ABSTRACT

Factors Influencing Teacher Job Selection of a Rural School District for Employment

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Recruitment of excellent teachers for employment in rural school districts is highly competitive. Human resource decision makers become more competitive by understanding factors that influence job selection. A targeted, strategic approach to employing teachers is informed by understanding and applying these factors. In this study, job choice theory (Behling, Labovitz, and Gainer, 1968) was used as a theoretical framework to examine recruiting in the context of the human resources department at the rural, Rural Independent School District. The empirical data for this study was gathered through an internally developed online survey that measured factors of job choice theory. Survey factors linked to the objective factors, subjective factors, and critical contact theories from the job choice theory were ranked to determine their perceived degree of influence on the employment choice process for teachers. Factors (e.g., climate and culture) associated with the subjective factors theory were noted as having the greatest influence on the job choice process for teachers in the Rural Independent School District. The value of this information to the district's human resource department is that they can

better understand what influences candidates in teaching positions for this rural district and develop corresponding recruiting plans grounded in this information.

Factors Influencing Teacher Job Selection of a Rural School District for Employment

by

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A Dissertation

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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CHAPTER ONE

Introduction

In the current economy of education, districts must compete to recruit teachers. Barth, Dillon, Hull, & Holland Higgins (2016) assert "those that pay higher salaries and can support new employees with strong instruction programs have a clear advantage" (p. 11). This concept is not new to school districts. In the Rural Independent School District (Rural ISD will be the pseudonym used to protect the identity of the district), 50 miles from the Dallas-Fort Worth (DFW) Metroplex, filling teaching vacancies means competing with larger districts offering higher salaries. Accordingly, a need exists to better understand the factors that draw candidates to comparable rural districts. Identifying factors that influence job selection will help school administrators better formulate targeted recruiting efforts to attract and sign (get under contract) teachers that align with Rural ISD.

Rural Independent School District

Rural, TX is a town in north Texas with a population of 26,600 people. The school district serves 5,500 students on nine campuses. According to the Texas Education Agency (TEA, 2017), Rural ISD is classified as an independent town (Lee, 2017). A district is classified as such if it does not meet the criteria for the larger district classifications (i.e., major urban, major suburban, other central city, or other central city suburban), is located in a county that has a population of less than 100,000 but more than 25,000 citizens, has the largest enrollment in the county, and has an enrollment that is at

least 75% of the largest district in the county (Lee, 2017). Rural is the county seat of its County, which is found east of Dallas County along Interstate Highway 30. Rural ISD is part of the Region 10 Educational Service Center consortium of school districts found in Collin, Dallas, Ellis, Fannin, Grayson, Henderson, Rural, Kaufman, Rockwall, and Van Zandt Counties. Geographically and culturally, the city and district lie in between the worlds of major urban cities and small rural towns. Proximity to the Dallas-Fort Worth Metroplex and rural East Texas offers a balance between urban and rural lifestyles.

The Rural School District

This survey focused on showing the specific needs associated with rural school district efforts to recruit and keep teachers. Although TEA has recognized multiple classifications of district size, the U.S. Census Bureau classified districts as either urban or rural, although those definitions have morphed over the history of the U.S. Census as the result of "changes in settlement patterns, data use needs, and technology available" (US Census, 2019).

The Rural Recruiting Need

During a 10-year span from 2006 to 2016, the Texas student population increased 17.2% from 4,521,043 to 5,299,728 students (TEA, 2017). With this trend, "rural areas face the greatest staffing challenges" (Cornelius, 2018, para. 5). A contributing factor to staffing challenges is the salary that rural districts pay their employees. Further, teachers and administrators in rural districts as compared to urban districts have broader responsibilities to compensate for limited availability of staff. The deeper pool of talent allows for a greater concentration of each teacher's workload while teachers on a rural

campus have more duties and responsibilities. Needs are greatest for all school districts—including rural school districts—in areas that the TEA has named as shortage areas. These include:

1. bilingual/English as a second language: elementary and secondary levels;
2. special education: elementary and secondary;
3. career and technical education: secondary levels (including technology application and computer science); and
4. mathematics: secondary levels (DiSchiano, 2018).

The Recurring Recruitment Need

Sarah Cornelius (2018) is a blogger for Edmentum, an educational services company that focuses on teacher and administrator views of curriculum and assessments, Some of her writing has focused on teacher shortages across the state of Texas. Specifically related to the context of the rural district, Cornelius said that, "School and District administrators, particularly in rural regions, have found themselves scrambling to fill open positions with qualified candidates and have been forced to find out-of-the-box solutions to overcome this issue" (Cornelius, 2018, para. 1). Cornelius related the shortage of qualified teachers to an increased class size for the teachers that serve in the classrooms of districts facing shortages. Rural districts need specific and aggressive plans to recruit and keep teachers to help address this need (Eppley, 2009).

Teaching Staff

In the 2016–2017 school year, Rural ISD had 764.2 total staff members. Staff was divided into 496.4 professional staff members, 98.5 educational aides, and 169.3

auxiliary staff members. Within the professional staff there were 381.8 teachers, 84.1 professional support staff, 23.5 campus administrators, and 7.0 central administrators. There were 26.1 (6.8%) beginning teachers, 116.9 (30.6%) teachers with 1–5 years of experience, 76.0 (19.9%) teachers with 6–10 years of experience, 92.8 (24.3%) teachers with 11–20 years of experience, and 70.0 (18.3%) teachers with over 20 years of experience teaching.

Teacher Salaries

Schools and districts that offer higher salaries tend to be preferred by teaching candidates (Baugh & Stone, 1982; Hanushek, Kain, & Rivkin, 2004). First year salaries also have a significant impact on teacher retention (Barth et al., 2016). According to Gray and Taie (2015), 97% of teachers earning $40,000 or more came back for their second year of teaching compared to only 87% of teachers earning below $40,000. The district offered a steep increase in starting salary since 2015, making its current rate the highest starting salary in Rural County, set at $42,300 for the 2018–2019 school year (Rural ISD 2018). Although educators might not be specifically focused on earnings, the salary needs to have more equity with salaries in neighboring communities and be able to financially support the educators in the classroom. There are an estimated 49% of adults inside the Rural ISD attendance zones that commute outside of the city for work and 28% outside of the county (US Census, 2018). While not all of these are educators, the data points to a trend of Rural ISD residents commuting to areas outside the county like Dallas, Garland, Rockwall, and Royse City ISDs. These districts all offer higher starting salaries than Rural ISD. The Dallas ISD Compensation Resource Book (2018) listed the teacher introductory compensation schedule and had novice teachers on 187-day

contracts with a starting salary of $52,000. Garland ISD (2018) reported teachers with 0 years of experience beginning at $53,000 annually. Starting teachers in Rockwall ISD in 2018, earned $51,800 annually and similarly, new teachers hired in Royse City ISD Started at $46,000. These districts offered starting salaries that were $9,000 higher annually and were located less than 1 hour from Rural ISD. Competing with districts that can offer higher salaries narrows the availability of candidates. Without the construct of salary, the goal would be to "entice a wider range of candidates, particularly those who are historically underrepresented in our field" (Hermann, 2018) and who are in a position to fill areas of critical need.

Teaching Experience

According to data from the Texas Academic Performance Report (TAPR), teachers in Rural ISD fall into two main experiential categories: those who were just starting out their educational profession, and those who were experienced veterans with many years of service in the district. This idea is perpetuated by the thought that a teacher will come to Rural ISD to gain their years of experience to put on their resume then parlay that experience into a position at a larger district with a greater salary. From the latest TAPR data for the 2018–2019 school year, Rural ISD had a larger percentage (13.9%) of beginning teachers than the state of Texas overall at 7.0% (TAPR, 2019, p. 1). This percentage translated to 49 beginning teachers in Rural ISD in 2019. The district's largest percentage of teachers was represented by teachers with 11–20 years of experience, which made up 25.3% of the Rural ISD teacher workforce. The remaining years of experience categories fell within 3% of the state's data with 23.5% of teachers

having 1-5 years of experience, 20.5% of teachers having 6-10 years of experience, and 16.8% of Rural ISD teachers having over 20 years of experience (TAPR, 2019, p 1-2).

Teacher Turnover Rates

Rural ISD has suffered from a high turnover rate according to the 2018–2019 TAPR (TAPR, 2019). Rural ISD had a 34.6% teacher turnover rate which is more than double the state average of 16.5% for the 2018-2019 school year (TAPR, 2019, p. 2). The 34.6% equates to 123 new teachers to the district. This number means that more than 1 in every 3 teachers is new to the district, the campus, and the individual teams that are collectively serving students. According to internal data from the Rural ISD human resources department for the 2019–2020 school year, 99 of the 355 teachers were new to the district. Having 28% of the teaching staff new to the district highlights the necessity for understanding the factors that draw candidates to Rural ISD (Rural ISD Human Resources, 2019, p. 6).

Purpose

The purpose of this study was to evaluate the current practices that Rural ISD's human resources department used to facilitate an "aggressive recruitment" that "communicates the value the organization puts on its talent" (Hermann, 2018, p. 1). The identification of factors that rural teachers contribute to their job satisfaction may help Rural ISD better attract potential candidates, reduce attrition, be able to increase students' achievement, and economic savings of the rural district.

This was achieved by:

1. identifying the factors that influenced teacher candidates' selection of Rural ISD as their employer,
2. examining the relative importance of specific factors (i.e., objective, subjective, and critical contact theory) that influenced teacher candidates' selection decisions,
3. exploring the difference in factors between new and experienced teachers, and
4. identifying factors that could lead to developing a strategic, human resources recruiting plan that influenced teacher candidates' selections.

CHAPTER TWO

A Review of the Literature

The selection of candidates by an organization is only half of the dynamic of bringing teachers into a school district. The precipitous yield of the equation depends on the converse being equally true: the choice of an organization by the candidate. Rural ISD is looking to become a district of choice, not in the sense of open enrollment boundary lines, but as a destination for potential teacher candidates. To better understand this process, job choice theory was used as a foundation to identify factors that may help scholars and administrators better understand how to increase the efficacy of teacher recruitment efforts in Rural ISD (Rural ISD, 2019).

Job Choice Theory

The choice of a job is comprised of many factors. Understanding the extent to which various job-related factors influence candidates' decisions can lead to a more efficient and effective recruitment and hiring practices. Behling, Labovitz, and Gainer (1968) developed a framework for understanding the theory behind recruitment "to serve as the first step in the development of a body of theory which will explain the position choice behavior" (Behling et al., 1968, p. 14).

Job choice theory provides an excellent guide for identifying possible factors. Job choice theory, originally articulated by Behling et al. (1968), is a comprehensive approach to understanding the factors affecting job decisions and is actually a combination of three distinct theories: (a) objective factor theory, (b) subjective factor

theory, and (c) critical contact factor theory. The objective factor theory of job choice, for example, views job applicants as being economically driven. In sum, job seekers will accept jobs with the best combination of economic benefits. Factors such as base salary, opportunities for supplemental pay, benefits packages, location, and job responsibilities are particularly important to the job seeker from the objective factor lens. Figure 2.1 (p. 9) provides a basic breakdown of the theory and several accompanying factors for each theoretical.

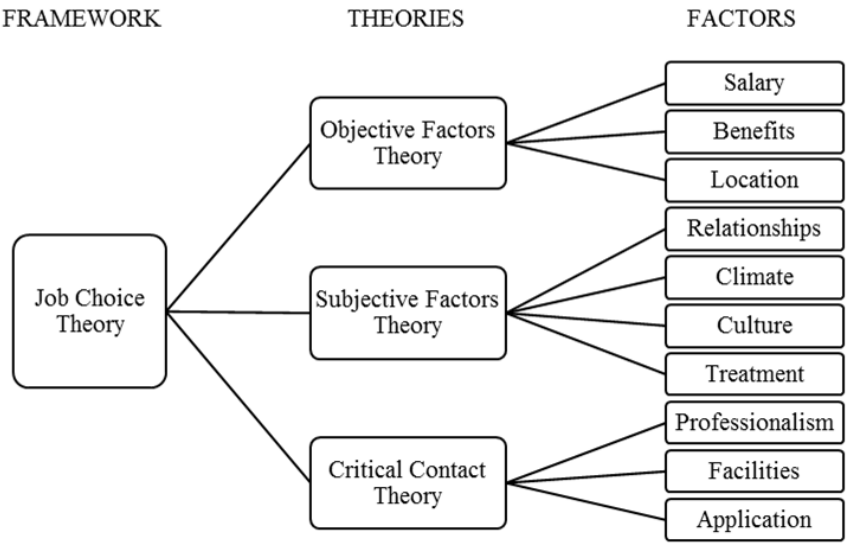


Figure 2.1 Job Choice Theory Breakdown

Job choice theory is further summarized as the reasoning process used by a qualified applicant to decide if they will apply, and if offered, accept employment (Pounder and Merrill,(2001). Given the information at hand, job choice theorists viewed the job seeker's decision through an evaluative process influenced by the sources from which information was acquired and by the intensity with which the information was pursued (Schwab et al., 1987). The candidate must make a transactional evaluation of the

situation before determining if the position is one that will fit their needs. Schwab et al. (1987) explained:

> The outcome of this evaluation process depends on the following: (1) Perceptions of the job's attributes, vis-à-vis the job seeker's attributes preference function (e.g., his or her relative emphasis on pay, type of work); (2) the type of decision processes used to evaluate those attributes (e.g., whether jobs are evaluated in relation to other offers, to subjective notions of "ideal" jobs, or to minimal requirements for a certain standard of living. (Schwab et al., 1987, p. 133)

The idea of job choice theory was incorporated into an educational context by Young, Rinehart, and Place (1989) to assess the nuances of educational hiring. In their introduction, began by admitting that "decisions made by applicants in teaching positions have generally been ignored by most teacher selection research" Young et al. 1989, p. 329). Analysis of the existing research showed that candidates' reactions can vary widely based on the specific criteria that an educator applies in the evaluation of a job opportunity (Winter & Melloy, 2005; Young et al., 1990, 1993). These varied factors weigh independently on the decision that the potential candidate will make when determining the possibility of employment. Specifically, when relating to educators, job choice theory has become the standard, even when accounting for the research on career decisions by teachers (Liu & Johnson, 2006).

Objective Factors Theory

Objective factors theory looks objectively at what the position offers the candidate. Beginning with the foundation that was established, objective factor theory involves "deciding to accept positions based on pay, benefits, opportunity for advancement, location, training programs, and nature of the work to be performed" (Behling et. al.1968, p. 14). The candidate must decide based on their personal hierarchy

for these objectives as "each of these items is weighted in terms of its relative importance to the individual, and the results are combined into some overall index of desirability" (Behling et al., 1968, p. 15). Understanding the relative importance of these objective factors will help Rural ISD to understand the perceived desirability of the district based on the perception of applicants. Applicants evaluate job-related attributes (e.g., pay, benefits, nature of work) and organization-related attributes (e.g., company image, size, location) in their organizational choices (Chapman, Uggerslev, Carroll, Piasentin, and Jones (2005). These factors are inherently objective to the individual and vary in their level of importance. Tom (1971 argued:

> Although the importance of these factors may vary from one person to the next, there is a fairly consistent pattern which, if detected and used as a basis for structuring the firm's offers of employment, will significantly increase the hiring effectiveness of the firm. (Tom, 1971, pp. 574–575)

In the frame of transaction for objective factors theory, potential candidates are seen as what Young et al. (1989) called "economic beings" that "seek to maximize their economic status by joining the organization that is perceived as being the most economically competitive" (p. 330). According to objective factors theory, candidates decide to apply and engage in employment for economic reasons: salary and benefits; contract and tenure inducements; and opportunities for advancement, employment location, or professional development (Mulhall et al., 2003). As with any transaction, these "economic beings" apply the presumption that "the position selection process is based on a weighing of advantages and disadvantages of each offer in terms of objectively measurable factors" (Behling et al., 1968, pp. 14–15). Pounder and Merrill (2001) also reminded that in the educational context of objective factors theory—especially for campus and district administrative roles—that additional benefits (e.g.,

enhanced financial incentives and opportunities to attend professional development conferences at the expense of the district) can increase the level of pay in future roles once employment is accepted.

