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PSYCHOLOGICAL FREEDOM

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TEACHER EVALUATION: A FUNCTION OF PERCEIVED
PSYCHOLOGICAL FREEDOM

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TEACHER EVALUATION: A FUNCTION OF PERCEIVED
PSYCHOLOGICAL FREEDOM

INTRODUCTION

In the early seventies, the key word in education has been accountability and from all indications it will continue to be increasingly important; however the connotations of accountability in education are widening. Originally, referring only to fiscal responsibility, the phrase is now used in reference to student achievement in cognitive, affective, and psychomotor domains, counseling, and more recently administrative performance (Nicholson, 1972).

Concerted efforts are being directed toward determining how administrators might be classified in the accountability spectrum, e.g., the trend toward more accountability in the evaluation and hiring of teachers (Barilleaux, 1972).

The current application and evaluation forms for teachers give the impression that the whole process has become much more objective and has taken a large step forward in the area of accountability. However, as Lopez (1970) asserts, "Objective measures when examined closely, are usually found to be biased or unreliable (p. 231)." If this is so, then a gap exists between appearance and reality. The application and evaluation forms give the impression of being mainly concerned with the teacher's school performance, i.e., in-role behavior; yet there is always at least a small section devoted to personal data or out-of-role behavior and one is

inclined to wonder what effect this type of information has upon the total evaluation of the teacher. To what extent do administrators rely upon out-of-role behavior in making their selections?

The influence of in-role and out-of-role behavior upon the perception and evaluation of an individual is addressed directly by attribution theory (Kelley, 1967). Attribution theory suggests that behaviors which conform to role requirements are seen as uninformative about the individual's personal qualities. Out-of-role behavior, which takes place in an environment of more perceived freedom, permits the attribution process to operate (Steiner, 1970). Thus, from the theory, it may be hypothesized that administrators are using information unrelated to job performance far more than they realize; particularly when they do not know the teacher, e.g., when s/he is first applying for a position.

Steiner (1970) uses the concept of perceived freedom to explain why out-of-role behavior leads to greater attribution. For him, perceived ability and the absence of coercive environmental restraints, such as roles or job requirements, are preconditions for the assignment of personality-traits. Other attribution theorists have used similar concepts, e.g., Heider (1958, p. 85) employed the concepts of "may" and "can" and Kelley (1973) conceptualises perceived freedom by his discounting principle.

Recently, the concept of freedom has not been fashionable among some psychologists. For instance, to Skinner (1957, p. 460) freedom is a "byword" which pleases those who use it; but contributes little to the understanding of human behavior.

The discussion of freedom as a psychological concept is irrelevant. Nevertheless, it is relevant to note that people often believe that they or others enjoy freedom and this belief appears to affect their perceptions and evaluations of others (Steiner, 1970).

A rapidly expanding body of literature (viz, Heider, 1958; Jones & Davis, 1965; Jones, Davis, & Gergen, 1961; Jones & Harris, 1967; Kelley, 1967; Steiner, 1970; Steiner & Field, 1960) suggests that the amount of freedom an individual is thought to possess tends to determine whether or not his behaviors are interpreted as revealing his dispositional properties. Perceived freedom influences the conclusions individuals reach concerning both their own and others attitudes and personality-traits (Jones & Harris, 1967).

Role requirements specify courses of action from which it is very difficult to deviate. Consequently, roles restrict the individual's freedom to decide in favor of certain options. In-role behavior reveals very little about a person. Behaviors which are not directly related to assigned roles or job requirements take place in an environment of

more perceived freedom which permits the attribution process to operate, i.e., attribution can be made more easily of the person's 'true' dispositional properties or what he is 'really' like as an individual when he is seen as free to choose his behavior (e.g., in his personal life).

Hence, the purpose of the present study is to determine if administrators who have been presented teachers' application forms with negative responses for information of little importance to the job of teaching (i.e., for preselected out-of-role behaviors) respond lower in: (a) their evaluation of the teacher's personality traits and (b) their interest in seeing the teacher for a future interview than administrators who have been presented identical application forms except for a positive emphasis on the same out-of-role behaviors.

Method

Public school administrators were presented one of two variations of a teacher's application form from which they were asked to: (a) assess personality-traits about the teacher, as represented by the application form, and (b) indicate their degree of interest in seeing the teacher for a future interview. The application forms were identical, except for responses to six categories. The six categories which were varied were those which had previously been rated by a group of administrators as only minimally or not at all

related to effective teaching performance for an elementary school teacher. On one form, these were given positive responses; on the other negative responses.

Subjects

There were two groups of 30 subjects (Ss) each. All Ss were administrators, i.e., superintendents, principals, and directors of teacher personnel services. Sixty Ss were used so that the power for each dependent variable would be .88 against a 1.0 standard deviation (SD) difference at the .01 alpha level.

One hundred administrators were randomly selected from 321 administrators employed in 15 counties in a southwestern state. The 100 administrators were randomly assigned to one of the two experimental groups. Negative application forms, with an attached questionnaire, were mailed to 50 administrators. Positive application forms, with the questionnaire, were mailed to the other 50 administrators. The first 30 administrators to respond in each of the groups comprised the experimental Ss. Group 1, the negative stimulus (NS) group, consisted of 30 male administrators and Group 2, the positive stimulus (PS) group, of 27 male and 3 female administrators. In terms of administrative experience, i.e., involvement in the hiring or evaluating of teachers, Group 1 had a mean of 14.73 years with a SD of 11.42. The mean and SD for Group 2 were 11.04 and 8.19, respectively. An

analysis of variance (ANOVA) on the ages revealed that there was no significant difference between the groups ($F = 1.98$, $df = 1/56$, $p > .10$). Two administrators in Group 2 did not report years of administrative experience and were eliminated from the calculations.

Materials

Two forms of a teacher's application provided the stimuli conditions for the groups. The forms were identical except for six categories. One form had positive responses given to these categories and the other negative: thus, producing the two stimuli conditions.

Procedure

Phase I. Construction of the application forms. A composite application form was developed from 10 randomly selected local school systems, i.e., the 10 application forms were combined to form one representative composite application form with only repetitive information eliminated.

In order to determine the importance of the application form categories to administrators, a questionnaire containing the main categories from the combined application forms was presented to 56 administrators. The mean administrative experience for this group was 10.81 years with a SD of 8.65. They were asked to respond to each item (category) as to the degree the item reflected qualities directly associated with effective teaching performance for an elementary

school teacher. This was done on a 5-point scale on which 1 represented "No appreciable degree" and 5 represented a "Very high degree." The means and SDs for these items are presented in Table 1.

Five administrators aided in the development of the responses for the two final application forms. They either contributed responses or judged the appropriateness of those developed by others. An effort was made to keep the responses as realistic as possible.

From the positive and negative responses developed with the aid of the panel of judges, two variations of the teacher's application form were constructed. They were identical except for the manipulation of six of the 53 categories. The criteria for determining which of the categories would be varied were: (a) the category was considered by a group of administrators as only minimally or not at all important for effective teaching in the elementary school, i.e., it had a mean less than 2.20 and a SD less than 1.10, (b) the category exemplified behavior unrelated to school, i.e., it was out-of-role, and (c) the categorical behavior was under the control of the teacher or teacher's relative, i.e., it operated in an environment of perceived freedom. The six categories manipulated were: (a) number of children (1 vs. 0), (b) occupation of children (too small to work vs. does not apply), (c) family income (welfare vs. \$6200),

Table 1

Ratings of Application Form Categories in Terms of Importance for Effective Teaching
Performance as Viewed by Administrators

