making a team decision regarding the employment of a candidate.

4. The present study should be replicated to include superintendents and high school principals to determine if findings would be similar to those found in this study.

5. University professors, particularly those in educational administration and supervision, who are familiar in theory and practice with teacher recruitment and selection might be included as one part of a sample of respondents in another study. The question arises as to whether or not the perceptions of this group, regarding the importance of elementary principals' involvement in recruitment and selection, approach those of superintendents or elementary principals. Moreover, since this group provides educational experiences for present and future administrators, a study including these professionals might help to explain the differences in perceptions of elementary principals and superintendents which have emerged in this present study.

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APPENDICES

APPENDIX A

Correspondence

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

epartment of Educational Administration

Telex: 016-4101
Tel.: (709) 737-7647/8

May 29, 1984

Dear Principal:

Under the supervision of Dr. Dennis Treslan and with the approval of the Department of Educational Administration, Memorial University, I am undertaking a Master's study which solicits your co-operation. The purpose of this study is to examine how principals and superintendents view the principal's role in recruitment and selection of staff.

Having obtained permission from your District Superintendent to conduct my study in your district, two principals were selected by random sampling. As you were one of those selected, I would be grateful for your co-operation in completing the enclosed questionnaire.

I appreciate the demands made upon you at this time of year, however, it is essential that I receive the completed questionnaire as soon as possible.

Thank you for your time and consideration.

Sincerely,

Wayne Pond

for Dennis Treslan
Supervisor

WP/DT/mk

Enclosure

June 13, 1984

Dear Sir:

Approximately two weeks ago you received a questionnaire for your completion. The purpose of this study is to determine the actual and desired role for principals in recruitment and selection.

Your cooperation is essential to the ultimate completion of this study. If you have not returned the above instrument, could you please do so in the stamped, self-addressed envelope. If the instrument has already been mailed, please disregard this reminder.

Thank you for your help.

Wayne Pond
Graduate Student

for Dennis Treslan
Supervisor

WP/DT/mk

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101
Telephone: (709) 737-7647/8

June 27, 1984

Dear Sir:

Under the supervision of Dr. Dennis Treslan and with the approval of the Department of Educational Administration, Memorial University, I am undertaking a Master's study. The purpose of this study is to examine how principals and superintendents view the principal's role in recruitment and selection of staff.

About one month ago, you completed a questionnaire pertinent to this study. For this, I am very grateful. However, in order to establish reliability for the instrument used, your cooperation is again required in completing the enclosed questionnaire.

I would appreciate your completing and returning the questionnaire at your earliest convenience.

Thank you for your time and consideration.

Sincerely,

J. Wayne Pond

Dr. Dennis Treslan
Supervisor

WP/DT/mk

APPENDIX B

Questionnaires

Principals

The following items focus on different task areas which an elementary principal might be involved in while carrying out his duty in the areas of recruitment and selection of instructional personnel. In column 1 circle the number to indicate the degree of input you feel you as an elementary principal presently have in each activity. In column 2 circle the number to indicate the degree of input you feel you should have in each activity.

Rating scale 1 ---- no responsibility
2
3
4
5 ---- full or equal responsibility

		Column I Performance Role	Column II Desired Role
1.	Maintaining a professional relationship with Memorial University as a recruitment centre.	1 2 3 4 5	1 2 3 4 5
2.	Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	1 2 3 4 5	1 2 3 4 5
3.	Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	1 2 3 4 5	1 2 3 4 5
4.	Notifying teachers within the system of possible teaching vacancies.	1 2 3 4 5	1 2 3 4 5
5.	Soliciting the support of staff in determining school recruitment needs.	1 2 3 4 5	1 2 3 4 5

		Column I Performance Role	Column II Desired Role
6.	Participating in devising the application forms for applicants.	1 2 3 4 5	1 2 3 4 5
7.	Giving written job descriptions for vacancies in question.	1 2 3 4 5	1 2 3 4 5
8.	Outlining professional qualifications required for the vacancy in question.	1 2 3 4 5	1 2 3 4 5
9.	Presenting written information explaining the school system to potential candidates.	1 2 3 4 5	1 2 3 4 5
10.	Presenting written information to potential candidates regarding employment requirements.	1 2 3 4 5	1 2 3 4 5
11.	Presenting written or oral information to potential candidates regarding character of the community.	1 2 3 4 5	1 2 3 4 5
12.	Reviewing personal history forms on applicants.	1 2 3 4 5	1 2 3 4 5
13.	Acting in the initial gross screening of applicants.	1 2 3 4 5	1 2 3 4 5
14.	Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	1 2 3 4 5	1 2 3 4 5
15.	Examining letters of reference submitted by applicants.	1 2 3 4 5	1 2 3 4 5

