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RECRUITMENT EFFECTS: THE INFLUENCE OF SEX, JOB CONTENT, AND INFORMATION ORDER ON REACTIONS OF APPLICANTS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By


The Ohio State University
1995

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DEDICATION

This dissertation is dedicated to my father,
Dr. Chester C. Winter, Professor Emeritus
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ACKNOWLEDGMENTS

I express sincere appreciation to my adviser, Dr. I. Phillip Young. Without question, Dr. Young's advice, encouragement and friendship have been the most important contributions to my doctoral experience at The Ohio State University.

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CHAPTER I
INTRODUCTION

The present study is concerned with the effects of external recruitment practices on the decisions of job applicants. Specifically, this investigation extends extant knowledge about how applicants for teaching positions react to position advertisements placed by educational administrators. Recruitment, as opposed to personnel selection, is defined as "the process of seeking out and attempting to attract individuals" (Heneman, Schwab, Fossum, & Dyer, 1980, p. 210).

The success of organizations depends, in large part, on the ability to attract, hire, and retain the best people possible (Heneman & Heneman, 1994; Schneider & Schmitt, 1992; Schwab, 1982). Certainly, few educational administrators would dispute the premise that recruiting and hiring excellent teachers into the school district is fundamental to the success of the educational program. "Each teacher represents a potential gain or loss to the school system in terms of goal accomplishments" (Bolton, 1969, p. 329).

In spite of abundant empirical evidence that personnel recruitment and selection is not an art that can be accomplished by ad hoc means, or through managerial intuition, some educational administrators have not
devoted the time and effort to these tasks required to attract the best teachers to the school district (Young & Ryerson, 1986). This investigation contributes to the basic knowledge possessed by educational administrators about recruitment practice effects. Excellence in educational staffing is facilitated through increased knowledge about the impact position advertisements have on decisions made by applicants for vacant teaching positions.

In recent years, administrators and executives within the private sector have realized that, far from being functions within the organization that can be taken for granted, personnel recruitment and selection must be linked directly with overall strategies for accomplishing the organizational mission and for remaining competitive with other organizations serving the same publics (Olian & Rynes, 1984; Schuler & Jackson, 1987). Concomitant with this strategic focus there has been a growing awareness that excellence in recruitment is informed by recognition that personnel recruitment and selection outcomes are the result of decisions made both by job applicants and by employers (Schwab, Rynes & Aldag, 1987). Indeed, contemporary models of organizational recruitment have recast recruitment as an interactive process involving decisions made both by job applicants and by employers (cf. Schwab et al., 1987; Wanous, 1992). Recently, increased attention to the applicant perspective in employment situations has led several investigators (e.g., Maurer, Howe & Lee, 1992) to conceptualize recruitment in marketing management terms as "a process where the
buyer/applicant must make a cognitively demanding purchase decision to enter into a long-term and dynamic exchange relationship with the seller/employer. From the employer's perspective, the job marketing goal is to facilitate the exchange process in order to maximize human capital returns gained for position offerings by filling jobs with the greatest possible number of best qualified applicants" (Maurer et al., p. 808).

This focus on the "customer" being served by a particular organizational function also has implications from the perspective of total quality management (TQM), a subject of considerable interest in the field of educational administration. One of the basic tenets of TQM asserts that the customer is the ultimate determiner of quality (Swiss, 1992). Stated in the context of educational recruitment, a "customer-" or applicant-orientation in recruitment means it is not a question of educational recruitment services meeting the specifications and preferences of personnel managers or educational administrators. If recruitment practices are inadequate in the eyes of applicants, the quality test has not been passed. TQM is attracting interest among educational administrators because of its potential for contributing to improved performance at each step in the delivery of school services (Herman, 1993; Law, 1993).

Recruitment impacts organizational effectiveness and productivity directly. The acquisition of talented human resources has undoubted impact on the overall quality of the educational program. Therefore, by contributing new knowledge about the applicant perspective in
educational recruitment, the present study also contributes to enhanced quality in educational administration.

Adoption of the above customer-supplier model, as a broad value system relevant to all organizational activities, has recently been applied specifically to the recruitment function (Smither, Reilly, Millsap, Pearlman & Stoffey, 1993) in the conviction that: "Failure to do so may result in fewer customers (i.e., fewer qualified applicants)" (Smither et al., p. 50). Considering the importance of teacher recruitment, it is not surprising that applicant reaction to teacher recruitment practices has emerged as an important research stream within the educational administration literature (Young & Heneman, 1986; Young & Pounder, 1985; Young, Rinehart & Place, 1989; Young, Rinehart & Heneman, 1993). By examining the effects of position advertisements on the reactions of teachers, as applicants, the present study extends this stream of educational research.

**Problem**

The reactions of potential applicants to position advertisements placed by educational administrators are important because of their impact on the ability to achieve organizational recruitment goals. Applicant reactions affect the ability of educational administrators to attract qualified individuals into the applicant pool, achieve diversity within the applicant pool, and, ultimately, hire qualified people to fill vacant positions. General staffing research has stressed the importance of
matching applicant characteristics and job message characteristics as a means of attracting qualified individuals into the applicant pool (Heneman & Heneman, 1994; Rynes, 1991; Rynes & Barber, 1990; Schwab, 1982; Schwab et al., 1987; Wanous, 1973, 1980; Wanous & Colella, 1989). Previous educational research (Rynes & Lawler, 1983; Young & Heneman, 1986; Young et al. 1989; Young, Galloway & Rinehart, 1990; Young et al., 1993) has shown that applicant characteristics and job message characteristics affect the reactions of teachers, as applicants, to recruitment stimuli. Intrinsic and extrinsic work factors have been shown to affect applicant reactions to interviews (Young & Heneman, 1986; Young et al., 1989; Young et al., 1993) and recruitment brochures (Young et al., 1990). It has also been demonstrated within the educational context (Young, 1984) that men and women perceive intrinsic and extrinsic job attributes differently in terms of job satisfaction. However, in spite of the aforementioned findings, there is a void within the general staffing and educational administration research. Applicant reactions to position advertisements have not been investigated.

The problem addressed by this investigation was whether or not certain job message characteristics and job applicant characteristics affect reactions of teacher applicants to position advertisements. Specifically, the present study examined the effects of three variables related to applicant characteristics and job message content: (1) applicant sex; (2) intrinsic versus extrinsic job attributes contained in the job message; and (3) information order effects (i.e., primacy versus recency effects) regarding
the placement of the intrinsic/extrinsic job attribute descriptions within the position advertisement. This study investigated the effects of these three variables on applicant reactions to position advertisements (dependent variable). Graduate students from a college of education evaluated hypothetical position advertisements on four criteria: (1) overall attractiveness of the job; (2) likelihood of applying for the position; (3) likelihood of accepting an interview for the position; and (4) likelihood of accepting the job if offered. Ratings provided by the participants for these items were used to compute a multiplicative composite score, which served as the dependent variable.

Hypotheses

Because previous research has not addressed applicant and job message characteristics as they relate to position advertisements, specific a priori hypotheses were not proposed. The null hypotheses investigated by the present study were as follows:

H1 - There is no difference between female and male reactions to position advertisements.

H2 - There is no difference between applicant reactions to intrinsic job attributes and applicant reactions to extrinsic job attributes contained in position advertisements.
H3 - There is no difference in applicant reactions to position advertisements resulting from order of job attribute information (i.e., primacy versus recency).

H4 - There is no difference in applicant reactions to position advertisements resulting from the combined effects of applicant sex and information order (i.e., primacy versus recency).

H5 - There is no difference in applicant reactions to position advertisements resulting from the combined effects of applicant sex and job attributes (i.e., intrinsic versus extrinsic).

H6 - There is no difference in applicant reactions to position advertisements resulting from the combined effects of job attributes (intrinsic versus extrinsic) and information order (i.e., primacy versus recency).

H7 - There is no difference in applicant reactions to position advertisements with respect to the combined effects of applicant sex, intrinsic/extrinsic job attributes, and
information order of job attributes (i.e., primacy effects versus recency effects).

Information about the effects of applicant sex would have implications for the way educational administrators implement recruitment practices. These data would suggest that differential recruitment approaches may be warranted for male and female applicants.

Data addressing intrinsic/extrinsic job attributes or information order would have implications for the way educational administrators construct the copy of position advertisements. Educational administrators would have to adjust the content of position advertisements in accordance with the impact specific job attributes or order effects may have on applicant perceptions of job messages contained in position advertisements.

If either intrinsic/extrinsic job attributes or information order are found to interact with each other, or with applicant sex, these two-way interactions would impact educational administrators' strategies for constructing position advertisement copy.

Significant differences within levels of sex across both job attributes and information order would indicate gender interacts with both job attributes and information order. Such a three-way interaction effect would suggest that position advertisements must be constructed differentially by applicant gender and, simultaneously, written to take
both job attributes and order effects into consideration if position advertisements are to achieve intended recruitment objectives.

In summary, rejection of one or more of the above null hypotheses would imply that position advertisement design influences the ability of educational organizations to obtain adequate numbers of applicants and adequate diversity within the applicant pool. The decisional criterion used for accepting or rejecting all null hypotheses was alpha level .05.

Definitions

The following definitions are provided to facilitate reader understanding of the study:

1. Macroanalysis--the study of recruitment and selection methods to determine the influence of recruitment practices on organizational outcomes such as job performance.

2. Marketing concept--an organizational philosophy whereby the needs of those served by the organization, rather than the products or services produced, are the focus of the organizational strategies and activities.

3. Microanalysis--the study of the component parts of recruitment and selection practices (e.g., selection interview
decision making) to investigate effects on employment decisions in organization-specific contexts.

4. **Persuasive communication**—a message given in visual, verbal or written form that influences individuals to formulate a favorable or unfavorable attitude toward an issue, person, or object.

5. **Primacy effects**—an order effect wherein stimuli appearing at the beginning of a sequence of informational statements, or opinions about issues, are given more weight in the resulting interpretation or response.

6. **Production-oriented**—an organizational philosophy whereby the organization focuses on the products or services it produces, rather than on the needs of the individuals the organization intends to serve.

7. **Recency effects**—an order effect wherein stimuli appearing at the end of a sequence of informational statements, or opinions about issues, are given more weight in the resulting interpretation or response.
This study investigates the reactions of applicants to specific recruitment practices within the educational administration context. Recruitment is part of a larger staffing process within an organization's human resource system that encompasses a broad range of recruitment and selection activities. Taken as a whole, "Staffing is the mutual process by which the individual and the organization become matched to form the employment relationship" (Heneman & Heneman, 1994, p. 5).

It would be difficult to underestimate the importance of recruitment and selection to organizational success. The purpose of these vital activities is "to improve organizational function and effectiveness by attracting, selecting, and retaining people who will facilitate the accomplishment of both organizational and individual goals" (Schneider & Schmitt, 1992, p. 2). Recruitment and selection, then, are activities educational organizations must conduct effectively to acquire the services of talented human resources. Most educational administrators would readily agree that the human resources function constitutes one of the most important activities for organizational success. "So crucial is the selection of a teacher to the quality of the educational program that it
seems obvious that this decision should be made with the utmost certainty regarding its utility" (Bolton, 1969, p. 329). Bolton further noted that the ultimate selection decision "is the culmination of a series of preliminary decisions" (p. 329) that form the recruitment and selection process. The present investigation seeks new knowledge to assist educational administrators in making optimal recruitment decisions. To this end, this literature review is organized to accomplish the following:

(1) Delineate the organizational and applicant perspectives in the recruitment process;

(2) Explicate the integration of organizational and applicant perspectives in recruitment that is suggested by application of the "marketing concept" to recruitment and by conceptualization of recruitment as a strategic function;

(3) Review general staffing literature and educational administration literature that contributed to research about applicant reactions to recruitment practices;

(4) Identify research methods that have been used to investigate applicant reactions to job messages; and
Present parameters suggested by this literature review that provide guidance for the research design selected for the present investigation.

The Organizational Perspective in the Recruitment Process

Heneman and Heneman (1994) have described the organizational purpose of recruitment: "The objective of the external recruitment process is to identify and attract job applicants from outside the organization. It is from among these applicants that hiring decisions are to be made" (p. 236). From an organizational perspective, it is apparent that effective recruitment is a complement to successful selection and hiring. The relationship between recruitment and selection can be understood best by considering one of the basic indicators used to calculate staffing utility, the yield ratio. The yield ratio is calculated by dividing the number of applicants for a given job vacancy by the number of new hires (Heneman & Heneman, 1994, p. 269). It is desirable that an organization have a high yield ratio; that is, the organization is able to review a large number of applicants for a given job vacancy. Under these circumstances, organizations have a better chance of hiring successful candidates than when hires must be made from a small pool of applicants. From the organizational perspective, the task of the recruitment function is to generate the largest possible number of qualified applicants. Recruitment complements selection by maximizing the size of the applicant pool. One
way of maximizing the size of the applicant pool is to apply the marketing concept of recruitment described in the introduction to the present study. If the organization employs recruitment practices that are attractive to applicants (i.e., respond to applicant needs), the organization is more likely to succeed in attracting large numbers of applicants with the knowledge, skills, and abilities needed to perform well on the job.

Historically, recruitment and selection research tended to ignore the perspective of the applicant entirely. More recently, the applicant perspective has emerged as a major focus of research.

The Applicant Perspective in the Recruitment Process

As noted earlier, recruitment and selection is a two-way process. Human resource outcomes are the result of decisions that match the individual to the job (Heneman et al., 1980). However, it is not only organizational representatives who make decisions concerning the process of matching individuals to jobs. Based on their personal needs, applicants make job-related decisions also. Applicant needs may be economic or psychological in nature, and they may be motivated by rational or subjective factors. Understanding the applicant perspective in employment situations, and how applicants make job choices, is vital to effective recruitment.