Objective Factors

Several education-specific factors were considered for inclusion in this study. For example, teacher compensation "is the sum of four parts—base pay, supplements, benefits, and deferred compensation" (Podgursky & Springer, 2011, p. 161). Among all the objective factors theory factors, salary usually takes precedence. In the district, the common belief is that salary is the primary factor in job selection or rejection for candidates. In evaluating both male and female candidates, prospective educators were more likely to use salary as the basis for their job choice decisions (Newton et al., 2003). This understanding works well for schools that can offer a higher salary, but Farkas, Johnson, and Foleno (2005) contended that both teachers and administrators believe teachers are underpaid. Thus, a higher salary may not always provide a key solution in recruiting or retaining staff. Still, salary tends to be a factor that keeps potential educators out of the field of education. For example, low beginning teacher salary was identified as a factor that diverts talented potential candidates away from the field of education toward other careers (Kyriacou and Coulthard (2000). They further asserted that the private sector generally offers more competitive salaries, bonuses, and other financial incentives.

Expanding to the larger labor market of competing school districts, Hanushek and Rivkin (2007) proposed that, assuming similar working conditions are comparable, higher salaries should attract more able people. However, they further noted that there

was little evidence to support the idea that more highly paid teachers are more effective teachers (Hanushek & Rivkin, 2007). In school districts, as with most labor markets, salary and compensation incur most of the organization's operating expenses. Typically, "between 80% and 90% of the current operating budget of a typical school district is allocated to personnel salaries, wages, and benefits" (Webb & Norton, 2012, p. 191). This budgetary expenditure goes beyond just money to incur the total human capital management and should be considered as a total compensation package (Lesenyeho et al., 2018).

A school district is limited by the compensation allowances that can be offered, but a fresh approach to the topic can help innovative districts. Incorporation of additional benefits like forgiving loans; incentivizing the return of retired teachers; and offering bonuses, housing, and mentoring programs as possibilities for improving recruitment efforts of teachers to the field of education as a whole and a specific district in particular was urged by Chaika (2006). However, continuing to increase salaries can produce adverse effects. Just as low salary can push qualified teachers out of the teaching profession, increased salary could lead to an increase of unqualified candidates flooding the educational marketplace and diluting the workforce (R. Ingersoll & Smith, 2003).

Non-salary Objective Benefits

Beyond the more obvious objective factors (e.g., salary, benefits) researchers have studied other objective factors that get less attention. In an analysis of first-year teachers hired between 1998 and 2002 in the state of New York, the geographic location of school was determined to be a significant factor. It was determined that 34% of new teachers took their first job in the district where they attended school; 61% chose a school within

15 miles of their hometown, and 85% began their careers in a district within 40 miles of their hometown (Boyd, Lankford, & Loeb, 2005). For rural districts having to compete with large urban districts, this restricts the number of possible candidates.

The enrollment and achievement of a campus were factors less valued in the decision of the general applicant. For more experienced and better-connected teachers, however, this factor stood out. Campuses with lower enrollments and smaller class sizes offer ideal learning environments according to Loeb, Darling-Hammond, and Luczak (2005). The candidates who could afford to be selective tended to be more attracted to these environments. These candidates also targeted schools that had demonstrated previous academic successes through high achieving students and programs (Boyd, Lankford, Loeb, et al., 2005; Clotfelter et al., 2004; Hanushek et al., 2004b).

Recruiting and hiring teachers at any level of competency can be improved through professional development. In evaluating global talent management opportunities, Vance, Chow, Paik, and Shin (2013) observed the critical role that training (i.e., professional development in the educational setting) plays in increasing future job success. Vance et al. (2013) further highlighted the need to ensure professional growth and attainment of new skill sets through professional development. As with any successful policy implementation, staff development should follow board policies to include workshops, conferences, online and computer-based learning, mentoring and coaching, certification, formal and informal activities, individual and group activities, social networking, and on- and off-the-job training (Rebore, 2014; Webb & Norton, 2012).

Subjective Factors Theory

Contrary to objective factors theory, subjective theorists focus on the less tangible attributes of a position. Beginning with engineers as a study focus, Barlow (1965) explained that, according to subjective factors theory, "those (organizations) that build a corps of satisfied, productive employees by relating the psychological needs and expectations of engineers to the jobs it has, will forge ahead" (Barlow, 1965, pp. 24–25). Barlow prefaced the foundational work that Behling et al. (1968) cultivated as the subjective factor's theory part of job choice theory. This subjectivity is based on the candidate's emotional and psychological needs as the greatest factor in selecting a position (Behling et al., 1968). With a belief that most potential candidates are seeking greater objective offerings, the social–emotional aspects of these candidates should be incorporated into their recruitment. The focus of subjective theorists counts the candidates as "psychological beings" (Young et al., 1989) that place a priority on the organization and its understanding of the psychological components of the employee–employer relationship. Finding candidates who will accentuate the culture and climate of the work environment is the goal of recruiters who subscribe to subjective factors theory.

Subjective factors theory is predicated on an applicant's ability to make a difference in the organizational climate and work environment of the school (Pounder & Merrill, 2001). To incorporate these findings into the educational context, Johnson and Birkeland (2003, 2004) reminded that subjective factors theory is focused on teachers' emotional and psychological need to feel successful in the classroom. Although compensation and contract terms may be objective or concrete evaluative factors, subjective theorists account for the abstract perception of the candidate's work

environment and the "perceived ability of the firm to provide satisfaction for deep-seated and often unrecognized emotional needs of the candidate" (Behling et al., 1968, pp. 15–16). Of the transactional relation between applicant and employer, Tom (1971, p. 5) contended that the subjective theorist "emphasizes the congruence between personality patterns (of applicants) and the image of the firm" (1971, p. 5). In expanding further, "the choice of any particular organization as an employer may also be a means of implementing an individual's self-concept" (Tom, 1971, p. 575) so that the subjectivity is reciprocated. Pounder and Young (1996) examined this reciprocity, saying:

> Organizations may provide specific work climates that can fulfill employees' psycho-social needs such as school or district climates based more on democratic leadership than bureaucratic leadership. The choice of one school over another or administering over teacher tests with the fit between a person's psycho-social needs and the organizational climate of a school or district. (p. 289)

Dissimilar to objective factors, many subjective factors like culture and climate cannot be truly experienced until the potential candidate has been immersed in the organization. This can cause fear for a potential candidate but is incorporated as part of a free choice process. Gellerman (1964) noted that:

> When a job seeker is allowed free choice, his search is usually a thinly disguised version of psychological-advantage seeking. He seeks a job in a company and industry in which, as far as he can tell, provide the kind of environment which is most compatible with his psychological advantage. (p. 237)

Several factors related to subjective factors theory that were found and addressed in the research were: administrative support, collegial support, induction programs, working conditions, and perception of satisfaction. Citing data from the 1993–1994 Schools and Staffing Survey, 38% of teachers who were dissatisfied with their teaching position and switched schools did so citing inadequate administrative support as their

primary reason (R. M. Ingersoll, 2001). Additional research showed that high levels of support from colleagues who worked collaboratively offered subjective benefits that attracted candidates (Johnson et al., 2004; Johnson & Birkeland, 2003; Kardos et al., 2001) as well as induction programs that incorporated new employees into the fabric of the organization's climate and culture (Smith & Ingersoll, 2004).

In recent years, the teaching profession has lost some of the respect that it held for so many years. The level of respect garnered for a profession is often based on money (Gordon, 2002). This decline in respect for the teaching profession has declined as noted by the fewer numbers of college students who are entering the field of education (Gordon, 2002; Kyriacou & Coulthard, 2000).

Aside from the support of the local community, the internal support of the network of fellow educators is a subjective factor that plays heavily into recruitment. Although these main effects are not fully known until employment has been offered and accepted, collegial support is a subjective factor that plays heavily for educators. Research has shown that new teacher hires rarely receive enough support and guidance from their colleagues on what they are to teach and the pedagogical skills needed to impart those lessons (Kauffman et al., 2001).

An effective mentoring experiment has also shown to increase teacher satisfaction, as well as teacher competence and results in growth of both the mentor teachers and the mentored teacher (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008). Boyd et al. noted that successful mentoring and induction emphasizes the quality of relationships between mentor teachers and beginning teachers, provides knowledgeable and skilled mentors, and offers accountability systems that measure beginning teachers'

success. The practices that build climate and relationships between colleagues could be beneficial to new teachers was further reaffirmed by Kopkowski (2008).

Improving mentoring and induction programs, providing supportive working conditions, and offering opportunities for career development can help to retain and recruit staff (Sutcher, Darling-Hammond, and Carver-Thomas, 2016). Principals who play a managerial role must ensure that they recruit teachers who will help to grow and sustain the school climate through in-depth knowledge of the inner workings of the campus (Wilmore, 2002). The need for increased teacher salaries was noted by Farkas et al. (2005), but further addressed the need for a safe school and classroom environment, pointing out that both factors had a greater effect on teacher satisfaction.

Critical Contact Factors Theory

The third part of job choice theory involves the interpersonal interactions between the candidate and the employer. Critical contact theorists remove objectivity and subjectivity from the recruitment process. Behling et al. (1968) claimed that candidates are unable to distinguish between firms for three reasons:

1. The depth of contact with the firm is too limited.
2. Recruiting firms tend to blur the differences between competing organizations.
3. The candidate lacks the experience needed to evaluate the information provided by the firm.

In this view, the potential candidate focuses on the contact they have with the potential employer. This idea is reaffirmed in the educational context by Young et al. (1989, p. 331), who argued that candidate perceptions are "influenced both by the contact person (i.e., interviewer) and by the job information provided" (p. 331). Candidates rely on the discrepancies that they can readily perceive during the actual contact that they

have during the recruitment process (Tom (1971). Critical contact gives credence to the gut feeling that many candidates tend to rely on when seeking employment. Aspects of critical contact theory included are, "the appearance and behavior of the recruiter, the nature of the physical facilities and the efficiency of processing the paper work associated with his application" (Behling et al., 1968, p. 17). These factors are the physical feelings that the candidate sees when making initial physical contact with the potential employer. They include the physical school and the processes they must undergo during the hiring process. Each of these factors can be discouraging to the candidate and can affect their desire to accept employment. With very little interaction during these processes, the candidate must utilize the limited information they have when making employment decisions, and they are heavily influenced by the initial contact they have with the potential employer (Schwab et al., 1987).

Although objective theorists consider candidates as economic beings and subjective theorists consider them to be psychological beings, Young et al. (1989) classified the potential critical contact candidates as rational beings that are concerned with the work itself and not the pecuniary incentives valued in objective factors theory or the work environment valued in subjective factors theory. Young et al. stated:

> Within the context of the critical contact theory, job choice theory for rational beings is influenced by the specific job requirements and job expectations communicated during the initial contact with an organization. Neither economic incentives nor psychological aspects are viewed as salient by the critical contact theory, because the variance among competing organizations with respect to economic incentives is too small for any meaningful differentiation, and because the exposure of the applicants to the work environment is too brief for an adequate assessment, respectively. (Young et al., 1989, p. 330)

Critical contact is even more important than objective and subjective theories, as suggested by Pounder and Merrill (2001), when functioning as a work context job choice where candidates make their decisions based on beliefs of the work or the environment of the work.

> Specifically, work context is related to the following factors: time demands (after-school supervision, excessive hours, balance of family and job responsibilities); school related issues (student behavior problems, accountability, teacher complaints, and incompetent personnel); accountability; fiscal management (school budget and proper funding); external relations (site-based councils, laws, regulations, and policies, partnerships and fundraising, special education concerns) and management tasks (staff roles , registrations, master schedule) (Pounder & Merrill, 2001, p. 33).

Many of these factors relate to beliefs made by an outside candidate who has not yet been immersed in the organization. In both objective factor theory and subjective factor theory it is implied that the candidates have enough information to make decisions of employment based on the objective and subjective factors. Behling et al. (1968) suggested that the candidates' lack of information forces them to rely on differences in who they interact with during the hiring process and how they were treated during the process.

The inclusion of a pre-employment interview where the employer and potential candidate can evaluate the attributes of the position can help both gather information before making any final decisions (Rynes et al., 1980). Teachers in the hiring process do not typically garner sufficient information about their potential schools through critical contact with the potential employer (Liu and Johnson (2006). Instead, teachers rely on the hiring process itself and the level of ease and timely manner with which they can navigate through their recruitment process (Liu & Johnson, 2006; Winter et al., 2004). In

looking at the administrator's role as hiring manager, Winter (1996) proposed four recruiting strategies:

- pay attention to the applicant's perspective,
- clarify job attributes that fulfill job-related needs,
- recruit in terms of job-marketing, and
- tailor position advertisements according to market research about print advertisements.

Following Winter's focus on the administrator and their leadership as a key factor more valued than salary in retaining teachers, Hanushek, Kain, and Rivkin (2004a) argue that the administrator's critical contact with the employee is of significance to the teacher. The administrator must gauge their perceptions of the candidate through their critical contact and understand that the determination to offer employment will affect the entire campus, staff, and additional stakeholders (Donaldson, 2011). To ensure that the totality of the decision is incorporated into the hiring process, Dwoskin, Squire, and Patullo (2013) urged employers to consider the entire hiring process from job posting to offer of employment to ensure that the right candidates are selected for employment.

As could be the case with corporate recruiting, the hiring practice of principals as hiring managers was not procedural, was inconsistent, and varied by district and even school (Mason & Schroeder, 2010; Peterson, 2002; Rutledge et al., 2008; E. W. Wright et al., 2011). The hiring process of many teachers was further described by Liu and Johnson (2006) who specifically noted teacher hiring experiences that ranged from being hired on the spot after one interview to an elaborate process of varied committees, multiple rounds, and demonstrations of classroom proficiencies through teacher

observations. These anecdotes further expose variations in the critical contact potential candidates experienced and their levels of information about the expectations of the predicted position. The latter hiring process "treats applicants as active decision makers within the selection process" (Young & Delli, 2002, p. 588). The administrator that leads the potential candidate though the hiring process must act like the recruiter whose "perceptions of a candidate's qualifications are an important predictor of employability" (Wright et al., p. 272). The critical contact with the candidate should be thorough enough to ensure that a true evaluation of the candidate can be completed, but Morse (1970) urged caution to limit the amount of hoops potential candidates must go through in the application and interview process. An added level of transparency on the side of the hiring manager can help to reduce these limitations.

In referring to the transactional interaction of the hiring process, the critical contact occurs in both directions. The hiring manager should see the potential candidate while also maximizing the district's attractiveness. The manager should market themselves, their campus, and the district to the potential candidate.

> To obtain applicant decisions . . . favorable to the hiring organization, the organization should present itself in the most favorable way possible and conduct its recruitment and selection procedures in a manner that is maximally attractive to the job applicants. (Winter et al., 2004, p. 89)

The hiring process can be stressful for both the candidate and the employer. However, as with all dealings, the process should be fair and lawful in order to attract the best candidates while still marketing the district to the candidate (Peterson, 2002). To facilitate the hiring process in the school district setting, Rutledge et al. (2008) noted the limited amount of research focused on teacher hiring as compared with the corporate world.

Theory Integration

Within the subtleties of job choice theory, each part has a specific niche that most potential employees will align with when making their employment decisions. As in the foundational aspects of the theory, Behling et al. (1968) underlined the potentially relevant attributes of each component of job choice theory to an integrated job choice.

