

**A STUDY OF THE PROCEDURES AND THEIR PERCEIVED
EFFECTIVENESS IN THE RECRUITMENT OF AFRICAN AMERICAN
TEACHERS IN CITY SCHOOL DIVISIONS IN VIRGINIA**

by

Betty E. Hobbs


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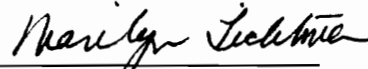
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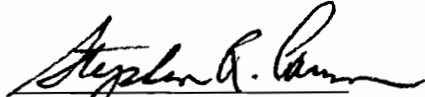
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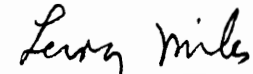
Educational Administration


APPROVED:


Dr. Joan L. Curcio, Chair


Dr. Marilyn Lichtman


Dr. Stephen R. Parson


Dr. Leroy Miles


Dr. Sylvia M. Garrett

April, 1997

Blacksburg, Virginia

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Committee Chair: Dr. Joan L. Curcio
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(ABSTRACT)

The purpose of this study was to investigate the procedures and their perceived effectiveness in the recruitment of African American teachers in city school divisions in Virginia. The research questions investigated were: (1) What are the procedures used by human resource directors in city school divisions in Virginia to recruit African American teachers? (2) To what extent are these procedures helping to increase the number and percentage of African American teachers in city school divisions in Virginia? (3) What problems do human resource directors in city school divisions in Virginia encounter in recruiting African American teachers to their divisions? (4) What strategies do human resource directors in city school divisions in Virginia use to overcome these problems?

This study, both quantitative and qualitative in nature, focused on human resource directors in each of the 39 city school divisions in Virginia. The primary method of data collection was a questionnaire which consisted of forty one items. To compliment the quantitative study, three human resource directors from the city

school divisions in Virginia were interviewed by phone.

Chi Square Tests of Association were used to compare the use and perceived effectiveness of recruitment practices in city school divisions in Virginia. After data were gathered and analyzed, the researcher presented the data using tables.

The results of this study showed that using other employees to recruit, networking through other educators, having recruitment fairs, and sending vacancy announcements to colleges were the procedures used most often by human resource directors to recruit African American teachers. Likewise, these procedures were the most effective in helping to increase the number and percentage of African American teachers. Human resource directors reported that the most common problems they encountered when recruiting were: (1) the decreasing number of African American teachers in relation to the rising number of African American students; (2) expanding career opportunities in other fields for African Americans; (3) the pool of African American teachers not adequate to meet the needs; and (4) greater economic rewards in other fields for African Americans. The directors also reported that the most common strategies used to overcome recruitment problems were: reflecting an ethnically diverse teaching force in recruitment information; developing a strong recruitment program; and participating in career fairs at predominately black colleges and universities.

Five major themes emerged as the human resource directors who were interviewed described the strategies they use to recruit African American teachers. They were: (1) promoting teaching; (2) diversifying the teaching pool; (3) improving

the culture of teaching; (4) developing volunteer programs for college professors and middle school students to assist in schools; and (5) increasing salaries to that of other professions.

DEDICATION

This dissertation is dedicated to my parents, Ella and Charlie Epes, who were my strong supporters. Although they are no longer with me, the values they taught me will always influence my life. My parents taught me to value education and my heritage. To my sisters; Mary Ann Green, Marian Jones and Beatrice Chandler, whose words of wisdom and encouragement offered much support throughout this process. To Herbert Guerrant, who has always been there for me with love and understanding. To Laura and Harry Greene, who have never wavered in their friendship and encouragement. Lastly, to my son, Darryl Hobbs, whose character and choices in life constantly support my belief that a child raised in a single parent home is "not automatically at risk." I am one of the luckiest parents in the world to have a son like Darryl. He is my HERO!

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TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	ii
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	x
CHAPTER I	
INTRODUCTION	1
Statement of the Problem	3
Purpose of the Study	6
Research Questions	7
Significance of the Study	7
Definition of Terms	9
Limitation of the Study	10
Organization of the Study	10
CHAPTER II	
REVIEW OF THE LITERATURE	11
Status of African American Teachers	11
Rationale for Increasing the Number of African American Teachers	16
Barriers in Recruiting African American Teachers	20
Strategies for Recruiting African American Teachers	24
Recruitment Models	31
Summary	39
CHAPTER III	
RESEARCH DESIGN AND METHOD	41
Research Design	42
Population	42
Data Gathering	43
Instrumentation	46
Data Analysis	48
Summary	49

	<u>Page</u>
CHAPTER IV	
RESULTS	50
Qualitative Data	54
Answer to the Research Questions	54
Qualitative Data	72
Themes	72
Promoting Teaching	73
Diverse Pool	78
Culture of Teaching	79
Volunteer Programs	82
Salaries	83
Summary	84
Survey Findings	85
Interview Findings	86
CHAPTER V	
DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	87
Summary of Results	87
Research Question 1	87
Research Question 2	88
Research Question 3	89
Research Question 4	90
Conclusions	92
Recommendations Arising From Study Issues	97
Recommendations for Further Research	99
REFERENCES	101
APPENDIX A	112
Letter Requesting Exemption of Projects Involving Human Subject Form	113
Copy of Certificate Submitted for Exemption of Projects Involving Human Subjects Form	114
APPENDIX B	115
Letters Endorsing the Study	116

	<u>Page</u>
APPENDIX C	118
Letters Requesting Participation in the Mailed Survey	119
APPENDIX D	121
Letter Confirming Participation in the Interview	122
APPENDIX E	123
Instruments	
Mailed Questionnaire	124
Interview Guide	126
APPENDIX F	127
Data Code Sheets for Scott	128
Data Code Sheets for Maggie	134
Data Code Sheets for Dennis	139
APPENDIX G	142
Vita	143

LIST OF TABLES

<u>TABLE</u>		<u>Page</u>
1	Human Resource Directors' Participation Response Level to the Survey Questionnaire	52
2	Demographic Information as Reported from Questionnaire	53
3	Procedures Used by Human Resource Directors to Recruit African American Teachers	56
4	Perceived Effectiveness of the Procedures Used by Human Resource Directors to Recruit African American Teachers	58
5	Problems Encountered by Human Resource Directors When Recruiting African American Teachers	59
6	Strategies Used By Human Resource Directors to Overcome Recruitment Problems	61
7	The Use of Recruitment Fairs Versus the Effectiveness of Recruitment Fairs as Perceived by Human Resource Directors In City School Divisions in Virginia	63
8	The Use of "Grow Your Own" Incentive Programs Versus the Effectiveness of "Grow Your Own" Incentive Programs as Perceived by Human Resource Directors in City School Divisions in Virginia	64
9	The Use of Vacancy Announcements Sent to Colleges Versus the Effectiveness of Vacancy Announcements Sent to Colleges as Perceived by Human Resource Directors in City School Divisions in Virginia	65
10	The Use of Developing Partnerships With Local Two Year Colleges Versus the Effectiveness of Developing Partnerships with Local Two Year Colleges as Perceived by Human Resource Directors in City School Divisions in Virginia	66

<u>Table</u>	<u>Page</u>
11 The Use of Developing Partnerships with Local Universities Versus The Effectiveness of Developing Partnerships with Local Universities as Perceived by Human Resource Directors in City School Divisions in Virginia	67
12 The Use of Mass Media Advertisement Versus the Effectiveness of Mass Media Advertisement as Perceived by Human Resource Directors in City School Divisions in Virginia	68
13 The Use of Advertising in Publications that Target Minorities Versus The Effectiveness of Advertising in Publications That Target Minorities as Perceived by Human Resource Directors in City School Divisions in Virginia	69
14 The Use of Networking Through Other Educators Versus the Effectiveness of Networking Through Other Educators as Perceived by Human Resource Directors in City School Divisions in Virginia	70
15 The Use of Other Employees to Recruit Versus the Effectiveness of Other Employees to Recruit as Perceived by Human Resource Directors in City School Divisions in Virginia	71

CHAPTER I

INTRODUCTION

Recruiting African American teachers today is a difficult process. Today's students, as well as the next generation of students, will see fewer African American role models in the classroom unless something is done immediately to confront the problem. As reported by Garibaldi (1989), "Blacks represent 6.9 percent of the teaching force today compared to 8.6 percent in 1979" (p. 11).

According to Boyles and Engel (1986), the most important impact on school quality is in the hiring of teachers. The number of minority teachers in the United States has not kept pace with the rising number of minority children enrolled in public schools. McKay and Gezi (1990) stated that minority enrollment surveys show that there will not be sufficient Black, Hispanic, Asian and Native American teachers to replace the already small number of current teachers from these groups.

Anrig (1986) predicted that the percentage of minorities in the teaching force in the United States, approximately 12%, could be cut almost in half by the year 2000. The number of minority students receiving bachelor's degrees in education declined from 14,209 in 1976 to 6,792 in 1983. Hill (1984) stated that "even though a decrease in education majors was generalized throughout the population, the decline among blacks was greater and their proportional representation among education degrees decreased from 24 to 16 percent" (p. 58). Witty (1982) proposed that this trend has increased the possibility that a student might be able to complete twelve

years of public education without coming into contact with a single minority teacher.

According to a study conducted by the U. S. Commission on Civil Rights (1976), the presence of a multiracial staff facilitates the integration process by dispelling myths of racial inferiority and incompetence. Witty (1982) concurred with this study when she stated:

The absence of a representative number of minority teachers and administrators in a pluralistic society is damaging because it distorts social reality for children. Besides sending a message to all students that teaching is off limits to minorities, the absence of minority teachers deprives students of access to successful minority role models, an important consideration in light of the growing proportion of minority students enrolled in the nation's public schools (p. 2).

Martinez (1991) stated that the racial and ethnic mixture in our public schools will become more diverse. Faced with such a scenario, educators have agreed that there is a great need for more minority teachers, counselors, administrators and teacher educators. King (1993) suggested that the recruitment and retention of talented African American teachers is one of the critical educational issues of the 1990's. The American Association of Colleges for Teacher Education has predicted that by the year 2000, less than 5 percent of all American teachers will be members of minority groups (Martinez, 1991).

Statement of the Problem

There is a scarcity of African American teachers in schools. The overall scarcity of minority teachers and the decline in the enrollment of minority teacher education students suggest the need for immediate policy recommendations concerning innovative recruitment and retention methods (McKay & Gezi, 1990). In order to attract the best-qualified teachers to represent the ethnic and racial diversity of the student population, an aggressive recruitment program should be implemented by a school district to identify and attract the most qualified individuals (Boyles & Engel, 1986).

According to Leonard, Kapel and Williams (1988), minority professionals in America's urban school systems serve as role models for minority children. They reinforce the viability of education as an accessible career path and as a route to upward mobility for lower socioeconomic level children. Wolfe (1993) concurred with Leonard et al. (1988) when he stated that a worsening shortage of black teachers has limited the constructive exposure of non-black children and adults to blacks in positions of leadership, responsibility, and authority. Graham (1987) stated that African American teachers are needed by African American students as well as students of other ethnicities to help these students experience the reality that African Americans are and can be successful. This issue is important for non-minority students as well. The report of The Task Force On Teaching As A Profession (1986) stated:

Schools form children's opinions about the larger society and their own futures. The race and background of their teachers tell them something about authority and power in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their own and others' intrinsic worth. The views they form in school about justice and fairness also influence their future citizenship (p. 1).

Minority teachers provide evidence that American's heritage and opportunities are intended to benefit all citizens (Dorman & Holmes, 1990). Without exposure to minority teachers, both minority and majority students will be left with the impression that teaching and academic enterprises in general are pursuits better suited for whites (Loehr, 1988). Posey and Sullivan (1990) pointed out that African American students are in particular need of teachers who can understand and teach within the context of the African American experience and who believe and expect them to be successful. In a study of a cohort of African American teachers, King (1991) concluded that some of the best and the brightest African Americans who are recruited into the teaching profession desire to improve the poor conditions of minority communities. Consequently, African American teachers play a crucial role in developing and providing culturally meaningful experiences.

Wolfe (1993) stated that African American teachers reinforce black cultural values and norms, and they exhort young people to do things and be things that they might not have imagined possible. Holmes (1990) further supported the need for African American teachers to serve as role models when she concluded that minority students are at a disadvantage when their cultural knowledge of America as a nation and of their own ethnic and racial heritage have been delivered through eyes and voices that often have no empathy for cultural diversity. In commenting on the need for positive role models, Johnson (1986) argued that there will be very few blacks to serve as role models in the profession. He stated that the future looks bleak for maintaining black public school teachers.

Arends, Clemson and Henkelman (1992) indicated that "the problem of recruiting and preparing a multicultural teaching force, like so many other important problems in education, is complex and not amenable to simple or single-approach solutions" (p. 160). In the past decade, several recruitment strategies such as forgiveness loans or scholarships, mentoring programs, training in test taking, mass media advertisement, and peer and professional contact with minority students while they are still in K-12 schools have been developed to entice more minorities into teaching. All of these investments have yielded few returns according to those who have closely observed these strategies (Haberman, 1989). With the decline in the number of African American teachers over the past decade, the representation of African American teachers in education is disproportional to the number of African

American students in public schools. Therefore, an additional number of African American teachers is essential for our nation's schools. In Virginia, the statewide forecast for black teachers indicated that the number of black educators is declining. The Southern Regional Education Board and Data Decision Analysis, Inc. (1994) conducted a study in cooperation with the Virginia Department of Education and the Virginia Council of Higher Education. This study, entitled "Educators Supply and Demand in Virginia" provided extensive profiles of Virginia educators. The study reported:

Black persons account for 16 percent of all educators, down from 17 percent five years earlier. Since 1988 the number of black educators has declined by 3 percent, falling from 12,243 to 11,914. Compared to all educators, black persons are proportionally under-represented among some groups of teachers. For example, they are under-represented among science teachers.

Purpose of the Study

The purpose of this study was to determine the procedures and their perceived effectiveness in the recruitment of African American teachers in city school divisions in Virginia. This study investigated the procedures for recruiting African American teachers; the extent to which these procedures were perceived effective in attracting African American teachers; problems encountered when recruiting African American

teachers; and strategies used to overcome these problems.

Research Questions

This study was designed to answer the following research questions:

1. What are the procedures used by human resource directors in city school divisions in Virginia to recruit African American teachers?
2. To what extent are these procedures helping to increase the number and percentage of African American teachers in city school divisions in Virginia?
3. What problems do human resource directors in city school divisions in Virginia encounter in recruiting African American teachers to their divisions?
4. What strategies do human resource directors in city school divisions in Virginia use to overcome these problems?

Significance of the Study

As the number of African American students enrolled in American public schools continues to rise, the percentage of available African American teachers continues to decline. According to the Southern Regional Education Board and Data Decision Analysis, Inc. (1994), "About 4 percent of Virginia's public and private bachelor's degree graduates become teachers in the state. There are differences across groups. Whites are more apt to become teachers than black graduates (p. 24). Dorman and Holmes (1990) stated that fewer than 7 percent of teachers are black, and that number is projected to fall to less than 5 percent by the year 2000. A string of evidence and projections confirm the view that the imbalance between minority

teachers and students will continue to worsen unless considerable interventions occur. In 1987 Anrig, Baratz-Snowden, and Goertz stated that by the year 2000, approximately one-third of the elementary and secondary students will be ethnic minorities, yet nearly all of their teachers will be white. Johnston (1990) wrote:

The shortage of black and other minority teachers in public schools throughout the United States has reached critical proportions. Yet this shortage presents itself at a time when the high school graduation rates for African Americans have risen and when there is no shortage of minority children who could be prepared to become good teachers and role models (p. 42).

To compound this dilemma, Farrell (1990) indicated that "experienced minority teachers are less satisfied with their careers than are other teachers and are more inclined to leave the profession" (p. 40). Greater economic rewards in other fields, the decline in purchasing power of teachers' salaries, increased certification requirements in many states, limited promotional opportunities, the negative attention that education has received in the media, and the loss of occupational prestige of public school teachers have made it more likely that African Americans will not enter the teaching profession. These factors contribute to their decision to pursue more lucrative and more prestigious careers.

In today's pluralistic society, all students can benefit by having teachers who represent an ethnically diverse teaching force. In order to prepare for the real world,

students need exposure to teachers who represent a multicultural society. Jacullo-Noto (1991) stated that "minority teachers are necessary role models for all children as they develop their own ideas concerning which individuals can hold roles of authority and influence" (p. 215). Daily contact with African American professionals in schools will be helpful in eradicating stereotypes held by non-black students and adults (Brown and Nicklos, 1989).