No.	Category	Mean	SD	No.	Category	Mean	SD
1.	Ability to play the piano	2.38	0.91	28.	Experience in dramatics	2.31	0.96
2.	Photograph revealing appearance	2.96	1.12	29.	Experience with athletics	2.49	0.96
3.	Place of birth & citizenship	2.24	1.19	30.	Stagecraft work experience	2.20	0.99
4.	College subjects & credits	3.91	1.00	31.	Water Safety Instructor's certificate	1.98	1.03
5.	Race/ethnic category	2.47	1.17	32.	Membership in professional organizations	2.73	1.15
6.	Church preference	1.75	0.95	33.	Offices in professional organizations	2.44	1.15
7.	Marital status	2.16	1.05	34.	Professional meetings attended	2.75	1.08
8.	Occupation of spouse	2.36	1.04	35.	Type of teaching experience	4.14	0.94
9.	Occupation of applicant's father	1.35	0.70	36.	Military experience & classification	2.31	1.15
10.	Number of children	2.07	1.02	37.	College attended	2.36	1.22
11.	Occupation of children	1.38	0.68	38.	Degrees received	3.56	1.17
12.	Travel experience	2.78	1.15	39.	Score on National Teachers' Exam	2.22	1.12
13.	Hobbies	2.78	1.05	40.	Years of teaching experience	3.73	0.92
14.	College extra-curricular activities	3.04	1.02	41.	Other work experience	3.15	1.04
15.	Health	4.45	0.72	42.	Leisure-time activities	2.75	1.09
16.	Physical defects	3.51	1.07	43.	Family income	2.09	1.09
17.	Type of teaching certificate	4.05	1.13	44.	Nonprofessional organizational memberships	2.11	1.07
18.	Student teaching experience	3.67	1.12	45.	Criminal record	4.11	1.37
19.	Experience with audio-visual materials	3.50	0.77	46.	School newspaper experience	2.20	0.99
20.	Public speaking experience	3.09	1.01	47.	Public relations experience	3.20	1.06
21.	Abilities for directing extra-curricular activities	3.24	1.04	48.	Professional magazines read & considered important	2.91	1.26
22.	American Red Cross Instructor rating in First Aid	2.35	1.02	49.	Sex	2.13	1.16
23.	Departmentalized & semi-departmentalized school experience	2.93	1.03	50.	Age	2.73	1.24
24.	Experience with various grades	3.53	0.88	51.	Letters of recommendation	3.49	1.33
25.	Subjects qualified to teach	4.16	1.14	52.	Height & weight	2.44	1.17
26.	College major & minor	4.13	0.98	53.	Number of dependents	2.07	1.08
27.	Grade level preferred	3.70	1.11				

(d) father's occupation (bartender vs. minister), (e) church preference (none: atheist vs. Baptist), and (f) nonprofessional organizational memberships (Women's Liberation vs. girl scout leader and church groups).

Phase II. Development of the instrument. From a list of 555 personality-trait words developed by Anderson (1968), 69 words were selected by the experimenter. The 69 words selected were those that: (a) Anderson (1968) found to have the least variance and most meaningfulness and (b) seemed most appropriate for describing a teacher. Approximately an equal number of high and low value words was selected and an attempt was made to maintain the distribution of Anderson's (1968) list.

A questionnaire containing these 69 words was presented to 55 administrators. They were asked to respond to the favorableness of the personality-trait word when used by other administrators to describe a teacher. Their responses were made on a 7-point continuum from "Least favorable" to "Most favorable." A product-moment r of .94 was found between the word means established on the administrators in this study and those of Anderson (1968).

The successive interval scale values for the 69 words, rated by the administrators, are presented in Table 2.

From the 69 scaled personality-trait words, 40 were selected by the experimenter for the final instrument. Again,

Table 2

Successive Interval Scale Values for Personality-Trait Words as Used by Administrators
to Describe Teachers

No.	Word	Scale Value	No.	Word	Scale Value
1.	impractical	0.29	35.	lazy	0.44
2.	irresponsible	0.75	36.	alert	3.19
3.	sincere	3.36	37.	trustworthy	3.68
4.	unconventional	1.30	38.	critical	1.58
5.	honest	3.85	39.	efficient	3.29
6.	unkind	0.38	40.	pleasant	2.91
7.	cooperative	3.88	41.	inconsistent	1.01
8.	impulsive	1.42	42.	obnoxious	0.27
9.	unsympathetic	0.88	43.	indecisive	1.00
10.	imaginative	3.40	44.	helpful	2.79
11.	egotistical	1.23	45.	persistent	2.41
12.	enthusiastic	3.50	46.	patient	3.12
13.	cold	0.60	47.	considerate	3.26
14.	dependable	3.70	48.	self-confident	3.08
15.	untrustworthy	0.28	49.	unpredictable	1.04
16.	prejudiced	0.93	50.	rebellious	0.71
17.	indifferent	1.05	51.	disagreeable	0.64
18.	uninteresting	0.68	52.	unpleasant	0.61
19.	overcritical	1.12	53.	humorous	2.47
20.	mean	0.28	54.	clever	2.69
21.	sensible	3.19	55.	thoughtful	3.14
22.	materialistic	1.69	56.	orderly	2.73
23.	talented	3.02	57.	witty	2.32
24.	competent	3.67	58.	reliable	3.71
25.	careless	0.77	59.	responsible	3.84
26.	boastful	0.76	60.	kind	3.00
27.	insincere	0.48	61.	capable	3.30
28.	unreliable	0.81	62.	creative	3.31
29.	phony	0.00	63.	idealistic	2.38
30.	energetic	3.63	64.	unimaginative	0.65
31.	friendly	3.28	65.	quarrelsome	0.37
32.	unintelligent	0.47	66.	intelligent	2.83
33.	fault-finding	0.90	67.	short-tempered	0.83
34.	warm	2.53	68.	understanding	3.33
			69.	practical	3.02

an attempt was made to maintain the distribution of Anderson's (1968) list and that of the 69 previously scaled words. Also, selection was partially dependent upon appropriateness for response to the stimulus.

Attached to each application form was a standard questionnaire. After reading the teacher's application, the S was asked to respond to the questionnaire which contained: (a) 40 personality-trait words, from which the five which most accurately described the teacher represented by the application form, were to be circled and (b) a question to be answered on a 7-point scale (ranging from 1 "No appreciable degree" to 7 "Very high degree") as to the degree of interest the S had in seeing the applicant for a future interview if he had a position available. The instructions were:

Listed below are some words that are frequently used to describe a teacher. After reading the attached application form, you are asked to circle five of these personality-trait words. You are to circle the five words that you feel most accurately describe the teacher, as represented by the application form. Of course, you do not have enough information to be certain in your assessment; however, it is this initial perception that the questionnaire is designed to tap.... Now, on the 7-point scale provided indicate the degree of interest you have in seeing this teacher for a future interview.

Assume that you have a position available and that you are in charge of selecting a teacher.

The median scale value of the five personality-trait words circled was used as the first dependent measure. The second dependent measure was from the 7-point Likert-type scale. The value indicated the degree of interest the S had in seeing the applicant for a future interview.

After a period of 11 days, the retest reliability coefficient established on 46 of the 60 Ss was found to be .92 for the first dependent measure and .96 for the second dependent measure.

Results

A multivariate analysis of variance (MANOVA), using the U statistic (Anderson, 1958), was performed on the personality-trait (PT) and likelihood of interview (LI) scores. It revealed a significant stimulus condition effect ($\underline{U} = .2149$, $\underline{df} = 2/1/58$, or $\underline{F} = 104.11$, $\underline{df} = 2/57$, $\underline{p} < .001$). An ANOVA on each of the dependent measures, PT and LI, revealed that the mean for each dependent measure (Table 3) was significantly lower for Group 1, the negative stimulus group, than for Group 2, the positive stimulus group ($\underline{F} = 197.76$, $\underline{df} = 1/58$, $\underline{p} < .001$, $\hat{\omega}^2 = .73$ and $\underline{F} = 66.36$, $\underline{df} = 1/58$, $\underline{p} < .001$, $\hat{\omega}^2 = .52$).

The within group correlations for the dependent measures were: .21 for Group 1 and .50 for Group 2. Thus, the per-

Table 3

Means and Standard Deviations for the Experimental Groups
on the Personality-Trait (PT) and Likelihood
of Interview (LI) Measures

Group	Measures			
	PT		LI	
	M	SD	M	SD
Negative stimulus (1)	1.23	.71	2.07	1.36
Positive stimulus (2)	3.46	.51	4.93	1.36

sonality-trait and likelihood of interview scores were more highly correlated in the positive than in the negative stimulus group.

In order to determine whether there was a difference between administrators from small (1-100 teachers/district) and medium (101-3500 teachers/district) size school districts, the scores of 28 of the 60 administrators were analyzed with a 2 (stimulus condition) x 2 (size of district) post hoc MANOVA. Only the stimulus condition effect was significant ($\underline{U} = .2951$, $\underline{df} = 2/1/24$ or $\underline{F} = 27.47$, $\underline{df} = 2/23$, $p < .001$). The size of district effect and the Stimulus condition x Size of district interaction were not significant ($\underline{U} = .9912$, $\underline{df} = 2/1/24$ or $\underline{F} = .10$, $\underline{df} = 2/23$, $p > .25$ and $\underline{U} = .9835$, $\underline{df} = 2/1/24$ or $\underline{F} = .19$, $\underline{df} = 2/23$, $p > .25$).