> It should be emphasized, however, that the recruiter's problem is not one of choosing the "right" one from among the three theories of position selection. Based on general knowledge of human behavior gleaned from the social sciences, a cautiously developed assumption can be drawn that should correlate with experiences of practicing recruiters: The average individual will be affected by elements of all three theories, but in varying degrees, in varying circumstances. (Behling et al., 1968, p. 18)

With an array of vacancies and a large pool of candidates, Maier and Young (2009) appreciated the individuality of candidates as individuals who were seeking their best employment opportunity. This individualism should be accounted for because the candidate is in the job search process alone. As with any skilled leader, the balanced integration of objective, subjective, and critical contact factors during the recruitment process must be considered with respect to the perspective of the potential employee's preferred components. The leader "assesses the relative strength of recruitment approaches based on different sources of applicant motivation (e.g., economic, psychological, or contact approaches)" (Pounder & Young, 1996, p. 291). Leadership then acknowledges the sum of the job choice theory factors can be more important than each individual aspect. Indeed, "jobs are comprised of multiple attributes or characteristics (and) virtually all attraction models suggest that these attributes play a prominent role in influencing attraction outcomes" (Young et al., 1993, pp. 55–56).

Referencing the original framework of Behling et al. (1968), Young et al. (1989) acknowledges that:

> Teachers were more positive when the recruitment interview stressed nonpecuniary aspects of the work environment (subjective theory) than when the recruitment interview stressed either economic incentives offered by a local school district (objective theory) or specific information about the work itself (critical contact theory). (Young et al., 1989, p. 329)

Rural Schools

When job choice theory is applied in the specific context of rural schools, it can maximize the efficiency of the human resource department's operations in recruiting, attracting, and eventually securing commitments from potential teaching candidates. Some challenges related to recruiting and retaining teachers in rural areas were identified by Miller and Sidebottom (1985) and referenced by Harmon (2001) as:

> (1) Lower pay;
> (2) Geographic and social isolation;
> (3) Difficulty in working conditions, such as having to teach classes in multiple subject areas; and
> (4) Requirements for qualified teachers (e.g., many rural teachers will need certification in multiple subject areas, and professional opportunities can sometimes be scarce in rural communities).
> (Harmon, (2001)

Teacher shortages in rural schools for all grade levels and all content areas is an area that needs to be addressed by educators (Simmons, 2005). Adding to the difficulty of attracting potential candidates is the regulation that districts recruit fully licensed and certified teachers to these rural areas (Lowe, 2006; Monk, 2007; Simmons, 2005). The difficulty in recruiting to rural schools is made more difficult by the unique factors that are germane to their context. Unlike urban and suburban schools, the rural school and the surrounding rural communities have less attractive social and cultural options, lower salaries, and less desirable working conditions than the urban and suburban schools that

compete with them (Chaika, 2006). Along with the social and cultural aspects of the rural area, the fiscal constraints based on the eroding state and federal tax bases and budgetary cuts are diminishing the draw of rural schools (Strange et al., 2012). Consequently, the financial incentives offered by rural districts are limited compared to their urban and suburban counterparts (Darling-Hammond & Berry, 2006). Addressing the needs of rural students is a large issue that can have cyclical repercussions if not addressed. With approximately 45% of the nation's children attending school in rural areas, the problem is of great importance (Monk, 2007).

Teachers in rural schools are often forced to expand their teaching beyond a singular role. Indeed, it is not uncommon for their assignments to extend to content areas or grade levels beyond their certifications to fill existing vacancies (Harmon, 2001). The isolation of the rural district can also cause difficulties in preparing teachers who must teach content outside of their areas of specialty. The need to travel hinders the ability of teachers to obtain needed certifications (Harmon, 2001), which is especially problematic for rural teacher because support and professional development necessary to develop these skills are not often geographically proximal to them.

With rural school principals' limited capabilities to attract potential teacher candidates, it "leaves principals in the precarious position of having to hire whoever walks through the door, or failing to offer some courses" (Maranto & Shuls, 2012, p. 32). This can have a negative impact on student because rural schools are often "hiring under-prepared teachers, more out-of-field teaching assignments, larger classes, fewer advanced course options, less coordinated curriculum, less experienced teaching staff, and

fragmented professional development" (Jimerson, 2003, p. 13). One possible way to remedy such a situation is policy.

Policy changes can help alleviate teacher shortages. Unfortunately, national education policies tend to address global issues and are not necessarily tailored to the specific needs of the rural school district (Eppley, 2009). To further understand the difficulty in addressing rural school needs, Eppley (2009) asserted that the extant literature on rural education should increase attention on the specifics of the rural school's context.

Rural Schools Objective Factors

To address these issues, a closer look at the objective, subjective, and critical contact theory factors' role in rural school recruiting will be examined. Offering competitive salary and benefits are tasks that can be difficult for many districts. In an analysis of rural teacher satisfaction, Huysman (2008) identified compensation as the element of least satisfaction that significantly influenced rural teachers' decisions to leave rural districts. While compensation influences these decision, rural administrators also noted that salary and benefits are commonly listed as reasons for leaving. Despite this dissatisfaction, less than 6 percent of teachers that were planning to leave their rural district listed salary or benefits as the reason they would leave (Berry, Petrin, Gravelle, & Farmer, 2011).

Similar to larger urban and suburban school districts, rural schools have to look at creative compensation strategies to attract teachers to their rural school districts. School improvement grants are one way that rural schools have used money to allocate for teacher salary expenditures. For example, in a case study of rural schools that received

school improvement grants, some rural schools allocated school improvement funds for teacher signing bonuses to recruit teachers to their rural school districts (Rosenberg, Christianson, Angus, & Rosenthal, 2014).

In addition to grant funding for signing bonuses, rural superintendents reported tuition assistance and bonuses for national board certified teachers as common objective benefits offered (Schwartzbeck, Prince, Redfield, Morris, & Hammer, 2003). While financial constraints of the rural district can prohibit offering fiscal incentives, Beesley, Atwill, Blair, & Barley (2008) noted that these districts seldom use incentives such as relocation assistance, finder's fees, housing assistance, transportation, or meals as ways to entice potential candidates to their districts. Still, the challenge that rural schools face with dissatisfaction with salary and benefits is found to be a negative aspect associated with recruiting and retaining staff (Goodpaster, Adedokun, & Weaver, 2012).

One often overlooked objective factor is location. The location of the district and its proximity to the residence of the potential candidate can be a significant factor in recruiting for all districts. In particular for rural districts, location may be a highly influential factor for potential candidates that live in rural locations to consider when choosing to accept a teaching position in a rural school district (Davis, 2002; Huysman, 2008).

Rural School Subjective Factors

Expanding the recruitment beyond direct compensation, many rural districts have the ability to focus on the subjective factors that can draw potential candidates to their rural schools. While subjective factors may have more accessibility than objective factors (compensation, benefits, and bonuses) these factors have a distinct role in a rural

school. In an examination of rural school districts in New South Wales, Australia, Boylan, Sinclair, Smith, Squires, Edwards, Jacob, O'Malley, and Nolan (1993) developed a model to identify the four spheres of influence a rural teacher has:

1. Within Classroom;
2. Whole-School;
3. Community, and
4. Family Factors

(Boylan et al., 1993, p. 123)

These influences can help to target the subjective factors in recruiting potential candidates to a rural school district. Understanding the concentric model that builds from the inner most classroom influence and spreads to the outer reaches of the community can signify the ability to impact the whole rural community. To most effectively enhance the recruitment process of potential candidates to these rural schools, a particular weight on the candidate having a rural background can have a lasting effect in the recruitment, and ultimately retaining teachers in rural school districts (Ulferts, 2016). Determining that a candidate can understand the lifestyle and community that are specific to a rural school can and should be addressed through the recruitment process (Ulferts, 2016). This is to gauge the level of understanding of the rural school and not to exclude candidates that look, think, or act differently than that particular community. More efforts are still needed to understand how to attract more non-homogenous candidates to build diversity to rural schools and communities (Ulferts, 2016).

In further assessing the subjective factors that may influence the job selection of a rural school district, a common theme was a supportive environment (Davis, 2002; Goodpaster et al., 2012; Schwartzbeck et al., 2003). These each varied in the sphere of influence that provided the necessary support, but addressed all stakeholders; staff,

supervisors, district administrators, parents, and community members to ensure that the potential candidate was being supported professionally and personally in their new role.

Alongside a supportive environment, the safety of the position of rural teacher influenced the decision to select their position. Whether it be the smaller cities, the community support; it was noted that the sense of safety in the rural school environment had a positive influence in recruiting and retaining teachers to rural school districts (Davis, 2002; Goodpaster et al., 2012). Furthermore, being able to handle the "way of life" that rural communities operate under is essential for the potential candidate to be successful (Jarzabkowski, 2003). Here the "intersection of life and work" (Jarzabkowski, 2003, p. 141) offers little privacy in the 24 hour-a-day spotlight of the rural town.

Rural School Critical Contact Factors

In many rural schools, administrators must serve multiple roles that had previously been held by individuals (Nichols, 2004). This can cause the administrator to also serve as recruiter, job vacancy poster, and marketing department to ensure engagement with the potential candidates. In the overlap of these multiple roles, many administrators consider interviewing and recruiting as interchangeable processes that reveal little about the expectations and skills of the potential candidate (Nichols, 2004). Contained in the title of the article, Nichols (2004) refers to these as "Protocol or Potluck" in determining the methodology of the contact the recruiter has with potential candidates. Rural district tend to have a more personal recruiting practice as compared the their suburban and urban counterparts (Evans, 2011). This personal touch may be commonplace for the potential candidate that comes from a rural setting, the ability to send an application directly to central office and be contacted by the district

superintendent is a foreign concept in larger districts that have specific protocols and norms to abide by during the hiring process (Evans, 2011).

Recruitment

The makeup of a school district depends on the individuals that are recruited and kept within its culture. An organization's success depends on its ability to recruit qualified applicants through personnel selection (Chapman et al., 2005). The factors found in objective, subjective, and critical contact theories all play a role in this recruitment process. Understanding the intersection of the three components can lead to success or failure for the organization. Included in this recruitment process are all actions, both purposeful and unintended, and their ability to attract candidates (Chapman et al., 2005). Throughout these actions, the primary functions of recruitment are to develop a pool of applicants, help the organization ensure that its workforce is demographically representative, and ensure that the applicant pool is made up of candidates who have the qualifications to perform the job (Gatewood & Field, 1994).

In looking at the basics of recruitment processes, Breaugh (1992) highlighted the organizational recruitment activities "that (1) influence the number and/or types of applicants who apply for a position and/or (2) affect whether a job offer is accepted" (1992, p. 4). With such a compact of responsibilities, the need is to further expand the talent pool interested in an organization or district. The aim of personnel recruitment "is to seek out, attract, and induce sources of talent to join the system so that present and future strategic position are fulfilled to meet strategic objectives" (Castetter, 1996, p. 9). All connections should be based on an attraction as the recruitment process should draw

out the attractive skills and attributes of the candidate and the district to determine the best possible match.

As school districts compete to recruit teachers, they may struggle to meet the expectations of teacher candidates. With the number of school students increasing each year, "schools must struggle to maintain standards for teaching quality while continuously recruiting bright new teachers and seeking to retain their most effective existing teachers" (Brewer et al., 2004, p. 1). The school must also have a workforce of highly qualified teachers. The best of the available assortment of qualified teachers must be selected to improve the district, while continuing to keep the best of current teachers (Boyd et al., 2011). The goal of selecting the best teacher candidates is the intended desire but the result is not always achieved. Efforts to meet this goal are hindered, as Donaldson (2013) pointed out, because school hiring managers have reported that the supply of qualified candidates is limited. Donaldson further discussed the practice of centralized hiring through district offices, policies, and certification rules that reduce the pool of qualified candidates. Through her role in the American Associations of School Administrators, Prince (2014) noted that:

> We will not satisfy critics of public schools until we can provide a quality education for every child. Yet we cannot provide a quality education for every child until we can put highly qualified teachers in every classroom and superb principals in every school. (Prince, 2014)

This recruiting dilemma can lead to a cycle where low-performing schools are low performing because they do not have highly qualified teachers. These schools have difficulty recruiting highly qualified teachers because of their status as a low-performing school. To end this cycle, Winter and Melloy (2005) suggested using both extrinsic rewards (e.g., compensation incentives, signing bonuses, and bonuses for increased

student achievement) and intrinsic rewards (e.g., opportunities to mentor students, opportunities to mentor new and less experienced teachers, and added instructional support programs to build pedagogical skills). As the leaders of many low-performing schools will attest, they typically have less access to the resources needed to provide many of these additional incentives. However, allocating those resources towards teachers because they have the greatest impact on student achievement is a substantial step in the right directions (Donaldson (2011). Adding additional incentives for highly qualified teachers to fill high-needs fields, including offering forgivable loans and service scholarships, are key strategies for recruiting and retaining teachers (Sutcher et al., 2016).

The stigma of being a low-performing campus projects a poor image on the campus, community, and the students and staff. Unfortunately, many educators are not trained in marketing, but this adapted skill is one that can be beneficial for recruiting at high-needs campuses. The recruitment potential of corporate image (i.e., the name associated with an organization) was noted by Gatewood, Gowan, and Lautenschlager (1993). They argued that every organization has a general corporate or organizational image and a separate recruiting image (Gatewood et al. 1993). For a low-performing campus that is part of an overall satisfactory district, these two images lie far apart. Highly qualified teachers are drawn to the district but avoid the low-performing campuses in favor of campuses that are already achieving satisfactorily.

Highly qualified teachers are unwilling to serve in difficult areas, such as urban and rural schools, and schools that primarily serve low-income and minority students suggests Voke (2002). Consequently, the principal will have to act as a marketing agent to ensure they project the right message about their campus. The recruiting image is

based on the accessible information of the entity (Gatewood et al. (1993). With a letter grading system in Texas that could simply label a campus an F, the recruitment strategy must be to share the highlights of the campus or district to supply a full picture of the remarkable things happening at the campus. The assumption that an F campus is not performing to an acceptable level would be a fair one, but not every aspect or facet of the campus is failing as the grade implies. Nuance is required. The interaction between recruitment and image was summarized by Thomas and Wise (1999) as:

> Attracting and retaining quality employees is the goal of most organizational recruitment efforts. While a focus on altering the recruitment image may be useful in attracting top-notch applicants, retaining them through the recruiting and selection process, as well as after hire, may require more deep-seated efforts. Understanding how highly desirable applicants evaluate such job/organizational characteristics as (for example) "opportunity to perform interesting work" or "climate for diversity" gives an organization the opportunity to make strategic changes in, for instance, its job design or training or mentoring efforts. (Thomas & Wise, 1999, p. 378)

The recruiting focus of low-achieving, poorly funded schools' is often to offer an increased starting teachers' salary and attractive benefits packages (Rothstein (2014).

Although many non-teachers (and teachers) assume that a low-performing school is also in need of more funding, there should be alternative, out-of-the-box approaches to trying to fix the recruiting dilemma. The passive approach of waiting for highly qualified teachers to seek a district out for employment could lead to an unsatisfactory workforce. Instead, developing a pipeline to funnel qualified teachers to a campus can lead to a mutually beneficial relationship between a campus or an entire school district and a local college or university. A potentially beneficial strategy for schools is to establish college and university partnerships to increase the number of highly qualified teachers—especially in science, technology, engineering, and math fields—who are available and

already associated with the school (McGraner (2009). Additionally, it is erroneous to assume that a large pool of science, technology, engineering, and math teachers is readily available, which further acknowledges the importance of the college or university relationship (McGraner 2009). With the growing popularity of alternative certification, the idea of bringing highly qualified content experts into the classroom and training teachers in pedagogy has increased proportionally. In 2005, 42 states had programs to issue emergency credentials or certificates to potential candidates that had no previous education experience (Chaika 2006). It is further noted that one out of four teachers hired were not credentialed to teach the class or content that they were hired to teach (Chaika (2006).

To include more drastic measures for hard-to-fill fields, many districts have turned to grow-your-own-teacher programs. These programs highlight the state's increased attention on postsecondary readiness through the increased participation and offerings in career and technical education programs. Although many of these programs focus on high school career and technical education pathways, Barth et al. (2016) suggested starting this search in the middle school grades. This allows a captive audience to train in the content, relational, and pedagogical skills valued by a community and district. In looking for additionally untapped potential resources, looking abroad for potential candidates has also become an option. Indeed, current strategies for recruitment do not always fill the vacancies that many districts have, which has led to turning to other countries to find candidates for school districts (Barber, 2003). Not only are these international options able to fill the need of teacher vacancies, they could also bring unique perspectives to the classroom. The diverse backgrounds and experiences that the

international candidate brings to the teaching field can serve the diverse students body educated in today's classrooms (Dunn, 2011).

