

A STUDY OF THE PRE-ADMISSION INTERVIEW
AS A PREDICTOR OF ACADEMIC SUCCESS
AND TEACHING POSITION ATTAINMENT
FOR DIPLOMA STUDENTS

by

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ABSTRACT

There were three major purposes of this study. The first one was to compare the predictive validity of the data from the pre-admission interview with that of the pre-admission grade point average using professional-year academic success and teaching position attainment of Diploma program students as criteria. The second was to compare the pre-admission interview data and grade point average in combination with each single predictor to ascertain if the combination improved the academic and teaching position attainment predictions. The final purpose was to report the perceptions of the interview as experienced by a random sampling of Diploma program students who took part in the pilot study.

Data were collected and analyzed for the candidates in the pilot study and the randomly selected students were interviewed.

In general, this study found evidence that a combination of pre-admission grade point average and interview ratings may be useful in predicting the professional-year academic success of Diploma program students, but not teaching position attainment. Support was also found for considering both the types

of program and gender of candidate in making predictions. The interview process, itself, was generally perceived as positive and helpful by the students in the random sample. Implications for further study of the interview were discussed.

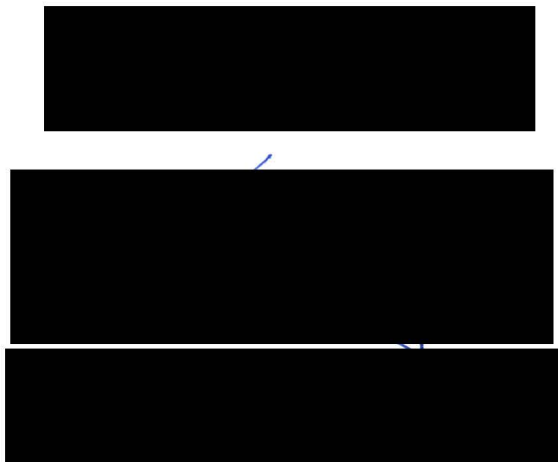


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CHAPTER I

Statement of Problem

My interest in evaluating teaching success stems from my years as a classroom teacher and my concern for students and colleagues in the educational system. I found, and I am supported by other educators, that it is very difficult to define and predict successful teaching. However, recent research indicates that new admission requirements are being used in both North America and Britain to help select teacher candidates who show the most potential to achieve academically in teacher training programs and subsequently obtain teaching positions.

The rationale behind the pre-admission screening to select only teacher candidates who show potential is based on both individual and institutional concerns. Children deserve the best teachers available, teachers who exhibit both personal characteristics and academic background that will help to provide the environment for learning. A second concern is for the weak teacher candidate who, if identified, could be saved the expense and frustration of at least one relatively wasted year. This candidate could be counselled to pursue a more appropriate program that is better suited

to his personality and abilities (Bedford, 1972). A third concern is for the university which could be saved time and money that is spent on training students who are poor or weak teacher prospects (Bedford, 1972). The failure rate in teacher education programs appears to be relatively low, and it may be better to exclude weak teacher candidates before they are admitted (Pratt, 1977). A final concern is for the reduction of the ratio between available teaching positions and prospective teachers. At present there is a decline in the student population which has resulted in a surplus of unemployed teachers. The pre-admission screening process could identify weak teacher candidates prior to admission which could upgrade the quality of those students who are accepted into teacher training programs. The institutions would eventually produce prospective teachers of a high calibre. This procedure would need to be coupled with an institutional awareness and concern for teacher supply and demand in the profession and would necessitate some form of a quota system.

The rationale for the screening process appears to be a desirable one, but the means to identify weak candidates are not readily available. The validity and reliability of instruments which might be used to predict academic success and subsequent attainment of a teaching position are not firmly established. Therefore, this creates

problems in the attempt to determine the most effective admission requirements for a teacher training program.

Prior to the Spring of 1977, admission to the Faculty of Education at the University of Victoria was based on prerequisite coursework and grade point average (g.p.a.). In 1976, the Faculty of Education at the University of Victoria became aware of a need to provide a better selection procedure prior to and during teacher preparation. This same need was expressed by the Teacher Education Committee of the British Columbia Teacher's Federation and the British Columbia School Trustees Association.

A study at Queen's University (Pratt, 1975) suggested that the interview may contribute to the selection of students prior to entering the Faculty of Education. Pratt reported that both Burroughs (1958) and Bedford (1971) found high correlations between interview ratings and practice teaching grades. Pratt also found in his study that students who had higher interview scores "survived" longer as teachers than those who had lower scores. Pratt defined teacher "survival" as those teachers from his study who were beginning the fourth year of teaching after graduation. From this finding he supported the use of the interview as a predictor of teacher "survival". The Faculty of Education at the University of Victoria decided to test the interview process and resources were

made available through the Dean of Education to provide interviewers from a group of Sessional Instructors with recent classroom experience.

A pilot study to test the interview as an instrument for predicting academic success and teaching position attainment was initiated in 1976 with the approval of the Dean of the Faculty of Education at the University of Victoria. The interview for the pilot study took place in the Spring of 1976 and the data was sealed until the Spring of 1977. The purpose of this study was to compare the predictive validity of the data from the pre-admission interview with that of the pre-admission grade point average using professional year academic success and teaching position attainment of Diploma Program students as criteria. The pre-admission interview data and grade point average in combination were also compared with each single predictor to see if the combination improved the prediction of professional year academic success and teaching position attainment. A final purpose of this study was to report the perceptions of the interview as experienced by a random sampling of Diploma Program students who took part in the pilot study.

In summary, this study considered the following five questions:

1. What is the predictive validity, as indicated by correlational coefficients, of data collected from the pre-admission interview and g.p.a. on:
 - (a) academic performance in a professional year Diploma program?
 - (b) teaching position attainment following graduation from a Diploma program?
2. Is the pre-admission interview data a more valid predictor than the pre-admission grade point average of:
 - (a) academic performance in a professional year Diploma program?
 - (b) teaching position attainment following graduation from a Diploma program?
3. What is the predictive validity, as indicated by a multiple correlation, of a combination of pre-admission interview data and grade point average on:
 - (a) academic performance in a professional year Diploma program?
 - (b) teaching position attainment following graduation from a Diploma program?
4. What is the association, as indicated by a chi-square analysis, between:

- (a) the pre-admission grade point average and the teaching position attainment?
 - (b) the pre-admission interview data and the teaching position attainment?
 - (c) a combination of (a) and (b) and the teaching position attainment?
5. How is the interview process perceived by students who were interviewed in the pilot study?

CHAPTER II

Review of the Literature

The present study was guided by a study conducted at Queen's University (Pratt, 1975) in which Pratt suggested that the interview may contribute to the selection of those students who show the most potential as prospective teachers. The following review of literature establishes the rationale for a screening process, observes the value of the interview and indicates the predictive validity of the interview process used by teacher training institutions.

Teacher Training Candidate Selection

There seem to be three major factors that support the use of instruments to identify potentially weak candidates for teacher training: responsibility to the teaching profession, responsibility to children, and responsibility to the candidates applying for admission.

Responsibility to the teaching profession. The selection process could save the universities and colleges time and money by screening out poor teacher prospects (Bedford, 1972). The universities and colleges would also be making a contribution to the profession by being more

selective in their admission requirements.

In a study done by Brubaker (1973) of the selection and retention procedures used by the North Central Association of Colleges and Universities, it was found that most institutions reject fewer than ten per cent of their candidates even though most universities and colleges have admission requirements.

According to Pratt (1977), once candidates are accepted into teacher training programs the formal failure rate in teacher education tends to be very low. The literature indicated that one of the reasons why institutions are reluctant to use other admission criterion, besides the grade point average, is because of the lack of adequately researched instruments to predict success in the academic program and the teaching profession.

Pratt (1977) claims that when the demand for entrance into teacher training institutions and for teaching positions exceeds their availability, it is important to try to select those candidates who are most likely to become good teachers. This is relevant to the present study because of a current over-supply of teachers at a time when there is a student decline.

In the United States, some radical steps have been taken by the Teachers' Professional Organizations to bring attention to the over-supply of teachers. Pacacha (1977),

reported that school teachers in the American public education system are refusing to accept student teachers into their classrooms. This refusal comes from the pressure placed on teachers by their professional organizations who hope to limit drastically the number of prospective teachers. The professional organizations hope that such pressure tactics will force universities and colleges to reduce the number of teacher training candidates admitted, thus reducing the over-supply of teachers on the market. There is evidence in the United States to suggest that this action is unreasonable in view of the fact that teacher training institutions are presently reducing the number of candidates accepted for admission. The over-supply problem should, in a short time, correct itself given the present action of institutions to curtail admission into the Faculty of Education and given more public awareness of the job market potential.