A 2 (stimulus condition) x 2 (size of district) ANOVA was performed on each dependent variable, PT and LI. They revealed that the means (Table 4) under the negative stimulus condition were significantly lower than the means under the positive stimulus condition on each of the dependent variables ($\underline{F} = 47.55$, $\underline{df} = 1/24$, $p < .001$ and $\underline{F} = 41.09$, $\underline{df} = 1/24$, $p < .001$, respectively. No other significant differences were found. The $\underline{Fs}$ for size of district and Stimulus condition x Size of district interaction were less than 1.0.

Discussion

Altering responses on a teacher's application form

Table 4

Means and Standard Deviations for Stimulus Condition x Size
of District Groups on the Personality-Trait (PT)
and Likelihood of Interview (LI) Measures

Group	Measures			
	PT		LI	
	M	SD	M	SD
Small size district x Positive stimulus condition	3.51	.24	5.00	1.15
Small size district x Negative stimulus condition	1.30	.76	1.71	1.11
Medium size district x Positive stimulus condition	3.23	.98	4.57	1.72
Medium size district x Negative stimulus condition	1.39	.90	1.71	.95

(positive vs. negative) for information considered of little or no importance for effective teaching performance had a significant effect on both: (a) the evaluation of the teacher's personality-traits and (b) the likelihood of her receiving a future interview with the administrator.

This finding supports the hypothesis that out-of-role behavior is an important determinant in the assessment of dispositional properties related to in-role behavior. Administrators felt that they were most interested in information directly related to in-role behavior (see Table 1); yet this type of information apparently revealed very little about the teacher's personal qualities. It was the out-of-role behavior, operating in an environment of perceived freedom, that allowed the attribution process to operate. Out-of-role behavior was important in providing information to the administrator; consequently, influencing the evaluation of the teacher's dispositional properties. Furthermore, it affected the likelihood of her receiving a future interview.

A limitation of this study is that administrators were not really concerned about hiring the applicant; however, it seems likely that they might be even more critical of the negative applicant, and perhaps the positive, if they were really faced with having them on their staff. Also, by requiring the negative applicant to list undesirable out-of-role behavior, which she had the 'freedom' not to do, portrayed her as an honest individual. Indeed, honesty was a

trait frequently attributed to her.

Future research might find regional differences in the influence of out-of-role behavior upon attribution and evaluation; however, in the present study, no significant difference was found between administrators from small and medium size school districts. Research to determine which of the six categories are most influential in affecting the dispositional properties attributed to the teachers by the administrators is indicated. Comments, made by administrators on the questionnaires, suggested that religion and nonprofessional organizational memberships were very important in shaping the administrators' evaluations. Therefore, research using several levels of these two variables should be considered.

The lower correlations for personality-trait and likelihood of interview scores in the negative stimulus condition probably reflect the general policy of some administrators to interview all applicants. However, even if s/he does receive an interview, the likelihood of securing a teaching position after having made such a negative first impression seems improbable.

Hence, there is a return to the accountability problem. Administrators think that they are influenced by in-role behavior; yet it is out-of-role behavior which is influencing their evaluations and selections. The teacher is left not

knowing how s/he is being evaluated. Thus, a gap is present between what is said to be important and what in actuality exists. In any accountability program, efforts must be made to lessen this gap. Administrators must first realize the contradiction and then either: (a) overtly state that out-of-role behavior is as important or more important than in-role behavior or (b) remove the information from the application forms entirely. Teachers deserve to know how they are being evaluated.

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APPENDIX A
PROSPECTUS

PROSPECTUS

INTRODUCTION

In the early seventies, the key word in education has been accountability and from all indications it will continue to be increasingly important (Popham, 1972). The speeches presented at a recent (1972) National Association of Secondary School Principals' convention indicate that the connotations of "accountability in education" have widened. Originally referring only to fiscal responsibility, the phrase is now used in reference to student achievement in cognitive, affective, and psycho-motor domains, counseling, teaching-performance, and more recently administrative performance (Nicholson, 1972).

Concerted efforts are being directed toward determining how administrators might be classified in the accountability spectrum, e.g., the trend toward more accountability in the evaluation and hiring of teachers (Jones, 1972; Popham, 1972). Barilleaux (1972) summarizes accountability as simply moving from ambiguity to specificity in common perceptions of role; however the current research indicates that this is no "simple" matter (Getzels, 1968; Glasser, 1972; Marshall, 1972). As Lopez (1970) points out, accountability depends on measurement and at the present time measures have not been developed which are acceptable. Lopez calls this failure the "criterion problem."

The current application and evaluation forms for teachers give the impression that the whole process has become much more objective and taken a large step forward in the area of accountability (NEA Research Bulletin, 1972; Popham, 1972). However, as Lopez (1970) asserts, "Objective measures, when examined closely, are usually found to be biased or unreliable (p. 231)." The forms and applications give the impression of being mainly concerned with the teacher's school performance, i.e., in-role behavior; yet there is always at least a small section devoted to personal data or out-of-role behavior and one is inclined to wonder what effect this type of information has upon the total evaluation of the teacher.

Attribution theory suggests that behaviors which conform to role requirements are seen as uninformative about the individual's personal qualities. Out-of-role behavior, which takes place in an environment of more perceived freedom, permits the attribution process to operate (Steiner, 1970). If this aspect of attribution theory applies, then administrators are probably using information unrelated to job performance far more than they realize, particularly when they do not know the teacher, e.g., when s/he is first applying for a position.

Attribution theory is an extension of Heider's (1958) "naive analysis of action." According to Kelley (1967),

"attribution refers to the process of inferring or perceiving the dispositional properties of entities in the environment (p. 193)." The nature of the qualities inferred may range from the size of an object (most accurately inferred on the basis of observations made from several vantage points and at different points in time) to the kindness of an individual (inferred by observing his behaviors in a variety of situations). Attribution involves the use of available information, which may itself be the product of attribution, to generate new information about people or things, e.g., the administrator who looks at an application form and generates an evaluation of the teacher's dispositional properties.

Attribution theorists often use the concept of perceived freedom as an explanation of behavior. Recently, the concept of freedom has not been fashionable among psychologists (e.g., Freud, 1949; Skinner, 1957). Sometimes the "illusion of freedom" is discussed and man's self-ascribed liberties are likened in the manner of Spinoza, to the freedom of a stone which thinks, as it travels through space that it determines its own trajectory and selects the particular place and time of its descent. Freedom is represented as a fantasy concocted by the human brain.

Such was the view of Freud (1949) who regarded "free association" as a diagnostic technique precisely because

associations are not free, and he described man's most personal beliefs and dreams as manifestations of compelling, and often ominous, internal forces. Freud maintained that no behavior is uncaused, and that what seems to be freely chosen is in reality determined by an abundance of unconscious and coercive motives. These notions are still central to the thinking of many psychologists.

The view that man exercises a margin of freedom has been no more acceptable with behaviorists. From Watson to Skinner, they have contended that human conduct is controlled by the environment and history of the individual and that "an analysis which appeals to external variables makes the assumption of an inner originating and determining agent unnecessary (Skinner, 1953, p. 241)." Accordingly, freedom is a "byword" (Skinner, 1957, p. 460) which pleases those who use it, but which contributes little to the understanding of human behavior.

The defensibility of freedom as a psychological concept is irrelevant. What is relevant is that people often believe that they or others enjoy freedom and that this belief appears to affect their behaviors in a wide variety of situations. Perhaps perceived freedom is an illusion, but it is at least an illusion with antecedents and consequences that deserve attention (Kelley, 1973).

Perceived freedom is not, in a strict sense, a dis-

positional property. Unlike physical dimensions, personality-traits, and intelligence, it may change rapidly as situational variables are altered. Furthermore, perceived freedom is often highly selective, the individual crediting himself or others with little freedom to obtain some outcomes and great freedom to obtain others. Perceived freedom refers to the individual's judgment of the gains he or someone else can expect to receive by pursuing desired objectives; or his judgment of the comparative gains offered by several different objectives. Like other judgments, perceived freedom reflects both situational and dispositional factors.

The potential importance of perceived freedom has been underscored by recent research in two areas: (a) investigators have noted that dissonance appears to be much more readily aroused when people believe their actions are self-determined than when they do not and (b) observers are more inclined to attribute dispositional qualities to actors who are thought to enjoy freedom of action (Steiner, 1970).

A rapidly expanding body of literature suggests that the amount of freedom an individual is thought to possess tends to determine whether or not his behaviors are interpreted as revealing his dispositional properties. Perceived freedom influences the conclusions individuals reach concerning both their own and others attitudes and person-

ality-traits (Kelley, 1967).