Definition of Terms

Key terms as they relate to this study are defined as follows:

For the purpose of the study, Minority refers exclusively to African Americans.

City School Division means an independent incorporated community which becomes a city as provided by law before noon on July 1, 1971, or which has within defined boundaries a population of 5,000 or more and which has become a city as provided by law (Code of Virginia as Amended, 1950).

Candidate Pools are pools of talented and worthy minority students in high schools, community colleges, technical schools and universities from which teachers, counselors and administrators can personally recruit candidates (Martinez, 1991, p. 25).

In this study, Human Resource Directors refer to personnel directors in city school divisions in Virginia.

Limitation of the Study

This study was limited to the human resource directors in city school divisions in Virginia. The findings were limited to the objectivity, perceptual accuracy, and honesty of the human resource directors participating in the survey and interviews.

Organization of the Study

This dissertation is organized in five chapters:

Chapter One contains the introduction, the background of the problem, statement of the problem, and the purpose of the study. Also, included in this chapter are the research questions which will guide this study, significance of the study, the definitions relating to the study, limitations of the study and organization of the study.

Chapter Two provides a review of the related literature relevant to the procedures involved in the recruitment of African American teachers.

Chapter Three focuses on the research methods and techniques used to gather data. The study uses a quantitative approach with a qualitative dimension.

Chapter Four presents the research findings generated by the study.

Chapter Five contains a summary of the results, the conclusions drawn from the study which are tied to the literature, recommendations arising from study issues, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

A review of literature related to the procedures and their perceived effectiveness in the recruitment of African American teachers is presented in this chapter. It is organized into the following five sections: the present status of African American teachers; the rationale for increasing the number of African American teachers; the problems in recruiting African American teachers; strategies for recruiting African American teachers; and some recruitment models.

Status of African American Teachers

Demographics in city school divisions in Virginia have changed over the last few decades. A study conducted by the Southern Regional Educational Board and Data and Decision Analysis, Inc. (1994) provided extensive profiles of Virginia educators. Results of the Teacher Supply and Demand Survey, mailed to human resource directors in all Virginia school divisions, regional centers, and private schools showed that blacks account for 16 percent of all educators, down from 17 percent five years earlier. Since 1988 the number of black educators has declined by 3 percent, falling from 12,243 to 11,914. "Compared to all educators, black persons are proportionally under-represented among some groups of teachers. For example, they are under-represented among science teachers" (p. 4). The study also showed that among black educators, the pattern was mixed. Overall, the number of black teachers fell by 5 percent. The number of black elementary teachers fell by 7

percent, and the number of high school teachers fell by 9 percent. Conversely, the number of early childhood education teachers grew by 1 percent and special education teachers grew by 8 percent. The study further concluded that 13 percent of all high school teachers in Virginia in 1992 were black; however, they were relatively absent from the science classroom. In 1992 there were only 27 black teachers who taught physics and 38 who taught chemistry in the state. Only 6 percent of foreign language teachers and 7 percent of physics and chemistry teachers were black. At the other extreme, 18 percent of special education and health/physical education teachers were black.

In a new section to the Code of Virginia (1996), the Minorities in Teaching Program has been established to increase the number of minorities pursuing careers in teaching. This program requires a school board to administer the program and publicize necessary regulations.

Garibaldi (1989) stated that the success of the education reforms promulgated during the early 1980s rests largely on America's ability to maintain an adequate, highly able, and diverse teaching force. In their study, Stewart, Meier and England (1986) surveyed superintendents of districts with a minimum enrollment of 15,000 students to obtain information on black representation in teaching positions. Although the proportion of black teachers remained fairly constant across these districts between the 1968 and 1986 time period, the study concluded that the percentage of black teachers changed dramatically in some districts. During the 1979 and 1986 time

period, black representation in these districts was at odds with the national trend which saw a decline in the teaching force from 8.6 percent to 6.9 percent.

Jennings (1988) reported the results of a survey conducted by Metropolitan Life Insurance Company in which 300 minority teachers were involved. The study concluded that 41 percent of the teachers would likely leave the teaching profession within five years, as opposed to 25 percent of the non-minority teachers. Almost two-thirds of the minority teachers recommended that attempts to recruit minority teachers be intensified, including granting candidates financial incentives.

According to Anrig et al. (1987), population projections indicate that by the year 2000, approximately one-third of the elementary and secondary students will be ethnic minorities, yet nearly all of their teachers will be white. The nation's teaching force is aging rapidly and in the process, the profession's minority representation is diminishing (Dilworth, 1989). Anderson, (1992) concurred with Dilworth when he stated that by the year 2000, when roughly one-third of the nation will be minority, a majority of the current school teachers will be included in the senior age group of 45-67. He suggested that there will be an insufficient pool of teachers to replace the aging faculty, and that the proportion of minority elementary and secondary school students will be far greater than that of the future teaching force.

Several studies have been conducted in which the status of African American teachers has been documented. In his study, Gordon (1993) interviewed 114 teachers of color in three urban communities. The teachers identified their sources of

inspiration for choosing to teach and suggested personal characteristics necessary for an effective teacher in today's multicultural classrooms. The research was designed to explore the following general supposition: Teacher education programs, as they have traditionally selected, trained, and supported teachers, no longer suffice for the needs of today's multicultural classrooms either in the diversity of the teaching force or in the preparation of all teachers (Apple, 1986; Aronowitz & Giroux, 1991; Goodlad, 1990; King & Ladson-Billings, 1990; Lomotey, 1990; Metz, 1990; Spindler, 1987; Weiler, 1988; Yee, 1990). The study concluded that students of color are not going into teaching because of negative educational experiences; lack of encouragement from counselors, colleges and families; financial constraints; and the pressure to move into high status professions that pay more than community and service occupations. The study also concluded that not until the dominant culture, in whatever form, comes to value teachers and takes responsibility for training all teachers to work with all children will we see an increase in interest by students of color in the field of teaching (Gordon, 1993).

King (1993) pointed out that the retention of talented African American teachers is dependent on an improved structure of the teaching profession. In a study conducted by King (1993), data were gathered on the ages, ethnicities, genders, family background characteristics, and educational and employment experiences of a cohort group of teachers. Ranging in age from 22 to 50, the 41 participants in this study identified themselves as African American, Caribbean American, and African.

Two questionnaires, one for prospective teachers and one for beginning teachers, were designed and utilized. Follow-up interviews with selected participants in the study were then conducted based on the generalizability as well as the uniqueness of responses to the questionnaires. The study showed that a significant portion of the teaching population in this cohort group consisted of individuals from lower-middle-class backgrounds who were second rather than first-generation college graduates. It showed that the most common influential period in which the participants' decision to become a teacher occurred during their undergraduate school years. The study also found that the major initial attraction to teaching for the majority of the participants was the opportunity to work with young people. As reported by the American Association of Colleges for Teacher Education (1988), there has been a 20 percent increase in college enrollment over the past four years. A study conducted by the Southern Regional Education Board and Data Decision Analysis, Inc. (1994) concluded that the number of blacks entering education for the first time with no experience increased in all but one of the five years, 1989-1992, in which data were gathered. This produced a growth rate from 214 blacks entering education in 1988 to 331 in 1992. The study also showed that the proportion of all new entrants in education programs who were black increased slightly, growing from 9.6 percent in 1988 to 10.6 percent in 1992.

According to data presented by McKay and Gezi (1990), only 8.1 percent of students seeking teaching certificates are from minority groups. At the same time, the

number of minority children in public schools is increasing. Anderson (1992) maintained that the question of how to get more minority teachers is of major concern as we approach the 21st century.

Rationale For Increasing The Number Of African American Teachers

According to the American Association of Colleges for Teachers (1990), a quality education requires that all students be exposed to a variety of cultural perspectives that represent the nation at large. Such exposure can be accomplished only through a multiethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the population. At first glance, only ethnic minority youth appear to suffer because of the limited diversity among role models; in reality, however, all students suffer. Expectations for future career choices, self-esteem, self-respect, and acceptance of diversity are issues directly and indirectly affected by the symbolic underrepresentation of cultural diverse teachers (Smith, 1993).

Hawley (1989) argued that whites who have little or no personal contact with non-whites do not develop the capacity for interpersonal communication with non-whites and other persons different from themselves. Likewise Smith (1993) contended that children may perceive that only majority race teachers are qualified and competent to teach and be in instructional leadership positions. Consequently, many students may continue to harbor stereotypes about ethnic minorities in leadership roles. According to Zimpher and Ashburn (1992):

A less frequently noted aspect of the decline in the number of teachers of color is its negative impact on white students. Somewhere in the educational process that facilitates the acquisition of skills and knowledge, students should be encouraged to develop a perspective and appreciation of themselves that allows them to see the value of others. This appreciation of others is nourished by knowledge of diverse cultural backgrounds. Such knowledge is perhaps best gained through firsthand interaction and experiences with people from diverse populations. African American, Hispanic, Asian, and Native American teachers can serve as ambassadors of cultural exchanges. Their presence offers possibilities of cultural interaction that are not often recognized and therefore are untapped (p. 3).

In their study, Bobbitt, Faupel, and Burns, (1991) found that attrition is a naturally occurring phenomenon, which must be considered in the long-range projection of any profession. Its impact on teachers of color is especially felt. According to a survey conducted by Metropolitan Life (Harris & Associates, 1988), 34 percent of teachers of color would leave teaching by 1993. It also showed that 55 percent of teachers of color who have taught for less than 5 years indicated they will leave teaching in the next 5 years. The study concluded that "retiring African

American teachers, the senior most experienced of the teachers of color, will take with them years of accumulated wisdom and know-how pertinent to the education of the African American student - a body of knowledge sorely needed today" (p.11).

Cooper (1988) pointed out that by the year 2005, 35 percent, of the school children in the United States will be minority, and yet the African American teaching population will have declined to less than 5 percent.

A study conducted by the Southern Regional Educational Board and Data Decision Analysis, Inc. (1994) in cooperation with the Virginia Department of Education and the Virginia Council of Higher Education concluded that the state's early retirement program for educators has had some important consequences for the makeup of the educator workforce in Virginia. The number and proportion of black educators declined as a result of being eligible for early retirement. The study further concluded that the attrition rate for black teachers over 50 increased from 12 percent to 28 percent.

Garibaldi (1989) contended that the teacher supply issue has tremendous significance in major metropolitan school districts where almost half of the school population is already nonwhite. Because estimates suggest that at least one-third of all school children will be nonwhite by the year 2000, and more than 53 major metropolitan school districts will have majority non-white enrollment by the turn of the century, there is increasing concern over the rapid decline of minority teachers. Smith (1993) concurred with Garibaldi by presenting statistics which indicated that

approximately 6.9 percent of the current U.S. teaching force and 16.2 percent of the public school student population is African American. Smith also argued that the supply of minority teachers does not correspond with the current or future supply of African American children who need cultural role models.

As sociologist Bandura and Walters (1977) suggested, children are more likely to imitate attractive, competent models that have characteristics similar to themselves. This supports the premise that more culturally similar ethnic role models in teaching need to be available for culturally different school children. Cooper (1988) argued that African American teachers are significant in the lives of African American youth, particularly since they serve as important role models for inner-city minority youth who may otherwise lack daily contact with educated, intelligent, successful culturally similar models. Martinez (1991) pointed out that the very presence of minority teachers proves to minority students that they can become teachers. He argued that if there are few or no minority teachers, the message may be that teaching is not a career option. Minority education role models break certain cultural barriers regarding the worth of an education. Minority teachers can inspire minority students to strive to become educated and improve their socioeconomic status.

Daughtry (1989) stated that equitable representation of minorities in the teaching profession has always been desirable; now it is a practical necessity. He proposed that minority teachers are needed to ensure that all schools are truly multicultural in perspective and that minority students have appropriate role models.

Above all, minority teachers are needed if the reality of the public school is to match the promise of democracy. Martinez (1991) maintained that minority students' attitudes toward learning, self-concept and identification with their society can be positively influenced by minority teachers. With increased numbers of minority education role models, minority students could become more highly motivated and have higher aspirations.

Barriers In Recruiting African American Teachers

Arends et al. (1992) argued that powerful cultural, sociological, and psychological factors are discouraging college-age minority students from majoring in teaching, and those forces will take many years to counteract. There have been several studies conducted which documented the barriers that will have to be overcome if there is to be a representative number of minority teachers by the turn of the century. The RAND Corporation recently published the results of a research study that documented how the uneven distribution of opportunities for African Americans, Hispanics, and Native Americans to learn science and mathematics is contributing to unequal outcomes (Oakes, Ormesth, Bell & Camp, 1990). The study concluded that at schools with large concentrations of low-income and non-Asian children of color, a disproportionate percentage of teachers judge their science and mathematics students to have low ability.

In a research study conducted by the National Education Association (NEA) Black Concerns Study Committee (1987), committee members spoke directly with a

broad sampling of the organizations and individuals whose primary interest and focus is black people as well as state and national association leaders, managers and staff. Forty organizations, agencies, and school districts as well as every NEA state affiliate presented testimony before the Study Committee. The committee was charged with determining what the association could do to ensure that the needs of minority students were met in the final decade of the twentieth century. The study concluded that many black students have not had access to early academic intervention programs and consequently become discouraged about school, fail to pass difficult subjects or participate in accelerated programs, and thus drop out of high school or college at high rates. It also concluded that many black students who experience difficulties in advanced mathematics and advanced science courses do not receive additional help or guidance until they fail. The study showed that only a small percentage of black college students are majoring in education. These findings underscored the National Science Foundation's concern that inequalities may be the result of the failure to recognize and develop talent and the erroneous belief that many students lack the ability to learn mathematics and science (Oakes et al., 1990).

In his study, Commons (1985) surveyed employees in California schools. The study identified several problems that have eroded the attractiveness and contributions of the teaching profession. These problems include:

1. Low salaries and subordinate status of teachers within the schools.
2. Loss of public esteem for the work and those who perform it.

3. Inadequate facilities, supplies, and support materials.

4. Isolation in the classroom, with rare opportunities or incentives for collegiality.

5. Increased conflict between teachers and administrators, inhabiting cooperation in school improvement.

6. Deficiencies in professional training and support.

7. Lack of career choices within the profession.

According to the data provided in the research study conducted by King (1991) there are several factors which contribute to why minorities are not going into teaching. Ranging in age from 22 to 50, the 41 participants in this study indicated that minorities are not going into teaching because of the lack of prestige, low salary, difficult working conditions, entrance into other fields as career opportunities increase, and inadequate educational preparation.

Anderson (1992) stated that financial aid is critical to minority participation in higher education because of the large population of minorities living in poverty. Not only do these students need grants and loans, they need a mechanism to know about what is available financially to support their college education. To compound the problem, Anderson also stated:

Talent Search and Educational Opportunities Centers, the only federal post-secondary recruitment and information mechanism, were key programs for increasing minority enrollment in the 60s

and 70s by offering financial aid information, post-secondary counseling, and encouragement to these students. While the number of minority students, particularly from low-income families, has been increasing, funding for Talent Search and Educational Opportunities Centers has not expanded to keep pace with the increased number of eligible students. In fact, fewer students are served today by these programs than were served a decade ago. Hence, many black students whose decision to go to college is contingent upon financial assistance, are simply unaware of the availability of financial aid.

A study conducted by the American Association of Colleges for Teacher Education (1990) reported views by prospective teachers regarding reasons why minorities are not entering teaching. The study showed that the primary deterrent to the effort to retain and recruit teachers is low salary. Discipline problems, burn-out, exhaustion, and frustration were the most common reasons why veteran black teachers leave the profession and why young prospects are not entering teaching.

Haberman (1989) argued that prior school experiences are the most powerful influence on the ways in which individuals, majority or minority, learn to perceive teachers and teaching. The problem of minority recruitment has proven so unyielding in large part because people select themselves into teacher education programs. They make that choice primarily on the basis of their own school experiences, which have

shaped their perceptions of what teachers are and what they do (Haberman, 1989). One of the major challenges facing school systems of the twenty first century is how to address the disparity between the increasing minority student populations and the diminishing numbers of minorities entering the teaching profession (Gordon, 1993). Michael-Bandele (1993) pointed out that many years of efforts regarding the declining number of African American teachers has yielded recruitment and retention initiatives that have had varying degrees of success. Poverty, lack of school preparation, lack of role models, and persistence in school may be critical factors to consider as we develop programs to reverse trends of underrepresentation (Anderson, 1992).