Responsibility to children. The literature suggested that we need to look for qualities in addition to academic performance when candidates are selected for admission into teacher training institutions to help provide the best teacher prospects for the schools. DeWitt (1973) felt that there is a need to design techniques that will provide more information concerning the candidates' attitudes about and towards children. He states, "What today's

schools need is a balance and union of the cognitive and the affective flowing together in the learning process as directed by the teacher"(p. 20). Since there is an over-supply of prospective teachers, public school administrators can be more selective in choosing teachers. DeWitt suggested that affective instruction skills based on an effective life style, appropriate subject-level knowledge, resourcefulness and flexibility as well as instructional experience should be of high priority if humanistic teaching is to occur in the classroom.

Frankel and Milgram (1975) seemed to support the need to look for the "Humanistic teacher" expressed by DeWitt.

They suggested that:

We need to search for those individuals who do not impose themselves on children; who do not consistently direct the children; who do not become obsessed with good management but rather seek to guide, facilitate, encourage and inspire them. (p. 310)

Haberman (1974) stated that we need to select candidates who have the potential to function as continuous learners. If schools are expected to be flexible both in role and function, then it is crucial to look for candidates who are open to future growth.

Responsibility to the candidate. An interview selection process used for admission to teacher training could help advise those weak candidates about other programs or

teaching levels better suited to their needs. Both Pratt (1977) and Bedford (1972) felt that the interviewer has a responsibility to advise candidates about concerns to help prevent disappointment and frustration.

The Interview As A Predictor

The interview as an instrument for predicting academic and teaching success has been questioned by many researchers. The purpose of this section of the review of literature is to report the findings of studies concerned with the use of the interview for predicting success.

Studies. Bedford (1972) conducted a ten year study at the Teachers' College, Saskatoon to determine if a pre-admission battery given to teacher training candidates could predict practice teaching grades. From 1952 until 1964 a pre-admission battery (Table 1) was used to exclude some teacher training candidates from admission. He stated, "If students are denied admission to a College of Education because they are likely to do poorly in practice-teaching, this presupposes a reasonably strong relationship between practice-teaching marks and subsequent performance as a teacher in the field." (p. 64) He found that the predictive power of low practice-teaching marks would appear to be reasonably strong. The power of the pre-admission battery to predict practice teaching scores is shown in Table 2. The interview was the strongest

TABLE 1

The Composition of the Pre-Admission Battery

Interview, maximum possible score	50
Grade XII marks, maximum possible score	20
Intelligence quotient, maximum possible score	10
English comprehension, (Wiebe) maximum possible score	10
Essay, maximum possible score	10
Total score possible (composite score)	<u>100</u>

Source: Bedford, 1972, p. 66.

TABLE 2

The Power of the Pre-Admission Battery to Predict Low
(Less Than 60 %) Practice-Teaching Scores, 1952-1961,
In Terms of Predictive Index (P.I.) Averages

(N = 1549)

Interview	.22***
I.Q. (Otis, group)	.050*
Grade XII average	.045*
English Comprehension	.080**
Composite score	.130***

Number of students: 1549

*, **, ***, indicates statistical significance at the
.05, .01, and .001 levels, respectively (chi-square
or Poisson procedures).

Note: During two years, 1958-59, 1959-60, *The Minnesota
Teacher Attitude Inventory* (Cook, 1951) was also used.

Number of students: 684. Predictive Index, average: .085*.

Source: Bedford, 1972, p. 68.

single predictor and was significant at the .001 level. Bedford found that the ratings of some interviewers were much stronger predictors than the ratings of others. He surmised that it would seem possible, in a university setting, to develop a team of "good" interviewers. In conclusion, he recommended that institutions spend time and resources in developing instruments for screening out weak prospective teachers before admission is considered.

Crocker (1974) reported the findings of many researchers. He concluded that there are many misleading cues in the interview situation which are major reasons for its low reputation. He felt that there is a lack of evidence that any college trains its academic staff in a standard interviewing technique and that many institutions may be unclear about what "suitability" and "teaching" really imply. Consequently, the interview as a selection instrument may tend to pick those candidates with a facade of desirable characteristics. The interviewee may be trying to impress the interviewer and may often minimize or forget to mention failures, illnesses (especially mental illness) or doubts about teaching as a career choice. At the same time the interviewee may emphasize those points which he believes will improve his chances for admission. These factors reduce the predictive validity of the interview. Crocker also pointed out that the good looking, well

dressed interviewee tended to be subjectively over-rated for intelligence. In general, the author felt that there was a considerable amount of evidence to show that the interview usually cannot predict, with any certainty, the more able student teacher.

Crocker reported that very few studies appear to consistently find that interview scores alone can predict academic success and teaching practice marks. Two exceptions were documented: Crocker and Halliwell (1965) found the interview predicted success in education course work and practice teaching marks with significant correlations beyond the .01 level; and Burroughs (1959) found in his study that the interview could be as good as any other predictor of teaching performance.

In Crocker's (1974) studies at Bede College between 1963 and 1970 and at Shenstone New College between 1970 and 1973, the interview did not successfully predict future teaching performance. Four selection instruments were used as predictors: interview scores, General Certificate of Education, (an admission test), the Otis Gamma I.Q. Test form A, and the Crocker Poor Teaching Predictor (a test of verbal flexibility devised by Crocker). In general, the Crocker Poor Teaching Predictor test of flexibility appeared to be the only single instrument that predicted practice teaching marks. Four predictors

in these studies were intercorrelated and used in multiple correlation batteries leading to the findings that:

- (a) In three out of four of the samples the battery of IQ and flexibility produced the highest multiple correlation. In the fourth this combination was second to the combination of flexibility and interview. (Flexibility and interview were the second best battery for the three where IQ and flexibility were best). Thus flexibility combined either with IQ or with interview marks was always present in the best predictive first order batteries for every sample.
- (b) The worst predictive battery in every sample was the combination of GCE marks and interview grades. Yet these are the very tools used by the colleges in their selection process. (p. 171)

It appears that the data collected by Crocker supported the hypothesis that a test of flexibility will predict practice teaching marks.

In a study by Pratt (1977), the pre-admission interview was studied to see if it was a better predictor of teaching success than academic qualification or personality measures. Pratt reported that several studies showed biases that operate in the assessment of students in teacher training: higher practice teaching grades were given to female student teachers by male supervisors, particularly to those students who were physically attractive; and secondly, college instructors favored students with similar attitudes to their own. There was an assumption that

similar biases also occurred in the pre-admission interview.

Reliance is often placed on academic grades as criteria for admission. Pratt concluded that the predictive value of such variables as the National Teacher Examination, under-graduate grades, and high school grades have not yielded results that demonstrate consistent reliability in predicting teaching success.

He further stated that the two most common personality and attitude inventories used for determining admission did not consistently predict academic success or teacher survival. More consistent predictions from both the Minnesota Teacher Attitude Inventory and Cattell's 16 Personality Factor Questionnaire are needed before relying on their use for admission.

At present, the interview is widely used in Britain and North America both for admitting applicants to teacher training and for hiring teachers. Pratt reports that the interview, as an assessment instrument, has been attacked numerous times by measurement experts for its low reliability and bias. However, he felt that it has predicted practice teaching success more consistently than other measures in situations where the interview and practice teaching evaluator were selected from the same group of teacher training instructors.

Pratt's study at Queen's University was conducted to discover to what extent teacher survival could be predicted from data collected prior to candidate admission and training. The sample for the pilot study was composed of 43 males and 57 females who were randomly selected from a one-year post graduate teacher training program in 1970-71. The pre-admission variables included sex, marital status on admission, age, undergraduate average, degree type, and score from an interview conducted by one to three Faculty of Education personnel. The variables included grade-point-average in curriculum subjects, and practice teaching grade. A questionnaire was sent to the pilot group three-and-a-half years after graduation to determine how many of the group had survived as teachers. Complete data were available for 78 subjects; 59 (76.6%) were survivors in teaching. Drop-outs consisted of two groups, temporary and genuine. The temporary group consisted of those who were on leave from teaching, in graduate school, on maternity leave, or had to transfer with a spouse. Genuine drop-outs consisted of those who were unable to find a suitable position, could not accept the role teachers were required to fulfill, who were unsuited to teaching, or who were looking for another job with greater opportunity.

As reported in Table 3, the interview appeared to be the strongest of all predictors. In the correlational analysis, the interview score accounted for 13.6% of the variation between survivors and non-survivors. Eleven non-survivors had an interview score below the average for the total sample.