Retention

Although the focus of this study was recruitment, the importance of keeping great teachers should also be noted. Retention is part of the solution to recruiting issues considering "teacher recruitment programs alone will not solve the staffing problems of schools if they do not also address the organizational sources of low retention" (Ingersoll, 2001, p. 501). Correcting issues and keeping existing teachers in their positions fulfills the need for teachers as much as finding new candidates for teaching vacancies (Barth et al. (2016).

Many factors can contribute to organizational retention issue. In looking at multiple sources, four components of culture stand out when addressing retention:

1. respect and trust in staff and students,
2. an identified self-sense of belonging to the campus,
3. support for growth for both staff and students as lifelong learners, and
4. a collaborative environment (Darling-Hammond, 1996; Kanter, 1995; Pritchard et al., 2005).

These factors all relate back to the subjective factors theory of job choice. Many common beliefs of salary have been noted in discussions throughout the district, but these factors clearly indicated the need for subjective inclusion. Salary and compensation are not the end-all solution to retaining staff (Fisher (2011). Having teachers become part of the fabric of the culture of the school increases their ability to subjectively interact with colleagues and become more engrained in the organization.

Strategic Human Resource Management

The process of strategic human resource management (SHRM) is defined as "the pattern of planned human resource management deployments and activities intended to enable an organization to achieve its goals" (Wright & McMahan, 1992, p. 298). School district human resources departments do not always operate within any discernable pattern or specific plan. The intended outcomes of human resource management should be aligned with an organization's goals. In September 2019, the Rural ISD Board of Trustees adopted and approved a set of goals. Their second goal was human resources related. Specifically:

> The Rural ISD School Board will provide leadership and approve personnel policy that will ensure the recruitment, development, and retention of highly qualified and certified staff and the establishment of a 21st Century Human Resources Management System. (Rural ISD, 2019, p. 1)

This strategic plan for the human resources department included measurement indicators of success to increase recruitment of new teachers. To ensure success, the board members set up the following guidelines:

1. Set and approve a competitive salary structure that includes performance-based compensation where believed necessary.
2. Set policies concerning retention incentives.
3. Receive and review yearly retention rates and exit interview reports.
4. Will distribute resources necessary to assist in recruitment activities.
5. Support the establishment of wellness/well-being programs.
6. Model professional excellence and support initiatives designed to improve customer service and employee excellence.
7. Approve policy and support the required increase in professional development and capacity building for employees (Rural ISD, 2019, p. 1).

These guidelines signified the district's plan to strategically focus efforts in the human resource department, with each indicator aligning within a specific factor (i.e., objective, subjective, or critical contact) of job choice theory. The specificity of the

planning involved in the transition of a human resource management plan to an SHRM plan was explained by Lepak and Shaw (2008). In their review, they found three aspects to distinguish a strategic plan:

1. The level of analysis of SHRM research is at the macro, or district, level.
2. A fit between practices (internal alignment) and organizational factors (external alignment) is highlighted.
3. The primary emphasis is on organizational performance outcomes (Lepak & Shaw, 2008).

Human capital leaders drive the transformations involved in SHRM plan implementation. This is not necessarily a singular titled position but rather it is a role that needs to be fully incorporated into the SRHM plan. The role of the human capital leader remains in its infancy and has not yet become the strategic position it should (Tran (2015). This is attributed this to the tendency for individuals in this role to continue to operate under unclear goals and without connecting all aspects of the human capital recruitment process to mission, vision, objectives, and outcomes set forth by the school district (Tran, 2015). The shift has moved in the correct direction as both the human capital leader has moved past the paper pushing processer of applications to an integral role in the decision-making process (Heller, 2018; Tran, 2015). It was also worth noting that the human capital leader should avoid becoming stuck in the minutia of daily operations that take focus away from the strategic vision (Rebore, 2014). These "new perspectives are essential for a theoretical framework for talent management in different contexts, for example in different branches of industry or in public or private organizations" (Thunnissen, Boselie, and Fruytier (2013, p. 1758).

With leaders shifting many aspects of education to a business model of operation, human resources have become an area that can fully comply with the shift. Ensuring the

best practices of human resources recruiting, planning, and processing will lead to better management of talent for schools. Limited research on the development of talent management is noted, but seeking to further the understanding by elevating human capital leaders to "evaluate talent management in the most comprehensive, systematic, integrated, strategically driven and flexible manner while realizing the benefits for the business" (Van Zyl, Mathafena, and Ras (2017, p. 2). Attention on the critical role of the human capital leader has increased in recent years as the understanding of this role has become clearer in their function in furthering the outcomes of the organization. The crucial role of the educational human capital leader is to successfully recruit, train, and prepare staff for professional growth (Omebe (2014).

In addition to human capital leaders, Webb and Norton (2012) explained that workforce planning is a component of SHRM as it is a "comprehensive, integrative, continuous, multiyear, participatory, and flexible" (2012, p. 25) process to ensure that the strategic process will fulfill the goals and objectives of the organization and incorporate that perspective for multiple years.

Summary

In an interview with Meredith Honig, Heller (2018) stated that: "[Human resources] is critical to pretty much everything that goes on in schools, and in districts that are serious about transforming their central offices, [human resources] is changing in promising ways" (2018, p. 43). The goal of this review of literature was to ensure that Rural ISD is fully apprised of the many factors that influence job selection by a teacher candidate. Fully utilizing the factors of job choice theory, its underlying implications,

and its implementation in a strategic human resources plan will result in an increase in the high-quality staff that chooses to work in Rural ISD.

In addition to the traditional job choice theory aspects, it is necessary for Rural ISD to understand the specific factors that pertain to the rural school district throughout the recruitment, application, and selection process. Going beyond the objective, subjective and critical contact components of job choice theory will allow for the integrated approach of a strategic human resource management strategy to effectively, efficiently, and successfully recruit potential candidates to Rural ISD.

CHAPTER THREE

Methods

The purpose of this non-experimental, quantitative investigation was to determine the influence that job choice theory developed by Behling et al. (1968) had on the selection of a rural school district as employer and how they can be utilized to facilitate a strategic recruiting plan.

Research Questions

To determine the influence of job choice theory, five research questions were posited:

RQ1. Which component of Job Choice Theory can administrators at Rural ISD use to better influence teach job selection?

RQ2. What are the differences between new and returning teachers' perceptions of Job Choice Theory influence in Rural ISD?

RQ3. What are the main factors influencing teacher job selection in Rural ISD?

RQ4. Which Job Choice Theory is most predictive of teacher job selection in Rural ISD?

RQ5. Which Job Choice Theory is most predictive of teacher job selection in an individual campus in Rural ISD?

Population and Sample

In using this document as a tool to facilitate the solution of a problem of practice within this specific district, the sample population was derived from Rural ISD teachers

in the 2019–2020 school year. The entire district was invited to participate in the survey designed to collect information for this study. However, only classroom teachers' responses were included in the data set to be analyzed for specific statistical determinations. The added responses from administrative, auxiliary, and paraprofessional staff would be utilized internally at a future date, but the analysis of teacher-specific responses was included in this total population sample.

Description of Instrumentation

Data for this study were derived from survey responses to the Factors Influencing Job Selection in RISD survey (Appendix A) developed internally by the Rural ISD human resources department. This survey was modeled after the Influential Factors Survey for Student-Athletes Revised developed by Pauline, Pauline, and Stevens (2004). Pauline et al. (2004) surveyed prospective college lacrosse players and the factors that influenced their selection of the college or university they chose.

The internal survey incorporated 32 job choice theory factors. Each of the 32 job choice theory factors was rated on a 5-point Likert scale with scores of 1 (strong negative influence) to 5 (strong positive influence). The factors were categorized by objective, subjective, and critical contact theories. There were six objective factors theory factors that were determined to be objective salary factors (OS, $n = 1$) and objective benefit factors (OB, $n = 5$). There were 15 subjective factors theory factors that were separated into subjective climate and culture factors (SC, $n = 9$) and subjective treatment factors (ST, $n = 6$). The last component was 11 critical contact factors that were comprised of critical contact physical perception factors (CPE, $n = 6$) and critical contact process perception factors (CPR, $n = 5$).

In addition to job choice theory factors, demographic information was requested in the survey. The demographic information did not include any identifiable markers, but included gender, assigned campus or department, position, number of total years of teaching experience prior to the 2019–2020 school year, number of years of teaching experience in Rural ISD prior to the 2019–2020 school year, number of school districts worked for, and whether or not the respondent was offered other contracts or positions at other districts before accepting their position with Rural ISD.

Institutional Review Board

After the Factors Influencing Job Selection in RISD survey was complete, it was provided to the Baylor University Institutional Review Board for approval. An exempt approval form was given to the board on the basis that data would be collected anonymously from participants. The determination was made that participant responses could be categorized as nonhuman subject research. Approval was given on December 16, 2019 from the Baylor University Institutional Review Board (Appendix B).

Methodology

The internally created Factors Influencing Job Selection in RISD survey was sent through district intranet using Google Forms along with a written explanation (Appendices C and D). The data were automatically collected by Google Forms and was stored as a Google Sheets spreadsheet for further analysis. The Google Forms allowed for confidential responses as the respondents' names and email addresses were not collected or included with their responses. The survey was restricted to Rural ISD employees with access to the district's intranet through a district-assigned login and

profile. An email with an explanation of the researcher's intent and purpose was sent to the entire district and employees were given 10 days to complete their responses for inclusion in the data set. The survey was left open to be able to collect future data for internal use within the district.

Although the survey was sent to all district employees, participation was voluntary. Data from all respondents was collected, but only responses from individuals classified as teachers were incorporated into the data set for this research.

Method of Data Analysis

Respondents' survey responses formed the data set that would be analyzed. As a method to show and classify data, generalized demographic information was collected as part of the survey. Survey Questions 1–9 related to the following demographic data: gender, assigned campus or department, current position, status as a new or returning employee, total years of experience in education, number of years employed in Rural ISD, number of districts respondent had worked for, and if the respondent had received multiple offers of employment before selecting Rural ISD as their employer.

For Research Question 1, each job choice theory (i.e., objective, subjective, and critical contact) was analyzed to determine the participant's perception of importance. Research question 1 was analyzed using a one sample *t* test. With this *t* test, it was assumed that the One Sample *t* test lies in the relative normality of distribution of the dependent variable. The Shapiro-Wilk (S-W) test was used to assess this. Since relative normality was violated, the normalizing technique of bootstrapping based on Central Limits Theorem. Survey Questions 14–19 addressed objective factors theory factors of salary (OS) and benefits (OB). Survey Questions 20–34 addressed subjective factors

theory factors of climate and culture (SC, Questions 20–28) and employee's treatment (ST, Questions 29–34). Survey Questions 35–45 addressed critical contact theory of the employee's perception of the person recruiting and the physical plant where recruitment took place (CPE, Questions 35, 37, 40, 41, 43, and 44) and the employee's perception of the recruitment processes (CPR, Questions 36, 38, 39, 42, and 45).

Research Questions 2 was analyzed using the *t* test of Independent Means. The primary concern was satisfying the assumption of homogeneity (or equality) of variances in the comparison of 2 independent groups. Levene *F* values of $p > .05$ are indicative of the assumption having been satisfied. In Research Question 2, all three comparisons manifested $p > .05$ levels for respective Levene *F* values. Moreover, the *t* test of Independent Means was very robust against violations of the assumption of "relative normality" of data array distribution. Using the Shapiro-Wilk test for normality testing purposes, the arrays associated with "New" teacher were relatively normally distributed (S-W $p > .05$). The arrays associated with "Returning" teachers was non-normally distributed (S-W $p < .05$). In light of the robustness of the t test of Independent Means against violations of the assumption of normality, coupled with the similarity of findings in Research Question 2 using the non-parametric alternative to the *t* test of Independent Means, the Mann-Whitney *U* Test, was chosen to report the findings from the more robust test of inference, the *t* test of Independent Means. Research Question 2 was used to assess differences in mean scores between teachers that were new to Rural ISD and returning Rural ISD teachers and its magnitude evaluated using Hedge's *g* to consider difference in sample size of returning versus new teachers. Survey Question 4 was used

as the data point to differentiate between new and returning teachers based on their employment with Rural ISD in the 2018–2019 school year.

For the analysis of Research Question 3, the data were analyzed using a one sample *t* test. With this *t* test, it was assumed that the One Sample *t* test lies in the relative normality of distribution of the dependent variable. The Shapiro-Wilk (S-W) test was used to assess this. Since relative normality was violated, the normalizing technique of bootstrapping based on Central Limits Theorem. This evaluation was used to determine the degree of influence of Survey Questions 14–45. Additionally, Cohen's *d* was used to assess for effect size. With a null score of 3, each factor was compared to determine the degree with which they influenced job choice.

For Research Question 4, a multiple linear regression test was used to predict the theory that would be most associated with overall perceptions of the school district that influenced their selection of Rural ISD as their employer. In identifying three independent variables (i.e., objective, subjective, and critical contact factors theories) overall influence of factors was given predictive values. Research Question 4 was analyzed using Multiple Linear Regression. In this analysis, assumptions of linearity, homoscedasticity (equality of variances), and independence of error. Linearity and homoscedasticity were met through the visual inspection of the scatter plots of the data. The assumption of "Independence of Error" was addressed through interpretation of the Durbin-Watson values (values of 1.0 - 3.0 satisfy the assumption); Multicollinearity was addressed through the interpretation of "Tolerance" values (all values were beyond the acceptable threshold of .10); normality of distribution of residuals was assessed and satisfied using the Shapiro-Wilk (S-W) statistic ($p > .05$ was indicative of relative

normality of residual distribution); Significant outliers were addressed and satisfied using "Cook's Distances" (no data in the array met or exceeded 1.0); and ANOVA table *F* values were statistically significant in the predictive models in Research Question 4, indicative of predictive model fitness. Each model was viable in addressing Research Question 4. The satisfaction of the major assumptions governing the use of Multiple Linear Regression further validate the credibility of finding in using the Multiple Linear Regression statistical technique.

For Research Question 5, a multiple linear regression test was used to predict the theory that would be most associated with overall perceptions of the school district that influenced their selection of a Rural ISD school or campus. In identifying three independent variables (i.e., objective, subjective, and critical contact factors theories) overall influence of factors was given predictive values. Research Question 5 was analyzed using Multiple Linear Regression. In this analysis, assumptions of linearity, homoscedasticity (equality of variances), and independence of error. Linearity and homoscedasticity were met through the visual inspection of the scatter plots of the data. The assumption of "Independence of Error" was addressed through interpretation of the Durbin-Watson values (values of 1.0 - 3.0 satisfy the assumption); Multicollinearity was addressed through the interpretation of "Tolerance" values (all values were beyond the acceptable threshold of .10); normality of distribution of residuals was assessed and satisfied using the Shapiro-Wilk (S-W) statistic ($p > .05$ was indicative of relative normality of residual distribution); Significant outliers were addressed and satisfied using "Cook's Distances" (no data in the array met or exceeded 1.0); and ANOVA table *F* values were statistically significant in the predictive models in Research Question

5, indicative of predictive model fitness. Each model was viable in addressing Research Question 5. The satisfaction of the major assumptions governing the use of Multiple Linear Regression further validate the credibility of finding in using the Multiple Linear Regression statistical technique.

CHAPTER FOUR

Results

The purpose of the study was to evaluate the practices of a human resources department located in a rural school district in Rural, Texas which was using an "aggressive recruitment" strategy that "communicates the value the organization puts on its talent" (Hermann, 2018, p. 1). The purpose of the analysis was to identify the influence of job choice theory factors on job selection. A non-experimental, quantitative research approach was used to address the topic and research problem of the study. The specific research methodology was survey by definition

Sample Size

The survey was sent to 365 teachers in Rural ISD. These 365 teachers comprised the entire teaching staff from all of the district's campuses spanning pre-K through 12th grades. A total of 78 teachers (21.7% of the district's 360 teachers) employed in the school district representing the study's research site responded and comprised the participant sample. Five research questions were posed to address the topic and problem statement of the study. Descriptive, inferential, and associative or predictive statistical techniques were used to assess each of the study's five research questions.