Strategies for Recruiting African American Teachers

Researchers have indicated that the following strategies have been successful in recruiting African American teachers:

Assisting Students at the Pre-College Level - Recruitment of minorities in teacher education must begin early. Ideally, career education programs that introduce teaching as a career option should begin no later than eighth grade (Morris, 1990). Two recent studies underscore the need to introduce teaching as a profession early in the school life of potential teachers. A survey of high school sophomores indicated that they already rated teaching "very low" as a possible career choice. Most of the students, regardless of race or gender, actually "loathed" teaching as a career, especially those students enrolled in advanced classes (Johnston, Spalding, Paden & Ziffren, 1989). A second study of high school seniors in ten southeastern states

revealed that 74 percent of the seniors surveyed had never had anyone - not counselor, teachers, or parents - discuss with them teaching as a career option (Hopkins, 1989).

Garibaldi (1989) argued that the "recruitment of nonwhite students into teacher education programs must be initiated and nurtured at the junior and senior high school levels with the assistance of colleges and universities" (pp. 15-16).

Anderson (1992) concurred with Garibaldi when he pointed out that we must address how we get minorities prepared for college and how to keep them in college programs leading to a baccalaureate degree in education. He further stated that we must be mindful of the characteristics of school and college programs wherein minorities have been successful.

The research study conducted by the National Education Association (NEA) Black Concerns Study Committee (1987), concluded that the NEA would develop and implement a program at six sites, including some historically black colleges, to recruit black high school and college students into the teaching profession and into the NEA Student Program.

Utilizing Experienced Teachers More Effectively - According to the data provided in the research study conducted by King (1991) regarding strategic recruitment efforts, 30 percent of the respondents recommended recruitment programs for minority teachers. Participants suggested that practicing teachers go directly to colleges to encourage minority students to seek teaching careers, and that schools

should sponsor neighborhood recruitment programs which communicate the need for more minority teachers.

Improving College Enrollment Practices - A survey by the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities (ACSESULGC/APU) (Case, Shine, Ingebretson & Spiegel, 1988) was conducted to assess minority student enrollment in member institutions and to examine current practices of minority student recruitment and retention within colleges of education in the association. The study revealed that there were inherent difficulties in obtaining accurate profiles of minority enrollment trends. Due to policies designed to prevent discriminatory actions during application processes, many institutions kept no formal record of a student's race or ethnic background. The study also showed that admission requirements played an integral part in the recruitment process. Data reported in a study by Nettles, Thoeny and Gosman (1986) are supportive of the validity of traditional admission criteria, high school grades and SAT scores, for both black and white students. The study also showed that several student personal and attitudinal/behavioral characteristics contribute to the prediction of cumulative college grade point average. The study concluded that colleges and universities should include consideration of both nonintellectual and intellectual factors in the college admissions process. Jacullo-Noto (1991) pointed out that universities interested in expanding their application pool to include more minority individuals will need to be creative in securing funds to do so.

Enhancing Recruitment Practices - Martinez (1991) stated that recruitment efforts must be based on a strong commitment by the many parties involved to increase minority participation. These efforts should include minorities at all phases and at all levels of the process. Jacullo-Noto (1991) pointed out that universities need to rethink teacher education program structure and be proactive in well-targeted recruitment efforts.

The "four C's of Recruitment," as outlined by the American Association of Colleges for Teachers (AACTE) (1989) included:

Activities meant to reverse the declining number of teachers of color must reflect a genuine concern for the issue that exceeds popular professional rhetoric; a commitment manifested in significant monetary allocations and subsequent measurable results; an institution-wide collaboration that includes the sharing of information, resources, and responsibilities among the federal, state, and local communities; and a functional creativity bold enough to blaze new trails to unorthodox solutions.

Instead of gearing recruitment strategies to the traditional minority college student, it is wise to seek out the older candidates, those who are seeking career changes or have graduated with college degrees in the arts, sciences, business, or communications. They also stated that many of these nontraditional recruits had considered teaching as a career at one time but were discouraged by well-meaning

friends and family.

Michael-Bandele (1993) reported the results of a teleconference which reflected analysis of central concerns regarding the declining number of African American teachers. Some strategies articulated included:

- Improve the quality of instruction at the K-12 level, which would yield a greater pool of college-bound students of color and hence, an increased number of potential teacher education students.
- Direct recruitment strategies to formerly enlisted military personnel. This group included a large number of people of color who are often undecided about their career choice.
- Recruit teachers of color from folding businesses/downsizing corporations.
- Direct recruitment strategies to college students who have not declared their major course of study.
- Develop a larger and more effective network of elementary and secondary school-based teacher training programs that interest and prepare students for the teaching profession at an early age.
- Extend to students frequent and direct invitations to join the teaching profession, which include pertinent "how to" information.
- Allocate greater financial resources to educational systems to enhance the working conditions of teachers, which would positively effect the number recruited and retained in the profession.

- Allocate sufficient monetary support for a long-term financial commitment to provide: tuition grants for teacher education, academic assessment and enrichment programs on campus that would facilitate graduation and certification, and social support that would nurture students and encourage their success.
- Structure teacher education programs so that class schedules are convenient for persons with daytime responsibilities.
- Maintain information campaigns that inform the national community of the crisis of the decline. Community organizations, particularly churches and cultural centers, can serve as effective information dissemination and recruitment referral agencies (p.16).

Promoting the Teaching Profession - The good news about teaching must be shared with the community at large. The public must learn to show greater respect for and learn to acknowledge the contributions that a good teacher brings to the quality of life and assist with recruitment efforts (Dillworth, 1989). Recruiting New Teachers, Inc. (RNT) (Harris, 1993) conducted a study to evaluate the impact of its public service advertising campaigns. Data were collected from toll-free calls which increased from 370,000 to 687,793 as of September 1992. Twenty-nine percent of all callers (196,468) returned the RNT response cards they received after calling the toll-free number. The sample for the current survey was randomly drawn from the database of the 196,468 respondents, with each individual having an equal chance of

being selected. The study concluded that the RNT campaign ads attracted a unique group of people who want to join the ranks of elementary and secondary school teachers. It also showed that the pool of minority teacher aspirants which RNT generated may well be the single most significant contribution of the entire effort.

Jacullo-Noto (1991) pointed out that efforts to recruit individuals to teaching can come from outside the educational community. Some programs encourage community organizations to get involved in teacher recruitment. Greer and Husk (1989) suggested that various community organizations such as the Urban League and the NAACP can help identify potential candidates for the teaching profession.

Identifying New Pools of Teacher Candidates

In a study conducted by Burnside (1987) which identified a new pool of teacher candidates, the findings indicated that recruiters must:

1. Know why they are creating an on-the-road, out-of-state teacher recruitment program, and carefully select the geographical areas in which they will recruit.
2. Make sure current teachers and area residents understand the recruitment process.
3. Arrange to go to out-of-state job fairs and interviews, and sign up early.
4. Program interviews and emphasize your school system's distinctive features.
5. Get recruitment ideas from newest teachers.

6. Create a new teacher hotline.

Recruitment Models

In many states, efforts to recruit and retain minorities in teacher education includes collaborative partnerships between teacher preparation institutions and public school systems (Doston & Bolden, 1993). They stated that these linkages can be one of the most effective ways of achieving the goal of increasing the number of minority teachers.

Programmatic activities aimed at producing minority teachers target various groups of potential teacher candidates. These activities include: programs at the pre-college level; articulation programs between two-year and four-year colleges; baccalaureate degree programs; and programs for retirees and/or career changers (Anderson, 1992). Arends et al. (1992) concurred with Anderson when they stated that cooperative programs between universities and local schools, aimed at preparing minorities who have bachelor's degrees for teaching, do work. They stated that there is value in exploring how well strategies such as using community colleges, working with minority middle and high school students, providing financial aid and promises of jobs which were tailor-made for one setting apply to other settings. Students can become more acquainted with the practical aspects of teaching early on. They can be employed to assist with young children in day-care programs, after school, and in the summers. In this manner, students can learn information from the teacher and gain skills that will be useful if they should choose to become teachers (Dillworth, 1989).

Programs Involving Public Schools, Colleges, Businesses and Communities

Today's Students, Tomorrow's Teachers is a career development program.

This concept includes theory, practical experience in K-12 or in special programs, guidance, mentorship, support services, as well as employment and development of individual career plans during students' secondary school experience. The model may be divided into five stages: high school education, field experience, college education, staff development and teaching career (Aguayo, Cabrera & Griego, 1989).

The Tomorrow's Teachers Program-Roanoke, delivered through the College of Human Resources and Education at Virginia Polytechnic and State University and funded by local corporations, was established in 1988. It is designed to help increase the number of teachers, especially African American teachers, in the schools of the future. The program helps to attract some of the city's brightest African American students into teaching (Edwards, Jacobs & Mitchell, 1995-1996).

Zinn (1990) pointed out that the future looked bright for a black freshman in the Tomorrow's Teachers-Roanoke Program. The student knew that his tuition was being paid and that there would be a job teaching in the Roanoke Public School System when he graduated. Zinn also described the Tomorrow's Teacher-Roanoke Program as one which seeks to attract black students into teaching. In return for a college education, students agree to teach in the Roanoke City School System for four years.

The Tomorrow's Teachers-Norfolk Program, a collaborative effort among Mobil Oil, Virginia Tech, and Norfolk Public Schools, was conceptualized in response to the critical need to train more African American students in Norfolk in the field of education. The program, patterned after the Tomorrow's Teachers-Roanoke Program, carried the mission of recruiting, training, and retaining African American students in the teaching profession. A steering committee, composed of a cross-section of the Norfolk community, was formed during the planning stages. The committee was charged with: (1) monitoring and reviewing program policies and practices; (2) acting in an advisory capacity on matters of program modification and improvement; (3) assessing the program in light of the goals and objectives; (4) monitoring economic, social, and educational conditions which might impact upon the program; and (5) making recommendations and selections for scholarship recipients. In 1994, a moratorium was placed on the Tomorrow's Teachers-Norfolk Program because of insufficient matching funds that had to be raised in the Norfolk community. The program was disbanded in 1995; however, three Norfolk students continued their studies in education by

moving to the Tomorrow's Teachers-Roanoke Program
(Coward-Reid, 1995).

Project BECOME - Grier (1993) worked with businesses in Akron, Ohio to develop a program of scholarships and loans for minority students. The team reasoned that because recruiters had trouble recruiting minority students to teach in Akron, the district should establish a "grow your own" program (p.44). The program, called Business Education Collaboration On Minorities in Education (BECOME), offered a \$1,500 annual package of scholarships and loans to Akron minority students who agreed to study education at college and to become teachers in the district. To create the package, the University of Akron and Kent State University agreed to offer a \$500 scholarship each year to students in the program who chose to attend their schools. Local businesses matched each scholarship with a \$1,000 annual loan. Students who are offered a teaching job have one year of the \$1,000 loan forgiven for each year they teach in the Akron schools. Students who are not offered jobs do not have to repay the loan. However, students who drop out of college or turn down a job with the district must repay the loan, plus minimal interest, to the university within four years. BECOME also provided mentors from sponsoring businesses and universities as well as summer jobs.

Education 2000 was developed by the Urban League, several local universities and the Orleans Parish Public Schools in the fall of 1986. The program focused on the recruitment of black students into education careers (Leonard et al., 1988). They

pointed out that the program targets inner-city minority junior high or middle school youngsters with an interest in teaching or other education careers. As they progressed through school, students' interests are reinforced through relevant information and experiences provided by their school-based club and cooperating college of education. Students involved in Educators 2000 receive the benefits of career information, job experiences, career models, encouragement, and support for their academic endeavors. School systems benefit from an in-house procedure for attracting, developing, and inducting qualified students into the professional ranks. Colleges of education involved in the program increase their visibility within the community and have the opportunity to recruit talented youngsters into their training program.

Two and Four Year College Programs

Minority students have been extremely successful in comprehensive college programs that usually include special admission programs, adequate financial aid, sensitive academic and personal counseling, pre-freshman summer programs, tutoring and remedial instruction (when necessary), and an affirmative atmosphere (Anderson, 1992). Anderson further stated that comprehensive programs are commonly seen at minority institutions. However, minority institutions are in financial jeopardy. Therefore, America cannot continue to depend on this groups of academics to produce the glut of minority teachers.

Jointly Registered Teacher Preparation Program provides admission agreements between community colleges and four-year institutions which guarantees

that minority students would simultaneously enter a teacher education program at a two-year and a four-year institution; earn an intermediate associate degree; then transfer to a four-year teacher education program which would lead them to a baccalaureate degree and state teacher certification. Enrollment in a jointly registered program in the first two years at community colleges ensures that students enroll in the appropriate courses, obtain special services, are eligible for financial aide, and are able to enroll in colleges near home (Rodriguez, 1990).

The Urban Teacher Program provides a community college articulation model which allows students to earn an associate's degree at Wayne County Community College, Michigan, then complete their bachelor's degree requirements as students at Eastern Michigan University or Wayne State University. The program places emphasis on field work and mentor relationships. Students work one-on-one with mentor teachers. They are given many opportunities to observe their mentor teachers in action. To participate in the program through all four years, students must follow a mathematics, science, or bilingual education track. If a student chooses another area or specialty, he or she must apply to the upper division institution independently. This requirement was initiated to ensure that teachers were being trained in fields with the most critical shortage. A less formal criteria for admission to the program is the desire to teach in an urban setting (Anderson, 1992).

The Teacher Leadership Consortium Project is a collaborative effort between Cuyahoga Community College in Cleveland, Ohio and Kent State University. The

purpose of the program is to prepare students from underrepresented groups for careers in the teaching profession. In addition to the identification and selection of capable candidates, this project also addresses other related issues, including transfer of credits, academic and social support systems, as well as financial aid. The program provides academic and counseling support through cohort groups. Although more than 150 students from groups traditionally underrepresented in the teaching profession applied to the program, only 29 were selected in the first two years of the program. Once they transfer into the university, they enroll in a variety of teacher education programs, such as elementary education, secondary education and special education. They become certified once they satisfactorily complete the bachelor's degree requirements at Kent State and the National Teachers Examination. Thoughtful selection procedures and campus-based academic and student support systems are intended to encourage students to stay in the program and graduate so they can begin teaching careers.

Project SCSES (Success and Certification for Special Education Starters, organized by Southeastern Louisiana University (SLU), was developed in response to critical special education teacher shortages and identified training needs (deFur, Evans, Carr, & Melville, 1990; Louisiana State Department of Education, 1992). This training model was designed to increase the number of certified and qualified special education teachers, to provide incentives for improving professional training through tuition stipends, and to provide a support system to special educators who had

less than three years teaching experience. Workshops were designed which focused on the development of specific interventions for immediate problems, as well as identification of long term training needs. These workshops promoted development of a teacher support system as a result of interaction among the participants and department faculty. The project also included a component which provided direct on-site faculty assistance to beginning teachers through observations, feedback, and interactive problem-solving. In addition, the model program attempted to meet the needs of participants by designing an alternative service delivery component. Students were allowed to take two courses leading toward teacher certification in a nontraditional format. Course requirements were designed specifically to meet identified deficits in the participant's competencies.

The Minority Teacher Scholarship Program (1991-93) was created by the 1988 Indiana General Assembly to address the critical shortage of black and Hispanic teachers in Indiana. Scholarships were awarded for the first time for the 1988-89 academic year. The program, administered by the State Student Assistance Commission of Indiana (SSACI), was responsible for keeping all masters records and allotting funds to colleges and universities. For the purpose of the program, minority was defined as black or Hispanic. The program was established to encourage and promote qualified minority individuals to pursue a career in teaching in accredited schools in Indiana, and to enhance the number of individuals who may serve as role models for minority students in Indiana.

Summary

The review of literature examined the present status of African American teachers, the rationale for increasing the number of African American teachers, the barriers encountered when recruiting African American teachers, strategies used when recruiting African American teachers, and some recruitment models.

The literature revealed that there is a decline in the percentage of African American teachers in public schools at the state and national levels. As a result, all students are deprived of positive African American adult role models within the educational setting.

A reduction in financial aid programs has been cited as a barrier to increasing the number of African American teachers. This makes it even more difficult for children from lower socioeconomic backgrounds to afford to attend college. Another barrier is the availability of many other job opportunities for African Americans. Studies show that fewer African American students decide to enter the teaching profession.

There is no shortage of literature concerning the need for African American teachers, recruitment strategies, and models for recruitment. Several strategies have been recommended to offset the current teacher shortage. These strategies include assisting students at the pre-college level, utilizing experienced teachers more effectively, improving college enrollment practices, enhancing recruitment practices, promoting the teaching profession, and identifying new pools of teacher candidates.