Marital status, age, undergraduate average, curriculum grades and practice teaching grades appeared to have no linear relationship with survival. No curvilinear relationship between undergraduate average and survival was found.

Pratt (1977) suggested that:

There are plausible reasons why the interview should be a good predictor of teacher survival. First, school administrators rely heavily on the interview in hiring teachers; it would be expected that a pre-training interview would help predict the outcome of a post-training interview. Secondly, the individual who interviews well does so on the basis of skills of self-presentation which are also significant in teaching. (p. 15)

Pratt further reported that Ulrich and Trumbo (1949) felt that the interview "may be most successful if limited to personal relations and career motivation" (p. 100). Pratt supported this and felt that these findings were two of the most important qualities to consider when interviewing candidates for admission to teacher training.

In Pratt's study interviews were unstructured and interviewers were not specially trained or selected, nor were they advised as to particular candidate qualities that

TABLE 3
Correlations Between Variables

	1	2	3	4	5	6	7	8	9
1	1.000								
2	.012	1.000							
3	-.008	.332**	1.000						
4	.248*	-.034	-.172	1.000					
5	-.135	.220	.148	-.252*	1.000				
6	-.026	.245*	.135	-.002	.279*	1.000			
7	.091	.094	-.030	.330**	-.084	.070	1.000		
8	.071	.203	.045	.132	-.195	.175	.456**	1.000	
9	-.113	.069	-.089	-.092	.268*	.369**	.062	.076	1.000

1 Sex (1M, 2F)

2 Marital Status (1S, 2M)

3 Age

4 Undergraduate average

5 Degree (1 general, 2 honors)

6 Interview score

7 Curriculum grade

8 Practice teaching grade

9 Survival

* Significant at .05

** Significant at .01

should be considered. Also, students who received interview scores of less than 3.0, on the six-point scale, were not admitted thereby reducing the range of scores in the sample and lowering the correlation between the interview and survival. Another important aspect of this study was timing. It was conducted at a time of high teacher employment in Ontario.

Pratt's study adds to the evidence which fails to show a relationship between undergraduate achievement (g.p.a.) and teacher success or "survival".

In conclusion, Pratt recommended that if the interview score is used for admission, attention needs to be paid to its construction and use. He suggested areas to be examined are: appropriate structure and environment of the interview, selection and training of interviewers, and the possible increase in reliability that could occur by increasing the interviewing team.

Conclusions and Implications

The Faculty of Education at the University of Victoria supported the concerns of those authors who suggested that institutions have a responsibility to provide teachers who have humanistic qualities, subject competency, and resourcefulness. These three areas were considered in the development of the interview process (Appendix B) to be used in the present study.

Various studies supported the present research into the predictive validity of the interview as an instrument to help select candidates with the best potential for achieving academic success and subsequent teaching positions. There was evidence in the literature that the interview score, either by itself or in combination with other admission criteria, could predict practice teaching grades more consistently than other predictors. Pre-admission grades, as admission criterion, were not found to be consistently reliable in predicting academic and teaching success. However, grade point average was found to be the most common admission criteria used by institutions. An important implication from that finding is that at a time of over-supply in the teaching field, teacher training institutions which support academic achievement for admission may raise their academic requirement. There was no proof to support the use of this criterion for admission and no proof that a relationship exists between g.p.a. and teaching success.

Previous studies concluded that the interviewer conducting the pre-admission interview has a responsibility to help advise candidates about career decisions. This conclusion supported one of the rationale for this study which stated that weak candidates, if identified, could be advised to pursue more appropriate careers which would be

better suited to individual abilities and personalities.

No specific studies could be found that discussed the candidates' perception of the interview as an instrument to determine admission to a teacher training program.

One study (Groat, 1976) was conducted to determine if a rationale could be established for developing different interview criteria for elementary candidates than for secondary candidates. Groat was concerned with how decisions were made in choosing elementary and secondary teaching careers. She found that:

The factors selected most frequently by each group as of great importance in the decision to teach at the elementary or secondary level, were the kind of relationship with pupils, and the subject competence which the teacher must achieve. (p. 36)

The elementary candidates placed an emphasis on the importance of the age of the pupils, pupils' personal problems, contacts with parents, teaching aids which must be used or developed, and the fact that fewer years in teacher training were required for certification. In Groat's study, the data did not generally support the notion that those candidates who were considering elementary education weighted various teaching factors differently than those choosing secondary. An important implication was that the respondents in the study had overlooked consideration of workload, the physical development of the children and other factors which affect teaching morale

and cause teaching dissatisfaction. The significance of Groat's study to this study was in the area of interview topics discussed by the candidate and the interviewer. Awareness about workload, age of pupils and amount of parent contact, appeared to be important topics to discuss within the elementary or secondary framework. Through specific questioning and discussion the interviewer could help the candidate realistically appraise his decision regarding teaching in general and specific teaching level.

Frankel and Milgram (1975) also commented on interview topic questions. They felt that one topic that might be used for interview discussion could be the way applicants spend their leisure time, considered to give some indication of the candidate's creativity. Another notable finding of the authors concerned the interviewers. They suggested that the obligation for interviewing applicants could be shared by several groups of concerned people, namely university faculty and senior university students. Faculty members, with knowledge of the end product and the responsibility for training teachers, would assume the major responsibility for interviewing. Senior students should also prove to be valuable interviewers since they share closeness in age with the applicant as well as recent experience with training and practice in the field.

This senior student interviewer could help to advise the applicant in decision making. The authors suggested that practicing classroom teachers could also offer practical judgements if they were involved in the interview process.

In conclusion, the literature supported the timeliness of this present study of the interview process. All reviewed studies indicated that it is necessary to put more emphasis on the interview structure, interviewer selection, and interviewer training. Some of the criticisms of the interview discussed in the studies were:

1. Bias. Some interviewers tended to give higher ratings to attractive females. In some cases, higher ratings were also given to candidates who had similar attitudes to those of the interviewer.
2. Lack of honesty. Candidates were found to not be totally honest in answering interview questions when they knew that a passing interview score was needed for admission.
3. Poorly defined criteria. A definition of "suitability" and other criteria for teaching was unclear and varied in interpretation in the different studies.

4. Lack of reliability. Various studies questioned the reliability of a single rating by one interview for candidate admission.

Frankel and Milgram (1975) stated that institutions may encounter difficulties in implementing new admission criteria. These difficulties might include resistance from colleagues to a change of attitude concerning the predictability of pre-admission g.p.a., resistance to any change and resistance by institution administrators to the expense in time and money to implement new admission procedures.

CHAPTER III

Method

Sample

In order to provide a similar sample to the one considered by Pratt, (1975) the Faculty of Education at the University of Victoria selected a sample of students from those who had applied for admission into the Diploma program. The Diploma program is a one year professional program for graduates of a faculty other than Education who wish to qualify for a credential enabling them to teach in the public schools of British Columbia. Candidates must have a g.p.a. of at least 3.0 to be considered. Programs are offered at elementary and secondary levels and successful completion requires a grade point average of 3.0 from the University of Victoria.

In May 1976 names and addresses of those candidates who had applied were considered to develop a mailing list of applicants who lived in Southern Vancouver Island or the Lower Mainland. The purpose of this geographical selection was to avoid undue expense for candidates who took part in the study. A list of 175 names was

developed. Letters were sent from the office of the Associate Dean of Education to these applicants requesting an interview "to discuss your choice of teaching as a career". Applicants were asked to telephone the Faculty of Education to make arrangements for the interview.

Eighty-three candidates were able to attend the interview and 60 of these students enrolled in the Diploma program in September 1976. This group of 60 students formed the sample for the pilot study. The sample consisted of 22 males and 38 females. Twenty-eight students were enrolled in the elementary program and 32 in the secondary program.

Instrument

Pre-admission interview. An interview procedure was developed and a brief training program was provided for the interviewers. The skills of active listening and respect were discussed to help interviewers establish a comfortable, relaxed atmosphere. Interviewers were encouraged to be flexible and to keep the focus on the candidate. A semi-structured interview format was developed and the interviewers were instructed to cover six basic areas in each interview. Each interview was to be approximately 30 minutes in length. An appropriate interview style and the amount of time spent on each topic area was

determined by the individual interviewer as the interview took place. Some of the topics were concerned with the experiences of the candidates, such as previous experience with children and current avocational interest. Others involved school concerns, such as perceptions of pressing problems facing classroom teachers. Some of the questions were intended to be mildly confrontive to help stimulate creative thinking and discussion, such as the candidate's view of his teaching qualities. A training sheet, "Guideline for Interview" (Appendix A) and an "Interview Topics Sheet" (Appendix B) were distributed to the interviewers.