Schwab et al. (1987) and Wanous and Colella (1989) identified three general theoretical approaches in the literature concerning how
applicants make job choices. One approach is Vroom's (1964, 1966) expectancy theory. Expectancy theory involves three concepts: (1) valence, (2) instrumentality, and (3) expectancy. Valence is the perceived importance of job attributes to the job seeker. Instrumentality is the applicant's perception concerning the likelihood a given organization or job alternative (i.e., set of job attributes) can satisfy personal goals or needs. Expectancy is the job applicant's subjective estimation of the probability that the job alternative can be obtained. Therefore, according to expectancy theory, the job seeker specifies levels for attributes associated with a particular job alternative, assesses the valences of these levels, and estimates the likelihood (i.e., instrumentality) that these levels would be obtained from the job alternative being considered. To this point, the job seeker has assessed the attractiveness of a given job alternative. Then, job seeker makes a subjective estimate of the probability (i.e., expectancy) the job alternative can be obtained. Expectancy theory implies that: (a) fairly large numbers of decisional criteria are used by job seekers and (b) job alternatives are assessed independently. Also, according expectancy theory, job alternatives are evaluated sequentially. Expectancy theory is a compensatory model in that high applicant ratings on some job attributes can compensate for lower ratings on other job attributes. This model can be termed an optimizing model in the sense that job applicants attempt to "optimize," rather than merely "satisfice," (Simon, 1976) job choice decisions.
There is a second set of theories about how job choices are made that also involves models assuming job alternatives are assessed sequentially. An example of these models is the application by theoretical economists of Stigler's (1962) theory of information to the problem of job choice. This model predicts that individuals make job accept/reject decisions on the basis of a "reservation wage" (Schwab et al., 1987). This reservation wage is assumed to be set at such a level that the individual's discounted lifetime earnings are maximized by accepting a job offer with a compensation level greater than or equal to the reservation wage. This type of decision-making process is sequential in that only one job alternative is considered.

A different type of model, one that involves simultaneous evaluation of alternatives, is Soelberg's (1967) model of "unprogrammed decision making." Soelberg's model, in contrast to expectancy theory, assumes that only one or two primary criteria are used to assess a job alternative. As in the case of Stigler's (1962) reservation wage criterion, the one or two primary criteria employed imply a "satisficing" as opposed to an "optimizing" model (Simon, 1976). In a review of the Soelberg model, Power and Aldag (1985) noted that this model assumes job alternatives are compared simultaneously, not independently as is the case with expectancy theory. Also, according to the Soelberg model, the job seeker chooses a favorite alternative well before announcing a choice. This "favorite" alternative is the first alternative judged outstanding on one or more primary goals or job attributes. All other alternatives are judged
against this favorite. The job seeker tends to rationalize comparisons with
the pre-selected favorite in such a way that the decision to choose the
favorite is continually reconfirmed. Power and Aldag (1985) pointed to
four practical implications of the Soelberg theory that are relevant to
educational recruitment: (1) know the primary goals and needs of the
applicant; (2) query the applicant's ranking of alternatives and adjust
recruitment strategy accordingly; (3) be an early alternative (i.e., favorite)
and seek closure of the applicant's decision quickly; and (4) use different
recruitment strategies for different classes of job seekers.

A third approach to job choice decisions was explicated by Wanous
and Colella (1989). They suggested a "theory of vocational choice" based
on the work of Super (1953, 1969a, 1969b). This approach was described
by Keon, Latack, and Wanous (1982) as an image-matching theory
whereby job seekers compare their self-image to the image of the
organization. Job seekers choose organizations that provide the most
congruence between self-image and organizational image. The image
matching theory is similar to expectancy theory in that it is a multi-
criterion, compensatory model where applicants make sequential
evaluations of organizations. However, this model is different from
expectancy theory in that it implies an optimal choice. Applicants seek
jobs optimally congruent with their self-images, but, interestingly, not
necessarily optimally fulfilling of particular job attributes such as salary,
job security, and fringe benefits.
The above theories of job choice cast light on the applicant perspective in employment situations. In the most recent recruitment and selection research, the organizational perspective and the applicant perspective have been integrated.

**Integration of the Organizational and Applicant Perspectives**

As noted in this study's introduction, it is only a relatively recent realization among organizational administrators that recruitment and selection is a two-way process involving decisions made both by job seekers and by employers (Schwab et al., 1987). The previous two sections of the present literature review described the organizational and the applicant perspectives of recruitment and selection as these are reflected in extant research. If viewed as a mutual decision-making process, recruitment and selection should be of potential benefit to both the employer and the applicant. However, as this review of the literature will describe, early recruitment and selection research adopted an orientation skewed heavily towards the employer's perspective. Gradually, studies about applicant reactions to employers' recruitment and selection practices emerged. Increasingly, researchers came to recognize that employment outcomes are the result of decisions made by applicants as well as by employers.

As the most recent research demonstrates, a number of investigators (Maurer et al., 1992; Schwab et al., 1987; Smither et al., 1993;
Wanous, 1992) have completely recast the task of recruitment and selection as an interactive process that includes applicants' job search activities and employers' recruitment and selection efforts. Two studies in particular (Maurer et al., 1992; Smither et al., 1993) investigated recruitment effects within the framework of the "marketing concept" (Drucker, 1973; Kotler, 1988; Levitt, 1960). Because the marketing concept is emblematic of the importance modern recruitment and selection specialists are beginning to give to the applicant perspective in recruitment and selection, an explanation of the concept is warranted.

Levitt (1960) first introduced the marketing concept in a private business context. He suggested companies should make customer wants and needs the directive force for all business activities. In Levitt's view, many firms failed in this respect because they followed a business orientation that Levitt (1960) and Kotler (1988) have characterized as "production-oriented." Organizations are production-oriented when they focus on what they manufacture, rather than on the needs of the people for whom they produce their goods and services in the first place. Levitt (1960) cited the example of railroad companies that were "railroad-oriented" rather than transportation-oriented (i.e., customers need transportation, not railroads). Organizations following the marketing concept make the needs of their customers, not production, the focus of all organizational activities.

As noted previously, Maurer et al. (1992) and Smither et al. (1993) have applied the marketing concept in the context of recruitment and
selection. The marketing model "views applicants as customers and the organization as a supplier, or vendor, of available jobs. Employers should understand their customers' (applicants') product and service preferences (e.g., selection procedure preferences), and try to supply services that meet their customers' expectations and needs" (Smither et al. 1993, p. 50). Successful recruitment involves supplying recruitment services to meet applicant expectations and needs. Failure to do so puts the organization at a competitive disadvantage in the form of fewer customers (i.e., qualified job applicants). Full implementation of the marketing concept in the recruitment context, as this review will describe, entails utilizing what has been learned about persuasive communications and applicant reactions to recruitment stimuli, and applying this knowledge to the design and implementation of recruitment practices. For example, knowledge about persuasive communications might be drawn on to address the immediate concern of the present study by examining how position advertisements can be made more effective for attracting individuals into applicant pools.

Implementation of the marketing approach described above serves to integrate the organizational and applicant perspectives in recruitment and selection. The organization still seeks to maximize the size of the applicant pool and optimize measures of staffing productivity such as the yield ratio. However, these goals are now pursued via recruitment and selection practices that have maximal appeal and convenience for potential applicants. Recent research has suggested a framework based on
this two-way perspective that provides additional direction for the present study.

\[ \text{A Framework for Research About Recruitment} \]

Because the present study focuses on the attraction aspect of recruitment, clarification of the context within which attraction occurs is warranted. This can be accomplished best by turning to a recent attraction model that has emerged from the general staffing literature.

Various researchers have proposed applicant recruitment models to synthesize previous theory and research and to develop hypothetical statements for guiding future investigations (e.g., Rynes, 1991; Rynes & Barber, 1990; Schwab et al., 1987). One of these models is described here because of its usefulness for providing a context for the present literature review. It is important to note that the model described assumes the applicant perspective, as well as the employer's perspective, is important in the attraction and recruitment process.

Drawing on literature from the disciplines of economics, human resource management, industrial psychology, organizational behavior, and sociology, Rynes and Barber (1990) proposed an interdisciplinary model for applicant attraction. The model assumes the attraction strategies employed by a given organization are affected by contingencies emanating from the organization's external environment. These contingencies include labor market conditions, job vacancy characteristics,
organizational characteristics, phase of attraction process, and legal considerations. Subject to these contingencies posed by the external environment, the organization can address three attraction issues strategically: (1) attraction practices; (2) employment inducements; and (3) applicant pools. Rynes and Barber (1990) stated: "Under any given set of market conditions [a contingency factor], there are at least three distinct strategies for increasing attraction success: (a) improve attraction practices, (b) alter employment inducements, and (c) target nontraditional applicants" (p. 291). Rynes and Barber (1990) note also that attraction practices involve: (a) organizational representatives performing attraction functions, (b) job messages conveyed to applicants, (c) sources utilized to locate applicants, and (d) attraction activity timing (e.g., follow-up to personal interviews, timing of job offers). Inducements comprise the pecuniary and non-pecuniary job attributes offered by organizations to entice applicants to apply for advertised job openings and to accept a job offer when one is extended. Applicant pool strategy involves targeting types of applicants that differ from the traditional applicant pool regarding demographic or job-related characteristics (e.g., female workers for jobs typically held by males, less-qualified applicants that will receive greater on-the-job training). As will be explained shortly, it took decades for researchers to evolve a concept of attraction and recruitment with the strategic dimensions contained in the model described above. Inherent in the above framework is the ability to formulate recruitment practices with maximal appeal for potential applicants. Achieving such appeal is
facilitated if the recruiting organization applies the marketing concept described earlier in the conduct of its recruitment activities. Therefore, both adoption of the marketing concept and conceptualization of recruitment as a strategic function have contributed to the integration of the organizational and applicant perspectives in modern recruitment. As has been stated, recent recruitment research has begun to take integration of the applicant and organizational perspectives into consideration during the design phase of empirical investigations about applicant reactions to recruitment practices.

Selection Research - An Historical Perspective

Historically, recruitment and selection researchers were late to adopt the applicant perspective as a focus of inquiry. Dating back to the early part of this century, much of the general recruitment and selection literature focused on the personal interview (Mayfield, 1964; Ulrich & Trumbo, 1965; Wagner, 1949; Wright, 1969) and was conducted exclusively from the perspective of the employer. Researchers were concerned mainly with establishing interview ratings as a reliable and valid predictor of future job performance.

Attempts to validate the interview as a predictor of job performance were disappointing. Reliabilities and validities obtained in studies reviewed by Wagner (1949) were low and very specific both to the job and to the interviewer. Wagner (1949) went so far as to assert that the
interview was in a state of "confusion" regarding what its role in recruitment and selection should be. He suggested that certain information about applicants (e.g., demographic information, past work experience, and job aptitudes) could be gathered more accurately and efficiently through means other than the interview. Doubt had been cast on the function of the interview and on the unit of analysis that could best serve as the basis for future research. This doubt about the usefulness of interview research conducted prior to Wagner's (1949) review resulted in the emergence of an entirely new school of thought about recruitment and selection research.

Mayfield (1964) classified the early recruitment and selection research concerned with validating the interview for predicting job performance as "macroanalytic." The failure to validate the interview as a predictor of job performance resulted in a new school of thought that would have an impact on future research about the interview, and on research about other recruitment and selection practices as well. Various researchers (Mayfield, 1964; Mayfield & Carlson, 1966; Ulrich & Trumbo, 1965) suggested research should depart from the "macroanalytic" approach. It was proposed that the interview be divided into separate units for analysis, and that researchers concentrate on the decision-making processes of the interviewer. Mayfield (1964) characterized this line of investigation as "microanalytic." Microanalysis was a research orientation that provided new direction from an important standpoint. As subsequent research focused on the decision-making processes of the
interviewer, the dependent variable of interest became interviewer
ratings, and researchers began to investigate independent variables
influencing these ratings.

In addition to adopting this new decision-making orientation in
recruitment and selection research, researchers reconsidered the
interview's basic purpose in a way that would have implications for
future recruitment research. Ulrich and Trumbo (1965) noted: "The
interview is seen as a recruiting device, a public-relations device, and an
information-dissemination device for the company, as well as a selection
tool" (p. 114). This statement is explicit recognition that the interview can
be viewed as a two-way process involving not only the perspective and
decision-making processes of the interviewer, but also the perspective and
decision-making processes of the interviewee, or job applicant. Although
it would be some time before the applicant perspective would receive the
attention researchers now acknowledge it deserves, here, at least, was an
early mention that devices used to screen or select job candidates are
potential tools for recruitment also. To summarize, two key developments
had occurred that would ultimately impact research about applicant
decisions and organizational recruitment practices: (1) individual
decisions had become a dependent variable of interest; and (2) it was
recognized that a traditional selection device could also be employed for
the purposes of attraction and recruitment.
Selection Research that Influenced Later Recruitment Research

Studies conducted according to the microanalytic approach suggested by Mayfield (1964) and Ulrich and Trumbo (1965) uncovered various factors that influence interviewer decisions about job applicants. These factors are relevant to the present study, which investigates factors that influence applicant decisions to join an organization or accept a job offer. Mayfield (1964) reviewed studies where interviewer attitudes, negative information (i.e., negative effects), applicant appearance, and applicant behavior were found to influence interviewer decisions.

In summarizing a series of studies he and his doctoral students conducted at McGill University, Webster (1964) described various factors found to affect interviewer decisions. Webster noted that recruiters use stereotypes as a heuristic device for applicant selection and screening decisions. He highlighted the influence of primacy effects (i.e., biases created by information provided early in interviews that carry forward and dominate the final decision). Like Mayfield, the McGill researchers found negative information to be a dominate factor in decisions within the employment context. They discovered the tendency of interviewers to use impressions gained from incomplete information to form initial hypotheses about applicants, which interviewers then seek to confirm, while "gating out" or ignoring information that does not conform to the hypotheses. Also, it was found that interviewers tend to gather just enough information to support or refute a preconceived hypothesis, and
then focus their attention elsewhere. And, finally, Webster and his colleagues discovered the tendency of interviewer decisions to vary systematically according to whether or not relevant information is presented to the decision maker piece-by-piece or all at once.

More than 30 years after some of these studies were conducted, contemporary researchers are still finding fruitful avenues for research about employer and applicant decisions based on insights gained from the McGill studies. Rynes (1991), in reviewing research about reactions of job applicants to organizational recruitment and attraction practices, called for research about variables that were studied empirically first by Webster and his colleagues at McGill University. For example, Rynes (1991) speculated as to whether or not job applicants use early information (i.e., primacy effects) to "anchor" their initial impressions during the process of making a job choice. However, there has yet to be research about the impact of "order effects," and various other job message content factors, on applicant reactions to recruitment practices, such as position advertisements and recruitment brochures, that occur prior to the interview in the recruitment process.