Assistance such as tutors and mentors need to be provided at the college and university levels.

CHAPTER III

RESEARCH DESIGN AND METHODS

The purpose of this study was to investigate the procedures and their perceived effectiveness in the recruitment of African American teachers in city school divisions in Virginia. The researcher investigated the procedures used to attract African American applicants, the extent to which these procedures were effective in recruiting African American teachers, the problems encountered in recruiting African American teachers, and strategies used to overcome these problems. This chapter describes the research method that was utilized in this study, the population, the methods that were used to gather data, and the survey instruments. It concludes with the method of analysis of the data.

The following four research questions were considered:

Research Question 1: What are the procedures used by human resource directors in city school divisions in Virginia to recruit African American teachers?

Research Question 2: To what extent are these procedures helping to increase the number and percentage of African American teachers in city school divisions in Virginia?

Research Question 3: What problems do Virginia city schools human resource directors encounter when recruiting African American teachers to their divisions?

Research Question 4: What strategies do human resource directors in city school divisions in Virginia use to overcome these problems?

Research Design

Descriptive survey research method was used in this study. Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the study. Best and Kahn (1989) wrote:

A descriptive study describes and interprets what is. It is concerned with conditions and relationships, opinions that are held, processes that are going on, effects that are evident, or trends that are developing (p. 76).

According to Marshall and Rossman (1989), using a combination of data types increases validity as the strengths of one approach can compensate for the weaknesses of another approach.

Data were collected for this study through both quantitative and qualitative means. In the first phase, a survey instrument was developed and mailed to human resource directors in city school divisions in Virginia. The second phase of the data collection process consisted of telephone interviews of three human resource directors. These human resource directors were randomly selected from each of the three regions in Virginia.

Population

The population for this study consisted of human resource directors in each of the 39 city school divisions in Virginia. A city school division in Virginia is defined as an independent incorporated community which becomes a city as provided by law

before noon on July 1, 1971, or which has within defined boundaries a population of 5,000 or more and which has become a city as provided by law. (Code of Virginia as Amended, 1950).

Telephone interviews were conducted with three human resource directors.

Human resource directors were randomly selected from each of the three regions in Virginia. One director from the Ridge and Valley Region, one director from the Piedmont Region, and one director from the Tidewater Region were interviewed.

Data Gathering

Survey

The primary method of data collection was a survey instrument, which was developed and mailed to all 39 city schools human resource directors in Virginia. To increase the likelihood of a high response rate, the researcher offered to share the survey results and analysis with the participants because the results of the study will be valuable information for them.

Prior to the mailing, each questionnaire was identified by numbers from one to thirty-nine. Each of the 39 human resource directors was assigned one of the numbered questionnaires. The names of the human resource directors and the corresponding numbers of the questionnaire that they were assigned were recorded on a master list before the questionnaires were mailed. Human resource directors were asked to return the unsigned questionnaires by faxing them to the researcher or returning them in the self-addressed stamped envelopes within two weeks. As each

questionnaire was returned, the number on the questionnaire was noted and checked off of the master list next to the name of the human resource director who was assigned that number.

A letter endorsing the study from the President of the Virginia Association of School Personnel Administrators was mailed to the 39 human resource directors in city school divisions in Virginia with the survey instrument (Appendix B). This letter encouraged human resource directors to participate in the study. A cover letter from the researcher was also mailed with the survey instrument (Appendix C). This letter stated that the researcher needed the help of the human resource directors in completing the short questionnaire regarding the study. It included directions for completing the survey and an explanation regarding the importance of the study. Human resource directors were told that data collected would be kept in the strictest of confidence. They were asked to take about 15 minutes to complete and return the questionnaire, and thanked in advance for their assistance.

Individuals who did not respond to the first request received a follow-up phone call. A follow-up letter and second copy of the questionnaire were faxed to them. To help increase the response rate, telephone calls were made to individuals who did not respond to the follow-up letter.

Interviews

After the data were collected, the researcher conducted phone interviews. As stated by Patton (1990), the purpose of interviewing is to find out what is in and on

someone else's mind. We interview people to find out from them those things we cannot directly observe. Interviewing allows the researcher to enter into the other person's perspective.

Three human resource directors were randomly selected from each of the regions in Virginia. One director from the Ridge and Valley Region, one director from the Piedmont Region and one director from the Tidewater Region were interviewed. Human resource directors were identified by pseudonyms to safeguard confidentiality.

Prior to the phone interviews, human resource directors who were interviewed were called so that the researcher could establish a convenient time to conduct the phone interview. The use of an interview guide allowed the researcher to group answers to the interview questions by topics (Appendix E). Patton (1990) defined an interview guide as "a list of questions or issues that are to be explored in the course of an interview" (p. 283). He further stated that an interview guide is prepared in order to make sure that basically the same information is obtained from a number of people by covering the same materials.

The interview guide consisted of open-ended questions which referred to additional strategies human resource directors would like to see implemented to overcome the problem of recruiting African American teachers. Specifically, human resource directors were asked to share their thoughts regarding what the community, high school staff, colleges, and school divisions could do to assist with the

recruitment of African American teachers.

According to Fowler (1995), "the open-ended approach has several advantages when the purpose of a question is to identify priorities or preferences among various items. It does not limit answers to those the researcher thought of, so there is opportunity to learn the unexpected (p.59)."

Instrumentation

The primary source of data for the study was a survey instrument designed by the researcher (Appendix E). Data were also gathered through telephone interviews of three human resource directors.

A questionnaire was developed primarily from the research literature. The procedure for developing the questionnaire began with a review of the literature to look for the various problems systems encounter when recruiting and the various methods used to recruit a diverse teacher population. The survey instrument was field tested by three human resource directors in county school divisions in Virginia to determine the item validity of the questionnaire. Their expertise was helpful in determining the significance of the questionnaire items for addressing the procedures and problems that human resource directors encounter related to the recruitment of African American teachers. Feedback from the human resource directors was used to revise the instrument as needed. Fowler (1995) stated that the following five basic characteristics of questions and answers are fundamental to a good measurement process:

1. Questions need to be consistently understood.
2. Questions need to be consistently administered or communicated to respondents.
3. What constitutes an adequate answer should be consistently communicated.
4. Unless measuring knowledge is the goal of the question, all respondents should have access to the information needed to answer the questions accurately.
5. Respondents must be willing to provide the answers called for in the question (p. 4).

The instructions for the questionnaire informed the respondents of the purpose of the study as well as the importance of the data that were being collected. This explanation of why the study was important and how the data were used encouraged more participation as well as honesty and attentiveness when responding. The survey instrument also provided respondents with specific instructions for completing the questionnaire. Respondents were guaranteed confidentiality.

The questionnaire was used to assess the procedures and perceived effectiveness of those procedures in recruiting African American teachers in city school divisions in Virginia. Part 1 of the instrument requested demographic data. It required the respondents to share the number of years they have held their current position, their gender, the total number of students enrolled in their divisions, the number of African American students enrolled in their divisions, the total number of teachers employed in the divisions, and the number of African American teachers

employed in their divisions.

A 4-point Likert Scale was used for each response in Parts II, III and IV. Babbie (1990) stated that the term Likert Scale is associated with a question format frequently used in contemporary survey questionnaires. Babbie concluded that Likert scaling lends itself to a rather straightforward method of index construction because identical response categories would be used for several items. Because the researcher wanted a forced response for each item, respondents were required to select one of four choices. These were: T (True); MT (More True than False); MF (More False than True); or F (False).

Part II of the questionnaire addressed research questions 1 and 2 on the procedures used to recruit African American teachers and the perceived effectiveness of those procedures. Research question 3 was addressed in the third part of the questionnaire. Respondents were asked to focus on the problems encountered in recruiting African American teachers. Items in Part IV of the questionnaire pertained to the fourth research question on the strategies used to overcome recruitment problems.

The interview guide included open ended questions which related the strategies used to overcome recruitment problems. After data were collected from the study, the interview guide was modified to gather additional information on various areas.

Data Analysis

After data were gathered, the researcher presented the data using tables. Chi

Square Tests of Association were used to compare the effectiveness of recruitment practices in city school divisions in Virginia. The researcher looked for themes in the qualitative data to support the findings in the survey data.

For the interview portion of the study, the human resource directors were identified randomly. Interview data were coded and analyzed to determine if themes occurred in the responses of the human resource directors. In analyzing the interview data, the researcher reviewed the research several times. Patton (1990) suggested "grouping together answers from different people to common questions or analyzing different perspectives on central themes" (p. 376). Patton further indicated that the interview guide approach allows the researcher to group answers from different people by topics.

Summary

The design of the study utilized a quantitative approach (survey questionnaire). To enrich the survey data, interviews were conducted with three human resource directors. The survey was mailed to 39 city schools human resource directors in Virginia. Data were collected through survey and phone interviews. Chi-Square Tests of Association were conducted to answer the four research questions. Results are presented in Chapter IV followed by conclusions and recommendations in Chapter V.

CHAPTER 4

RESULTS

This research study was undertaken to examine the procedures used to recruit African American teachers; the extent to which these procedures have been perceived as effective by human resource directors; the problems that these directors encounter when recruiting African American teachers; and the strategies they use to help overcome these problems.

This chapter presents the findings that were derived from the data analyses. Both quantitative and qualitative survey data were collected. The statistical procedures were performed using the Number Cruncher Statistical System (Hintze, 1992). Qualitative data were coded and sorted into analytical categories with the use of The Ethnograph Computer Software Program (Seidel, Friese & Leonard, 1995). A summary of qualitative data follows the presentation of statistical data in this chapter.

A questionnaire was sent to the human resource directors in city school divisions in Virginia. The questionnaire (Appendix E) contains three parts. Part I refers to demographic information. Part II consists of items pertaining to the use and perceived effectiveness of recruitment strategies. The items were rated on a four-point rank scale: (1) often; (2) seldom; (3) occasionally; and (4) never. Part III contains items related to the problems that the respondents encounter when recruiting African American teachers. The items were rated on a four-point rank scale; (1) true; (2) more true than false; (3) more false than true; and (4) false. Part IV consists of

items pertaining to the strategies used to overcome these recruitment problems. The same four-point rank scale was used in Part III.

Table 1

Human Resource Directors' Participation Response Levels to the SurveyQuestionnaire N = 36

Human Resource Directors' Responses	N	% of those Responding
Number Mailed	39	
Responded immediately	20	51
Responded after phone calls	10	27
Responded after phone calls, second letter and second survey faxed to them	6	15
Total participants	36	93

Survey of Human Resource Directors

Thirty nine human resource directors in city school divisions in Virginia were mailed surveys. Table 1 offers the numerical breakdown of responses to the mailed survey. Thirty six of the thirty nine human resource directors who were sent surveys responded to the questionnaire. More than half responded immediately. Ten responded after they received follow-up phone calls. Six responded after they received follow-up phone calls as well as a second letter and a survey faxed to them. Three human resource directors did not respond because their divisions elected not to participate in surveys or because of the participants' demanding schedules.

Table 2

Demographic Information as Reported from Questionnaire, N = 36

Years as human resource directors	N	*Percent
1-2 years	8	22
3-4 years	11	31
5-8 years	8	22
9+ years	9	25
Total	36	100

*Note. Percentages may not equal 100 due to rounding.

Respondents were also asked to indicate the number of years they have held their current position as human resource director by writing the number in the space provided. Results are presented in Table 2. Eight (22%) human resource directors have been in their position two years or less. Eleven (31%) have been in their position between 3-4 years. Eight (22%) human resource directors have been in their position 5-8 years and nine (25%) had nine or more years in their position. Therefore in excess of three fourths of all the respondents have been in their present position as human resource director more that 2 years.

Quantitative Data

Answers to the Research Questions

Through analysis of the survey phase of the study, answers to the following research questions are provided in this section.

1. What are the procedures used by human resource directors in city school divisions in Virginia to recruit African American teachers?

Table 3 regarding procedures used by human resource directors to recruit African American teachers responds to research question one.

2. To what extent are these procedures helping to increase the number and percentage of African American teachers in city school divisions in Virginia?

Tables 4, and 7 through 15 offer responses to research question two. Table 4 refers to the perceived effectiveness of the procedures used by human resource directors to recruit African American teachers. Tables 7 through 15 provide results regarding the relationship between the procedures and perceived effectiveness of those procedures in recruiting African American teachers.

3. What problems do human resource directors in city school divisions in Virginia encounter in recruiting African American teachers to their divisions?

Table 5 addresses the problems encountered by human resource directors when recruiting African American teachers; and thereby provides responses to research question 3.

4. What strategies do human resource directors in city school divisions in

Virginia use to overcome these problems?

Table 6 addresses the strategies used by human resource directors to overcome recruitment problems; additionally, the qualitative data obtained during selected interviews with human resource directors combined with the survey data represented in Table 6 answer research question 4.

For each of the response categories, the percentage of respondents selecting that category is provided. The numerical mean for each recruitment procedure used is also provided in the tables. Lower numerical means indicate that the respondents used these particular recruitment strategies more frequently.

Table 3

Procedures Used by Human Resource Directors to Recruit African American**Teachers N = 36**

Use of Procedures	Percent of Respondents to Survey				
	Mean	Often	Occasionally	Seldom	Never
Network through other educators	1.6	62	19	19	0
Use other employees to recruit	1.6	69	22	6	3
Recruitment fairs	1.8	58	28	8	6
Vacancy announcements sent to colleges	1.9	53	39	5	3
Mass media advertisement	2.1	39	25	25	11
Partnerships with local universities	2.5	33	25	14	28
Advertise in publications that target minorities	2.5	31	39	8	22
"Grow Your Own" incentive program	2.9	11	36	22	31
Partnerships with local two year colleges	3.5	6	19	6	69

Note. Higher means indicate less frequently used procedures to recruit. Lower means indicate more frequently used procedures to recruit.

As indicated in Table 3, it appears that use of other employees to recruit (69 percent responded that the strategy was used often), networking through other educators (62%), recruitment fairs (58%), and vacancy announcements sent to colleges (53%) were the recruitment procedures used most frequently. In fact, all districts reported that they used networking through other educators, to some degree (100 percent responding either often, seldom or occasionally), as a procedure for recruiting African American teachers. Only two (6%) human resource directors did not use recruitment fairs, while only one (3%) did not use vacancy announcements sent to colleges, and only one (3%) did not use other employees to recruit. Nearly 7 out of 10 respondents reported that they never used partnerships with local two year colleges as a procedure for recruiting African American teachers.

Table 4 presents the human resource directors' responses to the perceived effectiveness of the procedures used to recruit African American teachers. Seventy percent of the respondents said that partnerships with local two year colleges were never effective. Whereas, nearly 4 out of 10 describe the use of other employees to recruit as being an effective procedure. To some degree, all districts reported that advertising in publications that target minorities is an effective procedure for recruiting African American teachers. Additionally, all but one (3%) human resource director reported that networking through other educators was an effective procedure.

Table 4

Perceived Effectiveness of the Procedures Used by Human Resource Directors to
Recruit African American Teachers N = 36

Effectiveness of Procedures	Mean	Percent Responding			
		Often	Seldom	Occasionally	Never
Use other employees to recruit	2.1	39	22	31	8
Recruitment fairs	2.4	29	17	43	11
Network through other educators	2.4	22	17	58	3
Vacancy announcements sent to colleges	2.5	17	23	51	9
Partnerships with local universities	2.6	24	15	38	23
Mass media advertisement	2.6	25	14	39	22
"Grow Your Own" incentive program	2.8	15	21	38	26
Advertise in publications that target minorities	3.2	12	54	34	0
Partnerships with local two year colleges	3.5	3	9	19	69

Note. Higher means indicate less effective procedures used to recruit. Lower means indicate more effective procedures used to recruit.

Table 5

Problems Encountered by Human Resource Directors When Recruiting African American Teachers N = 36

Problems Encountered	Mean	Percent Responding			
		True	More True than False	More False than True	False
Expanding career opportunities in other fields	1.4	61	36	0	3
Insufficient number of African American teachers which is not keeping pace with rising number of minority students	1.4	72	19	8	0
Pool of candidates not adequate to meet needs	1.7	53	36	3	8
Insufficient number of African American teachers in the future	1.7	44	44	8	3
Greater economic rewards in other fields	1.7	53	31	14	3
Loss of occupational prestige of teachers	2.0	25	53	19	3
Negative attention education receives in media	2.1	25	44	28	3
Decline in purchasing power of salaries	2.1	23	49	20	9
Limited promotional opportunities/career choices	2.3	14	44	36	6
Negative educational experiences	2.4	11	40	47	3
Salaries not competitive with those in other divisions in the state	2.8	22	11	33	33

Note. Higher means indicate problems were encountered less frequently. Lower means indicate that problems were encountered more frequently.