A rating procedure "Ratings from Selection Interview" (Appendix C) was developed based on information from previous studies and a discussion amongst the interviewers and the Associate Dean. Seven variables were identified including a general category labelled "general suitability". The variables were placed in a column on a sheet which provided space for applicant's name, date, interviewer's signature, comment and the ratings. The rating was to be made on a Likert-type scale printed immediately below each variable. Six rating points were provided, with descriptive phases at the extreme points. For example, under "enthusiasm about teaching" a rating of "1" was described as "disinterested, plodding" and a rating of "6" was "lively, exuberant approach". For each rating,

"3" was intended to represent the interviewer's judgement that the candidate was "marginal" in terms of that variable.

Interviewers were asked to write notes on the "interview topic sheet", either during the interview or immediately following, which would provide a basis for assigning ratings. The topic sheet and the ratings were collected from interviewers on a weekly basis. In addition, interviewers were asked to write any comments about the interview procedure in a "log book" which was submitted at the end of the interview period.

Interviews for the sample of 60 applicants were conducted by eight interviewers. Seven of the interviewers had been full-time classroom teachers prior to their year as sessional instructors at the University of Victoria. The other interviewer had taught in the Faculty for three years after many years of classroom experience in the public schools.

The candidates were informed, during the interview, that none of the information gathered would be used to influence the admission decision. All data were collected and sealed until the completion of the 1976-77 academic year.

Predictive variables. A total of eight predictors were considered in the present study. Seven of these

came from the rating scale, as described under "Instrument", and took the form of scores from 1 to 6 on:

1. commitment to teaching,
2. communication skills,
3. enthusiasm/confidence about teaching,
4. informed about relevant subject areas,
5. perceptions of purpose and process of learning,
6. resourcefulness (creativity); and,
7. general suitability

For the purpose of comparison with more conventional university admission criteria and the established admission criteria for the Diploma program at the University of Victoria, the grade-point-average of academic work prior to entry to the Faculty of Education was also considered as a predictor. The nine point grading system used by the University of Victoria was adopted; scores for students graduating from other universities were converted following University guidelines for establishing grade equivalence (Appendix D). The grade-point-average, termed "admission g.p.a." was computed for the last 30 units of coursework prior to applying for admission. When part of an academic year was to be considered to make up the 30 units, the average for all coursework in that year was computed.

Criterion variables. The concern of the pilot study was to determine the degree to which success in the professional year program and subsequent attainment of a teaching position could be determined.

Three aspects of the professional year were considered: grade-point-average in all courses (total g.p.a.), grade in the school experience part of the program (school experience grade), and average in 300 and 400 level Education courses (coursework g.p.a.).

A survey letter was sent to all students in the pilot group in March 1977 and again, to those students who had not returned the survey, in August and September 1977 (Appendix E). The purpose of the survey letter was to find the employment status of the graduates from the Diploma program pilot study. The letter requested information concerning teaching position attainment. This information was tallied as "yes", "no" or "not applicable". A "yes" answer meant that the student had obtained a teaching position. A "no" answer meant that the student had been looking for a teaching position, but had been unable to obtain one. An answer of "not applicable" meant that the student had either taken work out of the teaching field or was not looking for a teaching position at this time for such reasons as pregnancy and further education. Fifty-two students responded to the survey.

The predictive variables and the criterion variables for each student in the pilot study were recorded on a form called "Interview Selection Project - Data Sheet" (Appendix F).

Student survey. In March 1977 an interview was conducted with 14 randomly selected Diploma students from the pilot study. This taped interview was used to obtain student-perception of the interview process.

Each of the 14 students was informed about the purpose of the March interview and how the information would be used. The interview lasted for approximately 30 minutes. The general questions asked in the interview were:

1. What were your general perceptions of the interview and interviewer?
2. Did you imagine that there were "correct" answers that guided your responses to the questions?
3. Did the interview help you to make decisions about teaching?
4. Did the interview help you to get in touch with the right office for information regarding the Faculty of Education and the Diploma program?
5. Were there questions you didn't get to ask?

6. Was there relevant information about yourself that you didn't have and opportunity to discuss with the interviewer?

This survey was conducted using basic counselling skills of active listening, respect and genuine interest. Student complaints about the Diploma program were heard and appropriate referrals were given even though this was not the purpose of the interview. Appreciation was expressed to these students for their part in the study and each was wished happiness and success in his career.

Research Design

In this study a correlational design was used to validate the effectiveness of the pre-admission grade point average and interview data in predicting academic performance and teaching position attainment of professional year Diploma students who took part in the pilot study.

A correlational design, using a Contingency Table format, was used to test the association between the predictors and predictor combination and the criterion, teaching position attainment.

A descriptive design was used to report the findings from the interview survey of the random sampling from the pilot study to determine student perceptions of the pre-admission interview process.

CHAPTER IV

RESULTS AND CONCLUSIONS

Pre-admission interviews with the 60 candidates from the present study took place over a period of several months. All candidates who met the academic requirements were admitted to the Diploma program in the Faculty of Education regardless of interview score. During the 1977-78 year, the professional year and teaching position attainment data were collected and analyzed and a random sample of students was interviewed. The results and conclusions of those findings are reported in this chapter.

Consideration of Factors

One concern of this present study was the correspondence between pre-admission predictors and professional year criterion variables. Analysis of this association was approached in two ways. Zero-order correlations were computed between each of the pre-admission predictors and each of the criterion variables. The predictor variables were then considered in combination following a multiple regression approach.

A second concern was the correspondence between the pre-admission predictors and teaching position attainment variable. Analysis of this association was approached in three ways: zero-order correlations were computed between each of the pre-admission predictors and teaching position attainment variable, predictor variables were considered in combination to test the association, and a chi square analysis was computed between the predictors and teaching position attainment.

A final concern of this present study was to report the perceptions of the interview process held by a random sample of students who were interviewed in the pilot study.

Predictive Validity of Interview Ratings and Pre-Admission G.P.A.

The data concerning the validity of pre-admission interview ratings and pre-admission g.p.a. to predict professional year academic success and teaching position attainment are reported in Tables 4, 5, 6, and 7.

Correlations among variables for the total sample are reported in Table 4. In terms of the zero-order correlations reported here, little relationship was found between any of the individual ratings from the interview and the professional year grades. Of 21 correlations between interview ratings and criteria, only the

TABLE 4

Intercorrelation Among Predictors and Professional
Year Criterion Variables for Total Group

(N = 60)

Pre-Admission Predictors ^a	Correlation With Variable ^b		
	Coursework	School Experience	Total G.P.A.
	9	10	11
1. Commitment	-.09	-.03	-.06
2. Communication skill	.07	.02	.05
3. Enthusiasm	-.15	-.01	-.11
4. Informed	.09	.02	.04
5. Purposes	-.11	-.14	-.11
6. Resourcefulness	-.21*	-.20	-.19
7. General Suitability	-.08	-.10	-.07
8. Pre-admission g.p.a.	.21*	.29*	.32**

a Pre-admission predictor variables 1 to 7 are from the interview rating.

b Variables 9 to 11 are from the profession year.

* $p < .05$

** $p < .01$

coefficient between grade in professional year coursework and ratings of "resourcefulness" ($r = -.21$) was significantly different from zero. This inverse direction is discussed at a later point. Of the correlations involving pre-admission g.p.a., the only significant but modest correlation ($r = .32$), was found between the pre-admission g.p.a. and professional year grades. For practical purposes, none of the predictors alone accounted for a substantial amount of variance in professional year grades.

Data for male and female candidates were considered separately (Table 5) on the assumption that differing characteristics may be responsible for the academic success of male and female students. For female students the pattern of modest but statistically significant correlations between pre-admission g.p.a. and professional year grades ($r = .44$) was maintained but no significant correlations with pre-admission g.p.a. were found for male students. For male students, a modest, negative correlation ($r = -.40$) was found between "resourcefulness" rating and professional year courses.

Data were also divided on the basis of the program (elementary or secondary) undertaken in the professional year (Table 6) to determine if there were differing characteristics between program candidates. For the elementary program, only the interview rating, "communication

Intercorrelation Among Predictor and Professional Year
Criterion Variables for Male and Female Groups

	Correlation With Variable ^b		
	Coursework	School Experience	Total G.P.A.
	9	10	11
Male Students (N = 22)			
Pre-Admission Predictors ^a			
1. Commitment	-.24	-.19	-.24
2. Communication Skill	-.07	-.10	-.06
3. Enthusiasm	-.32	-.33	-.31
4. Informed	.04	-.05	-.02
5. Purpose	-.29	-.32	-.31
6. Resourcefulness	-.40*	-.39*	-.38*
7. General Suitability	-.24	-.26	-.25
8. Pre-admission g.p.a.	-.13	.30	.20
Female Students (N = 38)			
1. Commitment	.15	.13	.16
2. Communication Skill	.28	.12	.16
3. Enthusiasm	.09	.26	.15
4. Informed	.15	.05	.07
5. Purpose	.10	.01	.08
6. Resourcefulness	.07	-.02	.05
7. General Suitability	.16	.06	.14
8. Pre-admission g.p.a.	.34*	.30*	.44*

^aPre-admission predictor variables 1 to 7 from the interview rating.