**Research About Applicant Reactions to Recruitment Practices**

During the 1970s and 1980s, a number of studies were performed that focused on the applicant perspective in interview situations (Schmitt, 1976; Harris, 1989). Collectively, these studies form a major part of the
stream of recruitment research that has concentrated on applicant
reactions to recruitment practices. These reactions have been both
affective (e.g., perceived attractiveness of the organization, likelihood of
accepting a job offer) and behavioral (e.g., likelihood of pursuing the job
or likelihood of accepting the job). This research has shown that
organizational recruitment practices affect recruitment outcomes (Rynes &
Barber, 1990; Rynes, Heneman, & Schwab, 1980). Findings from these
studies increased calls for research related to the communication aspects
of recruitment. Schwab (1982) suggested research should examine
simultaneously recruitment practices (e.g., the medium) and job message
content (e.g., job attributes). Voids in the research conducted during this
time can be noted. Virtually no research was done about applicant
reactions to such attraction devices as position advertisements and
recruitment literature. The effects on applicant reactions to these
particular recruitment practices, alone or in combination with other
factors (e.g., sex, order effects), were not investigated. However, emerging
emphasis on the communication aspect of recruitment would lead
subsequently to greater focus on job message content and on media to
convey the job message. Findings from studies reviewed below are
important to the present study for two fundamental reasons:

1. Findings from these studies are relevant to applicant
reactions during all phases of the job search process
(e.g., decision to apply for a job, decision to accept an
interview, decision to accept a job offer); and

(2) Because of these studies, characteristics of recruitment
practices have become independent variables of interest.

The first study of interest from this period was conducted by
Alderfer and McCord (1970). Using a questionnaire, these investigators
performed a retrospective study of the reactions of MBA students ($N = 112$) to recruitment interviews. The researchers found that expectancy of
receiving an offer was influenced by various characteristics of the
interviewer such as: willingness of the interviewer to answer questions;
age of the interviewer; and understanding by the interviewer of the
applicant point-of-view. Probability of accepting an offer was affected by
all of the aforementioned independent variables. These results suggested
that the way an organization formulates and carries out a specific
recruitment procedure has an impact on applicant decisions to pursue a
job or accept an offer. A general implication about recruitment that can be
drawn from this study is that, if recruitment and selection practices are
structured only to satisfy selection objectives, these practices may be
ineffective for accomplishing recruitment objectives, such as attracting
adequate numbers of qualified individuals into the applicant pool.
Alderfer and McCord (1970) specifically noted the two-way nature of the
recruiter's task: "On the one hand, he must obtain information about the
candidate, evaluate the data, and make a prediction about the candidate's potential value to the organization. On the other hand, he must meet the candidate's needs for information and present the organization in a favorable light so that there is a reasonable likelihood of a candidate's accepting a job offer if one is given" (p. 377).

Schmitt and Coyle (1976) conducted a retrospective study of applicant reactions to interviews. Their investigation examined the influence of additional recruiter characteristics on a series of dependent variables involving applicant reactions. The dependent variables dealt with applicant impressions of the interviewer, impressions of the company, likelihood of receiving an offer, and probability of accepting an offer. Interviewer warmth and friendliness and interviewer information about the job had a significant influence on applicant reactions. This study further supported the premise that procedures utilized to carry out a particular recruitment function influence applicant reactions. The researchers made note of the recruitment aspect of interviews: "Utilization of interviews, however, especially among recruiters in colleges, could serve not to select per se but to attract competent managerial and technical talent [...] the selection interview employed in this manner serves as a recruitment device" (p. 184). Expressed another way, these researchers recognized that organizational success, in part, is a function of organizational ability to construct recruitment practices so that the organization is perceived to be attractive by the applicant.
Other studies conducted during this period (Fisher, Ilgen & Hoyer, 1979; Harris & Fink, 1987; Liden & Parsons, 1986; Powell, 1984; Rynes & Miller, 1983; Taylor & Bergmann, 1987) discovered the influence of various variables on applicant reactions to recruitment practices. Among the general categories of variables investigated by the above researchers in this regard were: recruiter characteristics, job message content, and applicant characteristics. Information source (e.g., recruiter, job incumbent, friend, or professor), degree of information favorability (i.e., favorable/unfavorable), job-related information (i.e., job attributes), and applicant gender and race were all found to influence applicant assessments of the job and applicant decisions to pursue or accept a job. Taylor and Bergmann (1987) found that many of the variables noted above play different roles at different stages of the recruitment process (campus interview, post-interview follow-up, site visit, job offer, and job offer decision). An implication of this finding is that job messages conveyed, for example, in position advertisements may have to be modified at later stages of the recruitment process (e.g., interview or site visit).

The above studies made it apparent that administrators need to be aware of strategic options (Rynes & Barber, 1990) such as modifying recruitment practices to achieve specific recruitment goals. For example, staffing administrators might alter job message content, job information source, or job message medium (e.g., position advertisement, recruitment brochure, recruiter) to accomplish such recruitment objectives as
increasing application rates or increasing job offer acceptance rates. Pursuit of such recruitment objectives would place the employer in the mode of "marketing the job," as opposed to "screening or selecting" among job candidates.

In his own review of the literature summarized above, Harris (1989) made specific note of the communication aspect of recruitment. Harris emphasized viewing recruitment practices as a communication tool. In this regard, he cited Popovich and Wanous' (1982) investigation of realistic job previews as providing a possible link between persuasive communication and recruitment practice.

Realistic Job Previews and Job Messages as Persuasive Communications

Virtually the entire body of research about the job message component of recruitment practices is concerned with realistic job previews (RJPs). Indeed, realistic job previews can be viewed as providing a framework for investigating the influence of job message format and job message content on recruitment outcomes. The job message has particular relevance for the focal recruitment medium of the present study, the position advertisement.

RJPs have been studied mostly with respect to their potential influence on employee retention, rather than with respect to their potential impact on recruitment and selection outcomes (Breaugh, 1983;

(1) RJP's are job messages designed, in part, to influence job applicant attitudes and decisions;

(2) RJP's have been conceptualized as "persuasive communications" as this concept is used within the social psychology and consumer research literature; and

(3) RJP's are a direct conceptual link to the notion that recruitment practices, in the form of position advertisements, can be manipulated to affect recruitment outcomes.

As hypothesized by Wanous (1980), the RJP can be viewed as a distinctive type of job message, one that contrasts with the "traditional" job messages organizations convey to job applicants. Traditional job messages attempt to "sell" the organization to prospective applicants and, consequently, may present job applicants with a distorted (i.e.,
unrealistic) picture of real job attributes and working conditions. As a result, new employees, who have been hired with the aid of traditional attraction messages, may enter the organization with inflated expectations. Later, when these expectations are not met, these individuals may experience dissatisfaction and voluntarily withdraw from the organization. Under such circumstances, the organization suffers economic consequences due to turnover and recruitment costs associated with having to refill the positions vacated.

In contrast, RJP's present applicants with all pertinent job-related information without distortion, including information that may be negative. It has been hypothesized (Wanous, 1980) that the realism conveyed by the RJP provides four useful outcomes: (1) reduced initial employee expectations; (2) enhanced applicant self-selection; (3) improved ability of organizational newcomers to cope with job demands; and (4) increased honesty in the organization's communications with new employees. The four RJP benefits that, in theory, accrue to the employer are: (1) greater employee job satisfaction; (2) lower turnover; (3) greater employee commitment to the organization; and (4) better matching of employee needs to organizational climate.

Although investigations of the claimed post-hire effects of RJP's have resulted in somewhat mixed findings, there is evidence that RJP's lower the expectations of newcomers (Rynes, 1991; Wanous & Colella, 1989) and may reduce turnover (Popovich & Wanous, 1982; Wanous, 1973; Wanous, 1980; Wanous & Colella 1989, Wanous 1992). The RJP is
important to the present study because it exemplifies how organizations can attempt to manipulate recruitment practices to stimulate outcomes favorable to the organization. A logical question derives from the RJP research: In what ways does the manipulation of job message content, conveyed via a particular job message medium, influence applicant decisions to apply for a position? As other research reviewed here has shown, job message content has a significant impact on applicant decisions to pursue a job. However, the research conducted to-date about the effects of job message content conveyed through media other than the interview is limited. Little research has been conducted about such recruitment media as position advertisements, job descriptions, and recruitment brochures. The RJP literature provides a useful framework for examining the impact of job messages when conveyed via media that would be utilized prior to the interview. Indeed, Popovich and Wanous (1982) have suggested new directions for research about RJPs, and other job messages, by attempting an integration of literatures from the disciplines of industrial and organizational psychology and social psychology. In so doing, these researchers discussed the RJP job message as a "persuasive communication."

From the perspective of a persuasive communication, the job message can be viewed as an observable stimulus that affects three components of applicant attitudes (Fishbein & Ajzen, 1972; Zimbardo, Ebbesen & Maslach, 1977): (1) affective (i.e., liking for the stimulus); (2) cognitive (i.e., knowledge or belief about the stimulus); and (3) conative
(i.e., behavioral intentions regarding the stimulus). A favorable job message influencing these three components of applicant attitudes would, theoretically (Popovich & Wanous, 1982), influence applicant reactions of central interest to the present study: evaluating the job as attractive, deciding to pursue the job, or accepting an interview for the job.

In the attraction stage of recruitment (e.g., position advertisement), favorable attraction stimuli can be expected to "persuade" applicants to (a) evaluate the job as attractive and (b) apply for the position. Popovich and Wanous (1982) used the Yale persuasive communication (YPC) model (Hovland, Janis & Kelly, 1953; Oskamp, 1977) as a framework for specifying the process of persuasive communication. According to the YPC model, as utilized by Popovich and Wanous (1982), there are four major factors affecting persuasion: (1) source of the message; (2) content of the message; (3) medium used to convey the message; and (4) characteristics of individuals to whom the message is conveyed. It should be noted that the research discussed earlier in this review identified independent variables associated with all four of these factors that influence applicant decisions. These four factors, in turn, are hypothesized to influence a process of persuasion (Oskamp, 1977) composed of five stages: (1) attention; (2) comprehension; (3) acceptance; (4) retention; and (5) action. Within the context of recruitment, specific recruitment stimuli would make the applicant aware of the vacant job (i.e., attention), convey a clear description of the job (i.e., comprehension), convey job messages that convince the applicant to pursue the job
(i.e., acceptance), maintain applicant preference for the job during the
recruitment process (i.e., retention), and induce the applicant to accept a
job offer if extended (i.e., action).

By conceptualizing the RJP as a persuasive communication,
avenues of research involving job messages are suggested. For example,
researchers might conduct investigations combining the following two
approaches: (1) concentrate on recruitment practices (e.g., position
advertisement) utilized prior to the interview; and (2) examine variables
related to job message content (e.g., order effects) or applicant
characteristics (e.g., sex) to determine effects on applicant decisions.
Position advertisements and recruitment brochures both contain job
messages. As was discussed earlier, it is important that these messages be
persuasive (i.e., attractive to potential applicants).

In this study's introduction, it was suggested that there is a linkage
between marketing management and recruitment management, and that,
by adopting a marketing perspective, staffing specialists may become
more effective in recruiting highly qualified candidates. Recruitment
devices such as position advertisements and recruitment brochures are,
when viewed with applicant decisions in mind, marketing tools designed
to persuade applicants to apply for vacant positions. The effectiveness of
such recruitment practices is informed by consumer research about the
message audience and the process of persuasive communication.

The marketing discipline that concerns itself with "recruitment,"
that is, recruitment of customers, is consumer research. The five-stage
persuasion process described above had, in fact, been adopted by the field of marketing (i.e., advertising) more than three decades earlier (Lavidge & Steiner, 1961) to guide the process of creating communications persuasive enough to make potential customers aware of products/services and bring them to the point of action (i.e., purchase). The model described above is also an accepted framework within the discipline of consumer research for explaining how individuals (i.e., customers) receive marketing messages, process information, and move towards the act of purchase (McGuire, 1976; Engel, Blackwell & Miniard, 1993). As was explicated earlier, recent recruitment research (Maurer et al., 1992; Smither et al., 1993) has established a linkage between recruitment and marketing that offers a potential framework for future research about the effects of recruitment practices on applicant decisions.

Methods for Researching Applicant Reactions to Job Message Stimuli

Research addressing applicant decision making has utilized different methodologies to operationalize recruitment messages serving as independent variables in studies about the different perspectives and decision-making orientations reviewed earlier. In their review of the literature concerning theories and research about job search and job choice processes, Schwab et al. (1987) identified two separate methods for conducting empirical investigations about how applicants make job
choices. These two methods are: (1) direct estimation; and (2) policy capturing.

When the method of direct estimation is used, subjects are asked to rank or rate a set of job attributes specified by the researcher. When this methodology is used, applicants make job choice decisions based on the types of job attributes described in the job message. Attribute levels are not taken into consideration with this approach. The largest study of this type was one performed by Jurgensen (1978), which reported rankings for ten job attributes provided by over 50,000 individuals who had applied for jobs at the Minneapolis Gas Company between 1945 and 1975.

The policy capturing methodology focuses on particular levels of job attributes. Subjects are asked to provide evaluations of multi-attribute job alternatives. These overall assessments become the dependent variable measures for multiple regression or analysis of variance procedures. The independent variables are specific job attributes (e.g., salary) having two or more levels manipulated by the researcher. The evaluation policies of applicants are said to be "captured" as applicant assessments of job alternatives are observed to vary systematically in response to manipulations of job attribute levels.

A third research approach was suggested by Young et al. (1989). This approach has been described (Young et al., 1993) as the holistic job preview approach. This technique assesses the relative attractiveness of different attribute groups, whereas the two techniques described earlier assess either single attributes with only one level, or single attributes with
multiple levels. The holistic job preview presents the applicant with large numbers attributes grouped homogeneously according to job attribute categories (e.g., subjective attributes, objective attributes, critical contact attributes, intrinsic attributes, extrinsic attributes). The applicant's reaction to a position portrayed predominantly by a single grouping is then assessed.

**Applicant Reactions to Recruitment Practices in the Educational Context**

The review of educational research that follows highlights previous empirical findings relevant to the present study and identifies voids to be addressed by future research.

Numerous educational researchers and practitioners have emphasized the importance of teacher selection to the success of educational organizations (e.g., Bolton, 1969; Schalock, 1979; Young & Allison, 1982). During the past decade, research in educational administration has sharpened its focus on applicant reactions to recruitment practices. Various investigations in the educational context (Rynes & Lawler, 1983; Young & Heneman, 1986; Young et al., 1989; Young et al., 1990; Young et al., 1993) have demonstrated that a variety of variables influence applicant reactions to recruitment practices.

Two broad categories of variables have received substantial research attention. These two categories are: (1) attributes of jobs
portrayed in recruitment media (e.g., advertisements, interviews); and (2) characteristics of job applicants. Typically, both types of variables have been investigated by holding the recruitment medium that conveys the job message constant. Examples of media researchers have held constant include: job descriptions, recruitment brochures, recruitment videos, and interviews.

Written job descriptions were used by Rynes and Lawler (1983) to convey recruitment messages about elementary teacher positions. These investigators assessed two job attributes in particular: (1) applicant reactions to geographic area (Midwest, Northwest, Southwest, or Northwest); and (2) applicant reactions to school location (inner city, suburb, or small city). They found that "most subjects preferred jobs that would keep them in the Midwest and out of inner city school systems" (p. 623).