Results of the problems encountered when recruiting African American teachers are presented in Table 5. Human resource directors identified the number of African American teachers not keeping pace with the rising number of minority students (72 percent responded true), expanding career opportunities in other fields (61%), pool of candidates not adequate to meet needs (53%), and greater economic rewards in other fields (53%) as the four most common problems encountered when recruiting African American teachers. In general, respondents tended to believe that all except one of the problems identified in Table 5 were true or at least more true than false. The one exception to this concerned salaries not being competitive with those in other divisions in the state. Two thirds (33 percent "more false than true" and 33 percent "false") of the human resource directors surveyed believe that salaries not being competitive with those in other divisions in the state is not a problem.

Table 6

Strategies Used by Human Resource Directors to Overcome Recruitment Problems
N = 36

Strategies Used	Mean	Percent Responding			
		True	More True than False	More False than True	False
Recruitment information about my division reflects an ethnically diverse teaching force.	1.7	49	31	17	3
My division participates in career fairs at the predominately black colleges and universities.	1.9	50	17	22	11
My division has a strong recruitment program in place to attract African American teachers.	2.0	28	47	25	0
Positive promotion of the teaching profession has helped increase the pool of African American teachers in my division.	2.3	22	31	40	8
High schools in my division participate in teacher recruitment programs.	2.4	22	28	33	17
There is an affirmative action plan in place in my division that is effective in recruiting African American teachers.	2.4	19	36	31	14
My division actively recruits retired military personnel.	2.5	14	28	50	8
Middle schools in my division participate in teacher recruitment programs.	2.7	11	31	19	39
Formed partnerships with institutions of higher learning to develop programs that encourage African American students to become teachers.	2.8	14	22	33	31

Note. Higher means indicate less frequently used recruitment strategies. Lower means indicate more frequently used recruitment strategies.

Table 6 offers the results of the strategies used by human resource directors to recruit African American teachers. Human resource directors reported that the most common strategies used to overcome recruitment problems were reflecting an ethnically diverse teaching force in recruitment information (80 percent responded true or more true than false), developing a strong recruitment program (75%), and participating in career fairs at predominately black colleges and universities (67%).

Chi-square Tests of Association were used to identify relationships between the use and perceived effectiveness of various recruitment strategies. The results of these tests are reported in Tables 7 - 15.

Table 7

The Use of Recruitment Fairs Versus the Effectiveness of Recruitment Fairs as Perceived by Human Resource Directors in City School Divisions in Virginia N = 35

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U S E	Often	10	11	21
	Other Than Often	0	14	14
	Marginal Totals	10	25	35

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom", and "never." "N" refers to the number of human resource directors who responded to item 8 on the questionnaire.

Table 7 provides the results of the Chi-Square Test used to study the relationship between the use of recruitment fairs and the effectiveness of recruitment fairs as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .01$) in the responses of the directors concerning the use and perceived effectiveness of recruitment fairs. Almost half the human resource directors who responded that they use this strategy "often" also said that it was "often" effective; whereas, none of the other human resource directors responded that this strategy was effective.

Table 8

The Use of "Grow Your Own" Incentive Programs Versus The Effectiveness of
"Grow Your Own" Incentive Programs as Perceived by Human Resource Directors in
City School Divisions in Virginia N = 34

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	2	2	4
S	Other Than Often	3	27	30
E	Total	5	29	34

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 9 on the questionnaire.

Table 8 provides the results of the Chi-Square Test used to study the relationship between the use of "Grow Your Own" incentive programs and the effectiveness of "Grow Your Own" incentive programs as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .04$) between use and perceived effectiveness of "Grow Your Own" incentive programs. Human resource directors who responded that they use this strategy "other than often" said that the strategy was "other than often" effective 90% (27 out of 30) of the time.

Table 9

The Use of Vacancy Announcements Sent to Colleges Versus the Effectiveness of Vacancy Announcements Sent to Colleges as Perceived by Human Resource Directors in City School Divisions in Virginia N = 35

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	6	13	19
S	Other Than Often	0	16	16
E	Total	6	29	35

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 10 on the questionnaire.

Table 9 provides the results of the Chi-Square Test used to study the relationship between the use of sending vacancy announcements to colleges and the effectiveness of sending vacancy announcements to colleges as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .02$) between use and perceived effectiveness of vacancy announcements. Almost one third of the human resource directors who responded that they use this strategy "often" responded that it was often effective; whereas, none of the other human resource directors responded that this strategy was effective.

Table 10

The Use of Developing Partnerships With Local Two Year Colleges Versus The Effectiveness of Developing Partnerships With Local Two Year Colleges as Perceived by Human Resource Directors in City School Divisions in Virginia N = 32

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	1	1	2
S	Other Than Often	0	30	30
E	Total	1	31	32

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 11 on the questionnaire.

Table 10 provides the results of the Chi-Square Test used to study the relationship between the use of developing partnerships with local two year colleges and the effectiveness of developing those partnerships as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .01$) between the use and perceived effectiveness of developing partnerships with local two year colleges. Human resource directors who responded that they use this strategy "other than often" responded that it was "other than often" effective 100% of the time.

Table 11

The Use of Developing Partnerships with Local Universities Versus The Effectiveness of Developing Partnerships with Local Universities as Perceived by Human Resource Directors in City School Divisions in Virginia N = 34

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	7	5	12
S	Other Than Often	1	21	22
E	Total	8	26	34

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 12 on the questionnaire.

Table 11 provides the results of the Chi-Square Test used to study the relationship between the use of developing partnerships with local universities and the effectiveness of developing those partnerships as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .01$) between the use and perceived effectiveness of developing partnerships with local universities. Twenty one of the twenty two human resource directors who responded that they use this strategy "other than often" responded that it was "other than often" effective.

Table 12

The Use of Mass Media Advertisement Versus the Effectiveness of Mass Media Advertisement as Perceived by Human Resource Directors in City School Divisions in Virginia N = 36

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	7	7	14
S	Other Than Often	2	20	22
E	Total	10	27	36

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 13 on the questionnaire.

Table 12 provides the results of the Chi-Square Test used to study the relationship between the use of mass media advertisement and the effectiveness of mass media advertisement as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .01$) between use and perceived effectiveness of using mass media advertisement. Human resource directors who responded that they use this strategy "other than often" responded that it was "other than often" effective 20 out of 22 of the time.

Table 13

The Use of Advertising in Publications that Target Minorities Versus The Effectiveness of Advertising in Publications that Target Minorities as Perceived by Human Resource Directors in City School Divisions in Virginia N = 35

$X^2 (df=1) = 12.48$ Prob level = 0.0004		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	0	11	11
S	Other Than Often	0	24	24
E	Total	0	35	35

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 14 on the questionnaire.

Table 13 provides the results of the relationship between the use of advertising in publications that target minorities and the effectiveness of advertising in those publications that target minorities as perceived by human resource directors in city school divisions in Virginia. All 35 respondents claimed that the effectiveness of advertising in publications that target minorities were "other than often" effective. When there is no variability in one variable, advertising in publications that target minorities, a Chi-Square Test of Association cannot be performed.

Table 14

The Use of Networking Through Other Educators Versus The Effectiveness of
Networking Through Other Educators as Perceived by Human Resource Directors in
City School Divisions in Virginia N = 36

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	8	14	22
S	Other Than Often	0	14	14
E	Total	8	28	36

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 15 on the questionnaire.

Table 14 provides the results of the Chi-Square Test used to study the relationship between the use of networking through other educators and the effectiveness of networking through other educators as perceived by human resource directors in city school divisions in Virginia. Over one third of the human resource directors who responded that they use this strategy "often" responded that it was often effective; whereas, none of the other human resource directors responded that this strategy was effective.

Table 15

The Use of Other Employees to Recruit Versus The Effectiveness of Other Employees to Recruit as Perceived by Human Resource Directors in City School Divisions in Virginia N = 36

		E f f e c t i v e n e s s		
		Often	Other Than Often	Total
U	Often	13	12	25
S	Other Than Often	1	10	11
E	Total	14	22	36

Note. "Other Than Often" refers to the three rankings: "occasionally," "seldom," and "never." "N" refers to the number of human resource directors who responded to item 16 on the questionnaire.

Table 15 provides the results of the Chi-Square Test used to study the relationship between the use of other employees to recruit and the effectiveness of using other employees to recruit as perceived by human resource directors in city school divisions in Virginia. There is a significant relationship ($p \leq .02$) between use and perceived effectiveness of using other employees to recruit. More than half of the human resource directors who responded that they use this strategy "often" responded that it was often effective; whereas, only one of the human resource directors that responded that she or he used this strategy other than often responded that this strategy was effective.

Qualitative Data

Analysis of the qualitative data obtained during the interviews with the human resource directors provided a more in-depth portrait of the strategies that can be used to overcome the problem of recruiting African American teachers. In this part of the study, data were organized in a manner which addressed the question of strategies for recruiting African American teachers. This section contains a narrative summary and the major themes that emerged from the transcribed interviews regarding the following: (1) the specific things communities can do to promote the positive aspects of teaching as a career, (2) some career counseling activities that should occur in high schools to promote teaching as a career, (3) some ways in which colleges can work with school communities to promote teaching as a career, (4) strategies that can be used beyond those currently being used to recruit African American teachers, and (5) other things that the participants wanted to share about the recruitment of African American teachers.

The human resource directors in the study remained anonymous because of the nature of the reported data; therefore, pseudonyms were used to identify the participants. Narrative accounts offered by the human resource directors were used at various times to illustrate points. This section begins with a list of each of the major themes that emerged from the analytical study of the transcribed interviews.

Themes

Five major themes emerged as the respondents described effective strategies that

can be used to recruit African American teachers. They were:

1. Promotion of Teaching refers to: the various strategies that can be used to attract, hire and retain African American teachers; how the education community views teaching; and the comfort level of minority teachers in various communities.
2. Diverse Pool refers to the availability of a teaching pool which reflects the heterogeneity of the world students live in today.
3. Culture of Teaching refers to how students view teaching as well as the professionalism of the teaching profession.
4. Volunteer Programs refers to hands on opportunities for middle school and high school students as well as college professors to assist in the promotion of teaching.
5. Salaries refers to how teachers are paid in relation to other professionals.

Promoting Teaching

The interview data indicate that developing a recruitment plan is important in attracting African Americans into teaching and in promoting the field of teaching among African Americans. When asked to share his thoughts regarding what communities can do to promote the positive aspects of teaching and assist with recruitment, Dennis indicated that a school division must develop a recruitment plan which includes the community. This plan must have several components that include all aspects of recruiting. In discussing his plan, Dennis explained that:

In my division, we have a plan which includes seven

components. These components are goal setting, marketing, recruiting, recruiting student teachers, placing student teachers, attracting individuals to teaching, and retaining teachers.

When asked to identify those specific things that communities can do to help implement these components, Dennis replied:

The component that really addresses the community is attracting individuals to the field of teaching. Getting young people actively involved at a very early age and promoting the profession by providing financial aid are important.

Communities can actually go out and help cosponsor seminars and workshops that involve the profession. A school board member or business leader can be actively involved in sending the message to young people that teaching is important by doing that - a very powerful message in involving the community.

Scott spoke of the process of recruiting African Americans in his community from various perspectives. The level of participation of African Americans in the recruitment process is imperative to the success of hiring and retaining African American teachers. Scott explains:

African American people must be part of the contact process from recruitment to mentoring.

In discussing his concerns regarding how African Americans might feel when

working in teaching situations that do not have other African Americans on the staff, Scott puts it this way:

In going into a school system, I would ask questions such as: Am I going to be the only African American in this school? If I am the only African American in the school, how am I going to be treated? So, anything we can do to sway these apprehensions is outstanding. Therefore, we are making it a major goal this year to use more African Americans when recruiting. Once we find a person that we need for next year, we do early hiring. We know we have to have a personal contact with African Americans because they will be heavily recruited whether they are in special education or not, which is in heavy demand. If we don't keep a personal touch, we are going to lose them. So if the personal touch can be a person who will help them with cultural fears and or the apprehension of being the only minority in the workplace, then that's going to help our case too.

Maggie focused on areas similar to those shared by Dennis when she shared her thoughts regarding what communities could do to promote the positive aspects of teaching. She stated:

I think your churches and service organizations can certainly promote teaching as a career. That will be your realtor, that

would be organizations like Boy Scouts and Girl Scouts doing some kind of career day within the organization with young children promoting teaching as a career option. Churches can have career day as well as highlight their members who are in teaching and other areas.

In discussing the career counseling activities that should occur in high schools to promote teaching as a career, the respondents had strong feelings about promoting teaching. Dennis commented.

High schools should promote hands on experiences through setting up a volunteer program with divisions. Students can tutor in the schools, especially at the elementary level.

Allowing young people to have a spark created about teaching along the way is very important. Making sure that there are types of activities that reach the higher level skills, self actualization, self-worth, which people are always striving for. If you provide opportunities for identifying things that are thought of as valuable and that the person is making a valuable contribution to the profession, maybe more people will become interested in teaching.

Maggie echoed Dennis' comments closely. She stated that promoting teaching as a career must start earlier. As a former middle school principal, Maggie commented

that the promotion must start there:

Probably, I would start at the middle school. Certainly by ninth grade we must do career awareness. As counselors in schools, we need to model and promote the importance of being in education. And maybe having a day when students follow teachers around. Or maybe having a day in which the students come to the principal. But definitely do the teachers. Have them see a typical day. But also have people have the human resource directors participate in this activity.

In a discussion of what Scott saw as the major barriers he faced when trying to encourage students to go into teaching, Scott expressed concerns regarding the prestige of teaching. He did not feel that high school students believe that there was any pride in becoming a teacher. Scott recalled his students' initial reactions:

I do believe that it starts in high school. We talk to kids about why teaching is important. When we ask kids if they want to be a teacher, some of them reluctantly put up their hands, no one boldly put up their hands. It's not something you are proud of. When you see those Gallup Polls about the most important professions or the respected professions, the prestige in teaching is very low.

Scott's strong feelings regarding the promotion of teaching included what

colleges can do. He believed that colleges must elevate teaching and provide the support that will bring prestige to the profession. Scott summed up his feelings when he stated:

Colleges must start from within by giving credibility to education. Colleges cannot continue to treat education as a stepchild, and at the same time think that their strategies will attract the best and brightest into the field. The whole value of education in the United States is valued as long as it is the last of the professions. The concept is that those who can do, do and the others teach.

Diverse Pool

Maggie credits the problem of recruiting African American teachers to a larger issue. She commented on the lack of diversity in the teaching pool that is coming from universities and how communities can assist with this problem. Maggie summed up her feelings when she stated:

I think the best strategy for us is networking through community members and my colleagues. I don't know what your survey will show. However, the larger issue is, and I guess that will be reflected in your notes, that we do not get a lot of diversity in university graduates. A larger issue is how we get people who reflect the diversity of the United States to go into

teaching. We have been studying those numbers for a long time now and it is the key issue. Until we get a more diverse pool who wishes to seek careers as teachers, we will have this problem. You ask me specifically which steps we are taking and I do not know of any great steps. I know that North Carolina has a grants for education in which if you return teaching services to the state, they will pay a lot of the tuition. Some of that is targeted at diversity.

Scott believes that there is a continuous need for African Americans to go into teaching because the African American population in schools is increasing. He surmises that there are more opportunities open to African Americans which lead them to occupations other than teaching. He commented:

African Americans are not going into teaching. That's crazy because the African American population in schools is incredibly high compared to the African American teachers in schools in most areas. It's a huge issue. I used to hear that African Americans would go into teaching because it was the only profession open to them other than nursing. Now that we are in a more open setting in the entire workplace, they are no longer choosing teaching.

Culture of Teaching

When asked to share strategies she would use beyond those currently used to recruit African American teachers, Maggie focused on the culture of teaching. She makes an interesting connection between strategies for recruitment and the environment in the workplace. Maggie's comments suggest that:

We must make sure that our African American teachers feel that they are a part of the organization. Frequently we hire them to say that we have minorities; however, we do not include African Americans in the decision making process. When African Americans see that rules for them are different from their colleagues, we truly are not treating them as professionals whose contributions are valued equally.

When asked if he thought that recruiting at historical black colleges would be an effective strategy for recruiting African American teachers, Scott felt that this was not the answer and focused considerably on the culture of teaching.