^bVariables 9 to 11 are from the Professional Year

* p < .05

Intercorrelation Among Predictor and Professional Year Criterion
Variables for Students in Elementary and Secondary Programs

(N = 59†)

	Correlation With Variable ^b		
	Coursework	School Experience	Total G.P.A.
	9	10	11
Elementary Students (N = 28)			
Pre-Admission Predictors ^a			
1. Commitment	.02	-.10	.01
2. Communication Skills	.27	.11	.35*
3. Enthusiasm	.18	.21	.26
4. Informed	.25	-.13	.12
5. Purpose	.08	-.15	.08
6. Resourcefulness	.10	-.08	.20
7. General Suitability	.04	-.17	.03
8. Pre-admission g.p.a.	.20	.23	.40*
Secondary Students (N = 31)			
1. Commitment	-.20	-.05	-.18
2. Communication Skills	.00	-.02	-.03
3. Enthusiasm	-.32*	-.15	-.24
4. Informed	.13	.20	.15
5. Purpose	-.20	-.13	-.18
6. Resourcefulness	-.35*	-.27	-.33*
7. General Suitability	-.14	-.06	-.12
8. Pre-admission g.p.a.	.31*	.41*	.41*

^aPre-admission predictor variables 1 to 7 are from the interview rating.

^bVariables 9 to 11 are from the Professional Year.

†Data unavailable for one student.

* p < .05

skill" ($r = .35$), and pre-admission g.p.a. ($r = .40$) correlated significantly with total g.p.a. in the professional year. All other correlations were essentially zero. For secondary students, pre-admission g.p.a. correlated positively with each of the professional year criteria ($r = .31$, $r = .41$, $r = .41$) and both the "resourcefulness" ($r = -.35$) and "enthusiasm" ($r = -.32$) ratings correlated negatively with coursework grade in the professional year.

From this consideration of zero-order correlations no strong associations between pre-admission predictors and professional year criteria were apparent. Pre-admission g.p.a. showed a consistent pattern of significant correlation coefficients with some of the criteria. The negative correlation between interview ratings of "resourcefulness" and professional year grades, found for male students and those in the secondary program, raises the possibility of predictive contributions coming from unintended directions. This finding seemed to find some explanation and support from a study conducted by Brophy and Good (1974). They concluded that, "teachers tend to prefer conforming and acquiescent students and to reject active, assertive ones" (p. 18).

The relatively weak correlation of pre-admission g.p.a. with the criteria may be due, in part, to the restriction

created by the minimum g.p.a. of 3.0 required for admission. Nevertheless, the low correlations involving this predictor are surprising in view of its current role as the sole admission criterion for many academic and career decisions.

Correlations among pre-admission variables and teaching position attainment for the total sample are reported in Table 7. No intercorrelations were computed for the male/female group or the elementary/secondary group because of the small number in each sample. Only the coefficient between the rating of "informed" and teaching position attainment ($r = -.29$) was significantly different from zero. This negative correlation again raises the possibility of predictive contributions coming from unintended directions.

Pre-Admission G.P.A. versus Interview Ratings As Predictors

To answer the second question, pre-admission g.p.a. and interview data were compared to indicate which variable was a more valid predictor of academic success and teaching position attainment.

A z test was conducted on the data (Tables 4, 5, 6) to find if there were significant differences between the correlations produced by interview ratings with professional year academic success compared with those

TABLE 7

Intercorrelation Among Predictors And Attainment Of
Teaching Position for Total Group

(N = 42)+

Variable ^a	Correlation With Variable ^c	
	Attainment of Teaching Position	
	Yes (N = 27)	No (N = 15)
1. Commitment	-.09	
2. Communication Skills	-.10	
3. Enthusiasm	-.12	
4. Informed	-.29*	
5. Purpose	-.09	
6. Resourcefulness	-.08	
7. General Suitability	-.10	
8. Pre-admission g.p.a.	-.13	

a Variables 1 to 8 are pre-admission predictors. Variables 1 to 7 are from the interview rating.

c Variable from post professional year.

+ Only 42 students of the original 60 indicated a clear "yes" or "no" answer about teaching position attainment.

* $p < .05$

produced by the pre-admission g.p.a. For three of the correlational coefficients the z test reached $p < .01$. This absolute difference occurred when "resourcefulness" ratings for the total group and for secondary program were compared to professional year g.p.a. and when "resourcefulness" rating for male students was compared to the school experience mark. For eleven other correlational coefficients the z test approached the $p < .05$ level. These eleven findings appeared for the total and secondary groups only and generally occurred when comparisons were made between the ratings of "resourcefulness", "enthusiasm", and "purpose" and the three professional year criteria. None of these 14 findings were significantly sound because the large differences originated from a very low negative predictive value for all 14 coefficients. Thus the z test further supported the weak association between pre-admission predictors and the professional year criteria. The test also indicated that neither predictor alone is significantly strong.

The values of the pre-admission g.p.a. and the interview ratings in predicting which graduates would attain teaching positions were compared by a z test on the data of Table 7. No significant differences were found between correlational coefficients. This finding suggested that no differences existed in the predictive

validity of the pre-admission g.p.a. and interview ratings in indicating teaching position attainment. Consideration of the value of the correlational coefficients supports the conclusion that the reason for this lack of difference was the low predictive power of all variables. In other words, none of the predictors considered in this study accounted for students' attaining, or not attaining a teaching position.

Predictive Validity of Combining Pre-Admission G.P.A. And Interview Ratings

To answer the third question, correlations between combinations of predictors and each of the criterion variables were computed and analyzed to determine the predictive validity. A multiple-regression approach was used whereby the relative contribution of adding the second-best predictor to the best predictor is determined. The procedure follows a step-wise sequence from best to worst predictor, providing information about the amount of variance in the criterion variable accounted for at each step. Results of this multiple-regression analysis are reported in Tables 8 A, B, C, D, E and Table 9.

Correlational coefficients between combination of predictors and each of the professional year criterion variables are reported for the total group and for sub

Table 8

Multiple Correlations between Pre-admission Predictors
(Interview Ratings and Admission Grade-point-average) and
Professional-year Criteria

Group	Criterion	Predictor	R	significance
Total Group (N = 60)				
Total g.p.a.		admission g.p.a.	.315	.01
		resourcefulness	.361	.02
		communication skill	.470	.003
		informed	.488	.004
		commitment	.503	.006
		purpose	.506	.01
		enthusiasm	.509	.02
		general suitability	.509	.04
School-experience grade		admission g.p.a.	.294	.02
		resourcefulness	.348	.03
		enthusiasm	.480	.002
		communication skill	.534	.0009
		commitment	.546	.001
		informed	.551	.003
		general suitability	.559	.005
		purpose	.560	.009
Coursework g.p.a.		admission g.p.a.	.217	.098
		resourcefulness	.292	.078
		communication skill	.464	.003
		informed	.508	.002
		commitment	.515	.004
		purpose	.518	.009
		enthusiasm	.519	.017
		general suitability	.519	.031

(Continued 8B)

Table 8 B

Group	Criterion	Predictor	R	significance
Elementary program (N = 28)				
Total g.p.a.		admission g.p.a.	.396	.037
		communication skill	.517	.021
		general suitability	.644	.004
		commitment	.664	.008
		enthusiasm	.679	.013
		resourcefulness	.690	.022
		purpose	.698	.037
		informed	.700	.067
School-experience grade		admission g.p.a.	.230	.238
		enthusiasm	.309	.285
		general suitability	.618	.008
		resourcefulness	.653	.010
		communication skill	.712	.006
		commitment	.730	.008
		purpose	.741	.013
		informed	.743	.026
Coursework g.p.a.		communication skill	.271	.162
		general suitability	.416	.094
		resourcefulness	.445	.144
		informed	.488	.163
		commitment	.513	.209
		admission g.p.a.	.543	.240
		enthusiasm	.557	.307
		purpose	.567	.391

(Continued 8C)