Before evaluating the study's research questions, analyses were conducted of a preliminary, foundational nature. The preliminary analyses supplied a backdrop for credibility purposes for later interpretation and reporting of findings. The study's demographic identifier information, missing data, internal reliability, and mean score

responses to research instrument factors were all areas specifically addressed preliminarily by theoretical factor.

Missing Data

The essential data arrays in the study's data set were completely intact, reflecting a 100% completion rate by study participants of factors on the research instrument. The intactness of the study's essential data arrays and exceptional completion rate were noteworthy in that they far exceeded the 78.6% completion customarily achieved in survey research.

Internal Reliability

The internal reliability of study participant responses to the research instrument was assessed using the Cronbach's alpha statistical technique. Excellent levels ($a \geq .90$) were achieved on the objective factors theory, subjective factors theory, and the critical contact theory. The objective factors theory manifested an acceptable level of internal reliability of study participant responses at $a = .72$ ($p < .001$). Using the *f-test* for statistical significance testing purposes, the alpha levels for all theoretical factors were manifested at exceptional statistically significant levels ($p < .001$).

Table 4.1 shows a complete summary of findings for the evaluation of internal reliability of study participant responses to factors on the research instrument.

Table 4.1

Internal Reliability of Participant Response

Theory factor	Frequency	*a*
Objective Factors theory	6	.72***
Subjective Factors theory	15	.94***
Critical Contact theory	11	.92***
Composite theory factor	32	.95***

***$p < .001$

Demographics

Nearly three in four (74.4%; $n = 58$) study participants were female. The remaining respondents (25.6%; $n = 20$) were male. Slightly over 80% (80.8%; $n = 63$) indicated that they were "returning teachers" having been employed in Rural ISD during the 2018–2019 school year, and 19.2% ($n = 15$) stated that they were "new" to the school district as they were not employed with Rural ISD during the 2018–2019 school year. Regarding years of professional experience with the school district, half (50%; $n = 39$) indicated that they had been employed within the school district for 5 years or less. Over 10% (10.3%) of study participants showed that they had been employed within the school district for over 20 years.

Frequency Response to Survey Items by Theory

The following represents a summary of study participant frequency and percentage scores within each of the three theories of job choice theory. Each factor was rated using a Likert scale with: 1 = strong negative influence; 2 = moderate negative

influence; 3 = no influence; 4 = moderate positive influence; and 5 = strong positive influence.

Mean Score Response to Survey Items by Theory

Tables 4.2, 4.3, and 4.4 show participant mean score responses and influence of responses for survey items within each of the three theories of job choice theory.

Objective Factor Theory

Training provided. Table 4.2 shows the frequency and percentage of responses for survey participants' perception of training provided. The amount of training had very little positive influence on the 78 teacher respondents. Only 22 teachers (28.5%) perceived that the amount of training they were provided was an influential factor in determining their selection of Rural ISD as their employer.

Current salary. The responses to Survey Question 15 (Table 4.2), represented one of the most surprising results of the data sample. With the common perception that salary was a negative influence among district and community members, the data showed that only 16 participants (20.5%) responded that it negatively influenced their determination of Rural ISD as their employer. Almost half (44.9%) reported that salary had no influence on their selection.

Current benefits. Perceptions of benefits (Table 4.2) shifted towards a more negative influence than salary. The district has already taken steps to negotiate new benefit provisions because 61 respondents (78.2%) of teachers noted that the current

benefits did not have a positive influence in their selection of Rural ISD as their employer.

Opportunity for advancement. Opportunity for advancement (Table 4.2) had a resurgence in availability recently in Rural ISD. In previous years, all three secondary principals in the district had served in the district for 27, 38, and 42 years, respectively. Consequently, many employees had not been able to advance in certain areas because of a lack of vacancy. This could greatly factor into the selection of strong negative, moderate negative, and no influence in job regarding opportunity for advancement in the district.

Professional development. Table 4.2 shows the majority of participants perceived that professional development was not a negative influence, with 59% responding that it had no influence (n = 23; 29.5%) or a moderately strong influence (n = 23; 29.5%). However, no teachers responded that professional development had a strong positive influence on their job selection. This result was not surprising considering that professional development occurs after job selection has occurred and the potential candidate has become an employee.

District location to home. Many of the employees of Rural ISD were residents of Rural, Texas and the areas surrounding the city. This was highlighted in the data shown in Table 4.2 where the majority of participants' responses (n = 45; 57.7%) indicated that the district's location to home was a strong positive influence in job selection. This was one of the highest-ranking factors overall (fifth out of the 32 factors) and it was the highest-ranking objective choice theory factor.

Table 4.2

Objective Theory Factors

Factor	Influence	% (N=78)	M	SD	*d*
Training			2.72	1.17	-.24
	Strong Negative	21.8			
	Moderate Negative	16.7			
	No Influence	33.3			
	Moderate Positive	24.4			
	Strong Positive	3.8			
Salary			3.05	1.10	.05
	Strong Negative	15.4			
	Moderate Negative	5.1			
	No Influence	44.9			
	Moderate Positive	28.2			
	Strong Positive	6.4			
Current Benefits			2.82	1.05	-.17
	Strong Negative	2.82			
	Moderate Negative	20.5			
	No Influence	44.9			
	Moderate Positive	15.4			
	Strong Positive	6.4			
Opportunity for Advancement			2.94	1.23	-.05
	Strong Negative	17.9			
	Moderate Negative	14.1			
	No Influence	34.6			
	Moderate Positive	23.1			
	Strong Positive	10.3			
Professional Development Provided			2.65	1.14	-.31
	Strong Negative	23.1			
	Moderate Negative	17.9			
	No Influence	29.5			
	Moderate Positive	29.5			
	Strong Positive	0.0			

(Continued)

Factor	Influence	% (N=78)	M	SD	*d*
District's Location to Your Home			3.94	1.51	.62
	Strong Negative	15.4			
	Moderate Negative	5.1			
	No Influence	7.7			
	Moderate Positive	14.1			
	Strong Positive	57.7			

Subjective Factor Theory

Working relationship with supervisor. The perception of working relationship with supervisor, as shown in Table 4.3, was rated by 74.3% of teacher respondents as having a strong or moderate positive influence on their selection of Rural ISD as their employer. With 15 of 78 participants being new to the district, this high percentage of influence demonstrated the ability of supervisors in the district to form quick connections with new employees.

Working relationship with supervisor. Similar to perceptions of their working relationships with their supervisors, participants' perceptions of their working relationships with their colleagues had an even stronger influence on effect on job selection (Table 4.3). Of the 78 respondents, 78.3% (n = 61) found this factor to have a strong or moderate positive influence on their selection of Rural ISD as their employer. This factor was the highest rated factor throughout the survey with a mean score of 4.13 (SD = 1.04). Additionally, the survey included open-ended questions, asking what was most and least liked about the respondent's campus or department and the district. This information was to be used internally for future professional development. Anecdotally,

most respondent comments mentioned their relationships with their colleagues as what they liked best about their campus or department and Rural ISD.

Supervisor and colleague support. The data in Table 4.3 represents responses to survey questions about perception of supervisor support and perception of colleague support. Support of a teacher in the district was shown to have a strong or moderate influence on most respondents (69.2% for supervisor and 74.3% for colleague). This support ranked highly with all respondents, especially teachers, in influencing their job selection.

Campus climate and culture. Data regarding the perception of campus climate and perception of campus culture, shown in Table 4.3, showed similar responses by survey participants. Occasionally, the climate and culture of the individual campuses was perceived negatively by district employees. Participant perception of campus climate and campus culture showed a majority of positive influence on job selection (climate = 57.7%; culture = 59%).

District climate and culture. The comparison between perceptions of campus versus district showed that employees viewed the district less favorably as shown in Table 4.3. The average rating for how campus climate and campus culture were perceived was 3.60 and had a greater relationship compared to the average rating (3.05) for how district climate and district culture were perceived. This could be attributed to the perception of "my campus" versus the district. Initiatives had been taken by district leadership to address the marketing and distribution of the stories of being "RISD Proud"

and invitations to “Join the conversation” and “I am RISD” to help increase the positive influence that climate and culture have on job selection.

Overall educational climate. Data regarding the perception of overall educational climate (Table 4.3) showed a combined majority (61.6%) indicating it had a positive influence on job selection. This percentage broke down into strong positive (10.3%) and moderate positive (51.3%). These outcomes highlighted the internal perception of teachers’ work in improving the educational settings of the students of Rural ISD.

Being treated fairly and with respect. Table 4.3 refers to the treatment of teachers. The participants’ perception of being treated fairly and being treated with respect had a very strong positive and moderate positive influence on job selection with almost two thirds (66.6% = treated fairly; 65.5% = treated with respect) rating their job selection as being influenced positively by the fairness and respect with which they were treated.

Recognition. One area to improve relative to being treated fairly and with respect pertained to recognition. Data regarding participants’ perception of how their efforts were recognized (Table 4.3) showed a lesser influence compared with fair treatment and respect. Efforts to recognize teachers on individual campuses and throughout the district have been added to address this finding.

Empowerment and self-concept. Table 4.3 shows the data related to participant perception of empowerment and self-concept within the district. Unfortunately, the self-concept that the participant perceived did not align with the empowerment they felt. The

teachers' perception of their self-concept needed to be validated by their own perception of empowerment in the support of the campus and district.

Ability to make a difference. Table 4.3 represents the frequency distribution of the second highest rated factor, participant perception of ability to make a difference. Having a district that was over 73% economically disadvantaged (Texas Education Agency, 2020) represented an occasion for teachers to provide an educational opportunity for students that were dependent upon the school for their success. The sense of being able to make this difference increased the influence that the subjective job choice theory factors had on teacher job selection.

Table 4.3

Subjective Theory Factors

Factor	Influence	% (N=78)	M	SD	*d*
Relationship With Supervisor			3.99	0.96	1.03[a]
	Strong Negative	2.6			
	Moderate Negative	3.8			
	No Influence	19.2			
	Moderate Positive	41.0			
	Strong Positive	33.3			
Relationship with colleagues			4.13	1.05	1.08[a]
	Strong Negative	3.8			
	Moderate Negative	3.8			
	No Influence	14.1			
	Moderate Positive	32.1			
	Strong Positive	46.2			
Supervisor support			3.87	0.97	.90[a]
	Strong Negative	2.6			
	Moderate Negative	5.1			
	No Influence	23.1			
	Moderate Positive	41.0			
	Strong Positive	28.2			

(Continued)

Factor	Influence	% (N=78)	M	SD	*d*
Collegial support			3.97	1.01	.96[a]
	Strong Negative	2.6			
	Moderate Negative	6.4			
	No Influence	16.7			
	Moderate Positive	39.7			
	Strong Positive	34.6			
Campus climate			3.60	1.15	.52[b]
	Strong Negative	7.7			
	Moderate Negative	6.4			
	No Influence	28.2			
	Moderate Positive	33.3			
	Strong Positive	24.4			
Campus culture			3.59	2.26	.51[b]
	Strong Negative	7.7			
	Moderate Negative	7.7			
	No Influence	25.6			
	Moderate Positive	35.9			
	Strong Positive	23.1			
District climate			3.05	1.10	.05
	Strong Negative	10.3			
	Moderate Negative	20.5			
	No Influence	29.5			
	Moderate Positive	33.3			
	Strong Positive	6.4			
District Culture			3.06	1.14	.05
	Strong Negative	12.8			
	Moderate Negative	16.7			
	No Influence	28.2			
	Moderate Positive	35.9			
	Strong Positive	6.4			
Overall educational climate			3.44	1.10	.40
	Strong Negative	9.0			
	Moderate Negative	10.3			
	No Influence	19.2			
	Moderate Positive	51.3			
	Strong Positive	10.3			

(Continued)

Factor	Influence	% (N=78)	M	SD	*d*
Fair treatment			3.71	1.27	.56[b]
	Strong Negative	7.7			
	Moderate Negative	12.8			
	No Influence	12.8			
	Moderate Positive	33.3			
	Strong Positive	33.3			
Respect			3.82	1.28	.64[b]
	Strong Negative	7.7			
	Moderate Negative	9.0			
	No Influence	17.9			
	Moderate Positive	24.4			
	Strong Positive	41.0			
Recognition			3.26	1.27	.21
	Strong Negative	12.8			
	Moderate Negative	12.8			
	No Influence	29.5			
	Moderate Positive	25.6			
	Strong Positive	19.2			
Empowerment			3.30	1.26	.24
	Strong Negative	11.5			
	Moderate Negative	14.1			
	No Influence	26.9			
	Moderate Positive	28.2			
	Strong Positive	19.2			
Ability to make a difference			4.12	0.98	1.14[a]
	Strong Negative	1.3			
	Moderate Negative	6.4			
	No Influence	15.4			
	Moderate Positive	33.3			
	Strong Positive	43.6			
Self-concept			3.40	1.09	.37
	Strong Negative	9.0			
	Moderate Negative	7.7			
	No Influence	29.5			
	Moderate Positive	42.3			
	Strong Positive	11.5			

Note. [a] Large effect ($d \geq .80$); [b] medium effect ($d \geq .50$).

Critical Contact Theory

Contact with district before hire. In Table 4.4, the data for the survey question participant perception of amount of contact with district before being hired is recorded. The results in this area were distributed across all influence ratings. The data demonstrated variations in hiring managers' practices and highlighted the need to develop common procedures across the district.

Professional appearance of hiring manager. Influence in job selection based on the participant perception of professional appearance of hiring manager was the 23rd-rated factor. This factor, shown in Table 4.4, had one fourth of respondents reporting a strong negative influence in the hiring manager's professional appearance. One factor that could explain this was that most interviews were conducted during the summer when many hiring managers had a more relaxed dress standard. Interviewing a potential candidate in a polo shirt and slacks instead of a suit appeared to have a less than positive influence on job choice. Added training and protocols would help to address the need for increased professionalism, specifically dress on days when interviews or interactions with potential candidates are scheduled.

Professionalism of the recruiter. Data regarding the participant perception of professionalism of the recruiter, shown in Table 4.4, showed that half of the respondents reported a strong positive or moderate positive influence (50%) on their job selection in the district. This has since been addressed through human resources department training for interview protocols and practice sessions designed to increase the positive influence of the professionalism of the district's hiring managers.

Physical facilities of Rural ISD. The overall physical plant of the school district and its campuses did not have a positive influence on job choice as noted in the results shown in Table 4.4. The participants' perceptions of Rural ISD were only 24.5% positive, and the participants' perceptions of campus were slightly more positive as approximately one third (36.6%) considered the physical campus a positive influence. This overall negative perception of the facilities was addressed through a bond in 2015 and additionally in action items to make the facades of buildings more inviting and welcoming to visitors and job candidates during the recruiting process.

Application process. Rural ISD used the Region 10 Teacher Job Network for its application management. Although this was an online and automated system that varied only slightly between districts, the internal processing of the applicant and their application was included in the participant perception of application process (Table 4.4). Except for the strong positive influence, the perceptions varied among the responses. As mentioned before, three out of four human resource department members were new to this department, and new processes were being implemented to increase the positive influence that this factor would have on future job selection.

Information, expectations, requirements, and organization of hiring manager. Although each campus operated with high levels of autonomy in the hiring process, the results listed in Table 4.4 were received as holistic responses. Further analytics to disaggregate the processes of each individual campus will elaborate and make the data related to these factors more beneficial. The human resources department expressed a desire to streamline the communication abilities between the hiring managers and potential candidates. Presently, perceptions of these factors did not indicate an overall

negative influence, as each showed over 75% nonnegative influence. The aim is that implementation of new practices will result in turning this from a nonnegative and no influence factor to a strong positive influence that enhances the hiring process for all parties.