That's not the answer because when you take all historical black colleges and you lump them into the entire pool, the percentages of African Americans in education are just abysmal. Of course everybody thinks they will go to historical black colleges. Well give me a break! That's not the answer... We are finding that in lower south eastern Pennsylvania there are two large

universities putting out a significant number of diverse graduates including African Americans, and we are increasing our recruiting there. I do realize that this is not something we can solve by where we recruit or how we recruit.

As Scott responded to the question regarding career counseling activities that should occur in high schools to promote teaching as a career, he continued his discussion on the culture of teaching. Scott believes that the larger issue of recruiting a diverse teaching pool cannot be truly addressed until educators improve the culture of teaching. He explains:

If you target African Americans, I think we should look at the culture of teaching. We ring bells, give them a platform chair, and make them salivate by demand and then we tell them, by the way you are a professional.

As Maggie discussed the living conditions in her community which would affect their recruitment efforts, she expressed that the culture of teaching goes beyond what happens at school. The community contributes to that culture. Maggie noted that African Americans may prefer living in communities that have minorities. She spoke of the difficulty she faces:

The dilemma we have is that although we have an excellent school system which can promise them many things, there is not a great minority community here. That's a hinderance to us so

I feel that the networking, supporting it and getting the businesses and everyone supporting it will make the community more important and attractive.

Volunteer Programs

When Dennis, Maggie and Scott were asked to share their thoughts regarding what high schools and colleges could do to promote teaching as a career, they spoke about volunteer programs. Maggie spent many years in schools before moving into her current position as human resource director. She saw the need for students to feel as though they were valued. Therefore, Maggie encouraged her middle and high school students to work in after school tutorial programs which were led by teachers. Maggie thought that if students saw teachers assisting students beyond their contracted hours, then they would be encouraged to model the teachers' efforts. Maggie commented:

If students have opportunities to go into classrooms while in middle and high school to assist small children, they will have opportunities to see teaching in a positive light. As I organized middle and high school volunteers to assist students, it was evident that they enjoyed it. Many of them said that they were going to consider teaching; however, I don't know if they followed through. I do know that they enjoyed tutoring and looked forward to going each week. Although this was a small

beginning, this is what we must do to inspire students to go into teaching.

Scott, Maggie and Dennis also shared their feelings about the contributions that colleges can make towards promoting teaching as a career. As they shared their thoughts regarding what college professors can do, Dennis summed up their thoughts when he stated:

Colleges can lend professors to school divisions on a research basis to assist with programs such as a teacher mentor program. Information could be provided such as what works in recruiting and retaining teachers. When we are looking at the whole concept of retention and working with teachers, we can shoot from the hip and try this strategy or that strategy. But college professors are able to go out and actually identify individual strategies that have not worked. They can also serve as a lab resource. Colleges must be more helpful!

Salaries

Salaries were a concern of the human resource directors who were interviewed. When asked to share other strategies they would use beyond those currently being used to recruit African American teachers, generally, the respondents focused on salaries. Maggie described her concern in the following manner:

I am a strong believer in equity regarding salaries in this profession. Teachers are working with the most precious commodity, children. However, they are paid lower than most professionals. This has to change. A professional basketball player makes more money shooting a ball through a hoop than a teacher who is working with the minds of the future. As a society, we must turn this around.

Dennis concurred with Maggie when he stated:

Well, salaries must be raised because the job market is so competitive these days. Keeping salaries on the level with other professions certainly will serve as a strong springboard for that.

As Scott approached the issue of salaries, he stated that the impact of low salaries compared to other professions is a tremendous issue in terms of recruiting African Americans into teaching. He believes that African Americans have a tendency to seek professions that will provide incomes beyond those provided in teaching. Scott's belief was that:

When you have parity of salaries, you have parity of professions. Salaries are a huge issue here.

Chapter Summary

The data collection that resulted from the survey and interviews of selected human resource directors were guided by four research questions.

1. What are the procedures used by human resource directors in city school divisions in Virginia to recruit African American teachers?
2. To what extent are these procedures helping to increase the number and percentage of African American teachers in city school divisions in Virginia?
3. What problems do human resource directors in city school divisions in Virginia encounter in recruiting African American teachers to their divisions?
4. What strategies do human resource directors in city school divisions in Virginia use to overcome these problems?

The survey data were used to identify relationships between such items as use and perceived effectiveness of recruitment strategies in city school divisions in Virginia, and the interview data were used to gain further insight into the strategies used to recruit African American teachers.

Survey Findings

It was quite evident that using other employees to recruit, networking through other educators, having recruitment fairs and sending vacancy announcements to colleges were the procedures used most often by human resource directors to recruit African American teachers in city school divisions in Virginia. Likewise, these procedures were perceived as the most effective in helping to increase the number and percentage of African American teachers in city school divisions in Virginia. Human resource directors identified the four most common problems when recruiting African American teachers: (1) the number of African American teachers not keeping pace

with the rising number of minority students; (2) expanding career opportunities in other fields; (3) pool of candidates not adequate to meet needs; and (4) greater economic rewards in other fields. The directors also reported that the most common strategies used to overcome recruitment problems were reflecting an ethnically diverse teaching force in recruitment information; developing a strong recruitment program; and participating in career fairs at predominately black colleges and universities. Findings of this study show that human resource directors in city school divisions in Virginia are more likely to use the methods that they feel are effective.

Interview Findings

Five major themes emerged as the human resource directors who were interviewed described the strategies they use to recruit African American teachers. They were: (1) promoting teaching, (2) diversifying the teaching pool, (3) improving the culture of teaching, (4) developing volunteer programs for college professors and middle school students to assist in schools, and (5) increasing salaries to that of other professions.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the procedures and their perceived effectiveness in recruiting African American teachers in city school divisions in Virginia. The final chapter serves as a culmination of research designed to examine the procedures used to recruit African American teachers, the extent to which those procedures have been perceived as effective, the problems encountered when recruiting, and strategies used for recruiting. There are four parts to this chapter: a summary of the results; the conclusions drawn from the study which are tied to literature; recommendations arising from study issues; and recommendations for further research.

Summary of Results

The survey data in this study provided an in-depth portrait of the procedures used to recruit African American teachers; the perceived effectiveness of those procedures; the problems encountered while recruiting; and strategies used to overcome those problems. This study was both quantitative and qualitative in nature. The quantitative portion provided data regarding what is occurring. The qualitative data provided insight into why the pool of African American candidates is the way it is, and some things that can be done to change it. A summary of the analyses of these data for each research question follows:

Research Question One: What are the procedures used by human resource directors in city school divisions in Virginia to recruit African American teachers?

Human resource directors reported that the procedures used most frequently to recruit African American teachers include the use of other employees to recruit, networking through other educators, having recruitment fairs, and sending vacancy announcements to colleges. In fact all districts reported that, to some degree, they used networking through other educators as a procedure for recruiting African American teachers.

The qualitative data indicated that getting young people involved in teaching at an early age was a strategy that is used to recruit African American students into teaching. There were strong feelings expressed that the community must get involved in this process. The participation and presence of African Americans in the recruitment process was imperative to the success of hiring and retaining African American teachers.

The qualitative data also supported the advantage of hiring early and then staying in contact with teachers. This was necessary because African American teachers were heavily recruited. Therefore, the personal touch could help the newly hired teacher feel comfortable and have a smooth transition into the school division and the community.

Research Question Two: To what extent are the procedures helping to increase the number and percentage of African American teachers in city school divisions in Virginia?

Seventy percent of the respondents said that developing partnerships with local two year colleges were not perceived effective in increasing the number and percentage of African American teachers. Whereas, nearly 4 out of 10 human resource directors perceived that the use of other employees to recruit was an effective procedure in recruiting. To some degree, all districts reported that they perceived that advertising in publications which target minorities was an effective procedure for recruiting African American teachers. Additionally, all but one human resource director reported that networking through other educators was perceived as an effective procedure.

It can be seen from the survey data that there is a relationship between use and perceived effectiveness of the following recruitment strategies in increasing the number and percentage of African American teachers: using other employees to recruit; having recruitment fairs; and networking through other educators.

Research Question Three: What problems do human resource directors in city school divisions in Virginia encounter in recruiting African American teachers to their divisions?

Four most common problems encountered by human resource directors when recruiting African American teachers were: (1) the number of African American

teachers not keeping pace with the rising number of minority students; (2) expanding career opportunities in other fields; (3) pool of candidates not adequate to meet needs; and (4) greater economic rewards in other fields.

In general, human resource directors surveyed indicated that there was not a problem with "salaries not being competitive with those in other divisions in the state." The qualitative data reflected the need to make salaries competitive with those in other professions. These data also showed that lack of pride in becoming a teacher and the decline in the prestige of the profession create problems when recruiting African Americans into the teaching profession. The lack of diversity in the teaching pool that is coming from universities was also cited as a problem for human resource directors. The qualitative data also support the continuous need for African Americans to go into teaching because the African American population in schools is rising.

Research Question Four: What strategies do human resource directors in city school divisions in Virginia use to overcome these problems?

Human resource directors surveyed reported that the most common strategies used to overcome recruitment problems were: reflecting an ethnically diverse teaching force in recruitment information; developing a strong recruitment program; and participating in career fairs at predominately black colleges and universities. Along with the use of employees to recruit, advertising in publications that target minorities were reported as strategies used for recruiting African American teachers.

The qualitative data support these findings through the five major themes that emerged as the human resource directors described the strategies they used to recruit African American teachers. They were: (1) promoting teaching, (2) diversifying the teaching pool, (3) improving the culture of teaching, (4) developing volunteer programs for college professors and middle school students to assist in schools, and (5) increasing salaries to that of other professions. It can be seen from the survey data that there is a need to develop recruitment plans which include promoting teaching. One respondent who was interviewed shared that his recruitment plan included seven components which encompassed areas such as goal setting, marketing, attracting individuals to teaching, and retaining teachers. All three respondents interviewed spoke of the importance of including the community and colleges in this process. Strategies used by human resource directors who were interviewed to overcome recruitment problems were: getting young people actively involved in teaching at an early age; cosponsoring seminars and workshops with community members that focus on recruiting African American students into teaching; including African Americans as part of the recruitment and mentoring process; and including churches and service organizations in the recruitment process. Schools should promote hands on experiences by setting up volunteer programs so that students can tutor in schools. Human resource directors should work with school divisions in providing volunteer experiences as early as the middle school grades. Involving students in career awareness activities as early as ninth grade is an approach that was

encouraged by human resource directors in order to promote teaching.

The qualitative data made an interesting connection between strategies for recruitment and the culture of teaching. African American teachers must be made to feel that they are part of the organization and are included in the decision making process. If African American teachers see that rules for them are different from their colleagues, then messages are sent that their contributions to the organization are not equally valued. African American teachers must also be made to feel that they are part of the community. This can be a problem if there is not a sizeable minority population in the community. These strategies support the need for human resource directors to go beyond the traditional methods of recruiting African American teachers.

Conclusions

An analysis of data gathered from this study reinforced previous research and assumptions. These data also answered the research questions by adding evidence that human resource directors in city school divisions in Virginia used various methods to recruit African American teachers. Human resource directors believed that the responsibility of addressing the recruitment and retention of African American teachers must be shared by all who express an interest in increasing the number of African Americans in the teaching profession. This included school districts, teacher education institutions, policy organizations, African American community organizations, civic associations, as well as members of the community in general.

Each of these groups must seek out and consider the recommendations and perspectives of African Americans and others who possess experiences which could assist with the problems encountered when recruiting.

A key point emerging from this study is that the number of African American students is increasing while the number of African American teachers is declining. In a study conducted by The Southern Regional Education Board and Data Decision Analysis, Inc. (1994), it is interesting to note that the statewide forecast for African American teachers indicate that the number of African American educators is declining in Virginia. This supports Cooper's (1988) study which pointed out that by the year 2005, 35 percent of the school children in the United States will be minority, and yet the African American teaching population will have declined to less than 5 percent. This problem also supported the theory of Gordon (1993) who pointed out that one of the major challenges facing school systems of the twenty-first century is how to address the disparity between the increasing minority student population and the diminishing number of minorities entering the teaching profession.

Human resource directors indicated that expanded career opportunities in other fields has reduced the number of African American students who choose teaching as a career. This was consistent with King (1991) who found that minorities are not going into teaching because of the lack of prestige, low salary, difficult working conditions and entrance into other fields as career opportunities increase. Human resource directors in city school divisions in Virginia believed that teacher salaries were not

comparable to those offered in other professions; consequently, many African American students were choosing other careers which provide more lucrative incomes.

Another problem cited by human resource directors was an inadequate pool of African American teachers. This supported Gordon's (1993) contention that one of the major challenges facing school systems in the twenty-first century is how to address the disparity between the increasing minority student population and the diminishing number of minorities entering the teaching profession. There is a tremendous need for a diverse teaching pool which reflects the heterogeneity of the world students live in today. This was of immense concern to human resource directors who were interviewed. This diverse teaching pool can only be obtained and maintained if there is a positive feeling about teaching at an early age so that students will feel good about going into the profession.

The need to get youngsters actively involved in teaching at an early age reinforced Morris's theory (1990) and Johnson, Spalding, Paden and Ziffren's theory (1989). According to Morris (1990), career education programs that introduce teaching as a career option should begin no later than eighth grade. Surveys by Johnson et al. (1989) support this contention. High school sophomores who participated in this study indicated that they rate teaching "very low" as a possible career choice. Beginning recruitment at an early age is also consistent with King's (1993) study which showed that the most common influential period in which the

participant's decision to become teachers occurred during their undergraduate school years.

According to the survey data, all divisions were making some effort to increase the number of African American teachers. The overwhelming majority of respondents believed their districts actively recruit African Americans; however, the pool of candidates was not adequate to meet the needs in their districts. District recruitment programs were in place in a majority of the divisions. These recruitment programs should include African Americans as part of the recruitment team. The qualitative data supported this viewpoint. To quote again what one human resource director stated during the interview:

We are making it a major goal this year to use more African Americans when recruiting. Once we find a person that we need for next year, we do early hiring. We know we have to have personal contact with African Americans because they will be heavily recruited whether they are in special education or not, which is in heavy demand. If we don't keep a personal touch, we are going to lose them. So if the personal touch can be a person who will help them with cultural fears and or the apprehension of being the only minority in the workplace, then that's going to help our case too.

This quote demonstrated the need for African Americans to be part of the

recruitment process. The responsibility of addressing the recruitment and retention of African American teachers must be shared by all who express an interest in increasing the number of African Americans in the teaching profession. This is consistent with Boyles and Engel (1986) who stated that in order to attract the best-qualified teachers to represent the ethnic and racial diversity of the student population, an aggressive recruitment program should be implemented by a school district to identify and attract the most qualified individuals.

Teachers, education institutions, school districts, policy organizations, government organizations, news media, African American community organizations and parents must stop speaking negatively about the profession. This study supports Dillworth's (1989) contention that the good news about teaching must be shared with the community at large. As we focus on the culture of teaching, we must address how teaching is viewed as a profession. It is the responsibility of the entire community to encourage students to go into teaching. Teachers in the field must serve as role models and encourage others to consider teaching as a career. This conclusion is also consistent with Dillworth's (1989) study when he pointed out that the public must learn to show greater respect for and learn to acknowledge the contributions that a good teacher brings to the quality of life and assist with the effort.

A majority of the human resource directors surveyed did not believe that there was a problem with "salaries not being competitive with those in other divisions in the state." Although the results of the analysis did not confirm the concern for salaries as

they compare with other divisions, more than half of the human resource directors responding to the survey indicated that greater economic rewards in other fields was a problem they encounter when recruiting. This conclusion is consistent with Common's (1985) study which identified several problems that have eroded the attractiveness and contributions of the teaching profession. The first problem identified was low salaries. King's (1991) study reinforced this contention when he pointed out that minorities are not going into teaching because of the lack of prestige, low salary, difficult working conditions, and entrance into other fields as career opportunities increase.

Recommendations Arising From Study Issues

Given the number of intelligent and talented African American students in the nation's schools, the current shortage of African American teachers is inexcusable. Educators, policymakers, and the community at large must assist with this effort. Broad-based, appropriate, and effective strategies, such as those listed below, must be developed to correct the problem of the decline of African American teachers. The following recommendations are offered with respect to the data in this study.

1. Broaden the responsibility of recruiting African American teachers beyond human resource directors. The current system tends to put the entire responsibility of recruiting on human resource directors. However, more parents and community members must become involved in the recruitment process. Parents and community members have students "in hand" long before they enter schools. It is imperative that

they promote the importance of education and the jobs teachers are doing. Only then will students enter school with a desire to learn from their role models, and hopefully want to do the job of their role models, teach.