The concepts of "may" and "can" were employed by Heider (1958, p. 85) in defining the scope of activities a person has the social franchise and ability to perform within this space of free movement. An actor's behaviors reveal his dispositional properties, but what he does or fails to do because of lack of freedom or role constraints, is unlikely to disclose his preferences, sentiments, or motives. Viewed in this light, the attribution process involves inferring answers to two critical questions: (a) Is an observed act freely produced by the individual? and (b) If so, which of many possible internal states (motives, needs, or personality-traits) is responsible for the behavior?

In a review of research dealing with the attribution process, Jones and Davis (1965) present a theoretical structure that parallels the notions expounded by Heider. According to Jones and Davis (1965), an observer attempts to infer the intention that had guided an actor's behavior and then regards the inferred intention as evidence of the existence of dispositional attributes, e.g., an observer may infer that a person intended his behavior to win social approval and consequently conclude that the person is an ingratiating individual. Jones and Davis (1965) are much more systematic than Heider in their consideration of the

cues that determine which of several plausible intentions an observer will impute to an actor, and in their examination of the circumstances under which intentions are presumed to reveal stable personality characteristics. But, like Heider (1958), they insist that perceived ability and absence of coercive environmental restraints, such as roles or norms, are preconditions for the assignment of dispositional qualities. Kelley (1973) calls this the discounting principle. Unavoidable actions are not indications of characterological properties.

According to the foregoing arguments, observers should be more prone to attribute dispositional properties to persons they believe to have acted freely than to those whose behaviors appear to have been dictated by personal incapacities, external constraints, or role expectations. A partial test of this proposition was conducted by Jones, Davis, and Gergen (1961). The central purpose of the investigation was to determine that behavior which conforms to clearly defined role requirements is seen as uninformative about the individual's personal characteristics, whereas a considerable amount of information may be extracted from out-of-role behavior. In other words, inferences based on out-of-role behavior were predicted to be higher in correspondence than inferences from in-role behavior. When the perceiver infers personal characteristics as a way of ac-

counting for action, these personal characteristics may vary in the degree to which they correspond with the behavior they are intended to explain. Correspondence refers to the extent that the act and the underlying characteristics or attributes are similarly described by the inference.

One of four tape-recorded "job interviews" was presented to male undergraduates in which the interviewee was instructed (on the tape) to appear very interested in qualifying either as a prospective submariner or as an astronaut. The subjects were not told that the entire interview was carefully written as a prearranged script and was recorded by an experimental accomplice serving as the interviewee, but they were aware that the interviewee was instructed to play a role in a fictitious interview situation.

Those subjects who listened to the recording involving the submariner role, heard the interviewer describe the ideal submariner as obedient, cooperative, friendly, gregarious--in short, as "other directed." A description of the ideal astronaut as one who does not need other people, who has inner resources, i.e., a rather "inner directed" person was presented to the remaining subjects. These two interview beginnings were spliced into two different endings, thus creating the four experimental groups. The interviewee either responded with a series of statements indicating ex-

treme inner-directedness or he answered with a series of outer-directed statements. On half of the recordings, then, the interviewee accomplice behaved very much in line with the requirements of the occupational role (astronaut-inner condition or submariner-other condition). On the other half, the behavior was distinctly out of line with these requirements (astronaut-other condition, submariner-inner condition).

After listening to these tape-recordings, the subjects were asked to rate the interviewee ("What do you think he is really like as a person?") and indicate their degree of confidence in the traits they evaluated on their rating scale. The results indicated that after the two in-role recordings, the stimulus person was rated as moderately independent and moderately affiliative. The confidence ratings, in each case, were extremely low. On the other hand, the astronaut-other was seen as very conforming and affiliative, and confidently rated as such. The submariner-inner was seen as very independent and non-affiliative, again with high confidence. Thus, the actual responses of the interviewee were clearly evaluated in the context of the perceived freedom of the structured setting in which they emerged.

A parallel study was conducted by Steiner and Field (1960). They asked groups of three college students to

discuss the desirability of desegregation of public schools. In half the groups an accomplice was publicly assigned the role of a "typical southern segregationist," while two naive subjects were instructed to present the views of a NAACP member and a northern clergyman. No roles were assigned in the other groups, but participants were collectively urged to make sure that the beliefs of these three kinds of persons were fully presented in the discussion. Regardless of whether or not the accomplice was assigned the segregation role, he always endeavored to defend the same prosegregationist position. Subjects in groups that received role assignments were, at the conclusion of the discussion, less certain that they knew the accomplice's true opinion of desegregation than were subjects in groups that received no role assignments. The former had observed the accomplice's behavior under circumstances that clearly restricted his freedom of action, and thus they were unable to make confident inferences concerning his attitudes.

Jones and Harris (1967) have reported three experiments that support the findings of Steiner and Field (1960). Speeches concerning desegregation or Castro, that had allegedly been written by a member of the debating team at a nearby university, were read by college students. Some subjects were told that the writer had decided which side of the issue he would support, whereas the others were informed

that the writer had been arbitrarily assigned to defend a specific point of view. In all three experiments, writers who had been assigned were judged to be less strongly in favor of the views that they espoused than were writers who were believed to have enjoyed freedom of choice.

Jones et al. (1961) make the interpretation that in-role behavior does not lead to confident, correspondent inferences. These findings suggest that behaviors which conform to role requirements are seen as uninformative about the individual's personal qualities.

Role requirements specify a course of action from which it is very difficult to deviate. Consequently, roles restrict the individual's freedom to decide in favor of certain options and a person who abides by his role reveals very little about his personal qualities. Behaviors which are not directly related to assigned roles or job requirements take place in an environment of more perceived freedom which permits the attribution process to operate, i.e., attribution can be made better of the person's 'true' dispositional properties or what he is 'really' like as an individual when he is seen as free to choose his behavior.

Hence, the purpose of the present study is to determine if administrators who have been presented teacher's application forms with negative responses for information least important to the job of teaching (i.e., out-of-role behavior)

respond lower in: (a) their evaluation of the teacher's dispositional properties and (b) their interest in seeing the teacher for a future interview than administrators who have been presented identical application forms except for a positive emphasis on information least important to the job of teaching.

Method

Administrators will be presented with one of two variations of a teacher's application form from which they will be asked to: (a) assess dispositional properties about the teacher and (b) tell the degree of interest they have in seeing the teacher for a future interview. The application forms will be identical except for responses to five categories. The five categories which will be varied are those which have previously been rated by administrators as least important for good teaching performance. On one form these will be given positive responses and on the other they will be given negative. A comparison will be made of the results of the questionnaire sections of the two forms.

Subjects

There will be two groups of 12 Ss each (.94 power against a 1.5 standard deviation difference at the .05 alpha level). All subjects will be administrators enrolled in classes at local universities who will be randomly

assigned to one of the two experimental groups.

Materials

Two forms of a teacher's application will provide the basis of the difference between the two groups. The forms will be identical except for five categories which have previously been rated by administrators as least important for good teaching performance. One form will have positive responses given to these five categories and the other negative responses; thus, the two stimuli conditions.

Procedure

Phase I. Construction of an application form. In order to get a composite application form, 10 local school districts will be chosen at random. A letter will be mailed requesting a teacher's application form. Upon receipt of the application forms, they will be combined and categorized to form one new application form. Only repetitive information will be eliminated.

Phase II. Ratings. In order to determine which information is most important as criteria for selecting new teachers for an interview, a questionnaire containing the main categories from the combined application form will be presented to 25 administrators. They will be asked to respond to each item (category) as to the degree the item reflects qualities directly associated with the job of teaching, i.e., out of a possible 5 points, 1 highly asso-

ciated and 5 of little significance. A table of means and standard deviations for the items will be presented. The five items with lowest ratings and least variability will be manipulated in the experiment, i.e., provide the basis of the two stimuli conditions.

Phase III. Construction of the responses. The application form will be presented to five administrators who will serve as a panel of judges. They will be asked to help the researcher develop realistic responses to the questionnaire. For all of the items, except the bottom five as established in Phase II, they will be asked to develop fairly realistic positive responses. For the bottom five, they will be asked to give: (a) a realistic positive response and (b) a realistic negative response.

Phase IV. Development of the final application form and questionnaire. Two variations of the teacher's application form will be developed. They will be identical, except for the five categories considered by administrators as least important for good teaching performance. Attached to each application form will be an identical questionnaire designed to measure: (a) assessment of dispositional properties of the teacher represented by the application form and (b) the likelihood of the teacher securing a future interview with the administrator.

Each teacher, as represented by the application form,

will receive a total score on the dispositional properties scale and a score on the likelihood of future interview scale. Both of these scores will be from Likert-type scales.