Table 4.4

Critical Contact Theory Factors

Factor	Influence	% (N=78)	M	SD	*d*
Contact before hire			2.71	1.41	-.21
	Strong Negative	26.9			
	Moderate Negative	20.5			
	No Influence	23.1			
	Moderate Positive	14.1			
	Strong Positive	15.4			
Recruiter appearance			3.03	1.50	.02
	Strong Negative	25.6			
	Moderate Negative	11.5			
	No Influence	19.2			
	Moderate Positive	21.8			
	Strong Positive	21.8			
Recruiter professionalism			3.33	1.37	.24
	Strong Negative	16.7			
	Moderate Negative	7.7			
	No Influence	25.6			
	Moderate Positive	25.6			
	Strong Positive	24.4			
Recruitment facility appearance			2.58	1.22	-.34
	Strong Negative	26.9			
	Moderate Negative	16.7			
	No Influence	34.6			
	Moderate Positive	15.4			
	Strong Positive	6.4			

(Continued)

Factor	Influence	% (N=78)	M	SD	*d*
Application process			2.83	1.22	-.14
	Strong Negative	21.8			
	Moderate Negative	11.5			
	No Influence	34.6			
	Moderate Positive	25.6			
	Strong Positive	6.4			
Perception of the district			2.78	1.21	-.18
	Strong Negative	21.8			
	Moderate Negative	14.1			
	No Influence	34.6			
	Moderate Positive	23.1			
	Strong Positive	6.4			
Perception of the campus			2.87	1.29	-.10
	Strong Negative	24.4			
	Moderate Negative	7.7			
	No Influence	33.3			
	Moderate Positive	25.6			
	Strong Positive	9.0			
Information on the position			3.32	1.21	.27
	Strong Negative	12.8			
	Moderate Negative	6.4			
	No Influence	33.3			
	Moderate Positive	30.8			
	Strong Positive	16.7			
Job requirements			3.37	1.13	.33
	Strong Negative	10.3			
	Moderate Negative	5.1			
	No Influence	37.2			
	Moderate Positive	32.1			
	Strong Positive	15.4			
Job expectations			3.38	1.16	.33
	Strong Negative	11.5			
	Moderate Negative	6.4			
	No Influence	28.2			
	Moderate Positive	39.7			
	Strong Positive	14.1			

(Continued)

Factor	Influence	% (N=78)	M	SD	*d*
Organization of Hiring Manager			3.27	1.23	.22
	Strong Negative	14.1			
	Moderate Negative	7.7			
	No Influence	30.8			
	Moderate Positive	32.1			
	Strong Positive	15.4			

Job Choice Theory Factor Ranking

A fundamental goal of this study was to determine the influence that 32 different job choice theory factors had on job selection. At the onset, the survey's design was geared toward determining the relationship of singular factors independent of specific job choice theory through a ranked order. Within the objective factor, subjective factor, and critical contact theories, each factor was sub-coded. The objective factor theory was categorized as objective salary and objective benefits. The subjective factors theory was categorized as subjective climate and culture and subjective treatment of employees. The critical contact factor theory was categorized as critical contact-perception of person recruiting and the physical plant of recruitment and critical contact-perception of recruiting processes. These designations helped to further understand the rank order of relationship. Table 4.5 shows the rank order of all 32 factors, the category within the theory in which they were subcategorized, their mean ranking, and their standard deviation.

Table 4.5

Job Choice Theory Factors—All Teachers

Factor	Rank	*M*	*SD*	Category
Relationship with colleagues	1	4.13	1.04	SC
Ability to make a difference	2	4.12	.97	ST
Relationship with supervisor	3	3.99	.95	SC
Collegial support	4	3.97	1.00	SC
District's location to home	5	3.94	1.50	OB
Supervisor support	6	3.87	.97	SC
Respect	7	3.82	1.27	ST
Fair treatment	8	3.72	1.26	ST
Campus climate	9	3.60	1.15	SC
Campus culture	10	3.59	1.15	SC
Overall educational climate	11	3.44	1.09	SC
Self-concept within district	12	3.40	1.08	ST
Job expectations	13	3.38	1.16	CPE
Job requirements	14	3.37	1.12	CPE
Professionalism of recruiter	15	3.33	1.37	CPE
Information about positions	16	3.32	1.20	CPR
Empowerment	17	3.29	1.25	ST
Organization of recruiter	18	3.27	1.23	CPR
Recognition	19	3.26	1.27	ST
District culture	20	3.06	1.14	SC
Current salary	21	3.05	1.10	OS
District climate	22	3.05	1.10	SC
Professional appearance of recruiter	23	3.03	1.49	CPR
Opportunity for advancement	24	2.94	1.22	OB
Perception of campus	25	2.87	1.28	CPE

(Continued)

Factor	Rank	*M*	*SD*	Category
Application process	26	2.83	1.21	CPR
Current benefits	27	2.82	1.05	OB
Perception of district	28	2.78	1.21	CPE
Training provided	29	2.72	1.16	OB
Contact with recruiter	30	2.71	1.40	CPE
Professional development provided	31	2.65	1.13	OB
Physical facilities of building	32	2.58	1.21	CPR

Note: SC = subjective climate and culture; ST = subjective treatment of employees; OB = objective benefits; CPE = critical contact-perception of person recruiting and the physical plant of recruitment; CPR = critical contact-perception of recruiting processes; OS = objective salary.

The data contained in Table 4.5 was of importance in looking at the rankings of job choice theory factors by teachers. As mentioned earlier, the common belief that salary was the greatest (i.e., highest ranked) factor in job selection in the district was disproven. Current salary ranked 21st out of the 32 total factors. Further continuing the analysis of job choice theory factors, the objective factors theory (i.e., objective salary and objective benefits categories) typically fell towards the bottom of the rankings. In fact, only one objective factor theory factor (district's location to home, rank 5) fell among the top 20 factors. The high ranking for district's proximity to home aligned with the substantial number of teachers and total employees that grew up in and graduated from schools in Rural ISD. One of the current initiatives of creating teacher pipelines by growing your own teachers has been in effect in rural schools for many years. Utilizing the proximal relationship of coming from the local schools and then working in them aligned with many of the highest ranked factors. These staff members that were originally form the local community showed an increased propensity for relationships

with colleagues (Rank 1), with sizeable percentage of staff members coming from the same situation. These teachers placed a high value on their ability to make a difference (Rank 2) as they had firsthand experience of the specific situations and circumstances of the students they served.

Research Questions

Research Question 1

RQ1. Which component of Job Choice Theory can administrators at Rural ISD use to better influence teacher job selection?

Research question 1 was analyzed using a one sample *t* test. With this *t* test, it was assumed that the One Sample *t* test lies in the relative normality of distribution of the dependent variable. The Shapiro-Wilk (S-W) test was used to assess this. Since relative normality was violated, the normalizing technique of bootstrapping based on Central Limits Theorem. The one sample *t* test statistical technique was used to assess the statistical significance of influence of participant response for Research Question 1. Using the null scale value of 3.0 for comparative purposes, the mean score of 3.62 (*SD* = 0.82) for the subjective factors theory manifested the only degree of statistically significant influence in participant response among the three theoretical factors ($t_{(77)} = 6.65$; $p < .001$). Using the Cohen's *d* test statistic for effect size purposes, the size of effect for study participant response favoring subjective factor theory in Research Question 1 was considered approaching a large effect ($d = .77$).

Table 4.6 has a summary of the comparative influence of participant response within the three theoretical factors featured in Research Question 1 of the study.

Table 4.6

Comparative Effect of Participant Response Within the Three Theories

Theory	n	*M*	*SD*	*t*	*d*
Objective Factors Theory	78	3.02	0.78	0.22	.03
Subjective Factors Theory	78	3.62	0.82	6.65***	.77
Critical Contact theory	78	3.04	0.96	0.40	.04

Note. ***$p < .001$.

Research Question 2

RQ2. What are the differences between new and returning teachers' perception of Job Choice Theory influence in Rural ISD?

The comparison inherent in Research Question 2 was between a subject comparison featuring independent groups (e.g., new or returning teachers). Research Questions 2 was analyzed using the *t* test of Independent Means. The primary concern was satisfying the assumption of "Homogeneity (or equality) of variances" in the comparison of 2 independent groups. Levene *F* values of $p > .05$ are indicative of the assumption having been satisfied. In Research Question 2, all three comparisons manifested $p > .05$ levels for respective Levene *F* values. Moreover, the *t* test of Independent Means was very robust against violations of the assumption of "relative normality" of data array distribution. Using the Shapiro-Wilk test for normality testing purposes, the arrays associated with "New" teacher were relatively normally distributed (S-W $p > .05$). The arrays associated with "Returning" teachers was non-normally distributed (S-W $p < .05$). In light of the robustness of the t test of Independent Means against violations of the assumption of normality, coupled with the similarity of findings

in Research Question 2 using the non-parametric alternative to the *t* test of Independent Means, the Mann-Whitney *U* Test, was chosen to report the findings from the more robust test of inference, the *t* test of Independent Means. Therefore, the *t* test of independent means was used to assess the statistical significance of the difference in mean scores by the teacher status grouping variable within the three theoretical factors named for study purposes. The size of influence for the difference in the comparison was evaluated using Hedges *g* in light of the considerable difference in sample sizes in the comparisons.

Although mean score differences existed in each of the three comparisons featured in Research Question 2, all the comparisons were manifested at non-statistically significant levels ($p > .05$). Moreover, all three comparisons manifested magnitudes of effect for the differences that were considered small.

Table 4.7 has a summary of finding for the comparisons by job choice theoretical factor and employment status of study participant.

Table 4.7

Study Participant Perceptions within Theoretical Factors Comparison by Teacher Status

Comparison factor/status	n	*M*	*SD*	*t*	*g*
Objective Factors Theory (new teachers)	15	2.91	0.69	0.59	.18
Objective Factors Theory (returning teachers)	63	3.05	0.81		

(Continued)

Comparison factor/status	n	*M*	*SD*	*t*	*g*
Subjective Factors Theory (new teachers)	15	3.70	0.94	0.40	.12
Subjective Factors Theory (returning teachers)	63	3.60	0.80		
Critical contact theory (new teachers)	15	3.25	0.85	0.95	.27
Critical contact theory (returning teachers)	63	2.99	0.98		

Research Question 3

RQ3. What are the main factors influencing teacher job selection in Rural ISD?

Research question 3 was analyzed using a one sample *t* test. With this *t* test, it was assumed that the One Sample *t* test lies in the relative normality of distribution of the dependent variable. The Shapiro-Wilk (S-W) test was used to access this. Since relative normality was violated, the normalizing technique of bootstrapping based on Central Limits Theorem was utilized. The one sample *t* test statistical technique was used to assess the statistical significance of effect of participant response for Research Question 3. Using the null scale value of 3.0 for comparative purposes, the mean score of 4.12 (*SD* = 0.98) for the subjective factors theory factor of ability to make a difference manifested the greatest degree of statistically significant effect in participant response ($t_{(77)} = 10.05$; $p < .001$) among the individual items associated with the study's research instrument. Using the Cohen's *d* test statistic for effect size purposes, the size of effect for study participant response to the factor ability to make a difference was considered a large effect ($d = 1.14$).

Research Question 4

RQ4. Which Job Choice Theory is most predictive of teacher job selection in Rural ISD?

The multiple linear regression test statistic was used for predictive purposes in Research Question 4 considering the inclusion of multiple independent predictor variables in the modeling process. Research Question 4 was analyzed using Multiple Linear Regression. In this analysis assumptions of linearity, homoscedasticity (equality of variances), and independence of error. Linearity and homoscedasticity were met through the visual inspection of the scatter plots of the data. The assumption of "Independence of Error" was addressed through interpretation of the Durbin-Watson values (values of 1.0 - 3.0 satisfy the assumption); Multicollinearity was addressed through the interpretation of "Tolerance" values (all values were beyond the acceptable threshold of .10); normality of distribution of residuals was assessed and satisfied using the Shapiro-Wilk (S-W) statistic ($p > .05$ was indicative of relative normality of residual distribution); Significant outliers were addressed and satisfied using "Cook's Distances" (no data in the array met or exceeded 1.0); and ANOVA table *F* values were statistically significant in the predictive models in Research Question 4, indicative of predictive model fitness. Each model was viable in addressing Research Question 4. The satisfaction of the major assumptions governing the use of Multiple Linear Regression further validate the credibility of finding in using the Multiple Linear Regression statistical technique.

As a result, the critical contact theory was most associated with and predictive of study participant overall beliefs of the school district as influencing their employment decision in favor of the school district. The critical contact theory was the only theory of

the three found to be statistically significantly predictive of study participant overall perceptions of the school district as influencing their employment decision in favor of the school district ($p < .001$). Moreover, the associative or predictive effect was considered what (Sawilowsky, 2009) would call huge, at $d = 3.13$.

The predictive model was deemed viable ($F_{(3, 74)} = 44.72$; $p < .001$), with the confluence of the three independent variables (i.e., theoretical factors) accounting for 64.5% ($R^2 = 6.5\%$) of the explained variance in the data associated with the dependent variable of study participant overall perceptions of the school district as influencing their employment decision in favor of the school district. All major assumptions of multiple linear regression modeling were satisfied by either visual inspection or statistical means.

Table 4.8 contains a summary of information on the predictive model's findings in Research Question 4.

Table 4.8

Predicting Study Participant Overall Perceptions of the School District by Theoretical Factors

Model	β	*SE*	Standardized β
Intercept	-0.37	0.40	
Objective Factor Theory	-0.25	0.16	-.16
Subjective Factor Theory	0.19	0.13	.13
Critical Contact Factor Theory	1.06	0.12	.84***

Note. ***$p < .001$.

Research Question 5

RQ5. Which Job Choice Theory is most predictive of teacher job selection in an individual campus in Rural ISD?

The multiple linear regression test statistic was used for predictive purposes in Research Question 5 considering the inclusion of multiple independent predictor variables in the modeling process. Research Question 5 was analyzed using Multiple Linear Regression. In this analysis, linearity, homoscedasticity (equality of variances), and independence of error were assumed. Linearity and homoscedasticity were met through the visual inspection of the scatter plots of the data. The assumption of "Independence of Error" was addressed through interpretation of the Durbin-Watson values (values of 1.0 - 3.0 satisfy the assumption); Multicollinearity was addressed through the interpretation of "Tolerance" values (all values were beyond the acceptable threshold of .10); normality of distribution of residuals was assessed and satisfied using the Shapiro-Wilk (S-W) statistic ($p > .05$ was indicative of relative normality of residual distribution); Significant outliers were addressed and satisfied using "Cook's Distances" (no data in the array met or exceeded 1.0); and ANOVA table *F* values were statistically significant in the predictive models in Research Question 5, indicative of predictive model fitness. Each model was viable in addressing Research Question 5. The satisfaction of the major assumptions governing the use of Multiple Linear Regression further validate the credibility of finding in using the Multiple Linear Regression statistical technique.

As a result, the critical contact theory was most associated with and predictive of study participant overall beliefs of the school campus as influencing their employment decision in favor of the school district. The critical contact theory was the only theory of the three found to be statistically significantly predictive of study participant overall perceptions of the school campus as influencing their employment decision in favor of

the school district ($p < .001$). Moreover, the associative or predictive effect was considered huge (Sawilowsky, 2009) at $d = 2.40$.

The predictive model was considered viable ($F_{(3, 74)} = 34.75$; $p < .001$), with the confluence of the three independent variables (i.e., theoretical factors) accounting for 58.5% ($R^2 = 5.8\%$) of the explained variance in the data associated with the dependent variable of study participant overall perceptions of the school campus as influencing their employment decision in favor of the school district. All major assumptions of multiple linear regression modeling were satisfied by either visual inspection or statistical means.

Table 4.9 has a summary of information on the predictive model's findings in Research Question 5.

Table 4.9

Predicting Study Participant Overall Perceptions of the School Campus by Theoretical Factors

Model	β	*SE*	Standardized β
Intercept	-0.30	0.46	
Objective Factor Theory	-0.04	0.19	-.02
Subjective Factor Theory	0.04	0.15	.03
Critical Contact Factor Theory	1.03	0.13	.77***

Note. ***$p < .001$.