Table 8C

Group	Criterion	Predictor	R	significance
Secondary program (N = 31)				
Total g.p.a.		admission g.p.a.	.410	.022
		resourcefulness	.495	.019
		general suitability	.606	.006
		communication skill	.633	.008
		purpose	.660	.010
		commitment	.676	.015
		informed	.685	.025
		enthusiasm	.688	.044
School experience grade		admission g.p.a.	.413	.021
		resourcefulness	.467	.031
		general suitability	.582	.010
		commitment	.636	.007
		purpose	.675	.007
		communication skill	.693	.010
		enthusiasm	.701	.017
		informed	.708	.028
Coursework g.p.a.		resourcefulness	.350	.051
		general suitability	.509	.015
		admission g.p.a.	.562	.015
		communication skill	.612	.013
		purpose	.644	.015
		informed	.664	.020
		commitment	.667	.038
		enthusiasm	.670	.064

(Continued 8 D)

Table 8D

Group	Criterion	Predictor	R	significance
Male students (N = 22)				
Total g.p.a.		resourcefulness	.379	.082
		communication skill	.556	.030
		informed	.624	.028
		purpose	.681	.025
		commitment	.690	.047
		enthusiasm	.692	.088
		admission g.p.a.	.694	.153
		general suitability	.695	.242
School-experience grade		resourcefulness	.387	.075
		communication skill	.517	.052
		commitment	.570	.064
		purpose	.604	.087
		informed	.644	.096
		enthusiasm	.656	.148
		admission g.p.a.	.666	.217
		general suitability	.666	.326
Coursework g.p.a.		resourcefulness	.401	.065
		communication skill	.572	.023
		informed	.649	.018
		purpose	.683	.024
		commitment	.695	.043
		enthusiasm	.697	.084
		admission g.p.a.	.697	.147
		general suitability	.697	.236

(Continued 8 E)

Table 8 E

Group	Criterion	Predictor	R	significance
Female students (N = 38)				
Total g.p.a.		admission g.p.a.	.444	.005
		commitment	.546	.002
		resourcefulness	.559	.005
		enthusiasm	.604	.004
		communication skill	.614	.007
		purpose	.623	.013
		informed	.631	.021
		general suitability	.632	.040
School-experience grade		admission g.p.a.	.304	.063
		enthusiasm	.406	.042
		resourcefulness	.610	.001
		commitment	.659	.0007
		general suitability	.673	.001
		informed	.676	.003
		communication skill	.677	.006
		purpose	.677	.012
Coursework g.p.a.		admission g.p.a.	.340	.037
		communication skill	.434	.026
		resourcefulness	.494	.022
		commitment	.548	.016
		purpose	.576	.019
		resourcefulness	.582	.035
		general suitability	.585	.060
		informed	.587	.098

Table 9
 Multiple Correlations Between Pre-Admission Predictors
 (Interview Ratings and Admission Grade-point-average) and
 Teaching Position Attainment

Group	Criterion	Predictor	R	Significance
Total Group (N = 42)	Teaching Position Attainment	Informed	.0855	.2924
		Purpose	.0992	.3150
		Pre-adm g.p.a.	.1072	.3274
		Communic. skills	.1107	.3327
		Resource- fulness	.1198	.3461
		Commitment	.1282	.3580
		Enthusiasm	.1296	.3600
		Suitability	.1298	.3602

groups formed on the basis of program of studies and gender of student. As reported in Tables 8 A, B, C, D, and E correlational coefficients exceeded .50 when this multiple-regression approach was used.

For the total group (Table 8A), pre-admission g.p.a. was the initial predictor but the coefficient did not approach .50 until ratings for "resourcefulness" and "communication skill" were considered. The rating for "general suitability", which corresponded to a similar rating used in earlier studies, added nothing to the multiple-regression and was the weakest predictor for this group. Sub-groups were analyzed to see if a significant finding, different than findings for the total group, could be found based on gender and/or program.

The magnitude of the multiple correlations increased considerably when sub-groups were formed on the basis of program, elementary or secondary. For students in the elementary program, pre-admission g.p.a. was the strongest predictor of total g.p.a. and school experience grade but not for coursework grades (Tables 8 B and 8 C).

"Communication skill" and "general suitability" ratings from the interview were important predictors of academic success in the elementary program. In the secondary program, "resourcefulness" and "general suitability" ratings contributed to the prediction for all three

professional year criteria, but pre-admission g.p.a. was the strongest predictor of total g.p.a. and school experience grade.

Data from male and female students were considered separately and are reported in Tables 8 D and 8 E. Pre-admission g.p.a. was the strongest predictor for female students but not for males. Ratings of "resourcefulness" and "communication skill" were consistently the strongest predictors for male students. Coefficients approached .70 for both male and female students except when the coursework g.p.a. criterion was considered for female students. In this case, the coefficient reached statistical significance but did not surpass .60.

Correlational coefficients between combinations of predictors and the teaching position attainment variable are reported in Table 9. The total group consisted of the 42 students who clearly reported "yes" or "no" when asked by questionnaire about teaching position attainment. As reported in Table 9, "informed" was the initial predictor but no single predictor or combination of predictors produced significant correlational coefficients.

Association Between Pre-Admission Predictors (Alone and in Combination) and Teaching Position Attainment

The question of the association between each predictor alone and in combination and teaching position attainment was answered by a chi square analysis.

Interview score average and pre-admission g.p.a. were divided by score into categories of high, middle and low. Then these categories for the two predictor averages were combined.

The analysis was conducted for the total group and each sub-group, elementary/secondary and male/female (Table 10). When the pre-admission g.p.a. for the total group was compared to attainment of teaching position, a significant association was found ($\chi^2 = 9.49, p < .01$). No significant association was found for either sub-group, male/female or elementary/secondary.

The interview score average for the total group and each sub-group had no significant association with teaching position attainment.

The only interesting, but non-significant, finding when the two predictor averages were used in combination was found in the total group (Table 11). Twelve of the 27 students (44%) who received teaching positions fell into the categories of either high interview score average and middle pre-admission g.p.a. or the reverse, middle/high. However, it was impossible to conduct a chi square

TABLE 10
 Association Between Single Pre-Admission Predictor
 And Teaching Position Attainment

Predictor	Teaching Position Attainment									
	Total Group**		Elementary Program		Secondary Program		Male		Female	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
PRE-ADMISSION G.P.A.										
High (5.4-8.0)	12	4	7	1	5	3	4	1	8	3
Middle (4.8-5.3)	11	2	4	1	7	1	6	0	5	2
Low (3.0-4.7)	4	9	3	6	1	3	1	3	3	6
INTERVIEW SCORE AVERAGE										
High (5.0-6.0)	9	4	4	2	5	2	4	1	5	3
Middle (4.1-4.9)	10	4	6	3	4	1	3	0	7	4
Low (1.7-4.0)	8	7	4	3	4	4	4	3	4	4

**Chi square analysis 9.49, p < .01

TABLE 11

Association Between Combination of Pre-Admission Predictor
And Teaching Position Attainment

Predictor Combination		Teaching Position Attainment									
INTERVIEW SCORE (1)	AVERAGE/G.P.A. (2)	Total Group		Elementary Program		Secondary Program		Male		Female	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
High/High (1) (2)		2	0	0	0	2	0	0	0	2	0
Middle/Middle (1) (2)		3	1	2	1	1	0	1	0	2	1
Low/Low (1) (2)		2	4	1	3	1	1	0	2	2	2
High/Middle ^a (1) (2)		5	0	2	0	3	0	3	0	2	0
High/Low (1) (2)		2	4	2	2	0	2	1	1	1	3
Middle/High ^a (1) (2)		7	2	4	1	3	1	2	0	5	2
Middle/Low (1) (2)		0	1	0	1	0	0	1	0	0	1
Low/High (1) (2)		3	2	3	0	0	2	2	1	1	1
Low/Middle (1) (2)		3	1	0	0	3	1	1	0	1	1

^a Received Teaching Positions - 44% of students fell in these categories.

analysis on such a small sample in each category.

Candidate Perception of the Interview Process

The final question was concerned with the candidates' perception of the pre-admission interview process. Data from the interview with the 14 randomly selected Diploma students in the pilot study showed a positive response to the pre-admission interview (Table 12). Only one student reported a negative response to the total interview.

Those who responded positively to the interview experience generally felt that candidates should be screened for admission. The personal contact with an instructor from the Faculty of Education was well received and appreciated by the majority of students. The questions asked by the interviewer were generally perceived as thought-provoking and appropriate. Several candidates expressed a concern for further contact with the interviewer.