Analysis

The data will be analyzed with a Hotelling's T^2 , i.e., two groups (stimuli conditions) with two different dependent measures for each group (a dispositional properties score and a likelihood of future interview score).

If the overall null is rejected, individual comparisons will be made with univariate t tests. An overall rejection of the null protects against too many Type I errors with the univariate t 's.

Conclusions

If the overall null is rejected, it may be concluded that altering responses (positive vs. negative) for information considered least important to the job of teaching had a significant effect on either the evaluation of the teacher's dispositional qualities, the likelihood of the teacher receiving an interview, or both. This finding would support the theory that out-of-role behavior is an important determinant in the assessment of dispositional properties related to in-role behavior.

After an overall rejection of the null, if the individual comparisons show that there is a significant difference between the groups on both dispositional qualities

and likelihood of an interview, it may be concluded that even though the information which had its responses altered was considered least important to teaching performance, it affected the total evaluation of the teacher.

If there is a significant difference in dispositional properties and not in likelihood of an interview, it may be concluded that information not related to job performance allowed the attribution process to operate (i.e., out-of-role behavior was important in providing information to the administrator); consequently influencing the evaluation of the teacher's dispositional properties, but that administrators were more influenced by information directly related to job performance (in-role behavior) in deciding if they would like to interview the teacher.

If there is a significant difference in likelihood of an interview but not in the evaluation of dispositional properties, it may be concluded that the administrator might be unaware of exactly what information influences his decision to interview a teacher or maybe he does not feel as if he has enough information to accurately assess the individual's dispositional properties and would rather not commit himself, i.e., he might answer in the middle of the scale. If he feels as if he has not been provided enough information from the application form, he might like to have an interview in order to make a better assessment.

If the overall null is not rejected, possible reasons may be that: (a) administrators withhold their assessment of dispositional properties until after a formal interview and they prefer to interview most teachers, regardless of the information provided on the application form, (b) the application form may be no more than a formality and letters of recommendation and transcripts are far more important, (c) the person is not actually being observed, only a printed form is being presented, or (d) the real evaluation by the administrator of the teacher has not been tapped.

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APPENDIX B

PERSONALITY-TRAIT WORD LIST WITH MEANS AND STANDARD DEVIATIONS

This questionnaire is being used for a doctoral dissertation related to teacher evaluation. The first section of the questionnaire is designed to determine the favorableness of personality-trait-words and the second section is designed to determine the types of information, often found on teachers' application forms, administrators consider most important for good teaching performance.

Information. 1. Name _____ 2. Sex _____ 3. School _____
4. County _____ 5. How many years have you been involved in the evaluating or hiring of teachers? (Count this year as a full year.) _____

Instructions I. The first section of this questionnaire contains a list of words frequently used to describe a teacher. Preceding each of the words is a 7-point scale. You are to circle one of the numbers from 1-7. On the scale, 1 is defined as least favorable or desirable and 7 as most favorable or desirable. Think of a teacher being described by each word and rate the trait-word according to your opinion of how much you think an administrator would like the teacher described by the personality-trait word.

Example: 1 2 3 4 5 6 7														
(Least favorable)								(Most favorable)						
1 2 3 4 5 6 7	impractical	1 2 3 4 5 6 7	competent	1 2 3 4 5 6 7	considerate			1 2 3 4 5 6 7	self-confident					
1 2 3 4 5 6 7	irresponsible	1 2 3 4 5 6 7	careless	1 2 3 4 5 6 7	unpredictable			1 2 3 4 5 6 7	rebellious					
1 2 3 4 5 6 7	sincere	1 2 3 4 5 6 7	boastful	1 2 3 4 5 6 7	disagreeable			1 2 3 4 5 6 7	unpleasant					
1 2 3 4 5 6 7	unconventional	1 2 3 4 5 6 7	insincere	1 2 3 4 5 6 7	humorous			1 2 3 4 5 6 7	clever					
1 2 3 4 5 6 7	honest	1 2 3 4 5 6 7	unreliable	1 2 3 4 5 6 7	thoughtful			1 2 3 4 5 6 7	orderly					
1 2 3 4 5 6 7	unkind	1 2 3 4 5 6 7	phony	1 2 3 4 5 6 7	witty			1 2 3 4 5 6 7	reliable					
1 2 3 4 5 6 7	cooperative	1 2 3 4 5 6 7	energetic	1 2 3 4 5 6 7	responsible			1 2 3 4 5 6 7	kind					
1 2 3 4 5 6 7	impulsive	1 2 3 4 5 6 7	friendly	1 2 3 4 5 6 7	capable			1 2 3 4 5 6 7	creative					
1 2 3 4 5 6 7	unsympathetic	1 2 3 4 5 6 7	unintelligent	1 2 3 4 5 6 7	idealistic			1 2 3 4 5 6 7	unimaginative					
1 2 3 4 5 6 7	imaginative	1 2 3 4 5 6 7	fault-finding	1 2 3 4 5 6 7	quarrelsome			1 2 3 4 5 6 7	intelligent					
1 2 3 4 5 6 7	egotistical	1 2 3 4 5 6 7	warm	1 2 3 4 5 6 7	short-tempered			1 2 3 4 5 6 7	understanding					
1 2 3 4 5 6 7	enthusiastic	1 2 3 4 5 6 7	lazy	1 2 3 4 5 6 7	practical									
1 2 3 4 5 6 7	cold	1 2 3 4 5 6 7	alert	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	dependable	1 2 3 4 5 6 7	trustworthy	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	untrustworthy	1 2 3 4 5 6 7	critical	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	prejudiced	1 2 3 4 5 6 7	efficient	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	indifferent	1 2 3 4 5 6 7	pleasant	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	uninteresting	1 2 3 4 5 6 7	inconsistent	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	overcritical	1 2 3 4 5 6 7	obnoxious	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	mean	1 2 3 4 5 6 7	indecisive	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	sensible	1 2 3 4 5 6 7	helpful	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	materialistic	1 2 3 4 5 6 7	persistent	1 2 3 4 5 6 7										
1 2 3 4 5 6 7	talented	1 2 3 4 5 6 7	patient	1 2 3 4 5 6 7										

Comments: (Feel free to make any comments you may have about the first section of the questionnaire in the following space provided.)

Means and Standard Deviations of Personality-Trait-Words as Used by Administrators
to Describe Teachers

No.	Word	Mean	SD	No.	Word	Mean	SD
1.	impractical	1.89	1.18	35.	lazy	1.89	1.42
2.	irresponsible	2.20	1.81	36.	alert	6.02	1.06
3.	sincere	6.22	1.00	37.	trustworthy	6.50	0.95
4.	unconventional	3.15	1.65	38.	critical	3.63	1.34
5.	honest	6.63	0.78	39.	efficient	6.24	0.70
6.	unkind	1.89	1.31	40.	pleasant	5.76	1.06
7.	cooperative	6.57	0.66	41.	inconsistent	2.69	1.66
8.	impulsive	3.37	1.34	42.	obnoxious	1.70	1.31
9.	unsympathetic	2.35	1.59	43.	indecisive	2.60	1.59
10.	imaginative	6.21	0.93	44.	helpful	5.52	1.26
11.	egotistical	3.07	1.55	45.	persistent	5.02	1.16
12.	enthusiastic	6.44	1.13	46.	patient	5.98	0.96
13.	cold	2.13	1.51	47.	considerate	6.08	0.88
14.	dependable	6.59	0.92	48.	self-confident	5.88	1.10
15.	untrustworthy	1.65	1.28	49.	unpredictable	2.83	1.44
16.	prejudiced	2.57	1.57	50.	rebellious	2.00	1.67
17.	indifferent	2.67	1.68	51.	disagreeable	2.17	1.38
18.	uninteresting	2.24	1.48	52.	unpleasant	1.90	1.47
19.	overcritical	2.78	1.76	53.	humorous	5.08	1.40
20.	mean	1.76	1.24	54.	clever	5.33	1.35
21.	sensible	6.02	1.11	55.	thoughtful	5.92	1.13
22.	materialistic	3.89	1.33	56.	orderly	5.60	1.07
23.	talented	5.91	0.98	57.	witty	4.77	1.32
24.	competent	6.43	0.86	58.	reliable	6.52	0.67
25.	careless	2.44	1.25	59.	responsible	6.60	0.63
26.	boastful	2.48	1.16	60.	kind	5.81	1.34
27.	insincere	1.96	1.41	61.	capable	6.12	1.06
28.	unreliable	2.09	1.80	62.	creative	6.13	0.89
29.	phony	1.50	1.13	63.	idealistic	4.85	1.32
30.	energetic	6.43	0.72	64.	unimaginative	2.31	1.17
31.	friendly	6.11	1.14	65.	quarrelsome	1.85	1.33
32.	unintelligent	2.00	1.33	66.	intelligent	5.67	1.32
33.	fault-finding	2.65	1.47	67.	short-tempered	2.44	1.53
34.	warm	5.30	1.53	68.	understanding	6.10	0.85
				69.	practical	5.87	1.12

APPENDIX C
APPLICATION FORM CATEGORIES

Instructions II. This section of the questionnaire contains some items often found on a teacher's application form. Preceding each of the items is a 5-point scale. Circle one number of the scale for each item. Use the key provided to indicate the degree the item reflects qualities directly associated with effective teaching performance for an elementary school teacher.