CHAPTER FIVE

Discussion

This chapter consists of a summary of each research question, discussion of findings related to each of the three job choice theory dimensions, and recommendations with respect to future action that can be taken by the Rural ISD's human resources department. The purpose of this study was to determine which specific factors influence teacher employment at Rural ISD by evaluating the decisions made by Rural ISD employees. This study focused on the three dimensions of Job Choice Theory to be able to educate the hiring managers in their future interactions with the potential candidates with which they interact. These results may assist the decision-making process of hiring managers in rural districts in the competitive nature of school district recruiting. The factors that imposed limitations on the results and implications that will affect the human resources department's future practices will be discussed as they pertain to an SHRM plan. Lastly, the implications of this study that could inform future research projects to address the identification of job choice factors' influence on potential candidates' selections for employment will be discussed. This chapter will contain: a) research questions, b) findings from the results of the research questions, c) limitations of results, d) implications for research and practice, e) implications for future research, f) recommendations, and g) conclusion.

Research Questions

The following research questions were developed to determine factors' influence on teacher job selection in a rural school district:

RQ1. Which component of Job Choice Theory can administrators at Rural ISD use to better influence teach job selection?

RQ2. What are the differences between new and returning teachers' perceptions of Job Choice Theory influence in Rural ISD?

RQ3. What are the main factors influencing teacher job selection in Rural ISD?

RQ4. Which Job Choice Theory is most predictive of teacher job selection in Rural ISD?

RQ5. Which Job Choice Theory is most predictive of teacher job selection in an individual campus in Rural ISD?

Summary of Study

Job choice theory (Behling et al., 1968), which consists of objective, subjective, and critical contact theories, was utilized to identify the factors that influence a teaching candidates' job selection. The job choice theory was selected for separating factors into specific theories related to salary and compensation, climate and culture on the district campuses, and the people and processes involved in the actual recruiting of the teaching candidates to Rural ISD. The prevailing assumption of the district was that salary was the factor with the greatest influence on teacher recruiting. The aim of this research was to make a quantifiable determination about the validity of this assumption by identifying these levels of influence.

An internal survey comprised of questions related to 32 job choice theory factors was delivered to all district staff during the fall semester of the 2019–2020 school year. The responses received from teachers were incorporated into the analyzed data set. Added responses from administrators, paraprofessionals, and other staff will be used internally in the future by the Rural ISD human resources department for recruiting purposes but were not included in the results for this research study.

The setting for this study was a rural independent district that has to compete for potential teacher candidates with larger urban and suburban school districts that could offer higher salaries. Additionally, the influential relationship was compared between new teachers (i.e., recruitment) and returning teachers (i.e., perpetual recruitment). Below are the research questions and the analysis of next steps for the district's human resources department. The survey results yielded 12 findings from the research questions that will guide future practices of the RISD human resources department. The findings identified were: a) subjective theory has greatest influence, b) influence of relationships, c) negative influencers, d) explicit job description communication, e) difference between new and returning teachers, f) critical contact theory was greatest difference between groups, g) facility appearance and contact had greatest negative influence, h) relationships provide greatest influence, i) salary influence, j) critical contact influences district selection, k) objective factory theory had negative influence in district selection and l) critical contact influences campus selection. With these findings, the evidence points to the level of influence subjective factors have on job selection in RISD. 11 of the top 12 factors' influence were subjective, with only the objective factor of the district's location to the employee's home in that range. The relationships that are

established in the Rural ISD, as well as in Rural, TX by virtue of location, identify their importance in job selection with Rural ISD. These factors will become the focus of marketing, recruiting, and retaining staff in Rural ISD through the human resource department's recommendations to District administration.

Research Question 1: Which component of Job Choice Theory can administrators at Rural ISD use to better influence teacher job selection?

In total, 78 teachers' responses to Research Question 1 determined the dimension with the greatest influence on job choice was the subjective factor theory dimension. The Cohen's *d* test for statistic effect was utilized to determine the relative effect of the three job choice theory dimensions.

Finding 1: Subjective Factors Theory has the Greatest Influence

The subjective factor theory ranked highest out of the three dimensions ($d = .77$). The objective factor theory, presumed by many district and community members as the factor with the greatest influence, had the least influence on respondents job selection ($d = .03$ as compared to Subjective theory $d = .77$ and Critical Contact theory $d = .04$). The only Objective factor to rate within the top 20 was the district's location to home. With proximity to the respondents' residence removed, the influence diminished. The subjective factors theory's influence was the greatest degree ($d = .77$). As compared to the relationship of objective and critical contact factor theories (objective factor theory, $d = .03$; critical contact factor theory, $d = .04$), subjective factor theory was the only theory with a statistical relationship that provided a greater ability to influence potential teacher candidates' selection of Rural ISD as their employer.

Finding 2: Influence of Relationships

The subjective factor theory includes factors that focus on the relational capacity between teachers and students, vertically between supervisors and subordinates, horizontally between colleagues, as well as the ability to make a difference in the lives of the students they served had the greatest influence among respondents. In moving forward, the human resources department must capitalize on this understanding with planning for the 2020 recruiting season and beyond. Campus administrators should be able to help these relationships between teachers and students by cultivating their ability to make a difference in the lives of students, supporting and building success for teachers, and fostering collaborative rapport among colleagues. Each factor in the subjective factor theory had a positive influence on job choice.

Finding 3: Negative Influencers

Conversely, four of the six factors in the objective factors theory and five of the 11 factors in the critical contact theory had a negative influence. In the objective factors theory, only proximity to home (d = .62) and current salary (d = .05) had a positive influence on job selection. In the critical contact theory, perception of the campus (d = -.10), application process (d = -.14), perception of the district (d = -.18), contact before hire (d = -.21), and recruitment facility appearance (d = -.34) all negatively affected the influence of job selection.

Finding 4: Explicit Job Description Communication

The critical contact theory included factors focused on the connection that the recruiter developed with the candidate during the recruiting process. The most significant factor was the expectation about- and description of the position that the

recruiter communicated to the recruit. The explicit communication of the role, its fit within the context of the organization, and support designed to facilitate success in the role lead to clear expectations and positively influenced job selection.

Research Question 2

RQ2. What are the differences between new and returning teachers' perceptions of Job Choice Theory influence in Rural ISD?

Question 6 of the survey asked if the respondent was employed in Rural ISD in the 2018–2019 school year. This question represented the difference between new (response of no, $n = 15$) and returning teachers (response of yes, $n = 63$). Research Question 2 relied on the delineation of new and returning teachers to evaluate the needs for recruiting new teachers and conducting perpetual recruitment (i.e., retaining) for currently employed teachers.

Finding 5: No Statistical Difference Between New and Returning Teachers

With a considerable difference in sample size (i.e., 15 new teachers and 63 returning teachers), the influence of each theory was evaluated with Hedges g to account for these sample sizes. There were small levels of difference between significant influence for new and returning teachers. These differences provided negligible statistical difference to exclude either respondent groups' responses. With the survey being submitted more than 3 months after the new teachers had been hired and working for RISD, the assimilation process for many of the new teachers had begun and started to take effect. Many of the subjective factors that are not clearly present and able to be experienced during the hiring process, were now part of the everyday climate and culture that the new teachers were immersed in.

Finding 6: Critical Contact Perception was Greatest Difference of Perception for New and Returning Teachers

Critical contact theory had the greatest difference in influence between new and returning teachers. Through this analysis, the difference between new and returning teachers' perceptions of importance of influence rated as a higher influence with new teachers. The turnover of district hiring managers has produced a hire influence with new teachers. The experienced teachers, for the most part, had different hiring managers. Additionally, the human resources department has begun the process of implementing recruiting ideas to work towards increasing the positive influence district hiring managers' contact has on potential candidates.

Finding 7: Facility Appearance and Contact had Greatest Negative Influence

Within the critical contact theory, the factor with the greatest negative relationship was the appearance of the recruitment facility. With the returning teachers having been immersed in the daily workings of the facility, the appearance of many buildings that are 20 years old and over have already become the norm. This does not mean that new facilities need to be erected, but collaboration with the facilities department to ensure that facilities are in their best shape will increase the perception of the appearance of the facilities for all students, staff, community stakeholders, and job candidates.

Contact before hire was the next greatest degree of negative influence. This was influenced, in part, by the turnover rates of campus administrators that had led to lapses in communication between the campus or district and the potential candidates during the recruitment process. Being a smaller district, some level of centralizing hiring practices could improve the levels of contact and communication between Rural ISD and the potential candidates. Processes have already begun to increase the efficiency of

communication between district officials and job candidates, but further change would increase efficacy.

Research Question 3

RQ3. What are the main factors influencing teacher job selection in Rural ISD?

When the 32 factors evaluated by the study were rank ordered, 11 of the top 12 factors were all subjective factors that focus on the climate and treatment of employees. These show a clear understanding that the respondents valued their treatment and its influence in selecting their employment.

Finding 8: Relationship Provided Greatest Influence

In Rural ISD, the factors with the greatest influence on teacher job choice all centered on the relationships that the teacher has with colleagues, supervisors, and students. Relationships with colleagues (M = 4.13), Ability to make a difference (M = 4.12), and Relationships with supervisors (M = 3.99) were the three factors with the highest rated influence. The ratings of these factors demonstrate the influence that the employees of Rural ISD place on those around them in their school setting. With the hours that teachers spend in the school with these groups, the relationships that they develop provide the basis for selecting, enhancing, and continuing their employment. The ability to make a difference in the life of a student is a subjective benefit for teachers that can outweigh the objective benefits of salary, compensation, and opportunity to advance their own careers. According to this survey, the ability to make a difference is a factor that can be used to market to potential teachers as a way of influencing the choice of their employer.

Finding 9: Salary Influence

The current salary factor ranked 21 out of the 32 factors, with a mean score of 3.05 (*SD* = 1.10). The subjective factor theory factor of ability to make a difference had the greatest degree of influence on teachers' job selection with a large effect size for Cohen's *d* (*d* = 1.14). Locally this is important because of the community perception that salary has on job selection in Rural ISD. Teachers need to know the financial aspects of their position when joining the educational field and should be aware of the economic constraints of school districts. Being bound by the funding laws that govern Texas education, the financial abilities of Rural ISD differ from many of the surrounding districts that are in competition to recruit potential candidates. There have been increases in teacher salary in recent years, but this influence still lags behind the subjective factors influencing teacher job selection.

Research Question 4

RQ4. Which Job Choice Theory was most predictive of teacher job selection in Rural ISD?

The survey for this document was conducted with teachers who had already chosen to work for Rural ISD. The statistics generated will inform the decisions based on earlier influence and generate predictive statistical information that will be used in future human resources department practices. Multiple linear regression was used to generate predictive statistical models with the inclusion of multiple independent variables within each of the objective, subjective, and critical contact factors theories. The predictive model had a confluence of the three independent variables comprised of 64.5% (R^2 = 6.5%) of explained variance.

Finding 10: Critical Contact Influences District Selection

From the predictive model, the critical contact theory was considered to have a huge relationship ($d = 3.13$) in predicting the participants' perceptions of what influenced their selection of Rural ISD as their employer. This represents the overall contact of the entire district throughout the application, recommendation, and hiring process. The contact that originates from the hiring manager is paired with the contact of the human resources department staff that facilitate the recommendations and process potential employees throughout the hiring process.

Finding 11: Objective Factor Theory Had Negative Influence in District Selection

Contrary to the predictive results of positively influencing potential candidates' beliefs, the objective factor theory was the only theory that negatively affected the degree of influence among the three theories. This predictive result coincided with the perception that salary—as part of the objective factor theory —was the greatest factor that influences job selection. Although there is a difference between the most influential factor and the factor with the greatest negative influence, this predictive statistic supports the claim that salary has a negative influence on district selection of Rural ISD.

Research Question 5

RQ5. Which Job Choice Theory is most predictive of teacher job selection in an individual campus in Rural ISD?

The survey conducted for this research was with teachers who had already chosen to work for Rural ISD. The statistics generated will help to inform the decisions based on previous influence and generate predictive statistical information that will be used in future human resources department practices in assisting specific campuses with the

recruitment of teachers for their individual campuses. Multiple linear regression was used to generate predictive statistical models with the inclusion of multiple independent variables with each of the objective, subjective, and critical contact theory. The predictive model had a confluence of the three independent variables comprised of 58.5% (R^2 = 5.8%) of explained variance.

Finding 12: Critical Contact Influences Campus Selection

As with selecting the district as their employer, the critical contact theory was determined to be the most associated with and predictive of selecting the specific campus for employment. The critical contact theory was the only one of the three theories that had a statistically significant predictor in favor of selecting the specific school campus as influencing their selection of Rural ISD as their employer. From the predictive model, the critical contact theory was considered to have a huge relationship (d = 2.40) on predicting the participants' perceptions of specific school campuses in influencing their selection as Rural ISD as their employer. This further emphasizes the role that individual hiring managers have on influencing candidate selection of their campuses as a component of the districts contact procedures to the potential candidate throughout the application, recommendation, and hiring process.

Limitations of Results

The goal of this study was to improve teacher recruitment efforts by illuminating the factors that influence job choice in Rural ISD. Understandably, the survey responses are limited specifically to Rural ISD. The replication of the survey can occur in other districts, regardless of size, geographic location, or demographic makeup, but the results

of this study are particular to that of Rural ISD and may not be generalized to other districts, even with similar makeups.

The size of the study's sample was also a limitation. With 78 responding teachers, the responses may not reflect the perceptions of the entire district teaching staff. The study was voluntary which further constrained the number of responses.

Another limitation of this study was the focus on a rural school district. Rural schools face differing recruitment needs than do urban and suburban school districts. The attempt to determine the specific factors influencing job selection for Rural ISD will not necessarily represent the needs of other districts.

Utilizing a web-based survey instrument (Google Forms) could potentially have been a limiting factor in the results of this study. Every teacher in Rural ISD had internet access while in the district and on campus, which would allow them to participate. Occasionally, a technology issue could affect respondent participation ability. Only one staff member reported a technological issue but soon reported the issue had been resolved, allowing for the completion of the survey.

Implications for Future Practice

Research and data obtained from this study will be integrated into the district's hiring and recruiting system, shared to inform leaders, and improve the district's recruitment and retention processes. Transforming this research information into daily practice with fidelity by all hiring managers committed to keep a specific focus on understanding the candidate's personal investment goal, subjective, and critical contact factors theories is critical to ongoing success. All hiring managers continuously aware of how their own job choice theory biases impact the recruiting process is intended to

increase efficacy in recruiting talented teachers that will be kept as successful employees in the district.

The human resources department is often diminished as a department that handles hiring and processes paperwork after a recommendation has been made by the hiring manager. Asserting the department in the hiring manager's vision will highlight the benefits that the department can offer in aiding the entire district with recruiting and selecting the best candidates possible.

Updated Job Descriptions

Rural ISD currently utilizes Texas Association of School Boards (TASB) model Job descriptions. Understanding the influence that subjective factors (relationships with supervisors and colleagues) and critical contact theory (expectations of roles) have on teachers' selecting their positions, the district will be able to modify the model job descriptions to highlight these factors. The tailored job descriptions will be the first line in projecting the importance of these factors to potential candidates.

Communication Protocol

Supplanting subjective factors throughout all human resource department interactions with potential candidates will allow for the establishment of relationships that showed to be the factor with the greatest influence from the employees surveyed. Utilizing a clearly developed communication protocol for reaching out to potential candidates by hiring managers and human resource departments allow to have subjective factors brought to the forefront throughout the districts' hiring procedures. This protocol will allow each role in the district's recruitment process to implement the findings derived from the data.

Updating job descriptions that clearly articulate the role that relationships play throughout our district will be an initial subjective appeal to potential applicants. Hiring managers will then be able to communicate their expectations and the specifics of each job to the interviewees.

Screening Program

The Rural ISD human resource department will implement a screening process for potential teacher candidates. This process will incorporate human resources staff and campus administrators to screen potential candidates to collaboratively develop pools of candidates for hiring managers to be able to interview. This process should be able to develop a district wide focus on the factors that influence job selection and build that understanding into individual department and campus practice when hiring.