		Column I Performance Role	Column II Desired Role
16.	Contacting previous employers of the applicant by letter when desirable or necessary.	1 2 3 4 5	1 2 3 4 5
17.	Contacting previous employers of the applicant by phone when desirable or necessary.	1 2 3 4 5	1 2 3 4 5
18.	Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	1 2 3 4 5	1 2 3 4 5
19.	Carrying out personal interviews with candidates interested in employment.	1 2 3 4 5	1 2 3 4 5
20.	Advising the prospective employee of certification requirements.	1 2 3 4 5	1 2 3 4 5
21.	Applying the selection procedure uniformly to every candidate prior to his/her appointment.	1 2 3 4 5	1 2 3 4 5
22.	Explaining the probationary period to the prospective employee.	1 2 3 4 5	1 2 3 4 5
23.	Making the final decision regarding the candidate selected.	1 2 3 4 5	1 2 3 4 5
24.	Placing teachers when redundancies are declared within the school district.	1 2 3 4 5	1 2 3 4 5

Superintendents

The following items focus on different task areas which an elementary principal might be involved in while carrying out his duty in the areas of recruitment and selection of instructional personnel. In column 1 circle the number to indicate the degree of input you feel your elementary principals presently have in each activity. In column 2 circle the number to indicate the degree of input you feel your elementary principals should have in each activity.

Rating scale 1 ---- no responsibility
2
3
4
5 ---- full or equal responsibility

		Column I Performance Role	Column II Desired Role
1.	Maintaining a professional relationship with Memorial University as a recruitment centre.	1 2 3 4 5	1 2 3 4 5
2.	Assessing needs of his/her particular schools, relevant to hiring of teaching personnel.	1 2 3 4 5	1 2 3 4 5
3.	Planning for the identification and recruitment of local residents who are potentially qualified for teaching.	1 2 3 4 5	1 2 3 4 5
4.	Notifying teachers within the system of possible teaching vacancies.	1 2 3 4 5	1 2 3 4 5
5.	Soliciting the support of staff in determining school recruitment needs.	1 2 3 4 5	1 2 3 4 5

	Column I Performance Role	Column II Desired Role
6. Participating in devising the application forms for applicants.	1 2 3 4 5	1 2 3 4 5
7. Giving written job descriptions for vacancies in question.	1 2 3 4 5	1 2 3 4 5
8. Outlining professional qualifications required for the vacancy in question.	1 2 3 4 5	1 2 3 4 5
9. Presenting written information explaining the school system to potential candidates.	1 2 3 4 5	1 2 3 4 5
10. Presenting written information to potential candidates regarding employment requirements.	1 2 3 4 5	1 2 3 4 5
11. Presenting written or oral information to potential candidates regarding character of the community.	1 2 3 4 5	1 2 3 4 5
12. Reviewing personal history forms on applicants.	1 2 3 4 5	1 2 3 4 5
13. Acting in the initial gross screening of applicants.	1 2 3 4 5	1 2 3 4 5
14. Processing applications so each candidate may be informed of its receipt and the status of his candidacy.	1 2 3 4 5	1 2 3 4 5
15. Examining letters of reference submitted by applicants.	1 2 3 4 5	1 2 3 4 5

		Column I Performance Role	Column II Desired Role
16.	Contacting previous employers of the applicant by letter when desirable or necessary.	1 2 3 4 5	1 2 3 4 5
17.	Contacting previous employers of the applicant by phone when desirable or necessary.	1 2 3 4 5	1 2 3 4 5
18.	Reviewing information on each candidate for completeness of documentation relating to: academic record, training, experience, and references.	1 2 3 4 5	1 2 3 4 5
19.	Carrying out personal interviews with candidates interested in employment.	1 2 3 4 5	1 2 3 4 5
20.	Advising the prospective employee of certification requirements.	1 2 3 4 5	1 2 3 4 5
21.	Applying the selection procedure uniformly to every candidate prior to his/her appointment.	1 2 3 4 5	1 2 3 4 5
22.	Explaining the probationary period to the prospective employee.	1 2 3 4 5	1 2 3 4 5
23.	Making the final decision regarding the candidate selected.	1 2 3 4 5	1 2 3 4 5
24.	Placing teachers when redundancies are declared within the school district.	1 2 3 4 5	1 2 3 4 5