Key:

1. No appreciable degree
2. Low degree
3. Moderate degree
4. High degree
5. Very high degree

1 2 3 4 5	1. Ability to play the piano	1 2 3 4 5	28. Experience in dramatics
1 2 3 4 5	2. Photograph revealing appearance	1 2 3 4 5	29. Experience with athletics
1 2 3 4 5	3. Place of birth & citizenship	1 2 3 4 5	30. Stagecraft work experience
1 2 3 4 5	4. College subjects & credits	1 2 3 4 5	31. Water Safety Instructor's Certificate
1 2 3 4 5	5. Race/ethnic category	1 2 3 4 5	32. Membership in professional organizations
1 2 3 4 5	6. Church preference	1 2 3 4 5	33. Offices in professional organizations
1 2 3 4 5	7. Marital status	1 2 3 4 5	34. Professional meetings attended
1 2 3 4 5	8. Occupation of spouse	1 2 3 4 5	35. Type of teaching experience
1 2 3 4 5	9. Occupation of applicant's father	1 2 3 4 5	36. Military experience & classification
1 2 3 4 5	10. Number of children	1 2 3 4 5	37. College attended
1 2 3 4 5	11. Occupation of children	1 2 3 4 5	38. Degrees received
1 2 3 4 5	12. Travel experience	1 2 3 4 5	39. Score on National Teachers' Exam
1 2 3 4 5	13. Hobbies	1 2 3 4 5	40. Years of teaching experience
1 2 3 4 5	14. College extra-curricular activities	1 2 3 4 5	41. Other work experience
1 2 3 4 5	15. Health	1 2 3 4 5	42. Leisure-time activities
1 2 3 4 5	16. Physical defects	1 2 3 4 5	43. Family income
1 2 3 4 5	17. Type of teaching certificate	1 2 3 4 5	44. Nonprofessional organizational memberships
1 2 3 4 5	18. Student teaching experience	1 2 3 4 5	45. Criminal record
1 2 3 4 5	19. Experience with audio-visual materials	1 2 3 4 5	46. School newspaper experience
1 2 3 4 5	20. Public speaking experience	1 2 3 4 5	47. Public relations experience
1 2 3 4 5	21. Abilities for directing extra-curricular activities	1 2 3 4 5	48. Professional magazines read & considered important
1 2 3 4 5	22. American Red Cross Instructor rating in First Aid	1 2 3 4 5	49. Sex
1 2 3 4 5	23. Departmentalized & semi-departmentalized school experience	1 2 3 4 5	50. Age
1 2 3 4 5	24. Experience with various grades	1 2 3 4 5	51. Letters of recommendation
1 2 3 4 5	25. Subjects qualified to teach	1 2 3 4 5	52. Height & weight
1 2 3 4 5	26. College major & minor	1 2 3 4 5	53. Number of dependents
1 2 3 4 5	27. Grade level preferred		

Comments: _____

APPENDIX D
INSTRUMENT FOR JUDGES

This material is part of a preliminary step in the development of an instrument for a doctoral dissertation related to teacher evaluation.

Information. 1. Name _____ 2. Sex _____
3. How many years have you been involved in the evaluating or hiring of teachers? (Count this year as a full year.) _____

Instructions. Attached, you will find two forms of a teacher's application, i.e., Form A and Form B.

Assume that you are in charge of hiring a teacher for your school or school system and this is the form currently being used by your district. Obviously, when you read through the applications, some teachers will appear more attractive to you than others because of the information provided by their responses.

On Form A, you are asked to give what you would consider (when reading these applications) realistic positive responses to all of the items. On Form B, you are asked to give realistic negative responses. Positive responses can be defined as those that make the applicant desirable as a potential employee and negative responses are those that make him/her undesirable or less desirable.

If you have any questions about these instructions, feel free to call:

Mrs. Marion Rice
321-5604
304 Wadsack
Norman, Okla. 73069

When you have completed the forms, please return them in the self-addressed, stamped envelope.

Your cooperation in this research is greatly appreciated.

Thank you

APPLICATION FOR TEACHING POSITION

I. PERSONAL

1. Race/Ethnic category _____ Height _____ Weight _____ Sex _____ Age _____
2. Date of birth: Year _____ Month _____ Day _____
3. Place of Birth: Country _____ State _____ County or City _____
4. Are you a citizen of the U.S.? _____
5. Marital status _____ Number of Children _____ Other dependents _____
Occupation of children _____
6. Husband or wife: Occupation _____
What is your family income? _____
7. What foreign travel experience have you had? (Give places, time spent, and when) _____
8. What are your hobbies? _____
9. In what extra-curricular activities did you participate in college? _____
10. What was your father's occupation? _____
11. What is your church preference? _____
12. Other than hobbies, what are your leisure-time activities? _____
13. What nonprofessional organizational memberships do you have? _____
14. Have you ever been convicted of a crime other than minor traffic offenses? _____
(Explain) _____

II. HEALTH INFORMATION

1. How much time have you lost from work on account of illness in the last three years? _____
2. What illnesses? _____
3. Have you any physical defects? _____ If so, explain _____
4. Have you had a nervous breakdown? _____ If so, when? _____
5. Have you had any of the following diseases: Diabetes? _____ Tuberculosis? _____
Epilepsy? _____ Heart trouble? _____ Hypertension? _____ Ulcers? _____ Cancer? _____

III. PROFESSIONAL

1. What type certificate do you now hold or are working toward? Life _____ Standard _____
Provisional _____ Temporary _____
2. How many weeks have you spent in apprentice teaching? _____ Where _____
Field _____ Level/s _____
3. Can you play the piano? _____
4. What training or experience have you had in audio-visual methods? _____
5. What training or experience have you had in public speaking? _____
6. List extra-curricular activities in which you are willing to use your abilities _____
7. Do you hold an American Red Cross Instructor rating in First Aid? _____

8. Do you feel competent by training or experience to teach in a departmentalized or semi-departmentalized school? _____
9. What training or experience have you had with various grades? _____
_____ List grades _____
10. Indicate subjects you are best qualified to teach: homeroom (reading, health, language, social studies, arithmetic); art, science, music, speech, physical education, library.

11. What grade level do you prefer? _____
12. Can you coach: Dramatics? _____ Debate? _____ Athletics? _____
13. Have you had training or experience in stagecraft work? _____
14. Do you hold a Water Safety Instructor's Certificate? _____
15. What training or experience have you had in public relations? _____
16. Have you had experience with a school newspaper? _____

IV. ACADEMIC PREPARATION

A. Education

1. College or University

Name of School	Town or City & State	Dates	Degree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. What was your college major? _____ Minor? _____

3. Have you taken the National Teachers' Exam? _____ If so, what was your score? _____

B. Evidence of Professional Growth and Educational Leadership

1. Membership in what professional organizations? _____

2. Offices and committee assignments held in these organizations _____

3. What professional magazines do you consider most helpful in your field? _____

4. What professional conferences or education association meetings have you attended in the last two years? _____

V. TEACHING EXPERIENCE

Type of position	School	Town	Grade	Subject
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Total experience in public schools including present year _____ years

VI. ACTIVE MILITARY EXPERIENCE

Branch of service _____ Draft status _____ Date of active service _____ to _____

VII. EXPERIENCE OTHER THAN TEACHING OR MILITARY

Name of organization	City & State	Dates	Type of work	Reason for leaving
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

APPENDIX E
NEGATIVE STIMULUS AND INSTRUMENT

This questionnaire is being used for a doctoral dissertation related to teacher evaluation. It is designed to determine administrators' first impressions of a teacher as represented by the teacher's application form.

Information. 1. Name _____ 2. Sex _____ 3. School _____
4. County _____ 5. How many years have you been involved in the evaluating or hiring of teachers? (Count this year as a full year.) _____

Instructions. Listed below are some words that are frequently used to describe a teacher. After reading the attached application form, you are asked to circle five of these personality-trait words. You are to circle the five words that you feel most accurately describe the teacher as represented by the application. Of course, you do not have enough information to be certain in your assessment; however it is this initial perception that the questionnaire is designed to tap.