Recruiting Material

In the competitive nature of school district recruiting, the need arises to create recruitment material that can be used to disseminate to potential candidates in an attempt to reach out to them, and not passively wait for the candidates to come to RISD. Collaborating with the RISD communications department to create videos highlighting current employees that personify the subjective factors with the greatest influence in job selection. Also, utilizing social media as a distribution platform for the developed videos, testimonials, and handout will allow for a greater reach to candidates through multiple media modalities.

Education Pathway

With an increased emphasis on Career and Technical Education (CTE) Programs in the current school environment, the education pathway provides a process to identify current high school students that show a passion and proclivity for teaching. This captive audience of future candidates allows the opportunity to partner these students with mentor teachers to develop professional pedagogical skills while still in high school. Additionally, with the increased need for bilingual, science, and math teachers, RISD will be able to empower students with these necessary skill sets to continue through their post-secondary schooling with a focus on returning to their home district as a certified teacher able to fill a high-need position. This has the potential to become a cyclical process for students that were successful completing the education pathway will recruit the next group of participants to reduce the vacancies in these fields.

Referral Programs

Although salary was the 21st rated factor in influencing job selection in RISD, creating a referral program would allow for current employees to use their networks to communicate their positive experiences working for RISD to others. The monetary amount would be nominal compared to the positive advertising that the satisfied employee would be able to do on the district's behalf. The employees that would participate in this program would be eligible to receive compensation for the referral of a potential candidate that would eventually become a board approved teacher.

Implications for Future Research

The survey data that were analyzed were based only on Rural ISD. To better understand the relationship that job choice theory has on influencing job selection, the

survey could be expanded to include other rural districts to generalize results across district lines. A larger sample size that incorporates districts with similar demographics, size, and makeup to compare the results would help rural school districts increase the efficacy of their recruiting processes as they compete for teacher candidates. Future research to differentiate the perception between district positions (e.g., administrative, paraprofessional, and auxiliary staff) will assist in the recruiting approach taken to fill specific vacancies across the district.

Expanding the scope of research to include parent, student, and community perceptions of the district would capitalize on the community nature of smaller, rural districts. These insights will incorporate these perceptions into an SHRM plan that would garner community support.

Recommendations

As Rural ISD is diving deeper into the competition of teacher recruitment, there are targeted strategies noted in the results of this study that will improve the district's effectiveness in recruiting. The following list is not an exhaustive list of recommendations, but a list of concentrated practices that will set Rural ISD apart from the districts that it competes with for teachers.

- Develop written recruitment protocol for hiring managers to implement throughout the initial contact, interview, and hiring process.
- Develop recruitment material (e.g. videos, social media posts, and handouts) that highlight the subjective factors theory themes of relationships, climate, and culture influenced job selections of teachers already serving in Rural ISD

- Create a promotional marketing video (and used in recruitment) that highlights the relationships between colleagues, supervisor, and students
- Expand the current CTE Education Pathway to develop local teachers from Rural ISD students.
- Create referral program that highlights current teachers spreading the good word of Rural ISD to influence others to join the district.

Conclusion

Compensation, climate, and contact are the three broad ideas that encompass the job choice theory recruitment process. Each factor within the objective, subjective, and critical contact theories play a vital and individually weighted role in influencing a candidate's job selection of a district as their employer. The hiring of a teacher requires two-factor authentication in the form of an offer of employment by the district and an acceptance of the offer by the candidate. The recruiting district should be fully aware of the factors that affect the candidate's perceptions and how they might affect their decisions during the recruitment process. Being able to identify the district's strengths and weaknesses in terms of the relationship of influence that job choice theory factors have will facilitate an effective recruitment process, through an SHRM plan. A plan designed to highlight the district's strengths for potential candidates can establish rapport through critical contact, an increase in attention to subjective theory factors related to climate and culture, and the creation of streamlined processes in staffing that lead to fiscal efficiency and increased compensation related to objective factor theory.

The goal of each school district should be to best serve their students through growth and support that lead to achievement. Increasing the effectiveness of the district's

recruiting practices by understanding the job choice theory factors that most influence the selection of their district as employer will lead to a strategically selected staff to support that achievement.

APPENDICES

APPENDIX A

Survey: Factors Influencing Job Selection in RISD

Factors Influencing Job Selection in [redacted]

By completing this survey, you are agreeing to participate in a research survey conducted for Doctoral Dissertation research for Matthew Spivy. Your completion is greatly appreciated, but not required. All Data will be stored securely and anonymously.
Thank you for your participation.

* Required

Please complete the demographic information about yourself

1. **Gender** *
   Mark only one oval.
   - ◯ Male
   - ◯ Female

2. **Assigned Campus/Department** *
   Check all that apply.
   - ☐ LP Waters Early Childhood
   - ☐ Bowie Elementary
   - ☐ Carver Elementary
   - ☐ KGJ STEM @ Crockett Elementary
   - ☐ Lamar Elementary
   - ☐ Travis/6th Grade Center
   - ☐ Greenville Middle School
   - ☐ Greenville High School
   - ☐ New Horizons High School
   - ☐ Other Department

3. **Position** *
   Check all that apply.
   - ☐ Teacher
   - ☐ Paraprofessional/Aide
   - ☐ Administrator/Director/Coordinator
   - ☐ Other: _____

4. **Number of Years of TOTAL Teaching Experience (Before the 2019-2020 School Year)** *

Check all that apply.

- [ ] 0 Years Experience
- [ ] 1-5 Years Experience
- [ ] 6-10 Years Experience
- [ ] 11-20 Years Experience
- [ ] 20+ Years experience

5. **Number of Years of Teaching Experience in [redacted] ISD (Before the 2019-2020 School Year)** *

Check all that apply.

- [ ] 0 Years Experience
- [ ] 1-5 Years Experience
- [ ] 6-10 Years Experience
- [ ] 11-20 Years Experience
- [ ] 20+ Years experience

6. **Were you employed in [redacted] ISD in the 2018-2019 School Year?** *

Mark only one oval.

- ◯ Yes
- ◯ No

7. **Number of Total Districts you have worked in (Including [redacted])** *

_____

8. **If New to [redacted] were you offered a contract/position at other districts?** *

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Does Not Apply

9. **What do you like best about [redacted] ISD?** *

_____

_____

_____

_____

_____

10. **What do you like best about your assigned campus/department?**

11. **What do you like least about [redacted]?**

12. **What do you like least about your assigned campus/department?**

Please rate the importance each factor influenced your employment with [redacted]

1 = Strong Negative Influence
2 = Moderate Negative Influence
3 = No Influence
4 = Moderate Positive Influence
5 = Strong Positive Influence

13. **The Training you were provided** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

14. **Your Current Salary** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

15. **Your Current Benefits** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

16. **Your Opportunity for Advancement** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

17. **Professional Development Provided** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

18. **District's Location to you home** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

19. **Working Relationship with your Supervisor** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

20. **Working Relationship with your Colleagues** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

21. **Supervisor Support** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

22. **Colleague Support** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

23. **Campus Climate** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

24. **Campus Culture** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

25. **District Climate** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

26. **District Culture** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

27. **Overall Educational Climate** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

28. **You Being Treated Fairly** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

29. **You Being Treated with Respect** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

30. **Your Efforts Being Recognized** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

31. **Your Empowerment** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

32. **Your Ability To Make a Difference** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

33. **Your Self-Concept Within the District** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

34. **Amount of Contact you had with the district before you were hired** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

35. **Professional Appearance of your recruiter (Person that Hired you)** *
Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

36. **Professionalism of the Recruiter** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

37. **Physical Facilities of the Building you were recruited in.** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

38. **Application Process (Paperwork, Applications, Document to submit)** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

39. **Perception of The District** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

40. **Perception of The Campus** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

41. **Information about the Position you interviewed for** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

42. **Job requirements presented to you by the Interviewer/Hiring Manager** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

43. **Job expectations presented to you by the Interviewer/Hiring Manager** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

44. **Level of Organization of the Interviewer/Hiring Manager** *

Mark only one oval.

1	2	3	4	5
◯	◯	◯	◯	◯

APPENDIX B

Institutional Review Board Approval

Baylor University

INSTITUTIONAL REVIEW BOARD – PROTECTION OF HUMAN SUBJECTS IN RESEARCH

NOTICE OF DETERMINATION OF NON-HUMAN SUBJECT RESEARCH

Principal Investigator:	Matthew Spivy
Study Title:	Utilization of Job Choice Theory to Identify Factors Influencing School Selection by Teachers in an Urban-Rural School District
IRB Reference #:	1540127
Date of Determination:	12/19/2019

The above referenced research project has been determined to not meet the definition of human subject research under the purview of the IRB according to federal regulations at 45 CFR 46.102(e) & (l). Specifically, this activity doesn't meet the definition of research because it is not generalizable.

The following documents were reviewed:

- Protocol, dated 12/16/2019

This determination is based on the protocol and/or materials submitted. If the research is modified, you must contact this office to determine whether your modified research meets the definition of human subject research.

If you have any questions, please contact the office at (254) 710-3708 or IRB@baylor.edu

Sincerely,

Deborah L. Holland, JD, MPH, CHRC, CHPC
Assistant Vice Provost for Research, Research Compliance

APPENDIX C

Survey Participation Request Communication 1

Baylor University

Greetings All,

My name is Matthew Spivy and I am a Doctoral Candidate at Baylor University. I am working towards completing my Doctorate in Educational Administration. As part of this process, I am conducting research to determine the factors that influence teachers selecting Greenville ISD as their employer. I would greatly appreciate you participation in completing the attached survey to identify these factors that bring great teachers to [redacted] ISD and that help keep our great teachers in [redacted] ISD.

By completing this survey, you are agreeing to be a participant in this research. Your responses will be able to be submitted anonymously and kept confidentially.

APPENDIX D

Survey Participation Request Communication 2

Spivy, Matthew

From: Spivy, Matthew
Sent: Friday, December 20, 2019 6:41 AM
To: [redacted]
Subject: Research Survey

Greetings All,

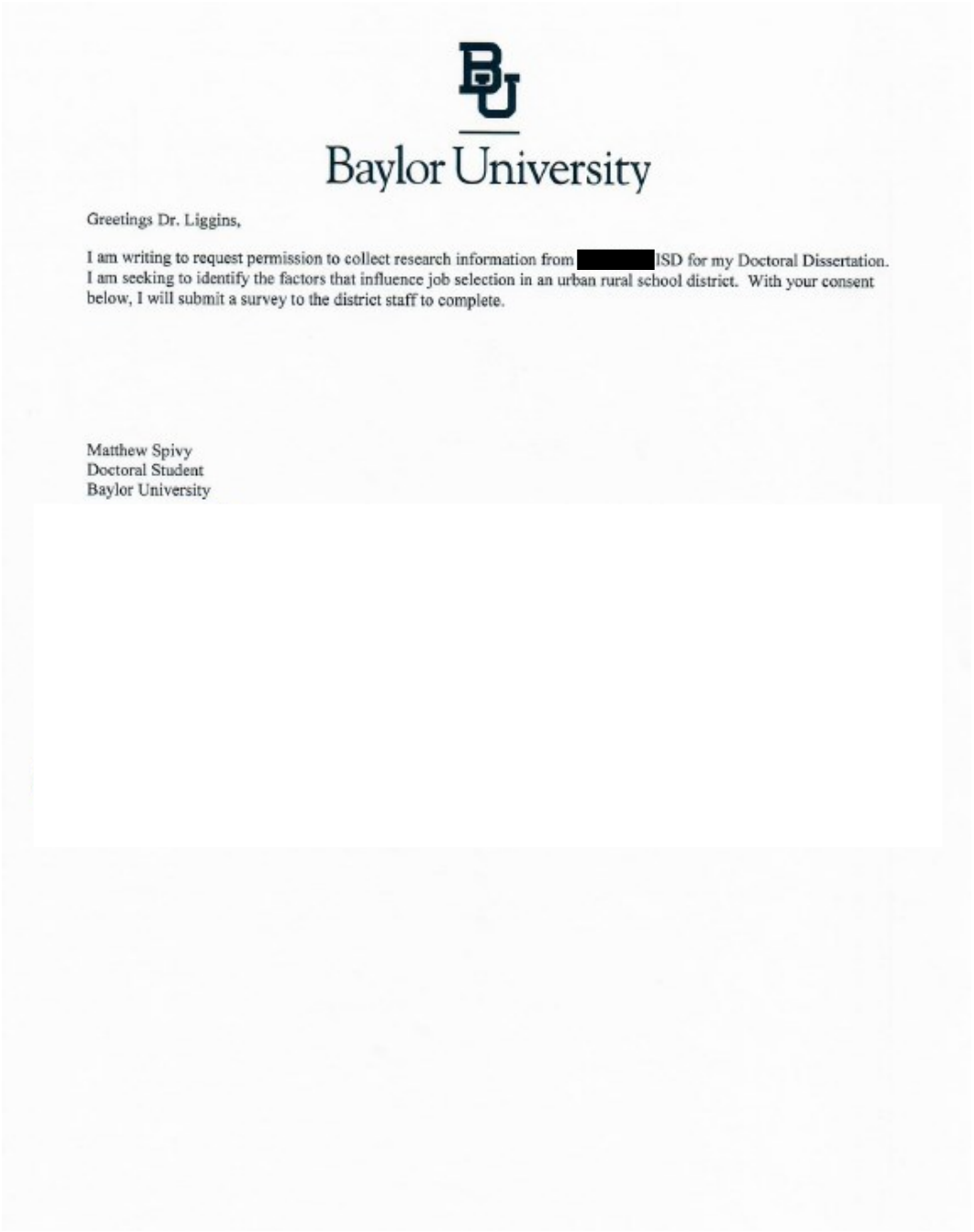
My name is Matthew Spivy and I am a Doctoral Candidate at Baylor University. I am working towards completing my Doctorate in Educational Administration. As part of this process, I am conducting research to determine the factors that influence employees selecting [redacted] ISD as their employer. I would greatly appreciate your participation in completing the attached survey to identify the factors that bring educators to [redacted] ISD and that help keep our great educators in [redacted] ISD. This survey should take approximately 5-10 minutes to complete. By completing this survey, you are agreeing to be a participant in this research. Your responses will be able to be submitted anonymously and kept confidentially. The link below will take you directly to the survey.

Thank you for your assistance with this project!!

https://forms.gle/9GnnGJJfKTpWe8TG7

APPENDIX E

Permission Letter



Baylor University

Greetings Dr. Liggins,

I am writing to request permission to collect research information from [redacted] ISD for my Doctoral Dissertation. I am seeking to identify the factors that influence job selection in an urban rural school district. With your consent below, I will submit a survey to the district staff to complete.

Matthew Spivy
Doctoral Student
Baylor University

APPENDIX F

Rural ISD Strategic Human Resource Management Plan

Rural ISD will enact an SHRM committee comprised of District Administrators, Campus Administrators, teachers, and paraprofessionals to collaborate and develop the following, high-leverage action steps to increase the efficacy of Rural ISD's ability to influence teacher job selection:

- Develop written recruitment protocol for hiring managers to implement throughout the initial contact, interview, and hiring process.
    - Identify specific application criteria tied to job description of vacant position
    - Uniform, research-based interview questions based on job class of vacant position
    - Procedural list for offering, recommending, and completing the hiring process
- Develop recruitment material (e.g. videos, social media posts, and handouts) that highlight the subjective factors theory themes of relationships, climate, and culture influenced job selections of teachers already serving in Rural ISD
    - Identify current employees (of all job classes) to spotlight in promotional recruitment material.
    - Video testimonials from employees on their selection of Rural ISD
- Expand the current CTE Education Pathway to develop local teachers from Rural ISD students.

    - Recruit Rural High School students that show interest in teaching profession to the CTE Educator Pathway
    - Develop procedures to place RHS students into current classrooms to gain experience
- Create referral program that highlights current teachers spreading the good word of Rural ISD to influence others to join the district.
    - Develop monetary reward system for employees that recruit new teachers to Rural ISD.
    - Increased award amounts for recruiting employees for hard to fill provisions.

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