2. Promote teaching from within schools by bringing middle school, high school and college students into elementary schools to tutor and serve in other capacities as volunteers.

3. Encourage the news media and community to work with educators in publicizing the positive aspects of teaching. It is difficult for the profession when the majority of the publicity regarding teaching is negative.

4. Promote teaching so that it is both financially and professionally attractive to minority students. Competitive salaries which are compatible with other professions and opportunities for professional advancement are imperative to making teaching attractive to African Americans.

5. Review legislation and state policies before they are enacted. Funds should be budgeted to assist some education students who cannot afford college tuition. These students could eventually teach the future teachers, scientists, doctors and lawyers in America.

6. Organize teaching clubs which can support teacher recruitment programs at an early age, such as the NEA Black Concerns Study Committee (1987) Student Program. This program recruits black high school and college students into the teaching profession. This recommendation is supported by Dozier (1994) who

concluded that in order to encourage a greater number of recruits to enter the teaching profession, particularly members of minorities, students need to be reached as early as possible.

7. Provide cultural and social activities for African American teachers who move into communities that do not have many African Americans living there. There is a substantial need for this. Districts as well as local businesses and communities should work cooperatively in providing sufficient activities for the African Americans living in communities such as this.

Recommendations For Further Research

This study has raised issues that warrant additional research. Recommendations for further research include the following:

1. A study of African American students in high school and first year college students to obtain their views on how we can counteract students' preferences to enter professions with greater prestige.
2. A study of teachers working with culturally diverse populations, especially African American teachers, to obtain their views regarding the preparation teachers must receive to be successful in teaching diverse populations. A comparative study of college and university curricula to see if the course offerings actually prepare prospective students to teach culturally diverse populations.
3. A study of African American teachers to see what can be done to reduce their attrition rate.

4. A study of the roles business communities can play in the effort to recruit African American teachers.

5. Research how negative experiences in school affect career choices, particularly teaching as a choice. This might be helpful in providing the stimulus to reorganize our education system so that it can be more meaningful for students.

6. Replicate this study in other sites so that it can broaden perspectives on the procedures for recruiting African American teachers. Each new study would generate sources of data which would describe strategies that have been effective in recruiting African American teachers. Included in these data would be additional strategies which could serve as a resource for human resource directors to utilize as they continue to search for effective ways to recruit and retain African American teachers. This implication is important because of the increase in African American students in public schools and the steady decline in African American teachers.

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APPENDIX A

**COPY OF "CERTIFICATE OF EXEMPTION OF PROJECTS
INVOLVING HUMAN SUBJECTS" THAT WAS SUBMITTED**

Address
City, State, Zip Code
November 25, 1996

Dr. Jerry Cline
Northern Virginia Graduate Center
Virginia Polytechnic Institute and State University
2990 Telstar Court
Falls Church, Virginia 22042

Dear Dr. Cline:

I am submitting my Certificate of Exemption for Projects Involving Human Subjects Form, a copy of chapter III of my study and a copy of the survey instrument. I had my Prospectus Examination on November 21. Please let me know if there is anything else I need to do before mailing the survey instrument. My phone numbers are as follows.

Home (area code) phone number
Work (area code) phone number

I sincerely appreciate your help and support.

Sincerely,

Betty Hobbs

Enclosure

Principal Investigator(s): Betty E. Hobbs

Document(s): Educational Leadership and Policy Studies

Title: A Study of the Procedures and the Effectiveness of Those Procedures in the

Recruitment of African American Teachers in City School Divisions in Virginia

Source of Support: Departmental Research _____ Sponsored Research _____ Proposal No. _____

The criteria for "exemption" from review by the IRB for a project involving the use of human subjects and with no risk to the subject is listed below. Please initial all applicable conditions and provide the substantiating statement of protocol.

- a. The research will be conducted in established or commonly established educational settings, involving normal education practices. For example:
 - 1) Research on regular and special education instructional strategies;
 - 2) Research on effectiveness of instructional techniques, curricula or classroom management techniques.
- b. The research involves use of education tests (cognitive, diagnostic, aptitude, achievement), and the subject cannot be identified directly or through identifiers with the information.
- c. The research involves survey or interview procedures, in which:

- 1) Subjects cannot be identified directly or through identifiers with the information;
- 2) Subject's responses, if known, will not place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability;
- 3) The research does not deal with sensitive aspects of subject's own behavior (illegal conduct, drug use, sexual behavior or alcohol use);
- 4) The research involves survey or interview procedures with elected or appointed public officials, or candidates for public office.

- d. The research involves the observation of public behavior, in which:
 - 1) The subjects cannot be identified directly or through identifiers;
 - 2) The observations recorded about an individual could not put the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability;
 - 3) The research does not deal with sensitive aspects of the subject's behavior (illegal conduct, drug use, sexual behavior or use of alcohol).
- e. The research involves collection or study of existing data, documents, recording pathological specimens or diagnostic specimens, of which:
 - 1) The sources are publicly available; or
 - 2) The information is recorded such that the subject cannot be identified directly or indirectly through identifiers.

I further certify that the project will not be changed to increase the risk or exceed exempt condition(s) without filing an additional certification or application for use by the Human Subjects Review Board.

Note: If children are in any way at risk while this project is underway, the chairman of IRB should be notified immediately in order to take corrective action.

Betty E. Hobbs 11/25/96
Principal Investigator(s) Date

Principal Investigator(s) Date

Departmental Reviewer Date

Chair, Institutional Review Board Date

APPENDIX B
LETTERS ENDORSING THE STUDY



VIRGINIA ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS

October 21, 1996

Betty
Dear Ms. Hobbs:

I enjoyed reviewing your prospectus for your Study of the Procedures and the Effectiveness of Those Procedures in the Recruitment of African American Teachers in City School Divisions in Virginia. It appears that your study could offer meaningful insights into the issues surrounding the recruitment of African American teachers.

I have included in this mailing a copy of a letter of support for your study that you may use in contacting those school divisions you wish to participate in your study. The VASPA updated mailing list will not be available until November. I will forward a copy of that list to you when it is available.

I wish you continued success as you enter this final phase of your doctoral program. If I can be of any further assistance to you, please call me.

Sincerely,

Judy Davis-Dorsey, Ed.D.
President



October 11, 1996

Dear Colleague:

I am writing to encourage your participation in a study which should yield important information for Human Resource professionals dealing with the challenges of providing a diverse applicant pool for their school divisions. Ms. Betty Hobbs, a Doctoral student in Education Administration at Virginia Polytechnic Institute and State University, is conducting research for her dissertation entitled, "A Study of the Procedures and the Effectiveness of Those Procedures in the Recruitment of African American Teachers in City School Divisions in Virginia."

I have reviewed the first chapter of Ms. Hobbs' work. The questions Ms. Hobbs will be attempting to answer through her work are: (1) What are the procedures used by personnel directors in city school divisions in Virginia to recruit African American teachers; (2) To what extent are these procedures helping to increase the percentage of African American teachers in city school divisions in Virginia; (3) What problems do personnel directors...encounter in recruiting African American teachers to their districts; and, (4) What strategies do personnel directors...use to overcome these problems?

Ms. Hobbs will be happy to provide you with a summary of her findings. Please feel free to call me at 757 898 0440 if I can provide any further information as you consider participating in Ms. Hobbs' study.

Sincerely,

Judy Davis-Dorsey, Ed.D.
President

APPENDIX C

LETTERS REQUESTING PARTICIPATION IN THE STUDY

Letter Requesting Participation in the Study

Address
City, State, Zip Code
December 3, 1996

Dear _____,

I am currently a doctoral candidate majoring in Education Administration at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Also, I am employed by Arlington Public Schools as a principal. As part of the requirements for the Doctor of Education degree, I am conducting a research study entitled, The Procedures and Their Perceived Effectiveness in the Recruitment of African American Teachers in City School Divisions in Virginia.

I would be grateful if you would agree to assist me by participating in this study. Since the population of this study is small, the 39 city school divisions in Virginia, I truly need your response to the questionnaire. I realize that this request adds to your heavy workload, however, it is anticipated that the completion of the survey should take about 15 minutes or less. Also, the results of the study will provide insight into some strategies that will be helpful in the recruitment of African American teachers. Upon completion of the study, I will be pleased to send you a copy of the summary of the research.

The information you report will remain confidential and will not be utilized to identify you or your district. The number in the upper right-hand corner on your questionnaire will be used as a monitoring system for return of the questionnaire.

Please return the questionnaire to me in the enclosed stamped, self-addressed envelope by **December 20, 1996**. If it is more convenient for you to fax the questionnaire to me, **my fax number is (area code) number**. I will follow up with a telephone call in approximately two weeks.

Thank you so much for your assistance in this endeavor. Your willingness to participate in this research by completing the enclosed questionnaire will be deeply appreciated. If you have any questions about this study, please feel free to call me at work, (area code) phone number, or at home, (area code) phone number.

Sincerely,

Betty Hobbs

Follow-up Letter Requesting Participation in the Study

Address
City, State, Zip Code
January 3, 1997

Dear _____,

This letter is a follow-up to my phone call today. I am currently a doctoral candidate majoring in Education Administration at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Also, I am employed by Arlington Public Schools as a principal. As part of the requirements for the Doctor of Education degree, I am conducting a research study entitled, A Study of the Procedures and Their Perceived Effectiveness in the Recruitment of African American Teachers in City School Divisions in Virginia.

I truly thank you for agreeing to assist me by participating in this study. Since the population of this study is small, the 39 city school divisions in Virginia, I am in need your response to the questionnaire. I realize that this request adds to your heavy workload, however, it is anticipated that the completion of the survey should take about 15 minutes or less. Also, the results of the study will provide insight into some strategies that will be helpful in the recruitment of African American teachers. Upon completion of the study, I will be pleased to send you a copy of the summary of the research. The information you report will remain confidential and will not be utilized to identify you or your district. The number in the upper right-hand corner on your questionnaire will be used as a monitoring system for return of the questionnaire.

Please feel free to fax the questionnaire to me. **My fax number is (area code) phone number.** Thank you so much for your assistance in this endeavor. If you have any questions about this study, please feel free to call me at work, (area code) phone number, or at home, (area code) phone number.

Sincerely,

Betty Hobbs

APPENDIX D

LETTER CONFIRMING PARTICIPATION IN THE INTERVIEW

Letter Confirming Participation in the Interview

Address
City, State, Zip Code
January __, 1997

Dear _____,

This letter is to remind you of our phone interview for which we scheduled at ____ p.m. on February __, 1997. I appreciate you having agreed to the interview and allowing me to tape it. Your answers will be kept confidential and anonymous. You will not be asked to give your name or any information that would identify you as an individual. Participation in the study will take approximately five to seven minutes. Upon completion of the study, I will be pleased to send you a copy of the summary of the research.

Again, thank you very much for your support. I look forward to talking to you on February __. If you have any questions about this study, please feel free to call me at work, (area code) phone number, or at home, (area code) phone number.

Sincerely,

Betty Hobbs

Enclosure

APPENDIX E
INSTRUMENTS

SURVEY OF RECRUITMENT PRACTICES

purpose of this survey is to determine your views about recruitment strategies for African American teachers.

I

including this year, how many years have you held your current position? _____
 What is your gender? (Please place "X" on the appropriate line.) Male _____ Female _____

use your most recent **EEO5 Report** to respond to the following questions. The term **teacher** as it relates to this study is to a staff member with a BS, Masters and/or Doctorate Degree who is working in a school setting with students. This includes full time and part time classroom, special education, physical education, art and music teachers; librarians; counselors; and reading specialists.

- How many teachers are employed in your school division? _____
- How many African American teachers are employed in your school division? _____
- How many students are enrolled in your school division? _____
- How many African American students are enrolled in your school division? _____
- How many African American teachers have you hired in the past 3 years? _____

II

circle the degree to which you use the following **recruitment strategies** and the degree to which those strategies **have** effective in recruiting African American teachers. (In each box, circle one rating on each line.)

Often 2 = Seldom 3 = Occasionally 4 = Never

	Use				Effectiveness			
	1	2	3	4	1	2	3	4
Recruitment fairs	1	2	3	4	1	2	3	4
"Grow Your Own" incentive programs which assist professionals, secretaries, etc. in receiving teaching certification	1	2	3	4	1	2	3	4
Vacancy announcements sent to colleges	1	2	3	4	1	2	3	4
Partnerships with local two year colleges	1	2	3	4	1	2	3	4
Partnerships with local universities	1	2	3	4	1	2	3	4
Mass media advertisement	1	2	3	4	1	2	3	4
Advertise in publications that target minorities	1	2	3	4	1	2	3	4
Network through other educators	1	2	3	4	1	2	3	4
Use other employees to recruit	1	2	3	4	1	2	3	4

read each statement carefully. Select from the list of responses the one that best reflects your reaction to the statement. circle one rating on each line.)

True 2 = More True than False 3 = More False than True 4 = False

	T	MT	MF	F
More scholarships are needed to encourage African Americans to enter the teaching profession.	1	2	3	4
Mentoring programs which allow teachers to work with African American students at the high school level are effective in recruiting these students into teaching.	1	2	3	4
Career development programs which introduce African American students to teaching should be introduced at the middle school level.	1	2	3	4
Counselors should encourage African American students to seek teaching as a career.	1	2	3	4
Schools should form partnerships with community organizations and jointly communicate the need for African American teachers.	1	2	3	4

III

From the list of responses the one that best reflects your reaction to the problems you encounter when recruiting African American teachers. (Please circle one rating on each line.)

True 2 = More True Than False 3 = More False than True 4 = False

	T	MT	MF	F
Pool of candidates not adequate to meet the needs in my district	1	2	3	4
Expanding career opportunities in other fields	1	2	3	4
Salaries not competitive with those in other divisions in the state	1	2	3	4
Number of African American teachers in the United States has not kept pace with the rising number of minority children enrolled in public schools	1	2	3	4
There will not be sufficient African American teachers in the future to replace the already small number of current teachers	1	2	3	4
Greater economic rewards in other fields	1	2	3	4
Decline in purchasing power of teachers' salaries	1	2	3	4
Limited promotional opportunities/career choices within the profession	1	2	3	4
Negative attention education receives in the media	1	2	3	4
Loss of occupational prestige of public school teachers	1	2	3	4
Negative educational experiences	1	2	3	4

IV

From the list of responses the one that best reflects your reaction to the strategies used to overcome recruitment ems. (Please circle one rating on each line.)

True 2 = More True Than False 3 = More False than True 4 = False

	T	MT	MF	F
My division has a strong recruitment program in place to attract African American teachers.	1	2	3	4
High schools in my division participate in teacher recruitment programs.	1	2	3	4
Middle schools in my division participate in teacher recruitment programs.	1	2	3	4
There is an affirmative action plan in place in my division that is effective in recruiting African American teachers.	1	2	3	4
Recruitment information about my division (brochures, video tapes, etc.) reflects an ethnically diverse teaching force.	1	2	3	4
My division has formed partnerships with institutions of higher learning to develop programs that encourage African American students to become teachers.	1	2	3	4
My division participates in career fairs at the predominately black colleges and universities.	1	2	3	4
My division actively recruits retired military personnel into teaching.	1	2	3	4
Positive promotion of the teaching profession has helped increase the pool of African American teachers in my division.	1	2	3	4

INTERVIEW GUIDE
Phone Questionnaire

Date _____

I have several questions I would like to ask you about strategies for recruiting African American teachers. This interview should take no more than 5 to 7 minutes.

Thank you for giving me permission to tape this interview. The information you provide will remain confidential and anonymous.

The questions I am going to ask you relate to strategies that should be used to recruit African American teachers.

If you could develop a model for recruiting African American teachers:

1. What are some specific things communities can do to promote the positive aspects of teaching as a career?
2. What are some career counseling activities that should occur in high schools to promote teaching as a career?
3. What are some ways in which colleges can work with school communities to promote teaching as a career?
4. What strategies would you use beyond those currently being used to recruit African American teachers?
5. Are there other things you would like to share with me about recruiting African American teachers that I have not asked you?