Procedurally, each participant in the above study was exposed to 72 job descriptions reflecting varying levels of job attributes. This process rendered a policy capturing approach as described earlier in this review; that is, subjects evaluated a limited number of job attributes reflecting different attribute levels. The study examined teacher applicant reactions to teaching job attributes (e.g., geographical location and school location) as conveyed via a recruitment medium (i.e., job description) utilized frequently by educational administrators.

The interview was the medium held constant in three educational studies: (1) Young and Heneman (1986); (2) Young et al. (1989); and (3)
Young et al. (1993). All three studies investigated the impact of job attribute categories on applicant reactions to recruitment stimuli. All three studies utilized the holistic job preview method to present subjects with job attributes. The first two studies (Young and Heneman, 1986; Young et al., 1989) addressed applicant reactions to interviews within the framework of three theories about applicant job choice: (1) subjective theory (Tom, 1971); (2) objective theory (Behling, Labovitz & Gainer, 1968); and (3) critical contact theory (Behling et al., 1968). Each of these theories is associated with particular sets (i.e., categories) of job attributes. Subjective theory is concerned with work environment attributes. Objective theory stresses economic attributes. Critical contact theory is associated with attributes of the job itself such as specific job requirements and job expectations. The third study (Young et al., 1993) also examined the impact of job attribute categories, but utilized a different typology of job attributes: "economic," "intrinsic," and "work context." Findings from the three studies just discussed suggest the possibility of employing a similar approach (i.e., holistic job preview of job attribute categories) to examine applicant reactions to recruitment practices that have not been investigated (e.g., recruitment advertisements).

Another recruitment medium that has been investigated is the recruitment brochure. The recruitment brochure was held constant in an investigation by Young et al. (1990) that examined the influence of job attribute categories on applicant reactions to recruitment practices for a doctoral program. The investigators manipulated the content of a doctoral
program recruitment brochure according to three theoretical perspectives discussed earlier: (1) subjective; (2) objective; and (3) critical contact. Type of theoretical perspective had a significant influence on applicant reactions. This study stands out from previous investigations because it addressed a written recruitment practice occurring prior to the interview in the recruitment process. This approach suggests the possibility of investigating, within an employment context, the impact of written job attribute categories contained in other recruitment practices that occur prior to the interview.

Previous research has addressed interaction effects between job attributes and applicant characteristics. An interaction effect of particular interest is suggested by educational job satisfaction research. Young (1984) found intrinsic/extrinsic job attributes interacted with sex to influence job satisfaction ratings. It would be interesting to examine whether or not intrinsic/extrinsic job attributes interact with sex to influence applicant reactions to recruitment practices.

The above educational studies, by addressing the impact of job attributes and applicant characteristics, made major contributions to existing knowledge about recruitment. However, certain important aspects of applicant reactions to recruitment stimuli have yet to be investigated in the educational context. The advancements made by the present study are discussed in the following section.
Advancements

Existing recruitment research has investigated applicant reactions to recruitment practices and found significant reactions to a wide array of recruitment variables. The reactions investigated have been both affective (e.g., decision to apply for a job) and behavioral (e.g., decision to accept a job offer). The categories of variables shown to affect applicant reactions to recruitment practices include: characteristics of recruiters (e.g., Alderfer & McCord, 1970; Liden & Parsons, 1986; Schmitt & Coyle, 1976), characteristics of the applicant (e.g., Rynes, 1991; Rynes et al., 1980; Schwab, 1982; Smither et al., 1993), and attributes of the job (e.g., Rynes & Miller, 1983; Young et al., 1993).

Various theories of applicant job choice, each having received at least some support from empirical studies, have been used to guide investigations about applicant reactions to recruitment stimuli. These theories include Vroom’s (1964, 1966) expectancy theory, Soelberg’s (1967) unprogrammed decision making theory, and Super’s (1953) image-matching theory of vocational choice. Depending on the situation and the amount of information presented, decisions of applicants concerning job alternatives may involve either evaluation of multiple job alternatives (i.e., simultaneous evaluation) or evaluation of a single job alternative (i.e., sequential evaluation). Also, research lends support to at least three methods for presenting job attributes to applicants for subsequent
evaluation: (1) direct estimation; (2) policy capturing; and (3) holistic job preview.

Within the educational context, research has examined the effects of job message content manipulated according to such job attribute categories as: economic attributes, work itself attributes, intrinsic attributes, and extrinsic attributes. The theories and research approaches noted above suggest guidelines for the present investigation: (a) identify the job attributes and applicant characteristics to be examined; (b) specify the job message model to be employed (e.g., persuasive communication); (c) justify the job choice theory operant within the investigation; and (d) specify the medium (i.e, recruitment practice) to be used for presenting job attributes to applicants.

There are specific voids in existing research that suggest opportunities to advance existing knowledge. One void concerns the particular recruitment practices investigated. Research about recruitment practices that occur prior to the interview has barely begun. Practices that remain to be examined in the employment context include, for example, position advertisements and recruitment literature. The lack of research about various recruitment practices leads directly to a second void in existing research. In the case of recruitment practices that have not been subjected to empirical study, the effects of applicant characteristics on reactions to these recruitment practices are, as yet, unknown. A third void concerns research about the effects of job message characteristics on applicant reactions to recruitment stimuli. Research about job messages
has been dominated by RJP research, which has been concerned primarily with post-employment outcomes, rather than with pre-employment decisions to pursue a job or accept a job offer. RJPs are posited as fostering post-employment organizational adjustment and job survival. For this reason, the RJP has not always been the most appropriate research vehicle for investigating job messages intended to maximize the economic utility of specific recruitment practices. The present study assumed educational recruiters seek to optimize fulfillment of such recruitment objectives as attracting adequate numbers of qualified applicants and diversifying the applicant pool. Unlike the RJP, job messages utilized in the present study treated the job message (conveyed via a position advertisement) as a persuasive communication intended to maximize the size of the applicant pool. The term "persuasive communication" is utilized according to the definition of this concept provided earlier in this literature review.

Each of the voids noted above exists in the general staffing research and in educational research. The present study achieved five advancements in educational research: (1) investigation of the effects of a recruitment practice (i.e., position advertisement) that occurs prior to the interview and has, heretofore, escaped empirical investigation; (2) examination of the main and interaction effects of job message characteristics (i.e, intrinsic/extrinsic attributes and order of information) in combination with a particular applicant characteristic (i.e., sex); (3) adoption of the marketing concept as a research framework for examining the applicant perspective in educational recruitment; (4) treatment of the
job message as a persuasive communication intended to optimize
organizational attainment of recruitment objectives; and (5)
conceptualization of recruitment from a strategic perspective (e.g., Rynes & Barber, 1990) in the educational context. The present investigation addressed the advancements noted above and specified both an operant job decision model (i.e., sequential and non-compensatory) and a job attribute presentation method (i.e., holistic job preview). The methodology for the present study is presented in the following chapter.
CHAPTER III
METHODOLOGY

Subjects

A total of 136 graduate students in education role played the part of job applicant for an elementary teacher position. Participants were selected at random from a pool of 234 graduate students enrolled in thirteen education classes at a large Midwestern university. Participating class sections were identified from the "Master Schedule of Classes" published by the university.

Instructors were contacted regarding their willingness to permit students in their classes to be contacted regarding volunteer participation in a research study about teacher selection. Research procedures were described to each instructor. Class sections were deemed appropriate for inclusion in the study if the instructor confirmed a majority of the students enrolled were experienced teachers. If an instructor expressed willingness to participate in the study, the instructor was asked to announce the project during the next class meeting and inquire whether or not the students would be interested in participating in a brief teacher selection research procedure. Because participation in this study was
voluntary and unpaid, class sections were not included in the study unless all students in a given class section expressed interest in participating.

On the day the research procedure was conducted participants were informed that the study would address teacher selection from the perspective of the applicant, and that participation would require approximately 30 minutes. Participants were told they would review and react to position advertisements similar to advertisements educational administrators place in educational print media as a first step in the process of filling vacant teaching positions. It was explained that the procedure was a role-playing exercise and that participants should imagine they were individuals actually involved in a job search for an elementary teaching position relevant to their area of teaching expertise. Descriptive data for the participants are contained in Table 1.

The sample size was determined by performing a power analysis according to procedures recommended by Cohen (1977, pp. 396-400). The number of subjects (N = 136) was specified by the power analysis based on a desired minimum effect size (omega-square = .06), a defined level of significance (alpha = .05), and a specific power level (power = .80).
**TABLE 1**

Descriptive Statistics for Study Participants

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years)</td>
<td>136</td>
<td>35.9</td>
<td>7.9</td>
<td>24-55</td>
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<tr>
<td>Gender (a)</td>
<td>136</td>
<td>1.5</td>
<td>.5</td>
<td>1-2</td>
</tr>
<tr>
<td>Race (b)</td>
<td>136</td>
<td>2.1</td>
<td>.5</td>
<td>1-5</td>
</tr>
<tr>
<td>Teaching Experience (Years)</td>
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<td>9.1</td>
<td>6.5</td>
<td>1-28</td>
</tr>
<tr>
<td>Educational Level (c)</td>
<td>136</td>
<td>2.3</td>
<td>1.0</td>
<td>1-5</td>
</tr>
<tr>
<td>Number of Times Interviewed</td>
<td>136</td>
<td>4.5</td>
<td>4.0</td>
<td>0-20</td>
</tr>
<tr>
<td>Currently Seeking Teaching Position? (d)</td>
<td>136</td>
<td>1.9</td>
<td>.3</td>
<td>1-2</td>
</tr>
</tbody>
</table>

(a)  Scored: Male = 1, Female = 2

(b)  Scored: Hispanic = 1, White = 2, Black = 3, Asian = 4, Native American = 5

(c)  Scored: BA = 1, BS = 2, MA = 3, MS = 4, PhD = 5

(d)  Scored: Yes = 1, No = 2
As part of the process of operationalizing the independent and dependent variables, three pilot studies were conducted. Separate samples were used for each pilot study. Participants in the three pilot studies were similar in characteristics to the participants of the actual study. The pilot studies are described in the sections that follow.

**Independent Variables**

This study investigated the impact of three independent variables on applicant reactions to a position advertisement: (1) applicant sex; (2) intrinsic/extrinsic job attribute category; and (3) information order. The focal position utilized in the position advertisements, an elementary teacher position, was held constant across all experimental conditions. This position had been used in previous recruitment studies conducted in an educational context (Rynes & Lawler, 1983; Young et al., 1993). Applicant sex was assessed by participant self-report on a biographical data sheet described later in this chapter.

Information order was operationalized by placing descriptions of intrinsic/extrinsic job attributes at either the beginning (i.e., primacy effect) of the position advertisement or the end (i.e., recency effect) of the position advertisement. Two pilot studies were conducted to select the job attributes utilized in the position advertisements and to check manipulation of the information order treatments.
Operationalization of Job Attributes

The first pilot study was conducted to generate intrinsic and extrinsic job attributes and proceeded along the lines of a content validity paradigm suggested by Anastasi (1976). The initial step in this pilot study was to review previous general staffing research that had addressed intrinsic and extrinsic job attributes. This literature yielded a preliminary list of intrinsic and extrinsic attributes (e.g., Herzberg, Mausner & Snyderman, 1959; Jurgensen, 1978; Lawler, 1973; Steers & Porter, 1983; Young, 1984; Young et al., 1989; Young et al., 1993) for possible utilization in the actual study. As a next step, the Job Descriptive Index (Smith, Kendall, & Hulin, 1969) and Likert's Profile of a School (Likert, 1977; Young & Kasten, 1980) were reviewed to expand the preliminary list generated from the review of previous research. The list of job attributes was modified further on the basis of a review of existing educational administration research (e.g., Sergiovanni, 1967; Holdaway, 1978; Young, 1984; Young et al., 1989; Young et al., 1993).

A panel of educational experts was assembled. Members of the panel (N = 7) were selected by interviewing experienced educators completing their doctoral degrees at the university serving as the site for this investigation. Panel members were selected based on having the following qualifications: (a) substantial experience as a teacher in K-12 school systems and (b) completion of doctoral courses that addressed topics relevant to the present study, such as Maslow's hierarchy of needs.
and teacher recruitment and selection research. Because of these professional and academic experiences, panel members possessed the content domain knowledge required to identify and assess teaching job attributes. Qualifications for panel participation were established in accordance with content validity guidelines outlined in Standards for Educational and Psychological Testing (1985).

Operational definitions were developed for the extrinsic and intrinsic categories (Steers & Porter, 1983). Extrinsic job attributes were defined operationally as those factors that are controlled by the organization and tend to satisfy lower-level personal needs. Examples of extrinsic factors that appear frequently in the literature include "salary" and "job security."

Intrinsic job attributes were defined operationally as those factors that are mediated internally by the individual and tend to satisfy higher-level personal needs. "Sense of accomplishment" and "sense of having responsibility" for job-related activities are examples of intrinsic job attributes. In the context of the above operational definitions, the terms "lower-level" and "higher-level" needs were utilized as specified by Maslow (1943).

Each attribute was written on 3" x 5" index cards. Index cards (i.e., attributes) were assigned to an intrinsic, neutral, or extrinsic job attribute category by panel members through Q-sorting procedures recommended by Kerlinger (1986). Q-sorting was performed by the panel of experts based on their knowledge of the teaching profession, and their knowledge
of the operational definitions for "intrinsic" and "extrinsic" attributes described above. Categories were number coded (extrinsic = 1, neutral = 2, intrinsic = 3). Means and standard deviations were computed for each attribute. Attributes that had a mean score of either one (i.e., code for extrinsic) or three (i.e., code for intrinsic) were retained for further analysis in the pilot study. Attributes assessed by the panel of experts, along with means and standard deviations, are shown in Table 2.