Please read the application and then CIRCLE FIVE WORDS that you feel describe the teacher as represented by the application.

irresponsible	unconventional	cooperative	impulsive	dependable
untrustworthy	indifferent	sensible	materialistic	talented
competent	careless	boastful	unreliable	phony
friendly	unintelligent	lazy	alert	trustworthy
efficient	pleasant	inconsistent	obnoxious	persistent
self-confident	unpredictable	rebellious	disagreeable	unpleasant
reliable	responsible	capable	creative	intelligent
practical	impractical	sincere	honest	insincere

Now, on the 7-point scale provided indicate the degree of interest you have in seeing this teacher for a future interview. Assume that you have a position available and that you are in charge of selecting a teacher.

CIRCLE ONE of these numbers.

1	2	3	4	5	6	7
(No appreciable degree)						(Very high degree)

Comments: (Feel free to make any comments that you may have about this questionnaire in the following space provided.)

APPLICATION FOR TEACHING POSITION

I. PERSONAL

1. Race/Ethnic category White Height 5'6" Weight 145 Sex F Age 24
2. Date of birth: Year 1949 Month June Day 16
3. Place of birth: Country U. S. State Ill. County or City Cook
4. Are you a citizen of the U.S.? Yes
5. Marital status Single Number of children 1 Other dependents None
Occupation of children Too small to work
6. Husband or wife: Occupation Does not apply
What is your family income? Welfare
7. What foreign travel experience have you had? (Give places, time spent, and when) 1967-Canada (2 wks.), 1969-Mexico (1 wk.)
8. What are your hobbies? Swimming, sewing
9. In what extra-curricular activities did you participate in college? Student Senate
10. What was your father's occupation? Bartender
11. What is your church preference? None (Atheist)
12. Other than hobbies, what are your leisure-time activities? Reading & listening to music
13. What nonprofessional organizational memberships do you have? Women's Liberation
14. Have you ever been convicted of a crime other than minor traffic offenses? No
(Explain) _____

II. HEALTH INFORMATION

1. How much time have you lost from work on account of illness in the last three years? 1 wk.
2. What illnesses? Flu
3. Have you any physical defects? No If so, explain _____
4. Have you had a nervous breakdown? No If so, when? _____
5. Have you had any of the following diseases: Diabetes? No Tuberculosis? No
Epilepsy? No Heart trouble? No Hypertension? No Ulcers? No Cancer? No

III. PROFESSIONAL

1. What type certificate do you now hold or are working toward? Life _____ Standard _____
Provisional X Temporary _____
2. How many weeks have you spent in apprentices teaching? 16 wks. Where Chicago
Field Elementary Educ. Level/s 3 & 8
3. Can you play the piano? No
4. What training or experience have you had in audio-visual methods? In-service workshop
5. What training or experience have you had in public speaking? College course
6. List extra-curricular activities in which you are willing to use your abilities where necessary
7. Do you hold an American Red Cross Instructor rating in First Aid? No

8. Do you feel competent by training or experience to teach in a departmentalized or semi-departmentalized school? Yes
9. What training or experience have you had with various grades? Student teaching plus 1/2 yr. teaching gr. 5 List grades 3, 5, & 8
10. Indicate subjects you are best qualified to teach: homeroom (reading, health, language social studies, arithmetic); art, science, music, speech, physical education, library. reading, arithmetic, & art
11. What grade level do you prefer? Intermediate
12. Can you coach: Dramatics? Yes? Debate? Yes? Athletics? No
13. Have you had training or experience in stagecraft work? No
14. Do you hold a Water Safety Instructor's Certificate? Yes
15. What training or experience have you had in public relations? Teaching
16. Have you had experience with a school newspaper? Yes

IV. ACADEMIC PREPARATION

A. Education

1. College or University

Name of School	Town or City & State	Dates	Degree
<u>Roosevelt</u>	<u>Chgo., Ill.</u>	<u>'67-'71</u>	<u>B.A.</u>

2. What was your college major? Education Minor? Art

3. Have you taken the National Teachers' Exam? No If so, what was your score? _____

B. Evidence of Professional Growth and Educational Leadership

1. Membership in what professional organizations? NEA

2. Offices and committee assignments held in these organizations None

3. What professional magazines do you consider most helpful in your field? Instructor, Elementary English

4. What professional conferences or education association meetings have you attended in the last two years? None

V. TEACHING EXPERIENCE

Type of Position	School	Town	Grade	Subject
<u>Teacher</u>	<u>Grant</u>	<u>Hoffman Estates</u>	<u>5</u>	<u>All</u>

2. Total experience in public schools including present year 1/2 years

VI. ACTIVE MILITARY EXPERIENCE

Branch of service Does not apply Draft status _____ Date of active service _____ to _____

VII. EXPERIENCE OTHER THAN TEACHING OR MILITARY

Name of Organization	City & State	Dates	Type of Work	Reason for Leaving
<u>Maywood Pk. Dist.</u>	<u>Maywood, Ill.</u>	<u>Summers '67-'68</u>	<u>Lifeguard</u>	<u>School</u>

APPENDIX F
POSITIVE STIMULUS AND INSTRUMENT

This questionnaire is being used for a doctoral dissertation related to teacher evaluation. It is designed to determine administrators' first impressions of a teacher as represented by the teacher's application form.

Information. 1. Name _____ 2. Sex _____ 3. School _____
4. County _____ 5. How many years have you been involved in the evaluating or hiring of teachers? (Count this year as a full year.) _____

Instructions. Listed below are some words that are frequently used to describe a teacher. After reading the attached application form, you are asked to circle five of these personality-trait words. You are to circle the five words that you feel most accurately describe the teacher as represented by the application. Of course, you do not have enough information to be certain in your assessment; however it is this initial perception that the questionnaire is designed to tap.

Please read the application and then CIRCLE FIVE WORDS that you feel describe the teacher as represented by the application.

irresponsible	unconventional	cooperative	impulsive	dependable
untrustworthy	indifferent	sensible	materialistic	talented
competent	careless	boastful	unreliable	phony
friendly	unintelligent	lazy	alert	trustworthy
efficient	pleasant	inconsistent	obnoxious	persistent
self-confident	unpredictable	rebellious	disagreeable	unpleasant
reliable	responsible	capable	creative	intelligent
practical	impractical	sincere	honest	insincere

Now, on the 7-point scale provided indicate the degree of interest you have in seeing this teacher for a future interview. Assume that you have a position available and that you are in charge of selecting a teacher.

CIRCLE ONE of these numbers.

1	2	3	4	5	6	7
(No appreciable degree)						(Very high degree)

Comments: (Feel free to make any comments that you may have about this questionnaire in the following space provided.)

APPLICATION FOR TEACHING POSITION

I. PERSONAL

1. Race/Ethnic category White Height 5'6" Weight 145 Sex P Age 24
2. Date of birth: Year 1949 Month June Day 16
3. Place of birth: Country U. S. State Ill. County or City Cook
4. Are you a citizen of the U.S.? Yes
5. Marital status Single Number of children 0 Other dependents None
Occupation of children Does not apply
6. Husband or wife: Occupation Does not apply
What is your family income? \$6,200
7. What foreign travel experience have you had? (Give places, time spent, and when) 1967-Canada (2 wks.), 1969-Mexico (1 wk.)
8. What are your hobbies? Swimming, sewing
9. In what extra-curricular activities did you participate in college? Student Senate
10. What was your father's occupation? Minister
11. What is your church preference? Baptist
12. Other than hobbies, what are your leisure-time activities? Reading & listening to music
13. What nonprofessional organizational memberships do you have? Church groups & Girl Scout Leader
14. Have you ever been convicted of a crime other than minor traffic offenses? No
(Explain) _____

II. HEALTH INFORMATION

1. How much time have you lost from work on account of illness in the last three years? 1 wk.
2. What illnesses? Flu
3. Have you any physical defects? No If so, explain _____
4. Have you had a nervous breakdown? No If so, when? _____
5. Have you had any of the following diseases: Diabetes? No Tuberculosis? No
Epilepsy? No Heart trouble? No Hypertension? No Ulcers? No Cancer? No

III. PROFESSIONAL

1. What type certificate do you now hold or are working toward? Life _____ Standard _____
Provisional X Temporary _____
2. How many weeks have you spent in apprentice teaching? 16 wks. Where Chicago
Field Elementary Educ. Level/s 3 & 8
3. Can you play the piano? No
4. What training or experience have you had in audio-visual methods? In-service workshop
5. What training or experience have you had in public speaking? College course
6. List extra-curricular activities in which you are willing to use your abilities where necessary
7. Do you hold an American Red Cross Instructor rating in First Aid? No

8. Do you feel competent by training or experience to teach in a departmentalized or semi-departmentalized school? Yes
9. What training or experience have you had with various grades? Student teaching plus 1/2 yr. teaching gr. 5 List grades 3, 5, & 8
10. Indicate subjects you are best qualified to teach: homeroom (reading, health, language social studies, arithmetic); art, science, music, speech, physical education, library. reading, arithmetic, & art
11. What grade level do you prefer? Intermediate
12. Can you coach: Dramatics? Yes? Debate? Yes? Athletics? No
13. Have you had training or experience in stagecraft work? No
14. Do you hold a Water Safety Instructor's Certificate? Yes
15. What training or experience have you had in public relations? Teaching
16. Have you had experience with a school newspaper? Yes

IV. ACADEMIC PREPARATION

A. Education

1. College or University

Name of School	Town or City & State	Dates	Degree
Roosevelt	Chgo., Ill.	'67-'71	B.A.