When the students were asked if they felt there were "correct" answers, answers that would more favourably impress the interviewer, eight responded "yes". They indicated that they responded a certain way because: the interview was for admission, there were ulterior motives behind the interview, or there was a need to "play the game". The six students that responded "No" to the question about "correct" answers indicated that they

TABLE 12

Survey of Student Perception of Pre-Admission Interview

(N = 14)

Student	General Perception of Interview and Interviewer	"Correct" Answers To Questions	Guidance For Making Teaching Decisions	Direction for Additional Information About Education	Questions You Didn't Get To Ask or Discuss	Relevant Information About Yourself You Didn't Get To Share
A	Relaxed work experience and response to children is important	No	No	No	No	No
B	Phony, difficult conflict with interviewer, anxious	Yes; Ulterior motives	No	No	No	Yes
C	Good empathy supported interview process; Appreciated talking to classroom teacher organized	No	Yes; Interviewer self-disclosure	No	Yes; follow up interview for orientation	Yes
D	Relaxed appropriate	No	Yes	Yes; directed to other offices	Yes; more on diploma program	Yes; specialty areas
E	Pleasant, subjective interviewer, personality came through	Yes; thought it was for admission	No	No	Yes; acceptable teacher behaviour	Yes; morals/values

Student	General Perception of Interview and Interviewer	"Correct" Answers To Questions	Guidance For Making Teaching Decisions	Direction For Additional Information About Education	Questions You Didn't Get To Ask Or Discuss	Relevant Information About Yourself You Didn't Get To Share
F	Appreciated human evaluation, personal interest	No	No	No	No	No
G	To access maturity comfortable supports and use of classroom teacher	Yes; "played the game", thought it was for admission	No	No	No	No
H	Supports process, apprehensive, 2 interviewers felt "overpowered"	Yes; got too deep	No	No	Yes; 2 interviewers	Yes; sensitivity to people and feelings
I	Relaxed, explained purpose, good eye contact, friendly	No; too general	No	No	Yes; subject content, interviewer seminar	Yes; role plays should be leader
J	Comfortable, supports process, too much emphasis on teaching as a career	No; need to be more specific	Yes; second teaching are	Yes	Yes; jobs	No
K	Tense, at first; non-threatening interviewer helped relax, friendly, open	No; specific information	No	Yes; book on education	Yes; teaching attitudes	No

Student	General Perception of Interview and Interviewer	"Correct" Answers To Questions	Guidance For Making Teaching Decisions	Direction For Additional Information About Education	Questions You Didn't Get To Ask Or Discuss	Relevant Information About Yourself You Didn't Get To Share
L	Positive supports process and personal contact, cynical about outcome	No	Yes; felt better about Diploma program	No	No	No
M	Ulterior motives, good interviewer	No	Yes; career decisions	No	Yes; expectations about prof-year	No
N	Uncomfortable, too much emphasis on hobbies, unclear purpose, supports process	Yes	No	No	Yes; admission standing teaching attitudes	Yes

answered honestly, that the questions were generally appropriate though sometimes vague, and that the interviewer did not tend to "lead" or "guide" their answers.

In the area of "other information" that students would like to have discussed, some students reported that they wished to delve more deeply into: reasons for teaching, attitudes towards people, specialty areas, job outlook, the Diploma program structure and expectations, admission, and second teaching area.

Some students felt that the interview gave guidance and information about teaching and faculty resources that was helpful. Others mentioned that interviewer self-disclosure about personal experiences in teaching was valuable and still other students indicated that they were given advice about career decisions.

One problem encountered in obtaining student perceptions of the pre-admission interview was caused by the lapsed time between the actual interview process and the interview concerning perceptions carried out in this study.

The students' favourable impression of the pre-admission interview indicated that personal contact with a staff member from the Faculty of Education was a valuable experience.

One other problem worth noting concerned the questionnaire sent to students to determine teaching position

attainment. A "no" answer was often not clearly defined and it was difficult to interpret it as "no" or "not applicable".

Conclusions

In conclusion, none of the pre-admission predictors (g.p.a. or interview ratings) provided a strong correlation, by itself, with the professional year criteria or teaching position attainment. A multiple-regression approach, which considered the best combinations of predictors had no significant contribution for predicting teaching position attainment, but produced correlations in excess of .50 with the professional year criteria. Effectiveness of predictors varied for groups formed on the basis of gender of student and type of program (elementary or secondary) but typically pre-admission g.p.a., "communication skill" ratings and "resourcefulness" rating were among the strongest contributors for predicting professional year academic success.

The inverse relationship between the "resourcefulness" rating and the criteria was an important finding and will be discussed in the final chapter.

A significant association using a chi square analysis was found between the pre-admission g.p.a. and teaching position attainment for the total group, but not for any sub-group. No significant association was found between

interview score average and teaching position attainment nor between a combination of predictor scores and teaching position attainment.

Student perception of the interview process was generally positive and supported the use of a screening process for admission.

In general, this study, supported by previous studies, found evidence that a combination of pre-admission g.p.a. and interview ratings may be useful in predicting the academic success of Diploma students in the professional year. Support was also found for considering both the type of program, elementary or secondary, and gender of candidate in making predictions. The degree of relationship found between the predictors and criteria when a multiple-regression analysis was computed is, in part, peculiar to the particular random variations of scores considered in the present study. Cross-validation on data for other students, together with an increase in sample size are warranted to assess the reliability of these results.

CHAPTER V

Implications

Implications

The results of this study indicated that neither pre-admission g.p.a. nor interview ratings by themselves were significant predictors of professional year academic success or teaching position attainment following graduation.

There appeared to be some evidence that a combination of the best predictors of academic success as indicated by a multiple correlation warrants further study to determine reliability and validity. Furthermore, the separate consideration of groups by gender and program should be evaluated to determine if interview criterion should be weighted differently for each sub-group. No single predictor or combination of predictors showed a significant correlation with teaching position attainment.

The lack of evidence that pre-admission g.p.a. could predict academic success and teaching position attainment implied that a higher g.p.a. for admission to teacher-training institutions is not the answer to the admission dilemma. There appeared to be no evidence that a higher

pre-admission g.p.a. alone had any significant correlation with academic success and teaching position attainment for the students in this study. This finding indicated a need for other more significant admission criteria, thereby providing further support to the findings reported by Pratt (1977).

The poor predictive power of the pre-admission interview ratings by themselves found in this study appeared to coincide with the findings of Crocker (1974). He concluded that there were many misleading cues in the interview situation which reduced the predictive validity. One of the major reasons was the lack of clarity in the interview criteria. Crocker used the criterion "suitability" as an example. Crocker's study and the low correlations between "general suitability" and academic and teaching position attainment found in this study definitely suggested that the interview criteria should be examined and that the categories should be more specific and better defined. A further example of this lack of clarity was found in the "resourcefulness" rating which produced negative correlations with professional year success and teaching position attainment. Resourcefulness, flexibility and creativity were mentioned in many of the reviewed studies as important positive qualities to look for in potential teacher-training candidates. It would appear ludicrous to screen-out candidates

on the basis of a high rating in "resourcefulness" since this quality has a positive connotation to many people. It seemed that the "resourcefulness" rating like the "general suitability" rating may have been unclear in definition to the interviewers in this study. On the other hand, now resourceful students may have been given higher grades by Faculty members.

"Resourcefulness" was the strongest predictor of academic success for males while pre-admission g.p.a. was the strongest predictor for females. Speculation might include that sex differences accounted for this different pattern. For example, in men assertive flexibility may not be rewarded in a Faculty of Education because it may be threatening. The relationship of the pre-admission g.p.a. for women may be due to their greater stability in academic performance found in other studies. Thereby the reliability of g.p.a. is increased. These speculations imply further research into sex differences in making predictions.

The favourable response to the interview experience expressed by the students in this study implied that the interview served a valuable purpose over and above the data collection purpose needed to carry out the pilot study. Students in the random sample indicated an appreciation for the personal contact with an interested Faculty representative, for program and career information and for the self disclosure shared by some interviewers about personal teaching experiences. These positive responses

strongly supported the "human" contact aspect discussed in the rationale in Chapter I.

Another interesting observation about the pre-admission interview conducted in the pilot study involved the 23 candidates, out of the 83 who were interviewed, who withdrew their applications for admission to the Faculty of Education. It would be difficult to assume the reasons for withdrawal, but speculation would include that the decision might have been based on information received at the interview and on the interview experience itself. Thus this study lends further support to those studies (Bedford, 1972; Pratt, 1977) which suggested that one of the roles of the interview is to advise candidates and help them make decisions concerning career choices.

Recommendations

Interview forms which include *Guidelines for Interview*, *Interview Topics* and *Ratings From Selection Interview* should be re-evaluated in light of the findings of this study. The selection of interviewers needs further study to determine the necessary personal qualities of interviewers. From the comments made by the interviewees, priority should be given to unbiased, non-judgemental, empathic interviewers. The training program for interviewers should be fairly extensive and include communication skill training as well as practice sessions for interview role-playing and interview rating.