**TABLE 2**
Means and Standard Deviations for Teaching
Job Attributes Categorized by Panel Experts

<table>
<thead>
<tr>
<th>Job Attributes</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>2.86</td>
<td>.35</td>
</tr>
<tr>
<td>Interest In Work</td>
<td>2.28</td>
<td>.88</td>
</tr>
<tr>
<td>Challenging Work</td>
<td>3.00</td>
<td>.00</td>
</tr>
<tr>
<td>Satisfying Work</td>
<td>3.00</td>
<td>.00</td>
</tr>
<tr>
<td>Advancement</td>
<td>2.14</td>
<td>.99</td>
</tr>
<tr>
<td>Freedom To Select Teaching Methods</td>
<td>2.43</td>
<td>.90</td>
</tr>
<tr>
<td>Freedom To Select Curriculum Scope</td>
<td>1.86</td>
<td>.99</td>
</tr>
<tr>
<td>Job Attributes</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Freedom to Select Curriculum Sequence</td>
<td>1.43</td>
<td>.73</td>
</tr>
<tr>
<td>Self-Expression</td>
<td>3.00</td>
<td>.00</td>
</tr>
<tr>
<td>Achievement</td>
<td>3.00</td>
<td>.00</td>
</tr>
<tr>
<td>Responsibility For One's Own Work</td>
<td>3.00</td>
<td>.00</td>
</tr>
<tr>
<td>Responsibility For Students' Work</td>
<td>2.43</td>
<td>.90</td>
</tr>
<tr>
<td>Involvement In Decision Making</td>
<td>2.00</td>
<td>.93</td>
</tr>
<tr>
<td>Competitive Salary</td>
<td>1.14</td>
<td>.35</td>
</tr>
<tr>
<td>School Board Policies</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Administrative Procedures</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Classroom Facilities</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Building Facilities</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Interpersonal Relations With Supervisor</td>
<td>3.00</td>
<td>.00</td>
</tr>
<tr>
<td>Interpersonal Relation With Other Teachers</td>
<td>2.29</td>
<td>.88</td>
</tr>
<tr>
<td>Interaction With Students</td>
<td>2.71</td>
<td>.70</td>
</tr>
<tr>
<td>Job Security</td>
<td>1.29</td>
<td>.69</td>
</tr>
</tbody>
</table>
TABLE 2 Continued

<table>
<thead>
<tr>
<th>Job Attributes</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical, Dental, and Life Insurance Benefits</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Retirement Benefits</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Available Class Preparation Time</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Hours Taught Per Week</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Choice Of State Conference</td>
<td>2.00</td>
<td>.70</td>
</tr>
<tr>
<td>Technical Competence Of Supervisor</td>
<td>1.00</td>
<td>.00</td>
</tr>
<tr>
<td>Sabbatical Leave</td>
<td>1.29</td>
<td>.69</td>
</tr>
<tr>
<td>Personal Leave</td>
<td>1.86</td>
<td>.99</td>
</tr>
<tr>
<td>Availability Of Teaching Resources And Support</td>
<td>1.00</td>
<td>.00</td>
</tr>
</tbody>
</table>

N = 7

Scoring Code: 1 = Extrinsic, 2 = Neutral, and 3 = Intrinsic
Attributes chosen at this stage of the pilot study were operationalized by descriptions appropriate for a position advertisement (e.g., the salary attribute was defined as "competitive salary"). By alternating between intrinsic and extrinsic categories, cards were selected individually and at random. When selected, each card was assigned a consecutive item number.

All attributes were transferred to a single list ordered by the assigned item number. By adding a five-point Likert-type scale to each attribute (five being more favorable than one), this list was converted into a pilot test instrument, which included a biographical data form. The pilot instrument and biographical data are shown in Appendices A and B.

The pilot instrument was administered to a group (N = 43) similar in characteristics to the subjects who took part in the actual study. These participants were volunteers and assurance was given that participation in the study would be confidential and anonymous. Summary statistics for participants in the pilot study are contained in Table 3.

A standardized script was followed when administering the instrument. This script is shown in Appendix C. After the instrument had been completed, the participants were debriefed concerning the purpose of the study and provided an opportunity to ask questions. Subjects were thanked for their participation and given a phone number and address for requesting a bibliography about educational recruitment and selection.
TABLE 3
Descriptive Statistics for Participants in Pilot Study #1

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years)</td>
<td>43</td>
<td>34.4</td>
<td>7.6</td>
<td>25-55</td>
</tr>
<tr>
<td>Gender (a)</td>
<td>43</td>
<td>0.3</td>
<td>0.5</td>
<td>0-1</td>
</tr>
<tr>
<td>Race (b)</td>
<td>43</td>
<td>0.1</td>
<td>0.3</td>
<td>0-1</td>
</tr>
<tr>
<td>Teaching Experience (Years)</td>
<td>43</td>
<td>8.0</td>
<td>6.3</td>
<td>1-25</td>
</tr>
<tr>
<td>Number Of Times Interviewed</td>
<td>43</td>
<td>3.9</td>
<td>2.5</td>
<td>1-12</td>
</tr>
<tr>
<td>Educational Level (c)</td>
<td>43</td>
<td>1.5</td>
<td>0.5</td>
<td>1-2</td>
</tr>
<tr>
<td>Currently Seeking A Teaching Position? (d)</td>
<td>43</td>
<td>0.2</td>
<td>0.4</td>
<td>0-1</td>
</tr>
</tbody>
</table>

(a) Scored: Male = 1, Female = 0  
(b) Scored: Black = 1, White = 0  
(c) Scored: BA = 1, MA = 2  
(d) Scored: Yes = 1, No = 0
Means and standard deviations were computed for each item on the instrument. To insure the final intrinsic and extrinsic categories were equivalent in terms of both number of attributes and level of attribute importance, the attributes were paired across categories (one intrinsic attribute paired with one extrinsic attribute). That is, attribute pairs were constructed according to the following procedure. Initially, attributes were ranked within category (i.e., intrinsic or extrinsic category) from highest to lowest on the basis of mean score. Then, preliminary attribute pairs were formed by pairing attributes according to mean score rank (e.g., intrinsic attribute with highest mean score paired with extrinsic attribute with highest mean score, second highest intrinsic attribute paired with second highest extrinsic attribute, etc.).

To establish equivalency for these preliminary attribute pairs, overlap statistics were calculated for each pair according to a procedure developed by Tilton (1937) and recommended by Dunnette (1966). Attribute pairs were selected for inclusion in the actual study based on a criterion of 80 percent minimum overlap between pair members. Final attribute pairs selected, means, standard deviations, overlap statistics, and overlap percentages are summarized in Table 4.

**Operationalization of Information Order**

The other independent variable, order effects, consisted of two levels, primacy and recency, as defined by Engel et al. (1993) and
## TABLE 4

Means, Standard Deviations, Overlap Statistics, and Overlap Percentages for Job Attribute Pairs

<table>
<thead>
<tr>
<th>Job Attribute Pairs</th>
<th>Mean</th>
<th>SD</th>
<th>Overlap</th>
<th>% Overlap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction (I)</td>
<td>4.6047</td>
<td>.5344</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical, Dental &amp; Life Insurance (E)</td>
<td>4.5581</td>
<td>.6214</td>
<td>.0806</td>
<td>96.8</td>
</tr>
<tr>
<td>Achievement (I)</td>
<td>4.5814</td>
<td>.6553</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement (E)</td>
<td>4.3953</td>
<td>.7198</td>
<td>.2707</td>
<td>88.2</td>
</tr>
<tr>
<td>Responsibility (I)</td>
<td>4.4651</td>
<td>.5846</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Security (E)</td>
<td>4.3721</td>
<td>.8633</td>
<td>.1285</td>
<td>94.9</td>
</tr>
<tr>
<td>Challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work (I)</td>
<td>4.3953</td>
<td>.7198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary (E)</td>
<td>4.2325</td>
<td>.8849</td>
<td>.2029</td>
<td>92.9</td>
</tr>
<tr>
<td>Self-Expression (I)</td>
<td>4.3023</td>
<td>.8500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Facilities (E)</td>
<td>4.2325</td>
<td>.7420</td>
<td>.0877</td>
<td>96.5</td>
</tr>
<tr>
<td>Relations With Supervisor (I)</td>
<td>4.2326</td>
<td>.7420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Prep Time (E)</td>
<td>4.2093</td>
<td>.8229</td>
<td>.0298</td>
<td>98.8</td>
</tr>
<tr>
<td>Recognition (I)</td>
<td>3.7907</td>
<td>.8776</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities (E)</td>
<td>4.1628</td>
<td>.7130</td>
<td>.4679</td>
<td>81.5</td>
</tr>
</tbody>
</table>

N = 43
Myers (1993). Primacy refers to an order effect in a communication conveyed to an individual wherein targeted information appears at the beginning of the communication. Recency, in contrast to primacy, is an order effect in a communication conveyed to an individual wherein information appears at the end of the communication.

Primacy was operationalized by placing information about either intrinsic or extrinsic attributes at the beginning of a position advertisement. Recency was operationalized by placing information about either intrinsic or extrinsic attributes at the end of a position advertisement. The job attribute information was followed (primacy) or preceded (recency) by additional material that was held constant. The information held constant consisted of "filler" (e.g., deadline for application, instructions on how to apply for the position, an equal employment opportunity disclaimer) that would not affect applicant perceptions regarding the nature of the position advertised. Material held constant in each advertisement contained two times more text (i.e., 120 words) than the information describing a category of job attributes (i.e., 60 words).

Based on a review of a year's issues for an educational periodical that routinely advertises vacant teaching positions, position advertisement copy was written for the advertisements to be utilized in the actual study. This information reflected either intrinsic or extrinsic job attributes. Initial advertisements were constructed containing the following combinations
of job attributes and order of information: (1) intrinsic-primacy; (2) intrinsic-recency; (3) extrinsic-primacy; (4) and extrinsic-recency.

**Manipulation Check for Information Order**

To check manipulation of the treatment for information order, a second pilot study was conducted. Participants (N = 26) in this pilot study were graduate students in education at a Midwestern university and were similar to the subjects who participated in the actual study. Summary statistics for the participants of this second pilot study are shown in Table 5.

Advertisements used in the second pilot study contained three paragraphs. Each of the three paragraphs was 60 words in length, making the copy for each advertisement 180 words in total length. The intrinsic or extrinsic content for each advertisement was contained in only one paragraph of a given advertisement's copy and, as just noted, consisted of 60 words. The intrinsic or extrinsic content was placed either in the first paragraph (primacy) or in the last paragraph (recency) of the advertisement copy.
TABLE 5

Descriptive Statistics for Participants in Pilot Study #2

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years)</td>
<td>26</td>
<td>35.0</td>
<td>8.6</td>
<td>20-52</td>
</tr>
<tr>
<td>Gender (a)</td>
<td>26</td>
<td>.3</td>
<td>.5</td>
<td>0-1</td>
</tr>
<tr>
<td>Race (b)</td>
<td>26</td>
<td>.3</td>
<td>.5</td>
<td>0-1</td>
</tr>
<tr>
<td>Teaching Experience (Years)</td>
<td>26</td>
<td>8.1</td>
<td>6.4</td>
<td>1-28</td>
</tr>
<tr>
<td>Number of Times Interviewed</td>
<td>26</td>
<td>3.5</td>
<td>2.6</td>
<td>1-10</td>
</tr>
<tr>
<td>Educational Level (c)</td>
<td>26</td>
<td>1.4</td>
<td>.5</td>
<td>1-2</td>
</tr>
<tr>
<td>Currently Seeking Teaching Position? (d)</td>
<td>26</td>
<td>.1</td>
<td>.3</td>
<td>0-1</td>
</tr>
</tbody>
</table>

(a) Scored: Male = 1, Female = 0  
(b) Scored: Non-White = 1, White = 0  
(c) Scored: BA = 1, MA = 2  
(d) Scored: Yes = 1, No = 0
A pilot instrument, consisting of a position advertisement and an evaluation form, was constructed to determine if subjects were sensitive to information order. Three multiple-choice questions (scored 1 = right or 0 = wrong) were used. Questions required subjects to indicate the order in which certain information (e.g., salary) was mentioned in a position advertisement (a. first paragraph, b. second paragraph, and c. third paragraph). The biographical data form and instruments used in the second pilot study are shown in Appendices D and E.

Again, a scripted procedure was used to ensure constancy of conditions (see Appendix F). After the instruments had been completed, participants were provided an opportunity to ask questions. Contact information was given to the participants to allow interested individuals to request a bibliography about educational recruitment and selection.

The three questions shown on the instrument in Appendix E were scored as either correct or incorrect. For each of the three questions, 25 out of 26 participants answered the question correctly, indicating participants had perceived the intended manipulation of information order. Given these results, the position advertisements utilized in the actual study were finalized as shown in Appendix E.

**Dependent Variable**

The dependent variable in this study was "applicant reaction" to a position advertisement. Applicant reaction was operationalized via four
5-point Likert-type scales to assess perceptions of applicants concerning: (1) overall attractiveness of the job; (2) likelihood of applying for the job; (3) likelihood of accepting an interview for the position; and (4) likelihood of accepting the job if offered. Each item was rated on a five-point Likert-type scale with a higher rating indicating a more favorable response. Ratings provided by the applicants were used to compute a multiplicative composite score, which served as the dependent variable (Alderfer & McCord, 1970; Rynes & Miller, 1983; Schmitt & Coyle, 1976; Young et al. 1989; Young et al., 1993).

**Reliability Assessment**

To estimate the internal consistency of ratings, a third pilot study was conducted. Participants in the third pilot study were graduate students in education at a Midwestern university and possessed characteristics similar to those of participants in the actual study. The biographical data sheet and pilot evaluation instrument used in the third pilot study are shown in Appendices G and H. Summary statistics for participants (N = 26) are shown in Table 6.
TABLE 6

Descriptive Statistics for Participants in Pilot Study #3

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years)</td>
<td>26</td>
<td>37.1</td>
<td>7.1</td>
<td>25-50</td>
</tr>
<tr>
<td>Gender (a)</td>
<td>26</td>
<td>.3</td>
<td>.4</td>
<td>0-1</td>
</tr>
<tr>
<td>Race (b)</td>
<td>26</td>
<td>.3</td>
<td>.4</td>
<td>0-1</td>
</tr>
<tr>
<td>Teaching Experience (Years)</td>
<td>26</td>
<td>11.0</td>
<td>7.1</td>
<td>1-23</td>
</tr>
<tr>
<td>Number Districts In Which Taught</td>
<td>26</td>
<td>2.0</td>
<td>1.1</td>
<td>1-4</td>
</tr>
<tr>
<td>Number Of Times Interviewed</td>
<td>26</td>
<td>4.0</td>
<td>2.8</td>
<td>1-11</td>
</tr>
<tr>
<td>Educational Level (c)</td>
<td>26</td>
<td>1.7</td>
<td>.5</td>
<td>1-2</td>
</tr>
<tr>
<td>Currently Seeking Teaching Position? (d)</td>
<td>26</td>
<td>.1</td>
<td>.3</td>
<td>0-1</td>
</tr>
</tbody>
</table>

(a) Scored: Male = 1, Female = 0  
(b) Scored: Non-White = 1, White = 0  
(c) Scored: BA = 1, MA = 2  
(d) Scored: Yes = 1, No = 0
Participants were told they would be participating in a project about teacher recruitment practices. All subjects were volunteers. Participation was confidential and anonymous. Participants were provided with a biographical data form (Appendix G), a position advertisement (Appendix E), and an evaluation form (Appendix H). To control for possible response bias related to completion of the evaluation form, multiple versions of the form were constructed whereby order of the four response items was counterbalanced according to digram-balancing procedures recommended by Keppel (1991). The last pilot study was conducted according to the scripted procedures described in Appendix I. Coefficient alpha was computed with the items on the evaluation instrument. The resultant coefficient alpha for reactions of subjects is .86. This coefficient is within the acceptable ranges suggested by Nunnally (1967, p. 226). Accordingly, the evaluation instrument used in the actual study is shown in Appendix H. Summary statistics for the reliability assessment are shown in Table 7.