APPENDIX F
QUALITATIVE DATA CODE SHEETS

teaching. 53 -#

R: That's what I am finding in the 55
 literature. It's an issue of 56
 not having the pool, especially 57
 at historical black colleges. 58

#-CULTURE

P: That's not the answer because 60 -#
 when you take all historical 61
 black colleges and you lump 62
 them into the entire pool, the 63
 percentages of African 64
 Americans in education are just 65
 abysmal. Of course everybody 66
 think they will go to 67
 historical black colleges. 68
 Well give me a break! So 69
 that's not the answer. Now we 70
 did find in our school we are 71
 doing data study to find the 72
 graduates. We are finding that 73
 in lower south eastern 74
 Pennsylvania there are two 75
 large universities putting out 76
 a significant number of diverse 77
 graduates including African 78
 Americans, and we are 79
 increasing our recruiting 80
 there. I do realize that this 81
 is not something we can solve 82
 by where we recruit or how we 83 -#

#-DIVERSE

recruit. A more larger issue 84 -#
 of how we get people who 85
 reflect the diversity of the 86
 United States to go into 87
 teaching. 88 -#

R: That's a good point. I would 90
 think that when we get into 91
 question two, "What are some 92
 career counseling activities 93
 that should occur in high 94
 schools to promote teaching as 95
 a career?" is somewhat similar 96
 as we encourage people to go 97
 into teaching. 98

#-CULTURE

P: I don't think it is promoting 100 -#
 teaching. Your question 101
 involves teaching as a career. 102
 If you target it at African 103

Americans, I think we should 104
 look at the culture of 105
 teaching. We ring bells, give 106
 them a platform chair, and make 107
 them salivate by demand and 108
 then we tell them, "by the way, 109
 you are a professional." Well, 110
 we haven't treated them as 111
 professionals. We have not 112
 done a good job of 113
 participatory management or a 114
 collaborative study form. We 115
 have basically not treated them 116
 as professionals. 117 -#

R: That's a good point. Now when 119
 we get to the third area, what 120
 are some ways in which colleges 121
 can work with school 122
 communities to promote teaching 123
 as a career? 124

#-CULTURE

P: I've witnessed campuses who 126 -#
 look at the education community 127
 as kind of a joke. The 128
 prestige and even architecture 129
 and the cost of buildings go 130
 towards law and medicine. The 131
 whole value of education in the 132
 United States is valued as long 133
 as it is the last of the 134
 professions. The concept is 135
 that those who can do, do and 136
 the others teach. 137 -#

R: That's an interesting idea. If 139
 we summarize your thoughts and 140
 reflect on what colleges can 141
 do, how would you categorize 142
 their job. 143

#-PROMOTING

P: Colleges must start from within 145 -#
 by giving creditability to 146
 education. Colleges cannot 147
 continue to treat education as 148
 a "stepchild," and at the same 149
 time think that their 150
 strategies will attract the 151
 best and brightest into the 152
 field. 153 -#

R: Thanks for that response. As 155

we move on, our next question 156
 focuses on other strategies. 157
 Can you share those strategies 158
 you would use beyond those 159
 currently being used to recruit 160
 African American teachers? 161

#-PROMOTING

Q: I do believe that it starts in 163 -#
 high school. We talk to kids 164
 about why teaching is 165
 important. When we ask kids if 166
 they want to be a teacher, some 167
 of them reluctantly put up 168
 their hands, no one boldly put 169
 up their hands. It's not 170
 something you are proud of. 171
 When you see those gallup polls 172
 about the most important 173
 professions or the respected 174
 profession the prestige of 175
 teaching is very low. It is 176
 seen as a parttime job, 177
 something you do on the side. 178 -#

#-SALARIES

It is a cultural problem. In 179 -#
 Germany, I know that the 180
 salaries are much higher. 181
 Teaching salaries are equitable 182
 with entry level health care 183
 people, doctors, lawyers. When 184
 you have parity of salaries, 185
 you have parity of professions. 186
 Salaries are a huge issue here. 187
 I would have no objection for 188
 the salaries in the United 189
 States for the teaching 190
 workforce to go on a 12 month 191
 contract. Moving students to 192
 learning all year round or 193
 possibly extend the day and 194
 including more staff 195
 development. This would have a 196
 great impact on the national 197
 budget. Who's going to say 198
 that all property, state, local 199
 and income taxes should go up 200
 by a percent to pay for that 201
 cost. 202 -#
 R: Are there other things you 203
 would like to share with me 204
 about recruiting African 205
 American teachers that I have 206
 not asked you? 207

#-PROMOTING

P:	Well, they must feel a comfort	209	-#
	level. Now I am going back and	210	
	be more specific. I have been	211	
	talking very globally in a less	212	
	larger plan. I think there is	213	
	an issue where we have found	214	
	again the comfort level.	215	
	African American people could	216	
	be part of the contact process	217	
	from recruitment to mentoring.	218	
	I am not saying that doing that	219	
	we must work in this world as	220	
	black to black, Asian to Asian	221	
	or white to white. There are	222	
	some quieting of fears or	223	
	aversions or providing a	224	
	comfort level that wouldn't	225	
	inhibit someone from going	226	
	someplace. In going into a	227	
	school system, I would ask	228	
	questions such as: Am I going	229	
	to be the only African American	230	
	in this school? If I am the	231	
	only African American in the	232	
	school, how am I going to be	233	
	treated? So I think anything	234	
	we can do to sway those	235	
	apprehensions is outstanding.	236	
	Therefore, we are making it a	237	
	major goal this year to use	238	
	more African Americans when	239	
	recruiting. Once we find a	240	
	person that we need for next	241	
	year, we do early hiring. We	242	
	know we have to have a personal	243	
	contact with African Americans	244	
	because they will be heavily	245	
	recruited whether they are in	246	
	special education or not, which	247	
	is in heavy demands. If we	248	
	don't keep a personal touch	249	
	with them, we are going to lose	250	
	them. So if the personal touch	251	
	can be a person who will help	252	
	them with cultural fears and or	253	
	the apprehension of being the	254	
	only minority in the workplace,	255	
	then that's going to help our	256	
	case too.	257	-#
R:	That's great. Thank you very	259	
	much for taking the time to	260	

talk to me. Please let me know 261
if I can assist you in any way. 262

P: That's fine. I enjoyed talking 265
to you about one of the areas 266
that gives me the most concern, 267
recruiting. Have a good day. 268

Maggie - Human Resource Director	1	
R: I have several questions I	3	
would like to ask you about	4	
strategies for recruiting	5	
African American teachers. The	6	
questions I am going to ask you	7	
relate to strategies that	8	
should be used. If you could	9	
develop a model for recruiting	10	
African American teachers, what	11	
are some specific things	12	
communities can do to promote	13	
the positive aspects of	14	
teaching as a career?	15	
#-PROMOTING		
P: I think your churches and	17	-#
service organizations can	18	
certainly promote teaching as a	19	
career. That will be your	20	
realtor, that would be	21	
organizations like Boy Scouts	22	
and Girl Scouts doing some kind	23	
of career day within the	24	
organization with young	25	
children promoting teaching as	26	
a career option.	27	-#
R: Great! If we look at churches,	29	
what are some things they can	30	
do?	31	
#-PROMOTING		
P: Well, churches can have career	33	-#
day as well and highlight their	34	
members who are in teaching and	35	
other areas. Leaders in	36	
churches can also highlight	37	
students' performance by	38	
recognizing those who do well	39	
in school. Praise their	40	
teachers for working with them.	41	
That is always helpful.	42	-#
R: Thank you for these ideas. The	44	
second question involves career	45	
counseling activities. What	46	
are some career counseling	47	
activities that should occur in	48	
high schools to promote	49	
teaching as a career?	50	
P: Probably, well, I am a former	52	

#-PROMOTING

middle school principal. 53 -#
 Probably, I would start at the 54
 middle school. Certainly by 55
 ninth grade do career 56
 awareness. As counselors in 57
 schools, we need to model and 58
 promote the importance of being 59
 in education. And maybe having 60
 a day when students follow 61
 teachers around. Or maybe 62
 having a day in which the 63
 students come to the principal. 64
 But definitely do the teachers. 65
 Have them see a typical day. 66
 But also have people, have the 67
 human resource directors 68
 participate in this activity. 69 -#

R: Are there other ideas in this 71
 area? 72

#-VOLUNTEER

P: If students have opportunities 74 -#
 to go into classrooms while in 75
 middle and high school to 76
 assist small children, they 77
 will have opportunities to see 78
 teaching in a positive light. 79
 As I organized middle and high 80
 school volunteers to assist 81
 students, it was evident that 82
 they enjoyed it. Many of them 83
 said that they were going to 84
 consider teaching; however, I 85
 don't know if they followed 86
 through. I do know that they 87
 enjoyed tutoring and looking 88
 forward to going each week. 89
 Although this was a small 90
 beginning, this is what we must 91
 do to inspire students to go 92
 into teaching. 93 -#

R: Thanks for your thoughts in 94
 this area. As we move to 95
 colleges, what are some ways in 96
 which they can work with school 97
 communities to promote teaching 98
 as a career? 99

P: I think if you really wanted to 101

#-PROMOTING

attract people to colleges and 102 -#
 into a community, certainly 103

minority candidates, you would 104
 come up with some ideal way of 105
 doing tuition credit which 106
 would encourage them to stay 107
 and study in Virginia, but also 108
 to stay at JMU, VCU which is a 109
 Richmond college, somewhere 110
 locally. This would be to 111
 their credit. That would be a 112
 good partnership, that there 113
 would be some reduced funds. A 114
 partnership between the Human 115
 Resource Departments and 116
 schools. 117 -#

R: These are good thoughts. As we 119
 move on, can you share those 120
 strategies you would use beyond 121
 those currently being used to 122
 recruit African American 123
 teachers? 124

#-DIVERSE

P: I think the best strategy for 126 -#
 us is networking through 127
 community members and my 128
 colleagues. However, the 129
 larger issue, and I guess that 130
 will be reflected in your 131
 notes, is that we do not get a 132
 lot of diversity in university 133
 graduates. A larger issue is 134
 how we get people who reflect 135
 the diversity of the United 136
 States to go into teaching. We 137
 have been studying those 138
 numbers for a long time now and 139
 it is the key issue. Until we 140
 get a more diverse pool who 141
 wishes to seek careers as 142
 teachers, we will have this 143
 problem. You ask me 144
 specifically which steps we are 145
 taking and I do not know of any 146
 great steps. I know that North 147
 Carolina has a grants for 148
 education in which if you 149
 return teaching services to the 150
 state, they will pay a lot of 151
 the tuition. Some of this is 152
 targeted at diversity. 153
 We must make sure that 154
 our African American teachers 155
 feel that they are a part of 156

the organization. Frequently	157	
we hire them to say that we	158	
have minorities; however, we do	159	
not include African Americans	160	
in the decision making process.	161	
When African Americans see that	162	
rules for them are different	163	
from their colleagues, we truly	164	
are not treating them as	165	
professionals who contributions	166	
are valued equally.	167	-#
 R: As a follow up, what about your	169	
community? How do you see	170	
African Americans there?	171	
 #-CULTURE		
P: The dilemma we have is that	173	-#
although we have an excellent	174	
school system which can promise	175	
them many things, there is not	176	
a great minority community	177	
here. That's a hinderance to	178	
us so I feel that the	179	
networking, supporting it and	180	
getting the businesses and	181	
everyone supporting it will	182	
make the community more	183	
important and attractive.	184	-#
 R: Are there other things you	186	
would like to share with me	187	
about recruiting African	188	
American teachers that I have	189	
not asked you?	190	
 #-SALARIES		
P: I am a strong believer in	192	-#
equity regarding salaries in	193	
this professions. Teachers are	194	
working with the most precious	195	
commodity, children. However,	196	
they are paid lower than most	197	
professionals. This has to	198	
change. A professional	199	
basketball player makes more	200	
money shooting a ball through a	201	
hoop than a teacher who is	202	
working with the minds of the	203	
future. As a society, we must	204	
turn this around.	205	-#
 R: Thank you so much for your	207	
thoughts and the time you took	208	

talking to me. This has been a 209
pleasure. 210

P: It has been great talking to 212
you also. Good luck on your 213
dissertation. 214

Dennis - Human Resource Director	1	
R: I have several questions I	4	
would like to ask you about	5	
strategies for recruiting	6	
African American teachers. The	7	
questions I am going to ask you	8	
relate to strategies that	9	
should be used. If you could	10	
develop a model for recruiting	11	
African American teachers, what	12	
are some specific things	13	
communities can do to promote	14	
the positive aspects of	15	
teaching as a career?	16	
#-PROMOTING		
P: I think school divisions must	18	-#
develop plans for recruiting.	19	
In my division, we have a plan	20	
which includes seven	21	
components. These components	22	
are goal setting, marketing,	23	
recruiting, recruiting student	24	
teachers, placing student	25	
teachers, attracting	26	
individuals to teaching,	27	
retaining teachers.	28	-#
R: What are some specific things	30	
communities can do to help	31	
implement these components?	32	
#-PROMOTING		
P: The component that really	34	-#
addresses the community is	35	
attracting individuals to the	36	
field of teaching. Getting	37	
young people actively involved	38	
at a very early age and	39	
promoting the profession by	40	
providing financial aid are	41	
important. Communities can	42	
actually go out and help	43	
cosponsor seminars and	44	
workshops that involve the	45	
profession. A school board	46	
member or business leader can	47	
be actively involved in sending	48	
the message to young people	49	
that teaching is important by	50	
doing that - a very powerful	51	
message in involving the	52	

community.	53	-#
R: Thank you, that's wonderful.	55	
The second question involves	56	
career counseling activities.	57	
What are some career counseling	58	
activities that should occur in	59	
high schools to promote	60	
teaching as a career?	61	
#-PROMOTING		
P: High schools can do many	63	-#
things. High school should	64	
promote hands on experiences	65	
through setting up a volunteer	66	
program with divisions.	67	
Students can tutor in the	68	
schools, especially at the	69	
elementary level. Allowing	70	
young people to have a spark	71	
created about teaching along	72	
the way is very important.	73	-#
R: As we move to colleges, what	75	
are some ways in which they can	76	
work with school communities to	77	
promote teaching as a career?	78	
#-VOLUNTEER		
P: Colleges can lend different	80	-#
professors to divisions on a	81	
research basis to assist with	82	
programs such as a teacher	83	
mentor program. Information	84	
could be provided such as what	85	
works in recruiting and	86	
retaining teachers. When we	87	
are looking at the whole	88	
concept of retention and	89	
working with teachers, we can	90	
"shoot from the hip" and try	91	
this strategy or that strategy.	92	
But college professors are able	93	
to go out and actually identify	94	
individual strategies that have	95	
not worked. They can also	96	
serve as a lab resource.	97	
Colleges must be more helpful!	98	-#
R: These are some good pointers.	100	
As we move on, can you share	101	
those strategies you would use	102	
beyond those currently being	103	
used to recruit African	104	

American teachers? 105

#-SALARIES

P:	Well, salaries must be raised	107	-#
	because the job market is so	108	
	competitive these days.	109	
	Keeping salaries on the level	110	
	with other professions	111	
	certainly will serve as a	112	
	strong springboard for that.	113	
	Making sure that there are	114	
	types of activities that reach	115	
	the higher level skills, self-	116	
	actualization, self-worth,	117	
	which people are always	118	
	striving for. If you provide	119	
	opportunities for identifying	120	
	things that are thought of as	121	
	valuable and that the person is	122	
	making a valuable contribution	123	
	to the profession, maybe more	124	
	people will become interested	125	
	in teaching.	126	
R:	This has been a pleasure.	127	-#
P:	No problem. I wish you the	129	
	best of luck in your study. I	130	
	think it's important and you'll	131	
	make an important contribution	132	
	to the whole area of	133	
	recruitment.	134	

APPENDIX G

VITA

VITA

Betty Hobbs was born on February 14, 1945 in Blackstone, Virginia, and lived there until she completed high school. She graduated from Luther H. Foster High School in 1963. Ms. Hobbs attended Virginia State University, a historical black college, where she earned a Bachelor of Science degree in elementary education in 1967. She earned a Master's degree in School Administration from George Mason University in Fairfax, Virginia in 1976.

Ms. Hobbs began her career in education in Alexandria, Virginia where she served as a teacher and administrator for twenty seven years. She taught for seventeen years at Mount Vernon Elementary School in Alexandria, Virginia. From her teaching position, she moved directly into an administrative position as principal of Charles Barrett Elementary School for three years. Ms. Hobbs then moved to Cora Kelly Magnet School where she served as principal for seven years.

In 1995, Ms. Hobbs became principal of Arlington Science Focus School in Arlington, Virginia. Her initial responsibilities included purchasing all supplies and furniture for the school, hiring the entire staff, and developing an elementary "hands-on" science program which integrated technology and art. In addition to her administrative duties, Ms. Hobbs has volunteered to assist the Assistant Director of Personnel in Arlington Public Schools with recruiting teachers whenever her services are needed.