Hopefully this will help to establish some kind of interview uniformity and increase the reliability of the interview process.

In conclusion, the interview as an initial contact between candidate and faculty representative (interview) should be retained. A revised interview process to be used for admission into the Faculty of Education needs cross validation with a larger sample to establish validity and reliability as a predictor.

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APPENDIX A

1. "Interview Topics" provides a listing of the key areas, about which the interviewee should be asked. The order and degree of elaboration of these topics rest on the judgment of the interviewer. In most cases, you should ask for an elaboration of an initial response. In addition, you may wish to pose a hypothetical situation or a counter-position to elicit further information. Feel free to vary the order of presentation as you see fit, or even to combine topics as you see fit. Space is provided for telegraphic notes.
2. "Rating from Selection Interview" should be completed immediately after each interview using the six-point scale. Each characteristic, including "general suitability", should be considered independently. It would be possible, therefore, for any one individual to receive high ratings on some variables and low ratings on others.
3. "Log Book" is intended to record comments that you have about the procedure of conducting interviews. You may wish to describe needed changes in arranging times for interviews, guidelines for sequencing questions, or ways of improving the wording on the scale.
4. Introductory Comments should be brief. You should mention the general purpose of the interview and acknowledge the student's entry to the Faculty of Education. Avoid prolonged descriptions of the pilot project; emphasize the opportunity the interview provides to gather information deemed important to teaching success. For example, "We are interested in spending half an hour or so talking about your interests in teaching and about some of the experiences and plans you have in mind."

Should the interviewee seem particularly nervous, you should slow the pace of initial questions and maintain a calm tone. Telling a person not to be nervous or that the interview is not all that crucial serves no good purpose and, in fact, may increase the anxiety level.

Should the interviewee press for information about the reason for the interview, stay at a general level (e.g., "We are attempting to gather information about students about to enter the Faculty so that we can improve the work of the Faculty.")

5. Conduct of the interview should be characterized by interest and flexibility on your part. You should start with a question or comment you feel will make the interviewee comfortable. Unless your memory is better than average, make brief notes so that you will have some specific guidance for your ratings. For most interviewees, you will probably have to ask for elaboration of their initial responses. For some you may have to encourage closure by paraphrasing their comments and mentioning that there are several other issues you would like to talk to them about.
6. Closing comments should include mention of the "pilot nature" of the project. None of the material gathered by the interview will be available or be used for decisions about admitting the student, assigning grades, or recommending placements. You may want to reinforce this message by describing the process of sealing interview materials until after the academic year is complete. Express the thanks of the Faculty for the student's taking part in the interview, as well as the wish that the interview assisted him in his planning for the year and for his career.

APPENDIX B

INTERVIEW TOPICS

NAME _____

Experience - (Previous and current experiences with children and other learners;
life experiences such as travel, special responsibilities)

Reason for entering the faculty and the profession.

Reaction to students who are disinterested in learning/schools.

Avocational interests (hobbies, special-interest groups, music).

Qualities that fit you to be a teacher

Pressing problems to be faced by classroom teachers (providing for success,
role of competition, discipline).

Date _____

Interviewer _____

APPENDIX C

RATINGS FROM SELECTION INTERVIEW

Candidate's Name _____

Check (✓) the space that best indicates your evaluation of the candidate's standing.

COMMITMENT TO TEACHING

1	2	3	4	5	6
little or no long-term interest shown					dedicated

COMMUNICATION SKILLS

1	2	3	4	5	6
unsuitable vocabulary, unclear meaning					well selected words, effective listener

ENTHUSIASM/CONFIDENCE ABOUT TEACHING

1	2	3	4	5	6
disinterested, plodding					lively, exuberant approach

INFORMED ABOUT RELEVANT SUBJECT AREAS

1	2	3	4	5	6
uninformed, large gaps in knowledge					rich, extensive knowledge

PERCEPTIONS OF PURPOSE AND PROCESS OF LEARNING

1	2	3	4	5	6
ignores purpose or holds dogmatic view					thoughtful consideration to purposes and principles

RESOURCEFULNESS (CREATIVITY)

1	2	3	4	5	6
unimaginative, formula-bound					flexible, appropriately persistent

GENERAL SUITABILITY

1	2	3	4	5	6
unsuitable		marginal			outstanding

_____ DATE

_____ INTERVIEWER

Comments _____

APPENDIX D

GRADE EQUIVALENTS

United Kingdom	Simon Fraser University (4 pt. scale)	U. S. A. (4 pt. scale)	University of Alberta	Percent.	University of Victoria
1st Class	4.0	4.0	9	95	9 A ⁺
	4.0	4.0	9	90	8 A
2nd Class Div I	4.0	3.8	8	85	7 A
	3.0	3.5	7	80	6 B ⁺
2nd Class Div II	3.0	3.0	6	75	5 B
	3.0	2.8	5	70	4 B ⁻
3rd Class	2.5	2.5	4	65	3 C ⁺
	2.0	2.0		60	2 C
	2.0	1.8 (c-)			
	1.0	1.0	3	55	1 D
				50	

Source: Adopted from Graduate Studies, Faculty of Education, University of Victoria.

APPENDIX E

Survey of Job Attainment Letter



UNIVERSITY OF VICTORIA

P.O. BOX 1700, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2

Faculty of Education

March 4, 1977

I am gathering information about students who were interviewed in the Spring of 1976 prior to entering the Diploma program in the Faculty of Education.

One of the purposes of this data collecting is to find out if the Diploma graduates (1977) obtained teaching positions of their choice or other selected employment.

I would greatly appreciate it if you would fill out the bottom section of this letter and return it in the enclosed envelope by September 1, 1977.

Thank you for your help. I wish you happiness and success in your future.

Sincerely,

Cindy Widel,
M. A. Candidate

PLEASE RETURN BY SEPTEMBER 1, 1977

Employment (teaching or other)

Position: _____

Grade level (of teaching) _____

Employer: _____

Beginning date: _____

Comments: _____

No employment by Sept. 1977 _____ - Reasons: _____

Teacher Training

Level _____

Teaching areas (secondary) _____

Signature

Address

APPENDIX F

University of Victoria
FACULTY OF EDUCATION

Interview Selection Project

DATA SHEET - INTERVIEW 1976

col.				
1,2,3,4	ID. No.	<input type="checkbox"/>	<input type="checkbox"/>	_____
		prog.	individual	name
5	sex	<input type="checkbox"/>		
6	level	<input type="checkbox"/>	(elem/sec)	
7	rater	<input type="checkbox"/>		
8	rating:	<input type="checkbox"/>	commitment	
9		<input type="checkbox"/>	communication skill	
10		<input type="checkbox"/>	enthusiasm/confidence	
11		<input type="checkbox"/>	informed	
12		<input type="checkbox"/>	purpose	
13		<input type="checkbox"/>	resourcefulness	
14,15		<input type="checkbox"/>	subtotal	
16		<input type="checkbox"/>	general suitability	
17,18		<input type="checkbox"/>	total	
19,20,21	criteria:	<input type="checkbox"/>	gpa total	
22,23,24		<input type="checkbox"/>	gpa school experience	
25,26,27		<input type="checkbox"/>	gpa coursework	
28		<input type="checkbox"/>	tchng rating	
	record	<input type="checkbox"/>	previous gpa	

VITA

Surname: WIDEL Given Names: CYNTHIA JEAN

Place of Birth: Los Angeles, California, U.S.A.

Date of Birth: June 25, 1934

Educational Institutions Attended, With Dates of Entering and Leaving:

<u>OREGON STATE UNIVERSITY, CORVALLIS, OREGON</u>	<u>1952</u> to <u>1956</u>
<u>PACIFIC UNION COLLEGE, ANGIN, CALIFORNIA</u>	<u>1960</u> to <u>1964</u>
<u>SAN FRANCISCO STATE COLLEGE, SAN FRANCISCO</u>	<u>1960</u> to <u>1968</u>
<u>SONOMA STATE COLLEGE</u>	<u>1964</u> to <u>1969</u>
<u>UNIVERSITY OF CALIFORNIA, BERKELEY, CA.</u>	<u>1967</u> to <u>1970</u>
<u>UNIVERSITY OF OREGON, EUGENE, OREGON</u>	<u>1969</u> to <u>1969</u>
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Publications:

On The Line, A Guide To Listening And Beyond

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Title of Thesis:

A STUDY OF THE PRE-ADMISSION INTERVIEW AS A PREDICTOR
OF ACADEMIC SUCCESS AND TEACHING POSITION
ATTAINMENT FOR DIPLOMA STUDENTS

Author



Cynthia Jean Widel

August 17, 1978