2. What was your college major? Education Minor? Art

3. Have you taken the National Teachers' Exam? No If so, what was your score? _____

B. Evidence of Professional Growth and Educational Leadership

1. Membership in what professional organizations? NEA

2. Offices and committee assignments held in these organizations None

3. What professional magazines do you consider most helpful in your field? Instructor, Elementary English

4. What professional conferences or education association meetings have you attended in the last two years? None

V. TEACHING EXPERIENCE

Type of Position	School	Town	Grade	Subject
Teacher	Grant	Hoffman Estates	5	All

2. Total experience in public schools including present year 1/2 years

VI. ACTIVE MILITARY EXPERIENCE

Branch of service Does not apply Draft status _____ Date of active service _____ to _____

VII. EXPERIENCE OTHER THAN TEACHING OR MILITARY

Name of Organization	City & State	Dates	Type of Work	Reason for Leaving
Maywood Pk. Dist.	Maywood, Ill.	Summers '67-'68	Lifeguard	School

APPENDIX G
COMMUNICATIONS



The University of Oklahoma

820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

August 9, 1973

Dear

I am in the process of developing instruments for my doctoral dissertation.

Your approval is requested for my contacting the elementary principals and/or directors of teacher personnel in your system.

My procedure is to acquire the names of any individuals who are involved in the hiring or evaluating of teachers, if possible. I would then write directly to each mentioning your approval, if given, and enclose a set of directions. About 5-15 minutes of their time would be required.

In order that each principal may return the information directly to me, a self-addressed, stamped envelope will be enclosed. Your office would not be involved in the dispersals or collections.

The responses will be used to: (a) develop a ranking of criteria principals (or those involved in the hiring or evaluating of teachers) consider most important for effective teaching performance or (b) develop a ranking of their subjective evaluation of personality-trait words relating to teachers. The information is in no way related to specific teachers, only teachers in general.

All of the reporting and data analysis will preserve the complete anonymity of the system and the respondents. I am merely striving for a representative sample of the state.

If you have any reservations about sanctioning your principals' involvement, I will be happy to send you the materials that the principals will receive for your further consideration.

If you will grant your approval, may I have a letter to that effect, along with a list of names and addresses of your principals.

Your cooperation is greatly appreciated.

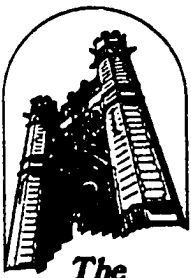
Sincerely,

Mrs. Marion Rice

Mrs. Marion Rice

304 Wadsack

Norman, Oklahoma 73069



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**The
University of Oklahoma**

820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

Dear

has indicated that you might be willing to assist me in a research project. I realize that you are very busy at this time of the year; however, a few minutes of your time would be so greatly appreciated.

You are simply asked to answer the questions on the enclosed questionnaire. When the questionnaire is completed, please return it to me in the self-addressed, stamped envelope.

All of the reporting and data analysis will preserve the complete anonymity of the respondents. Thus, you are encouraged to be as frank and honest as possible.

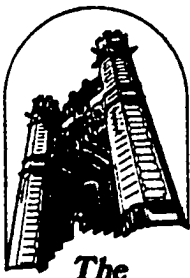
Thank you very much.

Sincerely,

Mrs. Marion Rice

Mrs. Marion Rice

University of Oklahoma



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**The
University of Oklahoma**

820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

Dear

Your first response to this questionnaire is greatly appreciated; however, I must ask you to respond a second time. The directions are precisely the same as before.

A second response is a necessary step in the development of the instrument. I hope that it is not too much of an inconvenience for you.

This will conclude your participation in the research. Thank you very much for your time. It's so very good of you to help me.

Sincerely,

Marion Rice

Marion Rice

APPENDIX H
SUMMARY STATISTICS

MANOVA on Personality-Trait and Likelihood of Interview
Scores for the Experimental Groups

Source	Log (Generalized Variance)	<u>df</u>	<u>U</u>
Stimulus group	9.195	2,1,58	0.2149*
Error	7.657		

* $p < .001$.

Between Subjects Cross Product Matrix for the MANOVA on
Personality-Trait (PT) and Likelihood of Inter-
view (LI) Scores for the Experimental
Groups

Variable	PT (1)	LI (2)
PT (1)	75.00	
LI (2)	96.15	123.27

Within Subjects Cross Product Matrix for the MANOVA on
Personality-Trait (PT) and Likelihood of Inter-
view (LI) Scores for the Experimental
Groups

Variable	PT (1)	LI (2)
PT (1)	21.99	
LI (2)	15.91	107.73

Means and Standard Deviations for the Experimental Groups
on the Personality-Trait (PT) and Likelihood of
Interview (LI) Measures

Group	Measures			
	PT		LI	
	M	SD	M	SD
Negative stimulus (1)	1.23	.71	2.07	1.36
Positive stimulus (2)	3.46	.51	4.93	1.36

ANOVA on Personality-Trait Scores

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Between subjects	1	75.00	197.76*
Within subjects	58	.38	

* $p < .001$.

ANOVA on Likelihood of Future Interview Scores

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Between subjects	1	123.27	66.36
Within subjects	58	1.86	

* $p < .001$.

Post Hoc MANOVA on Personality-Trait and Likelihood
of Interview Scores

Source	Log (Generalized Variance)	<u>df</u>	<u>U</u>
Stimulus condition (A)	7.185	2,1,24	0.2951*
Size of district (B)	5.973	2,1,24	0.9912
A x B	5.981	2,1,24	0.9835
Error	5.964		

* $p < .001$.

Means and Standard Deviations for the Stimulus Condition x
Size of District Groups for the Personality-Trait
(PT) and Likelihood of Interview (LI)
Measures

Group	Measures			
	PT		LI	
	M	SD	M	SD
Small size district x Positive stimulus condition	3.51	.24	5.00	1.15
Small size district x Negative stimulus condition	1.30	.76	1.71	1.11
Medium size district x Positive stimulus condition	3.23	.98	4.57	1.72
Medium size district x Negative stimulus condition	1.39	.90	1.71	.95

Stimulus Condition Cross Product Matrix for
the Post Hoc MANOVA

Variable	PT (1)	LI (2)
PT (1)	28.72	
LI (2)	43.55	66.04

Size of District Cross Product Matrix for the Post Hoc MANOVA

Variable	PT (1)	LI (2)
PT (1)	.07	
LI (2)	.15	.32

Stimulus Condition x Size of District Interaction Cross

Product Matrix for the Post Hoc MANOVA

Variable	PT (1)	LI (2)
PT (1)	.23	
LI (2)	.27	.32

Within Subjects Cross Product Matrix for the Post Hoc MANOVA

Variable	PT (1)	LI (2)
PT (1)	14.50	
LI (2)	13.04	38.57

Post Hoc ANOVA on Personality-Trait Scores

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Stimulus condition (A)	1	28.72	47.55*
Size of district (B)	1	.07	.12
A x B	1	.23	.39
Error	24	.60	

* $p < .001$.

Post Hoc ANOVA on Likelihood of Interview Scores

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Stimulus condition (A)	1	66.04	41.09*
Size of district (B)	1	.32	.20
A x B	1	.32	.20
Error	24	1.61	

* $p < .001$.

ANOVA on Administrative Experience for the Experimental
Groups

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Between subjects	1	198.12	1.98*
Within subjects	56	99.87	

* $p > .14$.