Procedures - Actual Study

Contacts with potential participants were made by visiting classes in which potential participants were enrolled. These persons were told that this study was designed to learn about applicant reactions to position advertisements for vacant teaching positions. It was explained that
### TABLE 7

Reliability Analysis

<table>
<thead>
<tr>
<th>Item</th>
<th>Scale Mean If Item Deleted</th>
<th>Scale Variance If Item Deleted</th>
<th>Corrected Item Total Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Alpha If Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12.27</td>
<td>6.68</td>
<td>.67</td>
<td>.48</td>
<td>.84</td>
</tr>
<tr>
<td>2</td>
<td>12.08</td>
<td>5.43</td>
<td>.79</td>
<td>.63</td>
<td>.80</td>
</tr>
<tr>
<td>3</td>
<td>12.73</td>
<td>7.08</td>
<td>.71</td>
<td>.55</td>
<td>.82</td>
</tr>
<tr>
<td>4</td>
<td>12.15</td>
<td>7.34</td>
<td>.70</td>
<td>.50</td>
<td>.83</td>
</tr>
</tbody>
</table>

Coefficient Alpha for Composite Scale = .86

Item Code:  
1 = Overall attractiveness of the job  
2 = Likelihood of applying for the job  
3 = Likelihood of accepting an interview  
4 = Likelihood of accepting the job if offered
participation would be voluntary. Participants were told that, on completion of the study, they would receive a packet of professional advice and tips about interview techniques helpful to individuals conducting a job search. Dates and times for participation in the study were scheduled.

To ensure a systematic bias was not introduced, and to meet statistical assumptions, a randomization procedure was used to assign participants to treatment conditions. Participants were given: (a) a biographical data sheet (Appendix A), (b) one of four possible position advertisements (Appendix E), and (c) an evaluation form (Appendix H). Administration of instruments was conducted according to the script shown in Appendix J.

Packets, each reflecting only one of four experimental treatments, were ordered via a randomization procedure. Each treatment condition was numbered from one to four. Using these assigned numbers and a table of random numbers, packets were then assigned to study participants. Response items on the evaluation form were counterbalanced in a manner identical to procedures used to conduct the third pilot study (see above description).

Design and Analysis

The present investigation examined variables which could be used to construct a position advertisement utilized in the recruitment of
teachers. In accordance with the marketing concept, an underlying assumption of the present study was that the most effective position advertisements are those that are perceived as attractive by job applicants. Also, it was assumed that advertisements that appeal to applicants complement overall organizational strategies (Rynes & Barber, 1990). The study design was selected to meet guidelines suggested earlier for extending extant recruitment research within the educational context: (1) investigate a recruitment practice that occurs prior to the interview (i.e., position advertisement); (2) examine the interaction effects of recruitment practice characteristics and applicant characteristics; (3) investigate applicant reactions to recruitment practices as the dependent variable of interest; and (4) manipulate job message content while holding message medium constant.

To simulate what actually occurs when position advertisements are placed, this study required a sequential, non-compensatory model for evaluation of the job. That is, applicants evaluated only one job (i.e., set of job attributes) and were not asked to weight job attributes levels. Because the study involved reactions to entire categories of job attributes, the method selected to present job attributes to applicants was the holistic job preview approach (i.e., simultaneous presentation of categories containing many job attributes) described previously.

To meet the specifications described above, the present study utilized a $2 \times 2 \times 2$ completely crossed, fixed-factor factorial analysis of variance (ANOVA) design. This design yielded a total of eight cells, each
with $n = 17$ subjects. The independent variables, each containing two levels, were applicant sex (male/female), job attribute category (intrinsic/extrinsic), and order effects (primacy/recency). The dependent variable was a composite rating of applicant reaction to a position advertisement. Study results are described in the following chapter.
CHAPTER IV
RESULTS

Descriptive Statistics

A total of 136 individuals participated in the present study. Participants were selected at random from a pool of graduate students in education at a large Midwestern university. As noted previously, descriptive data for study participants are contained in Table 1. The average age of the participants was 35.9 years. All participants were experienced teachers (average of 9.1 years of teaching experience) and all but one of the participants had experienced a teaching job interview (average of 4.5 interviews). Of the 136 participants, 68 were male and 68 were female.

The dependent variable in this study was "applicant reaction" to a position advertisement. Using five-point Likert-type scales (five being more favorable than one), study participants were asked to evaluate a position advertisement on the following four criteria: (1) overall attractiveness of the job; (2) likelihood of applying for the job; (3) likelihood of accepting an interview for the job; and (4) likelihood of accepting the job if offered. To assess the composite score for reliability, coefficient alpha was computed. The computed coefficient (alpha = .83)
indicated the composite score possessed adequate internal consistency and was within an acceptable range (Nunnally, 1967) for using a composite score in the statistical analysis. Summary data for participant ratings on the evaluative items are summarized in Table 8.

**TABLE 8**

Summary of Participant Responses on Evaluation Items

<table>
<thead>
<tr>
<th>Response Item</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall Attractiveness</td>
<td>136</td>
<td>2</td>
<td>10</td>
<td>34</td>
<td>57</td>
<td>33</td>
<td>3.79</td>
<td>.94</td>
</tr>
<tr>
<td>2. Likelihood to Apply for job</td>
<td>136</td>
<td>3</td>
<td>9</td>
<td>17</td>
<td>51</td>
<td>56</td>
<td>4.05</td>
<td>1.01</td>
</tr>
<tr>
<td>3. Likelihood to Accept Interview</td>
<td>136</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>44</td>
<td>76</td>
<td>4.38</td>
<td>.84</td>
</tr>
<tr>
<td>4. Likelihood to Accept Job</td>
<td>136</td>
<td>1</td>
<td>8</td>
<td>28</td>
<td>62</td>
<td>37</td>
<td>3.93</td>
<td>.88</td>
</tr>
</tbody>
</table>

Coefficient Alpha = .83
The independent variables for this study are applicant sex (male/female), job attributes (extrinsic/intrinsic), and information order (primacy/recency). This 2 x 2 x 2 design yielded eight experimental conditions ($n = 17$). Cell means and standard deviations are summarized in Table 9.

**Inferential Statistics**

A three-way, fixed-factor analysis of variance (ANOVA) was performed to test all null hypotheses. The decisional criterion for rejecting all hypotheses was an alpha level of .05. Results of the ANOVA are shown in Table 10. At the specified alpha level of .05, two significant effects were detected: (1) a sex by job attribute interaction, and (2) a job attribute by information order interaction. To determine the practical significance of these interactions, procedures recommended by Winer (1971, p. 430) were used to calculate omega-squared. These calculations indicate 22 percent of the variance in applicant reaction to a position advertisement (dependent variable) is accounted for by the sex by job attribute interaction. Two percent of the variance in applicant reaction is accounted for by the job attribute by information order interaction.
TABLE 9
Summary of Cell Means and Standard Deviations

| Independent Variables: A = Sex (1 = Male, 2 = Female), B = Job Attributes (1 = Extrinsic, 2 = Intrinsic), C = Information Order (1 = Primacy, 2 = Recency) |
|---|---|---|---|---|
| (C1) | (C2) | (C1) | (C2) |
| Information Order: Primacy | Recency |
| Attributes: Extrinsic | Intrinsic | Extrinsic | Intrinsic |
| Sex: Male | M | 374.29 | 270.41 | 414.24 | 189.06 |
| (A1) SD | 149.10 | 194.93 | 149.45 | 157.51 |
| Female | M | 170.82 | 412.71 | 246.29 | 364.94 |
| (A2) SD | 165.78 | 165.29 | 128.99 | 170.55 |

N = 136
n = 17

Note: Means and standard deviations are based on multiplicative composite scores.
### TABLE 10

Analysis of Variance for Applicant Reaction by Applicant Sex, Job Attribute Category, and Information Order

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>1</td>
<td>6,022.24</td>
<td>6,022.24</td>
<td>.23</td>
</tr>
<tr>
<td>Attributes</td>
<td>1</td>
<td>2,104.60</td>
<td>2,104.60</td>
<td>.08</td>
</tr>
<tr>
<td>Order</td>
<td>1</td>
<td>399.18</td>
<td>399.18</td>
<td>.02</td>
</tr>
<tr>
<td>Sex*Attributes</td>
<td>1</td>
<td>1,010,505.36</td>
<td>1,010,505.36</td>
<td>38.88* (a)</td>
</tr>
<tr>
<td>Sex*Order</td>
<td>1</td>
<td>10,151.65</td>
<td>10,151.65</td>
<td>.39</td>
</tr>
<tr>
<td>Attributes*Order</td>
<td>1</td>
<td>127,063.60</td>
<td>127,063.60</td>
<td>4.89* (b)</td>
</tr>
<tr>
<td>Sex<em>Attributes</em>Order</td>
<td>1</td>
<td>8.01</td>
<td>8.01</td>
<td>.01</td>
</tr>
<tr>
<td>Error</td>
<td>128</td>
<td>3,326,552.12</td>
<td>25,988.69</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>135</td>
<td>4,482,806.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05
(a) Omega-Squared = .22
(b) Omega-Squared = .02
Using procedures recommended by Keppel (1991, p. 451) further analysis was performed to assess the simple effects of the sex by job attribute interaction. There is a significant difference between male and female ratings of advertisements with extrinsic job attributes \((F = 22.56, p < .05)\) and between male and female ratings of advertisements with intrinsic job attributes \((F = 16.55, p < .05)\). The cell means for the sex by job attribute interaction were graphed and are displayed in Figure 1(a). The graph indicates that, across both levels of information order, males rated advertisements with extrinsic job attributes more favorably than females, and females rated advertisements with intrinsic attributes more favorably than males.

An identical analysis of the significant job attribute by information order interaction was conducted. The cell means for the job attribute by information order interaction are shown in Figure 1(b). Figure 1(b) indicates that, across both levels of applicant sex, participants rated advertisements with intrinsic job attributes more favorably when intrinsic attributes were presented in the primacy condition, and applicants rated advertisements with extrinsic attributes more favorably when extrinsic attributes were presented in the recency condition. A discussion of these findings and implications for practice, theory, and future research are presented in the next chapter.
FIGURE 1. Interaction Effects
Recruitment and selection research conducted in the private sector progressed through several historical stages. In the first half of this century, most private sector research concentrated on assessing the reliability and validity of the personal interview as a predictor of job performance (Mayfield, 1964; Ulrich & Trumbo, 1965; Wagner, 1949; Wright, 1969). This early research about the interview as a predictor of job performance was described by Mayfield (1964) as "macroanalysis."

Failure to establish reliability and validity of the interview led to calls for a new research approach that was characterized as "microanalysis" (Mayfield, 1964). "Microanalytic" research focused on factors influencing interviewer decision making. Although the microanalytic approach refocused staffing inquiry on decision-making processes, research conducted up until the 1970s concentrated almost exclusively on the organizational perspective, as opposed to the job applicant perspective.

During the 1970s, various researchers (e.g., Alderfer & McCord, 1970; Schmitt & Coyle, 1976) extended "microanalytic" research to include investigation of variables affecting job applicant perceptions of
recruitment and selection practices. This focus on perceptions of applicants, in turn, resulted in the current conceptualization of recruitment and selection as a two-way process involving decision making both on the part of the organization and on the part of job applicants.

Investigations about applicant decision making in the recruitment process have been informed by such theories of job choice as expectancy theory (Vroom, 1964), unprogrammed decision making (Soelberg, 1967), and image-matching theory (Super; 1953; Keon et al., 1982). Various categories of variables purported to influence applicant decisions have been investigated. Categories of variables found to impact applicant decisions include (Rynes, 1991): characteristics of recruitment practices, characteristics of applicants, characteristics of recruitment messages, and sources of the recruitment message.

Discussion

In comparison with research performed in the private sector, research concerning recruitment and selection of teachers is still at an early stage of development. However, given the importance of teacher recruitment to success of the educational program, it is not surprising that a growing body of empirical research has emerged in the educational context (e.g., Bolton, 1969; Schalock, 1979; Young & Ryerson, 1986; Young & Heneman, 1986; Young et al., 1989; Young et al., 1993). This research
has spawned several lines of inquiry, including a research stream focusing on decisions of teachers, as applicants, in the recruitment process (e.g., Young et al., 1989; Young et al., 1993).

Private sector research continues to influence educational recruitment inquiry. Rynes and Barber (1990) proposed a recruitment model that synthesizes previous theory and research, and recasts recruitment as a strategic function. One feature of the Rynes-Barber model is its highlighting of "strategic options." A strategic option of particular relevance to the present study is manipulation of recruitment practices to accomplish specific recruitment objectives. This strategic option is supported by realistic job preview research (e.g., Breaugh, 1983; Reilly et al., 1981; Wanous, 1973, 1976, 1977, 1978, 1980, 1992), which indicates that manipulating recruitment messages can influence applicant decisions (e.g., applicant self-selection in, or out, of the application process). Indeed, using a theoretical framework specified by Hovland et al. (1953) and elaborated by Oskamp (1977), Popovich and Wanous (1982) re-conceptualized job messages as "persuasive communications" that can be manipulated to affect recruitment outcomes.

Drawing on previous staffing research (Rynes et al., 1980; Rynes, 1991; Schwab, 1982; Schwab et al., 1987) and on recent teacher recruitment research (Rynes & Lawler, 1983; Young & Heneman, 1986; Young et al., 1989; Young et al., 1993), the present study attempted five advancements that have practical, theoretical, and future research implications for teacher recruitment research. The first advancement involves the
particular recruitment practice examined. The position advertisement was investigated empirically in a teacher recruitment context. A second advancement was achieved by addressing a teacher recruitment practice within the framework of the Rynes-Barber model (1990); that is, a recruitment practice (i.e., position advertisement) was modified strategically to affect recruitment outcomes. The third advancement was to assume the marketing concept is operant during recruitment; that is, the current study sought to identify characteristics of recruitment (i.e., job attributes, information order) that satisfy needs of specific applicant groups (i.e., males and females). The fourth advancement was to treat the position advertisement as a persuasive communication intended to optimize a particular recruitment objective (i.e., maximize the number of applicants reacting favorably to a position advertisement). The fifth advancement was to examine new main and interaction effects between job message characteristics and applicant characteristics in a teacher recruitment context. In this regard, information order and intrinsic versus extrinsic job attributes were operationalized via a specific recruitment practice (i.e., position advertisement) to investigate resulting effects on reactions of teacher applicants.

Findings

The present study assessed the effects of one assigned variable (i.e., applicant sex) and the effects of two active variables (i.e., job attributes
and information order) on applicant reactions to a position advertisement. Job attributes were manipulated in job messages contained in position advertisements. Attributes were presented as categories (i.e., intrinsic or extrinsic) according to holistic job preview procedures employed in previous educational research (Young et al., 1989; Young et al., 1993). The study used an analysis of variance procedure, which is consistent with previous educational recruitment research (Young et al., 1989; Young et al., 1990; Young et al., 1993).

In the first chapter of this study, seven null hypotheses were posited. As a result of the experimental manipulations and subsequent statistical analyses, two hypotheses were rejected at the .05 level of significance: (1) there is no difference in applicant reactions to position advertisements resulting from the combined effects of applicant sex and job attributes; and (2) there is no difference in applicant reactions to position advertisements resulting from the combined effects of job attributes and information order.

Study findings indicate that applicant sex, job attributes, and information order influence applicant reactions to position advertisements. Applicant sex interacted with intrinsic/extrinsic job attributes, with males rating advertisements containing extrinsic attribute content more favorably, and females rating advertisements containing intrinsic content more favorably. Job attributes interacted with information order, with intrinsic attributes being rated more favorably in
the primacy condition and extrinsic attributes being rated more favorably in the recency condition.

**Theoretical Implications**

These findings have implications for four theoretical issues relevant to teacher recruitment: (1) application of the marketing concept to recruitment; (2) job preview theory applied to recruitment messages; (3) conceptualization of recruitment messages as persuasive communications; and (4) formulation of recruitment as a strategic option in administrating the teacher recruitment function.

Two studies conducted in the private sector (Maurer et al., 1992; Smither et al., 1993) applied the marketing concept to recruitment. Use of the marketing concept implies acceptance of two principles: (1) recruitment is a two-way process involving decisions made by administrators and decisions made by applicants; and (2) optimization of recruitment efforts is achieved through satisfaction of applicant needs, as well as organizational needs. This study lends support to the marketing concept by virtue of the finding that job message needs of female teacher applicants appear to be satisfied by intrinsic job attributes, while job message needs of male teacher applicants appear to be satisfied by extrinsic job attributes. A second finding involving the marketing concept was that educational administrators may be able to attract applicants for teaching positions more effectively by placing intrinsic job content at the
beginning of position advertisements, and by placing extrinsic message content at the end of position advertisements.

Job preview theory addresses "traditional" job messages that present positive job information, and realistic job messages that present both negative and positive job information. Findings from the present study suggest an alternative to these two theoretical perspectives about job messages. Educational administrators may be able to optimize the recruitment effort, not by stressing positive (i.e., traditional) or negative (i.e., realistic) information, but by presenting the "right" information; that is, information perceived as relevant by target applicants. Both intrinsic and extrinsic job attributes may be realistic, but intrinsic attributes appear to appeal more to females, while extrinsic attributes appear to appeal more to males. Accordingly, messages targeted to females should be intrinsic, while messages targeted to males should be extrinsic. Also, if intrinsic attributes are to be emphasized, attributes should be placed first. If extrinsic attributes are to be emphasized, attributes should be placed last.

Persuasive communication theory has been applied to job messages by Popovich and Wanous (1982) within the framework of the Yale Persuasive Communication Model (Hovland et al, 1953; Oskamp, 1977). Job messages are purported to affect applicant persuasion according to a five-stage process: (1) attention; (2) comprehension; (3) acceptance; (4) retention; and (5) action. This investigation was not a comprehensive test of the Yale Persuasive Communication Model. However, study findings
appear to lend limited support to the notion of conceptualizing job
messages as persuasive communications as has been done previously by
Popovich and Wanous (1982). For example, female applicants appear to
react more favorably to job messages containing intrinsic content and
exhibit greater willingness to "act" on intrinsic job messages (i.e., apply
for the job, accept an interview, accept a job offer). While
"comprehension" and "retention" were not assessed in the present study, it
appears these processes were not impeded when gender and job content
were matched optimally (i.e., female-intrinsic and male-extrinsic). It
seems reasonable, as Popovich and Wanous (1982) have suggested, to
regard job messages conveyed via teacher recruitment practices, such as
the position advertisement, as persuasive communications that may
influence applicant reactions.

Findings appear to lend support to at least one dimension (i.e.,
manipulation of applicant attraction practices) of the strategic framework
delineated by the Rynes-Barber Model (1990) for applicant attraction. This
model assumes that recruitment strategy is influenced by contingencies
external to the organization, and that administrators can optimize
recruitment efforts by adopting strategies to modify one or more of the
following: (1) attraction practices; (2) employment inducements; and (3)
applicant pools. It is not difficult to envision situations in the current legal
and social environment that demonstrate the applicability of findings
from the present study within the theoretical framework proposed by
Rynes and Barber. For example, in response to legal or social pressures
(i.e., contingencies), an educational administrator might well experience a need to modify teacher recruitment practices (i.e., strategic option) to increase attraction of female applicants. Findings from this study support the concept of matching recruitment practices (e.g., position advertisement content) to the job message needs of specific groups of individuals (e.g., males or females) targeted for recruitment.

Practical Implications

Teacher recruitment objectives may include: (a) inducing sufficient numbers of qualified individuals to apply for vacant positions; (b) competing with other organizations to attract the best available candidates into the applicant pool; (c) achieving gender diversity in the applicant pool.

From an economic point-of-view, administrators should seek to maximize the utility of recruitment practices. This can be accomplished, in part, by achieving high applicant yield ratios (i.e., number of applicants divided by number of hires). High applicant yield ratios suggest operant recruitment practices are attracting sufficient numbers of qualified individuals and providing administrators with the opportunity to screen and select teachers from a large diversified applicant pool.

Findings from this study provide practical knowledge to assist in achieving each of these objectives. The finding that males are attracted more by extrinsic job attributes and females are attracted more by
intrinsic job attributes provides administrators with insights useful for constructing more effective position advertisements. Administrators may utilize either set of attributes exclusively in those situations requiring a differential recruitment strategy. In situations where more generic strategies are recommended, administrators are advised to use a blend of extrinsic and intrinsic attributes to avoid unduly skewing advertisement impact towards either gender.

The finding that extrinsic attributes were rated more favorably in the recency condition and intrinsic attributes were rated more favorably in the primacy condition has practical implications for advertisement construction also. Let us assume an administrator is following a differential recruitment strategy regarding gender, and the administrator is using the attributes investigated in the present study. Under these circumstances, the administrator should achieve maximally attractive advertisements under the two following scenarios: (1) extrinsic attributes should be used, and placed last, when the goal is to recruit men; and (2) intrinsic attributes should be used, and placed first, when the goal is to recruit women.

Implications for Future Research

A task required of educational administrators is the construction of recruitment practices which are maximally attractive to potential applicants for vacant teacher positions. Implications for future research
suggested by the present study relate to four issues: (1) recruitment practices to be investigated; (2) recruitment stage; (3) characteristics of the job message; and (4) characteristics of the applicant.

This study examined the position advertisement. Recruitment practices that have escaped empirical investigation include: formal job descriptions, job fact sheets, and teacher recruitment brochures. Future research should investigate how recruitment practices such as these are influenced by the variables examined in the present study.

There is a need to investigate how applicant reactions, resulting from the variables examined in this study, might change as applicants pass through various stages of the recruitment process. For example, future investigations might incorporate two or more recruitment stages (e.g., position advertisement, recruitment brochure, recruitment interview) into the research design in an effort to determine how applicant reactions change, if at all, while passing through multiple recruitment stages.

Within the context of recruitment efforts occurring prior to the personal interview, this study examined specific job attributes and information order. There is a need to investigate the effects of additional sets of job attributes (e.g., work environment attributes), message characteristics (e.g., length and style), and information sources (e.g., recruiter, independent agency, and colleague).

One applicant characteristic, applicant sex, was investigated in this study. Future research should address the effects of additional applicant
characteristics (e.g., race, job experience, interview experience, values) on reactions to position advertisements.

**Limitations**

The results of this study must be interpreted within certain limitations. Several limitations relate to characteristics of the participants. All participants are experienced teachers enrolled in graduate courses at a large Midwestern university. It is possible that inexperienced teachers, teachers without graduate school experience, or teachers from different geographical regions and different types of institutions might have reacted differently than participants in this study.

Another limitation relates to the research design itself. The present study investigated applicant reactions in a controlled experimental setting. This procedure did not permit testing actual applicant behavior (i.e., apply, not apply) in response to position advertisements placed during an actual applicant attraction effort. It is possible applicants would have reacted differently in a natural setting than they reacted in the experimental setting employed in the present study.

A final limitation relates to the focal position employed in this study. All advertisements are for an elementary teaching position. If advertisements had manipulated focal position (e.g., elementary, middle school, secondary), participants might have varied their ratings in response to this variable. Because of this limitation, and other limitations
noted above, caution should be observed in applying results of this investigation to other individuals and settings.

Conclusion

Despite the limitations discussed above, the present investigation extends current knowledge about teacher recruitment. Findings indicated reactions to teacher recruitment advertisements, similar to those routinely placed by educational administrators, are influenced by applicant characteristics (i.e., sex) interacting with job message characteristics (i.e., job attributes and information order). This knowledge advances the theoretical and practical understanding of how teacher applicants react to recruitment practices. The opportunity exists for this new basic knowledge to be utilized by educational researchers and administrators to improve the effectiveness and economic utility of teacher recruitment practices. Improved teacher recruitment can, in turn, enhance the capability of schools to attract the talented teachers required to deliver a high-quality educational program.
LIST OF REFERENCES


APPENDIX A

Pilot Instrument - Pilot Study #1
EVALUATION

Instructions: Job attributes for an elementary school teaching position are underlined and highlighted below. Please indicate your opinion concerning the importance of each job attribute by checking one of the numbered spaces provided for each job attribute.

1. How important is a sense of achievement?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5

2. How important are school board policies for the job?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5

3. How important is an opportunity for self-expression?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5
4. How important is a **competitive salary** compared to other teacher jobs?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5

---

5. How important are **interpersonal relations with supervisors**?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5

---

6. How important is **interaction with students**?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5

---

7. How important is **recognition** for accomplishments?

Not At All Important | Extremely Important
---|---
1 | 2 | 3 | 4 | 5

---
8. How important are **teaching resources and support**?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

9. How important is **responsibility** for work associated with the job?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

10. How important is **job security**?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

11. How important is **technical competence of supervisors**?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
12. How important is satisfaction associated with the teacher job?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

13. How important is full coverage concerning retirement benefits?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

14. How important is challenging work on the job?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

15. How important are adequate classroom facilities?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
16. How important are adequate **building facilities**?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

17. How important is the role of clear **administrative procedures** for the job?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

18. How important is the number of **hours taught per week**?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

19. How important is **class preparation time**?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
20. How important is full coverage in terms of **medical, dental, and life insurance benefits**?

<table>
<thead>
<tr>
<th>Not At All Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Biographical Data Form - Pilot Study #1
Biographical Data

Date of Birth: Mo. ____Day ____Year ____

Sex:    Female ___  Male ___

Race (check one):    ___Hispanic
                   ___White, not Hispanic
                   ___Black, not Hispanic
                   ___Asian
                   ___Native American
                       (American Indian, etc.)

Number of years of teaching experience ______

Current teaching position:  ___Elementary  ____Secondary  ____Not Teaching

Undergraduate major _________

Highest degree held or college class rank (e.g., junior, senior, etc.) _________

Approximate number of times you have interviewed for a teaching position ______

Are you currently seeking a teaching position?  ___No     ___Yes
APPENDIX C

Scripted Procedures - Pilot Study #1
**Scripted Procedures - Pilot Study #1**

**Step 1:** Two days prior to the class session when the pilot instruments are to be administered, the instructor announces to students in the participating class(es) that a brief research procedure related to teacher recruitment will be conducted at the beginning of the next class session. Students are told participation will be voluntary and anonymous. The instructor informs the students that the procedure will not be part of the formal course activities and will have no impact on course grades.

**Step 2:** On the day the pilot instruments are administered, the researcher arrives at the participating class and follows the scripted procedure described below:

"Thank you for your willingness to participate in a brief research procedure about teacher recruitment. Your instructor announced two days ago this procedure is voluntary and anonymous. If you do not wish to participate, please feel free to take a short break at this time.

Let us begin the exercise. Your participation has been requested because you are experienced educators and your evaluation of the materials we are about to review can assist in increasing knowledge about teacher recruitment. I am going to ask you to perform two tasks: (1) complete an anonymous biographical data form and (2) perform an evaluation of twenty job attributes for an elementary teacher position."
Here are the materials we will work with today. Please do not write on these materials until I ask you to do so.

(Biographical data forms and evaluation instruments are distributed to the pilot study participants.)

"We will begin with the biographical data form and complete it together. If you have questions as we complete the form, please raise your hand. Do not write your name on the form. This exercise is intended to be anonymous and confidential. Also, do not complete the items in the upper right-hand corner of the form. I will complete this information later.

Please begin by completing the first items concerning date-of-birth, gender, and race. Now indicate years of teaching experience rounded to the nearest year. Please complete the remaining items and stop.

Now, turn to the evaluation form. At this time I want you to imagine you are seeking a position as an elementary school teacher. This form requests your evaluation and assessment of twenty job attributes or characteristics of an elementary teacher position. Your honest assessment for each of the job attributes listed on the evaluation form is the best response you can give during this procedure. Let us read the instructions together."
"Are there any questions about how to complete the evaluation? All right, please complete the evaluation. Please do not talk during this stage of the procedure. When you have completed the evaluation, please turn it over and look towards the front of the room so I will know you are finished.

(Evaluations are completed and collected)

**Step 3:** Participants are given the opportunity to comment and ask questions about the procedure and the research of which it is a part. Participants are given a phone number and office address for follow-up questions and comments. The researcher informs the participants that interested individuals may request a bibliography about teacher recruitment and selection via the phone number they have just been given.

"Thank you for assisting in today's procedure. Your participation has made a valuable contribution to teacher recruitment research. If anyone has questions or comments at a later time, please contact me and I will be pleased to respond. Again, thank you for your assistance."

APPENDIX D

Biographical Data Form - Pilot Study #2
Biographical Data

Date of Birth: Mo. ___ Day ___ Year ___

Sex: Female ___ Male ___

Race (check one): __Hispanic
__White, not Hispanic
__Black, not Hispanic
__Asian
__Native American
(American Indian, etc.)

Number of years of teaching experience____

Current teaching position: ___Elementary ___Secondary ___Not Teaching

Undergraduate major___________

Highest degree held or college class rank (e.g., junior, senior, etc.)_______

Approximate number of times you have interviewed for a teaching position____

Are you currently seeking a teaching position? ____No ___Yes
APPENDIX E

Pilot Instruments - Pilot Study #2
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

ABOUT THE JOB: Madison County is a school system where teachers are able to feel satisfaction in their work and have a sense of achievement concerning teaching. Teachers are given maximum responsibility for teaching duties. Work is challenging and provides teachers with opportunities for self-expression on the job. Positive relations with supervisors and recognition for teaching accomplishments are stressed.

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

ABOUT THE JOB: Madison County provides teachers with an extensive program of medical, dental, and life insurance benefits. The school system has an outstanding retirement benefits program and provides teachers with job security. Teachers are paid a competitive salary and have excellent classroom facilities. The district insures teachers have adequate class preparation time and state-of-the-art building facilities.

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.

ABOUT THE JOB: Madison County is a school system where teachers are able to feel satisfaction in their work and have a sense of achievement concerning teaching. Teachers are given maximum responsibility for teaching duties. Work is challenging and provides teachers with opportunities for self-expression on the job. Positive relations with supervisors and recognition for teaching accomplishments are stressed.
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.

ABOUT THE JOB: Madison County provides teachers with an extensive program of medical, dental, and life insurance benefits. The school system has an outstanding retirement benefits program and provides teachers with job security. Teachers are paid a competitive salary and have excellent classroom facilities. The district insures teachers have adequate class preparation time and state-of-the-art building facilities.
EVALUATION

Instructions: This evaluation is intended to assess the clarity and structure of the teaching position advertisement you have just reviewed. Three multiple-response questions about the advertisement are indicated below. Please circle the one answer for each question that is your best recollection of the advertisement's content.

1. Which paragraph in the advertisement provided information about the job (e.g., benefits, job security, salary, classroom facilities, class preparation time, and building facilities)?
   a. The first paragraph  
   b. The second paragraph  
   c. The third paragraph

2. Which paragraph in the advertisement explained where to apply?
   a. The first paragraph  
   b. The second paragraph  
   c. The third paragraph

3. Which paragraph in the advertisement explained that teachers are expected to serve as positive role models for students?
   a. The first paragraph  
   b. The second paragraph  
   c. The third paragraph
APPENDIX F

Scripted Procedures - Pilot Study #2
Scripted Procedures - Pilot Study #2

**Step 1:** Two days prior to the class session when the pilot instruments are administered, the instructor announces to students in the participating class(es) that a brief research procedure related to teacher recruitment will be conducted at the beginning of the next class session. Students are told participation will be voluntary and anonymous. The instructor informs the students that the procedure will not be part of the formal course activities and will have no impact on course grades.

**Step 2:** On the day the pilot instruments are administered, the researcher arrives at the participating class and follows the scripted procedure described below:

"Thank you for your willingness to participate in a brief research procedure about teacher recruitment. Your instructor announced two days ago this procedure is voluntary and anonymous. If you do not wish to participate, please feel free to take a short break at this time.

Let us begin the exercise. Your participation has been requested because you are experienced educators and your evaluation of the materials we are about to review can assist in increasing knowledge about teacher recruitment. I am going to ask you to perform three tasks: (1) review a position advertisement for an elementary teacher position; (2) perform a brief evaluation procedure; and (3) complete an anonymous
biographical data form. Here is one the instruments we will work with today."

(Position advertisements are distributed to the pilot study participants.)

"We will begin with a position advertisement for an elementary teacher position. At this time, I want you to role play individuals who are seeking an elementary teacher position. You have just gained access to the position advertisement you now have before you. The advertisement describes a teaching position. One bit of information the advertisement does not contain is the teaching specialty such as special education, physical education, English, math, social studies, history, and so forth. You may assume the position relates to your teaching specialty. Again, you are to imagine you are seeking an elementary teacher position and you have just gained access to this position advertisement. Are there any questions? All right, please read the position advertisement carefully and look to the front of the room when you are finished."

(The participants read the position advertisement carefully.)

"Please pass the position advertisements to the front of the room and we will go on to the next step of the exercise."
(The position advertisements are collected. An evaluation instrument and a biographical data form are distributed to the participants.)

"We will now complete a brief evaluation form. You will be asked to answer three questions about the position advertisement you have just reviewed. As you complete the evaluation form, please keep in mind that this is not a test. The best answer for each item is your honest opinion or recollection based on the position advertisement you have just read. Let us read the instructions for the evaluation form together."

(Instructions are read aloud.)

"Are there any questions about how to complete the evaluation? O.K. Please complete the evaluation. Please do not talk during this stage of the procedure. When you have completed the evaluation, please turn it over and look towards the front of the room so I will know you are finished."

(Participants complete the evaluation form)

"Let us now complete the biographical data form. If you have questions as we complete the biographical data form, please raise your hand. Do not write your name on the form. This exercise is intended to be
anonymous and confidential. Also, do not complete the items in the upper right-hand corner of the data form. I will complete this information later.

Please begin by completing the first items concerning date-of-birth, gender, and race. Now indicate years of teaching experience rounded to the nearest year. Please complete the remaining items and stop.”

(Biographical data forms are completed and collected.)

**Step 3:** Participants are given the opportunity to comment and ask questions about the procedure and the research of which it is a part. Participants are given a phone number and office address for follow-up questions and comments. The researcher informs the participants that interested individuals may request a bibliography about teacher recruitment and selection via the phone number they have just been given.

"Thank you for assisting in today's procedure. Your participation has made a valuable contribution to teacher recruitment research. If anyone has questions or comments at a later time, please contact me and I will be pleased to respond. Again, thank you for your assistance."
APPENDIX G

Biographical Data Form - Pilot Study #3
Biographical Data

Date of Birth: Mo. ___ Day ___ Year ___

Sex: Female ___ Male ___

Race (check one): ___ Hispanic ___ White, not Hispanic ___ Black, not Hispanic ___ Asian ___ Native American (American Indian, etc.)

Number of years of teaching experience ___

Current teaching position: ___ Elementary ___ Secondary ___ Not Teaching

Undergraduate major _____________

Highest degree held (e.g., B.A., B.S., M.A., M.S., etc.) ___________

Approximate number of times you have interviewed for a teaching position ___

Number of districts in which you have taught ___

Are you currently seeking a teaching position? ___ No ___ Yes
APPENDIX H

Pilot Instruments - Pilot Study #3
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

ABOUT THE JOB: Madison County is a school system where teachers are able to feel satisfaction in their work and have a sense of achievement concerning teaching. Teachers are given maximum responsibility for teaching duties. Work is challenging and provides teachers with opportunities for self-expression on the job. Positive relations with supervisors and recognition for teaching accomplishments are stressed.

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

ABOUT THE JOB: Madison County provides teachers with an extensive program of medical, dental, and life insurance benefits. The school system has an outstanding retirement benefits program and provides teachers with job security. Teachers are paid a competitive salary and have excellent classroom facilities. The district insures teachers have adequate class preparation time and state-of-the-art building facilities.

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box # 301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.

ABOUT THE JOB: Madison County is a school system where teachers are able to feel satisfaction in their work and have a sense of achievement concerning teaching. Teachers are given maximum responsibility for teaching duties. Work is challenging and provides teachers with opportunities for self-expression on the job. Positive relations with supervisors and recognition for teaching accomplishments are stressed.
TWO ELEMENTARY TEACHING POSITIONS AVAILABLE

GENERAL INFORMATION: Madison County School System invites qualified individuals to apply for two vacant elementary teaching positions. Madison County is a multiple-school district serving a stable community. Applicants should possess the ability to instruct students effectively. Successful candidates will be able to demonstrate dedication to teaching and an ability to serve as a positive role model for students.

APPLICATION PROCESS: Applications are accepted until the position is filled. Send a letter of application, resume, copies of certifications (or proof of eligibility to obtain such), and placement office credentials to: Dr. R.N. Smith, Superintendent of Schools, Madison County Schools, C/O Education Week - Employment Services, Box #301, 4301 Connecticut Avenue, N.W. Suit 432. Madison County School System is an Equal Employment Opportunity employer.

ABOUT THE JOB: Madison County provides teachers with an extensive program of medical, dental, and life insurance benefits. The school system has an outstanding retirement benefits program and provides teachers with job security. Teachers are paid a competitive salary and have excellent classroom facilities. The district insures teachers have adequate class preparation time and state-of-the-art building facilities.
Instructions: The purpose of this evaluation is to receive the benefit of your assessment concerning the elementary teaching job described on the position advertisement you have just reviewed. Please respond to the questions indicated below by checking one number for each question that best reflects your assessment of the teaching job described.

1. How would you rate the overall attractiveness of the teaching job described?

   very unattractive
   1       2       3       4       5
   ______  ______  ______  ______  ______

2. How likely would you be to apply for the teaching job described?

   very unlikely to apply
   1       2       3       4       5
   ______  ______  ______  ______  ______

3. If offered, how likely would you be to accept an interview for the teaching described?

   very unlikely to accept
   1       2       3       4       5
   ______  ______  ______  ______  ______
4. If offered, how likely would you be to accept the job described:

<table>
<thead>
<tr>
<th>very unlikely to accept</th>
<th>very likely to accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>


APPENDIX I

Scripted Procedures - Pilot Study #3
Scripted Procedures - Pilot Study #3

Step 1: Two days prior to the class session when the pilot instruments are to be administered, the instructor announces to students in the participating class(es) that a brief research procedure related to teacher recruitment will be conducted at the beginning of the next class session. Students are told participation will be voluntary and anonymous. The instructor informs the students that the procedure will not be part of the formal course activities and will have no impact on course grades.

Step 2: On the day the pilot instruments are administered, the researcher arrives at the participating class and follows the scripted procedure described below:

"Thank you for your willingness to participate in a brief research procedure about teacher recruitment. Your instructor announced two days ago this procedure is voluntary and anonymous. If you do not wish to participate, please feel free to take a short break at this time.

Let us begin the exercise. Your participation has been requested because you are experienced educators and your evaluation of the materials we are about to review can assist in increasing knowledge about teacher recruitment. I am going to ask you to perform three tasks: (1) complete an anonymous biographical data form; (2) review a position advertisement for an elementary teacher position; and (3) complete a brief
evaluation. Here are the materials we will work with today. Please do not write on these materials until I ask you to do so."

(Biographical data forms, position advertisements, and evaluation instruments are distributed to the pilot study participants.)

"We will begin with the biographical data form and complete it together. If you have questions as we complete the form, please raise your hand. Do not write your name on the form. This exercise is intended to be anonymous and confidential. Also, do not complete the items in the upper right-hand corner of the form. I will complete this information later.

Please begin by completing the first items concerning date-of-birth, gender, and race. Now indicate years of teaching experience rounded to the nearest year. Please complete the remaining items and stop.

Please turn to the next page where you will find a position advertisement for an elementary teacher position. At this time I want you to imagine you are seeking a position as an elementary school teacher. Read the position advertisement carefully and complete the attached evaluation form. Please keep in mind this is not a test. Your honest assessment for each item on the evaluation form is the best response you can give during this procedure. Are there any questions? All right please read the advertisement and complete the evaluation form. Remember, you are role playing an individual who is seeking an elementary teacher position and has just gained access to the position advertisement you have
before you. Please do not talk during this stage of the exercise. Look to the front of the room when you are finished."

(Pilot instruments are completed and collected.)

**Step 3:** Participants are given the opportunity to comment and ask questions about the procedure and the research of which it is a part. Participants are given a phone number and office address for follow-up questions and comments. The researcher informs the participants that interested individuals may request a bibliography about teacher recruitment and selection via the phone number they have just been given.

"Thank you for assisting in today's procedure. Your participation has made a valuable contribution to teacher recruitment research. If anyone has questions or comments at a later time, please contact me and I will be pleased to respond. Again, thank you for your assistance."
APPENDIX J

Scripted Procedures - Actual Study
Scripted Procedures - Actual Study

Step 1: Two days prior to the class session when the pilot instruments are to be administered, the instructor announces to students in the participating class(es) that a brief research procedure related to teacher recruitment will be conducted at the beginning of the next class session. Students are told participation will be voluntary and anonymous. The instructor informs the students that the procedure will not be part of the formal course activities and will have no impact on course grades.

Step 2: On the day the pilot instruments are administered, the researcher arrives at the participating class and follows the scripted procedure described below:

'Thank you for your willingness to participate in a brief research procedure about teacher recruitment. Your instructor announced two days ago this procedure is voluntary and anonymous. If you do not wish to participate, please feel free to take a short break at this time.

Let us begin the exercise. Your participation has been requested because you are experienced educators and your evaluation of the materials we are about to review can assist in increasing knowledge about teacher recruitment. I am going to ask you to perform three tasks: (1) complete an anonymous biographical data form; (2) review a position advertisement for an elementary teacher position; and (3) complete a brief
evaluation. Here are the materials we will work with today. Please do not write on these materials until I ask you to do so.

(Biographical data forms, position advertisements, and evaluation instruments are distributed to the pilot study participants.)

"We will begin with the biographical data form and complete it together. If you have questions as we complete the form, please raise your hand. Do not write your name on the form. This exercise is intended to be anonymous and confidential. Also, do not complete the items in the upper right-hand corner of the form. I will complete this information later.

Please begin by completing the first items concerning date-of-birth, gender, and race. Now indicate years of teaching experience rounded to the nearest year. Please complete the remaining items and stop.

Please turn to the next page where you will find a position advertisement for an elementary teacher position. At this time I want you to imagine you are seeking a position as an elementary school teacher. Read the position advertisement carefully and complete the attached evaluation form. Your honest assessment on the evaluation form is the best response you can give during this procedure. Are there any questions? All right please read the advertisement and complete the evaluation form. Remember, you are role playing an individual who is seeking an elementary teacher position and has just gained access to the position advertisement you have before you. Please do not talk during
this stage of the exercise. Look to the front of the room when you are finished."

(Pilot instruments are completed and collected.)

**Step 3:** Participants are given the opportunity to comment and ask questions about the procedure and the research of which it is a part. Participants are given a phone number and office address for follow-up questions and comments. The researcher informs the participants that interested individuals may request a bibliography about teacher recruitment and selection via the phone number they have just been given.

"Thank you for assisting in today's procedure. Your participation has made a valuable contribution to teacher recruitment research. If anyone has questions or comments at a later time, please contact me and I will be pleased to respond. Again, thank you for your assistance."